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# Investigating secondary school Iraqi EFL classroom discipline behaviors in terms of applying communicative activities

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## **Abstract**

The present study aims at investigating secondary school Iraqi e f l classroom discipline behaviors in terms of applying communicative activities. An observation checklist has been adopted from the national education association (1999) and method to suite the Iraqi environment .a simple of 45 Iraqi e f l secondary school male and female teachers has been randomly selected to achieve the aim of the present study validity and reliability of the observation check list have been achieved. Data has been gathered and analyzed using suitable statistical tools. Results show that the behaviors stated in the checklist have been all employed by the sample of the present study.

## **1-Introduction**

### **1-1- problem and significance**

Classroom discipline is defined as a means in order to support learning. It should not be a goal for its own sake. Skilled teacher keep the classroom discipline by making the students invest their interest in nothing but the subject (Englander,1987:6). It is the practice of training people to obey rules and orders and punishing them if they do not; the controlled behaviors or situation that results from the training lack of discipline means that many pupils find it difficult to settle the ordered environment of the school (oxford learners dictionary,1990:168).

Teachers are concerned with the effective teaching in their classroom, and there are times they employ some techniques to this end (sahim and cokadar, 2006:120). Teaching helps pupils to learn the quality of education it depends largely on the quality of instruction and strategies in the classroom (lie, 1990:1)pupils need and want positive teacher behavior to be associated with a blend of firmness a long along with warmth and caring.

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This process of building positive teacher who understands and exemplifies characteristic of healing teacher (krashen and terrell, 1983:6)

Teaching is the basis of any educational system. It is a personal and creative activity. The teachers carry an excellent responsibility on their shoulders, and they play the leading roles in societies (Robinett, 1980:251).  
When pupils feel good about

Themselves as learners, they are willing to take the risk and focus the attention necessary for further learning. Pupils are more willing to undertake tasks (especially the communicative ones) if they believe they can be successful. When pupils feel defeated or unable to learn in school, the problem of teaching became very difficult (Englander, 1987:4)

Teaching language is not uneasy task, for the language teacher should possess the skill and the knowledge at the same time (Harding, 1967: v-vii). Successful teachers are often very effective managers of the classroom environment, they create a positive learning community where pupils are actively involved in their own learning and the management of the classroom. Successful teachers organize the physical environment, manage pupils behavior, create respectful environment, facilitate instruction, promote safety and wellness, and interact with colleague and families when needed the level of the dominance and cooperation established by the teacher is an important factor in forming good relationship. An optimal teacher-pupils relationship consist of equal parts of dominance and cooperation (Borich, 2000:243; Andres, 1993).

The present attempts to investigate classroom discipline behaviors followed by Iraqi e f l secondary school; teachers when teaching communicative activities, since communicative activities demand a strong personality teacher who manages the classroom bravely, effectively, and efficiently. Therefore, the present study tries to fill the gap in this respect by observing a sample of Iraqi EFL teachers managing their classrooms to achieve when teaching communicative activities.

### **1-2 Aim**

The present study aims at investigating secondary school Iraqi EFL classroom discipline behaviors in term of applying communicative activities

### **1-3 Value**

The present study is hoped to be of value to Iraqi EFL secondary school; teachers in order to improve their classroom management and discipline their classes properly and efficiently.

## **II-Theoretical Background**

### **2-1 Classroom management and classroom climate**

Classroom management means to ensure that classroom lessons run smoothly despite disruptive behaviors by pupils. The term implies the presentation of disruptive behaviors. It is possibly the most difficult aspect of teaching for many teachers; indeed experiencing problems in this area causes some to leave teaching altogether (McIntyre, 2005:4). No matter how well prepared a teacher is for class limited learning will take place in an un-supportive and poorly managed environment (Fogel et al, 1992). It is extremely important to arrange and organize the class room so that it is supportive of student learning an ideal classroom climate should promote Deep understanding, excitement about learning, and social and intellectual growth all students should be able to achieve academically, socially and emotionally (Jones' and Jones. 2007; Brown, 1994; Charles, 2008)

It is necessary to create classroom management techniques and discipline strategies that promote a positive learning environment. Teachers must have a well-managed classroom for learning to occur, this well-managed class room depends on the establishment and maintenance of effective rules and routines throughout the school year (Feldman, 2003:80). Effective teachers believe and they can teach and believe all students can learn. They establish a management system in which class time is used most efficiently and a minimum time is lost. Therefore, effective teachers who roughly plan how the classroom will be arranged and procedures for managing the class room before they meet students for the first time (Moore, 2007:240)

Once classroom is well maintained with a flexible teacher focus can be turned to on-task instructional time. Pupils who are focused on learning will accomplish more. A main factor impacting on-task time is good discipline (Alderman, 2001:6). Classrooms should be pleasant, positive and supportive. Beginning should create a classroom in which the exchange of ideas is encouraged, respect is fostered, and a sense of community is established. Metzger (2002:77) believe that learning effective discipline techniques may take years. No one is born knowing how to control; a room filled with adolescents, for five hours a day, and cover the objectives in a lesson plan. No technique works all of time, and what works in one class not have the same effect in a different time

The responsive classroom approach to teaching and learning fosters safe, challenge, and joyful classrooms and schools (Chaskin and Ramer, 1995). This approach includes six teaching strategies and elements:

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- 1-A classroom organization that provides active interest areas for students, space for student-created displays for work, and appropriate mix of whole class, group, and individuals instruction. The materials, furniture, and displays should be arranged to encouraged independence, promote caring, and maximize learning
- 2-A morning meeting format that provides children with a daily opportunity to practice greetings, conversation, sharing, and problem solving, and that motivates them to meet the academic challenges of the day ahead. The meetings builds community, creates a positive climate for learning, and reinforces academic and social skills. Regular all school meetings (assemblies) also can be used to build a sense of connection within the school.
- 3-Rules and logical consequences that became the cornerstone of classroom life are generated, modeled, and role-played with students. The rules and logical consequences should foster the responsibility and self-control
- 4-students make academic choices each day in which they must take control of their own learning in same meaningful way both individually and cooperatively. An approach should be implemented that helps them became invested, self-motivated learners
- 5-Students receive guided discover of learning materials, areas of the room, curriculum content and way of behaving that moves them through a deliberation and careful introduction to each new experience. There is no assumption that students already know how to do something before they begin. A format is used that encourages inquiry, heightens interest, and teaches care of the school environment
- 6- Assessment and reporting to parents that is an evolving process of mutual communication and understanding is fostered. Families are involved as true partners in their children's education (Charles,1992;Gottman,1997;moor2007).

Traditionally, when a classroom is well managed the room has sense of order and structure. This usually indicates that pupils are sitting quietly and staying on task(Garrett, 2003:351). This behaviors creates the parameters for the social, emotional, physical, and intellectual environments of the classroom the optimal learning environment is designed for pupils to feel safe. to take risks, to achieve new knowledge,

And fully understand that they are precious members of the classroom(Norris,2003: 313). Unfortunately the optimal learning environment is not always possible. On the oppsiteend of the classroom management, pupils are unable to learn in a chaotic, poorly managed room where miss behavior is allowed (marzano and marzano, 2003: 6). Students

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should be given a voice and choice in what goes in the class room. An attractive, clean, and neat room is conducive to learning. It should be arranged to aid teaching and learning and help maintain discipline. The total time available for school activities is refined to as mandated time. Teachers attempt to translate all allocated time into instructional time. Instructional time is turned into engaged time and academic learning time.

### **2-2 Classroom Management Models**

Classroom management is the process of organizing and conducting the business of the classroom so that intend learning take place. Classroom management to often perceive as related to the prevention of order and maintenance of control. However, this view is too simplistic because classroom management is much more. It involves the establishing and maintaining of the classroom environment so that educational goals can be accomplished. (moore, 2007: 245).

Various management models have appeared. Below is a description of eight models that are widely used in schools today:

- 1- Assertive Discipline Models Canter and canter (1976) believe that this model advocates the need for teacher to be assertive. An assertive teacher is me who clearly and firmly communicates needs and requirements to students, follows up with appropriate actions, responds to students in ways that maximize compliance, but in no way violates the best interests of the students
- 2- Nancoe Discipline Model: Glasse(1965) Believe that this model recommends assisting students in becoming responsible and able to satisfy their needs in the real world. The teacher must guide the individual toward the reality: that is assisting an individual in becoming responsible and able to satisfy his or her needs in the real world
- 3- The Behavior Modification Model: This model is based on the behavioral philosophy of Skinner, who assumes that most behaviors are learned, that learning is largely controlled by the environments, and that behaviors that are rewarded or reinforced in some manner will occur again. It is based on the premise that behavior changed by altering the consequences, outcomes, or rewards that follow behaviors. Students who are good, who follow the rules, or who perform well are given reinforces or rewards (presbie and brown, 1976: walker and shea,1980).
- 4- The Teacher Effectiveness Training Model: Gorden (1974) believe that this model strives to instruct teachers in how to establish positive relationships with students. Negative behaviors can often be minimized by using clearer, less provocative communications.

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- 5- Postive Classroom Discipline Model: Jones (1987) Believes that in this model, most problem in the class room come from massive time wasting, and the key to preventing most problems is to keep students on-task. This can be accomplished through classroom structuring and limits setting through the use of body language, incentive system, and efficient help.
- 6- Cooperative Discipline Model: Albert(1996) emphasize in this model that teachers need a management strategy that enables them to work cooperatively with students and parents. The teacher's goal is to assist students in their desire to belong.
- 7- Positive Discipline in the Classroom Model: Neleson, lott, and glenn (1997), the originators of the model believes that the aims behind it is to make the students more successful in the classroom and in all walks of life. This can be accomplished by treating students with respect and by teaching them social respect skills.
- 8- Discipline with Dignity Model: Curwin and Mendlers (1988). Believe that this model provides teachers with strategies for improving classroom behavior through maximizing student dignity and hope. An effective management plan should consist of a prevention dimension, an action dimension, and a resolution dimension

### **2-3Types of Classroom Discipline:**

These type of classroom discipline are recognized regardless of teacher's philosophical orientation towards managing pupils behavior as described below: (Charles,1992: 159; Lewis.2004;noddind, 1992)

- 1-Preventive Discipline: It require teachers to be active when planning in on effort to make curriculum interesting and to involve pupils in the learning process. It also involve pupils in making and supporting classroom rule. Clearly established routines and non-instructional procedures bring order to the class. An active teacher models and reinforce good manners, respect for others, courtesy.
- 2-Supportive Discipline: It shapes pupils self-control and self-responsibility. Signal, physical proximity, teacher monitoring, humor and positive comments keep pupils on task
- 3-corrective Discipline: It directs teachers intervention to stop misbehavior and to positively redirect pupils behavior. Choice consequences, and consistent follow through are key components

### **2-4 Environmental Control and Classroom Management Control**

McDaniel Thomas (1986:47) believe that a teacher can enrich, impoverish, restrict, enlarge, simplify or systemize the class room environment. Often, classroom management is a problem because the

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pupils are bored, apathetic, uninterested or UN motivated. In such situations, a teacher needs to enrich the classroom in order to improve pupils motivation, attention, and involvement. A teacher might use learning centers, bulletin boards, music, or audio visuals aids to provide a variety of stimuli. Enrichment involves consciously adding to or varying the classroom environment for an educational purpose. Done well, enrichment motivates pupils – and motivates pupils engage in learning rather than just misbehavior. However, classroom management just as frequently be a problem when pupils are very stimulated by the classroom environment. Over stimulated pupils have short attention spans, are easily distracted and tend to be hyperactive. In such situations, teachers needs to impoverish the classroom environment if the teachers tries instead to be enthusiastic and motivate pupils. The teacher should be a model controlled activity, concentration, and in habited behavior –especially with regard to voice, dress and movement.

Classroom management strategies should be employed as the situation requires. Such strategies as identified by Hunter (2013: 2), are supporting good behaviors, preventing in appropriate behavior, guiding and redirecting misbehavior, and finding inappropriate consequence for the behavior. “The pupils will appreciate when teacher make the class room activates fun. No matter what type of pupils a teacher has, it is easy to remember the teacher who went out of her way to make a class stand out. When teachers address pupils’ needs on an academic and creative level, pupils will get excited to learn. Teachers must encourage pupils to become involved in class room discussion and give them positive reinforcement (faller, 2011: 4)

Harris (1991:12) believe that motivating pupils to learn is essential for pupils success. In order to help pupils succeeded, teacher need to motivate pupils to learn by making academic learning fun, exciting and interactive. Teachers also need to show an interest in the pupils and care about their academic success. pupils responds with interests and motivation to teachers who appers to be human and caring. Teachers should be approachable, open and show in interst in each pupil’s goals and concerns.

### **III Procedure**

#### **3-1 Population and Sample**

The population of the present study includes secondary school male and females teachers at the AL-Karkh 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> for the academic year 2014-2015 who total. The sample of the present study includes 75 male and female secondary school teacher distributed into (45) individuals as the major study sample.

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### **3-2constructing the Observation checklist**

The observation checklist is adopted from the national education association (1999). It consist of 24 item investigating the classroom discipline behaviors adopted by Iraqi EFL secondary school teacher when teaching communicative activities. The rating scale five-rating scale as fellows: always, often, sometimes, rarely, and never. The observation checklist consist of six behavior domain as fellows: Get pupils attention (items no.1,2,3,13,1,5); teaching classroom rules(items no. 10,11,18); Teaching behavior (items no. 4,6,7,8,9,4,19,,20,22); Motivating pupils (items no.12,17); Classroom control (items no. 5, 16, 21); and using reinforces (items no. 23, 24). (see appendix 1)

### **3-3 Face Validity of the Observation Checklist**

In order to check face validty of the check list a group of five experts in EFL has been asked to give their agreement or disagreement about the items and whether they really achieve the aim of the present study or not. By using percentage of agreement, all experts agree on the suitability of the check list items to achieve the aim of the present study, which means 100% of agreement

### **3-4 Reliability of checklist**

To compute the reliability of the checklist, a group of 30 teachers selected from different secondary schools, to represent the sample of reliability, has been visited by the researcher and another colleague checked the classroom discipline behaviors employed by the sample teachers. After that, two checking have been cumulated by using personcomelation co efficient formula to find the reliable coefhcient formula to find th reliability coefhcient formula where its found to be 0. 73.

### **3-5Final Application of the Observation Checklist**

THE SAMPLE OF THE Final Applicationof the Observation checklist consist of45 male and female secondary schools teachers. The researcher herself visited the sample and check

The classroom discipline behaviors employed by them when teaching the communicative activities. The time required for the visit of each teacher 45 minutes. Data has been collected, then scored and tabulated. Results have been computed using suitable statistical methods.

### **3-5 Statistical Methods**

1. Pearson Comelation co efficient
2. Weighted mean
3. Weighted percentile.



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### 3-7- Data Analysis, results, conclusion, and recommendations

In order to analyze the collected data, and find out results, weighted means and weighted percentiles have been calculated. Table (1) below shows the data analysis and rank order of each item:

Table (1)

Weight means, weight percentiles, and rank order of the checklist items.

Table(1) shows that all the observation checklist items are employed by Iraqi EFL secondary school teacher when teaching

Communicative activities as classroom management behaviors, since the items weighted means are higher than scale theoretical mean which is 3.000. The highest weighted mean goes for item (4), while lowest weighted mean goes for item (11, and 24). Consequently, results of the data analysis of the observation checklist prove that all the items have been employed by the Iraqi EFL secondary school female and male teachers. Based on the result, it is concluded that Iraqi EFL secondary school teachers do employ classroom discipline behaviors properly and efficiently. It is recommended that Iraqi EFL secondary school teachers should try to improve their teaching and management styles, techniques and strategies to reach the highest level.

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## Appendix(1)

### Classroom Discipline Behaviors (National education association,1999)

T	Behaviors	Always	often	Sarehies	Rarely	Never
	The teacher:					
1	getts students' attention before giving instructions					
2	waits for students to attend rather than talk over chatter					
3	quickly gets students on-task					
4	gives clear and instruction					
5	circulates among students at work					
6	holds privates conference /conversation during clad					
7	models courtesy and politeness					
8	Uses a quiet voice in the classroom					
9	sets explicit time limits for task completion					
10	uses a variety of cues to remind students of expected behavior					
11	teacher students his/her cues					
12	enriches his/her classroom to improve students' motivation					
13	impoverishes his/her classroom to improve attention					
14	is aware of the effect of his/her diees, voice and movements on students behavior					
15	uses students' name as low-profile correctors of an attention					
16	uses proximity to improve classroom control					
17	communicate positive expectations of good behaviors to his/her class					
18	Has clear and specific rules that she/he teaches her/his students					
19	refuse to threaten or plead with students					
20	consistently follows through with consequence to enforce rules					
21	uses "I messages" assertively to tell students what she / he wants them to do					
22	uses "I messages" humanistically to communicate his/her feelings					
23	responds to behavior she he likes with specific ,personal, praise					
24	uses non-verbal, social, and activity reiforcers					

## تقصي سلوكيات ضبط الصف في المدارس الثانوية العراقية الدارسين للغة الانكليزية لغة أجنبية في ضوء تطبيق الفعاليات التواصلية

### المستخلص

تهدف الدراسة الحالية إلى تقصي السلوكيات المستخدمة في ضبط الصف لدى مدرسي ومدرسات المرحلة الثانوية العراقيين في ضوء تدريسهم للفعاليات التواصلية واستخدمت قائمة الرصد المأخوذة من الجمعية التربوية القومية (1999) والمكيفة لتلائم البيئة العراقية. اشتملت عينة الدراسة على 45 مدرسا" ومدرسة اختيروا عشوائيا" من المجتمع الذي يشمل مدرسي ومدرسات اللغة الانكليزية في الثانويات العراقية. استخرج صدق وثبات الأداة. وطبقت الأداة على عينة البحث. وقد حلت النتائج إحصائيا" باستخدام أدوات إحصائية مناسبة. وقد أظهرت النتائج أن عينة مدرسي ومدرسات اللغة الانكليزية للمرحلة الثانوية جميعهم يطبقون السلوكيات الخاصة بضبط الصف