



The Effects of Noise on Human Vibrational Frequency in the ESL Classroom

Evelyn Philip,

Language Centre, Universiti Pertahanan Nasional Malaysia | itisevelynphilip@outlook.com

Mariann Edwina Mariadass,

Language Centre, Universiti Pertahanan Nasional Malaysia | edwina@upnm.edu.my

Abstract

This study examines the connection between human vibrational frequency and ambient noise in English as a Second Language (ESL) classrooms. Learning receptivity, focus, and emotional health are all significantly impacted by human vibrational frequency, which is defined as the subtle physiological and emotional oscillations brought on by both internal and external stimuli. The presence of outside noise, whether it be vibrational or auditory, can throw off learners' energetic balance and focus in ESL situations, since language acquisition relies heavily on high levels of cognitive processing and affective involvement. This study employs a mixed-method approach to detect changes in participants' self-reported emotional moods and physiological vibration under various noise environments using digital frequency sensors. The results show that regular background noise, including conversations in the classroom, construction noise, and air conditioning hum, dramatically reduces vibrational coherence, which lowers engagement and slows reading comprehension. According to the study's findings, vibrational awareness and noise control are essential elements of well-designed ESL classrooms and teacher preparation programs.

Keywords: vibrational frequency, noise pollution, ESL classroom, affective filter, cognitive processing, learning environment

1. Introduction

Students' emotional and cognitive states are greatly impacted by the quality of their learning environment. Students' ability to process new language input in ESL classes is frequently impacted by their sensitivity to environmental and auditory signals (Krashen, 1982). Human vibrational frequency, a concept that includes the minute bioenergetic oscillations connected to mental, emotional, and physical states, is one understudied facet of this connection (Stern, 2010). These vibrational frequencies may become erratic when students are subjected to continuous noise, which might affect their emotional stability and ability to concentrate (Basner et al., 2014).

In educational settings, noise—which is defined as undesired or disturbing sound—has been extensively researched. Excessive noise levels have been repeatedly linked to problems in reading comprehension, memory, and concentration (Shield & Dockrell, 2003). Few studies, meanwhile, link noise exposure to vibrational or physiological reactions, which are becoming more widely acknowledged in neuroeducational and psychophysiological investigations (McCraty et al., 2017). This study investigates how different noise levels impact ESL



learners' vibrational frequencies and how these changes connect to their level of involvement, understanding, and emotional control.

2. Literature Review

2.1 Noise and Learning Performance

According to educational studies, kids who are exposed to noise on a regular basis perform worse, especially when it comes to reading and language learning activities (Klatte, Bergström, & Lachmann, 2013). Students frequently suffer from cognitive strain and have trouble appropriately perceiving phonemes in noisy classrooms (Shield & Dockrell, 2008). This strain is significantly higher for ESL learners, who mostly rely on auditory processing to comprehend unknown language patterns (Nelson et al., 2005).

2.2 Vibrational Frequency and Human Energy States

Human vibrational frequency is a quantifiable measure of emotional and physiological coherence, according to recent interdisciplinary research in biophysics and affective neuroscience (McCraty & Childre, 2010). While lower vibrational coherence is associated with stress and attention, higher coherence is linked to positive emotion, clarity, and learning preparedness (Bradley, 2017). Classroom social-emotional interactions, light, and environmental acoustics can all affect vibrational patterns (Stern, 2010).

2.3 The ESL Classroom as a Sensory Environment

The ESL classroom is a sensory and cognitive environment. Students participate through haptic, visual, and auditory means. According to research by Goh and Burns (2012), emotional safety and comfort in the surroundings boost ESL learners' motivation and engagement. Students show increased anxiety and decreased linguistic memory when auditory interference is present, such as noise from adjoining classrooms, air conditioning, or corridors (Evans & Maxwell, 1997).

Combining these viewpoints implies that noise-induced disturbances may affect the delicate vibrational balance that promotes learning in addition to impairing cognitive performance.

3. Methodology

3.1 Research Design

A mixed-method quasi-experimental design was used in this investigation. Physiological sensors that measured participants' micro-vibrational frequencies in hertz (Hz) were used to collect quantitative data, and self-report questionnaires and interviews were used to obtain qualitative data.

3.2 Participants

Thirty ESL students, ranging in age from 19 to 24, were chosen from a Malaysian university. All of the participants had similar academic experiences and were fluent in basic English.



3.3 Instruments

Digital Vibrational Frequency Sensors (DVFS): Devices attached to participants' wrists to detect low-frequency oscillations (20–80 Hz).

Sound Level Meter: Used to monitor classroom noise (measured in decibels, dB).

Reading Comprehension Test: Adapted from standardized ESL reading materials.

Affective Questionnaire: Adapted from the Foreign Language Classroom Anxiety Scale (Horwitz et al., 1986).

3.4 Process

Three controlled conditions were used to observe the participants:

40 dB of low noise: calm surroundings.

Moderate Noise (60 dB): Hum from the air conditioner and background conversation.

High Noise (80 dB): Additional noise from machinery and construction.

Every session lasted half an hour. Emotional states, vibrational frequency, and understanding scores were noted and compared between circumstances.

4. Findings and Discussion

4.1 Quantitative Findings

Vibrational coherence and noise levels were found to be clearly correlated negatively by statistical analysis. The average vibrational frequency dropped from low noise (63.4 Hz) to high noise (48.2 Hz). Accordingly, in high-noise environments, reading comprehension scores decreased by 22%. By adding physiological vibration as a mediating element, these findings expand on earlier research that linked noise exposure to decreased attention and working memory (Klatte et al., 2013).

4.2 Qualitative Observations

Students frequently reported experiencing "disconnection," "irritability," and "mental fog" during high-noise sessions, according to interview data. According to other participants, "even the rhythm of my heartbeat felt irregular," which may indicate increased stress and physiological arousal.

This is consistent with the heart-brain coherence hypothesis proposed by McCraty and Childre (2010), according to which environmental disruptions lead to variations in the vibrational rhythms that control emotion and thought.

4.3 The Affective Filter Perspective

The Affective Filter Hypothesis, developed by Krashen in 1982, states that emotional obstacles might impede language acquisition. According to the results, learners' receptivity to input is limited when noise-induced vibrational disturbance raises the affective filter. To put it another way, vibrational dissonance—a new viewpoint that connects psychophysiology and ESL pedagogy—is how environmental noise indirectly limits learning.



5. Conclusion

The study provides empirical evidence that noise negatively affects not only cognitive performance but also human vibrational frequency in ESL learners. The reduction in vibrational coherence corresponds with lower comprehension and engagement, indicating that physical energy states and emotional balance are intertwined with language learning outcomes.

Therefore, vibrational ecology—the study of how the environment affects human frequency—should be taken into account by educators and educational institutions as a crucial aspect of classroom design. Techniques like vibrational awareness training, mindful breathing techniques, and acoustic insulation may reduce the negative impacts of noise and improve learning resonance.

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