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**“The influence of classroom environment on students learning at a private
high school in the city of Loja.”**

TRABAJO DE TITULACIÓN

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DEDICATION

I want to dedicate this research project to my mother, father, and brother, who are always by my side supporting me and encouraging me to be a better person every single day. I also dedicate it to my lovely grandmothers Marujita and Sara who are in heaven as my angels.

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ABSTRACT

This study investigates the influence of the learning environment on student's learning at a private high school in the city of Loja. The main purpose of this study was to investigate the influence of classroom environment on students' learning.

The quantitative and qualitative methods were used to carry out this research. The sample consisted of 50 students from eight grades between 11 and 12 years old. The principal sources of data collection were students' questionnaires and class observations. Questionnaires were applied based on three different areas classroom environment factors, teacher specific factors, and students' specific factors.

The most important finding obtained from this study was that inside the class there are some factors that affect the learning environment such as the lack of natural light inside the classroom and that inside the classroom there is no fresh air coming from outside.

Key words: environment, learning, factors, classroom, climate.

RESUMEN

Este trabajo investiga la influencia del ambiente en el aprendizaje de los niños en una escuela privada de la ciudad de Loja. El factor principal de este estudio fue identificar y analizar los factores que afectan el ambiente de aprendizaje en los estudiantes. Para llevar a cabo esta investigación cuestionarios fueron aplicados basados en tres diferentes áreas factores del aula, factores específicos del profesor y factores específicos del alumno.

La muestra consistió en 50 estudiantes de octavo grado entre las edades de 11 a 12 años pertenecientes a una escuela privada de la ciudad de Loja. Con el fin de obtener datos el método cuantitativo y cualitativo fueron usados. La fuente principal de la recolección de datos fueron los cuestionarios a los alumnos y las observaciones de clases.

La profesora y los alumnos contestaron las 50 preguntas, las respuestas fueron analizadas basadas en los estudios realizados anteriormente sobre el tema, las encuestas y las observaciones de las clases, de esta manera se pudo concluir que dentro del aula hay muchos factores que afectan el ambiente del aprendizaje como la falta de luz natural dentro del aula y que dentro del aula no hay aire fresco que venga de afuera del aula.

Palabras claves: ambiente, aprendizaje, factores, clima del aula

INTRODUCTION

The impact of the classroom environment in the learning process has become a really important part of education nowadays, because it has to deal with how students feel inside the classroom, how they see teacher as an authority or as a friend, or how they get along with their classmates.

The present research project focuses on the influence of the learning environment in student's learning at a private high school in the city of Loja. The main purpose of this research is to investigate the influence of classroom environment on students' learning. The objectives that guided this research were to identify and analyze the factors that influence in the classroom environment and to determine the impact of the classroom environment on students' learning.

Some previous studies based on the influence of the learning environment in student's learning have been conducted.

An interesting study was conducted by Blackmore, Betaman, Cloonan, Dixon, Loughlin, Mara, and Senior (2010), whose main purpose was to research about the extent to which innovative learning environments contribute to improve cognitive, affective, and social learning outcomes for students. As conclusion the authors said that improving students' learning is possible by changing the habits of the minds and hearts of teachers to focus on student learning. This means focusing on the purpose and rationale for change, the social practices of teaching and leading, relationships with colleagues, and organizational structures and cultures that support collaborative inquiry. At the same time, there are ranges of external factors which impact on an individual school's capacity to improve student learning, the neighborhood environment, the policy environment, and the built environment. The limitations were the time that has elapsed in each of these environments constrains any substantial or enduring predictors of cognitive, affective and social learning outcomes for students. The very short period of data collection for this study exacerbates this situation.

A second relevant study is the one carried out by Shernoff, Tonks, and Anderson (2013). The main purpose of this study was to answer the following question: what is the influence of research-based dimensions of the learning environment on students' engagement while participating in that environment? As conclusion the authors established that educators and researchers have focused on curriculum and assessment without fully

exploring the extent to which features of the learning environment are proximally related to engagement and learning. Identifying environmental dimensions that promote engagement has the potential to enhance high school instruction and learning for the benefit of both teachers and students. Foundational perspectives on motivation and contemporary theories of educational psychology continue to push our thinking with respect to design and implementation of learning environments that promote engagement and positive experiences likely to advance student learning.

Finally, the purpose of the study conducted by Samani (2012) was to identify the influence of indoor lighting on students' learning performance within learning environments from knowledge internalization perspective. The most important finding obtained from this study was that good lighting classrooms could motivate students for better learning. In a good lighting classroom students are more relax, do not sleepy, and they have a kind of motivation in that place to learn better. Any limitation was found in this study.

The present research will benefit to teachers because the results obtained from this research may help them know the problems that students have inside the classroom; it will also help them change some attitudes or methods used in class. Moreover, this research also gives a better view of what is causing students' bad performance, bad behavior inside the classroom and what is affecting students' learning inside the classroom. In addition, directors from the institution will also be benefited from the results of this research since this will help them have a clear idea of what things they should change or progress in the classrooms in order to improve the learning environment in which students are involved.

Finally, the current research has two limitations that are referred to time and the days of the class observations. In fact, the questionnaires were applied in one day and in few minutes according to the time that was assigned by the directors; also, the class observation was affected because they were done two weeks before the end of the school year; so there was not time enough to observe classes in a proper manner.

LITERATURE REVIEW

In this section some topics will be presented. These topics will be related to the learning influence of the classroom environment that provides the basis of the present research.

Learning environment

Stronge (2002) states that at the beginning of the year teachers have the goal of establishing a classroom environment that is favorable for helping all students' work cooperatively in order to learn. The author also says that the classroom environment can either improve or impede the student's ability to learn and feel safe and comfortable as a member of the class. Stronge also claims that creating an atmosphere of mutual respect, where students feel relaxed in asking questions and expressing their thoughts and feelings will cause a great effect on students learning.

Some areas to consider when creating an atmosphere of mutual respect are classroom design, classroom procedures, and classroom strategies. Implementing a few strategies that address these areas can help develop a strong sense of community and encourage positive interactions and cooperative learning for students. A warm classroom environment can lead to increase academic achievement and a sense of pride and belonging in the school (Stronge, 2002).

The Early Childhood Curriculum Framework (2009) states that structuring the environment both indoors and outdoors is important in order to ensure that it supports children's learning and development across planning, organizing, resourcing, and evaluating; the adult continually makes decisions about equipment, materials, and people in the environment.

School and classroom environment

A school's environment is its atmosphere for learning. It includes the feelings people have about the school and whether it is a place where learning can occur. A positive environment makes a school a place where both staff and students want to spend a substantial portion of their time; it is a good place to be (Howard, Howell, & Brainard, 1987).

In addition, Howard, Howell, and Brainard (1987) state that a positive school environment is an integral component of an effective school. They also say that school environment is consistently identified as a variable that is a characteristic of effective schools and one that is positively associated with academic success. The authors also claim that the eight factors characterizing effective schools include: leadership, school environment, teacher/student relations, curriculum instruction, resources and finance, physical environment, evaluation, and parent/community.

The authors also say that the nature of the school environment has been shown to have a strong influence on the way students develop and learn. They also refer to the association of school environment with improved student outcomes; for example, it is more likely that students will have higher achievement, more positive self concepts, improved behavior, and higher aspirations when the environment of the school is positive. In some cases, the link between school environment and student outcomes is relatively direct. In other cases, school environment may have a more indirect effect, such as promoting a positive sense of belonging, participation in school tasks and activities, and attendance (Howard, Howell, & Brainard, 1987).

Pilarand Brown (2008) establishes that students spend a large proportion of their day in school or pursuing school-related activities. While the primary purpose of school is the academic development of students, its effects on students are far broader; also, their physical and mental health, safety, civic engagement, and social development. Further, its effects on all these outcomes are produced through a variety of activities including formal pedagogy, after-school programs, caretaking activities (e.g., feeding, providing a safe environment) as well as the informal social environment created by students and staff on a daily basis.

Regarding to classroom environment, Shalaway (2005) states that warm and well-run classrooms begin with the room's physical layout, the arrangement of desks and working space, the attractiveness and appeal of bulletin boards, the storage of materials, and supplies. The author also claims that the physical characteristics of learning environments can affect learners emotionally, with important cognitive and behavioral consequences. Although emotional reactions to environmental stimuli have been shown to vary widely across individuals and activities, most students would probably find learning difficult in a classroom that is stiflingly warm. Conversely, environments that elicit positive emotional responses may lead not only to enhance learning but also to a powerful, emotional

attachment to that space. It may become a place where students love to learn, a place they seek out when they wish to learn, and a place they remember fondly when they reflect on their learning experiences.

Clearly, some learning environments are more comfortable and offer fewer distractions than others. In any learning environment, physical characteristics that cause discomfort can be expected to interfere with learning; environments that produce positive emotional states can be expected to facilitate learning and the development of place attachment (Shalaway, 2005)

Moreover, Miller (2011) indicates that classrooms with highly cooperative groups appear to have students with more positive perceptions of fairness in grading, stronger class cohesion, and higher degree of social support, as well as higher achievement scores.

In addition, Nosal (2012) claims that the atmosphere must be conducive to taking safe challenges with out fear of ridicule. A positive environment is the building block in developing a child with the positive self-efficacy to take safe challenges. If a child fears shame and ridicule from peers and teachers, they will avoid taking risks to protect themselves from embarrassment.

Nosal also says that the classroom environment will dictate how well or poorly a child will learn. The author also states that a major factor in the classroom environment is the teacher's role. Teachers must take their position as a role model seriously. Through observing role models, children hone skills that well assist their successful assimilation into society. Nosal also claims that a classroom that lacks a teacher that exhibits quiet control will see behavioral issues exacerbate. So structuring a classroom so positive teacher - student relationships develop will have a trickle down effect. Positive behavior will appear in venues such as the playground, parental interaction, and socialization with other children.

Characteristics of the classroom learning environment

Hannah (2013) states that a large amount of a child's time is spent sitting in a school classroom. This place is where they will learn the various skills deemed necessary and proper for them to achieve success in the global society. The author also says that the classroom is where they will gain an understanding of their place in the world and the gifts that they have to offer it. It is where the student develops what he or she wants his or her

future to look like, as well as knowledge of the skills needed to reach that goal. As the classroom has being such an important place in the growth of a child, it is important to understand the ways in which its environment affects on students learning in order to receive maximum effectiveness in instruction.

If not approached correctly, a classroom can be set up in a way that stifles creativity or does not promote a positive learning environment. There are many things that can affect this environment. There are physical elements such as wall art, arrangement of desks, or resources. Also, there are intangible elements such as the energy of the classroom, the rules, or the sounds within the room. Each of these can impact a student's focus and achievement in the class. They can also affect a teacher's attitude in the class (Hannah, 2013).

Another characteristic that is inside the elements of the classroom is the emotional environment. The way, in which a teacher organizes their class, or how they control it, will yield positive or negative consequences for their students. If a teacher is unmotivated or negative there will be a direct impact on the students within the classroom. Similarly, if a teacher is motivated and positive they will likely have a beneficial impact on their students as well. It is important for a teacher to understand this cause and effect in order to understand how to organize their classroom to create a better learning environment (Hannah, 2013).

Hannah (2013) also states that developing rapport with students is essential in creating a good classroom environment. It can be difficult, though, to maintain authority if not handled well. There are a few strategies that a teacher can use to establish a good relationship with their students. The first one is how the teacher dresses. It is understandable that a teacher must maintain a level of professionalism in their attire. Teachers should not dress in the exact same fashion as their students either. However, if a teacher is always wearing a suit or dress they can be perceived as unapproachable. This is where the balance comes into play. A teacher should be dressed professionally enough to establish authority, but relaxed enough that a student isn't intimidated to ask them questions. The teacher should convey that they are the rule maker, but that they also genuinely care about the student's problems or questions. To do this teachers should dress modestly but relaxed. They should cross fun with professionalism.

According to Hannah (2013), the standard for many classrooms today is to have desks aligned in rows within the classroom. This system of arrangement seems to make

students lose focus and creates a higher number of disruptions in the classroom. This structure does not encourage interaction between students and focuses more on the student as an individual completing their own work. Humans are social creatures that want attention, and if they aren't going to be able to get it from their classmates then they will commonly act out to get attention from their teacher.

Additionally, when student first steps into a room they will make a judgment about the type of class they are going to be taking. They will look to see how desks are arranged. They will notice what is hanging on the walls. 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 that this is a classroom 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. The wall art will demonstrate to the student that the teacher cares about their work enough to show it off (Hannah, 2013).

Another aspect of the classroom that is difficult to control but can play a large part in keeping students engaged is the classroom temperature. This can be a tricky facet to modify in the classroom since many schools use a central heating system. Too cold or too warm of a classroom can make students sluggish or inattentive. Also, poor circulation of air can create dust or air pollution that can affect students' allergies. A classroom with fresh, warm air can create an atmosphere conducive to learning. Thirty students will look for anything to distract them from the lesson, regardless of how trivial it may seem. Removing problems created by things such as temperature, light, or sound removes potential distractions for students (Hannah, 2013)

According to National Curriculum Framework (2005) states that children are constantly interacting with the physical environment of their schools during structured or unstructured time, consciously or unconsciously. Yet not enough attention is paid to the importance of physical environment for learning. Often classrooms are overcrowded, with no alternative spaces to learn, nor are they attractive, inviting or sensitive towards children's needs. Inappropriate school design may drastically affect the teacher's productive output and classroom management. In fact, the role of this all encompassing, physical environment has been restricted merely to shelter the educational activity.

When children are asked about the kinds of spaces they like, very often they want to be in a place that is colorful, friendly, and peaceful, with lots of open space offering with small

nooks and corners, animals, plants, flowers, trees, and toys. In order to attract and retain children, the school environment must have all these elements in and around them (National Curriculum Framework, 2005).

Classrooms can be brightened up by first ensuring adequate natural light inside and then made lively by displaying children's work on the classroom walls as well as in different parts of the school. Drawings, art, and craftwork put up on the walls and shelves send out a powerful message to children and their parents that their work is appreciated. These must be displayed at locations and heights that are physically and visually comfortably accessible to children of various ages.

Other authors Scott, Leach, and Bucholz (2008) claim that one of the first things a teacher does at the beginning of the school year is to organize, arrange, and decorate the classroom. The physical environment of a classroom plays a part in the ownership students feel about their school and more specifically their class. The classroom environment should do as much to foster cooperation and acceptance as the instructional method the teacher uses.

In addition Rutter, Maughan, Mortimore, and Ouston (1979) expressed that decorating a classroom with some kind of warmth can help to promote a sense of comfort and security. Classrooms tend to be rather cold, bare places until they are decorated. Adding a splash of color can bring life to a sterile environment. Color choice is important when decorating a classroom. Teachers should keep in mind that red and orange can make children feel nervous and unsettled while blue and green can help students feel calm. Furthermore, Hathaway (1987) says that, dark colors take natural sunlight out of a room and can even make people feel drowsy and listless. Hathaway also says that plants, soft chairs, rugs, and pillows can help to add warmth and comfort to a class environment.

Interpersonal and socio-environmental factors influencing the classroom environment

Patrick, Ryan, and Kaplan (2007) found that there is a strong, positive relationship between students' level of motivation and engagement and their perceptions of the classroom environment as being socially supportive. The perception of an environment of mutual respect is required in order for students to increase their use of effective study strategies and increase feelings of confidence about their ability to successfully complete assignments. Furthermore, when students perceive that they receive emotional support and

encouragement from their teachers and academic support from their peers, they are more likely to be on-task in the classroom and use self-regulated strategies.

On the other hand, some students and classrooms are more focus on obtaining grades than on the mastery of objectives; these students and classrooms are said to be performance oriented rather than mastery oriented. Patrick, Ryan, and Kaplan (2007) examined this social-cognitive aspect of classrooms and they stated that the classroom-level learning goal can be linked to both behavioral and academic outcomes. Students in classrooms where performance is emphasized are more likely to engage in cheating, avoid help seeking, and exhibit lower levels of academic engagement. In contrast, students who are in a classroom where the focus is on learning and improvement demonstrate higher levels of self-efficacy and engagement as well as more positive affect. Students who are more focused on grades tend to have higher grades; those students who are more focused on mastering objectives tend to engage in more academically challenging tasks and retain information learned for a longer period of time.

Rodriguez (2004) refers to children and adolescents, both when there are barriers for participation and learning and not only by curriculum, but especially by the conditions in which all development takes place, including the multiple intra-individual factors and systems of social relations and discourses and condition of the environments in which they participate. Classroom environment concerns the affective-relational area; it observes, for example, feeling of meaning, participation, well being, respect, self-confidence, and perceptions formed in the interaction between pupils and school. All children have the right to feel that the school involves and welcomes them in a positive way. The impact of the classroom environment on learning processes through social interactions has been defined as the group of psychological and social characteristics of a classroom, determined by structural, personal and functional factors. The classroom environment has to do with characteristics and behavior of the teachers, of the pupils, the interaction among these and, in consequence, the class dynamic is unique and particular to these elements.

In addition, Chang (2003) and Wentzel (2002) claim that interpersonal relationship is modulated by the interactions between pupils and between teacher and pupils in a context, the school, and in a national and local discourse. These interactions are crucial, not only its number, but essentially its quality, that is also closely related to multiple dimensions of the development of each player. The individual development (pupil or teacher), which impacts on

these interactions are in turn influenced by many factors, including their self-satisfaction, self-image, process of learning and social competence, among others.

The discourse beliefs, expectations, and attitudes of teachers in school, particularly in view of the difference, have profound effects on various socio- emotional dimensions, including level of self-concept, the process of acceptance and rejection among peers and the social adjustment among the pupils. The relationship between peers (in that it promotes self-knowledge and understanding of each other in a horizontal relationship with significant others) is also a reflection of the skills brought into play by each individual, and thus an important factor in the upholding or modification to the level of those skills (Chang, 2003 and Wentzel, 2002).

Specific dimensions correlated with self-esteem, as a preference, or social rejection by peers are also well known not only as a consequence but as determinants of relationships, social adjustment and the academic success (Santos, 2007).

In addition, Monsen and Frederickson (2004) explain that although peer groups have an important influence, the teacher has a vital role in changing attitudes. Even if language and attitudes are important research shows that infra-verbal signals underlying the dynamic in the emotional environment is ever important. In classes where the teachers have a positive attitude and inclusion of all students is emphasized, there is a higher degree of satisfaction, and a distinctively lower level of disagreement or quarrelling among students.

Ljusberg (2009) established that inclusion requires a deep acceptance of all individuals with variations in their ethnicity, religion, language, gender, class, in their diversity of needs, opportunities and difficulties. In this perspective it is indispensable to add the pupil's own experience of participation, as well during classroom time and during breaks – being able to take part in and have access to the information that flows in and outside of the classroom. The creation and maintenance of this environmental and socio-emotional environment in which all pupils can feel that they and their classmates are psychologically safe, valued and accepted, ensure active involvement and sense of belonging is therefore a non-condition for the successful development of any inclusive practice.

In conclusions, it is essential for students have a great feeling of acceptance inside the class due to it will be reflected in the student's attitude during the class, and how successful the results are in the learning acquisition; however, it is not always the case,

some students are not accepted or just cannot suit in class with the rest of classmates and when this happens it is when the learning process starts to fail and frustration and self-confidence are damaged (Ljusberg, 2009).

Attitudes of the Learners

In an English class, the teacher attitude is really important, but it is more essential how the students feel about learning a new language. When a student feels comfortable about the learning of a foreign language, the result is going to be successful not just for the student but for the teacher too. On the other hand, if the student has a bad attitude about learning because he or she doesn't like the language or just because of the fear of making mistakes can lead to frustration on keeping learning; so student's attitude will be different and the learning process will fail.

According to Weimer (2009) students who have the impression that nothing they do will alter the results of the learning process, or who attribute success to good luck and failure to bad luck, or who see the pedagogy and didactic practice of the professor as the determinant of success or failure, will make little effort to contribute to their own learning. It is important for them to remember that what students believe about learning and themselves as learners play a key role in determining their success as learners. If a student believes that no matter what they do, they won't succeed in a course, even being in a course with a highly rated effective teacher does not change the effects of those beliefs.

International Students Assessment (2004) states that a genuine interest in school subjects is important as well. Students with an interest in a subject are likely to be more motivated to manage their own learning and develop the requisite skills to become effective learners of that subject. Hence, interest in the subject is relevant when considering the development of effective learning strategies. In contrast, anxiety about learning any subject can act as a barrier to effective learning. Students who feel anxious about their ability to cope in any subject learning situations may avoid them and thus lose important career and life opportunities. Finally, the majority of students' learning time is spent in school and the environment of the school is important for the creation of effective learning environments, if a student feels alienated and disengaged from the learning contexts in school, his or her potential to master fundamental skills and concepts and develop effective learning skills is likely to be reduced.

International Journal of Scientific and Research Publications (2013), argue that Education is the powerful tool, which helps to modify the behavior of the child according to the needs and expectancy of the society. Student's attitude is an integral part of learning and it should, therefore, become an essential component of second language learning pedagogy. Especially in Education, if students have positive attitude towards any subject, they can achieve many things in that specific area. There is an interaction between language learning and the environmental components in which the students were grown up. Both negative and positive attitudes have a strong impact on the success of language learning.

According to Glanz, Rimer and Viswanath (2008)

Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude (p. 71).

Learning Styles

Ldpride (2008) explains that learning styles refer to the variations in the ability to accumulate as well as assimilate information. Basically, learning style is the method that best allows the learner to gather and use knowledge in a specific manner. Each individual may possess a single style or could possess a combination of different learning styles. In most cases, the characteristics of a learning style can even be observed at a relatively young age. Once someone has identified its particular learning style, it will be able to identify ways in which adapt its learning process and its studies to maximize its education. The way that students apply the techniques to study is their learning style, which allows them to get better results in their learning process.

However, Woolfolk (2007) mentions that there are learners who take a deep-processing approach which means that they learn for the sake of learning and they are not concerned on how their own performance is evaluated, and that there are learners who take a surface-processing approach, which means that they just memorize learning materials

without understanding them because they are just worried about grades and the desire to be evaluated positively by others.

Bedford (2004) establishes that teachers have to bear in mind that people differ consistently from each other in their preferences (e.g., emotional, environmental) for certain ways of processing information, these individual differences are measurable. Matching or mismatching students' learning styles with instructional techniques affects learning significantly. It is important that the teacher has a good understanding of the different learning styles. This will not only help teacher to understand the method that children use to learn, but it will also help to customize the method that the teacher uses to teach his/her children. Teacher doesn't have to assume the way he/she learns, is the way the children learn best. If the teacher is able to teach in ways that compliment a specific learning style, he/she will find that the children are able to retain more information over a longer period of time.

Teacher Attitude

Teacher's attitude is connected with instructional behavior that influences student's achievement. Gourneau (2005) states that effective attitudes and actions employed by teachers ultimately can make a difference on the learning of their students. Furthermore, teacher's attitudes are reflected in their daily practice and interactions with colleagues, parents, and students. Besides, students perceive teacher's attitude and place value of them.

Gourneau (2005) also establishes that teachers have the opportunity to leave an indelible impression on their students' lives. School experiences mold, shape, and, can influence on how children view themselves inside and outside of school. These school memories have the potential to last a lifetime in students' minds and can play a consequential role with present and future decisions. It does not take long for students to realize that teachers make the difference between a long and boring school year and an exciting and challenging year. The effective attitudes and actions employed by teachers ultimately can make a positive difference on the lives of their students.

Gourneau (2005) also says that a teacher must have these five effective teacher attitudes: genuine caring and kindness, shared emotions and feelings as well as a sincere interest and care about their students. A willingness to share the responsibility involved in a classroom, this attitude focuses on the ability of the teacher to establish a shared

environment; an effective teacher must not be overly possessive or need complete control of the children and environment. It is important to allow students both responsibility and freedom within the classroom community. A sincere sensitivity to the students' diversity this attitude deals with empathy and the importance of understanding teacher's students.

Gourneau (2005) also states that intimidation in front of the class, results in reluctance to volunteer. Particular groups feel strongly that effective teachers believe every child can and will learn. Teachers do not point out weakness, but instead stress individual strengths and talents by encouraging creativity. This attitude stresses the importance of stimulating the students' creativity, teachers who listen to students' ideas and suggestions for lessons and activities. In fact, the effective teachers are open to students' ways of being imaginative and also utilized many approaches to learning. So, students appreciate and are personally motivated when teachers designed lessons that considered their interests, skills, and needs.

It is known that attitudes have a profound impact on teacher practices and behaviors. Richardson (1996) states that, "attitudes and beliefs are a subset of a group of constructs that name, define, and describe the structure and content of mental states that are thought to drive a person's actions"; with effective attitudes, teachers, and students can develop relationships of mutual respect and trust.

In conclusion, there is potential in every student, and a teacher's attitude and actions can leave lasting impressions. Teachers need to be risk takers by being themselves and by trusting their students. They also need to create independent individuals so learning is more likely to take place. Effective teachers genuinely care, like, accept, and value their students. These teachers will demonstrate kindness, share responsibility, accept diversity, foster individual instruction, and encourage creativity (Gourneau, 2005).

In the following pages some studies about the influence of classroom environment on students learning will be included.

Shernoff, Tonks and Anderson (2013) carried out a study with the main purpose of answering the following research question: what is the influence of research-based dimensions of the learning environment on students' engagement while participating in that environment? Student engagement in high school classes was captured by the experience sampling method and linked to instructional episodes and corresponding characteristics of the learning environment assessed from video classroom observations. It was observed

seven, ninth, through 12th grade class sessions in a variety of core subjects: English, math, science, social studies, and Spanish. A total of five teachers and 140 students in two schools (referred to as School A and School B) participated in this study.

As a conclusion the authors found a feature of optimal learning environments, which was related to cognitive apprenticeship, in which the teacher modeled and made explicit the thinking processes required for complex problem solving. Such conditions provided strong scripts or prescriptions for directing student action or expression. Simultaneously, students felt emotionally supported through a positive relational tone often created by very subtle use of positive feedback and affirmation, expressions of student interest, and use of humor.

Another study is the one carried out by Lizzio, Wilson, and Simons (2002) the authors seek to make both a theoretical and practical contribution to the literature regarding the nature and impact of university students' perceptions of an academic environment on their learning approaches and outcomes.

For carrying out this study a broad-based survey of students from the same university was conducted with 5000 students being randomly selected from within the university to represent approximately equal numbers of males and females across 14 faculties (including humanities, business, commerce, environmental sciences, computing sciences, social sciences, law, education, health sciences, and visual and performing arts) and all years of study. Questionnaires were mailed to individual students' home addresses in approximately 3 months after the completion of the academic year.

In this study the authors found that perceptions of a good teaching environment influence students towards deep approaches to studying, and conversely, students' perceptions of a bad teaching environment influence them towards surface approaches to studying.

Blackmore et al., (2010) conducted a study with the purpose of investigating which innovative learning environments contribute to improve cognitive, affective, and social learning outcomes for students in 12 Victorian schools. These schools self-nominated for inclusion in the Innovative Learning Environment Program study undertaken by the Centre for Educational Research and Innovation (CERI) in the OECD. Applicants were to address learning aims and intended outcomes in terms of the knowledge, understandings, and skills of the ILE, the learners who were its focus and the role of teachers and/or facilitators.

As conclusions the authors established that this study indicates that there is no simple coincidence between an ILE and flexible learning spaces, whether renovated and new, and no simple association between innovative learning environments and/or flexible learning spaces and improved student learning outcomes. The study can confidently identify effective steps in the preparation for, and the transition to, new learning spaces or other innovative learning environments. It also provides a detailed and insightful mapping of how teachers and students are currently using Innovative Learning Environments by identifying significant engagement with collaborative and flexible teaching. They also say that designing built environments on sound pedagogical and architectural principles that are appropriate to community needs provide new opportunities for teachers and leaders to create new partnerships and imagine new pedagogical possibilities.

Ševkušić, Anđelković, and Milin (2014) carried out a study with the main goal of answering the following two research questions: (1) How do teachers assess the importance of certain aspects of the classroom climate and their own engagement in creating favorable climate, and (2) which factors determine the quality of classroom climate. The research encompassed teachers from 40 primary schools in Serbia. The schools were randomly chosen from a representative school sample, with attention to appropriate regional representation. The sample was made up of 43.2% of lower elementary class teachers and 56.8% subject teachers, while 77.8% were female and 22.2% male teachers. The average school teaching experience was 17 years and the average number of students per class was 24.

This study confirmed that the classroom social climate is an overarching construct that is comprised of different, but related dimensions. In this research, the authors address four essential areas of focus, which they call dimensions of classroom climate (equality in communication, social relationships between students, respect for students' feelings and organization of group work). Although there is not yet a consensus about which dimensions are essential to measuring classroom climate validly, they believe that empirical evidence will help to refine and focus our understanding of the aspects of classroom climate that can and need to be assessed. By selected these classroom climate dimensions they wanted to highlight the social-emotional aspect of the teaching process, which is, in their opinion, relatively neglected in educational research. On the basis of the gained results, they could conclude that teachers in Serbia highly value the importance of all researched aspects of the classroom climate and believe that they are engaged to a large extent in creating a positive classroom climate.

Finally, Samani (2012) carried out a study with the purpose of identifying the influence of indoor lighting on students' learning performance within learning environments from knowledge internalization perspective. In this study, the researcher used Pulay (2010) survey and measured the influence of lighting on students' learning performance. Data consisted on 150 students from Alpha course in Malaysia.

The authors agree with the importance of lighting in classrooms and the influence of that on students' performance. They argued that lighting quality has direct influence on students' learning performance. According to the experts interview "Good lighting classrooms can motivate students for better learning." In a good lighting classroom students are more relax, do not sleep, and they have a kind of motivation in that place to learn better. Also, the quality of light in classrooms considers how students concentrate to what they should do or work on. The good learning environments that include the appropriate lighting quality will be a kind of intangible motivation and encouragement for students to learn better. It can lead them to focus on their tasks and work better on subjects. Also, according to experts interview adjust lighting in classrooms can increase students' attention and it can increase their performance.

METHOD

Setting and participants

This study was conducted in the city of Loja. One private school was selected to be part of this research. The sample was taken from a group of 50 students from 8th grade of basic general education. The students were from 11 to 12 years old.

Procedures

To carry out this research, it was essential to start collecting relevant information about the topic in order to build up the literature review. Also, some previous studies related to the research topic were reviewed and included.

The methods used were qualitative and quantitative. The main instruments used were a students' questionnaire and an observation sheet.

After that, the field research was conducted. The first step was to ask to the director of the institution for permission to apply a questionnaire to students and perform class observations. After that, the process of gathering information started; a questionnaire was applied to students from 8th grade. The questionnaires were divided into three aspects: Classroom Environment Factors, Teacher- Specific Factors, and Students-Specific Factors that are represented in different Tables. The first aspect consisted on 8 questions, the second in 19 questions, and the third aspect in 17 questions.

Also, class observations were made during one week and for a period of 45 minutes; it helped to gather detailed information about the classroom environment.

This section is focus on the description, analysis, and interpretation of the results, the qualitative method is use; when the information from the questionnaires and class observations was collected; the next step was to tabulate all the information. The tabulation was done according to the parameters of the questionnaires that were five indicators: Never 1, rarely 2, sometimes 3, often 4, and always 5. Then, for gathering data the quantitative method was used to transfer numbers into percentages, which helped to develop the analysis.

The next step was the analysis and interpretation of the data collected. It was done by analyzing students' answers and class observations; then it was supported with information taken from the literature review.

Finally, some conclusions and recommendations about the results obtained were presented in order to complete this research project.

DISCUSSION

Description, analysis and interpretation of results

This section contains the results obtained from students' questionnaires and class observations, which are going to be analyzed and interpreted in order to know the influence of classroom environment on students learning. The information gotten from the students' questionnaire was quantified; then it was presented in percentage form. So the analysis of results is presented below.

Qualitative and Quantitative Analysis

Table 1

Classroom Environment Factors

N°	Classroom Environment Factors	Never		Rarely		Sometime s		Often		Alway s		Blank		Total	
		F	%	F	%	F	%	F	%	F	%	F	%	F	%
1	Everything is organized in your class.	3	6	6	12	20	40	11	22	10	20			50	100
2	Your classroom is always clean	1	2	12	24	10	20	17	34	6	12	4	8	50	100
3	Your classroom is well illuminated	19	38	6	12	8	16	4	8	11	22	2	4	50	100
4	The frequency the windows are open to allow fresh air	17	34	7	14	12	24	9	18	4	8	1	2	50	100
5	There is always didactic material available to develop class activities	2	4	4	8	4	8	13	26	25	50	2	4	50	100
6	The physical environment allows for alternative seating arrangements	1	2	4	8	9	18	11	22	25	50			50	100
7	Students are comfortable with the classroom environment	2	4	6	12	10	20	13	26	19	38			50	100
8	Students feel motivated with the environment in each class	1	2	4	8	11	22	12	24	22	44			50	100

Author: Karen Alejandra Orellana Rosillo

Source: Students' questionnaire

The table above shows the results obtained from the first section of the students' questionnaire that is related to classroom environment factors. The first statement refers to

the organization of the classroom; it was found that 40% of students indicated that their class is sometimes organized, 22% often, 20% always, 12% rarely, 6% never, and 8% of students did not provide an answer.

Based on these results and the observations performed, it is stated that the classroom sometimes is organized; in fact, the materials in the classroom were in different places, students had to look for them and they lost too much time doing it. This fact confirms that when a class is not well organized, students are not going to pay attention to the teacher because they are going to be distracted for the disorganization inside the class. In this regard, Kohn (1996) claims that classroom organization is evident in a room, even when no one is present. He also states that Furniture arrangements, location of materials, displays, and fixed elements are all part of organization.

Statement number two allowed to know if the classroom is always clean, 34% of students answered that their classroom is often clean, 24% indicated that the class is rarely clean, and 20% sometimes, 12% always, 6% never, finally, 8% of students did not answer question number two.

According to class observations, the classroom before the break was really clean, but at the end of the class it was really dirty; there was some paper and some backpacks all over the floor. It was noticed that when the classroom is really dirty while students are inside it they lose interest and they do not feel comfortable in the class, so the learning environment changes into one that is full of distractions.

According to Shalaway (2005), the physical characteristics of learning environment can affect learners emotionally, with important cognitive and behavioral consequences.

Statement number three refers to if the classroom is well illuminated, 38% of the students agreed that the classroom was never well illuminated, 16% of them answered sometimes, 12% rarely, 8% often and 4% in blank. On the other hand, 22% of students claim that the class is always well illuminated.

According to the observations done, the classroom was not always well illuminated; most of the time, the teacher asked to a student to open the door and the windows in order to have better illumination. In fact, it was noticed that when a class is not well illuminated, it causes some problems, for example, students cannot see the board and their notebooks;

also, the teacher couldn't see their students clearly; so these problems influence negatively to the learning process. In this concern, Shalaway (2005) explains that learning appears to be affected adversely by inadequate light, extreme temperatures, and loud noises variables maintained within acceptable ranges in most college classrooms.

Moreover, National Curriculum Framework (2005) establishes that classrooms can be brightened up by first ensuring adequate natural light inside and then made lively by displaying children's work on the classroom walls as well as in different parts of the school.

Following with statement number four, which refers to the frequency the windows are opened to allow fresh air, 34% of the students said that the windows were never opened to allow fresh air; besides, 24% of them indicated sometimes, 18% often, 14% rarely, and the remaining 8% partially agreed that the windows were always opened to allow fresh air; only 2% of students did not give an answer to the statement.

Once more, the observation helped to determine that the windows sometimes were opened; actually, when students got really tired and distracted, the teacher asked to a student to open the window so students could breathe fresh air. This fact confirms that opening the windows positively influences in the classroom-learning environment since it contributes to have better atmosphere and get students' attention.

Hanna (2013) claims that a too cold or too warm classroom can make students sluggish or inattentive. Also, poor circulation of air can create dust or air pollution that can affect students' allergies. A classroom with fresh, warm air can create an atmosphere conducive to learning.

Statement number five refers to didactic material available to develop class activities. It was found that 50% of students agreed with this statement, 26% often, 8% sometimes and rarely. However, 4% of the students claim that there is never didactic material to develop activities, and 4% did not provide an answer.

To confirm this, in the observations performed, teacher gave them two different kinds of materials to work with that obviously caught student's attention to reinforce what they were learning. The materials that teacher used were a song lyrics that students had to complete while they were listening to the song and fill out some incomplete sentences. It can be said that it is pretty good that a teacher uses attractive material to teach something new because

this catch students' attention and motivates them to learn more. In this way, students see learning English as a good thing. It also helps to avoid boredom in class and positively influences on students' learning.

In this concern, Mondal (2015) states that it cannot be denied that the type and quality of instructional materials and equipment play an important part in the instructional efficiency of the school. It is difficult to do a good job of teaching in a poor type of building and without adequate equipment and instructional materials.

Statement number six contributed to know if the physical environment allows for alternative seating arrangements; it was found that 50% of students completely agreed that they always can arrange their chairs in different ways. On the other hand, 22% of them said often, 18% sometimes, 8 rarely and only 2% of them said never.

Based on the observations performed, it is confirmed that the physical environment of the classroom allowed for alternative seating arrangement because the class was big enough for the number of students. In fact, it was noticed that it was easy for the teacher to move chairs; one day they moved the chairs and place them like a semi circle to have better view of the teacher.

Besides, it was observed that teacher gave students two different activities to be done in class, one of them consisted on getting together in eight groups of five, they had to get together and move with their chairs to the group in an specific part of the classroom. For them, it was really easy to move through the class and put their chairs in circles and work in their groups. They could work in different activities that allow them to move around the class; it was clear that this kind of activities influence the learning environment in a good way due to students have the opportunity to interact with their classmates. The National Curriculum Framework (2005) confirms the opinions above when they say that children are constantly interacting with the physical environment of their schools during structured or unstructured time, consciously or unconsciously.

Analyzing statement number seven, 38% of students agreed that they always feel comfortable with the classroom environment, 26% often, 20% sometimes, 12% rarely, and 4% of them never feel comfortable inside the class.

In the observation made, students seemed to feel comfortable with the classroom environment; it was noticed that the classroom environment allowed students to feel relaxed and they enjoyed participating their ideas and feelings, which contributed to have a good learning process. It is truly important that students feel comfortable with the classroom environment because that way they feel free to participate and collaborate in classes. In this regard, Shalaway (2005) emphasizes about environments that elicit positive emotional responses may lead not only to enhance learning but also to a powerful, emotional attachment to that space. It may become a place where students love to learn, a place they seek out when they wish to learn, and a place they remember fondly when they reflect on their learning experiences.

The last statement refers to if students feel motivated with the environment in each class. It was found that 44% of them indicated that they always feel motivated with the environment of their class, 24 % often, 22% sometimes, while 8% rarely and just 2% agreed in never.

Throughout the observation, students were motivated about doing the activities that have been given to them. Also, the environment inside the class was really kind between students-students and students-teacher. Actually, it was noticed that students felt comfortable with the learning environment because they were motivated to participate and cooperate inside the class. This situation can be matched with Patrick, Ryan, and Kaplan (2007) as they affirm that there is a strong, positive relationship between students' level of motivation and engagement and their perceptions of the classroom environment as being socially supportive.

Table 2
Teacher- Specific Factors

Nº	Teacher- Specific Factors	Never		Rarely		Sometime s		Often		Always		Blank		Total	
		F	%	F	%	F	%	F	%	F	%	F	%	F	%
9	The teacher sets out classroom rules at the beginning of the academic year					2	4	2	4	46	92			50	100
10	The teacher explains the consequences of breaking rules					1	2	9	18	40	80			50	100
11	The teacher fosters good communication using the appropriate time and place	2	4	3	6	4	8	13	26	28	56			50	100
12	The teacher always consents to new topic suggestions	1	2	3	6	5	10	14	28	27	54			50	100
13	The teacher is concerned about what students want to learn	1	2	4	8	4	8	10	20	31	62			50	100
14	The teacher pays attention to all students and encourages them to learn	2	4			2	4	9	18	37	74			50	100
15	The teacher knows all the students' names	1	2	3	6	2	4	7	14	37	74			50	100
16	The teacher considers all students to be important	1	2	1	2	2	4	6	12	40	80			50	100
17	The teacher has become a friend rather than an authority	5	10	7	14	7	14	18	36	25	50			50	100
18	The teacher is tolerant toward students	1	2	6	12	9	18	14	28	11	22			50	100
19	The teacher is not a strict person	2	4			3	6	3	6	20	40			50	100
20	The teacher controls classroom discipline	1	2	5	10	4	8	10	20	42	84	2	4	50	100
21	The teacher fosters a suitable classroom environment	3	6	4	8	1	2	4	8	28	56			50	100
22	The teacher is kind and respectful	3	6	4	8	1	2	4	8	37	74	1	2	50	100
23	The teacher tends to embarrass students when they do not know the right answer	22	44	11	22	3	6	5	10	9	18			50	100
24	The teacher delivers boring classes	18	36	8	16	9	18	9	18	5	10	1	2	50	100
25	The teacher puts forward innovative activities for students to do			1	2	6	12	18	36	23	46	1	2	50	100
26	The teacher gives clear instructions in order to develop class activities	1	2	1	2	5	10	4	8	39	78	1	2	50	100
27	The teacher assigns tasks and they are clear enough for students to understand.					2	4	8	16	40	80	1	2	50	100

Author: Karen Alejandra Orellana Rosillo

Source: Students questionnaire

The table above shows the results obtained from the second section of the student's questionnaire, which is about teacher specific factors. Statement number nine contributed to know if the teacher sets out classroom rules at the beginning of the academic year. It was found that 92 % of the students agreed that their teacher always sets classroom rules at the beginning of the academic year, 4% often, and 4% sometimes.

This factor influences the learning environment in a huge way because through it the teacher lets students know what they can do and what they cannot do in the classroom since the beginning of the academic year; it also contributes to have a friendly environment, which is beneficial for the learning process and the relationship between students and teacher. Some rules that the teacher set out were: do not speak in Spanish during the class; do not eat inside the classroom and, to ask for permission when students want to go to the bathroom.

During the class observation, it was evident that students follow the rules because all the time they tried to speak in English and everyone asked for permission to go to the bathroom. The students clearly followed the rules and they knew what was allowed to do inside the classroom. In this regard, Moore and Hansen (2012) state that creating limits helps teachers maintain classroom in order so more teaching and learning can take place. Teachers who avoid setting limits/ rules and imposing necessary structure will often find that chaos results.

Statement number ten permitted to know if the teacher explains the consequences of breaking rules. It was obtained that 80% of students agree with the fact that their teacher always explains them the consequences of breaking rules, while 18% answered often, and 2% sometimes.

Based on the class observation, it can be said that when the teacher started the class, she asked to individual students to mention the classroom rules and she told them what was going to happen if somebody broke a rule. The strategy that the teacher used when a student broke a rule was the deleting of one happy face and at the end of the class they counted them and the one who had less happy faces had to do extra homework. Regarding this, Moore and Hansen (2012) affirm that when teachers have established the rules for their classroom and the consequences for breaking the rules, they have taken the first step in making students aware of what will and will not be tolerated in the classroom.

In statement number eleven it was obtained that 56% of students indicated that their teacher always foster good communication using the appropriate time and place, 26% often, 8% sometimes, 4% never, and 6% rarely.

According to the observations done, it can be said that the teacher let students finish the first activity and when she saw them tired or bored she started a group conversation in which all students had to participate, she started to ask questions to individual students. This strategy is a good way to help students forget just a moment about studying and it helps students to be relaxed and confident inside the class. Stronge (2002) claims that creating an atmosphere of mutual respect, where students feel relaxed in asking questions and expressing their thoughts and feelings will cause a great effect on students learning.

Statement twelve and thirteen allowed to know if the teacher always consents to new topic suggestions and if teacher is concerned about what students want to learn. The results indicated that 54% of students said that their teacher always lets them to talk about new topics related to the ones they are learning, 28% often, 10% sometimes, 6% rarely, and 2% never. It was also obtained that 62% of students agreed that their teacher is always concerned about what students want to learn, 20% often, 8% sometimes and rarely, and 2% never.

Referring to the class observation, it was noticed that the teacher gave students 5 minutes to think about topics that they would like to learn; then those topics were, in somehow, related with the grammar of the textbook. Clearly, it was a great strategy from the teacher to give them the opportunity to express and talk about topics that they would like to learn; in this way, the teacher created a great learning environment because students' thoughts were being taken into account creating a space of good relationship. Gourneau (2005) establishes that a teacher must have the ability to provide meaningful learning opportunities for all students. Students appreciated teachers who helped them succeed with their learning experiences.

In statements number fourteen and fifteen, it was found that 74% of students answered that their teacher always pays attention to all of them and encourages them to learn, 18% often, 4% sometimes and never. In statement fifteen it was also found that 100% of students agreed on that the teacher knows the students' name.

In the observation performed, it was noticeable that the teacher paid a lot of attention to students; specially, on how students were doing the activities. It was noticed that while students were working the teacher went to each single group to ask if they had questions or needed any help at the end of an activity; the teacher almost always told students that they had done a great work. It was a great idea from the teacher to motivate her students because that way she created on students a concern about learning more and improving their knowledge. To support this asseveration, Gourneau (2005) affirms that effective teachers genuinely care, like, accept, and value their students. These teachers will demonstrate kindness, share responsibility, accept diversity, foster individual instruction, and encourage creativity.

Statement number sixteen shows that 80% of students totally agreed that their teacher considers that all of them are important, 12 said often, 4% sometimes, and 2% rarely and never. Based on the class observation, it can be said that when students were presenting their class work, the teacher was really concern at listening to all students. It was also noticed that the teacher gave the same time to each student to present class; it was easy to realize that the students were motivated to learn more and cooperate in the class and this situation is because the teacher makes students feel important and secure about what they know. Concerning this, Ljusberg (2009) states that to improve learning a deep acceptance of all individuals with variations in their ethnicity, religion, language, gender, class, in their diversity of needs, opportunities and difficulties is necessary.

Analyzing statement number seventeen, which refers to if the teacher has become a friend rather than an authority, 50% of students indicated always, 26% often, 14% sometimes, and 6% rarely, whereas 4% marked never.

The observation showed that the teacher was really friendly with students; the class environment was well managed from the teacher and from students; it was evident that the teacher had a good relationship with them and students respected her because when the teacher asked them to do something or when she asked them to be quiet they immediately did what they teacher asked for. But sometimes teacher had to be stricter because if she was really nice with them they started to talk and make noise. In this concern, Gourneau (2005) says that an effective teacher must not be overly possessive or need complete control of the children and environment. It is important to allow students both responsibility and freedom within the classroom community.

Statement number eighteen contributed to know if the teacher is tolerant toward students, 36% of them absolutely agreed that their teacher is often tolerant with them, 22% always, 14% sometimes and rarely, 10% never, and 4% do not answer to this statement.

Meanwhile, during the observation, it was clear that the teacher was really tolerant and patient with students. In addition, when students got bored and they started to talk to each other the teacher always asked them to please be quiet, if they once again started to speak the teacher gave them 5 minutes to get distracted so then they could continue with the class.

According to Zeiger (2015) teachers must be disciplinarians, doling out fair and consistent punishments to students who break the rules. At the same time, teachers must show care and concern for students.

Statement number nineteen and twenty, which permitted to know if the teacher is a strict person and if she can control the discipline of the classroom; it was found that 40% of students indicated that their teacher is always a strict person, 6% sometimes and rarely, and 4% never. It was also found that 84% of students indicated that their teacher always manages the classroom discipline, 28% often, 18% sometimes, 12% rarely and 2% never.

The results of the students' questionnaire match with the observation done due to it was evident that the teacher could control the classroom discipline; in fact, the teacher just had to told students twice to be quiet so they calm down. Also, it is confirmed that students followed the classroom rules because it was noticed that most of the times students asked for permission to sharpen the pencil, or asked for permission to go to the bathroom.

Besides, the teacher was not too strict but neither too permissive with students; it was also observed that the teacher was comprehensive when students asked her for something. Soin this case, it can be said that the teacher had a respectable classroom environment. In this regard, Evertson, Emmer, and Worsham (2000) say that effective teachers establish and maintain an environment in which learning can occur. To create this optimal learning environment, teachers need a repertoire of strategies for establishing rules and procedures, organizing groups, monitoring and pacing classroom activities, and handling misbehavior.

Statement number twenty one shows that 56% of students completely agreed that their teacher always fosters a suitable classroom environment, 20% often, 10% rarely, 8%

sometimes, 2% that she never foster a suitable learning environment, and 4% did not gave an answered for this assertion.

In the observation made in class, the teacher was all the time positive and enthusiastic about teaching to students, which allowed a suitable learning environment due to students were motivated to keep learning. It is evident that the teacher fostered an appropriate learning environment because the learning process occurred in a positive way on students. So it is really important that the teacher presents and creates an environment in which all students are included and their opinions are respected and taken into account. Stronge (2002) states that at the beginning of the year teachers have the goal of establishing a classroom environment that is favorable for helping all students work cooperatively in order to learn. The classroom environment can either improve or impede the student's ability to learn and feel safe and comfortable as a member of the class.

Statement number twenty two, which lets to know if the teacher is kind and respectful, 74% of students claim that their teacher is always kind and respectful, 8% indicated often, 8% rarely, 6% never, 2% sometimes and 2% did not answered.

The observation performed permitted to know, that the teacher was all the time respectful with students; the teacher heard all students' opinions and even more when students were presenting their work; it was also noticed that when the teacher asked the students to do something the teacher always was polite and kind. In this classroom, teacher and students respect each other; it was evident that the classroom environment was well managed for both parts given the opportunity to students to feel comfortable and to the teacher to feel free to teach in a peaceful and respectful classroom influencing the learning environment in a positive way.

The whole analysis made above, confirms what Lannier (1997) teachers job is to counsel students as they grow and mature, helping them integrate their social, emotional, and intellectual growth.

Statement number twenty three is referred to if the teacher tends to embarrass students when they do not know the right answer; it was found that 44% their teacher never embarrasses them, 22% indicated rarely, 18% always, 6% sometimes, 10% often. Throughout the observation, it was noticed that when they were performing their class work and a student made a mistake, the teacher in that moment corrected the student in front of

the class, sometimes, some students laughed when the teacher corrected to a students' mistake. So, it can be said that when teacher corrects mistakes to an individual student in front of the whole class, the only thing that the teacher is doing is creating insecurity in the student. This factor will strongly affect the learning environment due to the next time that the pupil is going to participate he or she will do it but with the fear of making a new mistake and be embarrassed in front of the class. This opinion is confirmed by Marachi, Midgley, Friedel (2002) who say that when students perceive that their teacher takes care not to embarrass them, they report lower levels of maladaptive behaviors. In addition, students' perceptions of teacher care not to embarrass moderates the relation between mastery goal perceptions and projective coping, and between performance-approach goal perceptions and avoidance of help seeking.

In statement number twenty four it was found that 36% of students agreed that their teacher never presents boring classes, 18% agreed that sometimes and often, 16% rarely, 10% always and 2% did not answer. According to the class observation made, it was noticed that in different days the teacher presented two different activities, which students developed with enthusiasm, it was also observed that the way how teacher explained the new grammar was really creative; so it was evident that students did not get bored at attending the class because they worked really well and paid attention to the teacher. According to Flanagan (2013) states that there is a strong acting/entertainment factor in dynamic teaching. Great teaching should inspire learning through more than attention grabbing.

Statement number twenty five shows that 46% of students agreed that their teacher always puts forward innovative activities for them to do 36% indicated often, 12% sometimes, 4% rarely, and 2% did not answer. In this case, it was easy to observe that the teacher used an innovative activity every class. In fact the teacher used the lyrics of songs to practice the new grammar. So, while students had fun listening to the song they were learning and practicing the new grammar. The classroom environment is affected when teacher uses old ways to teach, like translation or dictation, but in this case the teacher look for new ways of teaching and engaging students attention. Keppel (2013) says that educational institutions are facing new challenges resulting from technologically driven changes in teaching and learning, globalization of higher education and changes in the economic climate.

Pearlman (2014) also establishes that schools supporting 21st century learners realize that new pedagogies project based learning and active student use of technology and making tools are what enables and activates these learners.

Statement number twenty six and twenty seven allowed to know if the teacher gives clear instructions in order to develop class activities and if the teacher assigns tasks that are clear enough for students to understand. It was found that 78% totally agreed that their teacher always gives them clear instructions, 10% sometimes, 8% often, and 2% rarely and never. Referring to the fact that the teacher assigns tasks that are clear for students; it was found that 80% of students indicated always, 16% often, 4% sometimes, and 2% did not answer question number twenty seven.

Based on the class observation, it can be said that before teacher assigned activity she explained to students how to develop it; then the teacher asked to individual students to explain aloud what they had to do, in this way, teacher made sure that everyone has understood what they were about to do. This situation can be match to Gattegno (2015), who refers that without clear instructions, students may become confused, may lose confidence, and may not get the most out of the experience.

Table 3
Students-Specific Factors

N°	Students-Specific Factors	Never		Rarely		Sometime s		Often		Always		Blank		Total	
		F	%	F	%	F	%	F	%	F	%	F	%	F	%
28	Students get to know each other very well.			1	2	1	2	14	28	34	68			50	100
29	Students do not show any interest in knowing their classmates	21	42	6	12	4	8	14	28	4	2	1	2	50	100
30	Students do not get along well with other classmates	10	20	6	12	10	20	13	26	11	22			50	100
31	Students are keen to develop class activities			1	2	5	10	17	34	27	54			50	100
32	Most of the students pay attention to the teacher			7	14	7	14	21	42	15	30			50	100
33	Very few students participate in the classroom activities	5	10	9	18	11	22	15	30	10	20			50	100
34	Students like to help each other to do class activities			5	10	6	12	5	30	24	48			50	100
35	Students often remain silent	5	10	13	26	14	28	15	30	3	6			50	100
36	Students spend too much time playing in the classroom	9	18	18	36	10	20	8	16	5	10			50	100
37	The class resembles a party rather than a classroom	20	40	9	18	9	18	9	18	3	6			50	100
38	Students can get into trouble because of too much chatting	10	20	5	10	10	20	9	18	16	32			50	100
39	If a student breaks a rule, he/she is admonished.			3	6	2	4	5	10	40	80			50	100
40	Students get distracted by drawing or throwing papers to each other and this distracts them	21	42	8	16	4	8	8	16	19	38			50	100

41	Most of the time students do what they please in the class	21	42	8	16	7	14	8	16	3	6			50	100
42	Students organize group-work easily to develop tasks or projects	2	4			4	8	11	22	33	66			50	100
43	Students get to choose the desk where they want to sit	8	16	8	16	7	14	5	10	22	44			50	100
44	Students will learn more depending on the teacher's performance on the day			3	6	1	2	6	12	40	80			50	100

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Source: Students questionnaire

The table above shows the results obtained from the third section of the students' questionnaire. It is about student's specific factors. Statement number twenty eight shows that 84% of students get to know always each other very well, 28% often, 2% sometimes and rarely. Based on the class observation, it was evident that students know each other very well due to the interaction between them during the class was really kind and respectful. Moreover, they called each other by their names, and when the teacher checked the list and one student did not attend that day the class, the rest of the class said, "he/she is not here" this confirmed that students clearly identified each other. As it is known, students spend most of the time inside the classroom and their classmates become into a really important part on students' life; so they develop a relationship; which contributes to the learning environment in a way that students feel comfortable with the people around them. According to Meadan (2008) and Patton (2006) the interactions and relationships between peers in childhood have a key role in structuring their subsequent social adjustment throughout life; so it is important for teachers to make collaborative efforts towards the creation of environments that support and lead to the promotion of acceptance and social competence among teacher-student and student-student.

Statement twenty nine, which refers if the students do not show any interest in knowing their classmates; it was found that 42% answered never, 28% often, 12% rarely, 8% sometimes and always, and 2% did not answer the question. In the observation done, it was found from the teacher that since the beginning of the school year students were really exited about knowing each other, and making new friends. This fact is also confirmed by students'

answers. So this factor influences the learning environment because if students know each other activities may be performed in a better way in the classroom. Sadly, the class observation was made almost at the end of the school year and at this point students were friends so they knew each other really good. Ljusberg (2009) claims that it is essential for students to have a great feeling of acceptance inside the class due to it will be reflected in the student`s attitude during the class, and how successful the results are in the learning acquisition.

Statement number thirty refers to students who do not get along well with other classmates; the answers obtained were the following 26% often, 20% never and sometimes, 22% always and 12% rarely. Actually, it was kind of difficult to observe those students who did not have good relationship with other classmates because the interaction between students was limited; due to they were attending class, or working in groups. Students' answers reflect that there are some students who do not have a good relationship between them; this factor affects the learning environment because if they don not get along well this may cause division in the classroom and therefore a bad environment is going to be in the classroom. Also, it can be said that it is also teacher responsibility to create and improve students' relationship by giving them the opportunity to interact in an environment where respect and friendship is an important way to succeed. Jennings and Greenberg (2009) establish that students' relationships with supportive teachers are expected to promote a sense of connectedness in the classroom, which should result in less problematic behavior and enhanced prosaically behavior.

Statement number thirty one, which refers to if students are keen to develop class activities, 54% of the students answered that they always are keen to develop class activities, 34% often, 10% sometimes and 2% rarely.

The class observation allowed to notice that students most of the time were happy and motivated to develop different activities that were presented by the teacher and it was because the activities were really attractive for students; it was also noticed that the activities proposed by the teacher were according to students English level, so they could work alone or in groups; in fact, students enjoyed working on those kinds of activities. It is really important that students feel motivated and happy in learning or developing certain kinds of activities because it encourages them to learn more and it helps them improve their knowledge and makes the learning environment a great place to learn In this regard, International Students Assessment (2004) states that a genuine students' interest in school

subjects is important because that way they are more motivated to manage their own learning and develop the requisite skills to become effective learners of that subject.

Statement number thirty two shows that 42% of students totally agree that they often pay attention to the teacher, 30% always pay attention, 14% sometimes and rarely. As Welty (1989) affirms that some students can get easily distracted since they can hear what the other classmate is saying. According to the observation made in class, students paid attention to the teacher most of the time, and when they got distracted for something, such as a classmate next to a student started to whisper or someone did something funny, the teacher was able to control discipline and made students concentrate again. Students' distraction, is a factor that affects the learning environment because this develops a chain of bad attitudes during the class; for this reason, teacher should be really clear with the rules inside the classroom in order to manage a great learning environment in which everyone obtains a benefit from it both teacher and students.

Statement number thirty three shows that 30% of students answered that very few of them often participate in the classroom activities, 22% sometimes, 20% always, 18% rarely, and 10% never.

The results of the survey match with the observation done due to the fact that while students were motivated to participate and develop the activities presented they also were a little scared to present the final work; teacher had to called out them by their names to present it, some students voluntary raised their hands to participate, but others did not. So it can be said that the learning environment should be a place where students feel free to participate, to contribute with ideas, not a place were students are not comfortable with. This conception matches with Weimer (2009) who establishes that students who have the impression that nothing they do will alter the results of the learning process, or who attribute success to good luck and failure to bad luck, or who see the pedagogy and didactic practice of the professor as the sole determinant of success or failure, will make little effort to contribute to their own learning.

Statement number thirty four that refers to if students like to help each other to do class activities. Students' answers were 45% always, 30% often, 12% sometimes and 10% rarely. Once more the observation stage helped to determine the good relationship that students had between each other because when they had to work in groups, they were good classmates and they helped each other to develop the activity. It was also observed that

there was one student who seemed to know more about English, so some classmates asked him to help them and he was really predisposed to help. The main factor of a successful learning environment is the predisposition of the students to learn and help each other and the teacher objectives to have a class that learning is the main goal, but also that good relationship inside the class is an important part to succeed. In this regard, McCaslin and Good (1996) explain that students are social beings that need to interact and establish social contacts. Social learning is as much a part of any classroom curriculum as the printed guidelines.

Statement number thirty five shows that 30% often remain silent, 28% sometimes, 26% rarely, 10% never, and 6% always.

Based on the class observation, it can be said that students most of the time were quiet attending the class but when they started to speak aloud or whisper, the teacher knew how to control it, she just had to ask twice to them to be quiet and attend the class again. Hören (2004) claims that the noise adversely affects the level of concentration among the children.

Statement number thirty six and thirty seven which refer to if students spend too much time playing and if the class resembles a party rather than a classroom. It was found that 36% agree that rarely they spend time playing, 18% never, 20% sometimes, 16% often, and 10% always. On the other hand, 40% of students indicated that the classroom never resembles a party rather than a classroom, 18% rarely and sometimes, 18% often, and 6% always.

Regarding to the observation part, it was noticed that students all the time were attending classes or working in their assigned activity; so they did not have time to play or develop other activities beside the class work. Additionally, the teacher was really clear with the rules inside the class, so students behave well in order to not get extra homework as a punishment of misbehavior. It was also observed that at the end of the class the teacher gave students five minutes to talk and walk around the class. In this case Tan, Parsons, Hinson, and Sardo-Brown (2003) refer to all those activities necessary to create and maintain an orderly learning environment such as planning and preparation of materials, organization, decoration of the classroom, and certainly the establishment and enforcement of routines and rules.

In statement number thirty eight, it was found that 32% of students indicated that they always can get into trouble because of too much chatting, 18% often, 20% sometimes, 10% rarely and 20% never.

This result was confirmed in the observation done since students got in trouble if they spoke too much about other things that were not related with the subject. When they spoke too much they got extra homework because of misbehavior; the teacher was really tolerant, but at third call of attention the teacher assigned extra homework. Once again, it was really important that the teacher could control the classroom discipline because that way it is easier to create a classroom environment in which students respect the rules and the consequences. The whole analysis made above confirms what Froyen and Iverson (1999) state because classroom management aims at encouraging and establishing student self-control through a process of promoting positive student achievement and behavior. Thus, academic achievement, teacher efficacy, and teacher and student behavior are directly linked with the concept classroom management.

Statement number thirty nine refers to if a student breaks a rule, he/she is admonished. It was found that 80% of students indicated that if they broke a rule they always are admonished, 10% often, 6% rarely, 4% sometimes.

Throughout the observation, it was confirmed that students who broke any rule were admonished; first teacher warned the student, teacher did it twice, and at the third call of attention the student got extra activity to do. It was noticed that students felt conscious about what was going to happen if they broke a rule, so, when they got extra tasks they did not complain and accept it.

Gimbert (2010) states that students need to know, up front, what would happen if students were to break a rule. Students can then choose to follow the rule or break the rule and incur the negative consequence. Helping students realize this cause and effect relationship, and that they have the power to choose the resulting "effect," is one of the many ways teachers can empower their students and help them develop self-discipline.

In statement forty, it was found that 42% of students agreed that they never get distracted by drawing or throwing papers to each other, 28% said they always get distracted, 16% often, 16% rarely and 8% sometimes.

According to the class observation made, it can be said that students got distracted by other things but not for throwing papers, they got distracted because someone made noise or because someone started to whisper to another classmate. Students should know that the classroom is a place to learn and obviously have fun, but with respect. Moreover, their attitude depended on the attitude of the learner about the subject; sometimes, students do not feel confident about learning or improving the language so as they do not have any interest about it they get distracted by other things or even start to play or make fun inside the classroom. Discipline is the main mode to keep a peaceful learning environment without being damage by a misbehavior or bad attitude from the teacher or students. In this concern International Students Assessment (2004) claims that if a student feels alienated and disengaged from the learning contexts in school, his or her potential to master fundamental skills and concepts and develop effective learning skills is likely to be reduced.

Statement forty one, pretended to know if most of the time students do what they please in the class. The result showed that 42% of students said never, 22% rarely, 14% sometimes, 16% often, and 6% always.

During the observed classes, it was seen that most of the time students asked for permission to do something, for example to sharpen the pencil or go to the bathroom. Teacher had set up clearly rules since the beginning of the school year and this is a positive way to educate students due to the teacher was creating a learning environment in which everyone respects each other. As Positive Discipline in the inclusive learning-friendly classroom (2006) say that it is important to understand why children behave as they do so that teacher can try to prevent misbehavior before it happens and use a variety of different ways to guide their behavior in a positive manner. Classrooms can then become inclusive, welcoming, and enjoyable places for all children to learn, and ones in which misbehavior are rare.

Statement number forty two refers if students organize group-work easily to develop tasks or projects. Students' answers were 66% always, 22% often, 8% sometimes and 4% never.

The classroom observation showed that when teacher asked them to get in groups to develop an activity, students did not ref us or made any comment about the groups that they had to work with. A great classroom environment is conforming by the great relationship between all of the participants, in this case, teacher and students, and it was evident during

the class observation. According to Positive Discipline in the inclusive learning-friendly classroom (2006) to build a positive relationship based on understanding and empathy, students always come to trust their teachers and classmates to value their approval. As students respond to the positive nature of the relationship and consistent discipline, the incidence of misbehavior decreases, and the quality of the relationship improves even further.

Statement forty three, which refers to if students get to choose the desk where they want to sit. It was found that 44% of students answered always, 16% never and rarely, 14% sometimes and 10% often.

Based on the observation done it can be affirmed that students rarely choose where they want to sit, and when they had a quiz or test teacher decided where students had to sit. It was also found from students' questionnaires that at the beginning of the academic year each student was assigned a specific place to sit during the year. According to Positive Discipline in the inclusive learning-friendly classroom (2006) the teacher should change students' chairs whenever they sense that their students are becoming bored in order to improve students' learning.

In statement number forty four, it was found that 80% of students agreed that they always learn more depending on the teacher's performance on the day, 12% often, 6% rarely, and 2% sometimes. It is known that the attitudes of the teacher influences in a positive or negative way to students. It depends a lot of how teacher presents the class, how teacher is predisposed to teach, and even how teacher is dressed. In the observation done, it was confirmed that the teacher had a really positive attitude toward students; she was cheerful and enthusiastic to teach and students felt happy and motivated to learn. This situation can be matched with Gourneau (2005), who establishes that teachers have the opportunity to leave an indelible impression on their students' lives. School experiences mold, shape, and can influence on how children view themselves inside and outside of school. These school memories have the potential to last a lifetime in students' minds and can play a consequential role with present and future decisions.

CONCLUSIONS

The learning environment is affected by the lack of lighting and the deficiency of fresh air coming from outside. It provokes a high level of the motivation and the students do not respond actively to the teachers' requests.

Students feel motivated to work in the classroom because it is spacious, the materials are available for everyone, and everything is well organized and clean.

It was found that not all students feel that they are equally considered as part of the group, some of them feel that they are less important from part of the teacher, and it affects their motivation, their perception about teacher and even about the perception about the subject, those problems affect the learning process and causes insufficient progress in the learning process.

The teacher is not always as tolerant as the students want and it reflects an excessive kind of authority in the classroom, which affects in the motivation of students' learning process.

Some students do not feel confident with the teacher because she embarrasses them when they make a mistake. This kind of correction decreases their performance and increases the students' insecurity against the language.

Not all the students are close friends inside the classroom, and the existence of students' groups produces an unpleasant situation because some students are closer between them, and others do not have friends and are excluded of these groups, due to this situation the environment becomes tedious to learn and participate actively.

RECOMMENDATIONS

It is really important that school directors provide more windows in the classroom so it may be allowed more fresh air inside the class and more natural light, which may contribute to have a better learning environment in the classroom.

To have a good learning environment it is essential that all the students feel that they are important in the classroom, so teacher should change the way that she treats them in order to have a place where every single student feels motivated and an important part of the group.

In order to have a better learning environment in the classroom, teacher should use different and attractive activities to teach, so that way it may be possible to prevent students' distraction.

Teacher should find ways of correcting student's mistakes in order to avoid student's embarrassment in front of the class. It is going to help increase students' confidence.

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ANNEXES

ANNEX 1

Students' questionnaire



Universidad Técnica Particular de Loja
La Universidad Católica de Loja

Quiz about the influence of the classroom environment on students' learning.

1. Informative data

1.1 Institution:					
1.2 Grade	1.3 Gender				1.4 Age
	1. Male		2.Female		

Instructions to complete the survey

- a) Read each statement carefully and provide an honest answer. You have to mark each box belonging to each alternative you agree with.
- b) If you consider that none of the alternatives are applicable for you, leave it blank
- c) Mark you answer based on this one-to-five scale.

1	2	3	4	5
Never	Rarely	Sometimes	Often	Always

Classroom Environment Factors		1	2	3	4	5
1	Everything is organized in your class.					
2	Your classroom is always clean					
3	Your classroom is well illuminated					
4	The frequency the windows are open to allow fresh air					
5	There is always didactic material available to develop class activities					
6	The physical environment allows for alternative seating arrangements					
7	Students are comfortable with the classroom environment					
8	Students feel motivated with the environment in each class					

Teacher- Specific Factors		1	2	3	4	5
9	The teacher sets out classroom rules at the beginning of the academic year					
10	The teacher explains the consequences of breaking rules.					
11	The teacher fosters good communication using the appropriate time and place.					
12	The teacher always consents to new topic suggestions					
13	The teacher is concerned about what students want to learn.					
14	The teacher pays attention to all students and encourages them to learn					
15	The teacher knows all the students' names					
16	The teacher considers all students to be important					
17	The teacher has become a friend rather than an authority					
18	The teacher is tolerant toward students.					
19	The teacher is a strict person.					
20	The teacher controls classroom discipline					
21	The teacher fosters a suitable classroom environment					
22	The teacher is kind and respectful					
23	The teacher tends to embarrass students when they do not know the right answer					
24	The teacher delivers boring classes					
25	The teacher puts forward innovative activities for students to do					
26	The teacher gives clear instructions in order to develop class activities					
27	The teacher assigns tasks and they are clear enough for students to understand					

Students Specific-Factors		1	2	3	4	5
28	Students get to know each other very well.					
29	Students do not show any interest in knowing their classmates					
30	Students do not get along well with other classmates					
31	Students are keen to develop class activities					
32	Most of the students pay attention to the teacher					
33	Very few students participate in the classroom activities					
34	Students like to help each other to do class activities					
35	Students often remain silent					
36	Students spend too much time playing					
37	The class resembles a party rather than a classroom					
38	Students can get into trouble because of too much chatting					
39	If a student breaks a rule, he/she is admonished.					
40	Students get distracted by drawing or throwing papers to each other and this distracts other students.					
41	Most of the time students do what they please in the class					
42	Students organize group-work easily to develop tasks or projects					
43	Students get to choose the desk where they want to sit					
44	Students will learn more depending on the teacher's performance on the day					

ANNEX 2

Questionario de los Estudianets



Universidad Técnica Particular de Loja
La Universidad Católica de Loja

CUESTIONARIO COMO INFLUYE EL AMBIENTE DENTRO DEL AULA EN EL APRENDIZAJE DE LOS ALUMNOS

1. DATOS INFORMATIVOS

1.1 Nombre de la Institución:				
1.2 Año de Educación Básica	1.3 Sexo			1.4 Edad en años
	1. Masculino		2. Femenino	

INDICACIONES PARA CONTESTAR EL CUESTIONARIO

a.- Lea detenidamente cada enunciado del cuestionario y conteste con honestidad en el casillero correspondiente a la alternativa con la que usted se identifica.

b.- Si considera que ninguna alternativa corresponde a su criterio, deje en blanco el respectivo casillero.

c.- Utilice la siguiente tabla de valoración:

1	2	3	4	5
Nunca	Rara vez	Algunas veces	Frecuentemente	Siempre

Factores del ambiente del aula		1	2	3	4	5
1	En esta aula, todo esta muy bien ordenado					
2	Esta aula, permanece siempre limpia					
3	El aula cuenta con buena iluminacion					
4	En esta aula, que tan a menudo se abren las ventanas para que ingrese aire fresco					

5	En esta aula, hay siempre el material necesartio para realizar las actividades asignadas					
6	El espacio fisico del aula permite adecuar los pupitres de diferentes formas					
7	A los estudiantes, realmente siempre les agrada el ambiente de esta aula					
8	El estudiante, se siente motivado con el ambiente en el que se desarrolla la clase					

Profesor – Factores Especificos		1	2	3	4	5
9	El profesor explica al inicio del año las reglas de lo que se puede hacer o no hacer en el aula					
10	El profesor, explica lo que le ocurrirá a los estudiantes si no cumplen las reglas de aula					
11	El profesor, se comunica con los estudiantes					
12	El profesor, siempre acepta hablar de otro tema que se proponga en clase					
13	Al profesor, le gusta saber lo que los estudiantes					
14	El profesor presta atención a todos los alumnos y los					
15	El profesor, conoce los nombres de todos los					
16	El profesor, considera que todos sus alumnos son importantes					
17	El profesor, parece más un amigo que autoridad					
18	El profesor, es tolerante con los alumnos					
19	Por lo general, el profesor no es muy estricto					
20	El profesor, controla la disciplina en el aula					
21	El profesor crea un ambiente de clases agradable					
22	El profesor es educado y respetuoso					
23	A veces, el profesor hace quedar mal a los estudiantes cuando no saben la respuesta correcta					
24	Las clases son poco llamativas para el estudiante					
25	El profesor, presenta actividades innovativas para que los estudiantes realicen					
26	El profesor, presenta reglas claras que los estudiantes tienen que cumplir					
27	El profesor, asigna trabajos y estos son lo suficientemente claros de entender					

Estudiantes – Factores Especificos		1	2	3	4	5
28	Los estudiantes llegan a conocerse realmente bien entre unos y otros.					
29	Los estudiantes de esta aula, nunca se interesan por					

	conocer a sus compañeros						
30	Algunos estudiantes, no se llevan bien con sus compañeros en el aula						
31	El estudiante, tiene mucho interés en lo que hace en esta aula						
32	La mayoría de estudiantes ponen realmente atención a lo que dice el profesor						
33	Muy pocos estudiantes, participan de las actividades en ésta aula						
34	A los estudiantes, les gusta ayudarse unos a otros para hacer sus actividades						
35	Los estudiantes casi siempre están en silencio						
36	Los estudiantes de esta aula, pasan mucho tiempo jugando en el aula						
37	Esta aula, parece más una fiesta que un lugar para aprender algo						
38	Los estudiantes, pueden “tener problemas” con el profesor por charlar mucho						
39	Si un estudiante, no cumple una regla dentro de la clase, es llamado la atención						
40	Los estudiantes, se distraen en clase haciendo dibujos, garabatos o tirándose papeles						
41	Generalmente, los estudiantes en esta aula hacen lo que quieren						
42	Fácilmente se hacen grupos de estudiantes para realizar proyectos o tareas						
43	Los estudiantes pueden elegir el puesto en donde sentarse						
44	Los estudiantes, podrán aprender más, según cómo actúe el profesor en ese día						

Gracias

ANNEX 3

Observation Sheet

1	2	3	4	5
Never	Rarely	Sometimes	Often	Always

Classroom Environment Factors		1	2	3	4	5
1	Everything is organized in your class.					
2	Your classroom is always clean					
3	Your classroom is well illuminated					
4	The frequency the windows are open to allow fresh air					
5	There is always didactic material available to develop					
6	The physical environment allows for alternative seating					
7	Students are comfortable with the classroom					
8	Students feel motivated with the environment in each class					
Teacher- Specific Factors		1	2	3	4	5
9	The teacher sets out classroom rules at the beginning of the academic year					
10	The teacher explains the consequences of breaking					
11	The teacher fosters good communication using the appropriate time and place.					
12	The teacher always consents to new topic suggestions					
13	The teacher is concerned about what students want to learn.					
14	The teacher pays attention to all students and encourages them to learn					
15	The teacher knows all the students' names					
16	The teacher considers all students to be important					
17	The teacher has become a friend rather than an authority					
18	The teacher is tolerant toward students.					
19	The teacher is a strict person.					
20	The teacher controls classroom discipline					
21	The teacher fosters a suitable classroom environment					

22	The teacher is kind and respectful					
23	The teacher tends to embarrass students when they do not know the right answer					
24	The teacher delivers boring classes					
25	The teacher puts forward innovative activities for students to do					
26	The teacher gives clear instructions in order to develop class activities					
27	The teacher assigns tasks and they are clear enough for students to understand					
	Students-Specific Factors	1	2	3	4	5
28	Students get to know each other very well.					
29	Students do not show any interest in knowing their classmates					
30	Students do not get along well with other classmates					
31	Students are keen to develop class activities					
32	Most of the students pay attention to the teacher					
33	Very few students participate in the classroom activities					
34	Students like to help each other to do class activities					
35	Students often remain silent					
36	Students spend too much time playing					
37	The class resembles a party rather than a classroom					
38	Students can get into trouble because of too much					
39	If a student breaks a rule, he/she is admonished.					
40	Students get distracted by drawing or throwing papers to each other and this distracts other students.					
41	Most of the time students do what they please in the					
42	Students organize group-work easily to develop tasks or projects					
43	Students get to choose the desk where they want to sit					
44	Students will learn more depending on the teacher's performance on the day					

Further information:
