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Submitted by:

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**Investigation of the Effectiveness of Classroom Environment
on Motivating students to Attend:**

**The Case of First-Year EFL Students at Mohamed kheider
University of Biskra**

**Dissertation Submitted to the Department of Foreign as Partial Fulfilment of the
Requirements for Master Degree in Sciences of Language**

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Declaration

I, Hafidha Rahmane, hereby declare that the research is my own work and has not been submitted before to any other university for degree, this is titled “effectiveness of the classroom environment on the student motivation to attend”

This study was accomplished and completed at the level of Mohamed Kheider University of Biskra, Algeria.

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Dedication

First, I would like to thank **my Allah** for giving me the power and the strength to complete this work.

This dissertation is devoted to many of people who help me in my work.

I would like to honor and thank my dear parents **Ameur and Fatiha** who have always supported and encouraged me in all my life really without your support, love, care and prayers this would not have been possible , **May ALLAH bless YOU.**

To my wonderful sisters Leila, Amina, Nassima, Radia and Loubna you all are my inspiration and motivation to do this work.

To all my friends who encourage me and play a great part in my life and adding hope to it.

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Abstract

The purpose of this study is to determine the effectiveness of classroom environment on students' motivation to attend. This study is a comprehensive review based on the knowledge internalization about the importance of classroom environment on attendance, and; sought the root causes of absences related to the classroom environments that impact negatively the student attendance. It aims also to clarify how classrooms must be designed to provide a good atmosphere for students and how motivation can be a valuable factor to solve this issue. The qualitative research approach was selected in this study. In relevance to this approach descriptive method is conducted in order to confirm or reject our hypothesis. Moreover; we have designed two tools included the classroom observation and students' questionnaires. These latter was made for a sample of 40 students of first-year LMD in English Department of the Faculty of Literature and Languages, University of Mohammed Khider Biskra and also classroom observation. The findings revealed that the suitable classroom environment can motivate EFL students to attend energetically and regularly and reduce the level of absences. Eventually, after the results obtained from the two data gathering tools, the more the classrooms are well prepared and organized, the more the student attendance will increase.

List of Acronyms

HVAC: Heating, Ventilation, and Air-Conditioning)

IAQ: indoor air quality

SDT: Self-determination theory

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ملخص

General introduction

Most of the students 'time is spent in a school classroom. This place is where they learn the various skills and where the process of communication between the teacher and learners will be improved to achieve goals of education in order to develop their cognitive abilities, behavior, attitudes. Especially, when the classes are well-designed, it will make students so happy and motivated as well as helping to endear them in school. These designs start with building structure and shape, and complete with color, light, size of classes and the arrangement of the desks, outside view and furnish sends impressions to the student and can affect the way of how the students learn.

In the EFL classroom Students need to be in it every day in order to be academically successful and learn effectively, however; students who did not attend class regularly had a much lower opportunity to master the English language, and It will harm their ability to be successful. For this, many studies carried out in order to decrease the level of the absences through creating an attractive classroom environment and decorate the classroom and make it a suitable for the student which include all their needs and satisfy their psychological to feel comfortable. The present study will focus on the investigation of the impact classroom environment on the students 'motivation to attend at the university.

1. Statement of Problem

Many departments of education do not interest about the classroom environment that may lead to the serious issues of non-interaction and absenteeism that is directly connected to a student dropping out of school, this may make teachers encounter difficulties to manage the classroom. That's why we want to discover if the Classroom environment can motivate a student to attend and whether it can affect positively or negatively on students 'performance.

2. Research Questions

This research relies mainly on the following questions

RQ1: What is the relationship between the classroom environment and student motivation to attend?

RQ2: Is the motivation a valuable factor to solve the student absences issues?

RQ3: How can a teacher create an environment conducive to learning?

3. Research Hypotheses

Based on the above research questions, we propose the following research hypotheses:

RH1: there is an effective and strong relationship between the classroom environment and student motivation in order to enhance attendance

RH2: the motivation may be a valuable factor to solve the student absences issues.

RH3: the teachers should be more effective and look for every available opportunity to increase student learning. They must first focus on the physical space. They use every possible area of the room to create an atmosphere that will encourage the student to attend,

4. Aims of the Study

The purpose of our study is to examine the possible impact of classroom environment on the students' motivation to attend and how classroom must be designed to provide a good atmosphere for students and it also attempts to provide teachers with a better understanding of classroom environment, what is based on and if it impacts the EFL student success at university. Moreover, this general purpose can be classified into some specific aims. These can be interpreted as follows:

- To identify the main factors of classroom environment in order to create an interactive environment in classes
- To provide teachers with fit ways and strategies to manage the classroom
- To establish the relationship between classroom environment and student attendance
- to explore the impact of classroom environment on student' attendance

5. Limitation of the Study

- Our sample in this study is the first year of EFL students of Biskra university and not all of the groups because of time restrictions
- In this research, a random sampling is used for the majority of first years of EFL students (682) have nearly the same problems: the lack of interactions, absentees because the Students feel bored in lectures.
- This study focuses on the classroom environment and students' attendance and motivates them to perform well in order to create a conducive environment for teachers.

6. Research methodology

6.1. Research method

This research deals with the impact of the classroom environment in the presence of the student. In this case, we choose the descriptive method because our study based on the description of the classroom as a situation in order to investigate the elements of the classroom environment that effect on student motivation to attend and facilitate the teaching process. Relying on the questionnaires and classroom observation as tools by which we gather the appropriate data for the study.

6.2. Population /sample

The typical population of this study was EFL first-year students at Biskra University. Due to the huge number of the population and the time is restricted, the sample consisted of forty (40) students who were chosen randomly from (682) students to answer a questionnaire, also. Beside of this we also rely on classroom observations.

6.3 .Research tools

In order to answer the research questions, three research tools will be used for collecting data, namely a structured questionnaire will be administered to a sample of first-year students of English and another one for teachers and a classroom observation will use. In order, we gather the appropriate data for the study

7. Significance of the Study

The focus of this study is to find out more about how classroom environment is effective and so important for the students to motivate them to learn well and increase attendance rate and will elicit a higher quality of student effectiveness in the classroom. This study also will enable other teachers to expand their knowledge about the effect of classroom environments on their students' education. Moreover, all students need to be comfortable within the class with both teachers and their classmate in order to gain the most beneficial and effective learning.

8. Structure of the Study

This research divides into two chapters: literature review and fieldwork. The literature review divides into two sections. The first section covers the concept about the classroom

environment and its type and how the teachers manage and organize the classes. Similarly, the second sections try to give an overview of the importance of attendance and what are the causes, factors, and solutions for improving the student attendance rate. Concerning the second chapter, it will be devoted to discussing, analyzing, and interpreting of the results in order to approve or disprove the hypotheses.

Chapter one: Literature Review

Introduction

The interest about classroom environment learning has earned a great deal of attention in the recent years because it is something that allows students to perform to their highest potential and it is considered as a motivational factor of the student to attend the session effectively and may encourage them to achieve attendance and determines the rate and success of L 2 learning because students must be in the classroom every day with a positive attitude to be academically successful. This chapter divided into two main sections, the first section we tried to give a comprehensive review of the classroom environment and we went into detail about each part and what it involved. Then, the second section we discussed and identified the relationship between motivation and attendance and what are the factors that may motivate students to attend regularly and reduce the level of absence in the classroom.

The Classroom Environment

I.1. Definitions of the classroom environment

The class environment is considered as second teachers for the students and plays a crucial part in the academic success of students and helping them to stay engaged in their learning and performance in a better way which defined by Creemers and Reezigt (1999), as the place where the students learn and take courses. For more explanation, the classroom environment is the set when more than two students learn to gather in order to improve their level. According to Cornell (2002) said that “the classroom environment should be a place people want to be, not a place they have to be. They should be motivated by fun and enjoyment as much as by a desire to learn.”(p. 41). This illustrates that the students should be passionate about learning, By adding, Kathleen Roskos and Susan B. Neuman (2011) confirmed that:

In order to assist students, learning the environment of the class should be done to configure the classroom in the best arrangement and organizing it efficiently will have a positive effect on students and teachers because they spend a lot of their hours in the classroom (p.110).

For more explanation, the design and shape of the classroom affect how students perceive the information. Two previous researchers agree that the classroom environment is not only a place for learning but also the class atmosphere; emotions. It should be more motivated and attractive and organized.

I.2.The type of Classroom Environment

There are two important types of classroom environment as follows:

I.2.1.Physical environment

In contemporary studies about student achievement and shaping classrooms, studies have concluded that the quality of the physical environment significantly affects student achievement because it has a great a noticeable impact on the student from all aspects. It motivates them to learn energetically. In this sense, Earthman, G (2004) claimed that "There is sufficient research to state without equivocation that the building in which students spent a good deal of their time learning does in fact influence how well they learn"(P.18). This means that the environment in which students are placed in effects their learning.

Furthermore, according to Mpya (2007) " the classroom should be wheelchair-friendly, doorways should be widened, and stairs should be removed and be replaced with ramps to allow movement" (P. 22) .by adding Modifying the physical environment is considered the first step to "creating an orderly setting for establishing an environment conducive to learning" (Stewart et al., 1997, p.53). He also stated that" if the physical environment is not organized well it will affect the students and teachers negatively, both in their thinking and behavior "(p. 53). These two previous researchers agree that in order to make the students feel comfortable, happy, and satisfied in their seat with the classroom, the physical environment should be appropriate and well organized for both the students and teachers. In order to create a suitable physical environment for a classroom, it should include:



Figure 2.1.1 Empty classroom with tables and chairs at Bridgewater State University (Michael Rooney, 2016)

I.2.1.1.Illumination

Lighting is one of the essential factors in designing the building environment; good lighting in the classroom should be appropriate, comfortable, and suitable to provide the students in the back of the room with a clear view of the board because inappropriate lighting leads to alienation. Improper lighting atmosphere can cause injury to the students' eyes, anxiety, and exhaustion (Oneworkpalce, 1999 cited in Sanaz Ahmadpoor Samani n.d., P131). Moreover, Johnson (2011) mentioned that “after reading, the eyes become uncomfortable and the students experience more anxiety while passing over words or lines while reading or writing”. (pp.201-205). In other word reading under poor lightning has physical consequences for students' health. Additionally According to Sanaz Ahmadpoor Samani (n.d.) said,“Good lighting in learning places enhances users” (here students) performance and enhance the overall performance” (p.130). For more explanation, an illuminated environment is necessary for all educational institutions, especially universities to make the student more attention and motivate them to learn, but it is the responsibility of administrators, designers, and engineers.

Furthermore ,in any classes there many sources of the lights because the illumination is not only about electric light , but there are other light resources that should be controlled like direct natural light, indirect natural light, indirect artificial light, and reflected light, in this sense, Seyedeh Zahra Mirrahimi et al (1998) said, ‘In well-designed interior zones, daylight increases visual quality and mental health benefits, which are costly and hard to reproduce through artificial lighting ‘(P.127).Hence Having natural light flow through the room is a much better approach to lighting this may effect on students ‘ vision, health



Before

After

Figure 2.1.1. Case Study: St. Paul's University Posted on June 16, 2017, by Rimikon

In this figure 2.1.1 show the importance of using Rimikon Extra Low Voltage LED in class to make student to be more effective and comfortable and to fit their need.

I.2.1.2.The role of color

There is a strong relationship Between the psychological state of humans and color, from this we conclude that colors impact our emotions and feelings that is why we should take care of the color of the walls in classes, blackboard and choose the most appropriate colors for the doors and windows. The proper uses of the color help to make a change in mood in a positive way Marsha Cheung Golangco (2007).In other word, students interact with colors unconsciously and it will influence their sentiment. Whereas, overuse of color may affect students negatively this idea confirmed by Willard R. Daggett et al (2008) who said, 'classrooms should incorporate a variety of colors (based on age, gender, subject, and activity) to reduce monotony and visually refresh perception. However, overuse of color, using more than six colors in a learning environment, strains the mind's cognitive ability' (P.1).This means that by having contrasting colors and different scenes of the environment, students will better be cognitively engaged.

Moreover, color has a physiological effect. This was confirmed by one of the leading psychologists through academic research and studies, the most important of which was written by Dr. Alexander Schaus, director of the American Institute for Biomedical Research, on the interaction of color / light energy with the pituitary and pineal glands and thus the secretion of certain hormones leads to physiological processes that control mood and behavior. In other words, the correct use of colors can increase concentration, activity, ability to learn, understanding and remembering. This is why we have chosen an adequate color in class because it motivates the student positively and helps them to study with a good mood.

I.2.1.3. Classroom Temperature

The classroom temperature is another aspect that is difficult to control. When temperatures are ideal, it can play a great part in keeping the student comfortable and creating a good atmosphere to learn. In addition, the students are like any other people, if they feel too hot or too cold, they are likely to be sluggish and inattentive that why we keep the class a bit colder rather hot in order to make the climate fresher. In this sense, Dunn (1990) denoted that when the body is too hot or too cold, the brain constantly sends a message to the body to do something to correct the situation. Obviously, this constant interruption makes it hard for students staying concentrated during lesson .i.e., Temperature can greatly affect a students' ability to concentrate that why the temperature should be an appropriate degree for students in order to create a better atmosphere to make them learn effectively. Furthermore, Haverinen-Shaughnessy, U and Shaughnessy RJ (2015) asserted that:

Heating, ventilation, and air conditioning are responsible for a large part of school buildings' operation costs as well as their carbon footprint. From both an economic and environmental points of view, schools should strive for optimal HVAC operation to keep energy consumption in check (P.14).

On the other words, in order to set the temperature in a suitable degree for both the building and the climate conditions, we have to install an HVAC (: Heating, Ventilation, and Air-Conditioning) because, without these essential systems, students would be forced to suffer the harsh climate of their school.

I.2.1.4. Classroom The ventilation

The ventilation is necessary to control indoor air quality (IAQ) that why classroom should be ventilated and refreshed every 10 minutes, because ventilation on indoor air quality can increase students' ability to follow the teacher, understand lessons, feel energetic, but poor classroom air quality can impact on student outcome negatively and reduce the attendance (Toftum et al. 2015, pp.501 -502). Also, poor ventilation help spread infectious diseases which are transmitted by breathing. In this sense when the IAQ is not pure may affect health negatively and made issues such as asthma or allergic reactions (Smedje, Norback and Edling, 1997). For more explanation, some students have health issues that correlate with the air quality and if the air is not properly clean it could

be a danger to these students to breathe in that air. The two previous researchers agree that when the classes are not ventilated in the right way. It will create a health problem and increase the students 'absences.

I.2.1.5. Class designs

Several studies show that a good design of the classroom which includes the size of the class, windows and door are very important to motivate the students and teachers to do their best and feel comfortable and more enthusiastic. This helps to create a healthy environment which helps students to concentrate in lectures, especially when there are bright lighting and good ventilation. The University of Connecticut 2016 (p.9-12) published some guideline of the class design in order to promote a more active student in the class:

- **Interior designs**

- Long, narrow, style rooms are not acceptable
- Flat floors are required.

- **Class size**

- Classrooms contain 30 to 40 non-fixed seats

- **Windows**

- Windows require more open space for proper light and ventilation
- Windows design should be 70 inches high and preferably 75 inches and 34 inches wide
- Blinds should be installed in order to cover the window opening

- **Doors**

- In order to ensure that students who are entering or exiting the space will not disrupt instruction, doors should be located at the back of the classroom
- Standards of door design required to provide at least 32 inches of clear width and 80 Inches of height
- Door silencers muffle the noise of the door closing. Preferably double door
- Designs of door opening force, hardware, width, thresholds, and maneuvering clearances should be designed to comply with ADA Standards

- **Ceilings**

- Height of the ceiling should be as high as possible in all classrooms
Nine feet tall should be the minimum ceiling height, although 10-12 feet above the finished floor is preferred

- the ceiling must be designed to accommodate the required acoustical properties of the room. Ceiling panels shall have a Noise Reducing Coefficient (NRC)

- **Board**

- Every class should have at least 2 boards located on different walls. A board must always be installed on the front teaching wall; the other wall/walls should be selected appropriate to the layout of the room sizes.

- **Walls**

- Walls to be painted in an eggshell finish. No wall coverings should be used. “VOC” (volatile organic compounds) paint should be used because it has a great impact on the student (memory impairment, visual disorder, eye and respiratory tract irritation, headaches) in order also improve Indoor Air Quality (IAQ).

- **Classroom storage**

- Every university should take consideration of classroom storage when it designs classes. The room should be accessible from outside the classroom and it should be 100 square feet to store board supplies, movable lecterns, and chairs in order to solve the problem of disturbing a student in neighboring classes. Adding this space requires lighting and a lockable door.

1.2.1.6. The importance of using technology

Technology has recently invaded every aspect of our lives, especially in education which is the way of giving the students the tools and techniques to control their learning. This development is fundamental for our students anywhere; it has revolutionized in order to improved grades, learning experiences and enhances the student’s skills and their interaction with classmates. According to Danny Mareco (2017) stated that using technology in the classroom gives teachers the opportunity to develop their student's skills. This last statement explains why technology is essential in the learning-teaching process There are several types of technology that are essential for learning and can be the tool for developing the students’ capacities and facilitate teaching - processes such as tablets, computer and smart boards (Sarah Ivy. 2017).



Figure 1.2.1.6. Types of Technology in A Typical Classroom, Sarah Ivy, 2017

This figure 1.2.1.6, show the suitable type of the technology in typical classroom in order to motivate student to learn easily.

- **Tablets**

Tablets are a great tool in the classroom to supplement the material. They are light, portable, and come with a lot of features that books can't provide. The applications and features that tablets provide are great assets who learn in other ways.

- **Computers**

Computers in a classroom help students to learn lifelong skills that will help them in almost every situation. Computers also have access to educational websites. Not to mention, because they are on the same network, they are able to be monitored.

- **Smart boards**

Smart boards are a new wave of board technology that succeeds the overhead projectors. They can sync with computers, digitally write and draw on them, and best of all they are low cost and low maintenance. Smart boards, because of their digital format, also last longer than traditional chalk or marker pens.

I.2.2. Psychological environment

Classroom psychological environment means the sum of different environmental factors with the actual effect on the learning process, which mostly consists of classroom psychological atmosphere, interactions during sessions, students' psychological factors. To begin with (Gifford, 2007a) who defined it as the environment in which Learners and teachers take care of and interacts with elements of physical spaces. On the other hand,

The psychological environment can influence both the teachers and students' feelings, thought and behavior. Accordingly, Khumalo (2000) said that, "a classroom needs to provide a safe and supportive environment in which all learners are willing to participate in class activities without feeling ridiculed" (p.34). Students have to feel comfortable sharing their opinions in the classroom without fear of judgment from their peers. In conjunction with this, Ahrentzen (1981) suggested that the interior class design is one of the essential elements that influenced the psychology of student and teachers .i.e., that when the classroom design well with attractive visually appealing influence directly on the students psychology.

I.3.The organization of classes

The organization of the class plays a large role for students and teachers. The good organization brings enthusiasm and ability to learn and help teachers to improve their relationship with the student and make them more relax and free within classes and feel invited to share their views. It can affect either negatively or positively depending on student motivation. According to Terry Ann Harrison (2016) Stated that:

Classroom organization is a critical factor in developing smooth, predictable routines. We also know from research on effective classroom practice that when students have a clear understanding of classroom structure, procedures, and rules, they are more likely to follow them, especially if they have had some involvement in decision - making. Although there is no single "best" way to arrange your classroom, there are some general guidelines that apply to most multigrade settings (p.6)

For more explanation, Organization and structure are key components in teaching students to discipline which based on how the teachers use their techniques and knowledge to structure classes with creative fashions to create an enjoyable environment can modify the seating arrangement or post rules on the wall as a guide so that the students know exactly what to do during class. This will lead the students to try to follow the rules because the teacher cares about details.

I.4. Classroom layout

The arrangement of the students' seats, tables, and desk can have a serious effect on the students' health and mood and on the way teachers teach. It helps to increase attention and focus of the student in the session, in order to facilitate the movement of the teachers around classes, the desks should be spaced. For this sense, Harvey and Kenyon,(2013) suggested that the student prefer to study in the arrangement.

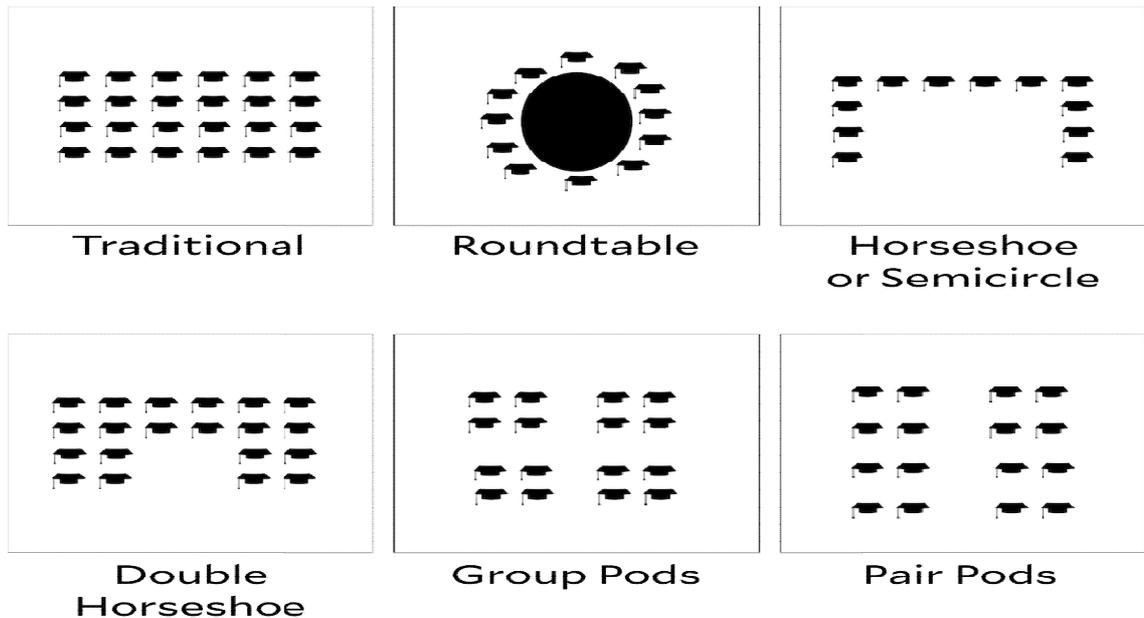


Figure 4: Varieties of Classroom Seating Arrangements in (Yale University 2018 P1).

Figure 4. Choose the best seating arrangement for your students, depending on their needs while activities.

I.5. Classrooms Decoration

The teachers decorate their classrooms in order to make the students more willing to learn. By adding when the classroom are decorated, the students and teachers will enjoy classes and providing them with psychological comfort around them. They can decorate the walls of classes in university, with simple posters with purposeful quotes and sayings by great thinkers. If the walls were filled with decorations and bright colors, this will distract the students' attention and potentially make them perform poorly or not be able to concentrate on the lesson. (Fisher et al, 2014). This means that the Posters and wall decorations can be useful to brighten up the room, but to some students, it can be very distracting.

1.6. Classroom management

1.6.1. Definition of Classroom Management

Classroom management has been defined differently by many researchers depending on which of its aspects focuses on and is considered as a complex term because of it difficult to define. Effective management is the essential key to create a positive classroom environment in order to enhance knowledge and various skills and developing the teachers' instructional roles.

Classroom management is defined by Doyle (1986) as when the teacher's effort to use techniques to organize and order the classes. According to him the organizations and learning to essential task in the teaching process. Similarly, Hue, M, and Li, W. (2008) stated that "the classroom management refers to teachers 'actions and which lead to the creation of a learning environment where positive interpersonal interaction is promoted and effective learning is facilitated" (p .4).this mean that classroom management is a process to create an effective classroom environment and facilitate the learning in order to interact positively . Additionally, Jacobsen, Eggen, and Kauchauk (1993) argued that "The teachers face a difficult problem in the classroom this forces them to use some strategies in order to find the solution ". (p.263). On the other word, this statement means that teachers use some techniques in order to find the appropriate solutions for various problems in the classroom.

Additionally, Lemlech (1988) explained that "Classroom management is the orchestration of classroom life: planning curriculum, organizing procedures and resources, arranging the environment to maximize efficiency, monitoring student progress and anticipating potential problems "(p.3). This definition reflects classroom management instructions and steps that would ensure order in the classroom.

According to the definitions of researchers and studies about classroom management, we understand that the management of classes has a great role to effect on the successful learning environment and enhancing student performance.

1.6.2.The importance of classroom management

Any techniques, strategies, and whatever methods are adopted in the management of classes is the responsibility of the teacher who always plays a very important role to enforce his or her decisions in managing their behaviors. According to Emmer, E. T., and Stough, L. M. (2001) cited in Regina M. Oliver, Daniel J. Reschly, Ph.D. 2007) published that "the ability of teachers to organize classrooms and manage the behavior of their

students is critical to achieving positive educational outcomes" (P 01). These mean that Positive outcomes can only be achieved through proper management.

I.6.3. The classroom management and discipline

The classroom management and discipline are important in the students' success and they have strong relation. In the sense, Jim Walters, M.A and Shelly Frei (2007) claims that: "classroom management and discipline are usually used interchangeably" (p.13). Hence often discipline is trying to manage a class. However, classroom management and discipline are definitely two different terms, classroom management deal with how things are done in the classroom structure; it is the teacher's responsibility to manage student's behavior. While the term discipline is focused on how the student behaves in order to manage the self – control, it is a sign of the student's responsibility. (Marshall, 2003 as cited in Edinyang & David, 2017, p.55) .This mean that classroom management is general management; discipline is specific management to control the students behavior. Also, Tom V. Savage and Marcha K.Savage (3ed), stated that "classroom management is the teacher's techniques to create an effective environment; whereas, discipline means teachers" responses to students misbehavior" (pp.7-8). This definition makes us understand that Effective learning can only be achieved through proper discipline of misbehavior.

I.6.4. Time management

Time management is the time regulation which refers to the steps that the teachers organize and manage how long they spend on certain activities and in order to achieve the greatest number of goals in the learning process. According to Amy A. Turano (2005), "consequently, teachers who stick to their classroom schedules are less likely to run out of time for other lessons "(p.7). On the other word, If the teachers take the time seriously before starting any session or tasks, it will lead them to be more successful in managing the time and will motivate the students by using the appropriate material. Having these goals will link the students' educational needs and send them instructions for making them successful in school (Stewart et al., 1997).

I.6.5. Behavior management

Behavior management is considered a variable that includes rules, principles, values, and standards that has the greatest impact on student learning and motivate them to be more aware of class in order to achieve ideal behavior. According to Emmer and Strong (2001) noted that "the ability of teachers to manage classrooms and the behavior of their students is critical to achieving positive academic outcomes' (p 09). This means that, if the

teachers can manage, student's behavior, he /she be more successful in teaching and them. According to (Ornstein 1990) asserted that:

At the beginning of the year, the teachers have the priority to teach the student the correct behaviors and what they need in classroom activities. If teachers propose an important rule the students who don't follow this rule will cause the teacher, the difficult problem that forces them to manage the behavior of the student (P.57).

Ornstein meant that the teachers should propose the rule and instruction to the student at the beginning of the years for managing their behaviors.

I.6.6.Students 'behavior guidelines

There are several rules and instructions that are given to the students to understand what classroom behaviors are expected and how they should follow it by the teachers and faculty in order to create a productive environment. Using rules is a good method to make sure that students are properly following instructions and it helps to create boundaries in order to reduce the behavior problem that interfere with learning . According to the Office of the Dean of Student Services at Palm Beach State College's (n.d ,pp 1-2) prepared some of the important rules for the student as follows:

- Take responsibility for your education: the student has to study and work hard like he really means it, not just to attend to waste time.
- Attend every class: attending all classes will increase your ability to learn, and in case of an emergency, your instructor needs to be aware of that earlier.
- Get to class on time: being late in class might disturb your classmate that is why you need to be there on time.
- Turn cellular phones off you need to turn off your phone before getting in class to avoid disturbing others.
- Do not dominate other students' opportunities to learn by asking too many questions: give a chance to others when asking questions by staying on point with the subject and being brief.
- Be prepared for classes: you need to be already aware of what you're going to study next and be prepared for it to save time and understand more.

- Respect your instructor: respect is needed between the student and his instructor, for creating overwhelming weather between them, and learning will be much easier when following the rules.

I.6.7.The Role of the Teacher in Classroom Management

A teacher is an essential person in an educational system, and they play a great role in managing the classroom in order to make the students more successful, therefore creating a well-organized classroom is a responsibility of the teachers. Moreover, the good teachers should have a capacity to perform his roles to teach effectively depend on different circumstances to enhance student to learn, Rubio (2009) added, "Teachers need to be able to survive the demands, threats, and challenges within the diverse circumstances of teaching" (p.36). On the other word, the successful teacher can solve problem situations through using skills and techniques. According to Ornstein, (1990) said that 'successful teaching depends on the teachers' ability to manage learner's behaviors '(p.57). In other words, successful classroom management refers to how competent the teacher is in managing his classroom. While, Lasley (1987) stated, "teachers can actually be the cause of management problems in the classroom' (p.285). For more explanation, Teachers can sometimes cause issues that they did not know they caused that can affect negatively on the student by creating problems within classes because it is not always students who cause problems in the classroom. That is why the teacher should create a good relationship with the students to manage the classroom environment.

I.7. Teacher-student relationship

The right education based on the communication between the teachers and students. The teachers should give the importance of building a good relationship with a student in order to monitor the classes and create connections between student According to Marzano (2003)"Teacher-student relationships are critical to the success of two of the other aspects of effective classroom management"(p 64). i.e., the strong relationship between the teachers and their student is essential in the learning process in order to be able to control student behaviors

I.8. Creating Environments Conducive to Learning

A teacher can create an environment conducive to learning by properly focusing on building effective classroom environments by creating cooperation among student and a sense of classroom community through connections. Schaps, Lewis, and Watson (1997) pointed out, "sense of connection to, being valued by and having influence with their

classmates and teachers" (p.14). On the other hand, if the classroom contains a strong sense of community, the student will respect one another and build a good relationship with teachers that lead them to express their emotions and notions without being afraid because they feel "at home" and comfortable enough with this environment.

I.9. Effective Teachers

The effective teachers are those who can use their skills and knowledge in appropriate ways in order to manage the student behaviors and interact with them with positive attitudes. When the effective teacher achieves these goals, they will be able to link their performance and competence with their planning in classes. Darling Hammond (2010) defined an effective teacher as one who is intellectually challenging, motivates their students, sets high standards and encourages self-initiating learning .i.e., effective teachers are important and are needed in order to enrich the students' performance and motivate them to learn well and the more a student engages in the daily classroom activities the more they are likely to learn. Moreover, Aina et al (2015) published that, Interaction between teacher and student in the school is very important and effective teachers should ensure maximum interaction that will enhance learning in the classroom' (p.90). She meant the more a student engages in the daily classroom activities the more they are likely to learn.

Motivation and attendance

I.2. Definition of Motivation

Motivation is one of the greatest notions in educational psychology and it is the focal in the teaching-learning process because it is a foundation for academic success. In this sense, Theobald (2006) asserted that one of the greatest challenges for teachers in this century is to motivate the student to learn. This means that the student needs to be motivated as long as they learn. Slavin (2003) showed that "Motivation is what gets you going, keeps you going, and determines where you are going to" (P.329). For more explanation Without motivation, the students would not be willing to learn. By adding Ryan and Deci (2000) "gave a quite simple definition for motivation "to be motivated is to be moved to do something" (Winke, 2005, p.1). These definitions of motivations highlight the fact that motivation is an important key in learning because without it the students may be disappointed and they could not participate, communicate successfully within a class. As Wentzel and Wigfield (2007) stated, "when individuals are more

strongly motivated they can become more deeply engaged in different activities, behaviorally, cognitively, and effectively" (p. 262) .i.e., Motivation is the key to students' success and the student should be strongly motivated all the time, in order to learn the English language.

I.2.1 The importance of motivation in EFL classroom

Most researchers have completely accepted that motivation as one of the key factors which influence the rate and success of second/foreign language learning which involves the adoption of new social and cultural behaviors. "Learning a second language is ultimately learning to be another social person" (Crookall and Oxford 1988, cited in Terry A. Osborn, 2002 .P.53). Hence, learning another language helps you to be more social with someone who may not speak your language. Additionally, Gardner & Lambert (1959) have identified two key as of motivational factors in second L2 learning are instrumental and integrative motivation. They found that the notions of instrumental motivation refer to the learner's desire to learn a language for utilitarian purposes in order to achieve their goals (such as school/university need, travel, getting a better job). While integrative motivation refers to the learner's desire to learn a language in order to integrate successfully into the target language community and knowing its culture. Conversely, without sufficient motivation, even student with the most remarkable abilities cannot acquire an L2.

II.2.2. Motivational theories

There are several motivational theories that are useful to comprehend and determine the motives that support student behavior.

II.2.2.1 Self-Determination Theory

Self-determination theory (SDT) is considered an effective way to increase student motivation, developed by researchers Deci and Ryan (1985) in order to present intrinsic and extrinsic motivation. The SDT clarifies three basic psychological needs that motivate student: a) autonomy, b) competence, and c) relatedness

- a) **Autonomy:** Autonomy emphasizes to students having the opportunities to make independent decisions and being able to select their own books, strategies and having choices about what they need and what they do
- b) **Competence:** The second basic need for students is competence which focuses to develop knowledge and skills of the student to perform the activities successfully

and fit their need for competences and evolving self – confidence in their abilities to practice this knowledge outside classes

- c) **Relatedness:** Students need to develop good relationships with the teacher who cares about them and create an environment that is supportive of their needs. This gives them a sense of security and feeling comfortable in classes which helps to motivate them in learning.

Deci and Ryan concluded that the students are intrinsically motivated when all three needs are met.

II.2 .2.2.Self-Efficacies Theory

The Self-efficacy theory was proposed by Albert Bandura (1994). He defined self-efficacy as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives (p.2). He noticed that self-efficacy plays an essential and huge role in people's lives in which based on an individual's belief in their own capacity to achieve a task or challenge and this theory attempt to demonstrate that people generally will only attempt things they believe they can achieved or success and won't attempt things they believe they will fail. By adding a high level of the self –efficacy can increase the self-confidence within-person because both can work in a positive cycle: the more confident a person is in his abilities, the more he is motivated, the more likely he is to succeed.

Bandura determined four main sources of self-efficacy beliefs:

- **Mastery experiences** – the best way to be a success and learn a new skill is the practice in order to gain new experiences
- **Social modeling:** it absorbs some of t positive beliefs about the self from various sources, peers, teachers, parents
- **Social persuasion:** is encourage and motivate the person to challenge any difficulties and growing her/his own ability to succeed
- **Emotional and Psychological responses** – internal drives such as fear of failure, anxiety or depression,

Without self-efficacy, students will not be able to feel like they can achieve their goals. Besides that, Dornyei (2001, p. 10) summarizes in his book "motivational strategies in the language classroom" some theories of motivation in the following table:

Expectancy-value theories	Brophy (1999) Eccles and Wigfield (1995)	The expectancy of Motivation to perform various tasks	Motivation to perform various tasks is the product of two key factors the individual's expectancy of success in a given task and the value individual attaches to success on that task. The greater the perceived on task likelihood of success and the greater the incentive value of the goal, the higher the degree of the individual's positive motivation (see also pp. 57-58).
Achievement Motivation Theory	Atkinson And Raynor (1997)	Achievement Motivation theory Expectancy of success; incentive value; the need for achievement; fear of failure	Achievement motivation is determined by the conflicting approach and avoidance tendencies. The positive influences are the expectancy (or Perceived probability) of success, the incentive value of successful task fulfillment and need for achievement. The negative influences Involve fear of failure, the incentive to avoid failure and the probability of failure.
Goal setting theory	Locke and Latham (1990)	Goal properties Specificity, difficulty, and commitment	Human action is caused by purpose, and for action to take place, goals have to be set and pursued by choice. Goals that are both specific and difficult (within reason) lead to the highest performance provided the individual shows goal commitment. (p.81-85)

Self-worth theory	Covington (1998)	Perceived self-worth	People are highly motivated to behave in ways that enhance their sense of personal value and worth. When these perceptions are threatened, they struggle desperately to protect them, which results in a number of unique patterns of face-saving behaviors in school settings. (p. 88)
Goal orientation theory	Ames (1992)	Mastery goals and performance	Goals Mastery goals(focusing on learning the content) are superior to performance goals(focusing on demonstrating ability and getting good grades) in that they are associated with a preference for challenging work, an intrinsic interest in learning activities, and positive attitudes towards learning
Social motivation Theory	Weiner(1994) ,Wentzel (1999)	Environment al influences	A great deal of human motivation stems from the sociocultural context rather than from the individual
Theory of planned behavior	Ajzen (1988), Eagly and Chaiken (1993)	Attitudes; subjective norms; perceived behavioral control	Attitudes exert a directive influence on behavior because someone's attitude towards a target influences the overall pattern of the person's responses to the target. Their impact is modified by the person's subjective norms(perceived social pressures) and perceived behavioral control(perceived ease

			or difficulty of performing the behavior)
Attribution Theory	Weiner (1992)	Attributions about Past successes and failures	individual's explanations (or `causal attributions') of why have occurred have consequences on the person's failures motivation to initiate future action. In school contexts, ability and effort have been identified as the most dominant perceived causes, and it is has been shown that past failure that is ascribed by the learner to low ability hinders future achievement behavior more than failure that is ascribed to the insufficient effort (see also pp. 118-122)

Table 1.Theories of Motivation (Dornyei, p. 10).

I.2.3. Type of motivation

Teachers try various strategies to motivate and develop intrinsic, or internal, motivators in their students. Generally, the source of motivation may be categorized in the following types:

I.2.3.1. Intrinsic motivation: can be thought of as internal motivation that comes from within the individual. .Ginsberg (2005) defined intrinsic motivation as “participation in learning experiences that, even in the absence of extrinsic rewards or sanctions, are of interest and value to students” (p. 220). i.e., intrinsic learning is the inner motivation to do well and students need that to succeed. Therefore, intrinsic motivation is the most effective type of motivation in learning. As Ginsberg (2005) asserted, “When people can see that what they are learning makes sense and is important according to their values and perspectives, their motivation emerges" (p.221).This means that Without relevance students will not find the information that they feel is unimportant

II.2.3.2. Extrinsic motivation: is the external motivation that comes outside a person which defined by Watts et al (2004), as "any behavior that is motivated by external forces, such as the receiving of a tangible reward or the pleasing of another person" (p. 16). Hence, External motivation can come from many places. It relies upon external rewards, such as praise, money, sweet. According to Erwin (2003) stated that "If we want to manage students in ways that develop and maintain trusting relationships, relying on external motivation is self-defeating" (p. 20). This mean, the students must have an internal desire to learn

II.2.3.3 Positive vs. Negative Motivation

Positive and negative also are considered as the types of motivation proposed by Morreale (2007). Negative motivation is the feeling of fear and anxiety when people speak and communicate with others this will discourage and disappoint them. Whereas, positive motivation is people's abilities to communicate and helps them to observe the task as a reward in order to be successes in the teaching process. Along this line, in order to increase a positive motivation for learners to set objectives when learning a foreign language, the researcher Harmer (1991) proposed a tow kind of positive motivations: short-term goals and long-term goals. The short-term goal is a motivation set by students for getting a positive result in the near future. For instance, some students try to motivate themselves before any task: oral presentations, exams ... others, just for obtaining a good mark and pass the years. In contrast, a long-term goal is a motivation that takes more time to reach the goals of students, the example of students choose to study the English language in order to teach the language later on.

I.2.4.The relation between motivation and attendance

Many of the studies being done to determine and confirm that student attendance related and influenced by the motivation that way student needs to be motivated to learn and attend regularly because. The lake of attendance can affect the student motivations and encourage them to absent. In this sense, Azeem Unisa and Prathiba Nagabhushan (2017) stated that "Motivation to study is considered to be an essential requisite for students to attend the class. They may have good intentions to study well" (P.1). Also, Luke Davis (2015) discovered that 'if students are properly motivated than student attendance will continually fall above the 90% mark "(P 5). In other words, if students like the classroom and are motivated to attend, this will greatly affect their attendance and potential to learn.

These previous researchers agree that the motivation and attendance have strong relations and without motivation, the students' attendance has been reduced.

I.2.5. Value of class attendance

Class attendance is one of the essential steps of a student's academic success. It is a common belief that a student who attends regularly earn a higher score rather than those who always skip classes. In this sense, Nur Hidayah Md Noh et al. (2018) found that students with more than 80% class attendance scores much better in their final exam when compared to the students with less than 80% class attendance "(P.7). By adding according to Epstein and Sheldon (2002) showed that "Students who are not in the class have fewer opportunities to learn the material that enables them to succeed later in school" (p. 308). Hence Students who are not attending class are less likely to see or go over the material that they missed. The previous researchers agree that attendance affects the students' ability to obtain high scores which make the student more successful and have good performance. In other word Students should note that attendance is a compulsory requirement in all modules and those students who are absent, they will not be permitted to pass.

I.2.6The students' absenteeism

In recent years, students absenteeism has become one of the major interest in all academic Education, Absenteeism has been defined by Price and Mueller (1986) as "non-attendance when an employee is scheduled to work" (p. 17). while Roshon R and Bradley (2015) defined absenteeism "as a student missing 20 or more school days within one academic school year, when students miss school on a consistent basis, they are identified as chronically absent "(P.1). For more explanation, Absenteeism is a serious issue that plagues schools, if students do not attend school, they risk failing the entire year. Also (Bond. 2004) affirmed that Chronic absenteeism happens when a student is absent without reason 20% or more of school time. Furthermore, absenteeism not only impacts on the academic improvement of the students but also influences the in-class planning by teachers and at the same time the motivations of the other students in the class (Thornton, Darmody and McCoy, 2013). This means that the problem of absenteeism among students should be taken seriously because it can directly affect students' performance and it can lead to much negative impact such as the student can drop and many social problems will happen.

1.2.6.3. Types of Absenteeism

Absenteeism affects the students' capacity to obtain high scores in examinations which can cause that the student may fail and will cause him/her to repeat the same year this issue diverse into tow type which proposed by John Vandeweerd (2012) cited in Mubarak Ali and Humaira Ayaz (2014. P.3).

- Innocent Absenteeism: It refers to students who are absent for reasons like sickness and injury. Innocent absenteeism is not culpable, which means that it is blameless (Vandeweerd, 2012).
- Culpable Absenteeism: It refers to students who are absent without permission for reasons, which are within control. For example, a student who is on sick, but in fact, he/she is not. This behavior is culpable. And it needs restricted discipline (Vandeweerd, 2012).

The teachers should be aware of how to distinguish between these two types of absenteeism in order to control their students and solve the issue of the absence

1.2.6.4. Causes for Absenteeism

Students' absenteeism is a complex problem associated with many causes that are categorized according to the researchers who try to explain and analysis causes the absentees in terms of multi-causal. There are several reasons as to why someone would avoid going to class as follows:

- Massingham and Herrington (2006) find that the factors affecting absenteeism are: illness, occupation, work, bored classes, new teacher. In the fact that external factors inside a class in influencing on the student negatively
- Goitseona Daisy Masogo (2015) classified that the cause for absentees is:
 - Waking up late
 - Hate school
 - Dislike subjects
 - Friend 'influence
 - Fear of some teachers
 - Trouble at home
- Clark, J. G. (2008) categorized the causes of absentees into three factors:
a) Student Factors.

Students' individual is one of the factors which lead to the problem of absentees because of the Absentee students usually:

- They do not feel safe at school
- They find classes boring
- They feel academically inadequate
- They feel powerless in the school and think other students do not respect them
- They find courses difficult and boring

b) Family factors

The second major reason for absenteeism is "family factors" which impact the student environment. A student's parent has a significant influence on his attendance in school. By adding Clarks (2008) indicated some reasons for student absenteeism arising from the family Inter-parent conflicts; support or neglect; alcohol or drug problems; the family's need for student forced to work. This means that the home life of the student is very important to a students' attendance

d) School factors

School factors also impact the student's decision to attend school. The School environment affects the student's attendance. If the atmosphere is unsafe and cold or not organized, absolutely that led the students to be absent from school. Moreover Students are also absent, when there is a bad relation with teachers or peers or showing disrespect to the students.

2.2.6.5. The Consequence of Student Absence

The absent has a negative impact on the building of the future of students' engagement, behavior, and performance. Disengagement can lead to poor behavior, low achievement, and absence. The students' absence can be causes of participating in risky behaviors like tobacco, drugs (Harris, 2008). This means that if students decide to fail on the school they might be doing dangerous activities under their friends' influence. Also (Sheldon, 2007) believed that" if students can be kept in class it may help keep them from "engaging in delinquent activity" (p. 267). On the other word, Performance of students becomes effective and more improved when they attend the classes on a regular basis this will make more success. Whereas, Kamla Raj (2011) found that absenteeism affects the abilities of students which can because of declining the grades and in the result of this the students may obtain failed and they have to repeat the same year level. So, Lower

attendance is typically a sign that a student might be doing worse compared to a person who attends more often.

I.2.7. Factors that Motivate Students to Attend

Student attendance is very important in order to this, there are many factors that influence the attendance which investigated by many researchers:

I.2.7.1. Teacher qualities and quality of teaching

One of the important factors that make student attend regularly is the personal quality of teachers who have a positive attitude and respect the student and being friendly. According to Romer (1993) postulated that "students attend class when the quality of instruction is higher (p. 169- 170). For more explanation, if the students feel that what they are learning is significant this will motivate them to attend more. And also students will attend classes when their teachers are interested in them and there is interaction in class so that this can be transferred to the students and they will feel more motivated to attend

I.2.7.2. Class size

Many studies founded that smaller classes motivate and encourage students to attend because they receive more attention, teachers know their students better, and teachers had better interaction and participation in the class. Also, Romer (1993) found that "there is lower absenteeism in smaller classes" (p.169). On the other word, when the class is small, the school will have more of a students' attendance who are less likely to miss class.

I.2.7.3. Autonomy over course selection and class attendance

According to Chou and Kuo (2012) when students are able to make personal choices within their studies and select what they want this motivated them to attend their classes. This means when students have the opportunities to choose what they need and what subjects to study with him/her self allows students to engage in school more.

I.2.7.4. Students 'attitude toward learning

A good student is the one who is motivated to learn and has positive attitudes towards learning. In a study done by Burke and Williams (2008) who found out that the students who are much better motivated for learning both get more successful and tend towards the thinking skills (p.115). It is known that positive attitude of students to acquire knowledge,

support their abilities and efforts to learn a subject. Moreover, the positive attitudes provide a better understanding of the nature of learning to the students; it also makes the students more open to learning, increases their expectations from the learning process and reduces their anxiety levels.

2.7.5 .Peer influence

Chou and Kuo's (2012) research with Asian students in an English class in Taiwan demonstrated that the student may attend the class depending on their priorities, they maybe they enjoy coming to class because they will meet friends or just like the teachers interesting.

I.2.7.6. Timing of classes

In Dolnicar et al' (2009) study in Australia university denoted that the time between 10:00 am and 3 pm is encouraging attendance during the day, i.e., when the time for learning is appropriate that help motivate the student to attend and make them more engaged.

I.2.7.7. Mandatory attendance policy

Teachers with attendance policies should still strictly reinforce and control their attendance policies and. When teachers focus on attendance, students' performance will also improve (Chou & Kuo, 2012). This means that attendance without controlling strictly; it will not enhance the student performance.

I.2.7.8 .Technology

The technology plays a greater role in educations and it can add to the learning experience and facilitate it according to Martinez-Caro and Campuzaro-Bolarin (2011) reported that blended learning increases the level of attendance because that students tend to contact more with their peers online and this, in turn, can motivate students to attend class. Hence Hybrid classes that have an online component are a great way to get students more engaged.

Conclusion

In order to let the effective learning take place, the classroom environment should be supportive and conductive because students who are not motivated to attend and learn successful foreign language in the classroom will not learn effectively, won't participate,

and often lose interest in the subjects they are learning and this consider as complex task. This chapter contains two main parts. The first part presents the main studies which give a clear image of the classroom environment and its types and it highlighted how the teacher's play a big role in managing a classroom and organizing it for a conducive learning environment which can be achieved through supporting their lessons with materials and through making a good relationship with students the teacher must be attentive when they deal with his/her students in order to enhance the learning environment and be more effective . The second part identified mostly theories and types of motivation as affecting course attendance. Then stated the studies 'agreement on the importance of attendance in relation to academic success and significantly affect the student. Also, this review presented many causes that increase the level of absence in classes. Then we determined other factors that featured in the chapter as motivating students to attend were class size, the autonomy of choice, and student attitude toward learning, the timing of classes, mandatory attendance policies, and technology.

CHAPTER THREE

DATA ANALYSIS AND DISCUSSION

Introduction

The present chapter aims to the analysis of the findings earned through investigating the effectiveness of classroom environment on student motivation to attend with the first-year student at Biskra University. This study aims to find what is the classroom environments ' aspect that improves the students' motivation to attend lectures energetically and how classroom must be designed to prepare a better atmosphere for students. This practical chapter is based on two main data gathering tools is student's questionnaires for determining their opinions toward causes of absenteeism and what are the solutions to increase the level of their attendance in the class, and classroom observations in order to have valid and adequate data.

II. Students' Questionnaire

The questionnaire is sets of the questions that are given to participants in order to collect data, attitude, and opinions about something. Principally, questionnaires can contain different types of questions, such as open-ended questions, close-ended questions and also both of these.

II.1.1.Aims of the Questionnaire

The aim behind the use of this data collection tool is to find out the most important needs of first-year classes in the Biskra University to develop and ameliorate the situation of classroom environments for motivating students to attend regularly with good energy and provide the effective atmosphere in order to raise their motivation to learn enthusiastically. It aims also at obtaining the different opening and attitude of the students toward their classroom environments to pick up adequate solutions in order to fit students' needs.

II.1.2. Administrations of the questionnaires

The questionnaire was given to the sample of forty (40) participants from the whole Population (634) of first – years LMD students of English at Mohammed Khieder

University of Biskra. They are chosen randomly from different groups. Moreover, all the questions were clear and simple enough in order to help the students to understand.

II.3. Description of questionnaires

We designed a questionnaire for the participants 1st year EFL (LMD) students, This questionnaire consisted of (20) questions which are organized in coherent order and divided in four sections which was included a combination of close-ended questions (Yes/No) or ticking the suitable answer(s) from a number of options, open-ended questions where the participants should justify their answers by using their own words and multiple choice questions where the participants were required to choose more than two answers.

Section one: This section entitled personal Information "Q1 -Q2". It contains two questions about the students 'personal information. Question one was devoted to illuminating students' choice of studying the English language was (personal, parents or advice).The second question dedicated to determining the students' level in English.

Section two: The second section is about students 'absences consist (4) questions " Q3 - Q6" that was mixed between yes /No, WH questions and multiple choices questions .it attempt to explore the significant reasons that make student miss days and the participants had determined their attitude toward absences.

Section three: this recent section is about classroom environment which encompasses 7questions "Q7 -Q13" that are varied between yes/no, multiple choice questions. Its focus on asking the students about the availability of the physical environment or not and whether the teachers have created with a good atmosphere or not.

Section four: The fourth section is about motivation and attendance, which composed 7 questions "Q14-Q20". It attempts to investigate the importance of motivation in overcoming and decreasing the level of students 'attendance.

II.4. Analysis of Students' Questionnaire

Section one: Personal Information

Questions 01: Your learning English at university was

Options	Frequency	Percentage %
Your personal choice	27	67,5%
Your parents choice	07	17,5 %
Someone advice	06	15%
Total	40	100%

Table 02: Students' choice of studying English

The table illustrates the participants' choice of learning English. The majority of the students have asserted that English is their first choice, They represent (67,5%) from the total sample. This result indicated that English is the preferred language. Otherwise, the other participants were either their parent choice (17,5%) or someone advises (15%). According to this table the reason that makes the majority of the students (27) learn English only for acquiring international language to communicate with other English people from a different country. For other students (13), it is because they did not have another choice or their average makes which did not permit them to study in their favorite field or their parent imposed them to opt the English language.

Question02: How do you consider your level in English?

Options	Frequency	Percentage %
Poor	05	12,5%
Average	13	32,5 %
Good	21	52,5%
Excellent	1	2,5%
Total	40	100%

Tab03: Students' level consideration in English

As we can notice from the figure (6) above, a high majority of participants ‘consider them in English is good, they represent 52, 5% because they understand the English language. On the other hand, (32, 5%) of participants have an average level, which is due to the difficulties that face them in understanding English, grammar, vocabularies. While (12,5) of participants see that their level in English is poor, They may encounter some problem as they hate the English language or totally they are not able to study it at all. Only (2, 5%) of our participants are excellent in English.

Section tow: students’ Absence

Question 03: How often do you miss courses?

Options	Frequency	Percentage %
Often	08	20%
Always	05	12,5%
Usually	17	42,5%
Never	10	25%
Total	40	100%

Table 04: Frequency of the students ‘misses courses

Relying on the data indicated in the table (05) and figure (07), we notice that the majority of the participants 42, 5 % (17) claimed that they usually miss days in classes. While 10 of the participants who represent (25%) stated that they never miss days. However, 20% affirmed that they often miss days in the class, whereas only 5 participants (12, 5) declared that they always miss the days. This may be due to the fact that the students did not have the desire to attend courses or they did not motivate in class.

Questions 04: Does absence affect your educations outcomes and grades?

Options	Frequency	Percentage %
Yes	39	97,5%
No	01	2,5%
Total	40	100%

Table 05: Students Opinion about the Effect of absence on their educational outcomes and grades

According to this table, the highest percentage of participants (97,5%) asserted that the absence affects the outcomes and grades of their education. Nevertheless, just one participant (2, 5%) responded that the absence does not affect his educations outcomes and grades. This may be the student believes that he can learn and acquire language without attending his courses.

Question 05: Who notices if you miss courses?

Options	Frequency	Percentage %
Your teachers	09	22,5 %
Just your friends	26	65%
Your parents	2	5%
Nobody	3	7,5%
Total	40	100

Table 06: Students Perception about who notice if they absence

we notice from this table that 26 of the participants who represented 65 % of the total number of the sample demonstrated that just their friends who notice if they miss courses this means that the teachers did not control the students ‘absents while (22,5%) of the participants declared that the teachers notice if they absent . However, only 2 participants reported that just their parents who know if they miss the days. Whereas three participants with the percentage of (7, 5%) said that nobody notice if they miss the days, maybe this student, did not have a relation with their classmate.

Question 06: what are the top three reasons that make you miss a day of university? (Choose from each one top 3 reasons).

This question sought to investigate the top three reasons that make the student s miss a day /days at university. It was possible to tick more than one box (they should choose three options from each reason).

1. Personal reasons

Options	Frequency	Percentage %
I want to be with a student outside class	09	22,5%
I miss the bus	20	50%
I am sick	27	67,5%
I absent because of family trouble	18	45%
I cannot wake up on the time	25	62,5%
I have an appointment with Doctor	16	40%
I have work	5	12,5%

Table 07: The personal reasons that make student miss days

The table reveals that (67, 5%) of participants claimed that they miss days when they are sick. Also, 62,5% declared that they absent when they cannot wake up on time. Moreover, 50% of participants revealed that they absent when they miss their bus. Additionally, 45% of participants chose that they miss days because of their family. While only 40% of participants affirmed that they miss courses when they have an appointment with a doctor, 22.5% of participants chose the first statement which is they miss days because they want to be with their student outside class. Finally, only 5 participants who represent 12,5 % pointed out they miss days because they have work.

2.Environment reasons

Options	Frequency	Percentage %
Classes are unclean	18	45%
I do not feel safe in the class	13	32,5%
I do not like the color of the wall	19	47,5%
The class is overcrowded	27	67,5%
I do not like the arrangement of the table	23	57,5%
Class are small	20	50%

Table 08: Environment reasons that make students miss days

According to this table, 67, 5% of participants stated that that they miss days because the classes are overcrowded. This means that teachers cannot control their classes. Also,

57,5% declared that they absent because they do not like the arrangement of the table. Moreover, 50% of participants revealed that they absent due to the classes are small. Additionally, 47,5% of participants chose that they miss the days because they do not like the color of the walls. While 45% of participants affirmed that they miss courses when the classes are unclean, 32.5% of participants chose the second statement which is they miss days because they do not feel safe in class.

3. Academic reasons

Option	Frequency	Percentage %
Teachers are boring	32	80%
I do not like teachers ' way of teaching	31	77,5%
The teachers treat the student unequally	22	55%
The teachers are absent most of the time	13	32,5%
I do not understand the teachers' explanations	22	55%

Table9: teachers' reasons that make the students miss days

As the table show, 80% of the participants asserted that they miss days because the teachers are boring. Moreover, 31of respondents who represent (75, 5%) reported that they absent because they dislike the teachers 'ways of teaching. Furthermore, (55%) of respondents believed that they miss days due to this statement which are the teachers treat them unequally or they did not understand the teachers' explanations. Finally, as the table denotes, only 13 (32, 5%) of our respondents reported that they miss days because their teacher is absent most of the time.

4. Syllabuses/program reasons

Options	Frequency	Percentage %
I do not like the lectures	16	40%
The topic is boring	30	75%
Lectures were repeated	24	60%
I do not understand the courses /material at all	12	30%
The time for learning is inappropriate	38	95%

Table 10: Syllabuses/program reasons that lead students to the absence

We notice from this table that the majority of participants 38 who represent (95%) asserted that they miss days because the time of learning is inappropriate. While (75%) of respondents reported that they absent the lectures are presented in boring ways. Whereas, 60% of respondents believed that they miss days because the lectures are repeated. Furthermore, (40%) of the participants showed they miss days because they did not like the lectures. Finally, as the table denotes, only 12 (30%) of our respondents reported that they miss days because they did not understand the courses /materials at all, this may refer to lack of organizations of programs

Section three: the classroom environment

Questions 07: Is the classroom environment is important for teaching and learning?

Options	Frequency	Percentage %
Yes	36	90%
No	04	10%
Total	40	100%

Table 11: The student opinion about the importance of classroom environment

According to the table above, the majority of the participants 36 (90%) answered that the classroom environment is important for teaching and learning. Logically, if the students are set in well-air-conditioned classes, well-arranged seats, calm and clean classroom, they will feel comfortable and they will perform in positive ways. On the contrary, (10%) see that the classroom environment is not an important environment for teaching and learning.

Question 08: According to you, your classroom is?

Options	Frequency	Percentage %
Appropriate	10	25%
Not appropriate	30	75%
Total	40	100%

Table12: the appropriateness of students 'classroom

From the outcome obtained at the table above, we notice that most of participants 30 (75%) asserted that their classroom is not appropriate may be Due to lack of equipment or the class is not organized well. However, the rest 10 (25%) of participants stated that their class is appropriate.

Question09: Do you like the arrangement of the table in the classroom?

Options	Frequency	Percentage %
Yes	12	30%
No	28	70%
Total	40	100%

Table13: the arrangement of the table in the classroom

The table represents the participants' opinion about the arrangement of the table in the classroom. The highest percentage of the participants' (70%) responded "no": they did not like the arrangement of the table in classes. However, (30%) of participants responded 'yes ': they like the arrangement of the table in their class do not have a good relationship with their classmates.

Question 10: Do you think that the color of the walls in the classroom is adequate?

Options	Frequency	Percentage
Yes	12	30%
No	28	70%
Total	40	100%

Table14: the student attitude about the color of the walls in their classes

The table above shows that (70%) of the participants declared that the color of the walls is not adequate at all for them, maybe it's color is not attractive, while (30%) of participants see that the color of the walls is adequate for them

If no, what is the color of the walls do you prefer

(70%) The participants who said that they did not like the color of the walls, they prefer other colors such as white, blue, yellow, mixed color, violet, light colors.

Question 11: Providing appropriate light and natural ventilation inside classes are

Options	Frequency	Percentage %
Available	6	15%
Not available	10	25%
Somewhat available	24	60%
Total	40	100%

Table 15: Availability of the natural light and ventilation inside the class

We notice from the table that the majority of the participants 24(60 %) see that providing appropriate light and natural ventilation inside their classroom are somewhat available. This may be due to the broken light and windows. Whereas (25%) of participants affirmed that there is no availability of appropriate light and natural. However, only 6 of the participants said that providing appropriate light and natural ventilation are available.

Questions 12: using the technology in classes (computers .date show ...) is

Options	Frequency	Percentage %
Available	5	12,5%
Not available	19	47,5%
Somewhat available	16	40%
Total	40	100%

Table16: The students use the technology in classes

The table above shows that (47,5%) of our sample said that they did not use the technology in the classroom may be because of a lack of technology s' equipment. However(40%) of participants point out that they use technology from time to time, they use just data show and only 5 of them they use technology. This means that the way of teaching is different from one class to another.

Question 13: Do your teachers try to create a good atmosphere?

Options	Frequency	Percentage %
Yes	33	82,5
No	07	17,5
Total	40	100%

Table17: Pupils' opinions about their teachers in creating their good atmosphere

The results above show that participants who saw that their teachers create a good atmosphere are (82,5%), however, (17,5%) of them are against. It seems that teachers are aware of the great importance of atmosphere which is considered to be a motivating element in learning in order to make the student more enthusiastic. On the other hand, teachers did not create a good atmosphere for their students; they absolutely not care about the value of the environment.

If yes, how do your teachers create a good atmosphere?

Options	Frequency	Percentage %
Teachers have a sense of humor	10	25%
Create a friendly atmosphere	11	27,5
Encourage the student to speak	12	30%

Table 18: Student s' attitudes towards the strategies that assist teachers to create a good atmosphere

The table above shows that (30%) of participants select the third answer which means; encourage the student to speak that is considered the best strategy which helps teachers helps teachers to create an effective atmosphere in the classroom. Whereas, (27, 5%) of the participants said that creating a friendly atmosphere in the classroom is the best strategy, while the first choice which is (have a sense of the humor) has got the lowest percentage (25%).

Section four: Motivation and Attendance

Questions 14: Do you think that motivation is?

Options	Frequency	Percentage
Very important	38	95%
Important	2	5%
Not important	0	0%
Total	40	100%

Table 19: The importance of motivation

The results above reveal that (95%) of participants think that motivation is very important, maybe because it is due to the desire to succeed and without motivation, the student cannot achieve better, Meanwhile, only (5%) of them responded that motivation is important. However, there was no tick for the option ‘not important’.

Question 15: Do you believe that attendance is necessary for learning

Options	Frequency	Percentage
Yes	37	92,5%
No	3	7,5%
Total	40	100%

Table 20: Students’ perceptions about the necessity of attendance for learning

According to this table (21), 37students (92, 5%) believed that attendance is necessary for learning may be because they are aware that attending courses very essential in learning. However, only 3 students (7, 5%) stated that attendance is not necessary for learning. This means that the rest of the participants (3) think that they can learn without attending lectures.

Questions 16: To what extent do you agree that motivations are needed to attend and improve performance?

Option	Frequency	Percentage
Strong agree	26	65%
Agree	14	35%
Strong disagree	0	0%
Disagree	0	0%
Total	40	100%

Table 21: Students’ agreement on the benefit of the motivation to attend and improve performance

The findings presented in Table 22 indicated that the majority of students (65%) strongly agree that motivations need to attend and to improve performance. Whereas, fourteen students who represent (35%) demonstrated their agreement with the motivations is needed to attend and to improve performance. While there was no tick for neither disagree nor strongly disagree. Motivate the student to attend can help the students to interact among their classmate and it is very important because it enhances the students ‘ level and performance to exchange the notions in order to get knowledge about the subject and due to the desire to learn enthusiastically

Justification
<ul style="list-style-type: none"> - The motivations can develop our skill and give us more confidence - because the motivation gives us power and desire to attend and to learn in order to improve our level - because with motivation, learner get the information easily - because when there is motivation in the classroom the student can attend and interact with each other - motivations push the student to work hard and make them believe that their dream can be true - there is some students are shy to share thought that why they need Motivations

Questions 17: Do agree that motivations attend courses give you opportunities to show your abilities to your teachers

Options	Frequency	Percentage
Yes	40	100%
No	0	0%
Total	40	100%

Table 22: Students' agreement about the effect of motivation on their learning abilities

The result presented in Table 23 indicated that the whole numbers of the sample (100%) agree with that motivation to attend courses to give them opportunities to show their abilities to their teachers. However, there was no tick for option 'no'. This means that the entire participant aware that when they motivated to attend courses, they will be able to understand the lesson and have the ability to learn more stuff.

Question 18: what is the main classroom physical environment 'aspect that you think it needs modification or ameliorations for motivation student to attend?

Option	Frequency	Percentage
The class need to change the color of the walls and use appropriate light	1	2,5%
The class need the integration of the technology	6	15%
The classes need organization and arrangement	1	2,5%
Need all of them	32	80%
Total	40	100%

Table 23: The modification of the classroom physical environment

According to the participants' answers revealed above, we notice that the majority of sample 32 (80%) stated that they need all of this ameliorations (change the color of the walls and use appropriate light ,the class need integration of the technological devices and

also it needs organization and arrangement) This may be due to the fact that the classroom physical environment does not have any equipments that motivating students to attend energetically , while 15% (6) of the participant declared that they just need the integration of technological devices , besides 1 participant with the percentage of(2,5%) chose the first option which is the classes needing the color of the walls and use appropriate light. Whereas also one participant who represents (2, 5) % reported that asserted that their classes need organizations and arrangement.

Question19: To what extent do you agree or disagree with this statement.

Nur Hidayah Md Noh et el (2018) stated that ‘ that students with more than 80% class attendance scores much better in their final exam when compared to the students with less than 80% class attendance ‘ (P.45).

Options	Frequency	Percentage
Strongly agree	18	45%
Agree	13	32,5%
Somewhat agree	6	15%
Disagree	3	7,5%
Strongly disagree	0	0%
Total	40	100%

Table 24: The students ‘agreement with Nur Hidayah Md Noh statement

According to table24, eighteen (45%) participants showed their strong agreement with the statement (19.), whereas 13 participants who represent (32, 5%) declared that they agree with Nur Hidayah Md Noah s ‘statement; while six of the participants (15%) affirmed that they somewhat agree with this statement. However, only three from all sample stated that they disagree with this statement (19) and no one (0%) chooses strongly disagree

Question 20: What can your university do to help students to attend their classes?

The majority of the participants share the same following points which help them to attend their classes

- take our need into consideration
- Give the point to those who attend
- Make one place to study
- Delete the early classes (8 am)
- Provide the classes with technological devices and start to omit traditional ways as a handout, dictation, writing on the board
- Take the list of absence into consideration
- Make them some competitions or give them some projects do it outside class
- Give more options to the student about the design and coloring of their classes
- Use technology for oral and phonetics
- Decrease the number of students to avoid the overcrowded classes
- Fixed the classes (windows, door, chairs)and change the design of windows make it larger
- Fixed air condition
- Make the study more fun like making reading clubs
- Change the color of the walls and fixed table
- Change the time table
- Teachers must respect the students
- Teachers should change the way of teaching by using new strategies

II.1.5.Discussion of the Students' Questionnaire

The study was proposed to investigate the effectiveness of the classroom environment on the student motivations to attend, which was delivered to first-year Students at the level of Mohamed Kheider University that was based on the questionnaires. From the data provided in the personal information part, we find out that the majority (67, 5%) chose

English as a foreign language liberally. Furthermore, there are about 52, 5% of the students who asserted that their level in the English language is good.

When we speak about the second section, we notice that the majority of students (42, 5%) declared that they usually miss courses and about (95%) of the participants agree that absence affects your education's outcomes and grades. Besides, about (65.5%) of students asserted that just our friends who notice if we miss courses this means that the teachers did not control the students 'absent at all. Therefore, when we asked the participants about what are the top three reasons that make them miss the days of university? According to personal reason, they answered us that they were absent because they miss the bus, they were sick or when they could not wake up early in the morning. While about environment reasons they declared that they were absent because of the classes are overcrowded, they do not like the arrangement of the table and Classes are small. However depend on academic reasons the students ' answers were that they miss the days because Teachers are boring, they did not like the teachers ' way of teaching and they did not understand the teachers' explanations. While the majority of the participants declared that the time for learning is inappropriate, the topic is boring and lectures were repeated, these three top reasons in the program which leaves them miss days at university.

Concerning, the classroom environment about (90%) of the participants accepted that the classroom environment is important for teaching and learning. While (75%) of the participants recognize that their classroom is not appropriate for learning. Question number 09 revealed that the majority of participants (70%) answered "no" because they did not like the arrangement of the table. Furthermore, we asked students to tell us if the color of the walls in their classroom is adequate or no. Students' answer was no (70%) and they prefer other colors which are more attractive, according to them as white, blue, yellow, mixed color, violet, light colors. Additionally, the majority of the participants (60%) said that providing appropriate light and natural ventilation inside classes are somewhat available. Also, most of the participants (47, 5%) declared that technology is not available in the class. There are about (82, 5%) of participants who think that their teachers try to create a good atmosphere. Besides, in order to create the positive atmosphere in the classroom (30%) of participants saw that encourage the student to speak, is considered the best strategy which helps teachers to create an effective atmosphere in the classroom

Furthermore, the fourth section of the students' questionnaire was about motivation and attendance, which indicated that 95% of the participants agree about the importance of motivation. When asking the participant if they believe that attendance is necessary for learning or not the student answers 90% was yes. About 65% strongly agree that motivations are needed to attend and improve performance and participants' justification was that because, with motivation, learner get the information easily, when there is motivation in the classroom the student can attend and interact with each other. The next questions 17 indicate that participants agree that motivations attend courses give you opportunities to show your abilities to your teachers. About 45% of the participants strongly agree with Nur Hidayah Md Noh et al (2018) statement who stated that "that students with more than 80% class attendance scores much better in their final exam when compared to the students with less than 80% class attendance" (P.45).

Relying on the results obtained from students' questionnaires, we conclude that the classroom environment is so important to motivate students to attend that why students demonstrate negative attitudes towards their the classroom environment and they need many of the amelioration which helps them to attend their classes as Change the color of the walls and fixed table, Change the time table, teachers must respect the students, Teachers should change the way of teaching by using new strategies and Use technology for oral and phonetics....others

II.2. Classroom Observation

Observation is a data collection method in natural occurring which is taking place in classes or other learning environments in order to investigate what goes on during the session.

II.2.1. Description of classroom observation

Our goals of using classroom observation are to make notes and observe about what's going on during the EFL session among the first-year student at Biskra university, we observe how well the teacher can control and manage the students' behaviors by using certain strategies, methods and techniques and how the physical classroom environment is designed. This observation is made in order to investigate the relationship between the classroom environment and students' attend to learn the English language. We have made this observation with three classes of first-year students which consists of four main

sections; the first one is about the physical environment, we try to spot the light on the cleanness of the classroom, the position of materials and the arrangement of desks; whether they are placed in an adequate and organized ways or not and if the colors of the walls are attractive and adequate for visually appealing and also if there are appropriate ventilation in classes. The second section is about the teachers 'method and strategies in order to keep the students attention and provides corrective feedback by managing the student 'behavior; The third section looks for the relationship between the teacher and the student and how teachers interact with the student, whether the teachers give the chance for the student to interact with him as they want or not. The fourth section is about students' attendance, if they attend regularly or not and whether the teachers control the students' attendance through a semester or not.

2.2. Analysis of classroom observation: (The first class; group 2 ceil 05)

Section one: Physical Environment

At the first when we are entering the ceil 05, the teacher was very happy and we received a great welcome from her and she gives me the permission to stay at the back in order to observe what goes on in her section. However, we were surprised that the classroom was clean, but not organized well at all, the table was not arranged and there is no sufficient space to move between it. This makes the classroom more unmotivated and less visually appealing, additionally the class was not very bright because of the broken light and number of the windows was reduced and covered with black covers, which block the natural light and air to enter in the class easily. Also, even though the color of the wall was somehow beautiful for leaning but it was less attractive to appeal to the student owing to poor illuminations. Similarly, we socked completely due to disabling air conditioners.

Section two: Teachers 'Methods and Strategies

At first, the teachers came to the classroom with good energy and well dressed, after that she presented the lecture with very simple and clear language by using the relevant method in order to keep the student attentive for the whole sessions, firstly. When the teacher gave her student the activity, she allowed sufficient time to them in order to complete their activity. Then she discusses and corrects the students' feedback with a good

way and she tries to explain more than one time to make them understand better and also she tries to correct rapidly the student articulation when they speak.

Sections three: Teacher-Student Interaction

During our observation, we noticed that the teacher try to treat with all student inequitable ways and give them the chance to say what they want when they interact with her even if they use inappropriate language and she tries to keep the good relation with a students through share the respect with each other's and solve their problems during discussions this strategy is very important to avoid problems inside the classroom and outside it. Similarly, we observed the teachers were so serious, she did not have a sense of humor may be she find these ways is better for her to control their student and manage their behavior.

Section four: Students' Attendance

We were surprised because we observe that just 22 students who attend the session from 44 students, although the teachers control student attendance every time and she takes attendance through the all semester but the majority of students were absent.

2.3. Analysis of classroom observation: (The second class; group 14 ceil 02)

When we entered this class the first thing we observed the door was broken and the classroom was not clean, the cups of the coffee on the tables and there is dust everywhere and also the class not organized well there no space between tables to move; however, there is natural light which helps the electric light and makes the color of the walls somehow attractive not like ceil 05. The teacher was so cute and cheerful to me. When we stayed at the back we notice that the chair was so low which make the seating not comfortable at all and the windows so small which all the time is closed, we were thinking that the weather is cold but we found that the windows were broken and the student could not open it this lead to reduce the degree of ventilation inside a class.

Section two: Teachers 'Methods and Strategies

In the classroom, we noticed that the teachers were so attractive and she has the sense of the humor that made the student more motivated and feeling happy with her. The teacher tries to use some relevant method and strategies (role plays) in order to improve the student speaking skill and their performance and encourage them to speak with confidence

by giving them sufficient time to complete their work and freedom to express what they want through representing stories.

Sections three: Teacher-Student Interaction

The teacher was so funny and she creates a good atmosphere inside a class, keeps a positive relationship with students. Honestly, we like her so much, because when she interacts with them, she made me feel as if she is their mother. She was so patient about their behavior, even they made noise, she deals with all students in a fair way and she let them talk and express about what they want as they like with freedom. Also, the teacher plays the role of motivator and guide and the manager them in perfect ways.

Section four: Students' Attendance

During our observation in this classroom, I did not observe any control of attendance at all, we really supervised the numbers of student who attend they were just 23 students from 44 students and when we asked the teacher about this she told me that most of the students miss days in all semester they just come to pass the exam that all.

2.4. Analysis of classroom observation: (The third class: group 07-08 in BC 11)

Section one: Physical Environment

When we entered this class the first time we were so surprised how the class was clean and somehow organized not like ceil classes. The color of the walls so attractive which made the class visually appealing and so bright with large windows the natural light enter easily and help the electric light because most of the light is broken and there was a broken roof in class. Additionally, the table was placed in very a good way, but without a sufficient place to move around, however, the issue that we did not understand why there is air' conditions in the class but it was disabled and the students suffer in summers.

Section two: Teachers 'Methods and Strategies

In this class the teacher was doing all of her efforts in order to create a good atmosphere for a students, so she tried to use certain strategies to manage students' behaviors and she attempted to correct the students' feedback with intelligence ways by using body language in order to make it clear for him and explain to them the lecture in a smooth way that what really attracted me during the session. When the teacher gave her

students the activity, she allowed sufficient time to them in order to complete their activity and during this, she walked around them and stay with them and play the role of controller and facilitator in order to check whether they work or not and whether they understand the activities or not.

Sections three: Teacher-Student Interaction

The teachers in this session try to keep a good relationship with the student by positive interaction and give them the chance to talk and participate during lecture even if they use inappropriate language. We noticed that she corrected their error and their language and responded rapidly to their questions and comment, however; we observed that most the students were completely absent-minded, and talk to each other or chat on Facebook, similarly we observed that the student fell boring in the class because they study in the same routine and there are no new strategies or using technology to attract or motivate them.

Section four: Students' Attendance

We observed that the teacher did not control the student attendance and the student who attend just 18 from 84 students that make a big problem in the learning process and reduce the student level.

II.2.2 Discussion of the Classroom Observation Findings

The classroom observations was based on gather data by observing what's going on inside the classroom. This observation was made in order to see whether classroom environments have any effects on student attendance among three classes of first-year EFL students.

The first section was about the physical environment which has great importance on the students' motivation to attend courses comfortably through this observation, we noticed that ceil' classes were not clean, and the tables were not arranged and there is no sufficient space to move between it. This makes the classrooms less visually appealing. However BC class was clean and somehow organized not like ceil classes. Teachers ' methods and strategies used to be the second section in our observation in which we tried to focus on the method used by the teacher in order to know to what extent he is able to manage the students' behavior and keep them attentive. In all classrooms, we saw that the teacher did not use a variety of strategies for the sessions we attended, only traditional ways. For

instance, there is no technology when they were presenting lectures just allowing sufficient time for students in order to complete their works also the use of simple language in order to make explanations clear and teachers also correct rapidly the students' pronunciations.

The third section was about teachers – students' interactions where we aimed to observe how the teachers treat with the students during sessions .we found that in all classes the teachers try to create a good relationship between students and give them opportunities to speak freely. The coming section deals with the student attendance wherein the second and the third classes, the teachers do not control the students' attendance that why there is a lot of absences. However, the first the class the teacher manage and control the student attendance one by one.

Conclusion

In sum, both of the two tools the questionnaires and the classroom observations that were oriented for EFL students of first - year and for the teachers of Biskra University, have explored the effectiveness of classroom environment on student motivation to attend and also drawn our attention to the different needs either physical or psychological classroom environment for both the student and teachers in the teaching-learning process. As a result, we found that our classrooms are less attractive and its does not have any suitable conditions of learning, also the majority of students are unmotivated to learn English and to attend regularly this make them felling boring in class because of Lack of equipment inside or outside class as technology, air conditions., water, and also the color of the walls and the light is not adequate for their needs. On the other hand, some teachers seem to sometimes neglect the methods of teaching and they do not use new teaching methods to motivate students to attend. Besides, teachers should reduce students 'absences and make them feel at ease in order to raise their motivation by organizing the classes and decorate them at university or create new ways in seating.

Pedagogical Recommendations

From the results of the students' questionnaire and classroom observations about the effectiveness of classroom environment of EFL the students 'motivation to attend, we provide some suggestions for the administration, teachers, and the students that can contribute to reduce, overcome and look at the students' absence.

For administration

The administration should provide the necessary conditions under which students' can feel comfortable and safe in classes through:

Improving students learning environment: by

- Providing appropriate and bright light
- Provide the classes with natural ventilation and appropriate temperatures (HVAC) (Heating, Ventilation, and Air-Conditioning. Large windows)
- Change the color of the walls (it should be more attractive)
- Using the technology in class to motivate them
- Controlling the students' absence because the administration should know who is absent and why

For the teacher

- The teacher should create a good relationship with the student
- The teachers should have a sense of humor
- The teachers should give the students opportunities to speak spontaneously even if they do mistake and encourage them through group activities, pair work, role plays.
- The teacher should vary the classroom activities in order to motivate the students and change the routine
- Teachers should Create a lovely and enjoyable classroom atmosphere, by using some fun activities such as role play, games, song activities listening activities,
- The teachers Support his lessons with technology aids in order to attract the students' attention
- The teacher should not embarrass the student in front of his colleagues, but interact individually with him

- Monitoring the student attendance and attempt to solve the absence issue with them

General Conclusion

This dissertation dealt with the important role of the classroom environment as a motivational factor in decreasing EFL students' absences. The essential aim of our research was to investigate the causes of absences in English classes which is considered to be one of the most difficult and unconstructive phenomena that the majority of the university encounter in their classes. Researchers' studies have confirmed that the students who attend regularly will help them to get better grades, develop their performance, and they will feel more connected to their community.

Moreover, the aim of the study was related to the effectiveness of classroom environment as an external factor that affects directly the students' motivation, in order to attend and indicate how motivation can be a helpful solution to overcome this issue of absences. Definitely, this study has confirmed our hypothesis which acknowledged that if EFL students 'attendance is increased; their classroom environment would be effective, attractive and more organized. More precisely, there is an effective and strong relationship between the classroom environment and students motivation in order to increase their attendance, also if the teachers effectively create a good atmosphere, students 'absence would be decreased.

Furthermore, to carry out this study, we have used a descriptive method because it is the most suitable to deal with this topic. Mainly the current research consists of two main chapters: Literature review, research methods, and results discussion. The literature review consisted of two sections. The first section was about the classroom environment, a general review about its definition, and types. After that, we talked about the classroom organization, how to organize the class, and we also introduced the importance of classroom management and its influences on student behaviors.

In addition, we shed light also on the role of teachers to manage the classroom and creating a conducive environment. The second section was about the motivation and its relation to attending class, it basically contained a definition of motivation types, theories, and we highlighted the relationship between motivation and attendance; we introduced the causes and consequences of student absence and the solution in terms of the factors that may help to motivate students to attend. Concerning the second chapter, it consisted of the analysis and interpretation of the students' questionnaire and classroom observation which are administered to first-year English students at Mohamed Khider University of Biskra,

and they aimed to clarify their attitude toward the classroom environment and observe how their classroom was designed.

To conclude, according to the findings and results of this study, we would like to appraise the administration and teachers' role through providing the classrooms with good atmosphere, and adjusting the physical environment with good types of equipment which motivate the student to learn effectively, concentrate during the sessions and attend regularly. Also, we wish hopefully that the recommendations implied in our dissertation could be supportive in order to create an effective classroom environment to decrease the level of absence.

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Appendix 1

Mohamed Kheider University-Biskra

Department of Foreign Languages

English Division

A classroom observation checklist

Observer:

Class observed:

Date:

Time:

Directions: The list below will be assessed using the following system:

(+) means the item was observed in the classroom.

(-) means the item was not observed in the classroom

General Observations	Ob	Not ob	Comments
Section one : Physical Environment			
The classroom is organized and clean			
Adequate lighting			
The color is attractive and adequate			
Appropriate temperature and ventilation			

The classroom is organized with sufficient space to move between desks and walk around			
classroom is visually appealing			

Section two : Teacher ‘ Methods and Strategies

Uses motivating and relevant methods, activities, and technology			
Monitors improvement and provides corrective feedback			
Teacher uses certain strategies to manage students’ behaviors			
Time of activities is appropriate			

Section Three : Student – Teachers Interactions

Teacher Has a sense of humor , enthusiasm			
The teacher responds rapidly to students questions and comments			

The teacher deals with all student in equitable way			
Teacher give the chance for the students to interact with him during the sections			
Teachers leave student say what they want even if they use inappropriate language			
Section four :Students' Attendance			
All the student attend			
The teachers control students attendance every time			
Takes attendance throughout the semester			

Appendix 2

Students' Questionnaire

Dear student:

This questionnaire serves as a data collection tool for gathering accurate information about the effectiveness of classroom environments to motivate students to attend. I hereby request you kindly to answer sincerely because your answer will be of great help to determine the success of this investigation. Would you please tick (✓) the appropriate answer, or make a full statement whenever needed.

Thank you

Section One: Students' personal information

Q1) Learning English at university was?

- a) Your personal choice
- b) Your parents 'choice
- c) Someone's advice

Q2) How would you consider your level of English?

- a) Poor
- b) Average
- c) Good
- d) Excellent

Section Two: Students' Absences

Q3) How often do you miss courses?

- a) Often
- b) Always
- c) usually
- d) never

Q4) Does absence affect your educational outcomes and grades?

- a) Yes
- b) No

Q5) Who notices if you miss courses?

- a) Your teachers
- c) Your Parent

b) Just your friend

d) Nobody

Q 6) What are the top three reasons that make you miss a day /days of university?

“There are 3 reasons, choose from each one top three (3) reason “

Reasons	Statements	
Personal Reasons	1) I want to be with Student outside class.	
	2) I miss the bus.	
	3) I am sick.	
	4) I absent because of family trouble.	
	5) I cannot wake up on time.	
	6) I have appointment with Doctor.	
	7) I have a work.	
Environment Reasons	1) Classes are unclean.	
	2) I do not feel safe in the class.	
	3) I do not like the color of the walls.	
	4) The class is overcrowded.	
	5) I do not like the arrangement of the table.	
	6) Classes are small.	
Academic reasons		
Teachers	1) Teachers are boring.	
	2) I do not like teachers 'way of teaching	
	3) The teachers treat the student unequally	
	4) The teachers are absent most of the time	
	5) I do not understand the teachers explanations	

Syllabuses /Program	1) I do not like the lectures	
	2) The topic is boring	
	3) Lectures were repeated	
	4) I do not understand the course/materials at all	
	5) The time for learning is Inappropriate	

Section three: the Classroom Environment

Q7) Is classroom environment important for teaching and learning?

a) Yes

b) No

Q8) according to you, your classroom is .

a) Appropriate

b)Not appropriate

Q9) Do you like the arrangement of the tables in classroom?

a) Yes

b) No

Q10) Do you think that the color of the walls is adequate?

a) Yes

b) No

If No, what is the color of the walls do you prefer?

.....

Q11) Providing appropriate light and natural ventilation inside classes are.

a)Available
 available

b)Not available

c) somewhat

Q12) Using the technology in class (data show, computers) is.

a)Available
 available

b)Not available

c) somewhat

Q 13) Do your teachers try to create a good learning atmosphere?

a)Yes

b) No

If yes, how do your teachers create a good atmosphere?

- a) Teachers have a Sense of humor.
- b) Create friendly atmosphere in the classroom.
- c) Encourage the student to speak.

The section three: the students' motivation to attend

Q14) Do you think that motivation (Motivation is the act or process of giving someone a reason for doing something) is?

- a) Very important
- b) Important
- c) not important

Q 15) Do you believe that attendance is necessary for learning?

- a) Yes
- b) No

Q16) To what extent do you agree that motivation is needed to attend and to improve performance?

- a) Strongly agree
- b. Agree
- c. Strongly disagree
- d. Disagree

why?.....
.....
.....
.....

Q17) Do you agree that motivations to attend courses give you opportunities to show your abilities to your teachers?

- a)Yes
- b) No

Q18) What is the main classroom physical environment' aspects that you think it needs modification or amelioration for motivating students to attend?

- a) The classes need to change the color of the walls and use suitable light.
- b) The classes need the integration of the technological devices
- c) The Classes need organizations and arrangement.
- d) Need all of them.

Q 19) To what extent do you agree or disagree with this statement.

Nur Hidayah Md Noh et al (2018) stated that ‘’ that students with more than 80% class attendance scores much better in their final exam when compared to the students with less than 80% class attendance ‘’ (P.45) .

a) Strong agree b) Agree c) Somewhat Agree d) Disagree e) Strong disagree

Q21) What can your university do to help students to attend their classes?

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Thank you

ملخص

إن الغرض من هذه الدراسة هو تحديد مدى محيط أقسام الدراسي على تحفيز الطلاب للحضور. حيث أن هذه الدراسة عبارة عن مراجعة شاملة تعتمد على استيعاب المعرفة حول أهمية بيئة الفصل في الحضور ساعية على الأسباب الجذرية للغياب المتعلقة بمحيط القسم الدراسي التي تأثر سلباً على حضور الطلاب, و تهدف هذه الدراسة كذلك على توضيح كيفية تصميم أقسام الدراسية لتوفير جو مناسب للطلاب, وكيف يمكن أن يكون التحفيز عاملاً قيماً في حل هذه المشكلة. كما تم اختيار منهج البحث النوعي في هذه الدراسة , و إجراء الطريقة الوصفية من أجل تأكيد أو رفض الفرضية المقدمة . إضافة على ذلك؛ قمنا بتصميم وسائل لجمع بيانات تمثلت في ملاحظة الصفية و استبيانات. و هذه الأخيرة وزعت على عينة مكونة من 40 طالبا من السنة الأولى LMD بقسم اللغة الإنجليزية بكلية الأدب و اللغات جامعة محمد خيضر بسكرة وملاحظة الصفية كانت أفضل وسيلة لجمع البيانات الهامة والكافية لدراسة . كما كشفت النتائج المتحصل عليها أن محيط القسم الدراسي المناسبة لتحفيز طلاب اللغة الإنجليزية على الحضور بكل فاعلية و انتظام وتقلل من نسبة الغياب. وفقا إلى النتائج المتحصل عليها خلال هذه الدراسة اثبت انه كلما تم إعداد وتنظيم الأقسام الدراسية بشكل أفضل ، زادت نسبة حضور الطلاب .