



Monitoring the Educational Environment of English Language Classes in Universities

Gennadiy Raisovich Sharafutdinov^{1*}, Nataliia Nikolaevna Abakumova², Xiong Yi³, Anastasia Victorovna Fakhrutdinova⁴, Marina Andreevna Voytikova⁵

¹ Department of Foreign Languages in the Sphere of International Relations, Kazan Federal University, Kazan, Russia; genesharafut@mail.ru

² Department of General and Pedagogy Psychology, Faculty of Psychology, National Research Tomsk State University, Tomsk, Russia; niv_tomsk@mail.ru

³ Department of General and Pedagogy Psychology, Faculty of Psychology, National Research Tomsk State University, Tomsk, Russia; 147205649@qq.com

⁴ Department of Foreign Languages in the Sphere of International Relations, Kazan Federal University, Kazan, Russia; avfach@mail.ru

⁵ Department of Humanities and Social Sciences, Russian Technological University MIREA, Moscow, Russia; Marina.Voytikova@yandex.ru

Abstract

The challenge of assessing university educational programs' efficacy has materialized. The examination of university policies and procedures to ascertain how well university English language programs function as an educational setting has been done. A model for keeping an eye on the learning environment was created, enabling colleges to carry out the diagnostic and assessment functions. The analytical lines, criteria, and indicators in the unified model are all the same for universities. Conclusions are made regarding the potential application of a model that forecasts the evolution of the educational environment and reflects its current state at any given time to monitor it. It has been determined that the model's criteria and indicators, while useful for assessing the outcomes of instructional activities and forecasting potential changes, do not accurately capture the distinctive nature of the English language classroom environment in universities in either of the two countries.

Keywords: Educational Environment; English language; English Class.

1. Introduction

More and more, modern higher education is influencing government policy and believes that students' personalities must be developed within the framework of national and general cultural values. Universities work to ensure that students develop their independence, responsibility, initiative, creativity, and physically healthy personality. One aspect of this work is involving students in the educational process. In this context, the primary requirement and method of instruction for students at universities is the educational setting of their English language classes. The majority of articles on managing educational activities offered ways to track students' educational attainment (Abakumova, 2013) and the degree of process organization (Gardner & Lambert, 1972). We are able to evaluate the caliber and standard of the educational process itself thanks to the yearly examination of educational activities. Monitoring allows for the evaluation of educational work in a number of ways and the forecasting of potential modifications to the university English language classroom environment.

2. Literature Review

From primary to tertiary education, English is an essential language of instruction in Nigerian schools. Anoma (2005) claims that secondary school students in Nigeria are currently having difficulty learning the English language, as evidenced by their performance on the subject in public exams. According to Ogunsiji and Fakeye (2009), one of the main reasons for the recent decline in academic achievement and educational standards in Nigeria has been attributed to students' poor performance in the English language at public examinations. Some students' distaste for the subject of English language is a significant factor in their appalling performance on the yearly school certificate exam (Fakeye, 2010). One of the individual factors influencing students' performance in the English language is probably their attitude toward the language. Thus, it is crucial to cultivate a positive attitude in order to improve students' performance in the

English language. If the student wants to become an expert in the subject and perform better, their attitude toward language learning is crucial.

Adebiyi (2006) defines attitudes as a person's favorable or negative feelings toward things or concepts. Any learner's success will be largely determined by how he approaches the course materials. According to Kings in Fakeye (2010), learning is almost always successful when one has a positive outlook. Similarly, Gardner and Lambert (1972) note that a learner's attitude toward the target language is more important in determining whether they succeed in mastering a second language than their IQ or linguistic aptitude.

As per their assertion, a student's attitude has the potential to facilitate language acquisition by altering their perspective towards specific linguistic and cultural communities, which in turn affects their drive to acquire the language. Therefore, learning the English language successfully requires having a positive attitude toward it. Three distinct second language learning experiences are suggested by Fakeye (2010) as having the potential to affect students' motivation and attitudes. The program for bicultural excursions is the first experience.

He describes this as relatively brief encounters with speakers of the other language in their natural social setting with the specific aim of cultivating favorable opinions about that group. Usually, there isn't much, if any, second language instruction. Regretfully, the majority of English language learners and teachers in Nigerian schools never interact with native speakers throughout their lives. Regular language classes and intensive language training are the other two experiences that are suggested.

Fakeye (2010) asserts that regardless of the initial attitudes of students, positive or negative, teachers who are proficient in the language and sensitive to their students' emotions, along with an engaging and educational methodology, can greatly contribute to the emergence of positive attitudes in their students. On the other hand, positive attitudes are not likely to develop if teachers lack the necessary knowledge or sensitivity to students' reactions, and if they are restricted by a dull and unimaginative methodology. Similarly, Kanyira (2008) asserts that a student must be eager to learn in order for learning to occur effectively, as low achievement is undoubtedly linked to a bad attitude.

3. Methodology

The monitoring model was created within the framework of humanitarian research using an educational environment approach. The study employed theoretical methods, which involved the examination of research papers and regulatory documents. Modeling is an empirical research method. The University of Electronic Science and Technology of Institute, Kazan (Volga Region) Federal University, and National Research Tomsk State University provided materials for the analysis.

4. Results

The way that educational programs are implemented in universities is governed by more than 20 governing documents. The Federal Law of December 29, 2012, No. 273-FZ, "On Education in the Federation," and the Executive order of the Government of the Federation of November 29, 2014, No. 2403-p, "On Approving the Foundations of the State Youth Policy of the Federation for the period up to 2025," serve as guidelines for university specialists when they develop educational programs (Minzaripov et al., 2020). Federal Law No. 273-FZ defines "moral education" as "these are activities aimed at developing the personality, creating conditions for self-determination and socialization of students on the basis of socio-cultural, spiritual, and moral values as well as rules and norms of behavior accepted in the society in the interests of a person, family, society, and the state, the formation of a sense of patriotism, developing civic qualities, respect for law and order, a man of labor and the older generation, mutual respect, as well as respect for the cultural heritage and traditions of the multiethnic people of the Federation, and cherishing nature and the environment" (Adeniyi, 2002).

The educational process encompasses both the socio-pedagogical and psychological-pedagogical systems, as it impacts students through the implementation of the pedagogical process that includes interaction between teachers and students and contributes to the formation of the educational environment of English language classes in universities. These findings, when combined with the regulatory document analysis, allow for the identification of the general characteristics of the educational environment of English language classes in universities. When it comes to education policy, they typically participate in the "Circular of..." "Note regarding..." "Recommendations regarding..." "Techniques

for..." "The Choice Regarding..." Using undergraduate education policies as an example, the Ministry of Education's website has over 100 undergraduate education policies. One of them is the Ministry of Education's Several Opinions on Comprehensively Improving the Quality of Higher Education, which includes both of the items that are meant to be instructional. Standard requirements and particular measures for implementing education policy are contained in a few specific implementation documents, such as the Ministry of Education's Opinions on Accelerating the Construction of High-level Undergraduate Education and Comprehensively Improving Talents Training Ability. The university's teaching staff members who oversee educational activities in departments or faculties are in charge of keeping an eye on the learning environment. For instance, Tomsk State University has appointed a Deputy Dean for educational work. Similar circumstances exist at Kazan Federal University, where there is a deputy director for social work and education in each of its institutes.

The role of keeping an eye on academic activities is still carried out by universities. Nonetheless, when it comes to carrying out the educational environment monitoring, the government has the upper hand over the subjects (universities, society, and non-governmental organizations). Universities' departments of teaching, research, and executive function self-monitor their learning environments in response to the government's quality control education policy. For instance, at the University of Electronic Science and Technology Institute, the Science and Technology Department oversees the institution's research endeavors, while the Dean's Office is in charge of overseeing the teaching activities. An appropriate method of analysis is to monitor the academic environment of university English language classes. This is done using a set of principles that define all of its components, including integrity, purposefulness, continuity, consistency, and targeting, publicity, and optimality. The guiding principles serve as regulatory guidelines for oversight, strategy development, and tactical action planning. The following criteria can be used to analyze and assess how well the educational environment for university English language courses has developed:

- openness of the system to the whole spectrum of educational impacts of external factors (permanence of modernization, transformation of interaction with society, etc.);
- the degree of autonomy of the main subsystems (educational, communicative, informational, etc.);
- the degree of formalization of the educational environment of English language classes in university as a system (values, norms, traditions, customs, foundations);
- Variability in technology, organizational structures and techniques, activity self-organization, and individual growth;

Through a comparative study of the educational environments at National Research Tomsk State University, Kazan (Volga Region) Federal University, and the University of Electronic Science and Technology of Institute, a monitoring model was created to evaluate the efficacy of the English language classroom educational environment. The monitoring model is unified in Table 1; only the invariant portion, which consists of criteria, indicators, and analytical lines identified in academic institutions, is included.

Table 1. *The Model of Monitoring the Educational Environment of English Language Classes in University*

Analytical lines	Criteria	Indicators
Educational environment management	Development and implementation (of) Programmes Regulatory documents Projects Guidelines	Implementation level
		University Regional National
The Student as a subject of educational activities	The motive for participation in educational work	- standards set at the national level
		- unified planning system - the possibility of participation of self-government bodies, or local governments - unique structure for each department of the university
		- formation of an active life position, skills in managing public affairs - responsibility for your university, respect for rules and regulations - personal and professional constructive "digital footprint"

		<ul style="list-style-type: none"> - manifestation of civic attitude to professional activity - value attitude to physical culture and a healthy lifestyle, to the culture of speech and culture of behaviour
	Mass participation	<ul style="list-style-type: none"> Participants of events Members of self-government Document developers Event organizers
	Level of events organized	<ul style="list-style-type: none"> - university - municipal - regional - national
Creation of educational environment	Documentation of the educational system	<ul style="list-style-type: none"> - regulatory framework - information support - social activities
	Maintaining interaction with	<ul style="list-style-type: none"> - the University Administration - heads of units or divisions - local governments
	Maintaining partnership with organizations, institutions and subjects of education	<ul style="list-style-type: none"> - joint activities - educational activities - group creative activities - development and implementation of joint projects - development and implementation of joint programs

Three analytical lines—"The educational environment management," "Organization of the educational environment," and "Student as a subject of educational activities"—are identified by the monitoring model. These lines include both qualitative and quantitative indicators. The primary idea of the "Strategy for the development of education in the Federation for the period until 2025," which is the creation of a unified educational space based on the modernization of approaches, priority areas, and modern pedagogical and psychological technologies, makes it necessary to highlight the criterion "Organization of social partnership with partner organizations, social institutions, and subjects of moral education." The strategy aims to resolve pressing issues related to youth education by fortifying the social partnership, combining the efforts of the state and society, and involving universities, regions, local governments, businesses with a social conscience, science, art, and religions as well as the mass media. The Higher Education Law contains similar provisions.

5. Discussion

To guarantee the intellectual, moral, and cultural education of citizens faithful to their home country who are ready to enhance and safeguard its moral values, all state-run social organizations must work together to educate the youth. Crucially, students who are educated about various cultures also feel safer and more at ease with these differences in the future. As noted by Fakhrutdinova et al. (2020), this enables them to engage with a greater variety of social groups and experience an increase in self-assurance and interpersonal confidence. The goal of multicultural education is to give every student equal access to an education by transforming the entire school setting to better represent the various cultures and social groups that exist in our country and in classrooms across the country. The assessment and diagnostic functions of the learning environment can be implemented thanks to the developed monitoring model mentioned above.

Monitoring the educational environment entails evaluating the caliber of academic assignments, gauging students' attitudes toward the learning process, investigating and analyzing prevalent patterns in the student body, and keeping track of how much participation students receive in extracurricular activities. The results of the examination of university learning environments, however, demonstrated the unpredictability of these indicators and the impossibility of incorporating them into a single monitoring model. The model's chosen indicators and criteria don't adequately capture the distinctive features of university learning environments. They can be applied to forecast potential changes and assess the outcomes of educational efforts.

6. Conclusion

Universities' educational environments require an assessment system that will guarantee the gathering, archiving, and sharing of data regarding the university's or its individual components' educational activities, with an emphasis on

information management. One type of system that enables the assessment of the condition of the learning environment at any given time and the prediction of its future is pedagogical monitoring. We can identify areas for the university's future development, respond flexibly, and make appropriate management decisions in the field of modern education by using the data from monitoring the academic environment within a university.

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