

“Disciplining is used when you have already lost the control of the situation”: English subject teacher trainees’ views on discipline and a peaceful learning environment

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<p>Tiivistelmä – Abstract</p> <p>Tämän kandidaattitutkielman tarkoituksena oli selvittää opettajaharjoittelijoiden käsityksiä kurista ja työrauhasta. Tutkimus selvitti käsityksiä kurista ja työrauhasta harjoittelijoiden kouluaikaisten muistojen ja kokemusten pohjalta, sekä sitä, että onko heidän meneillään oleva opetusharjoittelu muuttanut heidän käsityksiään. Lisäksi tarkoituksena oli tutkia sitä, kokevatko harjoittelijat koulutuksen olevan riittävää ja valmistavan heitä kohtaamaan työrauhaongelmia ja ohjaamaan luokkahuonetta.</p> <p>Tutkimus toteutettiin haastattelututkimuksena, johon otettiin kolme, taustaltaan mahdollisimman erilaista, englannin aineenopettajaksi opiskelevaa opetusharjoittelijaa. Haastattelu oli puolistrukturoitu teemahaastattelu, jossa käsiteltiin kuria ja työrauhaa käsitteinä, haastateltavien muistoja työrauhasta, sekä opettajainkoulutusta työrauhan näkökulmasta. Tärkeimmät havainnot tutkimuksessa olivat, että haastateltavien käsitys hyvästä työrauhasta syntyy jo ennen harjoittelua, ja että opetusharjoittelu vahvisti aiempia käsityksiään, eikä niinkään muuttanut niitä. Lisäksi opettajaharjoittelijoiden tausta, aiempi koulutus ja työt vaikuttavat siihen, millaiseksi hyvä työrauha ajatellaan.</p> <p>Tuloksista voi päätellä, että opettajiksi hakeutuu ihmisiä, joilla on työrauhasta ja toisten ohjaamisesta keskimääräistä enemmän kokemusta ja hyvin perusteltuja näkemyksiä. Opettajaksi opiskelevilla on kiinnostusta ryhmän ohjaamiseen ja työrauhaan, ja siksi he ovat harjoittaneet itsereflektiota ja tehneet havaintoja asiasta. Opettajainkoulutuksella on lisäksi suuri rooli ammatillisessa kasvussa. Koulutuksesta oppii tunne- ja vuorovaikutustaitoja ja se auttaa täydentämään opiskelijan omia keinoja ohjata luokkaa.</p>	
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1 Introduction

In the field of education and upbringing discipline is a topic that never gets old. It is also a topic of which everyone – who has something to do with school – has an opinion; teachers and students, as well as parents. Parents and students typically blame the teachers of being either too easy or too strict on the students who cause problems, and, in many cases, teachers' professionalism is questioned. Teachers, in turn, blame the parents for spoiling their kids and not disciplining them enough at home. Personally, I am very curious about the topic of discipline and wanted to know more about it. I used to be a student, who had to study in restless classroom during all my school days and now as a teacher trainee, who should soon be ready to manage a classroom myself.

This topic has been studied a great deal in Finland and abroad during the recent decades. However, after Matti Koskenniemi replaced the word “discipline” with a peaceful working environment – or order – the focus of these studies has not been discipline as such (1977:217). The reason for replacing “discipline” with “order” is that the school had become more student centered and order is now seen as a more positive concept compared to discipline. Previous research of the topic has discussed the meaning and history of discipline and order (Holopainen, Järvinen, Kuusela and Packalen 2009, Hakala and Kankanen 2005), reasons for disciplinary problems and views on discipline from the perspective of both teachers and students (e. g. Erätuuli and Puurula 1990). In addition, class teacher trainees' views have been investigated (e. g. Karvonen 2011: 72; Veijola 2013: 117).

What has not been studied, however, are subject teacher trainees' views, as well as the origins of beliefs about discipline and order. Previous studies have almost exclusively investigated class teacher trainees' views. Inspired by studies, such as Veijola (2013) that imply that memories about school affect teacher trainees' views on discipline, this study set out to find out that how such views affect subject teacher trainees. Another motivation for the present study is that since the 1970's teacher training regarding order has been scarce and lacked concreteness (Puurula 1884, 9-10). What makes this interesting, is that a class teacher has 20-30 students and different learners, whereas a subject teacher might have over 400 at best. Therefore, an important question is whether they feel ready to manage large and diverse classrooms, thus, I wanted to find out whether or not the current teacher trainees are happy with their training about order.

In sum, this study is about English teacher trainees' views on discipline. The thesis first introduces the central topics, discipline and order, defining these concepts and giving the reader the Finnish historical and legislative context where teacher trainees are going to work in the future. Next, I will present the methods used to gather and analyze the data. Finally, I will introduce the results of my study and spell out the conclusions they give rise to.

2 Background

2.1 Discipline and order in Finnish schools

Discipline is always a current topic in the field of education and upbringing. It is a central part of the classroom management, but still a rather vague concept. A few decades ago, discipline was almost fully replaced with the term *peaceful working environment*, or order (Koskenniemi 1944, as cited in Holopainen, Järvinen, Kuusela and Packalen 2009: 9).

The purpose of the first section is to create an understanding of the evolution of these central concepts, as well as the context where Finnish teacher students will be working in the future. In this section these concepts and their history are discussed. In addition, the ways of disciplining which are stated in legislation, and concrete practices of disciplining in Finnish school system are introduced.

2.1.1 Discipline and order

Discipline is a concept the definition of which there is no consensus; research shows that it is a flexible and subjective concept (Holopainen et al. 2009: 9, Koskenniemi 1977: 217). Simply put, discipline is something that makes the students do what they are supposed to do in class. However, views change, and they reflect the goals, values, beliefs, and pedagogical means of the responder. Possible definitions and meanings in the school context might be *classroom order*, *self-discipline*, *the means to maintain order*, and *punishments* (*kuritus* in Finnish). However, discipline does not equal punishments. In addition, it is not only the teacher's responsibility but also depends on the motivation and decisions of the students, too (Koskenniemi 1977: 217-218). In addition, students' definitions and beliefs about discipline as a concept also vary greatly, depending on their developmental stage and their success at school (Koskenniemi 1977: 217, Holopainen et al. 2009: 9, Kaisto 2011: 55).

A peaceful working environment (*työrauha* in Finnish), referred to as *order* in this paper from now on, is a student-centred and more positively regarded concept concerning classroom management than discipline. In a review by the Finnish National Agency for Education order is regarded to consist of four different components; conventions (*toimintakulttuuri*), norms (*säännöt*), pedagogy (*pedagogiikka*) and caring (*välittäminen ja kohtaaminen*) (Holopainen et al. 2009:71). In this view, discipline is included in the notion of norms. Traditionally discipline might be, or previously was understood as a goal of upbringing and education, whereas order is an instrument to achieve learning goals (Holopainen et al. 2009:

9, Koskenniemi 1997: 217). Matti Koskenniemi (1977, 217) defines order as a result of good discipline. According to Puurula (1984, 39), order is a quality of a group: how well group members follow the group's norms. Therefore, order is internalization of subjective, collective agreements. The surroundings are as important as the choices and the behaviour of the teacher in the classroom. Order is a result of a successful upbringing and an educational situation (Puurula 1984: 39).

2.1.2 A disciplinary problem

A concept strictly linked to discipline is misbehaviour or a disciplinary problem. When disciplinary problems occur, it usually stirs discussion of "good" discipline, therefore a disciplinary problem is the main reason why we have to study discipline itself. A disciplinary problem has been defined as actions that disrupt teaching or the learning of others, causes unsafety physically or psychologically or destroy property (of others) (Levin and Nolan 2007: 21). According to this definition, the teacher can cause disciplinary problems too, if they for example harm the students' possibilities to learn or do not provide such possibilities to begin with (Saloviita 2007: 22).

Disciplinary problems, their origin, and seriousness can be analysed through classification. Saloviita (2013: 156) divides discipline problems into three categories: (i) normal or relatively harmless, (ii) more serious including breaking rules on purpose and (iii) the most serious ones that are a threat to the whole class. Usually, students who act according to the definition of serious discipline problem also tend to be absent and neglect their schoolwork. Disciplinary problems are common in Finnish schools, but they are mostly harmless, such as speaking without a permission in class (Saloviita 2007: 24-25).

There are different causes for disciplinary problems, depending on the responder and the point of view. According to Saloviita (2013:157) 91% of the teachers blame parents for insufficient discipline at home, which causes disciplinary problems at school. In a survey committed by Erätuuli and Puurula (1990: 34) in the students' answers the teacher's characteristics (personality, behaviour etc.) were the most common reasons for disciplinary problems. In addition, almost half of the student responders, reported that weak solidarity between the students cause disciplinary problems. In their open questions students reported that a good team spirit can also cause restlessness that the teacher can interpret as a discipline problem, even though the students do not consider those situations as such.

2.1.3 A historical overview from discipline to order

Before the 1960's, the authority of adults over children was certain and undisputable. Therefore, physical punishments were common at home as well as in schools as means of maintaining discipline. From the 1950's to the 1960's the ethics of upbringing, were based on early beliefs on developmental psychology, building the students' own inner motivation and positive attitude towards learning. Hence, (physical) punishments were not recommended anymore, but were used nevertheless (Hakala and Kankanen 2005: 8).

The concept of discipline started to evolve towards the more student-centered concept of order in the 1970's (Lahdes 1982 as cited in Hakala and Kankanen 2005:41). The purpose of the school was to educate responsible, healthy citizens, and the teachers' job was to provide stimulation, experiences of success and to encourage students to manage their own schoolwork (Hakala and Kankanen 2005:25). The main goal of upbringing and discipline was to build self-discipline and teaching the students to make decisions good for them (Koskenniemi 1977: 224-225).

The 1970's was also significant with respect to the discussion about discipline: teachers began reporting and discussing the increasing misbehaviour and discipline problems in the new obligatory education (Hakala and Kankanen 2005: 10, Puurula 1984: 11, Saloviita 2013: 155). The authority of the adult was not that certain anymore, therefore, there was a crisis regarding upbringing. In the teachers' view the reason for this was that parents worked more outside home and got divorced more often, thus they did not have time to look after their children. Around this time, Koskenniemi (Holopainen et al. 2018, 9) created the concept of a peaceful working environment, or order, to replace the negative, authoritative concept of discipline. Additionally, the notion of order reflected the current scientific findings and values about upbringing and education.

During the next two decades ethical thinking regarding authority of the teacher kept evolving in the field of education. In the 1990's, the constructivist trend stressed the teacher's role as a creator of an environment, where the group members (students) think and recognise their own values. In this environment teacher gives students opportunities to think and to put their ideas into practice. The teacher's role in constructivism is that of a guide, not an authority. The teacher must not give correct answers, they have to avoid one-way authority and must give

students opportunities to decide about the contents and tasks in teaching and learning (Hakala and Kankanen 2005: 27).

There is no doubt that the teacher has nowadays less power over their students, discipline-wise, and that the different eras of educational orientations have had an effect on this. Discipline in the 1950's looked a lot different from the concept of order of nowadays. Alongside with the advancement of ethics and developmental psychology, emotional and interactional skills became a more significant part of the theory about classroom management. This aspect will be discussed further later on in this paper.

The legislation, policies and practices reflect the view on discipline in the Finnish school in the 21st century. The next chapters describe the current policies and practices.

2.1.4 Legislation, policies, and practices in Finland

Because teachers are usually public officers, legislation and policies are the primary guidelines for teachers, when dealing with discipline and misbehaviour. Subject teachers graduating from the University of Jyväskylä are qualified to work as public officers as subject teachers at primary, secondary and high schools. Finnish law and National Core Curriculums for obligatory school and high school mention discipline and the means of reprimanding and punishing students in cases where misbehaviour occurs (the National Core Curriculum of High school 2015: 27-28, the National Core Curriculum of Obligatory Education 2014: 36-37). However, misbehaviour has not been defined in these sources any further.

The law of obligatory education states that every student is obliged to turn in their work in time and to behave appropriately (1998/628 35§-36§). If the student misbehaves, the primary punishments are a development discussion (*kasvatuskeskustelu*) and detention, which may last two hours at maximum. Development discussion is seen as relatively neutral means of upbringing and correcting the student's behaviour in case a discipline problem occurs. The purpose of the discussion is to build trust between the teacher and the student to help the student to understand the situation, encouraging to find solutions together with the teacher (Saloviita 2007: 168).

The National Core Curriculum for obligatory education (The Finnish Board of Education 2014: 36) mentions that every student has a right to a safe studying environment and that discipline and peace must be assured. Primary means are teachers' pedagogical choices and creating a good atmosphere. The Core Curriculum states that regarding the discipline

guidelines, the law of obligatory education must be consulted when the local curriculums are being designed.

Discipline comes to practice through locally set curriculums. Teacher trainees in the University of Jyväskylä do their training at Normaalikoulu, which has its own guidelines regarding discipline. Normaalikoulu follows the Law of obligatory education, therefore the punishments that can result from misbehaviour are development discussion, detention or temporary suspension from school (Normaalikoulu perusopetuksen opetussuunnitelma 2016). There have not been studies about whether the guidelines are being followed or not.

More generally, there is little research about means of discipline used. However, Saloviita (2017) conducted a pilot study, on teachers' use of detention in Finnish schools in order to find out if detention is used and by whom. Detention is one of the most popular and well-known punishments. Saloviita found out that the youngest age group of teachers, which was 19-38 years, used detention as a punishment the most, compared to other age groups (Saloviita 2017, 142). However, according to Holopainen et al. (2009) the usage of punishments vary in Finnish schools. According to Holopainen et al. punishments should be secondary whereas preventive means and rewards should be primary and central means of maintaining discipline and order (Holopainen et al. 2009, 68). The best way to maintain discipline and order is to create a good class atmosphere and this will be discussed in chapter 2.2.

2.2 Discipline in English classes and teacher trainees' views

Now that the central concepts for this study are defined, the next chapters will discuss them from the point of view of the foreign language classroom and teacher trainees who will be working in such an environment in the future. The purpose is to discuss the English teacher trainees in particular, to understand the demands of their future profession, and to see what kind of preparedness they possess.

The chapter 2.2.1 discusses the features of a foreign language classroom discipline-wise, regards how the teacher training answers the needs of the trainees concerning classroom management and discipline. This chapter will discuss in more depth the concept of discipline, defining it more specifically for the purpose of the present study. In addition, the chapter 2.2.2

will discuss the previous studies about teacher trainees and how they view discipline based on their experiences as a student.

2.2.1 Discipline in the foreign language classroom

Discipline in foreign language classrooms has not been studied much. However, discipline in language classes is very different from the traditional view; it is not about sitting quietly and listening to the teacher. Language as a school subject is a practical subject, rather than an abstract field of science. The lessons of practical subjects can be restless since they require activity, whereas science subjects require a more theoretical approach and studying from a book (Kaisto and Ketola 2003: 77). Practicality can be seen in the ways of learning, since language is learnt through many senses: sight, hearing, and feeling. In other words, language classes consist of reading, writing, pictures, audio, videos, games and so on. Many different kinds of tasks and activities are used to give different learners opportunities to learn. Noise and discussion are desirable outcomes and not nuisances or a disciplinary problems. In addition, the multimodal teaching and learning methods and rapidly changing activities require huge amounts of vigilance of the students. In contrast, for example in a mathematics lesson it is more common to do only a few different things during one lesson, and most of the learning content is textual. Discipline and order are different depending on the context, tied to the subject at hand because they are instrumental for learning. That is why discipline and order are interesting topics of research in a foreign language classroom; order is active participation.

Active participation and the special features of a foreign language classroom has a role in class climate or atmosphere, which is affected by interaction and emotions. When the class climate is good and suitable for the subject at hand, disciplinary problems occur less often. In a foreign language classroom, the atmosphere is ideally one, where everyone can participate, try, and make errors in order to learn. As mentioned above, students report that the teacher, and especially the teacher's personality and behavior as among the main reasons for discipline problems (Erätuuli and Puurula 1981: 34-36, Kaisto 2011: 62). This is because students think that the class climate affects the order in class (Erätuuli and Puurula 1990: 36). On this, teachers do not disagree, as in a study by Korpi (2011: 39), when asked about the meaning of order, teachers said that as central subjects in schoolwork teachers have a significant impact on order. A teacher greatly affects how students feel about themselves; if the teacher believes in their students, students are more likely going to succeed. According to the teachers, when

students are successful and motivated, order is good (Korpi 2011: 39). Therefore, it is easier to maintain order when students feel appreciated and motivated, therefore, it is important to train future teachers the principles of interacting with class and managing emotions. Thus, the next chapter will discuss the teacher training and teacher trainees' views on discipline.

2.2.2 Teacher training in University of Jyväskylä and trainees' views on discipline

Curriculums of the Teacher Training Department of the University of Jyväskylä (JYU) do not mention discipline and classroom management in their descriptions of contents of teacher training. As already mentioned above, during the 1970's there was a turning point in the discussion about school discipline and one would expect it would have also reached the teacher training. Teacher trainees in the 1980's were hampered by problems with maintaining discipline in classes during their training: they were given a grade based on their classroom management skills, meanwhile their training gave no tools for discipline and order at all. As teacher training lacked any practicality, concrete knowledge, means for maintaining a working peace and good discipline in classes, teacher trainees' grades were affected by their incompetence to manage a class (Puurula 1984: 9-10). Nowadays, the grade given based on teacher trainees' teaching skills is not considered necessary and the curricula have been updated to exclude it, but it does not seem like the needs for better training to manage classroom have been fulfilled in the contents of teacher training, at least not explicitly. However, the curriculum for pedagogical intermediate studies (JYU Study Guide 2020-23) includes a course on interaction and cooperation. Some of the aims of the course are understanding group phenomena, group instruction, pedagogical interaction and ethics and the interconnections between learning, emotions, and interaction. It seems that the creation of a good class climate is nowadays paid attention to in teacher training, therefore order is a part of teacher training.

Views on discipline and order have not been studied from the subject teacher trainees' point of view, or, at least subject teacher students' views have not been an explicit topic of such a study. Most of the previous research about discipline has studied teachers already in working life, students, and class teacher students, but not subject teacher students (e.g. Mäkelä and Viherkorpi 2015; Hiltunen and Kunelius 2012). In studies about teacher trainees' ideas about being a teacher, teacher identity, pedagogical thinking, and preparedness for working life, beliefs about order are usually topic of interest (e. g. Karvonen 2011: 72; Veijola 2013: 117).

Studies about teacher trainees imply that memories and teacher training both affect their views on discipline. Experiences during childhood and knowledge and beliefs about teaching before the beginning of the teacher studies in fact affect the views on the ideal atmosphere and how to create it, as well as the views on how to teach a certain subject (Penttinen 2003: 62; Sinkkonen 2018: 84; Veijola 2013: 116). Sinkkonen (2018) studied class teacher candidates' entrance exam essays and how their identity and beliefs of being a teacher was constructed in them. She found out that most candidates mentioned class atmosphere as an important part of their future work. Many candidates emphasize the warm interaction between the student and the teacher, and they want to create an atmosphere where students are willing to learn. In Veijola's (2013: 115, 116) study about history teacher students' pedagogical thinking, interviewees often mentioned that the authority and the ability to maintain order are seen as good qualities of a teacher. These beliefs are based on teacher students' memories of school and their observations in classroom situations. However, these studies do not make clear whether or not their training is preparing teacher trainees to face discipline problems at school.

The present study is interested in subject teacher trainees because the previous research about discipline and order is mainly from the perspective of students and teachers who have already graduated. In addition, studies about teacher trainees are almost exclusively about class teacher trainees, and not subject teacher trainees. As foreign language teachers, English teachers face quite specific kind of challenges they will need to overcome in their future profession, with only little help from the legislation and the Core Curriculum.

As stated above, previous studies have found out that class teacher students and history teacher students have beliefs about discipline and order in a very early stage of their studies (e. g. Penttinen 2003: 62; Sinkkonen 2018: 84; Veijola 2013: 116). The present study aims to examine if similar beliefs can be identified in English teacher trainees' ways of thinking and in what kind of ways memories and experiences affect their views on discipline and order. As mentioned above, in the curriculum for pedagogical intermediate studies (JYU Study Guide 2020-23) interaction and emotional skills are some of the aims of one course in teacher training, and that is the only part that could imply to some kind of content about discipline and classroom management in the curriculum and teacher training. With this in mind, the present study is interested in how teacher training has affected teacher trainees' views on discipline. In addition, because evidence shows that there have been complaints about the sufficiency of teacher training regarding discipline, one of the aims of this study is to find out,

whether English teacher trainees feel that the training gives them competences and readiness to manage a classroom, or not.

3 Present study

3.1 Aims and research questions

The aim of this study is to find out English teacher trainees' opinions and experiences about school discipline and order. Subject teacher trainees' opinions on school discipline and order have not been studied or they have not been an explicit subject of a study. However, classroom management and therefore order are central topics for both subject teachers and classroom teachers. In addition, according to existing studies memories and experiences as a student might affect the understanding of discipline (e.g. Veijola 2013: 116). Therefore, to understand subject teacher trainees' views and to create possibilities to improve their training (if needed), this study aims to answer the following questions:

1. How experiences and memories as a student affect teacher trainees' views on discipline?
2. How has their training affected on their views on discipline?
3. Do teacher trainees feel that the training is sufficient at preparing them to manage a foreign language learning classroom?

3.2 Data collection and methods of analysis

The choice of method for data collection in this research is the theme interview, or a semi-structured interview. Interview is a suitable tool, when person's own feelings, beliefs, opinions, and experiences are to be researched (Hirsjärvi et al. 2007: 185). A structured interview would require, that same questions were asked from every informant in same way. A semi-structured theme interview, in contrast, is similar to an everyday conversation, with the exception that the themes and aims of the conversation have been chosen in advance by the researcher (Hirsjärvi et al. 2007: 204, 208; Ruusuvuori ja Tiittula 2005: 23). The themes and questions are based on the interview questions, and the researcher aims to get answers to all of them from the informants. Thus, the semi-structured interview is a systematic information gathering tool. Despite the fact that the questions have been determined in advance, a semi-structured theme interview gives space for elaboration and the expression of the interviewee's own opinions, and it is possible to get profound, complex answers that contain new information for the world of research (Hirsjärvi and Hurme 2001: 48, 205).

The interviewees were chosen from the small group of teacher trainees, who are currently (spring 2021) doing their teacher training in Normaalikoulu, the University of Jyväskylä. The data and results of the interviews are not easily generalizable and therefore different interviewees from different backgrounds will be chosen. Three informants were recruited to ensure sufficient variation in the interviewees' age, gender, and educational background, meaning that they were studying at a different year at the university, and some of the informants were closer to graduating than others. Furthermore, one informant had a professional qualification before starting their teacher studies, two had worked in full-time jobs before teacher studies and two were studying in higher education for the first time. All informants were older than twenty, one older than thirty, and only one of them was male.

The interviews were conducted in February 2021. One of the interviews was conducted in a live setting, other two via a video call. The interviewees received and signed a consent form before the interview, and the interviews were recorded. The interviewees were informed that they could withdraw from the study at any point. They were also told that after the data from the recordings were transcribed, the recordings were deleted. The anonymized transcriptions will be stored in a safe place for two years from the moment of the interview.

The analysis of the interview data was done by using qualitative content analysis. According to Tuomi and Sarajärvi (2009: 92) qualitative content analysis can be conducted in four steps: 1) deciding what is interesting in the data, 2) going through the data and separating the interesting parts from it for further examination, 3) classification of data by themes and 4) writing conclusions. Because the data of this study already has themes, emerging via the semi-structured theme interview as the data gathering tool, this kind of analytic approach is natural and complements the theme interview (Tuomi ja Sarajärvi 2009: 93, Hirsjärvi et. al. 2007: 222, 224).). The aim of the study is not to test any kind of existing theory, but to use theoretical background to understand phenomena the interviewees bring up and to open new ideas. Thus, in this study the conclusions were drawn by using the qualitative content analysis with integrations of theory, instead of applying the existing theory to the data entirely.

4 Findings

The aim of the interviews was to find out English teacher trainees' views on discipline and order. The interviews gave detailed data about the interviewees' own beliefs and opinions, and how they have been formulated through time and via their experiences. While the results are not generalizable due to the method of data gathering and the small number of informants, this section discusses mostly the similarities in the findings.

To protect the privacy of the informants, all of the names have been changed and other information that could possibly make them recognizable has been left out.

4.1 What are discipline and order

The concepts of discipline and order were not defined to the informants by the researcher at any point of the research or data gathering process. However, the informants had very similar views on what order is with just a few exceptions.

All three informants thought that order is something created together with the students, and that it is not something that the teacher alone can create. According to the interviewees, peaceful studying and learning environment is a prerequisite for the existence of order. A peaceful and safe learning environment requires that actions align with the subject and task at hand and that the students are engaged, e. g. when the teacher is saying something, students are listening, and in contrast, when the students are supposed to work in groups, they participate actively.

Example 1

[työrauha] menee sen kaa yhteen, et sillon, kun se ilmapiiri luokassa on semmonen et kaikilla on turvallinen olla ja se on oppimisystävällinen ilmapiiri nii sillon se työrauha on helposti saatavilla

Order goes together with it so that if everyone feels safe and the atmosphere is learning-friendly, then order is easily accessible– Linda

(Note: original quotation in Finnish, translated to English by the researcher)

Example 2

Et työrauha sit itsessään tarkoittaa sitä et siellä luokassa olis --- semmoset toimintatavat ja semmonen ilmapiiri et sen työrauhan ylläpito on niinku mahdollista

Order itself means, that in the classroom there are ways of acting and an atmosphere that make the maintenance of order possible. – Julia

According to the informants, order requires mutual respect between the teacher and students and a common understanding about what is acceptable and what is not. In a foreign language classroom, order means that students have a sense of safety and that they dare to speak and use the language.

In addition, the teachers' personality and presence are important factors in creating order. This view is evoked powerfully by each informant's memories of their own school days. On one hand, they remember having teachers who were so intimidating or convincing that discipline problems rarely occurred. On the other hand, some teachers were "sissies", they were unpleasant as people, or they did not seem to respect their students. These were the teachers in whose classes students did not have the motivation to maintain order, and the teacher was unable to make it happen.

Some significant differences also occurred in the definitions of these concepts. Two interviewees, Linda and Julia, hesitated in using the term discipline in the context of the modern school. They both said that it reminds them of physical punishments and teacher's arbitrariness, and in Julia's opinion, discipline belongs to military, not school.

The third interviewee, Eetu, thought that order is the default setting in class, and discipline is used to regain it.

Example 3

Kurinpito on sitä kun tilanne on jo menetetty ja se tulee tehdä reilulla tavalla ja dialogisesti yhteisymmärrystä rakentaen sen oppilaan kanssa.

Discipline/disciplining is used when one has already lost the control of the situation, and it is supposed to be done fairly and dialogically, to build solidarity with the student. – Eetu

In the quotation above, Eetu said that discipline is something that comes up at the point where actions have to be taken in order to make the students behave; it is not the primary means of maintaining order, but a means to return it, when the teachers' authority is not enough.

4.2 Pre-existing competences, experiences and values matter

A surprising finding emerging from the interviews was that one of the most significant factors in how the informants regarded discipline and order, including competence in working with people and groups, was their background that had nothing to do with their teacher studies at all. Their jobs, and in one case family, have had a strong impact on what kind of experiences and competences they have acquired. In addition to that, the background has an impact on what they thought to be important for them in dealing with other people. Furthermore, their answers for the questions concerning their background show that the informants have engaged in a lot of self-reflection. They were not hesitant in listing their competences and were able to tell where they had acquired those competences.

Two of the informants, Julia and Eetu, had been working in full-time jobs before teacher training or applying to the university. They both said that their previous profession had given them experiences that can help them to manage a classroom. These experiences and competences came from dealing with different kinds of people and situations that required interaction skills. Eetu mentioned that his experiences had taught him how to create understanding between himself and others, as we can see from the quotation below.

Example 4

No koska sehä on niinku, sää oot auktoriteettiroolissa ja sun asiakkaat on usein teini-ikäisiä. -- ne on iha ihmisii ne teini-ikäset, ne ymmärtää asioita, ne ajattelee asioita ja heillä on tunteet --- ku puhuu heidän kanssaan, eikä heille ni nii se tota toimii paremmin.

It is so that you in an authoritative role and your clients are often teenagers, as it is when you are a teacher. Teenagers are just people, they understand, think and have feelings, and when you speak with them and not to them, it works out a lot better. -Eetu

Example 5

-- mulla on aika hyvät vuorovaikutustaidot, et mun niinku kokemus työelämässä ihmisten kanssa työskentelystä niin mä oon aika monenlaisia tilanteita kohdannut.

I have pretty good interaction skills, because I have faced many kinds of situations in my working life and have experience of working with people. -Julia

The third informant, Linda, has had training, hobbies, and summer jobs that she considered useful regarding her current field of study and future profession. In addition, she is the first

born child of her parents, who are both involved in caretaking and teaching. According to her, the responsibility given to her in family and hobbies has taught her to deal with younger people and how to take the role of the authority. All this has affected on how skilled she is in managing a classroom.

Example 6

Et mulle on annettu sitä vastuuta ja sit lähteny hakee sitä, et mä voisin olla kerhonohjaaja, ollu kesätöissä leiriohjaajana ja kaikkee tämmöstä, että on vähän niinku huomaamatta tarjoutunut tilaisuuksia toimia sellaisissa niinku ohjaajan tehtävissä, nii ne on vaan niinku kehittynyt ne kyvyt koko ajan eteenpäin.

The responsibility has been given to me and then I have pursued to be a club leader, worked as a camp leader and things like that. I have had opportunities to work as a mentor, so my abilities have kept evolving. – Linda

Linda explained how her skills needed in classroom management and working with young people have been built gradually, through different jobs and activities. Another notable thing in this quotation above is that she had chosen these jobs and hobbies, because they have been pleasant in her opinion.

4.3 Training as a complementary element for pre-existing competences and beliefs

The interviewees experiences as a student has had a strong impact on what kind of person they considered to be a good teacher, or how they thought about maintaining discipline or order. As mentioned above, in their views teacher's personality and behavior were considered as an important factor in creating a good order in the classroom. These views were based on teacher trainees' memories of school. On one hand, teachers in whose classes the order was good, were regarded almost as role models; the informants compared their actions to their own actions in class.

Example 7

Mä koin et oli tärkeätä et se opettaja kuunteli mua ja kunnioitti mua ja sellasten opettajien tunneilla oli tosi mukava olla ja siellä työrauha toimi, joten sitä mä oon itekki halunnu tuoda sit sinne.

My feeling was that it was important that the teacher listened to me and respected me, and that the lessons of such teachers were very pleasant. There was order, so I also want to bring that [order to the classroom]. – Linda

In the quotation above, Linda has analyzed her teachers' behavior and attitudes, and regarded certain kinds of teachers as role models as the creators of order in the classroom.

Example 8

Se aika paljon oli sidottuna siihen opettajaan et millanen se oli--Et jos oli kiva opettaja, nii ei tarvinnu sit kauheesti keinoja käyttää.-- pyrin olemaan niinku kiva, mut mä ajattelen, et mul on varmasti hyvin erilainen ajatus siitä et millä tavalla siellä ollaan, kuin on niillä opettajilla jotka oli mulla sillon yli X vuotta sitten --- mun tehtävänä on ohjata sitä oppilasta innostumaan asioista.

It is closely tied to what the teacher is like. If the teacher is nice, they did not have to use any means [to maintain order]. I aim to be nice, but I think my ideal of how to be [in the classroom] is very different from those of the teachers who taught me over X years ago. My job is to guide the student to get excited about things. – Julia

Julia talked about the significance of the teacher's behaviour. She also regarded the traits of the most pleasant teachers as something she would like to apply to herself in her future profession. However, she did not only consider her teachers as role models but also compared the perceived ideals of herself and the teachers, adding an element she regards important for a teacher; the teacher's role as a guide.

The informants said that the training in the University of Jyväskylä regarding discipline and order is very scarce or that it lacks concreteness. However, all of them expressed confidence in their own abilities and competences in classroom management and order. In addition, they stated that the practical training is the most important part of the training, regarding discipline and order.

Example 9

-- opintojen aikana on saanut semmosia konkreettisia keinoja siihen että miten, että miten mä voin tuoda sitä sinne luokkahuoneeseen, et ei oo silleen et ”tommonen oli kiva ope ja tollasta mä haluan tuoda sinne luokkahuoneeseen” ja viel nimenomaan, et mitkä on mun keinoja. --- näkemys on täydentynyt niillä työkaluilla.

I have gotten concrete tools to bring [order] to the classroom. It is no longer just 'that is a nice teacher and that is how I want to be', and especially I have learnt what tools are for me. My understanding has been complemented by these tools. – Linda

In the quotation above, Linda described how she has learnt to use her own skills and capabilities to create the kind of an atmosphere and learning environment that she remembers were beneficial to her learning. She has already had an understanding and ideals of good order before the training, but the training she received had helped her to put these ideals into practice.

Example 10

Sä et halua olla sellanen ---pelottava auktoriteettihahmo, niin käytännössä se muutos mun näkemyksessä on tullu kokonaan tän opettajakoulutuksen aikana. --- hyvät vuorovaikutustavat, tunteiden huomioonottaminen ja kaikki tällöinen, nii se on positiivisella tavalla tasapainottanu sitä omaa näkemystä siitä.

You don't want to be that kind of a scary authority and practically the teacher training alone has changed my views. Good interaction skills, taking feelings into account and such, it has balanced my view [regarding discipline and order] in a positive manner. – Eetu

In Eetu's view the training and teacher studies have added nuances to his views on discipline and order, besides just being an intimidating authority. The competences he listed have come from teacher training alone and, thus, the training has been significant for his professional growth.

Example 11

--- tullu realistisemmaks tää oma ajatus kun mulla on et mä oon aika ideologinen ihminen, et mä ajattelen aina positiivisen kautta et kaikilla on hyvä ja näin--- Nii ehkä tässä on tullu sellanen realistisempi näkemys et aina ei vaan niinku aina ei asiat mee niinku haluais.

My views have become more realistic. I am quite ideological, and I always think about the positive things, everybody is fine and so on. Maybe this [training] has made my views more realistic, so that I know that everything doesn't go how I want. – Julia

In the quotes above the informants reflected on what the training has taught them regarding discipline and order. They showed that the role of teacher training in learning how to manage a class is not to start building the competencies from scratch but also to complete the pre-

existing competencies and beliefs, give experience, and to give tools to realize one's ideals in practice.

5 Discussion

The aim of this study was to find out that in what ways teacher trainees' memories affect their views on discipline and order alongside with their ongoing teacher training. In addition, because previous research shows that teacher trainees are unsatisfied with the training they receive (Puurula 1984: 9-10), the aim of this study was to find out if this still holds true, and what can be done to improve the training. The findings show that answers for the research questions are intertwined to a large extent.

This section analyses the findings further, discussing them from the perspective of previous research. In addition, the purpose of the section is to draw more general conclusions from the analyzed data.

Despite the variation in their answers, the informants' definitions of discipline and order reflect the historical trajectory of these concepts. This is best seen in answers that stress the teacher's role as a facilitator, a mentor, and as a provider of stimulation needed for learning, rather than teacher as an arbitrary authority (Hakala and Kankanen 2005:25). Interviewees seem to share a modern constructivist view about learning and discipline, according to which the students are given opportunities to think and understand the learning contents of learning themselves (Hakala and Kankanen 2005:27). Furthermore, order is something that should exist in the class by default and when problems with order occur, something has to be done about it, as voiced in Eetu's answers, for example. Thus, according to the interviewees, order is an instrument for achieving learning goals, as the previous research has stated before (Holopainen et al. 2009: 9, Koskeniemi 1997: 217). This shows that order is not a one-sided or simple concept, but it includes various dimensions, such as ways of acting and especially caring of one's students. This reminds of the four-dimensional model of order that Holopainen et al. have created based on the previous research on order (2009:71).

These findings imply that people who like working with people and groups and are willing to improve their interaction skills are more likely to choose teacher studies. According to the informants, there are no materials or courses in teacher training regarding discipline and order or the training and education about them is very scarce. The training does not include practical tools or answers on how to maintain a good order, thus it is surprising that their definitions of discipline and order mostly align with the current research. Therefore, there has to be similarities in their values, personality traits or their learning outcomes in the teacher

training. As we can see from examples seven, eight and ten, these people aim to understand the feelings of others and try to negotiate rather than get their own way.

However, the informants' views on people or collaboration cannot be explained only with personality traits or the ongoing training. The present results imply that teacher trainees' backgrounds, previous experiences, and memories play an important role in what they think about discipline and order. This finding aligns with the results of previous studies where teacher students' or teacher student applicants' views on discipline have been studied: teacher trainees' memories of their own teachers greatly affect their views on what is an ideal class atmosphere and therefore an order (Penttinen 2003: 62; Sinkkonen 2018: 84; Veijola 2013: 116).

One of the most important findings in the present study was that the informants are very confident about their classroom management skills despite the scarceness of the material and training regarding these matters during their studies at the university. This is a completely different finding compared to what teacher trainees said in the 1970's (Puurula 1984: 9-10). The present study was the first to explore that what kind of effect previous experiences from working life and (non-obligatory) education have. The informants' classroom management competences are explained with previous jobs, hobbies, and education. These activities have given them enough experience, practice and knowledge of different, sometimes difficult situations with other people, so the informants have the feeling of competence in working with people and groups.

The findings about the significance of the trainee's background do not only imply that people in the field of education learn the same knowledge or share similar views: however, they highlight that making certain kinds of decisions in life, for example regarding hobbies, can prove helpful in pedagogical studies and pursuing a career as a teacher. These hobbies or jobs did not give any pedagogic or didactic tools to the informants, but they gave them experiences about mentoring and acting as an authority. Therefore, these kinds of decisions help them to build skills and confidence in classroom management and creating an order, also.

One of the main interests of this study was the teacher training in the University of Jyväskylä and whether teacher trainees receive enough training regarding discipline and order. It appears that even though most of the competencies regarding discipline and order are acquired before or outside the teacher training itself, the informants appreciate the training year. The role of the teacher training is not only to give pedagogic and didactic tools to teach English as a

subject, but as we can see from the informants' answers, training it has affected a great deal their views on discipline and order, as well as given tools to bring their ideals about discipline and order into practice. Therefore, even though teacher trainees do not start learning about discipline and order from scratch and all their competences are not received from the training, the training plays a role in professional growth and gives opportunities to practice, thus, teacher training is sufficient in training future teachers how to manage a classroom.

6 Conclusions

This section draws together the discussion of the findings and discusses the implications of the present results for this field of study on a more general level. In addition, the decisions made in present study and the research process are scrutinized in this section.

Together with all the previous research, the present study tells us that discipline and order do not have only one definition but that they are very diverse concepts that change, vary and fluctuate depending on the time and whom we ask. However, they are fashionable and a matter of discussion as long as we have people trying to make others do as they want them to, such as in military or – as in this field of research – school. Teacher trainees are the future professionals, who have to have a connection with those whom they teach, and their views will have a huge impact on what kind of school we are going to have, and as well as what kind of citizens are going to grow up in there.

This study is the only one of its kind, and it shows us that views on discipline and order consist of multiple factors, such as background, previous jobs, hobbies, ideologies, memories, and experiences in the teacher training. According to the informants' answers discipline or order are not themselves simple or one-sided concepts, because they seem to be tied very closely to teachership and to the group teachers are teaching. These are topics that are not discussed much in training and it seems that there is no necessity to do so, either. This is because skills for managing classroom are not built only in training, but alongside other competences, such as socioemotional skills and interaction skills. If a trainee masters those, they are more likely to succeed in classroom management and creating order. Teacher training nowadays has contents about interaction skills, which is very important.

As mentioned earlier, the results of this study are detailed descriptions of the views of few people, and they are not easily generalizable. To get a reliable picture of what teacher trainees think about their training, a bigger sample should be taken from the population of subject teacher trainees. In the present study, the sample was perhaps too small, even for a small-scale research. The interview themes and questions could have been tied more closely to the previous research because it would have made the data analysis more systematic. If the interview had covered only certain aspects about discipline and order, the data would have been more easily compared to earlier research. However, the information gotten with this method is rich and it gave new, even surprising, information and therefore it was successful.

All the informants in this study were very confident and felt they are competent due to their experience. Hence, the next step would be to find out that what kind of support teacher trainees with less experience from working life and people would need in their studies, if they need any. Also, the informants had very much shared views on these topics, thus it would be important to study a larger sample to find out if there is any variation in their views and knowledge, and if there is, then how much do the teacher trainees agree on these topics after all. The present study gives a base to continue, and to compare the teacher trainees' views on these matters, if a study with a bigger sample will be committed.

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