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SCHOOL OF ARTS AND SCIENCES  
DEPARTMENT OF FOREIGN LANGUAGES**



**UNDERGRADUATE RESEARCH:**

“THE EFFECTS OF PHYSICAL CLASSROOM ENVIRONMENT ON THE ACHIEVEMENT OF STUDENTS TAKING INTENSIVE ADVANCED ENGLISH II, GROUP O5, AT THE FOREIGN LANGUAGE DEPARTMENT, SCHOOL OF ARTS AND SCIENCES OF THE UNIVERSITY OF EL SALVADOR, SEMESTER I, 2020”

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**PRESENTED BY:**

ROBERTO ANTONIO PALACIOS REGALADO PR09044

**ADVISOR**

MAURICIO SALVADOR CONTRERAS CÁRCAMO, MsD.

**COORDINATOR OF THE GRADUATION PROCESS**

MIGUEL ÁNGEL CARRANZA CAMPOS, M.Ed.

**SAN SALVADOR, NOVEMBER 18<sup>TH</sup>, 2021**

**AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR**

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**AUTHORITIES OF THE FOREIGN LANGUAGE DEPARTMENT**

ANA GRACE GÓMEZ ALEGRÍA  
**HEAD OF THE FOREIGN LANGUAGE DEPARTMENT**

MIGUEL ÁNGEL CARRANZA CAMPOS, MEd  
**COORDINATOR OF THE GRADUATION PROCESS**

MAURICIO SALVADOR CONTRERAS CÁRCAMO  
**ADVISOR**

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## **ABSTRACT**

The physical classroom environment has been investigated by many researchers, and the University of El Salvador has many problems related to it due to the critical conditions of the classrooms, and the researcher decided to investigate in order to know if students were affected by it or not. The students who were taking Intensive Advanced English II, group 05, semester I, were selected for this research because the classrooms are in terrible conditions as stated above. It was necessary to identify the most common problems, negative or positive consequences, and how physical classroom environment can affect the students' achievement. For this project, 27 students composed the sample to gather all the data, and surveys, interviews, and an ethnographic observation were used to go deeper into this research. Finally, after all the techniques and instruments were used, it was found that students and teachers ask for help to improve the physical classroom environment; however, most of the students are positive to achieve their academic goals, and they are not getting strongly affected by the physical classroom environment on this researched group.

Key Words: Condition of the Classrooms, common classroom problems, classroom environment, students' achievement, students affected.

## INTRODUCTION

The students' academic achievement cannot be measured only through their capacity to respond to their behavior regarding the learning and acquisition of a given process; it is necessary to go

deeper than that because achievement depends on many other factors that affect the type of student taking any courses, like social, psychological, or emotional situations students are exposed to in and outside of the classroom. The environment where the students are immersed may affect the whole context in the learning process. One specific problem among the most important aspects that could affect the student's achievement, which in this case is classroom environment, is developed.

Classroom environment is one of the first key factors that school authorities should take into consideration when designing the curricula since their students have to be there most of the time taking their subjects inside of a classroom. It involves everything like desks, ventilation, lighting, the colors of the walls, the conditions of the roof in case of rainy days, etc. There are some factors that could affect the students in different ways talking about classroom environment; however, if students live in conditions similar to the ones in the classroom, probably the environment could not affect them, but some other students might not feel comfortable in such conditions in the classroom.

Taking into account all the information stated above, this research shows how big the effect of classroom environment could be by using research techniques and instruments like observation, checklists, and teachers and students' interviews. All these instruments were used to gather information and once the data were collected, they were analyzed and finally used to draw the conclusions about this research.

Physical environment is related to both students' achievement and students' behavior. This study only focuses on students' achievement. An appropriate classroom is the one that makes the students work much easier; It facilitates the students' work, and is based on clear goals set to help them to be successful upon completion of a given course.

As a result, classroom environment plays an important role while achieving an effective and successful instruction. Some experts in the educational field argue that the structure of the classroom should be 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.

In fact, classroom environment combines different important aspects as temperature, desks, chairs, whiteboards, computers, ventilation system, lighting, floor, size of the room, walls, rugs etc. 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. Based on Tanahashi (2007), the foreign language classroom needs to be specialized. The space needs to be a flexible environment capable of handling different teaching methods that teachers use in the development of a class.

According to Halstead (1974), the physical environment is designed in such a way that it 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. Rooms with lack on equipment for different activities as PowerPoint presentations could be an issue as well. Teachers have the access to borrow a laptop and a projector to use in class, but it is kind of complicated to have them already installed in every classroom.

The University of El Salvador's buildings are well designed to attract people from outside as they have a pleasant look, but they do not provide a safe and comfortable internal atmosphere for students. This research is compromised with the delivery of a complete description of the matter under study in order to help students in their achievement of their goals regarding the learning of a new language, which is very important for the Foreign Language Department of School of Arts and Sciences of the University of El Salvador.

# CHAPTER I

## STATEMENT OF THE PROBLEM

The title of this research work, which is stated below, is based on the need of the students of the Foreign Language Department, particularly students taking intensive advance English II, to attend classes in an environment that can foster a high-quality education.

“The effects of physical classroom environment on the achievement of students taking intensive advanced English II, Group 05, at the foreign language department, school of arts and sciences of the university of El Salvador, semester I, 2020”

Classroom environment sends expressions to the students, and it can affect the way they learn, the way they react, and the way they perform in the foreign language. The classroom should project a good environment since students spend most of the time there. At the University of El Salvador, some of the classrooms are in better conditions than others.

Students taking Intensive Advanced English II at the Foreign Language Department of the University of El Salvador have faced a lot of bad experiences since they have attended classes in different classroom environments. Intensive Advanced English II is a subject served in the second year of the second semester of the B.A. in English Language Teaching, which means that those students have

taken classes in different classrooms and locations around the School of Arts and Sciences.

At the very beginning of the academic year, this school receives a huge number of students, and since there are not enough classrooms in the Department of Foreign Languages, most of the time, some groups are moved to different locations inside of the school of Arts and Sciences or sometimes outside of the before-mentioned department. It is important to mention that not all the classrooms are always in good conditions at all; some of them are too close to the bathrooms, which often makes students feel the terrible smell that the bathrooms expel, and some other classrooms do not have enough ventilation or illumination.

It is obvious that many classrooms are in bad conditions, and it is also important to mention that students have to look for more desks available and in better conditions in different classrooms to feel more comfortable. Intensive Advanced English II is a subject that takes place in different schedules, specifically two of them are in the morning, and one is in the afternoon. The students attending classes in the morning do not deal with hot weather unlike the ones taking classes in the afternoon.

The previously mentioned factors are clearly strong and involve the physical classroom environment that is said to affect the student's academic achievement. Another top concern is that the number of students at the beginning of every academic year of the B.A. in English Language Teaching is extremely large as it was mentioned before, but in the second semester, the population of students decreases

significantly, and this fact in part points to the physical classroom environment, and it was necessary to develop questionnaires or surveys to find about it or to see the reason why that occurs.

The environment is one of the factors that may affect the students' academic achievement, and sometimes that is reflected when the students drop out of the University. However, this is something that is not proved yet at the University of El Salvador. All the students in this university face the effects of physical classroom environment, but in this research, the main focus is the students taking Intensive Advanced English II, group 5, in order to obtain the data that was analyzed to see the possible effects perceived.

At the Foreign Language Department, School of Arts and Sciences, the classrooms sometimes could look in good conditions from outside, but it does not mean they fulfill the students' needs. The classrooms can be good for all the activities that students carry out during classes; however, this also depends on the type of students that could get used to the bad conditions of the classrooms or simply cannot deal with them. This research tried to discover and analyzed the most common and possible effects the physical classroom environment brings with it in order to identify in which aspects it influences the students' academic achievement.

Due to the number of students at the Foreign Language Department, the classrooms do not seem to be enough to accommodate the huge number of students taking all the subjects at this department. In addition, the university students' culture also plays an important part facing these inconveniences. Classrooms are most of

the time dirty as some of the students eat and leave the garbage everywhere, and in order to develop the teaching learning process in a better way, it is important to have a good environment to fulfill students' needs to assure that at the end of the major, the students will be excellent professionals.

## **OBJECTIVES**

### **General Objective**

- To identify the effects of physical classroom environment on the achievement of students taking Intensive Advanced English II, Group 05, at the Foreign Language Department, School of Arts and Sciences, University of El Salvador, semester I, 2020.

### **Specific Objectives**

- To find the most common problems as a result of physical classroom environment on the academic achievement of students taking Intensive Advanced English II, Group 05, semester I, 2020
- To describe the positive or negative results caused by physical classroom environment on the academic achievement of students taking Intensive Advanced English II, Group 05, semester I, 2020

- To discover the different ways in which the physical classroom environment affects the academic achievement of students taking Intensive Advanced English II, Group 05, semester I, 2020

## **RESEARCH QUESTIONS**

### **Main Research Question:**

- What are the effects of physical classroom environment on the achievement of students taking Intensive Advanced English II, Group 05, at the Foreign Language Department, School of Arts and Sciences, University of El Salvador, semester I, 2020?

### **Subsidiary Research Questions:**

- What are the most common problems regarding achievement that students taking Intensive Advanced English II, Group 05, semester I, 2020 face as a result of physical classroom environment?
- What are the positive or negative results caused by physical classroom environment on the achievement of students taking Intensive Advanced English II, Group 05, semester I, 2020?

- What are the different ways in which the physical classroom environment affects the achievement of students taking Intensive Advanced English II, Group 05, semester I, 2020?

## **JUSTIFICATION**

The environment of a classroom is an overall design space, furnishing and several materials in order to maximize the learning opportunities and the engagement of every student. A clean and healthy environment is important for all people's physical and emotional wellbeing. Classrooms are the places where students need to be comfortable when it comes to learning a second language.

The environment plays an important role in determining students' performance of the academic achievement. For students, the classroom is not just a learning place, it is also an emotional, social, and very special environment.

The main purpose of this study is to investigate the effects of classroom environment on the academic achievement of students of Intensive Advanced English II, Group 05, at the Foreign Language Department of the University of El Salvador, semester II – 2019.

There are a lot of studies on classroom environment; for instance, some done by Lyons (2001), and Hoffman (2005). Undoubtedly, there is a need to study classroom conditions in the field of English as a Foreign Language. This study will provide evidence through class observation, questionnaires and surveys about how these conditions influence student's academic achievement. The researcher

decided to do this work specifically with the students of Intensive Advanced English II, group 6 since their classes were held in one of the most uncomfortable classrooms of the School of Arts and Sciences of the University of El Salvador, taking into account that both teachers and students of the Foreign Language department are aware by personal experience of the critical conditions of this and many other classrooms of the so-called “gallineros” and rooms around the main infrastructure assigned to the B.A. in English Language Teaching and to the B.A. in Modern Languages: Emphasis in French and English.

It is important to notice that most of the classrooms of the whole University of El Salvador are in bad conditions, which is not a secret to any of the faculty members or students, but doing research in the specific classroom in which one group of students of Intensive Advanced English II take classes may eventually represents the conditions in which most students of this Alma Matter attend classes.



## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **LITERATURE REVIEW**

The physical classroom environment is an important factor that affects the students in a positive or negative way, and it can also make the learning process easier in the classroom in some cases. It is well known that students with a poor income will not have the same opportunities as students with some economic facilities because they can choose the best university or school with more facilities to feel motivated and comfortable during their classes. According to Barnitt (2003), pupils who learn and live in clean and orderly, well-lit and ventilated, safe and noiseless classrooms and buildings have a higher academic motivation than those in poorly lit and uncomfortable facilities. Schools with better physical facilities and conditions report improved academic performance while those with fewer janitorial personnel and higher maintenance backlogs report poorer academic performance (Phillips, 2014).

As stated by Oni (1992) and Hallak (1990) physical facilities compose a strategic factor in the operation and functioning of an organization as they determine the excellent performance of any social organization or system including education. Physical facilities are some of the stimulating factors that play a fundamental role in improving academic achievement in the school system. These include school buildings, accommodation, classroom, libraries, furniture, laboratories, recreational

equipment, and other instructional materials. Furthermore, their availability, relevance, and sufficiency affect academic achievement positively. On the other hand, poor school buildings and overcrowded classrooms affect academic achievement negatively.

The conditions of the schools or universities play an important role in the learning process. Physical environment refers to conditions in schools around the world, which challenge planners and teachers to rethink the way schools are designed and maintained (WHO, 1997). The levels of school factors which include environmental meanings as school walls, toilet, floor, etc, have a significant effect on student educational development and reflect the tie between these variables and score outcomes (Narucki, 2008). Another study done in Virginia Polytechnic Institute and State University also shows that there are relationships between school characteristics, including aggregated student and classroom characteristics, and student academic performance as used by Early Childhood Transitions Project. (Moscoso, 2000).

The students can have different feelings about the physical classroom environment, and it can be sometimes an obstacle to the learning process, and it causes frustration to some students depending of course on the conditions of it. The physical environment involves all the physical characteristics of each room in the schools, universities, etc. Sometimes, the environment of the rooms can cause frustration or a feeling of tiredness about dealing with some characteristics that may frustrate students. According to Halstead (1974) the physical environment is

designed in such a way that it obstructs the learning process although researchers have established a closed correlation between the amounts of work individuals do and physical environment. It stands to reason that a student sitting in an insufferably hot, airless room listening to a lecture on cryogenics would not learn as much as he would in a cool, comfortable space. Unfortunately, college buildings are designed to attract people from outside, but they fail to provide a safe and comfortable internal atmosphere for students.

In the same way, teachers face similar situations as the students in the classrooms; research studies on the classroom environment have revealed that physical arrangement plays a vital role in the teaching learning process. It can affect the performance of both teachers and students (Savage, 1999; Steward and Evans, 1997).

The weather in El Salvador is almost always really hot, especially in the afternoon; the students taking classes every day in the afternoon or close to noon can easily be the target of lack of concentration or anxiety. The temperature in the classrooms is very important too because classrooms which are too cold or hot might cause distractions to the students since the concentration is never hard to break. According to Halstead (1974), it is generally accepted that high temperatures and humidity create physiological and psychological problems which expedite fatigue, causes people to work more slowly, apply much efforts and causes students to make more mistakes and errors. The classroom climate should be cautiously managed not only to provide physical comfort but also to serve a positive factor in the learning

process by stimulating attentiveness and concentration. To maintain such a climate, the atmosphere must be treated to simultaneously controlled temperature, humidity, cleanliness and circulation.

Earthman (2004) established that temperature, heating and air quality are the fundamental elements for the educational attainment of students. Besides, according to Winter Bottom and Wilkins (2009), there are numerous aspects of lighting to be kept in mind while taking into account the environmental characteristics of a classroom. Classroom lighting consists of undetectable light, illumination at a student's desk, and lighting from projection screens and windows. Improper lighting negatively affects academic achievements and promotes distress and obstruction for students in the classroom. The distractions in the classrooms or in the environment around them can have a bad effect in the learning process, Poor classroom acoustics can adversely affect the learning environment for many students. Constant noise exposure can damage cognitive performance and functioning (Higgins et al, 2004).

The relatives or students will choose a school or university only if the classroom environment meets all the expectations of the students, not only a good teacher is important in the learning process; also, the physical classroom environment plays a strong role on it. The first sight is really important, especially in the very first day of classes; according to Steve and Richard (2013), when students first step into the room, they will make a judgment about the type of class they are going to take. They will see how desks are arranged. They will also notice what is hanging on the walls;

besides, the way in which a teacher sets up their class allows them to communicate with their students non-verbally. By adding various learning centers or activity centers, the students will know this is a class that likes to do hands on experiments. It also conveys that they will not just sit and take notes, but they will act out whatever subject they are learning.

Steve and Richard (2013) also state that the wall art will demonstrate to the students that the teacher cares about their work enough to show it off. Students will also gain an understanding of the social expectations of the teacher in the classroom based on how the desks are organized. Each of these tools can be used in any classroom regardless of the content; this indicates that classroom environment helps and motivates people and has an effect on their thought processes.

Technology now is almost everything; when talking about classroom environment, it is necessary to include it in order to make the classes more interesting to the new generations of students. Iqbal (2005) stated that the arraignment of classroom educational facilities and instructional spaces might be selected for learning rather than teaching. Besides, it should ensure technology to facilitate the teacher in making an atmosphere where quality learning may be promoted. Audio visual aids like charts, graphs, maps, globes, radio, mock up, multimedia, computers, overhead projectors, and internet are essential elements of classroom environment. However, these technologies are not being utilized in instructional programmers as expected.

The school climate theory was developed by Gregory, Cornell and Fan (2011) to explain the various elements of how students experience their school environment. The theory assumes that the interaction of varied factors creates a school learning environment in a school including the academic activities, safety, community, and institutional environment that impact on the cognitive, behavioral and psychological development of students. Thus, school climate, however it is formed, has both direct and indirect effect on student's outcomes in the school, including their academic performance.

Adeyemo (2012) examined the relationship among educational environment, student's approaches to learning and their academic achievement in senior secondary physics. The results of the finding showed that the school physical environment has a significant influence on the students' academic achievement in senior secondary physics. Koroye (2016) conducted a research on investigating empirically the extent to which physical school environment influences students' academic performance in secondary schools in Bayelsa State. Findings revealed that: an esthetic beauty of the school and infrastructural facilities significantly influence students' academic performance. Also, there is a significant influence of school equipment and instructional materials and school location on students' academic performance. It was recommended that adequate school physical facilities should be provided by the State Government in all secondary schools in Bayelsa State. This will help to engage the students in meaningful activities.

The students feel motivated to go to every class if the physical classroom environment were the one that they desire; they can enjoy that time in the classroom having all the facilities that make the learning process more entertaining and practical; Hopland and Nyhus (2015) explored the relationship between satisfaction with learning environment and student effort, both in class and with homework assignments. The results show that the student's satisfaction with teacher guidance, and material and social environment play an important role in stimulating effort both in class and with homework. Satisfaction with physical work conditions is of less importance, but does stimulate in-class effort among the younger students. Heterogeneity across the genders for tenth graders is also observed. In particular, bullying and satisfaction with teacher guidance are more important determinants for males' than for female's effort. The results indicate that school managers should focus attention on improving not only the quality of teachers and teaching materials, but also the social environment at the school in order to stimulate more student's effort.

When talking about academic achievement during the learning process, if it is related to the physical classroom environment, the perception of children and adults can be really different. Clark (2010) in her book "Transforming Children's Spaces" did some research involving children's and adults' perception. She claimed that adults and children have a different view on the environment. Adults are more concerned about how the learning process takes place in the environment, whereas children consider more on how comfortable they feel in that place regardless of how

the learning process is. However, both perceptions will lead to improving the classroom environment.

On the other hand, Sanoff (1991) studied on the environment with the involvement of teachers, students, principals and also school communities. The school communities include school staff, cleaners and PTA (Parent-Teachers Association). He studied more about the architecture of the school environment, and he did research on the principal's perception. He insists that the physical environment itself is the world that people create and change according to their needs and values. Therefore, the principal's perception is essential to be researched frequently because different schools have different problems, which are usually related to the environment. People often find reasons to modify, exchange, transform, or upgrade their lives. He further noted that the application of the research findings regarding the principal's perception to design and plan can have a positive impact on improving the quality of the environment.

It is also important to mention that the physical classroom environment also includes external factors or what surrounds the classrooms; for instance, at the University of El Salvador, there are several recreational places around the classrooms that make students remain there talking or hanging out after or before classes. That brings many distractions to the students taking classes inside of the classrooms; the university is surrounded by one of the busiest streets in San Salvador, which can bring smoke or dirty air into the campus. Mushtaq and Khan (2012) identified internal and external classroom factors as those strongly affecting



students' academic performance. The internal factors among others include class schedules, class size, textbooks, test results, learning facilities, teachers' role, the environment of the class, etc. Interpreting the findings of Taylor and Vlastos (2009 in Falsario et al 2014), classroom environmental design can facilitate and improve the learning process like the overt curriculum.

The cleanliness and gaseous composition of air is fundamental to human health and performance. This is doubly true for children who experience higher exposure levels of air contaminants than adults. Children 3 to 5 years breathe 9.3 liters per minute for their body surface area while adults breathe 5.3 liters per minute. Infants and toddlers are exposed as well to higher concentrations of vapor that are heavier than air (Miller et al., 2002).

Schneider (2002) reviewed several studies which show that higher ventilation rates increase learning. A mechanism that he suggests for this effect is that poor air quality reduces occupant's health, leading to greater absenteeism and, ultimately, lower student achievement. Mendell and Heat (2005) performed a meta-analysis of thermal and air quality studies that demonstrated how important these dimensions are for students' performance. Their study also revealed a lack of strongly designed research to establish the connection between air quality and students' performance.

The University of El Salvador undoubtedly lacks lighting at night, and students who work during the day need to take classes at night, but with the lack of light in some classrooms or outside of the classrooms, they think twice before registering

their subjects on the night schedule. This can affect the students' achievement directly, and sometimes it can make them drop out of classes. That is why another important factor when talking about physical classroom environment is lighting because it can strongly affect the students' achievement. The complexity of the lighting environment is highlighted in the glare of the analysis of Winterbottom and Wilkins (2009). This study considers the luminous effects of window openings and blinds on visual comfort in viewing projected media. The authors propose that illuminance levels were generally too high in the 90 classrooms measured and the combination of glare and fluorescent lighting created highly variable conditions disruptive to learning.

Daylight may positively affect student outcomes, although this effect is complicated by the variety of daylight scenarios that actually occur in practice. Aspects of daylight such as glare and solar heat gain may be a negative influence on occupants, while the dynamic lighting spectrum and views may be a positive influence. Furthermore, Heschong et al (2002) found significant variance between daylight quality and student's performance in a large study previously conducted.

At the beginning of every semester at the University of El Salvador, at the Department of Foreign Languages, it is really common to see entire classes looking for an empty room because they are always busy, and it seems there are not enough rooms for all the classes or subjects served in that department. The quantity of rooms also plays an important factor in the classroom environment that affects also students' achievement. Spatial arrangement, the number of rooms available to

occupants affects their behavior, including satisfaction and achievement. Evans (2006) summarized the literature on crowding regarding young children, drawing the strong conclusion that increased occupant density is associated with greater levels of social withdrawal and aggression.

Some of the Foreign Language Department teachers prefer to arrange the desks making a circle maybe due to space; this seems to be the best option to serve classes at the University of El Salvador because it is really common to see the classes organized in that way. The way space is organized regarding visual privacy and adjacency may bring better behavioral outcomes. Maxwell (2007) developed a rating scale to emphasize features of the physical environment that provide rich learning opportunities. The adjacency subscale of the tool includes compatible or complementary areas, support spaces, access to large motor development play, and personal care. For 3- and 4-year-olds, the adjacency subscale predicted child competence. A limitation of the study was the small of subjects (N=97) forming 4 intact classrooms, 2 in each different school. Their study presents compelling evidence for the hypotheses that younger children benefit more from a high-quality physical environment and the physical organization of the classroom is important for child confidence.

Teachers also need a good physical classroom environment in order to give their extra mile to teach and make their students feel motivated in every class; one of the factors that promote teachers' satisfaction is the school environment, which constitutes a whole range of factors that influence the teaching-learning process within the school. They include classrooms, library, technical workshops, quality

teaching methods and peers, among other variables that can affect the teaching-learning process (Ajayi 2001). A good learning environment positively affects the academic achievement and behavior of a student, something that is likely to contribute to the teachers' satisfaction.

Poor maintenance and ineffective ventilation system lead to poor health among pupils as well as teachers, which leads to poor performance and higher absentee rates (Frazier, 2002). These factors can adversely affect student behavior and lead to higher levels of frustration among teachers and poor learning attitude among pupils. Learning environment that is free from barriers of distractions such as noise, gas/smoke pollution and so on, will promote pupils' concentration or perceptual focus to learning. Similarly, the entire unattractive physical structure of the school building could demotivate learners to achieve academically. This mismatch promotes poor academic performance. Danesty (2004) stated that dilapidated school buildings are not mentally stimulating and that facilities that are characterized with low or not sitting arrangement will also affect pupils' learning negatively.

One large scale study of 165 schools measured the impact of the quality of learning spaces on learning achievement at schools classified as having an obsolete learning environment, modern learning environment, or half-modern environment. The environments were categorized based on their lighting, ventilation, and acoustics. Students' achievement was highest in the modern learning environments, and lowest in the obsolete learning environment (Chan, 1996). The relationship between school facility design and quality is also supported by studies measuring

students' achievement before and after facility upgrades, with such studies concluding that achievement increased following a renovation or rebuild of the schools' facilities (see Blackmore, Bateman, Loughlin, O'Mara and Aranda, 2011, for a review).

When talking about how the physical classroom environment affects the achievement of the students having researched children and now also adults as it is stated, Fraser recognizes learning environment as the common perception of students and teachers in an environment where learning takes place" (Fraser 2002). Regarding learning environments in adult education settings, Hiemstra (1991) gives an exceptionally broad meaning of learning environment, which portrays this concept in connection to psychological, social, and cultural conditions: "A learning environment is all of the physical surroundings, psychological or emotional conditions, and social or cultural influences affecting the growth and development of an adult engaged in an educational enterprise." (Hiemstra, 1991, p. 8)

It is generally accepted that powerful learning environments contribute to the development of self-motivation and skills. Knowles (1980) has stressed the importance of learning climate in adult education and educators, who were well aware of the importance of these features to encourage motivation and learning. Prior studies on learning environments that have been carried out have revealed a consistent correlation between the classroom environment and learners' cognitive affective outcomes' (Fraser and Fisher, 1982). Wolf and Fraser (2007) state that the

students' perception of the classroom environment is closely related to their learning outcomes.

The term learning environment is not a new concept; its theoretical background is multidisciplinary and primarily based on Lewin's (1935) Force Field analysis and Murray's (1938) personality research. According to Lewin (1935), human behaviour is the product of all forces acting at a given moment in the psychological field; therefore, Lewin emphasizes the need for scientific study of the behaviour of the entire situation under account; i.e., the characteristics of the person and the environment. Lewin states that behaviour is a function of the person and his/her environment, thus the situational perspective of a person's situation is a greater key to understanding his/her conduct, rather than relying solely on previous experiences and influences. Although interaction between the person and the environment is highlighted, it is not assumed that the environment directly causes behavior-it always begins within the person. The environment is somehow determined by the perceptions of individuals who act on these perceptions.

The development of learning environment has subsequently focused on exploring specific learning environments. Stern (1990) has developed a theory of coherence between a person and his/her environment, in which he has tried to describe how the combination of needs and environmental factors impact academic achievement and student development.

An important contribution to the understanding of the impact of the learning environment on learning performance was also made by Walberg (1969). Walberg's theory of educational productivity (Walberg, 1969) holds that there are nine factors which influence students' cognitive and affective outcomes: his/her age, motivation, the quality and quantity of instruction, the psychological climate of the home, the classroom, the social group, the peer group outside of classroom, and the mass media. An empirical examination of the model has shown that the student achievements and attitudes are influenced jointly by a number of factors rather than by one dominant factor (Walberg, 2006). Factors related to the classroom and school environment were found to be particularly important influences on student outcomes, even when a number of other factors were controlled.

Although Bloom (1974) referred to an (educational) environment as an important component of learning achievements, it must be acknowledged that the terms "learning contexts" or "learning environment" did not surface in the mainstream of educational literature until two decades ago. Despite the fact that the need to address students and teachers as a whole was recognized, researchers have increasingly tended to isolate individual variables, rather than try to understand the complex interaction of social context, thinking, motivation and emotion. Salomon (1995) stresses the importance of the environment and context in which learning takes place and calls for a transition from research of isolated and de-contextualized individuals, isolated processes, and conditions to the study of the wider psychological, disciplinary, social, and cultural context. Most modern theories of motivation and learning are not limited only to cognitive and emotional variables of

motivation, but also consider contextual aspects in a person's motivation. Learning environment and motivation cannot be treated separately, since they are constantly in interaction. Teaching never affects learning directly, but via mediating variables (factors), which include the perception of teaching, assessment, climate, course content, structure, and the like. Entwistle (1991) notes that perceptions of learning environment have an even greater effect on approaches to learning than the objective characteristics of the environment.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **Research Approach**

The researcher decided to use the Mixed Method; mixed method research is the combination and integration of qualitative and quantitative methods in the same study. Although researchers have combined qualitative and quantitative data for many years, current conceptualizations of mixed methods research did not emerge until the 1980s. Mixed methods research has developed rapidly in these last few years, emerging as a research methodology with a recognized name and distinct identity (Denscombe, 2008), especially in some fields such as education, health sciences, psychology and sociology. In these fields, this methodological approach is recognized as the third methodological movement, along with qualitative research and quantitative research (Johnson and Onwuegbuzie, 2004; Tashakkori and Teddlie, 2003). Because of the fact that both the qualitative and quantitative analyses were used to analyze and interpret all the data collected during the whole research project, both types of research were very useful since the analysis required a very objective interpretation, graphs and numbers in order to give the reader a clearer view of all the information that was collected through the research instruments.

## **Type of Study**

The researcher decided to conduct this work by also using the descriptive research type of study. The descriptive research attempts to describe characteristics of a sample and relationship between phenomena, situations and events observed by the researcher (Rubin and Babbie, 2008; Thomlison, 2001). Researchers seek to do this by better understanding and measuring how variables are naturally distributed (Yegidis and Weinbach, 2008) To this end, descriptive research often targets a population and/or a phenomenon, and aims to answer the questions “who, what, when, where and how” Thomlison (2001) adds that the primary task is aimed at describing a social phenomenon when it is relatively new or needs to be described. It is important to recognize that there are generally no hypothesis in descriptive research, and on rare occasions, when hypothesis are made, they address correlations and associations, not causal relationships (Yegidis and Weinbach, 2002). There are three distinctive methods to conduct descriptive research. They are: Observational method, case study method and survey research. In this study the researcher applied the observational and survey study to better accomplish the goals for this work.

## **Type of Design**

The non-experimental designs do not have random assignment, manipulation of variables, or comparison groups. The researcher observes what occurs naturally without intervening in any way. There are many reasons for undertaking non-

experimental designs. First, a number of characteristics or variables are not subject or amenable to manipulation or randomization. Further, some variables cannot or should not be manipulated for ethical reasons. In some instances, independent variables have already occurred, so no control over them is possible.

Non-experimental designs may resemble the post-test-only experiment. However, there is a natural assignment to the condition or group being studied, as opposed to random assignment, and the intervention or condition (x) is something that has happened naturally, not imposed or manipulated. The most common methods used in non-experimental designs involve exploratory surveys and/or questionnaires. Non-experimental designs are typically classified as either descriptive or correctional.

[http://www.scielo.br/scielo.php?script=sci\\_arttext&pid=S0104-11692007000300022](http://www.scielo.br/scielo.php?script=sci_arttext&pid=S0104-11692007000300022)

## **POPULATION AND SAMPLE**

### **Population**

The population for this research was the students who were taking Intensive Advanced English II during semester I, 2020 in group 05, from the Foreign Language Department of the School of Arts and Sciences of the University of El Salvador.

## **Sample**

The sample for this research was taken by convenience, so the researcher decided to use all the students taken into account in the whole population since the number of students taking the subject in group 05 were only 27; hence, the whole population was used as the sample.

## **RESEARCH TECHNIQUES AND INSTRUMENTS**

### **Survey and Questionnaire**

The researcher decided to implement the technique Survey for this work; surveys are a very traditional way of conducting research. They are particularly useful for non-experimental descriptive designs that seek to describe reality. So, for instance, a survey approach may be used to establish the prevalence or incidence of a particular condition. Likewise, the survey approach is frequently used to collect information on attitudes and behavior. Some issues are best addressed by classical experimental design where participants are randomized to either an intervention group or a control group. In the real world it is not always a very practical design. There may be good reasons, either ethical or practical, why participants cannot be randomly assigned to a particular intervention. It may also be impossible to identify a control group. Control over the randomization process can also be difficult to achieve.

[https://www.rds-yh.nihr.ac.uk/wp-content/uploads/2013/05/12\\_Surveys\\_and\\_Questionnaires\\_Revision\\_2009.pdf](https://www.rds-yh.nihr.ac.uk/wp-content/uploads/2013/05/12_Surveys_and_Questionnaires_Revision_2009.pdf)

In order to apply the technique survey, it was necessary to utilize the instrument called questionnaire which was developed by the teacher; questionnaires are useful option to consider when conducting a postal survey. They can be cheaper than personal interviewing and quicker if the sample is large and widely dispersed. For any postal survey regardless of the sample size you must allow at least six weeks for the first wave of questionnaires to be returned, and another four weeks for each successive mailing. As with telephone interviewing, a postal survey is useful if your respondents are widely distributed. However, due to the lack of personal contact between the respondent and the researcher, the design and layout of the questionnaires' is all important.

[https://www.rds-yh.nihr.ac.uk/wp-content/uploads/2013/05/12\\_Surveys\\_and\\_Questionnaires\\_Revision\\_2009.pdf](https://www.rds-yh.nihr.ac.uk/wp-content/uploads/2013/05/12_Surveys_and_Questionnaires_Revision_2009.pdf)

### **Interview and Interview Guidelines**

The researcher also used for this study the technique interview; Interview is a conversation for gathering information. A research interview involves an interviewer, who coordinates the process of the conversation and asks questions, interviews can be conducted face-to-face or over the telephone. The internet is also emerging as a toll for interviewing.

[http://sectorsource.ca/sites/default/files/resources/files/tipsheet6\\_interviewing\\_for\\_research\\_en\\_0.pdf](http://sectorsource.ca/sites/default/files/resources/files/tipsheet6_interviewing_for_research_en_0.pdf).

The instrument for the interview was the interview guidelines; typically, interview guides are lists of the topics and questions and interviewer plans to cover during an interview with a job candidate or other industry interviewee. Interview guides are effective tools for maintaining consistency and direction during an interview, and they can range from highly structured interviews to relatively informal conversations. One thing interview guides have in common, though, is that they serve as a guidelines that outlines the topics employers want to know about, what they plan to ask, what order to ask the questions and the discussion points for ending the interview and following up the interviewee.

<https://www.indeed.com/career-advice/interviewing/interview-guides>.

### **Observation and Observational Checklist**

The researcher adapted the technique Observation which fits perfectly to gathered information in person for this study; observation is used in the social sciences as a method for collecting data about people, processes, and cultures. Observation, particularly participant observation, has been the hallmark of much of the research conducted in anthropological and sociological studies and is a typical methodological approach of ethnography. It is also a tool used regularly to collect data by teacher researchers in their classrooms, by social workers in community settings, and by psychologists recording human behaviour.

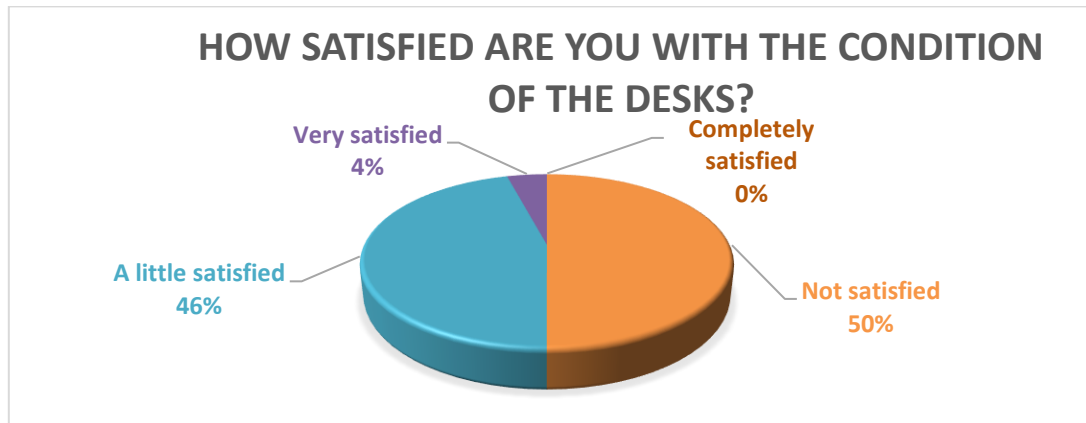
[https://www.researchgate.net/publication/257944783\\_Collecting\\_data\\_through\\_observation](https://www.researchgate.net/publication/257944783_Collecting_data_through_observation).

The instrument was checklist; an observation checklist is a list of questions that an observe will be looking to answer when they are doing a specific observation of a classroom this checklist is often given to the teacher to ensure that there is clear communication between the teacher, the students and the observe of the classroom.

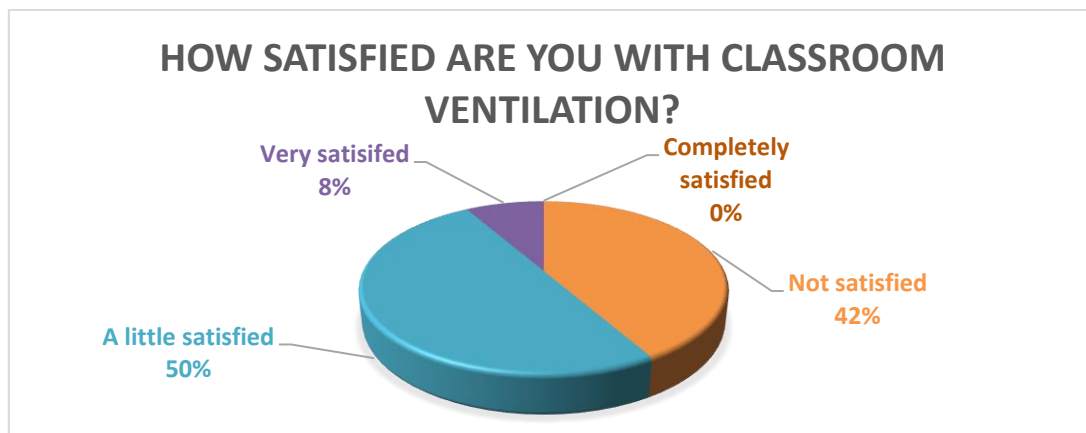
<https://www.reference.com/world-view/observation-checklist-3339276cf1431d40>.

## CHAPTER IV

### ANALYSIS AND INTERPRETATION OF DATA

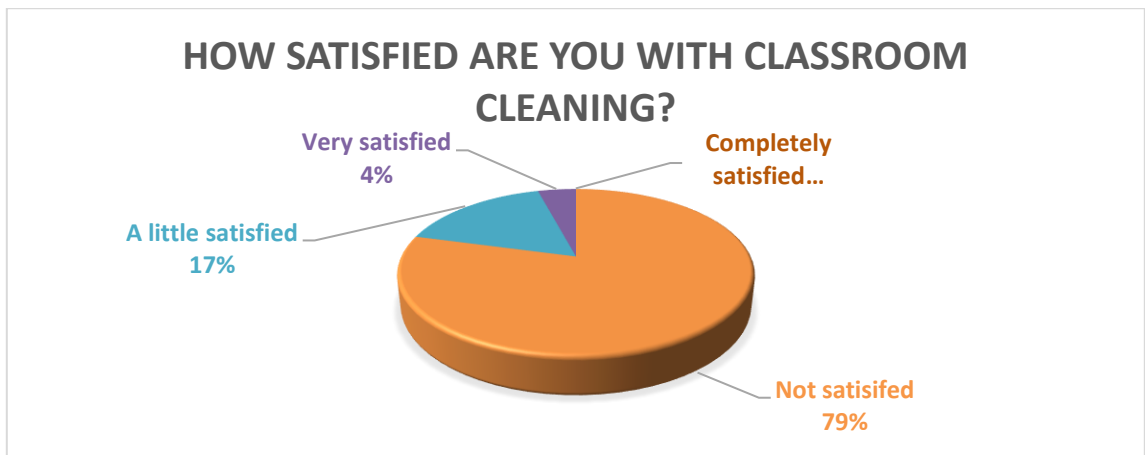


In this question, 50% of the surveyed students said they are not satisfied with the conditions of the desks, 46% said they are a little satisfied, 4% said they are very satisfied, so it can be noticed that almost everybody is not satisfied with the conditions of the desks; taking this into account, the University of El Salvador should take into consideration the renovation of all the desks at the Main Campus, or if the budget allows it, more desks should be bought.

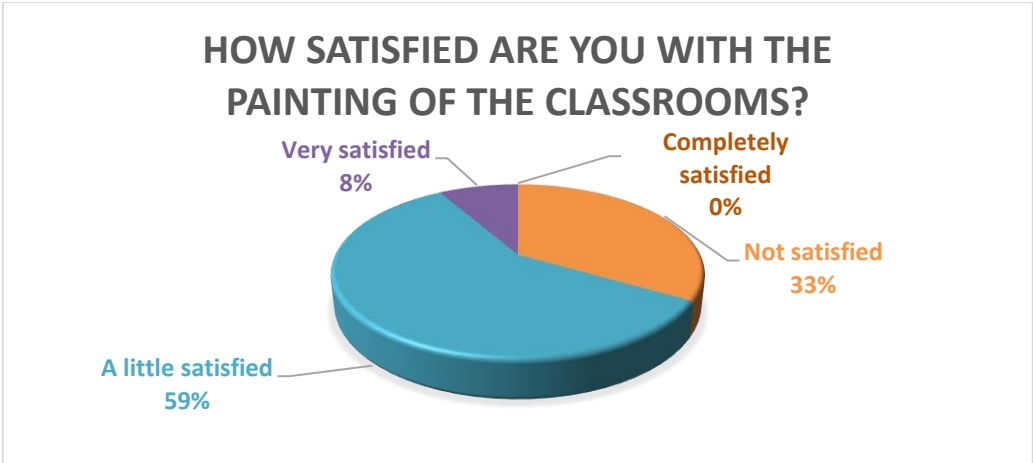




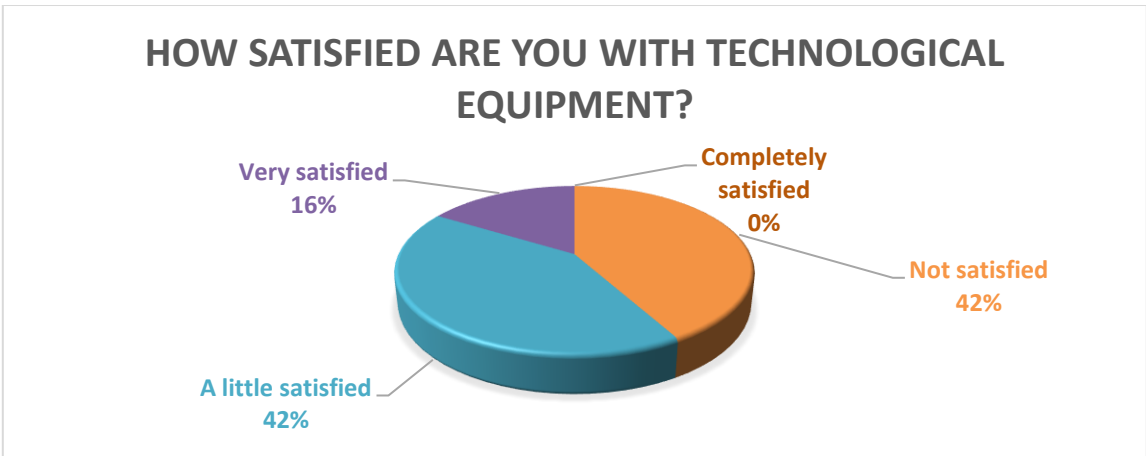
In this question, 42% of the students said they are not satisfied with the classroom ventilation at all, 50% said they are a little satisfied, and 8% percent said they are very satisfied. According to these results, most students are not satisfied at all but at least the majority is a little satisfied with the classroom ventilation. which is not really bad.



In this question, 79% of the students said they are not satisfied with classroom cleaning, 17% said they are a little satisfied, and 4% said they are very satisfied, so it shows a big negativity towards classroom cleaning even though that is something that can be avoided by the students and teachers; however, it represents a big dissatisfaction when talking about classroom environment.

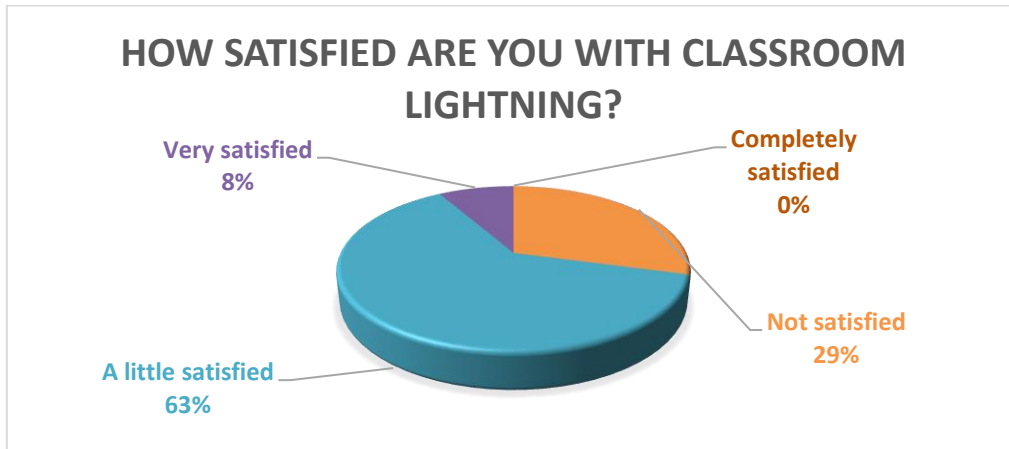


In this question, 33% of the students said they are not satisfied with the painting of the classroom, 59% said they are a little satisfied, and 8% said they are very satisfied; this graph shows that there is a little bit of satisfaction with the painting of the classroom that sometimes cannot be really noticed by them, but in fact, this plays a very important role also in the classroom environment.



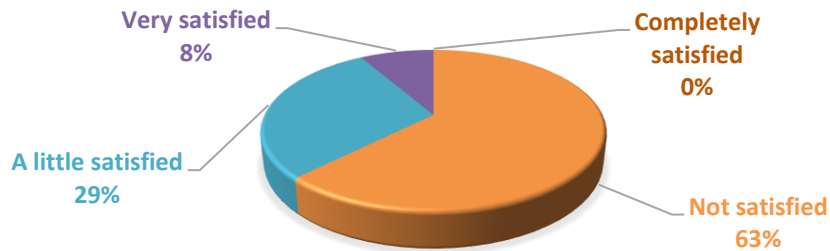
In this question, 42% of the surveyed population said they are not satisfied with the technological equipment the teacher uses in the classroom, another 42% said they are a little satisfied, and 16% said they are very satisfied with

the technology, which is really important nowadays since it is essential for the development of classes; however, the students answers showed they are dissatisfied to a certain degree.



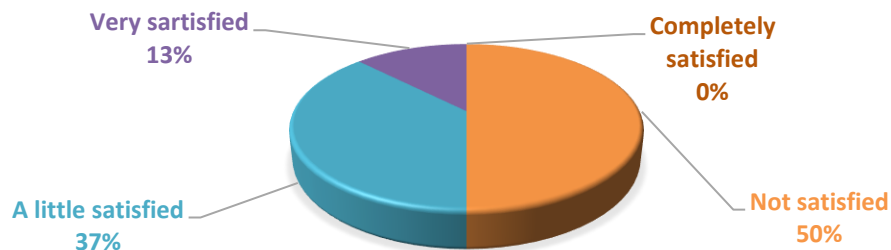
In this question, 29% of the students said they are not satisfied with the classroom lighting, 63% said they are a little satisfied, and 8% said they are very satisfied; this shows how students think about it, and in this question, more than 50% is a little satisfied, which indicates that at least the classroom lighting is not really bad at all like other things involving classroom environment.

### HOW SATISFIED ARE YOU WITH THE SPACE TO MOVE AROUND THE CLASSROOM?



In this question, 63% of the students, which is the majority of the surveyed population, said they are not satisfied with the space to move around the classroom, 29% said they are a little satisfied, and 8% said they are very satisfied. Through these results, it can be noticed that the space to move around the classroom can make a difference, and it shows that classrooms are not large enough in this university so as to hold very large groups.

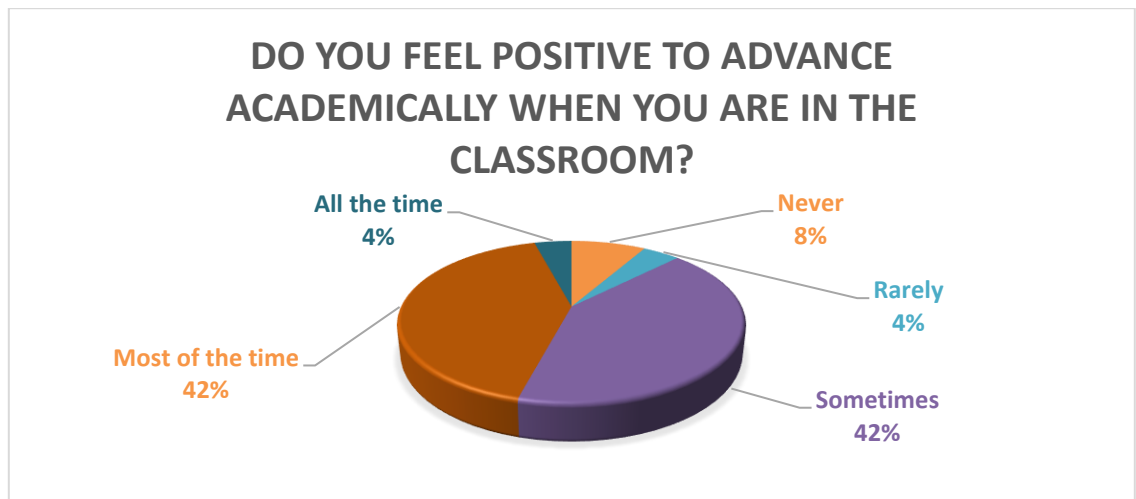
### HOW SATISFIED ARE YOU WITH THE TEMPERATURE OF THE CLASSROOM?



In this question, 50% of the students said they are not satisfied with the temperature of the classroom, 37% said they are a little satisfied, and only

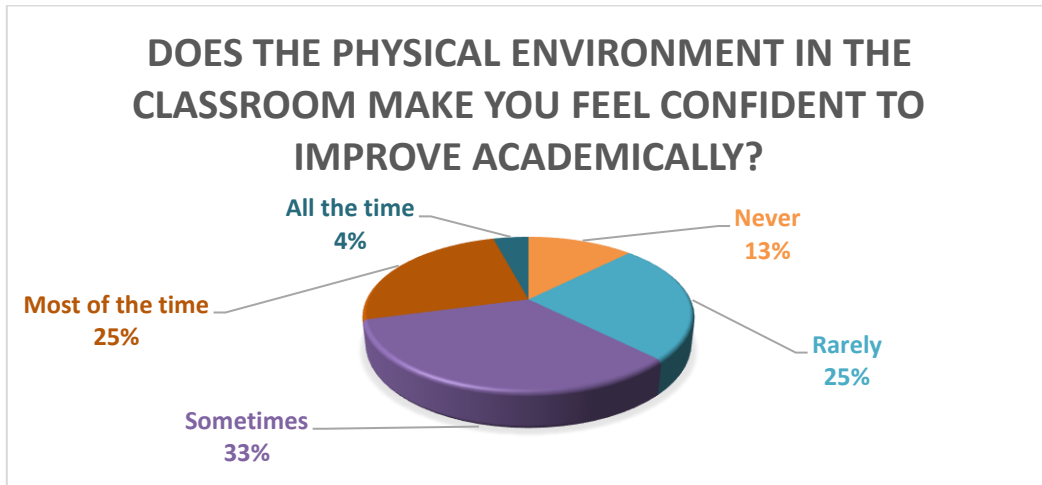
13% said they are very satisfied; one more time, it can be stated that very few students are satisfied with another important factor considered in this survey, which in this case is the temperature of the classroom. Sometimes, it is extremely hot, and other times, it is really wet when it is rainy. This makes students be sort of uncomfortable when attending classes in such bad weather conditions.

### ITEMS RELATED WITH THE EFFECT OF CLASSROOM ENVIRONMENT ON ACADEMIC ACHIEVEMENT



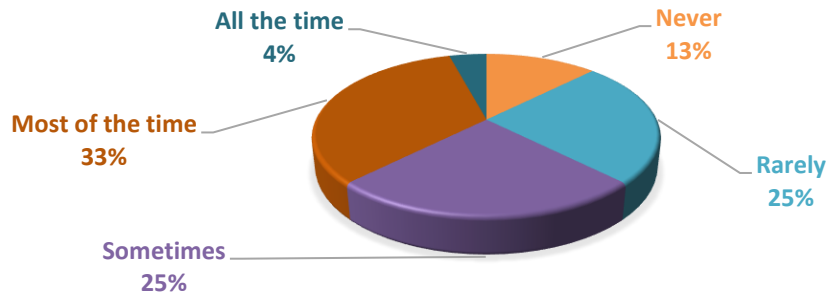
In this question, only 8% of the students said they never feel positive to advance academically when they are in the classroom, 4% said they rarely feel that way, 42% said they sometimes feel positive about it, another 42% said most of the time, they feel positive, and only 4% said they feel positive

all the time. In this question, it can be perceived the students feel positive to advance academically; at least, most of them think that they can achieve their goals, and just a few of them think negatively.



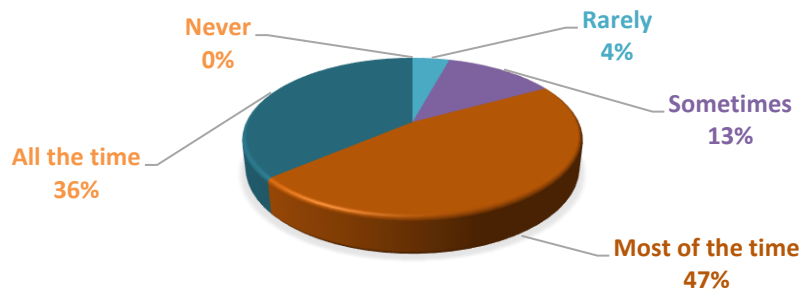
In this question, 13% of the students said that they never feel confident to improve academically because of the physical environment in the classroom, 25% said they rarely do, 33% said they sometimes do, 25% said they feel confident most of the time, and only 4% said they feel confident all the time. The majority feels they can have better improvement if the physical environment in the classroom is good enough to provide that.

## DO YOU FEEL MOTIVATED TO KEEP ON LEARNING WHEN YOU ARE IN THE CLASSROOM?

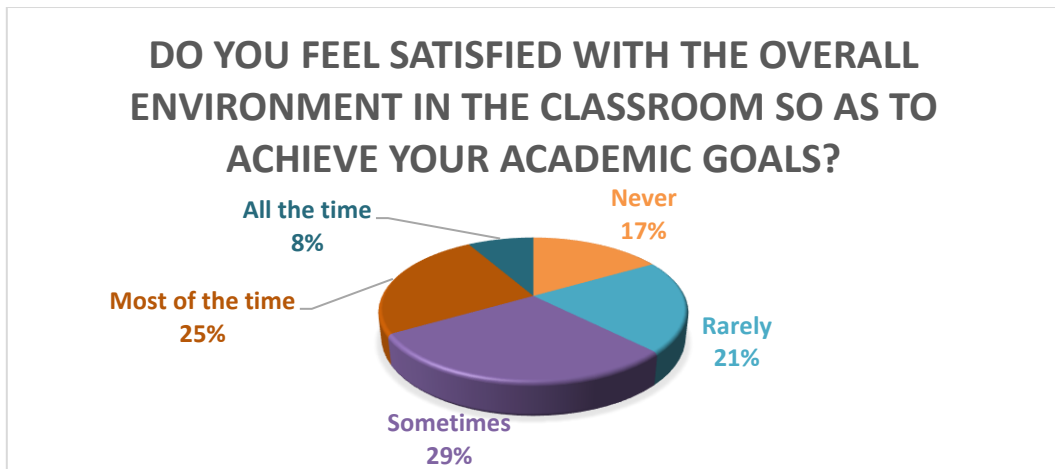


In this question, 13% of the surveyed students said they never feel motivated to keep on learning when they are in the classroom, 25% said they rarely feel motivated, another 25% said they sometimes do, 33% said they most of the time do, and only 4% of the students said they feel motivated all the time. Through this graph, it can be noticed that the students need to feel motivated to keep on learning in the classroom, and they need to be surrounded by a healthy and academic classroom environment; in this question, most of the students said they feel more motivated to keep on learning when they are inside of it.

## DOES THE TEACHER-STUDENT RAPPORT HELP YOU TO IMPROVE ACADEMICALLY IN THE CLASSROOM?



In this question, 36% of the students said the teacher-student rapport helps them to improve academically, 47 students said it helps them most of the time, 13% said it helps them to improve, only 4% said it rarely helps them, while 0% said they never think that the teacher-student rapport helps them to improve academically in the classroom. So, the results of this question show that the most of the students think that teacher-student rapport helps them to improve academically and just a few of them think it does not help them at all.



In this question, 17% said they never feel satisfied with the overall environment in the classroom so as to achieve their academic goals, 21% said they rarely do, 29% said they sometimes do, 25% said they feel motivated most of the time, and only 8% said they feel motivated all the time. So, according to this graph, most of the students are in the middle of the



percentage because half of them feels satisfied with the overall environment in the classroom so as to achieve their academic goals.

## TEACHER'S INTERVIEW

**Objective:** To gather information in order to know about the effects of physical classroom environment on the achievement of students taking Intensive Advanced English II, Group 05, at the Foreign Language Department, School of Arts and Sciences of the University of El Salvador, Semester I, 2020.

Please answer the following questions based on your experience teaching in the H rooms of the School of Arts and Sciences.

- 1. Do you think the conditions of the "H" rooms help students to improve their academic achievement? Yes/No. Why?*

According to the professor, he definitely thinks that the conditions of the H rooms do not help at all to improve the academic achievement of the students. Most of the H classrooms do not satisfy the needs of the students who take courses in those classrooms because they are in very bad conditions; besides, they are not equipped with the necessary pedagogical tools, which includes technological equipment, which could help students to improve in all aspects. He also considers that if the conditions of the H classrooms were better, the students would do much better in terms of their academic achievement. This means the teacher thinks that the physical classroom

environment is strongly affecting the achievement of all students, not only the ones targeted by this study, and it needs to be improved as soon as possible.

2. *Do you think the students could improve their academic achievement if the “H” rooms were equipped with better desks, air conditioning, a better lighting, etc.? Yes/No. Why?*

Based on the information provided by the professor, he definitely thinks the students could improve academically if the H classrooms were equipped with better desks, air conditioning, a better lighting system, etc. since those factors make students work more comfortably, and he considers they could feel more at ease if the temperature of the classrooms were better. All the professors who have taught in the H classrooms are witnesses of the way both teachers and students feel while being there during hot days, especially when classes take place at 1:00 o'clock or during the rest of the afternoon. It is so depressing to see the bad conditions of most of the desks, not only in the H rooms, but also in most of the classrooms of the school of Arts and Sciences. He would say this happens in the whole university. The bad conditions of the lighting system can also be noticed as soon as one enters any of the H classrooms. For both teachers and students, it is hard to do a good job in dark classrooms, in which the lighting system is not good. Taking into account this information, the professors face problems at the moment of teaching. These problems with the temperature and the bad condition of the desks and lighting are the most common problems that are well known according to what the teacher said on this answer, and it needs to be taken care of promptly.

3. *Do you feel comfortable teaching in the “H” rooms? Yes/No. Why?*

In the third question, the teacher said that he did not feel comfortable doing his job in the H classrooms. He said that at the beginning of every semester, he says, “I hope they do not assign the H classrooms to my groups.”, and he is sure no teachers like to teach there. Due to the factors, he talked about in the previous answer, he does not feel comfortable teaching there at all. What the teacher said in this answer is like the feeling of all teachers when they have to teach in those classrooms because nobody likes to be there, neither students nor teachers.

4. *What do you think the Head of the Foreign Language Department should do in order to improve the overall conditions of the “H” rooms?*

The teacher stated that it is a serious problem, and he definitely thinks the Head of the Foreign Language Department should request the Board of Directors of the school of Arts and Sciences to do a thorough analysis of the conditions of the H classrooms, and make them be aware of the fact that those conditions do not really allow the students to improve any ways.

5. *What do you think the authorities of the School of Arts and Sciences should do in order to improve the conditions of the “H” classrooms?*

The professor thinks that the authorities of the School of Arts and Sciences should rebuild the whole area of the H classrooms. If they do not have enough money to do it, they should look for donations from different embassies. He thinks that if they ask for help, they would eventually receive money to rebuild those classrooms, or even they could construct a building in order to provide the students with the conditions they deserve as students of this Alma Mater. The teacher here demonstrates that the urgency of the problems here are continuously affecting teachers and students so the authorities should look for help outside of the university if they do not have enough resources.

6 *If the conditions of the “H” classrooms were improved, what should teachers do to keep those classrooms in such good conditions?*

The professor said that if the conditions of the H classrooms were improved, teachers should make the students aware of the importance of taking care of the classrooms since they are the ones who take classes there. He also said that teachers should tell the students to keep the classroom clean; Janitors do the cleaning in all the classrooms, but if the students do not take care of their rooms, those rooms will soon deteriorate and they would be in the previous conditions or even in worse conditions. The instructions from the professors are also important in order to take care of the classroom environment according to what the professor said in this answer.

7 *If the conditions of the “H” classrooms were improved, what should students do to keep those classrooms in such good conditions?*

The professor reported that this question was very closely related with the previous one. So, upon the teacher’s advice for the students about keeping the classrooms clean, they would put into practice good ways to do it. They should not throw the garbage on the floor; they should not eat or drink inside the classroom. Besides, they should use the garbage containers, and if there’s none, they can go and find one near the classroom. Another thing the students can do is to take care of the new equipment of the classrooms; this includes projectors, fans, boards, or any other equipment. The importance of taking care of the environment by ourselves plays a strong role to keep the physical environment clean and in good conditions as stated by the interviewed professor.

### **ANALYSIS OF THE ETHNOGRAPHIC OBSERVATION SHEET**

The observation was developed at the Foreign Language Department, School of Arts and Sciences, group 05, in the Advanced Intensive English II course. The observation was done in a total of ten classes, using an ethnographic observation sheet.

At first sight, the most common situation was the fact that the class started around, 6:00 a.m.; it could be observed that a few students were a bit late, but not many of them. Still, the class usually started on time.

The classroom was really small, but there was a good ventilation and enough light, not because there were good windows or because of a well-designed classroom, but because there was daylight and the classes were not at night.

The teacher sometimes used a computer and a projector to explain classes, which took the attention from all students; however, due to the fact that the classroom was really small, it was hard for some students because they had to accommodate better and to move around the classroom, which was normally full of students and they were too close to each other with not too much space in between.

The students also struggled in every class with the poor conditions of the desks, which were very few, to say the least. Additionally, there were a lot of students in that class. Due to this, students normally were on time to have the best desk they could find, and not to be the ones who needed to go and look for desks in other classrooms.

The floor was also a big problem for some students because when they were trying to accommodate their desks, it was almost impossible due to the bad conditions of the floor. Besides that, If the students wanted to go to the bathroom, they took more time since the bathrooms are far away from the H classrooms.

Taking into account what was observed, it can be stated that overall, there are several problems to teach and receive classes in those classrooms. All of this, undoubtedly affects the teaching-learning process, which consequently prevents the students from improving not only the academic achievement, but also their overall

performance as students who might be doing a great job if the classrooms were in great conditions, well-equipped, and fully surrounded by a great environment.

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **CONCLUSIONS**

After carrying out this work, the researcher states the following conclusions:

It is urgent to find a solution to all the problems that the students and professors face with the physical classroom environment at the Foreign Language Department, especially at the H classrooms because according to the data collected in this research, there are several problems when dealing with the physical environment issue such as uneasiness on the teachers' and students' side in order to do their job the best possible way.

Most of the students claim for better conditions of the classrooms; however, as they said it, they are not getting strongly affected by the physical classroom environment, or at least they are not saying that in the answers collected during this whole research study; only a few students said they are not positive to achieve their academic goals even with these poor-quality classrooms of the School of Arts and Sciences of the University of El Salvador.



This research shows how the students get used to the bad conditions of the physical classroom environment to such a degree that they do not feel they are affected by it in every class, and they think they can achieve their academic goals even under the bad conditions of the H classrooms. Needless to say, the students would definitely enjoy having better classroom conditions, but it is true, according to this study, that a beautiful or comfortable classroom is not the key element for most of them to be successful in their studies all along their career.

### **RECOMMENDATIONS**

The research recommends to start a plan soon where teachers and students would ask for support to the main government or to the chiefs at the University of El Salvador to create better conditions for the students and professors because the H classrooms are the worst classrooms in the whole department and nobody seems to take care of this big problem that they face every day.

Based on the data collected, it can be noticed that academic achievement is still reachable, however it is advisable that the authorities of the Foreign Language Department take action and get involved in this problem to resolve the poor physical classroom environment, especially at the

H rooms as soon as possible, because the students should not be having classes in very bad conditions anymore.

The researcher and the teacher in charge of the research group agree with the recommendation of looking for resources also outside of the University of El Salvador in case the budget in there is not enough to cover the needs of students when talking about physical classroom environment, and they also recommend the creation of better conditions for the students and teachers; in fact, it is necessary to construct a new building in case the H rooms are too damaged to be reconstructed. This should be taken care of as soon as possible because the weather can cause a disgrace if students continue taking classes in these poor-quality rooms.

## CHAPTER VI

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## CHAPTER VII

# ANNEXES



## STUDENTS´ SURVEY TEMPLATE

**Objective:** To gather information in order to know about the effects of physical classroom environment on the achievement of students taking Advanced English II, group 05, at the Foreign Language Department, School of Arts and Sciences of the University of El Salvador, Semester I, 2020.

How satisfied are you with each of the following aspects regarding physical classroom environment? Using an **X**, mark only one option, please.

STATEMENTS	completely satisfied	very satisfied	a little satisfied	not satisfied
1. condition of desks				
2. classroom ventilation				
3. classroom cleaning				
4. painting of the classroom				
5. technological equipment				
6. classroom lighting				
7. space to move around the classroom				
8. temperature in the classroom				

Based on the previous part of the survey, please give your opinion on the following statements regarding how your academic achievement is affected by writing an X in the option of your choice. (Please mark only one option.)

<b>STATEMENTS</b>	all the time	most of the time	sometimes	rarely	never
1. I feel positive to advance academically when I am in the classroom.					
2. The physical environment in the classroom makes me feel confident to improve academically.					
3. I feel motivated to keep on learning when I am in the classroom.					
4. Teacher-student rapport helps me to improve academically in the classroom.					
5. I feel satisfied with the overall environment in the classroom so as to achieve my academic goals.					



## TEACHER'S INTERVIEW

**Objective:** To gather information in order to know about the effects of physical classroom environment on the achievement of students taking Intensive Advanced English II, group 05, at the Foreign Language Department, School of Arts and Sciences of the University of El Salvador, Semester I, 2020.

Please answer the following questions based on your experience teaching in the H rooms of the School of Arts and Sciences.

1. Do you think the conditions of the “H” rooms help students to improve their academic achievement? Yes/No. Why?
2. Do you think the students could improve their academic achievement if the “H” rooms were equipped with better desks, air conditioning, a better lighting, etc.? Yes/No. Why?
3. Do you feel comfortable teaching in the “H” rooms? Yes/No. Why?
4. What do you think the head of the Foreign Language Department should do in order to improve the overall conditions of the “H” rooms?
5. What do you think the authorities of the School of Arts and Sciences should do in order to improve the conditions of the “H” classrooms?
6. If the conditions of the “H” classrooms were improved, what should teachers do to keep those classrooms in such good conditions?
7. If the conditions of the “H” classrooms were improved, what should students do to keep those classrooms in such good conditions?

## ETHNOGRAPHIC OBSERVATION TEMPLATE

**Objective:** To gather information in order to know about the effects of physical classroom environment on the achievement of students taking Intensive Advanced English II, group 05, at the Foreign Language Department, School of Arts and Sciences of the University of El Salvador, Semester I, 2020.

Class started at 6:00 a.m.

A couple of students were late.

The class usually started on time.

The classroom is really small.

There is a good ventilation.

The illumination is good with daylight.

Many windows are damaged.

There is not enough space to use a projector or any other equipment in the classroom.

Students are too close each other.

Poor conditions of the desks

Not enough desks

Some students are looking for other desks in other classrooms.

The floor is uneven and in bad conditions.

Bathrooms are really far away from the classrooms.

Didactic material in the classroom is in good conditions like board and markers.

The class ended at 7:50 a.m.