

A Thematic Review of the Influences of Classroom Environment on Student's Learning Outcomes in 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 article aims to explore the ways in which 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. By focusing on postsecondary education, the review closes a significant gap in the literature. Based on 51 peer-reviewed articles published between 2017 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 pertaining to 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, emotionally safe, and physically comfortable.

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 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 in making those go of 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 and 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 Tareh (2024) and Rezalou and Yağiz (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 synthesise 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 2017 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 fully 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. It is guided by the following research question: How does the classroom environment influence students' learning outcomes in EFL contexts?

METHOD

Article Selection Process

For this review, the articles were based on systematically searching 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 2017 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.

Thematic Analysis Approach

The chosen studies were analyzed using thematic analysis according to the guidelines established by Braun and Clarke (2006). This method enabled a structured extraction and interpretation of the data. We first conducted familiarization in which we read through all of the 51 articles to gain a good understanding of the articles. Key themes were extracted and coded manually and revealed common concepts. These codes were finally catalogued under the following major themes, namely "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.

Ethical Considerations and Limitations

In a bid to stamp out academic dishonesty, proper referencing has been provided, and direct quotes are avoided or minimized in order to avoid plagiarism. Although we endeavored to represent a variety of viewpoints, we acknowledge some constraints. Another potential limitation is that, because the present review only included English-language publications of 2017 to 2025, it may have overlooked non-English sources that contain relevant insights. Publication bias is a potential concern, as studies that have significant or positive findings are more likely to be published. However, despite these constraints, the thematic analysis method employed in this study offers an organized overview of the ways in which learning outcomes in EFL contexts are affected by classroom environments and has implications for researchers and practitioners alike.

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-centred learning and the role of technology.

Physical Classroom Environment

The classroom as a physical entity also has a great impact on student learning of language in EFL settings. A well-set-up learning environment that is well-resourced and has all of the creature comforts can assist with concentration and communication and, clearly, with children's learning and academic performance. Much evidence has confirmed that certain environmental factors (e.g., adequate lighting, ventilation and acoustics) have positive effects on the cognitive performance of learners and decrease fatigue during language learning (Han et al., 2022; Ma et al., 2024). In addition, the arrangement of the classroom is flexible. Group work & the opportunity to move might mean there is more communication between students. An investigation by Vega-Abarzúa et al. (2022) found that EFL learners who worked in classrooms with circular or group seating expressed better confidence in the speaking tasks than those in the traditional row setup. Similarly, Gu et al. (2022) have noted that flexible seating breaks down psychological walls and encourages peer learning, an especially important factor in language learning. A well-equipped classroom environment, both physically and technologically, plays a crucial role in fostering student engagement and learning outcomes. Hasan and Rahman (2017) highlight that the availability of ICT tools such as projectors and computers allows for more interactive and dynamic teaching, which can transform traditional classrooms into more engaging and student-centred environments

Alternatively, learning environments that involve physical crowding (or lack basic teaching facilities) can even lead to distraction, stress, and low motivation among the students (Holbah & Sharma, 2021; Alrabai, 2021). Such minor pains, like the absence of comfortable furniture or noise pollution, for instance, can, for some students, cause interruptions to attention and to motivation to participate (Alzaanin 2023). In addition, Zhong (2024) reports that the physical space affects not only students but also the use of active and student-centred activities in the class. While some argue that effective teaching can overcome physical limitations (Han, 2021), there is a weight of evidence indicating that the environment and pedagogy are inextricably linked. Rezalou and Yağiz (2021) maintain that a well-organized physical space is a catalyst for

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

Building the Core of the EFL Classroom

In the second language classroom, the quality of the classroom interaction between 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 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 explanation 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. Because reflective journaling and peer feedback during teaching practicum enable them to modify their behaviour 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 are able to 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 extended and constructive teacher-student interactions took place. Furthermore, research such as Mehmood and Taresh's (2024) shows that teacher-student relationships are not restricted to the learning process; rather, they build and promote classroom culture, trust and affective states in students, which are key elements in engaging in EFL learning in the long run (Hasan et al., 2025). Fundamentally, teacher-student interaction is not only a medium of communication but a relational framework that structures the EFL classroom. These interactions can be quite powerful in terms of learning impacts when they are approached with empathy, responsiveness, and a commitment to sharing control.

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, the dedicated students will be eager to overcome language difficulties, engage in classroom tasks and claim their responsibilities 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 very important for learning EFL, and teachers use some techniques to keep students motivated in language learning. Moreover, establishing competition and adding fun as

well as humour are good strategies to maintain 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 a facilitating one. According to Aminah (2024), if students learn in a comfortable environment, physically and psychologically, students have a tendency to be more encouraged to speak and work in a group. Interactive activities such as debates, role-plays, and problem-solving discussions have also been linked to increased levels of engagement (Mehmood and Taresh, 2024).

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 practice, assess and interact in class with students. According to Gu et al. for Haberland (2022), enabling flexible curriculum design and experimental teaching methods in institutions is the 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., 2024; Islam, 2017; 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) mentioned that the use of games since pedagogical freedom liberates and encourages teachers to experiment with the conclusion that collaborative tasks and real-world communication activities result in 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 mostly 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.

Balancing Structure and Student-Centred Learning

Classroom management is the organizing factor of successful EFL teaching. It's about how a teacher structures, or orders, his classroom, arranges his expectations, organizes his own time, and creates a climate that is optimal for learning. In EFL situations, in which students may be feeling exposed for being in a language learning environment, a well-managed classroom can also provide a relaxed and secure atmosphere that can stimulate participation. Gokgoz-Kurt and Karaferye (2023) emphasize the importance

of transparent expectations and regular routines on better behavioural functioning and enhanced academic focus in students. Classroom management is not only about discipline but also about setting up an environment conducive to interactive learning. Mehmood and Taresh (2024) have reported that EFL teachers who utilise communicative tasks, group work and structured pair work in their lesson plans are successful with regard to engagement of learners. This better enables students to apply their English in natural settings and encourages peer support and sharing of responsibility. Rezalou and Yağiz (2021) showed that in cases where students participate in the construction of normative classroom behaviours and structuring lessons, they demonstrate more positive behavior. Student-centred learning is facilitated through new media tools that allow learners the freedom to interact with content at their self-determined level of interest and pace (Hasan et al., 2016). Hasan et al. (2018) provide easy access to learner-generated content on resources such as YouTube and blogs, which facilitate and encourage autonomous and discovery learning, in which learners can investigate language issues on their own. By learning at their own pace, students are challenged to take ownership of their learning, enabling a more authentic learning environment. These software tools also facilitate a move away from teacher-directed teaching to student-centred learning, promoting motivation and participation.

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 resources such as AI-supported writing apps and interactive classroom solutions have given students and teachers more freedom and versatility. According to Qi et al. (2024) and Hasan et al. (2024b), blending online and offline learning is associated with increased student engagement and achievement. Lin (2023) discovered that students who were provided with AI-generated formative writing feedback were able to improve their writing more rapidly than students who only had access to traditional feedback. Moreover, Quadir and Yang (2024) found that incorporating mobile apps and social media learning tools enabled students to use language outside of the classroom, fostering autonomous learning behaviour. There are, however, limitations notwithstanding the advantages. Gu et al. (2022) observe that few teachers are digitally literate enough to successfully incorporate these tools in pedagogy. Furthermore, Han et al. (2024) claim that the excessive use of passive means (video lectures or slide presentations) may lead to a decrease in reflections and learner interaction. As Gustian et al. (2023) argue, technology has the potential, if utilised appropriately, to have an improving effect on student motivation, as well as to personalize education and afford opportunities for creative use of English. To sum up, technology is indeed a strong friend of EFL learning, but it should match and enhance student-activated pedagogy and overall instructional aims. The role of technology in EFL classrooms extends beyond simple content delivery to include interactive learning tools that facilitate higher-order thinking. Tools that integrate real-life problem-solving tasks, as discussed by Silfani et al. (2025), encourage students to engage critically with content, promoting active learning and autonomous decision-making.

DISCUSSION

The findings from this review underscore the importance of classroom environments in influencing students' learning outcomes in EFL settings. Based on the six major themes that emerged from the analysis, it is clear that issues of physical constraints, teacher-student relationships, classroom control, visual and textual contents, student motivation, school rules, and the use of technology all play a significant role in students' engagement, performance, and ultimately learning of the language (EFL). Perhaps an invariable theme in the research is that a supportive, interactive, and well-organized class environment is indispensable for successful language learning (Aminah, 2024; Han, 2021).

An additional important point is the connectedness of classroom environment variables. That leads to the second teacher factor to which we turn next: teacher-student rapport, which, as observed in the review, combined with physical classroom design (Ma, 2024), serves to create a comprehensive learning environment that helps active involvement. Studies indicate that student confidence and participation are enhanced by collaborative classroom designs that include adaptable seating and modern technology tools (Vega-Abarzúa et al., 2022). However, there is also an apparent contradiction in the literature on teacher-centred and student-centred approaches. Although the literature supports the efficiency of interactive and student-centred tasks (Rezalou & Yağiz, 2021), findings from Holbah and Sharma (2021) indicate that a traditional teacher-centred method persists in many postsecondary EFL institutions, resulting in engaging students less. This difference implies that there is a systemic change that has to take place in order to include better student-orientated teaching modes in 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 literature highlights the demand for future research that examines the relationship between emotional safety in the EFL classroom, engagement, risk-taking, and fluency.

The findings of this study may have broader implications for education. For one, curriculum design will need to change to incorporate emergence and the increasing role of active learning, learner autonomy, and collaboration between peers in language teaching. According to Gokgoz-Kurt and Karaferye (2023), this type of learner-centred approach can result in language learners' enhanced motivation, speaking proficiency, and curricular flexibility. Sadly, many EFL programmes are still entrenched in a traditional, lecture-centric approach that promotes passive learning by rote and high-stakes testing. As Han et al. (2024) argue, this static apparatus restricts and prevents students from moving towards authentic engagement with language. Hence, education authorities need to design lesson plans that include more real-life-based projects, group discussions, and interactive language activities. These changes would not only increase student engagement, but will also better mesh EFL programmes with real-world language, opening channels for academic success and career preparedness."

Further, instructional approaches will need to adapt to strike a balance between structure and student-driven learning. The literature implies that having clear classroom rules and routines will lead to positive learning effects (Mehmood & Taresh, 2024; Gokgoz-Kurt & Karaferye, 2023). But too much control

is stifling to creativity (not to mention a lack of autonomy, which is also integral to language learning). Educators should be encouraged to gain flexibility in management practices that require collaborative learning and peer feedback (Sabbar, 2024). It is also an indicator that teachers need continued professional development that helps them to develop the skills to use tools to create dynamic and adaptive learning environments that foster student participation and engagement (Aktar et al., 2022).

Last, but not least, the influence of technology in EFL classrooms must be addressed. Research in this review to consider the use of blended learning models, AI-based language tools, and digital collaboration platforms, all of which have been found to improve student engagement and enable personalized learning (Qi et al., 2024; Ma et al., 2024). Nevertheless, it is important that technology be used to enhance classroom interaction, rather than to entirely supplant traditional modes of learning. Effective technology use should always be in service of active language practice and interactive tasks, not simply content distribution. This implies that teachers must continuously be trained on both teaching practices and technology integration so that digital tools become an asset and not an obstacle in language learning.

The study implies that the EFL classroom context is a complex factor that affects students' learning achievements. One can see that the physical learning space, affective safety, teacher-student interactions, institutional support, and technological inclusions are all interwoven elements influencing the quality of student learning. Further research needs to address psychological and emotional dimensions of EFL classrooms and investigate how emotional safety may lead to confidence and fluency in language. For teachers, policy-makers and researchers, the implication is that educators should create student-centred environments which support autonomy, creativity, and engagement, with students developing their talent for academic and real-world language.

RECOMMENDATIONS

- a. Teacher Development: Equipping teachers with reflective, technology- and incentive-based tools is paramount in any professional development programme. And that they are able to generate through the development of the institute. The skills that will help them become more successful at fostering such supportive and dynamic classroom environments.
- b. Infrastructure Development: Invest in infrastructure facilities equipped with interactive tools, fast and steady internet connections, and AI-driven tools for assessments to cater to both physical and digital classroom environments.
- c. Policy Implication: Policymakers should develop supportive policies at national and regional levels that support the integration of technology in teaching, including training programs and sustainable practices for EFL classrooms.

CONCLUSION

This review synthesizes studies to investigate how classroom environments affect EFL learning outcomes in EFL contexts. The study validates the role played by classroom environment-related factors (space layout, teacher-student interaction, classroom management, and motivation) in students' learning behaviors and academic achievement. A well-organized and emotionally supportive classroom leads to student confidence and language acquisition, while a great reliance on rigid, teacher-centered practices generally produces lower 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 review further supports the value of motivational techniques in the EFL classroom. Intrinsic motivation induced by personal relevance and autonomy-supportive teaching leads to higher levels of engagement, and foreign language anxiety continues to be a sizeable obstacle to language acquisition. Technology has also been recognized as a powerful means to promote engagement if incorporated pedagogically soundly and if active language use is promoted. Yet heavy dependence on digital tools with passive pedagogy may impinge on critical thinking and active engagement.

With respect to the research question, this review proves that classroom environment variables in terms of physical, emotional, and pedagogical mold EFL learners' learning realizations directly. As demonstrated by the studies included in the review, an interactive and supportive classroom atmosphere increases students' motivation and engagement, which is critical to learning languages successfully.

In short, it appears that there is room for future research to fill the gaps concerning emotional safety in EFL classrooms and its long-term influence on student engagement and language proficiency. Cross-cultural differences in classroom settings should be another area of focus, as pedagogical methods may not be generalizable to teaching languages in non-Western environments. Longitudinal investigations of classroom climate effects on EFL learning in the longer term would also offer suggestions as to sustainable language development and student achievement.

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