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**English Section**

**Investigating the Impact of Classroom Seating Arrangement on  
EFL Learners' Motivation**

**Case of 4<sup>th</sup> year pupils at Akid Othman Middle School in Tissemsilt**

A Dissertation Submitted in Partial Fulfillment of the Requirements for the  
Degree of Master in Didactics

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# *Dedication 1*

*“Effort is the Key to Unlocking Our Potential.”*

*My humble effort I dedicate to my sweet and loving Parents,*

*Mohemed and Fatima,*

*The reason of what I become today,*

*Who taught me to trust in Allah,*

*Whose affection, love, encouragement and prays of day and night make me able  
to get*

*such success and honor*

*To my lovely sisters, Bouchra and Asma*

*To my brother, Ibrahim*

*Who supported and encouraged me to believe in myself*

*To my best friend Rachida thank you to being with me*

*Thank you all for your great support and continuous care*



*Malika*

# *Dedication 2*

*In the Name of Allah, the Merciful, the Compassionate, All the Praise  
is due to Him alone.*

*I would like to dedicate this work to my family first to my parents , to  
all my sisters , and to my brother , to my friends , and all the people  
who contributed in my success .*

*With a special thanks to my dear friend Malika*

*Thank you*



*Rachida*

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## **Abstract**

Seating arrangement refers to the format of the physical setup of chairs, tables, materials in a school classroom. Classroom seating arrangement is crucial in classrooms because it supports the learning as well as the teaching process. In fact, researchers have revealed that there are strong effects of seating arrangement on learners motivation. Therefore, this research tried to shed light on the impact of classroom seating arrangement . Indeed, the central goal of this research is to illustrate the most effective types of seating arrangement on learners motivation. It attempted to clarify how different kind of seating arrangement increase learners motivation. Also, this research tried to reveal how teachers can use different seating arrangements to offer better EFL instruction. To explore this research, a case study was conducted at Akid Othman Middel School of Tissemsilt . The informants of this research were fourth year EFL students and EFL teachers. The results obtained from learners questionnaire and the teacher's interview revealed that classroom seating arrangement plays important roles for both teacher and learners. Traditional seating arrangement and Clusters increase learners motivation better than U shape and Circle . Moreover, the results showed that the classroom seating arrangement depends on different factors to achieve lesson objectives.

**Keywords:** Classroom Seating Arrangements, Traditional seating arrangement ,the U-shape, Circles, Clusters, Motivation and EFL teachers and students.

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## List of Abbreviations and Acronyms

- **CA:** Classroom Arrangement
- **CM:** Classroom Management
- **CSA:** Classroom Seating Arrangement
- **CSA:** Cluster Seating Arrangement
- **EFL:** English as a foreign language
- **EM:** Extrinsic Motivation
- **HSSA:** Horse Shoe Seating Arrangement
- **IM:** Intrinsic Motivation
- **L2:** Second Language
- **M:** Motivation
- **OIT:** Organismic Integration Theory
- **OFM:** Office Furniture Manufacturers
- **SA:** Seating Arrangement
- **SDT:** Self Determine Theory
- **TSA:** Traditional Seating Arrangement
- **U:** U Shape



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# **General Introduction**

## General Introduction

Effective teaching can be defined in many ways including teacher behavior , teacher knowledge of subject matter and of students and teacher beliefs. Successful teaching is one of the primary propellers for school improvement, and teachers play the most important role in any effective teaching process. Controller, organizer, assessor , manager, are examples of the teacher's roles. In addition, the role of motivator is the most important role in any instructional process to provide the learners with appropriate environment to better achievement.

While most teachers do not have control over the classroom's size or shape, they are influenced by many factors to decide its Seating Arrangement (SA) in order to provide an appropriate and safe environment for a more involved community and active classes .However, fixed SAs can't keep students motivated all of the time, and they feel boredom in the classroom. Whereas, breaking the TSA by using different kind of seating arrangement characterized the role of the teacher as a manager. Therefore, the use of such settings such as the U-shape, Circle, or cluster types is likely to shift away from the conventional classroom's authority; learners may be able to communicate directly with each other and their teacher in modern arranged classrooms.

Motivation is the case that helps keep students' focus and actions in different activities while also providing them with the extra motivation they need to complete assignments. Therefore, motivation has a great impact on students' attitudes, desires, and achievement. Also, in the classroom whenever the teacher is interested on the subject matter, the learner become motivate to learn, motivation of the learners did not depends on just the teacher interest to teach but also to other factors such as classroom environment , layout, size and seating arrangement.

Seating arrangement has a direct relationship with students' interaction and motivation. When students participate more in class, they are more likely to enhance their language abilities, particularly speaking abilities, because students are more likely to connect and converse with one another in a flowing manner. Therefore, there is a link between seating arrangement and classroom management since organizing the

classroom in a way that allows students to interact encourages students to participate freely and actively in class. However, Motivation is a critical aspect in the learning process, it is the energy that increases learners' achievements. The poor managing and organizing of the classroom makes students unmotivated.

Therefore, this research aims to show how seating arrangement affects learners' motivation. It explores the most effective types of seating arrangement which increase learners' motivation. Moreover, it investigates how teachers use different seating arrangements to offer better EFL instruction.

This study tries to investigate classroom seating arrangement and its effects on learner's motivation. In this respect, it tries to provide answers to the following research question:

- 1 .How does seating arrangement affect learners' motivation?
2. What are the most effective types of seating arrangement that increase learners' motivation?
- 3.How can teachers use different seating arrangements to offer better EFL instruction?

These research questions are explored on the bases of the following hypotheses:

1. Using different kinds of seating arrangements increase learners' motivation
2. Traditional seating arrangements and clusters are the most effective seating arrangements
3. Teachers should use various types of seating arrangements according to their instructional objectives and requirements.

For reaching the research aims, a descriptive method will be adopted using two tools; a questionnaire and an interview. The questionnaire is designed to fifty six fourth year pupils at Akid Othman middle school and the interview for seven teachers of English. The sample is randomly selected.

This dissertation consists of two main parts. The main concern of the theoretical part is to give background information about the basic elements; classroom seating

arrangement and learners' motivation .Two chapters are included in this part. The practical part is about the research methodology and data analyses.

The first chapter is about classroom seating arrangement .It presents a general idea about classroom management , an overview about seating arrangement. The chapter contains the different types of seating arrangement TSA, Clusters, Circle and U shape with the advantages and the disadvantages of each one of them. Also, it sheds light on the different roles of the teacher in the classroom as well as the relation between classroom seating arrangement and motivation.

In the second chapter, we provide the definitions of motivation and its importance in learning . Also, we mention motivation in EFL learning and its types and we clarify the model and theories of motivation, and then, we get across how learners get motivated .

The last chapter is based on the analysis of both teachers' interview and learners' questionnaire .This chapter includes the description, the analysis, and interpretation for each one of them and the discussion of the main results and ends up with some suggestions and recommendations.

# **Chapter One**

## **Classroom Seating Arrangement**



## Chapter One: Classroom Seating Arrangement

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## 1.1 Introduction

Classroom management requires awareness, patience, good timing, boundaries and seating arrangement. Therefore, as a part of classroom management teachers like to arrange their classroom layout for the largest student benefit . Students need to focus and see what is going on in the classroom at any given time . Although no perfect arrangement exists for all situations, a classroom layout may need to change based on what a student needs are, how the class material is being presented and teachers learners activities . However ,no learning can be effectively by focusing on the methodology and ignoring the problems pertaining to classroom management.

On the other hand, deciding on a seating chart in the classroom can be a challenge in the sake of establishing a good environments to achieve better since a teacher most significant job in the classroom is to create a positive atmosphere where effective learning can be approved .

In this chapter we will insert the definition of classroom management, seating arrangements , types of seating arrangements ,the teachers roles and shed light on the relation between seating arrangement and motivation.

## 1.2 Classroom Management Defined

Classroom management refers to the different skills and techniques that teachers use to keep students organized, orderly, focused, motivated, on task, and academically productive during a class. According to Richards (1990, p.98) “*Classroom Management refers to the students’ different behaviors, movements and interaction during a lesson are recognized and controlled by the teacher to enable teaching to take place most effectively*”. In other words teachers use different skills and techniques in order to change learners misbehavior.

*Teacher, now link CM to "organization ,control, positive climate, and incentives" (Steven, 2005, p45), which means using this different skills should followed by a consequence such as creating a good atmosphere for learning . In general, "one can say that CM involves all the things that teachers have to do in order to organize students' space, time, and materials so that instruction in content and student learning can take place.*

(Harry and Rosemary, 2003:.49).

This managements includes all what the teacher need to create a productive environment for his learners.

Teachers need to have the ability to educate different students within a complicated and challenging classroom context ( Sletter and Owuor 2011).In another words the teacher should have the proficiency to deal with various students also to cope with them and this can be accomplished through effective CM which is defines as *«the actions teachers take to create an that supports and facilitates both academic and social - emotional learning «* ( Evertson and Weinstein 2006,pp 4-5) . In another words classroom management is the decision guide of the teacher during the teaching process hence it plays a significant role in organizing the teacher work .Otherwise it is important for teachers to establish and encourage an organized environment in the classroom .

Moreover Scrivener (2012) defined the classroom management as the choices you make play a large part in creating the individual working atmosphere of your class how it feels to be in a room with you as teacher .In addition to this decision making of the teacher has a vital effect the teacher himself in positive way or the opposite whether if it is enjoyable or inactive .Also Scrivener (2012) added that : Your classroom management is the way that you manage students' learning by organizing and controlling what happen in your classroom . That is to say that the teacher is the main element in the CM he has a great function in it .

Effective classroom management demands awareness ,patience good timing and the teacher who has the skills and the techniques . According to Good and Brophy (1997) CM is a dimension of effective teaching and a progress through which an effective classroom environment is created . As well as that CM is the standard of any teacher and

teaching process it determines the class atmosphere . Not only but also Campbell (1999) stated that it focuses on students behaviour especially discipline problems , and deals with issues of low learning motivation and self-esteem . In another meaning CM have a major role in controlling learners attitudes and what are the dilemmas that may face them in the class .

A part from this McCaslin and Good (1992) Added that CM it emphasizes the educational value of promoting the growth of students. It focus also on proactive and developmental classroom practices .rather than those with negative features of control and punishment . To put in another way classroom management contribute in the progress of the learners and the classroom and it brings affirmative environment .

According to Hue and Shing (2008) CM refers to teacher's actions which lead to the creation of a learning environment where positive interpersonal interaction is promoted and effective learning is facilitated . That is to say teachers are responsible on guiding and offering the path to their learners in order to achieve the objectives of effective teaching and learning .

Besides this Zerlin (2009) stated that classroom management includes: grouping and seating , setting up activities ,time management , teachers' control over students in the classroom , proper start and end of the lesson , maintaining discipline , dealing with problems , using proper tools and techniques , giving instruction and monitoring etc. It is essential for language classroom . In language classroom , teachers need to ensure students' involvement and comfort .If the students are not encouraged and not feel comfortable in the classroom , It becomes very difficult for the teacher to teach and involve the students in the classroom activities . Thus , classroom management is necessary in order to create a suitable learning environment and encourage the learners to learn the language . (p.2)

In another meaning an effective classroom management is the one which smooth and facilitate the learning environment for the student and help the teacher do his job also keep the learners and teachers motivated .

More than that Hue and Shing (2008) added that the essential component of classroom management is ' management of physical environment' (p.47). It involves the

management of floor space , well space , countertop space , shelf , cupboard , closet space and general ambiance . In their opinion it ensure students ‘ comfort and provide them with pleasant atmosphere learning ,So the teachers need to build the preferable and the potential physical surrounding , and for a classroom seating arrangement is one of the most important aspects of floor space .

### 1.3 Seating Arrangement Defined

Although seating arrangement of classroom may not sound a novel concept, several educators believe that it is an important aspect of successful teaching .However much attention has been given to effective CSA. Jones (2004, p.54) states *that “a good classroom seating arrangement is the cheapest form of CM. It’s discipline for free”*. We understand from Jones that is SA considered one of the most important skills of CM that used by the teachers in the classroom to achieve the educational needs .

Many teachers believe that seating arrangement is a very important factor *“in the process of beginning a lesson smoothly and promptly”* (Laslett , and Smith, 2008, p.01) . SA refers to the way the classroom’s furniture is organized to facilitate the teaching process. Gordon (1974) affirm that the design of the classroom has a great impact on learner’s those who spend most of their time in the classroom, the design is managed by both teacher and the administration in order to keep learner’s motivated during the whole year.

That is to say, students spend a large amount of time in a classroom, where teachers design the classroom to provide the learners with suitable environment in order to achieve the target teaching object. This is an important decision, as CSA influence classroom atmosphere and students. In general, *“changing seating arrangement can help students interact with different people”* Scrivner ( 1994,p.88 ). He adds that, changing SA plays a significant role to make the learners more involved in the class and to increase students interaction.

Therefore, It is important for an instructor to establish a classroom structure from the very first session and adapt accordingly to facilitate lectures, promote discussions, encourage group activities, or solve any behavioral problems. Keeping a classroom motivated and in order is more than trying different teaching styles and methods .

A review by Wannarka and Ruhl (2008) showed that SA can increase on-task behaviour and decrease off-task behaviour. In another meaning seating arrangement can effect the learners behaviour positively and negatively.

According to Hue and Shing (2008) daily routine movement areas of classroom should be free from overcrowding to avoid undisciplined behaviors furthermore SA is a crucial part in a teachers plan for good classroom management not only the teacher need the to put in consideration the physical arrangement of the classroom, but also the nature of students contribute in it. The observance in arranging the physical environment of the classroom is a significant in the process of teaching and learning.

#### **1.4 The Importance of Seating Arrangement**

Effective classroom management plays a huge role in this and includes class seating plans. How and where students are seated can have a positive impact on student behaviour, academic performance and class participation. For instance, the use of seating plans in the classroom supports teachers in their overall management of the classroom and further supports students' learning.

Harmer (1989,p.45) states that *“to change the student behaviour is to change the environment to support the behaviour you are looking for”*. That is to say, the affirmative environment play an important role to affect on the individual attitudes in the classroom. However, Your classroom seating arrangement is just as important as your syllabus. Teachers design an arrangement for the tables, chairs, and other materials in order to encourage active involvement in the lessons. Also, teachers decide which location is the best to motivate an individual student's academic and social development, to encouraging teacher-student interaction.

*By keeping the students motivated in learning, teachers set the stage for creating positive class environment. Motivating students in the first step toward preventing discipline problems in classrooms because a student involved in learning is not usually involved in clash with others at the same time. Meet basic needs. Teachers must try to meet student's basic as well as age related needs. Make students feel physically comfortable, age, welcome, more likely to face learning difficulties and be disruptive*

(Aijaz and Bushra, 2009:67)

We understand from Aijaz and Bushra words that the teacher responsibility to arrange the SA of the classroom among other changes when are needed taking on consideration age, need, motivation . Wannarka and Ruh (2008) showed that seating arrangements can have consequences for students' academic engagement and development . That is to say that the seating arrangement considered as the most important skill in CM which effect students performance and development.

Furthermore seating arrangements are not only important for students academic development , but also for their social functioning in the classroom ( Farmer ,Lines and Hamm 2011; Gest and Rodkin 2011) .In another meaning seating arrangement play a fundamental role in the progress of teaching process .

### **1.5 Types of Seating Arrangements**

Seating arrangement plays a very important role in the classroom. But the road to teaching is not easy. As we know, there a lot of problems in teaching process. When learners do activities, different thing may be problem them, the physical setup of chairs, tables, and presentation in a classroom can significantly influence learning Instructional communication theory suggests that seating arrangements can impact how the instructor communicates.

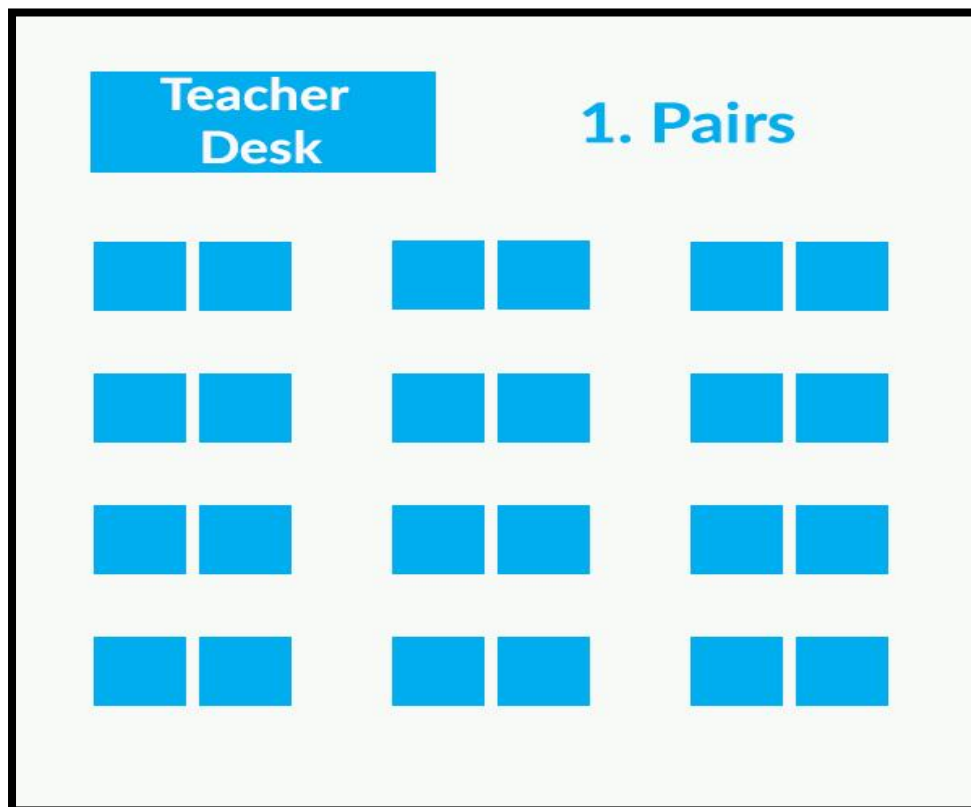
Seating arrangement depends on the type of the lesson to be taught, and the type of classroom furniture. Whether using traditional serried ranks or desks or less formal group tables, each teacher needs to establish who sits where. Not only does this avoid on undignified scramble to sit nearest to or further from a particular child, the possession of a seating plan helps the teacher to learn name more rapidly (Laslett and smith,1984).

SA is related to different factors such as type of the lesson, classroom environment and learner teacher interaction. The SA is also important in terms of rational use of classroom and control of class traffic (Emmer, Evertson & Worsham, 2006; Aydın 2000). That to say ,the arrangement of the classroom materials depends on the learners seating location.

Arranging a classroom is not simple enough like many teachers believe . They just have to organize the classroom and put the students in their seat in appropriate form to start interact with them . In fact, this is exactly the opposite. There are many impressive elements and different types of SA that must be taken while assigning students to their seats including the number of the students, the size of the room ,the available furniture in the classroom as well as the students' different types of learning.

### 1.5.1 Traditional Seating Arrangement

Traditional seating arrangement (TSA) is known to be one of the most common seating around the globe. However, this arrangement likely needs little explanation. It is designed for a lecture, where students sit facing the instructor with their backs to one another. The following figure illustrates the traditional seating arrangement:



**Figure 1.1 Traditional Seating Arrangement/ Rows (TSA) ([bookwidgets.com](http://bookwidgets.com) )**

The traditional arrangement in straight rows, students sit in three or four lines of desk groups facing the board, one behind the other seeing the nape of front- seated students. In this arrangement primary or secondary school teachers are responsible to decide where learners should sit taking all situations into consideration such as moving



students at the back seats to the front rows because they cannot see the blackboard or hear the teacher well or tall students at the front rows to the back rows.

According to Harmer (2007,p.41) *“When we are teaching a whole class of students who are sitting in orderly rows, it is vitally important to make sure that we keep everyone involved in what we are doing”*. That is to say it is very important to transmit the lesson to all members in the classroom and engage them especially those who are seated in the back.

#### **1.5.1.1 Advantages of Traditional seating Arrangement**

This classroom layout is very effective if the lesson often uses projectors, slides and a chalkboard. The layout focuses on the learner and content and is easy to implement with large classes. According to Harmer:

*Having the students sit in rows can appear somewhat restrictive, but there are advantages to this arrangement. The teacher has a clear view of all the students and the students can all see the teacher – in whose direction they are facing. It makes lecturing easier, enabling the teacher to maintain eye contact with the people he or she is talking to. If there are aisles in the classroom, the teacher can easily walk up and down making more personal contact with individual students and watching what they are doing.*

(Harmer,2007: 41)

In other words this arrangement help the teacher to view the whole class as well as the learners can see the teacher also it is easier and helpful for the teacher to control the classroom.

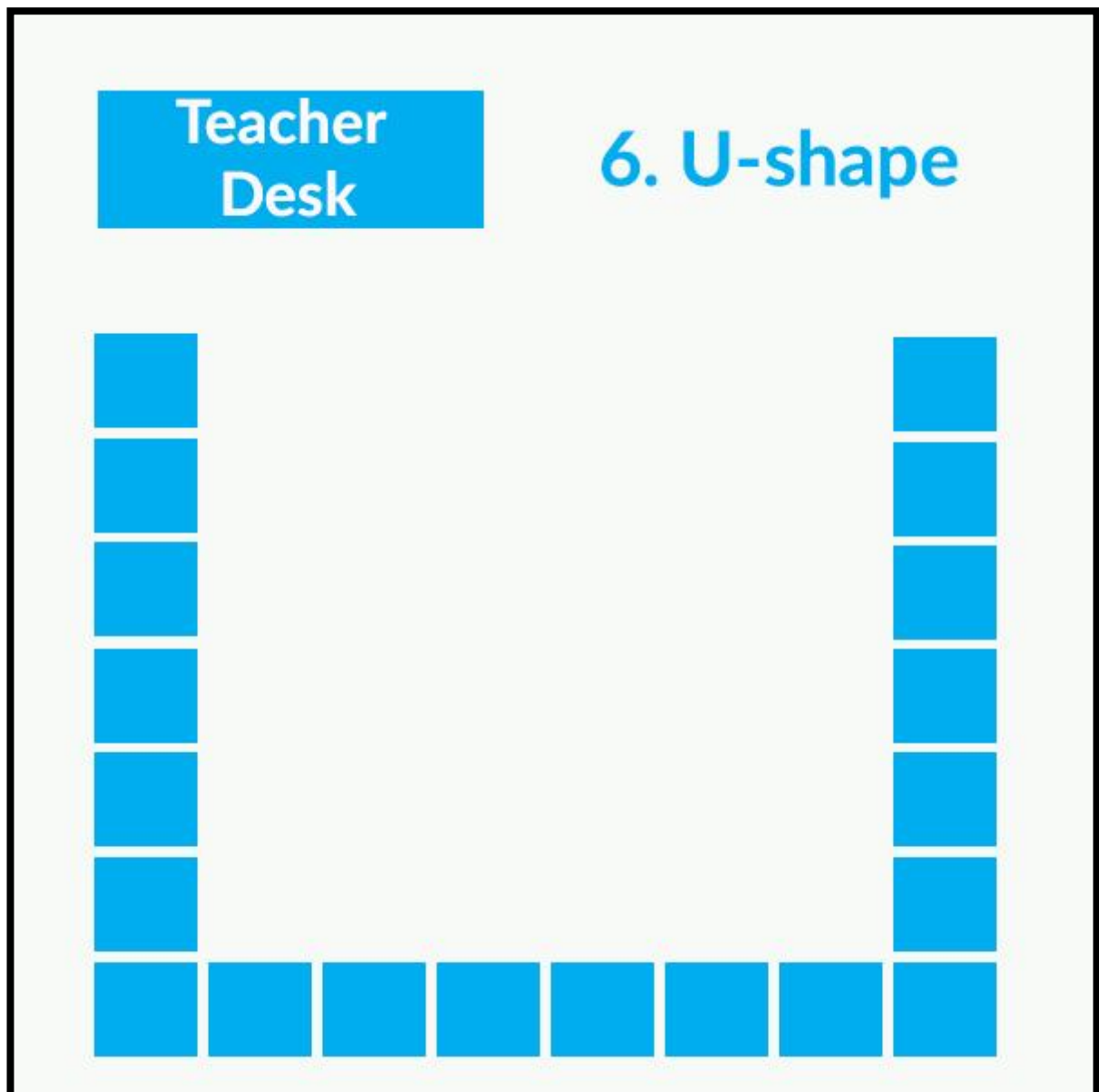
#### **1.5.1.2 Disadvantages of Traditional Seating Arrangement**

The problem with this layout is that the teacher is very far away from students sitting in the back rows. Students sitting in the last rows are more likely to be distracted, lose focus and converse with others, students at front rows are more advantageous than those at back rows (Aydın, 2000).However, students can easily become disengaged during the lesson. This layout is not useful for classes designed for

conversation and interaction and not easy for the instructor to observe students in the mid and back rows.

### 1.5.2 The Horseshoe or the U-shape

This type of seating is known as the semicircle arrangement, is the second most common seating arrangement behind the traditional row one. This type encourages discussion between both student-teacher and also student-student interaction. The following figure demonstrates this type of classroom seating:



**Figure 1.2 .U-shaped/Horse-shoe Seating Arrangement (U/HSA)**

(bookwidgets.com )

In U-shape/ Horse- shoe seating arrangement, the tables and chairs are arranged in the shape of a U-shape/ Horse-shoe. Harmer (2007, p.42) states that “*In a horseshoe, the teacher will probably be at the open end of the arrangement since that may well be where the board, overhead projector and/or computer are situated. In a circle, the teacher’s position - where the board is situated*”. That is to say that the teacher is positioned at the open end of the arrangement.

This seating is identified by the horseshoe and the U-shape, simply because the tables in this seating view exactly like the vowel “U” or a huge “horseshoe” with a large space in the middle facing the teacher and whiteboard.

According to Wengal (1992), this seating arrangement advocated participation and sufficient behavior. Wengal (1992) stated that in this seating arrangement there was an exalted amount of talking from the students. But on the other hand this seating arrangement allowed the teacher’s lecture to be more attractive for students.

#### **1.5.2.1 Advantages of the U-shape**

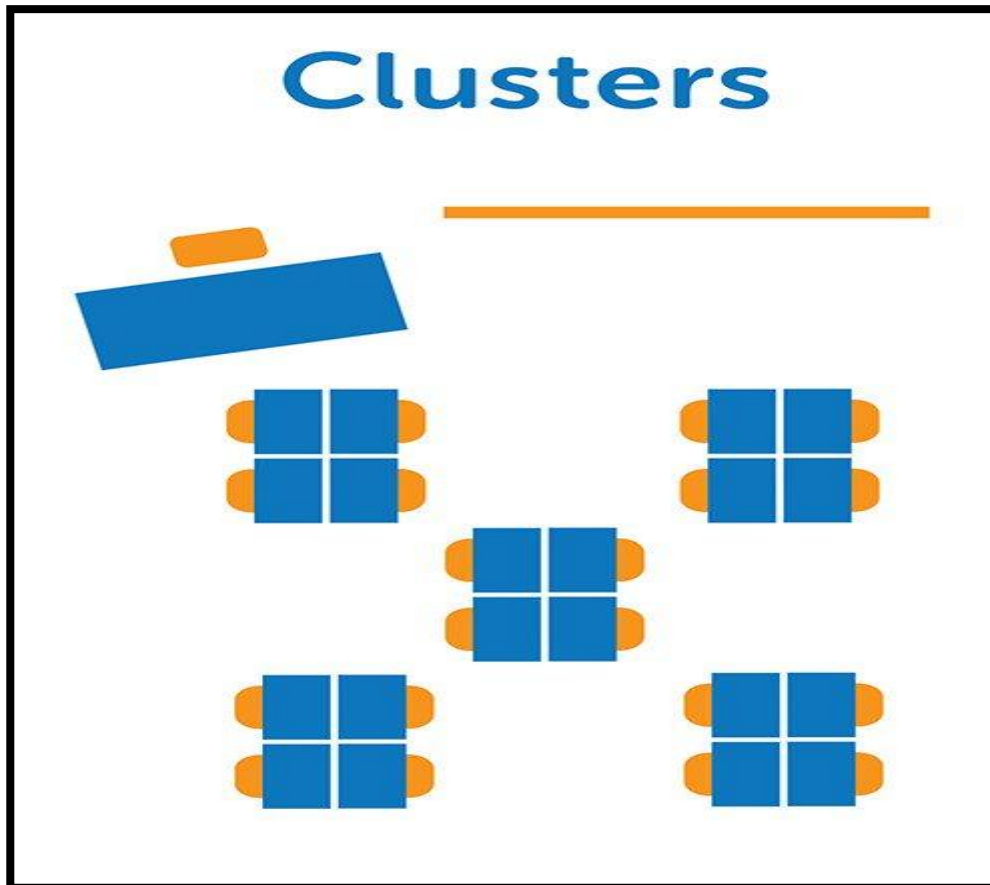
The U-shape SA is known to be of great advantages. Firstly, a U-Shaped desk arrangement encourages discussion and makes it easy for the teacher to observe students and provide one on one help. Secondly, best setup to view audio visual presentations and works well with role-playing and other physical activities. Finally, it supports collaboration between students, this leaves no place for low interaction students to hide.

#### **1.5.2.2 Disadvantages of the U-shape**

Furthermore, the U-shape may be disliked or less used for several reasons such as, requires more space than any other configuration, due to space and learning requirements, the maximum amount of participants should not exceed 24 and it is so conducive to group discussion that the teacher has a hard time some days getting students to focus on their own work without talking to their peers.

### 1.5.3 The Clusters Seating Arrangement

This type of seating is considered as a modern seating arrangement it is also called group seating since it is encourage group discussion in the classroom following figure demonstrate this type of classroom seating.



**Figure 1.3 Cluster Seating Arrangement (CSA)** (twimg.com)

A group of four desks touching each other on the same horizontal lines and the right and left vertical lines of the desk, each desk consists of a group of four to five people. It's not arranged in any linear position, clusters are scattered in different places of the classroom and there is enough space between two clusters so that the chairs do not smack each other and teachers can easily move from one place to another and can work with each group (see figure1.3) .

This seating arrangement is also known as group seating. Cluster seating changes the way the classroom functions. Instead of having desks in rows where students are all facing the front and listening to the teacher, they have the opportunity to work with each other easily. Figure (1.3) shows how this arrangement encourages better relationships in the classroom because students have more opportunities to talk with one another and work together. Clusters elevate group work, yet students are also allowed to do individual work with the teacher's guidance.



**Figure 1.4 Modern Cluster Steel Seating table, OFM**

([worthingtondirect.com](http://worthingtondirect.com))

This kind of seating has a great impact in the learning process which may effect positively on learner's achievement, OFM have created a new model that help the teacher to design the classroom in cluster seating easily and provide more organized classes for dynamic learning.

According Kate, Laura, Carpenter ,Schronna ,Vanessa(2015,p.55) "*Cluster seating has found to be effective in student collaborative learning, but at the same time*

*their off-task behaviors increased*” . In other words clusters seating arrangement created to enhance collaborative learning. Furthermore, before setting up a cluster, the teacher needs to think about the group of students whether they are able to do group work or not. Students have to be from different levels in each group so that they can help each other .

### **1.5.3.1 Advantages of Clusters**

Cluster is very favorable for the class where there is a lot of group work. Students in a group can easily make eye contacts and work with each other and can help each other as well. In a study done by Rosenfield, Lambert, and Black (1985) they set up that cluster had a positive impact on social reaction and that more learners were actively taking part during class discussions.

According to Papalia (1994), cluster seating helps students to participate in alternative activities, games, and encourages peer assistance. The idea of this arrangement is to promote more collaborative learning. Teacher in this arrangement helps and guides the students. Students are also allowed to do individual work in this arrangement.

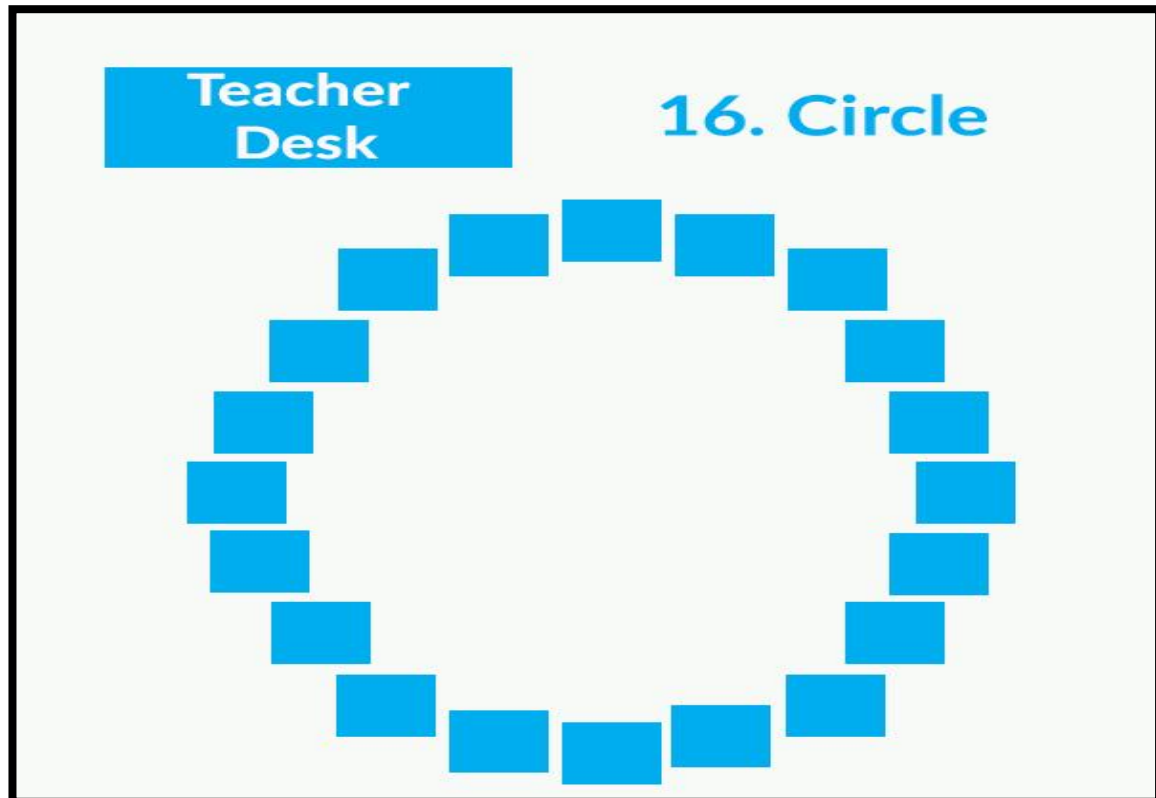
### **1.5.3.2 Disadvantages of Clusters**

It is not plosive during exams since there is a chance of cheating. Also not all students will be able to face you, leading to “side talking.” To combat this distraction, it’s important to establish a set of ground rules at the outset, such as no side conversations; that all students must face you when you are speaking; and that each group is responsible for keeping their cluster clean and organized. However cluster arrangement is time demanding. In fact, most teachers find themselves wasting most of their time disorganized classroom for the coming teacher.

### **1.5.4 Circle Seating Arrangement**

The circle SA is formed by gathering students around round tables to form groups. It is noteworthy that, round tables are considered to be of a great use for many years. Harmer (2007,p.42) “The Round Table in the British and French legends about King Arthur was specially designed so that there would not be arguments about who

was more important than who - and that included the king himself when they were in a meeting”, using this type of arrangement is known many years ago and has become a worldwide symbol of unity of strength



**Figure 1.5 Circles Seating Arrangement (CSA)** (bookwidgets.com)

In circle seating arrangement desks or chairs arranged in a circle or half circle promote community and encourage all students to participate. Everyone sits in the front row , “*The term circular seating may be understood in reference to a range of circular-like patterns, including ovals, irregular circles, broken circles, and semicircle seating patterns*”( Falute2014,p.276). It also allows the instructor to see everyone from an equal distance and communicate easier with students.

This kind of arrangement is also potential and helpful to use for computer-connected classrooms ,in which wires can be fed under the desks to avert severe wires .As there aren’t rows of tables, students also cannot see too many other students’ computer screens in this formatting which reduce confusion and drive to more effective learning.

#### **1.5.4.1 Advantages of Circle**

The circle is a classic seating structure in which the teacher helps the students to join a classroom talk or discussion. According to Falout(2014,p.275) “*Circular seating arrangements can help instill a sense of belonging within classroom communities with overall positive effects on learning, emotions, and wellbeing*”. In other words this kind of arrangement has a positive impact on learners' feelings and creates a cooperative class that helps learners to be more active. Also the teacher can also stand in the middle of the circle and very easily move from student-to-student or give science demonstrations.

#### **1.5.4.2 Disadvantages of Circle**

On the other hand, this type of arrangement can be more resented according to many causes. First, it requires more space in the classroom rather than other types of seating arrangements. Secondly, it needs removable desks, tables and chairs, therefore, it could be more difficult for the teacher to get teacher attention. In addition, circles are not conducive to visual aids. Students turned around circles may create some obstacles following the displayed materials.

### **1.6 Teachers' Roles in Classroom**

Teachers play an important role in the lives of the students in their classroom. Teachers are meant to play the role of educating the students. Moreover, the good teacher should be able to correct students' mistakes without affecting their motivation in a friendly way and he has to recognize their strength and weakness points and how to develop their strength areas and how to handle the weak ones. According to Harmer(1991,p.108).

*Since we can say that the aim of all committed teachers is to facilitate learning, however they go about it, it makes more sense to describe different teacher roles in more detail and say what they are useful for, rather than make value judgments about their effectiveness in terms of their 'facilitator' credentials.*

(Harmer,1991:108)



That is to say that the teacher role is not limited under the title of facilitator there are many other functions that describe the role of teacher in the classroom exactly as it is. Appel (1995, p.3) views: “*Probably most of the roles we play help us to express our ‘real’ selves rather than the reverse. As long as what we are expected to do is congenial to us, we may not realize that we are playing a role*”. Beyond that, teachers serve many other roles in the classroom such as controller, organizer and performer.

### **1.6.1 Controller**

In the classroom, the teacher is mostly the center of focus, the teacher may have the gift of instruction, and can inspire through their own knowledge and expertise. According to Harmer( 1991,p.108) “*Controllers take the register, tell students things, organize drills, read aloud and in various other ways exemplify the qualities of a teacher-fronted classroom*”. In other words, the teacher has the ability to regulate the whole classroom in different ways.

Being a controller is favorable by many teachers due to the advantages of this function in the classroom , according to Harmer (1991) the teacher in the classroom as a controller effect on learners because they feel that the teacher is the core in the classroom which keep them silent during the lesson but in the other hand this situation effect negatively on learner’s because they depend totally on the teacher to understand the lesson cause the lack of communication which effect on the classroom atmosphere .That is to say that the role of the teacher as a controller has a great impact in different aspects as learning as well as classroom climate.

### **1.6.2 Organizer**

Teaching requires the organization of learning. Thus it follows that an important role of the teacher is an organizer. The task of any organizer is to enable a group and the individuals in it to function effectively together for the achievement of a common purpose. Appel (1995, p.10) says “ *There are several possible ways of organizing the learning group. Each one entails different types of relationships between teachers and learners and may be employed for a variety of different reasons*” .In order to organize the learning group teachers should pay attention to the relationship between the teacher and the learner.

However, learners should know what is going on in the classroom not just about the subject even about the objective behind organizing learning group which affects on the learners feeling and readiness to start the lesson. According to Harmer (1991) in order to organize something the teacher should involved his learners to be ready for the lesson to understand it clearly.

These are some of the operating characteristics of any good organizer such as do not simply behave like any other member of the group, without any special rights, privileges, or powers, the group needs positive leadership in order to function effectively, clarify its purpose and achieve its desired results, helps the group and the individuals in it to discover, to formulate, and to clarify their own purposes and try to educate the group to manage its own affairs just as far as it can. They are the operating characteristics of a first-rate teacher.

Although, teachers like other organizers, work primarily with people, and their responsibility is to create situations in which people can do their best and achieve their best.

### **1.7.3 Assessor**

A teacher wears many hats throughout his the school year , the day , the week ,and his/her occupational .One of the most substantial hat is that of an assessor .As an assessor a teacher must think critically , creatively , and logically . Assessing students gives the teacher an idea of how students learn their attitudes ,what skills they are working on , and how they are progressing.

The assessment of the student's competence is one of the most tasks facing the teacher . *'Good teachers know how they must assess their students 'learning ' Mapstone (1996, p.2).* In other words the teacher must be responsible and skillful in order to be effective in his classroom .

In addition the assessor role of the teacher is often perceived as a different from the other roles . While as information provider ,role model , facilitator and curriculum planner the aim of the teacher is to assist the students in variety of ways to achieve the course goals , as an assessor the teacher has the role of passing judgment on the students . This particularly true in summative assessments , but is less so with formative assessment where the boundaries between assessment and teaching become increasingly blurred .

According to Nisbet (1990) the quality of the teaching and learning process needs to be assessed through students feedback , peer evaluation ,and assessment of the product of the educational programme . Assessing students and interpreting the data allows the teacher to lead instruction that is tailored to the students in the classroom . Teachers should know where the students are , and where they need to be , and how to involve them .

#### **1.6.4 Motivator**

Teacher as a motivator is a very powerful role and one we can savor. Teachers give motivation and spirit to their students that can build the confidence from the students , *“A primary function of teachers’ management role is to motivate the learners who are demotivated and to nurture those who are already well motivated to the task of learning a foreign language”* Appel (1995,p.7).

Having a motivated teacher is also a central of an effective classroom environment ,the way that you present the information to them will help to transcribe how they feel towards it. Teachers not only as a student supporter in the classroom, but also perform as a friend who can provide inspiration to their learners. the teacher being a trainer for the students should foster basic qualities in the students, so that they become better citizen and more effective in the society (Jammu,2014).

#### **1.7 Seating Arrangement and Motivation**

It is really important for the students and teachers to keep a fun, motivated, and active class, where everyone can fell comfortable and happy in the class. Harmer (2007,p.21) state that *“Perhaps the learners love the subject they have chosen, or maybe they are simply interested in seeing what it is like. Perhaps, as with young children, they just happen to be curious about everything, including learning.”*

The teachers have to implement techniques to let students interesting during learning by creating a productive enjoyable atmosphere .However , students nowadays present lack of interest in learning English, they need to evaluate the different aspects that cause this disinterest .

One of the most common aspects to achieve this aim is using the different types of seating arrangement, according to Harmer(1998,p.31) *“in orderly rows seating*

*arrangement both teacher and students can see each other clearly and can have eye contact maintaining disciplines easier in this seating arrangement”*. That is to say that ,the traditional seating arrangement is easier especially when the teacher use the different strategies to transmit the lesson such as watching videos, using the board and also explaining which could have a positively impact on learners motivation.

### **1.8 Conclusion**

To conclude with, in a language classroom, classroom management is one of the most creative factor that helps teachers to improve themselves in the instructional process and one of the most common element of this aspect is seating arrangement which is an important skill to create a positive learning environment. There are different types of seating arrangement for different classes under the effect of the size of the classroom, number of students and the subject matter. However each type has advantages and disadvantages aspects. Thus, choosing each type of seating arrangement depends on the teacher who has different and various roles in the classroom.

# **Chapter Two**

## **Motivation**

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**Chapter Two: Motivation**

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## 2.1 Introduction

Motivation is the core of being successful .It drives passion , gives joy when goals are met , and gives us optimism in the face of failure . Otherwise motivation has a direct impact on how an individual learns . The effects of motivation is normally far reaching because it increases an individual's energy level and determines the persistence in reaching a specific goal .Hence , a good classroom manager is the one who renovate the classroom in order to achieve the specific needs of the learner using different strategies and techniques . However keeping the same seating arrangements the whole year may effect negatively on the learner's performance . While using various types of seating arrangements depending on the teacher's and learner's activities may effect positively on learners implementation .

In this chapter we aim firstly to clarify the concept motivation as it is relates to learning , further it's importance , types , theories and secondly explain the relationship between learner and motivation .

## 2.2 Definitions of Motivation

Motivation has been considered as one of important factors influencing the success of second language learning .Motivation is one of the most frequently used words in psychology .It refers to the factors which move or activate the organism .We infer motivation when we see that people work towards certain goals .

The idea of motivation is a recurrent topic throughout the history of language teaching and is considered fundamental for achieving positive results in any task . Ultimately motivation refers to when a person is moved to do something . Ryan and Deci (2000, p.54). According to Ryan and Deci (2000,p.54) a person is motivated if he or she feels energized and activated towards something , whereas an unmotivated individual would feel a lack of inspiration and impetus . In addition to this George and Jones (2012,p.157) define motivation as '*The psychological forces that determine the direction of person's behaviour in an organization , a person's level of effort, and person's persistence in the face of obstacles* '. In another meaning motivation is the power that lead to encourage the person to face the problems in his life .

There are many definitions for the term motivation . According to Crookes (1991) and Schmidt (1996) define motivation as the learner's orientation regarding the goal of learning a second language . Furthermore Elliot and Covington (2001) motivation gives the reasons for people's actions ,desires,and needs .Also can be defined as one's direction to behaviour or what causes a person to want to repeat a behaviour and vice versa .

Pardee (1990) said that a motive is what encourages the person to act in certain way or develop an inclination for particular behaviour . Moreover According to Harmer (1991) define motivation as some kind of internal drive which impels someone to do things in order to fulfil something .Also Brown (2007) added that motivation encompass the need for ego improvement as a supreme motivator. Not only but also Madrid (1999) explained the concept of motivation as an individual state that is influenced by different factors such as beliefs,interests ,goals ,and wishes that demand an effort from students .

As stated by Spolsky (2000) described motivation as the amount of time a learner is prepared to spend on learning tasks .If the learner is high motivated or low motivated in addition to this Ortega (2002) clarified that motivation is an individual 's disposition to learning a task that can be modified both by him- or herself and by the surrounding circumstances .

Broussard and Garrison (2004) stated that motivation is as the attribute that moves us to do or not to do something .Also according to Narayanan (2006) said that motivation is the reason or reasons behind one's actions or behaviors. Cole (2007) defined motivation as internal state that instigates , directs ,and maintains behavior. Oxford and Shearin (1994) defined motivation as a desire to obtain an objective ,combined with energy to work towards that objective .

Motivation is a result of processes , internal or external to the individual which arouses enthusiasm and persistence to pursue a certain course of action (Gary and Starck,1984).On the other hand according to Monday (1990) it is the willingness to put forth effort in the pursuit of organizational goals . In other words motivation may be defined as a decision making process through which individual chooses desired



outcomes and sets in motion the appropriate behaviors to acquiring them (Huczynski and Buchanan,1991) .

Over and above Khaleque (1990) illustrated that motivation is a condition of living beings , which encourages or directs them for doing work or making internal behaviour . Habibulllah (1974) explained that motivation as the intensity of the desire of persons and it determined through a group of factors . Further the psychologist Maslow (1954) defined Motivation on the basis of human demands and needs , he expressed that felt need is the basis of motivation .

Also Kelly (1974) viewed motivation as a process need satisfying works which begins from the cause of needs and ends by the release of tension or need satisfaction .According to Vroom (1964) , motivation is determined by the value they place on the outcome of their effort ( whether positive or negative ) , multiplied by the confidence they have that their efforts will materially aid in achieving goals .Moreover Morgan (1986) added that motivation is as a driving and pulling force which result in persistent behavior directed towards a particular goal . This forces urge wants ,needs, desires , striving and goals .

He Zhaoxiong and Mei Deming (1999) stated that motivation as the learner's overall goal or orientation .Johnstone (1999) Considers that motivation is a drive directed towards a goal .Furthermore Pintrich and Schunk (2002,p.4) think of motivation as ‘ *The process whereby goal directed activity is instigated and sustained*’ . In another meaning motivation contribute in raising the interaction of any activity and keep it in the right target .

Williams and Burden (1997) interpreted motivation as a state of cognitive and emotional arousal , which leads to a conscious decision to act , and which gives rise to a period of sustained intellectual and /or physical effort in order to attain a previously set goal .Some of them are learner's internal factors , such as interest ,curiosity or a wish to succeed.Others are external , such as the influence of the learning context , the learning situation and the influence of other people .

In the last two decades , a few Chinese scholars have also studied motivation and carried out some researchers among Chinese students.The researchers participate to

motivation studies .They finds that learning motivation is closely related to learning confidence , and that motivation and confidence are related to learning strategies .

Motivation is the amount of intellectual energy typically used in learning activities,and this led to a belief that motivation could be seen as a stable characteristic of the individual ,on a par with personality . M is what causes a person wants to know ,act ,understand ,believe or gain particular skills .and it's an operation of interaction between learner and the surroundings.

### **2.3 The Importance of Motivation in Learning**

Former Education Secretary Terrel Bell confirmed that motivation is important when he said ‘ *There are three things to remember about education . The first is motivation ,the second one is motivation ,the third one is motivation* ‘ . In another words motivation is the core of any learning process .

Motivation is a crucial part of student's experience from preschool onward . Motivation can impact how students approach school in general , how they associate to teachers , how much time and effort they dedicate to their studies , how much support they need when they're struggling , how much they try to engage or disengage their mate students from academics , how they perform on assessments .

Baron ( 1983) said that motivational rewards affect on staff's behaviour and productivity comparing to all other efficient methods on employees' productivity .Motivation is a lone phenomenon and people require not only different amount of motivation but also different type of motivation .So they can vary from not only in the level of motivation (amount of it ) but also in orientation of motivation .Type or orientation of motivation treats to relationships and purposes that lead to action and its treats to why of action (Ryan and Deci, 2000).

According to Pintrich (2002) stated that as a teachers , you should have a good idea of motivational beliefs that your students bring into the classroom . It is important that you are aware that your students may already have formed favourable or unfavourable beliefs about a topic before they come into the class .

Knowledge about our students' motivational beliefs will allow us to plan learning activities that make good use of their favourable motivational beliefs and prompt them to reconsider unfavourable beliefs. Students are very successful in hiding their thoughts and feelings, leading to misconceptions about their values, self efficacy, beliefs and outcome expectations.

Olson (1997) said that motivation is probably the most important factor that educators can target in order to improve learning. Moreover according to Taylor (2012) the root word of the term motivation is *movere* (to move). With regard to learning, generally involve inner forces, enduring traits, behavioral responses to stimuli, and sets of beliefs and affects. She said that the study of motivation can be broken down into two main categories: behavioral and cognitive theories.

Behavioral theories view motivation as a change in the rate, frequency of occurrence or form of behavior as a function of environmental events and stimuli. Teachers can shape students responses by conditioning the external environment. In contrast the cognitive theories stress the internal structures and processing information and beliefs.

Cognitive theories stress the importance of perceptions of competence, values, affects, goals and social comparisons when measuring motivation. Every educator requires to be concerned about motivation, it is a quality that students, teachers, parents, school administrators, and others members of community must have if our educational system is to produce young people adequately for the challenges and dictates of the coming century. The way these various groups of individuals generate and use motivation differs greatly.

Furthermore finding ways to increase motivation is essential because it allows us to change behaviour, develop competencies, be creative, set goals, enlarge interests, make plans, improve talents, and encourage engagement. The aim and importance of motivation should be clearly understood by the teacher. The authentic aim of motivation is to stimulate and facilitate, encourage learning activity. Learning is an active operation that requires to be motivated and guided towards suitable ends.

## 2.4 Motivation in EFL Learning

It is essential to realize that motivating learning is a central elements of better teaching .Since motivation is one of the key elements that defines success in foreign language learning strategies in motivating learners .

Motivation provides learners with an objective and direction to pursue .Further it has a key role in language learning . Because of the shortage of enough motivation ,learners may face some difficulties . In the absence of desire to learn . It is very hard to for learners to obtain efficient learning .

It is discovered meanwhile research that learners with high motivation fulfil better than those with less motivational density to learn English as a foreign language (EFL) .

According to Huitt (2000) stated that paying attention to the significance of language will help learners promote their motivation to learn even if they do not have enough intrinsic motivation .

Gardner and Lambert (1972) proposed that language learning motivation can be separated into two types , integrative motivation , defined as the desire to combine oneself with the target culture ,and instrumental motivation which defined as the willingness to learn a language for a specific purpose .

Gardner and Lambert (1972) added that learners with an instrumental motivation desire to learn a language due to of practical reason such as getting a bonus , salary ,or getting into college. They considered instrumental motivation as a way to obtain social and economic reward through L2 learning .

Dornyei (1994) submitted that in EFL contexts , where learners have not had adequate experience of the base language community , motivational aspects such as instrumental motivation should extradite special attention .

Moreover Gardner (1985) grants significant importance to the subject orientation or integral motivation . Gardner socio -educational model presents four sides of L2 learning . The social and cultural environment in which the learner grows up

individual learner differences like motivation , intelligence , language aptitude , anxiety : formal or informal learning contexts , and final learning outcomes .

Hutchinson and Waters (1987) submit that EFL as much as any good teaching , acquires to be intrinsically motivating .It may still need to be fun , creativity , sweetened with the sugar of enjoyment, and a sense of achievement .

Ellis (1997) demonstrates that learners learn target language in order to attain the desire to mix up in the people and culture of the target language .

Some researchers asserts that a variety of classroom activities play a crucial part in motivating students and simplifying the acquisition of EFL . These activities can reduce the strain of formality in the classroom and make learning more students-centred and less teacher -centred . In addition to that activities carried out in groups may help to motivate and encourage the more different students and those who are evasive , or afraid to ask or speak for fear of making errors , that is because activities carried in groups will transfer the process of learning from getting the skill of the language to using it . Najat and Taiseer (1998, p.157) .

Moiinvaziri (2009) granted a different view from the researchers who considered instrumental motivation essential for EFL learning .He said that in English language learning both instrumental and integrative motivation are important .

More than that Dorneyi (1998) and Honggang (2008) that motivation gives the necessary impulsion to initiate learning second or foreign language and later to support the long learning process .In which it is secure to say that motivation is an element that influences the success or failure of foreign language .

Ditual (2008) learners were highly motivated with affirmative attitudes towards learning English . They were both integrative and instrumentally motivated .

### **2.5 Types of Motivation**

Intrinsic and extrinsic types of motivation have been vastly studied , and the variation between them has shed substantial light on both developmental and educational practices .

### 2.5.1 Intrinsic Motivation

Intrinsic motivation means that the individual's motivational stimuli are coming from within. The individual has the will to implement a specific task, because its results are in harmony with his belief system or fulfills a desire and therefore importance is connected to it.

Intrinsic motivation is a natural human tendency, in other words people will actively strive towards doing the things they find interesting or enjoyable. IM has been a topic of growing interest in the developmental robotics and reinforcement learning communities in the recent years.

Barot, Singh, and Chentanez (2004). IM has been conceptualized in many different ways by different theorists. Deci and Ryan (1985) divide these different conceptualizations into six categories, namely; approaches based on drive-naming, psychodynamic drive theory, psychological arousal, psychological incongruity, competence and self-determination, and emotion.

Further White (1959) who saw the drive approach of psychological needs as too narrow and instead assumed a need for competence or effectiveness to be at the root of intrinsic motivation. He used the terms of competence and effectiveness to refer to the satisfaction derived from exercising and extending one's capabilities.

This approach was later advanced by Deci and Ryan (2000) to what is called self-determination theory (SDT). Within SDT the driving forces for intrinsically motivated behaviour are assumed to be three basic psychological needs, the needs for competence, autonomy and relatedness. When people have an opportunity to meet these three needs their actions are likely to be based on intrinsic motivation.

According to Deci and Ryan (2000) intrinsic motivation is seen in SDT as an evolved property of human beings. Thus SDT is not concerned with what causes intrinsic motivation but with the conditions that sustain or diminish it. Studies that have been done by Deci and Ryan show that whether or not they support the fulfillment of people's needs for autonomy, competence and relatedness.

Also have shown that positive feedback on performance increase intrinsic motivation while negative feedback on performance diminished it .Moreover Vallerand (1984) found that these effects were interposed by perceived competence .Further a studies by Fisher (1978 ) have shown that the positive effect of competence on intrinsic motivation is present only when the person experiences a sense of autonomy.

Not only but also Frodi ,Bridges , Grolnick (1985) Supporting the thought that relatedness is a factor that enhances by intrinsic motivation . IM focuses on emotions, he proposed that ten distinguishable human emotions can be identified and that each of them is involved in the motivation of behaviour .

Otherwise Berlyne (1965) intrinsic motivation it is the mechanism that explains the spontaneous exploratory behaviors observed in humans and infants in particular .According to Ryan and Stiller ( 1991) intrinsic motivation has emerged as an important phenomena for educators , a natural wellspring of learning and achievement that can be systematically catalyzed or undermined by parent or teacher practices . Because intrinsic motivation results in high-quality learning and creativity , it is especially important to detail the factors and the forces that engender versus undermine it .

Further Cherry (2019) intrinsic motivation is described as behaviour that is driven by internal rewards for completion of tasks . Pink (2009) emphasizes this type of motivation because it teaches employees there isn't always tangible goal to reach in order to achieve satisfaction .

Moreover as stated by Csikszentmihalyi and Rathunde (1993) and Ryan (1995) the construct of IM describes this natural inclination toward assimilation , mastery , spontaneous interest ,and exploration that is so essential to cognitive and social development and that represents a principle source of enjoyment and vitality through life .

Van , Lier ( 1996) defines intrinsic motivation in terms of drive theories , certain basic psychological needs which are innate in the human being .It is important to note that intrinsic motivation that is engender by the learning process itself .

*'Intrinsic motivation is the motivation to be involved in an activity for its own sake* , Paul , Eggen & kauchak Don (2005,p.398) .That is to say that intrinsic motivation contribute in the successful of any task .

Another way of the concept IM was developed by Hebb (1953) who assumed that individuals have a need to maintain an optimal level of psychological arousal .According to this approach , when the level of psychological arousal would get lower then a critical level the individual would be motivated to do something to increase arousal , leading to behaviors that appear to be intrinsically motivated .

This does not suggest , however that arousal must be maintained at an exact level all the time ,but rather that there is a certain range of optimal arousal .Further if the level of arousal falls under that range , boredom will result , while if the level of arousal exceeds the optimal range the result is despair .

Alike views were maintained by other theories as stated by Maddi (1970) who expended this theory by postulating that the optimal level of arousal is not static but varies throughout the day .According to their views the optimal level of psychological arousal depends on the individual's degree of wakefulness and therefore varies with the stage of person's sleep wakefulness cycle .

According to Hennessey and Amabile (1999) Creativity has been measured by means of the consensual assessment technique , a way of assessing creativity based on the independent subjective evaluations of individuals familiar with the domain in which the products were made .

A lot of the research in support of the intrinsic motivation principle of creativity comes from experimental studies that have focused on how different kinds of controlling events negatively affect intrinsic motivation and creativity . Hennessey and Amabile (2010) stated that among these kinds are expected reward , expected evaluation , surveillance , competition and restricted choice .

On the other hand a large number of research submits that intrinsic motivation is conducive for conceptual learning . Vansteenkiste , Simons ,Lens ,Sheldon and Deci (2004) conceptual learning is a form of learning where the person has formed a deeper



understanding of the material and is able to question its underlying meaning and relate it to other concepts .

As well as Grolnick and Ryan ( 1987) conceptual learning has been assessed for example by asking the participants questions such as what they thought was the main point of the text , or by asking them to rate items such as ‘*i studied the text by associating the things i read with what i already knew*’ , Vansteenkiste (2004 p.249) that is to say that the participants have to include their previous experience and background information in order to find your target .As well Gow ,Balla ,kember ,& Hau (1996) explained that it is a deeper of learning than simple rote learning , the latter being a superficial memorization of information without any intention to discover the underlying meaning .

In particular intrinsic motivation occurs when we act without any obvious external rewards .When we simply enjoy an action or see it as an opportunity to inspect , learn , and actualize our potentials .While extrinsic motivation when you do something in order to gain an external reward .

### **2.5.2 Extrinsic Motivation**

Although intrinsic motivation is a vital type of motivation ,it is not the only type. The term extrinsic motivation refers to the performance of an activity in order to obtain some separable outcome ,while contrasts with intrinsic motivation which refers to doing an activity for inherent satisfaction of the activity itself . Unlike some perspectives that view extrinsically motivated behaviour as a stable non autonomous .

Extrinsic motivation relate stimulants or rewards that come from external sides .Such rewards like promotion ,recognition , money , career opportunities , it is something usually tactile or a goal that come needs to be chased .

Extrinsic motivation refers to doing something not for its innate enjoyment , but a separable result , such as receiving rewards or evading punishment . We do things not because we enjoy them , but because they are essential or we want to gain something else .When this happens .We are extrinsically motivated to do so .

According to Ryan and Connell (1989) that self determine theory SDT proposes that extrinsic motivation can vary greatly in its relative autonomy , For example students who do their homework because they personally grasp its value for their chosen career are extrinsically motivated , as are those who do the work only because they are adhering to their parents' control . Both examples involve instrumentalities rather than enjoyment of the work itself .

Yet the former case of EM entails personal endorsement and feeling of choice , whereas the latter involves compliance with an external regulation .Both represent intentional behaviour .Heider (1958) ,but they vary in their relative autonomy . The former of course , is the type of extrinsic motivation that is sought by artful socializing agents regardless of the applied domain . Further Deci and Ryan (1985) within SDT introduced a second sub theory called organismic integration theory( OIT) to detail the different forms of extrinsic motivation and the contextual factors that either promote or prevent internalization and integration of the regulation for these behaviors.

Moreover the self -determination continuum is amotivation , the state of lacking the intention to act , when amotivated , people either do not act at all or act without intent , they just go through the movements . Amotivation results from not valuing an activity .Ryan (1995) ,not feeling competent to do it .Bandura (1986) , or not expecting it to produce a desired outcome (Seligman,1975) .

Not only but also according to Giancola (2014,p.25) extrinsic motivation is not linked to the satisfaction the employee gets from performing the task itself , but rather from the external outcomes of the task such as financial rewards or incentives .On the other hand George and Jones (2012,p.146) extrinsically motivated employees are motivated when they get positive appraisal or reinforces provided by other people , and they are often motivated by factors like their salary at the end of the month or a bonus ,raise , or promotion .

Alike Amabile (1993, p.185) defines extrinsically motivated as '*an individual is extrinsically motivated when they engage in the work in order to obtain some goal that is apart from the work itself*', in other words when the person is highly motivated they do their best to gain their goals .

Otherwise Kuvaa , Buch, Weibel , Dysvik , Narstad (2017) said that extrinsic motivation occurs when individuals have the desire to complete activities to attain positive consequences , such as incentive , or to avoid negative consequences such as punishments .Also pink (2009) stated that EM is often the beginning point of discussion for any motivation in the workplace because individuals must work to earn a living . Thus receiving salary , contract payment , benefits ,and any perks are what pink (2009) refers to as baseline rewards .

The best use of these rewards , like money for example are to provide people with enough so it does not interfere with motivation , or lack thereof . Additionally extrinsically motivated behaviors are completed beyond the self typical though rewards such as awards , grades and even certain positive feedback .

*‘Extrinsic motivation refers to rewards that are obtained not from the activity, but as a consequence of the activity , Morris and Maisto (2002, p.58) .Dornyei ( 2003, p.33) carries ‘in extrinsic motivation the individual expects an extrinsic reward such as good grades or praise from others , that is an extrinsically motivated . In other words individuals who own such a regulation are driven by personally pertinent reasons such as that the activity is a crucial for achieving valued goal .*

Besides it has been proposed that there are two main types of extrinsic motivation which are Integrative Motivation and Instrumental Motivation . Harmer ( 1991,p.14) .

### **2.5.3 The Integrative Vs Instrumental Motivation**

Integrative motivation refers to the to the learner’s desire to learn more about the cultural community of the target language or to absorb to some degree in the target community .It becomes essential requirement , in order to operate socially in the community and becomes one of its members . According to Gardner (1985, p.98) *‘the integrative motivation refers to learners desire to at least communicate or at most integrate with the members of the target language’*. That is to say that the integrative direction refers to a desire to raise the collaboration with the target community .

Accordingly Brown (2007) stated that integrative motivation is a typical for learners who wish to integrate themselves within the culture of a second language community , and who approaches language study with the intention of get in that community . Masgoret and Gardner (2003) added that integrative motivation refers to the student who are motivated to learn other languages , have openness to identification with other language community and have preferred attitudes towards the target language .

Also Falk (1978) agree with Gardner that students who are most successful when learning a target language are those who like the people that speak the language , admire their culture and have a desire to become familiar with the society which the language is used .

On the other hand according to Gardner (1985) the instrumental motivation refers to more functional reasons for learning the language such as getting a better job , a higher salary , or passing examination .Hence instrumental orientation , in contrast , is more practical orientation , it refers to learners ‘ desire to learn the language in order to fulfill some non-interpersonal objective such as to pass exam or to proceed a career .

## **2.6 Theories and Models of Motivation**

There are many theories and models of motivation that has been treated by scholars and psychologist that have affected the study of motivation and the most important theories that played a big role in the study of motivation are: the social psychological perspective and the cognitive situated perspective stage in particular they are : self determination , attribution theory .

### **2.6.1 The Macro Social Psychological Perspective Stage**

The theory of the macro perspective proposes that individuals are not only members of small groups like school classes , families , or work teams , but also take part in macro systems like urban or rural communities .

Social psychology cannot ignore the fact that its subjects sight of the world is ,at least slightly shared with other members of the social system that much of this worldview is obtained in the social system . According to Himmelweit and Gaskell

(1990) that this worldview is permanently deliberated in the social system and that is a foundation for communication and arranged behaviour in social system .

### **2.6.1.1 The Socio-Educational Model**

The duration from 1959 to 1990 refers to the social psychological time .In which Dornyei (2003) characterized by the work of Gardner; his students and colleagues . Together , they lay the foundation of motivation research . The social psychological period focuses dramatically on the target language culture .

Furthermore Gardner and Lambert ( 1972, p.291) states that the learners ethnocentric outlooks , perceiving other cultures by the standards of their own culture , and orientation toward learning the language regulate motivation , thus success or failure to master the target language .

Gardner (1985) emphasizes the differences between these components due to the common confusion made between orientations and motivations . In the opinion of Gardner orientation refers to the set of reasons for which an individual studies the language , while motivation refers to the driving force which involves expending efforts , expressing desire and pleasant feelings nevertheless , the term orientation is somehow problematic , since it may refer to attitude or inclination . According to Harmer (2007) orientation are long range goals which can sustain students motivation.

### **2.6.1.2 Criticism on the Social Educational Model**

The socio -educational model was earnestly criticized by many researchers despite valuable results that were added to this field . The majority of criticism concerned with the notion of integrative motivation and its definition.According to Dornyei (2003) the idea of integrative motivation has no equivalent in mainstream motivational psychology .

Therefore as stated by Clement and Kruidenier (1983) that integrative motivation is defined in such a way that made reasons for language learning fall within its range . For example having friends who speak English , can consider either as instrumental or integrative depending on the intention of the respondents and their understanding .

Along with Shaw (1981) affirms that , in part of the world where English is learned as a foreign language , integrative motivation in the way it is understood by Gardner that plays only a negligible in the popularity of English since English is considered by many authentic international or international language which is not inseparably connected to any particular countries .

### **2.6.2 The Micro Cognitive -Situating Perspective Stage**

Many theories took place in the psychological research , some of the theories related to motivation and learning motivation and language learning are : the self determination theory , the attribution theory and goal orientation theory .

#### **2.6.2.1 The Self Determination Theory**

According to Dornyei (2003) the self determination theory is one of the most important theories in motivational psychology .

This theory developed by Deci (1989) and his associates. According to Deci , Connelle , Ryan (1989,p.580) '*to be self determining means to experience a sense of choice in initiating and regulating one's own action* ,.In other words the theory differentiates between the two foregoing clarified types of motivation : intrinsic and extrinsic .In the same range with the idea of autonomy and intrinsic motivation , the self determination theory provides a very interesting gaze at motivation by setting a different schedule for language teacher .

Besides Ryan and Deci (2002) focus on the importance of the learners satisfaction in relation to their needs . First the need for competence pertains to the need to experience a sense of ability , and show one's capacities confidently and efficiently .Second , the need for relatedness reveals a need to feel that one belongs with , and connected to significant others who are disseminating goals such as classroom values .Third the need of autonomy includes a sense of willingness to engage in an activity .

Other than that a different concept that is essential to the self determination is the notion of *amotivation* . According to Deci and Ryan (2002) *Amotivation* sometimes referred to learned helplessness , is a situation when learners lack the willingness to act.

### 2.6.2.2 The Attribution Theory

The attribution theory concentrates on the influence of attributions on individuals expectations with respect to subsequent accomplishment striving .

Learners are involved in the learning environment due to a desire to progress causes of behaviors . Causes of behaviour are defined as an individual's attributions . According to Heider (1958) individuals are motivated to engage in learning as a result of a personal need to develop new attributions .

Graham and Weiner (1995) stated that the attribution theory into the category of expectancy - value theories .However it is quite distinctive because of its cognitive approach to feelings , at the leading place it gives to them .

In addition to this Weiner (1995) defined the attribution theory as the that individuals envision the success or failure of their own behaviour or the behaviour of others . Learners tend to demonstrate their causes for success or failure based upon three dimension : internal or external , stable or unstable , controllable or uncontrollable .

Furthermore Graham and Weiner ( 1995) added that attribution theory postulate that all causes of achievement results can be characterized according to three primary properties : locus , controllability , and stability .First locus refers to the location of cause , it can be described as internal or external according to the individual passionate state of being like : shyness , laziness , sadness .Second , controllability signal whether an individual can do something about the causes of accomplish results and gives increase to number of emotions .Third , stability concerns to the relative toleration of a cause over time . For example ability / aptitude are considered stable while skills , knowledge , efforts are observed as unstable.

On another note the attribution theory has causes some debates .First there appears to be some interfere between stability and dimension , and both the trait -state variation used in personality theory , and the global specific one suggested by researchers working on learned helplessness .

Martinko and Gardner (1987) explained that learned helplessness is also common in people and that organizational rules and norms can cause learned helplessness among employees. Second according to Pintrich and Schunk (1996) there is some disputation about whether it is possible to have attributions that are external to the individual, yet still controllable.

Along with that Weiner (1985) said that an external and controllable attribution is possible if it is made by people who are recognized to failure or success.

### **2.7 Learners' Motivation**

Students motivation is supposedly the single and the most crucial elements of learning. In the field of earning or learning a language learners success may differ since they have different characteristics.

Without motivation there is no effort for learners to do something skillfully. According to Siska (2015) motivation is closely related to learning process. Therefore learners who are more motivated may learn better than those who are less motivated. De Bot, Lowie, and Verspoor (2005). In another words if the learners are motivated they possibly will learn, if not they may not be enthusiastic to learn.

According to Lengnick, Hall and Sanders (1997, p.1335) '*Students are the raw materials for education and the primary products of educational transformations, and most important, students are key members of the labour force involved in creating education*'. That is to say students are the main elements in any educational process and without students the process of learning and teaching won't complete since learners are engaged in the progress of education.

Over and above Senge and Kleiner, Roberts, Ross, Smith (1994, p. 489) proposed that teachers should be '*producers of environments that allow students to learn as much as possible*', in another meaning the teachers should offer for learners a positive climate in order to make and keep learners motivated to learn.

Maslow (1943) if the teacher always is criticize learners, then the learners probably will not feel accepted or that she or he belongs. Low self-esteem and ego will make students feel underestimated and unrecognized, like the educator must do



what is substantial to support the students to a higher standard of need satisfaction so that the students can concentrate his or her attention on learning .Even at the level of self actualization , the educator may require to provide encouragement or opportunities. .

In addition to this Carrelle (1997) students motivation has been positively connect to public speaking competence , but not to the substantiation of communication knowledge .

According to Pintrinch , Paul , Schunk , Dale , Meece , Judith (2008) that if students had motivation in learning whether intrinsic or extrinsic , they could independently determine what they had to learn , the extent of time they needed to spend , and what are the mechanisms that assisted them to understand the subject easily .

Furthermore Chang (2010) indicated that class group effected learners motivation and they felt comfort with the motivated classmates .

According to Gardner and Lambert (1972) learners are motivated when they believe in themselves as competent persons , deal with items organized to their level ,see objective in their activities , see their studies as important , are given hard work , live in safe surroundings , have the occasion to express psychological needs for success , acceptance , confession , think that learning for them and not for their teachers , work with absorbing materials , have a chance to make decisions and feel responsibility for participating , and experience more success than failure .

Wu (2006) added that if learners want to be motivated they should enjoy learning the L2 .Intrinsically motivated learners are more probably to continue their studies than extrinsically motivated learners and simply take part in an activity for the desire of learning the L2 .

Moreover Harmer (2001,p.53-54) all the students in the classroom do not have the same pattern and level of motivation .Some learners may have a very strong motivation to learn the language ,others may have a weaker motivation ,and yet others may have no motivation at all .Nevertheless , motivation is not a static and it can be

change in both directions .As motivation is important in language learning , one of the tasks of the teacher is to awaken , tolerate and support learners motivation .

Harmer (2001) proposed three areas where teacher's behaviour affect learners motivation :goals and goal setting , learning environment ,interesting classes .Ur (1991) points that it is in the arousing of interest , perhaps , that teachers invest most effort and get most instant and remarkable pay off in terms of learner motivation .

Learners who set goals and anticipations for language learning are likely to be motivated to fulfil those goals . Teachers can help learners to tolerate their motivation for attaining their long -term goals .

### **2.8 Conclusion**

Come to an end , this chapter enlighten on the second variable which is motivation . Further in this chapter we aimed to give a comprehensive overview of the term motivation so as to illustrate the definition of it , its importance, also we shed light on motivation in EFL learning , its main types , intrinsic , extrinsic , integrative and instrumental , including the major general theories and models , also we mentioned the learner motivation .

# **Chapter Three**

## **Research Methodology and Data Analysis**

**Chapter Three: Research Methodology and Data Analysis**

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### **3.1 Introduction**

The present study is about classroom seating arrangement and its effects on learners' motivation. This chapter is designed to analyze the results obtained through investigating the learners' motivation and the effects of the classroom design on it either positively or negatively. We have presented a brief review of literature related to seating arrangement, specifically, classroom seating arrangement and learner's motivation. The following step is to move to something more practical based on procedures to collect data in the task such as: questionnaires and interview.

This chapter is composed of the analysis of data collected from the questionnaire which contains questions given to students in order to gather information about the effects of different types of seating arrangement on their motivation. It also deals with the data analysis and interpretation and discussion of the findings of each instrument. The chapter ends by providing some suggestions and pedagogical recommendations on the light of the main results obtained. In brief, this chapter attempts to identify how seating arrangement effects on learner's motivation.

### **3.2 Research Aim**

Based on the fact that language is a means of communication by nature, language learning requires a collective and motivating environment to take place effectively. The success of the teaching and learning process based on different factors to meet different goals. Therefore, the aim of this research is to examine and highlight the role of seating arrangement to increase learners' motivation. Also, to investigate the different types of seating arrangement (Traditional, Clusters, circle and U shape) that teachers provide in the classroom as organizers and motivators at the same time.

### **3.3 Research Methodology**

The descriptive approach is used in this study to collect and interpret data both qualitatively and quantitatively. The nature of the topic to be conducted, the research's goal, and the data collected all influence the approach used. The descriptive approach was used in this research because it seemed suitable for the study and the context in which it was conducted, since the research aims to determine the effect of seating arrangement on learners' motivation in Tissemsilt educational context.

This research was conducted in the form of case study. This research style usually used by researchers in order to collect, analyze and interpret data collected by instrument from a variety of resources such as individuals , groups and communities

Therefore, this study was conducted by the use of a questionnaire and an interview. The first one was designed to 56 learners while the second is conducted to 7 middle school teachers.

The questionnaire is used for the students since they represent the main variable in our study and their opinions help us to confirm or disconfirm the hypotheses. The students' questionnaire aims to reveal how seating arrangement could decrease or increase their motivation in learning English as a foreign language. We have chosen to work with fourth year Middle school students at Akid Othman Middel School. The interview aims to expose whether EFL teachers of Middel School use the different kind of seating arrangement to increase learners' motivation or not and how they use it to offer better EFL instruction.

### **3.3.1 Participants**

The participants differed from each instrument to the other .For the questionnaire , the population is composed of students at Akid Othman Middel School including 4<sup>th</sup> year level, however it consists of 150 learners in the second semester of the academic year 2020/2021. Hence, our sample included 56 students (37% of the total population) randomly selected from the 4<sup>th</sup> year levels. Therefore, we randomly selected ten students from each class to make a kind of equality between classes. For the interview, the participant were 7 middle school EFL teachers from Akid Othman and Chatoui Mehani Middle School they have been selected to represent the population participating, they consist of four female and three male teachers.

### **3.3.2 Research Instruments**

This research depends on using the following two data collection instruments particularly; a questionnaire for learners and a structured interview for experienced teachers.

### 3.3.2.1 Learners' Questionnaire

According to Bulmer,(2004 ,p.14) defines a questionnaire as, *“any structured research instrument which is used to collect social research data in a face-to-face interview, self-completion survey, telephone interview or Web survey. It consists of a series of questions set out in a schedule, which may be on a form, on an interview schedule on paper, or on a Web page”*. In other words , the questionnaire is a structured instrument which includes a of set a questions in which given by the researcher to the respondent in order to collect data which could take different forms such as interview presented on paper or a Web page.

This questionnaire was conducted for middle school learners in Akid Othman middle school in Tissemsilt. The Arabic language was used to translate the questions in order to clarify it to the students. The purpose of this questionnaire is to collect different views in a short period of time and to determine the way classroom seating arrangement effects on their motivation. Practically, it contains three sections: background information, student's attitudes towards classroom seating arrangement and seating arrangements and motivation are organized. They consist a set of questions in closed-ended questions, the participant is expected to choose the appropriate answer or one of the suggested options.

This questionnaire consists of eleven (11) questions which are divided into three sections. Section one consists of two questions are for personal information; gender, age of learners. Section two is about student's attitudes towards classroom seating arrangement four questions are involved about learners views about classroom seating arrangement, the importance of the SA in the classroom (Q3); student where usually seat in the classroom (Q4) , the type of SA that student prefer such as

( Traditional, Horseshoe, Clusters and Circle ) (Q5) and student attitude toward TSAs , justification( motivation ) (Q6) .

Section three is about motivation, this part of the questionnaire examines the effect of traditional types of SA on motivating students (Q7), assessing whether modern SA (Horseshoe, Clusters, Circle) are motivating (Q8),which kind of SA disturbing (Q9),which types of SA students have experienced in the classroom (Q10)

and students are also invited to express their preferences through a ranking scale according to the level of motivation experienced with these CSAs (Q 11).

### 3.3.2.2 Teachers' Interview

In fact, interviews are especially helpful for learning more about a participant's experiences. The interviewer has the opportunity to learn more about the subject in depth McNamara,(1999).

The aim of embracing this data collection tool is to identify how much teachers focus on the classroom layout and enrich our study with suggestions given by some experienced teachers concerning the use of different types of seating arrangement with different kinds of situations.

The interview was assigned to 7 EFL teachers from Tiaret and Tissemsilet . The interview is composed of 10 questions for which teachers were asked to give clear answers and offer their recommendations. A specific and personal question was included about participants such as their experience in middle school.

In particular, the interview was used to identify how much classroom seating arrangement effect on learners motivation , when teachers used to use different kinds of seating arrangement, how to use it to offer better EFL instruction and other suggestions and recommendations.

## 3.4 Analysis of Learners Questionnaire

In this part, interest is put on the presentation and analysis of the data collected from learners' questionnaire:

### Part One: Background Information

#### Item 01: Gender

Gender of Participant	Male	Female
Respondents	27	29
Percentage	48%	52%

**Table3.1: EFL Learners' Gender**



It is clear that there is not a difference between the number of male and female. The female participants are 29 with percentage of (52%) and the male are 27 with the percentage of (48%).

**Item 02: Age**

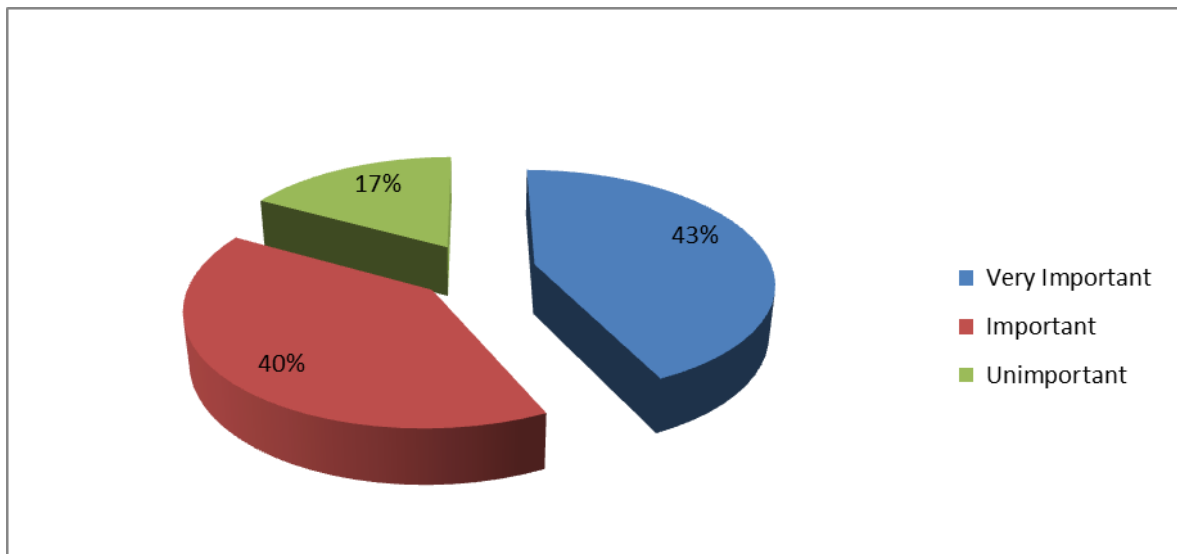
	13-15	15-17	17-19
Respondents	29	25	2
Percentage	52%	45%	3%

**Table 3.2: Learners' Age**

Most of the participants (52%) were at the same age under 15 years old and (45%) were between 15 and 17 years old. Only (3%) were above 17 years old.

**Part Two: Students' Attitudes towards Classroom Seating Arrangement**

**Item 03:** According to you, the seating arrangement of the classroom is: important, very important, or unimportant.



**Graph 3.1: Importance of Seating Arrangement According to EFL Learners**

Through the graph, it is noticeable that the students are aware about the importance of seating arrangement and there is not a huge difference between the percentage of very important (43%) and the percentage of important (40%) , the

majority of the student feel that the classroom layout is very important factor in learning process whereas just 17% think that the classroom design is unimportant.

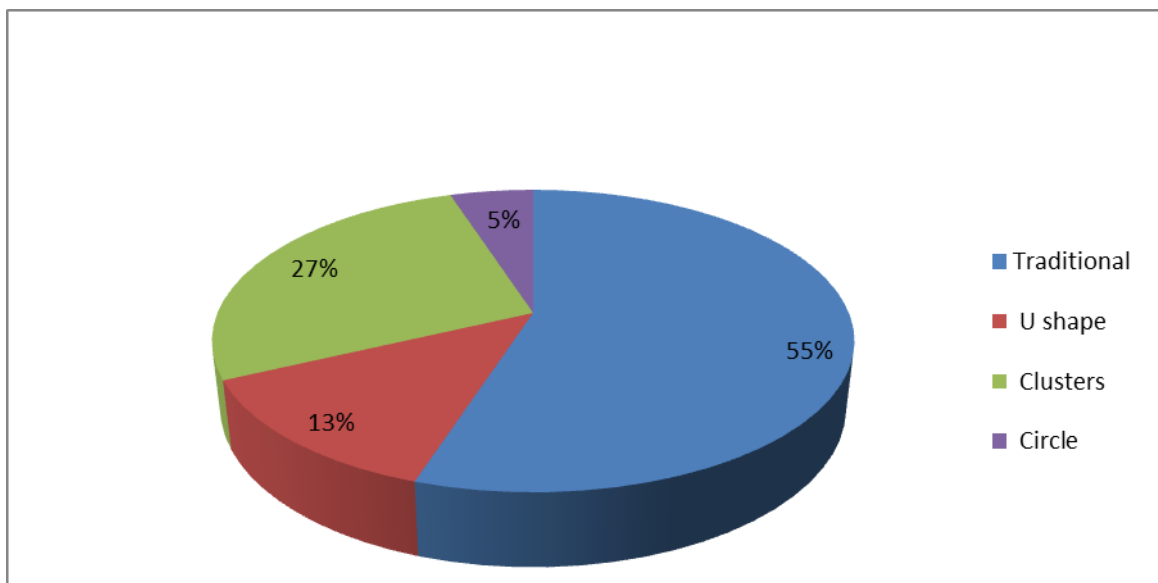
**Item 04:** Where do you usually seat in the classroom?

	At the front	At the middle	At the back
<b>Respondents</b>	18	22	14
<b>Percentage</b>	33%	41%	25%

**Table3.3: EFL Learners Position in the Classroom**

The table clearly shows that 18 (33%) pupils seat at the front, 22(41%) seat at the middle and 14 (25%) at the back.

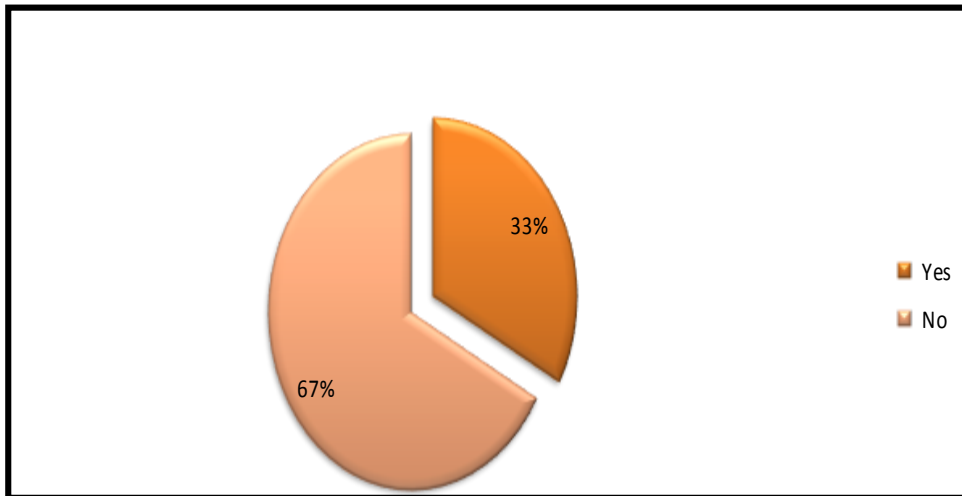
**Item 05:** Which types of seating arrangement do you prefer?



**Graph 3.2: The Type of Seating Arrangement Preferred by EFL Students**

The graph obviously shows that most of the students (55%) preferred the traditional seating arrangement especially during the period of the serious virus that the world is facing, one pupil in each table with no more than six tables in each row, however (27%) prefer the cluster seating ,(13%) choose the U shape and only (5%)prefer the circle seating arrangement.

**Item 06:** Do you prefer to change your seating arrangement?



**Graph 3.3: Learners Opinions about Changing Classroom Seating**

The graph reveals that the majority of the pupils (67%) responded with ‘no’ and only (33%) pupils answered with ‘yes’. The following table contains answers of the secondary question about the reasons that push the learners to keep following the same seating arrangement

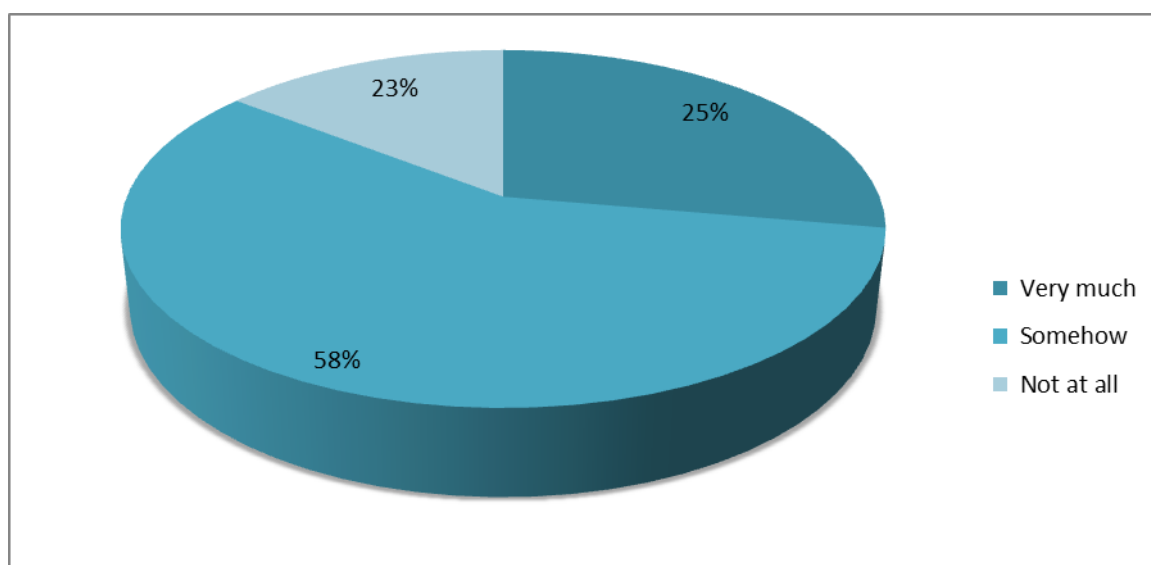
	Feel comfortable in the class	Feel that you are motivated	Feel that you are in new place
<b>Respondents</b>	25	16	15
<b>Percentage</b>	45%	28%	27%

**Table 3.4: Learners Opinions about Changing their Seating**

The above table shows that 25 (45%) pupils said that they feel comfortable in the class, whereas 16 (28%) claimed that when they change the current seating arrangement feel that they are motivated. Only 15 (27%) pupils said that they feel that they are in new place.

### Part Two: Seating Arrangement and Motivation

**Item 07:** To what extent do you find traditional seating arrangement motivating?



**Graph 3.4: The Effects of the Traditional Seating Arrangement on Learners' Motivation**

The graph clearly reveal that the majority of the student 58% feel that the traditional seating arrangement is very motivating, whereas 25% said that is somehow motivating and only 23% claimed that it is not motivating at all.

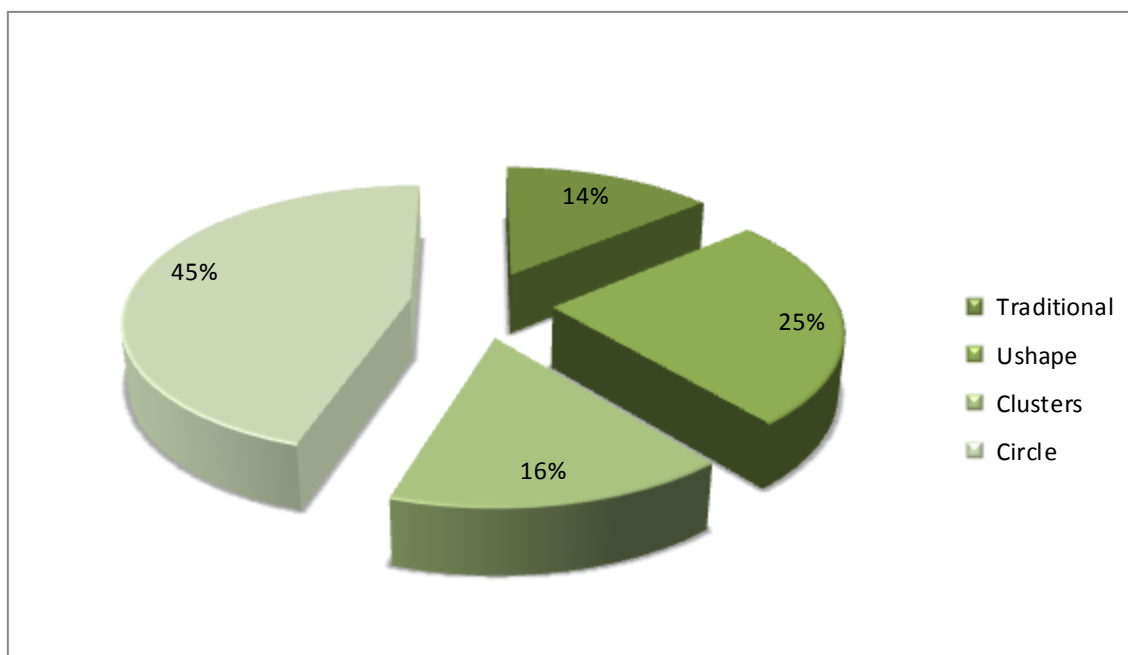
**Item 08:** To what extent do you find modern seating arrangement (Horseshoe, Clusters and Circle) motivating ?

	Very much	Somehow	Not at all
<b>Respondents</b>	15	28	13
<b>Percentage</b>	27%	50%	23%

**Table 3.5: The Effects of the Modern Seating Arrangement on Learners' Motivation**

The majority of the pupils 50% claimed that the modern seating arrangement affect somehow on their motivation, 27% said that it effect very much on their motivation and just 23% claimed that there is no effect at all their motivation.

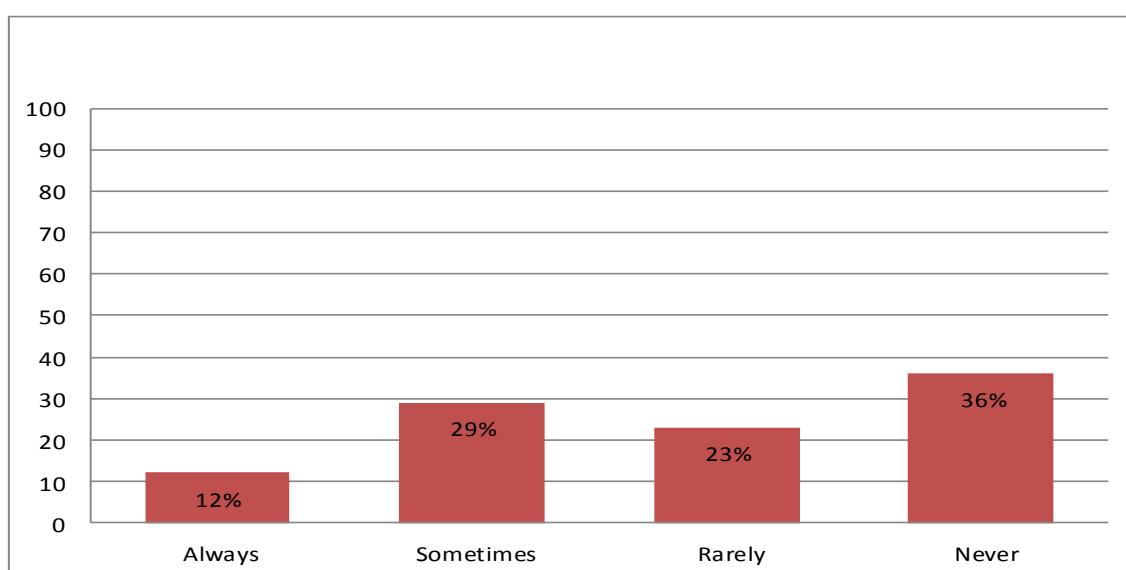
**Item 09:** Which type of seating arrangement do you find disturbing?



**Graph 3.5: The Disturbing Seating Arrangement**

The graph reveals that the majority of the pupils, 45%, feel that the Circle seating arrangement is disturbing, whereas 25% feel that U shape is disturbing to them, and just around 15% of clusters and traditional seating arrangements are disturbing to them.

**Item 10:** Have your teachers ever tried other types of seating during the year instead of traditional one?



**Graph 3.6: Teachers Use of Different Kinds of Seating Arrangement**

From the above chart, we understand that the majority of middle school teacher 36% never change classroom layout, 29% sometimes use different kind of seating arrangement and 23% rarely use it. Only 12% use the different types of seating arrangement always.

**Item 11:** According to your experience, classify the following types of seating arrangement from most to least motivating (with N°1 being the most motivating seating) ?

	The First SA		The Second SA		The Third SA		The Fourth SA	
<b>Traditional</b>	30	54%	12	21%	09	16%	08	14%
<b>U shape</b>	12	17%	10	18%	28	50%	03	5%
<b>Clusters</b>	14	25%	33	59%	07	13%	06	11%
<b>Circle</b>	02	4%	01	2%	12	21%	39	70%

**Table 3.6: How Much Student Feel Motivating Using Different Types of Seating Arrangement**

Table 6 shows that 59% of the students perceive the Traditional SA as their ideal classroom SA in EFL classes, 25% believe it is Clusters, 17% said it is U shape, and 7% stated it is Circle. On the other hand, in the fourth classification almost a quarter of the students (70%) agreed that Circle is the least motivating SA, 14% of students sated that it is the Traditional, 11% said it is the Clusters, while 4% of the respondents stated it is U shape.

### 3.5 Analysis of Teachers' Interview

This part shed light in the presentation and analysis of data collected via the structured interview used in the study.

**Item one:** How long have you been teaching in middle school?

Teachers	Period of time
Teacher 1	5 years
Teacher 2	Several months
Teacher 3	9 years
Teacher 4	6 months
Teacher 5	3 years
Teacher 6	3 months
Teacher 7	7years

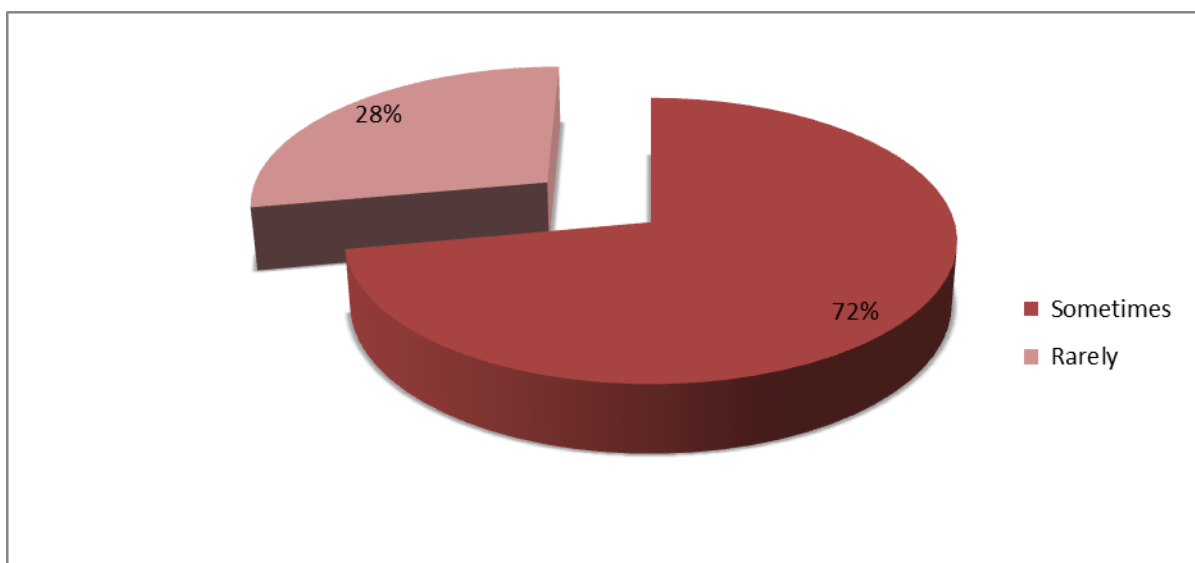
**Table 3.7 EFL Teachers' Teaching Experience.**

From the table above, four teachers experienced from three to nine years and three novice teachers who were teaching for a several months.

**Item two:** What type of seating arrangement do you prefer in your classroom ?

Four teachers said that they prefer the traditional seating arrangement (rows) , whereas, two teachers prefer the clusters and just one teacher prefer U shape.

**Item three:** Do you vary the type of seating arrangement? If yes, according to what?



**Graph 3.7 Teachers Seating Arrangement Variation**

The majority of the teachers reveal that they sometimes vary the type of seating arrangement according to the type of the lesson, the teacher style and objective, however only two teachers said that they rarely change in it due to the lack of time.

**Item four:** Do you think the type of seating arrangement has an effect on learners' motivation? If yes, how?

All teachers said "Yes" the type of seating arrangement has an effect on learners motivation they gave some common reasons such as ,learners at the back feel neglected and treated as a trouble maker with the traditional seating arrangement and this decrease their motivation to learn but also effects on learners positively since it is appropriate to the learners to see listen and organized seating which make the learners feel comfortable for them, whereas the other teachers reveal that using different kind of seating arrangement increase learners motivation because learners talk to their peers ,participate freely and also using one seating the whole year make them boring .

**Item five:** According to you, which type of seating arrangement do you find more motivating? Why?

Teachers	Preferred Seating Arrangement
Teacher 1	TSA
Teacher 2	TSA
Teacher 3	Clusters
Teacher 4	U shape
Teacher 5	TSA
Teacher 6	Clusters
Teacher 7	TSA

**Table 3.8 Teachers' Motivating Seating Arrangement**

The table shows that four teacher said that the traditional seating arrangement is motivating because there is a distance between learners so they do not have nothing to do except focusing and lead to highest communication interactions between teachers



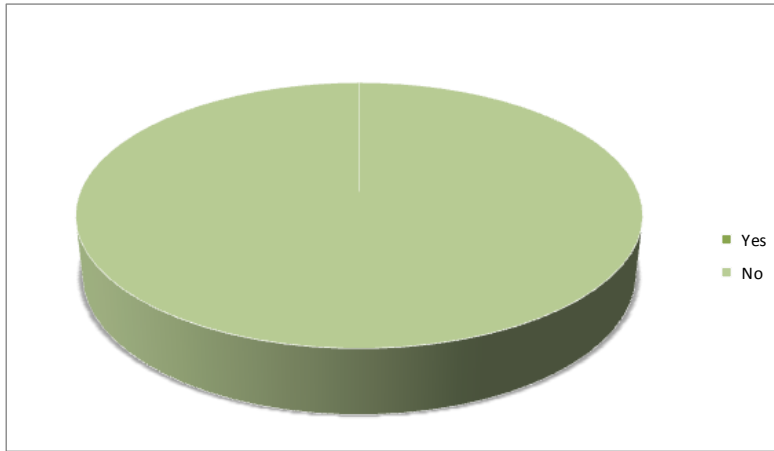
and students especially with students in the first row or the middle of the classroom. Students in back rows are more likely to be less engaged. However, two teachers prefer clusters because students feel freely and increase higher communications with group to express thoughts and ideas and they are not obliged to certain arrangement. Only one teacher said that the U shape is allow learners- learners interaction and learners are equal there is no back, front and middle. No one mention Circle

**Item six:** How can teachers use different seating arrangement to offer better EFL instruction ?

Different answers and opinions have been given by the participants:

- Including the seating arrangement with in the instruction in the case of beginners EFL learners.
- Another significant aspect of classroom management that is linked to seating arrangement is the teacher's role in the classroom. Teachers must sometimes switch from one location to another in order to interact with all the students in the class.
- The most suitable arrangement is the traditional seating arrangement because of the big crowd and the small space, so it is somehow impossible to manage a setting arrangement.
- New seating arrangements break the routines of traditional learning and motivate learners to be more open to receiving new information and instruction.
- Three teacher did not answer this questions.

**Item seven:** Do you think that learners feel comfortable with the Traditional seating arrangement? Why?



**Graph 3.8 How Student Feel with the TSA**

It is obvious in the graph shows that all teachers said “No” the students did not feel comfortable with the traditional seating arrangement due to a common reasons such as become mostly passive in traditional rows , everyone wants to seat at the front and different interests and needs.

**Item eight:** According to your experience, which types of the following seating arrangement is the most effective (traditional, clusters, circle, U shape)?

Teachers	The Effective Types of SA
Teacher 1	Clusters
Teacher 2	TSA
Teacher 3	Clusters
Teacher 4	U shape
Teacher 5	Clusters
Teacher 6	Clusters
Teacher 7	TSA

**Table 3.9 Effective Seating Arrangement Type**

The table shows that four teacher said Clusters whereas, two teachers reveal that traditional is the most effective .However one teacher choose U shape.

**Item nine:** As an EFL teacher and a decision maker in the classroom, how you design a seating plan?

All teachers agreed on these several factors, level, competence of the student and eye sight, time, lesson objective, gender, size of the classroom and learners needs and interest.

**Item ten:** Do you have any other suggestions or recommendations?

This is the sum of teachers' suggestions:

➤ English is a foreign language that should be taught in labs designed for the purpose so learners can see and learn English in context/ real life situation.

➤ U shape is the appropriate seating for the learners to feel comfortable and motivated.

➤ Seating arrangement should be planned effectively according to the objectives and learners' needs.

➤ Teachers should take different factors into consideration when planning classroom design which may increase learners' motivation.

➤ Even the modern seating arrangements are helpful and motivating but the traditional seating arrangement keeping effective during years.

### **3.6 Interpretation and Discussion of the Findings**

The goal of this work is to gather data about the classroom seating arrangement and its role to create a productive and positive environment that meets learners needs and interests in order to encourage both teaching and learning process. Through background information questions, we can find that there are no differences between male and female number in the classroom and there age between 13 to17. This result does not add anything to our research.

Part two is about students' attitudes towards classroom seating arrangement. Almost the majority of the pupils claimed that the seating arrangement of the classroom is very important; stating such information means that the majority of the

students are aware about the importance of classroom design and effects on them. Thus, the teacher may use and share different kind of seating arrangements during the year according to different reasons in order to meet learners needs and interests and also which may affect learners achievement and motivation. The reason for making the same pupils to say that the classroom seating arrangement is unimportant may be they haven't don't tried different kinds of seating arrangement.

The results show that back-seated students are not the only ones who find that TSA is not the most suitable seating and disturbing, but also some of the front and middle-seated ones ( see graph 5 p58). Concerning the type of seating arrangement that the student prefer, the majority of the student prefer the traditional seating arrangement may be because they do not try other seating arrangements or may this kind of seating arrangement meet their need and interest and also feel motivating and comfortable with it. Such finding does not break the idea that other students prefer other types of seating arrangement such as clusters may be because there are some activities that require such kind of seating arrangement to encourage group work and collaborative learning.

Further, the results reveal that many pupils prefer the traditional seating arrangement may be due to the do not have the chance to try different kind of seating arrangement since the teacher is the one who has the ability to change the classroom layout as a manager and a controller. However, the main reason that lead some pupils to claim that they prefer clusters and circles may be because they try this different kind of seating arrangement in other context not just in the classroom.

Concerning the student attitude towards changing the seating arrangement which is traditional seating many pupils feel comfortable in the class with this type. In contrast, others viewed that it is hardly to keep following the teacher and the traditional seating arrangement may lead to much noisier environment.

Clearly, many pupils find the traditional seating arrangement very motivating and this can be returned to the idea that the pupils who sit at the front can be much more motivating since they easily interact with the teacher, whereas other the pupils saw that it is somehow motivating may be because they have tried some other types of

seating arrangement and felt motivated. Few pupils claimed that the traditional seating arrangement is no motivating at all may because they feel uncomfortable or seating at the back.

Concerning the modern seating arrangement (U shape, Clusters and Circle), 27% claimed that it is very motivating because they prefer much more Cluster seating arrangement than the other types ( see graph 2 p55) , whereas,50% said that it is somehow motivating may be because they tried just one kind of modern seating arrangement which is not comfortable for them such as Circle (see graph 2p55). However, some pupils claimed that the modern seating arrangement is not motivating at all may be due to the lack of using different kind of seating arrangement.

Many pupils claimed that the circle seating arrangement is very disturbing for them and this may be due to the fact that this kind may create some obstacles following the displayed materials, whereas, 25% reveal that U shape is disturbing and this may return to the idea that some learners feel uncomfortable because this kind of seating arrangement allow learners to speak and make noise.

Concerning teachers' use of different seating arrangements, 36% claimed that their teachers never change the classroom seating and 23% said that they rarely do, and this may lead them to say that they prefer the traditional seating arrangement, whereas, 29% said that they sometimes change their seating and this go back to the idea that there are some activities need a specific kind of seating arrangement such as clusters. Only 12% said that the teachers always change their seating and this may depend on the experience and the personality of the teacher.

At the end, the pupils' classification of the different kinds of seating arrangement reveals that *Traditional seating* and *Clusters* are the most motivating and the *U shape* and *circles* are less motivating.

To enrich the finding of this study and complete the misunderstanding , a structured interview was conducted with seven middle school teachers. The interview is composed of ten questions, which revealed multiple facts about teachers' decisions about classroom seating arrangement, the appropriate and motivating type of seating arrangement according to them, how teachers use classroom seating to offer better

EFL instruction and other suggestions and recommendation. The majority of the teachers are experienced (more than 2 years) in teaching. Thus, the teachers' responses can be reliable and the validity of this study can be supported.

Through question two which is about the type of seating arrangement teachers preferred, according to the answers, four teachers prefer the traditional seating arrangement which refer to the majority of the teachers including the experienced one and this much reflect the importance and the advantages of the traditional seating arrangement in the teaching process. Although, the third question was about the use of different seating and the majority of the teachers said "Yes", they sometimes vary the type of seating arrangement according to different factors such as the type of the lesson especially with EFL classes because classroom seating arrangement is just as important as the lesson plan.

Secondly, teacher style and objective is the most important factor in classroom seating arrangements which may effect the learners'. However only two teachers said that they rarely change it due to the lack of time and space. Before starting moving desks all around, the teacher should make sure his preferred seating arrangement can work within the space and school furniture he/she has.

Concerning the effects of classroom seating arrangement on learners motivation all teachers agree on this fact. The students in the front rows are more oriented than those in the back and are usually the ones who respond to class questions. From the perspective of the students, the classroom structure represents their personality. The attentive, concentrated students often sit in the front rows to ensure that they do not miss any important details, while more relaxed students prefer to sit in the back. Indeed, different kinds of seating arrangement can give space to all learners to speak and express ideas freely.

About the motivating seating arrangement type, four teachers see that the traditional seating arrangement is more motivating because there is a distance between learners so they keep focusing on the lesson and it is easy to implement in classes, it is time saving ,and this make certain that this kind of seating arrangement is very effective and easy to realize with different size of classes. Two teachers said that the

cluster is very motivating since it is formed in groups which increase collaborative work and this because cluster is very favorable for the class because learners can make eye contact easily. Only one teacher saw U shape motivating because it allows learners- learners interaction.

EFL teachers may face some difficulties concerning the classroom seating arrangement because there are different levels and needs among learners, so the teacher try to maintain this factors in order to prepare a well and organized environment which meet learners interest. In this regard, different suggestions were given to use different seating arrangement to offer better EFL instruction such as including the seating arrangement within the instruction. Another significant aspect of classroom management which is linked to seating arrangement is the teacher's role in the classroom. Teachers must sometimes switch from one location to another in order to interact with all students in the class especially those who are seating in the back to feel that they are involved in the class. Indeed, new seating arrangement can break the routines traditional learning and motivate learners to be more open to receiving new information and instruction.

The results revealed that EFL teachers decisions about the type of classroom seating arrangement is based on various factors pupils' level, grade, competence , time, lesson objective, gender, size of the classroom and learners' needs and interests. This may depend on the experience of the teachers.

At the end, the interviewees provided suggestions and recommendations to mention the importance of classroom seating arrangement. According to them, English as a foreign language should be taught in labs so that learners can learn English in real life contexts. There are some factors that teachers should follow to create a motivating classroom design such as effective planning, according to what teachers' objectives and pupils' needs and interests.

To sum up with, the analysis of the students' questionnaire, just like that teachers interview, has shown, first, that the majority of the students perceive the classroom SA as an important factor that can affect their motivation in EFL classes. The majority of learners stated that they are conformable with the use of the TRS. Furthermore,

teachers are aware about the importance of classroom seating and the factors that depend on it to offer better EFL instruction. Moreover, both teachers and students agree that the first and most motivating SA is the Traditional seating arrangement, the second one is clusters, the fourth and the least motivating SA is the circle.

Answering the first question of the study, we can say that the majority of EFL teachers and students prove to be aware about the importance of the classroom SA to increase learners motivation. However, only few teachers apply these SA in their classrooms. Furthermore, it is proved that teachers should use various types of seating arrangement according to their instructional objectives and requirements. The results confirm our the hypotheses that TSA and clusters might be much more effective to EFL students than Circle and U shape and using different kinds of seating arrangement can increase considerably learners' motivation.

### **3.7 Recommendations and Suggestions**

Latterly, the instructional process has seen revolutionary change in which students are very connected to each other . To keep learners seated in one place for one hour and a half may not be an easy job, especially if the teachers expect success after one year of academic seating time. Nevertheless, if teachers want to motivate their students, they should attempt new ways to make them comfortable in the class and make their students motivated intrinsically and extrinsically. For example teachers can change the environment of the class from negative to positive climate by changing the SA of classroom according to their needs , objectives , interests ,and the nature of the lecture.

Not only but also the idea of fixed seating arrangement cannot always benefit the students, and as well as cannot achieve the purpose. How the classroom setups are shaped plays a fundamental role as a motivating element for students in EFL classes. It is essential for students and teachers to collaborate in shaping the comfortable SAs.

Depending on what has been said before, arranging classroom seating is the responsibility of the teacher under the effect of different factors such as lesson objective, learners needs, and classroom size, whereas; the use of different kinds of



seating arrangement such as TSA and clusters increase learners' motivation. Relying on findings of this study, we present these suggestions and recommendations:

- Teachers are expected to be motivated in order to support students and make them interested in the content should be taught.

- Teachers should vary classroom seating arrangement in order to increase learners' motivation especially the use of clusters.

- Teachers are responsible in the classroom to present the lesson so they should plan very well in order to choose the suitable seating arrangement.

- Before applying any SA, teachers should discuss the idea with the learners, identify learners needs and interests, classroom size and the type of the lesson in order to select the appropriate SA.

- Teachers should play the role of motivators by using different techniques because motivation is very important factor in learning process especially with EFL learners.

- EFL teachers can arrange modern classrooms for particular group of students.

- Teachers can ask learners to create their own seating arrangements

- Students can help teachers create the right SA that fit both of them .

According to McCorskey and McVetta (1978), a teacher can maximize student

correlation by making change in the physical setup of chairs, tables, and presentations in the classroom. Furthermore, the instructional communication theory proposes that seating arrangements can affect how the instructors communicate with learners and how learners interact with one another, effecting correlation, motivation, and focus.

Lately, research has proposed that the set-up of the classroom space forms instructor pedagogy, choice of activities, and on-task student behavior. For instance, a classroom with fixed seating and directed toward a stage at the front of the room results in instructors spending more time in lesson and students characterizing less active engagement. Unlike, round table seating arrangements lead to instructors and

students participating in more active learning activities, resulting in improved learning results Brooks (2012).

On the other hand, Harvey and Kenyon, (2013) explains that students prefer more flexible seating arrangements. Particularly, students express a preference for classrooms with mobile vs. fixed chairs, and trapezoidal tables with chairs on casters vs. rectangular tables with immobile chairs.

In addition, Rands and Gansemer( 2017) added that spaces designed in a student-centered style, concentrating on learner construction of knowledge and corporation, can encourage student learning. In reality, many classrooms at colleges and universities have been built utilizing more conventional patterns for lesson and seminar-type courses. Teachers can conceive ways to adjust seating arrangements and range those arrangements with the requirements of classroom activities to maximize student learning.

### **3.8 Conclusion**

The analysis of the questionnaire and the interview reveals that TSA and clusters are the most effective and motivating type of seating arrangement. However, teachers includes different factors when arranging their classes such as objective of the lesson needs, interest of the learners and classroom size in order to offer better EFL instruction.

# **General Conclusion**

### **General Conclusion**

Throughout this dissertation, the eventual aim was to investigate the impact of classroom seating arrangement effects on learners' motivation. Offering an appropriate environment in the classroom is the most challenging task that the teachers face. For this purpose, a case study was conducted in the Middle school of Akid Othman in Tissemsilt.

In the theoretical part in the first chapter, we gave a comprehensive idea about classroom management, an overview about classroom seating arrangement. Also this chapter described several types of classroom seating arrangement, traditional seating arrangement, clusters, horseshoe, circle accompanied by advantages and disadvantages for each SA. Further, we straighten out the different roles of the teacher in the classroom (assessor, organizer, motivator) as well as the relationship between classroom seating arrangement and motivation. In the second chapter, we dealt with motivation; namely its definitions and its importance in EFL learning. Moreover we referred to its types, models, and theories.

For the practical part two means of data collection has been used a questionnaire and an interview. The questionnaires for the students while the interview for the teachers. The aim was to handle both learners and teachers familiarity with CSA, their consciousness about the importance of classroom seating arrangement, their use using different types of classroom seating arrangement to increase learners motivation, according to their instructional objectives and requirement.

The results gained from both the questionnaire and the interview emphasized our hypotheses. In fact, the majority of students recognized the classroom seating arrangement as a significant element that can affect their motivation in EFL classes; they declared that they are comfortable with the use of classroom traditional seating arrangement.

Moreover the teachers are conscious about the importance of classroom seating arrangement and the elements that depend on it to provide better EFL classes. Both teachers and students agreed that the ultimate motivating SA is the traditional

classroom seating arrangement, and secondly the cluster classroom seating arrangement, and the low motivating SA are horseshoe and circle.

In sum, we can say that most of EFL teachers and students are aware about the importance of classroom seating arrangement to increase learners' motivation. But not many teachers stratify these seating arrangements in their classrooms. Over and above, it is proved that EFL teachers should use several SA to enrich their goals and requirement. Also, this research results confirm our hypotheses as they show that traditional classroom seating arrangement and clusters are more efficient to EFL students than Circle and U shape.

In short, we can conclude that the way EFL teachers arrange their classrooms can increase or decrease EFL students' motivation.

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# *Appendices*

## Appendix 1

# Students' Questionnaire

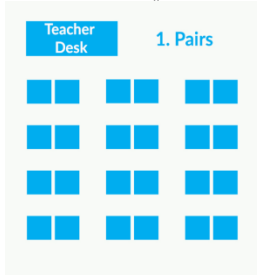
Dear students, this questionnaire investigates the effects of classroom seating arrangements on learners motivation. You are kindly invited to complete this questionnaire. Please read the sentences carefully, and tick (√)the appropriate answer (s) or make full statements whenever necessary.

**N.B:** the seating arrangements referred to in this questionnaire are as follows:

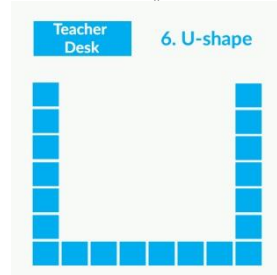
أعزائي التلاميذ:

هذا الاستبيان يدرس في اثر ترتيب جلوسكم داخل القسم على تحفيزكم للدراسة . أنتم مدعوون لملء هذا الاستبيان. يرجى قراءة الجمل بعناية ، ووضع علامة (√) على الإجابة (الإجابات) المناسبة.

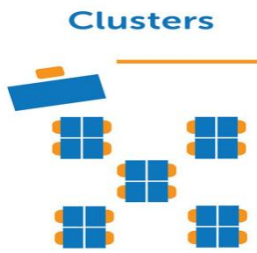
ملحوظة: ترتيبات الجلوس المشار إليها في هذا الاستبيان وكما هو موضح في الصورة اعلاه هي كما يلي:



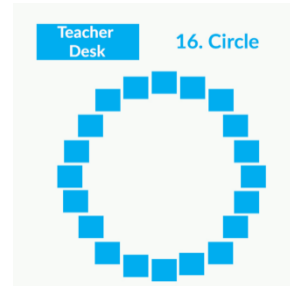
Traditional التقليدي



Horseshoe حرف U



Clusters مجموعات:



Circle دائري

### Part One: Background Information

Q1: Gender

س 1: الجنس

a)Male ذكر (أ)

b)Female أنثى (ب)

Q2: Age

س 2: العمر

- a) 13-15  b) 15-17  c) 17-19

## Part Two: Students' Attitudes towards Classroom Seating

### Arrangement

Q1: According to you , the seating arrangement of the classroom is:

س 1: حسب رأيك ، ترتيب الجلوس في القسم هو:

- a) Very important  b) Important  c) Unimportant

(أ) غير مهم

(ب) هام

(ج) مهم جدا

Q2: Where do you usually seat in the classroom?

س 2: أين تجلس عادة في الفصل؟

- a) At the front  b) At the middle  c) At the back

(أ) في الخلف

(ب) في المنتصف

(ج) في المقدمة

Q3: Which type of seating arrangement do you prefer?

س 3: ما هو ترتيب المقاعد تفضله في فصلك الدراسي؟

- a) Traditional seating arrangement

(أ) ترتيب المقاعد التقليدي

- b) U shape seating arrangement

(ب) ترتيب جلوس حرف U

- c) Clusters seating arrangement

(ج) ترتيب جلوس المجموعات

- d) Circle seating arrangement

(د) ترتيب جلوس الدائرة

Q4: Do you prefer to change your seating in the classroom?

س 4: هل تفضل تغيير جلوسك في الفصل؟

- a) Yes نعم (أ)

- b) No لا (ب)

Justify, Why? To

لماذا؟

- a) Feel comfortable in the class

(أ) تشعر بالراحة في الفصل

- b) Feel that you are motivated

(ب) تشعر بأنك محفز

- c) Feel that you are in new place

(ج) تشعر أنك في مكان جديد

### Section Three: Seating Arrangements and Motivation

Q1: To what extent do you find traditional seating arrangements motivating?

س 1: إلى أي مدى تجد ترتيبات الجلوس التقليدية محفزة؟

- a) Very much       b) Somehow       c) Not at all   
أ) كثيرًا      ب) بطريقة ما      ج) لا على الإطلاق

Q2: To what extent do you notice modern seating arrangement (Horseshoe, clusters, circle) motivating ?

س 2: إلى أي مدى تلاحظ أن ترتيب المقاعد الحديث محفز؟

- a) Very much       b) Somehow       c) Not at all   
أ) كثيرًا      ب) بطريقة ما      ج) لا على الإطلاق

Q3: Which type of seating arrangement do you find it disturbing?

س 3: ما نوع ترتيب المقاعد الذي تجده مزعجًا؟

- a) Traditional  تقليدي      c) Clusters  مجموعات  
b) Horseshoe  حرف U      d) Circle  دائرة

Q4: Have your teachers ever tried other types of seating during the year instead of traditional one?

س 4: هل جرب مدرسك أنواعًا أخرى من المقاعد خلال العام بدلاً من الجلوس التقليدي؟

- a) Always  دائماً      b) Sometimes  في بعض الأحيان  
c) Rarely  نادراً      d) Never  أبداً

Q5: According to your experience, classify the following types of seating arrangement from most to least motivating.

(with N°1 being the most motivating seating)

س 5: وفقاً لتجربتك، صنف الأنواع التالية من ترتيب المقاعد من الأكثر تحفيزاً إلى الأقل مع كون رقم 1 هو أكثر المقاعد تحفيزاً

- a) Traditional  تقليدي      c) Clusters  مجموعات  
b) Horseshoe  حرف U      d) Circle  دائرة

Thank you

## Appendix 2

# Teachers' Interview

1. How long have you been teaching in middle school?
2. What type of seating arrangement do you prefer in your classroom?  
Why?
3. Do you vary the type of seating arrangement? If yes, according to what?
4. Do you think the type seating arrangement has an effect on learners' motivation? If yes, how?
5. According to you, which type of seating arrangement do you find more motivating? Why?
6. How can teachers use different seating arrangement to offer better EFL instruction?
7. Do you think that learners feel comfortable with the Traditional seating arrangement? Why?
8. According to your experience, which types of the following seating arrangement is the most effective (traditional, clusters, circle, Ushape)
9. As an EFL teacher decision maker in the classroom, how you design a seating plan?
10. Do you have any other suggestions or recommendations?

*Thank you*

## Abstract

Seating arrangement refers to the format of the physical setup of chairs, tables, materials in a school classroom. Classroom seating arrangement is crucial in classrooms because it supports learning as well as teaching process. In fact, researchers have revealed that there a strong effect of seating arrangement on learners motivation. Certainly, multiple factors that affect the classroom sating arrangement can be identified and affect the motivation of the student. Therefore, this paper tries to shed light on the impact of classroom seating arrangement . Indeed, the central goal of this research is to illustrate the most effective types of seating arrangement on learners motivation. It attempts to clarify how different kind of seating arrangement increase learners motivation. Also, this research tries to reveal how can teachers use different seating arrangements to offer better EFL instruction. To explore this research, a case study was conducted at Akid Othman Middel School of Tissemsilt . The informants of this research are fourth year EFL students and EFL teachers. The results obtained from learners questionnaire and the teachers interview that classroom seating arrangement plays important roles for both teacher and learners. Traditional seating arrangement and Clusters increase learners motivation rather than Ushape and Circle . Moreover, the results showed that the classroom seating arrangement depends on different factors to achieve lesson objectives .

**Keywords:** Classroom Seating Arrangements, Traditional seating arrangement ,the U-shape, Circles, Clusters, Motivation and EFL teachers and students.

## المخلص

يشير ترتيب المقاعد إلى تنسيق الإعداد للكراسي والطاولات والمواد في الفصل الدراسي بالمدرسة. يعد ترتيب مقاعد الفصل الدراسي أمرًا بالغ الأهمية في الفصول الدراسية لأنه يدعم عملية التعلم وكذلك عملية التدريس. في الواقع، كشف الباحثون أن هناك تأثيرًا قويًا لترتيب المقاعد على تحفيز المتعلمين. بالتأكيد، يمكن تحديد العديد من العوامل التي تؤثر على ترتيب الجلوس في الفصل وتؤثر على دافع الطالب. لذلك، يحاول هذه البحث تسليط الضوء على تأثير ترتيب الجلوس في الفصل. الهدف الرئيسي من هذا البحث هو توضيح أكثر أنواع ترتيب المقاعد فعالية في تحفيز المتعلمين. كذلك كيف أن نوعًا مختلفًا من ترتيب المقاعد يزيد من حافز المتعلمين. يحاول هذا البحث أيضًا الكشف عن كيف يمكن للمدرسين استخدام ترتيبات جلوس مختلفة لتقديم تعليم أفضل للغة الإنجليزية كلغة أجنبية. أجريت دراسة حالة في متوسطة العقيد عثمان في تيسمسيلت. المخبرون عن هذا البحث هم طلاب السنة الرابعة ومعلمي اللغة الإنجليزية كلغة أجنبية. النتائج التي تم الحصول عليها من استبيان المتعلمين ومقابلة المعلمين أن ترتيب الجلوس في الفصل يلعب أدوارًا مهمة لكل من المعلم والمتعلمين. تعمل ترتيبات الجلوس التقليدية والمجموعات على زيادة تحفيز المتعلمين بدلاً من الدوائر وشكل U. علاوة على ذلك، أظهرت النتائج أن ترتيب الجلوس في الفصل يعتمد على عوامل مختلفة لتحقيق أهداف الدرس.

الكلمات المفتاحية: ترتيبات الجلوس في الفصل الدراسي، ترتيب المقاعد التقليدي، شكل U، الدوائر، المجموعات

التحفيز ومعلمي وطلاب اللغة الانجليزية كلغة اجنبية .

## Résumé

La disposition des sièges fait référence au format de la configuration physique des chaises, des tables et du matériel dans une salle de classe. La disposition des sièges en classe est cruciale dans les salles de classe car elle soutient l'apprentissage ainsi que le processus d'enseignement. En fait, les chercheurs ont révélé qu'il existe un effet important de la disposition des sièges sur la motivation des apprenants. Certes, de multiples facteurs qui affectent la disposition de la salle de classe peuvent être identifiés et affectent la motivation de l'élève. Par conséquent, cet article tente de faire la lumière sur l'impact de la disposition des sièges en classe . En effet, l'objectif central de cette recherche est d'illustrer les types de disposition des sièges les plus efficaces sur la motivation des apprenants. Il tente de clarifier comment différents types de disposition des sièges augmentent la motivation des apprenants. En outre, cette recherche tente de révéler comment les enseignants peuvent utiliser différentes dispositions de sièges pour offrir un meilleur enseignement de l'EFL. Pour explorer cette recherche, une étude de cas a été menée à l'école moyen Akid Othman de Tissemsilt. Les informateurs de cette recherche sont des étudiants de quatrième année d'EFL et des enseignants d'EFL. Les résultats obtenus à partir du questionnaire des apprenants et des entretiens avec les enseignants montrent que la disposition des sièges en classe joue un rôle important à la fois pour les enseignants et les apprenants. La disposition traditionnelle des sièges et les clusters augmentent la motivation des apprenants plutôt que la form U et Cercles . De plus, les résultats ont montré que la disposition des sièges en classe dépend de différents facteurs pour atteindre les objectifs de la leçon.

**Mots-clés :** Disposition des sièges en classe, Disposition des sièges traditionnelle, la forme en U, Cercles, Groupes, Motivation et enseignants et étudiants EFL.