

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE**



UNDERGRADUATE RESEARCH:

“THE EFFECTS OF CLASSROOM ENVIRONMENT ON THE ACHIEVEMENT OF STUDENTS TAKING ADVANCED GRAMMAR OF THE FOREIGN LANGUAGE DEPARTMENT, SCHOOL OF ARTS AND SCIENCES OF THE UNIVERSITY OF EL SALVADOR SEMESTER II, 2019.”

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ABSTRACT

The research intends to identify, evaluate and confirm the effects of classroom environment on the achievement of students taking Advanced Grammar of the Foreign Language Department, School of Arts and Sciences of the University of El Salvador on participants' groups 3, 4, and 6, semester II, 2019. Groups were observed and shortly interviewed while investigating the topic.

For the present research three data collection instruments were used as observation guide, checklist, interview, and short interviews. Those instruments were very helpful to gather valuable information about several variables identity along with the investigation: a) Course Schedule, b) Course location, c) Students' perception and d) students' performance. As this is mixed research, qualitative and quantity data had been integrated and analyzed. Once analyzed the data, conclusion, and recommendations are shared.

As the topic had been studied by experts around the world on years ago, researches demonstrate the impact of the effect taking place at the University of El Salvador on students' academic performance taking Advance Grammar by the end-setting some conclusion and recommendations for the University to improve students well-being along with the career.

Furthermore, you will find some keywords used in the investigation: **Physical classroom environment: Academic achievement: Temperature: Noise: Infrastructure:** that is present in many studies.

INTRODUCTION

The classroom environment is a very important part of effective and successful instruction. Some experts in the educational field argue that the infrastructure of the classroom is an outstanding factor in the learning process. According to Neisworth and Greer (1978) as cited by Wu (2009) the learning environment has different dimensions including the physical environment, architecture, design, and arrangement considerations for the school and particularly the instructional space.

The classroom environment is a combination of different important aspects such as temperature, desk, whiteboards, computers, ventilation system, lighting, floor, size of the room, walls, etc.

There are a lot of factors that could affect the students in different ways talking about the classroom environment. Most of the time the teaching-learning process has been developed in a classroom which should be a grand environment, since learning requires a proper level of concentration in listening, writing, and reading. According to Tanahashi (2007), foreign language classrooms need to be specialized. Also, It needs to be a flexible environment capable of handling the different teaching methods that teachers may use in the development of the class.

Therefore, the classroom environment is the first thing that schools should take into consideration since their students have to be there most of the time taking their courses inside of a classroom. The physical environment is related to students'

achievement and students' behavior. This study is focuses on student achievement.

According to Halstead (1974), the physical environment is designed in such a way that obstructs the learning process. It stands the reason why students being in an airless room do not perform well as much as they would in a cool and comfortable space. The University of El Salvador's buildings are well designed to attract people from outside as they have a pleasant-looking but fails to provide a safe and comfortable internal atmosphere for the students. This research is compromised with the delivery of a complete description of all these aspects and how they affect the students' achievement of a new language, specifically in the Advanced Grammar course which is an important subject of the career.

CHAPTER I

STATEMENT OF THE PROBLEM

The classroom environment creates senses and feelings on students and all those can affect the way students learn, the way they react, and how they perform a foreign language. So, classrooms need to project a good physical environment since students spend most of the time there. In the Foreign Language Department, some of the classrooms have better conditions than others. The ones that are inside the building have a lower temperature, more desks, and more electric light lamps. On the other hand, the ones that are outside commonly called “huts” have a high temperature, not enough desks, and a few electric lamps in good conditions.

In this research, students taking Advance Grammar of the Foreign Language Department have faced several experiences taking classes in different classrooms environment. Advanced grammar is a course that takes place in the fourth year of this major, which means that those students had taken classes in different classrooms and locations from this building. Every year this department receives a high demand for students. Since there are not enough classrooms at the Foreign Language Department most of the time some groups is moved to different locations inside of the building or outside. They are not always in good conditions at all, some of them are too close to the bathrooms that lack sanitary conditions, and some others do not have enough ventilation as there is not enough airflow and electric illumination. Additionally, there are not enough desks or most of the time

those are not in good condition either. So, students have to look for a desk to have a seat.

The Foreign Language Department offers three different groups for Advanced Grammar course with different schedules. During the morning there is just one group and two during the afternoon. The one attending classes in the morning do not deal with hot temperature like the other ones taking place in the afternoon. This is a potent factor affecting the classroom environment and student achievement.

Sometimes students drop or withdraw from the university to other ones since the institution does not offer a good physical classroom environment. At the Foreign Language Department classrooms look in a good condition from the outside but it does not mean they fulfill students' needs. Classrooms should be good for all the activities taken during the class. This research found the possible effects that a classroom environment brings with it, to identify in which aspects it influences student achievement.

Not offering a suitable learning environment affects students' interest. Classrooms seem to be not enough at the beginning of the course for the high students' demand. Courses schedules posts at the foreign language department always contain the "pending" on rooms assigned. Additionally, starting the major, rooms are full of students, have a large attendance list but then students abandon the subject. Overcrowded classrooms, too much noise inside and outside is another of the causes of this.

In the study “Effects of basic infrastructure, in the results of the LINK test of upper secondary Mexican education technological institute” Martinez, Soto, Salazar, and Velasco. (2013) *“Under the human capital theory, education is seen as a sponsor of human and economic capital. Investment in human capital in the medium term may be reflected in the students' academic achievement. Academic achievement is an indicator of the effectiveness of education policies, however, in Latin America, few studies are analyzing the effects of inputs or investment spending on student performance. This study was considered 538 high schools (vocational School) to assess the effects of the number of students per classroom and the number of students per class in academic achievement. We carry out a confirmatory factorial analysis and a structural model by Maximum-likelihood Paths for infrastructure and academic achievement. Was found that an increase of students per group (amount of students classify for ethnic minorities and economic problems) and per class (quantity of students per classroom) have negative effects because of these increase in the number of students with low levels of reading and mathematical abilities. Also, was reducing the number of students with excellent performance in both skills. These results support the evidence that scholar infrastructure has effects on academic achievement.*

Additionally, students' culture also plays an important role while getting a better classroom environment. Classrooms most of the time are dirty as some of the students eat and leave the garbage there. To develop a clean teaching-learning process is important to have a good environment that fulfills students' need to assure at the end of the major excellent professionals.

RESEARCH QUESTION

- What are the physical classroom environment problems that the students faced in the classroom?
- Do these physical classroom environment problems affect students in their achievement?
- How much do these physical classroom environment problems affect the students on their achievement?

OBJECTIVES

1.2.1 General objective

- To describe the effects of the physical classroom environment on the achievement of students in English Advance grammar, semester II-2019.

1.2.2 Specific objectives

- Identify the different effects caused by the physical classroom environment on student's achievement.
- Identify the most influential effects caused by the physical classroom environment on student's achievement.

1.3 JUSTIFICATION

The environment of a classroom is the overall design space. Decent quality furniture, good infrastructure conditions classroom, maximize the learning opportunities, and the engagement of every student. A clean and healthy environment is important for all students physically and emotionally as classrooms are the places where students spend most of their time. They need to be comfortable when it comes to learning a second language. The environment plays an important role in determining students' performance the academic achievement.

The main purpose of this study is to investigate the effects of classroom environment on achievement of students of Advance Grammar semester II, 2019 as a foreign language. Being in the fourth year of the major assured they have more experience with the different classrooms the University of El Salvador offers.

Besides this, there are a lot of studies on classroom environment such as the one done by Lyons (2001) talking about how the noise affects directly the students' concentration.

It is very important to study classroom conditions in the field of English as a Foreign Language. The research will provide evidence through class observation and surveys about how these conditions influence student's Advanced Grammar achievements.

CHAPTER II

THEORETICAL CONCEPTIONS

2.1 Literature Review

The physical environment of the classroom makes an impact on students' achievement in English as a foreign language. Classroom spaces provide learning quality, condition, and help or some other affect learning development.

According to Visedo Godinez (1991), exposed in the book by Heras (1997) refers to the lack of quality in educational spaces by saying *"in most cases, space has been sought more to fulfill the objective of the urgent schooling of the population, but there has not been an attention to the quality of the school post, which should not only respond to the need but also the quality and the possibility of other spaces, learning, artistic, orientation, psychomotricity"*.

The classroom is more than just a physical structure. It can be understood as room ventilation, classroom size, or even the feeling the colors of the walls transmit. All of these can play an essential role in determining whether the classroom will be conducive or not for learning development.

"Space educates, teaches, communicates, forms, liberates, models, speaks, laughs, cries, invites to live, to dream, to study. Space has a language of freedom, autonomy, activity, road, open horizon. Everything depends on the design architecture and the goodness of each element, the attractiveness of the facilities,

the mysterious and ineffable charm of its architecture, of the imaginative solutions of teachers "(Heras, 2001).

Based on (Chuma,2012)

"Environment is an essential part of educational planning".

"The quality of education does not only depend on the teachers as shown in the performance of their duties but also the effective coordination of the school environment".

INFRASTRUCTURE

Room spaces play an important role in lesson plan development. During the process, it is needed to make some activities for the students to practice and interact with each other applying the topic presented for the class on a specific day.

Guatemalan magazine "Así es" presented an article about the Infrastructure school and its impact on performance academics. The United Nations Educational, Scientific, and Cultural Organization (UNESCO), states that physical conditions are a qualitative indicator that contributes to better students' performance. It emphasizes, having the needs resources is one of the keys to an adequate development of student learning.

More sub-factors compose the students' quality space. Overcrowding classes affect negatively the student learning.

The school of arts and sciences received an amount of 7990 in 2018. Holding overcrowded classroom limit the teacher feedback equally for all students unlike

having smaller groups into a normal size classroom that contributes to fulfilling individual's needs.

In a second regional study, comparative and explicative SERCE in the same Guatemalan magazine emphasizes that countries of the region made up of Latin America and the Caribbean show deficiencies in infrastructure. Those studies consider that adequate infrastructure positively influences student performance.

“Revista “así es”. infraestructura escolar y su impacto en el rendimiento académico” (2016). Retrieved March, 2020, from <https://s3.amazonaws.com/asies-books/books/2016,revista2.pdf>

Performance is the sum of different and complex factors that act in the person who learns and has been defined as a value attributed to the achievement of the student in the academic tasks. It is measured by ratings obtained, with a quantitative assessment, the results of which show the passed or failed subjects (Carrasco, 2009).

Based on the evidence, researchers found that in the United States of North America (Duarte, et al. 2011) the students, who daily develop their process teaching-learning in a classroom with adequate infrastructure conditions, overcome significantly than those students who attend centers where the buildings show lower quality.

Good quality classroom environment affects positively students' performance. An appropriate space matching with the group size is also very important. An

overcrowded classroom presents challenges that can feel nearly impossible to overcome, even to the most effective teachers.

Hayes (1997) states “*there can be no quantitative definition of what constitutes an “overcrowded class”, as perceptions of this will vary from context to context. Ur (1996) sees that: Large is, of course, a relation term, and what a large class is, will vary from place to place...a group of twenty may be considered large; in my own teaching situation 40-50...*”. A study done by a team of the Lancaster-Leeds Language Learning in Large Classes Research Project (Project Report N° 4) of Coleman et al., indicates that an average perception of the large class maybe around 50 students (p. 302). For example, some people hold that 50 would be large enough for a class; others would argue that a large class could have as many as over 100 or even 150 students. However, most teachers generally agree that a class with 50-60 or more is 'large' enough.

Taylor and Vlastos (2009) found the relationship between environment and infrastructure design within the classroom from a theoretical perspective. They found that the physical environment of the classroom acts as a “*Silent curriculum*”. “*It means that classroom environmental design can facilitate and improve the learning process like the overt curriculum or explicit curriculum*”.

At the University of El Salvador Foreign Language Department, at the beginning of the semester teachers do not have classrooms confirmed to adjust the curriculum. Schedules posted at the department show them normally as “pending”. Most of the population at the Foreign Language Department has ever faced this problem at some point in their career. Infrastructure highly affects the achievement of foreign

language students. Looking for space first day of classes may frustrate for sure not only students but teachers after losing valuable time looking for a place to present a class. The most common option known as “huts”, they are not classrooms officially for the department, but they function like that. Those rooms do not have the basic requirements structure to functions as classrooms.

Another common place that replaces classrooms is the conference room. In regards to its structure, they do not have a window nor an individual’s desk as a regular classroom has.

In “Student Success in College: Creating Conditions that Matter” by George D. Kuh, Jillian Kinzie, John H Schuh, Elizabeth Whitt (2005). They confirm that the infrastructure of campus needs to match effectively for the teaching-learning process. However according to the students’ interview opinions; the majority of them agree that the classroom environment, location, and equipment it is far from being appropriate. Desks, lights, fans are not in good condition at all and not according to the amount of student population. A good quality infrastructure makes it easier to reach better instruction, assure student outcomes, and reduces dropout rates and other benefits.

Additionally, a study by the Heschong Mahone Group of more than 21,000 students in 2,000 classrooms found that students learning in daylight classrooms progressed 20% faster on a math test than those with less daylight.

TEMPERATURE

Besides, maintaining a good temperature helps you to obtain good grades.

The Environmental Protection Agency special award winners take as a goal to answer the following two questions: Is it better to study for exams in a cold room or a hot one? Is there an appropriate temperature for learning?

The performance of an investigation which included testing students in different climate-controlled rooms. The research concluded that temperature does have a significant effect on student attention. Similar research at Cornell University showed the same results with the appropriate temperature being between 21-25°C. The temperature is an important factor for the student to have optimum productivity.

The researcher conducting this study took the temperature in one of the classrooms that are most affected and it was 37°C. It shows that the temperature was too hot.

Harvard University researchers found that high temperature makes students harder to think. The study was published in the July 10 edition of PLOS Medicine (Public Library of Science Medicine).

In this study, researchers took 44 students who were living in college dorm rooms during the summer of 2016. Half of the students lived in air-conditioned buildings, the rest lived without air-conditioned. The two groups took two tests each morning just after waking up. One test measured students' cognition and their ability to

focus. The second test measured the speed of processing and memorizing information.

Results showed that students living in a hot environment performed significantly worse than those who lived in air-conditioned places.

The overheated students got a lower score, including reaction times and memory. Additionally, students in air-conditioned rooms were not just faster, but also more accurate with their answers.

A last comment about the study suggests future studies for a better understanding of how temperature could impact the ability to learn and productivity at the workplace.

Another study points out that poor ventilation in classrooms causes an increase in the levels of carbon dioxide which can decrease the academic performance of the students and cause health problems for students (Myhrvold et al.: 1996, cited in Schneider 2002, p. 3). Besides that, this is another cause some asthmatic students miss classes.

Sadly, the temperature is one of the most common factors that the Foreign Language Department faced in some classrooms.

Temperature can fluctuate depending on some external stimulus such as stressful, calmness, or emotional one at any other circumstance.

An example of this is the finding by *German physiologist Moritz Schiff* (1870; cited by 2; p. 131) *who described an elevation of 1°C in a dog's brain temperature when*

showing him meat being hungry. Its brain response depends on the animal's motivational state (i.e., hunger).

Then, a study about the brain temperature from the Public Library of Science in EE. UU found brain temperature could have profound effects on neural activity and neural functions. As the first goal of the investigation they work on the show, changes in metabolic brain activity are the main cause of intra-brain heat accumulation but there is a force behind that delayed changes in body temperature as well. They also talk about the concept of “brain hyperthermia”, which occurs when the body temperature rises above normal levels and the body's thermoregulation system cannot function properly. Heat stress, heat fatigue, sudden dizziness, and heat exhaustion are forms of hyperthermia.

The experiment consists of rats tail-pinching, putting a male-male rat, putting a male-female rat, responses to sound, and changing them to the different environments through the different cages while days passing. Findings demonstrated temperature change based on stimulus but it gets lower through the time pass. The study made a clear reference to how temperature can fluctuate toward the environment and experiences which make the researchers consider the same result can obtain in the students' interview in the present study. Students' performance also is affected by the symptoms of hyperthermia suffered cause to form the high temperature in some classrooms of the Foreign Language Department.

Not only the temperature is important but also the lighting and noises around of students. The Department of a foreign language is quite near the sports centers and some other tennis court behind, which difficult the fact of managing well the noise during presenting the class.

NOISE

Another factor that influences on classroom environment on the students' achievement taking advanced grammar is the noise. Noise harms academic performance makes it more difficult for the attention and learning process.

According to Piaget's theory of psychology, learning is “constructive”, which means that people's knowledge keeps incrementing according to their ability to memorize things and the ability to capture such information. This is why some errors in the capture of the message or the stimuli, can be of great impact in basic and complex mental processes. The basic ones like sensation, attention, concentration, and memory. And complexes ones: thought, language, and intelligence.

Noise is increasingly becoming a big problem in schools. The effect of noise affects learning opportunities for learners.

Dr. Victor de Andrade, audiologist, and lecturer in the Department of Speech Pathology and Audiology in the School of Human and Community Development at Wits shows the impact of noise in learning environments.

According to De Andrade, noise in classrooms is a problem for effective learning because of poor acoustics.” Classrooms are not necessarily the quietest places. Students need good acoustics to be able to learn. The message could be clear, but if the acoustics are shocking, it puts the learners at a disadvantage because they can't hear”, says De Andrade. It happens in some classrooms of the Foreign Language Department, students do not have good audibility, because noises come from the parking lot, tennis and volleyball field, and the entrance of the sports center.

Additionally, the noise affects cognitive and learning abilities, as a result of learners' poorer motivation and higher levels of annoyance.

CHAPTER III

RESEARCH METHODOLOGY

The first stage of the research “The effects of classroom environment on the students’ achievement taking advance English grammar, at the foreign language department, school of arts and sciences of the university of el Salvador semester II, 2019.” Through an observation guide and a checklist researchers identify the effects of physical classroom environment on achievement of students and information related with the impact of them. Students’ behavior reinforced those effects identified. Effects observed should match with the studies charged along of the research describing on the literature review.

The information and details collected from those instruments helped the researchers to conclude the classroom environment affects the achievement of students taking Advance Grammar. Based on this, observation guide, checklist, short interviews, questionnaires are shared on this chapter explaining the evidence founded.

The use of statistics will lead this research make the study part of a quantitative research and the part of qualitative aim to gather a huge understanding of human behavior and the reason of such behavior.

3.1 Population and sampling technique

The population for this research is students from English teaching major and Modern Languages at the University of El Salvador from the Main Campus in San Salvador. Three groups taking Advance Grammar course at the Foreign Language Department registered for Semester II, 2019. The groups were selected strategically for studying different classrooms location into a different day time.

Group 4 Classroom H12 from 6:00am to 8:00 am,31 students.

Group 3 Classroom H7 from 1:00pm to 3:00pm,28 students.

Group 6 Classroom IF 10 from 3:00pm to 5:00pm,20 students.

Having a total of 80 students interviewed.

3.2 Data collection procedure

At this stage, researchers observed students in their environment taking classes. During this visit, the temperature was measured with a big thermometer to get evidence of a high temperature in the classroom looks more affected. Observation guide was used and some notes were taken. Also, students' interviews were taken as students proactively offer help for the project. Thanks to that action, researchers got valued information that reinforced what was observed.

Researchers prepared a checklist to identify mainly the effects found that affect directly the students.

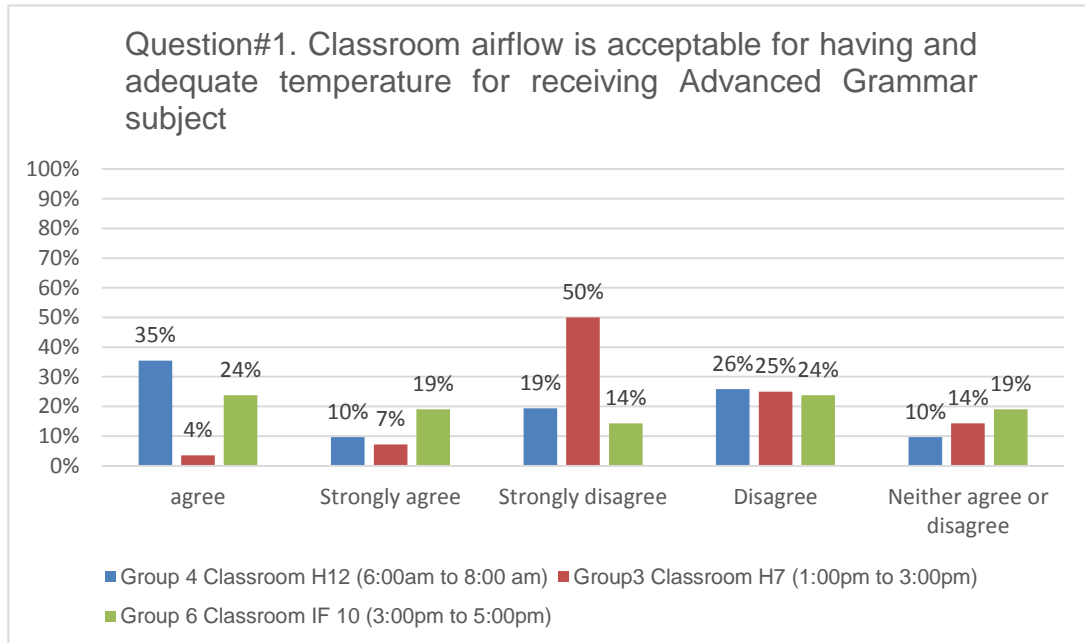
Additionally, the instrument of a questionnaire was designed with 11 questions and 5 different possible answers from Strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree.

This questionnaire was run at the end of the class and on last day of the semester so students had time for them to consider the answers as they have been there along 6 months of the semester.

CHAPTER IV

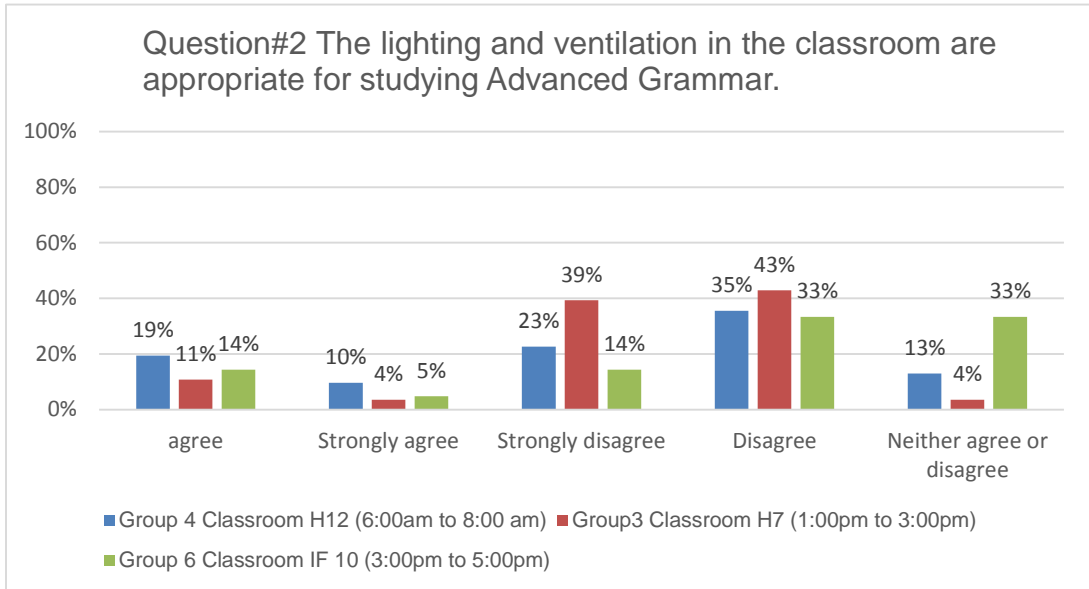
ANALYSIS AND INTERPRETATION OF DATA

4.1 Findings

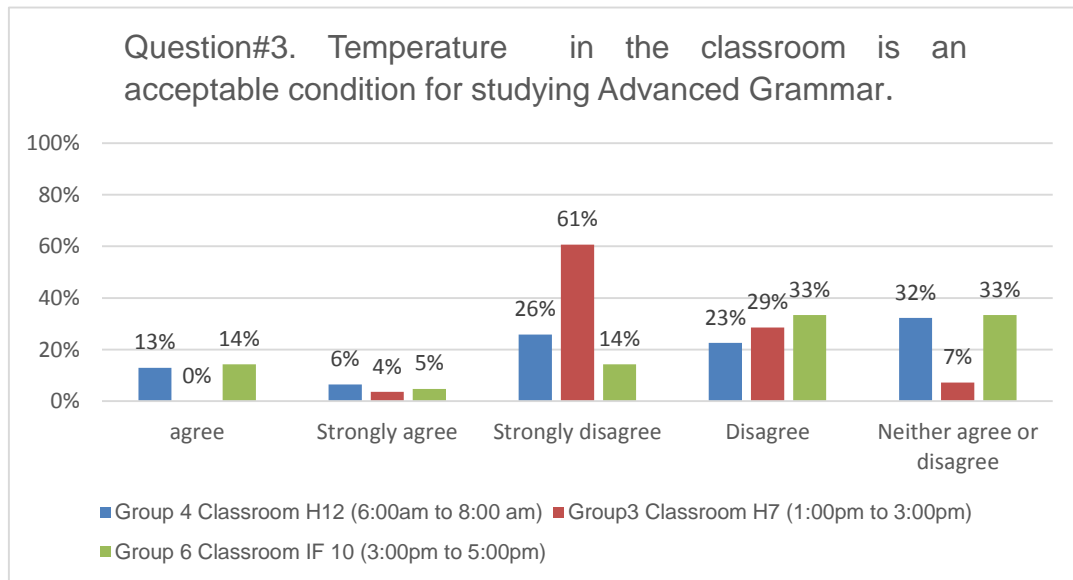


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Classroom H7 and Group 4 classroom H12 are the most affected ones with 50% and 19% strongly disagree airflow is acceptable in contrast with classroom IF10. Temperature between 1:00pm to 3:00pm is higher needing more airflow than at 6:00am to 8:00am Group 4 Classroom H12 and at 3:00pm to 5:00pm for Group 6 Classroom IF 10.

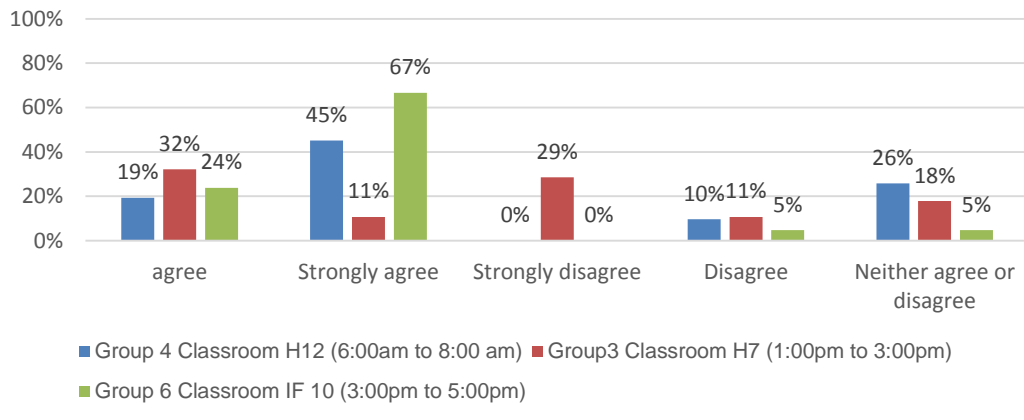


The majority of the students consider that the lighting and ventilation are not appropriate, moreover in the morning Group 3 Classroom H12 from 1:00 pm to 3:00 pm.

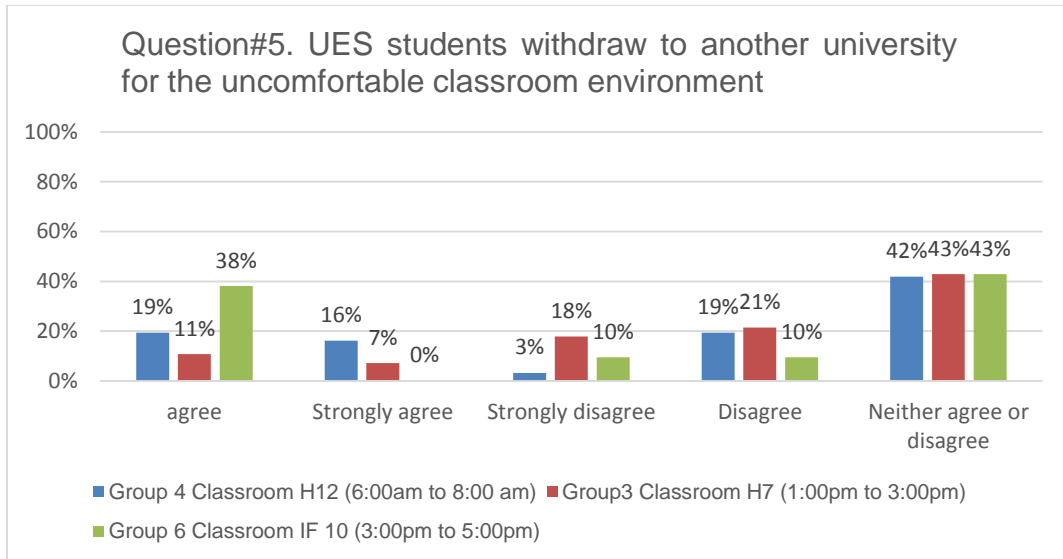


In this other graphic, Group 3 Classroom H7 from 1:00 pm to 3:00 pm does not agree temperature is acceptable for them to study in classroom H7 in 90%. At the moment that the survey was run the temperature was 83° F (28.33°C).

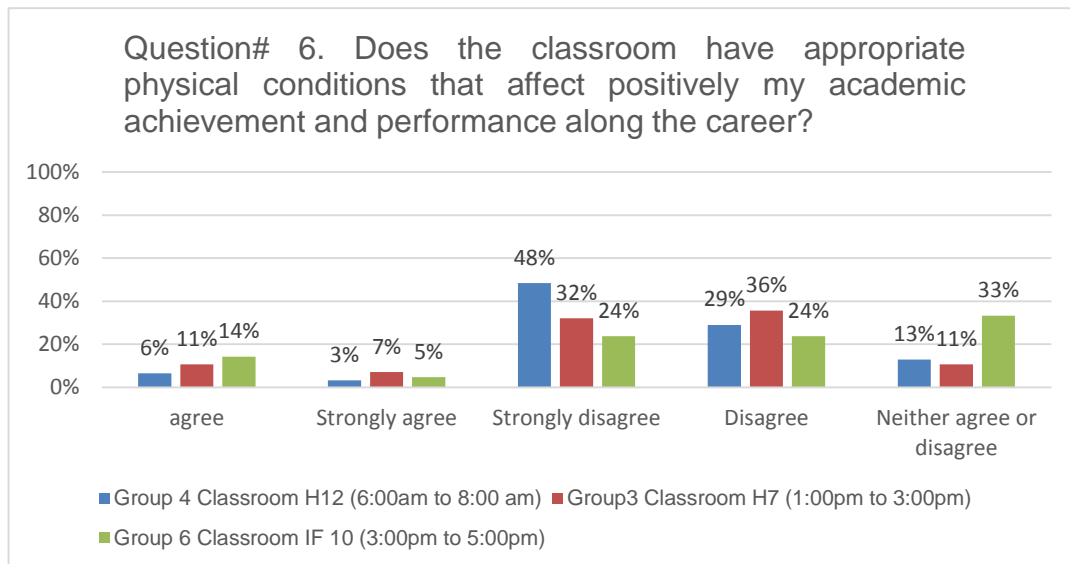
Question#4. Noises coming from outside of the classroom distract me from the class and it is difficult to hear the professor in the classroom.



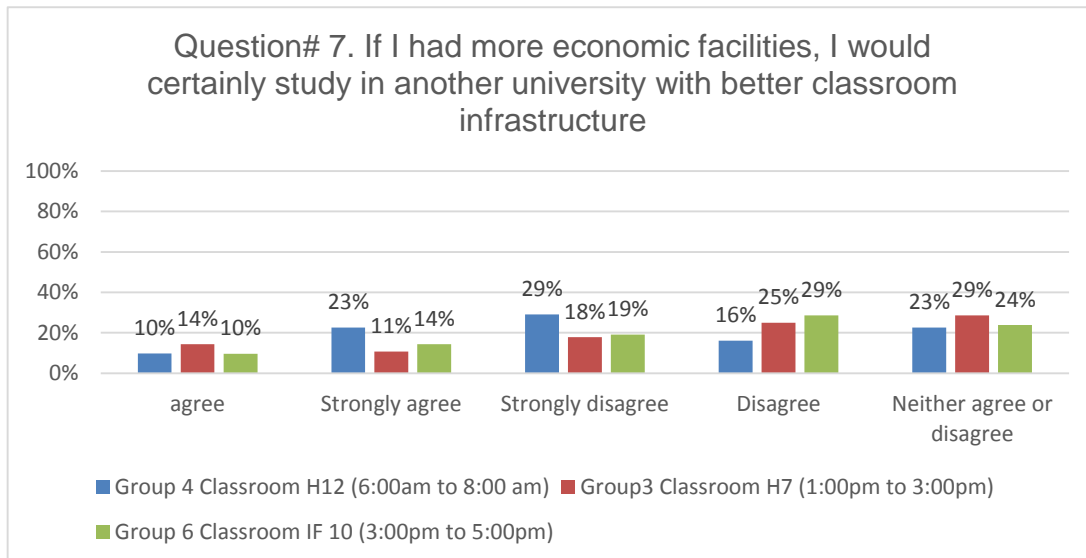
Noises coming from outside highly impact 67% of students from group 6 (3:00 pm to 5:00 pm) Classroom IF 10 of Advanced Grammar. This classroom is quite near the parking lot, tennis, and volleyball field, and the entrance of the sports center makes the students perceive more noise and assure it makes it difficult to hear the professor. 45% of the students in classroom H12 are affected as the classroom is behind the photocopying place and just 11% of the students of group 3 classroom H7 strongly agree as being in a more isolated place.



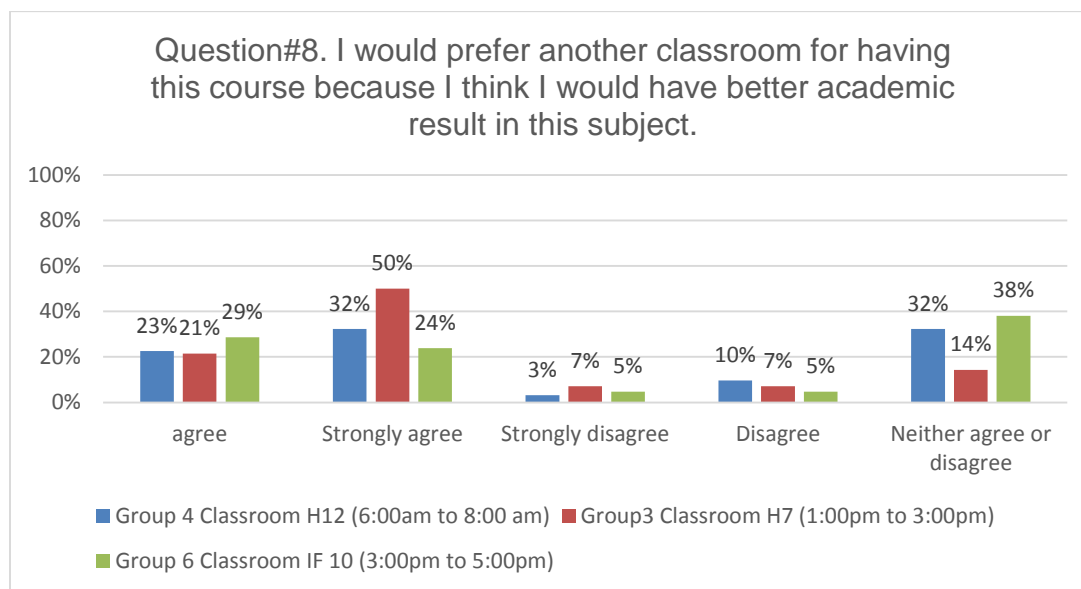
In any group, students consider changing for sure the university but are considering withdraw for another university as bad classroom conditions.



Base on the students' opinion on this specific question, students agree that the classroom environment does not affect positively their achievement. According to the Group 4 classroom H12, they are the most affected ones with 48%, then follows the Group 3 Classroom H7 from 1:00 pm to 3:00 pm with 32% and Group 6 Classroom IF 10 from 3:00 pm to 5:00 pm with 24%.



Even in the case, students would have more economic facilities for being in another university with better infrastructure, they would not change it.

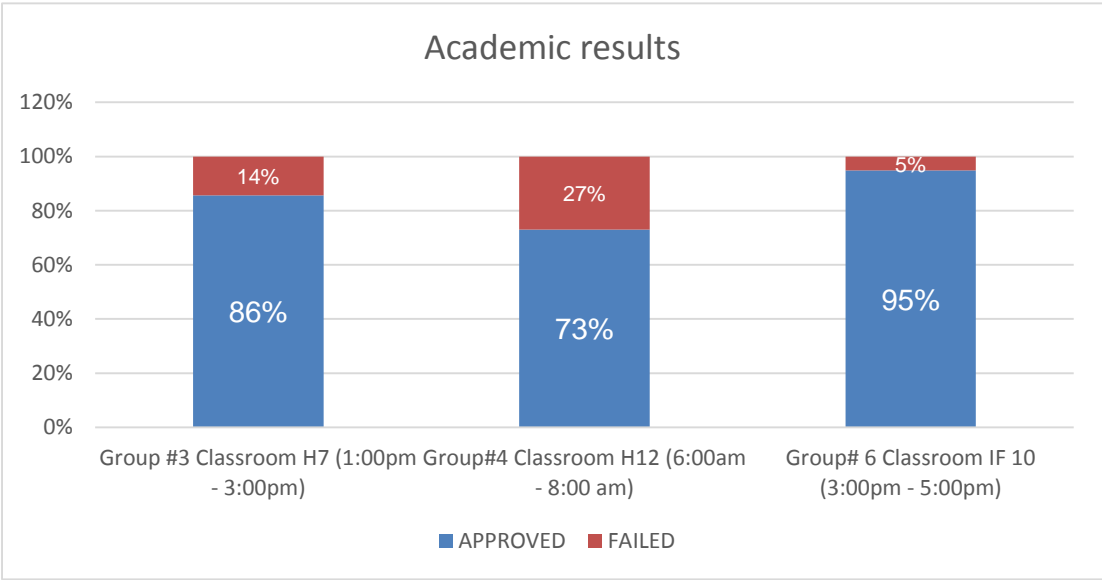


The three groups agree on having a different classroom assigned to getting better academic results. 71% of the students in group 3 at classroom H7 from 1:00 pm to 3:00 pm are the most convinced about having the course in a different classroom as their classroom lack acceptable physical environmental conditions. While half of the rest of the groups H12 and IF10 agree on changing the classroom.

In conclusion, for questions 1, 2, 3, 4, 6, and 8 referring an airflow, lighting, ventilation, temperature, and noise, students' opinions the classroom more affected are H7 and H12 and only on question 4 classroom IF10 has some point of improvement.

PASSING SCORE 6.0

| GROUP/CLASSROOM/SCHEDULE | STUDENTS AMOUNT | APPROVED | FAILED | FINAL RESULTS |
|--|-----------------|----------|--------|---------------|
| Group #3 Classroom H7 (1:00pm - 3:00pm) | 35 | 30 | 5 | 6.86 |
| Group#4 Classroom H12 (6:00am - 8:00 am) | 37 | 27 | 10 | 6.21 |
| Group# 6 Classroom IF 10 (3:00pm - 5:00pm) | 39 | 37 | 2 | 7.99 |



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

For concluding this research, this chapter shares the conclusion and recommendation obtained during the process of the investigation. The recommendations invite others to continue to investigate the topic and at the same time show the advantages of the study on it.

In light of statistical analysis, researchers concluded that there is a significant effect of the physical classroom environment on the academic achievement of students taking Advanced Grammar as on the students' grades view.

5.1 Conclusions

The general objective of this research was to describe the effects that have classroom physical environment on achievement of students in Advanced Grammar, semester II-2019. Along the research and survey, Students showed uncomfortable in all aspects about physical classroom environment such as temperature, electricity lighting, interruptions coming from outside among others highly affect the learning process and at the end the achievement of grammar advance subject.

This research does not look to qualify as bad all classrooms at the faculty but to classify them into different schedule when those can be functionally better for the students.

- Among the three rooms studied, classrooms as the H7 and H12 will better fit with schedule during the morning. Being surrounded by trees gives a fresh environment which creates a pleasant place to study any subject. As temperature is the most common factor between them on surveys data.
- Additionally, while researchers were observing students, they showed a negative attitude because the weather was hot, also they were distracted by the noise coming from outside, they were uncomfortable because the furniture were deteriorated.
- On the other hand, Classroom inside the foreign language faculty even when they offer a more comfortable place to study, they lack on privacy. Classroom IF10 faces several problems and the most evident is the noisy coming from the fields, sport centers and even from the parking lot right behind them. The only schedule identifies when noise is lower is between 6:00pm until 8:00pm.

5.2 Recommendations

Based on finding in this research, the researchers made the following recommendations:

- As the study shows that physical classroom environment plays an important role in students' academic achievement therefore, it is recommended that classroom environment should be carefully structured.
- According to Tanahashi (2007) the Foreign Language Classroom need to be specialized. Therefore, air conditioner should be installed in classroom, also technology in classroom can draw students' attention and it can play an important role in their academic achievement.
- Building's classrooms require insulating glass for the students concentrate better during classes as classrooms inside the foreign building have it.
- Classroom as the "huts" commonly called, needs to have a fan or air conditioner. Bulky curtains also can help sun do not penetrate at all inside the classroom and even a different ceiling can be change.

CHAPTER VI

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ANNEXE 2. PHOTOGRAPHIC RECORD



ADVANCE GRAMMAR. CLASSROOM H12 AT 6:00AM



ADVANCE GRAMMAR. CLASSROOM H12 AT 6:00AM



ADVANCE GRAMMAR. CLASSROOM H7 AT



ADVANCE GRAMMAR. CLASSROOM H12



ADVANCE GRAMMAR. CLASSROOM H7 AT 1:00PM



ADVANCE GRAMMAR. SURROUNDINGS CLASSROOM H7 AT 1:00PM

ANNEXE 3.

Observation checklist

Topic: "The effects of classroom environment on the students' achievement taking Advanced Grammar, at the Foreign Languages Department, School of Arts and Sciences of the University of El Salvador semester II, 2019."



Group 4 **Classroom H12** from **6:00 am to 8:00 am**

Group 3 **Classroom H7** from **1:00pm to 3:00pm**

Group 6 **Classroom IF 10** from **3:00pm to 5:00pm**

| Indicators | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly Disagree | Comments |
|--|----------------|-------|---------------------------|----------|-------------------|----------|
| 1- There are enough windows providing airflow and temperature at the Advanced Grammar classroom. | | | | | | |
| 2- The lighting are all in conditions for providing a good visual at the Advanced Grammar classroom. | | | | | | |
| 3- Students are more enthusiastic, attentive and interesting when professor use visual aids. | | | | | | |
| 4- Bringing the visual aids for giving the class, take more than 15min for starting the class | | | | | | |
| 5- Noises coming from outside of the classroom distract students from the class. Students ask each other for things professor mention which confirm it is difficult to hear the professor. | | | | | | |
| 6- The seats in the classroom are comfortable and well distributed, allowing the students doing different activities while learning Advanced Grammar. | | | | | | |
| 7- The furniture in the classroom is suitable for the learning of Advanced Grammar. | | | | | | |
| 8- Not all the students in the attendance list arrive to the Advanced Grammar subject. | | | | | | |
| 9- Does the classroom have appropriate physical conditions that affect positively my academic achievement and performance along the career? | | | | | | |
| 10- If students had more economic facilities, they would certainly study in another university with better classroom infrastructure. | | | | | | |
| 11- Students would prefer being in another classroom for having this course thinking they would have better academic results in this subject. | | | | | | |

ANNEXE 4. SURVEY

UNIVERSITY OF EL SALVADOR
 SCHOOL OF ARTS AND SCIENCES
 DEPARTMENT OF FOREIGN LANGUAGES
 STUDENT SURVEY OF PHYSICAL CLASSROOM ENVIRONMENT



Topic: “The effects of classroom environment on the students’ achievement taking advance grammar, at the foreign language department, school of arts and sciences of the university of El Salvador semester II, 2019.”

Objective: To describe the effects of classroom physical environment on the academic achievement of students in Advance grammar, semester II-2019.

| | | | | |
|--|--------------------------|--------------------------|-------------------------|---------------------------------|
| Socio-demographic data | | | | |
| Part I | | | | |
| Directions: Please complete each item. | | | | |
| Date: _____ — | | Classroom: _____ | | Group: _____ — |
| Part II | | | | |
| Directions: Please read each item and mark with a check (✓) according with your information. | | | | |
| GENDER: | F_____ | M_____ | | |
| AGE: | 18-21 YEARS OLD _____ | 22-25 YEARS OLD _____ | MORE YEARS OLD _____ | |
| REGISTRATION: | 1RST TIME _____ | 2ND TIME _____ | 3RD TIME _____ | |
| YEAR OF ENTRANCE IN THEUNIVERSITY: | 2016_____ | 2015 _____ | 2014 _____ | OTHER _____ (Write the year) |

Directions: please read each item and mark with a check (✓) the response that you consider expresses your opinion. Check only 1 answer for each item.

| QUESTIONS | Strongly agree | Agree | Neither agree or disagree | Disagree | Strongly Disagree |
|--|----------------|-------|---------------------------|----------|-------------------|
| 1- Classroom airflow is acceptable for having and adequate temperature for receiving Advanced Grammar subject. | | | | | |
| 2- The lighting and ventilation in the classroom are appropriate for studying Advanced Grammar. | | | | | |
| 3- Temperature in the classroom is an acceptable condition for studying Advanced Grammar. | | | | | |
| 4- Have visual aids already installed in the classroom contributes to my better achievement and performance in Advanced Grammar. | | | | | |
| 5- Noises coming from outside of the classroom distract me from the class and it is difficult to hear the professor in the classroom. | | | | | |
| 6- The seats in the classroom are comfortable and well distributed, making the classroom appropriate to study and do different activities while learning Advanced Grammar. | | | | | |
| 7- The furniture in the classroom is suitable for a learning environment of Advanced Grammar. | | | | | |
| 8- UES students withdraw to another university for the uncomfortable classroom environment. | | | | | |
| 9- Does the classroom have appropriate physical conditions that affect positively my academic achievement and performance along the career? | | | | | |
| 10- If I had more economic facilities, I would certainly study in another university with better classroom infrastructure. | | | | | |
| 11- I would prefer another classroom for having this course because I think I would have better academic result in this subject. | | | | | |

ANNEXE 5. Foreign language department schedules posted.

| Asignación Académica Ciclo II-2019 | | | | | | | | | |
|------------------------------------|--------|---|-------|---|------|-------------------|---------|---------------|----------------------------|
| CICLO VIII | | | | | | | | | |
| Nº | Código | Pre-requisito | Grupo | Asignatura | Cupo | Horario | Días | Aula | Docente |
| 34 | OPU114 | Relaciones Públicas | 03 | Opinión Pública (Electiva IV) | 25 | 6:00 – 8:00 a.m. | Ma V | H-5 IF-1 | Alba Elizabeth Marroquin |
| | | | 04 | | 25 | 3:00 – 5:00 p.m. | Ma V | H-10 H-5 | |
| 35 | FYT114 | 40 U.V. de la especialidad de Francés. | 01 | El Francés y el Turismo | 40 | 8:00 - 10:00 a.m. | L J | PEND. H-8 | Monica Rivas |
| | | | 02 | | 40 | 1:00 – 3:00 p.m. | L J | H-12 PEND. | |
| | | | 03 | | 40 | 1:00 – 3:00 p.m. | Ma V | H-5 PEND. | |
| 36 | GAV114 | 132 unidades valorativas | 04 | Gramática Avanzada | 40 | 6:00 – 8:00 a.m. | L J | H-12 H-10 | Diana Marengo |
| | | | 05 | | 40 | 6:00 – 8:00 a.m. | L J | DM-5 H-6 | |
| | | | 06 | | 40 | 3:00 – 5:00 p.m. | L J | H-7 IF-10 | |
| | | | 07 | | 40 | 3:00 – 5:00 p.m. | L J | IF-10 H-7 | |
| 37 | LFR114 | 40 U.V. de la especialidad de francés | 01 | Literatura Francesa I | 40 | 8:00 - 10:00 a.m. | Ma V | PEND. IF-7 | José Alfredo López Vázquez |
| | | | 02 | | 40 | 1:00 – 3:00 p.m. | L J | H-6 H-10 | |
| | | | 03 | | 40 | 1:00 – 3:00 p.m. | Ma V | H-6 IF-4 | |
| 38 | DII114 | Didáctica del Idioma Francés (electiva III) | 05 | Didáctica del Idioma Inglés I (Electiva IV) | 25 | 6:00 – 8:00 a.m. | Ma V | PEND. IF-6 | Mabel Mendoza |
| | | | 06 | | 25 | 3:00 – 5:00 p.m. | Ma V | H-6 IF-6 | |

| CICLO VIII | | | | | | | | | |
|------------|--------|----------------------|-------|-------------------------------------|------|-------------------|---------|--------------|--------------------|
| Nº | Código | Pre-requisito | Grupo | Asignatura | Cupo | Horario | Días | Aula | Docente |
| 14 | GAV114 | Gramática Inglesa II | 01 | Gramática Avanzada | 35 | 8:00 - 10:00 a.m. | Ma V | H-2 IF-6 | Rhina Fran |
| | | | 02 | | 35 | 10:00 - 12:00 m. | Ma V | H-2 H-6 | Rolando Guz |
| | | | 03 | | 35 | 1:00 – 3:00 p.m. | Ma V | H-7 PEND. | Rolando Guz |
| 15 | MIN114 | Práctica Docente I | 01 | Métodos de Investigación | 35 | 8:00 - 10:00 a.m. | L J | IF-11 H-7 | Norma de Cast |
| | | | 02 | | 35 | 10:00 - 12:00 m. | L J | H-6 IF-10 | Norma de Cast |
| | | | 03 | | 35 | 1:00 – 3:00 p.m. | L J | IF-10 H-7 | Magaly Abrego |
| 16 | PAD214 | Práctica Docente I | 01 | Práctica Docente II | 35 | 6:00 - 8:00 a.m. | L J | IF-10 H-7 | Juan Carlos Cruz T |
| | | | 02 | | 35 | 8:00 - 10:00 a.m. | Ma V | IF-7 H-7 | Grace Gómez |
| | | | 03 | | 35 | 3:00 – 5:00 p.m. | Ma V | H-7 IF-7 | Grace Gómez |
| 17 | EAD114 | Ninguno | 01 | Estadística Aplicada a la Educación | 35 | 6:00 - 8:00 a.m. | Ma V | H-7 IF-7 | Edwin Garcia |
| | | | 02 | | 35 | 8:00 - 10:00 a.m. | L J | H-7 IF-7 | Manuel Canjura |
| | | | 03 | | 35 | 3:00 – 5:00 p.m. | L J | IF-4 H-6 | Emmanuel Valle |

ANNEXE 6. UES SKETCH - CLASSROOM H7, H12 AND IF10 LOCATION.



ANNEXE 7. INTERVIEWS.

| INTERVIEWS | | | | | |
|--|---|--|---|---|--|
| Group 4 Classroom H12 (6:00am - 8:00 am) | | Group 3 Classroom H7 (1:00pm - 3:00pm) | | Group 6 Classroom IF 10 (3:00pm - 5:00pm) | |
| INFRAESRUCTURE | <p>Researcher: How do you consider this classroom when it comes to the environment?</p> <p>Interviewee: Oh, this classroom is definitely overlook. Just please notice the entrance of the classroom there at the floor.</p> | <p>Researcher: How do you consider this classroom when it comes to the environment?</p> <p>Interviewee: Well, I had never seen the flan working hahahah. Also, mmm I avoid sitting near to the window where the sun comes as we don't have curtains to protect us just a little bite. And have you seen that garbage around?</p> | <p>Researcher: How do you consider this classroom when it comes to the environment?</p> <p>Interviewee: I really like been at the classroom as it very fresh but I guess we as university can improve on some other areas. Bathrooms are always either closed or dirty to be used.</p> | | |
| | <p>Researcher: What do you think about the temperature here at this classroom?</p> <p>Interviewee: Well, as we have the class too early for me it is ok. In the morning we always have a fresh temperature.</p> | <p>Researcher: What do you think about the temperature here at this classroom?</p> <p>Interviewee: It is absolutely not good. I always left for a moment to take a breath outside and purchase a cold water. Also I buy candies otherwise I got asleep.</p> | <p>Researcher: What do you think about the temperature here at this classroom?</p> <p>Interviewee: I guess it is pretty much good. First hour something is a little bite hot but then it turns fresher.</p> | | |
| | <p>Researcher: Thanks, and what about getting concentrate at this classroom? Is it easy to you?</p> <p>Interviewee: something as we are quite here of some photocopies place.</p> | <p>Researcher: Thanks, and what about getting concentrate at this classroom? Is it easy to you?</p> <p>Interviewee: yes, most of the time. Whenever everybody around is receiving a class, yes...it is easy.</p> | <p>Researcher: Thanks, and what about getting concentrate at this classroom? Is it easy to you?</p> <p>Interviewee: Honestly I am always distracted as watching from the windows some friends playing something outside. Some other you hear a lot of car horn coming from the street or parking lot.</p> | | |