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QUALIFICATION PAPER

THEME: How to create a positive classroom atmosphere in EFL teaching

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Abstract:

The qualification paper discusses the relationship between teacher and learner who work in the language learning classroom. However, the main raised issue in the paper is creation a positive classroom atmosphere which helps to establish teacher-student interaction in the classroom or EFL teaching. The researcher has chosen this topic because the type of classroom environment that a teacher creates and encourages can either increase or decrease a student's ability to learn and feel comfortable as a member of the class. The classroom environment can either improve or impede a student's ability to learn and feel. That is why the researcher decided to make a research and wanted to find out pros and cons of creating positive classroom atmosphere during language class.

The qualification paper took the topic of "How to create a positive classroom atmosphere in EFL teaching". The research paper comprises four chapters which in sequence subunits each. They are statement of intent part, 4 main chapters which have 2-3 subsections in average, final reflection part, appendix (samples of materials used within the entire research), reference list, and bibliography. Each chapter has its duty or issue to discuss deliberate patterns of the research.

By the end of the research the investigator came to conclusion that a positive classroom environment can lead to increased academic achievement and a sense of pride.

Table of the content

Introduction

Every student must feel safe and important in the class in order for maximum learning to take place. A positive classroom environment does not just happen; the teacher creates it. Becoming an effective teacher takes time, hard work, and dedication. We can have a long way to go in creating a better learning environment for learners. It is really important for teachers to create a positive and engaging classroom atmosphere. Research has indicated that if a positive classroom atmosphere is created, students will learn better and engage more which means that it is one of the most effective and powerful tools teachers can use to encourage students' learning.

In my research work I wish to explore, as the main point, how a teacher can create a positive classroom atmosphere in language classes. I think that we can all relate to sitting in a class trying not to nod off or listening to an instructor who is brilliant in a particular field but who has no ability to engage students. It means the impact of classroom atmosphere on students and staff can be beneficial for or a barrier to learning.

The current research paper mainly deals with the issues in the classroom, namely achieving the aim through positive atmosphere and strategies; the aim has been mentioned is establishing intercommunication between teacher and students whose intention to educate and learn English as a foreign language.

In order to find out the process and role of the positive classroom atmosphere I am going to do an experiment by concentrating on two researches inquires. I want to demonstrate the question which stands in front of me that: "Does a positive classroom atmosphere create learner satisfaction and provoke learner's interest in subject matter?" The

research will be holding on two groups which have been chosen as subject. I shall conduct the lesson with first group in a positive classroom atmosphere and with the second group I am not going to create such kind of atmosphere. Afterwards, I may see the results which I have been wanted to explore. The results must show students' reaction to my lesson and how they are interested in my subject.

Creating a positive learning environment in your classroom will allow your students to feel comfortable, safe and engaged – something that all students deserve.

If, however, the teacher gets the classroom atmosphere right, the evidence suggests that students do learn more effectively and their achievement does increase, partly because they respond better to their classroom environment and in particular they respond better to their teacher.

Literature review

"When you plant lettuce, if it does not grow well, you don't blame the lettuce. You look into the reasons it is not doing well. It may need fertilizer, or more water, or less sun. You never blame the lettuce. Yet if we have problems with our friends or family, we blame the other person. But if we know how to take care of them, they will grow well, like lettuce."
– Thich Nhat Hanh 1991, p. 78

Creating a successful classroom atmosphere with a supportive environment is one of the most important classroom management strategies teachers need to get right if they want to create a classroom where learning is highly valued.

A positive atmosphere can make a classroom a more pleasant to be and, in turn, a more effective, motivating place to learn and can have positive results on the achievement of students.

Weiner B (1980) claims that the key to a supportive classroom environment is a teacher who is willing to establish a caring relationship with each student, learn about a student's individual needs and strengths, and provide the support and encouragement each student needs to be a successful learner.

Trickett and Moos (1974) report that classrooms emphasizing personal dimensions such as autonomy and problem orientation have positive effects on students satisfaction and mood. That is, students were more satisfied in classes with high student involvement and close student-teacher relationships. By contrast, students reported feeling more angry in classrooms which were low in teacher support and order and organization. This study will be discussed in greater detail in a

subsequent section. As stated Bransford et al, (1999), the classroom environments meet the instructional needs of students by exposing them to a variety of highly motivating and stimulating multilevel instructional activities. Teacher should devote time to assessing their own classroom design at various times of the year. According to Widen et al., (2004), part of building a supportive atmosphere for learning   involves teachers sharing their expectations concerning learning of content, achievement, and social behavior with their students.

For students to succeed, they need to believe that they can learn and that what they arelearning is useful, relevant, and meaningful for them. They need to know that they belongin the classroom and that they are responsible for their own learning and behavior. Thisdevelops a self-directed learner who is confident in making the information his or her own.This instills *self-efficacy,* which means believing in oneself. In *Education on the Edge ofPossibility,* Caine and Caine (1997) state,

Teachers' beliefs in and about human potential and in the ability of all children to learn and achieve are critical. These aspects of the teachers' mental models have a profound impact on the learning climate and learner states of mind that teachers create. Teachers need to understand students' feelings and attitudes will be involved and will profoundly influence student learning. (p. 124)

Present literature review will address the following four areas: (1) classroom arrangement (management); (2) rapport; (3) teacher's motivation and feedback; (4) students and teacher satisfaction.

Morganett (1991) states that qualityteacher-student relationships can encourage students to be active learners in the classroom, whichwill foster creativity. Furthermore, creativity can be fostered by positive teacher-studentrelationships, as suggested by Carter (1992). Astin (1993), Fleming (1984), Pascarella (1980),and Terenzini and Pascarella

(1980, 1991) have reported that teacher-student relationships areextremely important to college student development regardless of the classroom context.

In the traditional theory of classroom management, the aim ofclassroom management primarily means "achieving class control and order"(Doyle, 1979). However, the concept of classroom management has shifted to "establishing a climate for learning" (Ever stone and Emmer, 1982). As defined in the preface to the 1979 yearbook of the National Society for the Study of Education, U.S.A., the term classroom management encompasses "the provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur." Duke (1982) concludes that "the critical element of the teacher's role thus shifts from control to management—management of time, space, materials, auxiliary personnel, and students."

It is essential thatstudents bond with one another and with the teacher to form a positive learning community.Dr. Robert Sapolsky (1998), professor of biological sciences and neuroscienceat Stanford University, states that we can minimize the impact of stress by building asupportive environment:

Put an infant primate through something unpleasant: it gets a stress-response. Put it through the same stressor while in a room full of other primates and . . . it depends. If those primates are strangers, the stress-response gets worse. But if they are friends, the stress-response is decreased. Social support networks—it helps to have a shoulder to cry on, a hand to hold, an ear to listen to you, someone to cradle you and to tell you it will be okay. (p. 215)

Of an effective EFL learning environment, Littlewood (1984) has identified a number of characteristics:

1. The learner feels strongly a communicative need using the target language in the class.

2. Adequate opportunities are provided for the learners to use the target language for personal communication.

3. There is an easy climate in the class in which the learners enjoy participating in the classroom activities.

When the learner has a clear communicative need for the target language, he is most likely to learn the language spontaneously. He tends to take active part in all classroom activities and make active responses to the teacher's instruction. So an EFL class should be student-centered rather than teacher-centered. The teacher should reduce his talk to minimum and give the students adequate opportunities to practice on the instruction and produce their own ideas. However, because of his inadequate communicative competence, the learner is likely to have difficulty in relating to other people. This often causes the learner to feel anxious, nervous and constrained. As a result, in the learner's mind arises a fear for communication. In this case, the learner tends to avoid personal communication with others, and takes language learning a knowledge studying. So an effective classroom environment for EFL learning must contribute to a relaxed atmosphere in which the students feel easy and eager to involve themselves into the classroom activities.

Educational research supports creating an atmosphere of mutual respect and support in the classroom, where students feel safe in expressing concerns or asking questions, and where tolerance and a sense of common identity and community are promoted (Stronge, 2002; Wilen et al., 2004; Sheppard, 2000). Hutchinson and Beadle (1992) state that "teachers can 'turn on' or 'turn off' students by theircommunication styles" (p. 405). They also suggest that the teacher's communication style isrelated to student satisfaction and achievement. Communication

in the classroom as they havedescribed it includes feedback, directing, questioning, and explaining. Other forms ofcommunication are important, but the immediate feedback and feedback on assignments tend tohave the most impact (Hutchinson & Beadle, 1992). Morganett (1991) suggests that teachersprovide positive constructive criticism in creative classrooms when appropriate. This practicewill foster a comfortable and safe environment which will enhance the sharing of creative ideasand thoughts (Shaughnessy, 1992).

Classroom Design

Create a Warm and Well Decorated Classroom

One of the first things a teacher does at the beginning of the year is organize, arrange, and decorate the classroom. The physical environment of a classroom plays a part in the ownership students feel more specifically about their class. The classroom environment should do as much too foster cooperation and acceptance as the instructional method the teacher uses. Students are sensitive to the atmosphere created in the classroom. Is the classroom warm and inviting? Are all areas of the classroom accessible to all children? Are the walls bleak and lacking in color or do the decorations help to make the students feel comfortable? Are areas well defined as to their design and purpose? (Scott, Leach, & Bucholz, 2008). Decorating a classroom with some kind of warmth can help promote a sense of comfort and security. Classrooms tend to be rather cold, bare places until they are decorated. Adding a splash of color can bring life to a sterile environment. Color choice is important when decorating a classroom. Teachers should keep in mind that red and orange can make children feel nervous and unsettled while blue and green can help students feel calm. Furthermore, dark colors take natural sunlight out of a room and can even make people feel drowsy and listless (Hathaway, 1987). Plants, soft chairs, rugs, and pillows can help to add

warmth and comfort to a class environment (Rutter, Maughan, Mortimore, & Ouston, 1979).

While decorations help create a warm environment, organization of the furniture in the room is also important. There should be enough space for all students to easily move throughout the classroom. Teachers should consider the use of *universal design*. Universal design is designing products and environments to be usable by all people, to the greatest extent possible, without the need for modification or specialized design (Burgstahler, 2008). This approach began in the field of architectural design when architects started to engineer accessible buildings from the beginning rather than making renovations to those buildings later (Lieberman, Lytle, & Clarcq, 2008). Universal design for instruction is a set of principles that help in the process of designing the classroom environment and instruction sothat they are contributing to the learning of all students (Samuels, 2007). Teachers should apply the strategy of universal design for learning to make sure that activities, materials, and equipment are physically accessible and usable by all students. Teachers should also expand safety procedures to all students, including those that are identified with a disability and when teaching, repeat printed directions orally.

Desks arranged in neat, orderly rows may make movement throughout the class easier but this arrangement may not help to create a warm, friendly environment. Patton, Snell, Knight, Willis, and Gerken (2001) found that 94 percent of the K-3 teachers they surveyed use a semicircle or cluster to arrange the desks in their classrooms. These teachers felt that grouping desks offered several benefits including encouraging cooperative learning, building a sense of class community, and making the best use of the space. Ideal desk arrangements create opportunity for students to be actively engaged in learning and have the opportunity to

work cooperatively, when appropriate, with their peers, while still allowing students to navigate the environment safely.

Rapport:

While not every student will like you (nor will you like every student) the more students with whom you have a positive rapport the easier your job will be. This means it is necessary to show students that you respect and care about them. This tip sheet examines three vital components involved in developing a positive rapport with your students: communication, the teacher as model, and positive expectations.

Morganett(1991) states that teachers should communicate students that they care aboutthem as individuals as well as a class. Students want to know that their teachers have a vestedinterest in them academically, but more importantly - personally. Morganett (1991) asserts thatthis personal interest is important in building teacher-student relationships because "when we[people, teacher, or students] feel accepted by others we have the feeling that they care about us.We are more likely to cooperate with them and try to please them" (p. 261).

Trickett and Moos (1974) report classrooms emphasizing personal dimensions such as autonomy and problem orientation have positive effects on student satisfaction and mood. That is, students were more satisfied in classes with high student involvement and close student-teacher relationships. By contrast, students reported feeling more angry in classrooms which were low in teacher support and order and organization. This study will be discussed in greater detail in a subsequent section.

  In sum, the above studies suggest that classroom environment plays a significant role in shaping the life and attitudes of students.

The key to a supportive classroom environment is a teacher who is willing to caring relationship with each student, learn about a student's

individual needs and strengths, and provide the support and encouragement each student needs to be a successful learner. They also need teachers who are flexible and willing to try new ways to teach and assess. Along with flexibility, these students need teachers with high expectations who believe that all students are capable of learning and doing well.

Matthew (1996) states that in order to set up such a positive learning environment, the teacher should consider the following elements:
1. Motivation 2. Involvement 3. Relaxed atmosphere

Motivation-Giving feedback

[1]*Motivation is a key factor ensuring that students become-*
or stay-interested in what they are learning.
Researchers have described motivation as the 'skill and will' to learn.

The students must be motivated to communicate with their peers as well as their teacher in the target language. Motivation comes from communicative needs; communicative needs can be set up by choosing right teaching materials, which should be up-to-date, comprehensible and relevant to the learner's interest. Fantana (1985) points out that "a class that is absorbed in its work will not want to cause trouble." Morganett (1995) suggests that giving at least one positive comment during the interaction will promote positive teacher-student relations.
The great Albert Einstein said "The only thing that interferes with my learning is my education." If the knowledge we present to learners is not clear, interesting and at an appropriate level, it is fair to assume that they will lack the motivation to learn (Coetzee et al. 2008). Engaging lessons are instrumental in capturing the class's attention and establishing a

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[1]Council for Educational Development and Research What We Known about Reading Teaching and Learningquote taken from On the Road to Reading: A Guide for Community Partners

positive learning environment. Additionally, learners that are actively engaged in lessons are less likely to teachers to address the needs of the children in their classroom depending on classroom atmosphere.

Feedback also helps cultivate positive rapport. Providing feedback is an ongoing process in which teachers communicate information to students that helps them better understand what they are to learn, what high-quality performance looks like, and what changes are necessary to improve their learning (Hattie & Timperley, 2007; Shute, 2008). Feedback provides information that helps learners confirm, refine, or restructure various kinds of knowledge, strategies, and beliefs that are related to the learning objectives (Hattie & Timperley, 2007). When feedback provides explicit guidance that helps students adjust their learning (e.g., "Can you think of another way to approach this task?"), there is a greater impact on achievement, students are more likely to take risks with their learning, and they are more likely to keep trying until they succeed (Brookhart, 2008; Hattie & Timperley, 2007; Shute, 2008).

Specific, nonjudgmental comments about student behavior, both appropriate and inappropriate, communicate to students that they are responsible for and in control of their behavior. Avoid comparing students. Feedback must be contingent upon behavior, which means it is dependent upon and immediately following it. It should also specifically describe the behavior being evaluated. The preceding example of the "I" statement applies here. This is also important in giving praise. Students are often told that they are good at something rather than that their hard work and determination have resulted in success. It is important that students attribute success and failure to factors under their control. For example, "Sheila, this is excellent work. It shows that you worked very hard on this assignment and put a lot of thought into it. You should be very pleased with the result. I am very pleased."

Judging when to use **questions versus statements** is also important. There are many situations when it is tempting to use statements when a question may be more appropriate. For example, Durand has come in late for the third time in two weeks, interrupting your lecture. Up to this point, you have not made an issue of it, but now you are very frustrated at having been disrupted. It would be very easy to say, "If you come to class late again, you'll be spending your lunch period with me doing extra work." This is likely to humiliate Durand and make him angry. It would be much more productive to ask Durand, "This is the third time you have been late. What's going on?" You might find out that he has been running errands for another teacher who was unaware that this was causing him to be late or that he has to help get his little brothers and sisters ready for school and this is causing him to be late. Even if there is not a good reason, you have communicated to him that he has the opportunity to explain himself and that you can work together to come up with a solution.

At other times, statements might be more appropriate. There are some questions which students have a difficult time answering, especially in front of their peers. If you and Karen both know that she is typically five minutes late to class because she stands in the hall and talks to her friends, asking her why she is always late will probably only lead to anger and defensiveness. In such a case, taking Karen aside and making a statement such as,

"Karen, it disrupts my class when you come in late. I need you to come into the room when the first bell rings" may be more appropriate. If you notice that a student appears extremely angry or embarrassed about something, asking how he or she feels will also probably be unproductive. It is probably better to suggest that he or she go work at

the computer or give an errand to run to relieve him or her of an uncomfortable situation.

Finally, making **positive statements** is very important. The bulk of research shows that teachers make far more negative than positive statements. Research also shows that an increase in positive statements can lead to a decrease in negative behavior. Again, it is important that these comments are contingent upon positive behavior and are specific and credible.

Factors Affecting Motivation:

One of the most critical aspects to second language instruction is keeping the students motivated. Students should feel empowered to speak confidently, to discuss their learning, and to communicate their struggles. Yet, for many second language learners, the motivation to learn slowly begins to dwindle away.

Several sources can contribute to the disintegration of motivation. And unfortunately, some of these issues are beyond the control of the tutor or teacher. The home environment, the personal environment, and past educational environments can all affect how students perform in the classroom or in a tutoring situation.

Over the past decade, educational psychologists have pinpointed three sources of motivation in learning. They include: the intrinsic satisfaction (the student's natural interests), extrinsic reward (the corresponding actions of the teacher), and combining satisfaction and reward (success in the task).

The intrinsic satisfaction of learning a new language is commonly very low. Most individuals do not find pleasure in learning a new language and even after studying a language extensively; never feel confident

enough to consider them completely fluent. In order to increase the intrinsic satisfaction of one's students, tutors and teachers need to integrate various activities and forms of instruction in their language acquisition processes. Such examples include using songs, games, physical responses, and puzzles to practice skills that have just been taught. However, it is sometimes challenging to keep the positive responses continuous when such activities are not included.

Extrinsic rewards and extrinsic punishment is also another factor affecting student motivation. Since rewards only lead to sustained motivation when a student actually receives them, it is imperative to motivate all students by providing positive feedback. The reward system can have an adverse effect on the weaker students, if the motivation is not given proportionally amongst all students. There is always a positive comment that can be made, even to the most challenging student. Such forms of extrinsic rewards include providing bonus points or assigning more advanced work.

Being successful and having success in completing a task are some of the most powerful contributors to self-motivation. Students tend to perform well on the things that they enjoy. Consequently, students are more likely to do the same action again.

The same holds true for those that experience failure. If a student fails at a given task, the probability of the student trying again drops drastically. The student may feel that he or she is a failure with low abilities, low motivation, low effort, and low achievement. Tutors and teachers need to avoid activities that guarantee failure. Weaker students already know their limitations and do not need constant reminders of their shortcomings. Rather, these students need to see and feel their progress.

It may be appropriate to chart the growth of a student, so that the student has a visual representation of his/her progress.

Motivation is also highly connected with self-esteem. Tutors and teachers must remember that all the feedback that is given does affect a student's self-concept. Therefore it is essential that tutors and teachers are careful about what type of feedback is given, how it is given, and also how often it is provided. Feedback should highlight effort, the potential for future growth, key learning, and the insightful ideas of the student.

Some practical ideas for sustaining motivation taken from Breen and Littlejohn:

Experiment, take risks. Try different activities and see what students respond to best:

- Short stories, films, reader's theatre, chants, songs, projects, written exercises, dictations

Choose 'larger' tasks. Choose tasks that provide students the opportunity to plan their own work, set up their own space, and make their own decisions:

- Simulations, skits, journal writing

Choose open-ended tasks. Choose tasks that can be responded to in different ways by different people, where everyone's answer can be valued.

- Creative art, writing poems, drawing a picture and describing it

Provide choices and involve the students in classroom decision-making. Allow students to have some say in what they are learning. If they are involved in deciding what they are going to do, they are more likely to be committed to it.

- Find out what students think. Ask if the students have any suggestions.
- Reflect on how you give feedback and what you give feedback on.
- Communicate optimism to the students. Tell them that they can all learn. Encourage the students to take risks. Show them what they have learned. Offer help as they ask for it.

While motivating your student is ultimately dependent on the individual, there are several ways that you can help build a strong relationship with your student and try to inspire them to keep striving for success. Listed below are some more ways to help keep him/her motivated.

- Share with the student your interests and model for them how you continue to learn and improve. Showing them your passions may help foster a stronger partnership between the two of you and/or can highlight for them that you too are committed to lifelong learning.

- Offer the student praise when they have success: Learning a second language is a difficult task, but the road to success is made smoother by having teachers and tutors along the way who let you know that you are doing a good job. Stay positive with them even when they are struggling.

- Give them opportunities to succeed: We want our students to always strive toward improving their language development, but we want to make sure that they can see how much progress they have made.

- Set clear objectives: Provide clear goals that you intend to accomplish with your student at each lesson. These objectives can help center your student on the task at hand without overwhelming them. Still have in mind long term goals for your work together, but focus on the immediate needs to help ease the student's frustration level.

- Make learning fun: Get creative with your lessons and use games if appropriate to help reinforce instruction. Additionally, the more actively involved your student is in the learning process, (using manipulative) the more likely it is that he/she will continue to be motivated to work with you.

- Relieve the stress: It is important that you create an atmosphere where your student feels safe and comfortable. This may help build self-esteem and relax the student so there is not as much anxiety about learning the language.

- Be Flexible: This applies both to your lesson plan and to the methods you use for instruction. If your lesson plan isn't working for the student, try an0other method of teaching the concept and don't be afraid to switch gears if need be. Try to use multiple modalities for teaching your student and tap into the different multiple intelligences rather than relying solely on one method of instruction. With that said, it is important to have an idea of how your student works best though, (i.e. whether he/she is an auditor, visual, kinesthetic learner, etc.)

Your student is more likely to be motivated if he/she can see the progress that is being made. Motivation is the key to tutoring success.

Another essential teaching function is the giving of feedback to students. Constructive comment from a teacher motivates students and informs them of how they are progressing and what they may need to focus on.

The most useful feedback comes immediately after a student has made a response or has completed a task. It should come in the form of *descriptive praise* if the student's work is good. Descriptive praise not only says 'well done' but also specifies why the praise is given. For example: 'Well done, Fiona. You measured the amount of flour exactly as the recipe states'. 'That is good work, Mark. I can see that you have already gone back and checked the spelling'. On the other hand, if a student's response is incorrect the teacher should provide immediate correction to help remove the misconception and to supply accurate information. Written feedback on students' class work and homework assignments also serves a useful purpose if it is descriptive. Brief comments such as 'Satisfactory' or 'You could have included more detail' are not helpful, and are largely ignored by students. Often, corrective feedback will require that the teacher explain again something that has already been taught. When this is necessary it is useful if the teacher first asks the student to explain or demonstrate what he or she already knows about the topic or process; re-teaching can then focus on the precise point of confusion. At the precise point of difficulty the teacher can provide the corrective feedback. This is much more effective than re-teaching the whole process from the beginning, because often the student still does not recognize the error. When feedback is given, it should be delivered in a positive emotional tone, not with annoyance or frustration (Kauchak & Eggen, 2007). Students need to feel safe in asking for assistance.

2. Involvement

The classroom activities must be able to attract the students' attention and involve them into actual communication. Jackson (1968) and Bloom (1976) have found consistent evidence in numerous studies of a positive relationship between student involvement and achievement. Challenging

work and tasks usually make deep involvement. Challenge the students to deduce the meaning of words from the context; challenge them to formulate the grammatical rules on their own; challenge them to abstract information from a stretch of rapid speech; challenge them to solve problems using English. "There is ample research evidence to show that the performance of students is at least partly dependent on the teacher's confidence in their ability" (Abbott and Wingard, 1985). Give them a chance and they will surprise you.

3. Relaxed atmosphere

In the classroom, anxiety hinders learning and makes the learners reluctant to express themselves. The teacher, therefore, should try to avoid placing anxiety on them. Being over-critical is often one of the major sources of anxiety in EFL classes. But recent research has shown that making mistakes is natural and even necessary for effective EFL learning. Abbott and Wingard (1985) record an example.

When a research worker in applied linguistics heard an EFL learner say "I saw him opened the window." he commented that "Very interesting. He's obviously working on the hypothesis that all actions in past time must be referred to by a verb marked for past tense. He's just over-generalized ----it's a typical developmental error. Well, not an error at all really – you could call it an essential stage in the learning process."

4. Fluency prior to accuracy

In EFL classes too much emphasis on formal accuracy is another major source of stress and anxiety in the students. Littlewood (1984) puts forward the notion of language fluency prior to language accuracy. He believes that a learner can never learn a language without making mistakes in the learning process. So the teacher should not always act as a severe judge and put learners constantly in fear of making mistakes. The teacher should be more tolerant for the mistakes the students make

in class, especially in oral work. When an EFL learner is constantly conscious of the formal accuracy of his speech, he certainly cannot speak fluently.

Nielson and Moos (1978) reported that students were generally more satisfied in classroom climates high in involvement, affiliation, and teacher support.

Teacher Satisfaction

Many educators believe that the teacher is the focal point in the classroom and has a significant influence on students' learning, attitudes and behavior. The teacher generally initiates the learning process, creates an atmosphere conducive to motivating the learner, and influences the environmental setting whereby students feel their own self-worth and are stimulated into becoming successful learners (Kilmer, 1977).

Dr. Ross Greene cites these additional characteristics of teachers as likely indicators of positive learning outcomes for students

• Responsiveness

• Warmth

• Patience

• Humors

• Positive attitude toward inclusion

• Knowledge of and willingness to work with students with exceptional needs

• Knowledge of different types of effective interventions

• Willingness to work collaboratively with other teachers (e.g., sharing information, requesting assistance as needed, participating in conferences involving students).

In an investigation into teachers' concerns in the classroom, Jill Hadfield and Angi Malderez (Hadfield 1992) found that teachers in language classes were more concerned about the atmosphere in the classroom and problems of how to teach the language. Similarly, when they asked language learners to comment on their experience of learning they found that affective factors and group dynamics were an important concern. Hadfield argues:

It seems to me that very little material exists to offer suggestions for practical things a   teacher can do to improve relations and atmosphere within a group.

(1992:10)

In language classrooms where pair work and group work are used, it is particularly important to build up a co-operative group atmosphere both to language learning and to develop the self-image and motivation of the group members.

Hadfield lists what she sees as characteristics of a successful group, some of which are listed below:

In this chapter we have discussed how any learning is always affected by the environment in which it takes plays. By giving time and thought to providing learners with an environment that enhances motivation, and that considers learners' emotional, psychological and sociological preferences, teachers can greatly enhance the learning of a language. It is also important to consider the sense that learners make of the teacher-learner interactions that occur in the classroom.

Language classrooms in particular need to be places where learners are encouraged to use the new language to communicate, to try out new

ways of expressing meanings, to negotiate, to make mistake without fear, and to learn to learn from success and failures. Emotionally, suitable environment for language learning should be one that enhances confidence and self-esteem.

Trickett and Moos (1974) examined the relationship between perceived classroom environment and student satisfaction and mood. They found that different dimensions of classroom environment related differentially to student satisfaction and mood. For example, students reported greater satisfaction and security in classrooms which emphasized high student involvement, personal student-teacher relationship, and teacher support. Students were less satisfied in classrooms which were low in teacher support. Trickett and Moos did not, however, incorporate teacher satisfaction and student self-concept into their study.

The present study is unique in that, according to the knowledge of the researcher, no prior work has been found which has examined the relationship between classroom environment, teacher satisfaction, student satisfaction, and student self-concept. Hence, it should offer contribution to the current literature.

Landis (1972) suggested that the classroom environment is an important aspect of the student's frame of reference. Landis found that students who achieve well in school exhibit higher self-concepts than do those who achieve poorly. The author's interpretation was that students who achieve well in school are reinforced for their behaviors by the teacher and should exhibit positive self-concepts. On the other hand, individuals who achieve poorly do not receive this type of reinforcement and tend to show lower self-concepts.

Combs (1962) indicated that the child learns about himself not only through his own successes and failures, but also from the reactions of people toward him. He suggested that classroom environments should be

more flexible, thus providing opportunity for students to explore and expand on their learning preferences. Combs defined a flexible classroom as one which goes beyond the two covers of the book and the four walls of the classroom.

Kilmer (1977) examined the effects of classroom environment and teacher influence on student self-concept. The study was conducted to investigate whether or not there were differences in self-concept between those educationally disadvantaged elementary grade students participating in a resource program, and those not participating in the program. Differences in student self-concept were identified through the use of the total self-concept score and related sub scores.

How to Create A Positive Classroom Atmosphere To Help Your Students Become Successful Learners?

If your classroom climate is to be successful it has to be positive and motivate your students to want to be successful. As with many aspects of classroom management, the most important component of a positive classroom is the teacher, and this is where the process must start.

The climate in the classroom is of course more than the physical classroom environment. It is a process that builds the psychological framework for all activity that happens in the classroom.

The classroom climate is not just about motivation and student well being, it is a major ingredient of the context for successful learning. Real learning cannot take place in a negative classroom climate, in the same way that plants will not grow if the soil is not right.

The question that "How can teachers create a positive classroom atmosphere?"

For this Betty Lou Leaver answers in her book "Teaching the whole class" as follows:

It seems that three particular features are present in all successful classrooms.

The first key factor is the quality of the **relationships**, in other words how much everyone helps and supports each other. The relationship between teacher and students is clearly important but relationships between students are equally important in ensuring a successful classroom atmosphere.

The second key feature is the **personal development** of students, and how easy we make it for them to grow as learners and fulfill their potential.

The third key factor is the **smooth running** of the classroom, characterized by an orderly environment where teacher expectations and standards of personal behavior and achievement are high and clearly understood by everyone.

The three broad pillars mentioned above are solidly present in successful classrooms but the components of good relationships, student personal development and the smooth running of the classroom are not discrete entities, but rather fluid elements skillfully managed by good teachers and brought together to make a warm, positive and successful classroom environment.

I also believe that, although some teachers have a personality type that makes it easier for them than for other teachers to establish a successful classroom atmosphere, all teachers can learn the skills and classroom

management strategies that are the components of a successful classroom.

Common strategies that successful teachers use to build a positive classroom atmosphere

1.   They create a warm classroom atmosphere.

Research studies seem to suggest that students respond best to teachers who are at the warm end of the spectrum in terms of how they relate to their students. In other words, teachers who are approachable, friendly, helpful and supportive, can control the class and impose themselves without appearing too strict or overbearing.

The opposite side of this coin is that students seem to respond less well to teachers who are inconsistent, uncertain and who tend to criticize students frequently and draw attention to students' shortcomings. The key finding here is not just how well or badly students relate to their teachers' relative warmth or lack of it, but that the **quality of learning outcomes** is affected by how warm and approachable students perceive their teachers to be.

When teachers make it clear to students that they are concerned about their students' emotional needs, as well as their curriculum and learning needs, students seem to participate better in class, and in particular seem more prepared to ask for help when they are in difficulty. Research shows that it's often the least able students, who have the most need of help, who feel least able to ask for help, if they sense that their teacher is unaware of their emotional needs. The result is their need goes unanswered.

In the book which is called ''Teaching styles and learning '' (1989) of Solomon Daniel there is given following criteria about positive classroom.

To create a warm supportive classroom atmosphere teachers can:

- **show understanding and openness** so students feel confident to speak openly about their needs and to talk about problems, in an atmosphere that is not confrontational

- **be friendly** and let students see the teacher sees them as people and values them as individuals - students need to feel they can trust the teacher before they'll open up about difficulties they may have, either personal problems or problems with understanding the learning

- **help students** by making it clear that it's acceptable to make mistakes when learning, in fact making mistakes is important for true learning to take place. One of the posters in my classroom that I refer to often with students says 'The only dumb question is the one you don't ask'

- **be principled** by making sure you treat students fairly and justly, that you can tell the difference between the person and the behaviour they may display, and that you impose classroom discipline appropriately, not just because you can.

In addition to this, according to the articles of methodologists in the journal which is named "Teaching and practice" there are mentioned that in order to create positive classroom atmosphere teacher should be enthusiastic and have good expectations.

Another classroom management strategy that promotes a positive classroom climate is enthusiasm on the part of the teacher. The research shows that teachers who consistently send positive messages about the

subject being studied do have an influence on how students respond, by motivating students more than teachers who are less enthusiastic. Students never get inspired by teachers who are not enthusiastic, or who create a negative classroom climate. (2010.p-12)

Of course, in real life, it's not possible to be enthusiastic all day every day, but at the very least we can avoid sending obvious messages to our students that we are unenthusiastic, and, in particular, we should avoid telling our students that we're only covering a topic because it's on the syllabus, especially if we also send the message, however subtly, that we think the topic is too difficult for the students. Instead we can try to focus on a particular angle that will show our students how they can gain a particular learning benefit from the topic in question.

Enthusiastic teachers often come across as confident specialists who really enjoy teaching their subject and can 'wrap up' the learning in many different ways to make it interesting and accessible to all learners.

One of the most consistent research findings is the effect on student performance of teacher expectations. In short, students do better when they believe their teachers expect them to do well and create a supportive academic climate. By contrast, students who think their teacher does not have high expectations of them, are caught in a self fulfilling prophecy and tend do less well. (2010 p-13)

Teachers often communicate their own perceptions in subtle ways, and perhaps unintentionally. It is easy, for example, to believe we are praising students, but actually be undermining them by saying things such as: 'Well done, I was surprised how good your answer was.' The subliminal message picked up by students here is that the teacher perception actually is that these students are of low ability.

Sometimes there are other, possibly unintentional, behaviors that students interpret as negative perceptions. For example, it's easy for a teacher to ask more questions to students they perceive as being more able, and in so doing create fewer opportunities for students who are seen as not so able.

In the same way, low teacher expectations may result in some students being asked only to answer low order questions, which do not take learning forward in a meaningful way.

The real danger of basing teacher expectations on mistaken perceptions is that students realize what's going on and start to internalize these perceptions, with the result that everyone in the class starts to behave in ways the teacher expects them to behave. This can lead to a very positive cycle for those 'high expectation' students, who may become high achievers. The opposite is also true for the 'low expectation' students who sink further and further down their negative cycle. As principled educators we can't accept this kind of 'collateral damage'.

- they pay very close attention to the progress their students are making, and check against objective data that their perceptions or 'gut feelings' about students are backed up by facts, and so avoid acting on mistaken perceptions of students' abilities
- they take great care not to communicate low expectations: students may have limited abilities, but teachers need to communicate their faith that students will do the best they can within the limits of their abilities
- make sure students get useful feedback on their progress, feedback that is honest but constructive and focused on continuous

improvement, it's the 'I want you to show me how well you can do' approach, not the 'This is what you've shown me you can't do' approach

- Take great care about how they ask questions in class - they ask high order questions, usually involving open questions [What/Where/When/ Why/How [particularly How], that encourage deep rather than superficial answers. These questions are sometimes called 'fat questions', and teachers need to allow students enough time to construct well thought out answers

- they emphasize good presentation of student work as much as the content, and, crucially, expect all students to meet these high presentation demands, because they expect all students will take a real pride in their work

Good teachers know how important it is to build and maintain a classroom atmosphere that is positive and supportive, and are proactive in their approach because they want to take as much responsibility as they can for creating a positive classroom atmosphere that:

1. promotes good quality of life for learners and teachers
2. helps to deliver a curriculum that promotes social and emotional learning as well as academic learning
3. helps teachers to be effective with a wide range of students
4. stimulates intrinsic motivation for teaching and learning

Besides that, there are given important steps in the www.school-teacher-student-motivation-resources-courses.com/teaching methods which is created only for teachers.

1. Change how you interact as much as necessary –to talk, teach and communicate positively with each student, starting today.

Your body language and tone of voice make up the majority your overall communication, so include it in your changes. Show that you have independent, total confidence in each student's individual, potential for progress. Though you treat them as individuals according to academic needs and skills, each one needs to feel the warm glow of inspiring confidence that you will show for her or him.

2.   Begin each class by greeting the class full of students with smiles, and while standing at your door at the beginning of class, extend a personal welcome, with eye contact- smile with your eyes also.

3.   Encourage the students with positive feedback whenever possible. Praise for successes is a far stronger motivation than criticism.

4.   Cover the walls of your classroom with positive messages: posters with motivational pictures and words; inspirational quotations from great people; positive paintings, drawing, prose, poems, done by your students.

5.   Embed more positive words in everything that you write and talk about

6.   Create a positive word for the day and start a discussion on it.

7.   Create a class dictionary of positive words.

Start with A-Z template and get your student to add positive words to the template. Make it big and put it on the wall.

8.   Use bright, warm colors in decorations.

Most classrooms begin with standard-issue furnishings, all the same. Well-placed wall decorations can make a classroom homier and occasionally even impart knowledge to those whose attention has drifted out.

9.   Make wall displays more educational.

Make them so that students can easily learn from them.

- Give corrections in a positive tone. Say things like "Try again" or "Do you have another idea?" instead of "no". Prompt the student if he/she is on the right track: "And what is it called when that happens?

- Don't play favorites. If necessary, create a deck of index cards with each student's name to ensure that students get called upon an equal amount of the time.

- Mix them up, periodically.

Taking into consideration these information I came to conclusion that EFL classroom management should aim at establishing a climate appropriate for effective teaching and learning rather than discipline, order or control over the class. Discipline, order and control can only be used as auxiliary means to achieve a wanted learning environment. As they are very much likely to cause anxiety and tension in the class, the teacher should not lay too much emphasis on them. A well-managed EFL class is not the one in which all the students sit still at their desks and copy all the instructions down. It should be a learning environment with a relaxed atmosphere and many opportunities for students to act as communicators, practicing on the teacher's instruction and expressing their own ideas. Thus the major task of the teacher is to manage time and materials, create communicative needs and involve the students into classroom activities. Discipline problems should be prevented before they appear rather than be solved after they come to the class. Therefore, the teacher should be aware of his role in the class, he is the manager or facilitator of the class who creates and maintains a positive climate for students to speak, to act, to play his role and thus to learn actively and effectively in it.

Chapter 2

Procedure and Process

2.1. Research plan

The research plan of the paper focuses on the following steps:

1.   Statement of the purpose of the research work

2.   Methods of the research which includes subjects, materials, equipment parts

3.   Procedure of the research which focuses on the specific steps in the experimental process

2.1.1. Statement of purpose

The aim of any kind of educational system is to give students knowledge and build students ability in acquiring, pertaining, processing information, which is required and needed by such a way that is really useful and vital. The purpose of conducting the study is how the educator can create and sustain a positive atmosphere in the classroom through; learner motivation, communication, interpersonal relations between learner and facilitator, discipline and a classroom discipline policy.

The main goal of conducting the current research is to find out the importance and ways of creating a positive classroom atmosphere. The research questions are as follows:…………………………..

In addition, there also exist the essential objectives of the current research. They are as follows:……………………..

The hypothesis that the researcher is eager to test is as following: "Creating a positive classroom atmosphere helps to create learner satisfaction and interests in subject matter" and "The best results are likely to occur when there is a positive classroom atmosphere an emphasis on specific academic tasks and accomplishments and a reasonably clear, orderly and structured milieu.

 Overall, the main aim of the research work is to find possible ways of creating a positive classroom atmosphere and its influence to learning process.

The researcher uses special questionnaire created by William S. Moore, Center of the Study of Intellectual Development in 1987 and it can be considered as most imperative tool for establishing positive classroom atmosphere in EFL teaching. The researcher distributes questionnaire to both experimental groups and teachers also. Then the researcher collects all questionnaires answered by students and teachers. Moreover, the researcher trials several activities that might be considered sophisticated and helpful for organizing a positive atmosphere in EFL classroom. For instance:

After the researcher does analysis: according to the results the researcher prepares lesson plans, activities and tasks which involve students' interests and help them to develop their skills. While the students do activities the researcher observes how well the students are coping with the given task, how well they reacting to the exercises and activities with the help of supportive atmosphere.

A. Subject

As subjects for the experiment it has been chosen 10 teachers from 1st and 3rd English philology faculty and 30 freshmen students from Uzbek State World Language University, First Philology Department who were

taught ISS which includes classroom organization in it. Students came from different social backgrounds. They studied English at schools, colleges, lyceums, language centers, and with tutors. Girls (females) were greater in number in the experimental groups. There were two different multilevel groups: group 104 "B" and group 105 "A" Each group was consisted of 15 students, in total 30 students. The subject ranged of the age between 18 and 21. The native language and as well as nationalities were Russian, Tadjik and Uzbek; and their language proficiency varied between lower-intermediate and upper-intermediate. All of them learn English as a foreign language in order to be a good specialist in the future. The subjects were studied during the phase of teaching practicum in the First Philology Department, from February to April. The subjects were randomly selected from the groups who were taught as internship practice

A.   Materials and Equipment

1.   Materials

Needs analysis and questionnaires were the materials used for the research.

Need analysis consisted of 8 items 4 questions (1st, 4th, 5th and 6th) were in the form of multiple choice question, and 3 of them (2nd, 7th and 8th) were short answer questions, and one of them was matching, where students were asked to choose appropriate options by putting ticks.(See Appendix 1) Questionnaire for teachers included 15 items, from 1st till 5th questions were as a form of multiple choices, questions of 7-8 were short answer questions, questions from 9 till 14 were as a form of matching task, participants were asked to put ticks for the appropriate options or for choosing appropriate options. The last question, question № 15 included 12 statements were they asked to identify the degree to which statements they agreed. (See Appendix 2)

Questionnaire for students included 16 items, where the students were asked to identify the degree to which they agreed with the 16 statements. (See Appendix 3)

Both of the questionnaires were made by the author

2.   The Equipment

The equipments which were used in research notebook, speakerphones, tape-recorder, handouts and writing tools as markers whiteboard etc.
Writing tools were used for a various activities or explanations by drawing charts and graphs on the whiteboard, debates etc. Notebook was used in order to watch videos and slights according to the topic. Tape-recorder was used for listening tasks which were about students' opinion in Europe about classroom atmosphere and classroom efficiency. Speakerphones were used for listening loudly the materials for some activities.

B. Procedure

2.1. Variables

In the research paper the investigator paid attention to the following variables:

The independent variable- is a use of activities: role plays, flashcards, pictures, debates, graphs and charts at the lesson.

The dependent variable- is the proficiency level of the students, evaluating how well the learners know English. The more a student knows the subject well, the easier to the teacher will be motivating him/her because of the base.

The moderator- is the age, number, gender and occupation of the students. The proficiency level can be differentiated by age.

The intervening variable- is motivating the learners in learning the subject-matter.

2.2. Specific steps in the Experimental Process

The researcher conducted reading lessons with the freshmen students. Here are the specific steps in experimental process. Before starting a lesson, the researcher explained students the importance of this questionnaires and tests.

Step1.

At the beginning, students were asked to fill pre-questionnaire which mainly asked about their needs, interests and expectations from the subject reading. Their answer could help the investigator to be acquainted with the interests and prospects of the students and make the reading lesson more motivating and interesting. In addition, a researcher had made a brief interview to find out students' needs.

Step2.

Starting from the second lesson the investigator distributed reading passages. The aim of conducting passage was to identify students' general knowledge of reading, and their proficiency level. Besides that students were given 20 questionnaires which were about classroom atmosphere, teacher features, and students' demands. The results of this test could help the researcher to formulate effective and interesting lesson plan, including sensational of activities for motivating students and creating a positive classroom atmosphere.

Step3.

The researcher also wanted to create a classroom environment that enhanced social relationships, student motivation, and engagement in productive work. One way in which she accomplished this was by changing student seats weekly, as indicated on her lesson. Investigator changed seats frequently in order to allow students the chance to work with different people of varying abilities and to make new friends. She hoped that this would promote new social interactions, motivate students with a change of scenery, and maximize productive work by splitting up talkative or easily distracted students. The researcher also let students know that if they were repeatedly disruptive; their seats would be changed more frequently. These examples demonstrate that she regularly analyzed the classroom and made decisions to promote student learning.

Step4.

This survey was designed to have students evaluate their own behavior and performance in class, and allow them to opportunity to recognize practices that may need improvement. Similarly, students with frequent

behavioral problems were asked to fill out a "My goals" survey in order to help them think about their actions and develop strategies for improving conduct and performance and meet short-term and long-term goals of their own choosing.

Step5

At the end of the experiment the researcher distributed post-questionnaires which could help students to analyze their motivation in reading. The questionnaire included questions such as: Were you motivated in class? Did a positive atmosphere and activities in classroom raise your interests toward the subject matter? Etc.

Consequently, the experimental process was finished and all appropriate data was collected.

All appropriate data was planned to be collected and analyzed to find out the most effective techniques and strategies which help to create a positive atmosphere and improve learning reading.

Analyzes of the data

Observations and interview data collected focused on assessment, classroom activities, and the teacher's effort in creating this supportive environment. The researcher expects to collect all questioners fully and truly filled by students and teachers. According to the results of the data the researcher will set and plan of the lesson. The researcher collects data and analyses the results. Firstly, the researcher finds out students interests and aims of learning this subject. The next step consists of identifying the reasons of hating or trying to escape from this subject. Then the researcher has information about their thoughts and what was going on their mind.

After the classes were conducted and the post-test were taken, the researcher analyzed the gathered data. Finally, the researcher categorized the subjects according to their interests. Then the results of the representatives of each type were compared.

Data collection

The collection of the data is the most important procedure since the paper is based on the information that is collected during the research. The subjects of the research were the 1st year students of World Languages University English Philology Department where the researcher had a teaching practice.

The research was lead:

The first step in data collection was to identify the how each learner prefers to learn. In order to accomplish this task the researcher prepared a small questionnaire. (Appendix 1) Each student was given a questionnaire. They had to read the statements on it and decide whether it was true for them or not.

In order to create a positive classroom atmosphere, first step I should do was to explore learners' needs: what the students want to learn and how they learn more better; so that, in order to identify learners' needs in the first lesson I gave them needs analysis.

Then according to the results of the needs analysis, the researcher began to teach. I tried to create more positive learning environment, and I think I have done that, because students were surprised to the way I were teaching them. They had independence, they themselves decided how to do the tasks and assignments; furthermore they took pleasure in learning a language, and they felt that there had a progress while learning. They

became more communicative and authentic. They began to work collaboratively in small groups or pairs.

Next step, I distributed them questionnaires where they were asked to choose appropriate degree of agreement or disagreement to the statements about their previous lessons (lessons they had with their home teacher).

That was not enough to do the research, as I wanted to know how the teaching process was going in other faculties and wanted to compare the differences of teaching styles among the faculties.

Each time the students completed the given assignment the researcher recorded their results. Those results were later used in the analysis of the data.

The last step on the data collection process was a final test (Appendix 2). This test was developed by the researcher and it was based on covered material.

So the next step, was distributing questionnaires to the teachers of different faculties. The most difficult task for me was to explain them, what kind of questionnaire it was, the several of philology teachers refused to fill in the questionnaire, they thought it was type of documentation they did for the department, most of them told me to give my questionnaires to the dean's office, because to fill in the questionnaires was the duty of the girls who were working there. Overall I had 13 questionnaires out of 100% 31% of teachers were from 1st philology, 39% of teachers were from 2nd English Philology and 30% of teachers were from 3rd English philology.

Classroom atmosphere can be the key to learning. Without deep connections, predictable interactions, and self-reflection, student learning

suffers. We can make observations, ask questions, and coach students in ways that increase the probability of learning and growth. Good teachers must assess climate and differentiate needed changes to accommodate various students. Test scores are only one factor in creating a body of evidence that allows us to make more meaningful and accurate choices about teaching and learning.

Each of the areas for focus and tools in this chapter is meant to heighten a teacher's awareness. It is difficult to differentiate if you do not pay attention to the climate of a classroom. Each teacher must Collecting Data to Create a Positive Classroom Atmosphere make a decision about where to start. Pick and choose your starting point. One teacher may start with monitoring feedback; another may like the idea of praise associated with higher level thinking skills. The key is in the observation and dialogue that takes place every day in every classroom. Classroom climate is a rich source of student data.

Teachers can use what they learn to adjust the achievement potential of each student.

After the observation the researcher interviewed the teachers of this university. Before the interview, she prepared a special list of questions that helped her to get information that she needed. The interview with the teacher was also a source of valuable information. After the interview the researcher knew the topic to include in the test. Moreover, the students have covered rules about how to set up effective communications in English without some problems which can occur during the research.

A classroom should be one of inquiry and open-mindedness. In order to foster a classroom of students who feel comfortable asking questions and are open to other students' ideas it is imperative to create a positive, safe environment and learning community. I believe that students should feel

like their classroom has high expectations, in how everyone treated each other, and in how learning took place. Creating a classroom environment where all students feel emotionally and physically safe enough to take risks is a real challenge and one that is worthy of the time it requires. The key to an inquiry-based curriculum is a safe, positive learning environment, therefore, it is foundational that the teacher work to provide, establish, and maintain that throughout the year. In the classroom, the teacher should be working on ways to develop a positive learning community by finding out more about my students. For example, each student should fill out a "Who Am I?" questionnaire so that the teacher can get to know their student's personalities, hobbies, likes and dislikes and therefore include them in lectures, discussions and explanations throughout the practicum. The teacher should also engage in differentiated instruction in my classroom so that he/she can tailor specific lessons to fit different viewpoints, and abilities of students. This is also a demonstration of care and respect for students as they see their teacher notice certain aspects about their learning or personalities and tailors their instruction to meet their needs. One of the ways the researcher would engage in differentiated instruction is by walking around the room and constantly being available to assist students. By offering them one-on-one assistance she can better gauge where their personal understanding and misconceptions are and tailor my teaching to them differently than the investigator would to the class as a whole in order to maintain a positive classroom environment.

Results and discussions

After all the data related to the research were collected, the researcher very specifically analyzed them and put into various tables, charts and graphs. All results were carefully taken from pre and post questionnaire, pre-test and post-test which participants were taken during the study period. They were double checked so that the research process and conclusion wouldn't be tilted.

Pre-questionnaire were distributed in order to identify learners needs and expectations from the subject reading. Post questionnaire gives more specific detail about the usage and effectiveness of the activities for motivating reading learners. According to the results the following outcomes: When the researcher made the first questionnaire in order to get information about subject, the results of the investigation were as follows:

From group №104 "A" 11 students out of 15 thought that reading is the most boring subject rather than the others. It shows 73% students have difficulties with the subject reading.

From group №105 "A" 13 students out of 15 thought that writing is the most boring subject rather than the others. It shows 86% students have difficulties with the subject writing.

This chart means that according to the first questionnaire:
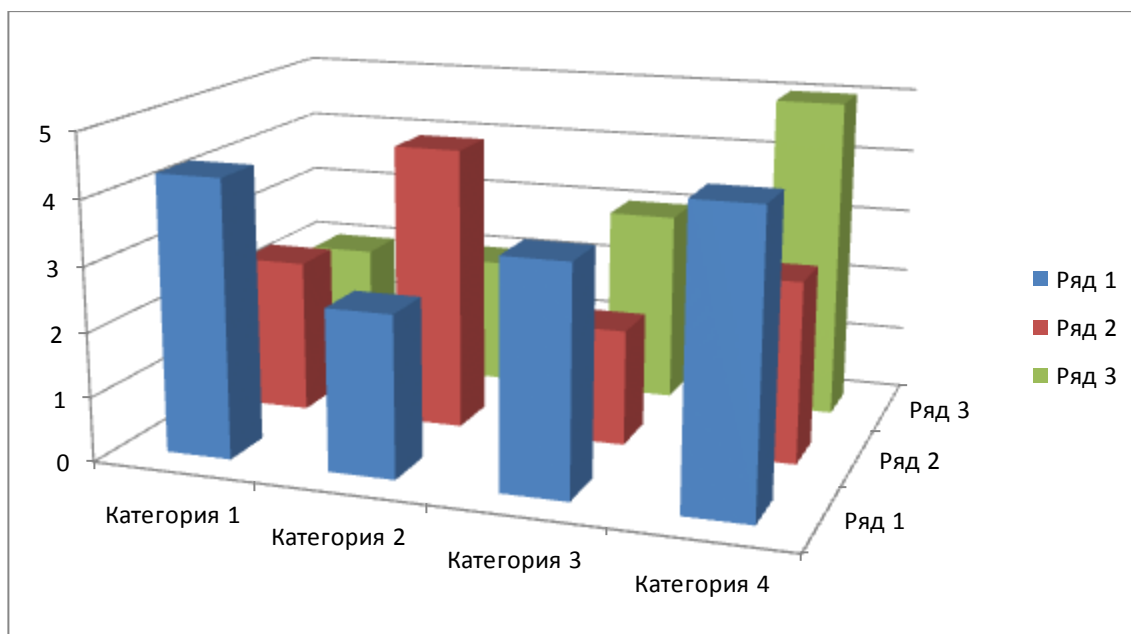
Then the investigator was interested in knowing the reasons, why majority of the students consider that reading and writing are the most boring among subjects. Next diagram shows that …………

3.2. Final Reflection

The research was the most crucial, memorable and essential work that I have ever experienced. From doing current research I have learned a lot and realized that I need more practice. Teaching practicum has given me a great opportunity to feel how teaching process requires a whole load of interpersonal abilities, creativity, and much work. Besides, it is a great responsibility for students' learning: maximize students' willingness to study, encourage students to perform their abilities and get students to engage actively in all classroom activities and etc. According to Kolb's model the ideal learning process engages all four modes. In order for learning effective, all of these approaches must be incorporated, hence; I tried to incorporate the all modes during my research. I also tried to challenge students to learn in different ways by creating a positive atmosphere and communicative activities.

The phase of conducting the research contained two and half months. The focal point of research was to diversify positive classroom atmosphere in EFL teaching, for it was great deal to make the learning process successful and effective.

Naturally, establishing positive interaction with students and enabling them to improve their language performance are thought to be complicated work.

Primarily, there was build a positive rapport with the students of two experimental groups. Each reading and writing class was conducted in a friendly and respectful atmosphere where the students were welcomed and awarded according to their participation in classroom activities with appropriate points. The friendly and positive attitude raised the students' interests and willingness toward study.

Secondarily, the What Is Happening In this Class (WIHIC) Questionnaire developed by Barry Fraser and colleagues (Fraser, 2002) was very helpful tool for identifying students' mind and ideas about positive classroom atmosphere. Having found out their thoughts

Each week both reading and writing lessons were conducted vividly: various kinds of activities, debates, presentations, loads of exercises for reading and writing involved all students' interests and attention into the learning process. Each class the students came across with wide-range of activities which they did not expect.

The two groups were almost the same but the group of 104 "A" was more active rather than the group of 105 "A". They were involved in all classroom activities with great enthusiasm and reacted positively. They liked different activities which involved speaking.

The research I conducted was full of interesting ideas, techniques, and methods that brought wide understanding of conducting lesson with the different ways of creating positive classroom atmosphere as powerful tool in teaching. What I would do in my next research work is to supply the research with as many questionnaires as I am able to find because it makes the research interesting and exciting.

What I have learnt from the research that a positive classroom atmosphere is really powerful tool in raising students' interests toward subject and learning process, besides; with the help of positive atmosphere teacher and students feel themselves safe. So, creating a positive classroom atmosphere can make learning process very fun, effective and productive which I myself made sure while conducting the research.

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