The extent and efficiency of student learning is perhaps most powerfully influenced by classroom environment. Especially in foreign language learning classrooms, creating a non-threatening atmosphere where students feel psychologically, socially, and culturally secure is essential for students' communicative risk-taking in the target language. Multiple factors contribute to creating a conducive learning environment. Besides teaching qualifications, also important is a teacher’s positive functioning, specifically in terms of psychological and social well-being. “The focus of psychological well-being remains at the individual level whereas relations with others and the environment are the primary aims of social well-being” (Lopez and Snyder, 2003). Review of relevant literature shows that dimensions of psychological and social well-being models contain constructs including environmental mastery, positive relations with others, and social integration. Such constructs have impacts on creating a positive classroom environment, and consequently, students’ academic achievement. Therefore, this study aims at exploring whether and how psychological well-being and social well-being shape student teachers’ perceptions of positive classroom environment. Accordingly, data were collected from senior students of English Language Teaching departments from various universities located in Turkey. The data were obtained through three questionnaires and group interviews conducted after the initial data analysis. The questionnaires measured mainly three variables: Participants’ perceptions of positive classroom environment and their psychological and social well-being. These variables’ relationships were tested through Structural Equation Model (SEM) using AMOS (22.0). Bearing in mind the statistical analysis, 20 participants participated in group interviews to shed insight on these relationships. The results of the study indicate a link between a teacher’s psychological and social well-being and various aspects of classroom environment. As such, the study provides valuable suggestions for consideration in teacher development programs.


Keywords: "positive functioning", "positive classroom environment".

Positive functioning for building a positive classroom environment

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