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An-Najah National University

College of Education

Methods of Teaching Department

**Perception of the First Secondary Students
Towards English Language Classroom Environment in
Improving EFL Learning in Nablus District**

Master Thesis

Submitted by

Oraib Abed Samad Aker

**Supervised by
Dr.Fawaz Aqel**

**Submitted in partial fulfillment of the requirements for the
degree of the Master of Education , Faculty of Graduate
Studies , An-Najah National University .**

Nablus 2000

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Dedication

I dedicate my work to :

My parents for

Their endless love and support

My dear husband Mr. Sameh Adham

Acknowledgement

I would like to express my profound gratitude and appreciation to my adviser Dr. Fawaz Aqel, the chairman of the committee, for his continuous support, guidance and effort which contributed to the completion of my study .

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Abstract

**Perception of the First Secondary Students Towards English Language
Classroom Environment in Improving EFL Learning in Nablus
District.**

**Submitted by
Oraib Aker
To Dr. Fawaz Aqel**

This study aimed at investigating the perceptions of the English language students toward their classroom environment in improving EFL learning in Nablus district , perceptions of their teachers, their classmates and themselves, and their reported interpersonal behavior . It also aimed at investigating the effect of gender ,and specialty area, in scientific and literary stream toward classroom environment. Furthermore ,this study investigated the effect of the place of study in city and village ,as variables, on the students ' perception toward classroom environment . Finally this study examined the effect of the students' grades on classroom environment especially in English .

To achieve the aims of this study ,the researcher used the "Classroom Environment Questionnaire" to measure students' perceptions toward their classroom environment .

The sample of this study consisted of (711) students in the first secondary class belonging to the scientific and literary streams .The sample represented (23.6%) of the total number of the population , who were chosen randomly from first secondary class in Nablus district schools. The data was collected, coded out and analyzed by using means and percentages ,independent T. test, alpha formula ,one way analysis of variance (ANOVA),and LSD post hoc test for comparisons between means.

The findings of the study revealed that :-

- 1- The perception of English language students toward their classroom environment was positive in the domains of affiliation interaction, cooperation, task orientation, individualization and teacher control.**
- 2- The result of the first hypothesis showed that there was a significant difference at ($\alpha=0.05$) in the students' perception in the domains of teacher control, affiliation, and individualization in favor of male students. The differences in the domain of cooperation were in favor of female students. On the other hand, the result of the study showed that**

there was no significant difference at ($\alpha=0.05$) in the students' perception toward classroom environment in the domains of task orientation and interaction due to the gender variable .

3- The result of the second hypothesis showed that there was a significant difference at ($\alpha=0.05$) in the students' perception toward their classroom environment in the domains of interaction, cooperation, and teacher control in favor of the literary stream more than the scientific stream. On the other hand, the result of the study showed that there was no significant difference in the students' perception at ($\alpha=0.05$) toward their classroom environment in the domains of affiliation ,task orientation, and individualization due to the specialty area variable .

4- The result of the third hypothesis showed that there was a significant difference at ($\alpha=0.05$) in the students' perception toward their classroom environment in the domain of cooperation and task orientation in favor of students who studied in the city of Nablus ,and there was also a difference in the domain of teacher control in favor of students who studied in the city of Nablus . On the other hand, the result of the study shows that there was no significant difference at ($\alpha=0.05$) in domains of affiliation, individualization, and interaction due to the variable of place of study .

5- The result of the fourth hypothesis showed that there was no significant difference at ($\alpha=0.05$) in the students' perception toward their classroom environment in the domains of affiliation, interaction, cooperation, individualization, and teacher control due to the variable of grade level of the students in English . On the other hand, the results of the study showed a significant difference at ($\alpha=0.05$) in the students' perception toward their classroom environments in the domain of task orientation due to the grade level and in favor of students who got (90%,80%, and less than 50%) in English exams .

Finally, the researcher stresses the importance of creating positive classroom environment which includes social, psychological ,and emotional aspects. In addition, the researcher recommends providing schools with modern learning facilities, modern methods of teaching , qualified experienced teachers, and up-to-date syllabus that helps students to orient themselves and keep up with their classroom environment taking into consideration that useful classroom environment correlates and improves significantly the students ' outputs.

An-Najah National University

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Chapter One

Introduction

This chapter includes the introduction and provides a discussion of the statement of the problem, purposes of the study, research questions, hypotheses of the study ,significance of the study, definitions of terms, and limitation of the study .

Introduction and background :

The organizational climate has a rich history in the study of the educational organization. Most of the research has focused on the schools (Hoy,1998:336) either elementary or secondary schools and colleges and universities. Tarter and Kottkamp(1991), in Hoy's study, demonstrated the importance of the school climate in student's achievement at the high school level.

Moreover daily, inside the partial communities that we call schools, the hopes and the difficulties of the nations in the late twentieth-century are tackled in a variety of ways. It is not enough to talk about such activities as teaching methods, but we should be concerned about what is happening in the classroom. Stewart (1979:149) viewed schools as an organization and in a more global view as often called tone or atmosphere, both are the interactive situations . One view takes into account the teachers and the principals' behavior. The second view focuses to a larger extent on the behavior of the pupils in the classroom and interactions among the teachers, the principal and

the pupils. Stewart believed that there was a subtle spirit that exists in the school, both in the minds of the pupils and in the minds of the teachers and in every act which may never be described or analyzed, which even the most inexperienced observer recognizes when he enters the school. Halpin (1966), in Stewart (1979:151), suggests that the climate of the school is derived from the interchange between principal and teacher as it explicitly details how much such interaction spills over on the students.

Hoy and Hannum and Moran (1998:337) conceived climate as a general concept to capture an enduring quality of an organizational life; climate is rather a descriptive rather than an evaluative term; climate is based on a collective perception of members; climate rises from the routine organizational practices that are important to the organization and its members; and climate influences members' behavior and attitudes. A healthy classroom climate is characterized by positive students', teachers', and administrators interrelationships with the learning environment. They consider that school climate, as the term is commonly used, as a global construct that researchers often use loosely to group together studies of the school environment, learning climate, classroom environment, sense of community leadership, academic climate and social climate, because the referents of the climate are so diverse. Little (1987), in Hoy (1998:344), points that norms of collegiality promote teacher cooperation and collaboration; these attributes enhance the learning environment and students' achievement . Moos, Anderson, and Walberg (1974,1979), in Hoy (1998:344), summarized their own research on the educational environment by concluding that gains on

traditional achievement tests are more likely to occur when there is a combination of warm supportive relationship. An emphasis on academic and well-structured educational environment and teacher professionalism is positively related to the student achievement.

On the other hand , Conrad(1999:495) believed that the classroom was part of the school organization; the classroom should be a meeting place where the matching of valid student expectations with the curricular content contribute toward teacher satisfying and effective classroom learning .

Johnson (1970:231) stated that schools are a format organization and therefore ,they are similar to the most social groupings in that they have goals, rules, hierarchy of authority, reward, system forms of competence ,and coordination of activities and communication. Each school has its environment which is made up by whole spectrum of more or less recognizable subcultures affecting student behavior and performance. He referred to the climate of an organization as a combination of all the organizational factors and the characteristics of all the personalities and of all the members of the organization. The results of his studies revealed high differences by such emphasis on academic excellence, the intellectual and the social orientation of students. Johnson (1970:238)conceptualized the climate of the educational organization as consisting of personality characteristics and values of its members and the organizational pressures on the students and administration faculty. Johnson pointed in his studies to three factors that define the climate1- the personality characteristics, abilities, motives, values, careers, educational plans

and past experience of the entering students. 2- the norms, values, roles requirements such as authority ,size, ability of authority and setting of the school itself. 3- the values and the norms of the informal organization within that tradition which are collective feelings passed from generation to another .

Further studies were conducted by Welberg and Anderson and were referred to by Johnson (1970:240)who studied 2100 high school juniors and seniors in seventy six physics classrooms in USA. They conceptualized classroom climate as consisting of both structural and affective dimensions. The structural dimensions refer to role expectations by the students of the teachers and the school personnel, while the affective dimensions related to the students' needs such as feeling of satisfaction and the friction in the class. Students' perceptions of the structural and affective dimensions of the classroom environment are correlated. The investigators found that different perceptions of the classroom climate were associated with kinds of cognitive and affective growth. Therefore, there is evidence that 1-the tendency for the class members to be treated equally and efficient direction of the classroom activity 2-the perception of the classroom as being personally gratifying and without hostilities among the students. They are associated with learning in the school as the result of cluster of variables which are formed in certain environment. These variables include 1-school facilities like well-equipped laboratories 2-size of the school 3- teacher competence 4- student peer influence as supportive to the norms of the school .

Researchers suggested many ideas to create classroom atmosphere characterized by a less rigid and more humane atmosphere. Some of these ideas were stated by Muelier, Ary, and Cormick (1974:47) 1- positive reinforcement offers more effective way of changing and controlling the classroom. 2- creative directive activities will develop naturally if the child is just released from teacher directed -pressures and left free to choose what he wants in the classroom 3-by exerting controls and direction in positive ways, the classroom atmosphere becomes positive and loving.

According to Horne and Brown (1997:26), who concentrated on ways of making the classroom well organized and appropriate learning environment, conducive to effective learning, pupils progress and promoting learning depend a great deal 1-on teachers' expectations especially high expectations and challenging pupils in their learning. Teaching needs to involve pupils in their learning; pupils need to feel ownership in their learning experience. 2-communicate your expectations into lesson plan and schemes to work 3-it is a good idea to start from where the pupils are and extend ideas from that point. 4-use pupils' ideas if they are interested in the subject and involved in their lessons. 5-encourage them to predict the outcomes of their actions and ideas in the learning process 6- pupils respond well if they respond in evaluating their works in the classroom 7-in every lesson, it is important to try to engage the attention of all pupils by varying the teaching styles and the use of resources 8- making sure that learning activities are effective 9- keeping a careful eye on the timing of the lesson. Horne and Brown also believed that in order to maximize learning, teachers should have a clear indication that the

classroom is an ideal learning environment. It is a tidy clean classroom, the organizational structure of the pupils is proper, the physical layout of the classroom is appropriate; seating is arranged in the right way.

Bar-Tal (1994:195) pointed out in his discussion about interaction in the classroom, that the classroom is not only a stable physical environment, but also it provides a fairly constant social context . There are some features of social atmosphere that deserve to be taken into consideration like group discussion, teacher demonstration, question and answer period, and even testing sessions and games inside the classroom environment. Learning to live in the classroom involves, among other things , learning to live in a crowd; it requires greater elaboration. Bar-Tal thought that a classroom was a busy place; even though it might not always appear so to the casual visitor, teaching commonly involves talking and the teacher acts as a gatekeeper who manages the flow of the classroom in which the teacher controls the activities in the classroom. Another important aspect of the life in the classroom is serving as an official timekeeper. It is he who sees to it that things begin and end on time. He determines the proper moment for discussion in the classroom. The question of whether smiles are more frequent than frowns, and complements are more abundant than criticism, depends on a particular classroom environment. Bar-Tal (1994-200) believed that learning how to live in the classroom involves not only learning how to handle situations in which one's own work or behavior are evaluated, but also learning how to witness ,and occasionally how to participate in the evaluation of others. Students have to accustom

themselves to viewing the weaknesses and the strengths of their fellow students.

Johnson (1979:321) maintained that the learning environment includes the students' perceptions of the emotional reactions and attitudes about the way in which students react with one another and with their teachers. Such factors, as the physical environment of the classroom, the inter-personal skills of the teacher, and the students' expectations for appropriate behavior in the classroom, the teacher's impressions of the students abilities, and the personality characteristics of the students ,are all important influences on the learning climate, A learning environment is constructive if students have positive perceptions and attitudes about interactions with classmates and school staff. Johnson believed that teachers could influence the constructiveness of the learning environment through the appropriate use of cooperative, competitive and individualistic efforts. Two of the most important indicators of the learning environment are [1] the extent to which students feel personally liked and accepted by teachers, [2] the extent to students believe that classmates and teacher care about how much they learn. He also stated that the classroom is a particular kind of social context so controlling pupils' behavior in the classroom. The classroom where the majority of learning activities occurs is only one part of the physical environment that concerns the teacher. The wise teacher considers environmental details ,variables and tries to improve upon flaws long before any pupils enter the classroom. These variables include [1] size and possible usage of work space [2]seating arrangement [3] furniture arrangement like lighting, heating, and

chalk board [4] classroom cleanliness. Another determiner for classroom is the subject matter that will be taught there .

Howel (1979:49) indicated that a teacher who wishes to be well head of the classroom tries to minimize environmental distractions within the classroom. The environment will be shaped as much as by the students' attitudes and actions as by the teachers.

Cohen and Manion (1979:129) argued that the teacher is responsible for a comprehensive range of tasks and duties essential for establishing of an effective learning environment. He or she is thus accountable for the physical layout of his room, for planning, for retrieval of material and equipment. Then there are human and professional factors demanding his job as an organizer. These include his needs to create a relaxed atmosphere of acceptance between teachers and pupils, establishing and maintaining control. They stated a few suggestions that may assist the students in creating a favorable classroom environment in which learning can proceed, like controlling the physical environment to implement learning as emphasized by (Wadd,1973) in Cohen [1977:135).They believed that the emotional environment includes the teacher's voice, his attitudes,his expectations , techniques of control, prevailing leadership styles . Cohen concluded that the different styles of teachers' behavior produce different social climate and individual behavior. Democratic social climate produces friendly group members and showed more mindedness. Using of praise breaks down the distinction between good and bad performance.

Moreover, Freudenstein (1979:21-97) also indicated that the environment of certain situation comprises the views and attitudes of the family and the community at large scale. These attitudes indirectly create an atmosphere which affects learning motivation either positively or negatively. A teacher ,who has negative attitudes towards early foreign language learning, can cause a conflict which the foreign language teacher will have to counteract .

A study conducted by Stubbs (1976:82), in Freudenstein (1977:97), described one way in which teachers, in relatively formal chalk -and - talk lessons, keep control the classroom atmosphere . The teacher has conversational control over the subject, over the relevance or correctness of what the pupils say. Pupils have responded correspondingly for conversational rights. He regarded classroom as an intense and complex society setting.

On the other hand ,Roudledge and Paul (1976:41-81) pointed out that classroom climate refers to the overall characteristic set by the teachers and the pupils in a particular classroom. They compared by observing for some weeks, two elementary classes. They found that atmosphere in room A could scarcely have been more different from that in room B. Some clear objectives differences can be picked out in one of the records. The teacher in A was continually busy organizing and arranging work for the boys to get on with her comments which were constructive and she readily accepted praises and the students' suggestions. Boys were working in groups. In room B the teacher spends little time organizing the class and didn't notice that the children had nothing to do. The teacher criticized his pupils

although he walked around the room. They also referred to a study conducted by Adams and Biddle (1970:79) about the effect of the classroom structure and interaction patterns. These researchers used a recorder and a video-camera to record the real life behavior of pupils and teachers in their natural classes. The general finding of the study indicated that participation in lesson was dominated to an extra ordinary degree by physical location. Pupils who sat at the sides or at the back of the room played a very passive role in the classroom .

Finally, Dorman and Fraser (1997:3) considered classroom as an important predictor to students' learning. Consistent national and international evidence suggests that students' perceptions of the classroom environmental account for an appreciable amount of variance in learning outcomes beyond that attributable to the students' characteristics. That is, in addition to their intrinsic values, positive classroom environment was linked with better affective and cognitive development of the students. Some studies have used class environment scales as dependant variables across different settings . This particular approach defined classroom environment in terms of perceptions of students. Historically, this idea could be traced to Lewins' 1936 field theory.

In term of what has already been previously mentioned the concept of the classroom environment gives a more romantic imagery of the life in the classroom. Sewell (1975:4) argued that the term "environment" could be defined as the sum of all the external influences and forces acting upon an object that could affect a

person's life. Environment can have numerous dimensions. There is the social environment, the relationships among individuals within their community, the life environment of a particular person or society .

Statement of the Problem:

Learning doesn't occur in a vacuum and cannot be isolated from all that exists around it. Since 1949, the seed of classroom environment or climate approach has been germinating, if not before.

On the other hand ,the classroom environment has become an area of research. Its complexity caused the categories of analysis to differ. These studies have shown that classroom environment is an important predictor of student learning. International evidence suggests that the students' perceptions of the classroom environment account for appreciable account of variance in learning outcomes beyond that attributable to students' characteristics. In addition to their intrinsic values, positive classrooms are linked with better and cognitive outcomes of students (Dorman, 1997).

Therefore ,the researcher of this study attempted to document how classroom environment and work within the classroom environments are influenced by the perceptions of the members of the total school population: teachers, principals, and pupils. No studies have been conducted, to the best of my knowledge, on how different variables of classroom environment, like teachers' behavior in the classroom, pupils' behavior and relationships in the classrooms, are equally

important in terms of students' perceptions in the governmental schools in Nablus district.

This study attempts to document the students' perceptions toward different classroom environmental variables in improving learning English as a foreign language .

Purposes of the study :

This study aims at achieving the following purposes :

- 1- To investigate the differences in perceptions of the students toward their classroom environment in improving English foreign language learning in Nablus district, their perceptions of teachers, classmates and themselves, and their reported interpersonal behavior .
- 2- To investigate the differences in perceptions of students toward classroom environment in improving foreign language learning due to gender variable.
- 3- To investigate the differences in perceptions of students toward classroom environment in improving foreign language learning due to specialty area of the students' literary or scientific stream.
- 4- To investigate the differences in perceptions of students toward classroom environment in improving foreign language learning due to the grade level of students in English .

Questions of the study:

This study attempted to answer the following questions :-

- 1- What is the perception of students toward classroom environment in improving EFL learning?**
- 2- Is there any significant difference in the students' perceptions toward classroom environment in improving EFL learning due to the gender variable ?**
- 3- Is there any significant difference in the students' perceptions toward classroom environment in improving EFL learning due to the specialty area (scientific and literary streams) ?**
- 4- Is there any significant difference in students' perceptions toward classroom environment in improving EFL learning due to the place of study in Nablus and its villages ?**
- 5- Is there any significant difference in the students' perceptions toward classroom environment in improving EFL learning due to the students' grades (G.P.A) ?**

Hypotheses of the study :

The study tested the following hypotheses .All the hypotheses have been tested at ($\alpha=0.05$):

- 1- There are no significant differences at ($\alpha=0.05$) in students' perceptions toward classroom environment in improving EFL learning due to the gender variable.**

- 2- There are no significant differences at ($\alpha=0.05$) in students' perceptions toward classroom environment in improving EFL learning due to the students' specialty area .
- 3- There are no significant differences in students' perceptions toward classroom environment in improving EFL learning due to the place of study .
- 4- There are no significant differences in students' perceptions toward classroom environment in improving EFL learning due to the grade level of the students in the English language .

Significance of the study :

The classroom, in order to be understood ,needs to be viewed as a place in which each individual is attempting to make sense of the situation in which he finds himself, and the meaning thus made needs to be thought of as differing from student to the student, according to each student's perception of the situation.

Although a number of studies ,conducted in the 1960s and 1970s, investigated schools and classroom environment dimensions as criterion variables ,as this field of classroom environment has shown considerable growth, it is hoped that this study might clarify students' perceptions toward classroom environment and its effectiveness in improving EFL learning .

It is hoped that this study will emphasize that students and teachers, and even principals, will prefer more positive classrooms environments that what they perceived to be actually present.

Teachers should be responsible for creating a positive classroom environment .

It is also hoped that the supervisors and the curriculum designers will be aware of the latest teaching techniques, and will design syllabus that will foster the classroom environment and motivate students to improve their learning EFL .

The area of research in this field is still lacking and much more investigation is needed. Through my experience no similar studies were conducted before in the West Bank.

Definition of terms :

Since in education one term may mean different things, the following terms will have the following definitions:

- 1- **Learning climate:** students' perceptions of the emotional reaction and attitudes about the way in which students interact with one another and the teacher in the classroom (Johnson,1979).
- 2- **Learning environment:** All variables that involve the physical, social and psychological contexts of learning in the classroom. (Johnson, 1979:556).
- 3- **Perception:** Interpretation of the sensations received by the sensory organ ,and the interpretation of the experiences (Johnson,1979:557) .
- 4- **Learning :** Change within the students brought about by instruction. EFL: learning English as a foreign language .(Johnson,1979:556).

- 5- **Environment** : sum of the external influences and forces acting upon an object, usually assumed to be a living being (Sewell,1975:3).
- 6- **Grade level** : it is the grade students get in English at the end of the academic year from school records.
- 7- **Teacher control**:-strictness of the teacher and the degree to which he or she enforces the rules and severity of penalties for rule infractions. (Raviv,1993:325).
- 8- **Affiliation**:-level of the friendship students feel for each other, as expressed by getting to know each other, helping each other with homework and enjoying work together. (Raviv,1993:325).
- 9- **Order and organization**: emphasis on students behaving in an orderly and polite manner and on the overall organization of assignment and classroom activities. (Raviv,1993:325).
- 10- **Task orientation**: degree of emphasis on completing planned activities and following lesson plans. (Raviv,1993:325)
- 11- **Individualization**: the extent to which students are allowed to make decisions and are treated differently according to the ability, interest, and rate of working . (Fraser, Dorman and McRobbie,1997:13).
- 12- **Cooperation**: the extent to which student cooperate rather than compete with one another on learning tasks (Alridge and Fraser,1999:7).

Limitation of the Study :-

This study is limited to the investigation of the students' perception toward classroom environment, in the psychological and social aspects , on the first secondary literary and scientific stream students in Nablus district. This study was conducted in six female and male schools in Nablus and six male and female schools in the villages of Nablus district. These schools had first secondary school students for the academic year (1999-2000).

Summary :

This chapter stressed the importance of the classroom environment as a means of developing communication among students, teachers and principals in the school, and among different people in different parts of the world. This chapter also deals with the statement of the problem, purposes of the study, research questions, hypotheses of the study, significance of the study, definitions of terms, and limitations of the study .

Chapter Two

Review Of Literature

This chapter reviews relevant studies about the classroom environment :

Introduction

Issues and debates revolve around the use of the teachers' and pupils' perceptions toward classroom environment. Aldridge and Fraser (1999:5) traced the historical development of the classroom learning environment that occurred approximately so many years ago when Helbert, Walberg, and Rudolf Moos began seminal independent programs of research. Walberg developed The Learning Environment Inventory as part of the research and educational activities of the Harvard Physics Project ,while Moos developed social climate scales for various human environments including the Classroom Environment Scales. Walberg and Moos built on earlier foundations of Lewin (1936) and Murry (1938). Research about the classroom climate began early in 1936 when Lewin (1936) in Peirce (1994:37) recognized that both the environment and its interaction with personal characteristics of the individual were potent determinants of the human behavior. Building on the findings of Lewin, Murry (1938) identified a need press model of interaction , and personal needs defined as motivation and personality characteristics. Therefore ,situational variables found in the

classroom environment may account for a significant amount of behavior .

Aldridge and Fraser (1999:5) conducted a study that investigated how the introductory new curricula had influenced the learning environment in high school chemistry classes. A questionnaire called "What is Happening in the Classroom" was used to collect data pertaining to the classroom learning environment. The findings in each study reported strong associations between useful learning environment and pupils' outcomes for almost all scales .

In Hong Kong, a qualitative method, involving open-ended questions, was used to explore students' perceptions of the classroom learning environment in grade nine classrooms (Wong, 1993, 1996)in Fraser(1999) . This study found that many students had identified the teacher as the most crucial element in a positive classroom environment .These teachers were found to keep order and discipline whilst creating an atmosphere that was not boring .

A research ,conducted by Aldridge and Fraser (1999:2), involved six Australian and seven Taiwanese researchers working together on a cross -natural study. This involved a comparison of classroom environment in the two countries as well as an investigation of factors that influenced the learning environment in each country. The researchers used a questionnaire survey component. The initial aim of the research was to identify differences between Australian and Taiwanese classroom learning environment; The data was collected by using a questionnaire as a springboard. For further data collection ,interviews with participants like teachers and pupils,

observations and narrative stories were used. The questionnaire with seven dimensions of the classroom environment was administered to a sample of 1,081 graders of the curriculum in the 9 & 8 general science students from 50 classes in 25 schools in west Australia and 7 & 9 grades from 50 classes in 25 schools in Taiwan. The findings of the research showed that Australian students consistently perceived their learning environment more favorably than did Taiwanese students. There was a statistically significant difference in the scales of Involvement, Investigation, Task orientation, Cooperation and Equity. But students in Taiwan expressed significantly more positive attitudes towards science than did the students in Australia. Besides, the physical differences as such as the weather, school structure, and classroom layout emphasize more differences between the two classrooms, and the curriculum could be the major influence created by teachers on the learning environment in each country.

Moreover, a study was conducted by Dorman, Fraser, and McRobbie (1997:3) to assess students' perceptions of the classroom psychological environment. The validation data reported on a sample of 2,211 students from 104 classes in 20 Catholic and government secondary schools in Queensland, and Catholic coeducational schools. The classes surveyed were 9th & 12th year classes of science and religion. Seven classmate environmental scales were dependent variables in this study; school type and subject type were independent variables. Both schools and classes in each school were considered to be representative samples of school and subject type. The F test revealed that four scales for school types differed significantly. Tukey's post-hoc procedure was employed to establish

pairs of school types for which classmates environment differed significantly. Catholic schools for girls had higher levels of students' affiliation , and cooperation compared with Catholic coeducational, Catholic boys and government schools. Teacher-student interaction in Catholic girls and government schools was higher than that found in Catholic coeducational and Catholic boys' schools . Compared to Catholic schools, government schools had higher level of task orientation. An important finding of this research was that Catholic boys' schools had the lowest scores on three scales, namely, cooperation, task orientation, order and organization. This study, which grouped girls' and boys' schools together, reported significant differences between single-sex and coeducational classrooms on four of the nine scales in Fraser Classrooms Environmental Scale (viz Student Involvement, Affiliation, Task Orientation, and Order and Organization).

Dorman (1996:187) found in another study that documents spanning 140 years of education in Australia alluded to the central role of the environment in fostering students' cognitive and affective growth. For example, in 1858, school inspectors reported in the colony of New South Wales which clearly alludes to school climate as an important element of the assessment of the school's success in its mission. Dorman believed that the most satisfying and least satisfying schools were distinguished by a subtle distinction in climate and usually involved relationships between teachers and students, teachers and administrators and parents and school personnel. Such relationships mainly reinforced the generally held view that environments are dynamic rather than static and that environments can be modified.

The instrument used to assess school environment in this study was the Catholic School Environment Questionnaire. The results of the study showed that there were significant differences among the four school types, namely empowerment, student support and mission consensus. They also showed that for the remaining five scales only small differences were found between the perceptions of religion and science teachers. Male and female teachers' perceptions of their school environment did not differ significantly as pointed by Dorman (1996:195).

In view of the importance of school and classroom learning environment ,Brookover;Beamer and Efthin (1985:5) maintained that the concept climate is used in many different ways in relation to schools. Organizational climate refers to the nature of the human relations among adult members of the organization. There was considerable evidence that these various uses of climate either were not associated with levels of achievement or were negatively correlated with achievement. On the other hand ,they have identified "climate" as the school learning climate. School learning climates are, therefore, characterized by the degree to which they are effective in producing the desired learning outcomes among the students .These researchers pointed out that the belief that students could learn and the teachers could teach was an important characteristic of an effective school learning environment. They added that effective school learning had to be characterized by clearly recognized and accepted objectives which are common for all students, plus directed instructional programs that are designed for all students to master those objectives. Brookover developed a program to achieve effective

learning environment in which students would achieve, regardless of their socio-economic or minority background. Brookover, (1985:7) . The principal and teacher should also assess the current level of school learning climate by using the School Learning Climate Assessment Instrument. They added that classroom learning climate referred to the attitudinal and behavioral patterns in a school which impacted on the level of achievement. This included such factors as teachers' expectations for and evaluations of students' learning, academic norms, students' sense of futility with respect to learning, role definitions, grouping patterns and instructional practices.

Moreover ,Patrick (1995)sought in his study to determine the extent of congruence between teachers' and undergraduate education learning majors' styles in selected colleges and if the style congruence was related to the students' perceptions of the classroom environment. A related purpose was to identify needed changes in the classroom environment based on the characteristics of the actual and ideal classroom environment as perceived by students ,and characteristics of the actual and ideal classroom environment as perceived by teachers, and as they are perceived by men and women students. The relationship of classroom environments was also examined. Data analysis showed that the predominant learning style for both teachers and students was a ccommodator. Significant relationships were found to exist among all classroom dimensions except Task Orientation and Students influence. Both teachers and students viewed Teacher Support as the most prevalent element of the actual classroom environment and Student Influence as the least noticeable element of the classroom environment. However, the

teachers' views for the actual classroom environment were higher than students' views in all subscales except for Organization and Clarity .

In connection with the idea of the classroom environment , Grady ,et al (1995) explored how elementary school teachers' mental images of their schools ,as revealed by metaphor, were related in systematic ways to the perceptions of their students of the classrooms psychosocial environment. These data were collected during 1992 from 1,923 students and their teachers in 162 classes in grades 5-8 in Australia. Teachers' images of their school were assessed through the administration of a questionnaire called 'Images of School through Metaphor'. Teachers were asked to indicate the extent to which they agreed or disagreed with each of the 26 metaphors. Students' perceptions of the psychosocial environment of their classrooms were assessed through administration of a questionnaire. Results of both sets of data found that nearly every metaphor was associated with at least one classroom environmental scale. For instance "school as family" was associated with cohesiveness, satisfaction and democracy in a positive direction with speed or difficulty in a negative direction .

Wragg (1984:22) dealt with issues surrounding classroom management. He produced a useful model which depicted the relationships between the tasks which society obliges teachers to perform in the classrooms, such as planning and organizing lessons, the values that teachers and learners may hold, and the tension between people amongst roles. This model considered classroom management as an organizational function that requires teachers to

perform various tasks like communicating, controlling and involving the manipulation of certain variable elements in a variety of settings . Feiberg (1983) explained, as cited by Wragg (1984:26), that a number of models of class management including that focus on psychological roles, methods of communication, the behavior of individual, pupil responsibility or rule- based models .

Hundly(1996)believed that learning is a life long activity that can be pursued by all individuals. Using a causal comparative design ,he examined whether differences existed in the educational environment at the classroom level when comparing 30 classes using a traditional schedule and 30 classrooms using a block type schedule. The findings suggested that the block schedule was associated with increased ratings of the relationships dimension of the Classroom Environment Scales. That dimensions included sub-scales measuring involvement, affiliation, and teacher support. It addressed the degree to which students' perceived feeling of friendship among peers ,and active participation in class activities.

Levine and Wong (1983:125) focused on the important role that schools play in socializing competitive success values in children. He suggested that the value placed on competition might make it impossible for the students with lower ability levels to be successful in the school. They argued that many researchers contented that individualized environment might decrease the individual comparisons that individual students made with other students. As Levine and Wang pointed out , some individualized classrooms might lead to more social comparisons because students moved at their own

pace and also because of their high rate of task completion. Students' needs for self-evaluation might be even higher in individualized classrooms. In some individualized classrooms, students had more freedom to move about the classroom and talk with other students, and might thus receive more social comparison information.

Morrison (1979:471) believed that in classroom the major ways in which students interact are by talking to each other, to the class as a whole or to the teacher. He investigated in his study the relationship of the classroom structure to the amount of classroom involvement and the quality of the social climate in the classroom. It explored the effect of structure on classroom groups, in the context of traditional elementary schools at the middle of the academic year. Also this study explored whether the level of anxiety had an effect on response to classroom structure. The subjects for the study were the children in 32 classrooms in elementary schools. The questionnaire (My Class Inventory) and the Test Anxiety Scales for Children were administered. Analysis of variance using classroom means showed a main effect for work involvement, with greater involvement with the high control classrooms. There was an interaction effect, with more work involvement in the low activity high-control/high-control, and high-activity/low control classrooms than in the other two kinds. Individual comparisons showed that the work involvement occurred in the low-activity/high-control classrooms. There was no interaction effect upon intimacy, with students in low activity and/high-control and/high-activity/low-control classrooms reporting the most. Perceptions of satisfaction and difficulty did not differ in the different classrooms. Analysis using individual children's level of

anxiety showed each of the effects found in the analysis of classrooms means. More highly anxious children did perceive the work in their classrooms to be more difficult and tended to perceive their classrooms as more competitive and as having more friction . Analyzing the differences for sex of the child revealed boys finding the work in their classes more difficult.

Corrie et al.,(1982:49)believed that teachers played a very active part in directing pupils' activities in the classroom. Teaching, learning, and pupils were the raw materials with which the teacher worked. Teachers were expected to keep order in the classroom and one the most significant forms of the teachers' influence on the pupils took place in terms of disciplinary aspects of their relationship. They suggested that discipline in the classroom is something that is negotiated over times between teachers and pupils. Pupils were also influenced by their perceptions of the work they did in the classroom.

These researchers found that pupils preferred to do kinds of work which they believed they learned more from ;they believed that schools were places which involved pupils in social situations in which they would come into contact with one another both inside and outside the classroom .

Moreover, Schwelbel et al.(1992 :158) pointed out that a discipline gives a positive approach to education: the kind of order that enables the class to achieve its objectives and, by virtue of that, enables students to become competent and more confident. The "perfect marriage" of teachers and students comes when class members experience you as a person interested in strengthening them. If they

recognized you as such, they would accept as appropriate any form of classroom management. Four main principles of discipline were mentioned by Schwelbel 1- the teacher must recognize and internalize the fact that you're on the other side of the desk ,and must function as an adult leader, self-support considered, discussed and being the most important. 2-the teacher may probably become familiar with several different approaches that will allow him to manage the classroom effectively.3-Using classrooms discussions to help students become responsible for their behavior. 4-An important principle for successful discipline is to routinely use a logical problem -solving process, such as the control method .

Balch & Balch (1987) quoted by Schwelbel (1992:104), emphasized that consistency, good organization, keeping students busy, humor, stating number of rules and discussing these with students are good steps in building a warm climate in the classroom .Teachers would reinforce classroom environment since real learning is an active process.

In their study Goldstern;Trickett and Moose (1976:389) used the concept of 'perceived environment' in which the environment of a particular setting is defined by the shared perceptions of members of that setting along a number of environmental dimensions, living units at high schools and junior high schools classrooms. These investigators showed that different environments had different consequences for their inhabitants. They (1976:389) measured in their study the classroom environment using the Classroom Environment Scale with nine dimensions of the classroom

environment. Students were asked to respond True or False to the statements about the classroom. The purpose of this study was to assess the psychological environment of the classroom and the relationship of different kinds of the classroom environments to students' reactions in the class.

The nine dimensions were Student Involvement, Affiliation, Teacher Support, Task Orientation, Competition, Order and Organization, Rule Clarity, Teacher Control and Teacher Innovation. A total of the 608 students in the two samples completed the entire questionnaire. The results of the study indicated that satisfaction with the class, and the teacher, and with the way the class is taught are essentially redundant. A similar situation occurred with the mood items; only three items (angry, secure, interested) were retained. These results indicated essentially that there was no relationship between the classroom environment of a particular class and general satisfaction with the school. There were, however, a number of significant, replicated relationships between class satisfaction and the perceived environment of the classroom. Consistent and replicated relationships were found between satisfaction with the Teacher and Teacher Support, Innovation, and Student Involvement in the class. Student perceptions of the amount of material learned related positively to several aspects of the classroom environment including Competition and Student Involvement. The sum of the data showed that differences in the classroom environments were systematically related to different students' satisfactions and moods.

Findings from this study suggested that certain non-cognitive aspects of the environment such as Teacher Support might relate to cognitive outcomes. They also showed that some environmental characteristics ,which one might expect ,would relate to cognitive outcomes such as Task Orientation and Teacher Control. Findings also suggested that one would attempt to create a somewhat different classroom environment if student perception of "amount of material learned " was seen as a primary goal than if " satisfaction with the teacher " was seen as primary (Trickett& Moos ,1976 :399) as it was emphasized by Goldstern (1976) .

MacGrgor, Nelson & Wesch (1997:30) developed a program based on a positive effect of the classroom environment and overall school climate. In this study ,investigators described a School-Wide Management Program (SSMP) the primary goals of which were to develop a school environment that is conducive to learning. The SSMP aimed at changing the disruptive behavior and focuses on identifying and changing schools and classrooms practices that foster disruptive behavior. These researchers found that by implementing the SSMP program the environment at the school improved as evidenced by individual reports, and a significant decline in discipline. Teachers reported that most of their day was spent on teaching rather than on attempting to correct misbehavior. They also noted that the majority of their interactions with students were positive. The classrooms were more orderly, positive and relaxed prior to the SSMP implementation .

Waxman & Huang (1998:96) conducted a study about classroom environment in urban, elementary, middle, and high schools that had several educational variables directly and highly related to improving outcomes for the students who were at risk of failure. The variable that was found to be positively associated with improved cognitive and affective outcomes for students in urban schools was the quality of the classroom environment. Classroom learning environment research emphasized the student cognition paradigm which maintains the ways in which students perceive and react to their learning tasks. It also maintains that classroom instruction can be more important in terms of influencing students' outcomes than the observed quality of teaching behaviors. This paradigm assumed that: (1) students should be considered the experts of their own views and experiences of the school. (2) perceptions of the learning environment are essential for the understanding of the opportunities for learning that are provided to each student in the class. (3) the class environment experienced by the student might be quite different and more valid than the observed or intended instruction. (4) teaching and learning can be improved by examining the ways in which classroom instruction and the learning environment are viewed or interpreted by the students themselves because students ultimately respond to what they perceive is important. Generally, the results of these studies suggested that the variables such as Cohesiveness, Task Orientation, Rule Clarity, Satisfaction and Teacher Support were positively related to students' gain in academic achievement.

In one study by Dryden and Fraser (1996), quoted by Waxman and Haung (1998), examined the effects of classroom learning

environment on students' mathematics achievement in urban school districts of Dallas, Texas. They found that the scales (or interactions of the scales with socioeconomic status) of Friction, Difficulty ,and Competition predicted students' mathematics achievement. That study supported reform of the schools and classroom environment. Studies did not examine whether grade level , subject area, and sex-related differences had existed . Moreover ,Waxman and Haung (1998: 98) investigated students' gender, subject area, and grade level differences according to students' perceptions of their classrooms and instructional learning environment. This study included 60 elementary schools, 28 middle schools, and 8 high schools which were randomly selected from a large urban school district of the United States. Nearly 50% of these students were either below the grade level of their age or had limited English proficiency. A total of the 13,502 students completed the classroom environment measures that were administered by the either their reading \ English or mathematics classrooms. The Classroom Environment Scale (CES) (Fisher; Fraser, 1993; Fraser, 1982, 1986 a; Moos, 1979) and the Instructional Learning Environmental Questionnaire (ILEQ). The instruments focused specifically on the students' perceptions about the class as a whole. The results of the study indicated that there were significant interactions between grade level and subject area and between grade level and sex. MANOVAs revealed significant main effects for students gender for elementary schools, and high schools, and also for main schools. There was no significant multivariate sex -by- subject area interaction for any of the grade levels.

The results of the F test indicated that there were significant differences between the two subject areas " mathematics and reading." for Involvement and Satisfaction. Elementary school students perceived that that there were more Involvement and Satisfaction in their mathematics class than in their reading class. With the exception of Order and Organization, the mean values for most of the scales were over 2.5, which suggests a positive perception.

Although differences between mathematics and reading were statistically significant for some learning environment scales, the sizes of these differences were quite small. As to gender differences in environment perceptions among elementary school, middle school and high school students, the female students had significantly higher Involvement, Affiliation, Task Orientation, Order and Organization, Rule Clarity, Satisfaction and Students Aspirations scores than males students. There were no significant differences on the Teacher Support scale due to students' sex. For the high school level, female students had significantly higher perceptions of Task Orientation and Students Aspirations than male students. There were no significant differences on the other six learning environment scales by the students' sex at high school level, but there were significant multivariate effects for subject area or the interaction between grade level and subject area. The findings suggested that there were several contextual differences among students' and classes' perceptions of their classroom learning environment.

Wong and Watkins (1998: 247) considered the learning environment

as mainly the most important model that influenced the way students studied and the cognitive and affective outcomes. Home and classroom environment had the largest average correlation with achievement. They indicated that environmental variables that affected students' outcomes mostly were cohesiveness, satisfaction, task difficulty and goal direction. Not only there was a close relationship between the actual classroom environment and academic achievement, but between those students who preferred certain types of the classroom environment. Watkins and Wong (1998:248) attempted in their study to extend existing models by tapping the changes in students' approaches to learning and their cognitive and affective factors, as influenced by the actual and preferred classroom environments in the Hong Kong mathematics classrooms. This study provided evidence that students' achievement can be regarded as a function of a person -environment fit and that students tended to perform better academically in a learning environment closer to their real environment. The number of the participants in this study were three hundred and fifty-six grade students in nine secondary schools in Hong Kong. The students indicated their preferred classroom environment and their perceptions of their actual classroom environment by responding to the Mathematics Classroom Environment Scales. The findings of the study revealed that approach to learning and the actual classroom environment was highly correlated with the affective and cognitive outcomes variables. Deeper motives and strategies tended to be associated with better learning outcomes. The two researchers found that the deep approach ,which is based on interest of the subject matter of the task,

made the students perceive the task as interesting and personally involved in it. This deep approach led to the perception of an unenjoyable classroom, whereas the achieving approach led to the perception of teacher involvement .

Kojima(1997:369)reviewed a study by Lewis about elementary education in which she provided a vivid description of the classroom activities. Lewis found that the promotion of friendship, cooperation, and considerations were teachers' most important goal . These goals were much more important than compliance. Lewis highlighted the idea of the classroom as a community designed to meet children's needs especially in the interpersonal domains. Classrooms should promote friendship, belonging, active participation to shape school life. She believed that various factors are involved in the apparent discontinuity of the students' motivation and classroom morale or atmosphere from elementary schools to the junior high schools .

Grant (1982:45) described the schools' role as one of social control. School could be viewed as a place in which students are socialized into adult roles. It is the place in which the division between the weak and the powerful is clearly drawn. Teachers are indeed more powerful than students in the sense of having greater responsibility for giving shape to classroom events. Many teachers concerned about the learning process have been replaced with their desire to control the atmosphere in their classes. For them a quiet, well-disciplined class is a good atmosphere. Other teachers continued to expand their knowledge base, experiment with different teaching strategies on a regular basis, and maintain a classroom environment

classroom processes that had a greater potential than school-level variables for improving students' outcomes. The researchers investigated students' perceptions of their classroom environment in the classrooms within effective /efficient and ineffective / inefficient schools specifically whether there were significant differences between effective/ efficient and ineffective/inefficient urban schools regarding 1-students' classroom behavior and 2- students' motivation and perceptions of their classroom environment. The researchers conducted this study in large urban school districts located in the United States. The final data of the school consisted of 15 classrooms from each school which were randomly selected from the population to be observed during the mathematics and reading classes with 761 students for the I/I schools .The standardized observation instrument used in that study was the class observation schedule. They also used three standardized student self - report survey instrument : the Multidimensional Motivation Instrument, the Classroom Environment Scale and the Instructional Learning Environment Questionnaire. The means, standard deviations, and MANOVA results ,comparing the E/E and the I/I schools on the students' motivation and perceptions of their classroom learning environment, indicated that students had perceived a particular scale or variable was prevalent (i.e., strongly agreed with all items), a mean value indicated that students perceived that particular variable was not prevalent or never occurred in the classrooms .

The descriptive results from the study surveys indicated that students had above-average perceptions of their classroom environment and above-average motivation. The mean values for all

the scales were above 2.0. The scales with the highest means for the students in the E/E schools were the Student Aspiration, Academic Self Concept, Rule Clarity, and Achievement Motivation .The scales with the lowest mean values were Order and Organization and Social Self Concept. The scales with the highest means for the students in I/I school were Student Aspiration, Rule Clarity, Academic Self Concept, and Academic Achievement Motivation.

The result of this study showed that classroom process differed between these E/E and the I/I urban cities. One of the important findings was related to the amount and types of interactions that were found in classrooms. E/E reported more positive learning environment than students in the I/I schools. In particular, students in the E/E schools were more affiliated with their classmates. Researchers have found that teacher support was a significant variable affecting student outcomes .

Gerald A. (1981:99) conducted a study about Mexican -American and Anglo -American students' perceptions of the learning environment of the classroom. This study compared the perceptions held by Mexican-American secondary school students with those held by their Anglo -American peers toward the climate of their classrooms. The objectives of the study were to identify any differences in the students' perceptions and to examine the relationships between school climate perceptions, academic achievement, and attendance. The instrument for measuring climate perceptions required responses revealing attitudes toward: (1) teacher enthusiasm, authoritarianism, favoritism, warmth, and

clarity; (2) instructional practices, class organization, and feedback; (3) student decision making, peer esteem, competitiveness, compliance, and apathy; (4) classroom dissonance and appearance; and (5) task difficulty. Findings of this study revealed that the Mexican- American students generally had more positive perceptions of the classroom environment than did the Anglo-American students. Significant differences were found between the two groups on the climate dimensions of teacher favoritism, and task difficulty. The Anglo-American student had higher perceptions of favoritism. The Mexican-American students scored highest on their perceptions of their task difficulty, but reacted more favorably to the student decision making. Classes ,perceived to be characterized by teacher's warmth and enthusiasm and an absence of the authoritarianism, were better attested by the Mexican-American students.

Within the same context a study was conducted in San Diego by Greenberg; C. Rebecca (1998:25). This study explored possible relationships between sixth-grade students' perceptions of themselves and their classroom environments and their help- seeking behaviors in mathematics classes. These researchers administered a city- wide survey to the sixth-grade Chicago public school students. Half of the students answered items regarding their reading -language arts classes and half-answered items regarding their math classes. The survey reported on students' levels of competence, classroom social support, collaboration and autonomy, the frequency of asking the teacher and other students for help, and their preferred helping strategies. Results indicated that the frequency of asking the teacher was influenced by achievement, the presence of collaboration in the

classroom ,and the students' sense of autonomy ,and competence. The overall achievement of the school had a direct relationship with amount of help requested by the teacher as it is appointed by Greenberg&Rebecca(1998) The frequency of asking other students for help was influenced by gender, sense of autonomy, and presence of collaboration and social supportiveness in the class.

The literature indicated that classroom instruction tended to be based on the analytic learning styles as opposed to the holistic style preference associated with African American students as conducted by the study of Phyllis(1998). The purpose of this study was to explore African American students' perceptions of the current classroom environment in order to identify strategies that meet their learning needs. This qualitative study was conducted at a small private four-year baccalaureate institution. Students were asked to identify factors and instructional strategies that were the most beneficial to learning. Students felt that positive relationships with faculty helped create an optimal learning environment. The development of culturally relevant pedagogy can be enhanced through research that identified appropriate practices .

Palacios (1998) investigated the relationship between foreign language anxiety and the students' perceptions of the classroom environment. About 445 1st and 4th semester university students completed a background questionnaire, and the Foreign Language Classroom Anxiety Scale (FLCAS) and Classroom Environment Scale (CES). In addition ,interviews were conducted with the participants. The results showed ,in the Spanish 1 level, significant

negative correlation found between anxiety and the environmental factors of the teachers' support, affiliation and involvement. Positive correlation existed between anxiety and the factors of competition and task orientation. At the Spanish level IV, the importance of the environmental factors to foreign language anxiety appeared attenuated relative to Spanish I FLCAS scores correlated negatively with teacher support, affiliation, and involvement, but correlation between anxiety and the factors of competition and task orientation was not significant. Analysis of the students' interviews supported the importance of the classroom environment to foreign language anxiety. Students viewed a lack of teacher support and affiliation as an important determinant of anxiety.

Raiford (1999) examined the classroom environments and science attitudes of students in three IB higher level science students and three IB higher level science teachers. Qualitative and quantitative research methods were used to generate assertions toward the development of theory on curriculum effects on the classroom learning environment.

The data sources were analyzed by constant comparison analysis. Quantitative data sources consisted of students' responses to the Preferred and Actual Forms of the Individualized Classroom Environment Questionnaire (ICEQ) and the attitudes toward science in School Assessment (ATSSA) to determine the students' perceptions about the science classrooms environments. The significant findings of this study were the higher level backgrounds and higher correlation between classroom environment and students'

outcomes. However, the science teachers demonstrated teaching behaviors, associated with teaching to the IB science existing examination results, suggested that more positive science attitudes might result in greater participation in IB Higher Level physics class .

Hutchison (1998) studied the perceptions of adult classes in churches regarding their environment toward their classroom environment. The term environment ,in addition to the physical setting, included areas such as relationships between teacher and students, relationships between the students, and roles fulfilled by both teacher and class members. The students' perceptions of these factors were important because they influenced behavior ,such as frequency of attendance and learning achievement. The desired results were progress toward creating a learning environment which would enhance effective communication and encourage positive relational dimensions. Findings indicated that there was a difference between the preferred and perceived actual environment of adult classes in these churches. Twenty of twenty three classes studied identified statistically significant differences for at least one of the three dimension variables, and or more dimension variables were identified as significantly different from the preferred environment .

The students' perceptions of the fifth - grade classroom environment were studied by Sansevero(1994). He found that the quality of student life in the New Jersey classroom was acknowledged as an important part of the educational process in public schools. Forty - five academic fifth-grade teachers and their corresponding students

in 45 public schools in a variety of high to low socioeconomic districts were surveyed to find out if there was any relationship between three distinct independent variables-teacher stress, teacher efficacy, and teacher pupil control ideology shared with the quality of school life of fifth -grade student as perceived by the students. Results of the research indicated that teacher stress had a significant relationship. Teacher stress didn't share a significant relationship . A teacher's professional efficacy was found to share a significant relationship with a teacher's stress level. The same was true for a teacher's personal efficacy and student's perceived quality of the school life.

Stych (1995) emphasized that there was a relationship between the classroom psychological environment and adult student achievement in New Testament in the Greek classes. The predictor variable consisted of full scale adult student perceptions of the classroom environment as operationalized by the Adult Classroom Environment Scale (ACES). The criterion variable was students in the Elementary New Testament Greek. Different types of the classroom environment perceptions (ideal, actual, discrepancy) were explored separately in relationship to adult achievement with the class the unit of analysis. Thirty eight classes (444 students) were selected as the population of the study. Negative correlation was obtained from the discrepancy perceptions and achievement data .In the ideal classroom environment, student influence explained 15% of achievement variation. In the actual environment, Involvement explained 11% and Student Influence explained 15% of the achievement variation, with discrepancy perceptions, 13% of the achievement variation was explained by Involvement .

To improve the quality of teaching and learning in the classroom, Soetaert (1996) explored faculty and student perceptions of the effectiveness of the Cross /Angelo Classroom Assessment Techniques as a tool for improving teaching and learning in a post secondary technical institute and explored perceptions of the classroom environment when the classroom assessment applied to faculty . It supported the use of the CATs as a tool of improving 100% the quality of teaching and learning experienced. This study found no differences in the classroom environment between participant classes and the control group. Classroom environment correlated significantly with CATs. Students felt slightly more involved in their learning when exposed to the CATs. Females scored significantly higher than males on the scales of Student Cohesiveness, Task Orientation and Innovations .

Ryan, et al (1992)designed a study to determine how classroom practices supported proponents of educational redesign correlated with the classroom environment that teacher and students prefer. The study correlated the differences in teacher's and students' perceptions of the actual and ideal classroom environment with learning- centeredness in 11 high school classrooms in a mid-western town. It was expected that in classrooms which were learning - focused and learner-centered, the differences between teacher and student perceptions of actual and ideal classroom would be smaller. Results of the Classroom Environment Scale and observation of learning-centeredness revealed that the smallest differences in perception correlated with the most learning - centered classes in a

comparison with students' perception of their ideal and actual classrooms.

Learning environment and its determinants and its effects were studied by Idiris, and Fraser (1994) in agricultural science classrooms in Nigeria on the student attitudes and achievement. The study sample ,which was selected to be representative of schools from Nigeria's northern and southern regions and urban and rural areas consisted of 1,175 students in 50 level agriculture science classes. The Constructivist Learning Environment Survey and Individualized Environment Questionnaire were used to identify and determine student perceptions of classroom environment .The School -Level Environment Questionnaire was used to identify teacher perceptions of the school-level environment . The Test of Enquiry Skills and Test of Related Science Attitudes were to measure student achievement. Higher scores on negotiation, autonomy, investigation ,and differentiation scales of the CLES and ICOQ were associated with more positive student attitudes and higher inquiry skill scores. All five dimensions of school-level environment (affiliation, professional interest, participatory decision making) had a significant effect on the classroom -level negotiation, autonomy and investigation.

Classroom environment and the learning outcomes were investigated by Munoz de Bustillo(1996) to help teachers to improve their classroom environment. The effects were measured directly by using teacher self reports and indirectly using students' reports. An experimental and control group were created, containing a total of 44

teachers, and 1,221 elementary school students. The intervention involved a pre-and post-test of the climate perceptions using ATMOSSAUL questionnaire containing seven scales: material environment, rule clarity, efficiency, behavioral personalization, intellectual personalization, affectivity and familiarity. Data showed that the teachers in the experimental group changed their perceptions and evolved toward a more critical ,detailed assessment of classroom climate in their classes. Their students showed statistically significant improvement compared to the students in the control group.

Van-der-Sijda and Tomic (1992) conducted a study about the effect of the in-service-teacher training on the student perceptions of the classroom environment. Teachers received training on lesson format, classroom management, and instruction. Their students completed the Classroom Environment Scale. Student groups differed in perception of students' affiliation but not in instruction and classroom management .

Hoy, Hannum, and Moran (1998:337) examined the hypothesis that collegial leadership, teacher professionalism, academic press, and student achievement are classroom environment variables that would facilitate student achievement and would persist over time. The sample of eighty- six middle schools included responses from 2.741 teachers who participated in the study using the Organizational Climate Description Questionnaire measures of the middle school climate and the Organizational Health Inventory to the health of the middle school climate. The student achievement was measured by

using the state of New Jersey's Eighth Grade Early Warning Test ,which is given to the all eighth grade students to measure achievement in the subjects of reading, writing, and mathematics. The result of the study showed that the zero-order correlation were all significantly related to the measures of the students achievement. All of the climate variables, like environmental press and academic press ,make a significant independent contribution to one or more of the achievement measures. Environmental Press and Academic make significant and independent effect on the mathematics achievement, Environmental Press, collegial Leadership and Academic Press had significant and independent effect on the reading achievement and Academic Press had a significant effect on the writing achievement. Teachers see the principal as a factor in the improvement of the instruction. The principal is friendly, respectful, supportive ,and is committed to the high standard of the teacher behavior. These researchers believed that the influence of the school climate of the school and classroom climate on achievement continued over time, and the academic achievement in mathematics, reading and writing tended to be related to healthy and open interpersonal dynamics of the school.

A qualitative case study of the ideal way to create classroom environment to the at-risk learner was conducted by Pierce (1994:37). The learner who enters the classroom discouraged, and his self-esteem is low ,a result of his repeated failure ,he believes incapable of learning, the learner associates the classroom environment with failure. The subject of the study was Mary Morgan, a school teacher. Her effectiveness of teaching at-risk

students was determined by the recommendations of teachers, administrators, principal and former students. The method of the data collection was by participant observation of the teacher for two weeks in the natural environment of the classroom, recorded observation in the form of tapes audio and field notes from the initial classroom observation . The effective teaching of the students in the classroom environment was reorganized and developed through the behavior interactions of the teacher and the students in which the threat of failure was diminished, and the opportunity of the at-risk students to participate in the classroom actively. Students were provided with a safe- haven atmosphere that enhanced learning outcomes of at-risk students. Mary ,in Pierce ,(1994:39), argued that at-risk students need order and organization, self-esteem and a belief in their abilities to learn. They needed a safe haven that would afford them the opportunity to learn in a non-threatening environment. The climate of Morgan's classroom had three identifiable components aclassroom organization based upon-correct standard of behavior and a sensitivity towards others, b- a variety of roles assumed by the teacher to give support to the students, and c- teacher enthusiasm for the students. She used a positive reinforcement with her students as good and excellent. The result was an active interaction between the teacher and his students . The students increased their level of the academic achievement and their formation of more positive attitudes toward the classroom and the school and toward themselves.

A facilitating classroom climate didn't only play an important role in the student learning, but it was also a worthy outcome in itself. The study of 84 fifth grade language art teachers and their students was

conducted by Sheehan (1978:349) to determine 1- if teacher attitudes and selected teacher and classroom characteristics could predict classroom climate for Anglos, Blacks, and Mexican Americans; 2- to determine the effect of ethnicity (Anglo, minority) and desegregation status on the perceptions of the classroom climate. My Class Inventory questionnaire was used to measure classroom climate which describes the characteristics of the classroom climate in five scales 1-friction 2-difficulty 3-satisfaction 4-competitiveness 5-cohesiveness. Teachers attitudes' were measured by Minnesota Teachers Attitudes' Inventory. The five classroom characteristics included class size, the proportion of the Anglo students, female students, classroom achievement level in language arts, and the class socioeconomic status. The researcher (1978:351) found that there was a significant canonical correlation between teacher educational characteristics and Anglo perceptions of the classroom climate. The teacher educational characteristics varied and characterized high rating on difficulty by few post-bachelor's degree semester hours. Class was perceived by Anglo students as being relatively less difficult. There was a significant correlation between class proportion of females and Anglo perception of the classroom climate. The simple correlation showed that the higher the proportion of females in the class, the higher Anglo students rated the class in terms of satisfaction and the lower they rated the class in terms of difficulty. Class achievement level was significantly correlated with the class climate scales; the higher the achievement level of the class, the higher black students rated the class in terms of satisfaction, the lower they rated it in terms of difficulty and friction. There was a

correlation between teacher attitudes and Mexican American perception of classroom climate in which teacher had traditional beliefs about child control. Thus Anglo and minority subgroups in the language art classes differed more in terms of their perceptions of cohesiveness and friction .

Raviv and Reisel (1993:317) believed that the environmental approach of the classroom environment focused on the definition and assessment of these processes. So the researchers perceived the classroom learning environment as a comprehensive concept including student-teacher and student- student interaction, teaching style, physical setting, and organizational factors such as size and the number of the students in the class. They aimed in their study (1993:319) at perceiving the classroom environment which included the students and their teachers in 27 classes in two comprehensive Israel high schools Telem Givatyam which implemented Corsini method of the individual education and Telem Petah Tikva control school, which evaluated the climate in each classroom by the Real form of the CES Questionnaire. The students and the administrators were asked to complete the questionnaire items. The results of the study indicated that the mean scores of the classes on each of the nine dimensions showed that: -1- there was a significant difference in six of the dimensions on involvement, teacher support, innovation. The class mean scores were higher in the experimental than in the control school. -2- On the task orientation, competition, and teacher control, the direction was on the opposite class; the mean scores were lower in the experimental group than in the control school .

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Thus, the results of the study showed that the mean scores of the experimental school were higher than in the control group for both classes and teachers and the teachers' mean scores were higher than the classes scores in both schools. Raviv(1993:322) pointed out that the relative value of the comparison between the two schools belonging to the same educational network for its emphases placed upon student-teacher relationships and respective emphases on the environmental dimensions .

Mendler and Curwin (1983:225)discussed the characteristics of the healthy classroom environment that should be taken into consideration 1- The learner trusts his abilities and his environment in the classroom. Fear is minimized. 2- He perceives the benefits of the change of his behavior because learning is a change in the behavior. 3-The learner is aware of the different choices and options to him and is able to make different choices. 4- The evaluation of the learning actively engages the learner 5-learning is a process and people are oriented rather than product. True education helps students to learn a process for successful living. 6-Providing the students the opportunity for freedom and responsibility to allow them to learn about themselves and their environment 7- Learning is growth producing, actualizing and therefore enjoyable; true learning is not merely tension reduction nor it is drudgery.

On the other hand, Jones and Jones (1981:10) noted that managing a classroom required implementing, interesting, individualized instruction and employing an interactive and problem-solving approach in the classroom. This approach has an advantage of

creating a positive ,supportive environment which facilitates learning and personal growth of the learner. Jones believed that there is a strong relationship between teachers' positive feeling about themselves, their teaching and such factors such as achievement of the students, students' statements regarding teachers' effectiveness, and how students view themselves in the classroom. Numerous psychologists, in Jones, (1981: 12 ; Maslow , 1968 ; Peery , 1976); emphasized that individuals acted unproductively when the environment in which they were asked to function didn't meet their basic personal psychological needs. Teachers should arrange situations and conditions in the classroom that should lead to appropriate behavior in the classroom and also employing effective instructional methods that serve to reduce minor classroom disruptions since inappropriate behavior is a sign of bad environment in the classroom .

However, Meachan and Wiesen (1996:124) had another opinion about classroom environment. They made observation in 35 minutes in English and science classrooms. They observed the behavior of the students and the behavior of the teacher. The science teacher started the lesson by reading the text aloud, by calling on the pupils in order. Students seemed to be busy without taking care of what the teacher was doing. Students laughed, played, shifted their weights from side to side. For the English class, the teacher called upon one of the students to explain some aspects of a report that he had written. The other reports were discussed; the behavior of the students was proper; the teacher was cooperative with the students. Therefore, the researchers hypothesized that attention was

reinforcing and maintaining a fairly high level of achievement in the classroom ,and especially the early attention during the class. This might be a significant aspect of the attention variable and might increase appropriate class participation and create good classroom environment. Thus ,students didn't engage in disruptive behavior. The researchers also conceived the classroom as a teacher-controlled laboratory.

Kerr and Nelson (1983:80) emphasized procedures effective in creating an organized and positive classroom environment: establishing stimulus control; the use of rules and consequences; using contingent teacher social behavior management systems. These procedures are viewed as preventive because their objective is to structure classroom social interactions in such a way that behavior requires crisis intervention. There were five environmental variables that affected the classroom management. These were antecedent stimuli; contingencies of reinforcement or punishment; the schedule of reinforcement in effect; the timing of reinforcement; the agents controlling the available consequences .

Schunk (1996:419) believed that teachers could create a warmer climate for students for whom they hold high expectations than those for whom expectations are lower. Teachers help to make classroom climate that affects interactions. A classic study by Lippitt, Lewin, and White I(1939),in Schunk ,showed that a democratic, collaborative leadership style was effective in the classroom. The teacher worked cooperatively with the students, motivating them to work on tasks , posing questions and having them share their ideas.

An authoritarian style can produce high achievement. Such classrooms are characterized by anxiety level and productivity drops when the teacher is absent. A laissez-fair style with the teacher providing , little classroom direction, resulted in wasted time and aimless activities. Schunk(1996:225) pointed out that some factors could affect students' perceptions and learning. These factors were task design; distribution of authority; recognition of the students; grouping arrangements; evaluation practices ,and time allocation .

The classroom is a social situation, while a power structure is another opinion concerning the subject of classroom environment proposed by Hilgard (1964:205) including peer relationships. The most favorable motivational conditions are taking place in the classroom. The teacher ,when dealing with the classroom ,she/he must do the following things 1-make sure that the emotional climate of the classroom is suitable for the development of a healthy self-concept 2-evoke problems when they aren't apparent to the students. 3-stimulate problem solving climate which involves the process of search, rather than focusing on one right answer 4-plan a curriculum which stimulates problem- solving, by the use of the experience units , construction activities, grouping arrangement and evaluation practices .

Jackson (1990:47) completed a worthy study about life in the classroom. For example ,a study conducted by Tenenbaum, quoted in Jackson ,constructed a questionnaire about the respondents' attitude toward school and classroom life. The result of the study showed that most students liked school. Girls had more positive feeling than did

boys. Less than half of the boys had clearly positive feeling than did two-thirds of the girls. Most of the students were relatively satisfied with their classes. About 30% of the students had serious misgiving about the value of classroom life. Girls seemed to be more satisfied than the boys with the friendliness of their teachers. Jackson believed that students' attitudes toward classroom environment and classroom events were more complex than implied by the conventional practice of asking whether students liked school or not.

The classroom is the most important functional unit. Its role according to Reavis, Pierce and Stullken (1953:69), is to motivate, inspire, guide, direct and evaluate the learning of specific neighborhood through the cooperation of many people who are associated together with the learning process. Classroom environment should be happy learning, and headquarters that help students to choose and make use of satisfactory set of the school and home experience. The researchers considered the classroom as a social, psychological, and physical learning environment in which pupils and teacher live together. Social environment is the result of the positive healthier relationships among teachers, pupils, parents, and administrators of the school. The skillful teacher will assure a minimum amount of undesirable behavior by implementing her class program by 1-making the curriculum interesting 2- setting up good classroom routines and management practices. 3- keeping physical conditions of the classroom as comfortable as possible. 4- relaxation period is properly spaced with the study and work period. 5- maintaining warm, friendly social climate in the classroom 6- motivation should be acquired as a process of bringing about the

learning environment that makes the learning experience make sense to the learner. 7-- Individualization of instruction is necessary depending on the fact that pupils are different in their cognitive growth .

For typical classroom environment, some researchers ,like Cangelosi (1988:24), suggested that students engage in learning activities for more than half of the time allocated for learning activities by applying some elementary classroom management and discipline techniques. Teachers can lead students to be engaged in learning activities for more than 90% percent of allocated time. He believed that teachers could enhance the chances of enjoying the climate in the classroom that encourages tasks, engages students behavior by: 1- creating a busy atmosphere. 2- being exceptionally prepared and organized, especially near the beginning of the school time. Dreikurs (1968) ,quoted in Cangelosi (1988: 72),stressed that teachers should be neither autocratic nor permissive if they expect students to be cooperative in the classroom because democratic classes have many advantages 1- students have a voice in the determination of rules. 2- they suffer from the logical consequences of their own misbehavior rather than submit to arbitrary punishment. 3-they are motivated to be on tasks because of the intrinsic benefits derived from being on task .

However, Conard (1999: 495) believed that the classroom should be a meeting place where the matching of the valid students' expectations with the curricular content and pedagogical appropriateness would all contribute toward satisfying and effective learning. Classroom

teachers are placed in the position to decide on the basic instructional approach when delivering foreign language instruction.

On the other hand, Leroux and Glass (2000:63) noted that the instructor training should address issues of the classroom as a social environment in which patterns of behavior are learned and are played out.

To create an effective working atmosphere, Braine; Kerry; and Pilling (1990:17) cited certain considerations like the settings where students are allocated to groups according to their abilities, the banding system in which students will be taught together throughout the school day and in which students have the chance to know each other better socially and the development of mixing abilities between the students .

Lawrenz (1987:689) compared the classroom environment as perceived by fourth grade and seventh -grade and high school boys and girls in classes taught by males and females to determine if any perceptual differences existed. The analysis showed that there were no differences among fourth-grade, one difference among seventh-grade, and three differences among high school student .

Lim(1995) examined the students' perceptions of the classroom environment and learning styles among 1.733 tenth-graders. He found that school type had the most influence on the students' perceptions of both actual and preferred classroom environment. Also he found that gender had lesser influence and learning styles had the least influence .

Also Beer and Darkenwald (1989) investigated the perception of the adult male and female students of the classroom social environment against with the dimensions of affiliation and involvement. The results of the study revealed that females perceived more affiliation and a greater degree of involvement than did males .

Waldrip and Giddings (1996) investigated the cultural environment of students and how contextual factors might interact with students perceptions' of the learning environment and their preferred instructional modes. Data were collected from approximately 2.500 lower secondary students in Australia. Results revealed that students who indicated a strong congruence between the school approach to learning and their own cultural approaches saw their preferred classroom environment as being one which was characterized by higher affiliation, involvement, teacher support, task orientation ,and order/organization as compared with those who saw less connection between school and home. Another finding was that males were more likely to view classroom roles as being gender- related than female students and males were less threatened by classroom competition than female students .

Corcoran(1970:17) believed that psychological factors in the environment, like the classroom climate, influenced the language growth. The classroom is a place where the child feels respected and accepted,and which provides adequate opportunity for him to acquire a rapidly growing and functional store of the language meanings. Teacher's attitudes ,like the tone of the voice used and facial expressions, affect the language growth. The physical

arrangement of the classroom affects in some manner the extent to which a child is able to relate to his peers, and his acceptance of self-worth .If the classroom is too warm, too chilly, or noisy ,children may be distracted .

Wilkie (1996) identified the classroom environment preferences of undergraduate college students. The research included constructing and validating an inventory of the classroom climate preferences, and conducting multivariate comparisons of the preferences of reentry and traditional- age students. A second set of post-hoc analyses compared students' preferences for eight instructional support attributes. The preferred College Classroom Environment Scale was constructed from issues identified through focus groups interviews with 169 students and 18 faculty. Results of the study showed that the classroom climate dimensions ,preferred by these college students, were Teacher Support ,Learning Enhancement, Responsibility ,Interpersonal Engagement ,and Structure & Task Orientation. The research demonstrated that the classroom environment preferences of all students groups in the research (adults, traditional-age, male, female minority and white) were characterized more by similarity than by difference.

Fujita-Starck and Pamela (1994) sought to determine whether motivational and classroom environment factors had an effect on students' satisfaction. Survey instruments utilized included the Educational Participation Scale, the Adult Classroom Environment Scale, and Dimensions of Adult Students Satisfaction. The functional relationships between students motivation, classroom environment,

and students satisfaction, were investigated for three curricular groups: Professional Development, Personal Development, and Arts and Leisure.

Summary :-

This chapter reviewed the literature about classroom learning environment and students' perception toward classroom environment taking into consideration different points of view concerning classroom environment. The classroom is considered the most important functional unit ;it is a social situation ,with a power structure that includes peer relationship between teachers and students and among students themselves .

Chapter Three

Methodology

Introduction

The researcher in this chapter presents the design and the procedure used in testing the hypotheses of the study. In other words, this chapter respectively includes the study purposes, questions and hypotheses, the population and the sample procedure, the study design, instruments as well as their validity and reliability procedure, the study procedure, the testing session, and the statistical analysis used in this study .

Purposes of the study :

This study has the following purposes ;

- Investigating the perceptions of students toward the constructiveness of the classroom environment in improving English foreign language learning in Nablus district ,their perceptions of teachers, classmates and themselves, and their reported interpersonal behavior .
- Investigating the effect of the students' perceptions on their English classroom environment .
- Investigating the effect of specialty area, literary or scientific stream , on classroom environment .

- Investigating the effect of place of study (city or village) as a variable on the students' perceptions toward classroom environment and the effect of the students' grade level in English .

Questions of the Study:

This study tried to answer the following research questions :-

- 1- What are the perceptions of the students toward classroom environment in improving EFL learning ?
- 2- Is there any significant difference in the students' perceptions toward classroom environment in improving EFL learning due to the students' gender ?
- 3- Is there any significant difference in students' perceptions toward classroom environment in improving EFL due to the specialty area of the students : scientific or literary stream variable?
- 4- Is there any significant difference in the students' perceptions toward classroom environment, in improving EFL due to the place of study variable (city or village) ?
- 5- Is there any significant difference in students' perceptions toward classroom environment in improving EFL due to the students' grade level in English ?

Hypotheses of the Study :

To answer the questions of the study ,the research questions were converted into the following null hypotheses :-

- 1- There is no significant difference at ($\alpha=0,05$) in the students' perceptions toward classroom environment in improving EFL learning due to the gender .
- 2- There is no significant difference at ($\alpha= 0,05$) in the students' perceptions toward classroom environment in improving EF L learning due to the students' level grade.
- 3- There is no significant difference at ($\alpha=0,05$) in the students' perceptions toward classroom environment in improving EFL learning due to the place of the study .
- 4- There is no significant difference at ($\alpha=0,05$) in the students' perceptions toward classroom environment in improving EFL learning due to the specialty area : scientific or literary stream .

Population :

1. The population of this study consisted of 3,005 eleventh grade students: 1,336 males and 1,669 females in the secondary schools in Nablus district. They were distributed among 52 secondary schools for males and females. These figures were taken from the Directorate of Education in Nablus district during the second semester of the scholastic year 1999-2000. Of these, 808 males belonged to the literary stream, and 1,230 females belonged to the literary stream. In the scientific stream, there were 528 males and 439 females in the state schools in Nablus district. (see Table1) .

Table (1)

Population Distribution

Gender	No.of students	Literary stream	Scientific stream	Percentage
Male	1336	808	528	44.45
Female	1669	439	1230	55.54
Total	3005			100%

Sample :

The subjects of the study were a randomly chosen stratified sample consisting of (711) male and female students in the eleventh grade belonging to the scientific and literary streams in Nablus district . The sample represented (23.6)percent of the total number of the population chosen randomly from eleven schools in Nablus district. Schools were chosen according to their locations. Six male and female schools were in the southern, northern, and western areas of the city; six schools were chosen for the largest number of students in the eleventh grade including three schools in villages east of Nablus and three schools in villages west of Nablus .

The sample of the study was distributed according to the variables of the study. As for gender, the sample consisted of (310)males in the eleventh grade and (401) females in the eleventh grade as it is illustrated in Table (2).

Table (2)

Sample Distribution According to Gender

Gender	Frequency (F)	Percentage
Male	310	43.6
Female	401	56.4
Total	711	100

The second distribution was according to the specialty area. About (330) were eleventh grade scientific stream male and female students, and (381) were eleventh grade literary stream male and female students as it is illustrated in Table three below .

Table (3)

Sample Distribution According to Specialty Area(Stream)

Specialty Area	Frequency	Percent
Scientific	330	46.4
Literary	381	53.6
Total	711	100.0

The third distribution was according to the place of the study or location of the school : city or village. The number of the students in the sample was (426) males and females studying in the city of

Nablus in the first secondary class, and (285) students studying in the villages of Nablus as illustrated in Table four below :-

Table (4)
Sample Distribution According to Place of Study

Place of Study	Frequency	Percent
City	426	59.9
Village	285	40.1
Total	711	100.0

The students' grade level in English as an educational subject is taught in classrooms as a second language. The grade level referred between 90% and more is considered as the highest grade , and less than 50% is considered as the lowest grade as illustrated in Table five below:-

Table (5)
The Sample Distribution According to Grade Level

Grade	Frequency	Percent
90% and more	107	15.5%
80-89%	140	19.7%
70-79%	135	19.0%
60-69%	139	19.5%
50-59%	101	14.2%
Less than 50%	89	12.5%
Total	711	100 .0%

The researcher distributed 715 copies of the questionnaire. Three questionnaires weren't completed because three students were absent .

Instrumentation :

The researcher used the Classroom Environment Questionnaire as an attitudinal questionnaire to find out the student perceptions toward the classroom environment. The questionnaire was developed by Moose and Tricket (1973-1987) in Fraser (1998:529). The questionnaire was distributed among the subjects of the sample of the above population in the second semester of the educational year 1999-2000 on the 15th of February.

The questionnaire contained 56 statements about practices which could take place in English classrooms. Students were asked how much they agreed or disagreed with each practice. Their opinions were studied about the actual perceptions of the English classroom environment .

The questionnaire was divided into the following domains:-

1-Affiliation:- Items (1,815,22,29,36,43,50,47) showed student affiliations toward the English classroom environment .

Example:- A student has a chance to get to know all other students in their English classrooms .(Dorman,1997).

2-Classroom interaction :- Items (2,9,16,23,30,37,44,51) showed student perceptions toward classroom interaction in English classes.

Example :- My teacher is fair when dealing with students in English classes. (Fraser,1997).

3-Cooperation :- Items (3,10,17,24,31,38,45,33,52,56) showed student perceptions toward cooperation in English classes .

Example:- Students cooperate with each other when doing assignment work in their English classes . (Mcrobbie,1997).

4-Task orientation :- Items (4,11,18,25,32,39,46,53,55) showed student perception toward task orientation in English classes .

Example :- Almost all class time is spent in doing work in English classes. (Dorman,1997) .

5-Individualization :- Items (6,13,20,27,41,48,26,34,5) showed student perceptions toward individualization in their English classes.

Example :- All students in English classes are expected to do the same work. (Fraser, 1997) .

6-Teacher control :-- Items (7,24,21,28,35,42,49,19,12) showed student perceptions toward teacher control in English classes.

Example:- If students break the rules in our English classes, they get into trouble. (MC.Robbie, 1997) .

Pilot Study : A pilot study was administered , in the second semester ,1999-2000 on 15th February in secondary schools , to the eleventh grade literary and scientific streams in Nablus District. The subjects were seven hundred and eleven students in the first secondary literary and scientific classes .

The researcher distributed the questionnaire randomly in Arabic , and read it in front of the students to see if there were any questions or unclear items in Arabic .

The instructions of the questionnaire were easy to follow. All the questions were clear, and the students expressed their understanding of the questionnaire items by completing them out .

Validation Procedure of the Questionnaire :-

To ensure content validity, the researcher showed the questionnaire to experts and specialties in the College of Education at An-Najah National University. They were asked to judge the appropriateness of each item for the whole purposes of the study. The researcher also distributed the questionnaire among English teachers at schools to benefit from their experience .

All the juries approved its appropriateness but suggested some modifications in the arrangements of some items and canceling the scale of order and organization and its items to avoid the state of boredom among the students .

Questionnaire Reliability :-

A sample of thirty male and female students, from Jamal – Abd-An-Naser School for Girls and Qadri-Tuqan School Secondary School for Boys, were involved in checking the questionnaire reliability. Alpha Formula Coefficient was used in computing the data. The questionnaire reliability was at $\text{Alpha} = (0.90)$.

Data Analysis :

In this study, the researcher used the descriptive and analytic methods to attain the main purposes of the study, and to answer the research questions.1- The One Way Analysis of Variance (ANOVA) was used to test the hypotheses of the study at $(\alpha = 0.05)$.2-Means

and percentages 3-Independent T test and 4- Alpha Formula to test the questionnaire reliability .

Research Procedures :

- 1- The researcher constructed the questionnaire on the basis of [Likert scale] which consisted of five levels: -5- strongly agree with the statement. 4- agree with the statement. 3- neither agree, nor disagree with the statement ,or not sure . 2- disagree with the statement and finally 1- strongly disagree with the statement .
- 2- The researcher got a recommendation letter from the Dean of Research and Graduate Studies which facilitated her mission at the schools .
- 3- The researcher took permission from the Ministry of Education to administer the questionnaire to different schools for both males and females .
- 4- The researcher took the statistical number of the students from the Ministry of Education for eleventh grade students in the literary and scientific streams: 3005, and 23.6 % were taken as a sample for this study .
- 5- The researcher visited the school subjects of the sample study and met with the headmasters and headmistresses of the school sample. She talked to the teachers of English and explained the purposes and the significance of the study .
- 6- The researcher made an appointment on the 18th February to administer the questionnaire after approval of headmasters and headmistresses of these schools .
- 7- The researcher distributed the questionnaire among the subjects of the sample which consisted of (711) male and female students

at the secondary stage in Nablus schools and its villages who attended the first semester of the year (1999-2000) and continued the second semester of the same year .

- 8- The researcher collected the questionnaires after three days, from the schools ,and after five days, from the schools in the villages. Three students were absent at a secondary school , in the literary stream in Nablus .
- 9- The researcher finally coded the questionnaires and used Statistical Packages for Social Science (SPSS) to analyze the data collected from the questionnaires at the Computer Center at An-Najah National University

Summary :

This chapter discussed the methodology of the study and introduced the following sections:-1- Population and the sample of the study. 2- Research design and procedures used in confirming or rejecting the hypothesis. 3-Instrumentation of the study. 4- Pilot study. 5- Validation and reliability of the instrumentation of the study. 6- Data analysis .

Chapter Four

Results

This chapter presents the research findings : results of the hypotheses as well as the responses to the five research questions. All the hypotheses were tested at ($\alpha=0.05$).

Questions of the Study :

What are the perceptions of the students toward the English classroom environment in improving EFL learning ?

To answer this question of the study, the researcher used the means of each item and the total scores for different domains .

Affiliation:

Table(6)
Distribution of the students perception toward English classroom environment in the domain of affiliation

No	No. in the questionnaire	Item Statement	Means *	Degree of perception
1	1	Members of the class do favors for one another.	3.35	+
2	8	A student has a chance to know all other students in the class.	3.01	+
3	15	Members of the class are personal friends.	2.85	-

4	22	All students know each other very well.	3.82	+
5	29	Students are not in close enough contact to develop likes or dislikes for each other.	3.12	+
6	36	The class is made up of individuals who don't know each other well.	2.43	-
7	43	Each student knows the other members of the class by their first name.	2.88	-
8	47	Some students in our class don't like each other.	3.10	+
9	50	Students enjoy working together in this class	3.24	+
10		Total scores	3.086	
+= positive total scores -= negative total scores			*Maximum points of responses are (5) points	

The table was concerned with the students perception toward English classroom environment in the domain of affiliation. That is to say, the extent to which students know, help and are friendly with each other. As one can see, the table shows the means responses to the items of the questionnaire, three points and more expressed positive perception as indicated in items number (1, 8, 22, 29, 47, 50) . The highest degree of perception was for item number (1) with a mean of (3.35) On the other hand, if the means were less than three points, the students' perception would be negative as indicated in items number (15, 36,43). The lowest degree was for item number (36) with a mean degree (2.43) .

The total score of the students' perception toward English classroom environment in the domain of affiliation was (3.086) which suggested a positive perception toward classroom environment in the domain of affiliation .

Interaction :

The second domain was about classroom interaction, and the extent to which student-teacher interactions emphasized a concern for the personal welfare and social interaction as illustrated in Table (7).

Table (7)

Distribution of the students' perception toward questionnaire items in the domain of classroom interaction

No	No of item in the question	Item statement	Means *	Degree of perception
1	2	My teacher is fair when dealing with students.	3.67	+
2	9	My teacher is keen to see students do their best in the subject being taught.	4.26	+
3	16	The teacher goes out of his/her way to help students .	3.74	+
4	23	The teacher helps each student who is having trouble with the work.	3.04	+
5	30	Our teacher is willing to forgive students for their failures .	3.23	+
6	37	My teacher will help me if I am having trouble with my work.	3.39	+
7	40	When things go wrong , my teacher is honest about it.	3.42	+
8	44	The teacher is unfriendly and inconsiderate towards the students.	2.65	-
9	51	Our teacher talks to the students who need help .	3.23	+
10	54	My teacher gets on well with students in our class	3.21	+
		Total scores	3.384	
+= positive total scores - = negative total scores			Maximum points of responses are (5) points	

Table(7) shows the means of responses to the items of the questionnaire in the domain of the classroom interaction. Items (2, 9, 16, 23, 30, 37, 40, 51, 54) indicated positive perceptions toward classroom environment. On the other hand, the means for item (44) as indicated in the table, was (2.65) .This expressed negative perception toward classroom environment. The highest rank for the positive environment in this domain was (4.26) in item number (9). The total means of scores was (3.38) which indicated a positive perception of the students toward classroom environment .

Cooperation:

The third domain was about cooperation as part of the classroom environment. Cooperation is the extent to which students cooperate rather than compete with each other in the classroom as it is illustrated in Table (8) .

Table (8)
Distribution of students' perception toward questionnaire
items in the domain of cooperation

No	No of item in the question	Item statement	Means *	Degree of perception
1	3	Students cooperate with each other when doing assignment work.	3.16	+
2	10	Students compete rather than cooperate when doing class work .	3.59	+
3	17	Practical work in groups is dominated by certain students.	3.65	+

4	24	Students share their books and their resources when researching an assignment.	2.67	-
5	31	When working in groups , there is team work.	3.06	+
6	33	Students want to know if they are doing better than others in the class .	3.44	+
7	38	There is cooperation in our class .	3.16	+
8	45	Students don't want to help others in the class.	3.20	+
9	56	Most students in our class are willing to help students who are having trouble in their works .	3.10	+
10	52	This class is competitive .	3.16	+
		Total scores	3.15	+
+= positive total scores -= negative total scores			Maximum points of responses are (5) points	

This table was concerned with the students' perception toward the classroom environment in the domain of cooperation. The means of responses to items (3, 10, 17, 31, 33, 38, 45, 52, 56) were more than three points which indicated positive perception toward classroom environment. On the other hand ,the means of responses in item (4) was (2.67) less than three points which indicated negative perception in this item .The total means of scores were (3.15) which indicated positive perception toward classroom environment . The highest score was for item (17).

Task Orientation :

The fourth domain was about task orientation. That is to say, the extent to which it is important to complete activities planned, and to

stay on the subject matter in the classroom as it is indicated in table number (9) below .

Table (9)
**Distribution of the students' perception toward the
questionnaire items in the domain of task orientation**

No	No of the item	Item statement	Means *	Degree of perception
1	4	Almost all the class time is spent on doing works.	2.80	-
2	11	Students are expected to stick to classroom in their classes .	3.51	+
3	18	We spend more time discussing students' activities than class related materials.	2.58	-
4	25	Getting a certain amount of the class work done is very important in this class.	3.46	+
5	32	Students don't do much in this class.	2.96	-
6	39	The student sticks to the class work and doesn't get side tracked.	3.11	+
7	46	Students know exactly what tasks have to be done in our class.	3.21	+
8	53	Our teacher takes time out from the lesson plan to talk about other things.	2.86	-
9	55	This class is more of a social hour than a place to learn something.	2.92	-
		Total scores	3.04	
+= positive total scores = negative total scores			Maximum points of responses are (5) points	

Table (9) showed the means of responses to the items of the questionnaire in the domain of task orientation items (11, 25, 39, 46). There were more than three points which indicated positive

perception toward classroom environment. The highest rank was (3.51) in item (11) in the questionnaire. On the other hand, the means of responses for items (4, 18, 32, 53, 55) were less than three which suggested negative perception in the domain of task orientation. The total means of scores was (3.04) which indicated a positive perception toward classroom environment in the domain of task orientation .

Individualization:

The fifth domain was about individualization. That is the extent to which students are allowed to make decisions, and are treated differently according to ability, interest and rate of working as indicated in table (10) below.

Table (10)
Distribution of students perception toward the questionnaire items in the domain of individualization .

No.	No of the item	Item statement	Means *	Degree of perception
1	5	Students who work faster than others move on to the next topic .	2.85	-
2	6	All students in the class are expected to do the same work.	3.03	+
3	13	Students work at their own speed .	3.67	+
4	20	Students have a say on how class time is spent .	2.55	-
5	26	Different students do different works .	2.65	-
6	27	Students are allowed to choose activities and how they work.	2.65	-

7	34	Teaching approaches allow students to proceed at their own pace .	3.02	+
8	41	Students who have finished their work wait for other students to catch up with their English classes .	3.04	+
9	48	The teacher decides what will be done in our Eng. class .	3.39	+
		Total scores	3.02	
+= positive total scores				
-= negative total scores				

Table(10) shows the means of responses to the items of the questionnaire in the domain of individualization. The means of responses to items (6, 23, 34, 41,48) were more than three points which indicated positive perception toward classroom environment The highest rank was (3.67) in item number (13). On the other hand, the means of responses for items (5, 20, 26, 27) were less than three points which indicated negative perception toward classroom environment in the domain of individualization. The total means of scores was (3.02) which indicated a positive perception toward classroom environment .

Teacher Control :

The sixth domain was about the teacher control; that is, the number of rules, how strictly rules are enforced and how severely infractions are punished as it is indicated in table (11) below .

Table (11)

**Distribution of students' perception toward classroom environment
questionnaire in the domain of teacher control**

No	No of the item	Item statement	Means *	Degree of perception
1	7	There are rules in our Eng. class .	3.42	+
2	12	When our teacher makes a rule, he / she means it .	3.82	+
3	14	If students break a rule in our Eng. class, they get into trouble .	2.57	-
4	19	Students who continually misbehave are dismissed from the classroom .	2.08	-
5	21	Our teacher is not strict .	3.32	+
6	28	Students get into trouble for talking when they're not supposed to do so .	2.86	-
7	35	Students don't have to stick to rules in their Eng. class .	3.38	+
8	42	Students get into trouble if they aren't ready ,when Eng. class is about to start .	2.93	-
9	49	Our teacher tolerates a lot of misbehavior in the classroom.	3.14	+
		Total scores	3.05	
+= positive total scores -= negative total scores			Maximum points of responses are (5) points	

Table (11) shows the means of responses to the items of the questionnaire in the domain of teacher control; the means of responses in items number (7, 12, 21, 35, 49) were more than three points which indicated a positive perception toward classroom environment . The highest rank was (3.82) in item (12). On the other hand, the means of responses in items (14, 19, 28, 42) were less than three which indicated a negative perception toward classroom

environment. The total means of responses in this domain was (3.05) which indicated a positive perception toward classroom environment.

To sum up the results of the students' perception toward classroom environment, we can say that the students perceived their classroom environment positively in all the domains of the questionnaire as it is shown in table (12) below.

Table (12)

The rank of the students' perception toward classroom environment

Rank	Domains	Means	Degrees of perception
1	Interaction	3.38	+
2	Cooperation	3.015	+
3	Affiliation	3.08	+
4	Teacher control	3.05	+
5	Task orientation	3.04	+
6	Individualization	3.02	+
Total sums of domains =3.12			+maximum points of responses are (5) points

The highest means of responses were in the domain of interaction, whereas the lowest means of responses were in the domain of individualization. The total means of responses in the whole domains was(3.12) which also indicated a positive perception toward classroom environment in the sixth domains, and all the domains were positive .

Test Hypotheses :

This chapter presents the results and the responses to the hypotheses and the fourth research questions respectively . All the hypotheses were tested at ($\alpha= 0.05$).

Hypothesis One :

There is no significant difference at ($\alpha=0.05$) in the students' perceptions toward English classroom environment in improving EFL learning due to the gender .

Independent t-test was used to test this hypothesis. It was used in the analysis of the mean scores of the students' perception toward classroom environment .The results of the first hypothesis are presented in Table (13)

Table(13)

The Results of the Independent T test of the students' perception toward classroom environment according to their gender

Domain	Males= N. (310)		Females= (401)		T. test Value	Significant
	Mean	S.D	Mean	S.D.		
Affiliation	3.14	0.48	3.04	0.47	2.869	0.004*
Interaction	3.38	0.58	3.38	0.58	0.108	0.914*
Cooperation	3.01	0.57	3.27	0.52	6.256	0.000*
Task Orientation	3.01	0.51	3.07	0.46	1.654	0.099*
Individualization	3.06	0.50	2.99	0.46	2.062	0.040*
Teacher control	3.12	0.49	3.01	0.46	6.060	0.02*

Total scores	3.12	0.33	3.128	0.311	0.179	8.858*
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As Table (13) shows, the means of responses of the independent t test, for students' perceptions in the domains of task orientation and students' interaction, were less than the critical T- value 1.96. As illustrated in the Table(13) for task orientation ,the means of responses were (1.654) and for interaction (0.108). This means that there were no significant differences in the means scores between male and the female students as it was illustrated by the T- value.

On the other hand, the means of responses, in the domains of cooperation, individualization, teacher control, and affiliation, were respectively more than the critical value (1.96) which means that there was significant difference at ($\alpha=0.05$) between boys and girls toward English classroom environment in the domains of cooperation, individualization, affiliation ,and teacher control . All these results were more than the critical value (1.96) .

As one can also see the differences of the means of responses in the domain of affiliation, between male and female students, they were in favor of male students. On the domain of cooperation ,the differences in the means of responses, were in favor of female students. Also on the domain of individualization, the differences in the means of responses between male and female students, were in favor of male students. In the domain of teacher control the differences of the means of responses, between males and females, were in favor of male students than female students. The total means of responses was

in the sixth domain (0.179) which indicated that there were no significant differences in the domain of individualization .

Hypothesis Two :

There is no significant difference at ($\alpha= 0.05$) in the students' perception toward English classroom environment in improving EFL learning which may attributed to the specialty area : scientific or literary stream.

An independent t-test was used in the analysis of the mean scores for students in the scientific and literary streams in the eleventh grade, and the results are shown in Table (14) below .

Table (14)

Results of the Independent T test of the distribution of the students perception toward classroom according to their specialty area

Domain	Scientific (No. 330)		Literary (No. 381)		T. test Value	Significant
	Mean	S.D	Mean	S.D.		
Affiliation	3.05	0.44	3.11	0.51	1.64	0.09*
Interaction	3.31	0.59	3.44	0.57	3.66	0.002*
Cooperation	3.10	0.54	3.20	0.57	2.46	0.014*
Task orientation	3.03	0.50	3.05	0.47	0.43	0.66*
Individualization	3.01	0.48	3.03	0.48	0.80	0.42*
Teacher control	3.00	0.47	3.10	0.48	2.84	0.005*
Total scores	3.08	0.32	3.16	0.31	3.07	0.002*

As one can see in Table(14), the means of responses in the independent t-test for students' perception toward classroom environment were positive . As the table shows, in the domains of interaction, cooperation and teacher control the means of scores

were more than the critical value (1.96), and thus indicating a significant difference in the means scores between the literary and scientific streams . So the results in these domains provide evidence for rejection of the second hypothesis in the domains of interaction, cooperation, and teacher control in favor of literary stream as revealed in the Table (14):-

- 1- There was a significant difference at ($\alpha = 0.05$) in the mean scores among students' perception in the literary and scientific streams in the domain of interaction in favor of literary stream .
- 2- There was a significant difference at ($\alpha = 0.05$) in the mean scores among literary and scientific students' perception in the domain of cooperation in favor of literary stream.
- 3- There was a significant difference at ($\alpha = 0.05$) in the mean scores among literary and scientific stream students' perception in the domain of teacher control in favor of literary stream .

On the other hand, the findings, related to the second hypothesis in the domain of affiliation, task orientation, and individualization revealed that the means of responses were less than the critical value (1.96) which provides evidence to accept the second hypothesis which revealed that there was no significant difference at ($\alpha = 0.05$) in the mean scores among literary and scientific stream students' perceptions toward classroom environment in the domains of affiliation, task orientation, and individualization.

Hypothesis Three :

There is no significant difference at ($\alpha=0.05$) in the students' perception toward English classroom environment in improving EFL learning due to place of study .

Again the researcher used the independent t-test in the analysis of the mean scores. The aim of this test was to investigate if there were any differences in the students' perception toward classroom environment which might be attributed to place of study :city or village . The results are shown in table number (15)below :

Table (15)

Results of the Independent T. test on the distribution of the students' perception toward English classroom environment according to the place of study

Domain	City (No. 426)		Village (No. 285)		t-value	Sig .
	Mean	Sd Deviation	Mean	Sd Deviation		
Affiliation	3.09	0.47	3.47	0.49	0.46	0.64*
Interaction	3.40	0.55	3.35	0.62	0.96	0.33*
Cooperation	3.19	0.56	3.09	0.56	2.32	0.02*
Task Orientation	3.08	0.47	2.99	0.05	2.39	0.01*
Individualization	3.05	0.47	2.98	0.49	1.47	0.08*
Teacher control	3.11	0.50	2.98	0.44	3.62	0.000*
Total scores	3.15	0.30	0.38	0.34	2.97	0.003*

Table (15) shows the means of responses in the independent t-test for students' perceptions toward English classroom environment in the domains of cooperation, task orientation, and teacher control. The mean of scores were more than the critical value (1.96). Thus this

indicated that there was a significant difference in the mean scores between the students in the city and village students. The results in these domains provide evidence for rejection of the third hypothesis in the domains of cooperation, task orientation, and teacher control as revealed in the following results :

- 1- There was a significant difference at ($\alpha= 0.05$) in the mean scores between city and village students' perception in the domain of cooperation in favor of city students .
- 2- There was a significant difference at ($\alpha=0.05$) in the mean scores between city and village students' perception in the domain of task orientation in favor of city students .
- 3- There was a significant difference at ($\alpha=0.05$) in the mean scores between city and village students' perception in the domain of teacher control in favor of city students .

On the other hand , the findings, pertinent to the third hypothesis in the domains of affiliation, interaction, and individualization, revealed that the means of responses were less than the critical value (1.96) which provide evidence for accepting the third hypothesis ,and which revealed that there was no significant difference at ($\alpha=0.05$) in the mean scores between city and village students' perception toward classroom environment in the domains of affiliation, individualization, and interaction .

Hypothesis Four :

There is no significant difference at ($\alpha=0.05$) in the students' perception toward English classroom environment in improving EFL learning due to the grade level of the students .

To test the hypothesis the independent t-test was used to analyze the data collected from the question. Table(16) shows the means of scores in the subject of English language according to the sixth domains . The results of this analysis are shown in table number (16)

Table (16)

The Results of the students' perception according to the level grade by one way analysis of variance

Marks and number of students)	90% and more (107)	80-89% (140)	70-79% (135)	60-69% (139)	50-59% (101)	Less than 50% (89)
Affiliation	3.06	3.08	3.14	3.06	3.04	3.10
Interaction	4.44	3.45	3.38	3.32	3.33	3.36
Cooperation	3.21	3.23	3.15	3.07	3.12	3.13
Task orientation	3.11	3.12	3.03	2.96	2.91	3.11
Individualization	3.06	3.05	3.02	2.95	3.01	3.06
Teacher control	3.10	3.04	3.01	3.04	3.09	3.05
Total scores	3.12					

To answer the fifth question of the study ,two statistical test were performed. The first one was the one way analysis of variance test (ANOVA) to test the significance, if any, of the students' overall grade level in the domains. The results of (ANOVA) are shown in Table (17) below .

Table (17)

ANOVA Test Results on the significance according to the students' grade level for the different domains

Domains	Sources of variance	Sum of Squares	Df	Mean square	F	Sig.
Affiliation	Between Groups	.762	5	.152	.649	.662
	Within Groups	.165.559	705	.235		
	Total	166.321	710			
Interaction	Between Groups	1.910	5	.282	1.11	.353
	Within Groups	242.467	705	.344		
	Total	244.377	710			
Cooperation	Between Groups	2.347	5	.469	1.476	.195
	Within Groups	224.280	705	.318		
	Total	226.628	710			
Task orientation	Between Groups	4.483	5	.897	3.845	.002 *
	Within Groups	165.395	705	.223		
	Total	168.878	710			
Individualization	Between Groups	1.100	5	.220	.933	.459
	Within Groups	166.255	705	.236		
	Total	167.355	710			
Teacher control	Between Groups	.616	5	.123	.523	.759
	Within Groups	166.061	705	.236		
	Total	166.677	710			
Total scores	Between Groups	1.018	5	.204	1.963	.082
	Within Groups	73.110	705	.101		
	Total	74.128	710			

One can notice in Table (17) that the computed (F) value in the domains of affiliation, interaction, individualization, cooperation, and teacher control was less than the critical value (2.22). This means that there were no significant differences at ($\alpha=0.05$) in the students' perceptions which might be attributed to the grade level. This result provides evidence for acceptance of the fourth hypothesis in these domains.

On the other hand, the result of the analysis shows that the computed (F) value in the domain of task orientation was (3.84) which is more

than the critical value (2.22). This means that there was a significant difference at ($\alpha=0.05$) in the means of the grade level. This result provides evidence for the rejection of the fourth hypothesis in the domain of task orientation, thus revealed a significant difference at in the students' grade level in the domain of task orientation in favor of the students' level grade.

To determine between whom these differences were, the researcher used Scheffe's Post -hoc (SLD) test to make a comparison among the means of the grade level in the domain of task orientation, and these results are illustrated in table number (18).

Table (18)

LSD Post - hoc Test for the Comparisons Between Means of Task Orientation According to the Grade Level

Grade	90%and more	80-89%	70-79%	60-69%	50-59%	Less than 50%
90%and more		-.012	.08	0.15*	0.19*	0.02
80-89%			0.01	0.09	0.16*	0.20*
70-79%				0.08	0.09	0.06
60-69%					0.09	- 0.15*
50-59%						- 0.19*
Less than 50%						

Results of table (18) show the following :-

* (90%) and (60-69) in favor of (90%) and more

* (90%) and (50-59%) in favor of (90%) and more.

* (80-89%) and (50-59%) in favor of (80-89%) .

- * (80-89%) less than (50%) in favor of (80-89%) .
- * (60-69%) and less than (50%) in favor of less than (50%) .
- * (50-59%) and less than (50%) in favor of less than (50%) .

Summary :

The researcher in this chapter presented the findings of the statistical analysis .These results have been displayed in terms of answers to the questions of the study and answers to the fourth hypotheses of the study . An independent T test , alpha formula , and one way analysis of variance were used to process the data of the study .

Chapter Five

Discussion , Conclusions And Recommendations

This last chapter of the study, provides a discussion, draws conclusions , and suggests recommendations .

The results of the study are discussed under the following headings :

1. The perception of English language students toward classroom environment in improving EFL learning pertaining to gender variable .
2. The perception of English language students toward classroom environment in improving EFL learning pertaining to the students' specialty area either scientific or literary stream .
3. The perception of English language students toward classroom environment in improving EFL learning pertaining to the students place of study .
4. The perception of English language students toward classroom environment in improving EFL learning pertaining to the students' grade level in English .

Discussion of the Results of the First Hypothesis :

The first hypothesis says that there is no significant difference at ($\alpha=0.05$) in the English language students' perception toward classroom environment in improving EFL learning due the gender variable .

The results of the analysis provided evidence for the acceptance of the first hypothesis in the domains of task orientation, and interaction and the rejection of the first hypothesis in the domains of affiliation in favor of the male students. On the domain of cooperation, the differences were in favor of female students. On the domain of individualization, the differences were in favor of male students, and on the domain of teacher control, the differences were in favor of male students.

The results of the first hypothesis revealed that male and female students had the same perception toward their classroom environment in the domains of task orientation and interaction. The total scores of the students' responses in these domains were positive. The students interacted with their teachers to emphasize concern for their personal welfare and social position in the classroom. For example, male and female English teachers failed with their students in the classroom. English teachers were keen to see students do their tasks in the best form in the subject being taught. Also for task orientation, that is to say the extent to which a job is being done, and the degree of emphasis to complete activities planned to be accomplished at certain time. These signs reflected positive pictures toward classroom environment in English classes in our schools because all the time is spent on doing classroom activities at certain point of time.

On the other hand, male students in the first secondary classes showed more responses in the domain of affiliation. They were helping each other. They were friendly and did favors to each other.

They were allowed to take decisions and the teachers treated them differently according to their abilities, interests, and rate of working. If the students broke the rules, they got into trouble in their classroom and with their English teachers. But the female students in the eleventh grade showed more responses than male students in the domain of cooperation. They preferred practical work in groups .

The findings of this hypothesis are in agreement with Johnson's notion (1970) of conceptualized classroom as consisting both of structural aspects and emotional aspects correlated with each other . The differences in the perception were associated with kinds of cognitive and affective growth .So if the class members were treated equally without hostilities, the results would be positive so that the teacher could influence the constructiveness of the classroom environment through the appropriate use of cooperative, individualistic and competitive efforts. The more male and female students were cooperatively oriented, the more students perceived their classroom environment positively .

Also the results of first hypothesis were in agreement with the notions presented in studies conducted by Dorman, Fraser, and Mc Robbie (1997) whose study assessed student's perception of classroom psychological environment and Lawrenze's study (1987) which revealed no differences in gender variables among fourth and seventh grades in some domains, and agreed with Morrison's (1979) notion that boys and girls acted differently in schools. Boys and girls responded similarly to varying conditions of structure, but at different levels, they revealed differences in their perceptions .

However, pertinent to the first hypothesis, there was no in agreement in the student's results perception toward their classroom environment in the school types and in the gender variables in the domains of cooperation and affiliation in favor of girls in the Catholic schools who had a higher level of students' affiliation . But on the domain of cooperation, the result of the above hypothesis was consistent with Fraser's (1997) study which revealed that Catholic school girls had higher levels of perception than Catholic boys school and coeducational schools for boys and government schools for boys .

Also Teacher- Student interaction didn't concur with the above hypothesis in which the Catholic girls schools and government schools in the domain of task orientation in Catholic boys' schools and government schools had higher level of task orientation than girls schools .

Trickett, Castro, and Schafter study (1982) didn't agree with the findings in some domains but agreed with other domains of the classroom environment in their study. The classroom environment single-sex and coeducational private schools in the United States of America reported significant differences in the four of the nine scales of Moose and Trichett's scales, in which the domains of task orientation, affiliation, order and organization, and students' involvement scored higher in single-sex schools than coeducational schools. Also the results of Beer and Darenwald's study (1989) didn't agree with the results of this hypothesis in the domain of affiliation that females had more affiliation than males .

Morrison's study (1979) didn't concur with the findings of this hypothesis. In his study, boys showed less work involvement, more passive deviancy attributing that to the context of these schools. Teachers provided structures which were considered negatively by students. Waxman & Haug's study (1997) emphasized the perception of the students toward classroom environment and revealed a different significance in the gender variable especially between grade level and sex, and between grade level and subject area among the elementary students and secondary students in which female students had significantly higher involvement, task orientation, affiliation, order and organization than male students in the elementary schools.

The researcher here would like to mention that the classroom environment differs from one school to another, and also differs from society to another one. Taking into considerations the differences in the learning styles, the differences in the physical environment, the economic and social conditions in these communities, the attitudes of the teachers, administrators, principals, and even the political conditions; all these variables affect the students' perception toward their classroom environment.

Discussion of the Results of the Second Hypothesis :-

The second hypothesis maintained that there was no significant difference at ($\alpha=0.05$) in the students' perception toward classroom environment due to the specialty area: scientific and literary streams.

The results of the analysis provided evidence for the acceptance of the second hypothesis in the domains of affiliation, task orientation

and individualization .On the other hand, the results of the analysis provided evidence for the rejection of the second hypothesis in the domains of interaction, cooperation, and teacher control .

Therefore, the results of this hypothesis revealed that there was no significant difference in the students' perception toward the classroom environment in the domains of affiliation, task orientation, and individualization. On the other hand, there was a significant difference in the students' perception toward classroom environment in the domains of interaction, cooperation, and teacher support in favor of the literary stream students .

To the best of the researcher's knowledge ,this is the first study which makes a comparison between the perceptions of the scientific and literary stream students .

However, from the above results, we notice that the literary stream students had higher level scores than the scientific stream in their perceptions toward English classroom environment although the scientific stream students may advance in some fields more than the literary ones but the literary stream students had more positive perception towards their classrooms .

The way students are classified into literary and scientific stream in our school depends on the students' achievement in mathematics and science. The higher grade students join the scientific stream while the lower grade students attended the literary stream. These choices are practiced without giving great attention to the students' interests, attitudes ,ambitions for the future instruction, and even the instructional materials which students like in their classrooms. So

the biggest role depends on the teachers, administrators in the literary stream schools. They try to create good , educational, and social classroom environment so that literary stream students can get higher scores in their achievement tests. On the other hand, the students in the literary stream may be motivated by their desire to be good at language, and their eagerness and desire to continue their university education whether in their country or abroad where all academic specializations are all in English. In addition to that, if literary stream students are going to continue their studies in foreign countries in which they need English badly, they will be actually aware of the importance of learning the English language. They perceive the communicative need of it which is a primary motive for learning a foreign language. Therefore literary stream students have positive and higher perception toward their classroom environment than students in the scientific stream, and they are motivated to learn and are willing to devote time and effort to the study and improve their English in their classrooms .

Such a finding in the differences in the perception between the literary and scientific streams agrees with the results of Raviv and Reisel (1993) who maintained that the relative value of the comparisons among schools belonging to the same educational network was in the emphasis placed upon student-teacher relationships, respective emphasis on the environmental dimensions and also the upholding of democratic policy in high schools.

Another study, in accordance with result of the second hypothesis was the study by Waxman, Haung and Anderson (1997) about

different perceptions upon the classroom environment which revealed that students in the E/E reported more positive environment than students in the I/I schools. The differences in the perceptions were due to the degree of affiliation, and the degree in the teachers spend little time interacting with the students regarding personal issues, encouraging students to succeed and showing interest in the students' work. Those interactions are very important for developing a positive learning environment .

The rejection of the above mentioned hypothesis strongly supports the notion that argues that the scales of interactions, socioeconomic status friction and competition would predict the students' mathematics achievement and also supports the Needels and Gago's findings(1991)that there were subject-specific attitudinal, instructional, curricular, and achievement differences among students in different school environment.

This result is also consistent with Walberg (1968) who found that students, who perceived their classes as more difficult, achieved more in physics and science understanding than classes perceived as less difficult .

The researcher also believes that the differences in the curriculum instruction influence the learning environment in high schools, and that the teachers are the most crucial element in a positive classroom environment. They could keep order, interact with students in ways that could be considered friendly and show concern for the students, and get involved in discussions and group activities. The researcher

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thinks that the importance of the classroom learning environment has the greatest effect in school and in the community as a whole .

Discussion of the Results of the Third Hypothesis :

The third hypothesis states there is no significant difference at ($\alpha=0.05$) in the students' perception toward classroom environment in improving EFL learning due to the place of study .

The results of the analysis provided evidence for the rejection of the third hypothesis in the domains of cooperation, task orientation, and teacher control among students' perception between students who studied in Nablus and students who studied in villages around Nablus. The differences were in favor of city students. On the other hand, the results of the analysis provided evidence for acceptance the third hypothesis in the domains of affiliation, individualization , and interaction .

Therefore, the results of this hypothesis revealed that there was no significant difference in the students' perception toward classroom environment in the domains of affiliation , individualization, and interaction. However, there was a significant difference in the students' perception toward classroom environment in the domains of cooperation, task orientation in favor of city students and teacher control in favor of students in the city too.

The researcher attributes this to different social circumstances between life in cities and life in the villages which play a great role in limiting the way of how people think and how they choose their style

life. This leads to different styles of raising up and instructing students in both areas . It is mainly a matter of seriousness or not .

In villages , students grow up surrounded by hard life. They grow up and think of how they can improve such life which grows up in their minds too. They hope they can be something important which is the hope of their parents.

For this crucial reason, pupils consider completion of their school and attending the university as being an important turning point in their life which determines their future . So he/she keeps on trying to achieve high grades which means he/she can study at a college .

The researcher believes that the results of this hypothesis are like a mirror that reflects the shiny and clear picture of the classroom environment ,and agrees in some points with other researchers concerning the conditions of our classrooms. For example, there is no significant difference in the students' perception of interaction, affiliation and individualization between city and village students . This result supports Bar –Tal's (1994) views of classroom' life as a social context in which the teacher asks questions and students react to their teachers. The classroom is a busy place which involves talking for many hours, acting, and writing. The teacher controls, acts like a goalkeeper who manages the flow of the class, the teacher controls the activities in the class, provides books, cassettes and many resources in the classroom, and serves as an official time keeper. In this way interaction is created in the classroom and the students are affiliated to the classrooms .

The class size in the village is less than in the city in classes. So the teacher controls his/ her class in a different way. On the other hand, there is the bad physical environment in the classroom in the village : cold, no lighting , unhealthy classes. These cause differences in the tasks in which students are involved, and causes differences in the way in which students cooperate with each other and with their teachers .

Some classes in the village are coeducational classes. Male and female students in the first secondary class learn together ;they come from different villages to learn in the school. So the proportion of the cooperation and task orientation in the classroom is less than that among students in the city, Students in the village also have different social and economic conditions .

Also the findings of the hypothesis supports Mendler and Curwin's ideas(1983) concerning the characteristics of the healthy classroom environment in which learning is a growth producing, actualizing and therefore enjoyable. True learning is not merely tension and reduction nor is it drudgery. The findings support the views of Kerr and Nelson's views (1983) that stimulus control in the use of rules and the teacher social behavior management system affect the classroom environment .

Discussion of the Fourth Hypothesis Result :

The fourth hypothesis says that there is no significant difference at ($\alpha=0.05$) in the students' perception toward classroom environment in improving EFL learning due to the grade level of the students .

The results of the fourth hypothesis analysis provided evidence for acceptance of the fourth hypothesis in the domains of individualization, cooperation, teacher control, and affiliation. The results of the analysis provided evidence for rejection of the fourth hypothesis in the domain of task orientation .

Therefore, there was a significant difference at ($\alpha=0.05$) in the students' perception toward classroom environment in the domain of task orientation due to the achievement scores in English . By making a comparison between means of the task orientation and the grade level of the students, the results showed the following :-

90% and (60-69%) were in favor of 90%.

90% and (50-59%) were in favor of (90%) .

Many researchers have used the grade level variable to compare the perception of different classes and schools, because school and classroom factors have been investigated to improve the education of the students' outcomes. The students' outcomes can be improved by providing teachers with feedback from the learning environment data (Burden and Fraser,1993) .

Walberg (1969) and Fresko et al (1989) supported the notion of the classroom environment measure that can be effectively used as a criterion or outcome variable in range classroom environment scores which can be used as a dependent measure to reveal association with the class size, type of school, and teacher training as variables to measure classroom environment .

Dryden and Fraser (1996) examined the effect of the classroom environment on the students' mathematics achievement. Interactions of the classroom variables provide evidence about the classroom achievement. Waxman and Haung believed (1997) that there was a significant interaction between grade level and subject area, and between grade and sex,

Watkins and Wong (1998) argued that the actual environment approach of learning was correlated with the achievement and that cognitive variables positively influenced learning outcomes .

Socio-psychological environment significantly affects student cognitive and affective outcomes (Fraser,1988). He found that the academic interaction and the quality of the teacher are the most important educational variables to promote students' outcomes and to create active learning. Students recorded higher grade in classes in classroom characterized by teacher's clarity and good organization of the classroom .

The result of this hypothesis also support Grant's notion (1982) that there were many factors that influenced the academic success in the classroom environment like socioeconomic factors of the class members. Membership in the social class level, middle or upper level, and intelligence can be important factors in learning. They also provide stimulating and challenging environment in addition to the satisfaction of the emotional needs of the students. They can develop positive relationships between the students and their classrooms and so the students ' outcomes become better and higher .

The researcher believes the achievement scores are a critical sensitive variable that can clarify the classroom environment of the community where it is found. The results of the fourth hypothesis provided evidence for the correlation between the grade level in the English and task orientation as a variable in the classroom environment. Task orientation is the extent to which students are involved in the classroom activities. It is the degree to which lesson plan is accomplished in the classroom. The comparisons of the grade level of the students revealed that the higher grade students were involved in the classroom activities positively. Their social economic and emotional needs were satisfied in their classrooms , The teachers had a special philosophy that valued the individuality in the classrooms especially higher degree cognitive abilities students . The teachers plan ,actions and styles of teaching and materials. Resources used in the classrooms fitted the cognitive and emotional needs of the higher grade students .Even the physical environment of the classroom and evaluation of the teacher satisfied the higher grade students .On the other hand ,it is noted that low scores students in English and even middle scores students(70-79%) who revealed zero correlation in the classroom environment reflected dissatisfied classroom environment ,busy disorganized classrooms ,teachers who create experiments ,activities and simplify the curriculum so as to motivate students and to promote students to learn and to improve their learning outcomes .

The lower grade level in English revealed also dissatisfied relationships between the students and their teachers ,and even among the students themselves. There was a lack of involvement in

the classroom activities. Students weren't oriented with their classrooms. They had no opportunity to share in the classroom instructions. The students were discouraged from developing a desire to achieve high scores in their achievement tests. Students' perception of task orientation should be positively related to the students' activities such as designing experiment , making generalization ,and expressing opinions. On the opposite side, negative perceptions were related to lower achievement in the classroom .

Conclusion:-

This chapter discussed the results of the study according to the researcher's opinion and in comparison with other studies that dealt with the classroom environment .

As a result, the students as a whole had a positive perception toward classroom environment in most of the questionnaire scales like affiliation, interaction, cooperation ,task orientation, individualization and teacher control .

However, the researcher would like to look at the final analysis of the perception of classroom environment in its different variables. The highest means of responses were for the domain of classroom interaction between the students and their teachers, while the lowest domain, according to the students' perceptions, were for the domain of individualization .

The classroom is defined in terms of the perception of students in this study. It can also be defined in terms of the perceptions of teachers,

administrators and supervisors within the school ,because it is the most important functional unit. Its role is to motivate ,inspire ,guide and evaluate the learning of specific colleagues through cooperation of many people who are associated with the learning process .

Pierce,Reavins and Stulken(1953) considered the classroom as a social, psychological, and physical learning environment in which pupils ,teachers live together for five schooling days in a school year. Classroom environment should be happy ,business like , and learning headquarters should help students to choose and to make use of satisfactory set of the school and home experience .

So the researcher believes that our interest as teachers, administrators, supervisors and principal should be concentrated on the elementary and preparatory classroom environment ,so as to inspire positive perceptions toward classroom environment from the beginning and to solve the attitudinal problems from their roots to enhance learning through different factors and environments that have been discussed in this study . Thus, the measures of the classroom environment should be developed and evaluated in more positive ways toward students in the secondary high school stages .

Recommendations :-

In the light of the results of this study, the researcher would like to recommend the following :-

1- Monitoring a positive educational climate is a valuable outcome .

It is important in its own right. So schools should begin to include

classroom measures as a regular component of the classroom evaluation and accountability procedures .

- 2- Since there is a strong association between useful learning classroom environment and pupils' outcomes in almost all scales. Classroom dimensions should be changed ,modified , and even developed to improve the students ' outcomes .
- 3- The researcher recommends providing schools with modern learning facilities to improve the physical environment of the classrooms which reflects exciting ,enjoyable , humorous atmosphere like well-shaped classrooms ,modern blackboards and even providing classes with video tapes ,computers ,good healthier, and warmer classrooms, in addition to supplying schools with resources and materials like books stories ,pictures ,role cards that bring the outside world to the classroom environment, and create positive environment in the classrooms .
- 4-Since the teachers are one of the most important elements in the teaching learning environment, especially in English classrooms , when the teacher is well qualified, proficient enough for teaching the language and orienting with the classroom environment ,only then the students' outcomes would be better in their achievement tests. So what is needed is real qualified ,experienced and exemplary teachers who are more favorable than those of non exemplary teachers .
- 5-Conducting workshops and seminars regularly for in-service English teachers to acquire positive ways of managing and organizing the classrooms, dealing with social environment of the

classrooms. That is to say, not to be only a teacher who conveys information and knowledge ,but also a social man or woman who bears in mind his/or her students' needs either their affective emotional needs , or their cognitive needs .

- 6- As schools are specialized institutions, concerned with teaching and learning places where students significantly spend a great amount of time engaged in cognitive ,manual and social works ,so the researcher recommends good positive social relationships between the teachers and their students in one way ,as well as a good and cooperative spirit between the teachers themselves and the principals, and the administrators of education because all these members work within the circle of the classrooms and school atmosphere, and because enhancing effective communication encourages and creates a positive learning environment .
- 7- Anxiety and compulsivity are correlated with task orientation and competitions in the classrooms ,and also it is correlated with students' performance in the classroom. So the researcher recommends that teachers should try to lessen anxiety in their classrooms ,to create democratic classes that allow students to think, to talk and to express their feeling , far away from punishment .
- 8-The researcher recommends developing teaching methods and instructional approaches, like the communicative approach to allow students to get involved in the classroom activities, ,acquiring direct and indirect methods of teaching, and even

having highly structured classrooms which would be characterized by more task involvement, more comfortable social climate , thus helping to enhance positive classroom environment and improving the students' performance .

- 9- Since the nature of the curriculum could be the major influence on the learning environment and the classroom environment , the researcher recommends developing a curriculum that links cognitive ,social and affective needs of the students ,in their classrooms ,with progressed world . That is to say ,a curriculum can be an extension of the outside school environment and an embodiment of classroom processes at the same time .
- 10- The researcher recommends building self-esteem and broadening the teachers' perspective to incorporate in their classrooms. This includes improving the socio-economic situation of the English teachers, in terms of increasing their salaries, introducing the incentive system, which motivates the teachers and urges them to do their best in teaching the language. Once they feel socially and economically secure ,the teachers will feel responsible for enhancing achievement in the classrooms and encouraging a positive classroom environment.
- 11-The researcher believes that parents can influence the learning environment. So there should be positive ideology of beliefs, norms and expectations that must accompany the school social organization depending on the fact that effective learning environment occurs through the cooperative efforts of the school

members. Parents at home are mirrors of their children at school and the community as a whole .

12-The researcher recommends that the Palestinian Ministry of Education promote, encourage and enhance low achieving students in English by facilitating their classroom environments.

13 The researcher recommends that teachers ,principals and even administrators do their best to help low achieving students by individualization. That is to say , students should be treated together according to their abilities especially low achieving students , to group them and support them with good classroom variables that enable them to improve their performance and to get higher grades in their achievement tests.

Suggestions for Further Studies :-

In the light of the study findings , the researcher also recommends the following :-

- 1- Conducting a comparative study on the elementary and preparatory students' perception toward their classroom environment especially English classes .
- 2- Conducting a study on the teachers' perception toward classroom and school environment taking into consideration teachers' gender and the experience and place of work .
- 3-Conducting a comparative study of the perception of the students in public and private schools and the coeducational classes taking

into consideration the gender ,grade level in English and place of study.

- 4-Conducting a study on the students' perception toward their classroom environment by comparing classes according to their academic discipline like English , mathematics, and religious education in different schools .
- 5-Using other instruments to measure the perception of teachers , supervisors, students, and administrators toward their schools and their classroom environment like interviewing, a reasonable sample of the subjects ,or an experimental study comparing different classroom environments .
- 6-Conducting an experimental study on the effect of the classroom environment upon the students' achievement and outcomes in elementary, middle and secondary classes .
- 7- Conducting a kind of proficiency or/a placement of exam which includes classroom environment variables at the end of the academic year for different grades ,types of schools in which best positive perception of the students are reinforced and negative perceptions of the students are analyzed so as to find solutions for these negative aspects .

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الملخص

تصور طلبية اللغة الانجليزية للصف الاول الثانوي نحو بيئتهم الصفية وأثرها في تحسين تعلم

اللغة الانجليزية في محافظة نابلس

المشرف :-

د. فواز عقل

الباحثة :-

عريب العكر

هدفت هذه الدراسة الى بحث الاهداف الرئيسية التالية:

أولاً: بحث رؤيا طلاب الصف الأول ثانوي في مادة اللغة الانجليزية نحو البيئة الصفية وأثرها في تحسن تعلم اللغة الانجليزية.

ثانياً: بحث الفروق بين رؤيا الطلبة الذكور والاثاث نحو البيئة الصفية، ايضاً بحث الفروق بين رؤيا الطلبة ذوي التخصص العلمي والأدبي نحو البيئة الصفية الخاصة بموضوع اللغة الانجليزية.

ثالثاً: بحث الفروق بين رؤيا طلبة الصف الأول ثانوي الذين يدرسون في مدارس مدينة نابلس والطلبة الذين يدرسون في القرى المحيطة بالمدينة نحو بيئتهم الصفية.

رابعاً: بحث الفروق بين رؤيا طلبة الصف الأول ثانوي نحو البيئة الصفية الخاصة بهم مقارنة مع تحصيل وعلاقة الطلبة في موضوع اللغة الانجليزية لعام 1999-2000.

ومن أجل قياس هذه الأهداف، استخدمت الباحثة استبانة لمعرفة وجهة نظر الطلبة نحو البيئة الصفية، وبعد تجربة الاستبانة على عينة من الطلاب، والتأكد من صدقها وثباتها تم توزيعها على عينة الدراسة التي تكونت من (711) طالباً وطالبة وهي ما نسبته (23.6%) من مجتمع الدراسة البالغ (3005) طالب وطالبة في الصف الأول ثانوي لعام (1999-2000)م.

جمعت الاستبانات وتفرغها وتحليلها باستعمال التباين الاحادي، واختيار T-test

والمتوسطات وأظهرت النتائج ما يلي:

أولاً: كانت رؤيا الطلبة نحو البيئة الصفية ايجابية نحو البيئة الصفية في موضوع اللغة الانجليزية في جميع مجالات الاستبانة كالتفاعل الصفّي، والتعاون الصفّي وسيطرة المعلم في داخل غرفة الصف.

ثانيا : يوجد فرق ذو دلالة احصائية على مستوى $(0.05) \alpha =$ بين رؤيا الطلبة نحو البيئة الصفية في مجال ادارة الصف من جانب المعلم والانتماء الى الصف ومراعاة الفروق الفردية في داخل الصف بالارتباط بمتغير الجنس لصالح الذكور، ايضا في مجال التعاون لصالح الاناث، ومن جهة اخرى لا يوجد فرق ذو دلالة احصائية على مستوى $(0.05) \alpha =$ بين رؤيا الطلبة نحو العينة الصفية في مجال التفاعل الصفّي وفي مجال تكيف الطلبة مع العمل في داخل الصف وذلك بالارتباط بمتغير الجنس.

ثالثا : يوجد فرق ذو دلالة احصائية على مستوى $(0.05) \alpha =$ بين رؤيا الطلبة نحو البيئة الصفية في مجال التفاعل والتعاون وادارة الصف من قبل المعلم بالارتباط بمتغير التخصص العلمي أو الادبي لصالح طلبة التخصص الادبي ، ومن جهة اخرى لا يوجد فرق ذو دلالة احصائية على مستوى $(0.05) \alpha =$ بين رؤيا الطلبة نحو البيئة الصفية في مجال الانتماء الى الصف، التكيف مع العمل والفردية في داخل الصف بالارتباط بمتغير التخصص العلمي.

رابعا : يوجد فروق ذو دلالة احصائية على مستوى $(0.05) \alpha =$ بين رؤيا الطلبة نحو البيئة الصفية في مجال التعاون، والتكيف مع العمل لصالح الطلبة الذين يدرسون في مدينة نابلس، ايضا في مجال ادارة المعلم للصف لصالح الطلبة الذين يدرسون في مدينة نابلس، وذلك بالارتباط بمتغير مكان الدراسة، ومن جهة اخرى لا يوجد فرق ذو دلالة احصائية على مستوى $(0.05) \alpha =$ بين وجهة ورؤيا الطلبة نحو البيئة الصفية في مجال الفردية، والتفاعل الصفّي، والانتماء الى الصف وذلك بالارتباط بمتغير مكان الدراسة.

خامسا: لا يوجد فرق ذو دلالة احصائية على مستوى $(0.05) \alpha =$ بين رؤيا الطلبة نحو البيئة الصفية في مجال الانتماء الى الصف، التفاعل، الفردية وادارة المعلم للصف وذلك بالارتباط بمتغير علامة الطلبة في مادة اللغة الانجليزية خلال العام الدراسي (1999-2000) ومن جهة اخرى يوجد فرق ذو دلالة احصائية على مستوى $(0.05) \alpha =$ بين رؤيا الطلبة نحو البيئة الصفية في مجال التكيف مع العمل في داخل الصف وذلك لصالح الطلبة الذين حصلوا على معدل 90% فأعلى في مادة اللغة الانجليزية ، ايضا لصالح الطلبة الذين حصلوا على معدل 80% فأعلى والطلبة الذين حصلوا على معدل 50% وذلك بالارتباط بمتغير علامة الطلبة في مادة اللغة الانجليزية.

أخيرا اوصت الدراسة بأهمية خلق بيئة صفية ايجابية داخل غرفة الصف أي صورها المختلفة البيئية المادية، الاجتماعية، النفسية والجانب العاطفي من خلال علاقة المعلم مع الطلبة وعلاقة الطلبة مع بعضهم البعض.

كما اوصت الدراسة بضرورة تزويد المدارس بالتقنيات التعليمية الحديثة، والاساليب التعليمية الحديثة وضرورة تدريب المعلمين للتكيف مع البيئة الصفية بطريقة أفضل اعتمادا على دلائل الابحاث السابقة بارتباط البيئة الصفية بالتحصيل الاكاديمي للطلبة.

Appendix (B)
بسم الله الرحمن الرحيم

التاريخ : 2000/2/15 م .

جامعة النجاح الوطنية
كلية العلوم التربوية .

أخي الطالب ، أختي الطالبة ،

سأقوم بدراسة تتبعية لمعرفة وجهة نظر الطلاب في المرحله الثانويه
نحو البيئة الصفية ، وقد اخترتك احد افراد عينه هذه الدراسة أنني واثقه منك
كل الثقة من اجابتك الصادقة .
لذلك ارجو منك عزيزي الطالب ، الالتزام بكتابه المعلومات المطلوبه لمثل هذه
الدراسة التتبعية في المكان المخصص له في بداية فقرات الاستمارة .

ولك جزيل الشكر

الباحثة

عريب العكر

أداة قياس البيئة الصفية

التعليمات :

أخي الطالب / اختي الطالبة :

ان اخذ هذه التعليمات عند الاستجابة على فقرات الدراسة هو شرط اساسي من شروط
الجدوى العلمي للبحث ككل ، لذلك ارجو ان تأخذوها في الاعتبار ، وهي ما يلي :-
1- تتألف هذه الاستمارة من (56) عبارة .

2- كل فقرة من فقرات الاستمارة تعبر عن بيئة صفية ، وممارسات صفية مختلفة يمكن
حدوثها داخل غرفة الصف في موضوع اللغة الانجليزية ، ودرجة حدوثها تعتمد على
وجهة نظر الطلبة .

3- المطلوب منك ان تضع دائرة حول الرقم الذي يمثل الصورة الحقيقية لما يجري داخل
غرفة الصف في موضوع اللغة الانجليزية معتمداً على الدرجة التالية :
رقم (5) درجة كبير جداً .
رقم (4) درجة كبيرة .
رقم (3) درجة متوسطة .
رقم (2) درجة قليلة .
رقم (1) درجة قليلة جداً .

4- عليك ان تختار رقماً واحداً ممثلاً للبيئة في داخل الصف مثلاً .

رقم الفقرة	الفقرة التي تصف البيئة الصفية	درجة كبيرة جداً	درجة كبيرة	درجة متوسطة	درجة قليلة	درجة قليلة جداً
1	يلتزم الطلاب بالهدوء في حصة اللغة الانجليزية	5	4	3	2	1

أي ان البيئة الصفية والجو الذي يسود حصة اللغة الانجليزية يسوده الهدوء بدرجة قليلة ،
لذلك لا اوافق على العبارة .

وجهة نظر الطلاب نحو البيئة الصفية .

ضع دائرة حول الأجوبة الصحيحة :

- 1- الجنس : - ذكر
2- الفرع الدراسي : - العلمي
3- مكان الدراسة : - المدينة
4- المعدل المدرسي في مادة اللغة الانجليزية للعام الحالي (.....)
انثى .
الأدبي .
القرية .

رقم الفقرة	الفقرة التي تصف البيئة الصفية	درجة كبيرة جدا	درجة كبيرة	درجة متوسطة	درجة قليلة	درجة قليلة جدا
1-	العطف والمحبة بين طلبة الصف هو الجو السائد في حصة اللغة الانجليزية	1	2	3	4	5
2-	يعدل معلم اللغة الانجليزية في تعامله مع الطلبة في داخل غرفة الصف	1	2	3	4	5
3-	يتعاون الطلبة مع بعضهم البعض عند القيام بالواجبات الصفية في موضوع اللغة الانجليزية	1	2	3	4	5
4-	ينتظر الطلبة الذين اتموا العمل الصف في حصة اللغة الانجليزية بقية زملائهم من اجل اللحاق بهم	1	2	3	4	5
5-	ينتقل الطلبة الذين ينجزون اعمالهم في مادة اللغة الانجليزية بدرجة اسرع من غيرهم الى الموضوعات الدراسية التالية .	1	2	3	4	5
6-	يتوقع من جميع الطلبة في موضوع اللغة الانجليزية القيام بالعمل نفسه .	1	2	3	4	5
7-	توجد قواعد للنظام داخل الصف في حصة اللغة الانجليزية	1	2	3	4	5
8-	توجد فرصة لكل طالب للتعرف على زملائه في الصف في حصة اللغة الانجليزية .	1	2	3	4	5
9-	يشعر معلم اللغة الانجليزية بالحماس حينما يقوم الطلبة بالواجبات الصفية حسب ما طلب منهم	1	2	3	4	5
10-	يسود التنافس بين الطلبة في حصة اللغة الانجليزية اكثر من التعاون	1	2	3	4	5
11-	يتوقع ان يلتزم الطلبة بالعمل والتعلم الصف في حصة اللغة الانجليزية .	1	2	3	4	5
12-	عندما يصدر المعلم تعليماته في حصة اللغة الانجليزية ، فانه يعينها جيدا	1	2	3	4	5
13-	يقوم الطلبة باداء اعمالهم حسب قدراتهم في موضوع اللغة الانجليزية	1	2	3	4	5
14-	توجد عقوبات صفية معينة اذا خالف الطلبة القوانين الصفية في حصة اللغة الانجليزية .	1	2	3	4	5
15-	ترتبط طلبة الصف علاقات شخصية في حصة اللغة الانجليزية	1	2	3	4	5

رقم الفقرة	الفقرة التي تصف البيئة الصفية	درجة كبيرة جدا	درجة كبيرة	درجة متوسطة	درجة قليلة	درجة قليلة جدا
16-	يتجول المعلم داخل الصف في جميع الاتجاهات لمساعدة الطلبة في حصة اللغة الانجليزية	1	2	3	4	5
17-	يسطر الطلاب على العمل التطبيقي للمجموعات في حصة اللغة الانجليزية	1	2	3	4	5
18	يمضي الطلبة معظم الوقت في حصة اللغة الانجليزية في مناقشة الانشطة التعليمية اللامنهجية بالمقارنة مع المحتوى التعليمي (المنهاج)	1	2	3	4	5
19-	الطلبة الذين يسيرون التصرف في حصة اللغة الانجليزية يطردون من الصف .	1	2	3	4	5
20-	للطلبة رأي في كيفية قضاء وقت الحصة الصفية في موضوع اللغة الانجليزية .	1	2	3	4	5
21-	يتصف المعلم في حصة اللغة الانجليزية بأنه غير متزمت .	1	2	3	4	5
22-	يعرف الطلبة بعضهم معرفة جيدة للغاية في داخل الصف.	1	2	3	4	5
23-	يساعد معلم اللغة كل طالب على حده في الصف في موضوع اللغة الانجليزية خاصة الطالب الذي يعاني من مشكلة تعليمية في الصف .	1	2	3	4	5
24-	يتشارك الطلبة في الكتب والمصادر التعليمية عند القيام بالبحوث والواجبات في حصة اللغة الانجليزية	1	2	3	4	5
25-	تحديد الواجبات والنقاط التعليمية المرجو تحصيلها هو شيء جيد في حصة اللغة الانجليزية .	1	2	3	4	5
26-	كل طالب يقوم بعمل مختلف عن زملائه الطلبة في داخل الصف في حصة اللغة الانجليزية .	1	2	3	4	5
27-	يسمح المعلم للطلبة باختيار الانشطة الصفية وكيفية العمل بها في حصة اللغة الانجليزية .	1	2	3	4	5
28	يتعرض الطلبة لمشكلات معينة اذا ما تحدثوا دون ان يطلب منهم في غرفة الصف في حصة اللغة الانجليزية	1	2	3	4	5
29	لا تربط الطلبة قوة لتطوير مواقف الاتفاق وعدم الاتفاق بينهم في داخل غرفة الصف في حصة اللغة الانجليزية .	1	2	3	4	5
30-	يسامح المعلم الطلبة اذا فشلوا بالقيام بواجباتهم الصفية برغبة منه في حصة اللغة الانجليزية .	1	2	3	4	5
31-	يغلب عمل الفريق عند تشكيل المجموعات الصفية في داخل غرفة الصف في حصة اللغة الانجليزية	1	2	3	4	5
32-	لا يقوم ولا يشارك الطلبة في العملية التعليمية بدرجة كبيرة في صفنا في اللغة الانجليزية	1	2	3	4	5
33-	يرغب الطلبة في معرفة ما اذا كانوا يعملون بشكل افضل من غيرهم داخل الصف في حصة اللغة الانجليزية .	1	2	3	4	5
34-	الاستراتيجيات التعليمية في داخل الصف تسمح للطلبة ان يربطوا العملية التعليمية حسب قدراتهم الخاصة .	1	2	3	4	5
35-	لا يطلب من الطلبة التزام بقواعد النظام داخل الصف في حصة اللغة الانجليزية .	1	2	3	4	5

رقم الفقرة	الفقرة التي تصف البيئة الصفية	درجة كبيرة جدا	درجة كبيرة	درجة متوسطة	درجة قليلة	درجة قليلة جدا
37-	يساعد المعلم الطلبة في داخل الصف اذا ظهرت أي مشكلة تتعلق بالعمل الصففي في حصة اللغة الانجليزية.	1	2	3	4	5
38-	يغلب ويسود جو التعاون في صفنا في حصة اللغة الانجليزية.	1	2	3	4	5
39-	يلتزم المعلم بالمنهاج والمادة التعليمية التي يجب تدريسها ولا يخرج الى مواضيع خارجية داخل غرفة الصف في حصة اللغة الانجليزية .	1	2	3	4	5
40-	المعلم يتعامل بامانه مع أي موقف خاطئ يحدث في حصة اللغة الانجليزية داخل الصف .	1	2	3	4	5
41-	ينتظر الطلبة الذين اتموا العمل الصففي بقية زملائهم من اجل اللحاق بهم .	1	2	3	4	5
42-	يتعرض الطلبة الى مشكلة مع معلم اللغة الانجليزية حين يبدأ الدرس وهم غير مستعدين له .	1	2	3	4	5
43-	يعرف الطالب زميله في غرفة الصف من خلال الاسم الاول له فقط في حصة اللغة الانجليزية	1	2	3	4	5
44-	المعلم غير ودود في علاقاته مع طلابه في حصة اللغة الانجليزية .	1	2	3	4	5
45-	لا يرغب الطلبة في مساعدة الاخرين في داخل غرفة الصف في حصة اللغة الانجليزية .	1	2	3	4	5
46-	يعرف الطلبة المهام التعليمية والتعلمية التي يجب القيام بها داخل غرفة الصف في حصة اللغة الانجليزية .	1	2	3	4	5
47-	بعض الطلبة في صفنا في حصة اللغة الانجليزية لا يحبون بعضهم بعضا .	1	2	3	4	5
48-	المعلم في حصة اللغة الانجليزية هو يقرر ما الذي يجب عمله داخل غرفة الصف .	1	2	3	4	5
49-	سوف يتحمل المعلم عندنا الكثير من التصرفات السيئة	1	2	3	4	5
50-	يستمتع الطلبة في العمل معا داخل الصف في حصة اللغة الانجليزية .	1	2	3	4	5
51-	يتكلم المعلم في حصة اللغة الانجليزية مع الطلبة الذين يحتاجون الى المساعدة في داخل غرفة الصف .	1	2	3	4	5
52-	تسود روح المنافسة في داخل الصف في حصة اللغة الانجليزية .	1	2	3	4	5
53-	يستغل المعلم في حصة اللغة الانجليزية وقت الحصة الدراسية المخطط لها للتحدث بمواضيع خارجية .	5	4	3	2	1
54-	يستطيع المعلم في حصة اللغة الانجليزية التفاعل والتعاون مع الطلبة .	5	4	3	2	1
55-	ان حصة اللغة الانجليزية هي حصة ارشادات واصلاحات اجتماعية اكثر منها تحصيل المهارات التعليمية التعليمية .	5	4	3	2	1
56-	يرغب معظم طلبة الصف بمساعدة من يواجهون صعوبات في اعمالهم في حصة اللغة الانجليزية .	5	4	3	2	1

Appendix (C)

(This is a well-organized English class), please indicate the degree to which you agree or disagree by circling the appropriate numeral to the right statement, for example you agree with (4), so you should circle numeral(4) as follows :

Strongly agree 5	Agree 4	Neural 3	Disagree 2	Strongly disagree 1
------------------------	------------	-------------	---------------	---------------------------

Sex : male female
 Specialty area : scientific stream literary stream
 Place of study : city village
 Grade level in English subject during the academic year (1999-2000) .
 (-----) .

Kindly circle the suitable number for each of the following items :-

NO	Item	Strongly agree 5	Agree 4	Neural 3	Disagree 2	Strongly disagree 1
1.	Members of the class do favours for one another.					
2.	My teacher is fair when dealing with students.					
3.	Students cooperate with each other when doing assignment work.					
4.	Almost all the class time is spent on doing work.					
5.	Students who work faster than other move on to the next topic.					
6.	All students in the class are expected to do the same the same work.					
7.	There are rules in the classroom.					
8.	A student has a chance to get know all other students in the classroom .					
9.	My teacher is keen to see students do their best in the subject being taught .					

10.	Students compete rather than cooperate with their classmates in English class.					
11.	Students are expected to stick to the class work.					
12.	When our teacher makes rules in English class he /she means it .					
13.	Students work at their own speed in English class.					
14.	If students break a rule in our class,they get into trouble .					
15.	Members of the class are personal friends in our English class.					
16.	The teacher goes out of his /her way to help students in our English classes .					
17.	Practical work in groups is dominated by certain students in our English class.					
18.	We spend more time discussing outside student activities than class related material in English classes.					
19.	Students who continually misbehave are sent out of the English classrooms .					
20.	Students in English class have a say in how class time is spent.					
21.	Our English teacher is not strict in the classroom.					
22.	All students know each other very well in English classes.					
23.	The English teacher helps student who has trouble with English works .					
24.	Students share their books and other resources when researching an assignment.					
25.	Getting a certain amount of English classwork done is very important in this class.					
26.	Different students do different work in English classes.					

27.	Students are allowed to choose activities and how they work in English classes.					
28.	Students get into trouble for talking when they are not supposed to be in English class.					
29.	Students are not in close enough contact to develop likes or dislikes for one another in English class.					
30.	Our English teacher is willing to forgive students for their failures in Eng. Subject.					
31.	When working in groups, there is a teamwork in our English classes .					
32.	Students don't do much in our English class.					
33.	Students want to know if they are doing better than other in their English classes .					
34.	Teaching approaches allow students to proceed at their own pace in English subject .					
35.	Students don't have to stick to rules in their English classes.					
36.	The English class is made up of individuals who don't know each other well.					
37.	My teacher will help me if I'm having trouble with my work in my English class.					
38.	There is cooperation in our English class .					
39.	The teacher sticks to classwork and doesn't get side tracked in our English classes inside the classroom.					
40.	When thing go wrong, my teacher is honest about it in our English class .					
41.	Students who have finished their works wait for other students to catch up in our English classroom .					

42.	Students get into trouble if they're not ready when their English class is about to start.					
43.	Each student knows the other members of the class by their first names in the English class .					
44.	Our English teacher is unfriendly and inconsiderate towards students in our English class.					
45.	Students don't want to help each other in our English class in our English subject.					
46.	Students know exactly what tasks have to be done in our English class .					
47.	Some students in our English class don't like each other .					
48.	The teacher decides what will be done in our Eng. class.					
49.	Our English teacher will tolerate a lot of misbehavior in our Eng. classroom .					
50.	Students enjoy working together in English class .					
51.	Our teacher talks to the students who need help in our Eng. class .					
52.	This class is competitive in our English subject					
53.	Our teacher takes time out from the lesson plan to talk about other things in our English class .					
54.	My teacher gets on well with students in our Eng. class.					
55.	This class is more of a social hour than a place of learn some- thing in Eng. subject.					
56.	Most students in our class are willing to help students who are having trouble with their work in our English class .					

WITH MY BEST WISHES



التاريخ : ٢٠٠٠/٢/١٢

معالي وزير التربية والتعليم المحترم ،،،
وزارة التربية والتعليم

تحية طيبة وبعد،،،

الموضوع : تسهيل مهمة الطالبة "عريب عبد الصمد فوزى العكر" رقم التسجيل (٩٧٤٩٩٧١)

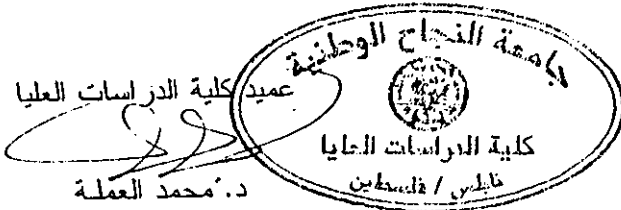
الطالبة "عريب عبد الصمد العكر" هي احدى طلبة الماجستير تخصص أساليب تدريس لغة
انجليزية في جامعة النجاح الوطنية ، وهي الآن بصدد إجراء دراسة له بعنوان :

(The Perceptions of Students Toward Classroom Environment
in Nablus District)

لذا يرجى من حضرتكم تسهيل مهمتها تطبيق الاستبانة على طلبة الصف الحادي عشر
العلمي والادبي في محافظة نابلس واعطاءها اسماء المدارس الثانوية في محافظة نابلس وقضاءها .

شاكرين لكم حسن تعاونكم .

تفضلوا بقبول الاحترام ،،،

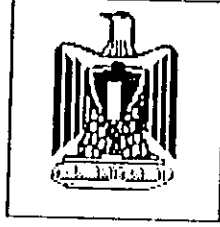


نسخة : الملف

بسم الله الرحمن الرحيم

Palestinian National Authority

Ministry
of Education
Directorate of Education - Nablus



السلطة الوطنية الفلسطينية

وزارة

التربية والتعليم

مديرية التربية والتعليم - نابلس

الرقم: ١٠٠ / ١٠٢٥ / ٢٠٠٠

التاريخ: ٢٠٠٠ / ٢ / ٢٠

الموافق: ١٤٢٠ / ١١ / ١٥

حضرات مديري ومديرات المدارس المحترمين

الموضوع: الدراسة الميدانية

بعد التحية،

لا مانع من قيام الطالبة عريب عبد الصمد العكر بدخول مدرستك لإجراء دراستها بعنوان

"The Perceptions of Students Towards Classroom Environment in Nablus District"

وتوزيع الاستبانة المعدة لهذه الغاية على طلبة الصف الحادي عشر العلمي والأدبي:-

مدارس الذكور	مدارس البنات
قذري طوقان	كمال جنبلاط
الملك طلال	العائشية
ظافر المصري	جمال عبد الناصر
بيت فوريك	بيت فوريك
عصيرة الشمالية	عصيرة الشمالية
حوارة الثانوية	حوارة الثانوية

مع الاحترام

مديرة التربية والتعليم

ريما زيبك



غ. ش. م. ج.