

## How to Handle the Problem of Deviation in Language Classes

Asst. Prof. Dr. Necat Kumral

National Police Academy, Faculty of Security Sciences,  
Department of Compulsory and Applied Courses, Turkey  
E-mail: [necatkumral@hotmail.com](mailto:necatkumral@hotmail.com)

Doi:10.5901/mjss.2013.v4n3p569

### Abstract

*This article aims to investigate the problem of deviation—departing from the main point, going astray from the right path or digressing from the lesson plan into irrelevant details—to propose plausible solutions by developing effective ways in line with the data gathered through a questionnaire developed to double-check the reasons behind the digression from the main course of the lesson plan. The questionnaire administered at an academic setting was composed of 15 items designed to explore the nature of deviation in EFL classes. The answers collected were analysed and interpreted accordingly, and consequently displayed in tables so that the statistical representation of the values each item received was provided for those interested to have a complete picture of the problem. In the conclusion part will be (1) discussion points based on the interpretation of the data gathered and (2) some practical hints on how to handle the problem of deviation with kid gloves. Some implications were also drawn in line with the research findings to consider deviation from the perspective of the researcher.*

**Keywords:** deviation, L2 setting, classroom management, teacher perception, learner styles, language education

### 1. Introduction

The research that this article focuses on is one of the very few studies conducted regarding the problem of deviation because there does not seem to be adequate literature already in print to develop a thorough research tool to shed light on every aspect of the phenomenon. Deviation, when it really sets a problem, may be led by teachers because their inner motives urge them to appear more knowledgeable than they actually are, causing distraction and digression into irrelevant details. Once the teacher wanders from the main stream of the plan prepared beforehand, students take the lead to move further when they particularly get bored with the same old tune in typical teacher-centred classrooms.

The very first thing EFL teachers are expected to do is to identify the problem. If it leads to more student participation they may let it go on for some time because students may want to take their own opportunity to investigate more in order to learn by themselves. In order to follow a logical road to probe deeper into the problem the article will (1) identify the problem at length with some implications, (2) present the reader with the research findings based on the analysis of the data gathered, (3) offer some suggestions on what and what not to do when faced with the problem all along the road and (4) arouse interest in the prospective researchers and invite them to conduct a follow-up study so as to provide a thorough picture of the problem for the benefit of the EFL teachers, readers and the prospective researchers interested in the topic. Clinical supervision strategies could really offer some suggestions on how to cope with the problem if the teacher needs any professional help and intends to work in collaboration with the supervisor by holding conferences before and after the class observations to develop an effective instructional scheme in order to improve teacher's classroom performance (Acheson & Gall, 1997; Gaies & Bowers, 1997; Fanselow, 1997).

A recent study conducted by Kayaoğlu (2012) focuses on the significance of developing a clinical supervision approach to identify the problem (diagnosing) and find better ways to cope with it (solving) in order to facilitate teaching practice by strengthening instructional skills through supervisor-teacher collaboration based on a mutual trust developing social behaviour. This kind of professional assistance extended generously helps develop self-confidence (developing positive attitude towards professional advancement) without imposing any superior role upon teachers since the supervisor is no longer an inspector expected to maintain a unilateral control system (Bowers & Flinders, 1990). They do not feel humiliated just because of their weakness and/or lack of expertise which can be dealt with accordingly through professional supervision period. Deviation or digression from the main course of the lesson plan is a complicated language teaching and learning problem, as it results in complete loss of energy, time, money, and efforts of learners and teachers with no prospective language teaching program outcome.

## Literature Review: Identifying the problem

Deviation can simply be defined as departing from the main point, going astray from the right path. It often occurs in the learning process as it cannot be avoided in foreign language classes. Deviation from what is being instructed is a departure from what is being prescribed (Sarigöz, 2000). That means facing something that pops up all of a sudden when not expected to the extent that it can cause distraction and deviation from the mainstream of the lesson plan. Deviation in language learning classes may set an important problem because it may turn into a barrier blocking the flow of the teaching schema somewhere along the process in the classroom when particularly the teacher does not know how to handle it due to some extra happenings that are not provisioned or expected to happen beforehand. The problem is mostly seen as part of the classroom management techniques (Weber, 1999; Brown, 2001), since student interaction, movement and learning are to be better organized and controlled by the teacher through teacher preparation "to enable teaching to take place most effectively" (Richards, 1997, p. 10). By means of macro approach to teaching and teacher preparation student orientation to lessons and instruction are guided and maintained through effective activities designed prior to the lessons conducted (Ellis, 1997; Morine-Dersheimer, 1999). If there is something wrong with the organisation of the lesson, and if the teacher faces certain disruptive behaviour displayed openly and insistently, the teacher closely considers his own teaching styles to find out the real reason behind which "accounts for this *negative learner behaviour* [italics added]" (Nunan, 1997, p. 71). The teacher feels compelled to wipe out the negative effect within the classroom, as this behaviour, without hopefully turning into a deliberate attitude, might pose a threat and a challenge to the ingenuity of the teacher.

Other factors, if one ever wishes to speak of those apart from physical setting, schedule of the courses, the location of the school, are said to be the length of instructional time for the optimum use of it for effective learning by cooperation and collaboration for higher learning outcomes (Leighton, 1999). The usual classroom routines run smoothly if the period of instructional time is high and standards for classroom behaviour are of utmost importance for learners' own benefit (Tenbrink, 1999). Incentives and rewards are also part of the learning schema as learners' psychological needs play a significant role in terms of achieving better learning outcomes (Gardner, 1993; Woolfolk, 1998). Physical needs are to be met in the first place when particularly physical needs affect their biorhythms and change concentration during the day. Styles of learning, learner types, methodology followed and biological and psychological motives are among the factors to consider since they all add up to the intensity of concentration (Cook, 1991; Oxford, 2001). Lack of effective learning strategies, as Nisbet and Shucksmith (1991) put it, is very likely to play a key role in causing deviation as learners may experience failure in keeping up with the pace of the lesson (cited in Williams and Burden, 1997). Learning styles also play significant role in regard to the sort of attitude and behaviour the learner usually displays toward the topic, the material and the methodology of the teacher in the classroom (Ellis 1991; Wallace, 1999). Type of the learner should be considered as one of the major factors leading to deviation since their attitudes toward formal instruction in a particular setting contribute to the learning atmosphere and the psychology of the teacher or vice versa. Whether they are introvert or extrovert, task-oriented or fun-oriented, intuitive-random or sensing sequential, judging or perceiving really affects the nature of the class in session in terms of the ultimate goal of the lesson plan and also the syllabus designed for that end (Oxford, 2001). In class activities are part of the whole teaching scheme as they all contribute to successful implementation of the language program by designing them in consecutive steps to promote student involvement and interaction for the betterment of communication skills (Littlewood, 1983; Shostak, 1999; Freeman, 2000). It is based on the assumption that the more the learner is involved in the learning process, the better their learning becomes, for the very fact that they will enhance learners' participation and help facilitate learning in order to lessen the chances of deviation.

If the ultimate goal of the syllabus is to enhance more student autonomy, social and interactive skills are incorporated into the daily teachings to help promote more confidence through constructivist approach (Driscoll, 2000; Von Glasersfeld, 1996). It is a fact that learners construct their view as they learn and build knowledge through experience in order to make sense of what they are instructed to learn (Piaget, 1973; Vygotsky, 1978; Perkins, 1991; Eggen & Kauchak, 2001). This approach allows more opportunity for critical thinking motivating the learners to help build more autonomy and construct their own view of learning through activities allowing more opportunity for inquisitive thinkers who question, investigate and reason (Fosnot, 1989). Research and teaching are two activities that should follow each other consecutively as teaching is also a part of learning process through students' positive or negative feedback on their teaching styles. Learners show us how they comprehend through their questions and learning attitudes if teachers ever appear to be so keen to observe behaviours and widen their expertise and experience in return for a successful teaching skill (Calkins, 1986; Spada, 1997). Students' beliefs and values are to be taken into consideration as they are all

'whole person' with their cognitive faculty and emotional and spiritual identity which can be easily affected by unfavourable teaching behaviours (Balçıkanlı, 2006).

Language learning is like learning how to drive a car, and when you do not take opportunity to drive, for you may cause a 'fatal accident' while the trainer is on the next seat, learner can never acquire L2 no matter how much he really wishes to. EFL classes are like driving courses designed to learn how to drive securely in traffic where you can never experience any fatal accident except for unfortunate occurrences likely to take place if they are not provisioned and calculated beforehand. All the time consuming and rigorous efforts are made generously to reach the ultimate goal of the language teaching program meticulously designed and wisely carried out for the benefit of all the parties—administrators, teachers and learners—concerned.

## Method

After a meticulous research into the literature relevant to the topic, although there does not seem to be adequate literature written solely on the problem of deviation in EFL classes, a data collection tool—a questionnaire composed of 15 items inquiring about the research topic in every aspect—was designed within the format of a five figure Likert scale and implemented at the ELT department of a university. Randomly selected 140 students from freshmen to seniors participated in the survey and responded by circling the number ranging from 1(=not at all) to 5 (=very much) that they think best reflects their opinions. The results based on the answers were displayed in tables representing the frequency, median and the standard deviation for each item. In each table the formula used for the statistical representation of all the variables is the same, and for very practical reasons it is necessary to indicate what each of the symbols refers to for quick reference: N=total number of the respondents; f=frequency each item has received;  $\bar{x}$  = median reached by dividing scores by the number of the respondents, and S.s=standard deviation.

The reliability of the test is 0.71 according to Cronbach Alpha value, which means that any value higher than 0.60 proves that the test is reliable, and the values reached are statistically significant (Tavşancı & Özdamar, 1999, p. 522). All the items placed on the questionnaire are completely related and support one another allowing double check of the responds in order to see to what extent they are made to the point. Interpretation of the results has been made in line with the analysis of the data to propose coherent and consistent conclusion followed by some suggestions for the benefit of the prospective researchers.

One-way ANOVA Test has been used to check in order to see if there is any statistically significant difference in their answers to the items in terms of their academic background in their field of study. The value  $> 0.05$  indicates that there is no statistically significant difference in their answers with respect to their academic background. The following table clearly indicates the result of the test applied with all the computation necessary for the ANOVA (analysis of variance) value, which is lower than 0.05.

**Table 1.** Total Number of Respondents and the Data Results

Academic Year	N	$\bar{x}$	S.s	F	p*
First year classes	38	54,8	6,0	1,715	,16
Second year classes	41	57,3	5,8		
Third year classes	31	55,6	5,9		
Fourth year classes	30	57,5	5,6		

\*p>0,

Overall picture the researchers reached was to the point and achieved all the results provisioned before the research was conducted. The research findings centre on the notion that students would like to take active roles in order to be responsible for their own learning experience. Learners as doers should replace the concept of learners as back seat passengers or rather 'rubberneckers'. They demand more opportunity to enjoy their journey of hope behind the wheel as active drivers rather than captive passengers watching the road and simply waiting for the trip to end. They should be given ample opportunity to participate in what is going on in the classroom, as they prefer to take active roles in their learning experience. Interaction in the classroom is to be enhanced in order for them to communicate better with their peers. Autonomous learning strategies are favoured over teacher lecturing because the latter does not allow any student participation for its own sake. There might be more fun all along the road to success if both of the parties—the teacher and the students in EFL settings— are confident of their job or task fulfilment and enjoy what they are involved in. In order to back up the research findings some further research studies are called for since deviation as a classroom

management problem in language classes deserves much more attention than it has been paid to up to now.

### Findings

The data gathered through the questionnaire have been based on the statistical evaluation and assessments of the responses received for each item and are displayed in graph bars. For the sake of simplicity, the bars have not been provided for the visual representation of the values indicating to what extent they are in harmony and consistent with each other for a comprehensive overall picture to display reliable findings of the research. In brackets is the number given to indicate the number circled on the scale while the percentage in parentheses represents the frequency the item has received.

**Table 2.** Correlation between experience and teaching Skill

	N	1 F	2 f	3 F	4 F	5 f	$\bar{X}$	S.s
1. I believe that there is a direct correlation between experience and teaching skill as the latter develops in the process of time.	140	-	2	19	61	58	4,25	0,74

Item 1 investigates the correlation between experience and teaching skills of the teacher. The answers to this item show consistency over the years of their learning experience as third year students have shown that sort of increase in the frequency of the item. Fourth year students follow them in favouring the significance of experience in language teaching, for this item receives the highest frequency in their answers. The assumption behind the question is that once they have developed confidence in their teacher as a reliable source of information and an ideal role model displaying favourable attitudes and behaviours to boot; they feel confident and enjoy their learning experience in return.

**Table 3.** Student Intention Revealed through Questions

	N	1 F	2 f	3 F	4 F	5 f	$\bar{X}$	S.s
2. When I ask a question, I really would like to get a very satisfactory answer.	140	-	3	15	46	76	4,39	0,76

Item 2 investigates whether students' request for information should be considered an attempt to deviate from the main course of the lesson. The answer to the question shows that it has also received the highest frequency on the scale regardless of the academic level of all the respondents. This proves the assumption that students mostly ask questions to get information rather than violate the teacher's lesson plan. It should never be considered a threat posed to ingenuity of the teacher when they ask a question to know better what they are learning unless otherwise it proves to be an action plotted to create a conflict which might pave the way for deviation from the main stream of the lesson plan. It is sometimes beyond the capacity of the learner to remain seated and constantly concentrated while studying and learning whatsoever if they feel absolutely enslaved and captive in the classroom.

**Table 4.** Language as a Device for Enhancing Awareness of Life

	N	1 F	2 f	3 F	4 F	5 F	$\bar{X}$	S.s
3. Learning a language does not simply mean mastery over the L2 as I develop a perception of life for my own benefit.	140	1	11	47	50	31	3,70	0,92

Item 3 has been developed around the notion that learners are also involved in the activities not only to learn something more but also to widen and sharpen their view of the world in the broadest sense as they are all socially bound and irrevocably responsible for their learning as they are on the same boat sharing the same destiny. Judging by their answer it is secure to say that they view learning as a process of developing a perception of life, which indicates that learning is

done for the sole purpose of learning what is instructed but also to develop a deeper perception of life as long as learner emotions are taken into consideration. There seems to be strong relationship between their learning experience and what life offers to them so as to be a living entity with all their emotions and unprecedented psychic energy in place. In other words they expect much from their learning experience as they strongly feel that learning contributes to their professional development in order for them to regard themselves as private individuals.

**Table 5.** Cultural Difference and Emotional Experience of the Learner

	N	1 F	2 f	3 F	4 F	5 f	$\bar{X}$	S.s
4. Cultural differences I encounter during my learning experience help understand the emotions of the significant other.	140	-	2	29	67	42	4,06	0,75

Item 4 investigates to what extent they view cultural differences as part of the language learning process since language cannot only be viewed as learning grammatical rules for the very fact that the culture of the society that speaks the target language is already embedded into the everyday use of the target language. Overall view of the learners regardless of their academic background they are in favour of cultural differences as their answers indicate how they view culture. This indicates they are more curious to learn L2 when the focus is on the cultural aspect of the linguistic knowledge.

**Table 6.** Learner Attitude towards the Teacher

	N	1 F	2 F	3 F	4 f	5 F	$\bar{X}$	S.s
5. I tend to overestimate the feelings of the teacher who goes to any length to appear 'superb' in all respects let alone 'knowledge	140	4	21	65	32	18	3,27	0,96

Item 5 tests learners' attitude towards teachers who appear to be 'super' in all respects let alone knowledge in their field of study. The idea behind this question is that if learners develop any unfavourable feeling about their teachers based on their observations they tend to stay back rather than get involved in the activities to learn better. Apparently what lies behind this item has not been very well received since the answers do not reflect the negative premise that make them predisposed to favour the attitude of the teachers who tend to boasts of their knowledge in the subject matter while they are not enthusiastic enough to care and share that source with their students through cooperative activities. The frequency this item has received clearly indicates that they are somewhere in between as they have displayed consistent neutral position by not favouring grade 1 on the scale.

**Table 7.** Relationship between Learner Motivation and Learning Outcome

	N	1 F	2 f	3 F	4 F	5 F	$\bar{X}$	S.s
6. I learn better if I have already developed enough curiosity to understand what I am studying.	140	-	1	11	31	97	4,60	0,66

Item 6 inquires about the curiosity of the learner that motivates all along the learning process as it is the psychic energy behind the efforts made to learn as best he can. Motives as well as needs back up the learner not to give in while learning something requires stamina and psychological well-being of the learner towards their goals. Deviation has got to do with how well motivated the learner is besides some other factors ranging from physical needs like food and drink if the class is scheduled at a late hour of the day to self-esteem needs like professional satisfaction or family gratification, or in other words from growth to deficit needs. The answers given to this question do favour the 'curiosity to learn', which is what the researchers have expected to find.

**Table 8.** Student's Quest for Information

	N	1 F	2 f	3 F	4 F	5 f	$\bar{X}$	S.s
7. I tend to ask questions to satisfy curiosity rather than test the teacher's competence and confidence.	140	-	3	19	52	66	4,29	0,78

Item 7 is plotted against item 6 to double check their enthusiasm to learn and their sincerity and consistency in their answers to the questions developed around the willingness to learn from two different perspectives. It is clear from the frequency the answers received that we observe a well-grounded interpretation since the researcher finds consistent correlation between items 6 and 7 inquiring about the same thing from two different perspectives. The data gathered on the concept of curiosity seems to be based on the objective assessment of the respondents' feedback as their answers are absolutely consistent and are really to the point. It is also obvious from the answers that they are all concentrated on what they are learning rather than appearing judgemental in their behaviours towards learning. They seem to be totally goal-oriented and want to learn something through questions posed to learn more and show how conscious they are of their learning efforts.

**Table 9.** Learning Outcome and the Significance of Material Development Skills

	N	1 F	2 F	3 F	4 F	5 f	$\bar{X}$	S.s
8. I feel I learn better if I share information with others through well-prepared materials	140	-	6	21	35	78	4,32	0,88

Item 8 is interaction-oriented which is prerequisite to enhance communication within the classroom environment which in turn consolidates learning for their own benefit. It also inquires about the extent to which the classroom is learner-centred and how much of the time can be allocated for learning. As the item has received highest frequency on the scale, it is secure to say that the respondents have had opportunity to share information through communicative activities such as pair-work, group-work or whole-class to use the target language for communication. In such a classroom where there is no involvement with learning it is very likely to observe deviation at any moment at any point when they have no idea as to what goes in the classroom. In terms of the alternatives marked by the respondents it is easy to see that there is a steady increase in the interest of the students from 1 to 5, which indicates that they maintain interest in their learning efforts.

**Table 10.** Significance of Productive Pop-up Discussions for Enhancing Student Participation

	N	1 F	2 f	3 F	4 F	5 f	$\bar{X}$	S.s
9. I love discussions that arise suddenly as they help learn better what is being studied.	14	3	8	31	46	52	3,97	1,01

Item 9 has received the highest frequency on the scale as they have preferred 5, 4, 3, 2 and 1 in that order because they learn better if they are interested in what they are learning. Discussions are that sort of activities which arouse interest in the learner and help focus their attention and maintain it throughout the activity. Deviation is unlikely to happen when they block out everything and concentrate on what they are discussing. They become actively involved in what they are studying in their own learning environment no matter how pseudo-learning setting it may appear to be where direct exposure to L2 is considerably limited. They feel they become part of the whole learning experience as they learn by participating in what they are to acquire for their own benefit. Language teachers take this into consideration and make very little effort to get their students involved in the whole learning experience in a more learner-centred classroom with a learner-centred syllabus allowing more opportunity for learner participation.

**Table 11:** Learner Perception of Typical Strict Teaching Behaviours

	N	1 F	2 f	3 F	4 F	5 f	$\bar{X}$	S.s
10. I favour those teachers who follow their plan without ever leaving a chance for a break in order for us to enjoy more what we are learning.	140	46	29	32	25	8	2,42	1,27

Item 10 centres on how strict the teacher is in the classroom and how decisively he follows it to control what is likely to happen in a typical teacher-dominated rather than learner-centred classroom where students are allowed more chance and ample opportunity to be autonomous learners in the process of time. Respondents are expected to display negative attitude toward the questions, as it requires negative reaction while they reflect their own view as to how properly they are to be treated in the classroom. The frequency this item has received clearly indicates their anticipated reaction to that sort of language teaching attitude.

**Table 12.** Learner Interest in Teacher Performance and Learner Digression

	N	1 F	2 f	3 F	4 F	5 f	$\bar{X}$	S.s
11. I tend to lose interest in the lesson and start doing something else when the teacher is not very well organized.	140	5	15	20	42	58	3,95	1,14

Item 11 investigates if learners tend to lose interest when the teacher is not very well organized beforehand. It is that sort of classroom where deviation from the mainstream of the course is very likely to occur when the teacher does not follow a logical flow of teaching schema. Once learners are distracted it is hard to put them back on the right track in order for them to comprehend the instruction better and follow it accordingly. It is expected that they prefer the highest score on the scale, as no one would ever like to be distracted.

**Table 13.** Learner Types and Teaching Style Compatibility

	N	1 F	2 f	3 F	4 F	5 f	$\bar{X}$	S.s
12. I tend to lose interest in the lesson and start doing something else when the instruction does not address visual and auditory channels to learn better.	140	3	13	38	51	35	3,72	1,00

Item 12 investigates to what extent learners tend to use their auditory and visual channels to learn better. They are assumed to favour the teaching styles that effectively make use of all these channels to address the visual and auditory sense of perception for a thorough learning atmosphere, and their answers are consistent with what is expected.

**Table 14.** Significance of In-class Activities Promoting Learner Participation

	N	1 F	2 f	3 F	4 F	5 f	$\bar{X}$	S.s
13. I tend to lose interest in the lesson and start doing something else when we are not involved in all the activities.	140	9	8	51	49	23	3,49	1,04

Item 13 is directly related to their attitude toward the teaching style of the teacher. When they are not involved in the activities, they are expected to lose interest in what they are studying and deviate from the main track of the lesson. Their answers are consistent with what is expected of them as there is a direct correlation between the answers and the favourable attitude that they are expected to display in the classroom. As it is teachers' first and foremost mission is to get all the learners engaged in the activities, if they are motivated and ready to make advances in their learning efforts, to help them emerge active and well-motivated from their self-incurred inertia. Poorly trained and motivated teacher profile



depicts a picture of a gigantic failure when it comes to teaching any subject effectively not to mention a complicated and multifaceted issue of language teaching.

**Table 15:** Significance of Learner Involvement in the Assessment of Knowledge and Learning Process

	N	1 F	2 f	3 F	4 F	5 f	$\bar{X}$	S.s
14. I tend to lose interest in the lesson and start doing something else when the teacher demonstrates us how to assess knowledge and learn it well.	140	23	22	36	33	26	3,12	1,33

Though Item 14 requires negative answer, they seem to have taken the premise in the positive sense because of the grammatical structure without considering the semantic ambiguity it may cause when they have lost the whole picture the proposition paints in the mind of the reader. 'Tend to lose interest' is given as opposed to 'assess knowledge and learn it'. As the premise is negative in sense though the second part is absolutely something positive, they still assess knowledge and learn it when they particularly use their analytical skills. Grade 1 on the scale should have received the highest frequency as no one loses interest when they learn something consciously. The only logical explanation could be that they assumed that they got the question right though the question required them to be more positive toward assessing and learning without losing interest in what they benefit a lot from.

**Table 16.** Significance of Considering Learner's Emotions for Better Learning Outcome

	N	1 F	2 f	3 F	4 F	5 F	$\bar{X}$	S.s
15. I tend to lose interest in the lesson and start doing something else when all our emotions are not taken into consideration while participating	140	45	23	19	28	25	2,75	1,52

Item 15 inquires about the significance of taking emotions and feelings into consideration all along the learning process. When learners are attentively listened to while they voice their own views the way they like without flouting the principles of politeness, they will feel that they are already part of the whole learning process, as they take active roles by participating in the activities. They will feel free to have a voice in the discussions to express their opinions whenever possible or at least when they feel that they should. The phrase 'whole person' is actualised when the learner presents him/herself with all his physical and spiritual entity in the classroom. As a private being with distinctive features that make them different, irreplaceable and unique person they get involved in social/affective activities to communicate better with the significant other forming a small speech community in their own quarters. The frequency this item has received simply expresses their thoughts as to how they feel when they want to be treated as 'individuals with their own distinctive identity' who is present there and ready to be part of the whole learning process.

## Conclusion and Discussion

Deviation in language learning classes may set a significant problem as it may turn into a barrier blocking the flow of the teaching plan somewhere along the teaching and learning process in the classroom when particularly the teacher does not know how to handle it with due care and effort. Teaching skills may not help him/her as it stands in the way all of a sudden due to some external consequences that are not provisioned beforehand. What ever is planned may jumble up and the teacher may feel insecure and uneasy when the roads diverge in the process. There is some verbal literature handed down from mouth to mouth when experienced teachers start boasting about how they have handled all these deviation-related problems skilfully, and how luckily they have reached the shore safe and sound. This research was designed and conducted at a university setting to provide a complete picture of the problem through some literature review related to the topic and research findings reached after the data analysis and interpretation followed by some implications made accordingly.

No matter how little attention it has attracted so far, deviation may still set a serious problem when the plan diverges from the main course of the lesson plan. When it is not properly handled with some theoretical literature, it is hard to shed light on it through some research findings, which is actually what this research aims to do by means of the



results of the data gathered. The assumption behind the research was and still is that deviation, whether initiated by the teacher or the learner, may not be that dangerous if it leads to more student participation in the classroom. This sort of aroused interest in the lesson will be something desirable and beneficial, for it paves the way for more interaction and communication in the process of time. The very first thing to do is to analyse the problem to see if any attempt, made consciously or unconsciously, really causes digression into some irrelevant details. By means of skilful manoeuvres teachers may take advantage of such irrelevant talk by raising lively discussions enhancing student participation. However, direct confrontation with the problem by displaying negative attitude toward the attempt is very likely to cause deviation and may create more trouble since teachers may lose their leading role as the sole organizer of their own parade. Some breaks caused by unexpected questions may prove to be more beneficial if they provide opportunity to enjoy and learn more by getting away from the humdrum, the mundane since long hours of lecturing causes boredom, and in turn ennui sets in.

The suggestions given below are based on the results of the research and are intended to arouse interest in discussing the points made throughout the research.

1. Deviation, no matter how simple it may appear, sets a problem that stands in the way blocking the flow of the lesson plan in its natural vein unless the teacher takes active role to change the direction right round for the benefit of the learners.
2. Unlike what is believed as to how to handle the problem in a teacher-centred classroom where it is assumed that it is unlikely to occur, student-centred classes will give no way for such an occurrence as they will feel free to do what they enjoy doing while teachers simply go through what they have planned to teach through carefully designed activities requiring and allowing more student participation.
3. As long as the teacher feels free to design lesson plan around what to teach learners in the classroom will act out their role just the same way as they are expected for one thing the teacher's friendly attitude will reflect on their hearts and minds, and for another they will enjoy themselves more while they are engaged in whatever they are doing, which will keep them mentally and physically active in their efforts to communicate with their peers.
4. All the in-class activities designed to enhance student participation are welcome to be included in the design of the plan as they will provide more opportunity for them to learn more with due care and effort.
5. Deviation may not set a problem if it starts a new discussion to allow them more opportunity to engage in the learning process and learn by themselves.
6. As being the only authority teachers should not feel that they have no control over what is happening in the class when some sort of deviation finds its way to happen. All they should do is to decide whether it is something positive leading to student participation and social cooperation for their own benefit.
7. Experience and knowledge in the field of study will help provide assistance for teachers to handle the problem with kid gloves. In today's language classes it is often suggested that teachers should let them get engaged more in their own learning activities. Controlling the class by engaging them in activities designed in consecutive stages is what is recommended.
8. Going to the class with nothing specific in mind will put what is expected to happen in limbo, as there will not be any coherent plan, which will in turn pave the way for more deviation.
9. For fear of deviation any strictly structured language teaching will not help achieve the natural outcome of the curriculum and the overall goals of the syllabus designed in line with what is expected of the whole program.
10. The teacher in the classroom should act out the role of a facilitator or a counsellor as the source of information whom students may go to with a problem. Problem solving attitude will help gain for teachers the status they always wish to acquire. Deviation in this case will never set out any hindrance or interference that might prevent teachers from focusing on what to do to actualise their goals and institutional objectives to boot.

When things go wrong in the setting, it is time to put on 'kid gloves' to handle the problem of deviation as best teachers can because it is crucial they take the role of a counsellor to facilitate learning by developing a flexible attitude towards such problems without ever trying to develop a 'super ego' which undeniably manifests itself as a concealed inferiority complex, not to mention any other self-complacency. Teacher as the source of knowledge as opposed to the concept of 'teacher as absolute authority' should take precedence since the classroom is not a battleground for a teacher to appear victorious when casualties are scattered all around *in their mental uniforms* sacrificed for the self-satisfaction of the super ego of the teacher acting out the role of an 'authoritative ruler' or a 'commander-in-chief' on a battle ground.

## References

- Acheson, K., & Gall, M. D. (1997). *Techniques in the clinical supervision of teachers: Preservice and inservice applications* (4<sup>th</sup> ed.). New York: Longman.
- Balçıkkanlı C. (2006). Promoting learner autonomy through activities (Doctoral dissertation, Gazi University, Ankara).
- Bowers, C. A. & Flinders, D. J. (1990). *Responsive teaching: An ecological approach to classroom patterns of language, culture and thought*. New York: Teachers College Press.
- Brown, D.B. (2001). *Principles of language learning and teaching*. New York: Longman.
- Calkins, L.M. (1986). *The Art of Teaching Writing*. Portsmouth, NH: Heinemann.
- Cook, V. (1991). *Second language learning and language teaching*. UK: Edward Arnold.
- Driscoll, P.M. (2000). *Psychology of learning for instruction*. Allyn & Bacon: Massachusetts.
- EGgen, P. D. & Kauchak, D. P. (2001). *Strategies for teachers: Teaching content and thinking skills*. USA: Allyn and Bacon.
- Ellis, R. (1991). *Instructed second language acquisition*. Oxford: Basil Blackwell.
- Ellis, R. (1997). Activities and procedures for teacher preparation. In J. C. Richards & D. Nunan (Ed.). *Second language teacher education* (pp.26-39).USA: Cambridge University Press.
- Fanselow, J. F. (1997). "Lets see": contrasting conversations about teaching. In J. C. Richards & D. Nunan (Ed.). *Second language teacher education* (pp. 182-197). USA: Cambridge University Press.
- Fosnot, C. (1989). *Enquiring Teachers, Enquiring Learners: A Constructivist Approach for Teaching*. New York, NY: Teachers College Press.
- Freeman, D.L. (2000). *Techniques and principles in language teaching*. Oxford: Oxford University Press.
- Gaies, S. & Bowers, R. (1997). Clinical supervision and language teaching, the supervisor as trainer and educator. In J. C. Richards & D. Nunan (Ed.). *Second language teacher education* (pp. 167-181). USA: Cambridge University Press.
- Gardner, H. (1993). *Multiple Intelligences: The theory in practice*. New York: Basic.
- Kayaoğlu, N. (2012). Dictating or facilitating: The supervisory process for language teachers. *Australian Journal of Teacher Education*, 37 (10), 103-117.
- Leighton, M. S. (1999). Cooperative learning. In J. M. Cooper (Ed.), *Classroom teaching skills* (pp.268-302). Boston: Houghton Mifflin Company.
- Littlewood, W. (1983). *Communicative language teaching: An introduction*. Cambridge: Cambridge University Press.
- Morine-Dersheimer, Greta, G. (1999). Instructional planning. In J. M. Cooper (Ed.), *Classroom teaching skills* (pp.20-51). Boston: Houghton Mifflin Company.
- Nunan, D. (1997). Action research in the language classroom. In C. Richards & D. Nunan (Ed.), *Second language teacher education* (pp. 62-81). USA: Cambridge University Press.
- Oxford, R.L. (2001). Language Learning Styles and Strategies. In M. C. Murcia (Ed.), *Teaching English as a second or foreign language*. USA: Heinle & Heinle Publishers.
- Perkins, D.N. (1991).What constructivism demands of the learner. *Educational Technology*, 31 (9), 19-212.
- Piaget, J. (1973). *Memory and intelligence*. New York: Basic Books.
- Richards, J. C. (1997). The dilemma of teacher education in second language teaching. In J. C. Richards & D. Nunan (Ed.). *Second language teacher education* (pp. 3-15). USA: Cambridge University Press.
- Sarıgöz, İ.H. (2000). What were we talking about? *Language Teaching/Learning in the Context of Social Changes*. Kaunas University of Technology, Faculty of Humanities, (1) 2000 ISSN 1648-0082.
- Shostak, R. (1999). Involving students in learning. In J. M. Cooper (Ed.), *Classroom teaching skills* (pp.77-94). Boston: Houghton Mifflin Company.
- Spada, N. (1997). Observing classroom behaviour and learning outcomes in different second language programs. In J. C. Richards & D. Nunan (Ed.). *Second language teacher education* (pp. 293-308). USA: Cambridge University Press.
- Tavşancı, E. & Özdamar, K. (1999). *Paket programlarla veri analiz teknikleri* [Data analysis techniques with packed programs]. Eskişehir: Kepan Kitapevi
- Tenbrink T. D. (1999). Instructional objectives. In J. M. Cooper (Ed.), *Classroom teaching skills* (pp.53-70). Boston: Houghton Mifflin Company.
- Von Glasersfeld, E. (1996). *Radical constructivism: A way of knowing and learning*. London: The Falmer Press.
- Vygotsky, L. S. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.
- Wallace, M. J. (1999). *Training foreign language teachers*. Cambridge: Cambridge University Press.
- Weber, W. A. (1999). Classroom management. In J. M. Cooper (Ed.), *Classroom teaching skills* (pp.222-256). Boston: Houghton Mifflin Company.
- Williams, M. and Burden, R.L. (1997). *Psychology for language teachers. A social constructivist approach*. Cambridge: Cambridge Language Teaching Library.
- Woolfolk, A. E. (1998). *Educational psychology*. USA: Allyn and Bacon