

## Exploring the pedagogical nexus between Classroom Environment on Learning English as Second Language

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### ABSTRACT

*It is believed that classroom environment provides a good learning environment that is beneficial to students in acquiring academic skills and competencies as well as in their social and emotional development. The research questions formulated for the present research are: What is the relationship between the classroom environment and student performance in a second language classroom? What are some effective strategies used in the classroom to teach and learn a second language? How do classroom climate issues affect student achievement in the SL classroom? The goal of this research is to raise understanding of classroom setting plans and student achievement. This is a descriptive and investigative study of the impact of classroom environment on second language learning. 50 students were selected from the English department of Okara University (5 students for each of the 5th and 7th semesters). Thus, the total sample size is 50 respondents. Data was collected through an online questionnaire. The results indicated that A positive classroom environment fosters critical thinking, punctuality, self-discipline, confidence, leadership abilities, and honesty among second language students. According to participants perception (open-ended question) most respondents agreed that a good classroom environment has a stronger impact on the development of trust punctuality problem-solving skills leadership skills teamwork personality development and adaptability. And the classroom environment greatly influences second language learning. The main suggestions that the participants found to improve the effectiveness of a good classroom environment were the availability of classroom facilities and that the teacher-student ratio should be as high as possible. as low as possible etc.*

Key Words: Classroom environment, social development, critical thinking, English learning

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## INTRODUCTION

In today's world schools are believed to be responsible for student outcomes. "An exceptional classroom environment contributes to the improvement of the teaching process ensuring that it is more productive effective and successful. The teaching and learning process will not be effective without an effective classroom environment. "(Farooq 2008). In private and public schools improving the classroom environment is a technique to increase student achievement. (Farhan 2010). According to The Imperative for Educational Reform published by National Excellence in Education Experts a poor classroom environment is the reason why some students receive only 15% of the reading comprehension ability of others (Kent 2001). ). "Classroom Environment Pleasant learning is an essential part of effective teaching." "An effective classroom environment begins with effective lesson planning that helps both teachers and students acquire a second language" (Saeed 2010). In a good school environment and where students feel safe students who are supported and engaged do better. A productive classroom environment helps students feel safe while learning a second language. The author explains. "From the teacher's point of view a good classroom environment includes both discipline and effective teaching" (Suleman and Hussain 2010).

The classroom environment system provides a good learning environment that is beneficial to students in acquiring academic skills and competencies as well as in their social and emotional development (Kamran 2006): Similarly, the classroom environment is essential because it keeps students motivated provides appropriate instruction and feedback and monitors student work" (Zaman 2008). A highly effective teacher is a competent classroom manager. Practical instruction and education cannot take place in an inadequate classroom. When students are not well organized and rude and don't have clear standards and procedures for regulating manners disorder becomes a tradition. " (Brady 2001). Nicely managed classrooms provide a flawless environment for education and acquiring a second language "(Ahmad 2010)." Different studies have shown that a proper classroom setting improves student progress in second language learning. " It is essential for teachers to develop strategies to create a secure and practical learning setting for children. The teacher's goal is to provide a safe and enjoyable environment for students to learn a second language. As a result, teachers can use strategies that enable and assist students in second language acquisition. (Suleman Hussain and Akhtar 2013).

"Environment of classroom" as a major factor influencing student attitudes and outcomes in second language learning as well as behavioral problems; and student academic achievement

such as class participation. If a teacher does not have the right skills for the classroom environment their teaching will not promote student success. (Brown D.F. 2001). “While some teachers may use classroom environment strategies to help with second language learning others may use techniques that are harmful to second language students. (Fateh and Khalil 2015).

"However it does determine how student achievement can vary based on classroom environment and teacher style." (Khalil and Fareed 2015). The classroom environment has long been a source of controversy when it comes to teaching a second language. Various strategies should be used in the classroom when teaching a second language but some of them can be harmful to weak students. The research questions formulated for the present research are:

- What is the relationship between the classroom environment and student performance in a second language classroom?
- What are some effective strategies used in the classroom to teach and learn a second language?
- How do classroom climate issues affect student achievement in the SL classroom?

The goal of this research is to raise understanding of classroom setting plans and student achievement. The research will help define the usefulness of methods implemented in the classroom. This research will help the school surroundings improve classroom environment strategies to ultimately improve second language learning. This research will benefit the following:

1. Ministry of Education
2. State Government
3. Trainers
4. Researchers

## **LITERATURE REVIEW**

The term "classroom environment" can be understood in a variety of ways it generally refers to activities performed by teachers to maintain discipline engage students and encourage them to learn the language. Monday. According to a working definition in a yearbook published by the National Association for Educational Research (Ali 1979). “The conditions and methods necessary to create and maintain an environment are the primary tools of learning and instruction.” was expanded to include "primarily the behaviors and techniques used by teachers

in the classroom to solve the problems of others" according to Doyle (1986). Jackson (1968) notes that environmental complexity is due to a number of characteristics of classroom instruction including multi-dimensional (many things happening at the same time) concurrency (many things happening at the same time). simultaneous) immediacy (fast rate of thought-limiting events) unpredictability (in terms of events and outcomes) overt (frequent events observed many or all students) and narrative (events regularly observed by many students).

Any component of the teaching-learning system environment can serve more than one purpose, but there must be a clear overall rationale for it. Student learning is enhanced. Therefore, an effective classroom environment should be created with one goal in mind: to enhance the quality of second language acquisition for students at all levels. Ali and Abbas (2002) recognize the importance of a successful classroom as the primary tool for stimulating effective learning. According to these researchers, the classroom environment should be viewed as an integrated role that includes teacher development, the school community's behavioral environment, school atmosphere management for effective teaching, resource organization and management for practical learning, and lesson design for effective student learning. They can show their full interest and commitment to the process. The administration of effective teaching and learning is known as the classroom environment. According to these experts, a good classroom environment achieves the lofty objective of organizing students, space, time, and materials in order to facilitate topic education and student learning. Created by encouraging student engagement and cooperation in all classroom activities while also fostering a productive environment. A classroom environment system that promotes orderly learning improves students' academic skills and capacities, as well as their social and emotional growth. The most practical classroom setting methods adhere to three essential principles; Clearly communicate with pupils what they want in terms of conduct and learning, promote engaged learning and student participation and determine which student behaviors are crucial to success.

It is stated that if we show our pupils enough love, care, and compassion, they will reciprocate by sharing it with others. In a cooperative learning system, everything is related to the Knockon effect. In addition, it is the hope of today's basic education. To do this, our classes must be involved, participated and quite involved in promoting effective collaborative learning<sup>1</sup>. The physical structure, class conduct, and general operating system will affirm the strength and direction of each student's behavior. Many people believe that an effective classroom atmosphere is one of the most important predictors of teacher performance. Most importantly,

it has been acknowledged as a crucial component of a high-quality educational environment, alongside full participation, learner-centered teaching and learning, shared engagement, and standards for systematizing, measuring, and continuously improving all school operations. (Faisal 2011; Farrukh 2006). The current researcher intends to derive a procedural system of functions spanning the complete task of the classroom environment based on the more recent work of Aslam and Saleem (2012):

Teachers use the phrase "classroom environment" to describe the process of ensuring that classes run smoothly, and that inappropriate student behavior does not disrupt instruction. For many teachers, this is a difficult part of teaching. Some teachers have left the profession because of a problem in the field. According to the National Education Association of America in 1981, 36% of teachers said that if they had to start over, they would not choose to teach. Negative student attitudes and discipline is an important factor (Akhtar, Kamran H; Farrukh, Saleem 1986). The classroom environment is important because it encourages curriculum development, the development of effective teaching techniques, and their implementation. The activities and instructions that teachers use to create a successful learning environment can be defined as having a positive effect on students' achievement of specific learning goals (Saleem, Alizadeh, Murphy, Bajestani, Ferguson ) To ensure that all children receive the best possible education, educational institutions should devote more time and resources to ensuring that teachers and instructors classroom environment instruction to provide a suitable learning environment for students (Eisenman, Edwards and Cushman) .These tools provide teachers with the material they need to successfully educate and teach future generations, thus ensuring the future success of the country. According to Hayman (1976), once teachers lose control of their classroom, regaining control becomes progressively more difficult.

Several elements of a positive teacher-student connection in the classroom are linked to dominance, cooperation, and the perception of high-need children. Dominance is defined as a teacher's ability to provide clear direction and purpose for student behavior and learning. This fosters effective connections by setting and expressing clear expectations and penalties for student behavior. classroom etiquette and behavior Such expectations include teamwork, seating arrangements, the use of equipment and materials, and classroom disturbance. Fostering a nice classroom community with mutual respect among teachers and students is a proactive approach to the school environment. Teachers that employ prevention demonstrate unconditional friendliness, acceptance, and support to pupils regardless of their conduct.

Students receive regular and consistent feedback on their behavior, and fair rules and punishments are implemented. According to Bear G.G. (2008), one way to style this class environment is to establish and implement a class contract. Students and teachers must collaborate to establish contracts. The contract between students and teachers specifies how they will interact in class. The group also decides and agrees on what would happen if someone breaches the contract. The team must also determine how to tackle the challenge, whether through class discussion.

In a good classroom, students are encouraged to participate and collaborate in a safe environment. Consistent standards, the use of student names, choice available when possible, and overall trust in students can all contribute to a healthy classroom environment. As teachers, we have many opportunities to help children build confidence and self-esteem. Despite the toxicity that may exist in their own home. By increasing their self-esteem with praise, you can help them overcome feelings of irritation and anger, as well as realize and acknowledge their inherent worth as humans. This may result in better conduct (Lucero, Rodrick 2016; Carolyn M. Everton; Carol S. 2006).

Classroom environments are the tactics used by teachers to establish a secure, disciplined, and suitable learning environment (Akalın & Sucuoglu 2015). Ensuring that students actively participate in their education and that teachers employ efficient rules, procedures, and routines are some of the tactics and activities teachers employ to overcome the difficulty of maintaining order in the classroom. "The instructional procedures, methods, and techniques that teachers use to regulate student behavior and learning" is how (2016) defines the classroom environment.

Effective classroom organization is crucial for success. Being an elementary teacher is also the most difficult aspect to grasp. . The most difficult struggle in the local government industry organization because teachers must be coordinated with many duties in and out of class. In addition the class of the class affects the physical characteristics of the class to create a higher productivity atmosphere for users. "They put interior learning and resource centers in strategic places to optimize students and minimize distractions" (www. Fesd.org). Quality is the priority of the organization. Effective teachers provide a safe learning environment in the classroom.

- Managing the classroom material.
- Classroom rules and procedure.

- Managing the classroom environment.

Communication is how people interact. Communication is used in teaching and in the classroom. To develop cooperation and achieve learning goals communication is a mechanism through which the different needs, feelings and attitudes of teachers and learners are communicated to each other. Educational goals cannot be achieved if communication is not effective. Therefore, the class president must understand exactly what excellent communication is as well as the principles and circumstances of effective communication and the problems that can hinder communication. Successful communication occurs when the receiver correctly understands the message and the sender receives a satisfactory response” (Bradshaw Pas Denim Bottiani bandamp; Rosenerg 2018).

Monitoring is a classroom approach that is roughly defined as listening to students for correctness and fluency or checking to see if activities are going as planned and students are on track. However, supervision is frequently undertaken by teachers as an exercise in hearing and vision, and sometimes not at all, whereas effective supervision is a skill that must be acquired if learners are to gain. activities, particularly those lacking in information and group interaction patterns. (Oliver Webhy and Nelson 2015)

Monitoring" is defined as monitoring or observing connected observations (Oliver Webhy & Nelson, 2015). Systematic and consistent programs and projects are used to ensure that everything goes as planned. Good classroom supervision is essential because many children believe that acting makes them feel more involved in the activity, even if they do not understand the task or cannot seek help when they require it. Burden (2016).

Lesson planning enables teachers to teach successfully and remain focused on the subject. A well-planned class keeps your pupils engaged, organized, and motivated." When lessons are well planned, children enjoy them more and get better results. Lesson preparation can also assist teachers steadily improve their performance in each lesson and prevent past mistakes. Here are some suggestions to help you with lesson planning (Whitton Barker Nosworthy Humphries & Sinclair 2016). The drafting of a good lesson plan is critical to the teaching and learning process. Developing engaging courses requires a significant amount of time and work. It is also critical to recognize that even the best-planned course is ineffective without engaging delivery strategies and successful classroom environment techniques.

Teachers use different questioning strategies to employ all learners in the classroom and ensure that everybody participates in conversations and activities and responds when questions arise. Additionally teachers change question types strategically. Teachers ask questions to foster meaningful dialogue that helps develop thinking skills. “One of the most important teaching strategies is asking questions.” Teaching effectiveness and teaching effectiveness are determined by questioning skills. (Farooq, Saeed Ahmad and Umar 2018).

## **RESEARCH METHODOLOGY**

This is a descriptive and investigative study of the impact of classroom environment on second language learning. 50 students were selected from the English department of Okara University (5 students for each of the 5th and 7th semesters). Thus, the total sample size is 50 respondents. Data were collected through an online questionnaire. Closed questions were used to collect data. In the closed questionnaire 2 Likert scale questions were constructed as yes or no.

The analysis uses questionnaires as the primary study tool. There are four questionnaires:

- 1: Closed-ended student questionnaire about the classroom environment and its impact on student behavior in the SL classroom.
- 2: Open a questionnaire to students about appropriate classroom environments.
- 3: Questions for student suggestions about a good classroom environment in a second language classroom.

## **RESULTS AND ANALYSIS**

The data were compiled from university Students via a questionnaire that included 12 questions with closed-ended questions.

A good environment of classroom develops critical thinking.

Table 1 (appendix) shows that good classroom surroundings improve students' vital thinking in a second language classroom. It shows that 96% of respondents agreed 4% disagreed with the statement.

A good setting of the classroom develops problem-solving skills.



Table 2 (appendix) shows that a good classroom environment develops problem-solving skills in second language students. It shows that 98% of respondents agreed and 2% disagreed with this statement. A majority (98%) of respondents agreed that a good classroom environment develops problem-solving skills in second language students.

**A good environment in the classroom develop punctuality.**

Table 3 (appendix) shows that a good classroom environment develops punctuality in second language students. It shows that 96% of respondents agreed and 4% of respondents disagreed with this statement. A bulk (96%) of respondents accepted those good classroom surroundings develop punctuality in second language students.

**The good surroundings of the classroom develop essential communication skills.**

Table 4 (appendix) shows that a good classroom environment develops the necessary communication skills in second language students. It shows that 86% of respondents agreed and 16% disagreed with this statement. A bulk (86%) of respondents accepted that a good classroom environment develops essential communication skills in second language students.

**A good setting of the classroom sets discipline in students.**

Table 5 (appendix) presents a good classroom environment for developing discipline in second language students. It shows that 88% of respondents accepted 12% of respondents opposed. Overall a bulk (88%) of respondents agreed that good classroom surroundings develop self-discipline in second language students.

**Good environment of classroom develops Learning skills.**

Table 6 (appendix) shows that a good classroom atmosphere develops study skills in second language learners. It shows that 94% of respondents agreed while 6% of respondents disagreed. A bulk (94%) of respondents accepted that a fine classroom setting develops social skills in second language students.

**A good setting classroom develops the capacity to set plans for the future.**

Table 7 (appendix) shows that a good classroom setting develops the ability to set plans for the future in second language learners. It shows that 88% of respondents agree while 12% strongly

disagree with this statement. The vast majority (88%) of respondents agree that a good classroom environment develops in students the ability to set goals for the future in second language learners.

**A good environment in the classroom develops negotiation skills.**

Table 8 (appendix) shows that a good classroom environment develops negotiation skills in second language learners. It shows that 88% of respondents agree while 16% of respondents disagree.

**A good environment in the classroom develops leadership skills.**

Table 9 (appendix) shows that a well-managed classroom develops leadership skills in second language students. It shows that 80% of respondents agree and 20% strongly disagree with this statement.

**A good environment in the classroom develops honesty.**

Table 10 (appendix) shows that a good classroom environment develops honesty in second language students. It shows that 96% of respondents agree while 4% of respondents disagree with this statement.

**A good setting classroom develops the ability to take responsibility.**

Table 11 (appendix) presents a good classroom environment to develop students' ability to take responsibility. It shows that 84 % of respondents agree while 16% of respondents disagree with this statement.

**A good environment of classroom recognizes the significance of education.**

Table 12 (appendix) represents that good surrounding of classroom realize the importance of education in students of second language. It showed that 62% respondents agreed while 38% strongly disagreed with the statement.

**CONCLUSION AND LIMITATIONS OF THE STUDY**

The study aimed to confirm the impact of classroom environment on second language learning outcomes. The classroom environment is hence the primary focus of this research. This research fails to address some of the fundamental issues of teaching, including factors such as teacher roles, student roles, and socioeconomic issues. Research focuses on classroom environments and student outcomes in second language learning.

A positive classroom environment fosters critical thinking, punctuality, self-discipline, confidence, leadership abilities, and honesty among second language students. According to participants perception (open-ended question) the majority of respondents agreed that a good classroom environment has a stronger impact on the development of trust punctuality problem-solving skills leadership skills teamwork personality development and adaptability. And the classroom environment greatly influences second language learning. The main suggestions that the participants found to improve the effectiveness of a good classroom environment were the availability of classroom facilities and that the teacher-student ratio should be as high as possible. as low as possible etc.

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