Fostering Effective Learning Environments: Educator Approaches to Applying Reading, Writing, and Speaking Ethics

Ahmad Faroji
Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia

Ilzamudin Ma'mur
Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia

Anis Zohriah
Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia

Abstract: This study examines the roles of teachers in creating a positive and supportive learning environment, with a focus on the application of ethics in reading, writing, and speaking. The research method is literature studies, and the data sources are taken from a variety of articles in relevant scientific journals and books. The research phases begin with the formulation of goals, searching and gathering relevant references, identifying and classifying various references, and, finally, analyzing the results of the research. The study's findings demonstrate the critical role that teachers play in establishing a productive learning environment, particularly when it comes to incorporating the ethics of speaking, writing, and reading into routine instruction. Teachers can support students in developing good communication skills and strong moral foundations by raising awareness of ethical ideals and helping students apply these ideas in their daily lives. According to these studies, creating a learning atmosphere that values justice, honesty, and tolerance for other viewpoints can help students learn more effectively.

Keywords: Learning environment, communication skills, learning experience

Introduction

Effective learning experiences for students at all educational levels are greatly influenced by the learning environment (Rushton & Larkin, 2001; Lehrl et al., 2020; Cheung et al., 2021). Academic achievement, student involvement, and learning motivation can all be raised in a supportive atmosphere (Hanaysha et al., 2023). Students will perform better in a setting that fulfills their requirements and expectations, according to Eccles et al.'s (1997) stage-environment appropriateness hypothesis. A less encouraging learning environment, however, can impede the process of learning and lessen students' chances of achieving the intended outcomes (Kreijns et al., 2003).

The physical surroundings of the study location (Barrett et al., 2013), cultural and environmental norms (Purkey & Smith, 1983), technological advancements (Roblyer & Doering, 2007), and the role of educators (Evertson & Weinstein, 2013) are just a few of the variables that have been found to have an impact on the learning environment. It implies that a variety of things can impact an effective learning environment. A wide range of elements influences the learning environment. However, a crucial gap exists in thoroughly synthesizing these aspects to develop methods that effectively improve the learning environment (Zee & Koomen, 2016).

Establishing a setting where students may acquire knowledge and critical skills like writing, speaking ethically, and reading is essential to fostering an effective learning environment (Kolb & Kolb, 2005; Scardamalia et al., 2011; Starratt, 2012; Hyland, 2019). These moral behaviors are essential for encouraging students to communicate responsibly, engage in courteous dialogue, and maintain intellectual integrity. However, in today's digital age, with a wealth of knowledge and various communication channels, educators need help helping students develop ethical literacy (Nash, 2002; Starratt, 2005).

In addition to having sufficient physical space, an academic culture that upholds moral principles and intellectual ideals is equally essential to a productive learning environment (Starratt, 2005; Taylor, 2009). In light of this, teachers must comprehend their responsibility for creating a classroom atmosphere that promotes students' overall development. The ethical aspects of reading, writing, and speaking among students are one area that should not be disregarded. Academic integrity and productive discourse in learning environments are threatened by plagiarism, disinformation, hate speech, and lack of attribution (Stefanovic, 2023).

Furthermore, it has become harder for students to apply ethical principles in their reading, writing, and speaking due to their diverse cultural and linguistic backgrounds (Corson, 2000;

Motha, 2014). Developing efficient, courteous, and intellectually engaging learning environments that enable students to interact critically with information and ideas requires educators to adopt ethical reading, writing, and speaking practices (Grisham & Wolsey, 2016). As a result, this article examines teachers' methods to establish a welcoming and encouraging learning atmosphere, emphasizing applying reading, writing, and speaking ethics.

Research Method

The literature review method, a powerful way to investigate a topic without gathering primary data, is used in the research process. Thirteen books and twenty respectable scientific journal articles served as data sources for this procedure, guaranteeing the comprehensiveness and accuracy of the material gathered. Creating research objectives is the first step in the research process. Next, suitable references are found and gathered to support the objectives are searched. Subsequently, the investigator distinguished and categorized a range of references based on the themes and facets they intended to explore. Then comes a descriptive-critical analysis of the data from the literature, emphasizing the conclusions, arguments, and viewpoints that show up and relating them to the developed conceptual framework. After compiling the study results into a thorough synthesis, the researcher presented the findings and conducted a methodical and structured analysis.

Result and Discussion

In another study, Tas (2016) highlighted the importance of interpersonal relationships between teachers and students in creating a supportive learning environment. If the teacher-student relationship is good, there is a positive stimulus for students to excel. In summary, the learning environment is very important in shaping and developing student achievement at school. Shernoff et al. (2017) emphasized in another study the value of teachers' and students' interpersonal ties in fostering a positive learning environment. A positive environment fosters student success when there is a good rapport between the teacher and the pupils. In conclusion, the school learning environment influences and fosters student achievement.

Some research indicates that providing too much comfort and support can impede learning, despite the widespread belief that an effective learning environment needs to be full of support (Cleland et al., 2018; Djabidi et al., 2021), positive interactions (Dirsa et al., 2022; Istifadah et al., 2023; Nuryadin et al., 2024), and adequate facilities (Eze et al., 2018; Sarkowi et al., 2023). An overly supportive and helpful learning environment can hinder students' ability to

overcome obstacles independently, according to a study by Kirschner et al. (2006). They stress how crucial it is for kids to encounter challenges during the learning process to cultivate perseverance and problem-solving abilities. As a result, a productive learning environment should balance giving students the assistance they need and allowing them to make mistakes and overcome obstacles independently.

Understanding proper writing, speaking, and reading etiquette is essential to becoming an efficient and responsible communicator. The ability to appreciate information sources, acknowledge and respect copyright, and exercise critical judgment when consuming material are all part of reading ethics (Turner, 2002). According to Van der Merwe (2014), writing ethics encompass the values of truthfulness, precision, and consideration for the perspectives of others when disseminating information. Furthermore, speech etiquette calls for using courteous, respectful language that acknowledges the diversity of opinions and cultures. In addition to enhancing communication skills, knowing and using proper reading, writing, and speaking etiquette also helps one form stronger bonds with others in various social and professional settings.

While some argue that reading, writing, and speaking ethics are crucial for developing responsible and successful communication skills, other research indicates that an excessive emphasis on ethics may stifle personal creativity and the right to free speech (Ferri, 2017). Indeed, excessive adherence to ethical guidelines may occasionally lead to rigidity and tension in social interactions during communication (Suter et al., 2009). Moreover, several studies indicate that people's perceptions of ethics in communication are often arbitrary and susceptible to shifts in social norms and cultural contexts (Ferri, 2017; Miike, 2019). Therefore, while ethics is still important, developing dynamic and flexible communication skills might need to be improved by an excessively strict approach.

Educators employ tactics and approaches focused on active and reflective learning to help students integrate ethical behaviors into their reading, writing, and speaking assignments. Teachers frequently introduce students to moral conundrums pertinent to reading, writing, and speaking through case studies and group discussions (Chittooran, 2015). Additionally, they use reflective tasks that push students to think about the moral ramifications of their choices and actions in communication situations (Arnett et al., 2009; Fassett & Warren, 2010). Educators also model ethical behavior in regular classroom interactions and give students comprehensive and constructive feedback regarding their reading, writing, and speaking skills (Franck & Osbeck, 2017; Nicol et al., 2014). This technique helps teachers help students become responsible readers, writers, and presenters in a varied society, in addition to teaching them good communication skills.

Even though teachers work hard to help students develop ethical habits in their reading, writing, and speaking assignments, these strategies are frequently disregarded or accepted at face value. Most instructors prioritize the technical components of speaking, writing, and reading comprehension over ethical considerations (Brown et al., 2024). Many of them place more emphasis on attaining quantifiable outcomes than on helping students become ethically conscious. Indeed, ethical dilemma-based teaching methods are sometimes viewed as time wasters by teachers, who would rather have students focus on content deemed more significant academically. Reflective assignments are sometimes perceived as adding to the workload for students without giving them a thorough understanding of the moral ramifications of their choices. As a result, teachers in most classrooms frequently provide students with inadequate feedback on their speaking, writing, and reading strategies. They also pay little attention to setting an example of moral behavior in their everyday interactions.

Developing a supportive learning atmosphere is essential to raising student engagement, motivation, and accomplishment. The environment's physical, social, and psychological components help kids improve personally and academically (Adams & Olsen, 2017). Teachers are crucial in fostering an environment in the classroom that is safe, welcoming, and exciting and encourages students to explore, learn, and engage with one another (Reicher, 2010; Franklin & Harrington, 2019; Venketsamy et al., 2020). A learning environment that ignites students' interest, curiosity, and creativity and enables them to realize their full potential can be created by educators through the provision of emotional support, the empowerment of diversity, the right use of technology, and the implementation of creative learning practices.

Research indicates that internal factors like intrinsic motivation and students' desire to learn may have a greater influence on academic achievement than external factors like creating a conducive learning environment, which is often thought to be the key to increasing student motivation, participation, and achievement (Areepattamannil et al., 2011; Trevino & DeFreitas, 2014; Khalaila, 2015). Furthermore, research by Wubbels et al. (2016) and Wentzel et al. (2010) suggests that interpersonal variables—such as the dynamic between peers and teachers—can have a greater impact on student motivation and engagement than the actual physical learning environment. Consequently, it is crucial to consider the educational process's internal and interpersonal aspects and the importance of creating a suitable learning environment.

Because a supportive setting can boost students' motivation, engagement, and academic accomplishment, the learning environment greatly impacts students' learning (Smith & Blake, 2009; Nurdin, 2020). According to research by Back et al. (2016), a classroom setting that fosters positive connections between students and teachers and offers them emotional and

social support benefits both the academic outcomes of the students as well as the learning process. Student achievement is also influenced by elements including the layout of the classroom, efficient use of time, and positive student-teacher relationships (Tanner, 2008; Barrett et al., 2015; Ogungweru, 2023). As a result, having a thorough awareness of how the learning environment affects students' experiences and results can aid educators in developing creative teaching methods.

While it is commonly believed that the learning environment greatly impacts students' learning, research by Kyriakides et al. (2018) indicates that internal factors like aptitude and individual intelligence may influence students' academic achievement more than external factors like the school environment. Furthermore, de Boer et al.'s (2014) meta-analysis discovered that while the learning environment might affect students' motivation in the short term, the effects are frequently fleeting and unsustainable in the long run. Thus, while a supportive learning environment could help, other elements like instructional strategies and social interactions have a longer-term, bigger influence on students' engagement, motivation, and academic success.

In today's educational environment, the effect of technology on student learning has grown to be a noteworthy phenomenon (Cheung et al., 2021). There is no denying that technology has evolved into an unstoppable force that is revolutionizing methods of instruction and learning. Technology use in the classroom can improve student engagement, make various instructional resources more accessible, and foster an engaging, dynamic learning environment (Günüç & Kuzu, 2014). According to Hughes et al.'s study (2018), incorporating technology into the classroom can boost students' academic performance and foster their capacity for critical and cooperative thought. Nevertheless, it is essential to recognize that there can be drawbacks to technology as well, such as access issues and perhaps focus problems. For this reason, ensuring that technology integration in the classroom has a beneficial and long-lasting effect on children requires careful planning.

A thorough grasp of the principles, customs, and regulations governing interactions between all parties involved in educational contexts is necessary to meet the difficulties and complexities of enhancing ethical behaviors in educational settings. Relationships between students, instructors, the management of the school, and the neighborhood are all included in this. Merry (2019) stressed the significance of having a thorough grasp of educational ethics when addressing issues like academic freedom, fairness, educational inequality, and the difficulties posed by quickly advancing information technology. In addition to abiding by professional standards of ethics, strengthening ethical practices in education also entails

taking the social, cultural, and moral implications of decisions made in the educational setting into account.

Numerous studies demonstrate that ethical guidelines and standards are frequently not implemented in a way that corresponds with real-world practices (Farley, 2009; Weiss, 2021). Adopting moral policies, in actuality, frequently fails to guarantee proper and equitable procedures throughout the educational spectrum adequately. According to research by Riege and Lindsay (2006), policies can frequently create new difficulties in implementing consistent ethical practices, mainly when conflicts of interest exist among different stakeholders. Thus, comprehending significant values and conventions, putting ethical principles into practice, and upholding them in educational environments frequently encounter challenging challenges.

Conclusions

Teachers are crucial in establishing a productive and encouraging learning environment. By emphasizing the application of ethical reading, writing, and speaking, educators may support students in forging a solid moral basis and practical communication skills. Learning settings can foster integrity, justice, and respect for different points of view by applying ethical standards and raising awareness of them. These results highlight the importance of providing a supportive learning environment because it can enhance students' educational experiences. According to these findings, to improve students' learning experiences, learning environments should be created that uphold integrity, justice, and respect for all viewpoints.

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