

Environmental Support and English Language Learning in Boarding Schools: A Systematic Literature Review

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ABSTRACT

Keywords:

Environmental Support; English language learning; boarding schools; learning environment; second language acquisition

Environmental support has gained increasing attention in English language learning because language acquisition is influenced by both instructional processes and the broader learning environment. This study aims to examine how environmental support contributes to English language learning in boarding school contexts and to identify the key factors that facilitate language development.

This study employed a systematic literature review to synthesize findings from scholarly publications related to environmental support, English language learning, and boarding school education. The selected studies were reviewed based on thematic relevance, methodological rigor, contextual appropriateness, and diversity of perspectives. Data were analyzed through thematic synthesis to identify recurring patterns and relationships.

The findings reveal that environmental support functions as a multidimensional system influencing language learning outcomes. Social support through peer interaction and collaborative learning promotes authentic communication and confidence. Academic support, including student-centered instruction and teacher guidance, enhances language proficiency and learner autonomy. Institutional and infrastructural support, such as language-rich environments and technology-enhanced resources, increases engagement and opportunities for language practice. Emotional and motivational factors, including self-efficacy, enjoyment, and reduced anxiety, further strengthen sustained participation in learning.

The study concludes that effective English language learning in boarding schools depends on the integration of social, academic, emotional, and institutional support. These findings provide practical insights for designing sustainable language-learning environments and inform future research on environmental support in educational settings.

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INTRODUCTION

Environmental support has increasingly been recognized as a critical determinant of success in English as a Second Language (ESL) and English as a Foreign Language (EFL) learning. Contemporary perspectives on language acquisition emphasize that learning outcomes are shaped not only by individual cognitive abilities but also by the social, emotional, physical, and institutional environments in which learning takes place. This issue is particularly relevant in boarding school settings, where students spend most of their daily lives within the educational environment and where opportunities for language exposure extend beyond formal classroom instruction. In such contexts, environmental support influences students' motivation, engagement, confidence, and language development. Recent studies demonstrate that positive classroom experiences significantly enhance learners' attitudes toward English learning and strengthen their willingness to participate in language-related activities (Ramzan et al., 2023). Likewise, a supportive school climate has been associated with reduced academic burnout and improved emotional well-being, both of which contribute to more effective language learning processes (X. Liu, 2023).

The significance of environmental support becomes even more pronounced in boarding schools because academic, social, and emotional interactions occur continuously throughout the day. Unlike conventional schools, boarding schools create immersive learning environments in which students interact with teachers and peers not only during lessons but also in extracurricular activities, communal living, and daily communication. Previous research highlights the importance of teacher autonomy support in fostering engagement and sustained participation in learning activities (Wang, 2024). Furthermore, language-rich environments have been shown to facilitate second-language acquisition by providing authentic opportunities for communication and practice. Hidayatullah argues that language environments substantially influence students' speaking performance (Hidayatullah, 2023), while Nugraha and Sukarno emphasize the importance of environmental support in optimizing second-language acquisition within Islamic boarding school contexts (Nugraha & Sukarno, 2025a). These findings suggest that environmental support constitutes a multidimensional factor that deserves greater scholarly attention.

Despite growing recognition of its importance, English learning in many boarding schools continues to face considerable challenges. Students frequently encounter linguistic difficulties related to vocabulary mastery, grammar usage, pronunciation, and communicative competence. These challenges are often intensified when learners have limited opportunities to use English outside formal instructional settings (Vergara-Burgos, 2025). In addition, insufficient peer interaction in English reduces opportunities for meaningful practice and reinforcement, thereby limiting learners' confidence and fluency (Efriyah et al., 2024). Such conditions are particularly evident in Islamic boarding

schools where English is commonly taught as a subject rather than consistently used as a medium of daily communication, resulting in restricted immersion and slower language development (Nazarieh, 2025).

Beyond linguistic obstacles, psychological and instructional factors further complicate the learning process. Anxiety, stress, and fear of making mistakes may create affective barriers that hinder language acquisition and discourage active participation (Giang, 2025). Boarding school students may also experience additional pressures associated with social adaptation, separation from family, and communal living, which can negatively affect motivation and willingness to communicate (Yessenbekova, 2024). At the same time, ineffective pedagogical practices, inadequate teacher preparation, and limited instructional resources may reduce the overall effectiveness of English language instruction (Giang, 2025). Curriculum designs that emphasize theoretical knowledge without sufficient opportunities for authentic language use may also contribute to learner disengagement (Wei et al., 2024). Consequently, a comprehensive approach that addresses environmental, psychological, and instructional dimensions is needed to improve English learning outcomes.

One promising solution involves strengthening environmental support through the creation of interactive, engaging, and language-rich learning ecosystems. Research indicates that learner-centered approaches can significantly enhance both motivation and achievement. For example, game-based learning strategies have been found to improve reading comprehension while simultaneously reducing learner anxiety (Li et al., 2022). Similarly, the integration of digital technologies, including tablet-based applications and other educational tools, has demonstrated positive effects on learner engagement and motivation (Al-Bogami & Elyas, 2020). Project-based learning and interactive digital resources further encourage active participation and deeper linguistic understanding, allowing students to connect language learning with authentic communication and problem-solving experiences (Yamin et al., 2023).

In boarding school environments, the effectiveness of such interventions can be amplified by continuous exposure to English beyond classroom boundaries. The twenty-four-hour educational setting provides opportunities for structured language programs, peer collaboration, extracurricular activities, and routine communication practices that reinforce classroom learning. Previous studies have shown that immersive learning environments promote functional language use and encourage learners to apply English in meaningful social contexts (Sofyan et al., 2023). Moreover, personalized support systems, tutoring programs, and language facilities available in many boarding schools contribute to improved proficiency development (Tate, n.d.). The multicultural interactions often found in boarding schools may also enrich learners' communicative competence and intercultural awareness (Choi, 2009). These findings indicate that

environmental support can function as a comprehensive mechanism for enhancing English learning when appropriately designed and implemented.

Although previous studies have examined individual factors such as teaching methodologies, learner motivation, technological integration, and language environments, relatively few investigations have explored how social, physical, emotional, and institutional dimensions of environmental support interact to influence English learning outcomes in boarding schools. Existing literature tends to examine these variables separately, resulting in a fragmented understanding of their collective impact. Bulan noted that limited attention has been devoted to the broader environmental context that shapes English learning experiences (Bulan et al., 2024). Furthermore, the integration of environmental support, technological innovation, and institutional practices remains insufficiently investigated. This gap suggests the need for a more holistic examination capable of explaining how multiple forms of support operate simultaneously to facilitate language acquisition in boarding school settings.

Based on these considerations, the present study aims to investigate the role of environmental support in promoting English learning within boarding schools by examining the interrelationships among classroom climate, language environment, peer interaction, technological integration, emotional support, and institutional practices. The novelty of this study lies in its comprehensive perspective, which conceptualizes environmental support as a multidimensional construct rather than as isolated variables. The study is grounded in the assumption that stronger environmental support contributes positively to learners' motivation, engagement, and language proficiency. This assumption is supported by previous findings concerning classroom enjoyment (Ramzan et al., 2023), school climate (X. Liu, 2023), teacher support (Wang, 2024), language environments (Hidayatullah, 2023; Nugraha & Sukarno, 2025a), and technology-enhanced learning (Al-Bogami & Elyas, 2020; Yamin et al., 2023). Accordingly, the study is expected to provide a more integrated understanding of environmental support and its contribution to effective English language learning in boarding school contexts while offering evidence-based implications for educational practice and policy.

LITERATURE REVIEW

The role of environmental support in language learning is further explained by theories of Second Language Acquisition (SLA), particularly Krashen's concept of comprehensible input. According to this perspective, language acquisition occurs when learners are exposed to input slightly beyond their current proficiency level within meaningful contexts (Pauzan, 2024). Boarding schools provide favourable conditions for such learning because English exposure extends beyond classroom instruction into daily communication, extracurricular activities, and communal living. Continuous interaction

with teachers and peers allows students to negotiate meaning, clarify misunderstandings, and internalize linguistic structures naturally. Consequently, language learning becomes an ongoing process rather than a classroom-bound activity.

In addition to comprehensible input, sociocultural and affective factors play a crucial role in facilitating language acquisition. Communal activities, collaborative learning, and shared experiences create emotionally supportive environments that reduce anxiety and lower affective barriers to learning (Luo, 2024; Ren & Cheng, 2023). When learners feel psychologically secure, they are more willing to participate in English communication and take risks in language use (Chew & Ng, 2021). Research further indicates that positive classroom climates increase learner engagement and improve English achievement, whereas negative emotional environments contribute to higher anxiety and weaker language performance (Lemana et al., 2023; C. Liu & Luo, 2021). Thus, successful language learning depends not only on linguistic input but also on emotional and social conditions that support active participation.

Motivation represents another essential dimension linking environmental support and language learning outcomes. Studies consistently show that supportive psychosocial environments, effective instructional strategies, and positive social interactions significantly influence students' motivation to learn English. Teacher support and active learner involvement have been identified as strong predictors of motivational intensity (Gelete & Dhaba, 2023), while supportive social environments foster a sense of belonging that enhances second-language acquisition (Wiranatakusuma & Pitchay, 2021). Student-centered learning approaches further promote motivation by encouraging active participation and accommodating learners' individual preferences (Ahmad et al., 2024; Putera et al., 2023). At the same time, peer collaboration and community involvement create authentic opportunities for language use that strengthen learners' confidence and commitment to learning English (Tan et al., 2018; Zaswita & Amri, 2023).

Within boarding school environments, motivation is reinforced through institutional support and structured language practices. Teachers play a central role in fostering motivation through engaging pedagogical approaches, supportive relationships, and meaningful assessment practices (Wang et al., 2022; Assali & Davenport, 2024). Institutional policies that promote inclusivity, cultural responsiveness, and teacher professional development further contribute to sustaining positive motivational climates (Alharbi, 2020; Kong et al., 2022). These interconnected factors demonstrate that motivation is not merely an individual characteristic but a product of environmental conditions that shape learners' attitudes and behaviors.

The boarding school environment, particularly within Islamic educational contexts, offers a unique framework for implementing environmental support in English language learning. Through structured curricula, English-language programs,

extracurricular activities, and daily communication routines, students experience continuous exposure to English in both academic and social contexts. Programs such as IELTS preparation courses, English zones, public speaking activities, and peer interaction initiatives provide authentic opportunities for language practice (Budianto, 2023; Maulana et al., 2023; Rahman et al., 2023). Furthermore, daily multilingual communication practices have been shown to strengthen conversational competence and language fluency (Islami & Fadli, 2024; Nugraha & Sukarno, 2025b). Although challenges related to motivation and language barriers remain, boarding schools possess integrated support systems that help address these obstacles through peer mentoring, teacher guidance, and structured learning routines (Agustina et al., 2024; Fakhruddin et al., 2024).

RESEARCH METHOD

This study employed a systematic literature review (SLR) to examine the role of environmental support in English language learning (ELL) within boarding school contexts. The review was selected because it enables the comprehensive synthesis of empirical evidence from diverse educational settings and provides a rigorous basis for identifying patterns, relationships, and research gaps. Following established review principles, the study focused on how environmental factors, including social, emotional, institutional, and pedagogical dimensions, influence English language acquisition and learning outcomes.

The literature selection process was guided by five criteria: thematic relevance, methodological rigor, contextual specificity, source quality, and diversity of perspectives. First, studies were required to address environmental support, learning environments, or institutional factors related to English language learning. Research highlighting the contribution of supportive school environments to ESL achievement (Lodhi et al., 2019; Mansoor et al., 2025) and the role of boarding-school routines in sustaining language use (Islami & Fadli, 2024) was therefore prioritized.

Second, methodological rigor was assessed by examining research design, transparency, and analytical procedures. Systematic reviews and studies employing established frameworks such as PRISMA were given particular attention because of their reliability and replicability (Gatcho, 2024; Mansoor et al., 2025). Third, contextual specificity was considered to ensure relevance to boarding-school or comparable residential learning environments (Liu, n.d.). Fourth, only peer-reviewed and academically credible publications were included to maintain the validity of the evidence base (Khan & Liu, 2020; Etikasari et al., 2023). Finally, qualitative, quantitative, and mixed-methods studies were incorporated to capture cognitive, emotional, and contextual dimensions of language learning (Aliyu et al., 2019; Kim, 2017).

The selected studies were analyzed using thematic synthesis. Relevant findings were coded, categorized, and compared to identify recurring themes related to environmental support and English language learning. The analysis revealed four dominant themes: vocabulary acquisition, pedagogical strategies, learner motivation, and English for Specific Purposes (ESP). To enhance credibility, findings were derived exclusively from methodologically sound and contextually relevant studies. Cross-study comparison was conducted to identify convergent evidence and minimize interpretive bias. Through this systematic procedure, the review provides a reliable synthesis of current knowledge regarding how environmental support contributes to effective English language learning in boarding school contexts.

RESULT AND DISCUSSION

1. RESULT

1.1 Environmental Support as a Multidimensional Factor in English Language Learning

The analysis demonstrates that environmental support functions as a multidimensional construct that significantly shapes English language learning in boarding school contexts. Rather than operating as an isolated factor, environmental support emerges through the interaction of social, academic, infrastructural, and motivational dimensions. Consistent with previous studies emphasizing the importance of supportive learning environments (Ramzan et al., 2023; Liu, 2023; Wang, 2024), the findings indicate that boarding schools provide unique opportunities for language acquisition because students are continuously exposed to learning experiences beyond formal classroom instruction. This continuous exposure creates conditions that facilitate language practice, increase engagement, and strengthen communicative competence.

The findings further reveal that environmental support contributes not only to linguistic development but also to learners' emotional well-being, confidence, and willingness to communicate. These outcomes align with sociocultural perspectives of language learning, which emphasize the role of social interaction and meaningful participation in language acquisition. Across the reviewed studies, effective English learning was consistently associated with environments that promote interaction, collaboration, and sustained language exposure.

1.2 Social Environmental Support

Peer Interaction and Bilingual Communication

The social environment emerged as one of the strongest determinants of English language development in boarding schools. The residential nature of boarding schools creates extensive opportunities for peer interaction, allowing students to engage in language use beyond formal instructional settings. Evidence suggests that bilingual environments incorporating English alongside Arabic encourage more frequent and

natural language use in everyday communication. Students reported greater confidence and lower anxiety when participating in bilingual interactions with peers and teachers (Lasminiar, 2022).

Regular communication in dormitories, communal areas, and student-led activities further strengthens communicative competence. Informal interactions provide authentic contexts for practicing English and facilitate the development of conversational skills through repeated exposure (Taib et al., 2021; Zulfa & Suryaman, 2022). These findings support previous arguments that language-rich environments contribute significantly to second-language acquisition (Hidayatullah, 2023; Nugraha & Sukarno, 2025).

1.2 Community Engagement and Social Support

The findings also highlight the importance of community-based activities in expanding opportunities for English use. Programs such as debate clubs, English-speaking forums, drama performances, and collaborative projects provide authentic communicative situations that encourage meaningful language use (Maula et al., 2023). These activities allow students to apply linguistic knowledge in socially relevant contexts, thereby strengthening both fluency and confidence.

Equally important is the emotional support provided by boarding school communities. Supportive peer relationships reduce learners' fear of making mistakes and encourage greater participation in English communication. Consistent with earlier findings regarding school climate and learner well-being (Liu, 2023), the literature indicates that positive social environments enhance motivation and reduce language-learning anxiety (Wiranatakusuma & Pitchay, 2021; Zulfa & Suryaman, 2022). As a result, social support functions not only as a linguistic resource but also as a psychological mechanism that facilitates language development.

1.3 Academic Environmental Support

1.3.1 Structured Learning Approaches

Academic support represents another critical dimension of environmental support. The reviewed literature demonstrates that structured and interactive instructional approaches contribute substantially to English language learning outcomes. Communicative Language Teaching (CLT) was consistently identified as an effective approach because it prioritizes meaningful communication and active learner participation (Azhar et al., 2022; Ahmad et al., 2024). Through communicative tasks and collaborative activities, students are encouraged to use English for authentic purposes, leading to improvements in fluency and communicative competence.

The integration of literature into language instruction also emerged as a significant strategy. Literature-based learning exposes students to authentic language use while fostering cultural awareness and critical thinking. Research indicates that literary texts

increase learner engagement and strengthen positive attitudes toward English learning by providing meaningful and contextualized learning experiences (Saputra et al., 2024).

1.3.2 Teacher Support and Instructional Quality

Teacher support was consistently identified as a key factor influencing learner achievement. Student-centered instructional practices, in which teachers function as facilitators rather than sole knowledge providers, promote active engagement and learner autonomy (Ahmad et al., 2024; Mubarak & Shofiya, 2023). Such approaches are particularly valuable in boarding schools because they encourage students to extend language use beyond classroom boundaries.

However, the findings also reveal challenges associated with instructional implementation. Limited resources, curriculum constraints, and insufficient institutional support may restrict the adoption of innovative pedagogical practices (Sofyan et al., 2023; Mubarak & Shofiya, 2023). These challenges suggest that effective English language programs require not only competent teachers but also supportive institutional frameworks that facilitate pedagogical innovation.

1.4. Infrastructural Support

1.4.1 Technology Integration

Technological support constitutes an increasingly important component of effective language-learning environments. The literature indicates that digital technologies enhance learner engagement by making instruction more interactive and accessible. Tools such as smart boards, multimedia resources, online platforms, and language-learning applications create opportunities for diversified language practice across listening, speaking, reading, and writing skills (Barzani et al., 2021; Jelyani et al., 2014).

These findings support earlier research demonstrating the positive impact of technology-enhanced language learning on learner motivation and participation (Al-Bogami & Elyas, 2020; Wang, 2022). Technology not only facilitates access to language resources but also creates interactive learning experiences that sustain student engagement over time (Tarawneh, 2021).

1.4.2 Artificial Language Environments

Another important finding concerns the role of intentionally designed language environments. English zones, language clubs, and immersion-based activities encourage students to use English consistently in daily interactions. Such initiatives create simulated real-world conditions in which English serves practical communicative functions rather than merely academic purposes (Maula et al., 2023).

The effectiveness of these environments is closely related to Krashen's concept of comprehensible input, which emphasizes the importance of continuous exposure to meaningful language use. By extending English beyond classroom instruction, artificial

language environments reinforce language acquisition through authentic and repeated practice.

1.5 Motivation and Personal Agency

1.5.1 Sources of Motivation

The findings reveal that motivation remains a central factor linking environmental support to language-learning outcomes. Both intrinsic and extrinsic forms of motivation influence students' engagement with English learning. Intrinsic motivation is often driven by learners' aspirations, personal interests, and recognition of English as a global language that supports future academic and professional opportunities (Zulfa & Suryaman, 2022).

Extrinsic motivation, meanwhile, is reinforced through supportive interactions with teachers and peers. Positive feedback, achievable learning goals, and recognition of achievement strengthen learners' commitment to language learning (Wiranatakusuma & Pitchay, 2021; Zulfa & Suryaman, 2022). These findings are consistent with previous research emphasizing the importance of motivational support in language acquisition (Hussain et al., 2020; Wang et al., 2022).

1.5.2 Coping with Learning Challenges

Despite the benefits of supportive environments, learners continue to face challenges related to vocabulary limitations, grammatical difficulties, pronunciation issues, and limited exposure outside institutional settings (Sofyan et al., 2023). The findings suggest that interactive and engaging instructional approaches can mitigate these barriers by increasing learners' confidence and sustaining their interest in English learning (Mubarak & Shofiya, 2023).

Furthermore, environments that encourage persistence and resilience enable students to overcome difficulties more effectively. Emotional support, constructive feedback, and collaborative learning opportunities help learners maintain motivation even when facing linguistic challenges.

1.6. Emerging Patterns of English Language Development

Several recurring patterns emerged across the reviewed studies. First, successful boarding schools consistently combine social, academic, and infrastructural supports rather than relying on a single intervention. Language development appears strongest in environments where students receive continuous exposure to English through both formal and informal channels.

Second, innovative pedagogical approaches are consistently associated with improved language outcomes. Literature-based instruction, integrated-skills teaching, and communicative approaches contribute to higher levels of engagement and proficiency (Saputra et al., 2024; Neupane, 2024). Similarly, non-traditional learning settings such as

outdoor and transdisciplinary learning environments positively influence both cognitive and emotional dimensions of language development (Ning et al., 2022).

Third, immersive language environments encourage spontaneous language use and foster communicative confidence. Nevertheless, the findings also reveal the need to balance English promotion with the preservation of local linguistic and cultural identities (Hidayatullah, 2023; Mulyadi et al., 2024). Effective boarding schools therefore adopt strategies that support English proficiency while respecting students' cultural backgrounds.

1.7. Key Outcomes of Environmental Support

The synthesis identifies several significant outcomes associated with environmental support. First, positive classroom climates characterized by teacher support, psychological safety, and active engagement are strongly associated with improved English achievement (Gedamu & Siyawik, 2015). Constructivist learning environments further contribute to enhanced motivation and productive language skills (Lin, 2022).

Second, motivation serves as a mediating factor through which environmental support influences learning outcomes. Learner-centered and culturally responsive practices increase engagement and promote sustained participation in English learning activities (Hussain et al., 2020; Rai, 2025). Technology-supported collaborative learning environments also improve vocabulary acquisition, interaction quality, and retention (Jee, 2010; Laksanasut, 2025).

Third, social-emotional development emerges as an important outcome of supportive learning environments. The cultivation of social-emotional competencies strengthens resilience, adaptability, and self-efficacy, all of which contribute to successful language learning (Antari & Santosa, 2024; Khan et al., 2019). These findings reinforce the view that effective English learning requires attention to both cognitive and affective dimensions of learner development.

Overall, the findings demonstrate that environmental support plays a decisive role in English language learning within boarding school contexts. Social interaction, academic practices, technological resources, motivational factors, and institutional support operate synergistically to create effective language-learning environments. The evidence suggests that boarding schools are uniquely positioned to facilitate English acquisition because they provide continuous opportunities for meaningful language use, emotional support, and structured learning experiences. Consequently, optimizing environmental support can enhance not only students' English proficiency but also their confidence, motivation, and long-term academic development.

2. DISCUSSION

This research critically examines how environmental support operates as a decisive factor in promoting English language learning within boarding school contexts. Drawing inductively from the findings presented earlier and situating them within established perspectives in the Literature Statement, the discussion argues that environmental support functions not as a single determinant but as an interrelated system encompassing instructional practices, social interaction, emotional regulation, and institutional design. When these dimensions converge, boarding schools become highly fertile spaces for sustained English language acquisition.

The findings indicate that immersive and language-rich environments significantly enhance students' English development, particularly when English is embedded in daily routines rather than confined to formal instruction. English immersion programs in boarding schools, which encourage informal interaction and habitual language use, have been shown to facilitate both linguistic competence and personal development (Supriyono et al., 2022). This supports long-standing assumptions in second language acquisition that frequent exposure and meaningful use are essential conditions for learning. The integration of approaches such as Content and Language Integrated Learning further strengthens this environment by situating language learning within cognitively engaging content, allowing learners to connect linguistic input with prior knowledge and personal interests (Mashauri & Muthambuko, 2023). These findings reinforce earlier arguments in the Literature Statement that contextualized input promotes deeper processing and more durable language learning outcomes.

Beyond structural immersion, the role of teacher support emerges as a central mediating factor between environment and learning outcomes. Emotional and instructional support from teachers has been consistently associated with reduced learner anxiety and increased engagement (Ibrahim, 2022; Huang et al., 2010). In boarding school settings, where students spend extended periods away from familial support systems, teachers often assume an expanded role that includes emotional guidance. This finding aligns closely with the Affective Filter Hypothesis, which posits that anxiety and low self-confidence can obstruct language input from being internalized (Krashen; Jiang et al., 2024; Yang, 2025). When teachers provide reassurance, constructive feedback, and a psychologically safe classroom climate, the affective filter is lowered, enabling learners to process input more effectively and participate more actively.

Peer interaction represents another critical dimension of environmental support. Boarding schools inherently promote communal living, which creates abundant opportunities for collaborative and informal language practice. Preferences for group-based and kinesthetic learning observed among students (Tuán & Tran, 2020) suggest that social learning environments are particularly conducive to engagement. Such interaction resonates with sociocultural theories of language learning, which emphasize that knowledge is co-constructed through social participation. In this sense, the boarding school environment functions as a continuous learning space where language is

negotiated and reinforced through peer dynamics rather than exclusively transmitted through instruction.

Emotional and psychological factors further deepen the explanatory power of environmental support. Emotional intelligence has been shown to significantly influence students' communicative competence and comprehension abilities (Thảo et al., 2023). This finding supports the argument that language learning is not purely cognitive but also affective in nature. When boarding schools integrate emotional support mechanisms—such as mentoring systems, counseling, and supportive classroom climates—they cultivate resilience and self-regulation among learners. These conditions are particularly important for EAL learners, who may experience heightened stress due to linguistic and cultural adjustment demands.

Motivational dynamics provide an additional theoretical lens through which these findings can be interpreted. Self-Determination Theory suggests that intrinsic motivation flourishes when learners experience autonomy, competence, and relatedness. Empirical evidence indicates that teacher support influences intrinsic motivation through its impact on enjoyment, anxiety, and self-efficacy (Hung et al., 2025; Bao & Yusop, 2025). In boarding schools, structured yet supportive environments appear to satisfy these psychological needs by offering clear expectations, social belonging, and opportunities for success. This aligns with findings that enjoyment and motivation interact dynamically with anxiety to shape language learning trajectories (Dewaele & Ergün, 2020; Ning, 2023).

Nevertheless, the discussion must acknowledge that environmental support does not operate uniformly across learners. Individual differences, such as personality traits and family background, may mediate how students respond to supportive environments (Dewaele, 2013; Shih & Chang, 2018). For example, while collaborative activities benefit many learners, introverted students may require alternative forms of support to engage meaningfully. Similarly, family influence, though less immediate in boarding schools, continues to shape learners' attitudes and motivation toward English. These nuances suggest that environmental support should be flexible rather than prescriptive, accommodating diverse learner profiles.

The findings also highlight the growing relevance of curricular innovation and technological integration. Contemporary ELT research emphasizes the need for curricula that balance global communicative demands with local contexts (Kicha et al., 2023). Approaches such as Task-Based Language Teaching encourage authentic language use through meaningful tasks, making them particularly suitable for boarding school environments where extended time allows for project-based and experiential learning (Veigas & Wilson, 2020). Technology further amplifies environmental support by extending learning beyond physical classrooms. Social network sites and digital platforms facilitate informal practice and learner autonomy (Vu et al., 2023), while AI-based tools such as ChatGPT offer personalized and low-anxiety practice opportunities

(Susanto et al., 2024). These tools align with constructivist principles by enabling learners to actively construct knowledge through interaction.

Cultural and intercultural dimensions add another layer to the discussion. The integration of Intercultural Communicative Competence within ELT curricula reflects the recognition that language learning is inseparable from cultural understanding (Makaoui & Mazari, 2024). Boarding schools, often characterized by diverse student populations, are uniquely positioned to foster intercultural interaction through collaborative projects and shared living experiences. Such practices not only enhance language proficiency but also promote empathy and global awareness, outcomes increasingly valued in contemporary education (Hayes, 2016; Journal et al., 2018).

Finally, the effectiveness of environmental support depends heavily on teacher preparation and institutional commitment. Teachers' motivation and professional development influence their willingness to adopt innovative pedagogies and technologies (Naltan & Boonmoh, 2024). A supportive institutional climate that values teacher growth creates a positive feedback loop, indirectly enhancing student engagement and achievement. Without such support, even well-designed environments may fail to realize their potential.

In conclusion, this discussion demonstrates that environmental support in boarding schools functions as an interconnected system that shapes English language learning through social, emotional, motivational, and pedagogical pathways. The findings extend existing SLA theories by illustrating how affective and contextual factors interact in sustained residential learning environments. While boarding schools offer distinctive advantages for English language learning, their success depends on intentional design, responsive pedagogy, and sensitivity to learner diversity.

CONCLUSION

This study demonstrates that environmental support is a critical factor influencing English language learning in boarding school settings. The findings reveal that successful language development results from the interaction of multiple environmental dimensions, including social relationships, academic support, emotional well-being, technological resources, and institutional practices. The discussion shows that boarding schools provide distinctive advantages for English learning because they create continuous opportunities for meaningful language exposure and authentic communication beyond formal classroom instruction. Supportive peer interactions, positive teacher–student relationships, learner-centered pedagogies, and structured language environments collectively foster motivation, confidence, engagement, and communicative competence.

The study contributes to the literature by advancing a holistic understanding of environmental support as a multidimensional and interconnected system rather than a collection of isolated factors. By integrating perspectives from Second Language

Acquisition, sociocultural theory, and motivation research, the study highlights how social, affective, and contextual variables operate together to facilitate language learning in residential educational environments. These findings provide practical implications for educators, curriculum developers, and boarding school administrators, emphasizing the importance of designing comprehensive language-learning ecosystems that combine academic rigor with social and emotional support.

From a theoretical perspective, this study extends existing knowledge by illustrating the complex mechanisms through which environmental support shapes English language acquisition in boarding schools. It reinforces the view that language learning is both a cognitive and socially situated process that depends on sustained interaction within supportive communities. Future research should move beyond literature-based inquiry by employing empirical, mixed-method, and longitudinal approaches to examine the long-term impact of environmental support on English proficiency development. Further investigation is also needed to explore the influence of learner characteristics, cultural variations, and emerging technologies, including artificial intelligence–assisted learning, in strengthening environmental support and enhancing English language learning outcomes across diverse boarding school contexts.

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