



تقييم البيئة التعليمية من وجهة نظر الطلبة العراقيين دراسي لغة الانجليزية كالغة اجنبية

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ملخص البحث:

تمثل إنشاء بيئة صفية ايجابية مرحلة مهمة في التدريس الفعال؛ لخلق بيئة صفية ايجابية . ولإيجادها (بيئة التعلم الإيجابية) لابد أن يكون هناك عنصران فيها وهما: (الجسدية والنفسية). تحاول هذه الدراسة معرفة تقييم البيئة التعليمية من وجهة نظر الطلاب العراقيين دارسي اللغة الانجليزية كالغة اجنبية. حيث بلغ عدد المشاركين في الدراسة (200) طالبا في المرحلة الثالثة في قسم اللغة الإنجليزية، كلية التربية للعلوم الإنسانية، جامعة واسط. علاوة على ذلك ، أوضحت النتائج أن العنصر الاول في البيئة المادية للفصل الدراسي تتضمن كيفية ترتيب الأشياء ، وكيفية تخزين المواد. ولابد أن يكون الفصل الدراسي جذابا باستعمال ألوان واضحة على جدران الفصل. أما العنصر الثاني فيهتم بالبيئة المعنوية حيث الجانب النفسي للفصل الدراسي حيث شعور الطلاب بتعلمهم . ويمكن أن يسمح إنشاء بيئة صفية ايجابية للطلاب بتجنب العزلة، وتطوير مهارات التواصل .

كلمات مهمة: الطلاب العراقيين دارسي اللغة الانجليزية كالغة اجنبية، البيئة الصفية للتعليم، وجهة نظرا، تقنيات التعليم والتعلم



Assessing Iraqi EFL University Classroom Learning Environment from the Students' Point of View

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Abstract

Creating a positive classroom environment is an important phase of effective teaching. There must be two elements of a positive learning environment to create a positive classroom environment: physical and psychological. This study attempt to find out assess the Iraqi EFL University classroom learning environment from the students' point of view in ELT lectures. The sample of study was 200 students in the 3rd year at the Department of English College of Education for Human Sciences Wasit University. Furthermore, the results illustrated that the physical environment in the classroom includes how objects are arranged, and how materials are stored. The classroom must be attractive by using clear colors on classroom walls. The psychological environment in the classroom is concerned with how students feel about their learning. Creating positive classroom environment can allow students avoid isolation, develop communicative.

Keywords: Iraqi EFL University Students, Classroom Learning Environment, Point of View, Learning and Teaching, Techniques



1. Introduction

People are affected negatively or positively by their close environment, which influences their happiness. The term 'environment' refers to everything surrounding us, and within it, each feature of it has a different result on human behavior, perception, and productivity. Learners are influenced by their classroom environment even if they do not recognize the suggestion of the environmental settings on education. Students interact with the learning environment in a variety of activities. During this communication, the performance and contentment of the student are quite precious in evaluating the learning environment. It has been emphasized in many studies that students who distinguish the academic environment better are more successful in learning. Waldman (2016) point out that before learners can be successful educationally, they must feel secure, both mentally and physically, and to have a protected learning environment, learners should feel respected, supported, and welcomed. Environmental factors like textbooks, classrooms, school supplies, equipment, and other instructional materials, etc. are the physical circumstances needed for learning (Mondal, 2012). It is said that a school with a sufficient learning environment contribute to inspiring predictable outcome of learning that will assist good educational performance, by encouraging effective learning and teaching (Meseko, 2021).

1.1. Aim of the Study :

The present study aims to assess the Iraqi EFL University classroom learning environment from the students' point of view in ELT lecture.

1.2. Limits of the Study :

This study is limited to Iraqi EFL University students in the 3rd year at the College of Education for Human Sciences Wasit University during the academic year of 2020-2021.



1.3. Procedures of the Study:

The study is conducted according to the following procedures:

- 1-The target population of the study is the 3rd year Iraqi EFL students at the Department of English, College of Education for Human Sciences Wasit University.
- 2-The sample of the study consists of 200 students (males and females randomly chosen).
- 3-The Instructor has been chosen a suitable rubric to assess the Iraqi EFL University classroom learning environment from the students' point of view in ELT lectures, under the supervision of specialists in ELT and Linguistics, and take any comments, modifications, and suggestions when it's necessary
- 4- Interpreting the results by using the proper statistical means that suit the study.
- 5- Conclusions and recommendations are drawn.

2. Literature Review

1.2. Concept of Learning Environment

According to Soanes, (2002) learning is the procedure of getting intellectual information on an exacting subject to get knowledge and skills. Balog (2018) refers that the learning environment is collected of some components that influence the student's learning, includes; materials, technical tools, learning space, teaching-learning people; training, resources; instruction, physical environment, and curriculum. (Shabani2010, 98), States that the learning environment considers as a process of interaction and communication with adults and peers. (Slobodchikov, 1995, 50) point out that subject is learning sources that encircle a student. For a higher academic achievement, the students must also feel supported by all those connected to their learning experiences like classmates, teachers, community members, administrators, and



family (Waldman, 2016). Teachers should be created through conscious procedures like interacting with students in positive behaviors, exhibiting a positive manner, etc that would encourage learning activities in the learning environment (Loveless, 2020). The student can also accomplish more than what is within his ability when apply to the learning environment opportunities and resources (Zhetpisbayeva and Shalbayeva, 2019, 8).

2.2. Positive Learning Environment

According to McFarland (2012:137), a positive learning environment is when the students feel that they are valued and supported in whatever they are learning and doing. This emphasis refers to creating a positive learning environment that can motivate student learning. The task of a teacher as the stimulus for a positive learning environment: teacher should provide himself with methods or tools of creating a positive learning environment. All teachers should get it as their task to produce a positive learning environment for students. Henson (2015:81) refers that no one wants to learn in a boring environment that difficulty the achievement of the learning goal; Students are more encouraged to make their abilities if the circumstances are more positive.

2.3. Physical Environment

The physical environment in school acting an essential role in learning. It gives students clear letters about how the teacher should make a positive environment to support good education and bring the interest of learning to learners so that they will do better. According to Allen and Hessick (2011) physical environment in the class is the 'silent curriculum', an important aspect leading to the best learning and teaching knowledge. Chairs arrangement provides flexible chairs arrangement that enables a variety of learning activities (Maxwell, 2010).The physical environment refers to the physical surroundings of

the learner's environment which should invoke a positive response and hold on to the interest of those who occupy it(Balog,2018).

2.4. Psychological Environment

Roeser et al., (1996) state that through the early stages of education, school plays an essential role in facilitating the effective schooling that every student requires. The connection between the learner's psychology and other elements such as cultural, social, educational, and physical requirements are essential in terms of viewing a clear understanding of a well-organized learning environment. (Long et al., (2011) refer to; children follow six stages of development that need to be satisfied. The psychological aspect of the learners in school, which include their efficacy, esteem, identity, and expectation performance are important within the nearby environmental setting value . Psychologists propose the need to pay more consideration to design the physical environment as it is relatives to the student's social communication, which inform how the space should be used and designed to contain the learning process (Trancik and Evans, 1995; Martin et al., 2006).

3. Procedures

3.1. The Population and Sample

The population of the current study includes the 3rd year college students enrolled in the Department of English at the College of Education for the Human Sciences University of Diyala and the Department of English at the College of Education for Human Sciences Wasit University, the total population is 250. The sample of the current study has been chosen from the 3rd year students admitted at the Department of English College of Education Wasit University for the academic year (2001-2022). The total number of the 3rd year students is 200 students.



3.2. Instruments of the Study

To attain the aim of the study, an appraised tool has been chosen. This rubric has been distributed and constructed to the 3rd year students at the Department of English as a statistical instrument. The survey is a set of sentences. It consists of (34) items on which students must strongly agree, slightly agree, agree, strongly disagree, slightly disagree, or disagree on as shown in the survey.

Table (1)

Rubric to Assess the Influence of Physical Learning Environment on the Iraqi EFL University Students

No	Items	Strongly Agree	Slightly Agree	Agree	Strongly disagree	Slightly disagree	Disagree
1.	Classroom is an enjoyable place to teach.						
2.	The classroom is clean and tidy.						
3.	The classroom is equipped with adequate spaces for students' movement and activities.						
4.	Lighting is enough and there is no glare.						
5.	Outdoor noise is reduced in our classroom.						
6.	Social areas on the campus are provided for various activities and interests designed for students' development.						
7.	Educational equipment, classroom desks, and other tools are arranged in a way that allows the performance of various in-class activities.						
8.	Lecturer can easily observe and watch						



	students in classroom.						
9.	The internal and external decoration of the classrooms is fine.						
10.	College administrators support and encourage lecturers to take care of their leaning environment.						
11.	The Learning and Teaching strategy is understood by lecturer and staff.						
12.	Lecturer considers their college a place to foster an appropriate environment for moral, social, and educational development.						

Table (2)

Rubric to Assess the Influence of Psychological Learning Environment on the Iraqi EFL University Students.

No	Items	Strongly Agree	Slightly Agree	Agree	Strongly Disagree	Slightly Disagree	Disagree
1.	Students enjoy learning English in the classroom.						
2.	Lecturer is aware of avoiding embarrassment while giving feedback.						
3.	Students feel free to express themselves in classroom.						
4.	Lecturer gives student confidence to speak English in classroom.						
5.	Lecturer appreciate student when s/he performs well in the classroom.						
6.	Students interact with each other in English to develop their communication						



skill.						
7. Students are enjoying a friendly relation with her/his lecturer in classroom.						
8. Lecturer allows for social chat to connect his students in the dialogue.						
9. Mistakes are tolerable in the classroom.						
10 Lecturer facilitates different learning styles (auditory, visual, kinesthetic, intrapersonal, and interpersonal).						
11 Lecturer is conscious of students' emotions and motivation.						
12 Lecturer encourages his/her students to express their differences and views.						
13 Lecturer helps his student use newly-learned English constructions and expressions.						
14 Lecturer uses praise or prize to motivate learners to learn English.						
15 Lecturer responds appropriately to students' comments and questions.						
16 Demonstrate consciousness of individual student learning need.						
17 Lecturer treats all students fairly and equally.						
18 Lecturer can admit making mistake or to lack knowledge.						
19 Lecturer monitors effectiveness of team/group work.						
20 A positive learning and teaching environment is fundamental.						



21	Lecturer explains key ideas clearly and plainly.						
22	Lecturer's orders keep the students attentive and engaged in the learning process.						

3.3. Face Validity

"Face validity is the appropriate type to find out whether the performance of the test is valid to accomplish the aim of the study or not. Face validity refers to the degree to which a test appears to appraise the abilities or knowledge it claims to evaluate (Richard and Schmidt, 2002: 196)". The survey has been exposed to jury members who have been asked to give their modification, agreement, or any additional points about the test. The test has been judged valid by all the juries which mean 100% agreement, except for slight modification and notes as follows:

- 1-Some items need spelling adjustment,
- 2-Some of the questions have been a little modified by jury members by changing a word.

Table (3)
Names of the Jury Members

No.	Academic Rank	Name	Field	University and College
1	Assistant professor	AL-Ibadi Qassim Hamadi	ELT	College of Education for Human Sciences Wasit University, Ph.D. in ELT
2	Assistant Professor	Al-Husseini Hashim Alwai	Linguistics	College of Education for Human Sciences Wasit University, Ph.D. in Applied linguistics
3	Assistant professor	AL-Atari Faris Kadhim	ELT	College of Education for Human Sciences Wasit University, Ph.D.in ELT.
4	Assistant Professor	Al-Majdawi, Ali Muhsin	Linguistics	College of Education for Human Sciences Wasit University, Ph.D. in Applied linguistics



5	Assistant Professor	Abdulsada, Mohammed Nasser	Linguistics.	College of Education for Human Sciences Wasit University, M.A. in Applied
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3.4. The Pilot Administration:

This pilot study of the instrument has been conducted to check the clarity of each item of the instructions survey, to conduct pilot study, the lecturer has applied a test on a random sample consisting of 50 students selected from the 3rd year, at the Department of English College of Education for Human Sciences University of Diyala which represent the pilot study sample. The findings of the pilot administration have a party that there is no doubt in the instructions of the survey.

3.5. The Reliability of the Test

Reliability refers to the consistency of scores or answers and how consistent they are for each individual from one administration of an instrument to another (Wallen and Fraenkel, 2013:97). The Pearson correlation coefficient formula has been used to estimate the reliability coefficient for each dimension. The values obtained are found to be 0.79.

3.6. Final Administration of the Survey

After achieving face validity, pilot administration, and reliability. The survey in its final version was administrated to the student's Department of English language from the College of Education for Human Science Wasit University. They were asked to strongly agree, slightly agree, agree, strongly disagree, slightly disagree, or disagree on the classroom learning environment. The administration came out with the following results:

Table (4)
The Weighted Mean and the Weighted Percentile of the Survey
Items for Physical Influence.



No	Items	Strongly Agree	Slightly Agree	Agree	Strongly Disagree	Slightly Disagree	Disagree	Weighted Mean	Weighted Percentile
1	12	94	40	66	0	0	0	5.14	86%
2	1	64	32	104	0	0	0	4.8	80%
3	8	50	36	114	0	0	0	4.68	78%
4	2	44	38	118	0	0	0	4.63	77%
5	10	42	40	102	0	0	16	4.38	73%
6	11	44	30	110	0	0	16	4.35	73%
7	4	40	32	106	0	0	22	4.23	71%
8	3	36	44	88	0	0	32	4.1	68%
9	5	40	36	86	0	18	20	4.1	68%
10	6	32	40	64	32	0	32	3.88	65%
11	9	16	50	84	0	26	24	3.79	63%
12	7	32	34	78	0	26	30	3.78	63%

Table (5)
The Weighted Mean and the Weighted Percentile of the Survey Items for Psychological Influence.

No	Items	Strongly Agree	Slightly Agree	Agree	Strongly Disagree	Slightly Disagree	Disagree	Weighted Mean	Weighted Percentile
1	20	126	20	54	0	0	0	5.36	89%
2	1	100	46	54	0	0	0	5.23	87%
3	5	102	38	60	0	0	0	5.21	87%
4	4	100	36	64	0	0	0	5.18	86%
5	21	62	38	100	0	0	0	4.81	80%
6	22	58	34	108	0	0	0	4.75	79%
7	19	32	44	124	0	0	0	4.54	76%
8	15	48	38	98	0	16	0	4.51	75%
9	10	44	44	94	0	18	0	4.48	75%
10	13	50	40	94	0	0	16	4.46	74%
11	7	40	46	94	0	20	0	4.43	74%
12	6	54	40	74	16	0	16	4.42	74%
13	12	54	34	92	0	0	20	4.41	74%
14	8	34	40	106	0	10	10	4.29	72%
15	14	42	32	86	22	0	18	4.2	70%
16	2	36	42	90	0	16	16	4.17	70%
17	16	22	44	112	0	0	22	4.11	69%
18	17	48	34	52	24	24	18	4.02	67%
19	9	26	46	68	14	22	24	3.84	64%
20	18	20	40	74	22	24	20	3.75	63%
21	3	30	40	52	22	26	30	3.68	61%
22	11	28	20	82	16	22	32	3.6	60%



3.7. Results and Conclusion

Based on the results obtained from the present study, Data has been analyzed statistically by using the weighted mean and the weighted percentile to find the statistical differences for both domains physical and psychological influence to conclude which one weighted mean is highest from others. The first domain is physical influence, we see that the first item 12 (Lecturer consider their college a place to foster an appropriate environment for moral, social, and educational development.) got the highest weighted mean (5.14.86%). The second item is 1 got the high weighted mean (4.8. 80%). Meanwhile, items 10 and, 11 (College administrators support and encourage lecturers to take care of their learning environment, The Learning), (Teaching strategy is understood by lecturer and staff) got the equal-weighted mean (4.38. 73% 4.35.73%). In the last domains of physical influence, item 7 (Educational equipment, classroom desks, and other tools are arranged in a way that allows the performance of various in-class activities) got the lowest weighted mean (3.78. 63%). The second domain is psychological influence, we see that the first item 20 (A positive learning and teaching environment is fundamental) got the highest weighted mean (5.36. 89%). Items 1, 5, got a high weighted mean equally (5.23. 87%). Meanwhile, the last domain of psychological influence, item 11 (Lecturer is conscious of students' emotions and motivation) got the lowest weighted mean(3.6. 60%).Based on the results obtained from the present study, the conclusions of the present study are shown as The success of students in their educational performance lies in the making of an interesting teaching environment. The school acts as the second house for the learner and it contributes to the strong connection with learners' academic performance. The aim of the study is to assess the Iraqi EFL University classroom learning environment from the students' point of view in ELT lectures.



The populations of the study are the students at the Department of English College of Education for Human Sciences University of Diyala and the Department of English College of Education for Human Sciences Wasit University. The sample of the study is the students at the Department of English College of Education for Human Sciences Wasit University. Finally, it's concluded that items 12, 20 got the highest weighted mean (5.14. 86%, 5.36 89%). Meanwhile, items 7, 11 got the lowest weighted mean (3.78. 63%, 3.6 60%). For both domains physical and psychological. This means that a positive learning environment will help the students in learning and teaching EFL classrooms.

3.8. Recommendations

- 1- It is recommended that the teacher must be willing to assist learner's who are in need and must at all times make the environment that is helpful to learning.
- 2-The teacher must develop strategies to stimulate learners to work strong and give them a resource that will motivate attention in learners.
- 3-The teacher must give the learner's the chance of using their practice to master the concept and new skill and increase or generate enjoyment in the classroom.
- 4-The teachers should make sure that they support, motivate, and give social support to learners.
- 5-The learners are more dynamic in learning if it is motivated and receive positive encouragement from their teacher.
- 6- Enhance students' growth, help them share beliefs, improve positive interaction, help them feel happy .



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