

# Students' Perceptions of Classroom Management Practices of Native and Local Foreign Language Teachers in a Turkish University: A Cultural Perspective

Üniversite Öğrencilerinin Anadili İngilizce Olan ve Türk Yabancı Dil Öğretmenlerinin Sınıf Yönetimi Uygulamalarına Dair Algıları: Kültürel Bir Bakış Açısı

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## Özet

Kültür ile yakından ilişkili olan sınıf yönetimi süreci, etkili öğretimin önemli bir unsurudur. Bu çalışmada Türk üniversite öğrencilerinin kendi kültürlerinden ve diğer kültürlerden (Kuzey Amerika ve İngiltere) öğretmenlerinin sınıf yönetimi uygulamalarına dair algıları incelenmiştir. Araştırmanın temel amacı, öğrencilerin ve öğretmenlerin kültürel altyapılarının sınıf yönetimi uygulamalarına ve öğrencilerin bu yöndeki beklentilerine nasıl yansıtıldığının anlaşılmasıdır. Araştırma, araçsal durum çalışması deseninde nitel bir çalışma olup veriler sınıf gözlemi ve odak grup yöntemi ile büyük bir devlet üniversitesinin Yabancı Diller Yüksekokulunda eğitim gören 53 öğrenciden beşi Türk, beşi yabancı 10 öğretim görevlisine ilişkin olarak elde edilmiştir. Araştırma bulguları, Türk ve yabancı öğretmenlerin sınıf disiplini, öğrenci-öğretmen ilişkisi ve pedagojik uygulamalar açısından farklı algılandığını ortaya koymuştur. Bulgular ayrıca öğrencilerin disiplin ve öğretim yöntemlerine ilişkin beklentilerinin de kültürel özelliklere göre değişiklik gösterdiğini ortaya koymaktadır. Araştırma bulguları sınıf yönetimi ve kültürün etkileşimini göstermesi ve geniş çaplı yapılacak nicel araştırmalara ön veri kazandırması açısından önemlidir.

**Anahtar sözcükler:** Kültürel değerlere duyarlı eğitim, kültürlerarası eğitim, öğrenci algıları, öğrenci beklentileri, öğretimde kültürel farklılıklar, sınıf yönetimi.

## Abstract

Being closely related to culture, classroom management is a main component of effective teaching. In this study, the perceptions that Turkish university students have of classroom management practices of teachers from their own culture and other cultures (North America and England) are explored. The main purpose of the study is to understand how the cultural backgrounds of students and teachers are reflected in the expectations and practices regarding classroom management. The study was designed as a qualitative instrumental case study. The data were gathered through classroom observations and student focus groups from 53 students from the School of Foreign Languages of a large state university with respect to the classroom management practices of five native and five local teachers. The results revealed that students' perceptions of classroom management practices of local and native teachers differed in terms of classroom discipline, teacher-student relationships, and pedagogical practices. Students' expectations of discipline and teaching styles also varied in relation to their cultural backgrounds. Overall, the findings of this research are important in showing the interaction of classroom management with culture and in providing data for future qualitative research.

**Keywords:** Classroom management, cultural differences in teaching, culturally responsive teaching, student perceptions, teaching overseas.

The increasing expansion of social, technological, and industrial globalization have created the conditions needed for the internationalization of education. The mobility of teaching staff and students has greatly contributed to the intercultural dialogue between countries (Lundgren, Castro, & Woodin, 2019; Shuayb, 2012). Nevertheless, challenges arise as part of teaching to students born and raised in

different cultures. Student and teacher participation in exchange programs such as Erasmus and Comenius makes it necessary to design school and classroom environments that address the needs and values of students from different cultural origins. Recent studies indicate that lacking proper preparation in international settings results in challenging classroom environments (Crabtree & Sabb, 2004; Zhou & Li, 2015).

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Especially with the growing dominance of the English language all over the world, more and more native English-speaking teachers are employed in different cultural contexts. Although there is a plethora of studies on the classroom management practices of teachers from Western cultures in their own countries, there is a growing need to understand how they behave in cross-cultural settings and whether their classroom practices are in harmony with the expectations of students from different cultural backgrounds.

As a main indicator of effective teaching and learning (Evertson & Weinstein, 2011; Marzano, Marzano, & Pickering, 2003) classroom management contributes to student success (Bondy, Ross, Galligane, & Hambacher, 2007; Wang, Haertel, & Walberg, 1997) and is closely related to culture (Levin & Nolan, 2014; Powell & Powell, 2015). When teachers and students come from different cultures, there is a risk of conflict and this may result in hindrances to students' learning and teachers' classroom performance (Kato, 2010). In the last two decades, studies focusing on different aspects of classroom management have made cross-cultural comparisons of classroom management practices in different countries (Akin-Little, Little, & Laniti, 2007; Gu, Lai, & Ye, 2011; Koh & Shin, 2014; Shin & Koh, 2007; Watkins, 2000; Zhou & Li, 2015). These studies, however, mainly investigated the management practices of American teachers in multicultural classrooms based in the USA, and some focused on the perceptions and expectations of students (Bear, Chen, Mantz, Yang, Huang, & Shiomi, 2016).

With the growing number of native English-speaking teachers in Turkey and in other culturally similar countries, it has become more important to study how the classroom management practices of teachers with a Western cultural background are perceived by students and whether these students' expectations are met in a pedagogical sense. Studies comparing the classroom management practices in Turkish culture to those in western cultures have been conducted in primary schools (Boyacı, 2009; Cicek, Ulker, & Karakus, 2012) or explored the beliefs of pre-service teachers regarding classroom management (Özer, Gelen, Alkan, Çınar, & Duran, 2016; Şahin-Sak, Tantekin-Erden, & Pollard-Durodola, 2018; Tekindal et. al. 2017).

### Culture and Pedagogy

Hofstede (1991, p. 6) defines culture as “the collective programming of the mind which distinguishes the members of one group or category of people from another”. Through values rooted in a particular culture, people decide on what is good or bad (Hampden-Turner & Trompenaars, 1997); right or wrong; proper and improper (Hofstede, 1986).

Since culture is defined as the “root of all actions” (Hampden-Turner & Trompenaars, 1997), it affects the beliefs and thinking systems of its members. Beliefs regarding teaching and learning are also shaped by cultural orientations. As Hofstede (1986) states, schools are one of the four fundamental institutions in society and they have complementary basic roles (teacher /student) which help children further develop their mental programming so that the basic values of their society are reproduced (Hofstede, Hofstede, & Minkow, 2010). That is, cultural values shape teachers' beliefs, and therefore, their practices. In the literature, there is a plethora of studies that show how teacher beliefs and practices are related (Baştürkmen, 2012; Fang, 1996; Gay, 2018; Hollins, 2015; Liddicoat & Scarino, 2013; Nespor, 1987; Pepin ve Roesken-Winter, 2015; Richardson, 1996).

Classroom management refers to the “actions teachers take to create an environment that supports and facilitates both academic and socio-emotional learning” and includes arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities (Evertson & Weinstein, 2011, p. 4). Classroom management, particularly the micro-classroom procedures to keep order, discipline and strategies, are affected by the specific cultural context and can be better understood if analysed from a cultural perspective (Davis, 2017; Levin & Nolan, 2014; Shimahara, 2013).

Wubbels (2015) indicates that Western and Eastern cultures differ in terms of the classroom management practices of teachers and that cross-cultural differences may influence perceptions of misbehaviour. Hofstede (1986) suggests that there are differences in expected patterns of teacher-student and student-student interaction and highlights the importance of awareness towards these patterns in order to avoid any perplexities that may arise. Therefore, it is necessary to understand how cultural elements might explain how teachers make decisions regarding teaching and classroom management and whether they are in harmony with the expectations of students from different cultural backgrounds.

Hofstede (1980) put forward a framework of cultural differences with five dimensions. “Power distance” refers to how less-powerful members of a society expect power to be distributed unequally. In “individualistic” cultures, people are expected to look after themselves or their immediate families, whereas in “collectivist” cultures people are integrated into “in-groups” which protect them in return for their loyalty to these groups. “Uncertainty avoidance” refers to how people in a society react to uncertain and ambiguous situations. A society is



called “masculine” when there are clear-cut distinctions between emotional gender roles with men being assertive and tough and women modest and tender. The opposite is a “feminine” society in which emotional gender roles overlap and both men and women are expected to be modest and tender. “Long-term oriented” cultures are more focused on future rewards, saving and persistence, while “short-term oriented” cultures value past and present more and are heavily focused on traditions (Hofstede et al., 2010).

Hofstede (1986) claimed that the differences between nations also had reflections in teaching and learning practices. Based on Hofstede’s framework, this study inquires into the extent that these cultural differences reflect on teachers’ classroom management practices and students’ related expectations in a Turkish higher education context. For example, Ayca et al. (2000) found that Turkey scored high on power distance and paternalism and in paternalistic cultures, superiors are expected to provide care, protection and guidance to the subordinates and expect loyalty and respect in return. It will be informative to examine whether this kind of superior subordinate relationship that exists in Turkish organizations is relevant to the relationship between teachers and students in schools and whether this is something desired by students. Hofstede (2001) also found that there is a considerable difference on the power distance and uncertainty avoidance scores of Turkey and the USA. Turkey scored 66 and 85 on the power distance and uncertainty avoidance dimensions, respectively (Hofstede 1980, 1997). The United States, on the other hand, scored 40 and 46 relatively on the comparative dimensions. Based on these scores, Turkey is considered to be a high-power distance and uncertainty avoidance country while the U.S. is considered to be a moderate power distance and uncertainty avoidance country (Hofstede, 1997). People in high power distance countries have a tendency to accept that individuals in institutions have unequal power; similarly, people in a high uncertainty avoidance culture have a tendency to prefer structured to unstructured situations. This difference might imply that American teachers and Turkish students hold different expectations towards the nature of teacher-student relationships. For instance, in high uncertainty avoidance countries, such as Turkey, teachers are expected to be experts who have all the answers (Hofstede et al., 2010). Therefore, drawing from the works of Hofstede, the aim of this study is to see whether or how the aforementioned differences between American and Turkish culture reflect on classroom management practices and the teacher-student relationships in order to improve learning and teaching in the multicultural school settings. As

such, this study aims to answer the following research questions:

- How do students perceive the classroom management practices of local and native English-speaking teachers?
- What are students’ expectations regarding classroom management practices?
- How are cultural backgrounds of teachers and students reflected in classroom practices and expectations respectively?

## Method

The literature on how cultural elements interact with teaching practices is mostly quantitative in nature (Akin-Little et al., 2007; Gibb’s & Gardiner, 2008; Lewis, Romi, Qui, & Katz, 2005; Shin & Koh, 2007). Therefore, this research is designed as a qualitative case study to gain a deeper understanding of the phenomenon. Yin (2003) defines a case study as an empirical inquiry that investigates a contemporary phenomenon within its real-life context using multiple sources of evidence, with data needing to converge in a triangulating fashion. Congruent with this, the case in the current study is students’ perceptions and expectations of classroom management practices of local and native EFL teachers.

## Research Context and Participants

The research was conducted in a language preparatory school of a Turkish university. Besides the local EFL teachers, the school employed native EFL teachers who are from the USA and the UK. The detailed information on the native and local teachers can be seen in ■ Table 1 below. The participants were 53 students all born and raised in Turkey.

## Data Collection and Analysis

The data were collected through in-depth focus groups with students and non-participant classroom observations. The interviews were recorded with the consent of the participants, and later transcribed. Pseudonyms were used to ensure anonymity. The interview questions were developed upon a detailed literature review of the aspects of the research subject. A total of six focus group sessions were carried out with 53 student participants.

Non-participant classroom observations were carried out by two different observers over a period of two weeks. A total of 10 classes were observed for 90 minutes each. Each class was observed twice, once during a Turkish teacher’s class and once during a native teacher’s class, yielding a total of 20 observations. Observations were similarly semi-structured, and observers took notes on classroom management issues such as

**Table 1.** Information on local and native English teachers.

	Total teaching experience (years)	Teaching experience in Turkey (years)	Gender	Place of birth
Local teacher 1	12		Female	Turkey
Local teacher 2	8		Female	Turkey
Local teacher 3	3		Female	Turkey
Local teacher 4	9		Female	Turkey
Local teacher 5	10		Female	Turkey
Native teacher 1	8	4	Female	The USA
Native teacher 2	11	5	Female	The UK
Native teacher 3	4	3	Male	The UK
Native teacher 4	14	6	Male	The USA
Native teacher 5	6	4	Female	The USA

teacher-student, student-student interactions, teaching and learning environment, classroom routines, instances of misbehaviour and teachers' reactions to them. Observation notes were used to understand and triangulate the interview data.

The transcribed texts were analysed using inductive thematic analysis to identify themes and patterns within the data. With an open coding approach, the researchers were able to classify all the data and systematically compare the codes. Later, the codes were grouped into categories and themes were identified by the observers. After coding the data separately, the observers reviewed the classroom observation notes and the lists of codes together and a consensus was reached over the naming of the codes and emerging themes. The final inter-coder reliability was in the 90% range, as suggested by Miles and Huberman (1994).

## Results

The analysis of the data yielded three main themes, which are classroom discipline, teacher-student relationship, and pedagogical practices.

### Classroom Discipline

The first theme that emerged is the classroom discipline. It describes how students define the strategies that teachers employ towards problematic behaviour in the classroom. The subthemes identified are dealing with misbehaviour, and classroom rules.

### Dealing with Misbehaviour

The students reported that native and local EFL teachers have different understandings of what misbehaviour is and that they differ in their reactions to misbehaving students. It was found

that native EFL teachers are more sensitive about students' participation in the activities while local teachers care about respect. The participants reported that the local EFL teachers behave in a non-assertive and hostile way when reacting to misbehaviour. Some participant statements are given below:

- “Sometimes the teacher marks someone absent but let him/her stay in the class. Other times, the teacher threatens the students by deliberately lowering their grades or attendance.” [Ayşe]
- “Once a student had an argument with the teacher and then the teacher did not let the student in her lesson again.” [Banu]

On the other hand, the students mentioned that their native EFL teachers do not lose their temper when reacting to misbehaviour as they think that their primary duty is to teach the lesson:

- “In my opinion, what is important for them is to teach the lesson. They warn us if the flow of the lesson is interrupted.” [Ahmet]
- “The native teachers are not very strict, so we are not afraid of them. That is good up to a point, but when there is some noise they go there and tell them to be silent.” [Osman]

Consistent with this, during the classroom observations it was observed that the native and local teachers also differ in the reactions they give to misbehaving students. The native teachers tended to engage the misbehaving students into the lesson and motivate them to participate. They generally did not show hostile behaviours towards the misbehaving students. Instead, they preferred warning the misbehaving student verbally, staying calm, and making their expectations of their students clear.

On the other hand, during the classroom observations, it was noted that the local teachers tended to display various hostile behaviours. They associate misbehaviour with being disrespectful, and they tend to retaliate by threatening their stu-



dents. They warned and threatened misbehaving students by deducting points from their scores in the exam. In other instances, they warned the students by yelling at them or scolding them. For example, Deniz, a local teacher, warned a group of students at the back of the classroom who were studying for the upcoming quiz and threatened them with deducting points from their quiz scores if they continued not paying attention. On another occasion, when a student's cell phone rang during the lesson, another local teacher named Dilek, with a negative expression on her face, said "OK! Turn it off!" She warned another student reading a novel by yelling "Sait! Close that book!" Similarly, Esra warned the chatting students with a scolding tone of voice. Interestingly, students also expect teachers to hold authority and show some of the hostile behaviours to keep order. Students stated the following:

- *"When teachers threaten the students with grades, they establish authority."* [Senem]
- *"If I were a teacher, I would send off sleepy and uninterested students out of class."* [Nuriye]
- *"They get angry if a student is late for the class and they are right in most of the cases."* [Suna]

### Classroom Rules

The students mentioned that the native and local EFL teachers' reactions differ when classroom rules are broken. Native EFL teachers prefer explaining to the students why rules are necessary, and they apply the same rules for all the students in the classroom without exceptions. The local EFL teachers tend to give inconsistent reactions to different students for the same behaviour. Moreover, they sometimes ignore instances of misbehaviour to maintain good relationships with students. This is reflected in the following remarks by students:

- *"Local EFL teachers try to give one more chance to the misbehaving students before applying the rules, but native ones do not do this, they are strict about the rules. The local ones think that it is possible for a student to make a mistake and if it is repeated twice or three times then they give reactions."* [Gaye]

Students also reported some differences between the native and local EFL teachers in terms of rule-based discipline:

- *"At the beginning of the term, our teacher told us that she would not let us in even if we were 10 minutes late, but one of my friends was always late and she did not tell him off. So my teacher did not keep her promise."* [Gamze for local EFL teachers]
- *For example, the local EFL teachers are more tolerant than the foreigners about being late.* [Ayşe]
- *"Foreign teachers do their job as a formal duty and they have rules like coming to the class on time but the local EFL teachers come even 10 minutes late."* [Yaren]

Our classroom observations revealed that although they had set rules about punctuality before, some local EFL teachers did not care about students' coming late to their class and let latecomers attend their classes. For example, a local teacher, Dilek, was welcoming towards a student who was 15 minutes late for her class. Another local teacher, Deniz, let a student who was 20 minutes late attend her class. However, she did not let the student sign the attendance list. Also, in Deniz's class, the observer reported that the atmosphere was rather laid-back and there were students chatting in Turkish and studying for other lessons. One student even asked to borrow Deniz's cell phone charger. However, Deniz did not show any reaction to the mentioned violations of the classroom rules.

### Teacher-Student Relationship

The second theme that emerged is teacher-student relationship. It generally refers to the type of relationship and interaction frameworks between teachers and students and the kind of relationship pattern students expect. The subtheme that emerged is relationship roles.

### Relationship Roles

The students mentioned that they expect to get guidance from their teachers. It was revealed that the local EFL teachers have a broad understanding of what it means to guide the students, in that they tend to develop more personal relationships with the students guiding them both in their academic and personal lives. On the other hand, the native EFL teachers have a more impersonal style and tend to limit their relationships with students to the classroom context. For them, guiding means helping students with the learning objectives; they do not intend to interfere with their personal lives. Some students stated the following:

- *"Our foreign teachers regard us as a job. Maybe it is because of the idea that a student's private life is none of their business. However, the local EFL teachers are not like this."* [Nuriye]
- *"I met a teacher like this once – both strict and lovely. We loved and respected her not only for her lessons but also for her dealing with our problems."* [Senem, for the local EFL teachers]

In addition to that, during the classroom observations, the local EFL teachers tended to give threats and punishments to the misbehaving students. On the other hand, the native EFL teachers did not favour punishment and preferred talking to the students and making it clear what acceptable behaviour is.

Students also expect their teachers to take care of them both academically and personally and give a certain amount of punishment when needed. In accordance with their expectations, they mentioned that they get guidance and attention



from the local EFL teachers both in and outside the classroom context, while the native EFL teachers avoid this:

- “It is something like “a father both loves and punishes his kid”. If he never punishes, then the kid will not learn any lessons.” [Furkan]
- “We get on well with the foreign teachers, but they keep themselves at a distance – I do not know why.” [Gamze]
- “For example, we went to the city centre with our local EFL teacher, but a foreign teacher was not interested in an activity like this.” [Serhat]

### Pedagogical Practices

The last theme was labelled as the pedagogical practices. It describes the teaching styles employed by teachers and the expectations of students regarding these styles. The subtheme identified is teaching styles.

### Teaching Styles

The students see the teacher as the “knower” and believe that the teacher’s role is to give knowledge. This is reflected in the following remarks by the students:

- “A teacher is the consultant, so he/she has to guide us.” [Esin]
- “For me, the teacher should teach first and then I can revise because if I study by myself and learn it wrong, I cannot change it even if the teacher teaches me the correct form later on.” [Hande]

Interestingly, students expressed their expectations of teaching style as deductive by stating that:

- “I would like to learn deductively, otherwise, if I do not know the details I get confused.” [Fulya]
- “As the local EFL teachers teach with a teaching style that the students are used to, the students learn easily. The foreign teachers generally use the teaching style of their own countries.” [Ebru]

During the classroom observations, the observers reported many instances supporting the statements above. For example, Deniz preferred directly giving the Turkish translations of vocabulary items when students demanded instead of encouraging them to look them up in the dictionary. Similarly, Esra directly corrected students’ grammar and vocabulary mistakes during the speaking activities and spent a lot of time giving the correct answers for the activities and checking students’ answers. The themes and subthemes identified are summarized in ■ Table 2.

### Discussion

Overall, the findings revealed that students’ perceptions regarding classroom management practices of the local and native teachers were grouped under three main themes. Each of them is discussed under the following sections.

### Classroom Discipline

The subthemes for classroom discipline were dealing with misbehaviour and classroom rules. The students reported that when faced with an instance of misbehaviour, the native teachers usually stayed calm, preferred giving firm verbal messages, and expressed their expectations from students clearly. The local teachers, on the other hand, exhibited hostile behaviours towards misbehaviours such as verbal assaults, threats, and punishments. Although physical punishment is legally banned in all schools, similar studies carried out in Turkey also reveal that when dealing with misbehaviour, Turkish teachers employ a variety of aggressive behaviour towards the students including threatening, yelling at, hitting or slapping students (Lozano & Kizilaslan, 2013; Sadık, 2008, 2018; Türnüklü, 2000) as well as humiliating them (Apaydın & Manolova, 2015). Canter (1993) identifies three types of response styles for dealing with misbehaviour: “Assertive, non-assertive and hostile”. The “assertive” style is found to be the most effective since it gives clear messages regarding the expected behaviour. This is achieved through calm and firm verbal messages in which rules and expectations are clearly articulated, or non-verbal messages like staying calm and making direct eye contact. The findings suggest that native teachers tend to have an assertive style when handling misbehaviour. The “non-assertive” style, on the other hand, is described as ineffective since the messages given are usually vague; it fails to convey the messages clearly. Typical non-assertive behaviours include pleading, demanding the expectations to be met but not following through (not being consistent) and ignoring the problem. Another ineffective style is giving “hostile” responses. They include verbal assaults, unrealistic threats, severe punishments, and sometimes physical responses. Local teachers tended to use a variety of “non-assertive” and “hostile” behaviours towards the students. They associate misbehaviour with being disrespectful and they tend to retaliate.

Turkey is categorised as a high-power distance country (Hofstede, 1983), and it is among the most hierarchical societies in terms of preferring authority (Chhokar, Brodback, & House, 2013). In such cultures, the inequality between the parent and the child at home is reflected in the teacher-student

■ Table 2. Themes and subthemes identified.

Main theme	Subtheme(s)
Classroom discipline	Dealing with misbehaviour Classroom rules
Teacher-student relationship	Relationship roles
Pedagogical practices	Teaching styles



inequality in the classroom. Inequalities between people are expected and desired, and teachers are treated with respect or even feared (Hofstede et al., 2010). The findings of this study are consistent with Hofstede's theory in respect to teacher-student interactions, teacher responses to misbehaviour, and the expectations of students.

The results also suggest that native teachers mostly employ an assertive discipline approach regarding rules and misbehaving students. An assertive approach to discipline as defined by Canter (1989) includes explicitly telling the students the consequences of misbehaviour, being consistent about the rules, and application of the rules fairly to all students. In this study, the results showed that the native teachers have an assertive style when rules are concerned. They tend to apply the same rules for all the students in the classroom. The local teachers, on the other hand, hold a different attitude where the application of rules and consistency are concerned. They tend to give different reactions to different misbehaving students for breaking the rules. They sometimes show inconsistency or ignore misbehaviour to maintain good relationships with students. The difference in attitude between the local and native teachers can also be interpreted by the universalism vs. particularism dichotomy described by Hampden-Turner and Trompenaars (1997). In universalist cultures, like the American culture, people have a tendency to apply rules and procedures to ensure equity and consistency, while in particularistic cultures such as Turkey, flexibility is encouraged by adapting to particular situations.

### Teacher-Student Relationship

The subtheme that emerged from the teacher-student relationship theme was the relationship roles. The students reported that the local teachers developed more personal relationships with them compared to their native teachers. They were willing to help students with their personal lives and problems. On the other hand, the native teachers were perceived to have a more impersonal style and tended to limit their relationships to the classroom and did not tend to be involved in the students' personal lives. Findings from other research are consistent with the findings of the current study in that in cultures where social, emotional and physical closeness are expected in student-teacher interactions, students are willing to share their personal and family issues in class; however, this is regarded as a distraction by some other cultures. For example, American teachers teaching in Brazil avoid this level of intimacy with their students (Crabtree & Sapp, 2004). Also known as teacher immediacy, such non-observable behaviours have been found to have an effect on students' affective learning (Pogue & AhYun, 2006). In the current study, when native teachers

showed non-immediacy, students' expectations regarding the nature of teacher-student relationship were not met. In the Turkish culture, just as paternalist managers are like parents to their subordinates (Aycan et al., 2000), teachers are expected to be concerned with and involved in their students' lives, which is also desired by students.

### Pedagogical Practices

The subtheme that emerged from pedagogical practices was teaching styles. The results indicated a difference between the teaching styles of the local and native teachers. The native teachers used a more inductive style, while the local teachers were seen as the transmitters of knowledge. Hofstede et al. (2010) states that students favour structured learning situations in strong uncertainty-avoidance cultures and teachers are expected to be experts who have all the answers. Similarly, drawing upon Hofstede's work (1986), Atkins (2000) points out that in cultures with strong uncertainty avoidance, teachers are believed to know everything, students need more structure, precision and detail, and they are not tolerant of ambiguity. Indeed, in this study as well, students expressed their expectations of being taught through deductive teaching styles by stating that they find it more comprehensible compared to the inductive style. We can infer that there is a mismatch between the learning styles of most students examined here and the teaching style to which they are exposed by the native teachers. In a way, students seem to prefer a teaching style that they are used to. When teachers are not able to recognize the cultural differences among learning styles, some students may struggle, and this may cause inequalities. Therefore, cross-cultural understanding of learning styles is seen as crucial in the communication between teachers and students. Learning styles need to be understood on a cultural basis (Oxford & Anderson, 1995). Teachers not only need to be aware of how their students learn, but they also need to recognize their own practice. Teachers are advised to reflect on their classroom practices and think about their underlying values and beliefs about teaching and learning (Farrell & Ives, 2015).

### Conclusion

The internationalization of education has resulted in higher mobility of teaching staff and students all over the world. This inevitably contributes to the intercultural dialogue between countries and will continue to do so in the many years to come. This study intends to bring attention to the fact that in order to increase the potential benefits of this process, native English-speaking teachers volunteering to be a catalyst of intercultural dialogue need to be prepared to teach in local contexts.



With the purpose stated above, this qualitative analysis explored the perceptions and expectations of students regarding the classroom management practices of local and native English-speaking teachers in relation to their cultural backgrounds. It was found that the practices of local and native teachers were perceived differently by students. These differences in classroom management beliefs and practices between two groups of teachers closely relate to their associated cultural backgrounds, as they are pictured in the cultural frameworks in the literature (Atici & Merry, 2001; Macnab & Payne, 2003; Tekindal et al., 2017). This study provides new empirical evidence to the existing literature in that culture constructs both students' expectations from their teachers and teachers' actions. The literature establishes that depending on their cultural backgrounds, teachers' and students' expectations regarding the nature of student-teacher interactions and teacher authority vary greatly (Crabtree & Sapp, 2004; Yoo, 2014).

Berne (1968) states that all transactions are complementary; that is, in order for relationships to follow naturally, the responses should be appropriate and expected by the other party. The students in this study expect their teachers to take care of them both academically and personally and give a certain amount of punishment where necessary to keep order- just like a parent does, which could be interpreted as a child ego state. Turkish teachers, on the other hand, exhibit parent-like behaviour and care for the students. Walker (2008) states that the roles that teachers have in class are similar to the parenting styles whose appropriateness and efficacy is influenced by culture. One's parenting style could be authoritative, authoritarian, or permissive and includes a degree of demandingness and responsiveness. The students stated that they get guidance from their local teachers both in and outside of the classroom while the native teachers avoid this. Caring for students is seen as a very important factor for culturally relevant teaching. In Ladson-Billings' (1995) culturally relevant teaching framework, caring for students extends beyond the classroom needs of students and includes rather a holistic focus on the overall needs of the students.

The statements of students established that what they expect from their teachers in terms of classroom management and what the native teachers do in the classroom do not match. Adapting an assertive manner might not be very effective in the Turkish context though it might be suitable for Western cultures. As students defined an ideal teacher to be authoritarian, they might interpret the classroom management styles of native teachers as inefficient. Therefore, to be effective in the classroom, it might be a good idea for native teachers to adopt additional strategies according to the expectations of their students. Organizing meetings with local teachers, classroom observa-

tions and team teaching are some suggestions for native teachers to handle any difficulties they might encounter while teaching in a new culture.

As Schein (2010) claims, there is no "correct" or "better" culture. What is good or bad depends on the match or the fit between a certain culture and its environment. Culture is also dynamic, complex and changing; however, in schools there is a misconception that culture is something that is static and unchanging (Banks, 2015). The results of this research imply that it is important for teachers to take into consideration the cultural elements of the country in which they teach and the expectations of students in terms of classroom dynamics, relationship roles, and learning preferences. This is because effective teaching cannot be separated from cultural awareness and it has a great impact on student achievement (Evertson & Weinstein, 2011; Marzano et al., 2003).

### Limitations and Future Studies

The main aim of the study is to increase awareness of the fact that students from a particular culture might, in relation to their cultural background, expect teachers to manage the classroom in a particular way. However, being a qualitative study, the findings of this research cannot be generalised. Similarly, it cannot be guaranteed that the university students or the local and native teachers in this study reflect the whole picture at the national level. Therefore, if supported through mixed method research and quantitative data in future studies, more generalizable results regarding the subject could be obtained.

The current study and some other studies in the literature (e.g., Crabtree & Sapp, 2004; Yoo, 2014) note that teachers with a Western cultural background might be experiencing classroom management problems in international classroom settings. Teachers' management performance in the classroom has significant effects on their burnout and turnover behaviour (Brouwers & Tomic, 2000; Wang, Hall & Rahimi, 2015). Therefore, future studies may focus on native teachers' perceptions and their sense of self-efficacy in overseas classrooms, as they might be at risk.

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