
**Iraqi EFL College Students' Perception of Alienation and Its Role on
Classroom Engagement**

Keywords: Perception , Alienation, Classroom Engagement

Instructor. Nuha Amir Kamel
University of Diyala
College of Education For Humanities
softy.rose@yahoo.com

Abstract

It is not necessary to say that alienation is the isolation of the individual from the outside world and remains alone, but may be present with her/his peers but feels alienated in a particular area and this is what was investigated in the current study by conducting a qualitative study on a sample of Iraqi EFL students in the first grade at the Department of English – College of Education for Humanities - University of Diyala. The current study aims at investigating the effect of Alienation on students' classroom engagement. Two tools are carried out to achieve the aim of the current study as well to testify its hypothesis. An interview is designed to collect a richer source of information to support the data collection of designing questionnaire items. It includes four questions which describe the effect of classroom environment learning on students alienation as well to check students factual perceptions, opinions and feelings toward their competency in classroom engagement.

A questionnaire is adapted to collect data about students points of view toward their interpersonal communication in life as well in academic environment. On the other hand, the questionnaire consists of 18 questions. The total number of the selected sample is (100) via (19) male and (81) female students to participate in the interview and questionnaire survey to achieve the quantitative data .

The results of the study, a number of recommendations are put forward which are concerned with the instructors, and students.

1. Introduction

1.1 The Problem and the Significance of the Study

Student alienation came to light as a particular effort in response to the student movement in the late of 1960s. Alienation also arose in the literature of the psycho-social work of Seeman (1959:784,1983:171), who recognized six measurements of alienation: powerlessness, meaninglessness, normlessness, social isolation, cultural disengagement and self-estrangement. These dimensions were utilized extensively in both qualitative and quantitative psychological investigation of the student involvement and appear in some studies like (Rodney & Mandzuk, 1994:171; De Man & Devisse, 1987:233).

According to Mann(2001:8) students cannot involve or participate in a meaningful and fruitful manner since they are restrained , obstructed, inhibited, separated or isolated from what they are learning.

Mann (2005:44) suggests that one element that constrains engagement is the postulation that participants make about what is suitable or what is not or what is substantial in diverse learning environments.

Mann (2003:9) states that an absence of awareness about different experiences of the teacher and the students have in a classroom environment may also due to a feeling of alienation. It restrains the way they act or interact. That is, the teacher and the students feel unaware of each other's practice and make postulations concerning each other's behaviour constraining the possibility to involve dynamically in the learning process. Therefore, He suggests a need for a dialogue between teachers and learners in order to communicate, comprehend and challenge each other's role, needs, preference and apprehensions.

In terms of educational setting, environment can be defined as " the atmosphere, the tendency, the setting or the climate that permeates the situation focusing on human behavior in origin or outcome" (Boy & Pine, 1988; Dorman & Fraser, 2009:77). In other words, it refers to the psychosocial environment rather than the physical environment.

Concerning classroom environment, Walberg(1991:67) shows that there exists strong connection between an individual's awareness of learning environment and his/her performance within that setting The more positive perception of the classroom environment a learner has, the better h/she learns. That is, classroom environment is a strong determinant of student cognitive and attitudinal outcome. (Dorman, Fraser & McRobbie, 1996:74).

Positive environments of learning, such as constructive ones, are student-based and centered on students' points of views are highly appreciated in which students are equipped with the prospects to express themselves. Such an environment assists learners to improve their skills of problem solving and their abilities of critical thinking (Rahimi & Ebrahimi, 2011:89).

A positive environment also plays a significant role in the development of students' psychosocial. Classroom environment influences student views, values and norms. If there is a democratic setting in the classroom, the students will develop democratic beliefs (Schmidt & Cagan, 2006:361).

On the other hand, an objective classroom environment assumes students to be passive learners who are expected to know the world as the teacher does (Rahimi & Ebrahimi, 2011:98). Such an environment is teacher centered and neither does it allow cooperative activities nor it values students' thinking.

1.2 Aims of the Study

The present study aims at :

1. Assessing Iraqi EFL students' perception of alienation and its effect on students' classroom engagement in learning English language as a foreign language.

2.Comparing EFL university students' perception of alienation according to their gender (Male & Female) .

1.3 Limits of the study

This study is limited to the first year students of English Department in College of Education for Humanities\ University of Diyala for the Academic year 2018-2019.

1.4 Hypothesis of the Study

It is hypothesized that :

1. Iraqi EFL students are not aware of alienation in classroom engagement in learning English language as a foreign language.
2. There are no statistically significant differences among Iraqi EFL university students' perception of alienation according to their gender (Male & Female).

1.5 Procedures of the study

To fulfill the aims of the study, the following procedures are adopted.

- 1- Selecting a sample from EFL Iraqi freshmen students' at English department. , for the academic year (2018-2019),
- 2- Constructing a questionnaire which investigate the awareness of EFL Iraqi freshmen students' at English department and applying it to the selected sample,
- 3- Analyzing the collected data by using appropriate statistical methods, and finally
- 4- Stating general discussion of results , drawing conclusions, recommendations and proposing several suggestions for future studies in this field of investigation.

2.Theoretical Background

2.1 Definitions of Alienation

New Mann(1981: 546) defines the concept of alienation as a theoretical phenomenon but has now attained sociological and psychological conceptualizations that incorporate concepts of disconnectedness, seclusion and estrangement of individuals from the modern world".

Mann (2001: 8) states that it refers to as “the state or experience of being isolated from a group or an activity to which one should belong or in which one should be involved”.

Geyer (2001:390) also explains the term of alienation as “a subjectively undesirable separation from something outside oneself or even inside oneself”.

Alienation has commonly been referred to as "a multidimensional construct that includes isolation, normlessness, meaninglessness, and powerlessness. (Dean, 1961: ; Seeman, 1959:783).

Alienation is a term used to describe student estrangement in the learning process (Brown, Higgins, & Paulsen, 2003: 6).

2.2 Characteristics of Alienated Students

Alienated students have several features. Hyman and Snook (2001:133) emphasize that amongst the features of alienated or estranged students are students' absence and their high rate of breaching school rules.

Joo and Han (2000:125) state that there are different characteristics which are clarified alienated students such as : "the specific characteristics of alienated students which can be illustrated in the following points:

- The alienated students are quiet and passive.
- Alienated students are defensive and sensitive toward other student's feelings.
- Alienated students usually do not admit that they are alienated.
- The more students confront their alienation, the better they cope with problems.
- the alienated students do not like to stay long in the classroom.
- The alienated students feel that they prefer to be involved in art and sporting activities.
- Finally , estranged learners encounter problem in the feeling of being belonged to the place of education ; i.e their school or college.

2.3 Theoretical Perspectives

Concentrating particularly on student learning in the present framework of their college, Calabrese & Seldin (1986:145; Kottkamp & Mansfield, (1985:234) suggests a variety of theoretical aspects that can be utilized to shed the light on what can be an alienating occurrence. There are seven aspects that can be expressed concerning the clarifications they offer for the sources of an estranged learner condition:

1. Alienation as an outcome of the post-modern concentration on functionality, utilitarianism and ability.
2. Alienation as a consequence of the means in which academic context makes student character.

3. Alienation as a result of the experiment of being an outsider in the academic domain.
4. Alienation as a reaction of a context which needs compliancy rather than creativity.
5. Alienation like a product of disabling assessment conventions.
6. Alienation as an outcome of evaluation process which implement control and docility by the medium of exams, learning bulletins, learning conventions, etc.
7. Alienation like a strategy of self-conservation, to avert assignation with the risk-taking which learning involves.

Schabracq and Cooper (2003:53) discriminate between two types of alienation: major alienation; wherever one is well formed that something is unusual, and minor alienation; where one does not conceive this even if one's situations are certainly not typical. In the second kind of alienation they consider it as a "known resulting path in the second phase of a human stress operation.

Mann's (2001:57) divided the perceptions into three classifications describing different areas of the learning practice the learners have experienced. The first kind deals with learners reasons for contributing whether in college or university (admitting in higher education society), the second type to students' practices of entry into university ('fitting into the society of higher education), and the third to power relations in assessment experiences ('Remaining in the community of higher education").

2.4 Dimensions of Alienation

Newmann (1981:89) recognized four essential traits of student alienation; normlessness; meaninglessness; social isolation; and powerlessness. Powerlessness represents student insight of absence of personal power in learning. Normlessness reveals deficiency of suitable rule-controlled performance (e.g., academic falseness). Meaninglessness defines alienated learners' reading of syllabus as unrelated to their present and future requirements. Isolation and departing from other colleagues and instructors illustrates the social seclusion. Alienation is a beneficial concept for perceiving the tools related to unwanted learner results and in evolving strategies to avoid learner academic breakdown. (Redden, (2002:98) ; Taylor, (2000:77); Thorpe, (2003:98).

Students' alienation is commonly described in terms of five specific dimensions:

- Meaninglessness,
- Powerlessness,
- Isolation,
- Self-estrangement ,
- Normlessness (Brown, Higgins, & Paulsen, 2003; Hoy, 1971; Keating, 1987; Roberts, 1987; Seeman, 1959).

1. Powerlessness:

Powerlessness refers to the students' inability to control their own power toward the matters they encounter at school. An example of student powerlessness is when the student complains about the process of teaching and learning, and find that their complaints are unheard or not responded to. (Brown, et al., 2003:39).

It states that the expectation or probable thought by the learner that his/her own performance could not figure out the results, or the assistance, he or she looks for (Seeman, 1959:784).

Regarding learners' powerlessness, this would indicate to a shortage in personal power over his or her case inside university. The student feels that s/he is being influenced by college administration and there is little s/he can do to manipulate her/his future in college.

2. Meaninglessness

It implies that

- Learners' inability to manage the significance of lesson tasks for their benefit (Brown, et al., 2003:40).
- Students experience meaninglessness when they see no reason for taking a class in college.
- Here, students may feel that the world is not reasonable to them.
- To eliminate meaninglessness, students should be educated on the importance of every skill and piece of knowledge that they acquire in school. This meaninglessness results in students' passive involvement in learning, and breeds apathy. (Brown, et al., 2003:40).

3. Isolation

Seeman (1959:748) defines the estranged student as an individual who gives low reward significance to objectives or principles that are naturally very much cherished in a certain society.

- The isolation may indicate to the state where students do not internalize the college or even school goals as part of their own study objectives.
- Such a rejection separates the student from others, decreasing their common responsiveness and losing their interest in important class activities.
- This problem may be solved by increasing social integration in the classroom through group projects, class discussion and other group activities.

4. Normlessness

Normlessness refers to the circumstance whereby rules and regulations used to control behavior and conduct do not effectively take place. An example of this dimension is students who cheat in examinations in order to obtain rewards from parents or others, by finding ways outside of norms practiced by the educational institutions (Brown, et al., 2003:41).

In other words, a normlessness condition in school may refer to the state where students achieve their own objectives using any means, such as breaking the rules or passing over their own personal responsibility.

5. Self-estrangement

The self-alienated learner is the person who fails to find any of self-fruitful activities (Seeman, 1959:875).

- In this case, students may lose their basic fulfillment toward study in college.
- Students suffer from loneliness and frequently want to drop out of the college (Brown, et al., 2003:43).
- Loneliness may be due to shyness on the student's part.
- Thus, shyness may cause loneliness, and loneliness is an aspect of self-estrangement that may be felt by students.

Alienation in the case of English language learning and teaching includes a separating connection that represents:

- Emotional disengagement between learners and their instructors;
- Resulting in students' tightness and obstruction (Johnson, 2005:45).

In contrast, the first three domains can work in separation from one another or in performance in any combination and could probably be anticipated to substitute in reaction to variables such as time, specific activities and other lifestyle effects. (Mcinerney & Mcinemy 2003:456).

2.5 The Classroom Environment

The understanding of Alienation in the learning context can be well-defined as: the separation of the student from what they ought to be involved in, explicitly the subject and course of their study. (Mann, 2001: 8).

Mann (2003:9) refers to classroom environment as a classroom setting where the instructor and the learner appear to be estranged from each other through a shortage of information about the different experiments each has of being directly in the same classroom, which looks to restrain how they perform and cooperate in it. Both learners and the instructor go through with no activity as problematic, but each understands the importance of this and works on this in a different way. Students have a feeling of being restrained from participation; the instructor feels forced to work in regard to his clarification of the attitude of the class. This may contain the feeling of being inhibited, congested, withdrawn, separated or secluded from the state in which they are learning, and the study processes and learning practices, both on specific and social levels, which are essential element of their certain learning discourse.

2.6 Communicative Action to Facilitate learning

Habermas as cited in (Outhwaite, 1996:11–12) suggests a concept of communicative action whose goal is getting shared understanding and procedure on the basis of that conception: speaking about certain affairs, involving ourselves, simply has an idea if ones are really serious about it and can

nonetheless see the opportunity of getting an agreement as independent and equal associates in conversation.

This communication relies on the basic assumptions that what the interlocutor states is right, is naturally anticipated and suitable. For such use of language to satisfy the standards of communicative action, these assumptions ought to be ready for any question. Therefore, if a lecturer examines students to present a performance for a virtual session, the students ought to presume that the lecturer is expressing the fact, is straight, and the request is fitting to the standards and protocols of the learning situation. It should also be feasible for students to ask the truthfulness of the seminar, and the authenticity and suitability of the request. Consequently, there is a significant emphasis in this concept on openness to test

2.7 Alienation and Engagement For Understanding Student Learning

It is stated that the idea of alienation and engagement suggest a creative different viewpoint for characterizing the learner experience of learning in university, compared to current main aspects for instance that suggested by methods to learning and relevant concepts.

Tomlinson (2002:9) states that a learner's alienation is all about founding an setting which calls for learners to learn. She recognized five significant standards:

1. Affirmation- it is vital for learners to know that they are approved, secured and understood.
2. Contribution- each learner is required to perceive that they can influence and affect, that they can create and that their standpoint is appreciated. That they support others to be successful in the lesson and that they are associated by a mutual work objective.
3. Purpose- learners are required to recognize and feel in what they make at college or school, realize the importance in it and identify that the tasks they sort out affect the world.
4. Power- learners are necessary to consider that what they acquire is valuable and is going to support them on their course outside the classroom. They are required to be capable of making other options which lead to their success.
5. Challenge- assignments are essential to cover the students and they are required to recognize whenever they persist and study hard they can by and large successful, that they are responsible for their own progress and that they participate to the progress of others.

3. Procedures

3.1 Population & Sample

In general, the community is well-defined as any group of materials, persons, etc., which have in common some known and noticeable features from which part of examinees can be nominated. (Richards et al,1992: 282).

The data collected at this time are claimed to give the researcher a picture of what might be expected to occur in the period between the shortest and the longest times of exposure in this experiment (Hatch, 1978:35). The community of this study is composed of (100) students of the first year grade (freshmen),

English Language Department, College of Education for Humanities, University of Diyala during the academic year (2018-2019).

Gender	Male	Female	Total
No. of Participants	40	170	210
Sample	19	81	100
Pilot Sample	9	39	48

Table (1) The Population , Sample and the Pilot of The Study

3.2 Instruments of the Study

3.2.1 Interview

In order to achieve the aims of the study, the researcher has designed an interview questions are followed:

1. What do you feel motivates your ex-partner's alienating behaviors?
2. How have you coped with the alienation? What impact has it had on you
 - a. Emotionally
 - b. Physically
 - c. at work
 - d. socially
3. How often, if at all, as your ex engaged in stalking or harassing behaviors with you ? Could you describe them?
5. Have you ever found yourself doing things that could potentially be alienation the students from the other parent? How did you handle this?
6. What do you feel motivates your ex-partner's alienating behaviors?

3.2.2 Questionnaire

The tool utilized to survey the level of alienation of particular subjects is the questionnaire in (Table 2). After analyzing the results obtained from the open questionnaire, the researcher construct the closed questionnaire and considered it as the main instrument of the present study. It contains of 18 items. The type of questionnaire used in this research is Likert- scale questionnaire, (5) **Strongly agree** (4) **Agree** (3) **Neutral** (2) **Disagree**, (1) **Strongly Disagree**. In this scale, students can show how strongly they agree or disagree with the items of the questionnaire, i.e, there is a graduation in attitudes. The instrument was revised

based on the remarks of specialists and the outcome of the pilot study for the face validity.

No .	Items	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1	Rarely I have feeling of being lonely in the class.					
2	I am not invited by friends as usual as I wish.					
3	Most learners nowadays rarely feel secluded.					
4	Actual friends are not ever to find.					
5	One can usually find friends if s/he shows himself sociable.					
6	The class in which we study is mostly a welcoming place.					
7	There are few reliable relations between students any more.					
8	students are just indeed responsive and supportive.					
9	I am not motivated to see friends as usual as I'd like.					
10	I feel afraid about the future of dealing with today's students.					
11	Occasionally I feel that other learners are exploiting me.					
12	It is scary to be accountable for the progress of a novice learner.					
13	What you achieve in lifetime is generally more essential than the manner you set about achieving it.					
14	Student's thoughts shift so much that I ask if we'll ever have anything to rely on.					
15	The whole thing is open-ended and there just aren't any certain guidelines to adhere to.					
16	With so many faiths around an individual doesn't really recognize which one to have faith in.					
17	The only thing an individual can be certain of today is that s/he can be sure of nothing.					
18	I always ask what the meaning of life indeed is.					

(Table 2) Students' Awareness of Alienation in Classroom Engagement Questionnaire

3.3 Face Validity

The most important feature to consider when selecting or constructing an evaluation instrument is validity. Face validity indicates to the manner the test appearances to the examinees, administrators or in general to the subjects concerned with the teaching of students (Al- Juboury, 2000:23).

To confirm face validity, the questionnaire is submitted to a jury of experts in English language teaching field. They are mainly required to decide the appropriateness of the questionnaire items to the sample of the study, and to suggest and make the essential recommendations for addition, modifications or even deletion that enhance and improve the questionnaire items. The jury have agreed that the questionnaire and the procedures are suitable except for some modifications which have been taken into consideration.

The jury of experts consist of the following members whose names are arranged according to their scientific titles:

1.Prof. Khalil Ismail Rijia (Ph.D) College of Education for Humanities, University of Diyala.

2.Prof. Sami Abdul Azeez Alma'mouri (Ph.D). College Of Education, University of ALyarmouk.

3. Asst. Prof. Zainab Abbas (Ph.D) College of Education for Humanities, University of Diyala.

4. Asst. Prof. Ghazwan Adnan Mohammed (Ph.D). College of Education for Humanities, University of Diyala.

5.Asst. Prof. Liqaa Habeb (Ph.D). College of Education for Humanities, University of Diyala.

3.4 Reliability of the Study

Lado (1961:330) stated that reliability means the constancy of marks for the same persons. If the marks of the students are constant, the test is dependable, if the marks tend to vary without ostensible reason, the test is undependable.

The questionnaire scale was chosen for many reasons. Firstly, it supports the examination of the individual constituents of alienation separately, in addition to the entire concept, through supplying more understanding into the problem. Secondly, it is consistent, consequently forming figures accessible in terms of

reliability and validity. Furthermore, its extent and setup was pragmatic for administration to all the class in the time available.

3.5 Pilot Administration

The main purpose of the pilot study is to find out the acceptance of the questionnaire instruction. To make a pilot study, 48 students of English are chosen in a random way from the English Department\College of Education for Humanities\ University of Diyala. This was on Monday ,4th, March, 2019.

The findings of the pilot administration reveal the followings :

- 1.The students are accomplished to answer all the questionnaire items.
- 2.There is no serious ambiguity in the instructions of the questionnaire.

3.6 Administration of the Questionnaire

After attaining face validity, the questionnaire in its last version managed to students of English language department\College of Education for Humanities, it has been administered at different days to the selected sample, starting from Monday 11th, March,2019. The three sub-scales of Powerlessness, Social Isolation, and Normlessness were driven to produce the reliant factors. Items number 1, 3, 5, 8, 11, 14, 17 on the survey were set to the first, Social Isolation. Items number 2, 6, 9, 13, 15, 18 were set to the second, Powerlessness. Items number 4, 7, 10, 12, 16 and were input to the third, Normlessness. A set copy of the instrument is available in Table 2.

3.7 Results and Discussion

To explore the hypothesis of this study which states " to examine the relationship among college student alienation , and academic achievement". The answers of the surveyed subjects were examined by using the weighted mean. The mean mark of the subjects was (3.4) in comparison to the theoretical mean (30). This result indicates that the score mean is lower than the theoretical one. Accordingly, the hypothesis that mentioned above is verified and accepted.

Table (3) Measure of Student Statistics

Sex	Mean	Range	SD
Male	3.3	8-15	1.7
Female	3.4	9-18	1.7

Table (4) The Responses of The Subjects

Item	Item No.	Mean Rating	SD
Social Isolation	1, 3, 5, 8, 11, 14, 17	4.3	1.9
Powerlessness	2, 6, 9, 13, 15, 18	3.8	1.6
Normlessness	4, 7, 10, 12, 16	5.7	1.0

4. Conclusions

It can be concluded that characteristics of alienated students in the research findings as observed by the researcher such as:

- a. Keeping silent
- b. Taking the seats in the corner
- c. Looking busy with their own affairs and concerns.
- d. Are always late into their class
- e. Being apprehensive and never interacting with other peer learners.

The findings of the study reveal that classroom environment certainly has an effect on student engagement and learning. The most important element of such an environment is the teacher's attitude. A sincere, kind, friendly, and tolerant teacher is what students consider the most important component in their learning and achievement because it is the best motivating factor. They expect their teacher to establish a good relationship with them and they are also aware that this is only possible with good communication skills. Students also believe that an effective teacher should very well cater to their individual learning needs. This includes paying attention to different learning styles and teaching methods as well as designing the learning tasks and activities in a variety of ways to appeal to students' interest.

As a consequence, classroom environment is a significant factor which influences student learning. Furthermore, teacher attitude, peer attitude, task and material varieties are the main variables determining whether students are engaged and learning or are alienated from learning. Finally, it can be concluded that classroom environment is a fact which determines student achievement or failure.

5. Recommendations

In the light of findings and conclusions of the study , the following recommendations are made:

- 1- Raise awareness of the students to keep them from being alienated at college.
- 2- Activating the role of institutions operating in the field.
- 3- Encourage students to contribute to the support of the subject by providing a simple groups by engaging them in everything useful all of these help the students to create a spirit of cooperation between them and develop the skills of their activities and extra- curricular .
4. Providing appropriate opportunities to reduce this phenomenon.
5. Warm and friendly relationships between students and mutual respect.
6. A range of course options which gives the emphasis to both practical and theoretical knowledge and to practical and theoretical skills
7. Comprehensiveness, not merely in the range of students for whom they cater but also in the range of educational services they offer‘
8. An awareness that the prime purpose of their existence is to serve all students while they are within the compulsory schooling period
9. Programs consistent with the notion that all post-school options for students require them to be able to function autonomously and effectively.

أدراك طلبة الجامعة العراقيين الدارسين للغة الانجليزية لغة أجنبية للاغتراب وآثاره على
المشاركة الصفية

م . نهى عامر كامل

جامعة ديالى/كلية التربية للعلوم الانسانية

Softy.rose@yahoo.com

الملخص

ليس من الضروري أن نقول إن الاغتراب هو عزل الفرد عن العالم الخارجي ويبقى وحيدا ، ولكنه قد يكون حاضرا مع أقرانه ولكنه يشعر بالغرابة في مجال معين وهذا هو ما تم بحثه في الدراسة الحالية من خلال إجراء دراسة نوعية على عينة من طلاب اللغة الإنجليزية كلغة أجنبية في المرحلة الأولى في قسم اللغة الإنجليزية - كلية التربية للعلوم الإنسانية - جامعة ديالى.

ولتحقيق أهداف الدراسة واختبار فرضياتها، تم بناء استبيان لقياس مستوى وعي وإدراك طلبة الجامعة الدراسي اللغة الإنجليزية لغة أجنبية في دراسة تأثير الاغتراب على مشاركة الطلاب في الفصل في اللغة الانجليزية . حيث يغطي الاستبيان ٨ مجالات التي تحتوي على (١٨)فقرة التي يتم قياسها باستخدام مقياس ليكرت الخماسي - والذي يبدأ ١ = أبدا و ينتهي ب ٥ = دائما. وقد تم عرض الاستبيان إلى لجنة تحكيم من الخبراء لغرض التأكد من صلاحيتها من خلال الصدق الظاهري. وقد استخدمت طريقتين لحساب معامل ثبات الاستبيان.

من ناحية أخرى ، يتكون الاستبيان من ١٨ سؤال. كما ان العدد الإجمالي للعينة المختارة هو (١٠٠) عبر (١٩) ذكور و (٨١) طالبة للمشاركة في استبيان المقابلة والاستبيان لتحقيق البيانات الكمية.

تم تصميم المقابلة ايضا كأداة لجمع مصدر أكثر ثراء للمعلومات. يتضمن أربعة أسئلة تصف تأثير تعلم بيئة الفصل على تنفير الطلاب وكذلك للتحقق من تصورات الطلاب وآرائهم ومشاعرهم تجاه كفاءتهم في المشاركة في الفصل.

لذلك ، ستلقي الدراسة الحالية الضوء على أهم ميزات الطالب المغترب في اللغة الانكليزية مثل العزلة ، والعجز ، والشذوذ ، وكسر التواصل المناسب مع مدربيهم في المشاركة في الفصول الدراسية.

وفي ضوء تحليل النتائج المستخلصة من خلال إجراءات هذه الدراسة أوصت الباحثة بعدة توصيات ذات العلاقة .

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