

English Language Learning Skill at Tertiary Level: The Role of Classroom Environment and Interactive Demonstration

Dr. Behzad Anwar¹, Dr. Muhammad Shoaib², Nazneen Zahra³

¹Assistant Professor, Department of English, University of Gujrat, Pakistan.
Correspondence: behzad.anwar@uog.edu.pk

²Assistant Professor, Department of Sociology, University of Gujrat, Pakistan.

³Lecturer, Department of English, University of Gujrat, Pakistan.

Abstract

This paper attempts to examine the English language learning skills of the students at the tertiary level in terms of the classroom environment and interactive demonstration. These aspects along with other interlinked factors are very important for learning generally and for English language learning specifically. This study has been conducted using a quantitative study design. A cross-sectional survey has been conducted and a well-structured questionnaire has been administered and used as a tool of collection. A proportionate random sampling technique has been opted to select 2230 students from BS programs of the public sector university. A total of 1678 students participated and 552 have not filled out the questionnaire. Statistical analysis including descriptive statistics, Pearson correlation, and an OLS regression analysis has been employed to predict the English language learning skills to draw results and conclusions. The study findings reveal that teachers' competency, classroom environment, classroom management, interactive demonstration in the classroom, and debate have favorable effects on English language learning skills among university students. The study findings also assert that the role of teachers in the classroom has also been linked with the qualification and experience of teachers to deliver and motivate the students to learn the English language. Likewise, the key findings of the study point out that the classroom environment has also favorable effects on the students' learning English skills.

Keywords: Classroom Environment, Interactive Demonstration, Classroom Management, English Language, Learning Skills

1. Introduction

It has been observed that classroom environment and interactive demonstration are very important for learning generally and for English language learning specifically (Bruton, 2005; Lara-Alecio & Parker, 1994; Preciado, Jalalian-Chursky, Norton, Rasikawati, & Eigenbrood, 2021). In this phenomenon, the teachers play a pivotal role in academic career of the students (de Oliveira, 2016; Foncha, Abongdia, & Adu, 2015; García-García, Romero-Contreras, & Silva-Maceda, 2018). They develop the skills and

learning capacities of the students through debate in classroom and classroom management (Kowalski, 2008; Loo, Maidom, & Kitjaroonchai, 2019). Similarly, teachers have been playing a pivotal role in the improvement of the students' performance specifically in the English language learning process at the tertiary level (Szpara & Ahmad, 2007; Tarrayo & Anudin, 2021; Tarrayo, Paz, & Gepila, 2021). In the same fashion, teachers influence the students' character and personality further motivating them to take a keen interest in the process of English learning skills (Xu, Yang, MacLeod, & Zhu, 2019; Yoon, 2021). It is pertinent to mention here that the teaching competencies of teachers matter in developing reading, writing, speaking, and listening skills among students in the classroom (de Oliveira, 2016; Kowalski, 2008; Tarrayo & Anudin, 2021; Xu et al., 2019). It is also noted that classroom environment and management vary according to the teachers' education and institutions at the university level resulting in variation in English learning among university students (Ma, 2019; Manegre & Sabiri, 2020; Morrison & Evans, 2018; Yoon, 2021).

1.1 Objective of the Study

The main objective of the study is to examine English language learning skills among students at the tertiary level in terms of the classroom environment and interactive demonstration.

1.2 Delimitations of the Study

The study has been limited to quantitative study design and students of only one university have been selected to collect the data.

2. Literature Review

Several studies have been conducted to analyze the English language learning skills through different domains (Tajeddin, Mostafaei Alaei & Moladoust, 2021; Takeuchi, 2015; Takeuchi & Esmonde, 2011; Tarrayo & Anudin, 2021; Tarrayo, Paz, et al., 2021). It has been asserted that several factors have been involved in the students learning process including teachers' competency (Manegre & Sabiri, 2020; Morrison & Evans, 2018), classroom environment (Roberts, 1999; Rudolph, 2016; Saghafi, Adel, & Zareian, 2017), interactive demonstration (Takeuchi, 2015; Turan & Akdag-Cimen, 2020), classroom management (Mehring, 2016; Moi, 1996), debate in classroom (Elahi Shirvan & Taherian, 2021; García-García et al., 2018), and other interlinked factors (Sharifi, Rostami AbuSaeedi, Jafarigozar & Zandi, 2018; Shoba, 2017; Sicam & Lucas, 2016; Skerrett, 2011). As long as the teachers' competencies are concerned, higher the teachers' competencies result in better English language learning skills among students at the tertiary level (Coll, Taylor & Fisher, 2002; Foncha et al., 2015; Harbon, 2008;

Manegre & Sabiri, 2020). However, it is a relative concept that varies across societies and institutions (García-García et al., 2018; Loo et al., 2019; Yoon, 2021). As the teacher is a value-laden profession on the one side while a teacher has to prove his/her competencies to transform the skills and learning potential into the students (Manegre & Sabiri, 2020; Morrison & Evans, 2018; Ou & Gu, 2021).

It has been observed in several studies that reading is one of the important English learning skills (Chen, Tan & Lo, 2016; Kazemi, Bagheri & Rassaei, 2020). Li and Suen (2015) find that teachers with good reading habits and backgrounds easily inculcate the reading skills into their students. He also stated that reading skills further lead to the other skills of speaking, listening, and writing as long as the literature is read it is transverse in reshaping the reading skills among the students. However, there is a great role to teachers' competencies to fuel the students' performance by influencing their skills (Manegre & Sabiri, 2020; Morrison & Evans, 2018). Similar arguments are given by Tarrayo, Paz, et al. (2021). They argued that teachers' competencies in reading can further induct the reading habits among the students. Similarly, speaking is one of the key skills that affect the students' performance in their careers (Li & Suen, 2015). As Loo et al. (2019) found that the speaking skill of students is more likely dependent on the reading skills. He also stated that teachers' competencies affected the students' performance. He further stated that the higher the skills of teachers higher will be the students' performance. It is also asserted by Uztosun (2020) that motivation in the classroom results in English learning skills. He states that teachers have a pivotal role in modifying the behavior and attitude of the students.

Studies have also been conducted and stated that listening is also an important skill that student has in their career (Kao & Kuo, 2021). It is a lifelong skill that helps students in their professional careers (Jiang & Zhang, 2019). It is explained by Manegre and Sabiri (2020) that speaking skill depends upon the effective role of teachers in inculcating the learning skills among the students. He further stated that teachers' competencies enhance and improve the learning skills of students. Based on the above assertions, it is argued that students' performance is affected by the teachers' competencies. However, writing skill is one of the learning skills that students have in their academic career (Bekleyen, 2011; Coll et al., 2002; Szpara & Ahmad, 2007). It is noted that writing skills are dependent on teachers' competencies (Foulger & Jimenez-Silva, 2007; Harbon, 2008; Loo et al., 2019). As Yoon (2021) argued that good teachers inculcate writing skills among the students. He also stated that although teachers' competencies affect the students' performance in terms of English language learning skills. Based on the above argument, it is asserted that teachers' competencies are directly proportional to the students' performance.

It is important to mention here that English learning skills are on the verge of teachers' competencies (Ou & Gu, 2021; Szpara & Ahmad, 2007; Tarrayo & Anudin, 2021). The study has also found that teacher has to inculcate the language learning skills into the students (Morrison & Evans, 2018). As long as these skills are concerned, Elaish, Shuib, Ghani and Yadegaridehkordi (2019) noted that learning English language skills is a bit tricky for teachers. As commissioned by Ciriza-Lope, Shappeck, and Arxer (2016) that teachers with good command of the subject are unable to inculcate the learning skills among the students. On the other hand, teachers with minimal skills proactively enhance the English learning skills of the students in the classroom (Braden, Wassell, Scantlebury, & Grover, 2016; Chang, Kim & Lee, 2017). However, it is a relative concept across the globe (Ardasheva, Norton-Meier, & Hand, 2015; Asoodar, Marandi, Vaezi, & Desmet, 2016; Banse & Palacios, 2018). Similarly, Shoaib and Ullah (2021a) noted that teachers' competencies are magnified by the students' performance within and outside the institutions. These skills are further explained by Shoaib and Ullah (2021b). As Foncha et al. (2015) stated that students with good performance are found with good reading, writing, listening, and speaking skills as compared to those who have only minimal skills. Thus, based on the above-cited literature, this study has been designed to evaluate the English language learning skills among students at the tertiary level in terms of the classroom environment and interactive demonstration.

3. Research methodology

3.1 Study Design

This study has been conducted using a quantitative study design. The rationale to select this study design is based on the nature of the study-explanatory research. Further, the data has been selected from more than 30 students.

3.2 Population and Element of the Study

The population of this study consisted of the enrolled students of the BS (4 Years) program at the Hafiz Hayat Campus, University of Gujrat, Gujrat, Pakistan. Similarly, the student of the 1st, 3rd, 5th, and 7th semesters of the university participated in the study.

3.3 Sampling Procedures

A proportionate random sampling technique has been opted to select 2230 students from BS programs. A total of 1678 students participated and 552 have not filled out the questionnaire. It is important to mention here that the sample size has been proportionally allocated to the departments and faculty as well.

3.4 Technique and Tool of Data Collection

A cross-sectional survey has been conducted and a well-structured questionnaire has been administered and used as a tool of collection. The tool has consisted of different sections including socio-demographic characteristics, predictors: teachers' competency, classroom environment, interactive demonstration, classroom management, reading and writing practice, debate in the classroom, listening and speaking practice, and predicting variable: English language learning skills.

3.5 Pre-testing

A pilot testing has been done on 30 randomly selected students from the university. Hence, Table 1 indicates the reliability statistical test of the variables. It provides the code, items, and the value of Alpha. A total of 40 items have been used dissecting 4 to 6 items to each variable. The overall value of 40 items has been reported as .931 that highly acceptable in social sciences. However, the value of all variables has been ranging from .705 to .792.

Table 1
Reliability Statistical Test (n=30)

Sr. No.	Variables	Code	Items	Alpha Value
1	Teachers' Competency	TECO	5	.715
2	Classroom Environment	CLEN	5	.784
3	Interactive Demonstration	INDE	6	.705
4	Classroom Management	CLMA	5	.792
5	Reading and Writing Practice	RAWS	5	.741
6	Debate in Classroom	DEIN	5	.782
7	Listening and Speaking Practice	LASS	4	.711
8	English Language Learning Skills	ELLS	5	.728
Overall			40	.931

3.6 Data Analysis

The data has been edited, coded, and computerized. Statistical analysis including descriptive statistics, Pearson correlation, and an OLS regression analysis has been employed to predict the English language learning skills for drawing the results and conclusions.

4. Results and Discussion

This section comes up with data analysis of primary data collected from university students. It consists of descriptive statistics, Pearson correlation, and an OLS regression analysis. Descriptive statistics provides range, minimum, maximum, mean, standard deviation, and variations of the variables. Pearson correlation has been provided to show the strength and direction of the correlation between the variables. In an OLS regression analysis, predictors are predicting the dependent variable i.e., English language learning skills.

Table 2
Descriptive Statistics of the Variables (n=1678)

Variables	Range	Minim.	Maxim.	Mean	Std. Devia.	Varia.
Fathers' education	17	0	17	7.64	4.670	21.807
Brothers	6	0	6	1.96	1.187	1.408
Sisters	8	0	8	2.61	1.426	2.033
Teachers' Competency	12	8	20	15.24	2.359	5.563
Classroom Environment	13	7	20	17.63	2.314	5.356
Interactive Demonstration	14	10	24	20.90	3.232	10.444
Classroom Management	15	5	20	16.32	3.590	12.889
Reading and Writing Practice	12	8	20	17.76	2.298	5.281
Debate in Classroom	11	9	20	18.25	2.129	4.534
Listening and Speaking Practice	9	7	16	14.33	1.789	3.201
English Language Learning Skills	9	11	20	18.03	2.148	4.613

Table 2 reveals the descriptive statistics of the variables. The fathers' educational level of the students has been shown as illiterate to M. Phil level along with the mean value of 7.64 years of education. Similarly, the variance of variable has also been reported as 21.807. The primary data also indicates the number of brothers and sisters as 6 to 8 maximum respectively. It is pertinent to mention here that the minimum of no brothers and sisters has also been reported in the table. It is stated that the descriptive statistics of the other independent and dependent variables has also been provided in the

tables i.e., teachers' competency, classroom environment, interactive demonstration, classroom management, reading and writing practice, debate in the classroom, listening and speaking practice, and English language learning skills.

Table 3
Pearson Correlation Statistical Test (n=1678)

Varia.	TECO	CLEN	INDE	CLMA	RAWS	DEIN	LASS	ELLS
TECO	1	.265**	.328**	.131**	.282**	.399**	.183**	.260**
CLEN		1	.588**	.233**	.601**	.312**	.212**	.421**
INDE			1	.283**	.503**	.451**	.269**	.418**
CLMA				1	.496**	.283**	.088**	.305**
RAWS					1	.471**	.196**	.463**
DEIN						1	.444**	.590**
LASS							1	.420**
ELLS								1

Correlation is significant at the 0.01 level (2-tailed).

Table 3 points out the Pearson correlation statistical test between the variables. The analysis asserts that there is a moderate positive correlation between teachers' competency with debate in the classroom ($r = .399$) and interactive demonstration ($r = .328$). It is important to mention here that the highest positive correlation ($r = .601$) among all variables mentioned in the table has been found between classroom environment and reading & writing skills among university students. Similarly, the next highest positive correlation ($r = .590$) has been indicated between debate in the classroom and English language learning skills. However, the positive moderate and weak correlation has been found between all other variables as mentioned in the table. It is asserted that the variables including teachers' competency, classroom environment, interactive demonstration, classroom management, reading and writing practice, debate in the classroom, and listening & speaking practice have a positive correlation with English language learning skills among university students. The study findings are similar to the study findings of Shoaib and Ullah (2021b). The study of Rajae Pitehnoee, Arabmofrad, and Modaberi (2020) also has similar results in terms of the physical classroom environment and learning of the English language among students.

Table 4

An OLS Regression Analysis Depicting English Language Learning Skills

Predictors	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Teachers' Competency	.207	.021	.162	7.860	.001
Classroom Environment	.165	.023	.178	7.029	.000
Interactive Demonstration	.075	.028	.079	3.201	.001
Classroom Management	.055	.013	.091	4.321	.000
Reading and Writing Practice	.080	.025	.086	3.184	.001
Debate in Classroom	.384	.024	.381	15.846	.000
Listening and Speaking Practice	.220	.025	.183	8.972	.000
(Constant)	2.484	.445		5.577	.000
F = 196.333, df = 7, Sig. = .000, R = .672, R Square = .451, Adjusted R Square = .449					

Table 4 provides the OLS regression analysis depicting the dependent variable i.e., English language learning skills. It is stated that teachers' competency has favorable effects on English language learning skills among university students. Similarly, the role of teachers in the classroom has also been linked with the qualification and experience of teachers to deliver and motivate the students to learn the English language. Likewise, the classroom environment has also favorable effects on the students' learning English skills. It is worth mentioning here that the classroom environment along with classroom management also facilitates the students in the process of learning the language. However, the primary analysis also indicates that interactive demonstration and debate in the classroom enhance the listening and speaking skills that result in English learning skills. Hence, it is argued that there are multiple factors contributing to English learning skills. The study findings are interlinked with the study findings of Preciado et al. (2021) in terms of achieving positive outcomes in the classroom. Similarly, the study findings are also aligned with the study findings of Lan and de Oliveira (2019) in terms of science classroom and English language learning.

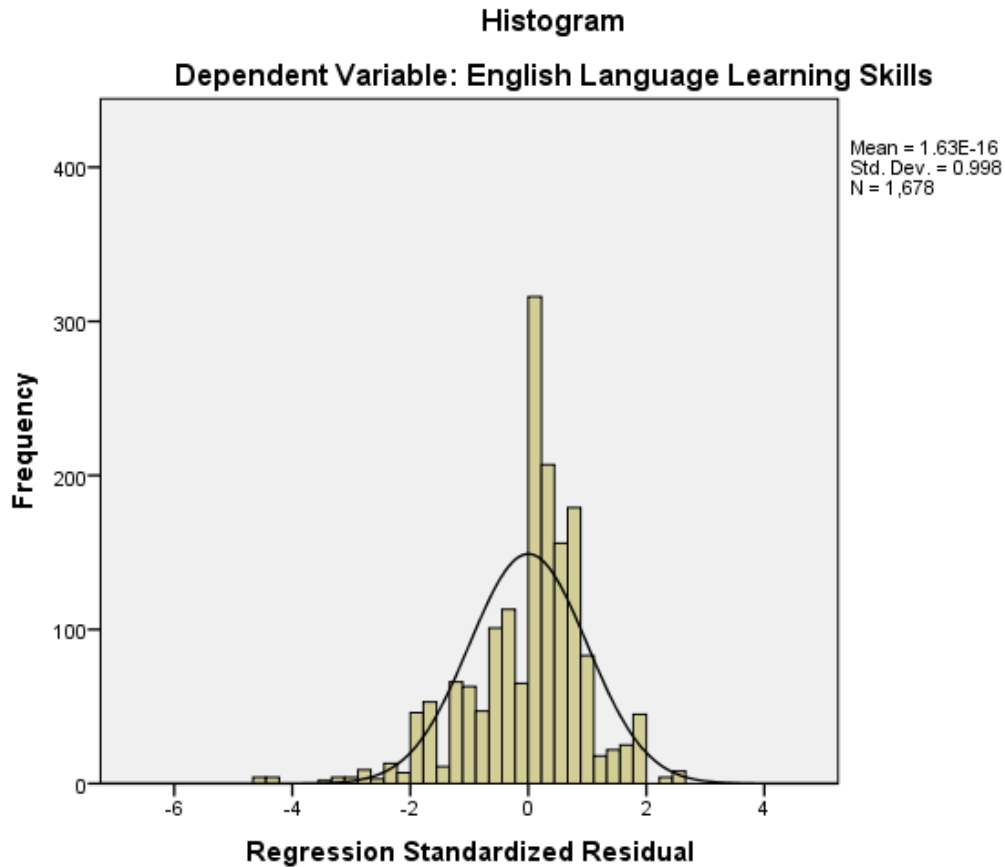


Figure 1: Showing Histogram

It is worth-mentioning that the teachers' competencies are aligned with the teaching environment (Lara-Alecio & Parker, 1994; Moi, 1996; Waxman, de Felix, Martínez, Knight, & Padrón, 1994). The conducive learning environment had a great deal in improving students' performance coupled with teachers' competencies (Hassall, 2001; Mushi, 1996; Roberts, 1999). It also entails different skills that are to be inculcated into the students to improve their language learning (Coll et al., 2002; Olivares & Lemberger, 2002). These skills are reading habits, writing skills, listening, and speaking capacities (Wongsothorn, Hiranburana & Chinnawongs, 2002; Yore, Bisanz & Hand, 2003). Further, these skills play a vital role in enhancing the capacities of students (Lamb, 2004). It is noted that the teachers having these smart skills can further transform these skills into the students and thus, students' performance-enhanced accordingly (Bruton, 2005; Hirsch & Lloyd, 2005). On the other hand, the learning environment is important along with the teachers 'competencies to further fuel the students' performance (Foulger & Jimenez-Silva, 2007; Harper & Hamer, 2006; Iddings, 2005).

A large number of studies have been conducted on teachers' competencies and students' performance in developed and developing nations (Harbon, 2008; Kowalski,

2008; Matear, 2008; Szpara & Ahmad, 2007). These studies show that teachers' competencies are relative and relational to the students' performance in many ways. As argued by Manegre and Sabiri (2020) that teachers motivate students to find a successful career in society. Similarly, Shoaib (2021) also found that students' performance is on the verge of teachers. It is assumed that higher the competencies of the teachers, result in students' performance at the tertiary level (Shoaib & Ullah, 2019, 2021a, 2021b). However, the study asserted that the teachers' competencies vary and depend on teachers to produce brilliant students (Tarrayo, Ulla, & Lekwilai, 2021).

It is also noted that the learning environment is a key factor that accelerates the students' performance (Hung, 2015; Langman & Fies, 2010; Saghafi et al., 2017). Despite having good teachers with competencies cannot perform due to the unavailability of the learning environment (Rudolph, 2016; Sam, 2016). The study of Lee (2018) asserted that a teacher's competency is not limited to teaching rather engages students in the interactive process. He also states that students are not only supposed to merely teach the syllabus rather their communication skills need to be enhanced to take part in interactive sessions and debates within and outside the classroom and university or college. In this context, it is noteworthy that the skill of reading, writing, listening, and speaking needs to be enhanced to improve the students' engagement in the overall learning process.

5. Conclusion

The overall conclusion that we reached based on the study findings is that teachers' competency, classroom environment, classroom management, interactive demonstration in the classroom, and debate have favorable effects on English language learning skills among university students. The study findings also assert that the role of teachers in the classroom has also been linked with the qualification and experience of teachers to deliver and motivate the students to learn the English language. Likewise, the key findings of the study point out that the classroom environment have also favorable effects on the students' learning English skills. It is worth mentioning here that the classroom environment along with classroom management also facilitates the students in the process of learning the language. However, the primary analysis also indicates that interactive demonstration and debate in the classroom enhance the listening and speaking skills that result in English learning skills.

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