

**Deanship of Graduate Studies
Al-Quds University**



**English Classroom Environment of the 8th Grade as
Viewed by English Teachers in Hebron District**

Yasmeen Aladdin Sultan Tamimi

M.A. Thesis

Jerusalem – Palestine

1432 - 2011

**English Classroom Environment of the 8th
Grade as Viewed by English Teachers in
Hebron District**

Prepared By:

Yasmeen Aladdin Sultan Tamimi

B.A. English Teaching Methods

Hebron University – Palestine

Supervisor: Prof. Ahmad Faheem Jaber

**A Thesis Submitted in Partial Fulfillment of
the Requirement for the Degree of Master of
Arts in Teaching Methods**

Education Department - Al-Quds University

1432 - 2011

Al-Quds University
Deanship of Graduate Studies
Teaching Methods / Education Department



Thesis Approval

**English Classroom Environment of the 8th Grade as Viewed by
English Teachers in Hebron District**

Student name :Yasmeen Aladdin Sultan Tamimi

Registration : 20912177

Supervisor: Prof. Ahmad Faheem Jaber

Master thesis submitted and accepted :

**The names and signature of examining committee members are
as follows :**

- 1. Head of committee : Ahmad Faheem Jaber**
- 2. Internal Examiner : Dr. Muhsen Adas**
- 3. External Examiner : Dr. Raghad Dweik**

Jerusalem – Palestine

1432 - 2011

Dedication

To the Soul of My Father,

To My Mother,

To My Brothers and Sisters.

Declaration

I certify that this thesis is submitted for the Master degree as a result of my own research except where otherwise acknowledged. This thesis has not been submitted for a higher degree to any other university or institution.

Signature:

Yasmeen Aladdin Sultan Tamimi

Date: 27th July,2011

Acknowledgment

Thank God who granted me the ability and courage to finish up this work.

I am greatly indebted to the kindness, assistance and patience of Professor Ahmad Faheem Jaber for his great help and guidance throughout this study that made the present work possible.

I would like to thank my teachers in Al-Quds University for their help and great support that they gave to me.

Special thanks to my mother and to my sister Nisreen and my brother Fuad who helped me throughout my study in the university.

Abstract

This study aimed at identifying the actual situation of the classroom environment as viewed by the English Teachers of 8th Grade in Hebron District.

The study examined the effects of the independent variables of the teacher's gender, experience, and qualification on the actual situation of the classroom environment of 8th Grade in Hebron District as well as the major classroom problems that English teachers go through in their daily teaching process.

The population of the study included English teachers of the 8th Grade in the Directorate of Education - Hebron District Office who were represented by 74 teachers; 45 female and 29 male teachers in 68 schools of the governmental schools in Hebron District in the second semester of the academic year 2010-2011. The purpose of the study was investigated using the referred questionnaire which was prepared by the researcher. To establish the content validity of the questionnaire, the researcher gave it to a panel of judges; 10 PhD holders from Hebron University and Al-Quds University. The reliability of the questionnaire was tested using a pilot sample that consisted of 20 teachers in 20 governmental schools in Hebron District and the Cronbach-alpha turned out to be 0.92.

To investigate the actual situation of the classroom environment as viewed by the English Teachers of 8th Grade and in order to answer the questions of the study; means, standard deviations; and percentages were used.

The researcher has developed the questionnaire of the study to include five components that measure the actual situation of the classroom environment as viewed by the English teachers of the 8th Grade in Hebron District.

These components were participation in the classroom decisions; social support; preoccupation with learning process; clarity; and responsible self-direction. The results of the study have shown that the clarity of rules and instructions in the classroom was the most prevalent component in the classroom environment but the participation in the classroom decisions was dealt with a high degree of uncertainty, hesitation and possibility of getting a wrong decision from both students and teachers.

Also, the results have shown that there were significant differences in the ratings of English classroom environment due to the teacher's gender, experience and qualification. In terms of gender, the difference was in favor of female teachers. In terms of experience, the difference was in favor of teachers who have teaching experience from five to ten years but in terms of qualification, the difference was in favor of teachers who hold M.A. and more.

Additionally, the results have shown that the major problems that English teachers go through in their daily teaching process include but not limited to: the English syllabus is dense and too long as well as its information level is higher than the students' academic one and students do not like English language and consider it difficult to learn as well as they lack the motivation to learn English. The researcher recognizes that he previous problems directly affect the creation of a positive and healthy classroom environment where each problem has its own specific influences on both English teachers and students as well.

In light of the previous results, the researcher has presented several recommendations which support the creation of a positive English classroom environment, some of these recommendations are: number of students per classroom should not exceed 20-25 students; teachers have to use different promoting and motivating methods for students; more workshops and courses should be conducted for teachers; teachers with different experiences and qualifications must play an active role in creating

a positive classroom environment; and male and female teachers have to exchange experiences and lessons learnt.

البيئة الصفية لمادة اللغة الإنجليزية للصف الثامن الأساسي من وجهة نظر معلمي ومعلمات اللغة الانجليزية في مدينة الخليل.

الملخص باللغة العربية

هدفت هذه الدراسة إلى التعرف على واقع البيئة الصفية من وجهة نظر معلمي ومعلمات اللغة الإنجليزية للصف الثامن الأساسي في مدينة الخليل.

فحصت الدراسة تأثير العوامل المستقلة الخاصة بالمعلم على واقع البيئة الصفية (الجنس، الخبرة، والمؤهل العلمي) والمشاكل الرئيسية اليومية التي تواجه المعلمين في تدريس اللغة الإنجليزية.

تكون مجتمع الدراسة من معلمي ومعلمات اللغة الإنجليزية للصف الثامن الأساسي في مديرية التربية والتعليم - الخليل وتكون مجتمع الدراسة من 74 معلم ومعلمة؛ 45 أنثى و29 ذكر في 68 مدرسة من المدارس الحكومية في مدينة الخليل في الفصل الدراسي الثاني للعام الدراسي 2010-2011. وللتحقق من هدف الدراسة فقد قامت الباحثة بإعداد الاستبانة المرفقة، وقد تم التأكد من صدق الاستبانة عن طريق عرضها على 10 محكمين من حملة شهادة الدكتوراه من جامعة الخليل وجامعة القدس، وللتأكد من ثبات الاستبانة فقد تم تطبيقها على عينة استطلاعية من المعلمين والمعلمات وعددهم 20 حيث وجد أن معامل الاتساق الداخلي (كرونباخ ألفا) = 0.92 .

ولفحص واقع البيئة الصفية من وجهة نظر معلمي ومعلمات اللغة الإنجليزية للصف الثامن الأساسي في مدينة الخليل وللإجابة على أسئلة الدراسة فقد تم استخدام المتوسطات الحسابية والانحرافات المعيارية والنسب المئوية.

لقد أعدت الباحثة استبانة الدراسة لتشمل خمسة مكونات لقياس الواقع الفعلي للبيئة من وجهة نظر معلمي ومعلمات اللغة الإنجليزية للصف الثامن الأساسي في مدينة الخليل، ولقد كانت هذه المكونات هي المشاركة في القرارات الصفية، الدعم الاجتماعي، الانشغال بعملية التعلم، وضوح المعايير، والتوجيه الذاتي المسؤول، وقد أظهرت النتائج أن وضوح القوانين والتعليمات في الصفوف الدراسية هو العنصر الأبرز في البيئة الصفية ولكن المشاركة في القرارات داخل الصفوف الدراسية لا تمارس بشكل جيد من قبل الطلاب والمعلمين بل يتم التعامل معها بكثير من الشك، التردد، وإمكانية الوصول إلى قرار خاطئ.

كذلك، أظهرت النتائج بأن هناك فروق ذات دلالة إحصائية في واقع البيئة الصفية لمادة اللغة الإنجليزية تعزى لجنس وخبرة المعلم ومؤله العلمي، فمن ناحية جنس المعلم فقد كانت الفروق

لصالح المعلمات، ومن ناحية خبرة المعلم فقد كانت الفروق لصالح المعلمين الذين لديهم خبرة في التدريس من خمس إلى عشر سنوات ولكن من ناحية المؤهل العلمي فقد كنت الفروق لصالح المعلمين الذين يحملون درجة الماجستير وأكثر .

وقد أظهرت الدراسة أيضا أبرز المشاكل التي تواجه المعلمين بشكل يومي في تدريس اللغة الانجليزية، وهذه المشاكل هي: كثافة منهاج اللغة الانجليزية وطوله ومستوى المعلومات التي فيه أعلى من مستوى الطلبة الأكاديمي وعدم محبة الطلاب لمادة اللغة الانجليزية واعتبارها صعبة التعلم. ترى الباحثة بأن المشاكل أنفة الذكر تؤثر بشكل مباشر على إيجاد بيئة صافية إيجابية وصحية حيث كل مشكلة تمتاز لها آثار محددة على كل من مدرسي وطلاب مادة اللغة الإنجليزية.

على ضوء النتائج السابقة، فقد قامت الباحثة بوضع عدد من التوصيات التي تساهم في إيجاد بيئة صافية إيجابية، ومن هذه التوصيات: أن لا يتجاوز عدد الطلاب في الصف الدراسي 20-25 طالباً ويجب على المعلمين استخدام أساليب مختلفة للتحفيز والتعزيز مع الطلاب وينبغي إجراء مزيد من ورش العمل والدورات التدريبية للمعلمين وعلى المعلمين بمختلف الخبرات والمؤهلات أن يقوموا بدور فعال في إيجاد بيئة صافية إيجابية وعلى المعلمين من الجنسين أن يقوموا بتبادل الخبرات والدروس المستفادة بينهم.

CHAPTER ONE

1. Introduction

1.1 Introduction

The study of classroom environment has become one of the most vital and crucial topic in the education field where it ensures the high quality of education, if it is properly designed and applied. Researchers are mainly interested in the relationship between the environment structure and outputs which include but not limited to learning, engagement, motivation, social relationship, and group dynamics. Early researchers recognized that behavior is a function of people's personal characteristics and their environment.

The field of classroom environment has undergone remarkable growth, diversification and internationalization during the past 30 years (Fraser, 1999) where it identifies relationships among students with each other, the teacher and how this translates into learning.

Fraser (1989), Wright, Gallagher and Lombard (1991) indicated that the education specialists emphasized on the importance of classroom environment and they consider it as one of the most important variables that has effect on students learning and equipping them with multiple and different types of thinking.

The school environment is not only a place for learning, but also it is a small community where members interact and affect each other (Abu Hattab in 'Aaseeri, 2008). School is the most important environment for social interaction, where students play important role in the formation of their personalities and determine their own future, and the school is one of the institutions that promotes an effective social behavior and encourages the community positive values and trends (Mughrabi, 2009). The provision

of order and discipline in the classroom highly causes concerns and consume the teachers' time and efforts, and in particular in the upper primary classes where students come from different environments and behavioral patterns, some are undesirable and others are unacceptable (Orpen, 1994).

Organizational Environment is a general term that refers to teachers' perceptions of the work environment; it is a set of internal characteristics that distinguishes one organization from another. Thus, school environment is a relatively enduring quality of the school environment that is experienced by participants, affects their behavior, and is based on their collective perceptions of behavior in schools (Hoy & Miskel, 2008).

The classroom environment is an important mediator and determinant of academic performance outcome. This is evident from the extensive research studies that have been conducted in Australia, The United States, The Netherlands, and Singapore (Hoy & Miskel, 2008). Fraser (1986) revealed a positive relationship between classroom environment and achievement of students where the teacher gives attention to the significant impact in achieving positive social interaction in the classroom.

Classroom environment encompasses a broad range of educational concepts, including the physical and psychological environment created through social contexts, and numerous instructional components related to teacher characteristics and behaviors (Miller, Cunningham), According to Moskowitz & Hayman (1976), once the teacher loses control of his classroom, it becomes increasingly more difficult for him to regain that control. Researches on the classroom environment have shown that the physical arrangement can affect the behavior of both students and teachers (Savage, 1999; Stewart & Evans, 1997).

Classroom is "home away from home" so it should be attractive and functional for both teacher and students. Based on that, the teacher has to

take into considerations the grade/age level appropriateness, the type of classroom activities that will be implemented using a suitable style. For example, the teacher has to consider the different areas and designs of the classroom that will be used for a variety of activities. The physical aspects of classroom include room arrangement, seating, bulletin boards and black/white board displays. Each of these aspects should be carefully considered for students' needs and the instructional goals. As a practical example; teachers know that a safe, clean, comfortable and attractive classroom can stimulate learning. But for many teachers, setting up the physical environment of their classrooms can be quite daunting, especially when faced with older buildings, crowded classrooms and insufficient space. The teacher can make the most of his classroom environment by carefully considering his needs and the needs of his students.

It is advantageous to keep the classroom orderly and well organized (Bettenhausen, 1998; Stewart & Evans, 1997). Arranging the physical environment of the classroom is one way to improve the learning environment and to prevent problem behaviors before they occur.

We cannot assume that the teacher is the star of classroom but we have to take into consideration that the teaching process has three main actors represented by teacher, student and classroom. These actors are not always controllable but sometimes one can affect the others positively or negatively depending on the available situation and conditions; as a result the learning outcomes will be varied.

The teacher plays an essential role in creating an effective classroom environment and due to the educational evolution; his role went beyond the transfer of knowledge and information to the minds of students (Ateyyeh, 2009). The teacher has a role in preparing and managing an effective classroom environment because of its importance in the educational process where it seeks to provide all the conditions and requirements of

psychological, social and material resources for an effective learning process (Qatami, 2001).

Teachers spend a very long time in teaching at schools. By doing a simple calculation, we found that each teacher in case he started to teach the same class from the 1st grade up to the 12th grade; he spends about 7,200 hours which is considered high. Here having an interactive and comfortable classroom environment is valuable and needed compared with the long hours that the teacher spends in the classroom.

The traditional teaching method that is currently followed by the school teachers does not help in creating a supportive and interactive classroom environment for the students at the different educational levels. Keeping in mind that teacher is the only one who can effectively help in developing all the individual's aspects including intellectual and emotional ones. In most cases, teachers unintentionally ignore the importance of creating a comforting classroom environment; instead they concentrate on other matters away from the classroom environment i.e. completion of the taught topic.

In the last few decades, researchers all over the world have created tools and means attempting to measure the nature and quality of interpersonal relationships between teachers and students. However, not so much efforts were paid to measure the efficiency of the classroom environment as perceived by teachers.

Currently, some countries are taking reform initiatives for the recognition of classroom environment as perceived by teachers aiming at enhancing both learning and teaching approaches in their countries which is clear that Palestine is one of them.

This study is a continuation effort to the other researchers' one who have previously assessed the classroom environment from different aspects at

both local and international levels but this study is purely raised from the Palestinian perception and aims to reflect the actual situation of the classroom environment of the 8th grade as viewed by the English teachers in Hebron District.

1.2 Statement of the Problem

The researcher was employed as an English Teacher for about two years in four different public and private schools in Hebron District. The researcher is a lady and has a B.A. in English Teaching Methods with less than two years of experience. During the employment course, the researcher has observed that there are significant differences in the classroom environment from one school to another.

The researcher's observation is stemmed from an individual's experience and can't be generalized, thus this study will try to address an important topic which used to be ignored or has been given less effort in our Palestinian schools which is represented by the classroom environment that directly affects the teaching process.

Teachers vary in their ability to address the classroom challenges. Handling the classroom challenges is directly related to the different variabilities represented by: the knowledge base a teacher brings to the classroom (both subject-matter and pedagogical knowledge), life experiences, judgment skills, and a repertoire of teaching skills (Hoy & Miskel, 2008).

Effective learning process concerns the students' attitude and feelings towards the subject matter or the teacher (Bloom, 1956). The importance of the teacher's role in prompting the student's learning motivation is directly linked -in a way or another - to the teacher's proficiency which is related to the teacher's academic qualification, years of experience and type and number of training courses that he has gotten that help in enhancing and raising the level of his performance (Sodak & Podell, 1997). The low

academic level of the teacher negatively affects his teaching proficiency, adding to that teachers with short teaching experience has a strong desire in enhancing their skills raising from their belief in the importance of experience that will enable them teach and manage the classroom better (Al Juwahari,1996). The reasons that stand behind the low performance of teachers in the Arab countries are the inability to be versed in teaching methods, the shortage of appropriate academic preparation and not being able to cope with the global relevant knowledge and the lack of training during the service period for teachers (Abu Libdeh, 1996).

By referring to other previous related studies, the researcher found that other researchers mainly focused on the classroom environment in terms of the physical aspects of the classroom along with the other direct relationship between the teacher and students but not focusing directly on the classroom environment as perceived by teachers.

The teacher's experience and his academic training are strongly related to teacher's proficiency that includes his ability to measure the students' learning capability and motivation. The teacher's academic qualifications are related to the theoretical side while the experience is related to technical one. We can conclude that experience is not just number of years that are full with fatal teaching burdens (Al Suwaidi 1995 and Al Marzuqi 1995) but it includes the training courses, gained teaching skills, utilization of teaching technology, classroom interaction, and giving attention to the emotional aspects and promoting the student's motivation.

Based on the aforementioned points, the researcher focused on how to address the effect of teachers' gender, experience, and academic degree on creating a positive and healthy classroom environment in the 8th grade English classes as viewed by the English teachers in Hebron District as well as the daily major problems that English teachers go through in their daily teaching process.

1.3 Objectives of the Study

The overall goal of the study is identifying the actual situation of the classroom environment as viewed by the English Teachers of 8th grade in Hebron District. Within this overall goal, the study has the below listed supplementary objectives:

1. To identify the factors that affect the classroom environment as viewed by the English Teachers in terms of teachers' gender, experience, and academic degree; and
2. To identify the major problems that English teachers go through in teaching English on a daily basis.

1.4 Importance of the Study

This study is a part of previous related studies done in the same field either abroad or at the national level. The importance of this study can be included in the below listed points:

1. The researcher has put some recommendations to overcome the weakness points that negatively affect creating an interactive and comforting classroom environment at primary schools in general and the 8th grade in particular. The statistical figures were analyzed based on three different variables represented by teachers' gender, expertise, and academic degree;
2. This study can be used as a reference for other researchers working in the same field which will help them in making comparisons with other relevant studies;
3. This study can be used as a reference for all English Teachers- at primary schools in general and the 8th grades in particular- and even for the directorate of education in each region;

4. This study will help the developers of school curriculums in integrating special topics that might help in creating an interactive classroom environment at schools; and
5. This study will raise the awareness of the development team in the Ministry of Education and Higher Education to conduct special training courses and workshops on English Teaching at the primary schools to the English teachers aiming at overcoming the teachers' weakness points that might affect creating an interactive and comforting classroom environment.

1.5 Questions of the Study

The questions of the study will attempt to achieve the study objectives (See Objectives of the Study) as well as the study will answer the below questions:

1. What is the actual situation of the classroom environment of the 8th grade as viewed by the English Teachers in Hebron District?
 - a. What is the actual situation of the classroom environment of the 8th grade as viewed by the English Teachers in Hebron District in the term of Participation in the classroom decisions?
 - b. What is the actual situation of the classroom environment of the 8th grade as viewed by the English Teachers in Hebron District in the term of Social Support?
 - c. What is the actual situation of the classroom environment of the 8th grade as viewed by the English Teachers in Hebron District in the term of Preoccupation with learning process?
 - d. What is the actual situation of the classroom environment of the 8th grade as viewed by the English Teachers in Hebron District in the term of Clarity?
 - e. What is the actual situation of the classroom environment of the 8th grade as viewed by the English Teachers in Hebron District in the term of Responsible self-direction ?

2. How do the variables of teachers' gender, experience, and qualification affect the classroom environment?; and
3. What are the major classroom problems that English teachers go through in their daily teaching process?.

1.6 Limitations of the Study

This study was limited by the following elements:

1. Time Limitation: the study was implemented in the second semester of the scholastic year 2010/2011.
2. Place Limitation: the study was limited to the basic schools in Hebron District.

1.7 Definition of Terms

The Classroom Environment: is a term that is used to describe the physical, psychological and social environment of the classroom. In addition, the classroom environment is a system that includes teacher, student, tools that are used by the teacher, materials, experiences and level of promotion provided to students, students' educational attainment and progress. Also Classroom Environment is defined as the type of environment that is created for students by the school, teachers, and peers. Teachers are continually looking to create a "positive" classroom in which student learning is maximized. All variables that involve the physical, social and psychological contexts of learning in classroom (Johnson, 1979). Sewell (1975) defined the classroom environment as the sum of external influences and forces that act upon an object, usually assumed to be the living being.

The Classroom Environment: is a term that is used to describe the application degree of the five positive classroom environment components

which are represented by participation in the classroom decisions, social support, preoccupation with learning process, clarity, and responsible self-direction.

Participation in the classroom decisions: indicates that students participate in the classroom decisions.

Social Support: indicates that both students and teachers have a mutual respect and support.

Preoccupation with learning process: indicates that students interact and enjoy during the lesson.

Clarity: indicates the clarity of rules and instructions inside the classroom for both students and teachers.

Responsible self-direction: indicates the level of students self discipline and organization in the classroom with minimal and non continuous direction from the teacher.

Primary School: A primary school (from French école primaire) is an institution in which children receive the first stage of compulsory education known as primary or elementary education. (Wikipedia, the free encyclopedia).

Gender: a set of characteristics that are seen to distinguish between male and female. (Wikipedia, the free encyclopedia).

Teacher's Experience: number of teaching years for the English Teacher. The study targeted three levels of experience for the English Teachers: less than 5 years, from 5 to 10 years, more than 10 years.

Academic Degree: is an award conferred by a college or university signifying that the recipient has satisfactorily completed a course of study. (Wikipedia, the free encyclopedia).

CHAPTER TWO

2.1 Literature Review

2.1.1 Preamble

This chapter deals with the review of related literature. The research reviews the available literature which is related to the variables of the study. The studies reviewed in this part include the theoretical and empirical ones on classroom environment.

The environment is defined by the American Heritage Dictionary as “All conditions and things that surround the living being “, Morris (1982). The UN Conference for the Human Environment has expanded this definition to include a collection of physical and social resources available in a specific time and place to fulfill the human being needs (Al Hamad and Sabaeeni, 1979). The environment is defined by the psychology science as “Everything that surrounds the human being and affects his behavior" (Jaber, Mahmoud and Al Khaliefi, 1991).

Klein in Omran's study (2002) indicated that the student's behavior controls the teacher's one and vice versa. It was clear that when the students' behavior was positive then the teacher's one also was positive. Hence we can conclude that students' responses shape the teachers' behavior.

Trickett and Moos (1974) and Fraser (1989) have defined the classroom environment as" the social climate that exists in the class includes the students-teacher and students-classmates relationship according to the school laws and rules". Alluqani and Al Jamal (1996) have defined the classroom environment as "the physical and psychological conditions that the teacher offers to students in the teaching process".

The teaching and learning process can't happen from nothing but it happens within a frame of physical, humanitarian and psychological factors which affect the teaching process either in a positive or a negative way regardless of the teaching method that is followed by the teacher. For that, the teacher has to give a special attention to the nature of the components of classroom environment and the way that these components interact with each other. Therefore, the teacher has to organize the components of the classroom environment in a way that can create and support a positive learning process (Mughrabi, 2009).

The study of classroom environment is one way of understanding what happens to students during their learning in schools. There is "compelling evidence that the classroom environment is such a potent determinant of students outcomes that it should not be ignored by those wishing to improve the effectiveness of schools" (Fraser, 1986).

By referring to the aforementioned definitions, we can define the classroom environment as "The physical and psychosocial relationships and rules that control them as recognized by both students and teachers in the classroom".

2.1.2 History of Classroom Environment

As stated in AL Mubaddel's study (2010), the study of the classroom learning environment attempts to identify what environmental factors are conducive for learning and the reasons why these factors have such influence. According to Lewin (1936), all behaviors and experience is an interactive function (f) of the person and the environment. His mathematical formula $B=f(P, E)$ indicates that behavior (B) reflects the environment (E) and the person within the environment (P). This formula stressed the need for new research strategies in which behavior was considered to be a function of the person and the environment. Previous studies showed that there were associations between the types of environment and the nature of students' learning (Fraser, 1999).

2.1.3 The Role of Classroom Environment in Teaching

The classroom environment is an extension of the school environment which obtains its active role from the organized and active school environment; it is not only enough to have the school environment full of modern equipments and resources but also the classroom must enjoy spacious and well ventilated rooms as well as boards, chairs, etc. (Mughrabi, 2009).

2.1.4 Dimensions of Classroom Environment

Mughrabi (2009) in her study stated that the classroom dimensions include a bulk of events and activities that happen inside the classroom. Additionally, the classroom includes many learners with different abilities, desires and interests. Mughrabi set the below listed dimensions in her study:

- Synchronization: the teacher has to give attention to each event that happens in the classroom taking into consideration that more than one event can happen at the same time. For example, one student asks the teacher while the others are preparing to ask other questions, the teacher has to reply on the student's question and at the same time he has to give attention to the other students to consider their impressions and reactions.
- Un-expectation: this dimension shows that the teacher usually has preplanned activities for the class but unplanned activities might appear during the class, the teacher has to be flexible in changing plans accordingly.
- Generalization: the classroom is a general place where many learners are there. The teacher can't generalize any rule volition caused by one learner on all the rest of learners in the same classroom so he has

to be fair in his judgment and try to resolve the problem with the specific learner and not all.

Using learning environment dimensions as dependent variables, predictor variables such as the following have been examined: specific curriculum types, (for example, Harvard Project Physics, a Fijian social science curriculum); specific instructional interventions (for example, stress-reduction program for students), school-level variables (for example, type of school, school size), classroom-level variables (for example, class size) and teacher-related variables (for example, gender), instructional techniques and student variables (Fraser, 1986).

2.1.5 Factors That Affect the Classroom Environment

The classroom environment is affected by many factors; some are related to the classroom and school conditions, others to the learner's psychological characteristics and others to the teacher's characteristics, qualifications and gender (Qatami, 1998). Below are factors that affect the classroom environment as stated by Qatami (1998).

Factors related to school:

- How big is the school, and the number of classrooms;
- Space of classroom;
- School location;
- School resources;
- School management; and
- Psychological atmosphere in school.

Factors related to learners:

- Learner personal factors and characteristics;
- Learner gender;

- The learner achievement level; and
- Learner behavior.

Factors related to teacher:

- Teacher gender;
- Teacher performance and personal characteristics;
- Teacher qualifications;
- Teacher attitude towards teaching; and
- Teacher attitude towards learners in general.

The healthy classroom environment can't exist unless students respect their teacher and vice versa. The teacher is the leader of the class and he has to involve students in formulating classroom rules and to consider their needs in the classroom arrangement, eventually teachers become the leaders who are putting the rules in the educational classroom environment (Omran, 2002).

2.1.6 Administrative Tasks of Teacher

The administrative tasks carried out by the teacher in the classroom are not different from the administrative tasks carried out by any principal in any other educational institution, but the difference is the way that the teacher/principal follows inside his classrooms/institution and the type of people that he deals with.

(Adas, 1996) stated that the administrative tasks that are carried out by the teacher in the classroom are represented by the below tasks:

1. Planning: this task includes taking into consideration the pre-set lesson procedures to achieve the teaching objectives;
2. Implementation: this task includes: a- motivation of students towards the lesson b- utilization of appropriate teaching method and

flexibility with new issues raise c- creation of discussions with students and good management for these discussions;

3. Supervision and follow up : this task includes discipline of classroom and monitoring of students attendance as well as directing and guiding them;
4. Evaluation: can be defined as “continuous treatment and identification process". This definition means that when evaluating students, teachers have to identify the students’ weakness points and try to treat these points in order to avoid them in future.

2.1.7 The Conditions of a Successful Classroom Management

The successful classroom management includes the administrative activities and events that make the educational process able to achieve its goals, and on this base it must have the following conditions as indicated in (Ateyyeh, 2009):

1. Availability of qualified teachers at both academic and professional levels;
2. The teachers must have managerial skills and educational ethics;
3. The teachers desire in teaching and their creative ability;
4. Creation of a suitable teaching environment;
5. Utilization of democratic teaching style instead of dictatorial one;
6. Giving attention to learning motivations;
7. Utilization of different educational strategies;
8. Utilization of different communication means as well as classroom interaction;
9. Giving attention to the individual capabilities; and
10. Getting rid of causes that lead to conflicts inside the classroom.

2.1.8 Styles of Classroom Management

Teacher is the dominant actor in the classroom, so he has the power to reward and punish more than any other individual in the classroom, he decides how the lesson will flow, as he starts and ends the lesson activities; as a result students continuously respond to their teacher attitudes, values and characteristics.

Qatami (2001) stated that teachers are different when they use their authorities in managing their classes in terms of duties and responsibilities. Below are three different styles of classroom management that teachers use:

1. Dictatorial Style: in this style the teacher forces his opinions and does not allow students to express their point of views or discussion but let them accept what he wants;
2. Traditional Style: this style relays on respecting the older ones considering that the teacher is older than students and wiser. The teacher expects a full obeying and loyalty from students; and
3. Democratic Style: in this style the teacher allows students to share him in making decisions and discussions as well as mutual respect.

2.1.9 Types and Importance of Classroom Environment

There are two types of classroom environments as described below:

- Positive classroom environment; this means that learners are satisfied with the classroom environment, feel comfortable by the presence of their teachers and there are positive interaction among them. The positive environment supports the success of the learning process and achieves the desired educational goals; and
- Negative classroom environment: this means that learners feel unsatisfied with the classroom environment and the inadequacy of

physical assets and embarrassed by the presence of the teacher and mutual disharmony relations. This negative environment causes obstacles in creating an effective learning.

Brophy & Putnam, Emmer, Evertson, & Anderson stated in the paper that was prepared by Chiew and others that the classroom practices and developments, particularly during the last three decades, have indicated that a positive classroom environment is needed for effective learning. Also Fraser & Walberg in the same paper indicated that the period also witnessed the emergence of a strong tradition of studying classroom environment through the perceptions of students and teachers. Internationally, considerable interest has been shown in the conceptualization, measurement and investigation of perceptions of psychosocial characteristics of classroom environment at the primary, secondary and higher education levels.

There are significant relationships between classroom environment and such matters as student engagement, behavior, self'-efficacy, achievement, and social and emotional development, principal leadership style, stages of educational reform, teacher burnout, and overall quality of school life (Fraser, 1999).

2.1.10 Classroom Interaction

Teaching is a continuous and mutual process between the teacher and students as well as the students themselves. Interactive learning is built on interaction among the teaching stakeholders including teacher, learner and curriculum. Despite that teacher and curriculum have effect on the learner performance; the teacher performance inside the classrooms is considered as the most important factor that affects the learners' performance (Qatami, 2001).

The teacher has to discuss the school system with students to enable them feel that they are part of it away from forcing it on them. Additionally, the teacher has to present the essence of having such system and the benefits that will be gotten from the system for school in general and students in particular. In addition to that, the teacher has to show the role of students and teacher in applying the school system in order to see the best ways that can be followed in applying it. The friendly and cooperative environment between the teacher and students is the first step in enhancing the quality of work (Adas, 1996).

It has been estimated that at the end of secondary schooling, a student will have spent as much as 15,000 hours in school (Fraser, 1989). Most of their time is spent interacting among themselves as well as with their teachers. Besides, they use a variety of tools and information resources in their pursuit of learning activities in the classroom. The classroom can indeed be considered a miniature society, which consists of individual students with varying interests, diverse backgrounds and wide-ranging personalities. One class may be quiet and passive, but another can be noisy and active. The nature of the classroom environment and psychosocial interactions can make a difference in how the students learn and achieve their goals. In recent years, the study of the classroom learning environment is gaining momentum and making significant contributions to the improvement of teaching and learning.

2.1.11 Features of Classroom Interaction

Mughrabi (2009) stated the features of the classroom interaction as: A- Creation of interactive relationship between teacher and students leads to understanding of the teaching objectives by both and finding the best ways and strategies for implementing these objectives. B- Skills of listening, lesson presentation, discussion and evaluation are the most important skills in such interactive relationship. C- Conveying of information and skills forms

a major objective in the teaching process. This can't be done unless there is a classroom environment that enjoys interactive relationships.

2.1.12 The Teacher's Role in Teaching and Learning Process vs. Learner' Motivations

There is no doubt that the teacher's role in teaching and learning processes has a great effect on the students' learning motivation (Christophel & Gorham, 1995) for example the teacher tries to find out ways and means that attract students' attention towards the educational achievement. The educational psychologists focus on the students' learning motivation that is directly affected by other factors including teachers themselves.

Teachers have a great affect on students in terms of relationship or effect on the students' educational achievement. The immediate interference of teachers during the class has a great effect on the students' educational motivation (Orpen, 1994). Additionally, the lack of teacher's skills in presenting the scientific subject is considered as the main element in decreasing the students' learning motivation (Groham & Millette, 1997). In 1922, Gorham and Christophel have worked on a study included 308 students, 61% refer the learning motivation to the personal behavior, 20% to the teacher's behavior and 19% to the class design and the way it is presented. In the same study, one of the questions that answer the reason that causes the decline in students' learning motivation was as the following, 37% refer it to the teaching way, 34% to the teacher's behavior, and 29% to the personal factors of students.

In reviewing research on classroom environment, Gorham & Millette, (1997) found that students need to experience a positive relationship with the teacher; acceptance of self precedes acceptance of school subjects, students need acceptance by, and integration into, the socialized peer structure; Anti-school values are best modified by pro-school peers;

improved parent/school relations result in improved school adjustment for the student.

The level of learning motivation for students is formed through the teacher's behavior and experience within the classroom environment in addition to other factors like self aware of the achievement, the attitudes towards the taught subject, type of classroom environment, success expectations and acceptance of friends and classmates (Gorham & Millette, 1997).

Taking into consideration that the long time that teacher spends in the classroom with students affect the level of students' motivation, so the teacher's behavior is considered as one of the motivation resources for students' achievement which is considered as a challenge for teachers to know-how to manage the classroom environment in a way that promotes the self motivation for students (Frymier, Shulman & Houser, 1996).

2.2 Previous Studies

AL Mubaddel (2010) worked on a study titled " The Positive Components of Classroom Environment and its Relationship with Critical Thinking Skills". The study aimed to identify the relationship between the positive components of classroom environment and critical thinking skills among secondary school students in Riyadh. The researcher followed the descriptive methodology and used the stratified random sampling to choose the sample of the study from the secondary school students where the study population included (76,961) of the regular studying male students at the day secondary schools in Riyadh. The study concluded that there are statistically positive significant relations between the positive components of classroom environment (in light of Murray theory) and the conclusion, recognition the assumptions, deduction, interpretation and evaluation of arguments skills but there

were statistically no significance differences between the average of the positive components of both math and syntax classroom environments.

'Bevil (2003) carried out a study titled "The Effect of Real-World Mathematical Applications on Gifted and Non-Gifted Students' Achievement and Classroom Learning Environment". The study aimed to determine the effect of real-world mathematical applications on students' achievement and classroom learning environments. The researcher followed the experimental methodology by using "The participating students' achievement was measured using the Bevil Mathematics Inventory (BMI)", and followed the descriptive methodology using "The classroom environment was measured by the Classroom Environment Scale (CES).. The study concluded that intermediate and middle school students who were exposed to the real-world mathematical applications curriculum performed significantly better academically than their counterparts who were exposed to the traditional curriculum. Additionally, significant differences were found between adjusted mean achievement scores when academic status and group status were combined. higher adjusted mean scores than the other three groups.

Mughrabi (2009) worked on a study titled "Role of the Teacher in Activating, Through Classroom Environment and Utilization of Media Learning Resources, The Teaching of the Geography Course to Third Grade (Year) Female Students at the Girl School in the Holy City of Makkah". The study aimed to highlight the role of the geography female teacher in activating this subject when taught to third grade intermediate school female students studying at girls school in the Holy City of Makkah , through utilizing the local settings and the multiple learning Resources , and also disclosing hindrances impeding the process of teaching to realize these objectives, the researcher followed the descriptive methodology and developed a questionnaire that was administered to a sample of (72) geography female teachers constituting

a ratio of 48.6 % of the study population at the intermediate stage in the Holy City of Makkah. The study concluded that the geography teacher has a significant role to play in activating the teaching of geography.

'Zeidan(2008) worked on a study aimed to identify to investigate (a) the relationship between the attitudes toward biology and perceptions of the biology learning environment among grade 11 students in Tulkarm District, Palestine and (b) the effect of gender and residence of these students on their attitudes toward biology and on their perceptions of the biology learning environment. The study used a 30-item Attitudes towards Biology Questionnaire and a 32-item Learning Environment Questionnaire. The association between attitudes toward biology and the biology learning environment were significant, with a correlation coefficient of 0.366. The results of the study indicated that there were significant gender differences in attitudes toward biology and in perceptions of the learning environment, favoring females; however, there were no significant residence differences in attitudes toward biology and in perceptions of the learning environment.

Omran (2002) worked on a study titled "Assessing the eleventh grade Classroom Environment in the Governmental Schools in Ramallah district from student's point of view ". The study aimed at diagnosing the status of students attitudes towards their classroom environment in the governmental school in Ramallah Governorate for the year 2001. It is to diagnose their current understanding of their class climate in six domains (satisfaction, friction, competition, and difficulty homogeneity). The researcher followed the descriptive methodology and selected a sample of 373 male and female students formed 15% of the study population. The researcher utilized Frazer scale; My Classroom Inventory (MCI). The study concluded that there are no significance differences at the level of 0.05 significantly between students and their attitudes towards their Islamic education classroom environment pertaining to their gender, specialization, and their school location.

'Aker (2000) carried out a study titled "Perceptions Of the 1st Secondary Students towards English Language Classroom Environment in Improving EFL Learning in Nablus District". The study aimed to investigate the perceptions of the English Language students, their teachers and classmates towards their classroom environment in improving EFL learning in Nablus District. Also, aimed to investigate the effect of gender, grades and place of residence in both scientific and literary streams. The researcher followed the descriptive methodology and developed a questionnaire that was administered to a sample of 711 students in the 1st Secondary Class and it represented 23.6% of population and was randomly selected. The study concluded that the perceptions of English language students towards their classroom environment were positive in the domains of affiliation interaction, cooperation, task orientation, and individualization and teacher control.

'Aqel (2005) worked on a study titled "English Classroom Environment as Perceived by English Language Teachers in Nablus". The study aimed to identify the English classroom environment as perceived by English Language Teachers in Nablus, and find out the effect of gender, experience, school stage, and academic qualification on the classroom environment. It also aimed to identify the most important problems facing the English language teacher. The researcher followed the descriptive methodology and developed a questionnaire that was administered to a sample of 166 English teachers distributed among 61 schools. Schools with even numbers were chosen. The total number of schools was 30 which included 66 teachers of both sexes. Of these, 46 were females and 20 were males. The study concluded that there was no impact on the English classroom environment. It was also found out that most of the problems facing the English language teachers in schools had to do with classroom crowdedness, students' seating, sticking to the textbook and short supply of educational aids.

Al Junaidi (2000) worked on a study titled "The Effect of the Classroom Environment at the Kindergartners' Level In Drawing, Language Abilities in Expressing What Is She/he Drawing, The Time Spent In His/her Practices And Number Of Drawings She/he Does". The study aimed to present a simple scientific method in evaluating the child's drawings which will enable the teacher utilize it instead of the traditional ones. The researcher followed the experimental methodology. The study population included children enrolled in the kindergartens in Bahrain State for the years 1999 and 2000. The sample was randomly selected it was split into two groups. The first one is taught by teachers trained on the new method but the second one is taught by those teachers who use the traditional method. The researcher utilized three tools; an evaluation tool for the child's drawings at the kindergarten's level, an evaluation tool for the time of child's drawing and an evaluation tool for the child's language expressing abilities about his/her drawings. The study concluded that children were taught using the new method, were better than those who were taught using the traditional classroom environment.

'Aaseeri (2008) worked on a study titled and aimed to identify" The Role of Teachers, Educational Supervisors & Schools Headmasters in Provision Effective Class Climate in the Upper Primary Classes". The researcher followed the descriptive methodology and developed a questionnaire that was administered to a sample of 82 teachers, 9 supervisors and 30 primary school headmasters. The study concluded that there were high and very high effective phrases in the class climate for the phrases which included in the teachers', supervisors' and school headmasters' roles, these indicate that the acceptance degree of the study society on these phrases has been high, and very high.

Rehman (2001) worked on a study titled "A Study of Relationship of Self Concept with Classroom Environment, Gender Role, Cognitive Development and Academic Achievement of The Students at Secondary

School Level", his research attempts to investigate the relationship of self concept with classroom environment, gender role, cognitive development, and academic achievement of the students at secondary school level. Study shows that the better environment of the classroom, the higher is the self concept of the students. It is evident from the findings of the study that, the enhanced ability to abstract appears to be of central importance to the greater differentiation of one, s self system. I.Q. and self concept interact with self evaluation since differencing cognitive levels likely bring in their wake different experiences of success or failure in particular task. Cognitive development is significantly correlated with self concept; it aids the individual in understanding himself and the world, enabling him to integrate all his experiences into a more comprehensive self concept. Study indicates that self concept is positively correlated with educational success. It plays a determining role in setting levels of academic achievement and is operating as both cause and effect in respect to academic achievement. The report concludes that there is a scope for consideration of self concept.

Faqha (2000) conducted a study titled" Evaluation of the Classroom Environment For the 11th And 12th Grades in Nablus District". The study aimed to identify what is going on in the environment of the science class for the 11th and 12th grades as perceived by students at the public schools in Nablus Governorate. The researcher followed the descriptive methodology that suits the study. The study sample consisted of 555 male and female students from the 11th and 12th grades from both scientific and literary streams from Nablus public schools. The sample formed 10% of the study population. The researcher utilized My Classroom Inventory (MCI). The study concluded that there are statistically significant differences in the evaluation of the science class due to gender and class variables.

Carmen (1996) carried out a study titled and aimed at "Improving Classroom Environment". The researcher followed the experimental methodology. The researcher created experimental and control groups, containing of 44 teachers and 1,221 elementary school students. The study utilized a pre and post ATMOSAUL questionnaire containing seven scales; material environment, rule clarity, efficiency, behavioral personalization , intellectual; personalization, affectivity and familiarity. The study concluded 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 perceived a statistically significant improvement compared to students in the control group. During the following school years, the experimental group of teachers observed positive effect, attributing the improvement to changes in their performance, brought about by participation in the program.

Previous studies have shown the importance of creating a healthy classroom environment for both students and teacher as they are considered as the major components that form the classroom environment. The healthy classroom environment will help in creating an interactive classroom atmosphere that increases the students' motivation and promote their self-confidence as well as their academic attainment. Additionally, the studies empathized the importance of both teacher and students to recognize the classroom environment and how to direct it in a way that increases the learning ability in a proper way.

CHAPTER THREE

Methodology

This chapter includes a description of the population and methodology of the study. It also includes a description of the process of preparing the study instruments and means needed to ensure its validity and reliability. The variables of the study, the procedures of the application and the statistical analyses, are also described and explained in this chapter. The researcher used the descriptive statistics only because she took all the members of population.

This study aims at identifying the actual situation of the classroom environment as viewed by the English Teachers of 8th Grade in Hebron District. The English teachers of 8th Grade in Hebron District analyzed English classroom environment using an instrument prepared by the researcher depending on the previous studies and literature review.

3.1 Population of the Study

The population of the study included English Teachers of 8th Grade in the Directorate of Education - Hebron District Office who were (74) teachers; (45) female and (29) male teachers in (68) schools in the governmental schools in Hebron District in the second semester of the academic year 2010-2011.

Table 3.1 Number of English teachers of the 8th Grade in the Directorate of Education - Hebron District classified by gender:

Female	Male
45	29
74	

3.2 Instrument

A questionnaire was constructed as a major tool for obtaining the needed information for this study. The researcher reviewed the previous literature to find out a suitable instrument to use in the study, the researcher had to construct one by her own self, depending on the previous studies and literature that deal with classroom environment such as AL Mubaddel, 201 and 'Aker, 2000.

To accomplish the study's aim, an instrument was developed to measure and evaluate the actual situation of the classroom environment in the 8th Grade as viewed by English Teachers in Hebron District.

The preliminary form of the questionnaire included sixty items and five domains. The researcher revised the questionnaire in light of the feedback and comments received from the panel of judges. (See appendix A).

The instrument used Likert Scale (Almost Always, Often, Some-times, Seldom and Almost Never). The final version consisted of fifty seven items and five domains which are represented by the list below:

1. Participation in the classroom decisions: indicates that students participate in the classroom decisions. This domain contains twelve items (1-12) which can be seen in the instrument;
2. Social Support: indicates that both students and teachers have a mutual respect and support. This domain contains seventeen items (13-29) which can be seen in the instrument;
3. Preoccupation with learning process: indicates that students interact and enjoy during the lesson. This domain contains twelve items (30-41) which can be seen in the instrument;

4. Clarity: indicates the clarity of rules and instructions inside the classroom for both students and teachers. This domain contains seven items (42-48) which can be seen in the instrument; and
5. Responsible self-direction: indicates the level of students self discipline and organization in the classroom with minimal and non continuous direction from the teacher. This domain contains nine items (49-57) which can be seen in the instrument.

3.3 Validity

The instrument was prepared with the help of the thesis supervisor. To establish its content validity, the researcher gave it to a panel of judges of ten PhD holders in Hebron University and Al-Quds University (See appendix B). The panel of judges was requested to read the items and to indicate whether such items can evaluate the classroom environment. In light of their recommendations, suggestions, and comments, the instrument was reviewed and modified. (See appendix C)

3.4 Reliability

To establish the reliability of the instrument, a pilot study was conducted by randomly distributing twenty questionnaires to twenty teachers in twenty governmental schools in Hebron District in the second semester of the academic year 2010-2011. As a result, twenty questionnaires were considered and analyzed. Cronbach-alpha procedures were applied. Cronbach-alpha coefficient was calculated for the instrument and it was (0.92).

3.5 Variables

3.5.1 Independent Variables

1. The teacher's gender (female and male);

2. The teacher's experience; and
3. The teacher's qualification.

3.5.2 Dependent Variables

1. Perception of English teachers of Classroom Environment in Hebron District.
2. Perception of English teachers of problems that they go through in their daily teaching process .

3.6 Procedures of the Study

The following steps were followed by the researcher:

1. After the instrument of the study was prepared in its final version, the researcher contacted her respondents in schools who form the whole population of the study and represented by (74) male and female English teachers of the 8th grade in (68) schools in Hebron District. The purpose of the study and its importance were explained to the respondents. By that the respondents assured that their responses would be used for academic purposes only. In addition, each respondent was informed to fill out the questionnaire in person and the responses will be treated confidentially.
2. The researcher got a recommendation letter from the Deanship of Graduate Studies in Al-Quds University, in order to get the permission of the Directorate of Education - Hebron District Office in order to facilitate the work at schools.
3. The researcher distributed twenty questionnaires as a pilot study at the governmental schools in Hebron District in the second semester of the academic year 2010-2011 to ensure the reliability of the instrument and Cronbach-alpha procedures were applied. Cronbach-alpha coefficient was calculated for the instrument and it was (0.92).

4. The researcher distributed the questionnaires to seventy four (74) teachers; (45) female and (29) male teachers in (68) schools in the governmental schools in Hebron District in the second semester of the academic year 2010-2011.
5. Then the researcher collected, computed and analyzed the answers of the distributed questionnaires.
6. Depending on the analyzed results; the researcher recognized the actual situation of the classroom environment as viewed by the English teachers of 8th grade in Hebron District and built up her recommendations accordingly.

3.7 Statistical Analysis of the Study

Data was obtained from the responses of teachers then descriptive statistics were used where means and percentages were calculated at both the items and domain levels.

1.	4.00 or more	80% or more	Very High
2.	3.50 - 3.99	70% - 79%	High
3.	3.00 - 3.49	60% - 69%	Medium
4.	2.50 - 2.99	50% - 59%	Low
5.	Less 2.49	49% or less	Weak

The researcher assured the reliability and validity of the instrument then the procedures of the study were applied. The items of the study were answered by distributing the questionnaires to seventy four 74 teachers; 45 female and 29 male teachers in 68 schools of the governmental schools in Hebron District in the second semester of the academic year 2010-2011. Then the researcher collected, computed and analyzed the answers of the distributed questionnaires. Depending on the analyzed results; the researcher arrived at the findings which are presented in chapter four.

CHAPTER FOUR

Findings of the Study

This study aimed at identifying the actual situation of the classroom environment as viewed by the English Teachers of 8th Grade in Hebron District. This chapter presents the statistical analysis of the data which was provided by the responses (8th Grade English Teachers). The responses were classified as per the five Likert scales which included fifty seven items and five domains.

4.1 The Actual Situation of the English Classroom Environment of the 8th Grade as Viewed by English Teachers in Hebron District

The findings of the teachers' responses are presented in the following order: First: findings related to the actual situation of the classroom environment of the 8th grade as viewed by English Teachers in Hebron District for the whole questionnaire classified first by items and then by domains. Second: findings related to the effect of the independent variables (gender, qualification, and experience) on the actual situation of the classroom environment of the 8th grade on each domain in the questionnaire. By the end of the questionnaire the researcher asked the target teachers to respond to the question "What are the major daily problems that you go through in teaching English ?", here the researcher analyzed the whole answers and classified the similar ones into five categories based on the frequency of each answer. All the questionnaire items were positive in terms of the item construction but also the researcher has added twelve negative items that negatively affect the findings of the questionnaire. These negative items are represented in the questionnaire by numbers (3,4,21,27,32,35,37,39,50,52,53,54). As a result, the researcher has analyzed the answers of the negative items in a reverse manner. In other words, the ranking of the grading scale (Almost Always, Often, Some-

times, Seldom and Almost Never) were weighted as (5,4,3,2,1) respectively but in the reverse manner the same sequence of the aforementioned grading scale has been weighted as (1,2,3,4,5) respectively.

4.2 Findings Related to the First Question of the Study

What is the actual situation of the classroom environment of the 8th grade as viewed by the English Teachers in Hebron District?

Table 4.1 Means, degree of perception, and percentages of teacher's responses (The whole questionnaire)

Item no. in the Questionnaire	Mean	Percentage (%)	Degree of Perception
18-Teacher tries to help students.	4.42	88.4%	Very High
53- Teacher finds it difficult to return students to their seats	4.30	85.9%	Very High
20- The teacher helps every student to understand	4.28	85.7%	Very High
7- The teacher welcomes the ideas of each student in the class regarding to the taught subject.	4.24	84.9%	Very High
25- The teacher of this subject is flexible and takes into account the circumstances.	4.23	84.6%	Very High
29- I try to make students feel fairly dealt with.	4.22	84.3%	Very High
34- Students focus on what the teacher is saying.	4.22	84.3%	Very High
43- Objectives of studying this subject are clear.	4.22	84.3%	Very High

Item no. in the Questionnaire	Mean	Percentage (%)	Degree of Perception
28- Spirit of love and respect is present in the class.	4.19	83.8%	Very High
46- The teacher explains the school laws and regulations.	4.19	83.8%	Very High
48- Class activities are planned for this subject carefully and clearly	4.19	83.8%	Very High
40- Students are interested in knowing their classmates' grades.	4.11	82.2%	Very High
51- My class is well organized.	4.11	82.2%	Very High
19- Teacher trusts the abilities of students.	4.05	81.1%	Very High
35- Most of students feel sleepy in my class.	4.05	81.1%	Very High
45- The teacher explains what will happen in case any student violated the rules.	4.04	80.8%	Very High
11- The teacher tries to know what activities his students prefer	4.00	80.0%	Very High
49- Students are committed to keep silence in the class.	3.97	79.5%	High
38- The class students enjoy working with each other in doing the lesson activities.	3.95	78.9%	High
3- Some students have a greater influence on the class than others	3.93	78.6%	High
41- Students feel a real pleasure in this class	3.89	77.8%	High

Item no. in the Questionnaire	Mean	Percentage (%)	Degree of Perception
44- Students have specific ideas about what should be done in the class.	3.88	77.6%	High
47- Every student knows what is required in the lesson.	3.82	76.5%	High
15- Students in this class like each other as friends	3.81	76.2%	High
42- Students completely know what must be done.	3.81	76.2%	High
32- Students highly lose attention during my class.	3.80	75.9%	High
33- Students try hard to get better grades	3.80	75.9%	High
8- The teacher gives a space of freedom for every student to practice the activity that he likes.	3.77	75.4%	High
22- Students collaborate with each other in the class activities.	3.77	75.4%	High
50- Mess is highly exists in the class.	3.72	74.3%	High
30- Students do their best in doing the class activities.	3.70	74.1%	High
24- The class lessons are characterized by a sense of humor and fun.	3.69	73.8%	High
26- Every student in the class enjoys the same privileges.	3.68	73.5%	High
31- Students feel the importance of competition in the class.	3.65	73.0%	High
16- Students in this class ask about any student who is absent.	3.64	72.7%	High

Item no. in the Questionnaire	Mean	Percentage (%)	Degree of Perception
17- Students in this class are friendly and have good feelings.	3.64	72.7%	High
55- Students take care of their books and equipments	3.64	72.7%	High
10- Every student expresses his opinion without any hesitation	3.58	71.6%	High
13- Classmates talk with each other.	3.57	71.4%	High
56- When the teacher enters the class; he finds students ready for the lesson.	3.50	70.0%	High
36- All students are interested in doing homework.	3.46	69.2%	Medium
54- Violations happen in the class by students.	3.45	68.9%	Medium
39- Side conversations are high during the presentation of the lesson.	3.42	68.4%	Medium
23- Outstanding students find encouragement from all other students.	3.39	67.8%	Medium
2- Decisions that affect the class are made in a manner that relies on democracy	3.35	67.0%	Medium
6- Everything that happens in the class is agreed upon by all the students.	3.31	66.2%	Medium
21- Questions asked by top students are answered in a friendly way more than others.	3.24	64.9%	Medium

Item no. in the Questionnaire	Mean	Percentage (%)	Degree of Perception
1- All Students participate in making decisions inside the class.	3.23	64.6%	Medium
57- Students collaborate to discipline the class.	3.23	64.6%	Medium
27- Some top students get a special treatment from the teacher.	3.20	64.1%	Medium
14- Students freely accept criticisms and comments from their classmates	3.16	63.2%	Medium
52- Teacher is forced to stop the lesson flow to discipline students	3.15	63.0%	Medium
12- Some students suggest duties or activities by themselves	3.12	62.4%	Medium
9- Each student selects his classmates to share him in the activity group inside the class	3.11	62.2%	Medium
4- Some students impose their desires on the rest of class students	3.09	61.9%	Medium
37- Few students participate in the class discussion	3.08	61.6%	Medium
5- Every student in the class has a similar effect to any other student.	2.66	53.2%	Low
Total	3.74	74.72%	High

In order to answer the first question above, means and percentages were calculated at the item level and then at the domain level.

Accordingly, the mean value of more than (2.50) was considered as a prevalent norm for the English classroom environment of 8th grade as viewed by English teachers. The results of the actual situation of the classroom environment of the 8th grade are presented according to the results of teachers' responses on each item and domain in the questionnaire.

The study instrument included fifty seven (57) items which were categorized under five domains. These domains are: Participation in the classroom decisions, social support, preoccupation with learning process, clarity, and responsible self-direction.

Table (4.1) shows the result of teachers' responses for English classroom environment of 8th grade at the item level in the questionnaire. According to table (4.1), the calculated means of teachers' responses ranged between (4.42) and (2.66) and percentages between (88.4%) and (53.2%). There were no calculated means and percentages out of the set criteria limits adopted by the researcher.

Table (4.1) includes the means and percentages for each item in the questionnaire. The calculated means and percentages of responses show that the item number eighteen in the questionnaire which is "Teacher tries to help students" has gotten mean of (4.42) which was very prevalent item in the questionnaire at a percentage of (88.4%) and this is a high percentage. Also, the calculated means of the item number five in the questionnaire which is "Every student in the class has a similar effect to any other student" has gotten the lowest mean and percentage as (2.66) and (53.2%) respectively.

4.3 Findings Related to Each Domain in the Questionnaire

4.3.1 Participation in the Classroom Decisions

This domain included twelve items. The results showed that teachers evaluated all these items .Table (4.2) shows that the highest calculated mean of responses was (4.24) and percentage (84.9%) and the lowest calculated mean was (2.66) and percentage (53.2%). Teachers' percentage of this domain was (69.01%) and the mean (3.45)

Table 4.2 Means, degree of perception, and percentages of teachers' responses for English Classroom Environment of the 8th Grade. (Participation in the Classroom Decisions).

Participation in the Classroom Decisions	Mean	Percentage (%)	Degree of Perception
7- The teacher welcomes the ideas of each student in the class regarding to the taught subject.	4.24	84.9%	Very High
11- The teacher tries to know what activities his students prefer	4.00	80.0%	Very High
3- Some students have a greater influence on the class than others	3.93	78.6%	High
8- The teacher gives a space of freedom for every student to practice the activity that he likes.	3.77	75.4%	High
10- Every student expresses his opinion without any hesitation	3.58	71.6%	High

Participation in the Classroom Decisions	Mean	Percentage (%)	Degree of Perception
2- Decisions that affect the class are made in a manner that rely on democracy	3.35	67.0%	Medium
6- Everything that happens in the class is agreed upon by all the students.	3.31	66.2%	Medium
1- All Students participate in making decisions inside the class.	3.23	64.6%	Medium
12- Some students suggest duties or activities by themselves	3.12	62.4%	Medium
9- Each student selects his classmates to share him in the activity group inside the class	3.11	62.2%	Medium
4- Some students impose their desires on the rest of class students	3.09	61.9%	Medium
5- Every student in the class has a similar effect to any other student.	2.66	53.2%	Low
Total	3.45	69.01%	Medium

4.3.2 Social Support

The domain of social support included seventeen items. Table (4.3) showed means, degree of perception, and percentages for teachers' responses. The results showed that teachers evaluated all these items and the calculated means of this domain ranged between (4.42) and (3.16) and percentages ranged between (88.4%) and (63.2%). Teachers' percentage of this domain was (75.5%) and mean (3.78).

Table 4.3 Means, degree of perception, and percentages of teachers' responses for English Classroom Environment of the 8th Grade. (Social Support).

Social Support	Mean	Percentage (%)	Degree of perception
18- Teacher tries to help students.	4.42	88.4%	Very High
20- The teacher helps every student to understand	4.28	85.7%	Very High
25- The teacher of this subject is flexible and takes into account the circumstances.	4.23	84.6%	Very High
29- I try to make students feel fairly dealt with.	4.22	84.3%	Very High
28- Spirit of love and respect is present in the class.	4.19	83.8%	Very High
19- Teacher trusts the abilities of students.	4.05	81.1%	Very High
15- Students in this class like each other as friends	3.81	76.2%	High
22- Students collaborate with each other in the class activities.	3.77	75.4%	High
24- The class lessons are characterized by a sense of humor and fun.	3.69	73.8%	High
26- Every student in the class enjoys the same privileges.	3.68	73.5%	High
16- Students in this class ask about any student who is absent.	3.64	72.7%	High
17- Students in this class are friendly and have good feelings.	3.64	72.7%	High
13- Classmates talk with each other.	3.57	71.4%	High

Social Support	Mean	Percentage (%)	Degree of perception
23- Outstanding students find encouragement from all other students.	3.39	67.8%	Medium
21- Questions asked by top students are answered in a friendly way more than others.	3.24	64.9%	Medium
27- Some top students get a special treatment from the teacher.	3.20	64.1%	Medium
14- Students freely accept criticism and comments from their classmates	3.16	63.2%	Medium
Total	3.78	75.50%	High

4.3.3 Preoccupation with Learning Process

This domain contained twelve items. Table (4.4) showed means, degree of perception, and percentages for teachers' responses. The results showed that teachers evaluated all these items and the calculated means of this domain ranged between (4.22) and (3.08) and percentages ranged between (84.3%) and (61.6%). Teachers percentage of this domain was (75.2%) and mean (3.76).

Table 4.4 Means, degree of perception, and percentages of teacher's responses for English Classroom Environment of the 8th Grade. (Preoccupation with Learning Process).

Preoccupation With Learning Process	Mean	Percentage (%)	Degree of Perception
34- Students focus on what the teacher is saying.	4.22	84.3%	Very High
40 - Students are interested in knowing their classmates' grades.	4.11	82.2%	Very High

Preoccupation With Learning Process	Mean	Percentage (%)	Degree of Perception
35- Most of students feel sleepy in my class.	4.05	81.1%	Very High
38- The class students enjoy working with each other in doing the lesson activities.	3.95	78.9%	High
41- Students feel a real pleasure in this class	3.89	77.8%	High
32- Students highly lose attention during my class.	3.80	75.9%	High
33- Students try hard to get better grades	3.80	75.9%	High
30- Students do their best in doing the class activities.	3.70	74.1%	High
31- Students feel of the importance of competition in the class.	3.65	73.0%	High
36- All students are interested in doing homework.	3.46	69.2%	High
39- Side conversations are high during the presentation of the lesson.	3.42	68.4%	Medium
37- Few students participate in the class discussion	3.08	61.6%	Medium
Total	3.76	75.20%	High

4.3.4 Clarity

This domain included seven items. Table (4.5) showed means, degree of perception, and percentages for teachers' responses. The results showed that the means value of this domain ranged between (4.22) and (3.81) and percentages ranged between (84.3%) and (76.2%). Teachers' percentage of this domain was (80.42%) and mean (4.02).

Table 4.5 Means, degree of perception, and percentages of teacher's responses for English Classroom Environment of the 8th Grade.

(Clarity)

Clarity	Mean	Percentage (%)	Degree of Perception
43- Objectives of studying this subject are clear.	4.22	84.3%	Very High
46 - The teacher explains the school laws and regulations.	4.19	83.8%	Very High
48- Class activities are planned for this subject carefully and clearly	4.19	83.8%	Very High
45- The teacher explains what will happen in case any student violated the rules.	4.04	80.8%	Very High
44- Students have specific ideas about what should be done in the class.	3.88	77.6%	High
47- Every student knows what is required in the lesson.	3.82	76.5%	High
42- Students completely know what must be done.	3.81	76.2%	High
Total	4.02	80.42%	Very High

4.3.5 Responsible Self-Direction

Responsible self-direction is the last domain in the questionnaire which included nine items. Table (4.6) showed means, degree of perception, and percentages for teachers' responses. The results showed that the mean values of this domain were between (4.30) and (3.15) and percentages

ranged between (85.9%) and (63.0%). Teachers percentage of this domain was (72.47%) and mean (3.62).

Table 4.6 Means, degree of perception, and percentages of teacher's responses for English Classroom Environment of the 8th Grade (Responsible Self-Direction)

Responsible Self-Direction	Mean	Percentage (%)	Degree of Perception
53- Teacher finds it difficult to return students to their seats	4.30	85.9%	Very High
51- My class is well organized.	4.11	82.2%	Very High
49- Students are committed to keep silence in the class.	3.97	79.5%	High
50- Mess is highly exists in the class.	3.72	74.3%	High
55- Students take care of their books and equipments	3.64	72.7%	High
56- When the teacher enters the class; he finds students ready for the lesson.	3.50	70.0%	High
54- Violations happen in the class by students.	3.45	68.9%	Medium
57- Students collaborate to discipline the class.	3.23	64.6%	Medium
52- Teacher is forced to stop the lesson flow to discipline students	3.15	63.0%	Medium
Total	3.62	72.47%	High

4.4 Findings Related to the Sequence of Domains in the Questionnaire

The Table below (4.7) presented the sequence of domains in the questionnaire as they appeared in the teachers' responses of English classroom environment of 8th grade. The findings show that clarity was the most prevalent domain in the classroom environment; the calculated mean was 4.02 at a percentage of 80.4%, while participation in the classroom decisions in the classroom environment was the lowest domain, and the calculated mean was 3.45 at percentage of 69.01%.

Table 4.7 Means, degree of perception, and percentages of teacher's responses for English Classroom Environment of the 8th Grade for each domain in the questionnaire.

Domain	Mean	Percentage (%)	Degree of Perception
Clarity	4.02	80.42%	Very High
Social support	3.78	75.50%	High
Preoccupation with learning process	3.76	75.20%	High
Responsible self-direction	3.62	72.47%	High
Participation in the classroom decisions	3.45	69.01%	Medium
Total	3.73	74.52%	High

4.5 Findings Related to the Second Question of the Study

How are the variables of teachers' (gender, experience, and qualification) affect the classroom environment?

Findings related to the effects of the independent variables (gender, experience, and qualification) on the English Classroom Environment of the 8th Grade as viewed by English Teachers' in Hebron District on each domain in the questionnaire.

This study aimed at the identifying the actual situation of the classroom environment as viewed by the English Teachers of 8th grade in Hebron District. It was also an attempt to study the effect of each of independent variables (gender, experience, and qualification). The results are presented in the below tables at the level of each domain of the study instrument. The presentation of these results is arranged according to the order of the domains as in the study instrument.

4.5.1 Findings Related to the Effects of the Independent Variable (Gender) on the English Classroom Environment of the 8th Grade as Viewed by English Teachers in Hebron District on Each Domain in the Questionnaire.

The results of applying the statistical analysis (means and percentages) to the data related to the effects of teachers' gender are presented in Table (4.8). It showed the effect of gender in the following areas: Participation in the classroom decisions, social support, preoccupation with learning process, clarity, and responsible self-direction.

Table 4.8 Findings related to the effects of the independent variable (gender) on the English Classroom Environment of the 8th Grade as viewed by English Teachers in Hebron District on each domain in the questionnaire.

		Domain					
Gender		Participation in the classroom decisions	Social support	Preoccupation with learning process	Clarity	Responsible self-direction	Total
Male (29)	Mean	3.39	3.63	3.57	3.99	3.47	3.61
	Percentage	67.87 %	72.66 %	71.49 %	79.80 %	69.43 %	72.25 %
Female (45)	Mean	3.49	3.87	3.88	4.04	3.80	3.82
	Percentage	69.74 %	77.33 %	77.59 %	80.83 %	76.05 %	76.31 %
Total (74)	Mean	3.44	3.75	3.73	4.02	3.64	3.72
	Percentage	68.81 %	75.00 %	74.54 %	80.31 %	72.74 %	74.28 %

Table (4.8) indicates that there was a significant difference in the ratings of English classroom environment due to gender for the female teacher. The total mean for female teachers in their responses for the five domains was (3.82) and at a percentage (76.31%), while male teacher's total mean was (3.61) and percentage at (72.25%). Both male and female teachers agreed that (Clarity) was the most frequent domain in the questionnaire. The calculated mean was (4.02) at percentage of (80.31%) and the (Participation in the classroom decisions) was the lowest calculated mean with (3.44) and percentage at (68.81%).

4.5.2 Findings Related to the Effects of the Independent Variable (Experience) on the English Classroom Environment

of the 8th Grade as Viewed by English Teachers in Hebron District on Each Domain in the Questionnaire.

The result of applying the statistical analysis (means and percentages) to the data related to the effects of teachers' experience are presented in Table (4.9). It showed the effect of experience in the following domains: Participation in the classroom decisions, social support, preoccupation with learning process, clarity, and responsible self-direction.

Table 4.9 Findings Related to the Effects of the Independent Variable (Experience) on the English Classroom Environment of the 8th Grade as Viewed by English Teachers in Hebron District on Each Domain in the Questionnaire.

		Domain					
Experience		Participation in the classroom decisions	Social support	Preoccupation with learning process	Clarity	Responsible self-direction	Total
Less than 5 years (22)	Mean	3.44	3.59	3.47	3.89	3.53	3.58
	Percentage	68.79 %	71.87 %	69.47 %	77.79 %	70.51 %	71.69 %
5-10 years (28)	Mean	3.58	3.91	3.96	4.07	3.64	3.83
	Percentage	71.67 %	78.24 %	79.23 %	81.43 %	72.86 %	76.69 %
More	Mean	3.31	3.78	3.79	4.08	3.84	3.76

		Domain					
Experience		Participation in the classroom decisions	Social support	Preoccupation with learning process	Clarity	Responsible self-direction	Total
than 10 years (24)	Percentage	66.11 %	75.64 %	75.76 %	81.67 %	76.85 %	75.21 %
Total (74)	Mean	3.44	3.76	3.74	4.01	3.67	3.72
	Percentage	68.86 %	75.25 %	74.82 %	80.30 %	73.40 %	74.53 %

Table (4.9) indicates that there was a significant difference in the ratings of English classroom environment due to experience for teachers who have experience in teaching from five to ten years. The teachers who have an experience less than five years in teaching, the total mean was (3.58) and at percentage of (71.69%), while teachers who have experience in teaching from five to ten years, the total mean was (3.83) and at a percentage of (76.69%). The table also showed that teachers who have experience more than ten years have gotten mean of (3.76) and at percentage of (75.21%). All teachers with different years of experience agreed that (Clarity) was the most prevalent domain in the questionnaires; the calculated mean was (4.01) and at percentage of (80.30%) and they agreed that (Participation in the classroom decisions) was the lowest calculated mean with (3.44) and percentage at (68.86%).

4.5.3 Findings Related to the Effects of the Independent Variables (Qualification) on the English Classroom

Environment of the 8th Grade as Viewed by English Teachers in Hebron District on Each Domain in the Questionnaire.

The results of applying the statistical analysis (means, and percentages) to the data related to the effects of teachers' qualification are presented in Table (4.10).

Table 4.10 Findings related to the effects of the independent variable (qualification) on the English Classroom Environment of the 8th Grade as viewed by English Teachers in Hebron District on each domain in the questionnaire.

Qualification		Domain					
		Participation in the classroom decisions	Social support	Preoccupation with learning process	Clarity	Responsible self-direction	Total
Diploma (6)	Mean	3.32	3.55	3.71	4.02	3.65	3.65
	Percentage	66.39 %	70.9 8%	74.17 %	80.48 %	72.96 %	73.00 %
B.A. (63)	Mean	3.44	3.79	3.75	4.03	3.66	3.73
	Percentage	68.81 %	75.7 8%	75.03 %	80.63 %	73.16 %	74.68 %
M.A. and More (5)	Mean	3.73	3.87	3.93	3.89	3.89	3.86
	Percentage	74.67 %	77.4 1%	78.67 %	77.71 %	77.78 %	77.25 %
Total	Mean	3.50	3.74	3.80	3.98	3.73	3.75

		Domain					
Qualification		Participation in the classroom decisions	Social support	Preoccupation with learning process	Clarity	Responsible self-direction	Total
(74)	Percentage	69.96 %	74.7 2%	75.95 %	79.61 %	74.63 %	74.97 %

Table (4.10) indicates that there was a significant difference in the ratings of English classroom environment due to qualification for teachers who hold M.A. and more. Teachers who hold Diploma, the total mean for classroom environment was (3.65) and at percentage of (73.00%), while teacher who hold B.A, the total mean was (3.73) and at a percentage of (74.68%).The table also showed that teachers who hold MA and more have gotten mean of (3.86) and at a percentage of (77.25%).

All teachers with different qualifications agreed that (Clarity) was the most prevalent domain in the questionnaires; the calculated mean was(3.98) and at a percentage of (79.61%) and they agreed that (Participation in the classroom decisions) was the lowest calculated mean with (3.50) and percentage at (69.96%).

4.6 Findings Related to the Question Number Three in the Study “What Are the Major Classroom Problems That English Teachers go Through in Their Daily Teaching Process?”

To answer this question, target teachers were asked to mention the major five problems that they go through in their daily teaching English but with a simpler rephrasing of the question in the questionnaire represented by

“What are the major daily problem that you go through in teaching English?”

After analyzing all answers, the researcher has combined all similar answers and classified them into five major problems based on their frequency in the questionnaire. The five classified major problems are shown below according to their frequency:

Table 4.11 Findings Related to the Major Problems That English Teachers go Through in Their Daily Teaching Process.

Problem	Frequency	Percentage (%)
The English syllabus is dense and too long as well as its information level is higher than the students' academic one.	17	22.97%
Students do not like English language and consider it difficult to learn as well as they lack the motivation to learn English.	16	21.62%
Students are not committed to do their homework and they create excuses for that.	12	16.22%
Students are weak in the four English Language Skills (Reading, Writing, Listening and Speaking).	10	13.51%
Number of students in the English classroom is high.	9	13.51%

CHAPTER FIVE

Discussion of Findings and Recommendations

In this chapter, the researcher discusses the findings of the actual situation of the classroom environment as viewed by the English Teachers of 8th Grade in Hebron District based on the results analysis of the items stated in the study's questionnaire as well as the previous related studies along with the researcher's practical experience. The effects of the independent variables (gender, experience, and qualification) and the major daily problems that teachers go through in teaching English are also discussed.

5.1 Discussion of Findings of Data Analysis Related to the Responses of the Items of the Actual Situation of the Classroom Environment as Viewed by the English Teachers of 8th Grade in Hebron District for the Entire Questionnaire.

5.1.1 Discussion of Findings of Data Analysis Related to the First Question of the Study.

What is the actual situation of the classroom environment of the 8th Grade as viewed by the English Teachers in Hebron District?

The results of the study showed that the entire population of the study which is represented by seventy four (74) English teachers has responded to the fifty seven (57) items stated in the questionnaire under the five questionnaire domains.

The analysis showed that the Clarity Domain has gotten the highest percentage of (80.42%) and the Domain of Participation in the Classroom Decisions has gotten the lowest percentage of (69.01%). As a result, the Clarity of rules and instructions helps both students and teachers in

recognizing the general system that should be followed in the classroom including the lesson objectives and activities as well as the consequences that might occur in case of any violation of the preset rules and regulations. This Clarity of rules and instructions plays an important role in facilitating the learning and teaching process and creating a positive classroom environment for both students and teachers.

Despite the importance of allowing students to participate in the classroom decisions, the domain of Participation in the Classroom Decisions has gotten the lowest percentage as earlier stated, which means that the decisions inside the classrooms are dealt with a high uncertainty, hesitation and possibility of getting a wrong decision from both students and teachers where the classical teaching mentality used to present the students as receivers and teachers as transmitters but not as a collective efforts from both. Thus, from the results analysis the researcher has found that the students are considered as passive actors in making decisions in the classroom. Teachers always pretend that they have a free and democratic climate in their classrooms and they let students to actively participate and express their point of view in the classroom and welcomes ideas regarding the lesson subject as well as knowing what type of activities students prefer but the analyzed results show that not all students participate in the classrooms decisions and some students have more influence than others which means that the teacher does not play the required active role in motivating and encouraging students to be active players in the classroom which leads to create a positive classroom environment.

This finding is similar to the finding of AL Mubaddel (2010) who has concluded in his study that there are positive significant relation between positive components of the classroom environment (clarity, social support, preoccupation with learning process, responsible self-direction and participation in the classroom decisions in light of Murray's Theory) and the conclusion skill. Also, the finding is similar to Mughrabi (2009) who

has emphasized on the active role of the teacher in activating the teaching process.

In order to have a full picture for the actual situation of the classroom environment as viewed by the English Teachers of 8th Grade in Hebron District, the researcher will discuss the rest of the results analysis related to the Social Support, Preoccupation with Learning Process, Responsible Self-direction domains combined with the Clarity and Participation in the Classroom Decisions domains which both are earlier discussed.

The results analysis shows the Social Support, Preoccupation with Learning Process and Responsible Self-direction Domains have gotten percentages of (75.50%), (75.20%) and (72.47%) respectively. These percentages are so close to each other especially the population of the study is relatively considered small (74 English Teachers) so the researcher considered that the percentages of these three aforementioned domains will reflect almost the same actual situation of the classroom environment as viewed English Teachers of 8th Grade in Hebron District.

The Social Support among teachers and students creates a warm classroom environment for both teachers and students only if it is based on a mutual respect and support where the motivating and positive classroom environment should be characterized by a mutual cooperation and collaboration, sense of humor, fairness and democracy in dealing, flexibility, friendly feelings and dealing, adaptation with the classroom conditions, encouraging students to express their point of views and ideas without any fear or hesitation, care of teachers towards students and students towards each others will make them feel comfortable and full of trust and leads them to effectively participate in the classroom activities.

Preoccupation with Learning Process indicates that students interact and enjoy during the lesson as well as doing their assignments and activities in an active way. The Preoccupation with Learning Process includes all the

lesson entities such as listening, enthusiasm and competition which appears through the students participation, initiatives, asking questions and the group work inside the classroom but the non Preoccupation with Learning Process means that students show anger, bored, sleeping and side conversations.

Responsible Self-direction indicates that students are well self organized and disciplined inside the classroom without a continuous guidance and direction from teacher where teachers waste most of the lesson time just in organizing the students inside the classroom through issuing verbal guidance such as put your pencil down, look at the board, keep attention, and so on. Students should be given a monitored freedom but not to a level that might cause a mess in the classroom but a freedom that is essential for planning and participation. In an attempt to compare the above findings with other previous studies, the researcher did not find direct results that can be compared with the study ones.

5.1.2 Discussion of Findings of Data Analysis Related to the Effects of the Independent Variables (Gender, Experience, and Qualification) on the Actual Situation of English Classroom Environment of the 8th Grade as Viewed by English Teachers in Hebron District on Each Domain of the Questionnaire.

How are the variables of teachers' (gender, experience, and qualification) affect the classroom environment?

This study aimed at identifying the actual situation of the classroom environment as viewed by the English Teachers of 8th Grade in Hebron District using three independent variables which are the teacher's gender, experience, and qualification.

5.1.2.1 Discussion of Findings of Data Analysis Related to the Effects of the Independent Variable (Gender) on the Actual Situation of English Classroom Environment of the 8th Grade as Viewed by English Teachers in Hebron District on Each Domain of the Questionnaire.

The results indicated that there is a significant difference in rating the English classroom environment due to gender for the female teachers. Also both male and female teachers agreed that Clarity was the most frequent domain and the Participation in the Classroom Decisions is the lowest domain in the English Classroom Environment. This result agrees with 'Zeidan (2008), 'Aqel (2005) and Faqha (2000) who found that there are significant differences of classroom environment due to the gender while Omran (2002) found that there are no significant difference at the level of (0.05) between students and their attitudes towards their Islamic education classroom environment pertaining to their gender.

The researcher refers the above result to female English teachers pay more attention to create and enhance the classroom environment through playing an active role in promoting the positive classroom environment components which is clear from the results of the five domains stated in the study questionnaire.

5.1.2.2 Discussion of Findings of Data Analysis Related to the Effects of the Independent Variable (Experience) on the Actual Situation of English Classroom Environment of the 8th Grade as Viewed by English Teachers in Hebron District on Each Domain of the Questionnaire.

The results indicated that there is a significant difference in the rating of the English classroom environment due to experience for teachers who have experience in teaching from five to ten years. These results are

contradicting the studies of Aqel (2005) and Mughrabi (2009) where both agreed that there is no difference in the rating of classroom environment due to experience. Also, 'Aqel (2005), Mughrabi (2009), and 'Aaseeri (2008) confirmed that the role of teachers, principals, and supervisors is to activate the classroom environment and provide an effective educational environment.

The researcher refers the reason of having a difference due to the teachers' experience to the lack of teaching experience and techniques for those teachers who are still gaining the required skills and knowledge through the practical work and capacity development courses. These teaching experience and techniques are very crucial to support the teaching and learning process as well as creating a positive classroom environment. On the other hand, teachers who have experience more than 10 years are already fed up with teaching process and they cannot keep playing the motivating and encouraging role with students but they just maintain using the same teaching ways which they have built or learnt over their teaching years.

5.1.2.3 Discussion of Findings of Data Analysis Related to the Effects of the Independent Variable (Qualification) on the Actual Situation of English Classroom Environment of the 8th Grade as Viewed by English Teachers in Hebron District on Each Domain of the Questionnaire.

The results indicated that there is a significant difference in the rating of the English classroom environment due to qualification for teachers who hold M.A. and more.

Despite the importance of teachers' qualification in creating a positive classroom environment for students, the previous studies did not attempt to identify the effect of this variable qualification on the classroom environment.

The researcher refers the reason of having a difference due to qualification to the similarity of the classroom environment in schools regardless to the teachers' qualification as the classroom environment conditions in our schools are traditional and almost the same as well as the teachers have never exposed to other untraditional classroom environments. Additionally, our schools are not well developed where some schools are still using rented premises and suffer from a lack of well designed and equipped learning spaces. As a result, teachers have to vary in their teaching methods and utilizing of different means and not to dominate the time of the lesson but they have to give a chance for students to participate and express opinions in order to create a positive classrooms environment as well as teachers have to adapt with the available resources of classrooms.

5.1.3 Discussion of Findings of Data Analysis Related to the Third Question of the Study.

What are the major classroom problems that English Teachers go through in their daily teaching process?

English teachers have identified the below major classroom problems that they go through on a daily basis:

1. The English syllabus is dense and too long as well as its information level is higher than the students' academic one. The teachers' responses formed (22.97%) of the total responses.
2. Students do not like English language and consider it difficult to learn as well as they lack the motivation to learn English. The teachers' responses formed (21.62%) of the total responses.
3. Students are not committed to do their homework and they create excuses for that. The teachers' responses formed (16.22%) of the total responses.

4. Students are weak in the four English Language Skills (Reading, Writing, Listening and Speaking). The teachers' responses formed (13.51%) of the total responses.
5. Number of students in the English classroom is high. The teachers' responses formed (13.51%) of the total responses.

The researcher empathizes that such aforementioned problems limit the effectiveness of educational process for teachers and students as well as not having a warm and positive classroom environment as we all keen to have in our schools.

5.2 Recommendations of the Study

Based on the findings of the study, the researcher recommends the following:

1. Education experts have to revise the way that the English syllabus is presented to students and assess the possibility of making it more attractive and clearer and in line with the students' academic level without affecting the quality of English education;
2. Researchers should do more studies that aim to identify the causes of negative attitudes of the students towards English Language and how to practically change such attitudes;
3. English teachers should discuss a clear set of rules and instructions with students to avoid any mess in the classrooms but at the same time teachers have to let students fairly participate in setting these rules in order to let them feel that they are part of the system;
4. Number of students per classroom should not exceed (20-25) students in order to let the students and teachers feel free during the lessons and to avoid any ignorance for any student's needs due to the crowdedness;

5. Teachers with different experiences and qualifications must play an active role in creating a positive classroom environment using the available resources and keeping away from creating excuses;
6. Male and female teachers have to exchange experiences and lessons learnt on a regular basis on the best practices that support the creation a positive classroom environment;
7. Teachers have to use different promoting and motivating methods for students in order to create a positive classroom environment and to avoid any misbehavior from any student during the lesson; and
8. More workshops and courses should be conducted for teachers in order to know how to create a positive and warm classroom environment.

English References

- Aker, Oraib (2000). **Perception of the First Secondary Students towards English Language Classroom Environment in Improving EFL Learning in Nablus District**. Master thesis, Al-Najah National University, Palestine.
- Bettenhausen, S. (1998). **Make proactive modifications to your classroom**. *Intervention in School and Clinic*. January. vol. 33.
- Bob L. Johnson Jr, Michael Owens. (2005). **Journal of Educational Administration Volume: 43 Issue: 1** Boston: Houghton Mifflin Company.
- Christophel, D. M., & Gorham, J. (1995). **A test-retest analysis of student motivation, teacher immediacy, and perceived sources of motivation and demotivation in college classes**. *Communication Education*, 44, 292-306.
- Chiew, Goh Swee. Chang, Agnes. Ai Yen, Chen, **Normal Technical Students' Perception of their Classroom Environment**, <http://www.aare.edu.au/96pap/gohsc96602.txt>.
- Denise Young. <http://www.learnnc.org/lp/pages/734>
- Fraser, B. J. (1986). **Classroom environment**. London: Croom Helm.
- Fraser, B. J. (1989). **Assessing and improving classroom environment**. Perth, Western Australia: Curtin University of Technology.

- Fraser, B. J. (1999). **Using learning environment assessments to improve classroom and school climates.** In J. Freiberg (Ed.), *School Climate.* (pp. 65-83). London: Falmer Press.
- Frymier, A. B., Shulman, G. M., & Houser, M. (1996). **The development of a learner empowerment measure.** *Communication Education, 45,* 181-199.
- Gorham, J., & Millette, D. M. (1997). **A comparative analysis of teacher and student perception of sources of motivation and demotivation in college classes.** *Communication Education, 46,* 245-261.
- **Creating an Effective Physical Classroom Environment**
<http://www.teachervision.fen.com/classroom-management/decorative-arts/6506.htm>
_ 13/5/2011.
- Hoy, W. K. & Miskel, C. G. (2008). **Educational administration: Theory, research, and practice, 8th edition.** New York: McGraw-Hill.)
- Johnson, David, W.J. (1979) **Educational Psychology.** USA. Prentice Hall INC. 321-353.
- Lewin, K. (1936). **Principles of topological psychology.** New York: McGraw-Hill.
- Miller, Angela .Cunningham, Kathryn, **Classroom Environment.**
[http://www.education.com/reference/article/classroom-environment/.](http://www.education.com/reference/article/classroom-environment/)
- Morris, W. (1982). **The American Heritage Dictionary.**2nd Edition

- Moskowitz, G., & Hayman, J. L., Jr. (1976). **Success strategies of inner-city teachers: A year-long study.** Journal of Educational Research, 69, 283-289.
- Orpen, C. (1994). **Academic motivation as a moderator of the effects of teacher immediacy on student cognitive and affective learning.** Education, 115 (1), 137-138.
- Quinn, M. M., Osher, D., Warger, C. L., Hanley, T. V., Bader, B. D., & Hoffman, C. C. (2000). **Teaching and working with children who have emotional and behavioral challenges.** Longmont, CO: Sopris West.
- Rehman, Abdur (2001). **A Study of Relationship of Self Concept with Classroom Environment, Gender Role, Cognitive Development and Academic Achievement of the Students at Secondary School Level.** PhD thesis, Allama Iqbal Open University, Islamabad.
- Savage, T. V. (1999). **Teaching self-control through management and discipline.** Boston: Allyn and Bacon.
- Sewel, H. Grenville. (1975) **Environmental Quality Management.** New Jersey: Prentice Hall Inc. 1-5
- Soodak, L. C., & Podell, D. M. (1997). **Efficacy and experience: Perceptions of efficacy among preservice and practicing teachers.** Journal of Research and Development in Education, 30(4), 214-221.
- Stewart, S. C. & Evans, W. H. (1997). **Setting the stage for success: Assessing the instructional environment. Preventing School Failure,** 41(2), 53-56.

- Trickett, E.J., & Moos, R.H. (1974). **Assessment of the psychosocial environment of the high school classroom**. Journal of Educational Psychology, 65, 93-102.
- **Wikipedia, the free encyclopedia**.
<http://en.wikipedia.org/wiki/Wikipedia>.
- Wright, A.K., Gallagher, S.P. & Lombard, L.G. (1991). **Investigating classroom environment in British schools**. Educational Psychology In practice, 7 (2). Pp.100-104.
- **International Journal of Science and Mathematics Education**, National Science Council, Taiwan (2010)

المراجع العربية

- أبولبدة، عبدالله (1996). **مناهج المرحلة تنظيماتها ومتطلباتها**. الندوة التربوية الثالثة لجمعية المعلمين: المرحلة الابتدائية التأسيسية، البعد التربوي ومتطلبات المرحلة (السلسلة التربوية الرابعة).
- الجزائر، أ(1999). **تقويم الاختبارات التحصيلية لمادة الكيمياء للصف العاشر وفق معايير تصميم وإخراج الاختبار التحصيلي الجيد**. جامعة القدس، فلسطين ز(رسالة ماجستير غير منشورة).
- الجنيدى ، شيخه .(2000). **أثر البيئة الصفية على مستوى طفل الروضة في الرسم ، وقدرته اللغوية في التعبير عما يرسم ، والزمن الذي يقضيه في ممارسته ، وعدد الرسوم التي ينجزها**. جامعة القديس يوسف ، بيروت .
- الجوهري، حسين (1996). **المشكلات الميدانية مظاهرها، أسبابها، علاجها**. الندوة التربوية الثالثة لجمعية المعلمين: المرحلة الابتدائية التأسيسية، البعد التربوي ومتطلبات المرحلة (السلسلة التربوية الرابعة).
- الحمد ، رشيد وصباريني ،محمد (1979 م)، **البيئة ومشكلاتها**. عالم المعرفة ، المجلس الوطني للثقافة والفنون والآداب، الكويت، ص ٢٤.
- السويدي، عيسى (1995). **المشكلات والعقبات التي تواجه المعلم المواطن**. الندوة التربوية الثانية لجمعية المعلمين: المعلم المواطن بين الواقع والطموح (السلسلة التربوية الثالثة).
- اللقاني ، أحمد والجمال ، علي (١٩٩٦ م)، **معجم المصطلحات التربوية المعرفة في المناهج وطرق التدريس**. القاهرة، علم الكتب.
- المبدل، عبد المحسن(2010). **المكونات الايجابية للبيئة الصفية-في ضوء نظرية موراي-وعلاقتها بمهارات التفكير الناقد**. جامعة الإمام محمد بن سعود الإسلامية، الرياض.

- المرزوقي، صالح (1995). وسائل تنمية العطاء لدى المعلم المواطن. الندوة التربوية الثانية لجمعية المعلمين: المعلم المواطن بين الواقع والطموح (السلسلة التربوية الثالثة).
- جابر، جابر و محفوظ، سهير و الخلفي، سبيكة (١٩٩١ م), علم النفس البيئي. القاهرة، دار النهضة العربية.
- شنطاوي، محمد سعيد (1996). معلم المرحلة إعداده وأدواره المستقبلية. الندوة التربوية الثالثة لجمعية المعلمين: المرحلة الابتدائية التأسيسية، البعد التربوي ومتطلبات المرحلة (السلسلة التربوية الرابعة).
- عدس، محمد عبد الرحيم (1996). المدرسة وتعليم التفكير. دار الفكر للطباعة والنشر والتوزيع، عمان: الأردن.
- عسيري، احمد. (2008). دور المعلمين والمشرفين ومديري المدارس في توفير المناخ الصفّي الفعّال في الصفوف العليا من المرحلة الابتدائية بالمدينة المنورة. جامعة أم القرى، مكة المكرمة. (رسالة ماجستير غير منشورة).
- عطية، محسن علي (2009). تنظيم بيئة التعلم، الأردن، عمان، دار صفاء للنشر والتوزيع، ط1.
- عقل، فواز (2005). البيئة الصفية لموضوع اللغة الانجليزية كما يراها معلمو ومعلمات اللغة الانجليزية في نابلس. جامعة النجاح. فلسطين.
- عمران، خولة (2002) تقييم البيئة الصفية لمعلمي التربية الإسلامية للصف الحادي عشر من وجهة نظر الطلبة في المدارس الحكومية في محافظة رام الله. جامعة القدس، فلسطين. (رسالة ماجستير غير منشورة).
- فقها، مديحة. (2000). تقييم البيئة الصفية للصفين الحادي عشر والثاني عشر في محافظة نابلس. جامعة النجاح، فلسطين. (رسالة ماجستير غير منشورة).
- قطامي، يوسف وقطامي، نايفة (2001 م)، سيكولوجية التدريس، الأردن، عمان، دار الشروق للنشر والتوزيع، ط1.

- قطامي ، يوسف وقطامي، نايفة(2000 م) سيكولوجية التعلم الصفي، الأردن ، عمان ، دار الشروق للنشر والتوزيع ، ط1.
- قطامي، يوسف، نايفة. (1998). نماذج التدريس الصفي. عمان: دار الشروق للنشر والتوزيع.
- مغربي ,علياء.(2009). دور المعلم في تفعيل تدريس مقرر الجغرافيا لطالبات الصف الثالث المتوسط من خلال البيئة الصفية واستخدام مصادر التعلم .جامعة ام القرى،مكة المكرمة.(رسالة ماجستير غير منشورة).

Appendix A

The Questionnaire before the Judgment

Dear Teachers,

I would like to present this questionnaire to you, hoping that you will fill it in objectively and seriously as you are known for being so. It is about:

English Classroom Environment of the 8th Grade as Viewed By English Teachers in Hebron District

Thus, the researcher hopes you would respond to all items preciously and frankly assuring you that your responses will be confidential and will be used for academic purposes only. After filling out some general information about you, please read each item carefully and write (x) in the square of the degree. The researcher greatly appreciates your help in answering the questionnaire faithfully.

Thanks in advance

Yasmeen Sultan

Background Information:

Put (x) in the suitable place:

1- Gender: Male
 Female

2- Experience: Less than 5 years
 5-10 years
 More than 10 years

3- Qualification: Diploma
 B.A
 MA and More

ITEMS	Almost Always	Often	Some-times	Seldom	Almost Never
PARTICIPATION IN THE CLASSROOM DECISIONS					
1-Students participate in making decisions inside the class.					
2 - Decisions that affect the class are structured in a manner that rely on democracy					
3 - Some students have a greater influence on the class than others					
4 - Some students impose their desires on the rest of class students					
5 - Every student in the class has an effect similar to any other student.					
6 - Everything that happens in the class is agreed among the students.					
7 - The teacher welcomes the ideas of each student in the class regarding to the taught subject.					
8 - The teacher gives a space of freedom for every student to practice the activity that he likes.					
9 - Each student selects his					

ITEMS	Almost Always	Often	Sometimes	Seldom	Almost Never
classmates to share him in the activity group inside the class					
10- Every student expresses his opinion without any hesitation					
11- The teacher tries to know what activities do students prefer					
12 - Some students suggest duties or activities by themselves					
SOCIAL SUPPORT					
13 - Classmates talk with each other.					
14 - Students freely accept critics and comments from their classmates					
15- Students in this class look like friends					
16 - Students in this class ask about any student who is absent.					
17- All students in this class are friendly and have good feelings.					
18- Teacher tries to help students.					
19 - Teacher trusts the abilities of students.					

ITEMS	Almost Always	Often	Some-times	Seldom	Almost Never
20- Students speak when they should not during lessons					
21 - Teacher helps every student to understand					
22 - Questions asked by top students are answered in a friendly way more than others.					
23- Students collaborate with each other in the class activities.					
24 - Outstanding students find encouragement from all other students.					
25- The class lessons are characterized by a sense of humor and fun.					
26- The teacher of this subject is flexible and takes into account the circumstances.					
27 - Every student in the class enjoys the same privileges.					
28 - Some top students get a special treatment from the teacher.					
29 - Spirit of love and respect is present in the class.					

ITEMS	Almost Always	Often	Some-times	Seldom	Almost Never
30- I try to make students feel fairly dealt.					
PREOCCUPATION WITH LEARNING PROCESS					
31 - Students do their best in doing the class activities.					
32 - Students feel of the importance of competition in the class.					
33 - Students highly lose attention during my class.					
34 - students try hard to get better grades					
35 - Students focus on what is the teacher saying.					
36 - Most of students feel sleepy in my class.					
37 - All students are interested in doing homework.					
38 - few students participate in the class discussion					
39 - The class students enjoy working with each other in doing the lesson activities.					
40 - Side conversations are high during the presentation of the lesson.					
41 - Students are interested in knowing their classmates' grades.					

ITEMS	Almost Always	Often	Sometimes	Seldom	Almost Never
42 - Students feel a real pleasure in this class					
CLARITY					
43- Students completely know what must be done.					
44- Objectives of studying this subject are clear.					
45 - Students have certain ideas about what should be done in the class.					
46 - The teacher explains what will happen in case any student violated the rules.					
47 - The teacher explains the school laws and regulations.					
48 - Every student knows what is required in the lesson.					
49 - Class activities are planned for this subject carefully and clearly					
RESPONSIBLE SELF-DIRECTION					
50- Students are committed to keep silence in the class.					
51 - Mess is highly existed in the class.					
52 - My class is well organized.					
53 - Teacher is forced to stop the lesson flow to					

ITEMS	Almost Always	Often	Some-times	Seldom	Almost Never
discipline students					
55 - Teacher finds it difficult to return students to their seats					
56 - Violations happen in the class by students.					
57 - Students take care of their books and equipments					
58 - When the teacher enters the class; he finds students ready for the lesson.					
59 - Students collaborate to discipline the class					
60- This teacher thinks we cannot do things well					

What are main daily problems that you go through in teaching English?

Appendix B

List of Referees

Pro. Ahmad Faheem Jaber	Al-Quds University
Dr. Afeef Zeidan	Al-Quds University
Dr. Ghassan Sarhan	Al-Quds University
Dr. Hana Tushiya	Hebron University
Dr. Hazem Eid Bader	Hebron University
Dr. Muhd Abdeen	Al-Quds University
Dr. Muhd Farrah	Hebron University
Dr. Muhsen Adas	Al-Quds University
Dr. Nabeel Al-Jundy	Hebron University
Dr. Raghad Dweik	Hebron University

Appendix C

The Questionnaire after Judgment

Dear Teachers,

I would like to present this questionnaire to you, hoping that you will fill it in objectively and seriously as you are known for being so. It is about:

English Classroom Environment of the 8th Grade as Viewed By English Teachers in Hebron District

Thus, the researcher hopes you would respond to all items preciously and frankly assuring you that your responses will be confidential and will be used for academic purposes only. After filling out some general information about you, please read each item carefully and write (x) in the square of the degree. The researcher greatly appreciates your help in answering the questionnaire faithfully.

Thanks in advance

Yasmeen Sultan

Background Information:

Put (x) in the suitable place:

1- Gender: Male
 Female

2- Experience: Less than 5 years
 5-10 years
 More than 10 years

3- Qualification: Diploma
 B.A
 MA and More

ITEM	Almost Always	Often	Sometimes	Seldom	Almost Never
PARTICIPATION IN THE CLASSROOM DECISIONS					
1- All Students participate in making decisions inside the class.					
2- Decisions that affect the class are made in a manner that relies on democracy.					
3- Some students have a greater influence on the class than others.					
4- Some students impose their desires on the rest of class students.					
5- Every student in the class has a similar effect to any other student.					
6- Everything that happens in the class is agreed upon by all the students.					

ITEM	Almost Always	Often	Sometimes	Seldom	Almost Never
7- The teacher welcomes the ideas of each student in the class regarding to the taught subject.					
8- The teacher gives a space of freedom for every student to practice the activity that he likes.					
9- Each student selects his classmates to share him in the activity group inside the class.					
10- Every student expresses his opinion without any hesitation.					
11- The teacher tries to know what activities his students prefer.					
12- Some students suggest duties or activities by themselves.					

ITEM	Almost Always	Often	Sometimes	Seldom	Almost Never
SOCIAL SUPPORT					
13- Classmates talk with each other.					
14- Students freely accept criticism and comments from their classmates.					
15- Students in this class like each other as friends.					
16- Students in this class ask about any student who is absent.					
17- Students in this class are friendly and have good feelings.					
18- Teacher tries to help students.					
19- Teacher trusts the abilities of students.					
20- The teacher helps every student to understand.					
21- Questions asked by top students are answered in a friendly way more than others.					

ITEM	Almost Always	Often	Sometimes	Seldom	Almost Never
22- Students collaborate with each other in the class activities.					
23- Outstanding students find encouragement from all other students.					
24- The class lessons are characterized by a sense of humor and fun.					
25- The teacher of this subject is flexible and takes into account the circumstances.					
26- Every student in the class enjoys the same privileges.					
27- Some top students get a special treatment from the teacher.					
28- Spirit of love and respect is present in the class.					
29- I try to make students feel fairly dealt with.					

ITEM	Almost Always	Often	Sometimes	Seldom	Almost Never
PREOCCUPATION WITH LEARNING PROCESS					
30- Students do their best in doing the class activities.					
31- Students feel of the importance of competition in the class.					
32- Students highly lose attention during my class.					
33- Students try hard to get better grades.					
34- Students focus on what the teacher is saying.					
35- Most of students feel sleepy in my class.					
36- All students are interested in doing homework.					
37- Few students participate in the class discussion.					
38- The class students enjoy working with each other in doing the lesson activities.					

ITEM	Almost Always	Often	Sometimes	Seldom	Almost Never
39- Side conversations are high during the presentation of the lesson.					
40- Students are interested in knowing their classmates' grades.					
41- Students feel a real pleasure in this class					
CLARITY					
42- Students completely know what must be done.					
43- Objectives of studying this subject are clear.					
44- Students have specific ideas about what should be done in the class.					
45- The teacher explains what will happen in case any student violated the rules.					
46- The teacher explains the school laws and					

ITEM	Almost Always	Often	Sometimes	Seldom	Almost Never
regulations.					
47- Every student knows what is required in the lesson.					
48- Class activities are planned for this subject carefully and clearly.					
RESPONSIBLE SELF-DIRECTION					
49- Students are committed to keep silence in the class.					
50- Mess is highly exists in the class.					
51- My class is well organized.					
52- Teacher is forced to stop the lesson flow to discipline students.					
53- Teacher finds it difficult to return students to their seats.					
54- Violations happen in the class by students.					
55- Students take care					

ITEM	Almost Always	Often	Sometimes	Seldom	Almost Never
of their books and equipments.					
56- When the teacher enters the class; he finds students ready for the lesson.					
57- Students collaborate to discipline the class.					

What are the Major Daily Problems That You Go through in Teaching English?

Appendix D

Recommendation Letter

Al-Quds University
Faculty of Educational Science
Graduate Studies Programs



جامعة القدس
كلية العلوم التربوية
برامج الدراسات العليا

رقم: 11/12/556/12
تاريخ: 2011/02/21

حضرة مدير التربية والتعليم المحترم
محافظة الخليل

الموضوع: تسهيل مهمة

تحية طيبة وبعد،،

تقوم الطالبة: ياسمين علاء الدين سلطان، ورقمها الجامعي (20912177)، بدراسة تتعلق برسالة
ماجستير بعنوان

English Classroom Environment of the 8th grade as viewed by English
teachers in Hebron district

نذا يرجى من حضرتكم تسهيل مهمة الطالبة المذكورة أعلاه والتعاون معها.

شاكرين لكم حسن تعاونكم

والله الموفق



د. محسن عدس

منسق برنامج أساليب التدريس / كلية العلوم التربوية

List of Tables

- Table 3.1 The Number Of English Teachers Of The 8th Grade In The Directorate Of Education - Hebron District Classified By Gender.
- Table 4.1 Means, Degree of Perception, And Percentages Of Teacher's Responses (The Whole Questionnaire).
- Table 4.2 Means, Degree of Perception, And Percentages Of Teachers' Responses For English Classroom Environment Of The 8th Grade (PARTICIPATION IN THE CLASSROOM DECISIONS).
- Table 4.3 Means, Degree of Perception, And Percentages Of Teachers' Responses For English Classroom Environment Of The 8th Grade (SOCIAL SUPPORT).
- Table 4.4 Means, Degree of Perception, And Percentages Of Teacher's Responses For English Classroom Environment Of The 8th Grade (PREOCCUPATION WITH LEARNING PROCESS).
- Table 4.5 Means, Degree of Perception, And Percentages Of Teacher's Responses For English Classroom Environment Of The 8th Grade (Clarity).
- Table 4.6 Means, Degree of Perception, And Percentages Of Teacher's Responses For English Classroom Environment Of The 8th Grade (RESPONSIBLE SELF-DIRECTION).
- Table 4.7 Means, Degree of Perception, And Percentages Of Teacher's Responses For English Classroom Environment

Of The 8th Grade For Each Domain In The Questionnaire.

Table 4.8 Findings Related To The Effects Of The Independent Variables (Gender) On The English Classroom Environment Of The 8th Grade As Viewed By English Teachers In Hebron District On Each Domain In The Questionnaire.

Table 4.9 Findings Related To The Effects Of The Independent Variables (Gender) On The English Classroom Environment Of The 8th Grade As Viewed By English Teachers' In Hebron District On Each Domain In The Questionnaire.

Table 4.10 Findings Related To The Effects Of The Independent Variables (Qualification) On The English Classroom Environment Of The 8th Grade As Viewed By English Teachers In Hebron District On Each Domain In The Questionnaire.

Table 4.11 Findings Related To The Major Problems That Teachers Go Through In Their Daily English Teaching.

List of Appendixes

Appendix (A): The Questionnaire before the Judgment

Appendix (B): List of Referees

Appendix (C): The Questionnaire after Judgment

Appendix (D): Recommendation Letter

Table of Contents

Declaration	i
Acknowledgment	ii
Abstract	iii
الملخص باللغة العربية	vi
CHAPTER ONE	1
1.1 Introduction	1
1.2 Statement of the Problem	5
1.3 Objectives of the Study	7
1.4 Importance of the Study	7
1.5 Questions of the Study	8
1.6 Limitations of the Study	9
1.7 Definition of Terms	9
CHAPTER TWO	12
2.1 Literature Review	12
2.1.1 Preamble	12
2.1.2 History of Classroom Environment	13
2.1.3 The Role of Classroom Environment in Teaching	14
2.1.4 Dimensions of Classroom Environment	14
2.1.5 Factors That Affect the Classroom Environment	15
2.1.6 Administrative Tasks of Teacher	16
2.1.7 The Conditions of a Successful Classroom Management	17
2.1.8 Styles of Classroom Management	18
2.1.9 Types and Importance of Classroom Environment	18
2.1.10 Classroom Interaction	19
2.1.11 Features of Classroom Interaction	20
2.1.12 The Teacher's Role in Teaching and Learning Process vs. Learner's Motivations	21
2.2 Previous Studies	22
CHAPTER THREE	29
Methodology	29
3.1 Population of the Study	29

3.2 Instrument _____	30
3.3 Validity _____	31
3.4 Reliability _____	31
3.5 Variables _____	31
3.5.1 Independent Variables _____	31
3.5.2 Dependent Variables _____	32
3.6 Procedures of the Study _____	32
3.7 Statistical Analysis of the Study _____	33
CHAPTER FOUR _____	34
Findings of the Study _____	34
4.1 The Actual Situation of the English Classroom Environment _____	34
4.2 Findings Related to the First Question of the Study _____	35
4.3 Findings Related to Each Domain in the Questionnaire _____	41
4.3.1 Participation in the Classroom Decisions _____	41
4.3.2 Social Support _____	42
4.3.3 Preoccupation with Learning Process _____	44
4.3.4 Clarity _____	45
4.3.5 Responsible Self-Direction _____	46
4.4 Findings Related to the Sequence of Domains in the Questionnaire _	48
4.5 Findings Related to the Second Question of the Study _____	48
4.5.1 Findings Related to the Effects of the Teacher's (Gender) _____	49
4.5.2 Findings Related to the Effects of the Teacher's (Experience) __	50
4.5.3 Findings Related to the Effects of the Teacher's (Qualification)_	52
4.6 Findings Related to the Question Number Three in the Study _____	54
CHAPTER FIVE _____	56
Discussion of Findings and Recommendations _____	56
5.1 Discussion of Findings of Data Analysis Related to the Actual Situation of the Classroom Environment for the Entire Questionnaire. _____	56
5.1.2.1 Discussion of Findings Related to the Effects of the Independent Variable (Gender) _____	60
5.1.2.2 Discussion of Findings of Data Analysis Related to the Effects of the Independent Variable (Experience) _____	60

5.1.2.3 Discussion of Findings of Data Analysis Related to the Effects of the Independent Variable (Qualification) _____	61
5.1.3 Discussion of Findings of Data Analysis Related to the Third Question of the Study. _____	62
5.2 Recommendations of the Study _____	63
English References _____	65
المراجع العربية _____	69
Appendix A _____	72
Appendix B _____	80
Appendix D _____	91
List of Tables _____	92
List of Appendixes _____	94