Young Learners of English (YLE) Teachers' Vision of an Ideal Classroom Environment: Factors and Variables

Mohammad Hadi Mahmoudi (Corresponding author)
Department of English, Bu-Ali Sina University, Iran
mhmahmoodi@basu.ac.ir

Mohammad Ahmadi-Safa
Department of English, Bu-Ali Sina University, Iran
m.ahmadisafa@basu.ac.ir

Narges Zareian
Department of English, Bu-Ali Sina University, Iran
n.zareian@ltr.basu.ac.ir
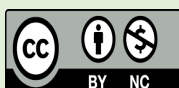
Abstract
What we know about the vision of an ideal Young Learners of English (YLE) classroom environment is only limited to a number of small-scale qualitative studies that have explored the development of teachers' vision throughout their careers. This gap prompted the researchers of this study to pursue the development of a psychometrically valid measure of the factors involved in teachers' vision of an ideal YLE classroom environment. To this end, an item pool was developed based on an extensive literature review, expert opinion, and interviews with 60 YLE teachers. Next, the first version of the questionnaire was administered to 366 YLE teachers from different cities of Iran. Confirmatory factor analyses through structural equation modeling procedures were applied to the data obtained to test the validity of the hypothetical model. Rounds of statistical analyses and the follow-up remodeling led to a final measurement model of a questionnaire with 23 items tapping into five factors of learner characteristics, attitudes toward the course, teacher characteristics, classroom environment, and organizational impact. The results of this study empirically support the multidimensionality of YLE teachers' vision of an ideal classroom environment and yield a relatively concrete measure of the construct.

Introduction

The notion of vision has recently gained heightened interest in applied linguistics and particularly foreign/second language (L2) motivation research (Dornyei & Kubanyiova, 2014). Such increasing attention might be due to the importance of teachers' cognition and emotion in providing pedagogical support in today's sophisticated teaching/learning processes. In this respect, education experts have introduced visioning as an ongoing reflective process that has its roots in idealism and gives teachers a strong understanding of oneself and a conscious control of one's actions (Parsons et al., 2014). Visioning embodies images of what teachers consider as a sense of "reach" in their classroom, which can inspire and motivate them to reflect upon their practice (Hammerness, 2001). Visioning can develop professional dignity and give teachers the strength to go beyond pedagogical competence and remain in the profession in the face of pressure to conform and comply (Duffy, 2002). Teachers' vision might be very helpful in Young Learner (YL) classes where the rate of turnover is higher than many other professions (Carver-Thomas & Darling-Hammond, 2017).

Literature Review

Many reasons are named for why YL teachers depart from their jobs (Zohrabi & Khalili, 2023), including teachers' job burnout, low salary and learner misbehavior. In terms of teaching a foreign language, Young Learners of English (YLE) teachers face considerable challenges in classes as the learners may only rarely encounter the language outside the classroom and may find the tasks difficult, boring or a waste of time in the early stages of learning (Cameron, 2003). Young learners enter school with implicit notions about the world, which might support or hinder learning, and they need generous support in making sense of their ideas and explorations to motivate them to persist in learning (Carrier et al., 2020). On the other hand, many stakeholders view teaching as deceptively simple and adopt the "anybody-can-teach" approach (Duffy, 2005), which might drive them to recruit teachers who do not have a clear concept of the requirements of an ideal YLs classroom. Consequently, many teachers experience high attrition levels because they strive toward ideals that are miles away from the realities of the classroom environment (Sydnor, 2017). Such classes need veteran teachers who have a vivid vision of an ideal classroom environment to bring together their passions with their knowledge about how and what young learners should be learning (Hammerness, 2006).

Kubanyiova (2006) emphasized raising awareness of teachers in generating conducive learning environments in the EFL school context. Considering L2 motivation theories, group dynamics, and educational psychology, she designed a questionnaire called "L2 classroom environment" to measure students and teachers' perceptions of their classroom environment. In this respect, the author provided some evidence to discuss several outer-context-specific factors which affect teaching practice such as teacher motivation, professional development, and the constraints imposed by the school context.

What we know about YL teachers' vision is largely based upon a limited number of studies, and, to the best of the researchers' knowledge and effort, there are no research-based markers that can be used to gauge teachers' vision in the YLE environment in Iran. This absence might

partially be due to the fact that Iranian educational system lacks a dedicated educational capacity for YLE teacher training. Iranian young learners do not have English courses in public schools until they turn 12, resulting in many attending private language institutes which are largely influenced by language education market (Moradkhani & Haghi, 2017). On the other hand, many YLE teachers find themselves teaching in YLE classes for which they have not received proper training and they do not have a clear schema of an ideal classroom environment. On this basis, investigating the properties of teachers' vision and their incentive for accomplishing their imagined ideal future is expected to present a deeper understanding of what drives teachers' motivational function in their actual classes (Dornyei & Kubanyiova, 2014). Furthermore, documenting YLE teachers' vision and its development might help educators provide practical strategies in different contexts to motivate teachers to transfer fresh perspectives into their teaching practice in their classes and promote language learning.

Although a number of qualitative studies have addressed teachers' vision of an ideal teaching environment and its development throughout their career (e.g., Hammerness, 2003, 2006; McElhone et al., 2009; Parsons et al., 2014; Parsons et al., 2017; Zareian et. al., 2023), not much has been done to measure teachers' vision of an ideal classroom environment quantitatively. The primary reason for the scarcity of studies with quantitative design could probably be due to the challenges of defining and operationalizing this construct. To partially fill this gap, this study attempted to provide insight into the main features of an ideal YLE classroom and to develop an instrument to allow for the measurement of the construct and thereupon, its empirical investigation.

The studies briefly reviewed above highlighted the importance of visioning an ideal classroom environment and how it affects EFL teachers' motivation to acquire pedagogical skills in various aspects and to remain in the profession. More specifically, envisioning an ideal classroom environment seems to be essential to how teachers practice and negotiate their thoughts of what works best for their learners in their classroom contexts. Thereby, a valid and reliable tool for measuring teachers' vision of an ideal classroom environment could give a detailed analysis of what goes on in teachers' minds and determine what aspects of their visualization need to change or be more outlined or specified. On this basis, the current study aimed to develop and validate a scale of YLE teachers' vision of an ideal classroom environment and explore Iranian YLE teachers' opinion about it. Moreover, the study sought to examine which identified YLE teachers' vision factors might remarkably influence the effectiveness of an ideal classroom environment and to emphasize the importance of each factor in an Ideal YLE classroom environment for the teachers.

Method

Participants

Different groups of participants took part in different phases of this study (see Table 1). The initial sample for the interviews consisted of 60 teachers, 40 novice teachers with about a year of experience and 20 experienced YLE teachers who had at least 5 years of teaching experience. The Novice teachers were 20 years old on average, and their educational background ranged from high school to bachelor's degree, and the experienced teachers were 28 years old on

average, and their education ranged from high school diploma to master's degree. All of the experienced teachers were female, but there were 5 male teachers in the novice group.

Table 1. *Demographic Information of the Participants*

Participants	Number	Age (Mean)	Years of teaching experience (Range)	Gender Male	Female
Novice (First interview)	40	20	0-1	5	35
Experienced (First interview)	20	28	5-12	-	20
Experts	5	42	12-22	4	1
Native	1	35	10	1	-
Teachers who left comments	15	25	5-14	2	13
Final administration	366	25.04	1-25	46	320

The item pool was reviewed by five experts in the field, three of whom were university professors and two were experts with more than 12 years of experience in teaching YLE. A native speaker of English, who had an MA in English Teaching as a Foreign Language (TEFL) and had taught in YLE classes for more than 10 years, read the questionnaire and nativized its language. Moreover, 15 YLE teachers who were teaching YLE in Iran sat for an interview individually to give their comments about the instrument.

The last group of participants consisted of 366 YLE teachers, 320 females (87.43%) and 46 males (12.57%), were asked to fill out the questionnaire. They were 25.04 years old on average and had been working as YLE teachers for 1 to 25 years in different private language institutes.

Instruments

Development of the Questionnaire Items

To develop the ideal YLE classroom environment questionnaire, first, an extensive review of literature was carried out. This comprehensive review enabled the researchers to examine the available models of ideal classroom environment and their components. Then, some items were adopted from multiple sources (e.g.,Carrier et al., 2020; Cheng & Dornyei, 2007; Dornyei & Ushioda, 2011; Gibbs & Powell, 2012; Hammerness, 2003, 2006, and 2008; Karimi & Norouzi, 2019; Kubanyiova, 2006). Next, we designed a semi-structured interview. The interview questions were adopted from Zareian et al. (2023) to explore the teachers' perceptions of an ideal YLE classroom (Appendix A). Then, 60 YLE teachers were interviewed and their responses were transcribed and content-analyzed. Based on this analysis, some items were developed and added to the existing pool of items. Accordingly, 94 items were developed for the first version of the questionnaire. On the basis of both reviewed literature and content analysis of the obtained interview data, the items were classified into five subcategories: 1) Learner characteristics, 2) Attitudes toward the course, 3) Teacher characteristics, 4) Classroom environment, and 5) Organizational impact. Table 2 indicates the list of the proposed components, the related themes, and exemplar item(s) for each component.

Table 2. *Initial Components and Extracted Themes on Ideal YLE Classroom Environment*

Component	Theme	Example items
Learner characteristics	Motivation Cooperation Self-confidence and commitment Politeness	Learners feel responsible for their own learning.
Attitudes toward the course	L2 culture and community Attitudes toward the course	Learning English is interesting.
Teacher characteristics	Rapport Teaching/ L2 competence Promoting learner autonomy	The teacher notices learners' contributions and progress
Classroom environment	Class atmosphere Physical environment	The chairs are arranged in a way that promotes interaction
Organizational impact	Institutional issues	The teacher feels satisfied with their salary.

In the next step, the tentative scale was evaluated and reviewed by five experts in the field, a native speaker of English, and 15 YLE teachers. They sat for an individual interview to give their comments about the questionnaire items and to ascertain whether they could easily comprehend the items at the sentence level and whether they recognized them as contextually acceptable. The purpose of this step was to get a professional opinion on the components of the model and to use the experts' judgments concerning item redundancy, clarity, and readability (Dornyei, 2003). The interviews were tape-recorded and transcribed to be qualitatively analyzed. The results showed that the experts' categories corroborated the researcher made model and no new theme was added. However, some redundant items were discarded and some items were revised based on the comments received from the experts. As a result, 35 items tapping into five categories remained in the questionnaire. The categories were Learner Characteristics (LC, defined by 7 items), Attitudes toward the Course (AC, defined by 5 items), Teacher Characteristics (TC, defined by 13 items), Classroom Environment (CE, defined by 6 items), and Organizational Impact (OI, defined by 4 items) (Appendix B). Then, the questionnaire was subjected to another round of content refinement and validation by a panel of two other experts in the field of applied linguistics. In addition, the content validity ratio (CVR) was used to eliminate or retain the items based on the panelists' ratings (Lawshe, 1975). The CVR values indicated that all of the items reached the minimum CVR requirements (i.e., 0.99 or 1) to meet the five percent level proposed by Lawshe (1975). Finally, a questionnaire consisting of 35 five-point Likert scale items ranging from 1 (strongly disagree) to 5 (strongly agree) was developed and a demographic information section was added to the end (Appendix B).

In addition to the initial demographic information section, the questionnaire consisted of 35 five-point Likert scale items ranging from 1 (strongly disagree) to 5 (strongly agree) which was subjected to another round of content refinement and validation by a panel of two other experts in the field of applied linguistics. In addition, the content validity ratio (CVR) was used to eliminate or retain the items based on the panelists' ratings (Lawshe, 1975). The CVR values

indicated that all of the items reached the minimum CVR requirements (i.e., 0.99 or 1) to meet the five percent level proposed by Lawshe (1975).

Construct Validation of the Developed Questionnaire

To validate the designed questionnaire, first, it was distributed online via electronic-based technology, ensuring it reached a large diverse population (Lefever et al., 2007). In this respect, 429 YLE teachers at different private schools in Tehran and other provinces of Iran completed the questionnaire. Upon initial inspection, 63 of the questionnaires were removed from the subsequent analysis since they were improperly completed. After conducting an initial data screening and descriptive analysis of the responses, no atypical behavior concerning variability and central tendency were identified (means between 3.06 and 4.56, with standard deviations of 1.12 and 0.70). To estimate the reliability of the questionnaire, Cronbach's alpha measure of internal consistency was used the results of which turned out to be 0.89 for the total instrument. For three individual factors, the alpha was above 0.8. However, for *teacher characteristics* and *classroom environment,* the values were 0.73 and 0.71 respectively. Subsequently, the developed model underwent Confirmatory Factor Analysis (CFA), a data reduction approach that evaluates the construct validity of the instrument based on a priori expected factors (Shultz & Whitney, 2005). The Analysis of Moment Structure (AMOS) was used to analyze the goodness of fit of the proposed theoretical model following Fornell and Larcker (1981), Hair et al. (2010, 2014) and Mantilla et al. (2012, 2019).

Confirmatory Factor Analysis

Once the hypothetical model was tested through AMOS, the researchers examined a set of typical fit indices (Bentler, 2006) and the results indicated that some of the measures were below the standard threshold level (CFI=0.79, NFI=0.71, TLI=0.77, RFI=0.69); on this basis, a measurement model modification was inevitably carried out and a number of questionnaire items including items 1, 5, 13, 14, 15, 16, 22, 23, 24, 25, 26 and 27, with factor loadings below .50 were discarded (Byrne, 2013).

Next, the resulting curtailed model was retested and fit indices were rechecked and evaluated (Table 3).

Table 3. *Evaluation of the CFA Goodness of Fit*

Criteria	Fit of the Measurement Model	Threshold				Evaluation
		Very Good	Good	Mediocre	Bad	
CMIN	621.85	-	-	-	-	-
DF	219	-	-	-	-	-
CMIN/df	2.84	≤ 1	1 – 2	2 – 5	> 5	Mediocre
CFI	0.90	≥ 0.95	0.9 - 0.95	0.8 - 0.9	< 0.8	Good
NFI	0.85	≥ 0.95	0.9 - 0.95	0.8 - 0.9	< 0.8	Mediocre
TLI	0.88	≥ 0.95	0.9 - 0.95	0.8 - 0.9	< 0.8	Mediocre
RFI	0.83		The better the closer to 1			Mediocre
RMSEA	0.07	≤ 0.05	0.05 – 0.08	0.08 – 0.1	> 0.1	Good

Among goodness-of-fit indices, some critical measures including χ^2/df ratio (2.84), CFI (0.90), and RMSEA (0.07) were at acceptable or good level and hence the modified model was deemed as just identified.

Finally, the structural relations of the model components were explored based on the obtained data from a sample of 366 participants with a 23 five-point Likert scale measurement model and the final structural model was achieved (Appendix C).
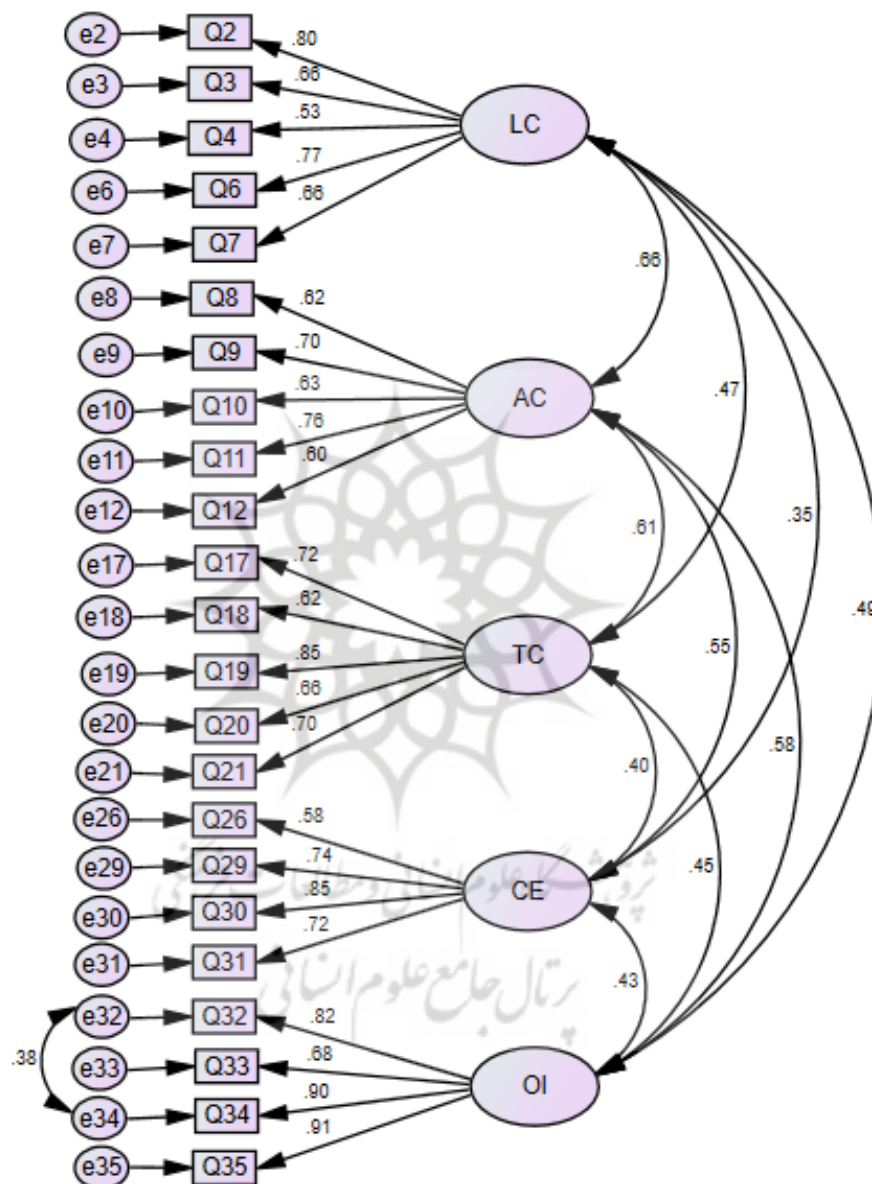

Figure 1 *Final Structural Model for "Ideal YLE Classroom Environment"*

As Figure 1 indicates, CFA confirmed a five-factor model (i.e., Learner Characteristics, Attitudes toward the Course, Teacher Characteristics, Classroom Environment, and Organizational Impact). Furthermore, the composite reliability (CR) and convergent validity for each factor were estimated (Table 4) and the results verified that the composite reliability of all the variables was above 0.7, which is deemed acceptable (Hair et al., 2014). As Fornell

and Larcker (1981) indicate, an acceptable convergent validity as the average variance extracted (AVE) needs to be at or above 0.5 (≥ 0.5) and lower than CR. On this basis even the second and the third components (LC and AC) the AVE of which turned out to be .47 and .44 respectively were deemed acceptable (Fornell & Larcker, 1981; Hair et al., 2010). In addition, discriminant validity of the components was also guaranteed as the average variance extracted (AVE) was higher than the maximum shared variance (MSV) for all factors (Hair et al, 2010) and he Maximum reliability (MaxR [H]) was also higher than 0.8 for all model components.

Table 4. *The Final Measurement Model Indices*

	CR	AVE	MSV	MaxR (H)	TC	LC	AC	CE	OI
TC	0.83	0.50	0.37	0.85	**0.71**				
LC	0.81	0.47	0.43	0.83	0.46	**0.69**			
AC	0.79	0.44	0.43	0.80	0.61	0.65	**0.66**		
CE	0.81	0.53	0.30	0.84	0.40	0.35	0.55	**0.72**	
OI	0.90	0.69	0.33	0.92	0.45	0.49	0.57	0.43	**0.83**

As indicated in Table 4 above, the correlation between the A*ttitudes toward the Course* and *Learner Characteristics* was at the strongest (0.65), while the correlation between *Classroom Environment* and *Learner Characteristics* was found to be at the lowest level (0.35). The overall Cronbach alpha of the final measurement model was also turned out to be 0.90.

The verified Structural Model of relations among the model components was also derived out of the structural equation modeling analyses (Figure 2).
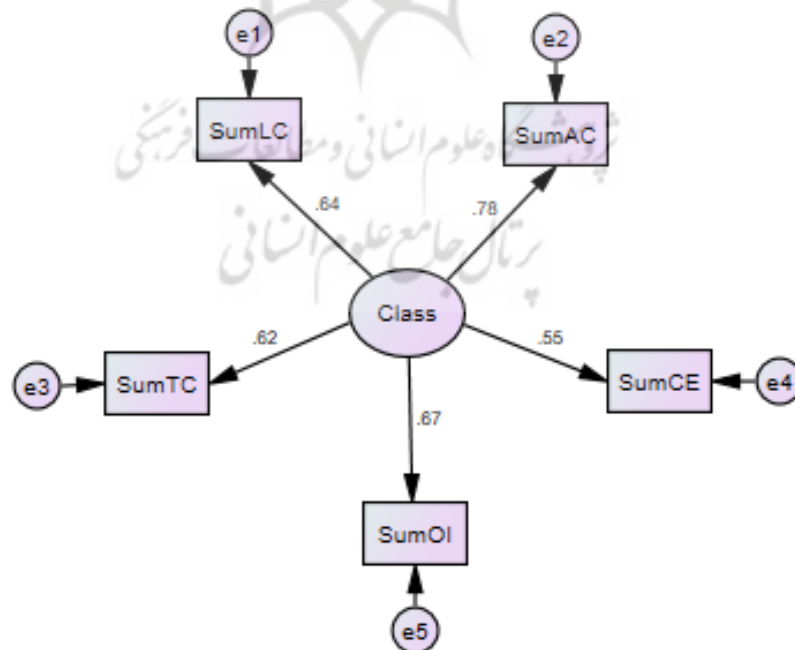

Figure 2. *Final Unidimensional Structural Model of "Ideal YLE Classroom Environment"*

The final structural model indicated that a single common factor (i.e., *Ideal YLE Classroom Environment*), as a higher order factor, was sufficient to account for the correlation of five lower order factors. For this model, all item parameter estimates were statistically significant at p<.001 and the structure coefficients of the five subcategories ranged between .55 and .78 on the construct of an *Ideal YLE Classroom Environment,* supporting convergent validity (Kline, 2011). As shown in Figure 2, the path from *Ideal YLE Classroom Environment* to the attitudes towards the course (AC) was the strongest compared to the other paths, revealing the essential role of AC in an YLE classroom environment.

Results

In order to explore the teachers' vision of an ideal YLE classroom environment in general and each individual factor of the verified measurement model in specific, descriptive statistics were applied to the obtained questionnaire data and the results are tabulated in turn in the following part. Table 5 summarizes the results gained for Learner Characteristics factor.

Table 5. *Descriptive Statistics for Learner Characteristics*

Item	N	Mean	SD	Likert Scale				
				Strongly disagree	Disagree	No idea	Agree	Strongly agree
1. Teamwork and group activities are encouraged.	366	4.20	.88	1.4	3.8	11.7	39.6	43.4
2. Learners feel confident when they want to talk or ask questions	366	3.93	1.06	1.4	12.6	14.2	35.5	36.3
3. Learners feel responsible for their own learning.	366	3.52	1.05	1.9	19.1	22.4	38.5	18.0
4. Rapport between the teacher and students encourages mutual respect.	366	4.16	.88	1.4	3.6	13.7	40.2	41.3
5. Learners learn rules of etiquette	366	4.20	.87	1.1	4.1	11.7	40.2	42.9

As demonstrated in Table 5, the means for the five questionnaire items ranged from 3.52 to 4.20. As is evident below, two items (i.e., items 1 and 5) enjoyed high means addressing the importance of teamwork and rules of etiquette in an ideal YLE classroom environment. However, learners' responsibility for their own learning (item 3) received the lowest mean.

The teachers' vision of learner characteristics was investigated through the second component including five items.

Table 6. *Descriptive Statistics for Attitudes toward the Course*

Item	N	Mean	SD	Likert Scale				
				Strongly disagree	Disagree	No idea	Agree	Strongly agree
6. Learners like to become similar to the people who speak English well.	366	3.85	.87	.5	8.2	21.0	46.2	24.0
7. The material that the learners will help them use English effectively.	366	4.10	.82	.5	4.1	13.4	48.6	33.3
8. Learners think what they learn in English is useful in the future.	366	3.84	.97	.5	11.2	19.4	41.3	27.6
9. Learning English is interesting.	366	4.25	.82	--	3.8	13.1	36.9	46.2
10. Learners think the activities are purposeful and geared toward their goal	366	3.86	.90	--	8.2	23.8	41.5	26.5

As indicated in Table 6, the means of the items ranged from 3.84 to 4.25, showing that the majority of YLE teachers believed that learners' attitudes toward the course have a great impact on having an ideal YLE classroom environment. The item with the highest mean score was item 9, "In an ideal YLE class, learning English is interesting", with a mean score of 4.25. Around 83 percent of the teachers agreed (36.9%) or strongly agreed (46.2%) that this quality is crucial in an ideal YLE classroom environment.

The third factor of the questionnaire tapped into the participants' opinions about teachers' characteristics in an ideal YLE classroom. Table 7 summarizes the results for the items of this factor.

Table 7. *Descriptive Statistics for Teacher Characteristics*

Item	N	Mean	SD	Likert Scale				
				Strongly disagree	Disagree	No idea	Agree	Strongly agree
11. The teacher experiments with different teaching methods.	366	4.52	.62	--	--	6.8	34.7	58.5
12. The teacher tries and finds out about the learners' needs, goals, and interests, and then builds these into their plans as much as possible.	366	4.38	.64	--	.3	7.9	45.6	46.2
13. The teacher uses educational technology	366	4.43	.64	--	.3	7.4	41.0	51.4

Item	N	Mean	SD	Strongly disagree	Disagree	No idea	Agree	Strongly agree
14. The teacher notices learners' contributions and progress.	366	4.27	.70	--	.5	12.8	45.4	41.3
15. The teacher provides learners with constructive feedback.	366	4.32	.69	--	1.1	9.6	45.4	44.0

As shown in Table 7, the YLE teachers did not strongly disagree with any of the items. Moreover, the mean score for the item related to experimenting with different teaching methods (item 11) received the highest mean score compared to the other items. Meanwhile, it is evident that the mean scores for all items of this factor were above four and more than 90 percent of the participant agreed and strongly agreed with all five items of the subscale.

The YLE teachers' opinions about the classroom environment were investigated through the fourth factor including four items. Table 8 presents the results for this component.

Table 8. *Descriptive Statistics for Classroom Environment*

Item	N	Mean	SD	Likert Scale				
				Strongly disagree	Disagree	No idea	Agree	Strongly agree
16. The class has a friendly atmosphere.	366	3.73	.94	.5	8.2	34.2	32.2	24.9
17. There are pictures and posters on the walls	366	3.84	1.05	1.1	14.5	15.0	38.5	30.9
18. The chairs are arranged in a way that promotes interaction	366	3.84	.99	1.6	8.7	22.1	39.1	28.4
19. The classroom is in a good physical condition	366	3.57	1.05	2.7	14.2	27.6	34.2	21.3

As demonstrated in Table 8, the mean scores for all the items exceeded the average level, which indicates that the participants mostly agreed that the *classroom environment* plays an important role in an ideal YLE classroom environment. However, the mean of the items in this component was not above four; thus, it might indicate that compared to the other subscales the teachers did not consider the physical conditions of the classroom as equally efficient for an ideal YLE classroom environment.

The last factor of the questionnaire consisting of four items dealt with organizational impact. Table 9 represents the results of this factor.

Table 9. *Descriptive Statistics for Organizational Impact*

Item	N	Mean	SD	Strongly disagree	Disagree	No idea	Agree	Strongly agree
				Likert Scale				
20. The class is homogeneous	366	4.08	1.05	1.4	10.1	13.1	29.8	45.6
21. The rules and regulations of the language academy allow the teacher to have creativity/ freedom of action.	366	4.21	.78	--	3.3	12.8	43.2	40.7
22. The teacher feels satisfied with their salary.	366	4.20	1.05	1.6	7.7	14.5	21.0	55.2
23. The teacher has job security	366	4.30	.91	--	5.5	14.5	25.1	54.9

Table 9 demonstrates that the highest mean score in this factor was related to having job security (item 23). Moreover, the majority of the participants strongly agreed that job security had a great impact on having an ideal YLE classroom environment.

Finally, a brief review of the descriptive statistics results for all five subscales indicated that the mean scores for all factors of an Ideal YLE classroom environment were above average (Table 10).

Table 10. *Descriptive Statistics of Teachers' Score on Five Components of an Ideal YLE Classroom Environment*

Components	N	Mean	SD	Minimum	Maximum
Learner Characteristics	366	4.00	.71	1.00	5.00
Attitudes toward the Course	366	3.98	.66	2.60	5.00
Teacher Characteristics	366	4.38	.50	1.00	5.00
Classroom Environment	366	3.74	.81	1.75	5.00
Organizational Impact	366	4.19	.84	1.40	5.00
Ideal Classroom Environment	366	4.06	.51	2.13	5.00

According to Table 10, the mean scores were 4.00 for Learner Characteristics, 3.98 for Attitudes toward the Course, 4.38 for Teacher Characteristics, 3.74 for Classroom

Environment, and for Organizational Impact it was 4.19. The total mean score of Ideal YLE classroom environment was also determined to be 4.06

Discussion

The aim of the current study was to develop and validate a questionnaire to measure YLE teachers' vision of an ideal YLE classroom environment and to describe YLE teachers' attitudes toward an ideal YLE instructional setting. To this end, a sequential exploratory mixed-methods research, encompassing qualitative and quantitative data collection, analysis, and integration, was employed. This approach led to the development and validation of a five-factor measurement model of YLE teachers' vision of an ideal classroom environment and a structural model of interrelations among the factors.

Moreover, descriptive statistical analysis revealed that most of the YLE teachers considered all the factors of "an Ideal YLE classroom environment" (i.e., *learner characteristics, attitudes toward the course, teacher characteristics, classroom environment,* and *organizational impact*) to be important. These findings showed that most of the teachers showed generally positive attitudes toward the variables specified in the model. The findings also illuminated that *teacher characteristics* was the most important factor in teachers' vision of an ideal environment. On the other hand, the YLE teachers did not assess the *classroom environment* as equally crucial as the other factors.

The first component in the measurement model was named learner characteristics which reflects the YLE teachers' vision of ideal learners in an ideal classroom environment. As is indicated in the literature, active learners who take responsibility to develop different skills are essential to an ideal class (Hammerness, 2003, 2006). Teachers even value social skills and visualize ideal learners who attend social interaction and join collaborative learning (Hammerness, 2006; Hammerness et al., 2005).

Encouraging teamwork and group activities, and teaching rules of etiquette, respecting learner differences were viewed as very influential in an ideal instructional context by most of the teachers. Most of the teachers also agreed that in an ideal YLE class, learners learn rules of etiquette. YLE teachers expect the learners to respect the rules and make it clear for the learners that rule transgression would result in negative feelings. Many teachers list desirable behavior as values and make up some rules because they believe young learners would be able to concentrate when they know what is expected from them (Thornberg, 2008). However, the current study showed that teachers pay less attention to learners' responsibility for their own learning which might be due to the fact that novice YLE teachers implement more traditional, teacher-centered views toward teaching-learning process.

Attitudes toward the course, as the second component in the developed questionnaire, examines how YLE teachers envision their students' perspectives on the course and their attitudes towards L2 culture and community. In an ideal class, students learn to connect the subject matter to their own lives and interests; thus, the content is used as a tool to answer their questions and meet their needs (Hammerness, 2006).

Concerning *attitudes toward the course*, the teachers appeared to pay remarkable attention to creating an ideal class in which learning English is engaging and interesting. This finding is

consistent with findings of Inciman Celik et al. (2021). They found that teaching English to YL learners is different from teaching English to adults, as young learners are more likely to remember lessons associated with fun and interesting activities. Thus, many teachers strive for methods that incorporate fun through drawing, music, games, role-playing, storytelling, competition, and so on. (Inciman Celik et al., 2021). The participating teachers also emphasized that the instructional material helps learners use language effectively. This finding is also reflected in Pradnyana et al. (2022), who indicated that most students in typical classes were passive learners who must be trained to use the materials more actively.

The third component, *teacher characteristics*, emerged as the strongest factor in the model developed in the current study. In the same vein, several other studies corroborate the significant role of teachers in cultivating an ideal classroom environment (Chang, 2011; Hammerness, 2006; Hammerness et al., 2005; Kubanyiova, 2020; Li, 2013; Turner et al., 2009). According to the final model, ideal teachers envision students' needs, strengths, and capabilities at various levels (Hammerness, 2006) and assess their impacts on learners' progress (Fletcher, 2000). These ideal teachers know how to use technology in pedagogical contexts (Lachner et al., 2021) and use feedback to enhance learning (Black et al., 2004; Hattie & Timperley, 2007; Irons & Elkington, 2021).

Teacher characteristics, with the highest mean score, clarified that teachers have a vital role in an ideal YLE classroom environment. The findings showed that none of the teachers disagreed with the item related to experimenting with different teaching methods in an ideal class. These results are in line with the previous findings that teachers are required to be aware of different teaching methods appropriate for young learners in various social contexts (Sun et al., 2022). In accordance with the present results, ideal teachers have a comprehensive knowledge of different methods and approaches (particularly modern methods) and implement the most practical ones in their classes (Al-Seghayer, 2017). Teachers need to seek new ideas and reflect on their teaching experiments to adjust their methods according to emerging situations (Al-Seghayer, 2017). The participating teachers also frequently referred to using educational technology in classes, which is in line with the other studies that determine the considerable importance of using new technologies for pedagogical purposes (Baker et al., 2022; Collins & Halverson, 2018; Hmidani & Zareian, 2022).

Classroom environment, as the fourth factor in the list of ideal YLE classroom environment factors, emphasizes both the atmosphere and physical layout of the classroom. Although the mean scores of the items in the *classroom environment* section were above the average level, this factor was considered less prominent in contrast to the other factors. For some teachers, physical environment (e.g., the size of the class) is an important element in their teaching method (Sun et al., 2022) and students' learning (Wang, 2022; Zhang, 2021). However, it seems that, for some teachers, *classroom environment* becomes peripheral or negligible in importance. This finding confirms Hammerness' (2006) finding who reported that some teachers pay less attention to the physical layout of the classroom.

Finally, *organizational impact* concerns the degree to which YLE teachers perceive the context as supportive or unsupportive. Although the context is not an inherent dimension of vision, it cannot be neglected when one is talking about teachers' images of an ideal classroom

environment (Hammerness, 2003). It seems that teachers struggle to balance their images with the demands of the educational environment (Hammerness, 2006).

The results of descriptive statistics for *organizational impact* showed that, according to teachers' vision, supportive or unsupportive contexts might greatly influence the effectiveness of an ideal classroom environment. This finding is in line with the studies that highlighted the crucial influence of different realities such as the social, political, economic, and policy landscape of teaching (Hiver et al., 2021; Kubanyiova & Crookes, 2016; Mercer, 2018; Rodrigues et al., 2018). In this regard, those aspects that are beyond the immediate classroom interaction of pedagogical practice should be addressed in teacher education programs (Crookes, 2015). The results also revealed that in an ideal YLE classroom, the teacher has job security and feels satisfied with their salary. The findings suggests that job security significantly influences teachers' psychological well-being and job attitudes, potentially serving as a fundamental factor in alleviating their distress (Baluku et al., 2014). Furthermore, job security can positively impact employee morale and attitudes, thereby enhancing organizational commitment (Hur & Perry, 2020).

Conclusion

This study has accomplished the development and validation of an inventory of the "ideal YLE classroom environment", simultaneously providing valuable insights into how Iranian YLE teachers envision an ideal YLE class. The analyses confirmed the scale as highly reliable and valid in terms of construct validity for the intended purpose. The importance of developing and validating the scale becomes evident given that, while several studies have explored the characteristics of EFL teachers' vision of an ideal classroom environment (e.g., Hammerness 2003, 2006; McElhone et al., 2009; Parsons et al., 2017), there remains a scarcity of substantial qualitative and quantitative research on the construction of this vision and its impact on teaching practice. The practical use of the "ideal YLE classroom environment" should offer remarkable academic and pedagogical benefits in different contexts. For instance, researchers in educational settings could use it to look at teachers' use of visualization in pedagogical planning (e.g., developing lesson plans and designing tasks) and class management. The instrument developed in this study might be utilized in future studies to examine the relationship between visioning an ideal YLE environment and many other factors, such as teachers' motivation and professional identity. By the same token, the instrument could be presented to different stakeholders, such as teachers and students to investigate the similarities and discrepancies between their visualizations and to shed light on the ways they could communicate with each other to have similar visions of the future. Regarding the interplay of contextual variables with the vision of an ideal environment, the questionnaire might undergo modifications once it is applied in various pedagogical contexts. Therefore, replication studies are recommended since they can help to better operationalize the vision of an ideal YLE classroom environment and refine the model's factor structure. Comparative research on larger samples by analyzing various levels of education (e.g., preschool, primary, secondary, and even university) would facilitate future studies to examine the variables of the current research and investigate the mediating and indirect variables that might influence the structure of the model presented in this study as well as the intensity of correlations between latent variables.

References

Al-Seghayer, K. (2017). The central characteristics of successful ESL/EFL teachers. *Journal of Language Teaching and Research*, 8(5), 881-890. http://dx.doi.org/10.17507/jltr.0805.06

Baker, E. L., Vendlinski, T., & O'Neil, H. F. (2022). Policy and practice: impact of technology research. *Routledge*. https://doi.org/10.4324/9781138609877-REE116-1

Baluku, M. M., Kobusingye, L. K., Ouma, S. et al. (2024). Job Insecurity during the COVID-19 Pandemic, Teachers' Psychological Wellbeing, and Job Attitudes: Organizational Compassion as a Buffer. *Int J Appl Posit Psychol* 9, 1–22. https://doi.org/10.1007/s41042-024-00146-5

Bentler, P. M. (2006). EQS 6 structural equation program manual. Encino, CA: *Multivariate Software Inc*.

Black, P., Harrison, C., Lee, C., Marshall, B., & William, D. (2004). Working inside the black box: Assessment for learning in the classroom. *Phi Delta Kappan*, 86(1), 8-21. https://doi.org/10.1177/003172170408600105

Byrne, B. M. (2013). *Structural equation modeling with Mplus: Basic concepts, applications, and programming*. Routledge.

Cameron, L. (2003). Challenges for ELT from the expansion in teaching children. *ELT Journal*, 57(2), 105-112. https://doi.org/10.1093/elt/57.2.105

Carrier, S. J., Whitehead, A. N., Minogue, J., & Corsi-Kimble, B. S. (2020). Novice Elementary Teachers' Developing Visions of Effective Science Teaching. *Research in Science Education,* 50(4), 1521-1545. https://doi.org/10.1007/s11165-018-9742-7

Carver-Thomas, D., & Darling-Hammond, L. (2017). Teacher turnover: Why it matters and what we can do about it. *Learning Policy Institute*. https://doi.org/10.54300/454.278

Chang, M. (2011). EFL teachers' attitudes toward communicative language teaching in Taiwanese college. *Asian EFL Journal, 53,* 17–34

Cheng, H. F., & Dornyei, Z. (2007). The use of motivational strategies in language instruction: The case of EFL teaching in Taiwan. *International Journal of Innovation in Language Learning and Teaching*, 1(1), 153-174. https://doi.org/10.2167/illt048.0

Collins, A., & Halverson, R. (2018). *Rethinking education in the age of technology: The digital revolution and schooling in America*. Teachers College Press.

Crookes, G. V. (2015). Redrawing the boundaries on theory, research, and practice concerning language teachers' philosophies and language teacher cognition: Toward a critical perspective. *The Modern Language Journal*, 99(3), 485-499. http://dx.doi.org/10.1111/modl.12237

Dornyei, Z. & Ushioda, E. (2011). *Teaching and researching motivation* (2nd Eds.). Pearson Education.

Dornyei, Z. (2003). *Questionnaires in second language research: Construction, administration, and processing.* Lawrence Erlbaum Associates, Inc., Publishers, New Jersey.

Dornyei, Z., & Kubanyiova, M. (2014). *Motivating learners, motivating teachers*. Klett.

Duffy, G. G. (2002). Visioning and the development of outstanding teachers. *Literacy Research and Instruction*, 41(4), 331-343. https://doi.org/10.1080/19388070209558375

Duffy, G. G. (2005). Developing metacognitive teachers: Visioning and the expert's changing role in teacher education and professional development. In S. Israel, C. Block, K. Bauserman, & K. Kinnucan-Welsch (Eds.), *Metacognition in literacy learning: Theory, assessment, instruction, and professional development* (pp. 299-314). Mahwah, Lawrence Erlbaum.

Fletcher, S. J. (2000). A role for imagery in mentor. *Career Development International,* 5(4/5), 235-243. https://doi.org/10.1108/EUM0000000005361

Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, 18(1), 39-50. https://doi.org/10.1177/002224378101800104

Gibbs, S., & Powell, B. (2012). Teacher efficacy and pupil behavior: The structure of teachers' individual and collective beliefs and their relationship with numbers of pupils excluded from school. *British Journal of Educational Psychology*, 82(4), 564-584. http://dx.doi.org/10.1111/j.2044-8279.2011.02046.x

Hair, J. F. J., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate data analysis*. Pearson Prentice Hall.

Hair, J. F. J., Hult, G. T. M., Ringle, C., & Sarstedt, M. (2014). *A primer on partial least squares structural equation modeling (PLS-SEM)*. Sage Publication.

Hammerness, K. (1999). *Visions of delight, visions of doubt: the relationship between emotion and cognition in teachers' vision.* Paper presented at Annual Meeting of American Educational Research Association. Montreal, Quebec. Canada. https://eric.ed.gov/?id=ED472391

Hammerness, K. (2001). Teachers' visions: The role of personal ideals in school reform. *Journal of Educational Change*, 2(2), 143-163. https://doi.org/10.1023/A:1017961615264

Hammerness, K. (2003). Learning to hope, or hoping to learn? The role of vision in the early professional lives of teachers. *Journal of Teacher Education*, 54(1), 43-56. https://doi.org/10.1177/0022487102238657

Hammerness, K. (2006). *Seeing through teachers' eyes: Professional ideals and classroom practices* (Vol. 46). Teachers College Press.

Hammerness, K. (2008). "If you don't know where you are going, any path will do": The role of teachers' visions in teachers' career paths. *The New Educator*, 4(1), 1-22. https://doi.org/10.1080/15476880701829184

Hammerness, K., Darling-Hammond, L., Bransford, J., Berliner, D., Cochran-Smith, M., McDonald, M., & Zeichner, K. (2005). How teachers learn and develop. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 358–389). Wiley.

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112. https://doi.org/10.3102/003465430298487

Hiver, P., Solarte, A. C. S., Whiteside, Z., Kim, C. J., & Whitehead, G. E. (2021). The role of language teacher metacognition and executive function in exemplary classroom practice. *The Modern Language Journal*, 105(2), 484-506. http://dx.doi.org/10.1111/modl.12707

Hmidani, T., & Zareian, N. (2022). Mobile-Mediated Interactional Feedback (MMIF) effect on Iranian learners' acquisition of English articles. *Teaching English with Technology*, 22(1), 40-61.

Hur, H., & Perry, J. L. (2020). Job security rule changes and employee organizational commitment. *Review of Public Personnel Administration,* 40(4), 641-668. https://doi.org/10.1177/0734371X198426

Inciman Celik, T., Cay, T., & Kanadli, S. (2021). The Effect of Total Physical Response method on vocabulary learning/teaching: A mixed research synthesis. *English Language Teaching*, 14(12), 154-170. https://doi.org/10.5539/elt.v14n12p154

Irons, A., & Elkington, S. (2021). *Enhancing learning through formative assessment and feedback.* Routledge.

Karimi, M. N., & Norouzi, M. (2019). Developing and validating three measures of possible language teacher selves. *Studies in Educational Evaluation*, 62, 49-60. https://doi.org/10.1016/j.stueduc.2019.04.006

Kline, R. B. (2011). *Principles and practice of structural equation modeling* 3rd Editon Guilford Press.

Kline, R. B. (2016). *Principles and practice of structural equation modeling* 4th Editon Guilford Press.

Kubanyiova, M. (2006). Developing a motivational teaching practice in EFL teachers in Slovakia: Challenges of promoting teacher change in EFL contexts. *TESL-EJ,* 10(2), 1-17. https://eric.ed.gov/?id=EJ1065013

Kubanyiova, M. (2020). Language teacher education in the age of ambiguity: Educating responsive meaning makers in the world. *Language Teaching Research*, 24, 49–59.

Kubanyiova, M., & Crookes, G. (2016). Re-envisioning the roles, tasks, and contributions of language teachers in the multilingual era of language education research and practice. *The Modern Language Journal*, 100(S1), 117-132. https://doi.org/10.1111/modl.12304

Lachner, A., Fabian, A., Franke, U., Preiß, J., Jacob, L., Führer, C. ... & Thomas, P. (2021). Fostering pre-service teachers' technological pedagogical content knowledge (TPACK): A quasi-experimental field study. *Computers & Education*, 174, 104304. https://doi.org/10.1016/j.compedu.2021.104304

Lawshe, C. H. (1975). A quantitative approach to content validity. *Personnel Psychology*, 28(4), 563-575.

Lefever, S., Dal, M., & Matthiasdottir, A. (2007). Online data collection in academic research: advantages and limitations. *British Journal of Educational Technology*, 38(4), 574-582. https://doi.org/10.1111/j.1467-8535.2006.00638.x

Li, L. (2013). The complexity of language teachers' beliefs and practice: One EFL teacher's theories. *The Language Learning Journal*, 41, 175–191.

Mantilla, J. M. R., & Diaz, M. J. F. (2012). Development and validation of a measuring instrument for burnout syndrome in teachers. *The Spanish Journal of Psychology*, 15(3), 1456-1465. https://doi.org/10.5209/rev_SJOP.2012.v15.n3.39429

Mantilla, J. M. R., Diaz, M. J. F., & Carrascosa, V. L. (2019). Validation of a questionnaire to evaluate the impact of ISO 9001 Standards in schools with a Confirmatory Factor Analysis. *Studies in Educational Evaluation*, 62, 37-48. https://doi.org/10.1016/j.stueduc.2019.03.013

McElhone, D., Hebard, H., Scott, R., & Juel, C. (2009). The role of vision in trajectories of literacy practice among new teachers. *Studying Teacher Education*, 5(2), 147-158. https://doi.org/10.1080/17425960903306682

Mercer, S. (2018). Psychology for language learning: Spare a thought for the teacher. *Language Teaching,* 51(4), 504–525. https://doi.org/10.1017/s0261444817000258

Moradkhani, S., & Haghi, S. (2017). Context-based sources of EFL teachers' self-efficacy: Iranian public schools versus private institutes. *Teaching and Teacher Education*, 67, 259-269. Doi: https://doi.org/10.1016/j.tate.2017.06.019

Parsons, S. A., Malloy, J. A., Vaughn, M., & La Croix, L. (2014). A longitudinal study of literacy teacher visioning: Traditional program graduates and teach for American corps members. *Literacy Research and Instruction*, 53(2), 134-161. https://doi.org/10.1080/19388071.2013.868561

Parsons, S. A., Vaughn, M., Malloy, J. A., & Pierczynski, M. (2017). The development of teachers' visions from preservice into their first year's teaching: A longitudinal study. *Teaching and Teacher Education*, 64, 12-25. https://doi.org/10.1016/j.tate.2017.01.018

Pradnyana, G. T., Santosa, M. H., & Saputra, I. N. P. H. (2022). Teacher's and Young Learners' Needs in English Teaching and Learning Environment. *The Art of Teaching English as a Foreign Language*, 3(2), 111-117. http://dx.doi.org/10.36663/tatefl.v3i2.280

Rodrigues, L. D. A. D., de Pietri, E., Sanchez, H. S., & Kuchah, K. (2018). The role of experienced teachers in the development of pre-service language teachers' professional identity: Revisiting school memories and constructing future teacher selves. *International Journal of Educational Research*, 88, 146-155. https://doi.org/10.1016/j.ijer.2018.02.002

Shultz, S.K., & Whitney, J.D. (2005). *Measurement theory in action: Case studies and practices.* Sage Publication Inc.

Sun, C., Wei, L., & Young, R. F. (2022). Measuring teacher cognition: Comparing Chinese EFL teachers' implicit and explicit attitudes toward English language teaching methods. *Language Teaching Research*, 26(3), 382-410. https://doi.org/10.1177/1362168820903010

Sydnor, J. (2017). "I didn't realize how hard it would be!": Tensions and transformations in becoming a teacher. *Action in Teacher Education,* 39(2), 218-236. https://doi.org/10.1080/01626620.2016.1226202

Thornberg, R. (2008). School children's reasoning about school rules. *Research Papers in Education*, 23(1), 37-52. http://dx.doi.org/10.1080/02671520701651029

Turner, J. C., Christensen, A., & Meyer, D. K. (2009). Teachers' beliefs about student learning and motivation. In *International handbook of research on teachers and teaching* (pp. 361-371). Springer.

Wang, W. (2022). 'Not learning' in a learning space: spatializing embodied experiences of rural Chinese youth. *Journal of Youth Studies*, 1-16. https://doi.org/10.1080/13676261.2022.2053665

Zareian, N., Mahmoodi, M. H., & Ahmadisafa, M. (2024). On the development of young learners of English (YLE) teachers' vision of an ideal class. *Journal of Early Childhood Teacher Education*, 45(1), 56–78. https://doi.org/10.1080/10901027.2023.2223164

Zhang, C., Yan, X., & Wang, J. (2021). EFL teachers' online assessment practices during the COVID-19 pandemic: Changes and mediating factors. *The Asia-Pacific Education Researcher*, *30*, 499-507.

Zohrabi, M. & Khalili, A., (2023). The philosophy of teacher immunity: EFL teachers' perspectives. *Journal of Philosophical Investigations*, 17(45), 330-346. https://doi.org/10.22034/JPIUT.2024.59889.3664

Appendix A

Interview Questions

یک کلاس آموزش زبان خارجی به کودکان را **که از نظر شما ایده‌آل است** تصور کنید. فرض کنید در حال مشاهده چنین کلاسی هستید. حالا با توجه به چیزهایی که در چنین کلاسی می‌بینید و می‌شنوید، به سئوال های زیر پاسخ بدهید.

۱. وقتی اطراف این کلاس ایده آل راه می‌روید چه چیزهایی می بینید، احساس می‌کنید و یا می‌شنوید؟

۲. معلم کلاس در حال انجام چه کاری است؟ نقش او چیست؟ چرا؟

۳. در این کلاس ایده‌آل شاگردان در حال انجام چه کاری هستند؟ نقش آنها در کلاس چیست؟ چرا؟

۴. شاگردان در این کلاس ایده‌آل در حال یادگیری چه چیزهایی هستند؟ چه موضوعاتی کار می‌شود؟ چرا این چیزها در حال یادگیری است؟

۵. بین کلاس ایده‌آل و زندگی این شاگردان چه ارتباطی وجود دارد؟ آیا رفتار آنها متاثر از اجتماع است؟ شاگردان چه رفتارهای ایده‌آلی دارند؟

Appendix B

The Structure and Items of the Instrument

Components	Items
Learner characteristics (LC)	1. In an ideal YLE class, learners are doing their best to learn English.
	2. In an ideal YLE class, teamwork and group activities are encouraged.
	3. In an ideal YLE class, learners feel confident when they want to talk or ask questions (i.e., they don't feel stressed).
	4. In an ideal YLE class, learners feel responsible for their own learning.
	5. In an ideal YLE class, learners help the teacher in managing the class.
	6. In an ideal YLE class, rapport between the teacher and students encourages mutual respect.
	7. In an ideal YLE class, learners learn rules of etiquette (e.g., to be polite, keep their temper, and ask for permission when they want to go out).
Attitudes toward the course (AC)	8. In an ideal YLE class, learners like to become similar to the people who speak English well.
	9. The material that the learners learn in an ideal YLE class will help them use English effectively.
	10. In an ideal YLE class, learners think what they learn in English is useful in the future.
	11. In an ideal YLE class, learning English is interesting.
	12. In an ideal YLE class, learners think the activities are purposeful and geared toward their goals.
Teacher characteristics (TC)	13. In an ideal YLE class, the teacher cares about the learners.
	14. In an ideal YLE class, the teacher sometimes changes his routine teaching activities to help the learners.

15. In an ideal YLE class, the teacher motivates the learners (e.g., by making crafts or joining group activities and role plays).
16. In an ideal YLE class, the teacher is proficient in using English (has good listening, speaking, pronunciation, etc.).
17. In an ideal YLE class, the teacher experiments with different teaching methods.
18. In an ideal YLE class, the teacher tries and finds out about the learners' needs, goals, and interests, and then builds these into their plans as much as possible.
19. In an ideal YLE class, the teacher uses educational technology (e.g., TV/ board/DVD)
20. In an ideal YLE class, the teacher notices learners' contributions and progress.
21. In an ideal YLE class, the teacher provides learners with constructive feedback.
22. In an ideal YLE class, learners are allowed to choose the subject of the day (among the options offered by the teacher).
23. In an ideal YLE class, learners are allowed to choose how they want to learn (e.g., the learners are allowed to make up their own projects).
24. In an ideal YLE class, the teacher encourages imagination and creativity.
25. In an ideal YLE class, the teacher encourages learners to ask questions (i.e., the teacher encourages critical thinking).

Classroom Environment (CE)	26. An ideal YLE class has a friendly atmosphere. 27. In an ideal YLE class, new ideas are usually being tried out. 28. An ideal YLE class does not have strict rules similar to the ones in schools. 29. In an ideal YLE class, there are pictures and posters on the walls (e.g., learners' drawings and handicrafts). 30. In an ideal YLE class, the chairs are arranged in a way that promotes interaction (e.g., semi-circle model). 31. An ideal YLE classroom is in good physical condition (e.g., the class is neither cold nor hot/ has good air conditioning/ is not too small).
Organizational Impact (OI)	32. An ideal YLE class is homogeneous (i.e., learners are assigned to a similar level/ age by the institute). 33. In an ideal YLE class, the rules and regulations of the language academy allow the teacher to have creativity/ freedom of action. 34. In an ideal YLE class, the teacher feels satisfied with their salary. 35. In an ideal YLE class, the teacher has job security.

Appendix C

The final '*Teachers' vision of an Ideal YLE Classroom Environnent Questionnaire'*

Part 1

*Please, think of **an ideal Young Learners English (YLE) classroom environment** and tell us how much you agree or disagree with the following statements by simply circling a number from 1 to 5. Please do not leave any of the items blank.*   ***Thank you!***

Strongly disagree	Disagree	No Idea	Agree	Strongly agree
1	**2**	**3**	**4**	**5**

Components	Items
Learner characteristics (LC)	1. In an ideal YLE class, teamwork and group activities are encouraged. 2. In an ideal YLE class, learners feel confident when they want to talk or ask questions (i.e., they do not feel stressed). 3. In an ideal YLE class, learners feel responsible for their own learning. 4. In an ideal YLE class, rapport between the teacher and students encourages mutual respect. 5. In an ideal YLE class, learners learn rules of etiquette (e.g., to be polite, keep their temper, and ask for permission when they want to go out).
Attitudes toward the course (AC)	6. In an ideal YLE class, learners like to become similar to the people who speak English well. 7. The material that the learners learn in an ideal YLE class will help them use English effectively. 8. In an ideal YLE class, learners think what they learn in English is useful in the future. 9. In an ideal YLE class, learning English is interesting. 10. In an ideal YLE class, learners think the activities are purposeful and geared toward their goals.
Teacher characteristics (TC)	11. In an ideal YLE class, the teacher experiments with different teaching methods.

	12. In an ideal YLE class, the teacher tries and finds out about the learners' needs, goals, and interests, and then builds these into their plans as much as possible.
	13. In an ideal YLE class, the teacher uses educational technology (e.g., TV/ board/DVD)
	14. In an ideal YLE class, the teacher notices learners' contributions and progress.
	15. In an ideal YLE class, the teacher provides learners with constructive feedback.
Classroom Environment (CE)	16. An ideal YLE class has a friendly atmosphere.
	17. In an ideal YLE class, there are pictures and posters on the walls (e.g., learners' drawings and handicrafts).
	18. In an ideal YLE class, the chairs are arranged in a way that promotes interaction (e.g., semi-circle model).
	19. An ideal YLE classroom is in good physical condition (e.g., the class is neither cold nor hot/ has good air conditioning/ is not too small).
Organizational Impact (OI)	20. An ideal YLE class is homogeneous (i.e., learners are assigned to a similar level/ age by the institute).
	21. In an ideal YLE class, the rules and regulations of the language academy allow the teacher to have creativity/ freedom of action.
	22. In an ideal YLE class, the teacher feels satisfied with their salary.
	23. In an ideal YLE class, the teacher has job security.

Part 2

Please provide the following information by ticking (√) in the box/boxes or writing your responses in the space provided.

 Gender: □Male   □Female

Age: ------------

What is your employment status? □ University student   □ Working professional

Major: ----------------------

Years of teaching English experience: -------------

Months of teaching English experience: -------------

If you have any other job experiences: Title -------------------- Years of experience: ---------

English ability*: Please rate your current overall proficiency in English by ticking one of the choices below.*

□ C2 Proficient   □ C1 Advanced   □ B2 Upper-Intermediate

□ B1 Intermediate   □ A2 Elementary   □ A1 Beginner

Years of studying English: -----------

Age of starting to learn English: ----------

Thank you for your cooperation!