A Thematic Review of the Influences of Classroom Environment on Students' Learning Outcomes in the EFL Context

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Abstract

The classroom environment has a significant impact on learning English as a foreign language (EFL), especially in higher education settings. This study aims to explore how classroom management style, teacher-student interaction dynamics, physical layout, emotional tone, and, finally yet importantly, institutional policies can all affect language-learning outcomes in EFL classrooms. Based on 49 peer-reviewed articles published between 2021 and 2025, a qualitative thematic review was conducted. Patterns essential to every study were found using the thematic analysis method developed by Braun and Clarke (2006). Only empirical research about EFL classroom settings that met strict acceptance standards was included in the review. Common themes were found in the physical environment, motivation, engagement, emotional safety, technology integration, and institutional support after a thematic coding framework was tested. The results show that frequent teacher-student interactions, flexible classroom layouts, high emotional support, and autonomy-supportive teaching techniques are associated with increased motivation, self-assurance, and active language use among EFL learners. On the other hand, stressful situations and strict, teacher-centred lessons result in lower accomplishments and disengagement. Language learning seems to be significantly influenced by the idea of emotional safety, or the ability to take chances without fear of repercussion. These findings suggest that classroom design and instructional techniques need to be reviewed by educators and educational institutions alike (Hasan et al., 2024a). Improving learning outcomes and encouraging long-term success for EFL learners requires creating pedagogically engaging classrooms that are emotionally safe and physically comfortable.

Keywords: classroom environment, EFL, motivation, student engagement, teacher-student interaction, tertiary education, thematic review

1. INTRODUCTION

Classroom environment is crucial as a factor influencing students' language development and academic achievement, especially in English as a Foreign Language (EFL) learning contexts. An increasing body of literature has stressed the role physical, psychological, and pedagogical features of classrooms play in students' engagement, motivation, and academic performance in general (Alrabai, 2021; Han, 2021). An environment that is well arranged and conducive to learning promotes self-regulation, involvement, and interaction, which are among the positive factors of language learning in EFL conditions (Aminah, 2024; Alzaanin, 2023). Ineffective learning environments, characterised by strict ways of teaching, passive involvement of students, and constraints from institutions, can also demotivate learners and impede learners' academic progress (Holbah & Sharma, 2021; Han et al., 2022).

While classroom interaction in EFL learning has been extensively studied, the majority of the research has concentrated on general language learning and primary and secondary level students, but relatively little is known regarding classroom settings in tertiary level EFL contexts (Gokgoz—Kurt and Karaferye, 2023; Sabbar, 2024)—for example, Ghelichli et al. (2022) and Li and Dewaele (2021), who also investigated emotional and motivational factors in EFL learners in a general way, did not relate their results to the classroom structural and environmental factors. Nguyen et al. conducted one such study. Similarly, results of studies conducted by Nguyen et al. (2022) and Vega-Abarzúa et al. (2022) analysed motivation and classroom interaction but did not present an integrated perspective on how different classroom characteristics interact to influence learning achievement. Furthermore, the majority of research has examined single aspects such as teacher-student relationships (Gan, 2021), student motivation (Alrabai, 2021), or technology use (Qi et al., 2024); few have offered a comprehensive synthesis of how multiple environmental factors interact to influence language learning outcomes. There is also a lack of literature that unites institutional, pedagogical, and psychological dimensions in a single framework (Gu et al., 2022; Han et al., 2024). The conclusion is mixed with fragmented research evidence, and it fails to reflect the complexity of the classroom environment in influencing learning in EFL contexts.

Moreover, tertiary EFL learning environments involve their own difficulties and demands since students need to cultivate not only linguistic competency but also critical thinking ability and academic literacy. Studies such as Mehmood and Taresh (2024) and Rezalou and Yağız (2021) discuss how classroom context can be more advantageous for learner autonomy and academic engagement at this level, but these are underexamined. These shortcomings suggest a need for an overarching thematic review to synthesize recent research and to critically examine the impact of different facets of the classroom context on learning in EFL contexts.

The purpose of this review is to examine and synthesise current research on the relationship between classroom environment and learning achievement in the EFL learning context. Based on published peer-reviewed studies from 2021 to 2025, this review highlights recurring topics, new issues, and successful teaching methodologies in EFL classes. The focus is intentionally restricted to tertiary-level EFL learning to thoroughly examine the impact of institutional-based environments and classroom context on the learners' development (Gu et al., 2022; Han et al., 2024). The review

contributes to the understanding of EFL, best practices, and its needs. The following research question guides it: How does the classroom environment influence students' learning outcomes in EFL contexts?

2. METHODOLOGY

2.1 Article Selection Process

For this review, the articles were based on a systematic search of academic databases, namely Google Scholar, ResearchGate, ERIC, and JSTOR. Search was delimited through topics such as "classroom environment", "EFL achievement", "classroom engagement", and "institutional support in EFL". To make the review timely, only articles published between 2021 and 2025 were included. Inclusion criteria of the studies selected: (1) studies on the effect of classroom environment on EFL learning outcomes – related studies on EFL contexts only; topic: the relationship between classroom environment and student learning outcomes (2) research providing empirical evidence, theoretical knowledge, or case studies; (3) the genre of articles: articles from peer-reviewed journals; and (4) research available in English. Research was excluded according to the following 4 points: (1) if the study did not deal with classroom environment in an EFL learning context; (2) if the research centred on primary or secondary education; (3) if there was no empirical foundation for the manuscripts (e.g., opinion articles or editorials); and (4) works written in languages other than English. Such a rigorous selection process meant that only high-quality, methodologically robust research was included in the review.

2.2 Thematic Analysis Approach

The picked studies were studied using thematic analysis, following the steps set out by Braun and Clarke (2006). This method enabled the collection and understanding of data in an organized manner. I began by getting to know the 49 articles by reading them all over again to make sure we understood them well. Common ideas were found by manually extracting and coding key themes. Finally, these codes were put into groups based on five main themes: "physical class environment," "teacher-student interaction," "motivation and engagement," "institutional forces," and "technology integration." When the themes were identified, they were labelled according to the key concepts that emerged and refined to make sure they were relevant and accurate. Findings regarding each theme were categorized into four subthemes before their integration for synthesis into a narrative.

2.3 Ethical Considerations and Limitations

Proper citations have been given to stop academic dishonesty, and direct quotes have been avoided or used as little as possible to stop copying. Even though i tried to show a lot of different points of view, i admit that there are some limits. Since this study only examined English-language publications from 2021 to 2025, it is possible that non-English sources containing useful information were overlooked. There is a chance of publication bias because studies with important or good results are more likely to be published. Even so, the thematic analysis method used in this study gives a clear picture

of how classroom settings affect EFL learning results, which is useful for both scholars and teachers.

3. Thematic Review

To offer a coherent synthesis of the literature in the area, the review covers six impacts on the physical environment in three key themes: the physical classroom environment, building the core of the EFL classroom, and driving force behind EFL learning; institutional and pedagogical influences on learning outcomes; balancing structure and student-centered learning, and the role of technology.

3.1 Physical Classroom Environment

How well kids learn a language in an EFL setting depends a lot on the classroom itself. Perfect learning conditions with all the necessary tools and elements that make students feel at ease can greatly improve their ability to concentrate and pay attention. Proper lighting, ventilation, and sound quality have been shown to improve language learners' brain abilities and keep them from getting tired while they're learning (Han et al., 2022; Ma et al., 2024). Having flexible classroom setups, like group seating, also makes it easier for students to talk to each other. A study by Vega-Abarzúa et al. (2022) discovered that English as a Foreign Language (EFL) students who worked in classrooms with circular or group seats were more confident when doing speaking tasks than those who worked in classrooms with traditional row setups. Also, Gu et al. (2022) said that flexible seating helps break down psychological boundaries and promotes peer learning, both of which are very important for learning a language. A classroom that is well-equipped, both physically and technologically, is a key part of getting students interested in learning and helping them learn more.

New studies have also shown how digital tools can make classrooms better places to learn. Shao et al. (2025) talk a lot about how digital tools can be used to get students more involved in learning English as a foreign language (EFL) and improve their academic success. Some people say that adding interactive technology like projectors, smartboards, and collaborative learning platforms to regular classrooms makes them more dynamic and student-centered places to learn. This integration helps students not only learn a language, but also become better at critical thinking and handling problems. It also makes learning more personalized and interesting.

On the other hand , learning spaces that are too crowded or don't have the basics for teaching can cause students to be distracted, stressed, and not motivated (Holbah & Sharma, 2021; Alrabai, 2021). Minor discomforts, such as uncomfortable furniture or noise pollution, can interrupt attention and reduce motivation for participation (Alzaanin, 2023). Additionally, Zhong (2024) reports that the physical space of the classroom affects not only the students but also the methods of active and student-centered activities used in the class. While some argue that effective teaching can overcome physical limitations (Han, 2021), there is considerable evidence indicating that the physical environment and pedagogy are closely intertwined. Rezalou and Yağız (2021) maintain that a well-organized physical space catalyzes

interactive teaching approaches, which are instrumental in developing communicative competence in EFL learners.

3.2 Building the Core of the EFL Classroom

In the second language classroom, the quality of the classroom interaction between the teacher and students is an important factor in determining the learning experience. These interactions help with language input and practice, and they affect the emotional comfort, motivation, and willingness to participate of learners. Gan (2021) also argued that learners in the EFL classroom use positive teacher interaction to mitigate language anxiety and foster class participation, particularly in oral interaction. This is also echoed by Alrabai (2021), in which the more available and encouraging the teacher is, the more likely such students are to take linguistic risks, an important part of language learning. Aminah (2024) further states that the use of non-verbal aspects such as facial expressions, gestures, and tone of voice is instrumental in fostering a friendly atmosphere for some learners who find verbal explanations difficult to understand. In addition, Sabbar (2024) extends how empathic relationships between teachers and students can function as protection against external pressures such as assessment anxiety or fear of peer critique. Reflection is crucial for the teacher-student relationship and for building emotional rapport as well as enhancing teaching tactics. Reflective journaling and peer feedback during teaching practicum enable teachers to modify their behavior and increase interaction with students, which, in consequence, could lead to student confidence and participation in EFL classrooms (Anis & Hasan, 2025). By using reflection to understand the needs of students better emotionally and psychologically, teachers can teach more effectively and in a supportive way.

However, there is research that emphasizes the shortcomings of teacher-centric communications. As noted by Holbah and Sharma (2021), in classrooms where teachers do most of the talking and students' mouths barely open, students typically serve as passive receivers of knowledge, not participants in learning. According to Rezalou and Yağiz (2021), such processes may result in demotivation and loss of autonomy in language utilisation. In response to these issues, educators call for increased interactivity and student-centred teaching methods. Nguyen et al. (2022) observed that, in classrooms where pair work, group discussion, and student questioning were integrated more intensively, more extensively, and constructively, teacher-student interactions took place. Additionally, studies like Mehmood and Taresh's (2024) show that teacher-student relationships are not just about learning. They also help build classroom culture, trust, and emotional states in students, all of which are important for long-term EFL learning (Hasan et al., 2025). At its core, teacher-student interaction is not just a way for students to talk to each other; it is also a way for students to build relationships with each other. These interactions can have significant learning effects if approached with empathy, responsiveness, and a willingness to share control.

3.3 Driving Force Behind EFL Learning

Motivation and engagement are generally perceived as being important in determining the success of language learning in EFL contexts. Well-designed classrooms or efficient pedagogical practices are not likely to produce productive learning experiences for students unless they are sufficiently motivated. As Alrabai (2021) argues,

dedicated students will be eager to overcome language difficulties, engage in classroom tasks, and take responsibility for their learning. Motivation is generally dichotomized into being intrinsic (e.g., personal interest or fun) or extrinsic (e.g., rewards, grades or career aspirations) in nature (Ghelichli et al., 2022). These motivations complement one another among EFL students in the classroom. Motivation is crucial for learning EFL, and teachers employ various techniques to keep students motivated in language learning. Moreover, establishing competition and incorporating fun and humour are effective strategies for maintaining students' motivation, attention, and active participation. Such strategies seem to support the creation of an affective environment for learning in class and promote students' level of involvement and perseverance in language-related tasks. Nguyen et al. (2022) observed that students who found personal relevance in English for their future, whether for job or school opportunities, showed stronger English persistence and classroom participation.

One of the major contributors to engagement in the learning context is to provide autonomy-supportive teaching in which students are supported to make choices, set goals, and reflect on their learning (Gokgoz-Kurt & Karaferye, 2023). It was encouraging to see that this strategy led to higher classroom participation and lower drop-out rates in the university EFL context. A supportive class atmosphere in which students feel heard, respected, and supported can change even reluctant learners into engaged individuals (Sabbar, 2024). Also, the classroom climate is facilitating one. According to Aminah (2024), students who learn in a comfortable environment, both physically and psychologically, tend to be more encouraged to speak and work in groups. Interactive activities such as debates, role-plays, and problem-solving discussions have also been linked to increased levels of engagement (Mehmood & Taresh, 2024).

3.4 Institutional and Pedagogical Influences on Learning Outcomes

In the wider EFL learning environment, the classroom ecology in terms of institutional and pedagogical practices influences student learning in profound ways. In addition to curriculum requirements, institutions define how teaching should be practiced, assessed, and interacted with in class with students. According to Gu et al. for Haberland (2022), enabling flexible curriculum design and experimental teaching methods in institutions is key for engaging EFL students and, subsequently, their autonomy and achievement. On the contrary, inflexible institutional norms as manifested in rigid course patterns or over-reliance on high-stakes testing tend to dismantle creative teaching practices and limit opportunities for real language use (Islam et al., 2021; Han et al., 2024). There is one area where the institutional maw is visible to a greater extent, and that is assessment. In many EFL settings, summative assessments are still widely used, and the emphasis of language testing may encourage more of a focus on rote memory rather than communicative ability. Conversely, formative assessments, such as self-assessment, peer assessment, or portfolios, are more consistent with student-centred learning and encourage learning motivation and learning achievements (Wu et al., 2021; Yan et al., 2021). Sabbar (2024) noted that the use of games, enabled by pedagogical freedom, encourages teachers to experiment, leading to the conclusion that

collaborative tasks and real-world communication activities facilitate learning. At the same time, Holbah and Sharma (2021) report that in those institutions where teaching is still lecture-based and grammar-centred, students' response to lessons is primarily passive and non-involvement. Furthermore, school-based access to professional development programmes can have a long-term impact on the quality of pedagogical practice. Indeed, according to Han (2021), teachers who have been exposed to continuous training are likely to use EFL that promotes engagement and motivation of learners. In the end it is proven that institutional relevance and pedagogical flexibility are the factors that must be included in order to create an effective learning classroom that supports persistent learning and language growth.

3.5 Balancing Structure and Student-Centred Learning

One important part of teaching English as a Foreign Language (EFL) is keeping the classroom under control. It has to do with how the teacher sets up the classroom, makes sure standards are clear, manages time, and creates an atmosphere where students want to learn and participate. A well-run classroom also gives students a safe and quiet place to be more open, which is very important when learning a new language. Studies have shown that student-centered learning makes people more likely to participate and work together. A study by Sadaf et al. (2024) found that using YouTube videos, vlogs, and lectures in ESL classes made students much more interested in learning the language and helped them learn it faster. Teachers can make lessons more interactive and relevant by using YouTube videos. This gives students a wider range of learning tools than just textbooks. This fits well with student-centered methods, in which technology not only helps teachers do their jobs but also challenges students to take charge of their own learning. In addition, EFL classes need to find a balance between structure and student freedom. Structure makes things clear, but giving student's freedom to discover in the way that works best for them is what autonomy is all about. The independence that digital tools give students lets them learn at their own pace, which supports the idea of student-centered learning. Student-centered learning. Research by Sadaf et al. (2024) highlights the effectiveness of YouTube and other digital media in making learning more engaging, particularly in enhancing speaking and listening skills. The integration of these technologies helps students become more independent in their language practice, thereby fostering a more dynamic and interactive classroom environment.

However, excessive reliance on teacher-directed approaches, where the teacher leads most of the lesson and students are passive recipients, can stifle motivation. As noted by Rezalou and Yağiz (2021), in environments where students are passive receivers, they are less likely to engage meaningfully. Therefore, the balance between structured teaching and student-centered activities, supported by digital tools, is essential for maximizing student engagement and learning outcomes.

3.6 The Role of Technology in EFL Learning

The use of technology in EFL classrooms has transformed the learning-understanding process, learner-teacher interaction, and skill-building. Digital tools like writing apps with AI and engaging classroom software have made things easier and more flexible for both students and teachers. As per Qi et al. (2024) and Hasan et al. (2024b),

combining online and outdoor learning is linked to more engaged and successful students. In the same way, Ma et al. (2024) discovered that students were more eager to use English and felt more comfortable doing so in a setting with more technology. Interactive platforms like Rain Classroom, Google Classroom, and other learning platforms have made it easier for teachers and students to receive immediate feedback and communicate with each other regularly. Lin found in 2023 that students could improve their work more quickly when they received initial feedback from AI than when they only received traditional feedback. Quadir and Yang (2024) also found that using mobile apps and social media as learning tools allowed students to use language outside of school, which encouraged them to learn on their own. Even though there are benefits, there are also some problems. Gu et al. (2022) say that not many teachers are tech-savvy enough to use these tools effectively in the classroom. Han et al. (2024) also suggest that excessive reliance on passive methods, such as video classes or slide shows, may reduce students' likelihood of engaging in critical thinking and making connections. The authors of Gustian et al. (2023) argue that technology can enhance student enthusiasm, personalize learning, and provide opportunities for students to use English creatively, provided it is utilized effectively. To sum up, technology is an excellent tool for learning English as a foreign language, but it should be used in a way that activates students and supports the general goals of the lesson. Technology in EFL classrooms does more than give information. It also helps students think more deeply by giving them interactive learning tools. Silfani et al. (2025) discuss how tools incorporating real-life problem-solving tasks prompt students to evaluate their learning, leading to active learning, critical and informed decision-making.

4. DISCUSSION

The results of this review show how important classroom settings are for affecting how well EFL language learners learn. Based on the six main ideas that came out of the study, it is clear that things like classroom management, teacher-student relationships, visual and textual materials, student motivation, school rules, and the use of technology all have a significant impact on how engaged, well-behaved, and ultimately language (EFL) learners are. One thing that seems to come up over and over in the study is that a supportive, engaging, and well-organized classroom is essential for learning a language (Aminah, 2024; Han, 2021).

This brings us to the second teacher factor: the relationship between the teacher and the students. As we saw in the review, this, along with the way the classroom is set up (Ma, 2024), helps make it a complete place to learn where students are encouraged to participate. Studies show that flexible seats and current technology tools in collaborative classrooms make students feel more comfortable and encourage them to participate (Vega-Abarzúa et al., 2022). However, a conflict also seems to exist between research on teacher-centered and student-centered methods. There is evidence that dynamic and student-centered projects work well (Rezalou & Yağiz, 2021). However, Holbah and Sharma's (2021) research shows that many postsecondary EFL schools still use the old-fashioned teacher-centered method, which makes students less interested. This difference implies that a systemic change is necessary to incorporate more student-oriented teaching modes into higher learning curricula.

In this context, Piaget's and Vygotsky's Constructivist Learning Theory becomes highly relevant. Vygotsky's Zone of Proximal Development (ZPD) suggests that learning occurs most effectively when students engage in social interactions with more knowledgeable others, whether those are peers or teachers. This supports the findings of this review, where teacher-student interaction was found to be crucial in promoting active participation and engagement. As Vygotsky proposed, the social construction of knowledge within the classroom helps students scaffold their learning, thus improving their higher-order thinking skills. Moreover, Piaget's theory of cognitive development emphasizes that students learn by actively constructing knowledge through their experiences and interactions. When teachers provide hands-on, exploratory learning activities that encourage problem-solving, students are more likely to develop critical thinking and language skills in a constructivist classroom environment.

There is also a lack of emphasis on emotional safety and its impact on language learning in the literature. Although the fear of the foreign language (FLA) has been widely investigated (Li & Dewaele, 2021), the psychological classroom climate has received less scrutiny, and the connection to motivation among students was almost left unattained. A classroom which provides an environment enabling second language learners to feel safe to try without fear of being ridiculed (i.e., emotional safety) is important to this population of learners, many of whom are anxious and have low levels of confidence in the target language (Aminah, 2024; Han, 2021). Teachers who foster emotive relationships can diminish anxiety, and this creates the condition for students to feel more secure when using language (speaking or writing). This gap in the study highlights the need for further research to understand how mental safety in the EFL classroom influences students' willingness to participate, take risks, and speak fluently.

The results of this study could affect schooling in a more general way. For starters, the way lessons are planned will need to change to include emergence and the growing importance of active learning, student agency, and working together with peers when teaching a language. Gokgoz-Kurt and Karaferye (2023) say that this kind of learner-centered method can make language learners more motivated, improve their speaking skills, and give teachers more freedom with their lessons. It is a shame that many English as a Foreign Language (EFL) programs are still stuck in a standard, lecture-based method that encourages passive learning through memorization and high-stakes tests. In the words of Han et al. (2024), this fixed equipment limits and stops students from engaging with language in a real way. So, people in charge of schools need to make lesson plans with more projects based on real life, group talks, and hands-on language exercises. These changes will not only get students more involved but also make it easier for EFL programs to connect with real-life language, which will help students do better in school and get ready for their future careers.

In addition, teaching methods will need to evolve to strike a balance between structure and student autonomy in learning. Mehmood & Taresh (2024) and Gokgoz-Kurt and Karaferye (2023) both say that having clear rules and routines in the classroom will help students learn. However, having too much power kills imagination and freedom,

both of which are important for learning a language. As Sabbar (2024) says, educators should be encouraged to be more flexible in how they run classes that require group work and peer feedback. It also shows that teachers need more training that gives them the skills to use technology to make learning spaces that are flexible and changeable so that all students can participate and be interested (Aktar et al., 2022).

Last but not least, we need to talk about how technology affects EFL classes. Research has shown that mixed learning models, AI-based language tools, and digital teamwork platforms can all help keep students interested in learning and make it more personalized (Qi et al., 2024; Ma et al., 2024). Still, technology must be used to improve how people connect in the classroom and not to replace old ways of learning altogether. When you use technology well, it should always be for active language practice and interactive jobs, never just for sharing information. In other words, teachers need to keep learning how to use technology in the classroom and how to teach so that digital tools are used to help students learn languages and not against them.

The study suggests that the EFL classroom setting is a complicated factor that impacts how well students learn. The actual learning area, the feeling of safety, the interactions between teachers and students, the help from the school, and the use of technology are all connected factors that affect how well students learn. The psychological and emotional aspects of EFL classes need more study. It is also important to look into how emotional safety may help students feel confident and speak a language easily. This means that teachers, policymakers, and researchers should make learning settings that are focused on the student and encourage independence, innovation, and participation, while also helping students improve their language skills for school and everyday life.

5. Recommendations

1. Teacher Development: The most important part of any professional development program for teachers is giving them tools for reflection, technology, and rewards. Moreover, that can be made possible by building up the school. They will learn skills that will help them make classrooms that are more helpful and interesting.

2. Building up infrastructure: Put money into building up infrastructure that has engaging tools, fast and stable internet connections, and assessment tools that AI runs to work in both real and virtual classrooms.

3. Policy Implications: At the national and regional levels, policymakers should support the use of technology in the classroom by creating policies that include training programs and long-term methods for English as a Foreign Language (EFL) class.

6. CONCLUSION

This review brings together studies that examine the impact of classroom settings on students' English language learning in English-speaking contexts. This study proves that factors such as space layout, teacher-student contact, classroom management, and classroom drive do affect how students learn and how well they do in school. A well-organized and socially helpful classroom helps students build their confidence and learn

language. On the other hand, relying too much on rigid, teacher-centered methods usually lead to less participation and disengagement.

Most notably, the teacher-student relationships prove to be one of the most influential predictors of student engagement. It is well documented that constructive feedback through receptive and productive language is crucial for enhancing confidence among students for active use of language in face-to-face situations and for academic success. Moreover, classroom management approaches, such as structuring instructional time around a balance of structure and flexibility, create an interactive learning environment conducive to students' independence and minimizing behavior problems. These results underscore the need for teacher preparation programs to address not only pedagogical skills but also classroom management strategies consistent with student-centred approaches to learning.

This study demonstrates the effectiveness of encouraging methods in the EFL classroom. Higher levels of involvement are caused by intrinsic motivation sparked by personal relevance and autonomy-supportive teaching. However, relying too much on digital tools and teaching methods that do not work can make it harder to think critically and be actively involved.

This review answers the study question by showing that physical, social, and How EFL students learn is directly affected by how the teacher teaches. This review shows that students are more driven and interested in learning languages when they are in a classroom where teachers are helpful and students can talk to each other. There needs to be more study on how to make EFL classes safer for students' emotional health and how that affects their long-term engagement and language skills. It is also important to think about how cultural differences affect the classroom, since some teaching methods might not work in non-Western settings. Looking at how the classroom environment changes over time affects learning English as a foreign language (EFL) could also help teachers help their kids learn the language and do well in school.

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