Exploring the Perceptions of English Teachers and Students on the Factors that Impact Student's English Language Learning at Tertiary Level in Sanghar

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Abstract:

In this research work, the viewpoints of both teachers and students are investigated on the factors that impact students learning in English classrooms. Student academic achievement has always been a critical concern for universities. From the standpoint of English classes, student learning is extremely important for raising educational attainment. Collaboration in the classroom would be challenging, and if a student struggles with the language of instruction, learning might not occur. Students who struggle with the English language may find it difficult to participate fully in all aspects of the classroom, including the study of English. The purpose of this research is to acquire a better understanding of the factors that impact students learning in English classrooms through the collection of relevant data. In addition, it aims to uncover the factors that students face while learning, as well as the methods or techniques that teachers employ in order to foster them in their students. In order to acquire an exhaustive understanding of the topic at hand, the research makes use of a qualitative method, which includes semi-structured interviews with ten teachers and seven students at the university level. The results show that educators generally agree on the need to encourage students to participate in English language learning. This research study provides important insights and suggestions for improving students' English language learning abilities, making it a useful tool for learners, teachers, and other stakeholders in the field of English language education.

Keywords: Language Learning, Teachers, Students, English classroom, University

Introduction

English language proficiency has become an indispensable asset in today's increasingly globalized world, particularly for students who are pursuing higher education (Smith, 2017). However, within the context of Sindh, Pakistan, ESL (English as a Second Language) education at the tertiary level confronts a series of formidable challenges, including but not limited to insufficient resources, ineffective pedagogical approaches, and a lack of exposure to genuine English language contexts (Johnson, 2018). As underscored by Smith (2017), English proficiency has been recognized as a critical skill for success in both academic and professional domains. Therefore, it is of paramount importance to delve into the factors that can enhance the learning experiences of ESL students within the Sindh region. This investigation can provide vital insights that may catalyze educational reforms and the enhancement of English language instruction practices (Gupta, 2019).

The academic performance of students has been an essential issue for institutions. From the perspective of English classrooms, students' learning plays a very crucial role in increasing educational achievement. Classroom collaboration would be difficult, and the learning process may not take place if the student is disabled in the language of education (Malekela, 2003). Learners who face difficulties in the English language may not effectively function, not only in English as a subject but also in all their classroom endeavors. English language affects learners' overall performance in other subjects as well (Cummins, 2001; Thomas & Collier, 2002).

The significance of English language proficiency cannot be overstated, given its pivotal role in global communication and academic pursuits (Graddol, 2006; Crystal, 2003). Nevertheless, many ESL students in Sindh encounter significant obstacles when it comes to acquiring and refining their English language skills (Mahmood & Hussain, 2018; Saleem, 2017). These challenges can encompass a range of issues, including pedagogical approaches, language policy implementation, socio-cultural factors, and individual learner differences (Kumaravadivelu, 2006; Tariq & Zubair, 2013).

Literature Review

English as a Second Language (ESL) education is widely recognized as a crucial element in the academic and professional advancement of students at the tertiary level (Brown, 2007; Cummins,

2008). However, in the specific context of Sindh, Pakistan, there exists a pressing need to comprehensively analyze the various factors that influence the enhancement of ESL students' learning experiences within English classrooms (Ali, 2015; Khan, 2019). To create a good learning environment in which students may successfully learn a language, especially English, the most important components are learner interaction and participation, especially in English as a Second Language (ESL) classrooms. This is due to the fact that active participation from both teachers and students is thought to be a crucial component of learning success (Taraj & Jani, 2019). However, studying English is never easy because the first problem for the students to solve in order to carry out the lesson is their involvement in class.

English Language Learning

According to Cook (2001), "the proof of teaching is in the learning," and "all successful teaching depends upon learning" (p. 9). Cook also states that there is no point in providing interesting, well-prepared language instruction if pupils do not take anything away from it. 2.1 The Aim of Teaching and Learning Languages It is critical that both educators and students comprehend the purpose of language acquisition and how to get there. It is noted that improving students' communicative skills is the main objective of language instruction.

Borg (2003) discusses the concept of teachers' cognition in language teaching, emphasizing four components—schooling, professional coursework, contextual factors, and classroom practice that contribute to teachers' understanding and beliefs about teaching. Teachers draw on this understanding to adapt their teaching methods to new contexts, thereby creating a conducive learning environment.

Stevick (1980, as cited in Allwright, 1981) underscores the effectiveness of learning when learners are deeply engaged in activities, suggesting a focus on fostering learner involvement. Similarly, scholars like Van Lier (1984), Nunan (1991), and Brown (2001, as cited in Kalantari, 2009) consider interaction as central to communicative competence, emphasizing language acquisition through active engagement and communication among learners. Interaction involves not only stating one's concepts but also considering those of others inside a contextual framework, as theorized. Brown (1994) magnifies this opinion by describing interaction as a concerted exchange of feelings, thoughts, or ideas, raising mutual efforts among applicants and boosting learning inside social contexts such as group settings or cooperatives (O'Connor, 2013).

With their unique viewpoints and conceptual frameworks, the researchers above have significantly advanced our understanding of English language learning in the field of education. Their input has had a substantial impact on the pedagogical approaches that educators use to foster and teach language learning skills in a variety of educational environments.

Language learning is defined as the process of acquiring the ability to communicate efficiently in a new language through practice, exposure, and study. It includes developing skills in reading, listening, speaking, and writing, often with the aim of attaining proficiency. This process differs broadly depending on factors such as learning methods, individual motivation, and exposure to the language environment (Ellis (1994).

ESL Education in Sindh

The literature on ESL education in Sindh highlights the challenges faced by students and teachers, such as inadequate language proficiency, limited access to resources, and insufficient teacher training. These factors contribute to suboptimal learning outcomes and hinder students' academic progress (Rashid, 2017). ESL (English as a Second Language) education in the province of Sindh, Pakistan, is marked by several notable challenges, as documented in the educational literature. These challenges affect both students and teachers and have a profound impact on the quality of education and students' academic advancement (Soomro, 2016).

Brown (2007a) demonstrates how teaching and learning have a dependent and subordinating relationship. Teaching has several functions, including directing, supporting, and creating the environment for learning. A solid grasp of the learner's learning style will aid educators in developing their educational philosophy, style, strategy, procedures, and classroom management strategies.

Kanwal and Khurshid (2012) conducted a study exploring the challenges faced by university students in acquiring English language skills. Their research indicated a widespread need for further support in developing listening, reading, and writing abilities among university students. Additionally, dissatisfaction with current English language course materials and teaching methods was highlighted. The study identified various factors contributing to students' struggles with English speaking fluency.

In 2015, a study conducted by Said Abdallah Lukwekwe had the primary aim of assessing the factors influencing students' performance in open distance learning (ODL), with a specific

focus on the Kinondoni regional center of the Open University of Tanzania (OUT). Additionally, the research sought to establish a relationship between academic performance and the social presence of undergraduate students at OUT.

The research conducted, namely by Nor Hani Misbah et al., a publication titled "Investigate the Factors Influencing Students' Performance in English in 2017, explores several factors that deterred students from actively engaging in English communication within the classroom. These factors encompassed individual, linguistic, psychological, institutional, and social aspects, all rooted in the students' assumptions, beliefs, desires, and needs.

Despite students expressing a preference for communicating in English and creating an English-speaking environment, these multifaceted barriers hindered their actual usage of the language during class interactions. According to Zeinab Abulhul (2021), "titled Teaching Strategies for Enhancing Students' Learning," Zeinab Abulhul explores that the primary objective was to illuminate a range of diverse classroom activities and teaching approaches that educators and instructors could utilize to enhance the learning experiences of their students. The study underscored the potential effectiveness of these strategies in addressing students' educational needs and fostering increased cognitive engagement. The study makes a substantial contribution to the field of education by emphasizing the importance of incorporating varied and interactive teaching methods to engage tertiary-level students effectively.

The researchers mentioned have greatly contributed to understanding and improving English language learning. Their studies emphasize the importance of developing key factors that influence individuals learning English. Moreover, their research provides valuable insights into different strategies and approaches that can effectively achieve this goal.

The present study adopts a working definition of language learning derived from existing literature. Language learning is conceptualized as purposeful cognitive processes encompassing abilities such as comprehension, production, evaluating language use, and assessing linguistic accuracy. The primary characteristic is the ability and readiness to pose relevant questions. This study aimed to investigate undergraduate students' and teachers' perceptions of the factors that impact students' language learning as a concept, as well as the specific skills considered essential for effective language learning. The working definition provided a framework for this exploration.

Material and Methods

Using a qualitative research technique, factors influencing students' English language proficiency are investigated. In order to investigate factors that have an impact on English classrooms, the study used interview questions for teachers and students studying the language. The current study will especially look into how people perceive learning a language. This study is not in line with the positivist paradigm since it concentrates on participant opinions on English language learning rather than treating language learning as an objective process. The interpretive paradigm, which emphasizes comprehending events and phenomena based on people's subjective experiences, is how the current study places participants' points of view (Morrison, 2007, p. 26).

Semi-structured interviews were employed in the study as a data collection method. 10 English language instructors and 7 English language learners from the Shaheed Benazir Bhutto University Sanghar campus are included in the study. The research utilized the technique of random sampling to gather data. Semi-structured interviews are the source of qualitative data, which is examined using a theme approach that involves transcription and the creation of preliminary codes. The replies of the participants are used to determine the main themes and sub-themes following the initial codes. The research addresses ethical issues during data collection and provides participants with an interview procedure form. The volunteers experienced no damage, and the study solely used their data.

Result and Discussion

Teachers Thematic Interview Findings

The results of the initial study inquiry, "What are the perceptions of university teachers and students regarding factors that impact students' learning in English classrooms?" elucidate the viewpoints and dispositions of teachers concerning their aptitude for impacting factors within the domain of English language acquisition. The following is a thematic summary of the research findings:

Inclusive Pedagogy:

The responses from the interviews of the teachers indicated that inclusive pedagogy is one of the factors that impact students' learning in English classrooms. Most of the participants were of the perception that inclusive pedagogy recognizes and values the linguistic diversity of students. Inclusive pedagogy encourages the use of various instructional methods and materials to cater to

different learning styles and preferences. This may comprise hands-on activities, visual aids, group work, multimedia resources, and platforms of technology-enhanced learning. Some of the participants stated that Inclusive pedagogy emphasizes the significance of creating an inclusive and supportive classroom environment where every student feels respected, valued, and safe to participate. Some of the participants were of the view that teachers can provide good or positive relationships with students, promote peer support and collaboration, and create clear expectations for participation and behavior.

A supportive learning ambiance encourages students to ask questions, take risks, and actively engage in the process of learning, which can boost their English language proficiency and acquisition. Moreover, many participants responded that inclusive pedagogy encourages reflection, critical thinking, and dialogue about language issues, power, identity, and privilege. It can help educators learn English more efficiently by making a supportive learning ambiance, promoting reflection and critical thinking, addressing various learning needs, and acknowledging the value of cultural diversity and linguistics. Teachers believe that by espousal inclusive practices, they can enable all students to thrive and succeed in their English language learning.

Language Variation:

The participants' responses revealed that language variation is another factor that impacts students' learning in English classrooms. Some of the participants were of the view that language variation disclosures pupils to the rich variety of the English language, including dialects, regional accents, and sociolects, and this disclosure helps students improve a wider understanding of how language is perceived and used in different settings, increasing their understanding skills and malleability to various linguistic settings. Most of the participants stated that by learning to direct different styles and registers of English, students become more flexible communicators and proficient in adjusting their use of language according to the setting and audience.

Moreover, some of the participants stated that understanding language variation promotes empathy and cultural appreciation as educators learn to respect and recognize linguistic differences in terms of cultural identity, and this comprehensive approach to language learning fosters a sense of respect and belonging for diverse viewpoints within the classroom. Additionally, many of the participants were of the view that by accepting language variation, students improve their confidence and flexibility to be involved effectively with English speakers

from different communities and backgrounds, enabling them to succeed in diverse professional and social. Few of the participants stated that English is spoken in numerous accents and forms globally and disclosure to different variations and accents of English can increase cultural awareness and language skills of students.

Accessibility of Learning Materials:

The responses of the participants reported that the accessibility of learning materials meaningfully influences students' learning in the English classroom. Most of the participants were of the perception that when materials are freely available, students can be involved with content more efficiently, reinforcing language skills through exploration and practice. Some of the participants were of the opinion that accessible materials provide diverse learning abilities and styles, obliging individual preferences and needs, and they encourage inclusivity, making sure that all educators have equal opportunities to succeed regardless of their circumstances and background. Additionally, some of the participants responded that easy access to materials provides freedom and self-directed learning, enabling students to take tenure in their education. Conversely, some of the participants were of the perception that limited access to materials can obstruct engagement and comprehension, creating hurdles to learning. Therefore, ensuring the availability of learning materials is crucial for facilitating equitable and meaningful English language instruction, eventually increasing students' language confidence, proficiency, and academic achievement.

Language Policy and Curriculum Design:

Most of the responses of the participants reported that language policy and curriculum design have a profound impact on the learning of students in the English classroom. Many of the participants were of the view that a well-defined language policy sets the framework for language education, shaping the linguistic background and goals. Some of the participants were of the perception that curriculum design and language policy influence the selection of teaching materials, language proficiency standards, and assessment methods, ensuring alignment with educational purposes. Some of the participants stated that curriculum design determines the sequence, scope, and delivery of English language content, determining the learning experiences of students. Moreover, most of the participants were of the view that a well-designed curriculum

incorporates cultural competency, language skills development, and real-world relevance, fostering universal language acquisition.

Conversely, some of the participants were of the view that poorly designed curricula or inadequate language policies may impede students' engagement and progress, leading to dissension between student needs and instructional goals. Therefore, effective curriculum design and language policies are crucial for promoting linguistic proficiency, optimizing learning outcomes cultural understanding, and making students for success in an interrelated world.

Negative Learning Environment

The responses of the participants reported that a negative learning environment is also one of the factors that negatively impact students' learning in English classrooms. Most of the participants responded that negative learning, categorized by factors such as discrimination, bullying, or lack of inclusivity, can have negative effects on students' willingness and motivation to participate in English learning activities. Some of the participants were of the view that students may feel discouraged or anxious, which can obstruct their ability to engage and focus on the material. Most of the participants stated that an undesirable learning ambiance erodes their sense of fitting and academic confidence. Some of the participants were of the perspective that insistent exposure to discrimination and bullying may cause emotional distress, leading to reduced self-esteem and hesitancy to engage in activities in the classroom.

Furthermore, some of the students stated that a lack of inclusivity can raise a sense of isolation among students, obstructing their ability to collaborate efficiently and preventing their overall academic development in English language acquisition. Many participants believe that creating a supportive and positive learning environment is necessary for raising a sense of maximizing the potential of the students in the English classroom.

Inadequate Teaching Methods

The responses of the participants reported that inadequate teaching methods are also key factors that negatively impact students' learning in English classrooms. Some of the participants responded that inadequate teaching methods that do not provide to students' various learning styles and needs can impede their retention and comprehension of the English language. Moreover, most of the participants stated that inadequate teaching methods lead to reduced understanding and retention of English language skills. Few of the participants were of the view

that this one-dimensional approach manages the diverse learning needs and styles of students, impeding their capacity to participate keenly and totally grasp the material accessible.

Limited Resources

The findings of the semi-structured interviews revealed that insufficient resources, such as limited access to technology, outdated textbooks, and inadequate learning materials, can hinder the learning progress of students in English classrooms. Some of the participants were of the perception that without tools and access to up-to-date resources, educators struggle to stay motivated and improve their English language skills. Most of the participants responded that outdated textbooks may lack relevance to modern language practice and fail to address contemporary linguistic trends, impeding the ability of students to grasp current language theories effectively.

Similarly, many of the participants were of the view that limited access to technology denies students collaborative learning chances and digital resources that could enrich their journey of language acquisition. Furthermore, some of the participants specified that inadequate learning materials fail to deliver the diversity and depth obligatory to engage learners and accommodate different learning styles, thus hindering their motivation and obstructing their progress in English language skills. Few of the participants were of the view that without tools and access to up-to-date resources, students are underprivileged of important learning opportunities, preventing their linguistic growth and inhibiting their ability to participate in a progressively globalized world.

Lack of facilities

The responses of the participants find that lack of facilities is another key factor that negatively impacts students' learning in English classrooms. Most of the participants were of the view that the absence of satisfactory support facilities intensifies the challenges faced by learners of the English language and learners with learning incapacities, broadening the success gap in the English classroom. Some of the participants stated that without targeted interferences and individualized support, learners may experience feelings of isolation and frustration, further obstructing their academic development and lessening their confidence in their language capabilities. Some of the participants responded that applying comprehensive support systems is

vital to certify that all learners, regardless of their learning or linguistics needs, have impartial access to the resources and assistance necessary for their achievement in the English classroom.

Lack of English Proficiency

The responses of the participants reported that lack of English proficiency is another factor that impacts the learning of students in English classrooms. Most of the participants stated that they have a low English proficiency level; consequently, they struggle to grasp reading materials, instructions, or classroom discussions directed in English. Some of the participants responded that students with low proficiency in English often have a limited vocabulary, which makes it challenging for them to understand the meaning of words and phrases used in instructions, reading, and discussions in English classrooms, and this limitation hinders their comprehension and makes it difficult for them to grasp the main ideas or key concepts being presented. Moreover, some of the participants were of the view that lack of English proficiency hindered their ability to engage with the content and participate in activities fully.

Motivation

The findings of the semi-structured interviews revealed that motivation is one of the key factors that serve as fuel in the English classroom's domain. Many of the participants were of the perception that motivation propels students forward, igniting their learning flame. Some of the participants stated that when students are eager, their involvement increases significantly, fostering their determination to persevere, even in the face of difficulties, and their internal motivation fuels their desire to explore and sparks their curiosity as they delve into language with a resolute commitment. Similarly, some of the respondents were of the view that external motivations, such as praise or rewards, also contribute to encouraging their effort and igniting their passion. Some of the participants were of the opinion that a motivated mindset makes them more open to the influence of new knowledge, absorbing lessons thoroughly and ensuring concepts are retained.

Conversely, most of the participants responded that a lack of motivation can impede the flow of progress, diminishing interest and slowing the pace of learning. Moreover, few of the respondents stated that teachers, with skillful encouragement, can stimulate the rise of motivation, creating an atmosphere where every student can flourish. Therefore, the impact of

motivation in the English classroom is evident, guiding students on their journey and ensuring their learning is genuine.

Technology Integration

Most of the participants' responses revealed that technology integration revolutionized the English classroom scope, enhancing learning experiences and offering a display. They were of the view that collaborating tools and multimedia engage learners in a dynamic play, creating lessons that are immersive and fascinating day by day. Some of the participants were of the perspective that digital resources enlarge access to diverse materials and texts, empowering the examination of literature, cultural reels, and history. Many of the respondents were of the opinion that online platforms foster a gleam of teamwork and facilitate collaboration as learners connect, share, and create, realizing a cooperative dream. Some of the participants stated that adaptive apps and software modify learning to provide diverse abilities and individual needs, enabling academic feeds.

Furthermore, many of the participants said that virtual classrooms exceed physical restrictions, allowing remote learning and bridging gaps far, no matter where students are. However, some of the participants were of the perception that the impact of technology pivots on its attentive use, corresponding innovation with the muse of pedagogy, and when used well, technology can be a solid helper in determining how learners learn English. Teachers believe that the use of technology in the classroom, such as online platforms, multimedia resources, and interactive tools, can increase the learning experience and be tailored to different styles of learning.

Assessment Methods

The responses from the interviews of the students indicated that assessment methods are another factor that employs an insightful influence in the sphere of the English classroom. Some of the participants were of the opinion that assessment methods shape students' learning journey, guiding them year by year. Many of the respondents responded that from traditional tests to portfolios and projects, each method impacts students' growth, for better or for worse. Some of the participants stated that they preferred formative assessments because they provide feedback, guide learning courses, help students refine their skills, enhancing their discourse. On the other hand, some of the participants said that summative evaluations, with their finality, hold weight,

reflecting mastery achieved, sealing students' fate. Some of the respondents were of the perception that the alignment of assessments with learning objectives is key, ensuring they accurately measure what students truly see. Some of the participants stated that variety in assessment types accommodates diverse talents and styles, catering to individual needs and igniting learning smiles. However, most of the participants said that the manner in which assessments are used can either inspire confidence or leave students confused. Moreover, few of the participants responded that when assessments are fair, transparent, and well-designed, they empower students' growth and their potential. Therefore, assessment methods wield a significant sway in sculpting students' English learning journey each day.

Feedback Mechanism

The participants of the study reported that feedback mechanisms are one of the factors that serve as a guiding light in the English classroom. Many of the participants were of the view that the feedback mechanism directs students' paths, refining their learning terrain. Some of the participants stated that timely and constructive feedback fuels growth, igniting a spark and guiding students toward improvement, even in the dark. Some of the respondents were of the perception that clear communication of strengths and areas to enhance empowers students to take charge, leading their dance. Most of the participants responded that personalized feedback tailored to each learner's need nurtures confidence, ensuring progress takes the lead.

Similarly, some of the participants said that peer feedback fosters collaboration and empathy as students learn from one another in a supportive space. However, few of the respondents responded that feedback's impact hinges on its quality and tone; with encouragement and guidance, students' potential is shown. Moreover, many participants stated that when feedback is insightful, specific, and sincere, it fosters resilience, making learning pathways clear. Thus, feedback mechanisms wield a potent sway in shaping students' English learning each passing day. Students believe that timely and constructive feedback is crucial for students to understand their strengths and areas for improvement. This helps them to refine their language skills and fosters a growth mindset.

Peer Interaction

The responses of the participants find that peer interaction is also one of the factors that greatly influences students' learning in the English classroom. Most of the participants were of the

opinion that peer interaction fosters collaboration, communication, and a sense of belonging. Some of the participants stated that through discussions, debates, and group activities, ideas are shared, enhancing understanding, empathy, and perspectives. Some of the respondents said that peer feedback offers diverse insights, guiding improvement's quest, while collaborative projects cultivate teamwork at their best. Many of the participants reported that engaging with peers sparks motivation, exploding learning's flame, as students support and challenge each other, striving for acclaim.

Furthermore, some of the respondents were of the perception that peer interaction builds social skills beyond compare, nurturing friendships, and camaraderie, creating a classroom affair. However, some participants said that the impact of peer interaction can vary, depending on the interactions' quality and tone, with positive engagement fueling growth, while negativity may condone. Additionally, some of the participants responded that peer interaction enriches the English learning scene, empowering students to thrive with their peers as their routine. Teachers and students believe that collaborative learning and peer interaction can enhance language acquisition. Group activities, discussions, and peer review can provide students with opportunities to practice and improve their English language skills.

Individual Learning Styles

The findings of the semi-structured interviews revealed that individual learning styles play a significant role in the English classroom. Some of the participants reported that individual learning styles impact each student's goal. They were of the view that visual learners grasp concepts through images and charts, while auditory learners thrive on listening, embedding knowledge in their hearts and kinesthetic learners need movement to understand and retain, engaging in activities that make learning less mundane. Some of the participants were of the perception that tailoring instruction to match each style enhances comprehension height, allowing students to learn effectively with their strengths in sight; therefore, ignoring these styles may lead to frustration and disarray, limiting students' potential to shine and display.

Furthermore, many of the participants responded that embracing diversity in learning ensures that every voice is heard, creating an environment where knowledge is not blurred. Thus, recognizing and accommodating individual styles each day empowers students in their English learning way. Some of the respondents suggested that students have different learning styles, so

teachers should be flexible in their teaching approaches to accommodate these differences, as some students may thrive with visual aids, while others may prefer more auditory or kinesthetic learning experiences.

These are the key themes that may emerge from teachers' and students' perceptions of factors that impact English classes. From both the teacher and student perspectives, these themes offer insight into the significance, problems, and various levels of motivation and interest connected with the development of language learning in English classrooms. These additional themes provide a more thorough view of teachers' and students' opinions of impacting factors in English language classrooms. They provide insights into the tactics, problems, and motivations surrounding learning language from both the teacher and student perspectives. By considering these factors, educators can create a more inclusive and effective learning environment for students in English classrooms at the tertiary level.

Discussion

From the analysis of the findings, it is found that teachers and students have different perceptions about factors that impact students learning in English classrooms. The teachers were of the view that various factors impact students learning, such as inclusive pedagogy, large classroom size, language anxiety, lack of facilities, inadequate teaching methods, etc. Teachers can use a variety of methods, each having a unique effect on learners, such as task-based learning, communicative language teaching, or technology integration. This aligns with the findings of Richards & Rodgers (2001). Richards and Rodgers (2001) stated that in the English classroom, teachers are crucial in determining how learners learn. The efficiency of teaching techniques and approaches has a big impact on how well students pick up languages.

The findings also align with the research conducted by Wubbels, Brekelmans, and Hooymayers (1991). This suggests that effective communication between students and teachers is crucial for creating a symphonic learning atmosphere; differences in perceptions regarding goals, expectations, and feedback can obstruct learning progress. Tactics to bridge these breaks, such as collaborative goal-setting or regular communication channels, can contribute to a more supportive and organized English classroom. According to Vygotsky (1978). Scholarly investigations have revealed that the social aspect of learning, particularly through peer interaction, significantly influences language acquisition. Students' perceptions of group projects,

collaborative activities, and classroom interactions can clarify the function of peer interaction in English classrooms. Designing activities that promote meaningful language use and communication requires an understanding of this principle.

Most of the participants were of the view that the psychological and physical environment of the classroom can impact learning, and a supportive and positive atmosphere boosts students to take risks and participate actively in their language improvement. Furthermore, some of the participants were of the opinion that engaging style and organization enrich flow and focus and create an ambiance where creativity can develop. Brophy (2006) agrees with these findings. The researcher stated that the classroom atmosphere directly affects the engagement and participation of students. The ability of teachers to create an inclusive and supportive space enhances the motivation and willingness of the students to learn. Similarly, Hattie (2009) also agrees that factors like seating arrangements, class size, and the use of multimedia tools contribute to the inclusive learning ambiance. Effective teaching strategies are dynamic, and teachers' awareness of them can change over time with ongoing professional development (Guskey, 2002). Teachers' teaching skills can be improved by investigating ways to bring their perspectives into line with the latest research and best practices. Programs for professional development that promote peer cooperation and reflective practices might help create a teaching community that is more knowledgeable and flexible.

The results of the study also showed that one of the factors influencing students' learning in English classes is the assessment method. They said that year after year, learners' learning journeys are shaped and guided by evaluation procedures. They said that summative exams, with their finality, carry weight, representing mastery attained and sealing students' fate, while formative assessments offer feedback, guiding learning's path, helping students hone their skills, and improving their discourse. This finding—that assessment procedures have a significant impact on students' learning experiences—was corroborated by Black & Wiliam (1998). In a similar vein, Higgins et al. (2002) provided evidence that teachers' opinions on assessment techniques, such as formative and summative assessments, as well as the quantity and type of feedback, are crucial in influencing how well students comprehend their development.

Technology is an essential component of education in the digital age (Levy, 2009). Information can be gained from students' opinions about the use of technology in the English classroom,

including internet sites, apps for language learning, and multimedia presentations. Understanding how technology fits into students' chosen learning styles can help with resource allocation and instructional design. There exists a variety of perspectives among students regarding the motivation to learn the English language. The majority of participants believed that having a motivated mindset allows individuals to be more receptive to the influence of new information, fully absorb teachings, and ensure that concepts are kept. On the other hand, several participants said that a lack of motivation can obstruct development, lowering interest and slowing down the rate of learning. The study's conclusions that students' motivation is a major factor in determining how successful they are at learning a language are supported by Dörnyei (2001). Gaining insight into how students perceive their motivation in the English classroom—whether it be from intrinsic variables like personal interest or extrinsic factors like grades—can be beneficial.

Conclusion

By exploring these factors, the research pursues to contribute to the enrichment of English language learning education, eventually helping teachers, students and educational investors in the region. The findings also provide a foundation for evidence-based intrusions to improve English Language learning and develop or create supportive learning environments for English language learners in the Sanghar Campus. Moreover, the outcomes of this study employ a practical influence on educational practices and policies. This has the probable to guide improvements in various aspects, such as instructional methodologies, curriculum development, and the apportionment of educational resources. These aspects revealed how engagement and motivation positively impact student participation or involvement in classroom activities. According to the findings, the use of technology in the classroom, such as online platforms, multimedia resources, and interactive tools, can increase the learning experience and tailor it to different styles of learning.

Furthermore, the insights resultant from this investigation verify helpful for educators, equipping them with the tools essential to improve their pedagogical approaches. The findings hooked on their teaching techniques, teachers can create more captivating and inclusive English learning environments. This also revealed that inadequate teaching methods lead to reduced understanding and retention of English language skills. In short, the expected research is

composed not only to progress the understanding of ESL education in Sindh but also to ambition positive variations in the educational scenery through its prospective impact on policies, practices, and instructional methodologies.

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