



# Attitudinal and Affective Classroom Ecology and Atmosphere

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## ABSTRACT

The most important tool in creating a positive classroom atmosphere and classroom ecology is for the teacher to be a positive role model. A positive classroom environment does not just happen; the teacher creates it. There are a number of ways teachers can create positive classroom environments. In our review of the current literature, no a study was found in Iran to address this issue or make recommendation for specific classroom practices to achieve better results. Therefore, the purpose of this study was to investigate the role of school environmental and ecological factors in the language teaching-learning process in a classroom. The data were gathered via administration of semi-structured interviews with 40 Iranian advanced EFL male and female learners with more than 3 years of English education from different language institutes. Audiotaped interviews from the participants were transcribed in detail and the results were classified into three main categories: Materials used in the class, teacher practices to motivate students, and physical environment of the classroom. Student needs, teacher practice related to creating motivation, being friendly, being funny and energetic, and skill were the major material features observed in the study. Results also showed different physical environment features impacting the language teaching-learning process consisted of facility, positive classroom environment, and unmotivated classmates, friendly classmates, and some other miscellaneous variables. In conclusion, most of the participants claimed that the teacher was a key component in each class, by guiding the class so that learning was either facilitated or made more difficult. These findings also have important implications for teacher training, materials development and the organization of a great Language institute..

**Keywords:** Affective classroom ecology; Attitudinal classroom; EFL learner.

## 1. Introduction

There are relationships between the classroom environment, student behavior, and academic engagement (Hood-Smith & Leffingwell, 1983; Visser, 2001). A well- organized classroom permits more positive interactions between teachers and students, reducing the probability that challenging behaviors will occur (Mar-tella, Nelson, & Marchand-Martella, 2003). Additionally, modifying the classroom environment may serve as a direct intervention for students who demonstrate on going disruptive behavior (Conroy, Davis, Fox, & Brown, 2002). Although the well-designed classroom has proven benefits, there is little research on

the impact environmental modifications have on behavior and learning (Guardino, 2009; Schilling & Schwartz, 2004). The notion of feeling supported as students has also been extensively examined in the classroom environment literature. Helen Patrick and colleagues (Patrick, Ryan, & Kaplan, 2007) found that there is a strong, positive relationship between students' level of motivation and engagement and their perceptions of the classroom environment as being socially supportive. The classroom environment can be defined in terms of the students' and teachers' shared perceptions in that environment (Fraser & Pickett, 2010).

Environmental modifications are preventative, whole class approach (Emmer & Stough, 2001) that may decrease chronic behavior problems, prevent behavior problems for language learners who are at risk, and allow learners with minimal or no problem behavior to access learning without interruption.

The environment in the classroom, which Richard-Amato (2003) refers to as the affective domain, is comprised of factors having to do with attitudes, motivation, and levels of anxiety, which are influenced by acculturation and personality variables. Scarcella (1990) recommends things teachers can do to improve attitudes toward the classroom environment. These include encouraging friendships, emphasizing commonalities, creating a community where each student is a contributor, and teaching learners how their communication can be misinterpreted (Scarcella, 1990). In order to create a positive classroom environment with an atmosphere that encourages language acquisition, Richard-Amato (2003) suggests group activities and team-building lessons, which also allow time for authentic conversations. Williams (2001) outlines several things that teachers can do to build a classroom community based on respect and acceptance. These include: believing in every student's "genius," acknowledge when students are courteous to others, structure activities to allow choice and for students to practice appropriate interaction, point out when you learn something new from a student, and be reflective as a teacher. Yoon (2007) also suggests showing interest in the culture of each student, modelling embracing different cultures, and encouraging students to support ELL learning in the classroom.

The central idea in an ecological approach is habitat, the physical niche or context with characteristic purposes, dimensions, features, and processes that have consequences for the behavior of occupants in that setting. As the name implies, an ecological stance has a great deal in common with biological sciences and, especially, ethology, or the study of animal behavior (see Tinbergen, 1958). This orientation leads to a central emphasis on a thorough conceptualization of situation or context in accounting for action and practice within a classroom system. Furthermore, dark colors take natural sunlight out of a room and can even make people feel drowsy and listless (Hathaway, 1987). Plants, soft chairs, rugs, and pillows can help to add warmth and comfort to a class environment (Rutter, Maughan, Mortimore & Ouston, 1979).

The school environment refers to factors within the school that influence the teaching-learning process. The school environment includes classrooms, library, technical workshops, teachers' quality, teaching methods, peers, among others variables that can affect the teaching-learning process (Ajayi 2001). The extent to which pupils learn could be enhanced depending on what the school environment provides to the learners and the teacher.

In the developing countries, poor learning environments have always been identified as key factors that lead to poor performance in public primary schools (UNICEF, 2003). Class size has also been an issue that affects the teaching-learning process in most schools in the developing countries. In Kenya, since the inception of Free Primary Education (FPE), there has been increased enrolment which leads to overcrowding in classrooms making the work of the teacher difficult since he/she cannot easily move around in the classroom (Wabuoba, 2011) quoted in Chuma (2012).

### ***Significance of the study***

It is hoped that the findings of the study may help language school administrators reflect upon various factors that influence the language teaching-learning process. In so doing, they could investigate the possibility of introducing those factors to their schools which may consequently lead to Nature or nurture? Which has more impact on a language learners potential for success?

However, there are lots of factors that are outside your control, but need to care about and accommodate for. It is a need to be aware of how to accommodate for negative influences on the students learning abilities. There are a variety of things and strategies you can do to positively affect learning in classroom environment.

To ensure a positive classroom environment, teachers must explain why expectations are important. Students must also have an input in the development of a positive environment. This involvement will allow them to become stakeholders in the learning process and encourages an atmosphere of shared beliefs (Andrews, 2008). Moreover, “when we focus solely on academic achievement outcomes, we can lose sight of what is most important – our students and what they need to assure their success” (Preble & Gordon, 2011, p. 6).

### ***Purpose of the Study***

What is the role of classroom ecology’ and ‘classroom atmosphere’ on second language learning? This research targeted that question and attempted to use insider’s approach to find the answers. This study also shed some light on important issues related to the different kinds of classroom environment and situation that a teacher creates and encourages. These classroom environment and situations can either increase or decrease a student’s ability to learn and feel comfortable as a member of the class and also increase our knowledge based on classrooms that encourage emotional well-being create an atmosphere for both learning and emotional development.

The purpose of this study was to investigate the influence of school environmental and ecological factors on the language teaching-learning process and also to show an essential part of classroom environment as to its impact on student behavior and implementing changes to that environment, and to understand a number of methods to help teachers plan for and create a pleasant classroom environment that welcomes and supports all students. The following research questions were developed to guide the study:

1. What features of the classroom environment do EFL learners appreciate or resist to?
2. Does EFL learners’ age make any difference in their appreciation or resistance to the features of their classroom environment?

## **2. Review of the Related Literature**

In fact, the unique aspect of the study highlighted the complexity of doing a job of teaching in a poor type of building and without adequate equipment and also aimed to indicate positive attitudinal and affective classroom ecology and atmosphere are characterized as supportive, caring, challenging and safe. It seemed that an important area missing in the content of the language learner education program is an emphasis and more attention on classroom ecology and atmosphere. In this study, positive learning environments have been shown to produce better results academically and strengthen other life skills for learners. Furthermore, this research proved that the learning environment must recognize the impact on overall learner encouragement and motivation. So, educational leader in any classroom has to provide positive learning environments for all learners.

### **2.1. An ecology perspective**

An ecological understanding of classrooms emerged in the late 1960s from the inventive insights of Jacob Kounin (1970) and the conceptual and methodological elegance of Paul Gump (1969; see also Kounin & Gump, 1958; 1974). Jack and Paul were colleagues at Wayne State University in the 1950s, did work together initially on “ripple effects” in discipline (Kounin & Gump, 1958), and shared a connection with Roger Barker, who was Jack’s major professor at the University of Illinois in the 1940s and became Paul’s colleague when Paul moved to Barker’s Midwest Psychological Field Station at Oskaloosa, Kansas, in the 1960s (Gump, 1990). Barker was, of course, the major architect of what became known as ecological psychology (Barker, 1968).

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characteristic purposes, dimensions, features, and processes that have consequences for the behavior of occupants in that setting. As the name implies, an ecological stance has a great deal in common with biological sciences and, especially, ethology, or the study of animal behavior (see Tinbergen, 1958). This orientation leads to a central emphasis on a thorough conceptualization of situation or context in accounting for action and practice within a classroom system.

### **2.2. Classroom environment**

An important perspective of effective teaching is a supportive and positive classroom environment. A pleasant environment will affect EFL learners in the nature and activities that they do, so they will follow the lessons seriously and is capable to manage their behavior. According to Brown, A classroom must contain three aspects, they are: Sight, Sound and comfort. Because in language teaching and learning process learners are more influenced by what they see, hear and feel when they enter the classroom. Brown also states that the classroom should be neat, clean and orderly in appearance, the chairs are appropriately arranged and free from external noises as possible (machinery outside, street noise, hallway voices, etc.). National School Climate Council emphasizes that school climate refers to the quality and character of school life. It is based on patterns of students', parents' and school personnel's experience of school life and reacts norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures (Cohen & Geier, 2010).

### **2.3. Classroom environment and atmosphere**

Furthermore, dark colors take natural sunlight out of a room and can even make people feel drowsy and listless (Therefore it is of vital importance to consider how the physical design of your classroom supports learning and appropriate student behavior (Athaway, 1987). Plants, soft chairs, rugs, and pillows can help to add warmth and comfort to a class environment (Rutter, Maughan, Mortimore, & Ouston, 1979).

The school environment refers to factors within the school that influence the teaching-learning process. The school environment includes classrooms, library, technical workshops, teachers' quality, teaching methods, peers, among others variables that can affect the teaching-learning process (Ajayi, 2001). The extent to which pupils learn could be enhanced depending on what the school environment provides to the learners and the teacher.

In the developing countries, poor learning environments have always been identified as key factors that lead to poor performance in public primary schools (UNICEF, 2003).

Class size has also been an issue that affects the teaching-learning process in most schools in the developing countries. In Kenya, since the inception of Free Primary Education (FPE), there has been increased enrolment which leads to overcrowding in classrooms making the work of the teacher difficult since he/she cannot easily move around in the classroom (Wabuoba, 2011) quoted in Chuma (2012). Not less important factor shaping school climate is the physical environment of the school. School building, as well as inside decoration, send a hidden message to students indirectly determining what is worth and valued, and what is unacceptable in that place (see Sikorski, 2013).

### **2.4. The teacher in the classroom**

Teachers' physical presence and behavior play a major part in management of the classroom .There are several things that must be considered by teachers in classroom environment.

#### ***Proximity***

In a classroom teachers need to consider how close they should be to the learners. Because this relationship affects the way they behave. Some learners are uncomfortable if their teacher stands or sits too close to them.

#### ***Appropriacy***

Teachers need to pay attention what kind of physical behavior. They should act in a way which

is appropriate to the learners that they are teaching and the relationship that they wish to create to them.

### ***Movement***

Teachers need to consider the way they move in classroom. Teachers should not spend too much their class time in one place. They should move around the classroom to monitor the learners' learning. That way they could retain the learners' interest or work closely with smaller group.

### ***Awareness***

Awareness means assessing what learners have said and responding appropriately. In order to manage a classroom successfully, the teacher has to be aware of what learners are doing and how they are feeling. Teachers should be able to perceive the success or failure of what is taking place in the classroom, and has flexibility enough to respond to what is going on a class.

### ***Classroom schedule***

Clear classroom expectations promote the likelihood that learning will be successful in understanding what is expected of them. The classroom schedule allows the class members and teacher to predict what will happen during a classroom day.

### ***Classroom rules***

Developing classroom rules is a critical step toward increasing positive interactions and communicating in advance the expectations for positive classroom behavior and the consequences. Rules help language teachers identify which behaviors to positively reinforce and define which behaviors will elicit approval from the language teacher. Therefore, rules serve as an effective antecedent control technique when developed and implemented properly (Hardman & Smith, 1999). Classroom rules should also be linked to positive consequences and not just exclusively to punishment and should be established at the beginning of the language school year. Examples of effective classroom rule development includes the following:

- 1) State the rules positively and allow language learners to participate in development.
  - a) Rules should result from a discussion involving the language teacher and the classroom members.
  - b) Discussions could begin by identifying safety rules for communicating.
- 2) The number of rules should be relatively small and should be stated positively, clearly, and succinctly. Clearly post four or five positively stated, behaviorally based rules (Musser, Bray, Kehle, & Jenson, 2001).
- 3) Consistently monitor the support to classroom rules.

One way to ensure learners ownership of classroom rules is to include them in the process (Smith & Misra, 1992). Rule-making needs to be a collaborative exercise where language teachers and learners discuss the importance of establishing a safe and positive classroom environment and participate in the collective development of rules. In addition, language teachers should develop a system where the rules are taught, modelled, and reinforced consistently and positively (Hardman & Smith, 1999).

When both teachers and learners develop the rules, both are responsible for a creating a positive learning environment. Reinforcing classroom rules consistently is the most important skill a teacher could implement to produce positive interactions (Hardman & Smith, 1999).

## **2.5. Teacher student interactions and peer modelling**

In an effort to create a positive learning environment, teachers could address problematic classroom behaviors by developing appropriate relationships with learners that help them feel more comfortable in academic settings. Lane, Pierson, Stang, and Carter (2010) examined

teachers' expectations of learner behavior. The researchers noted the importance of purposeful planning, and building effective communication and suitable relationships in an effort to promote positive behavior change at all different levels. Suggestions for building appropriate teacher learner relationships include talking to student in concrete terms, balancing praise and corrective feedback, identifying alternatives to appropriate behaviors, and understanding how cultural and linguistic differences impact peer and adult interactions in classroom settings (Ford & Kea, 2009; Smith & Misra, 1992).

### ***What is classroom climate?***

Ambrose et. al. (2010) define classroom climate and atmosphere as "the intellectual, social, emotional, and physical environments in which our learners learn. Climate is determined by a constellation of interacting some important factors that include faculty-student interaction, the tone instructors set, instances of stereotyping or tokenism, the course demographics (for instance , relative size of racial and other social groups enrolled in the course), learner-learner interaction and communication, and the range of perspectives represented in the course content and materials" (p. 170).

### ***Why is suitable classroom climate important?***

Classroom climate is affected not only by blatant instances of inequality directed towards a person or group of EFL learners , but also by smaller, more subtle "micro-inequities" that could accumulate to have significant negative impacts on learning (Hall, 1982).

Incivilities that are not addressed properly not only negatively impact and influence learning within the course in which it is experienced, but may also negatively influence a learners' success at an institution (Hirschy & Braxton, 2004).

According to Ottawa Charter for Health Promotion (1986), caring, holism and ecology are essential issues in developing strategies for health promotion. A health promoting school focuses on: (1) caring for oneself and others, (2) making healthy decisions and taking control over life's circumstances, (3) creating conditions that are conducive to health, (4) building capacities for peace, education, a stable ecosystem, social justice, etc., (5) preventing leading causes of death, disease and disability, (6) in nuancing health-related behaviors: knowledge, beliefs, skills, attitudes, values, and support ([http:// www.who.int/school\\_youth\\_health/gshi/hps/en](http://www.who.int/school_youth_health/gshi/hps/en) access: 4.04.2016). From the above considerations we can conclude that positive climate for learning and teaching is one of the most important factors for schools "to promote the kind of social, emotional, ethical, and academic education that is essential for participation in democracy" (Preble & Gordon, 2011, p. 14) is safe, caring, engaging learning environment is essential to provide the platform upon which people within the school teach and learn (Cohen & Elias, 2010).

### ***What factors influence classroom climate?***

The ecological class stresses the "symbiosis" relationship of teachers and students, and it teaches for the development of teachers and students as well (Sun, 2006; Liu, 2010; Du, 2012; Shi, 2014; Wang, 2017; Xiong, 2017). The ecological class is not completely opposed to the traditional class teaching, but it is a change and promotion of the quality of the traditional class. It is a modern ideal teaching view, and is the goal pursued by many teachers and educators. Many scholars have made some research and achieved rich results of ecological class, and the researches mainly focus on the principles, factors, teaching mode, teaching strategies and evaluation of implementation efficiency, the development of teachers and some other aspects of research on the ecological class (Huang, 2008; Liu, 2012; Wu, 2016; Kuang, 2017; Liu, 2017).

The following is borrowed heavily from Ambrose et al. (2010, pp. 173-179). Stereotypes cause alienation and marginalization between those who are the aim of unfair generalizations. In fact, just the threat of stereotypes, what Steele and Aronson (1995) tokened "stereotype threat," could impact learning negatively. Learners who have experienced stereotypes or expect to be viewed or judged in a certain way may encounter tensions and cognitive disturbances that interfere with learning.

The tone of a class environment is influenced strongly by the instructor. Studies show that learners approach faculty who express encouragement more so than faculty who come off as

punitive. Tone could be set by instructors through their interactions with learners and through other modes of communication including syllabus.

Learner-learner interactions during and outside of classroom affect the overall climate and environment. However, the ways in which instructors and those in authority deal with negative interactions has more of an impact on learner learning.

Faculty-learners' interactions also play a role. Learners who felt that their instructor was approachable, had concern for minority learner issues and treated learners as individuals and with respect reported a better course climate and atmosphere of teaching and learning (Astin, 1993). Content includes the course materials, examples and metaphors, case studies and project assignments used to illustrate the ideas being taught. Content that includes a variety of perspectives or is representative of multiple views is more conducive to a positive climate.

### **3.Method**

The data which are gathered via administration of interviews will be analyzed in order to achieve the results and the answers of the questions state in section one.

#### **3.1.Participants**

The participants of this study included 40 Iranian EFL learners, selected from advanced level students studying English as a foreign language in Ahvaz, Iran. They were selected from both male and female among the age range of 19 to 36 in different institutes. They have more than 3 years of learning English experience.

In addition, they were selected from different language institutes through 'convenient sampling'. Significant enough to be mentioned here, they were also chosen intentionally. In fact, 'purposeful sampling' which is typical of a qualitative research (Creswell, 2012) was conducted to select rich information from participants with the aim of exploring the issue under the study in-depth and to achieve a rich picture of the phenomenon.

#### **3.2 Material**

The exploratory nature of the research made the researchers prefer interview as the main method of data collection due to its flexible nature by which participants can discuss their conceptualization of their construct under investigation that is expressed in Cohen, Anion and Marrison's (2007)

Words: "... Interview is not simply concerned with collecting data about life: It is part of life itself; It's human embeddedness is inescapable "(p. 394). The interactional essence of interview provides substantial evidence for probing individuals' perceptions for data analysis process and also addressing underlying beliefs and values calls for more flexibility for in-depth exploration of its nuances. Questions of the semi-structured interviews addressed topics related to learner's perceptions and their own experiences in institute about what makes a classroom positive and what makes it negative including some features such as teachers, materials, physical environment and classmates.

#### **3.3.Procedure**

Phase one: To analyze the data, audiotaped interviews collected from the participant were transcribed in detail, coded and categorized into some major themes.

Phase two: In the end, to recognize the most and the least frequent cases, frequency and percentage were used, Because of the nature of this investigation, there was no much need of using complicated statistical procedures.

### **3.4.Result and Discussion**

School climate is a key to school safety, teacher job satisfaction, student motivation, and academic performance. Shaping and developing positive school climate cannot be reduced to the declaration of readiness to transform school atmosphere. There is no successful school climate improvement initiative, and there will be no schools with honoring, respectful, positive climate without mutual understanding and commitment both sides: teachers and students. A recent study of successful school change (see Hammond et al., 2007; see also Preble, Gordon, 2011) shows that involving students as partners was the crucial force for assessing, improving, and sustaining school climate improvement. Students are truly the experts on the climate within their school. Taking into consideration their point of view on school environment will help adults to understand their schools more deeply. Moreover, "without these students' diverse perspectives, adults will not fully understand school climate and learning issues" (Preble & Gordon, 2011, p. 57). As Leeming et al. (1993) stated that it is imperative to change behavior and attitudes to preserve the high quality of the learning environment. However, to obtain this, a person has to find relevant information in this area, ecology is directly related to the type of attitude that one wishes to promote.

#### **3.3.1. Research Question Two**

According to question two all students without considering their ages must feel safe and noticeable in the class in order for high learning to take place. A positive classroom atmosphere does not just happen; until the teacher wants to create it. If a teacher wants to become an effective should spend more times, hard work, and dedication; so they can have a long way to go in creating a better learning situation for second language learners. At first they must recognize its significance and steadily try to dealing something new whenever faced with issues, things will change. A number of variables are significantly associated with attitudinal and affective classroom ecology and atmosphere.

Physical conditions needed for learning is under environmental factor. One of the factors that affect the efficiency of learning is the condition in which learning takes place. This includes the materials, teachers, physical environment, classmates and some miscellaneous variables. In the school and even the other places, the conditions for learning must be favorable and adequate if teaching is to produce the desired results. It cannot be denied that attitudinal and affective classroom ecology and atmosphere play an important part in the instructional efficiency of the language school.

It is difficult to do a good job of teaching in a poor type of building and without adequate equipment, instructional materials, classmates and teachers. Attitudinal and affective classroom ecology and atmosphere has no merit when built without due regard to its educational objectives and functions. The various contexts, locations and cultures in which learners learn are defined as the learning environment. Positive attitudinal and affective classroom ecology and atmosphere are characterized as supportive, caring, challenging and safe. Positive learning environments have been shown to produce better results academically and strengthen other life skills for learners. Learning environments are also recognized for the impact on overall learner encouragement and motivation. As the educational leader in any classroom, one has the capability to provide positive learning environments for all learners.

**Table 1.**Materials Features Used in the Study

Feature of materials	Frequency	Percentage
Mismatch with real world	3	%7.5
Based on speaking	2	%5
Students needs	5	%12.5
Based on reading	2	%5
Not grammar	2	%5
Not lexical	2	%5
Aiding instrument	2	%5
Updated	4	%10

Table 1 indicates among different features of materials that were asked in the interview, language learners agreed on materials which were based on student’s needs make a classroom positive.

Table 2 and Figure 1 indicate among different features of teachers that were asked in interview, language learners agreed on teachers who could create motivation in comparison with other characteristics make a classroom more positive.

**Table 2.**Teachers Views on the Issues

Feature of teachers	Frequency	Percentage
Not serious	7	%17.5
Friendly	22	%55
Funny and energetic	17	%42.5
Create motivation	24	%60
Balanced eye contact	4	%10
Skilled	14	%35
Creativity	10	%25
Mismatch age	5	%12.5

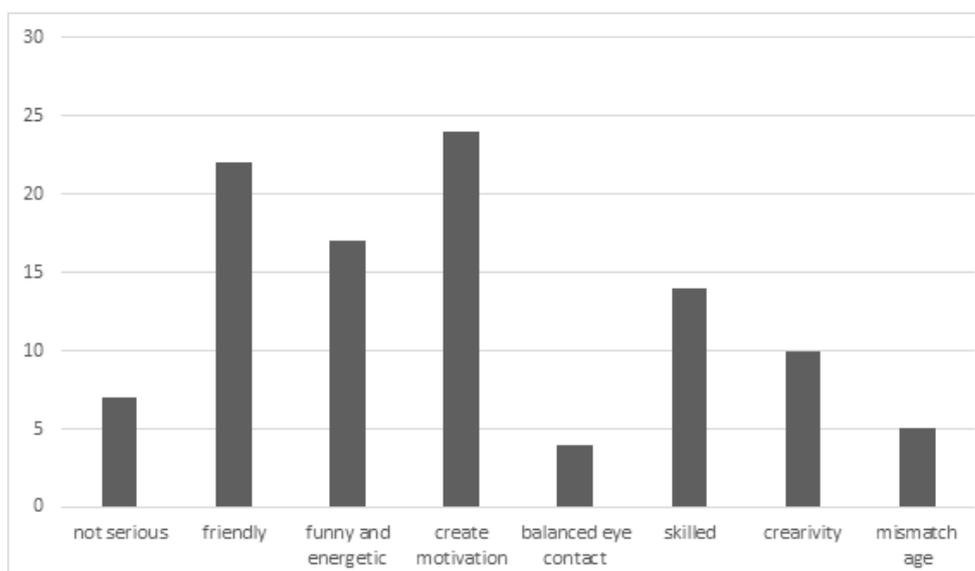


Table 3 indicates among different features of physical environment that were asked in the interview ,language learners agreed on having facilities and making positive classroom make it more positive.

**Table 3**Physical Environment

Feature of teachers	Frequency	Percentage
Size of class	8	%20
Number of student	4	%10
Technology	8	%20
Facility	10	%25
Positive classroom	10	%25
Appearance	9	%22.5
Way of seating	1	%2.5

Table 4 indicates among different features of classmates that were asked in interview ,language learners agreed on classmates who are not motivated have negative effects on atmosphere of class, on the other hand learners who are friendly could make a classroom more positive.

Table 4 Classmates

Feature of teachers	Frequency	Percentage
Calm	3	%7.5
Same level	3	%7.5
Unmotivated	7	%17.5
Competition	1	%2.5
Friendly	7	%17.5
Cooperative	5	%12.5
Gender	2	%5
Age	2	%5

Table 5 includes two different types of features that had different impacts on classrooms' atmosphere: First those that stopped learners and second those that motivated them and all these characteristics have equal effect to make classroom more positive or vice versa.

Table 5 Others

Feature of teachers	Frequency	percentage
Factors that stopped the students		
Not helpful in travels	1	%2.5
Managers fault	1	%2.5
By force	1	%2.5
Not enough time to talk in class	1	%2.5
Hating cause of bad experience back in high school	1	%2.5
Factors that motivated the students		
Starting in early age	1	%2.5
Helpful in business	1	%2.5
Job promotion	1	%2.5

### 3.3.2. Research question one

Referring to question one, the researchers aimed to show the variety of classroom features and environment that learners appreciate or resist to some of them as followings:

#### **Factor 1: Teachers**

Teachers can make a valuable contribution to developing a friendly relationship with their

students. Everyday classroom behavior is important. Most learners consider their teacher as a role model. For this reason, in order to motivate students to learn English, need to be enthusiastic, cheerful and sincere. (Brophy, 2004, p. 28). Show students that you actually care for all them, and you want to help them master the English language, rather than constantly criticizing or correcting them. Students want teachers who are friendly, caring, and trustworthy (Ebata, 2008). Always be well prepared for the lesson, and show willingness to answer students' questions. Use verbal (use of humor, use of students' first names), and nonverbal (eye contact, positive gestures) immediacy behavior. Such behavior has a positive impact on motivation to learn, and can decrease foreign language anxiety (Frymier, 1993).

When learners have difficulty answering, provide scaffolding rather than calling on another student. Use the following techniques:

1. Thinking aloud,
2. Providing hints and clues,
3. Providing appropriate feedback,
4. Explaining the stages necessary for task completion

Do not form differential expectations for learners based on qualities such as gender, ethnicity, or parents' background (Schunk et al, 2008, p. 322). Remember that active participation is a major determinant of performance in the foreign language and that in lesson teachers need the participation of all learners. In order to avoid communicating low expectancies for success, teacher should avoid the following:

1. Calling on weak students less often to answer questions,
2. Providing fewer clues to low achievers when they have difficulty in answering,
3. Rarely expressing personal interest in low achievers,
4. Criticizing low achievers more often when they make mistakes, and
5. Smiling less often to weak students, waiting less time for them to answer, staying farther away physically, or avoiding eye contact with them

Past failures (e.g. low exam grades) were often the main reason for students' lack of motivation and low self-esteem. One of the first priorities should be to communicate to all students that you expect all students to be successful, regardless of previous performance. Tell them that you expect them to "make a fresh start" and show them that you believe in their abilities and you are there to help them.

While praise can convey "positive teacher affect" (Schunk et al, 2008, p. 314), it can be proportionate to the language performance eliciting the praise. For example, if excessive praise is given to students of low ability for answering a simple question, this can be interpreted by students as an indication that the teacher has little confidence in their abilities (Thompson, 1997). Thus, praise should be appropriate and provided at the time of the desired performance. Criticism should aim at explaining to students how they could do better (Kyriacou, 1997, p. 83), and should be devoid of personal criticism or sarcasm.

### **Factor 2: Classmates**

It is important to establish a kind of "classroom community" in which students feel free to communicate with each other using the foreign language. An important issue to bear in mind is that we should create a classroom atmosphere in which language errors are considered a natural part of the process of learning a foreign language (Dornyei, 2001, p. 42). If some students suffer from communication apprehension, they might be unwilling to communicate using the target language. If they are not friendly and cooperative enough, you might get out of enthusiasm and you just want to pass the term and also if they are not friend with you, do not let make any kind of connection with them the situation change, No matter how much your teacher is good, bothering from classmates cannot let you study and concentrate on the lesson

**Factor 3: Physical Environment**

Most often teachers overlook the significance of an attractive and motivating physical environment. However, teachers could create a significant contribution to the physical environment in which teaching and learning takes place. Provide effective use of bulletin boards. These are excellent for showing students' work, such as collaborative tasks and projects. Posters could also familiarize language learners with cultural elements of the countries in which the English language is spoken. Classroom procedures and rules are necessary for effective classroom organization and also pay attention to seating arrangement.

**Factor 4: Materials**

Students often develop negative attitudes towards learning English as a foreign language due to the lack of stimulating, authentic teaching material and tasks. Authentic material is meaningful to students, challenges their cognitive abilities, and engages them personally. It also increases interest and intrinsic motivation. If they feel that their English course book contains few authentic texts, then it is needed to provide students with authentic texts and activities. Sometimes books are not in conformity with the students' need. We have to provide useful and speaking-based books because students learn to talk in English not learn a dictionary or a pamphlet of grammar that are never used in daily life. The other specific element is material should be updated, books cannot be fixed by teacher, when the book is not updated, it does not matter how much the teacher is good, if he cannot fill the lack of information in the book. Only they have time to cover the lessons they should teach, and cannot do a lot of extra activities to help students. Authentic materials and tasks should be selected based on the following guidelines:

They should be related to the students' interests, knowledge and everyday experiences.

They should foster learner autonomy by providing activities and tasks that require students to use English for authentic communicative purposes.

**4. Conclusion and discussion**

The goal of this paper was to explore the elements of an effective classroom ecology and atmosphere. Classroom climate is a major construct for effective teaching and learning. Despite some uncertainty about the direction of cause and effect, a well-organized relationship between classroom climate and many other perspectives of the educational experience makes classroom climate a worthwhile organizational principle for examining teaching and learning. Specifically, developing a positive rapport with second language learning improves learners' learning and motivation. It also creates a model for how students should behave in class toward their peers, which increases student connectedness and also leads to greater student learning and motivation. Instructors should always consider how their behaviors may be interpreted by their students and keep the classroom climate and interpersonal interactions in mind when developing courses and lesson plans. Doing so is likely to increase positive academic outcomes for students as well as higher levels of satisfaction for the instructor. Thus, it seems that the environmental awareness and attitude towards environment are deeply correlated with each other.

Information gained from this study indicated factors that may shape students' perceptions of their learning environment, how teachers' actions appear to students, and how changes made to the learning environment may stimulate and encourage learning continue to be of the utmost importance to classroom teachers.

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