

**People's Democratic Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**  
**University of Tlemcen**



**Faculty of Letters and Languages Department of English**  
**Section of English**

**The Impact of The Classroom Socio-Emotional Environment on**  
**English Language Proficiency (Case Study of First Year EFL**  
**Students at Tlemcen University, Algeria)**

Dissertation submitted to the Department of English as a partial fulfilment of the requirements for Master's degree in Didactics of foreign languages.  
Under Ministerial Decree 1275 for a Newly Established Institution „PME“.

Presented by

Supervised by

**Ms. TAIR Djamila**  
**Ms.YAHLALI Hanane**

**Prof. Assia Benettayeb.**

**Board of Examiners**

<b>Prof.Fatma Kherbache</b>	<b>Prof</b>	<b>President</b>
<b>Prof.Assia Benettayeb</b>	<b>Prof</b>	<b>Supervisor</b>
<b>Dr.Fatima Zahra Adder</b>	<b>MCA</b>	<b>Examiner</b>
<b>Dr.Khadidja Hammoudi</b>	<b>MCA</b>	<b>I2E Expert</b>
<b>Mr.Moussa Zarrouki</b>	<b>Economic Partner</b>	<b>CelasSchool</b>

**2024-2025**



## Dedication 1

*I didicate this work ;*

To the compassionate bosom and the example that time cannot erase, all thanks to you, for you have been a support to me at every stage and made me believe that nothing is impossible with determination and support... To my father.

To the heart that never knows how to stop giving, to the one who planted hope in my heart and taught me the meaning of patience, to your hands that carried my concerns and your eyes that never looked away from me, to the one whose prayers were the secret of my success... To my mother.

To those who were an echo to my voice and a safe haven for my weakness, to those who shared with me the burdens of this path, to those who were my homeland in the achievement of goals... To my brothers and sisters Hamlili, Fatiha, Milouda and Hizia.

To my support in life, to the one who has been behind me in every step of the way, you are my invincible strength and never-ending inspiration, to the one who has strengthened me... To my brother Younes.

To the one who has extended her hand in times of weakness and bet on my success and always reminds me of how strong I am and believes in my courage no matter how weak I am, standing behind me like my shadow no matter how many my stumbles, the love of my heart and companion on the path « **Hanane** ».

**To everyone who has supported me and extended a helping hand to me throughout my journey... To all of you, my sincere thanks and appreciation.**

**Djamila.**

## Dedication 2

*I would like first to thank;*

My dear parents, thank you for your unconditional support, your endless love, and for always being the support that strengthens me. My mother, my soul and companion, thank you for your priceless giving. My father, my role model and friend, thank you for your hard work and dedication to me.

To my dear sisters: Sarah, Ahlam, Amina, Wafaa, and my brother Abd El Nour, thank you for your love and support.

To my aunt, Amariya.

To my dearest friends, Nassima and Wafaa, thank you for the memories we shared and for the good company.

Thank you to everyone who has offered me support or advice. Thanks to my best friend, **Djamila** for your pure presence in my life and your precious companionship.

**To all of you, I dedicate this work with my heart before my words.**

**Hanane.**

## **Acknowledgements**

We present our deepest gratitude and appreciation to our distinguished supervisor **Prof Assia Benettayeb** for her sincere efforts, valuable guidance, and continuous support throughout the various stages of this work.

We also express our deep gratitude to the members of the jury, **Prof. Fatma Kherbache** and **Dr. Fatima Zahra Adder** for their careful review of the content of our work.

We would also like to thank **Dr. Hammoudi Khadidja**, the BMC expert and our socio-economic partner for their valuable contribution, which will surely enrich the review and evaluation of this work.

We would also like to thank all the EFL teachers and students at the university of Tlemcen who participated in the practical side of the study.

## **Abstract**

This study addresses a fundamental issue in the field of teaching English as a foreign language 'EFL', focusing on the impact of the EFL classroom social and emotional environment on first-year university students at Tlemcen . Using a research method that combines teachers and students questionnaires and classroom observation, the study seeks to analyze the relationship between English learning proficiency and some factors mainly ; social interaction, emotional support, classroom climate , students' motivation and language performance. The results showed that a classroom environment characterized by emotional balance and positive communication significantly contributes in improving learning , enhancing participation, and mitigating psychological barriers associated with language use. These findings point to the importance of adopting educational approaches that take into account the human and social dimension as supporting elements for the effectiveness of English language teaching in university contexts.

## **Table of Contents**

Dedication 1 .....	I
	I
	V

Dedication 2 .....	II
Acknowledgements .....	III
Abstract .....	IV
Table of Contents .....	V
List of Figures .....	VIII
..... List of Tables	VIII
List of Acronyms and Abbreviations .....	IX
<b>General Introduction .....</b>	<b>1</b>
<b>Chapter One: Classroom Environment and Teachers -Students Engagement .....</b>	<b>4</b>
1.1Introduction .....	5
1.2 Classroom Environment .....	5
1.2.1 Understanding the Classroom Environment and its Components .....	5
1.    2.2Classroom Supplies and Materials .....	7
1.2.3 Teachers‘ - Responsibilities .....	9
1.2.4 Student - Roles .....	11
1.3 Interpersonal Dynamics in The Classroom .....	12

1.3.1 Social Rapports .....	12
1.3.1.1 Students-Teacher Relationship .....	13
1.3.1.2 Students –Students Relationship .....	14
1.3.1.3Students-Themselves .....	15
1.3.2 Emotional Rapports .....	16
1.3.3Affective .....	17
1.3.5 Psychological Rapports .....	21
1.4 Fostering Comfort in The English Classroom .....	23
1.5 Conclusion .....	24
<b>Chapter Two : The Case Study : Procedures, Results and Recommendations.</b> .....	25
2.1. Introduction .....	26
2.2. Research Design .....	26
2.3. Description of the Sample Population .....	26
2.3.1. Teachers‘ .....	27
2.3.2. Students .....	27
2.4. Case Study .....	27
2.5. Data Collection Defined .....	28

2.5.1. Quantitative Data .....	28
2.5.2. Qualitative Data .....	28
2.6. Research Instruments .....	29
2.6.1 Defintion of Questionnaire .....	29
2.6.2 Teachers‘ Questionnaire .....	30
2.6.3 Students‘ Questionnaire .....	30
2.7. Classroom Observation .....	31
2.8. Data Analysis and Results‘ Interpretation .....	31
2.8.1 Teachers‘ Questionnaire Results .....	32
2.9. Discussion of Findings .....	54
2.10. Recommendations and Suggestions .....	56
2.10.1 For Teachers.....	56
2.10.2 for Students .....	57
2.11. Conclusion .....	59
.....	60
<b>Bibliography</b> .....	64
<b>Appendices</b> .....	71

Appendix A : Teachers' Questionnaire .....  
72

Appendix B : Students' Questionnaire .....  
75

## List of Figures

Figure 2 -1: Teachers' Perceptions about the Main Sources that Help  
Students Learn English. ....  
32

Figure 2 -2 : Teachers' Perspectives about the Impact of Social and Emotional  
Support on Students' Learning Ability. ....  
33

Figure 2 -3 : Reported Causes of Students' Difficulties in Using EFL. ....  
34

Figure 2 -4 : Frequency of Teachers Encouraging Students to Communicate  
in English Outside the Classroom. ....  
35

Figure 2 -5: Self-Assessed English Proficiency Levels of Participants.  
..... 39

Figure 2 -6:Students‘ Perceptions of the Most Influential Factors in their EFL Learning Experience. ....  
40

Figure 2 -7: Students‘ Self-Confidence Levels when Speaking English as a Foreign Language (EFL). ....  
41

Figure 2 -8:Students‘ Frequency of Using English Outside the Classroom. ....  
41

Figure 2 -9 : Students‘ Reliance on Classmates for Notes or Explanations. ....  
42

### **List of Tables**

Tableau 2 -1 Teachers Opinions on the Main Reasons for Students Difficulties in Using EFL. ....  
34

Tableau 2 -2 Teachers Recommendations for Enhancing the Area of Social-Emotional Environment on EFL Students. ....  
38

Tableau 2-3 :Classroom observation Details .....  
47

### **List of Acronyms and Abbreviations**

- CE: Classroom Environment.
- EFL:English Foreign Language.
- EM: Extrinsic Motivation.
- FLL: Foreign Language Learning.
- IM: Intrinsic Motivation. □ COMPASS: Comprehensive personalized Academic Support Services.

# **General Introduction**

The classroom social and emotional environment is a fundamental element in the teaching and learning process, especially when dealing with foreign languages such as English. In the early stages of university education, this environment

plays a crucial role in supporting students academically and emotionally, making the understanding its impact a pressing necessity for researchers, educators, and educational policymakers. In light of the rapid developments taking place in Algerian Higher Education, exploring the social and emotional aspects surrounding Foreign Language Learning \_‘FLL‘ is essential to ensure students’ success and facilitate their academic and cultural integration in a comfortable environment.

The classroom today is viewed not only as a place for cognitive acquisition, but as an interactive space that directly impacts learners’ motivation, engagement, and self-confidence. A positive social and emotional environment fosters opportunities for effective communication and encourages students to interact and take linguistic risks, contributing to a deeper and more rapid development of their skills. Conversely, a negative environment characterized by anxiety, feelings of isolation, and weak social ties can lead students to become disengaged and discourage them from learning the foreign language, hindering their academic progress and negatively impacting their English proficiency.

In light of what has already been mentioned, the present research stems from the firm belief that the social and emotional environment is just as important as the educational content in enhancing students’ proficiency in learning EFL. Through a case study carried with first-year EFL students at Tlemcen university, this research seeks to delve deeper into the Impact of the Classroom Environment ‘‘CE’’ on language learning experiences. It also aims to identify the key social and emotional factors that intersect with academic aspects, providing a comprehensive picture of the reality of language learning in Higher Education.

Accordingly, the following research questions are asked :

1. What is the impact of the classroom socio- emotional environment on 1<sup>st</sup> year EFL university students’ learning ?
2. What are the main socio-emotional factors that influence 1<sup>st</sup> year EFL university students \_language proficiency ?

The following research hypotheses are proposed :

1-The social and emotional environment in the classroom may impact EFL university students’ learning deeply in a way that is positive :social and emotional

environnement may promote interaction and active participation, which contribute in improving students' language performance. In contrast, a negative environment, such as feeling isolated or anxious, may reduce engagement and understanding, which negatively affects students' progress in language learning.

2-First-year EFL university students' language proficiency may be greatly influenced by a range of social, emotional and psychological factors, which may collectively impact students' language learning experience and performance, and shape students' engagement, self-confidence and ability to cope with academic and social challenges.

This research is divided into two main chapters, combining theoretical and practical frameworks to address the impact of the social and emotional environment in the classroom on first-year students' English language proficiency. Chapter one addresses the theoretical aspects related to the classroom environment, highlighting its physical and human components and the role of both teachers and students in shaping a healthy classroom climate. The chapter also discusses the concepts of social, emotional, and psychological harmony, as well as the importance of psychological comfort in learning English. Chapter two is dedicated to the field study and includes a description of the research design and study sample, a detailed presentation of the data collection tools (questionnaires, classroom observations), and an analysis of the qualitative and quantitative results obtained. This is followed by an in-depth discussion of the interpretations, followed by some useful suggestions and recommendations.

Thus, using an investigative and analytical research approach, this study seeks to uncover the subtle links between the classroom environment and student performance and highlight how this environment can be improved to create more effective and inclusive learning opportunities. It also seeks to provide practical recommendations for teachers, curriculum developers, and university administrators to build supportive learning environment that enhance students' academic, social, and emotional potential.

At its core, this study aims to contribute to the scholarly debate on foreign language learning in the Algerian university context, focusing on the social and emotional dimensions that are often overlooked or marginalized despite their crucial impact. By shedding light on these factors, this research hopes to support the development of more inclusive and humane learning environments capable of embracing English language learners and helping them excel academically and integrate into a globalized world that relies on effective multilingual communication.



**Chapter One: Classroom Environment and Teachers -Students Engagement**

1.1 Introduction .....	5
1.2 Classroom Environment .....	5
1.2.1 Understanding the Classroom Environment and its Components .....	5
1.    2.2 Classroom Supplies and Materials .....	7
1.2.3 Teachers‘ - Responsibilities .....	9
1.2.4 Student - Roles .....	11
1.3 Interpersonal Dynamics in The Classroom .....	12
1.3.1 Social Rapports .....	12
1.3.1.1 Students-Teacher Relationship .....	13
1.3.1.2 Students –Students Relationship .....	14
1.3.1.3 Students-Themselves .....	15
1.3.2 Emotional Rapports .....	16
1.    3.3 Affective Variables .....	17
1.3.5 Psychological Rapports .....	21
1.4 Fostering Comfort in The English Classroom .....	23
1.5 Conclusion .....	24

### **.1Introduction**

The classroom environment plays a pivotal role in the quality of education, as it is not just a physical space, but rather a reflection of the values, beliefs, and teaching methods adopted by the teacher. The more encouraging and supportive this environment is, the more students feel comfortable and respected, something that enhances their interaction and participation in learning. Positive interaction between the teacher and his students is an essential element in achieving a successful educational experience, as his role is not limited to conveying information, but also includes listening to students, understanding their needs, motivating them to think critically, and providing constructive feedback. When students feel that the teacher care about their individual development, their relationship with him/her is strengthened and their engagement in the educational process increases. Diverse teaching methods, such as group learning, open discussions, and interactive activities, contribute to create a more dynamic and creative classroom environment, which motivates students to participate actively and strive to achieve learning goals with a spirit of cooperation and enthusiasm. In light of the above this first chapter addresses the importance of the classroom environment and its role in shaping learning experience. through an analysis of its physical and human components. The chapter also explores the dimensions of social and emotional interaction between the various stakeholders in the educational process. The chapter concludes by highlighting ways to enhance psychological comfort in English language classrooms.

### **1.2 Classroom Environment**

A classroom is more than just four walls with students and a teacher; it is a vibrant world where ideas are shaped, aspirations grow, and trust is built. Every interaction that takes place between a student and his or her classmates or between them and their teacher leaves a profound impact on their learning experience. When the classroom environment is stimulating and supportive, learning becomes an enjoyable journey, where students gain not only knowledge, but also social skills and self-confidence.

#### **1.2.1 Understanding the Classroom Environment and its**

#### **Components**

CE has a major impact on both students‘ and teachers \_engagement. This environment is not just a physical place that houses educational tools. It is: —applied to educational settings, refers to the atmosphere, ambience, tone, or climate that pervades the particular settings

rman *et al* 2006,p.3). The educational environment can be considered as the framework that determines how individuals interact with each other and how they practice educational activities. Accordingly, the educational environment is an essential element in the educational process, as stimulating and supportive atmospheres contribute to motivating students and achieving the best results. From this perspective, Classroom Environment can be understood as the general atmosphere that prevails in the classroom, as this includes the social emotional and psychological contexts that contribute to creating a specific educational climate.

The way the classroom is organized in terms of seating or the distribution of activities plays a role in determining the quality of interaction between individuals, which helps stimulate participation and constructive discussions. The teacher is also affected by these dynamics, as his way of managing the classroom and interacting with students is part of the reciprocal influences that determine how the lesson proceeds. A classroom is a system and can be better understood if it is seen that way. There is a complex relationship between the physiques structure and arrangement of the room, the teacher, the student and the distribution of espace (Rivlin & Rothenberg, 1976 ; Gump, 1987).

Thus, the classroom is not just a set of physical elements, but rather a set of continuous interactions between individuals and activities, and the more these interactions are harmonious and proportionate to the needs of all parties, the more effective the learning environment will be.

CE with positive ongoing assessment has an integrated learning system that enhances the overall dynamics of the classroom. Activities and tasks are designed to be interactive and engaging, creating a lively learning environment. Tasks are designed to be appropriately challenging, but within limits that students can handle comfortably. The classroom also ensures a competitive spirit, but at a manageable level, which helps students without putting pressure on them. In this context , (Harvey *et al* ,2012) argues that: — a class with a positive CE features a friendly, caring, encouraging, and supportive teacher, cooperative and cohesive students, mutual respect and congenial bonds between teachers and students, interactive, and engaging tasks with competitiveness at a manageable level. These features make the classroom a supportive learning environment, contributing to stimulating active participation and continuous learning from all participants in the educational process.

CE is an essential tool in the hands of the teacher, as it contributes greatly to the success of the educational process. By controlling this environment, the teacher can direct student

towards better learning and achieve the lesson objectives effectively. As suggests by Dean(2000)The classroom environment is : —an important tool for the teacher. —.In facts, its allows the teacher the ability to organize the educational process flexibly, so that he can create the appropriate atmosphere that contributes to enhance students‘ focus and motivating them to take part in classroom interaction. The teacher’s ability to use this tool optimally makes the classroom environment a place that enhances students‘ learning, making it easier for him to convey information and develop their skills.

### 1.2.2 Classroom Supplies and Materials

Educational materials play a fundamental role in enhancing language learning, providing learners with the resources to develop their skills and interact with the language in a variety of contexts .In this expect, Ahmed (2017,p.181) argues that :—Teaching materials are a key instrument in most language courses —. They are not limited to theoretical knowledge, but rather allow for practical language practice, which builds confidence and develops communication skills. They also help to understand language structures and apply them and thus contributes in improving comprehension and language production. Therefore, teaching materials become an indispensable tool to enrich students‘ learning experience and achieve the teaching desired goals.

Moreover, curriculum modification is an essential part of the success of the educational process, as it allows teachers to adapt content and teaching methods according to the diverse abilities and needs of students. According to Oura (2001,p.66):\ Whatever situation a teacher may have, it is very likely that at some time the need to adapt a particular text or lesson with material that he or she feels is more useful for promoting learning —. Standardized educational materials may not suit everyone, which requires providing them in a flexible and innovative ways that enhance interaction and understanding. Through these modifications, teachers can create a stimulating improving the learning experience and achieving better academic results. Teaching materials are not just aids; they are an essential element in English language teaching, as teachers rely on them to deliver more effective and engaging lessons. By using a variety of resources such as textbooks, videos, images,and online digital contents, teachers can provide students with a rich and stimulating learning experience. When these resources are used in an organized manner, they not only help in transferring knowledge, but also contribute to the development of all language skills, from reading and listening to speaking and writing as well as study skills, in an integrated manner. The diversity of teaching materials gives students more opportunities to interact with the language in different contexts, which enhances their ability to communicate confidently and fluently. These resources also allow teachers to design more

ractive and adaptive learning activities to the different needs of their students, which contributes in creating a dynamic and stimulating learning environment.(Howard and Major, 2004,p.101)

Teaching materials are a central component of most English language teaching programs, as they not only provide learners with language content, but teaching programs, as they not only provide learners with language content, but also shape the learning experience in the classroom. Whether a teacher relies on a textbook, uses pre-prepared materials from the institution, or develops their own activities and resources, these materials remain the primary source that guides the learning process and provides learners with structured opportunities to practice the language. Through these materials, students are exposed to language models, acquire vocabulary and structures, and interact with the content in a way that enables them to gradually develop their language skills.

Last and not least, the quality of teaching materials and their relevance to learners' needs' play a crucial role in the success of the English language learning process and in enhancing students' motivation (Richards,2001).Nowadays, teachers have access to a variety of instructional materials ranging from traditional to advanced technological systems. According to Cunningsworth (1995) these materials can be classified into seven main categories based on their technological sophistication:

### ✓ **Printed and Reproducible Materials**

This category includes traditional instructional resources such as printouts, assignment sheets, and individual learning guides. They can be printed or reproduced in large quantities and are used to provide information or instruction to students in the classroom.

### ✓ **Non-Projected Visual Materials**

This category includes visual aids that do not require a projector, such as a blackboard, whiteboard, charts, models, or real objects. These materials aim to enhance understanding through interactive visual representation in the classroom.

### ✓ **Projected Visual Materials**

These include materials that require a projector to display still images, such as slides and microfilms. These materials allow teachers to display detailed images that help enhance learning through visual representations.

### ✓ **Audio Materials**

Include resources that rely solely on audio, such as audiotapes or radio programs. These materials are used to support auditory learning and are useful in situations where learning requires a focus on sound, such as lectures or stories.

### ✓ **Fixed Audio-visual Materials**

These systems combine sound with still images, such as audiotapes attached to books or audio slides attached to pictures. They aim to enhance individual learning by integrating the auditory and visual senses.

### ✓ **Film and Video Materials**

Include films and videos that present moving images with sound, such as educational films or television programs. These materials provide a rich learning experience by integrating sound and image to illustrate complex processes or concepts.

### ✓ **Computer-based Technology Materials**

These include more advanced technology-based resources such as interactive software, simulations and computer-managed management systems. These materials provide a personalized and interactive learning experience using computers.

With this wide variety of educational materials, teachers have multiple opportunities to choose the most appropriate methods for their students' needs and educational goals. This diversity reflects the rapid advancement of technology and its impact on improving the quality of education and expanding learning horizons. With this diversity, teachers' responsibilities also increase in utilizing these resources effectively to achieve the best educational outcomes.

### **1.2.3 Teachers' - Responsibilities**

The teacher is the soul of the educational process. He is not just a transmitter of knowledge, but an inspiration who makes a difference in the lives of his students, awakens their curiosity, and encourages them to think critically and be independent. With his deep understanding of their needs, he adapts his methods to make learning an enjoyable and inspiring experience, instilling in them a love of knowledge and a desire to explore. His role does not end at the classroom, but extends to shaping a confident generation, capable of facing challenges, making sound decisions, and adapting to life's changes. He is more than an instructor, he is a

de, a motivator, and an opportunity creator, opening the doors of success for his students, so that they can fly confidently towards a bright future (Dean. 2000,p. 84) .

The role of the teacher goes beyond merely imparting knowledge ; he is a leader who directs inspiring person who influences his students, and a psychologist who supports them emotionally. His responsibilities are integrated between professional, social, ethical, spiritual, and personal, making him a fundamental pillar in building a generation that is balanced intellectually, psychologically, and ethically (Riyanto *et al.*, 2022).

Furthermore, the role of the teacher in the classroom is not limited to transferring knowledge, but extends to re-employing his previous and current experiences and practices in dynamic ways. Skott(2013,p.548) argued that:|The Teacher contributes to classroom interaction by reengaging in other past and present practices, possibly reinterpreting and transforming them in the process —. The teacher draws on his past experiences, adapts them according to the current context, and may even reinterpret them to suit the changing needs of students. This continuous transformation in practices helps create a more interactive and richer learning environment, where learning becomes a living and renewed process, reflecting educational developments and responding to the diverse requirements of the classroom.

The teacher is the heart of the educational process, as his role is not limited to imparting knowledge, but rather extends to creating a stimulating environment in which students feel safe and confident. He designs purposeful lessons that promote thinking and creativity, and maintains a delicate balance between achieving academic goals and caring for the emotional and social aspects of students. He also works to instill the values of respect and discipline, and manages the classroom wisely to ensure an organized and productive environment. Through effective communication with parents, he contributes to building an integrated support network for students. When faced with challenges, he provides individual guidance and helps them develop their self-skills and take responsibility for their learning, which enhances their selfconfidence and prepares them for success (Richard, 1996).

Moreover, teachers are changemakers and future leaders. They do not just impart knowledge, but also sow the seeds of awareness and openness in the minds of their students. Bourn(2015,p. 63) notes that:| Teachers are seen as key actors of change within programmes and projects on global learning —. In the age of globalization, their roles extend beyond the classroom, to become bridges that connect generations to the world’s cultures and major issues. With their inspiring methods, they stimulate creativity, encourage critical thinking, and instill values of understanding and tolerance. By adopting modern learning technologies

and a holistic education approach, they become leaders who guide students towards a more connected and collaborative world.

### 1.2.4 Student - Roles

A student with a positive personality is a living example of determination and ambition. Even if, he is sometimes not satisfied with performing his daily duties, but always seeks to improve his performance and progress step by step towards achieving his goals. This student has a strong internal motivation that drives him to excel and innovate, and pushes him to think positively regardless of the circumstances surrounding him. Fűzi & Jármaí (2019, p. 615) notes that: "The positive student character is motivated and purposeful — The positive personality of this student is evident in his ability to take advantage of the opportunities and challenges he faces, as he treats difficulties as opportunities for learning and growth. This type of student realizes the importance of good planning and perseverance, and knows that success does not come easily, but rather is the result of continuous effort and a clear vision for a better future. Therefore, this student is always in a state of motivation and drive to achieve more, which makes him a role model for others in how to deal with academic and professional life. Students are the primary drivers of change in their learning environment, and improving learning and teaching depends on their direct efforts in research and exploration. ( Kay *et al* 2010, p.01) suggests that: "The key concept is that students themselves take responsibility for bringing about change, based on their own research on aspects of learning and teaching —. When they delve deeply into the challenges they face in the classroom, they become able to propose innovative solutions that enhance their learning experience. They are not limited to receiving knowledge only, but they are responsible for developing new methods that help them and their colleagues achieve better results. Through research and experimentation, they become active agents in building a more interactive and efficient learning environment.

The student is the cornerstone of the educational process, as his role is not limited to attendance only, but rather requires him to participate actively and consciously engage in his cognitive journey. True learning begins when he interacts with academic content, asks questions, and searches for answers with curiosity and a desire for deep understanding. Critical thinking and continuous analysis make him an independent learner capable of distinguishing between information and employing it intelligently. Taking responsibility for learning and continuously striving for selfdevelopment not only contributes to improving his academic level, but also helps him build a confident professional personality capable of facing challenges with

xibility and creativity. Learning is not just the acquisition of knowledge, but rather a continuous growth process that shapes the student's identity and refines him to become more prepared for his future. Steh, kalin & Mažgon (2014).

Students' role in the learning process is impacted by their previous achievements, which shape their motivation and academic performance, and their personal inclinations, which determine their engagement with the course. Their psychological and emotional state also plays a crucial role, as self-confidence enhances engagement, while anxiety can hinder it. Their physical health according to Hattie's (2009) affects their ability to concentrate and interact, while their early experiences leave a clear imprint on their responses and attitudes towards learning, making all of these factors intertwined in shaping their educational journey.

### 1.3 Interpersonal Dynamics in The Classroom

Interpersonal and classroom dynamics play a pivotal role in shaping the learning environment, with interactions between individuals impacting the quality of instruction and classroom interaction. The teacher sets the teaching style and structure of relationships, while classroom culture influences cooperation or competition among students. When a positive, respectful, and interactive environment prevails, effective learning increases, while negative dynamics hinder academic performance. Understanding these factors can help create a supportive learning environment that fosters social rapport, engagement and deep learning.

#### 1.3.1 Social Rapports

Rapport is the key ingredient that gives educational relationships their strength and cohesion, as it represents the emotional bond that makes communication between teacher and student deeper and more impactful. It is more than just an exchange of words or information; it is a mutual sense of safety, respect, and understanding that allows each party to be themselves and express their thoughts and feelings without fear of judgment or criticism. In this respect, Brookfield (1990) defines rapport as: "the affective glue that binds education relationships together —". When rapport prevails in an educational relationship, students feel valued and heard, which motivates them to actively participate and engage with the educational material with seriousness and passion. This emotional bond goes beyond supporting academic learning, but also extends to building trust, fostering empathy, and recognizing the value of the other.

Therefore a teacher who understands the needs of his students and interprets their situations from a human perspective creates a comfortable educational environment that supports both personal and intellectual growth. Understanding is like the glue that holds all

ects of the educational relationship together, making it cohesive, strong, and able to face challenges, and giving the educational process a deep human dimension that makes it more impactful and inspiring.

Social rapport is a state in which individuals interact harmoniously, with a sense of mutual respect and understanding. This compatibility is not limited to simply interacting in a friendly or polite manner, but rather extends to a deeper harmony in behaviors, feelings, and communication patterns. When there is true social rapport, individuals seek to adapt their actions, emotional expressions, and communication methods in a way that promotes closeness between them, creating an environment in which everyone feels comfortable and familiar. This means that rapport is not just about nice words or superficial compliments, but rather a dynamic process that requires shared awareness and a continuous effort to maintain harmony in social relationships (Brown and Levinson 1987). Teachers always seek to build positive relationships with their students that enhance the quality of interaction in the classroom.

### 1.3.1.1 Students-Teacher Relationship

The Student-Teacher Rapport plays a pivotal role in creating a stimulating learning environment, as it impacts motivation, academic achievement, and classroom interaction. The relationship between the teacher and the student is considered one of the important foundations that contribute to creating an encouraging and stimulating educational environment. It is not limited to providing knowledge or completing educational tasks, but extends to include attention to the individuality and psychological and social needs of each student. (Catt *et al* 2007) suggests that: The positive relationships and connections that teachers aim to create with their pupils is called teacher-student rapport —. When the teacher is able to establish a positive relationship with his students, he opens the doors to mutual understanding and trust, which helps students feel safe and belonging. This type of relationship contributes greatly to improving students' academic performance and enhances their motivation to learn, because it gives them a sense that they are appreciated and understood by their teacher. These connections also help the teacher better understand the needs of his students and provide support that suits their abilities and aspirations, which makes the educational process more effective and humane. Students-Teachers rapport is an important foundation for the success of the educational process, as it goes beyond daily interaction to building a strong bond based on mutual trust and deep understanding between the two parties. When there is a general sense of mutual respect, students feel that they are in a safe and supportive environment, which enables them to express themselves freely without fear of failure or rejection. The teacher, in turn, pays special attention

each student, allowing him to recognize their individual needs and abilities, and provides them with the necessary support accordingly Frisby and Martin (2010):— define this construct as an overall feeling between teachers and their students that comprises a mutual and trustworthy bond —. This understanding helps develop the relationship between the two parties, as trust becomes the cornerstone of daily interaction within the classroom.

A successful teacher-student relationship is based on social rapport and positive communication, which creates a supportive and stimulating classroom environment. When a student feels safe and comfortable, his motivation to learn increases and he becomes more interactive. Building trust and mutual respect enhances the student's ability to ask for help without hesitation, while the teacher's interest in his students' personalities contributes to creating a cooperative learning atmosphere, combining knowledge transfer with psychological and social support.(Reyes&Anthony,. 2020)

The Teacher- Student rapport goes beyond the traditional role of knowledge transfer, it is a reciprocal bond that fosters emotional and cognitive interaction, making learning more motivating. Effective communication increases students' motivation and self-confidence, and encourages them to participate. In return, and as put by Lammers& Byrd(2019) the teacher benefits from continuous interaction, which helps him develop his methods and understand the needs of his students. In an environment of cooperation and respect, students feel safe and supported, which enhances their ability to express themselves freely without fear of failure .

### 1.3.1.2 Students –Students Relationship

Student-student rapport in the language classroom is based on positive interaction that enhances their sense of belonging and mutual respect. When each student realizes that his peers are not just people who share the same space with him, but rather a source of encouragement and support, strong bonds are created between them that are built on trust and cooperation. (Dwyer *et al*,2004) defines a connected classroom environment as “\_\_student-to student perceptions of a supportive and cooperative communication environment“ . In this relationship, each student becomes more willing to share his or her ideas and experiences, because he or she feels that others appreciate what he or she offers and see it as an important part of the educational process.

Students-students relationships are a fundamental pillar in building a cohesive CE, where mutual awareness and deep understanding foster trust and respect. When each student feels valued and accepted, they are more willing to participate and engage in group activities in a

it of cooperation and support. This dynamic not only enriches the educational experience, but also instills core values that prepare them to interact positively in various aspects of their lives, making learning a more inspiring and impactful experience (Dwyer & et al, 2004.

Johnson., 2009).

Moreover, when students feel like they are part of a cohesive and engaged group, they develop a strong sense of belonging that reduces the feelings of isolation they may experience in a learning environment that can sometimes be complex or unfamiliar. This sense of acceptance and social support helps build students' self-confidence, as they feel they have a network of peers who understand and encourage them to succeed. This feeling of being in a supportive environment not only reduces social isolation, but also enhances their motivation to learn. When students experience positive interactions with their peers, they are internally motivated to continue interacting and participating in class activities, because they feel like they are part of a collective learning process that encourages mutual growth and development.

Social harmony among peers plays a pivotal role in enhancing students' academic performance and engagement. It creates a positive environment that supports collaboration and constructive interaction, which enhances their sense of belonging and confidence in participating. This feeling not only strengthens social relationships, but also increases their motivation to achieve their goals. Mutual support also enhances self-efficacy, which helps students face challenges with confidence. When an atmosphere of respect and encouragement prevails, students become more committed to their academic tasks, which improves their achievement and motivates them to reach their full potential within the educational environment (Nelson & DeBacker., 2008).

### 1.3.1.3 Students-Themselves

Students-themselves, take a central and responsible role in managing their own learning process. They begin by deeply understanding their learning needs by identifying their strengths and weaknesses and what they need to improve to achieve their goals. Humaira & Hurriyah (2017, p.06) defines students themselves as: —the learners are able to actively take initiative and responsible for their learning such as to understand their needs, formulate their goals, determine appropriate resources, decide strategies of learning, and evaluate their learning outcome —. They formulate clear and specific goals based on these needs, so that these goals are achievable and directly related to their educational aspirations. They then make

effort to search for appropriate resources to help them in their learning journey, whether it be books, digital tools, or people whose expertise they can benefit from.

Students who have a strong sense of their abilities and potential tend to excel in several aspects of self-organization and coping with educational challenges. They are better able to plan ahead and organize their time and resources effectively to achieve their academic goals.

These students understand the importance of following thoughtful, systematic strategies, such as breaking large tasks into smaller parts, setting priorities, and using learning methods that enhance their understanding of concepts. According to Timothy & Seifert (2004, p.137): Students who are efficacious (perceive themselves as capable) are more likely to be self-regulating, strategic and metacognitive. They demonstrate cognitive superiority through their ability to think critically and analytically, which enables them to solve problems in innovative ways and understand the relationships between ideas more deeply. These types of students are characterized by determination and self-discipline, as they approach challenges with a positive spirit and see them as opportunities for learning and growth rather than obstacles that hinder their progress.

Confident students show resilience in the face of challenges, seeing obstacles as opportunities for growth rather than barriers. This positive thinking drives them to improve their skills and enhance their self-efficacy, which enables them to manage stress and pressure through effective strategies, such as time management and relaxation practices. Their sense of control over situations also increases their emotional stability, giving them a continued drive to achieve academic and professional success. (Dweck., 1986 & Bandura., 1993) argued that the more those students believe in their ability to overcome difficulties, the more likely they are to achieve their goals efficiently and confidently.

### 1.3.2 Emotional Rapport

Emotional rapport in the classroom is essential to enhance the learning experience and make it more profound and impactful. When this rapport is strengthened between students and teachers, it creates a learning environment that is full of positivity and openness, where students feel valued and respected, making them more willing to express their thoughts and feelings freely. According to Lowman (1995): —The ability to stimulate strong positive emotions in students separates the competent from the outstanding college teacher —.

Emotional rapport reduces the psychological distance between individuals, as students feel that they are not just recipients of information, but partners in the learning process. This human

raction motivates students to feel comfortable and reassured, which enhances their desire to engage in discussions and educational activities. Building this type of rapport allows students to feel a sense of belonging to the classroom community, which encourages them to support each other and learn in a collaborative manner. When students feel that their feelings and opinions are respected and valued, this is reflected positively in their levels of concentration and creativity, which contributes to achieving sustainable personal and academic growth.

Emotions in the classroom are not merely a peripheral element in the learning process; they constitute a fundamental aspect that influences teaching methods and interactions between teachers and students. With the growing interest in emotional education, it has become clear that emotions play a key role in developing a supportive classroom environment and enhancing the effectiveness of educational reforms and teacher preparation programs. Boler (2002) argues that understanding the politics of emotion in teaching opens new avenues for a deeper understanding of learning dynamics and improving student experiences in the classroom. Emotions play a pivotal role in shaping cognitive, motivational, and behavioral processes within the classroom. These factors interact through feedback loops that reflect situational connections between them, as well as the influence of genetic development. This dynamic as put by(Pekrun *et al.*, 2002)interaction highlights the importance of emotional rapport in the classroom environment, as emotions can enhance or hinder learning. Understanding and managing them is essential for achieving an effective and balanced educational experience.

### 1.3.3 Affective Variables

**Affective variables play a crucial role in shaping individuals' responses and behavior, directly impacting their interaction and learning in various settings.**

Affective variables are a vital part of the learning process, directly affecting how well they absorb and understand the information presented to them. When a student-centered approach is adopted, their individual needs are considered not only academically but also emotionally, as emotions play a major role in shaping motivation and learning. Students who feel valued and supported in an emotionally sensitive learning environment are often more willing to interact and participate positively. By prioritizing these emotional aspects in language classroom, students are empowered to be more independent and responsible for their learning, which enhances their ability to achieve the desired outcomes with confidence and positivity.(

Killen.2000)

Affective variables plays a crucial role in language learning, as feelings and emotional experiences can form a strong foundation for the success or failure of this process. When a learner feels safe and supported in a learning environment, this enhances their self-confidence and encourages them to take risks by trying and learning from mistakes, which are essential steps in acquiring a new language. In contrast, feelings of anxiety or fear of failure can be a barrier that prevents the learner from fully engaging in the learning process, limiting opportunities for interaction and practice, which are essential elements for developing language skills. Dehbozorgi (2012) claims that: the affective side of the learners is the most influential aspect in language learning success or failure —. Positive emotions, such as enthusiasm and passion for learning a language, can increase the level of internal motivation and push the learner to commit and persevere despite challenges. In addition, an environment that enhances the students' feeling of appreciation and acceptance enhances their ability to learn effectively, as emotional aspects directly affect the level of focus, attention, and interaction.

Thus, it becomes clear that various emotional variables such as attitude toward learning, motivation, anxiety and self-esteem, interact to form the psychological framework that determines the extent to which a student is able to engage in language learning and acquisition effectively.

### **Attitude**

**Attitude is an individual's emotional, cognitive, and behavioral response to people, events, or ideas.**

Attitude, as an emotional variable, plays a pivotal role in shaping learners' motivation, especially in the context of language learning. It expresses the way the learner views the learning process, whether it is positive, encouraging them to engage and interact, or negative, hindering their progress and limiting their efforts. This attitude stems from a set of feelings and impressions that the learner forms based on their previous experiences, their personal connection to the goal they are seeking, and the learning environment they interact with. Brunton (2009) argued that: —attitude is a component of motivation and that in terms of language learning it is as important as aptitude —. If the learner has a positive attitude towards language learning, they will be more willing to make an effort and face challenges, driven by the desire to achieve success and a sense of accomplishment. On the other hand, if the attitude is negative, this may lead to a lack of motivation, avoidance of educational tasks, and perhaps a loss of self-confidence. Attitude also affects the learner's readiness to receive knowledge, as a

itive outlook may create curiosity and interest in learning, while a negative outlook may lead to the feeling that learning is a useless burden. This relationship between attitude and motivation reflects the nature of emotional interaction with the learning process, as a learner who feels that language learning is an opportunity for personal development and communication with others is more motivated, while a skeptical or anxious attitude may hinder the entire learning process.

### **Aptitude**

**Aptitude is a fundamental element that influences individuals' performance and level of achievement, making it an important focus in many research and applied fields.** Aptitude is understood as a cognitive characteristic of a relatively stable nature, which determines how quickly and efficiently an individual can acquire knowledge or carry out tasks. This characteristic is conceived as a unified and comprehensive ability, reflecting the general level of intelligence of an individual, such that it affects his/her performance in a variety of activities and challenges. Snow( 1992) noted that: the picture of aptitude that most psychologists and educators carried around with them was an entity theory of a fixed, single rank order, general-purpose cognitive trait called intelligence — . This concept is based on the idea that aptitude is the primary factor that explains differences between individuals in learning and achievement, and is considered constant across contexts and circumstances.

### **Motivation**

**Motivation is an essential element in motivating learners and pushing them towards achieving their academic goals.**

Motivation is the force that guides individuals' choices toward achieving certain goals or avoiding certain situations. It determines the decisions a person makes about what to pursue and what to avoid, and it influences the level of effort they expend to reach those goals. Keller (1983) define motivation: —as'choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in that respect —. The higher the motivation, the more enthusiastic and willing the individual will be to take on challenges, while the lower the motivation, the more likely they are to reduce their effort or even avoid attempting them altogether.

❖ **Motivation is the spark that ignites the desire to learn, and it manifests itself in two main types :**

IM is the internal drive that drives an individual to engage in an activity simply for the pleasure or satisfaction it brings, without the need for external rewards. According to Legault(2016):—Intrinsic motivation (IM) refers to engagement in behavior that is inherently satisfying or enjoyable —. When a person is intrinsically motivated, they engage in the activity because they find it personally gratifying or an enjoyable challenge, rather than because of external pressures or material benefits.

EM is the force that drives an individual to engage in a certain behavior in pursuit of an external goal, such as receiving a reward, such as recognition or money, or avoiding an undesirable consequence, such as punishment or criticism. In this case, motivation does not stem from an intrinsic desire or internal enjoyment of the behavior itself, but rather depends on external factors that influence an individual's decisions and motivate them to act in a certain way(Legault., 2016).

### **Anxiety**

**Anxiety is a psychological variable that affects academic performance and adaptation to the educational environment.**

Anxiety is a complex emotional state in which an individual feels internal tension and fear that permeates his/her thinking and behaviour, accompanied by feelings of nervousness and constant worry. When a learner experiences anxiety, his /her feelings begin to control the way he/she thinks and reacts to his/her body, which leads to the activation of the autonomic nervous system, which controls automatic physical responses such as a rapid heartbeat, increased breathing, and sweating. Speilberger(1983) reported that: “[a]nxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system — . These physical responses are a direct reflection of psychological anxiety, as they affect the learner's ability to maintain his /her focus and direct his/her attention correctly towards cognitive tasks. When a learner experiences anxiety, his/her mental abilities such as memory and attention are affected, making him /her less able to absorb information or think clearly. Anxiety does not stop at intellectual impacts, but extends to include physical aspects that can significantly hinder the learner's performance. This feeling can turn into a burden if left uncontrolled, leading to poor academic achievement and low self-confidence. **Self-esteem**

**Self-esteem plays a crucial role in shaping individuals' behaviour and motivation, making it an essential component of achieving personal and academic success.**

Self-esteem is the way an individual sees himself and evaluates his worthiness and competence in various aspects of life. It is not just a momentary feeling, but rather a combination of beliefs and experiences that shape a person's image of himself, which influences his behavior and attitudes towards challenges and successes. For learners, self-esteem plays a fundamental role in academic achievement, as it impacts their level of self-confidence and their ability to face difficulties. According to Coopersmith (1967): —One researcher defines self-esteem as — a personal judgement of worthiness that is expressed in the attitudes that the individual holds towards himself —. When a student has high self-esteem, he tends to believe in his abilities and strive to achieve his goals without fear of failure, while low self-esteem can lead to hesitation in undergoing educational experiences and feeling frustrated when facing obstacles. Self-esteem is also affected by a number of emotional variables such as anxiety, social interaction, and the ability to control emotions. Students who suffer from high anxiety may have low self-esteem, making them more likely to give up when faced with difficulties. In contrast, emotional intelligence helps to enhance self-esteem by enabling the individual to deal with negative emotions in a more effective way, which enhances his self-confidence and ability to succeed.

### 1.3.5 Psychological Rapports

Psychological Rapport between teachers' and students' is a fundamental factor in the classroom, as it directly affects the student's learning experience. A positive relationship between teacher and student enhances the student's sense of security and belonging, which is reflected in his level of motivation and active participation in the educational process. When the teacher interacts with his students in a supportive and stimulating manner, this contributes to creating an encouraging educational environment that reduces stress and anxiety, and enables students to focus better on academic achievement. Effective interaction between teacher and student also enhances the student's self-confidence and makes him more willing to ask questions and express his opinions freely, which contributes to building a dynamic educational environment that supports critical thinking and creativity. In addition, teachers who show a genuine interest in the academic and intellectual progress of their students contribute to enhancing their motivation to learn, which leads to more positive academic results. (Lin *et al.*, 2020)

Hope and academic resilience reflect an essential part of a student's psychological capital, directly impacting their learning experience in the classroom. Hope enhances a

dent's motivation through their belief in their ability to achieve their academic goals, even in the face of challenges, as it motivates them to adopt effective strategies to achieve success, such as good planning and adapting to changing circumstances. Additionally, academic resilience gives a student the ability to adapt to failures or academic difficulties, rather than feeling frustrated or giving up, making them more prepared to face obstacles with a positive spirit and renewed determination. (Luthans *et al.* , 2012) reported that —Hope and academic resilience are both considered part of a student's psychological capital —. When these two elements interact together, a strong sense of self-efficacy and the ability to continuously learn is generated in the student, which is reflected in their performance and behavior in the classroom. In a supportive learning environment, it is easy for teachers to enhance these psychological aspects by encouraging positive thinking, providing constructive feedback, and giving students opportunities to try again and learn from their mistakes, which helps them build strong psychological capital that supports their academic and professional journey in the future. The teacher plays a pivotal role in promoting hope in the student by guiding him psychologically to help him set goals, develop his confidence in his ability to achieve them, and provide the necessary support to develop and implement appropriate paths to reach them. (Snyder *et al.* ,1991) suggested that: —Hope includes the ability to set goals, the agency to achieve goals, and to develop and execute pathways to achieving those goals. The psychological support provided by the teacher is also evident in motivating the student to develop flexible strategies to achieve his goals, by guiding him towards critical thinking, encouraging him to try multiple solutions, and helping him to modify his plans when necessary. When the teacher adopts an approach that encourages growth and development instead of focusing only on mistakes, he creates a safe learning environment in which the student feels able to try again without fear of failure. This type of psychological support not only enhances academic performance, but also helps build a resilient personality in the student, making him more able to deal with challenges inside and outside the classroom.

Hope in the educational environment is a driving psychological force that transforms negative experiences into opportunities for growth and development, for both students and teachers. When students have hope, they do not see failure as a final destination, but rather as a catalyst to try again in smarter ways.(Conti, 2000 ;Peterson& McKenna-Buchanan, 2015) noted that: —In the instructional setting, hope allows students to reframe negative events, approach problem solving differently, and increases their likelihood of success —. This deep sense of possibility gives them psychological resilience that helps them overcome frustration and stress,

king them more open to learning and exploring new solutions to the problems they face. As for the teacher, hope is no less important, as it conveys to students the feeling that challenges are only steps on the road to success, and that every student carries within him the ability to change and develop. When the teacher believes in his students' ability to progress, he enhances their self-confidence and motivates them to put in more effort.

Hope in the classroom is not just an idea, but a psychological energy that is reflected in the way of thinking, in encouraging words, and in the insistence on searching for solutions instead of giving up. It is the deep feeling that tomorrow holds new opportunities, and that every effort made today is an investment in a brighter future. When students have hope, they become more adaptable to the academic and personal challenges they face, making them more resilient in dealing with stress and difficulties. According to Martin & Marsh (2009): Students with hope are likely to be more resilient. Conversely, Poor resilience can lead to feelings of hopelessness, low enjoyment, low affect toward school, anxiety, stress, loneliness, low morale, and poor general academic self-esteem — . This psychological resilience gives them the strength to face obstacles with a positive spirit, which is reflected in their educational experience and increases their sense of belonging and comfort in the classroom. Conversely, when this resilience is weakened, students feel frustrated and hopeless, which leads to a decrease in their motivation to learn and a lack of enjoyment of the educational process. In the classroom environment, when hope and resilience are fostered, students feel psychologically safe, which helps them build positive relationships with their colleagues and teachers, and gives them a sense of value and the ability to develop and succeed.

### 1.4 Fostering Comfort in The English Classroom

An adequate supportive classroom environment is essential to enhance students' learning experience. This environment is a space where all students should feel psychologically safe and emotionally comfortable, helping them interact freely without fear of criticism or discrimination. When students feel valued by their teachers and peers, both academically and emotionally, it boosts their self-confidence and encourages them to participate actively in class activities. A respectful environment provides important support to students by accepting their differences and respecting their opinions, which contributes to creating a positive learning climate that encourages cooperation and understanding among all. Furthermore, feeling safe and comfortable in the classroom helps reduce levels of stress and anxiety that can hinder

learning, allowing students to better focus on achieving their academic goals (Miller&Pedro, 2006)

When teachers hold themselves to the same standards that they hold their students to, they create an environment of mutual respect, which helps students feel comfortable in the classroom. Students learn as much from their teachers' behavior as they do from the lessons they teach, and when they see that a teacher treats them fairly and respectfully, they feel safe and confident, which encourages them to participate freely without fear of criticism or unfair punishment. According to some researchers such as Keyes (2019) Miller & Pedro( 2006): —Mutual respect is created when teachers follow the same standards they set for their students. By demonstrating honesty and fairness, teachers become role models, fostering an environment of mutual respect and appreciation. This mutual respect creates a comfortable atmosphere that helps students focus and interact positively, as they realize that their opinions and ideas are valued, and that their learning environment is a safe place to express themselves. This approach also reduces stress and anxiety in the classroom, making learning more enjoyable and effective.

Last and not least, positive relationships in the classroom requires incorporating community building into both academic and non-academic activities, as a strong classroom environment relies on positive connections between students and teachers. This can be achieved by designing lessons to include opportunities for collaboration and teamwork, allowing students to interact and exchange ideas in an atmosphere of mutual respect and support. In addition, open discussions and non-academic activities, such as group projects or recreational events, play a role in fostering a sense of belonging within the classroom. In this expect.. Jones& Nillas,(2022) suggested that: finding ways to incorporate community building into lessons as well as in the form of non-academic discussions and activities can help foster classroom relationships and a strong classroom environment —.

Thus, when students feel like they are part of close-knit community. Their engagement and selfconfidence increase, which positively impacts their academic achievement and overall behavior. Building this environment requires ongoing effort from the teacher, who can encourage positive communication and provide opportunities to strengthen relationships through activities that foster team spirit and cooperation.

### 1.5 Conclusion

The classroom environment is the beating heart of the learning process, where physical components and human relationships intertwine to create a rich and stimulating learning

xperience. Positive interactions between students and teachers, and emotional and psychological balance, all contribute to building a climate that supports trust and encourages active engagement. When the CE is comfortable and safe, learning English transforms from an academic task into a journey of exploration and development, with impacts that are felt both personally and cognitively. This chapter discusses various aspects of the classroom environment, from its physical components to the dynamics of teacher-student relationships and the psychological and emotional variables that influence learning. The importance of this knowledge is highlighted in practical applications through the development of teaching strategies that consider the social and emotional dimensions of the classroom, contributing to a more supportive and effective learning environment. The second chapter will present a field case study of first-year EFL students' at Tlemcen university to analyze how these theoretical factors are reflected in the actual classroom environment.



**Chapter Two : The Case Study : Procedures, Results and Recommendations.**

2.1. Introduction	26
2.2. Research Design	26
2.3. Description of the Sample Population	26
2.3.1. Teachers' Profile	27
2.3.2. Students 'Profile	27
2.4. Case Study Defined	27
2.5. Data Collection Defined	28
2.5.1. Quantitative Data	28
2.5.2. Qualitative Data.	28
2.6. Research Instruments	29
2.6.1 Defintion of Questionnaire	29
2.6.2 Teachers' Questionnaire	30
2.6.3 Students' Questionnaire	30
2.7. Classroom Observation	31
2.8. Data Analysis and Results' Interpretation	31
2.8.1 Teachers' Questionnaire Results	32
2.9. Discussion of Findings	54
2.10. Recommendations and Suggestions	56
2.10.1 For Teachers	56
2.10.2 for Students	57
2.11. Conclusion	59

## **2.1. Introduction**

This second chapter explores the practical side of the study, highlighting the research methodology, sample, and tools used to collect data. It also provides an in-depth analysis of the results, revealing the impact of the socio-emotional environment in the classroom on first-year EFL students language proficiency. In addition, it discusses the challenges they face and suggests recommendations that would improve the learning experience and enhance the effectiveness of English foreign language learning in the Algerian university.

## **2.2. Research Design**

It refers to the plan and methodology adopted by the researcher to organize his study, so that it includes determining the methods and procedures necessary to collect and analyze data to achieve the research objectives. According to Borwankar(1995,p.68):| Research design is the plan, structure and strategy and investigation concaved so as to obtain search question and control variance —. Research design aims to ensure accuracy and objectivity in answering the research question while controlling the influential factors that may affect the results.

## **2.3. Description of the Sample Population**

A sample is a group of individuals or elements that are selected from the study population to represent it in the research. The selection of the sample depends on a specific methodology that ensures accurate representation and reduces bias in the results. The sample design includes determining its size and the method of selection, whether random or non-random. Cothari (1980,p.55) defines a sample as: —the technique or the procedure the researcher would adopt in selecting items for the sample. Sample design may as well lay down the number of items to be included in the sample i.e., the size of the samples —.The Sample population of this study consisted of twentysix (26) first year EFL university Students and five (5) EFL university teachers from Abou Bekr Belkaid university of Tlemcen.

### **2.3.1. Teachers' Profile**

The current study involved five EFL university teachers from Abou Bekr Belkaid University of Tlemcen (Algeria) four females and 1 male. Those teachers have various experiences in teaching English as a foreign language. This sample was selected due to teachers' extensive knowledge of the social and emotional environment within the classroom and its impact on EFL students. The sample provided valuable insights into the challenges faced by first-year students, particularly in relation to motivation, classroom interaction, and building language confidence, which helps provide a comprehensive analysis of the role of social and emotional factors in language learning.

### **2.3.2. Students' Profile**

Twenty-six first-year EFL university students from Abou Bakr Belkaid University were randomly selected to participate in the case study. All of them are from Tlemcen and major in English. They come from diverse educational backgrounds, reflecting their different previous learning experiences and styles. Their level of English varies, allowing the researchers to study the impact of CE on their language learning. Students recognize the importance of English in their academic and professional careers and want to understand how the social and emotional factors influence their language learning in the EFL classroom.

## **2.4. Case Study Defined**

A case study is a research method that aims to gain a deeper understanding of a particular phenomenon or problem within a specific context. This approach relies on collecting detailed data from multiple sources, to analyze the relationship between different factors. According to Coombs (2022, p.2): "case study is a methodological research approach used to generate an in-depth understanding of a contemporary issue or phenomenon in a bounded system". It is commonly used in social and educational studies to

understand the impact of different contexts on individuals or groups. It helps provide insights that other research methods may not reveal.

## **2.5. Data Collection Defined**

Data collection is an organized procedure that aims to obtain accurate information about a specific topic, by measuring and analyzing a set of variables. This is done by following a specific methodology to ensure accuracy and consistency in the results. According to Kabir (2016,p.202) :l Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes —. This process helps in verifying the hypotheses and answering the research questions posed. It also contributes to understanding the phenomena studied and making decisions based on evidence.

Data collection consists of two distinct types : quantitative data, which expresses information in the form of numbers, measurable values, and statistical analysis, and qualitative data, which focuses on descriptive and interpretive aspects, helping to understand phenomena from a deeper perspective.

### **2.5.1.Quantitative Data**

The quantitative approach focuses on studying phenomena through numerical data and statistical analysis to test hypotheses.According to Rovai et al (2014,p.4):lQuantitative research is regarded as a deductive approach towards research. Quantitative researchers regard the world as being outside of themselves and that there is an objective reality independent of any observations —. This approach assumes that reality is objective and independent of the researcher, and can be measured accurately. It aims to reach general results through an accurate and neutral methodology

### **2.5.2.Qualitative Data.**

Qualitative data refers to information that is not expressed in numbers, but rather presented in the form of descriptions or classifications. According

to kabir (2016,p.202) :Qualitative data are mostly non-numerical and usually descriptive or nominal in nature. This means the data collected are in the form of words and sentences —. This data is used to gain a deeper understanding of experiences, opinions, and behaviors. It can be collected through interviews, observations, and written documents.

## **2.6 Research Instruments**

Research instruments are the methods a researcher uses to collect information and data related to their study. These tools include questionnaires, interviews, observations, tests, and others. According to Wilkinson & Birmingham (2003,p.3): —Research instruments are simply devices for obtaining information relevant to your research project, and there are many alternatives from which to choose —. The researcher selects the appropriate tool based on the nature of their research and the type of information they require. In this research, we combined questionnaires and classroom observations (see Appendices). The former provided standardized, rapid data, while the latter added depth by directly observing behaviours, giving us a more comprehensive and accurate understanding.

### **2.6.1 Defintion of Questionnaire**

A questionnaire is a research tool used to collect data from individuals on a specific topic through a set of questions designed in a systematic manner. It aims to obtain accurate and analyzable information, which helps in understanding the phenomena under study and making decisions based on the data obtained. A questionnaire is defined by many researchers and scholars as follows :

According to Sreejesh (2014) A questionnaire is fundamentally a structured series of questions presented to respondents during an interview, accompanied by clear instructions detailing the sequence and selection criteria. This tool holds significant versatility across various research domains, encompassing survey research and experimental design, providing researchers with a

structured framework to gather insights systematically for data collection and analysis.

Openheim (2001) outlines the multidimensional role of questionnaires in research. They serve as instruments for gathering and documenting information on specific topics of interest, with a focus on aligning the questionnaire's purpose with research objectives and ensuring clarity on the utilization of findings.

According to Mathers et al (2007), The design of a questionnaire holds paramount importance in ensuring the reliability and validity of collected data. A well-designed questionnaire features clear and precise questions, consistently posed to all respondents. This uniformity is essential for producing reliable results that can be compared across different participants.

### **2.6.2 Teachers' Questionnaire**

Teachers' questionnaire (see Appendix A) was distributed to five EFL university teachers (Tlemcen). It included a set of closed and open-ended questions aimed at assessing the impact of the social and emotional environment on learning English as a foreign language. The first criterion addressed students' level of English proficiency upon enrollment at university. The questions inquired about the students' level, the primary sources they rely on for learning, and the extent to which social and emotional support impacts their progress. It also identified the main factors that hinder their use of English and the extent to which they are encouraged to use it outside the classroom. The second criterion focused on the role of social and emotional support in English language learning by exploring the impact of family support and a positive social environment on students' development, in addition to examining the impact of social or emotional anxiety on their language abilities. The third criterion addressed the opportunities and challenges associated with the social and emotional environment, by asking about the most prominent difficulties students face and how the environment contributes to improving their language proficiency. It also aimed to collect

suggestions about the impact of social and emotional factors on students' progress in learning English as a foreign language.

### **2.6.3 Students' Questionnaire**

Students' questionnaire consists of a set of closed, open-ended, and multiple-choice questions (see Appendix B) aimed at analyzing the social and emotional factors influencing students' language learning. Students are asked to assess their level of English proficiency and identify the factors that most influence their skills, such as their family environment, friends, teachers, and digital content. The questionnaire also examines their level of confidence when speaking English, the frequency with which they use it outside of class, and their reliance on classmates for note-taking or comprehension. It also explores their level of anxiety when speaking in public and their relationship with English content such as movies, books, and social media. Furthermore, the questionnaire addresses challenges they face, such as vocabulary, grammar, or shyness, and asks them to suggest ways to foster a social and emotional classroom environment that enhances their learning. This questionnaire aims to provide a comprehensive understanding of students' perceptions of their English language learning and the difficulties they encounter in this context.

### **2.7 Classroom Observation**

Observation is a research tool used to collect data by observing phenomena or behaviors as they occur in their natural environment or under pre-planned conditions. It relies on the researcher's direct senses, such as sight and hearing, to record information without interfering with the flow of events. According to Staphy (2019,p.152) : —Observation is a data collection tool which is used by the researcher for collecting live data with the help of his/her senses of observation in the controlled or naturalistic situations of the occurrence of events|. Observation can be structured according to specific criteria or unstructured, focusing on spontaneous details.

## 2.8. Data Analysis and Results“ Interpretation

This section presents the results of teachers‘ and students‘ questionnaires, demonstrating how the social and emotional environment in the classroom impacts first-year EFL students‘ learning. The results reflect the interaction of psychological and social aspects with academic performance and highlight the importance of creating a supportive classroom environment within the

Algerian context to facilitate language learning.

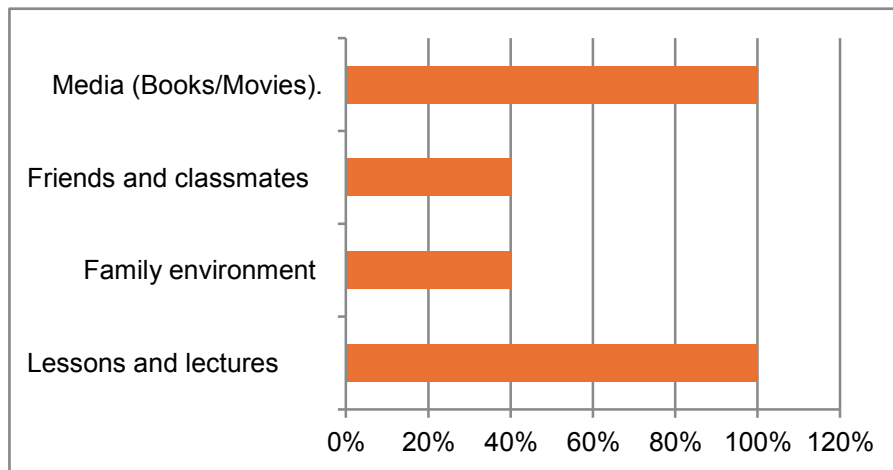
### 2.8.1. Teachers“ Questionnaire Results

As part of this research, the questionnaire was directed to five English language teachers who teach various modules in the Department of English at the University of Tlemcen. Those teachers have varying experiences in teaching English as a foreign language at the university level, which allowed for the collection of multiple perspectives. They were asked to answer (11) questions centered around the topic —the impact of the classroom socioemotional environment on english language proficiency. The questionnaire includes eleven (11) questions designed to explore their opinions and experiences in this context.

- **Question One:How do you rate the level of 1<sup>st</sup> year EFL Students English language**

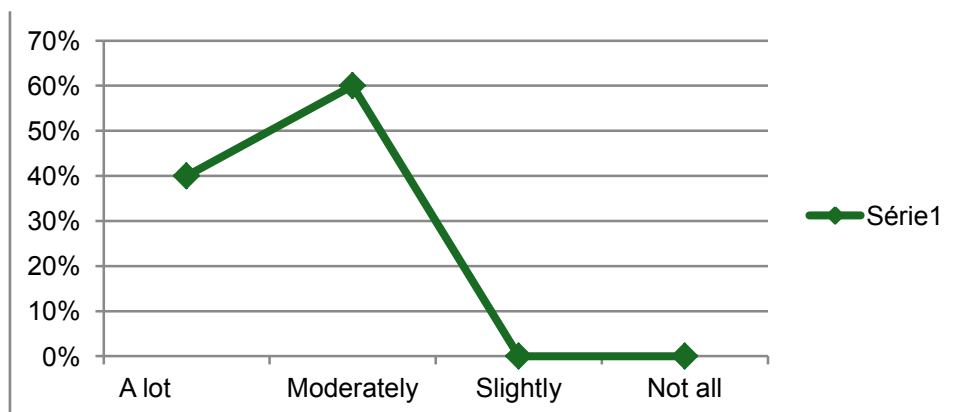
In this question, four (4) teachers answered by ‘Average‘ that representing (80%), One (1) teacher answered by ‘Good‘(20%).

- **Question Two:What do you think the main source that helps your students learn English?**
- This question aims to identify teachers perceptions of the factors that most impacts students English language learning. All the five teachers (100%) indicated that lessons and lectures were the primary source. Two(2) teachers (40%) indicated the family environment, two teachers (40%) indicated friends and classmates, and all teachers (100%) indicated the media (books/movies) as supporting sources of language learning.



**Figure 2-1: Teachers' Perceptions about the Main Sources that Help Students Learn English.**

- Question Three: To what extent do students ability to learn influenced by social and emotional support from those surrounding them?** This question aims to assess teachers views on the impact of the social and emotional support students receive from their surroundings (family, friends ,teachers )on their ability to learn. Two(2) teachers(40%) indicated that students ability is greatly impacted by this support, three (3) teachers (60%) saw the impact as —moderate. None of the teachers selected the options —Slightly, Not all(0%), indicating a general agreement among teachers about the importance of this type of support in improving student learning.



**Figure 2 -2 : Teachers' Perspectives about the Impact of Social and Emotional Support on Students' Learning Ability.**

- Question Four: What do you think the main reasons of students difficulties in using EFL?**

## Chapter Two : The Case Study : Procedures, Results and Recommendations.

This question aims to explore teachers perspectives on the most significant reasons students face when using EFL. None of the teachers cited the social environment as a reason(0%),while all participating teachers five (5) considered lack of practice to be the main factor (100%).Two teachers (2) (40%) also indicated that poor understanding of grammar was a significant reason, Two teachers(2) (40%) indicated that a lack of vocabulary was an obstacle to students effective use of the language.

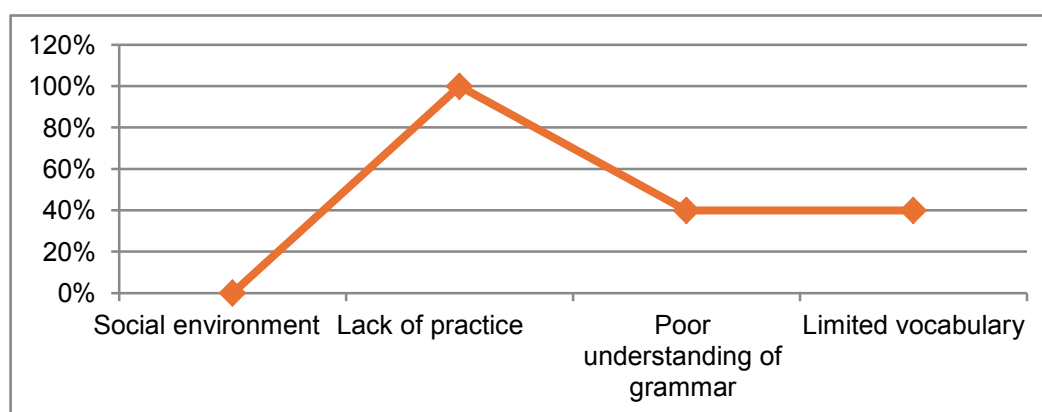


Figure 2 -3 : Reported Causes of Students' Difficulties in Using EFL.

Tableau 2 -1 Teachers Opinions on the Main Reasons for Students Difficulties in Using EFL.

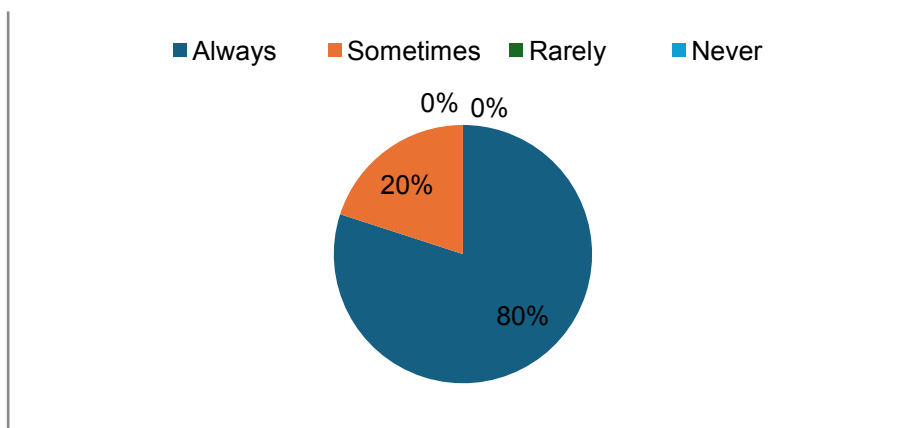
Options	Frequency	Percentages
	AF	RF
Social Environment	0	0%
Lack of practice	5	100%
Poor understanding of grammar	2	40%

## Chapter Two : The Case Study : Procedures, Results and Recommendations.

Limited vocabulary	2	40%
--------------------	---	-----

- **Question Five:How often do you encourage your students to communicate in English outside the classroom?**

This question aims to measure the extent to which teachers are keen to promote the use of English outside the formal classroom setting, i.e., in everyday contexts and social life .Four (4) teachers, representing (80%) ,indicated that they always encourage their students to communicate in English outside the classroom ,while only one teacher representing (20%),responded sometimes . None of the teachers selected the options —rarely or never —(0%),reflecting a general tendency among teachers to support the use of the use of the language in real –life contexts outside the classroom.



**Figure 2 -4 : Frequency of Teachers Encouraging Students to Communicate in English Outside the Classroom.**

- **Question Six: Do you think that family support has a positive impact on students ability to learn English?**

In this question all of the five(5)teachers answered by —yes||, representing (100%) and their justification were as follows:

- They will feel more confident with the support of their family (positive energy).
  - Background knowledge of parents (motivation of parents).
  - If parents support their infants to study and creat an appreciate atmosphere,they will do their best to study.
  - Families motivate their children to learn by providing the required environment and emotional ,financial,and moral support.
  - Any personal endeavor requires support from the close surrounding,the family support,nature,the most effective emotionally & socially.
- **Question Seven:Do you think that students who are exposed to a positive social environment make foster progress in learning English?**

In this question about whether a positive social environment has a tangible impact on students progress in learning English, all teachers(100%) unanimously answered —yes||,reflecting their belief in the importance of a supportive environment in promoting language learning.

Their justifications were summarized as follow:

- Because they find opportunities to be exposed language .
- They have a peaceful and supporting milieu.
- Because simply it helps them to improve their English learning.
- This will further enhance their skills and enable them to reach their potencial .

## **Chapter Two : The Case Study : Procedures, Results and Recommendations.**

---

- Obviously ,the positive support a feedback can impact the attitude of the students and their motivation which lead to fostering their progress .

- **Question Eight:Do you think that students emotional or social anxiety influence their ability to learn English?**

All the five (5) teachers representing (100%) answered—yes, and justified their answer by stating that emotional and social anxiety is a negative factor influencing the process of learning the English language.

- **Question Nine: what are the most prominent challenges that your students face in learning English from a social or emotional perspective ?**

This is an open-ended question, the five (5) teachers representing (100%), suggested the following answers:

- They will face obstacles in improving their language learning and it will influence their ability to learn.
  - Familial conflicts hinder success.
  - If not motivated, if not exposed, if not writing.
  - Lack of interest in self-development which might be due to the lack of a support system that addresses particular needs.
  - Speaking publicly, finding contexts for practice.
- **Question Ten: How can the social and emotional environment of students contribute in improving their level of proficiency in English?**

This is another open-ended question out of five(5) teachers answered that representing (80%),which one did not respond

- Providing special services alternative to students needs.
- It can help them to establish a significant level in English and maintaining good skills.
- Society and environment are two aspects that provide impetus to individual.
- Providing good mood,good support,and enough time to practice.

• **Question Eleven: What do you suggest in this area of social-emotional environment impact on students progress in EFL learning?**

In this last open-ended question, the five (5) teachers provided the following recommendations which are summarized in the table:

**Tableau 2 -2 Teachers Recommendations for Enhancing the Area of Social-Emotional Environment on EFL Students.**

<b>Teacher"s Suggestions</b>
<ul style="list-style-type: none"> <li>➤ Group work /participating in events(clubs/conferences...ect)</li> </ul>
<ul style="list-style-type: none"> <li>➤ Raising student's awareness about developing learning autonomy,and creating a social emotional entourage that has positive energy ,enthusiasm, and desire to work.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Always advise to :                             <ul style="list-style-type: none"> <li>-Engage voluntarily</li> <li>-Avoid anxiety</li> <li>-Practice &amp; Practice</li> </ul> </li> </ul>

➤ Priority should be given to creating and establishing a system that caters to students mental,emotional and social needs.

➤ It has either positive or negative impact,it depends on the environment.

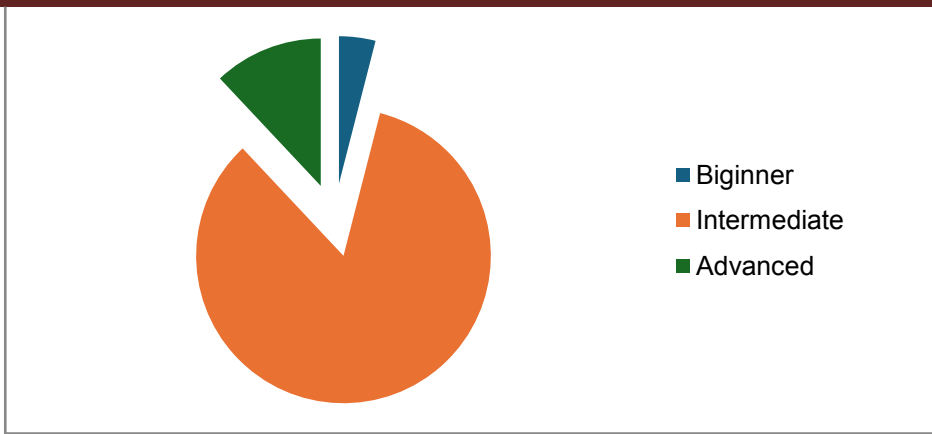
### **2.8.2. Students“ Questionnaire Results**

This part of the research analyzes the results of the data collected using quantitative and qualitative analysis tools.The aim is to gain a deeper understanding of the impact of the social and emotional environment within the classroom on the English language proficiency of higher education students in Algeria.This research is based on a case study of first year EFL students‘ in the Department of English at Tlemcen University.

The students questionnaire was administered to twenty –five (25) first-year EFL students,who were asked to answer eleven (11) questions , focusing on various social and emotional aspects within the classroom and their contribution to students‘level of engagement and confidence in learning English.

#### **□ Question One: How would you describe your level of English?**

In this question ,students were asked about their level of English .One (1) student answered —Bigger|| (4%),twenty-one (21) students answered —Intermediatell(84%),and three(3) students answered —Advancedll( 12%).

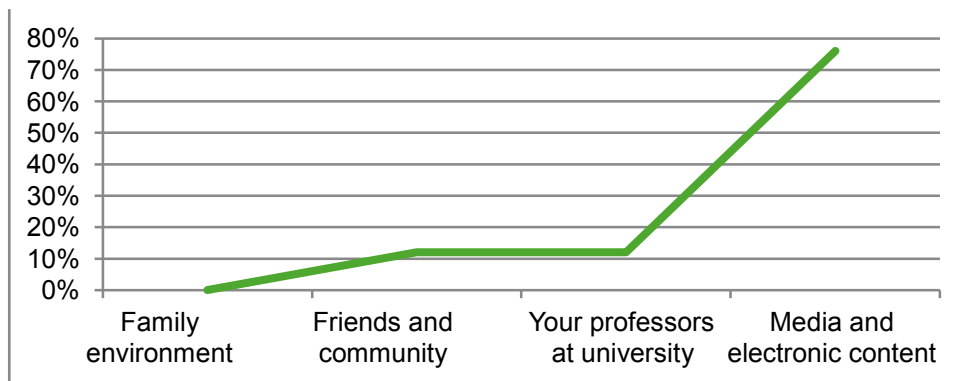


**Figure 2 -5: Self-Assessed English Proficiency Levels of Participants.**

□

**Question Two: What is the most influential factor on your English as a Foreign Language (EFL)?**

In this question students were asked about the most influential factor on students' English as a foreign language. None of the participants indicated — Family environment as an influential factor (0%). However, three (3) students (12%) considered — Friends and community to be the most prominent factor, while another three (3) students (12%) chose — Your professors at university. According to the majority, Media and electronic content was the most influential factor, with nineteen (19) students (76%) citing it.



**Figure 2 -6: Students' Perceptions of the Most Influential Factors in their EFL Learning Experience.**

• **Question Three: How do you rate your self confidence when speaking (EFL)?**

In this question, students were asked to rate their confidence when speaking English as a foreign language. Three (3) students (12%) indicated Low confidence, eighteen (18) students (72%) expressed — Average confidence, and four (4) students (16%) reported — High confidence when speaking.

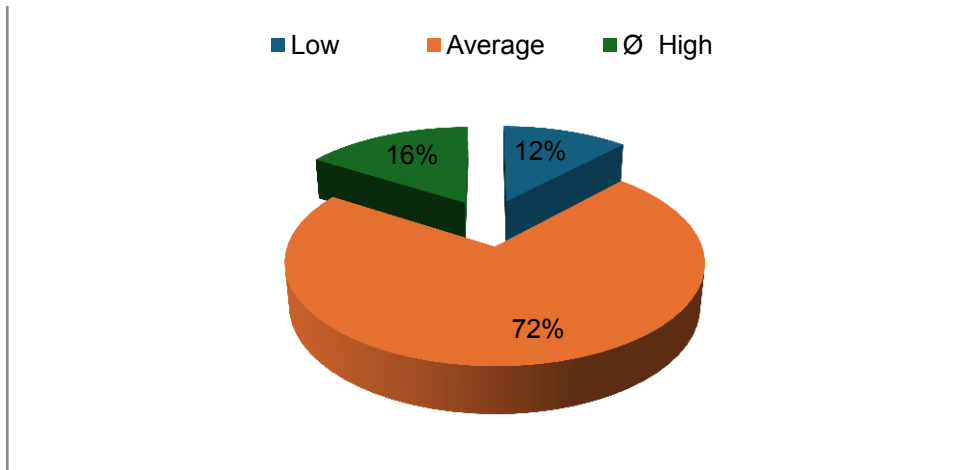


Figure 2 -7: Students' Self-Confidence Levels when Speaking English as a Foreign Language (EFL).

• **Question Four: How often do you use English outside the classroom?**

In this question ,students were asked to rate how often they use English outside the classroom .Four (4) students (16%) indicated that they used English —Rarely,while seventeen(17) students (68%) reported that they used it Sometimes,and another four (4) students (16%) reported that they used it (Frequently).

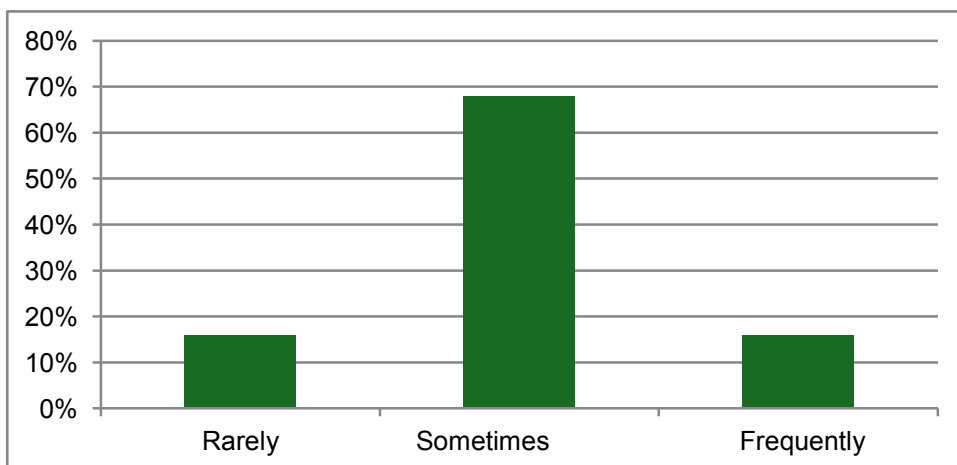
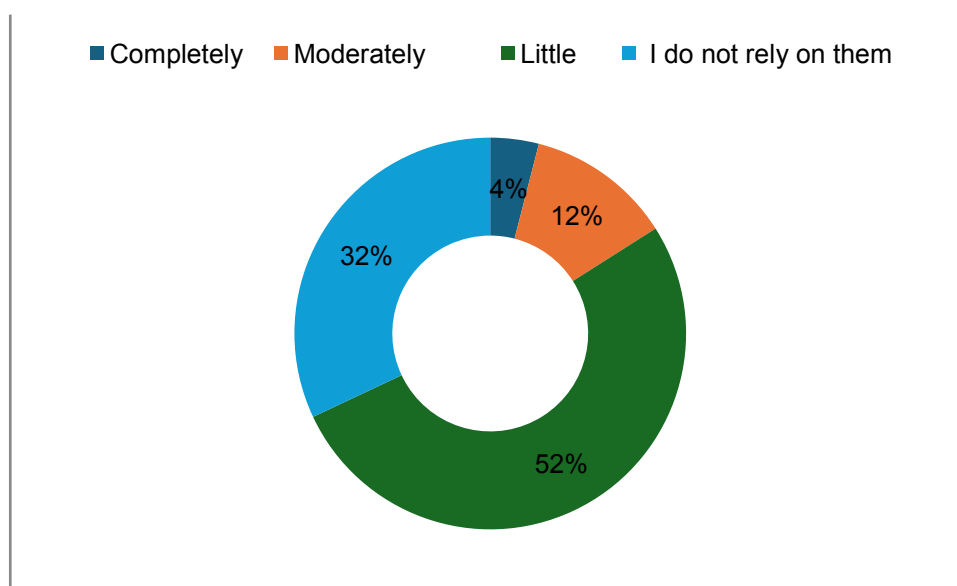


Figure 2 -8:Students' Frequency of Using English Outside the Classroom.

□

**Question Five: Do you rely on your classmates for notes or explanations?**

In this question ,students were asked to rate their dependence on their peers for feedback or explanations. One (1) student (4%) indicated that they depended on them —Completely, while three (3) students (12%) responded that they depended on them —Moderately. Thirteen (13) students (52%) reported that they depended on them —Little, while eight (8) students (32%) confirmed that they don't depend on them —I do not rely on them.



**Figure 2 -9 : Students' Reliance on Classmates for Notes or Explanations.**

- **Question Six: Do you feel anxious or nervous when speaking English in front of others?**

In this question, students were asked whether they felt anxious or nervous when speaking English in front of others. Twelve (12) students (48%) indicated that they felt anxious or nervous, while thirteen students (52%) reported that they did not feel anxious or nervous.

**From Anxiety to Confidence : Students' Justifications for Speaking English .**

**❖ Students' justification for their anxiety :**

Some students feel anxious when speaking English in front of others for several reasons. The most prominent of these is the fear of making mistakes or not understanding well, which can cause embarrassment. They also feel that all eyes are on them, which increases their anxiety. Some students feel shy or afraid of being judged by others because of their level of pronunciation. In addition, they may have difficulty with pronunciation or experience social anxiety, which makes them uncomfortable when speaking in front of an audience or even in informal conversations. Furthermore, they may have the impression that others expect them to be completely fluent, which increases their anxiety.

**❖ Students' justification for not being anxious:**

On the other hand, there are students who do not feel anxious when speaking English. These students are often confident and comfortable using the language, especially if they are accustomed to speaking it with their friends and family. Some believe that speaking English is natural and not a cause for concern because it is not their first language, and therefore they do not expect perfection. Others are confident in their ability to express themselves well and are not afraid of making mistakes, knowing that everyone is in the same situation and striving to learn the language. There are also those who are not anxious because they prepare themselves in advance and work in building their confidence before speaking.

**Question Seven: Do you follow English content (movies/books/social platforms) regularly?**

□

In this question ,the results showed that the vast majority of students ,(84%) twenty-one (21) students follow content in English. This reflect that most students find value in consistent exposure to English content ,which can contribute to strengthening their language skills.On the other hand ,(16%) of students (4) students do not follow this type of content.

- **Question Eight: Do you think that having a supportive environment help you improve your English?**

In this question,the results showed that ( 84%) of students ( 21 students ) believe that a supportive environment contributes to improving their English,reflecting their awareness of the importance of encouragement and support in enhancing their language skills. However,(16% )of students (4 students)did not share this opinion, justifying this by relying on their own effort or not being influenced by their surroundings.

**Between influence and intrinsic motivation :students“justifications for the role of the classroom environment in learning english.**

**❖ Justification of Students Who Chose “Yes”**

Students who chose —Yesllindicate that a supportive environment plays an important role in improving their English skills.Support from classmates and teachers is often pivotal , as they motivate them to learn and discuss the language,boosting their self confidence .Some students indicate that support also comes from their families,who encourage them to use English at home, which helps them improve their pronunciation and expand their vocabulary.A positive environment makes them feel comfortable and encourages them to practice,which contribute to enhancing their communication skills. Ultimately,these students believe that a supportive environment provides them with the courage and opportunity to learn with greater confidence.

**❖ Justification of Students Who Chose “No”**

Students who chose —No believe that their surrounding environment does not provide sufficient support for improving their English language skills. Some live in a predominantly Arabic-speaking environment, which limits their opportunities to interact in English. Others feel they lack adequate support from their families or communities, which hinders their progress in learning the language. These students may not feel comfortable or confident using English due to a lack of opportunities to interact in it or a lack of encouragement from the environment.

- **Question Ten : In which ways, do you think the social and emotional environment can help you improve your English skills?**

In this question, students indicated that the social and emotional environment supports English language learning in different ways: Eight (8) students (32%) focused on the importance of feeling comfortable. Six (6) students (24%) on the role of social activities, (6) students (24%) on overcoming anxiety in a supportive environment, and (5) students (20%) felt that positive feedback boosts confidence.

- **Question Eleven: What do you suggest for a more supportive socio-emotional classroom environment?**

Of the Twenty-five (25) students, Twenty-one (21) responded to a question about their suggestions for creating a socially and emotionally supportive classroom environment (84%). While Four (4) students did not respond (16%). Participants' responses demonstrated a clear awareness of the

importance of social and emotional dimensions in improving the learning experience.

Suggestions focused on promoting positive communication between students and teachers, and building relationships based on friendship, respect, and mutual support. Students also emphasized the importance of teachers being encouraging and providing a safe environment for self-expression without fear of mistakes or negative judgment, which contributes to reducing anxiety and stress. Some noted the importance of reducing negative comments about minor details. Emphasis was also placed on active participation in classroom activities, engaging in clubs, collaborative work, and role-playing, all of which enhance self-confidence and motivate the use of the English language. Students were also advised to practice English regularly in class, encourage each other to speak confidently, respect and accept others' opinions, and be patient, all of which are essential elements for building a positive and inclusive classroom environment.

### **2.8.3 Classroom Observation Results**

The researchers focused on the general classroom scene without being restricted to pre-defined elements. This allowed them to observe the natural interactions and behaviors of students and teachers in their real-life context.

The observation took place in the Department of English at the University of Tlemcen, in a class designated for first-year EFL students, from 9:00 a.m. to 10:15 a.m. The first session focused on classroom interaction in its various forms: interaction between the teacher and students, interaction among students, and internal interaction among students, manifested in self-reflection and individual responses to learning situations.

The second session addressed the social and emotional environment within the classroom. They observed students' sense of security and belonging, the nature of their relationships, and the extent to which the general atmosphere impacted their motivation and engagement with classroom activities. The researchers ensured that they were in a position to closely monitor the

## Chapter Two : The Case Study : Procedures, Results and Recommendations.

progress of the lesson without disrupting students or interfering with the flow of the lesson. Everything that could reflect the dynamics of classroom interaction , the emotional and social atmosphere that prevailed during the sessions was recorded.

The following table shows the most important observations made during the classroom sessions, in terms of the participants, the topic focused on, how the session proceeded, and what the researchers aimed to find out.

**Tableau 2 -3 :Classroom observation Details**

Participants Informations ➤ Date : ➤ Time : ➤ Level : ➤ Group :	March 05 <sup>th</sup> ,2025. From 09:00 to 10 : 15Am	March 09 <sup>th</sup> ,2025 From 09:00 to 10:15Am
➤ Students' Number: ➤ Main Course:	16 Students ( 3 males and 13 females) Learning vocabulary	14 Students (2 males and 12 females) Continuing the lesson learning vocabulary
➤ Teachers' observed: ➤ Students' observed:	Prof. Assia BENETTAYE B  Ms. Djamila TAIR  Ms. Hanane YAHLALI	Prof. Assia BENETTAYE B  Ms. Djamila TAIR  Ms. Hanane YAHLALI

## Chapter Two : The Case Study : Procedures, Results and Recommendations.

	StudentsTeacher	<ul style="list-style-type: none"> <li>✓ At the beginning of the class, some students actively participate in answering introductory questions that link the</li> </ul>
<p><b>INTERACTIO N</b></p>		<p>lesson to their daily lives, where the teacher uses humor and words of encouragement to help keep students focused.</p> <ul style="list-style-type: none"> <li>✓ There is a difference in the student's response; some were interacting with the teacher, while some students were satisfied with participating on simple questions only.</li> <li>✓ The teacher often resorted to simplifying the question or providing hints to help them.</li> </ul>

## Chapter Two : The Case Study : Procedures, Results and Recommendations.

	StudentsStudents	<ul style="list-style-type: none"><li>✓ There was an exchange of ideas between the students about the topic of the lesson.</li><li>✓ Some students seemed more patient with each other, especially girls, and there were two or three students who dominated the conversation while others remained more reserved.</li><li>✓ There was a quiet competition between the students who sought to achieve the best answers,</li></ul>
		while others cooperated in solving the exercises by dividing into small groups.

## Chapter Two : The Case Study : Procedures, Results and Recommendations.

	StudentsThemselves	<ul style="list-style-type: none"> <li>✓ Some students showed interaction with themselves during the lecture, such as hesitation or thinking before answering.</li> <li>✓ Some students wrote notes seriously in their own notebooks, which showed their internal interaction with the material and an attempt to show their thoughts.</li> <li>✓ Students who had more self-confidence were more likely to communicate with others and ask questions, while others felt confused when participating</li> </ul>
<p><b>Classroom Socio-Emotional Environment</b></p>	Students-Teacher	<ul style="list-style-type: none"> <li>✓ There was a respect between the student and the teacher where the student valued the teachers' opinion.</li> <li>✓ The teacher succeeded in maintaining a balance between guiding the</li> </ul>

		students and urging them to participate by giving different activities.
--	--	---

## Chapter Two : The Case Study : Procedures, Results and Recommendations.

		<ul style="list-style-type: none"> <li>✓ The teacher used gestures to support positive participation such as smiling.</li>   <li>✓ The teacher used encouraging phrases when the students answered such as saying (Distinctive idea).</li> </ul>
	<p>Students- Students</p>	<ul style="list-style-type: none"> <li>✓</li>   <li>Some students communicate by shaking hands and smiling as a way to encourage each other during activities.</li> <li>✓ Students share their feelings of fear and anxiety about the approaching tests.</li>   <li>✓ Students help each other to understand and remind about the deadlines of assignments in a friendly way.</li>   <li>✓ Students feel more comfortable in sharing ideas with their peers.</li> </ul>
<p><b>Aims</b></p>	<p>This observation aimed to monitor the</p>	

## Chapter Two : The Case Study : Procedures, Results and Recommendations.

manifestations of social and emotional interaction within the classroom. Diverse interactions were observed between students and teachers, through encouraging introductory questions and a supportive teaching style characterized by humor and motivation. Variations in the level of student participation were also evident, with some students actively participating, while others preferred to be reserved or simply ask simple questions. The relationship between students was characterized by cooperation and encouragement ,through the exchange of ideas and assistance in completing exercises , with a positive competitive spirit emerging .Students' also demonstrated internal interaction through reflection and writing, and their participation was influenced by their level of self-confidence .An atmosphere of mutual respect and support prevailed among everyone ,reflecting a classroom environment that fosters integration and participation .

❖ **Session One took place March 05th , 2025(from 09 :00 to 10 :15Am)**

### **Teachers' Sequence**

#### **➤ Interaction (Students-teacher)**

The teacher's lesson was about "Vocabulary: How to Learn It, Related Strategies and Skills, New Words, and Enhancing Extensive Reading." The lesson began with an introductory phase that included questions that connected the lesson topic to the students' daily experiences, encouraging

some students to interact and participate. The teacher used humor and verbal encouragement to motivate students and maintain their focus. Variations were observed in student responses; some interacted significantly, while others limited themselves to asking simple questions. The teacher responded to this variation by simplifying the questions and providing hints to facilitate understanding and encourage participation. This strategy demonstrated flexibility in teaching style, as the teacher adapted to the different levels of students, creating a supportive classroom environment that fostered interaction and stimulated gradual and effective vocabulary learning.

### **Students' Sequence**

#### **➤ Interaction (Students-students )**

The first vocabulary lesson session was held on March 5th, from 9:00 to 10:15 a.m., during the month of Ramadan. This was clearly reflected in the attendance rate, as only 14 students were present, including two males students and 12 females students. Despite this absence, the session was characterized by an atmosphere of acceptable interaction, with a discussion about the lesson topic and some students exchanging ideas among themselves. It was clear that the female students were more cooperative with each other, and their communication was characterized by calm and patience. It was also noted that a few students—two or three—were the most engaged in the discussion, while others remained more reserved. The session was characterized by a sense of positive competition, as some students sought to excel in their answers, while others preferred to work in small groups to solve the exercises, which added vitality to the lesson despite the surrounding circumstances.

#### **➤ Interaction (Students'-themselves)**

In this first session, some students demonstrated clear internal interaction, hesitating or thinking before answering, indicating their attempts to deeply understand and engage with the material in a rational way. Others were diligently taking notes in their notebooks, reflecting their individual

commitment and understanding of the content. Students who were more confident showed a greater willingness to participate and engage with the material, while those who lacked confidence appeared more hesitant and confused when attempting to participate, reflecting the impact of personal confidence levels on their interactions within the classroom.

❖ **Session two took place March 09th, 2025(from 09 :00 to 10 :15 Am)**

### **Teachers Sequence**

#### **➤ The Classroom Socio-Emotional environment (Students-Teacher)**

The instructor began his/her lesson by completing the vocabulary lesson in a classroom environment characterized by a positive social and emotional atmosphere. Mutual respect was evident between him/her and the students, contributing to a comfortable learning climate that fosters a sense of trust and belonging. The students expressed appreciation for the teacher's opinions and interacted openly with him/her, reflecting a healthy educational relationship that supports the learning process. The teacher succeeded in maintaining an effective balance between his/her role as a guide and motivating students to participate through various activities that encouraged them to interact and engage in the lesson. He/she also used supportive gestures, such as smiling, which helped reduce tension and promote psychological comfort within the classroom. In addition, the teacher used encouraging phrases as a "good idea" when students responded, which contributed to raising their morale and boosting their self-confidence. These practices reflect an awareness of the importance of the social and emotional dimension in education, especially during sensitive periods such as Ramadan, when psychological comfort is a pivotal element in supporting language learning and developing communication skills.

## **Students' Sequence ➤ Classroom Socio-Emotional Environment (Students-Students)**

In a supportive social and emotional environment, students demonstrated interactions that reflected a spirit of cooperation and mutual concern. Some students were observed shaking hands and smiling as a means of promoting encouragement during activities, contributing to a positive classroom atmosphere. A number of students also expressed feelings of anxiety and fear regarding upcoming exams, indicating the common pressures they face in their academic journey. However, these feelings did not hinder constructive interaction. On the contrary, students were eager to help each other understand assignment due dates and remind their peers of them in a friendly manner. Furthermore, students seemed more comfortable sharing their thoughts and concerns with their peers, strengthening horizontal relationships and underscoring the importance of a supportive classroom environment in facilitating adaptation and learning.

## **2.9 Discussion of Findings**

The study aimed to explore the impact of the classroom social and emotional environment in the classroom on English language proficiency, through a case study of first-year EFL students in the Department of English at the University of Tlemcen. The study relied on research tools including a teacher questionnaire, a student questionnaire, and classroom observations. The results provided valuable insights into the factors impacting these students' English language learning experience.

The results of the teachers' questionnaire revealed clear perceptions of the impact of the classroom environment on English language learning. Teachers indicated that a supportive emotional climate and positive classroom relationships directly contribute to enhancing students' motivation and selfconfidence. They also highlighted the importance of positive interaction

## **Chapter Two : The Case Study : Procedures, Results and Recommendations.**

---

and mutual respect between teacher and student as factors that facilitate the learning process and reduce language anxiety. Teachers recommended implementing teaching strategies that take into account students' emotional and social dimensions, including encouraging teamwork and providing a safe and supportive classroom environment.

Students' questionnaire revealed their awareness of the impact of the classroom environment on their level of comfort and confidence while learning the language. A large number of students indicated that teacher support and a sense of belonging in the classroom are motivating factors for participation and interaction. Students also demonstrated sensitivity to the emotional climate in the classroom, linking classroom stress and anxiety to poor language performance, and psychological comfort to increased willingness to speak and participate. These findings support the hypothesis that the social and emotional environment directly affects students' English language learning performance.

Classroom observations , supported these findings, as students were observed to be more interactive and engaged in classrooms characterized by mutual respect and support. Increased levels of self-confidence and engagement in classroom activities were also recorded when students felt socially and emotionally safe. Conversely, students showed hesitation and withdrawal in classroom environments characterized by stress or a lack of support.

The combined results from three research instruments: teachers' questionnaire, students' questionnaire, and classroom observations demonstrate that the social and emotional environment within the classroom plays a pivotal role in first-year EFL university students. The results confirm the validity of the hypotheses, as they demonstrate a clear relationship between psychological and social support, language anxiety levels, and classroom participation.

This highlights the need to create a comprehensive educational environment that takes into account students' emotional and social aspects in order to improve their learning outcomes.

## **2.10 Recommendations and Suggestions**

The results of this study indicate that the social and emotional environment within the classroom is a fundamental factor in supporting or hindering the English language learning process, especially for first-year EFL university students who are embarking on a new educational experience filled with emotional and linguistic challenges. In light of this, there is a need to adopt thoughtful practices that enhance the quality of this environment and consider the psychological and relational aspects within the classroom, leading to deeper and more effective learning. Hence, a set of recommendations are presented that can contribute to improving educational practices on the one hand, and the student experience on the other.

### **2.10.1 For Teachers**

It is noted that the teacher's role is no longer limited to providing linguistic content, it now includes the responsibility of building a classroom climate that takes into account the diversity of students' psychological and social backgrounds. Providing an atmosphere of support and acceptance within the classroom can make a real difference in reducing anxiety levels and enhancing students' sense of security, which positively impacts their participation and understanding. Teacher awareness of a student's psychological state also contributes to shaping human connections that enhance academic interaction and provide students with greater motivation to express themselves and participate.

Furthermore, adopting teaching strategies that take into account individual emotional and cognitive differences is a pivotal element in building an inclusive classroom environment. When students feel that their teacher treats them as individuals with special needs and circumstances, they become more engaged in the lesson and more willing to take responsibility for their own

learning. Furthermore, a positive teacher-student relationship provides fertile ground for creating a stimulating learning environment where respect and appreciation prevail, and the student feels viewed as a valuable individual, not merely a recipient of information.

Involving students in collaborative activities within the classroom is also an effective way to strengthen social bonds, develop communication skills, and provide opportunities for peer learning. This type of interaction fosters a sense of belonging and reduces feelings of isolation that some students may experience, especially in the early stages of university education. Creating a classroom environment that celebrates mistakes as part of learning and supports free expression without fear of negative evaluation can develop selfconfidence and language fluency.

### **2.10.2 for Students**

Acknowledging the importance of the classroom environment for learning is a fundamental step in academic development. Awareness of the psychological state and social interactions within the classroom enables students to deal more maturely with different learning situations. Students who demonstrate active engagement in classroom activities such as discussions, exchange of opinions, and participation in group work—are often better able to develop their language and expressive skills, as a result of their direct interaction with language in authentic contexts.

Furthermore, building positive relationships with peers contributes to a sense of mutual support, as students find someone to share their challenges with and who encourages them to continue. Such interaction not only enriches language skills but also develops teamwork and collaborative thinking skills. Dealing with mistakes as a natural part of the learning process is an indicator of a student's maturity and readiness to confidently overcome obstacles.

Mental and emotional readiness for the lesson is also a factor influencing the quality of learning. Participation is measured not only by

physical presence, but also by attention, curiosity, and the desire to interact. The more psychologically safe a student feels in the classroom, the more willing they are to take linguistic risks and express themselves. From this perspective, working on developing self-skills, such as stress management, positive thinking, and constructive communication, can transform a student's educational experience.

In light of the findings of this study, it is recommended to adopt innovative applied approaches that integrate psychosocial support and language instruction to improve the classroom environment and enhance students' language proficiency. This approach is embodied in pioneering projects implemented under Ministerial Resolution **1275**, which encourages the transformation of academic innovations and ideas into initiatives with a real impact in the educational environment. Among these initiatives, "**Comprehensive Support Center for Emotional and Academic Health for Students**" ( **COMPASS**) project is a promising model, combining psychological support programs and emotional workshops with English language instruction activities. This helps reduce language anxiety, develop students' social and communication skills, and enhance their ability to interact freely within the learning environment.

This project represents a practical application of the Idea to Entrepreneurship (**I2E**) philosophy within the framework of Resolution **1275** and demonstrates how academic research can be transformed into an entrepreneurial solution that serves the needs of the student community. By fostering collaboration between research centers, business incubators, and educational institutions, initiatives like "**COMPASS**" can transform educational practices by providing a more integrated learning environment that considers psychosocial dimensions alongside academic goals, and supports the development of a generation of learners who are confident, resilient, and capable of succeeding in real-world language communication situations.

## **2.11 Conclusion**

This chapter addresses the practical side of the study, providing a systematic description of the research design, the sample selection process, and the use of data collection tools, which included teachers and students questionnaires, in addition to classroom observations. The data were subjected to qualitative and quantitative analysis, enabling us to determine the extent to which the social and emotional environment within the classroom impacts English language proficiency. The results showed that positive interaction between teachers and students, and emotional support within the classroom environment, significantly contribute to enhancing students' engagement and selfconfidence, which positively impacts the development of their English language skills, particularly in the areas of communication and vocabulary. Classroom observations also revealed the importance of creating a stimulating learning climate that takes into account students' psychological and social aspects. The chapter concludes with recommendations for both teachers and students, derived from the main findings, aimed at supporting the educational process and raising language proficiency in a more interactive and inclusive environment.

# **General Conclusion**

The social and emotional environment within classrooms is a key factor in building a successful learning experience, especially when learning foreign languages such as English. Interest in this concept has grown with the growing realization that learning does not occur in a purely academic

### **General conclusion**

vacuum, but is influenced by a range of emotional and social factors that form the basis of a student's interaction with the educational environment. In the Algerian context, where higher education has sought to keep pace with global standards and enhance students' proficiency in foreign languages, it has become necessary to shed light on the impact of this environment on students' learning of English as a foreign language, particularly in their early years of university study.

Historically, the idea of paying attention to the social and emotional environment of classrooms began to emerge with the emergence of social and emotional learning theories in the early 20th century, particularly with the research of John Dewey, who emphasized the importance of human relationships in learning, and the work of Lev Vygotsky, who highlighted the role of social interaction in the development of language and knowledge. With the development of educational psychology during the second half of the twentieth century, research has demonstrated that emotional aspects, such as motivation, anxiety, and self-confidence, are closely linked to learning effectiveness. The concept of "Social and Emotional Learning" (SEL) expanded into a globally recognized framework by the 1990s, focusing on enhancing students' social and emotional skills as a means of improving academic performance and fostering long-term success. Consequently, attention to the social and emotional environment became an integral part of modern curriculum design and teaching strategies.

Within this framework, the classroom was viewed as more than just a place for imparting information, it was viewed as a dynamic environment that shaped students' emotions, interactions, and selfconfidence. A supportive and encouraging classroom environment

---

contributed to effective communication, building positive social relationships, and developing self-efficacy, which in turn led to improved language performance. Conversely, an environment characterized by anxiety, isolation, and weak social connections led to students' reluctance to

## General conclusion

---

actively participate, lowered levels of comprehension and interaction, and hindered their progress in learning English.

From this perspective, this study explored the impact of the social and emotional environment in the classroom on English language learning among first-year EFL university students. This research sought to provide an in-depth understanding of how the emotional and social climate influences the language learning experience and to identify the key factors that contributed to or hindered language proficiency. By adopting an investigative research approach and carefully analyzing the experiences of students and their teachers, this thesis provided scientific insights that shed light on how to improve classroom environments and promote effective learning opportunities in a challenging context in "Algeria". By highlighting the importance of building a healthy, socially and emotionally balanced classroom environment, this study sought to contribute to the development of more inclusive and humane pedagogical practices that support students' academic and linguistic excellence and prepare them for success in a rapidly changing world based on communication across cultures and languages.

In this context, the first chapter addressed the theoretical aspects related to the classroom environment, focusing on the structure of the classroom, the roles of both teachers and students, and the dynamics of social and emotional interaction within the classroom, including students' relationships with teachers, their peers, and themselves, as well as the psychological and emotional variables that influenced their learning experience. The second chapter presented the practical side through a case study of first-year EFL university students in the Department of English at the University of Tlemcen. Various research tools (questionnaires for

teachers and students, classroom observations) were used to collect qualitative and quantitative data, enabling an in-depth analysis of the social and emotional factors influencing language learning. The chapter also

### **General conclusion**

discussed the research findings, offering practical recommendations for teachers and students to improve the learning environment and promote effective language learning.

Thus, the combination of theoretical analysis in the first chapter and applied study in the second chapter provided a comprehensive and in-depth insight into the impact of the social and emotional environment on learning English as a foreign language. The results showed that improving the quality of classroom interaction and building a psychologically and socially supportive climate helped students overcome feelings of anxiety and hesitation, and enhanced their participation and self-confidence. This integration of the conceptual framework and field experience helped confirm the importance of incorporating the human dimension into the educational process, paving the way for a more comprehensive conception of language learning in the Algerian university context, one based on consideration of students' psychological and social needs, not just cognitive aspects.

# **Bibliography**

## Bibliography

---

- Ahmed, S. (2017). Authentic ELT materials in the language classroom: An overview. *Journal of Applied Linguistics and Language Research*, 4(2), 181–202.
- Arizatul, S., & Hurriyah, I. A. (2021). Students' perspectives towards selfdirected learning out of classroom. *Advances in Social Science, Education and Humanities Research*, 145, 15–19.
- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28(2), 117–148.
- Boler, M. (1997). Taming the labile other: Disciplined emotions in popular and academic discourses. *Philosophy of Education Archive*, 258–270.
- Bourn, D. (2015). Teachers as agents of social change. *International Journal of Development Education and Global Learning*, 7(3), 63–77.
- Brookfield, S. D. (1990). *The skilful teacher: On technique, trust, and responsiveness in the classroom*. Jossey-Bass.
- Browankar, P. V. (1995). *Research methodology*. New Delhi: Seth Publisher.
- Brown, P., & Levinson, S. C. (1987). *Politeness: Some universals in language usage*. Cambridge University Press.
- Bruton, M. W. C. (2009). An evaluation of students' attitudes to the general English and specific components of their course: A case study of hotel employees in Chiang Mai, Thailand. *ESP World*, 25(4), 1–82.
- Catt, S., Miller, D., & Scallenkamp, K. (2007). You are the key: Communicate for learning effectiveness. *Education*, 127(3), 369–377.
- Conti, R. (2000). College goals: Do self-determined and carefully considered goals predict intrinsic motivation, academic performance, and adjustment during the first semester? *Social Psychology of Education*, 4(2), 189–211.

<https://doi.org/10.1023/A:1009607907509>

## Bibliography

---

- Coombs, H. (2022). Case study research defined: Single or multiple.
- Coopersmith, S. (1967). *The antecedents of self-esteem*. San Francisco, CA: W. H. Freeman.
- Cothari, C. R. (1980). *Research methodology: Methods and techniques*. New Delhi: New Age International Publishers.
- Cunningsworth, A. (1995). *Choosing your coursebook*. Oxford, UK: Macmillan Heinemann English Language Teaching.
- Dean (2000, p. 84). Cited in Douib Torkia's dissertation titled *Creating Effective Classroom Environment to Promote Students' Motivation to Learn English as a Foreign Language: Case Study of Third Year Students of Mofdi Zakaria School at Oued Souf*.
- Dehbozorgi, L. (2012). Effects of attitude towards language learning and risk-taking on EFL students' proficiency. *International Journal of English Linguistics*, 2(2), 41–48.
- Dorman, J. P., Fisher, D. L., & Waldrup, B. G. (2006). Classroom environment, students' perceptions of assessment, academic efficacy and attitude to science: A LISREL analysis. In D. L. Fisher & M. S. Khine (Eds.), *Contemporary approaches to research on learning environments: Worldviews* (pp. 1–28). World Scientific Publishing.
- Dweck, C. S. (1986). Motivational processes affecting learning. *American Psychologist*, 41(10), 1040–1048. <https://doi.org/10.1037/0003-066X.41.10.1040>
- Dwyer, K. K., Cruz, A. M., & Fus, D. A. (2004). Communication and connectedness in the classroom: Development of the Connected Classroom Climate Inventory. *Communication Research Reports*, 21(3), 264–272.
- Fribsy, B. N., & Martin, M. M. (2010). Instructor-student and studentstudent rapport in the classroom. *Communication Education*, 59(2), 146– 164.

## Bibliography

---

- Fuzi, B., & Jarmai, E. (2019). The features and types of university students from the viewpoint of teachers'. In *Innovations, Technologies and Research in Education 2019* (pp. 601–610). <https://doi.org/10.22364/atee.2019.itre.44>
- Harvey, S. T., Bimler, D., Evans, I. M., Kirkland, J., & Pechtel, P. (2012). Mapping the classroom emotional environment. *Teaching and Teacher Education*, 28(4), 628–640. <https://doi.org/10.1016/j.tate.2012.01.005>
- Hattie, J. A. C. (2009). *Visible learning: A synthesis of over 800 metaanalyses relating to achievement*. Routledge.
- Howard, J., & Major, J. (2005). *Guidelines for designing effective English language teaching materials*. Christchurch College of Education.
- Joner, C., & Willas, L. (2022). *Fostering a respectful and engaging classroom environment*. Paper presented at the 33rd Annual John Wesley Powell Student Research Conference, Illinois Wesleyan University.
- Kabir, S. M. S. (2016). *Methods of data collection*. Retrieved from [URL]
- Kay, J., Dunne, E., & Hutchinson, J. (2010). *Rethinking the values of higher education: Students as change agents*. The Quality Assurance Agency for Higher Education.
- Keller, J. M. (1983). Motivational design of instruction. In C. M. Reigeluth (Ed.), *Instructional design theories and models: An overview of their current status* (pp. 389–434). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Keyes, T. S. (2019). *Miller and Pedro (2006): A qualitative inquiry: Factors that promote classroom belonging and engagement among high school students*. *School Community Journal*, 29(1), 171–200.
- Killen, R. (2000). *Teaching strategies for outcomes-based education*. Lansdowne: Juta and Company Ltd.

## Bibliography

---

- Lammers, W. J., & Byrd, A. A. (2019). Student gender and instructor gender as predictors of student evaluations of college teaching. *Teaching of Psychology*, 46(2), 127–134.  
<https://doi.org/10.1177/0098628319834183>
- Legault, L. (2016). Intrinsic and extrinsic motivation. In *Encyclopedia of Personality and Individual Differences* (pp. 1–4).
- Lin, W., Yin, H., Han, J., & Han, J. (2020). Teacher-student interaction and Chinese student mathematics learning. *International Journal of Environmental Research and Public Health*, 17(13), 4742.  
<https://doi.org/10.3390/ijerph17134742>
- Lowman, J. (1995). *Mastering the techniques of teaching* (2nd ed.). Jossey-Bass.
- Luthans, B. C., Luthans, K. W., & Jensen, S. M. (2012). The impact of business school students' psychological capital on academic performance. *Journal of Education for Business*, 87(5), 253–259.  
<https://doi.org/10.1080/08832323.2011.609844>
- Martin, A. J., & Marsh, H. W. (2009). Academic resilience and academic buoyancy: Multidimensional and hierarchical conceptual framing of causes, correlates and cognate constructs. *Oxford Review of Education*, 35(3), 353–370. <https://doi.org/10.1080/03054980902934639>
- Mathers, N., Fox, N., & Hunn, A. (2007). *Surveys and questionnaires*. The NIHR Research Design Service for the East Midlands/Yorkshire and the Humber.
- Miller, A., & Pedro, J. (2006). Creating respectful classroom environments. *Early Childhood Education Journal*, 33(5), 293–299.
- Nelson, R. M., & DeBacker, T. K. (2008). Achievement motivation in adolescents: The role of peer climate and best friend. *The Journal of Experimental Education*, 76(2), 170–189.
- Oppenheim, A. N. (1992). *Questionnaire design, interviewing and attitude measurement* (New ed.). Pinter Publishers.

## Bibliography

---

- Oura, G. K. (2001). Authentic task-based materials: Bringing the real world into the classroom.
- Pekrun, R., Goetz, T., Titz, W., & Perry, R. P. (2002). Academic emotions in students' self-regulated learning and achievement: A program of qualitative and quantitative research. *Educational Psychologist*, 37(2), 91–105.  
[https://doi.org/10.1207/S15326985EP3702\\_4](https://doi.org/10.1207/S15326985EP3702_4)
- Peterson, B. L., & Meckenna-Buchanan, T. P. (2015). Envisioning hope and resilience: U.S. and Norwegian prisons. In G. A. Beck & T. J. Socha (Eds.), *Communicating hope and resilience across the lifespan* (pp. 97–118). New York, NY: Peter Lang.
- Reyes, R. D. D., & Torio, V. A. G. (2020). The relationship of expert teacher–learner rapport and learner autonomy in the CVIF–Dynamic Learning Program.
- Richard, V. S. (1996, December). Evaluation responsibilities of teachers (Unpublished mini dissertation). Rand Afrikaans University.
- Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge University Press.
- Rivlin, L. G., & Rothenberg, M. (1976). The use of space in open classrooms. In H. M. Proshansky, W. H. Ittelson, & L. G. Rivlin (Eds.), *Environmental Psychology: People and Their Physical Settings* (pp. 479–489). New York: Holt, Rinehart and Winston.
- Riyanto, M., Danim, S., Connie, W., Pertiwi, W., Sari, M. E., Anggereni, D. T., & Susanto, E. (n.d.). The effect of interest and attitude on learning outcomes of Islamic education students in early childhood management course.
- Rovai, A. P., Baker, J. D., & Ponton, M. K. (2014). *Social science research design and statistics*. Chesapeake, VA: Watertree Press LLC.
- Seifert, T. L. (2004). Understanding student motivation. *Educational Research*, 46(2), 137–149.

## Bibliography

---

- Skott, J. (2013). Understanding the role of the teacher in emerging classroom practices: Searching for patterns of participation. *ZDM – The International Journal on Mathematics Education*, 45(4), 547–559.
- Snow, R. E. (1992). Aptitude theory: Yesterday, today, and tomorrow. *Educational Psychologist*, 27(1), 5–21.  
[https://doi.org/10.1207/s15326985ep2701\\_3](https://doi.org/10.1207/s15326985ep2701_3)
- Snyder, C. R., Harris, C., Anderson, J. R., Holleran, S. A., Irving, L. M., Sigmon, S. T., & Harney, P. (1991). The will and the ways: Development and validation of an individual-differences measure of hope. *Journal of Personality and Social Psychology*, 60(4), 570–585.  
<https://doi.org/10.1037/0022-3514.60.4.570>
- Šteh, B., Kalin, J., & Mažgon, J. (2014). The role and responsibility of teachers and students in university studies: A comparative analysis of the views expressed by pedagogy students. *Zbornik Instituta za pedagoška istraživanja*, 46(1), 50–68.
- Spielberger, C. D. (1983). *Manual for the State-Trait Anxiety Inventory (Form Y)*. Palo Alto, CA: Consulting Psychologists Press.
- Sreejesh, S., Mohapatra, S., & Anusree, M. R. (2014). Questionnaire design. In S. Sreejesh, S. Mohapatra...
- Smritirekha. (2019). Observation as a tool for collecting data. *International Journal of Multidisciplinary Educational Research*, 8(5[1]), 152–163.
- Wilkinson, D., & Birmingham, P. (2003). *Using research instruments: A guide for researchers*. London, UK: RoutledgeFalmer.

# Appendices

## Appendix A : Teachers' Questionnaire

Dear teachers,

## Appendices

---

You are kindly asked to answer this questionnaire that aims at exploring the impact of the social and emotional environment on the English proficiency of First year EFL university students.

### **2.1 Choose one answer for each question please.**

### **2.2 Rubric 01: Evaluation of the proficiency level of EFL Students.**

1. How do you rate the level of 1st year EFL student's English language?

a- Poor { } b-

Average { } c-

Good { } d-

Excellent { }

2. What do you think the main source that helps your students learn English? a- Lessons and Lectures { } b- Family environment { } c- Friends and classmates { } d- Media (Books/movies) { }

3. To what extent do students' ability to learn influenced by social and emotional support from those surrounding them?

a- A lot { } b-

Moderately { } c-

Slightly { } d-

Not at all { }

4. What do you think the main reason of students' difficulties in using EFL?

a- Social environment { }

b- Lack of practice { } c- Poor understanding of grammar {

} d- Limited vocabulary { }

5. How often do you encourage your students to communicate in English outside the classroom? a- Always { } b- Sometimes { } c- Rarely { } d- Never { }

**2.3 Rubric 02: The social and emotional support for EFL learning.**

1. Do you think that family support has a positive impact on students' ability to learn English? a- Yes { } b- No { }

How, explain please?

.....  
.....

2. Do you think that students who are exposed to a positive social environment make faster progress in learning English?

a- Yes { } b-

No { }

Why, justify your answer?

.....  
.....

3. Do you think that students' emotional or social anxiety influence their ability to learn English? a- Yes { } b- No { }

**2.4 Rubric 03: Opportunities about the impact of social and emotional environment on English language learning.**

1. What are the most prominent challenges that your students face in learning English from a social or emotional perspective?

.....  
.....

## Appendices

---

2. How can the social and emotional environment of students contribute in improving their level of proficiency in English?

.....  
.....

3. What do you suggest in this area of social-emotional environment impact on students' progress in EFL learning?

.....  
.....

**Thank you for your time and contribution in this research!**  
**Appendix B : Students' Questionnaire**

Dear students:

You are kindly asked to answer this questionnaire which aims at studying the impact of the socio-emotional environment on learning and mastering the English language.

**0.1 Choose one answer for each question please.**

**0.2 Rubric 01**

1. How would you describe your level of English?

a- Beginner { } b-

Intermediate { }

c-    Advanced    {    }

2. What is the most influential factor on your English as a Foreign Language (EFL)?

a- Family environment { } b-

Friends and community { } c-

Your professors at university { }

d-                          Media                          and                          electronic                          content                          {                          }

3. How do you rate your self-confidence when speaking (EFL)?

a- Low { } b-

Average { }

c- High { }

4. How often do you use English outside the classroom?

a- Rarely { } b-

Sometimes { }

c- Frequently { }

5. Do you rely on your classmates for notes or explanations?

a- Completely { } b-

Moderately { } c- Little {

} d- I do not rely on them

{ }

**0.3 Rubric 02**

1. Do you feel anxious or nervous when speaking English in front of others? a- Yes { } b- No { }

Why? Justify please:

.....

2. Do you follow English content (movies/books/social platforms) regularly? a- Yes { }

b- No { }

3. Do you think that having a supportive environment helps you improve your English? a- Yes { } b- No { }

Explain your answer please:

.....

**0.4 Rubric 03**

1. What challenges do you face when learning English?

a- Vocabulary { }

b- Grammar { }

c- Writing { }

d- Shyness or fear of speaking { }

2. In which ways do you think the social and emotional environment can help you improve your English skills?

a- Participate in social activities that use English. { }

b- Feel comfortable in a non-judgmental environment when practicing English.  
{ }

c- Overcome anxiety about speaking English through a supportive environment.  
{ }

d- Receive positive and constructive feedback to build confidence when speaking English. { }

3. What do you suggest for a more supportive socio-emotional classroom environment?

.....

**Thank you for your time and contribution to this research!**

