

Research Article

Cite this article: AL-Dhafiri, D., & Talafhah, R.H. (2025). Teachers' Perceptions of the Effects of Classroom Environment on Foreign Language Learning in the First Three Grades in Kuwait. *Educational Process: International Journal*, 17, e2025343.

<https://doi.org/10.22521/edupij.2025.17.343>

Received May 16, 2025

Accepted July 2, 2025

Published Online July 19, 2025

Keywords: Classroom environment, foreign language learning, physical environment, psychological environment, teachers' perceptions

Author for correspondence:

Rania Talafhah

✉ Rania.talafhah@yu.edu.jo

✉ Yarmouk University, Jordan



OPEN ACCESS

© The Author(s), 2025. This is an Open Access article, distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>), which permits unrestricted re-use, distribution, and reproduction, provided the original article is properly cited.

Teachers' Perceptions of the Effects of Classroom Environment on Foreign Language Learning in the First Three Grades in Kuwait

Dalal AL-Dhafiri^{ID}, Rania Talafhah^{ID}

Abstract

Background/purpose. The study investigated the potential effects of classroom environment on foreign language learning in the first three grades in Kuwait from teachers' perspectives.

Materials/methods. To achieve the study's objectives, an electronic questionnaire was distributed to a sample of EFL teachers in Al-Jahra, Kuwait, during the 2022-2023 academic year. The questionnaire was distributed via various social media platforms, including WhatsApp, Instagram, Facebook, and email. Two hundred and forty-three EFL teachers of the first three grades (211 female, 32 male) volunteered to participate in the study.

Results. The results of the current study indicated that EFL teachers rated all factors for physical environment (well-ventilated classroom, calm classroom environment, proper lighting, optimal classroom temperature, adequate workspace, comfortable chairs, flexible seating arrangement, good classroom display, resource-rich classroom, access to technology) as having high relative importance in EFL learning. Adequate workspace ranked first with a high relative importance. The results also revealed that EFL teachers rated all factors of the psychological environment (personalization, involvement, student cohesiveness, satisfaction, individualization, task orientation, and innovation) as having high relative importance in EFL learning.

Conclusion. The study concluded that the classroom environment plays an essential role in learning. Thus, English teachers should strive to create a pleasant physical and psychological environment for their students.

1. Introduction

Education equips individuals with knowledge and the skills necessary to fulfill their needs and achieve their ambitions (Rabi et al., 2006). As a foundation for social, economic, and cultural development, educating children is a global priority. Still, the goals of learning have been approached differently across theoretical schools. Behaviorists view learning as observable behavioral change influenced by external factors (Bransford et al., 2006a). Cognitivists focus on internal processes, defining learning as changes in knowledge, performance, or understanding (Shuell, 1986). In contrast, constructivists see learning as active meaning-making, shaped by both internal and external factors (Tam, 2000).

A central factor across these perspectives is the learning environment. It includes both physical and psychological dimensions, each playing a critical role in shaping students' academic experience. Physical components—such as classroom layout, lighting, ventilation, seating, and access to resources—impact students' comfort and interaction (Brahier, 2005; Dong & Li, 2021; Gao, 2022). Equally vital is the psychological climate, which includes confidence, autonomy, and emotional support and influences student motivation and engagement (Curwin & Mendler, 1988; Marshall, 2001; Newton, Duda & Yin, 2000). Within this context, student-centered learning environments have gained recognition for promoting independence and learner autonomy. Teachers in such settings act as facilitators rather than directors of instruction, encouraging students to engage actively in the learning process (Aqel, 2002).

Building on this foundation, the present study narrows its focus to English language education in Kuwait. By situating the study within the broader pedagogical and environmental framework above, the aim is to examine teachers' perceptions of how the classroom environment influences foreign language learning in a foreign language setting.

The rationale for this study lies in addressing a clear gap in the literature regarding the integrated examination of both physical and psychological aspects of the classroom environment in early primary EFL settings. While extensive research highlights the importance of classroom environment on student motivation, engagement, and learning outcomes (Barrett et al., 2015; Fraser, 2012), most existing studies tend to focus on either the psychological or the physical aspects in isolation. This separation limits a holistic understanding of how these dimensions interact to influence learning, especially for young EFL learners who may be highly sensitive to both the physical and the psychosocial environment of their classrooms (Song et al., 2025).

In the Kuwaiti context, research remains scarce on how early primary EFL teachers perceive the combined impact of these factors. Previous local studies have largely targeted general education or higher grade levels (AlAjmi et al., 2022; Al-Shammari, 2019), offering limited insight into the unique needs of the first three grades. Additionally, there is a lack of validated, contextually appropriate tools to assess both dimensions together.

To address this gap, the current study adapted and validated the College and University Classroom Environment Inventory (CUCEI) for use in Kuwaiti early primary EFL classrooms. This adaptation ensures that both physical and psychological aspects are captured in a culturally relevant manner, providing valuable evidence to inform teacher training, classroom design, and educational policy aimed at enhancing language learning outcomes in this critical stage.

1.1. Background of the Study

English is one of the most widely used global languages, particularly in academia, technology, and industry. Learning it in non-English-speaking countries like Kuwait—presents unique challenges. These challenges include limited exposure to authentic English use in daily life, reliance on traditional

grammar-focused teaching methods, and lack of opportunities for meaningful communication with native speakers (Ogruğan & Aciu, 2016).

Kuwait's public education system consists of primary, intermediate, and secondary levels. While primary and intermediate education are government-funded, many families prefer private schools, mainly due to their better learning environments (Alajmi, Alsharija, & Alzaid, 2022). English instruction in Kuwait traces back to the British protectorate era (1899–1961) and became a required subject in the first grade by 1993 (Al-Darwish, 2013). Since then, English language programs have expanded, including in kindergartens nationwide.

Nevertheless, EFL in Kuwait remains a subject taught in a foreign language setting. Efforts to enhance classroom learning continue, including classroom redesign, integration of technology, fostering interactive and inclusive instruction, and maintaining a positive emotional atmosphere (Brahier, 2005; Hardman & Smith, 1999; Young et al., 2003; Oliver & Reschly, 2010).

1.2. Statement of the Problem

Working as a primary school EFL teacher in Kuwait, the researcher witnessed some problems with the classroom environment. Many Kuwaiti primary school EFL teachers seem unwilling to create a suitable learning environment or use more effective teaching techniques. Reviewing the literature, the researcher inferred that there is a lack of research on how EFL teachers leverage environmental factors to improve learning.

1.3. Purpose of the Study

This study aims to investigate the potential effect of the classroom environment on foreign language learning in the first three grades in Kuwait from teachers' perspectives. The study seeks to answer the following research question: What are teachers' perceptions of the effects of classroom environment on foreign language learning in the first three grades in Kuwait?

1.4. Significance of the Study

The theoretical significance of this study lies in identifying environmental factors that may influence foreign language learning by reviewing relevant literature. The empirical significance lies in the fact that the results can be used as a reference for teachers and decision-makers to improve the classroom environment and student learning in Kuwait and the neighboring Arab regions, and thus raising awareness of the importance of the classroom environment in language learning can improve learning and performance in Kuwait. The study could also serve as a basis for further research in this little-studied area.

2. Literature Review

2.1. History of Teaching English in Kuwait

Prior to the 20th century, Kuwait did not have a formal education system. Limited educational opportunities were available through a small number of Qur'anic schools funded by affluent families, focusing on basic literacy and numeracy (Al-Shammari, 2013). The shift toward institutionalized education began in the 1930s, supported by revenues from the growing oil industry. This marked a significant policy turning point, as the government started investing heavily in public education infrastructure (Al-Nakib, 2016). Kuwait University, established with just four colleges, expanded steadily to include sixteen colleges across five campuses. By the 1990s, rising population pressure and limited institutional capacity led to the establishment of the Gulf University for Science and Technology in 2002—the first private university in Kuwait—indicating a strategic shift toward diversifying higher education provision (Al-Shammari, 2013).

English language education in Kuwait has followed a similarly phased development. Its initial introduction dates back to the British protectorate era (1899–1961), during which English was first introduced into select institutions. However, a major milestone occurred in 1993, when English was officially made a required subject starting from the first grade across all public schools (Al-Darwish, 2013). This curriculum reform marked a clear policy decision to strengthen English proficiency from an early age.

Currently, English is emphasized throughout all levels of schooling. It is not only taught from Grade 1 to Grade 12 in public education but is also the medium of instruction in most faculties at Kuwait University (Al-Mutairi, 2020). This dual role—as both a school subject and a university instruction language—demonstrates the centrality of English in Kuwait’s educational vision and its alignment with global academic and economic demands.

However, recognizing the cultural gap between Kuwait and English-speaking countries, the Ministry of Education adopted a policy of textbook localization. All English textbooks used in Kuwaiti public schools are developed locally, ensuring that learning materials align with Arabic values and local customs. This was not merely a cultural adjustment, but a pedagogical one, aimed at increasing learner engagement and contextual relevance. These materials are developed under the supervision of the Curriculum Development Committee, which has played a key role in adapting foreign language content to local norms (Al-Mutairi, 2020).

Teacher preparation is another critical area of reform in Kuwait. A specialized EFL teacher training program was introduced to ensure that English language instructors at the primary and secondary level are not only proficient in English but also equipped with appropriate teaching strategies for EFL contexts (Dashti & Salama, 2013). This reflects a growing policy awareness that teacher quality is central to language learning outcomes.

Despite these advances, effective curriculum planning still requires continuous needs assessment to align instructional content with students’ current and future communicative needs. As Al-Qahtani (2011) outlines, the Ministry’s stated goals include developing students’ proficiency in the four core skills (listening, speaking, reading, and writing), enhancing communicative competence, and broadening learners’ perspectives. These objectives also underscore the importance of a supportive classroom environment, both physically and psychologically, particularly in the primary stages.

In sum, the development of English language education in Kuwait has been shaped by key turning points in the national policy, such as the early curriculum reforms of the 1990s, the shift toward English-medium instruction at the university level, and the localization of learning materials. However, the long-term success of these reforms depends on integrating teacher preparation, curriculum alignment, and classroom environment within a coherent strategic framework.

2.2. Physical and Psychological Environment of the Classroom

A school is part of the surrounding community and the product of a country’s education system (Richardson & Mishra, 2017). As such, schools reflect a community’s fundamental beliefs about educational topics, the nature of knowledge, the individual, and the learning institution’s function as a social-educational setting. These core values are often reflected in classroom practices and environmental design.

Beyond certain basic desired features of the classroom, such as a welcoming and respectful atmosphere, researchers differ on whether the learning environment is an objective component of the physical setting or a subjective construct shaped by the learner’s perception. In the latter view, learners may perceive and interact with the same environment in distinct ways, influenced by their psychological and emotional states (Henriksen, Richardson, & Mehta, 2017).

A number of empirical studies have explored how physical classroom conditions impact academic performance and behavior. For instance, researchers have examined the influence of environmental variables such as student seating arrangements, ventilation and air quality, lighting, acoustics, calmness, temperature, workspace, and visual displays (Heschong Mahone Group, 2003; Young et al., 2003). While these features are often studied in isolation, a more integrated understanding reveals that they collectively shape student experience and outcomes.

The interdependence between the physical and psychological environments of the classroom is particularly critical. As Guardino and Antia (2012) demonstrate, elements like classroom layout and available resources directly influence interaction patterns and social dynamics. For example, reduced distractions and better access to resources may increase instructional time and minimize behavioral disruptions. Similarly, seating arrangements can either foster peer collaboration or interfere with concentration, depending on how they align with learning goals and group dynamics. A disorganized or overcrowded classroom may reduce teacher mobility and limit the teacher's ability to monitor and support student participation, highlighting how physical constraints translate into psychosocial consequences.

This connection is further emphasized by studies focusing on the psychological dimensions of the classroom. These include aspects such as customization, engagement, coherence, satisfaction, task orientation, innovation, and exclusivity (Collie, Shapka, & Perry, 2012). Such elements are not only outcomes of design but also indicators of how students internalize their environment.

Research supports the view that classroom climate is a powerful mediator between environment and performance. Jennings and Greenberg (2009) found significant associations between psychological classroom conditions and students' cognitive and behavioral outcomes, indicating that a positive climate can enhance attention, self-regulation, and prosocial behavior. Complementing this, Seng and Fraser (2008) found variations in psycho-social climate based on school type, class size, and subject matter, suggesting that teachers must respond flexibly to contextual variables.

Collectively, these findings underscore the importance of a holistic perspective. Teachers should consider both the physical design and psychological tone of their classrooms when seeking to improve student outcomes. Understanding how these layers interact allows educators to shape environments that are both physically functional and emotionally supportive.

2.3. Conceptual Definitions

This study is grounded in a multidimensional view of the classroom environment, drawing on well-established educational psychology and classroom environment literature. The conceptual framework is adapted primarily from the College and University Classroom Environment Inventory (CUCEI), which categorizes classroom dynamics across social, personal, and organizational dimensions. Within this framework, seven key constructs—personalization, involvement, student cohesiveness, satisfaction, individualization, task orientation, and innovation—were selected based on their relevance to both the psychological and physical environment of the classroom and their empirical validation in prior studies (Treagust & Fraser, 1986). These constructs serve two purposes: They inform the theoretical lens through which the classroom is analyzed, and they guide the design of the CUCEI-based questionnaire adapted in this study for EFL classrooms in the first three grades in Kuwait.

Personalization: Personalized education involves using activities that consider a given student's experiences, interests, abilities, and aspirations. This lens focuses on opportunities for individual students to interact with the instructor and shows concern for students' personal welfare, enabling them to try multiple learning paths to reach the same knowledge (Lu, 2020).

Involvement: Involvement is the extent to which the teacher plans new activities and techniques and gives students opportunities to express their opinions and suggestions during class discussions (Lombas et al., 2019).

Student Cohesiveness: Student cohesiveness is the extent to which students help, know, and befriend each other (Malik & Rizvi, 2018).

Satisfaction: Satisfaction is the extent to which students enjoy the classroom and feel a sense of belonging (Granero-Gallegos, Baños, Baena-Extremuera, & Martínez-Molina, 2020; Rathmann et al., 2018).

Individualization: Individualization is the extent to which the presence of students in the classroom is considered and to what extent students are allowed to make decisions and are treated differently according to ability, interest, and work rate (Baars et al., 2021).

Task Orientation: Task orientation is the extent to which teachers give students clear, well-organized activities, as well as the amount of work in each class (Dorman & Fraser, 2009).

Innovation: Innovation involves taking into account the rapid changes in teaching theory, practice, and technology, which can be demonstrated by integrating new technology into the classroom or assigning creative and varied homework (Rateau, Kaufman, & Cletzer, 2015).

By organizing the study around these interrelated dimensions, this research does not merely define educational quality in theoretical terms. Rather, it operationalizes these constructs through specific, measurable indicators embedded within the data collection instrument.

2.4. Empirical Research

Physical Environment of the Classroom

The physical learning environment is a critical element in assessing student learning, motivating participation, encouraging good behavior, and developing skills and cognitive abilities (Guilloteaux & Dörnyei, 2008). The form and arrangement of furniture and other facilities should reflect the focus of the teaching methods. The classroom can be adapted by using tables and chairs that can be moved (with wheels) and a middle wall that can be moved when needed, creating greater flexibility and promoting cooperation and interaction between students (Amirul et al., 2013).

Callahan (2004) compared the computer labs of two classes at the University of Florida to assess the effect of seating arrangement and equipment on learning. The hypothesis was that a classroom rich in information technology could encourage students to learn by doing and thus influence learning and teaching style. One class had chairs arranged in a traditional rank and file pattern, while the other was arranged in capsules. The study involved 72 students, five teacher observations, and a student/teacher survey. Students in the capsule-based computer lab showed more teacher interaction, helped other students more, and were more involved than students in the other lab. Interactions between students and teachers indicated that the capsule arrangement supported greater collaboration. The researcher recommended using alternative layouts and seating arrangements based on new educational approaches that provide a wide range of stimuli.

At Kennesaw State University in the U.S, Hill and Epps (2010) surveyed the physical classroom's effect on student satisfaction and teacher evaluation procedures from a sample of 237 business students. The responses were used to measure students' knowledge of improvements to the classroom and their desire for better seating, lighting, and technology. The results indicated that students were aware of the large changes in seating arrangement, lighting, desk layout, and noise level. In general, these changes had an impact on how students perceived the university, how much they enjoyed the class, how much they perceived that they were learning, and how they felt about themselves.

Hasbullah, Yusoff, Ismail, and Vitasari (2011) conducted a study of public primary schools in the Bhatpara region of Indonesia. Because the environment plays an important role in children's lives as they grow and develop, the study recommended that more effort be put into maintenance, lighting, air conditioning, indoor air quality, class size, and seating arrangement. The results showed that the stakeholders believed that when these modifications are made, there will be an apparent improvement in the quality of education.

Yang, Becerik-Gerber, and Mino (2013) surveyed environmental features through an online survey of six university classrooms. Multifactorial conditions were investigated using an ANOVA. Students' perceptions were highly focused on spatial features (vision and furniture) and ambient features (air quality and temperature), which were significantly affected by classroom design, management, and maintenance. The results demonstrated a connection between the physical features of the classroom and learning, with a better environment resulting in more cooperative learning and better study habits.

Asiyai (2014) described the physical learning environment of secondary schools in Nigeria and its impact on their perception of learning. She found that private school students differed in their views and situational awareness from public school students. Characteristics of the physical environment, such as space, lighting, and noise level, significantly affected student learning and motivation, including the motivation to actively participate in academic activities that affected personal behavior. The researcher therefore recommended that the government and other stakeholders foster a more positive environment in schools.

Suleman & Hussain (2014) studied the effects of the classroom's physical environment on the academic achievement of secondary school students in Kohat, Pakistan. Forty students from the ninth grade in the same school were randomly selected. This experimental study collected data through a pre-/post-test. A conducive environment had a significant positive effect on academic achievement, with the experimental group showing better performance than the control group. The researchers concluded that if students felt comfortable in the classroom, they would be able to focus more on the lesson, leading to higher grades.

Hussain (2021) conducted a study in the Occupied Palestinian Territory about the effect of the physical environment on student performance according to a questionnaire of 200 primary school teachers. The physical environment had a significant perceived impact on the feelings of students and teachers and on the way students worked in various subjects. The results suggested that the physical environment (such as size, structure, lighting, and digital technology) emotionally and cognitively affected student performance. In addition, teachers could encourage purposeful learning, independent thinking, creativity, self-learning, personal growth, and social engagement. The researcher recommended tailoring teaching methods to students' learning styles and using furniture arrangement, visual load, and color, size, structure, lighting, and digital technology to create a personal space that makes students feel they belong in and are connected to the class. The researcher also recommended doing a study with a larger sample of educators from different cultures and examining the relationship between physical environment and attendance through teacher and student personality variables.

2.5. Psychological Environment of the Classroom

Moos and Moos (1978) conducted a study in Washington, D.C. On the social climate of the classroom for 19 high school semesters. The study examined the effect of environment on whether someone was accepted as an important member of the class and the extent to which students felt comfortable, safe, and a sense of belonging; that is, when students feel accepted in their school, they view the classroom as a support structure for their improvement results show that classes with high rates of absenteeism were perceived to be high in competition and teacher discipline and low in

teacher support. Classes in which teachers gave higher scores were considered to be high in participation and low in teacher control. The researchers recommended the need to give participation a higher weight in grading to increase student morale, to improve the psychological state of students, and enhance their belonging.

Khojastehmehr and Takrimi (2009) surveyed 215 secondary school teachers in Khuzestan, Iran, about the characteristics they thought effective English teachers should possess. These teachers considered educational strategies more important. They felt teachers should develop more plans for activities in the classroom, which would work to improve language learning, encourage active participation, and look at things from students' viewpoints to increase their sense of belonging in the class.

Nelson & DeBacker (2008) surveyed 253 sixth-, seventh-, and ninth-grade students in a large midstream suburban school district to examine the influence of classroom climate and peer friendship on competition, academic success, interaction, classroom integration, and how comfortable students felt. The study found less competition among students with strong friendships. Furthermore, students felt more part of the class and more engaged with the subject when their opinions were valued and applied to class activities, such as with deadlines.

In two secondary schools, Wargocki and Wyon (2007) investigated how teachers and students perceived the school environment and climate and how these factors affected academic performance. Two versions of the questionnaire were used: one for teachers and one for students (teachers = 31, students = 445). Teachers encouraged students to succeed, upheld student rights in school, and discouraged them from behaving aggressively. Quantitative analysis showed that it was important to examine both teacher and student perspectives on school climate. Without a mutual dedication and understanding, there can be no respectful, constructive environment in which students and teachers are partners in assessing, maintaining, and improving the school climate by drawing on their unique insights into their school. Taking these points of view into account would thus help administrators better understand their school.

Darling-Hammond and Cook-Harvey (2018) examined the ideal school climate for learning growth, social-emotional interaction, and academic skills in UCLA-affiliated schools in the U.S. through a review of previous literature. Classroom climate was found to promote the development of cognitive, social, emotional, and physical skills, and in doing so, reduce stress and anxiety that caused biological barriers to learn. Schools were identified that had successfully applied research-based best practices to design learning environments, prioritizing the healthy development of students. These schools also demonstrated how teachers and school leadership could work together to create an inclusive, multicultural environment where all students feel safe and valued. A larger dialogue among professionals about how they understand and address students' demands is possible by adding more experience and perspective to the discussion. The results showed that a positive school climate was built by forming positive behaviors among students through social and emotional learning.

Oder & Eisenschmidt (2018) investigated the perceptions of Estonian EFL teachers about the relationship between school climate and effective teaching of EFL learners, whether effective teaching and assessment correlated with teachers' perceptions of effective practices. The study recommended focusing on creating a cooperative school climate to develop a more learner-centered curriculum.

Rucinski, Brown, & Downer (2018) studied the quality of the teacher-child relationship; the emotional climate of the classroom; and how they were related to the social, emotional, and academic development of children in six public schools in New York City. Participants included 526 third- to fifth-grade students and 35 male educators. Data were collected in the 2012-2013 academic

year through a quasi-experimental study of the 4Rs+My Teaching Partner program, an integrated intervention combining a social-emotional learning and literacy curriculum (4Rs) with a system of coaching and supporting teachers. The results showed a significant interaction effect, which suggested that increasing emotional support in the classroom could act as a buffer for children who had a poor relationship with their teachers. An association was also found between teacher-reported conflict and aggression, which relies on the level of emotional support in the classroom. At the highest levels of emotional support, they were positively correlated, indicating that the quality of the paired relationship was more effective at protecting children from aggressive relationships. The researchers also noted that communicating personal care and support is a critical part of the positive social, emotional, and academic development of children in upper primary school. The researchers recommended paying more attention to the relationships between children and their teachers and encouraging teachers to form positive relationships with children.

To examine the psychological processes influencing classroom life, success, and satisfaction, Dörnyei and Muir (2019) assessed how adolescent students in Wales and Sydney felt about their past performance in language learning. Students' approach to subsequent learning was largely determined by job completion. This was accomplished by teachers helping students evaluate their past performance to feel more satisfied with their victories and progress while providing constructive feedback on past failures. Children who felt confident in themselves had greater school-related achievements, regardless of personal characteristics, such as being loving, kind, or brave. The researchers recommended that teachers focus on the quality of education rather than quantity and offer more activities to raise students' self-confidence.

Berti, C., & Sharmahd. (2019) examined the relationship between psychological development and the physical environment of early childhood education in Parma, Italy, as well as how children and adults perceived these spaces. Such spaces covered all facilities, indoor and outdoor, that provided care for children aged six and younger (e.g., layout, scale, density, furniture, and activity areas). The study found behavioral factors in play and peer interaction (e.g., play styles, sharing, and collaboration); cognitive factors, which included aspects of learning processes and the development of cognitive capabilities (e.g., academic aptitude, literacy development, and attention processes); and emotional factors in the development of life skills (e.g., self-esteem, a sense of competence, emotional needs, and the need for intimacy).

Wang et al. (2020) conducted a meta-analytical approach to synthesize research to determine the extent to which classroom climate as a multidimensional construct was related to academic, behavioral, and social-emotional outcomes for students from kindergarten to high school. The analysis included 61 studies (679 effect sizes and 73,824 participants) published between 2000 and 2016. According to the results, the overall classroom climate showed a slight to moderate effect on academic achievement, motivation, and social competence. In addition, a negative association between classroom climate and social and emotional distress varied across climate dimensions. The researchers recommended improving classroom climate because of its impact on social competence, motivation, participation, academic achievement, and social-emotional relationships.

A study by Darling-Hammond and DePaoli (2020) in Maryland in the U.S. stated that a positive school climate emphasized the social and emotional well-being of students and a broader approach to academic development. Where students felt safe, felt they belonged, and had trusting relationships, their test scores, grades, and participation improved. This also helped reduce the negative effects of poverty on academic achievement. The data were collected via student and teacher surveys. The results emphasized the importance of preparing teachers to acquire knowledge, skills, and attitudes to meet the needs of their students. Furthermore, teachers, paraprofessionals, and school and school district leaders must be prepared to create structures that encourage secure relationships. Pre-service preparation and professional development programs should cultivate

knowledge, skills, and beliefs that build teachers' understanding of students' needs and their ability to support learning and development.

2.6. Concluding Remarks

Several studies (e.g., Aqel, 2002; Callahan, 2004; Hasbullah, Yusoff, Ismail & Vitasari, 2011; Hill & Epps, 2010; Reel & Modigliani, 2000; Rivers, 2000) have suggested a positive relationship between academic achievement and classroom environment, such as space, ventilation, and lighting. In addition, this relationship has been shown to lead to more satisfaction, which in turn leads to more student engagement, interaction, and mastering more language skills.

Positive psychological factors have been shown to increase students' self-confidence and satisfaction with teaching methods, thus increasing student attachment to the classroom, enjoyment of going to class, and academic achievement (Hammond & Cook-Harvey, 2018; Khojastehmehr & Takrimi, 2009; Moos & Moos, 1978). All of the above studies examined one aspect of the environment (physical or psychological). However, the current study investigated both aspects of the classroom environment, which presents a more in-depth understanding of the classroom environment. The current study will examine how physical and psychological characteristics of the classroom affect primary school EFL students in Kuwait. No previous study in Kuwait has combined physical and psychological variables in this way, and there is a lack of research on how EFL teachers in this country leverage environmental factors to improve learning. Thus, raising awareness about the importance of the classroom environment in language learning could improve learning and performance in Kuwait. The study could also serve as a foundation for further research in this understudied area.

3. Methodology

3.1. Research Design

This study adopted a quantitative descriptive research design, which is well-suited for summarizing EFL teachers' perceptions of the physical and psychological aspects of the classroom environment. Descriptive research focuses on observing, documenting, and portraying existing phenomena without attempting to infer causal relationships (Creswell, 2014). This approach was appropriate for identifying teachers' views on how classroom conditions influence foreign language learning. Moreover, the use of a descriptive design allowed for the examination of multiple dimensions of the classroom environment simultaneously, providing a comprehensive picture of the current educational context.

3.2. Research Instrument

The study used a quantitative questionnaire to collect the data. The questionnaire was directed to EFL teachers in Al-Jahra, Kuwait, to identify their perspectives on classroom environment factors that influence foreign language learning in the first three years of primary school. The questionnaire relied on a set of predefined closed-ended questions as the most effective way to ensure thorough coverage of the study questions, participant convenience, and accurate statistical analysis. Closed-ended questions eliminate any chance for participants to provide input that is unrelated to the study's objectives (Rubin & Babbie, 2016).

Respondents rated factors on a 5-point Likert scale according to their effect on EFL students' learning. For each statement, respondents were asked to select one of the following options: very high, high, moderate, low, or very low. This scale was used because it offers two positive and two negative options as well as a middle response and is a universal data collection technique, making it simple to understand, analyze, and carry out surveys (Cohen et al., 2018).

A cover letter outlined the relevance, aim, and nature of the research as well as the value of the respondents' involvement (cf. Cohen et al., 2018). Additionally, it assured them that the information would be confidential.

The questionnaire consisted of three sections:

Section 1: collected demographic data (gender, age, years of teaching experience).

Section 2 included 10 items measuring physical aspects of the classroom environment. These items were adapted from previous studies (e.g., Amirul et al., 2013; Fisher, 2008; Guardino & Antia, 2012; Hill & Epps, 2010) and modified to fit the study context.

Section 3: The 33 items focused on psychological classroom factors were adapted from the College and University Classroom Environment Inventory (Treagust & Fraser, 1986), which originally specified the dimensional structure of each construct. These dimensions—personalization, involvement, student cohesiveness, satisfaction, individualization, task orientation, and innovation—were reviewed and refined by a panel of field experts (Appendix II) to ensure their relevance and contextual appropriateness for early primary EFL classrooms in Kuwait..

The questionnaire thus had a total of 46 items: three multiple-choice items in the first section, 10 Likert-scale items in the second, and 33 Likert-scale items in the third. The full version of the questionnaire is supplied in Appendix I.

3.3. Sampling Method

The study employed purposive sampling, targeting EFL teachers working in primary schools in Al-Jahra, Kuwait. This non-probability sampling technique was selected to ensure the inclusion of respondents who are directly involved in early-stage English language instruction and thus possess relevant insights into classroom environment factors influencing EFL learning. To reach this specific group, the questionnaire was distributed electronically via professional social media platforms commonly used by educators in Kuwait. This method facilitated broad access to participants while maintaining focus on the study's target population. The final sample included teachers with varying years of experience and educational backgrounds, enhancing the representativeness of the findings within the selected district.

3.4. Population and Sample

The population consisted of 579 EFL teachers (546 female, 33 male) working in the Al-Jahra school district, showing a large gender imbalance in primary school education. In fact, Al-Jahra only had four primary schools with male staff, with the remaining schools having only female staff. Al-Jahra was selected because the researcher worked in that school district, making it easier to collect data from teachers through personal connections.

A calculator for prevalence surveys was used to determine the necessary sample size (Glaziou, 2017). According to the calculations, 232 participants were required to fill out the questionnaire with a 95% confidence range and a maximum inaccuracy of 5%. This requirement was met as 243 EFL teachers completed the questionnaire.

The sample demographics are given in Table 1. As expected because of the demographics of the population, the majority of the sample was female (N=211, 86.8%), while only 13.2% (N=32) of the sample was male. However, male staff had a far higher response rate, as all but one completed the questionnaire, while less than half of female teachers did so. The largest age group was those 35–44 years old (37% of the sample), followed by 25–34 (26.7%) and 45–55 (20.6%), while no respondents reported being over 55. These results showed a mix of age groups that tended toward middle age. In terms of teaching experience, those with 11–15 years of experience were the most common (40.3%),

followed by 5–10 years (29.6%). The least common group was those with over 15 years of experience (11.9%).

Table 1. Respondent Demographics

Demographic	Frequency	Percent
Gender		
Male	32	13.2
Female	211	86.8
Age		
Under 25	38	15.6
25–34	65	26.7
35–44	90	37.0
45–55	50	20.6
Above 55	0	0.0
Experience		
Less than 5 years	44	18.1
5–10 years	72	29.6
11–15 years	98	40.3
Above 15 years	29	11.9

3.5. Data Collection

To reach sample saturation, potential respondents were approached and asked to participate in the survey by the researcher's acquaintances and through different online platforms (WhatsApp, Instagram, Facebook, and email). However, the survey link was shared mostly on WhatsApp to reach as many instructors as possible and increase the survey's reach, since many instructors were in WhatsApp groups with colleagues from the same school.

The questionnaire was verified to ensure that it could be read properly and could be filled out on a mobile phone, making it simpler for respondents to complete. Starting on April 30, 2022, and ending on July 6, 2022, the questionnaire was available online for about five weeks.

3.6. Questionnaire Validity and Reliability

The validity of a questionnaire determines how well it can measure items for the purpose of an investigation (Gall et al., 2007). In-depth sampling and accurate statistical representation of the data are prerequisites for the validity of quantitative approaches. Because questionnaires rely on self-reported knowledge, beliefs, or behavior, it is difficult to guarantee the accuracy of replies, as data validity depends on participants' honesty.

To establish content validity, the questionnaire was reviewed by eleven experts in EFL curriculum and instruction to assess its appropriateness for the purpose of the study (see Appendix II). The experts gave thoughtful feedback on the questionnaire, suggesting adding, deleting, or modifying some items. Based on their input, revisions were made to make the questionnaire clearer. Validity was also determined using SPSS by calculating the internal consistency and Pearson's correlation

coefficient between each item and the area of the questionnaire to which it belonged. These values are presented in Chapter 4.

Reliability of the instrument is demonstrated through internal consistency, assessed using Cronbach's alpha. In this test, reliability coefficients closer to 1.00 indicate excellent dependability, whereas values closer to 0.00 indicate inadequate internal consistency. A minimum acceptable value is 0.70 to show good reliability (Sekaran & Bougie, 2019). Table 2 shows that all constructs achieved the minimum threshold of 0.70 or above.

Table 2. Reliability Results

Construct	Items	Cronbach's Alpha	Status
Physical environment	10	0.82	Reliable
Personalization	6	0.81	Reliable
Involvement	5	0.87	Reliable
Student cohesiveness	4	0.85	Reliable
Satisfaction	3	0.73	Reliable
Individualization	5	0.86	Reliable
Task orientation	3	0.72	Reliable
Innovation	4	0.73	Reliable

3.8. Study Procedures

The steps in this study were:

- Identifying the research problem, which was derived from the researcher's experience as a teacher.
- The literature was reviewed regarding the effects of classroom environment on learning in general and foreign language learning in particular.
- Designing the instrument, based on the College and University Classroom Environment Inventory.
- The questionnaire was then distributed to teachers via social media and email. A serial number was assigned to each questionnaire for tracking purposes.
- The data were converted into a Microsoft Excel spreadsheet that could be downloaded. Nominal responses in the demographic section were replaced with numerical values (e.g., male: 1, female: 2), while the Likert-scale items were already in numerical form (1 to 5).
- The data were cleaned and prepared for analysis through reliability and validity tests as described in Chapter 4.
- The data were analyzed in SPSS.

3.9. Data Analysis

To answer the research questions, the data were entered into SPSS (Version 26) and analyzed using the following functions:

- Counts and percentages of demographic information.
- Cronbach's alpha is used to compute the internal consistency of the items.

- Pearson's correlation coefficient to test the validity of the scale.
- Mean and standard deviation of Likert-scale items to answer the research questions.
- Relative importance index (RII) to rank the items based on their mean scores.
- One-sample t-test to look for significant differences between the mean scores of the sample and the population.

4. Results

The researcher used a questionnaire to achieve the goal of the study and reached the following results: first, the overall mean of the questionnaire was 4.01 with a relative weight of 80.3%, values.

(Descriptive statistics, including means, standard deviations, and frequencies, were used to analyze the questionnaire responses. To increase validity, the researcher conducted data preparation, which included cleaning missing data or outliers (extreme values) that could influence the results. Another important analysis determined the instrument's reliability through Pearson's correlation coefficient and a one-sample t-test.

4.1. Data Preparation

A necessary step before analysis was screening the data and editing the factors and their respective items. Using SPSS, the researcher gave all items a unique code with the first initial of the key variable's name. This facilitated the analysis and avoided confusion or ambiguity. Data editing was done as a first step to make the researcher more familiar with the dataset and codes.

Missing data can be defined as incomplete responses from participants (Sekaran & Bougie, 2019). One way to increase data validity is to exclude unfinished questionnaires, particularly if there are not too many of them. In the current study, however, the 243 questionnaires that were completed had no missing data.

Pearson's Correlation Coefficient

Pearson's correlation coefficient is a test widely used to show how strong or weak a linear relationship is between two variables. Its value ranges between -1 and 1, measuring the strength and direction of such a relationship (Benesty et al., 2009). Although interpretations of the strength of a linear relationship (also known as effect size) differ among disciplines, there are general rules. A value greater than 0.5 is considered strong. The sign of the value indicates a positive or negative relationship: a value between 0.3 and 0.5 indicates a moderate positive or negative relationship (depending on the +/– sign before the value), a value between 0 and 3 suggests a weak positive or negative relationship, and 0 indicates a nonlinear relation (Cohen et al., 2018).

Physical Environment Items Correlation

The correlations between items in the physical environment variable and how they are significantly correlated with their respective variable are presented in Table 3. The results revealed a significant positive correlation for all items that belonged to this variable, and there was a generally strong association between items and their variable at a significance level of (<0.01) and a correlation of (>0.5).

Table 3. Physical Environment Items Correlation

Item code	Correlation	Significance level	Item code	Correlation	Significance level
PE1	0.860**	0.000	PE6	0.614**	0.000
PE2	0.731**	0.000	PE7	0.538**	0.000
PE3	0.567**	0.000	PE8	0.647**	0.000
PE4	0.579**	0.000	PE9	0.598**	0.000
PE5	0.614**	0.000	PE10	0.662**	0.000

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

Personalization Correlations

Table 4 presents the correlations between personalization items and how they correlated with their respective variable. The results revealed a significant positive correlation for all items in this variable at a significance level of 0.01 and a generally strong association with the variable (>0.50).

Table 4. Personalization Correlations

Item code	Correlation	Significance level
P1	0.721**	0.000
P2	0.718**	0.000
P3	0.528**	0.000
P4	0.787**	0.000
P5	0.777**	0.000
P6	0.795**	0.000

** Correlation is significant at 0.01 (2-tailed).

Involvement Correlations

Table 5 presents the correlations between involvement items and how they correlated with their respective variable. The results revealed a significant positive correlation for all items in this variable at a significance level of 0.01 and a generally strong association with the variable (>0.50).

Table 5. Involvement Correlations

Item code	Correlation	Significance level
INV1	0.827**	0.000
INV2	0.824**	0.000
INV3	0.855**	0.000
INV4	0.793**	0.000
INV5	0.764**	0.000

** Correlation is significant at 0.01 (2-tailed).

Student Cohesiveness Correlations

Table 6 presents the correlations between student cohesiveness items and how they correlated with their respective variable. The results revealed a significant positive correlation for all items in this variable at a significance level of 0.01 and a generally strong association with the variable (>0.50).

Table 6. Student Cohesiveness Correlations

Item code	Correlation	Significance level
SC1	0.842**	0.000
SC2	0.819**	0.000
SC3	0.880**	0.000
SC4	0.799**	0.000

** Correlation is significant at 0.01 (2-tailed).

Satisfaction Correlations

Table 7 presents the correlations between satisfaction items and how they correlated with their respective variables. The results revealed a significant positive correlation for all items in this variable at a significance level of 0.01 and a generally strong association with the variable (>0.50).

Table 7. Satisfaction Correlations

Item code	Correlation	Significance level
SC1	0.730**	0.000
SC2	0.825**	0.000
SC3	0.860**	0.000

** Correlation is significant at 0.01 (2-tailed).

Individualization Correlations

Table 8 presents the correlations between individualization items and how they correlated with their respective variable. The results revealed a significant positive correlation for all items in this variable at a significance level of 0.01 and a generally strong association with the variable (>0.50).

Table 8. Individualization Correlations

Item code	Correlation	Significance level
IND1	0.809**	0.000
IND2	0.790**	0.000
IND3	0.821**	0.000
IND4	0.804**	0.000
IND5	0.800**	0.000

** Correlation is significant at 0.01 (2-tailed).

Task Orientation Correlations

Table 9 presents the correlations between task orientation items and how they correlated with their respective variable. The results revealed a significant positive correlation for all items in this variable at a significance level of 0.01 and a generally strong association with the variable (>0.50).

Table 9. Task Orientation Correlations

Item code	Correlation	Significance level
TO1	0.816**	0.000
TO2	0.800**	0.000
TO3	0.791**	0.000

** Correlation is significant at 0.01 (2-tailed).

Innovation Correlations

Table 10 presents the correlations between innovation items and how they correlated with their respective variable. The results revealed a significant positive correlation for all items in this variable at a significance level of 0.01 and a generally strong association with the variable (>0.50)

Table 10. Innovation Correlations

Item code	Correlation	Significance level
INN1	0.786**	0.000
INN2	0.662**	0.000
INN3	0.772**	0.000
INN4	0.749**	0.000

** Correlation is significant at 0.01 (2-tailed).

4.2. Descriptive Analysis

This section presents the descriptive statistics for each construct and its items, including the mean and standard deviation for all items, as well as the effect size for the classroom environment. The study also calculated the relative importance index (RII) to rank items based on their mean scores, using the following equation (Akadiri, Olomolaiye & Chinyio, 2013):

Equation 1. RII

$$RII = \frac{5 * (n5) + 4 * (n4) + 3 * (n3) + 2 * (n2) + 1 * (n1)}{5/N}$$

Whereas n1, n2, n3, n4, and n5 represent the number of respondents that selected a very low, low, moderate, high, and very high Likert-scale ranking, respectively.

In addition, a 5-point scale was determined in equal intervals as follows: 0–20 = little importance, 21–40 = some importance, 41–60 = moderate importance, 61–80 = high importance, and more than 80 = very high importance.

Descriptive Analysis of Physical Environment

Table 11 shows the descriptive analysis of the physical environment variable and its 10 factors. The factor coded PE5 (adequate workspace) ranked first and had the highest mean (3.91) and standard deviation (0.92) with high relative importance. On the other hand, the factor coded PE4 (optimal classroom temperature) had the lowest mean (3.45, SD = 1.11) with high relative importance. In terms of relative importance, all physical environment factors showed high relative importance, as indicated by the RII values.

Table 11. Descriptive Results for Physical Environment

Factor code	Mean	SD	RII	Importance
PE1	3.46	1.00	0.69	High
PE2	3.51	1.14	0.70	High
PE3	3.60	1.13	0.72	High
PE4	3.45	1.11	0.69	High
PE5	3.91	0.92	0.78	High
PE6	3.74	1.22	0.75	High
PE7	3.71	0.92	0.74	High
PE8	3.83	0.98	0.77	High
PE9	3.81	1.01	0.76	High
PE10	3.82	0.97	0.76	High

Descriptive Analysis of Psychological Environment

Table 12 presents the descriptive results for the effect of the personalization factor on the foreign language learning environment in the first three years of school in Kuwait. The item coded P2 (setting personal learning plans) had the highest mean (4.00, SD = 0.88) with high relative importance. On the other hand, the item coded P1 (determining the learning needs and interests of individual students) had the lowest mean (3.73, SD = 1.05), yet it was given high relative importance. All items showed high relative importance based on the RII, indicating respondents saw these items as strongly representing the variable.

Table 12. Descriptive Results for Personalization

Item code	Mean	SD	RII	Importance
P1	3.73	1.05	0.75	High
P2	4.00*	0.88	0.80	High
P3	3.81	0.82	0.76	High
P4	4.00*	0.92	0.80	High
P5	3.83	0.79	0.77	High
P6	4.00*	0.89	0.80	High

Note. *If the means are equal, order the least standard deviation first.

Table 13 presents the descriptive results for the effect of involvement on the learning environment. The item coded INV4 (developed using students' ideas and suggestions during class discussions) had the highest mean (3.96, SD = 0.95) and was considered to have high relative importance. The item coded INV3 (allowing students opportunities to ask and answer questions during lessons) had the lowest mean (3.70, SD = 1.04) with high relative importance. All items showed high relative importance based on the RII.

Table 13. Descriptive Results for Involvement

Item code	Mean	SD	RII	Importance
INV1	3.77	1.05	0.75	High
INV2	3.90	1.06	0.78	High
INV3	3.70	1.04	0.74	High
INV4	3.96	0.95	0.79	High
INV5	3.78	0.97	0.76	High

Table 14 presents the descriptive results for the effect of student cohesiveness on the learning environment. The item coded SC2 (students help each other) had the highest mean (3.89, SD = 1.02) with high relative importance, while SC4 (friendships are forged between students in the class) had the lowest (M = 3.76, SD = 1.01) with high relative importance. All items showed high relative importance based on the RII.

Table 14. Descriptive Results for Student Cohesiveness

Item code	Mean	SD	RII	Importance
SC1	3.82	1.02	0.76	High
SC2	3.89	1.02	0.78	High
SC3	3.86	0.99	0.77	High
SC4	3.76	1.01	0.75	High

Table 15 presents the descriptive results for the effect of satisfaction on the learning environment. The item coded SAT2 (students enjoy coming to class) had the highest mean (M = 3.99, SD = 1.04), with high relative importance, while SAT3 (students find classes interesting) had the lowest mean (M = 3.75, SD = 1.03), also with high relative importance. All items showed high relative importance based on the RII.

Table 15. Descriptive Results for Satisfaction

Item code	Mean	SD	RII	Importance
SAT1	3.95	0.97	0.79	High
SAT2	3.99	1.04	0.80	High
SAT3	3.75	1.03	0.75	High

Table 16 presents the descriptive results for the effect of individualization on the learning environment. The item coded IND3 (students are generally allowed to work at their own pace) had the highest mean (M = 3.96, SD = 0.96), with high relative importance, while IND1 (different students do different tasks) had the lowest mean (M = 3.74, SD = 1.09), also with high relative importance. All items showed high relative importance based on the RII.

Table 16. Descriptive Results for Individualization

Item code	Mean	SD	RII	Importance
IND1	3.74	1.09	0.75	High
IND2	3.88	0.98	0.78	High
IND3	3.96	0.96	0.79	High
IND4	3.83	1.00	0.77	High
IND5	3.82	1.02	0.76	High

Table 17 presents the descriptive results for the effect of task orientation on the learning environment. The item coded TO1 (students know the objectives of each lesson) had the highest mean (3.88, SD = 1.10) with high relative importance, while TO2 (students get to do a certain amount of work in each class) had the lowest (M = 3.81, SD = 0.97) with high relative importance. All items showed high relative importance based on the RII.

Table 17. Descriptive Results for Task Orientation

Item code	Mean	SD	RII	Importance
TO1	3.88	1.10	0.78	High
TO2	3.81	0.97	0.76	High
TO3	3.83	0.97	0.77	High

Table 18 presents the descriptive results for the effect of innovation on the learning environment. The item coded INN3 (integrating new technology into the classroom) had the highest mean (3.81, SD = 1.01), with high relative importance, while INN1 (using innovative activities and techniques) had the lowest mean (M = 3.58, SD = 1.13), also with high relative importance. All items showed high relative importance based on the RII.

Table 18. Descriptive Results for Innovation

Item code	Mean	SD	RII	Importance
INN1	3.58	1.13	0.72	High
INN2	3.66	0.90	0.73	High
INN3	3.81	1.01	0.76	High
INN4	3.77	0.96	0.75	High

One-Sample T-Test

The research question inquired about how teachers perceived the impact of the classroom environment on foreign language learning during the first three school years in Kuwait. To determine the significance of the differences between the sample mean scores and the population mean, a one-sample t-test analysis was conducted.

Assumptions of the Independent Samples t-Test

1. Normality Assumption:

The assumption of normality was not formally tested in this study because the sample size in each group exceeded 30 participants. According to the Central Limit Theorem, when the sample size is sufficiently large ($n \geq 30$), the sampling distribution of the mean approaches normality regardless

of the shape of the population distribution (Field, 2018). Therefore, parametric tests, including the t-test, are considered robust and appropriate in this context.

2. Homogeneity of Variance:

Levene's Test for homogeneity of variances was conducted prior to the t-test and confirmed that the assumption was met, as the results were not statistically significant ($p > .05$). This indicates that the variance between the groups was approximately equal, supporting the use of the independent samples t-test.

3. Effect Size:

The effect size (e.g., Cohen's d) was not reported because the study design was not quasi-experimental or experimental in nature. Rather, the focus was on group comparisons in a descriptive context. Accordingly, while reporting effect size is informative, it was not considered essential to the objectives and scope of the current research. The results of the t-test are presented in Table 19.

Table 19. One-Sample T-Test Results

Teachers' Perceptions	Mean difference	df	Sig. (2-tailed)
Physical environment	3.68	242	0.000
Personalization	3.89	242	0.000
Involvement	3.82	242	0.000
Student cohesiveness	3.83	242	0.000
Satisfaction	3.89	242	0.000
Individualization	3.84	242	0.000
Task orientation	3.83	242	0.000
Innovation	3.70	242	0.000

The mean value of the five-level scale (1–5) was used as the test value to compare the sample mean. When the sample's mean was compared with 3, using a one-sample t test, it indicated whether there was a significant difference between the sample mean and the test value. According to the results, the mean scores for the questions were significantly higher than those of the population ($p < 0.05$). In other words, the vast majority of teachers believed that the physical and psychological environment affected student learning in this context. All values were significantly above the determined forecasting point. Specifically, the results suggested that when these factors are considered effectively in the first three grades, teachers develop a positive attitude toward the classroom environment.

5. Discussion

The research question asked, "What are teachers' perceptions of the effects of classroom environment on foreign language learning in the first three grades in Kuwait?" This question was addressed through the responses of EFL teachers to a questionnaire that asked them to rate the impact of physical and psychological aspects of the classroom on EFL learning.

The first part of the questionnaire collected demographic information from the sample, including gender, age, and experience. Most participants were female, due to primary schools in Kuwait being largely staffed by women for cultural and governmental reasons, and perhaps because, according to Yang, Becerik-Gerber, and Mino (2013), female teachers might be able to deal with students at the primary stage better than male teachers. Participants were mainly between 35 and 44 years old, with

work experience ranging from 11 to 15 years, indicating they had sufficient experience and skills. According to Khojastehmehr and Takrimi (2009), teachers with more experience and skills are more effective at teaching English and making it a primary language in the classroom, particularly in the first three grades.

The second part of the questionnaire measured the role of the physical environment in language learning using 10 factors:

1. Having a well-ventilated classroom and good air quality.
2. A calm classroom environment.
3. Proper lighting.
4. Optimal classroom temperature.
5. Adequate workspace.
6. Comfortable chairs with adjustable height and back support.
7. Flexible seating arrangement.
8. A good classroom display (e.g., posters, paintings, decorations).
9. A resource-rich classroom (e.g., books, pictures, audio recordings, games, puzzles, posters, realia).
10. Access to technology (e.g., the Internet, computers, smart devices).

EFL teachers rated all factors for physical environment as having high relative importance in EFL learning. This was in line with Rajaei Pitehnoee et al.'s (2020) study on the impact of structural and symbolic features of the physical environment on elementary EFL learners. The structural features included lighting, acoustics, seating, and thermal comfort, while the symbolic features comprised ornamental materials (e.g., posters, colorful balloons, and Chains of paper loops with English numbers and letters) and two types of classroom layouts (i.e., U-shaped and orderly rows). Both types of features were found to be highly important for elementary school EFL learners, as they improved learner interaction and engagement.

Among all the factors of the physical environment, the appropriate workspace ranked first in terms of high relative importance because it enables teachers to conduct various class activities and create groups, thereby increasing student participation in these activities. This finding aligns with Yang, Becerik-Gerber, and Mino's (2013) observation of the importance of this factor in selecting classroom practices and enhancing teachers' satisfaction with their performance when teaching young students English as a second language. Along similar lines, Asiyai (2014) stated that the environment, especially classroom space, plays a significant role in students' learning and motivation to participate and interact, as well as providing the teacher with enough space to conduct activities, especially those involving collaboration.

The second-highest rated factor was access to technology, in agreement with Wargocki & Wyon (2007), who found that student motivation and performance could be influenced by the things presented in class, easy access to information, and technology. This finding is also consistent with recent research emphasizing the critical role of digital literacy in language classrooms following the COVID-19 pandemic (Reinders & Benson, 2020). In this context, EFL classrooms that integrate technology effectively can transform language practice opportunities by expanding access to resources, enhancing engagement, and accommodating diverse learner needs.

On the other hand, the optimal classroom temperature had the lowest mean score, with a high relative importance. This result contrasted with Wargocki and Wyon (2007), who conducted an

experimental study on the effect of temperature on student performance. Their results showed that reducing the classroom temperature to 20°C significantly improved language performance in tests and numerical exercises.

Other studies have highlighted the importance of certain physical factors, while finding others to be less significant. Hill & Epps (2010), for instance, found that lighting and furniture in the classroom were less important, while other physical factors, such as air quality, equipment, and space, were of greater importance to teachers and students.

In Hasbullah, Yusoff, Ismail, and Vitasari (2011), in addition to an optimum classroom temperature, students appreciated having good ventilation, which made the classroom more enjoyable for learners, enhanced their participation, and encouraged them to be more active. Wargocki, Wyon (2007) and Yang, Becerik-Gerber, and Mino (2013) found that learners were less active in a less ventilated environment due to lower arterial oxygen saturation.

Participants also rated a quiet environment as important for learning. Similarly, Asiyai (2014) and Suleman and Hussain (2014) reported that students perceived classroom acoustics more positively when there was no outside noise and it was relatively quiet, as such a setting enabled students to hear the teacher more clearly and achieve better results.

Participants were asked to rate two symbolic features of the classroom: classroom display (e.g., posters, paintings, decorations) and resources (e.g., books, pictures, audio recordings, games, puzzles, posters, realia). They were rated as having approximately the same level of importance for learning. This finding aligns with previous research emphasizing the role of symbolic features—such as classroom displays and culturally meaningful decorations—in supporting student engagement and learning. Barrett et al. (2015) found that well-designed visual elements and displays enhance students' sense of belonging, stimulate interest, and support memory retention, underscoring the importance of incorporating symbolic features into classrooms to create a more immersive and motivating learning environment. Hussain (2021) noted that teachers' awareness of learners' needs and perspectives can help design and decorate the classroom to respond to those needs, thereby making learning and teaching more effective.

The psychological environment was measured by seven factors: personalization, engagement, student cohesion, satisfaction, individualization, task orientation, and innovation. The results related to personalization showed that "preparing personal learning plans" has a higher relative importance because it prepares the teacher in advance to develop effective teaching methods and facilitates explaining ideas in an organized and easy-to-understand manner. This was echoed by Al-Shammari (2013), Berti, Cigala, and Sharmahd (2019), who suggested that having personal plans aligned with student needs and interests helped teachers make better decisions. They also influenced students' opinions about learning and encouraged them to develop additional language skills. Meanwhile, "identification of the learning needs and interests of individual students" had the lowest mean score but was still rated as having high relative importance. Yang, Becerik-Gerber & Mino (2013) indicated that being aware of students' needs—such as their ability, maturity, motivation, quality and quantity of education, and social environment at home—could help teachers respond to these needs, which could positively reflect on academic achievement. Similarly, Tomlinson (2014) emphasized that differentiated instruction grounded in learners' interests and needs leads to higher engagement and achievement. Recent research also highlights the importance of culturally responsive teaching practices, which take into account students' backgrounds and interests, for achieving equitable learning outcomes in diverse classrooms (Gay, 2018). These insights highlight the need for ongoing teacher professional development to build the skills and strategies required for effectively identifying and addressing individual learning needs.

In the results for involvement factors, “using students’ ideas and suggestions during class discussions” had the highest mean score with a high relative importance. This suggested that giving students a more active role in setting the class agenda could increase interaction. This agreed with Hasbullah, Yusoff, Ismail, and Vitasari (2011), who found that giving students an opportunity to express their opinions about and shape class activities increased academic achievement and students’ sense of belonging. On the other hand, the item “allowing students the opportunity to ask and answer questions during lessons” had the lowest average score, albeit with high relative importance. In contrast, according to Moos and Moos (1978), giving participation more weight in grading could improve student morale, sense of belonging, academic gains, and the teacher-student relationship, which is a major predictor of student test scores. Similarly, Khojastehmehr and Takrimi (2009) emphasized that teachers should develop more plans for classroom activities that enhance language learning, encourage active participation, and consider students’ perspectives to increase their sense of belonging.

Regarding student cohesion, “students help each other” had the highest mean score with high relative importance. Cooperation and partnership between students can facilitate personal interaction in the classroom and motivate students to participate in the learning process, developing their skills and cognitive abilities, as supported in other studies (e.g., Hill & Epps, 2010; Oder & Eisenschmidt, 2018). Those studies focused on creating a collaborative school climate to develop a learner-centered approach. Recent evidence (Dörnyei & Ushioda, 2021) also underscored the importance of peer interaction for motivation in contemporary EFL settings. Their work highlighted that peer collaboration provides opportunities for authentic language use, supports social bonding, and reduces anxiety associated with foreign language learning. By engaging in meaningful interaction with classmates, learners develop communicative competence and negotiation skills essential for real-world language use. Moreover, peer support fosters a sense of belonging and shared purpose in the classroom, which is particularly valuable in EFL contexts where students may have different levels of linguistic ability. This aligns with sociocultural theories of language learning that emphasize learning as a socially mediated process, suggesting that teachers should intentionally design collaborative activities to maximize these motivational benefits. (Shaddad & Jember, 2024). On the other hand, “friendships form among students in class” had the lowest mean score, despite being of high relative importance, because some teachers apparently believed that friendships could be a barrier to competition.

Regarding satisfaction, the statement “students enjoy coming to class” had the highest mean score and high relative importance. This suggests that the more students are satisfied with the teacher’s performance and the perceived benefits of learning, the more they are willing to attend class. In addition, a safe climate or comfortable environment increases students’ enjoyment and attendance, as supported by Nelson & DeBacker (2008) and Moos and Moos (1978). Those studies indicated that students’ satisfaction with the educational experience, classroom facilities, teacher performance, and school services improved academic success. On the other hand, the item “students find classes interesting” had the lowest mean score, yet it was given high relative importance.

In the results for individualization, “students are generally allowed to work at their own pace” had the highest mean score with a high relative importance. According to this and prior research, this factor enhances the student’s self-confidence, determination, motivation, and outcomes. For example, Yang, Becerik-Gerber, and Mino (2013) found that individualized instruction prepared students to be lifelong learners and helped them solve problems and enhance their awareness of their learning. The individualization item with the lowest mean score but high relative importance was “various pupils undertaking different tasks.” This finding may be explained by some teachers feeling unprepared to use individualization techniques or that varying tasks and activities with students would be detrimental to the quality of instruction (Solzbacher, 2008). Nevertheless, Oder &

Eisenschmidt (2018) emphasized the importance of individualization as a component of becoming a responsive teacher, and Nelson and DeBacker (2008) noted that it is crucial for teachers to understand student diversity and how to utilize it to enhance the classroom.

Regarding orientation, the item “students know the objectives of each lesson” had the highest mean score with high relative importance. This suggests that informing students of the plans and objectives of instruction directs their attention to what is expected of them and guides them through their learning. It also helps connect their previous learning with the new material, in agreement with Rucinski, Brown, & Downer (2018). Effective, highly competent teachers involve language learners in decision-making, including curriculum planning, classroom management, and activities related to the lesson, which in turn influences language learners’ overall achievement and motivation. On the other hand, the item “students get a certain amount of work in each class” had the lowest average score, yet it was given high relative importance. Some teachers believed that giving students more tasks helped them acquire more knowledge and skills. However, this is not always the case; overloading students with excessive work can discourage learning and cause academic stress, thereby limiting their capacity to learn, as noted by Wang et al. (2020) and Berti, Cigala, & Sharmahd (2019). Those studies emphasized the importance of teachers focusing on the quality of education rather than its quantity and providing suitable activities to enhance students’ self-confidence.

The last psychological environment factor was innovation, for which the item “incorporating new technology into the classroom” had the highest mean score with high relative importance. This result highlights the importance of information technology in developing students’ language skills by keeping pace with technical innovations that students may encounter outside the classroom. Similarly, Darling-Hammond and Cook-Harvey (2018) recommended integrating new technology into language education to help students develop listening skills and recognize the relationships between spelling and pronunciation. On the other hand, the item “using innovative activities and techniques” had the lowest mean score with high relative significance, possibly because most EFL teachers faced difficulties using some technology due to a lack of knowledge, experience, or technical support.

To determine the significance of differences between the average scores of the target sample and population, a one-sample t-test analysis was performed. When the sample mean is compared to 3 using a one-sample t-test, this comparison indicates whether there is a statistically significant difference between the sample mean and the test value. The mean scores for the questions were significantly higher than the average population ($p < 0.05$); that is, for the vast majority of teachers, their perceptions centered on the importance of factors affecting the classroom environment. All values were much higher than the specified prediction point, suggesting that the classroom environment was perceived as effective in the first three grades in Kuwait. In addition, when factors were taken into account effectively, teachers expressed a positive attitude toward the classroom environment.

6. Conclusion

This study examined how EFL teachers in Kuwait perceived the potential impact of the physical and psychological environment on learning in the first three grades of school. The classroom environment plays an essential role in learning. Thus, English teachers should strive to create a pleasant physical and psychological environment that allows them to interact with students more effectively. Additionally, environmental factors influence the learner’s mood and motivation to learn the language, thereby affecting the extent to which students interact in the classroom. For example, positive factors can make them feel more self-confident and willing to openly share their thoughts, drawing on their personal and social experiences, which in turn facilitates the learning process for all language skills.

7. Suggestion

This study offers several educational implications for EFL teachers, researchers, administrators, and other stakeholders. Firstly, it highlights the critical role played by English teachers in creating an enjoyable and comfortable environment for students, as the student's mood can be at least partially attributed to their views of the classroom environment. A more positive emotional climate in the classroom is essential for improved academic achievement, enhanced emotional experiences, and overall well-being. Additionally, students have a greater capacity to deal with emotional or cultural difficulties in a classroom that considers both physical and psychological environmental factors.

Second, the findings regarding the physical environment can be used to identify priorities in school budgets and planning. These results could also be considered in pre-service teacher training programs to help create stronger, more supportive relationships with students as well as an effective and healthy learning environment for students at different levels.

Based on the findings, this study offers the following recommendations:

1. Stakeholders (students, parents, teachers, administrators) should be made aware of the importance of the physical and psychological classroom environment and improving classroom design, taking into account learner needs.
2. Policymakers should work with architects, designers, and construction companies in the early stages of school construction to take into account research on the physical classroom environment.
3. Physical and psychological classroom factors should be embedded in pre-service and in-service teacher training.
4. More research should be conducted to address the physical and psychological classroom environment using different data collection methods to gain more detailed and reliable results.

Declarations

Author Contributions. D. Al-Dhafiri: Conceptualization, literature review, data collection, and original manuscript preparation. R. Talafhah: Methodology design, data analysis, critical review, and editing. Both authors have read and approved the final version of the article.

Conflicts of Interest. The authors declare that they have no conflict of interest.

Funding. This research received no external funding

Ethical Approval. This study was conducted in accordance with the ethical guidelines of Yarmouk University.

Data Availability Statement. The data supporting the findings of this study are available from the corresponding author upon reasonable request.

Acknowledgements. The authors wish to thank the participating schools and EFL teachers in Kuwait for their valuable cooperation.

References

- Ackoff, R. L., & Greenberg, D. (2008). *Turning Learning Right Side Up: Putting Education Back on Track*. Pearson Prentice Hall.
- Akadiri, P. O., Olomolaiye, P. O., & Chinyio, E. A. (2013). Multi-criteria evaluation model for the selection of sustainable materials for building projects. *Automation in Construction*, 30, 113-125. <https://doi.org/10.1016/j.autcon.2012.10.004>

- Alajmi, M. K., Alsharija, M., & Alzaid, I. W. (2022). The impact of Wasta and external power holders on the educational system in Kuwait: Leaders' perspectives. *International Journal of Leadership in Education*, 25(6), 1-19. <https://doi.org/10.1080/13603124.2022.2087004>
- Al-Darwish, S. (2013). Kindergarten children and language learning: Missing pillars for language acquisition. *International Journal of Higher Education*, 2(1), 44–52. <https://doi.org/10.5430/ijhe.v2n1p44>
- Al-Mutairi, M. A. (2020). Kachru's three concentric circles model of English language: An overview of criticism & the place of Kuwait in it. *English Language Teaching*, 13(1), 85–88. <https://doi.org/10.5539/elt.v13n1p85>
- Al-Nakib, F. (2016). Revisiting Kuwait's modern history: Oil, urbanization, and the culture of forgetting. In *Kuwait transformed: A history of oil and urban life* (pp. 25–47). Stanford University Press.
- Al-Qahtani, A. A. (2011). The significance of English language learning in contemporary Kuwait: Some empirical insights for economists of knowledge and educational planning. *College Student Journal*, 45(1), 1–18.
- Al-Shammari, A. (2013, January 22). Teachers' license, British and American teachers to teach the "English" language. *Al-Seyassah Newspaper*. Retrieved from <http://www.alseyassah.com/AtricleView/tabid/59/smld/438/ArticleID/227394/reftab/89/Default.aspx>.
- Al-Shammari, A. (2023). The history of higher education in Kuwait. In A. Ibrahim & O. Z. Barnawi (Eds.), *The past, present, and future of higher education in the Arabian Gulf region: Critical comparative perspectives in a neoliberal era* (pp. 30–46). Routledge.
- Amirul, N. J., Ahmad, C. N., Yahya, A. F., Abdullah, M. F. N. L., Noh, N. M., & Adnan, M. (2013). The physical classroom learning environment. *Proceedings of the International Higher Education Teaching and Learning Conference*, 2(1), 1–9.
- Aqel, F. (2002). English language teachers' implementation of effective teaching principles in Nablus schools. *An-Najah University Journal for Research*, 16, 441–468. <https://doi.org/10.35552/0247-016-002-004>
- Asiyai, R. (2014). Students' perception of the condition of their classroom physical learning environment and its impact on their learning and motivation. *College Student Journal*, 48(4), 714–723.
- Baars, S., Schellings, G. L., Krishnamurthy, S., Joore, J. P., den Brok, P. J., & van Wesemael, P. J. (2021). A framework for the exploration of the relationship between the psychosocial and physical learning environment. *Learning Environments Research*, 24(1), 43–69.
- Barrett, P., Zhang, Y., Davies, F., & Barrett, L. (2015). *Clever classrooms: Summary report of the HEAD project*. University of Salford. Retrieved from https://eddesignaward.com/research/wp-content/uploads/2021/12/clever-classrooms-summary-report-of-the-head-the-project_peter-barrett.pdf
- Benesty, J., Chen, J., Huang, Y., & Cohen, I. (2009). *Noise reduction in speech processing*. Springer.
- Berti, S., Cigala, A., & Sharmahd, N. (2019). Early childhood education and care, physical environment, and child development: State of the art and reflections on future orientations and methodologies. *Educational Psychology Review*, 31(4), 991–1021. <https://doi.org/10.1007/s10648-019-09486-0>

- Brahier, D. (2005). *Teaching secondary and middle school mathematics* (2nd ed.). Heinemann.
- Bransford, J. D., Barron, B., Pea, R. D., Meltzoff, A., Kuhl, P. K., Bell, P., Stevens, R., Schwartz, D., Vye, N., Reeves, B., Roschelle, J., & Sabelli, N. (2006a). Foundations and opportunities for an interdisciplinary science of learning. In K. Sawyer (Ed.), *Cambridge handbook of the learning sciences* (pp. 19–34). Cambridge University Press.
- Bransford, J., Stevens, R., Schwartz, D., Meltzoff, A., Pea, R., Roschelle, J., Vye, N., Kuhl, P. K., Bell, P., Barron, B., Reeves, B., & Sabelli, N. (2006b). Learning theories and education: Toward a decade of synergy. In P. Alexander & P. Winne (Eds.), *Handbook of educational psychology* (2nd ed., pp. 209–244). Erlbaum.
- Callahan, J. L. (2004). *Effects of different seating arrangements in higher education computer lab classrooms on student learning, teaching style, and classroom appraisal* [Doctoral dissertation, University of Florida]. https://ufdcimages.uflib.ufl.edu/UF/E0/00/53/20/00001/callahan_j.pdf
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education*. Routledge.
- Collie, R. J., Shapka, J. D., & Perry, N. E. (2012). School climate and social-emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy. *Journal of Educational Psychology, 104*(4), 1189–1204. <https://doi.org/10.1037/a0029356>
- Curwin, R. L., & Mendler, A. N. (1988). *Discipline with dignity*. Association for Supervision and Curriculum Development.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- Darling-Hammond, L., & Cook-Harvey, C. M. (2018). *Educating the whole child: Improving school climate to support student success*. Learning Policy Institute.
- Darling-Hammond, L., & DePaoli, J. (2020). Why school climate matters and what can be done to improve it. *State Education Standard, 20*(2), 7–11.
- Dashti, A. A., & Salama, G. (2013). Evaluating the college of basic education preparation program for graduating primary school EFL teachers in Kuwait. *Annals of the Faculty of Arts, Ain Shams University, 41*, 405–466.
- Dernowska, U. (2017). Teacher and student perceptions of school climate: Some conclusions from school culture and climate research. *Journal of Modern Science, 1*(32), 63–82.
- Dong, P., & Li, A. (2021). Simulation of physical education teaching based on FPGA and wearable VR equipment. *Microprocessors and Microsystems, 81*, 103773. <https://doi.org/10.1016/j.micpro.2020.103773>
- Dorman, J. P., & Fraser, B. J. (2009). Psychosocial environment and affective outcomes in technology-rich classrooms: Testing a causal model. *Social Psychology of Education, 12*(1), 77–99. <https://doi.org/10.1007/s11218-008-9069-8>
- Dörnyei, Z., & Muir, C. (2019). Creating a motivating classroom environment. In X. Gao (Ed.), *Second handbook of English language teaching* (pp. 719–736). Springer. https://doi.org/10.1007/978-3-030-02899-2_36
- Field, A. (2018). *Discovering Statistics Using IBM SPSS Statistics* (5th ed.). Sage Publications.
- Fisher, E. S. (2008). *The effect of the physical classroom environment on literacy outcomes: How 3rd grade teachers use the physical classroom to implement a balanced literacy curriculum* [Master's thesis, University of Missouri-Columbia]. <https://doi.org/10.32469/10355/5699>

- Gall, M., Gall, J., & Borg, R. (2007). *Educational research: An introduction* (8th ed.). Pearson Education.
- Gao, M. (2022). The influence of the physical education model on students' psychological state under educational psychology. *Psychiatria Danubina*, 34(suppl 1), 814–815.
- Gay, G. (2018). *Culturally Responsive Teaching: Theory, Research, and Practice* (3rd ed.). Teachers College Press.
- Glaziou, P. (2017). *Sample size for a prevalence survey, with finite population correction*. Retrieved June 20, 2022, from <http://sampsiz.sourceforge.net/iface/index.html#prev>
- Granero-Gallegos, A., Baños, R., Baena-Extremera, A., & Martínez-Molina, M. (2020). Analysis of misbehaviors and satisfaction with school in secondary education according to student gender and teaching competence. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.000>
- Guardino, C., & Antia, S. D. (2012). Modifying the classroom environment to increase engagement and decrease disruption with students who are deaf or hard of hearing. *Journal of Deaf Studies and Deaf Education*, 17(4), 518–533. <https://doi.org/10.1093/deafed/ens026>
- Guilloteaux, M. J., & Dörnyei, Z. (2008). Motivating language learners: A classroom-oriented investigation of the effects of motivational strategies on student motivation. *TESOL Quarterly*, 42(1), 55–77. <https://doi.org/10.1002/j.1545-7249.2008.tb00207.x>
- Hardman, E., & Smith, S. W. (1999). Promoting positive interactions in the classroom. *Intervention in School & Clinic*, 34, 178–201. <http://doi.org/10.1177/105345129903400311>
- Hasbullah, A., Yusoff, W. Z. W., Ismail, M., & Vitasari, P. (2011). A framework study of school facilities performance in public primary schools of Batubara district in Indonesia. *Procedia - Social and Behavioral Sciences*, 15, 3708–3712. <https://doi.org/10.1016/j.sbspro.2011.04.360>
- Henriksen, D., Richardson, C., & Mehta, R. (2017). Design thinking: A creative approach to educational problems of practice. *Thinking skills and Creativity*, 26, 140–153. <https://doi.org/10.1016/j.tsc.2017.10.001>
- Heschong Mahone Group. (2003). *Windows and classrooms: A study of student performance and the indoor environment*. California Energy Commission.
- Hill, M. C., & Epps, K. K. (2010). The impact of physical classroom environment on student satisfaction and student evaluation of teaching in the university environment. *Academy of Educational Leadership Journal*, 14(4), 65–79.
- Hussain, J. A. (2021). Physical learning environment and learning functioning among students from the point of view of teachers in the Arab education system in Israel. *American Journal of Educational Research*, 10(1), 39–45. <https://doi.org/10.12691/education-10-1-4>
- Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491–525. <https://doi.org/10.3102/0034654308325693>
- Khojastehmehr, R., & Takrimi, A. (2009). Characteristics of effective teachers: Perceptions of the English teachers. *Journal of Education & Psychology*, 3(2), 53–66.
- Lamsal, B. (2022). Exploring issues surrounding a safe and conducive digital learning space in Nepal: A preparation for online education in the post-pandemic era. In M. Garcia (Ed.), *Socioeconomic inclusion during an era of online education* (pp. 246–263). IGI Global. <https://doi.org/10.4018/978-1-6684-4364-4.ch012>

- Lombas, A. S., Jiménez, T. I., Arguís-Rey, R., Hernández-Paniello, S., Valdivia-Salas, S., & Martín-Albo, J. (2019). Impact of the happy classrooms programme on psychological well-being, school aggression, and classroom climate. *Mindfulness*, 10(8), 1642–1660. <https://doi.org/10.1007/s12671-019-01132-8>
- Lu, K. (2020). Experimental research of the English teaching management model based on personalized multimedia technology. *Open Access Library Journal*, 7(4), 1–13. <https://doi.org/10.4236/oalib.1106251>
- Malik, R. H., & Rizvi, A. A. (2018). Effect of classroom learning environment on students' academic achievement in mathematics at the secondary level. *Bulletin of Education and Research*, 40(2), 207–218.
- Marshall, M. (2001). Learning climate. *Teachers.Net Gazette*, 2(8). <https://www.teachers.net/gazette/DEC01/marshall.html>
- Moos, R. H., & Moos, B. S. (1978). Classroom social climate and student absences and grades. *Journal of Educational Psychology*, 70(2), 263–269. <https://doi.org/10.1037/0022-0663.70.2.263>
- Nelson, R. M., & DeBacker, T. K. (2008). Achievement motivation in adolescents: The role of peer climate and best friends. *The Journal of Experimental Education*, 76(2), 170–189. <https://doi.org/10.3200/JEXE.76.2.170-190>
- Newton, M., Duda, J. L., & Yin, Z. (2000). Examination of the psychometric properties of the Perceived Motivational Climate in Sport Questionnaire-2 in a sample of female athletes. *Journal of Sports Sciences*, 18(4), 275–290. <https://doi.org/10.1080/026404100365018>
- Oder, T., & Eisenschmidt, E. (2018). Teachers' perceptions of school climate as an indicator of their beliefs of effective teaching. *Cambridge Journal of Education*, 48(1), 3–20. <https://doi.org/10.1080/0305764X.2016.1223837>
- Ogruğan, L., & Aciu, L. E. (2016). *Engineering education and creativity in a multicultural context: A case study* (3rd ed.). National Identity.
- Oliver, R. M., & Reschly, D. J. (2010). Special education teacher preparation in classroom management: Implications for students with emotional and behavioral disorders. *Behavioral Disorders*, 35, 188–199. <https://doi.org/10.1177/019874291003500301>
- Rabi, S. M., Patton, L. R., Fjortoft, N., & Zgarrick, D. P. (2006). Characteristics, prevalence, attitudes, and perceptions of academic dishonesty among pharmacy students. *American Journal of Pharmaceutical Education*, 70(4). <https://doi.org/10.5688/aj700473>
- Rateau, R. J., Kaufman, E. K., & Cletzer, D. A. (2015). Innovative classroom strategies that prepare college graduates for workplace success. *Journal of Agricultural Education*, 56(3), 52–68. <https://doi.org/10.5032/jae.2015.03052>
- Rathmann, K., Herke, M. G., Hurrelmann, K., & Richter, M. (2018). Perceived class climate and school-aged children's life satisfaction: The role of the learning environment in classrooms. *PLoS One*, 13(2), e0189335. <https://doi.org/10.1371/journal.pone.0189335>
- Raviv, A., Raviv, A., & Reisel, E. (1993). Environmental approach used for evaluating an educational innovation. *The Journal of Educational Research*, 86(6), 317–324. <https://doi.org/10.1080/00220671.1993.9941224>
- Reel, C. P., & Modigliani, V. (2000). The effect of expanded versus massed practice on the retention of multiplication facts and spelling lists. *Human Learning*, 4, 11–18.

- Reinders, H., & Benson, P. (2020). Research agenda for digital language learning. *Language Teaching*, 53(4), 477–493. <https://doi.org/10.1017/S0261444819000430>
- Richardson, C., & Mishra, P. (2017). Learning environments that support student creativity: Developing the SCALE. *Thinking Skills and Creativity*, 27, 45–54. <https://doi.org/10.1016/j.tsc.2017.11.004>
- Rivers, I. (2000). *Reason, grace, and sentiment: Volume 2, Shaftesbury to Hume: A study of the language of religion and ethics in England, 1660–1780* (Vol. 37). Cambridge University Press. <https://doi.org/10.1017/CBO9780511484476>
- Rubin, A., & Babbie, E. R. (2016). *Empowerment series: Research methods for social work*. Cengage Learning.
- Rucinski, C. L., Brown, J. L., & Downer, J. T. (2018). Teacher-child relationships, classroom climate, and children's social-emotional and academic development. *Journal of Educational Psychology*, 110(7), 992–1004. <https://doi.org/10.1037/edu0000240>
- Sekaran, U., & Bougie, R. (2019). *Research methods for business: A skill building approach*. John Wiley and Sons.
- Seng, K. H., & Fraser, B. J. (2008). Using classroom psychosocial environment in the evaluation of adult computer application courses in Singapore. *Technology, Pedagogy and Education*, 17(1), 67–81. <https://doi.org/10.1080/14759390701847518>
- Shaddad, Z. M., & Jember, H. (2024). The impact of feedback-supported tasks on EFL learners' engagement and self-esteem: An empirical study. *Smart Learning Environments*, 11(1), Article 7. <https://doi.org/10.1186/s40862-024-00261-5>
- Shuell, T. J. (1986). Cognitive conceptions of learning. *Review of Educational Research*, 56(4), 411–436. <https://doi.org/10.3102/00346543056004>
- Solzbacher, C. (2008). Was denken Lehrerinnen und Lehrer über individuelle Förderung? [What do teachers think about individualized teaching?]. *Pädagogik*, 60, 38–42.
- Song, J., Mullick, J., & Jiang, T. (2025). English language education in Chinese primary schools: Exploring EFL teachers' attitudes, self-efficacy, and perceived school environment. *Asian-Pacific Journal of Second and Foreign Language Education*, 10, Article 18. <https://doi.org/10.1186/s40862-025-00320-5>
- Suleman, Q., & Hussain, I. (2014). Effects of classroom physical environment on the academic achievement scores of secondary school students in Kohat Division, Pakistan. *International Journal of Learning & Development*, 4(1), 71–82.
- Tam, M. (2000). Constructivism, instructional design, and technology: Implications for transforming distance learning. *Journal of Educational Technology & Society*, 3(2), 50–60.
- Tomlinson, C.A. (2014) *The Differentiated Classroom: Responding to the Needs of All Learners*. 2nd Edition, ASCD, Alexandria.
- Treagust, D. F., & Fraser, B. J. (1986). *Validation and application of the College and University Classroom Environment Inventory (CUCEI)*. <https://files.eric.ed.gov/fulltext/ED274692.pdf>
- Wang, M. T., Degol, J. L., Amemiya, J., Parr, A., & Guo, J. (2020). Classroom climate and children's academic and psychological wellbeing: A systematic review and meta-analysis. *Developmental Review*, 57, 100912. <https://doi.org/10.1016/j.dr.2020.100912>

- Wargocki, P., & Wyon, D. P. (2007). The effects of moderately raised classroom temperatures and classroom ventilation rate on the performance of schoolwork by children (RP-1257). *Hvac&R Research*, 13(2), 193-220. <https://doi.org/10.1080/10789669.2007.10390951>
- Yang, Z., Becerik-Gerber, B., & Mino, L. (2013). A study on student perceptions of higher education classrooms: Impact of classroom attributes on student satisfaction and performance. *Building and Environment*, 70, 171–188. <https://doi.org/10.1016/J.BUILDENV.2013.08.030>
- Young, E., Green, H. A., Roehrich-Patrick, L., Joseph, L., & Gibson, T. (2003). *Do K-12 school facilities affect education?* The Tennessee Advisory Commission on Intergovernmental Relations.

About the Contributor(s)

Dalal Al-Dhafiri is a primary school EFL teacher in Kuwait. She holds a Master's degree in TEFL from Yarmouk University, Jordan and is actively involved in classroom-based research focusing on English language teaching, learning environments, and innovative teaching methodologies in early education settings.

Email: dalalrwayn@gmail.com

ORCID: <https://orcid.org/0009-0005-8079-0990>

Rania Talafhah is an Assistant Professor in TEFL at the Faculty of Educational Sciences, Yarmouk University, Jordan. Her research interests include EFL teaching, teacher education, curriculum development, innovative learning and teaching strategies.

Email: rania.talafhah@yu.edu.jo

ORCID: <https://orcid.org/0000-0003-4937-3580>

Publisher's Note: *The opinions, statements, and data presented in all publications are solely those of the individual author(s) and contributors and do not reflect the views of Universitepark, EDUPIJ, and/or the editor(s). Universitepark, the Journal, and/or the editor(s) accept no responsibility for any harm or damage to persons or property arising from the use of ideas, methods, instructions, or products mentioned in the content.*

Appendix I.

Appendix I: The Questionnaire

Teachers' Perceptions of the Effects of Classroom Environment on Foreign Language Learning in the First Three Grades in Kuwait

Dear Potential Participant

You are invited to take a survey being conducted by Dalal Al-Defiri, a Master's student at Yarmouk University and a teacher in the Abu Houraira primary school in Al-Jahra school district. The research is part of the requirements of the Master's degree in TEFL in the Department of Curriculum and Methods of Instruction at Yarmouk University. The aim is to investigate how the classroom environment influences foreign language learning in the first three grades of school in Kuwait from teachers' perspectives.

The researcher is interested in learning about the teachers' experiences and perceptions on the potential influence of the classroom environment. The results of this study could be used as a reference for teachers and decision-makers to improve the classroom environment and student learning. In addition, raising awareness about the importance of classroom environment could improve the learning process and student performance.

Please select the response that best expresses your perception for each question. There are no correct or incorrect answers. Your input and all the information you provide will remain anonymous and strictly confidential. The survey will be available from 30 April 2022 to 20 May 2022. Thank you for your time.

A. Personal Information

Gender:

- ☐ Male
- ☐ Female

Age:

- Below 25
- 25-34
- 35-44
- 45-55
- Above 55

Years of teaching experience:

- Less than 5 years
- 5-9 years
- 10-15 years
- More than 15 years

B. Physical Environment

Rate the following factors according to their effect on EFL students' learning.

Factor	Very high	High	Moderate	Low	Very low
1. Having a well-ventilated classroom and good air quality					
2. A calm classroom environment					
3. Proper lighting					
4. Optimal classroom temperature					
5. Adequate workspace					
6. Comfortable chairs with adjustable height and back support					
7. Flexible seating arrangement					
8. A good classroom display (e.g., posters, paintings, decorations)					
9. A resource-rich classroom (e.g., books, pictures, audio recordings, games, puzzles, posters, realia)					
10. Access to technology (e.g., the Internet, computers, smart devices)					

C. Psychological Aspects of Classroom Environment

Rate the following factors according to their effect on EFL students' learning

Factor	Very high	High	Moderate	Low	Very low
Personalization					
1. Determining the learning needs and interests of individual students					
2. Setting personal learning plans					
3. Taking a personal interest in each student					
4. Considering students' feelings					
5. Offering more learning pathways					
6. Encouraging self-assessment					
Involvement					
7. Giving students the chance to express their opinions during class discussions					
8. Giving students opportunities to talk rather than listen					
9. Allowing students opportunities to ask and answer questions during lessons					
10. Using students' ideas and suggestions during class discussions					
11. Having most students take part in class discussions					
Student Cohesiveness					
12. Students know each other well.					
13. Students help each other.					
14. Students are friendly toward each other.					
15. Friendships are forged between students in the class.					
Satisfaction					
16. Students are generally satisfied with what is done in class.					

17. Students enjoy coming to class.					
18. Students find classes interesting.					
Individualization					
19. Different students do different tasks.					
20. Different students use different books, equipment, and materials.					
21. Students are generally allowed to work at their own pace.					
22. Students are allowed to choose what to do and how to do it.					
23. Students participate in decisions about their class.					
Task Orientation					
24. Students know the objectives of each lesson.					
25. Students get to do a certain amount of work in each class.					
26. Instructions to class activities are clear and well-organized.					
Innovation					
27. Using innovative activities and techniques					
28. Assigning creative and varied homework					
29. Integrating new technology into the classroom					
30. Using alternative assessment techniques					

Appendix II.

Appendix II			
Name	University major	Scientific rank	Workplace
Dr. Firas Ibrahim Al-Jarrah	Learning technology	Assistant Professor	Jadara University
Dina Abdel Hamid El-Gamal	TEFL	Professor	Yarmouk University
Dr. Ruba Bataineh	TEFL	Professor	Yarmouk University
Dr. Zuhair zaghoul	TEFL	Assistant Professor	Amman Arab University
Dr. Ali Suleiman	English Language	Assistant Professor	Retired
Dr. Abdullah bin Abdulrahman	TEFL	Professor	Yarmouk University
Dr. Adel Al-Rifa'i	Curriculum and teaching specialization for English language	Assistant Professor	Retired from Yarmouk University
Dr. Othman Manasreh	Teaching Methods for math	Associate Professor	Middle East University
Dr. Ahmad Almomani	Teaching Methods for science	Associate Professor	Amman Arab University
Dr. Fawaz Shhada	Curriculum and teaching specialization for science	Associate Professor	Al Zaytona University
Dr. Muain Nasraween	Measurement and evaluation	Associate Professor	Amman Arab University