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## **Classroom Discipline**

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## **Introduction**

The term ‘discipline’ comes from the word ‘discipulus’ in Latin which means teaching and learning. The term has the essence of control in it and means “to teach someone to obey rules and control their behavior or to punish someone in order to keep order and control” (Longman Dictionary of Contemporary English, 2005: 443). And thus it is mostly connoted with punishment in case of disobedience. Punitive strategies such as detention are used in schools based on “the premise that isolation gives the perpetrator time to reflect on what happened, realize the error of his or her ways, and return to the same situation but with a change of behavior and attitude” (Pane, 2010: 88).

It emphasizes the advancement of democracy ,human rights and the peaceful resolution of disputes ,and bans corporal punishment .Following its lead , a key goal of the Department's school safety policy is to develop and maintain a safe , welcoming ,violence -free learning environment. The positive discipline approach can play a key role in creating safer schools, where student's rights and dignity are respected and they are equipped to achieve their full potential.

It focuses instead on guiding student's behaviour; rather than enforcing good behaviour through fear, the educator plays the role of mentor and guide, and the school makes long- term investment in a student's development.

## **Section One**

### **1-1 Definitions of Classroom Discipline**

Classroom Discipline is defined as a "practice of imposing strict rules of behaviour on other people and also as the ability to behave and work in a controlled manner".(Treffyetal,1997:211).

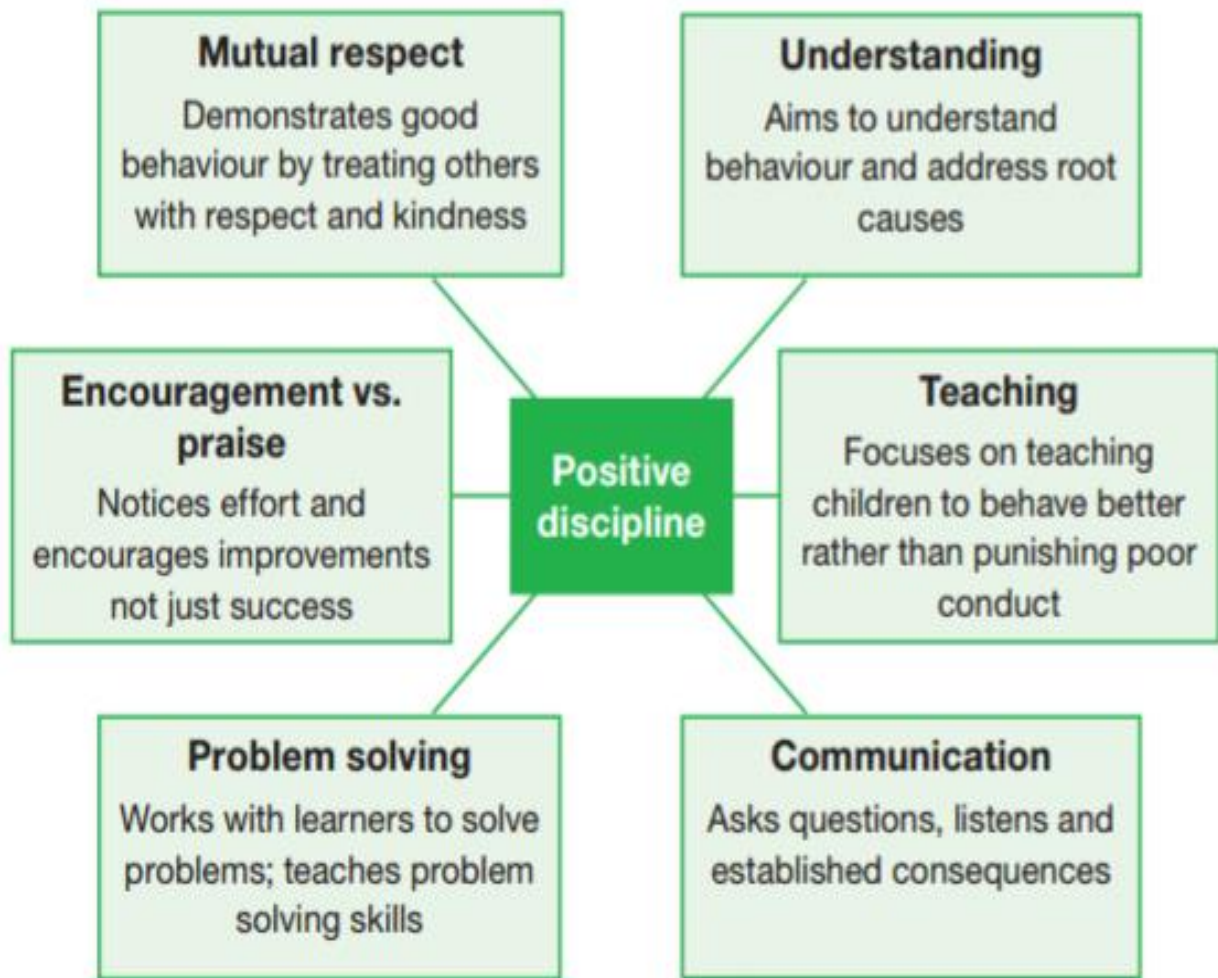
It is stated as a "trained condition of order and obedience, order kept among school learners, bring to a condition of order and obedience or bring under control"(Thomdile and Barmhart,1979: 262).

It is known as "the practice of teaching or training a person to obey rules or a code of behaviour in both the short and long term. Discipline is meant to develop student's behaviour, especially in matters of conduct to teach a student self-control and confidence by focusing on what it is we want the child to learn and what the child is capable of learning"(Durrant,2010:8).

It is also defined by Rice (1987:30) as "the behaviour which leads to better learning and a display of behaviour which the society has agreed upon as appropriate, but also as actions taken to prevent or handle behaviour problem in the classroom as well as the control of learner ".

### **1-2 Positive Discipline In The Classroom**

The positive discipline approach has several different aspects. All priorities the best interests of the student and seek to create environment in which students is supported to learn and explore. Key elements include:



(LEADAS,2010:7)

### **1.3 Implementing Positive Discipline in the Classroom.**

According to Durant (2010: 12) there are many practices that can help principals to implement positive discipline effectively:

#### **1-Focusing on the Positive.**

Build student's self-confidence by recognizing and supporting positive behaviour.

#### **2-Showing interest and pay attention:**

Create opportunities to talk and listen, so that you get to know each child .Asking student about their personal interest and hobbies can also student self-esteem and a sense of belonging.

#### **3-Setting good example:**

Students learn by observing the adults around them. Model the positive behaviour that is expected from student such as kindness, patience and tolerance.

#### **4-Shared decision-making:**

Involve student in drawing up a classroom code of conduct .When student are involved in making the rules, they are more likely to follow them and to take responsibility for their actions.

#### **5-Being consistent:**

Be fair and consistent and avoid showing any favoritism. Apply the same rules to everyone.

#### **6-Listening before judging:**

Ask questions to find out why students misbehaved or did not complete their homework .Listen to student's explanations; they may have good reasons for not doing their homework, such as conditions at home.

### **1.4 Principles of Positive Discipline**

The positive discipline approach is based on several education principles. That is:

- **Holistic.** It recognizes the links between individual development, learning, behaviour, academic achievement, family relationships and community health
- **Strengths based.** It aims to build on children's abilities, efforts and improvements. Mistakes are opportunities to learn and improve. Takes children's developmental stage into account
- **Constructive:** Rather than punishing misbehaviour or mistakes, educators explain, demonstrate and model the concepts and behaviours to be learned
- **Inclusive:** The emphasis is on teaching to children's individual needs, strengths, social skills and learning styles within an integrated classroom – to the best of the school's ability
- **Proactive:** It aims to help children succeed in the long-term. The focus is on understanding the root of the problem and putting in place strategies that will help to address them
- **Participatory:** Rather than force and control, this approach seeks out learners' opinions and perspectives, and involves them in creating a classroom environment that supports learning.

## **1.5 The Differences Between Negative and Positive Discipline**

### **1.5.1 Negative Discipline:**

It focuses on punishment negative discipline use measure aimed at hurting children physical or emotionally as a way of stopping misbehavior, punishing them and preventing bad behaviour in

the future. It includes corporal or physical punishment, as well as emotional punishment which aim to embarrass or shame children. (Durrant,2010:5)

### **1.5.2 Positive Discipline:**

It focuses on discipline rather than punishment. It aims to teach children to understand and follow social rules, both within the classroom and outside it, without using physical or emotional violence. It emphasizes teaching children to do things right rather than punishing them for doing wrong. It aims to encourage self-discipline and mutual respect within a non-violent and caring environment. (Ibid:6)

According to Naker and Sekitoleko (2009: 9 ) shows that there is many differences between positive and negative discipline as explaining in the following chart bellow:

Positive discipline			Negative disciplinary methods		
Motivates. You never use violence and instead role model values and behaviours that children aspire to acquire. While doing so, you provide a clear indication of rewards and consequences for choices.			Punishes. You use fear or shame to ensure that children think or behave in a prescribed way. You use such punishments as beating, insulting and humiliating		
<b>A</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Aims to empower children. You help children take responsibility for making good decisions by providing them with the skills and environment to freely explore ideas.			Aims to create obedient children. You create a classroom environment in which children learn to obey what they are told instead of think for themselves.		
Child-centric. You consider all issues from a child's perspective and calculate all your responses based on how they will help children learn from their mistakes.			Teacher-centric. Your priorities prevail in all considerations and your point of view determines the right course of action.		
<b>B</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Democratic. You tolerate different ideas and even mistakes if they may lead to constructive learning. Your aim is to create workable rules that are mutually beneficial.			Authoritarian. You tell children what to do and punish them if they choose another course of action.		
<b>C</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Values and respects individuality. You accept that all of us are individuals with a variety of views and priorities. You welcome these differences.			Values conformity. You reward those who behave and think like you do and punish those who do not.		
<b>D</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Long-term development. Your approach is based on nurturing the development of the whole child over a long period of time.			Short-term compliance. Your approach aims to create obedience in a specific situation. It only gives secondary and indirect consideration to the long-term development of the child.		
<b>E</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>



### 1.5.3 Avoiding Negative Discipline

It is important to avoid criticizing, discouraging, creating obstacles and barriers, blaming, or being sarcastic.

Examples of negative discipline responses include:

1-**Commanding**:"Go over there and sit down

2-**Forbidding**:"stop that""Don't touch that"

3-**Criticising**:"when are you going to get it right?"

4-**Threatening**:" I will send you to the principal's office "you are going to be in so much trouble. (Durrant,2006: 5).

That is, deciding upon whether to control a student's behaviour for their sake, or developing the student's behaviour for their benefit .This dilemma rests on the mistaken idea that discipline and punishment mean the same thing, that the actions undertaken for each are the same, and that the results will be the same. To avoid this dilemma ,and clear up the confusion, we have learned about the difference between punishment versus positive discipline and the positive discipline process, hopefully, we have discovered many new things, developed some useful idea, and learned about how our disciplinary actions affect students behaviour and encourage (or harm) its development in the long-run.(Shaeffer,2006:33)

To avoid the conflict in the classroom here are a few practical suggestions for dealing with an angry student in the classroom who is defying authority and is out of control:

- Don't raise your voice.
- Try to remain calm and rational.
- Don't touch an agitated or angry student.
- Try to keep the student seated. In many instances, this is impossible. We can only suggest the student remain seated so that he/she might explain to you what is wrong.

- Be reassuring to the student as well as the rest of the class. Explain the importance of protecting every student's right to learn. Talk about options for resolving the conflict.
- Send another student for help. The student should be told to go to the nearest office to summon assistance from the administration.([www .feaonline.org .com](http://www.feaonline.org.com))

## **Section Two**

### **2.1 Good Discipline**

According to (Mrpherson and Rogers,2008:5) Good discipline includes several functions such as the following:

#### **1-Provides a safe, relational context:**

An effective teacher explains and discusses with the pupils about appropriate behaviour. It is also important that responsible behaviour is “taught, acknowledged, affirmed and encouraged”

#### **2-Teaches Behaviour:**

Students become aware of what is reasonable and fair and what is right or wrong. Students also learn about the important of fair rules and responsibilities.

#### **3- Is Preventive:**

The establishment of fair rules and routines the use of positive corrective language and the setting up of fair consequences prevent misbehavior problems.

#### **4-Protects:**

When a teacher discipline students who are misbehaving .She/he protecting the right of those pupils whose learning is being disrupted.

## **5-Enables a sense of justice:**

When a teacher uses fair and appropriate correction and consequences to deal with misbehavior problems, this shows that the teacher is creating a just learning environment.

## **2.2 Successful Discipline**

There is a variety of reasons that make the discipline successful such as:

- a strong principle acting as instructional leader creates a school environment where teachers and students alike can succeed.
- teacher preparedness is vital to every useful and productive class session;
- school discipline must be accepted as a responsibility of all school staff;
- the support and participation of parents is essential to improving student behavior; (Bob,2009:20)

## **2.3 Building Positive Discipline Teacher-Student Relationship.**

Successful teachers are those that have the ability to maximize the learning potential of all students in their class. Developing positive relationship between a teacher and student is a fundamental aspect of quality teaching and student learning .Positive teacher- student relationships promote a sense of school belonging and encourage students to participate cooperatively. Students develop confidence to experiment and succeed in an environment where they are not restricted by the fear of failure .Teachers are able to assist students with motivation and goal setting, and students can turn to them for advice and guidance.([www.tsc.nsw.edu.au.com](http://www.tsc.nsw.edu.au.com) )

The best teachers are capable of maximizing the learning potential of every student in their class. They understand that the key to unlocking student potential is by developing positive, respectful relationship with their students beginning on the first day of the school year .Building a trusting relationship with your students can be both challenging and time-consuming . Great teachers become masters at it in time.([www.Thoughtco.com](http://www.Thoughtco.com) )

The teacher who use positive discipline respect ,nurture, and support their students. They understand why a student sees him or herself , which may cause misbehaviour. They also empathize with the student's abilities and his or her situation in life. The teacher's expectations of the students are realistic, taking the student as he or she is, and not on what he or she should be .The teacher understands that misbehaviour is a constructive learning event. (shaeffer,2006:35)

Both for the student and for his or her teacher ,and that it is an important ,natural part of the student's development , not a threat to a teacher's authority. By building such a positive relationship on understanding and empathy ,students come to trust their teachers and to value their approval. As students respond to the positive nature of the relationship and consistent discipline, the incidence of misbehaviour decreases , and the quality of the relationship improve even further.(Shaeffer,2006:35)

## **2.4 Techniques and Methods of Classroom Discipline.**

According to Wagner (2012:2) this topic focuses on different perspectives like:

### **1-Positive Discipline:**

Using classroom rules that describe the behaviors you want instead of listing things the students cannot do. Instead of "no running in the room, "use" move through the building in an orderly manner."Instead of "no fighting," use "settle conflicts

appropriately." Instead of "no gum chewing," use "leave gum at home." Refer to your rules as expectations. Let your students know this is how you expect them to behave in your classroom. Make sample use of praise. When you see good behavior, acknowledge it. This can be done verbally, of course, but it doesn't have to be. A nod, a smile or a "thumbs up" will reinforce the behavior.

## **2-Assertive Discipline:**

This is traditional limit setting authoritarianism. When executed as presented by Lee Canter (who has made this form a discipline one of the most widely known and practiced) it will include a good mix of praise. This is high profile discipline. The teacher is the boss and no child has the right to interfere with the learning of any student. Clear rules are laid out and consistently enforced.

## **3-Assertive messages:**

A component of assertive discipline, these messages are statements that the teacher uses when confronting a student who is misbehaving. They are intended to be clear descriptions of what the student is supposed to do. The teacher who makes good use of this technique will focus the student's attention first and foremost on the behavior he wants, not on the misbehavior. "I want you to....." or "I need you to ....." The inexperienced teacher may incorrectly try "I want you to ....." only to discover that this usually triggers confrontation and denial. The focus is on the misbehavior and the student is quick to retort: "I wasn't doing anything!" or "It wasn't my fault....." and escalation has begun.

## **4-Non-Verbal Cuing:**

A standard item in classrooms of the 1950s was the clerk's bell. A shiny nickel bell sat on the teacher's desk. With one tap of the button on top he had everyone's attention. Teachers have shown

a lot of ingenuity over the years in making use of non-verbal cues in the classroom. Some flip light switches .Other keep clickers in their pockets .Non- verbal cues can also be facial expressions, body posture and hand signals. Care should be given in choosing the types of cues your use in your classroom . Take time to explain what you want the students to do when you use your cues.

### **While Methods of classroom Discipline**

Concentrates on helping students to govern their own behavior in ways that help them learn is a longstanding goal of all teachers. There are a number of ways that a teacher can promote good discipline in the classroom.

- 1-Know school guidelines for discipline procedures.
- 2-Be fair, positive and consistent .Be the kind of person young people can like and trust-firm. Friendly,courteous,enthusiastic and confident .keep your sense of humor.
- 3-Provide a list of standard and consequences to parents and students with district and building policy .when in doubt ask a colleague or your principal.
- 4-Keep the classroom orderly. Maintain a cheerful and attractive classroom rather than a disorderly one which might encourage disruptive behavior.([www.feaonline.org.com](http://www.feaonline.org.com))
- 5-Get to know your students. learn their names quickly and use them in out of class. We will soon develop almost a sixth sense for anticipating trouble before it begins , but don't act as though you expect trouble or you will almost certainly encounter some.
- 6-Let the students know you care .Determine jointly with the class what is acceptable in terms of behavior and achievement and what is not .Show interest in what students say ,whether or not it pertains directly to the lesson.([www.feaonline.org.com](http://www.feaonline.org.com))

## **2.5 Classroom Management vs. Classroom Discipline**

It is important to draw attention to the difference between the terms classroom management and classroom discipline. Although they are often used interchangeably, they are actually two different topics. Classroom management refers to how things are generally carried out in the classroom, whereas classroom discipline is the specific management of student behavior. Dr. Marvin Marshall explains, “Classroom management deals with how things are done; discipline deals with how people behave. Classroom management has to do with procedures, routines, and structure; discipline is about impulse management and self-control. Classroom management is the teacher’s responsibility; discipline is the student’s responsibility” (Marshall, 2003:7).

The reason these terms are often used synonymously is that the teacher first has to set up how the classroom functions in order to expect the students to behave. Simply put, effective teachers manage their classrooms with procedures and routines. This process often takes care of many of the concerns surrounding classroom discipline. In contrast, ineffective teachers only attempt to discipline their students with threats and punishments rather than laying a foundation with effective procedures for the learning environment (Wong & Wong, 1998:14).

It is no wonder that the most significant issue on the minds of most new teachers is that of controlling their students. Inexperienced teachers often do not have the time to develop successful strategies and thus burn out early in their careers (Bernshausen & Cunningham, 2001:13).

Classroom management includes the organization of students, space, time, and materials so that the teacher can then allow the students to learn the intended content (Wong & Wong, 1998:14).

It remains a challenge for veteran teachers as well, as each year brings a fresh group of students for whom to establish management practices.

## **2.6 Providing Appositive Learning Environment**

A classroom with a positive learning environment will hopefully include students who feel confident about their abilities and efforts in their learning journeys. In order for people to perceive themselves as able to cope with life's changing demands and to achieve what they need and want to in life, they need to develop the sense that they can reach their personal goals (Walz, 1991:17).

It is imperative that teachers start the school year by treating everyone inside and outside of the classroom with equal respect. Self-esteem will be most evident in classrooms where students receive the right kind of positive meaningful feedback in the form of appreciation, not empty praise (Katz, 1993:5). The teacher gives clear expectations that the same behavior is expected from all the students. This quickly becomes a two-way street. If you are negative and belittle your students, then they will learn to act the same way toward other students and the teacher. If, on the other hand, the teacher constantly tell students that they are important, they will eventually believe this and behave accordingly. Some students have a hard time showing respect to others because it has not been modeled appropriately or unconditionally to them.(Ibid:6)

## **2.7 Preparing the Classroom for Success**

We have rules in every aspect of life that is what makes civilization possible. Rules for your students are those



simple things that make your classroom manageable. In order to be effective, rules should be introduced on the first day of class, and the teacher should continue to teach and reinforce them throughout the school year. Engaging the students in establishing overall classroom rules and procedures is often a successful way to encourage student involvement (Marzano, & others ,2003:22).

However, students must understand that they cannot negotiate with school wide rules or classroom policies essential for managing the learning process, such as care of classroom equipment and attentiveness (Wong & Wong, 1998:45). It is essential to evaluate the method you choose to create and post rules, as well as the rules themselves for grade-level appropriateness. Think about the class rules as the teacher look over this section.

First, make sure that the list of rules reflects teachers philosophy of education. The teacher have seen the benefits of students explaining their work to peers, so he/she might decide that teacher want them to be allowed to share their work and ask each other questions under specific conditions.

On the other hand, teacher may determine that he/she want their full attention when the teacher or anyone else is speaking to the class. The teacher may also want them to be quiet and remain in their seats during class discussions or lectures but offer the possibility of more movement for cooperative learning activities with peer interaction for maximum academic language exposure and use. With all this in mind, two appropriate classroom rules are: “Listen and stay seated when someone is speaking” and “Use a quiet voice during cooperative learning time.

## **Conclusion**

Discipline classroom aimed at the effectiveness of learning and teaching.

Discipline classroom be maintained without the use of corporal punishment as long as alternative mechanisms are established. Effective discipline is not automatically achieved without any effort to try and curb misbehaviour. There are many of alternative methods used by teachers instead of corporal punishment. Practicing positive Discipline involves a thoughtful and holistic approach to your relationship with students. It will help make your interactions with students more respectful and caring and in the longer term that investment will provide a happier and calmer classroom and school environment. It is a continuous learning process for both teachers and students. It requires to be taught and treated with respect while in school. Also living situation suitable help students on the development themselves and interact with others.

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