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Environmental Factors Affecting the English Proficiency of Students of EFL in the Extracurricular Courses at UASD

Tesis para optar por el título de
Licenciatura en Lenguas Modernas Mención Inglés

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ACKNOWLEDGMENTS

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To:

God:

Firstly, I want to thank that supreme being that makes everything possible in this world, including the marvelous and wonderful events that occur in my atmosphere where I exist in complete harmony with the reality that some people call life.

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Secondly, I want to thank my mother, Ely Noemi Núñez who encouraged me and supported me the whole time until this achievement of my life. She´s my inspiration and my biggest reason for succeeding in life.

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My brothers:

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We did it! But this is just the beginning. Thank you guys for your support and your warm friendship. I love you all.

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Atte. Kelvin D. Hilario N.

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CHAPTER I

CHAPTER I:
General Introductory Aspects

1.1 Statement of the problem

This study has been prompted to show the importance of having a good environment for those English Language students in the extracurricular courses at UASD (East Side), in which noises keep the students from reaching the proficiency through the concentration within the classrooms. The scholars guide us into this research aiming at the principal factors affecting the attentiveness and the performance during the learning process in an environment surrounded by issues that avoid a good condition of teaching/learning progression. Beyond trying to demonstrate the simple facts about this phenomenon research, the main scope is to require the awareness of those authorities that are in charge to deal with and solve this issue. Inner factors are involved in the teaching/learning process that can´t be reached in a noisy or messy environment. This research contributes to identify them and to give recommendations for a possible solution in the framework of an appropriate atmosphere for educational purpose.

1.2 Relevant Background Information

English has become a global language, its use goes beyond the English spoken countries, and has reached the most remote areas all over the world. Bohdanska, (2012): illustrated that English is considered as a universal language nowadays, therefore its knowledge seems to be crucial. According to Bohdanska, as English is that popular currently, it is compulsory the effective use and practice of it, and it has to be pointed out that not only as a standard language but also in the scientific level English language is very requested. Regarding this, Barbora Bohdanská (2012): claims that studying foreign languages is leading to the personal, social, professional, and economic advantages. In other words, even though there are several reasons why the English language is studied, the main purpose is getting a better economic status in the society. In order to continue with the development of this section, it has to be known the different levels of English proficiency that exist and the external factors that avoid the success during these stages.

English is used universally. Every day, more and more people are interested in studying English as a foreign language (EFL). People's motivation in studying the English language might

vary according to their needs and interests. However, excellent proficiency skills in using the language are the main interest of English students' learning process, and this aptitude could be gotten with an adequate preparation within an appropriate environment to get concentration without any kind of interruption.

In order to continue with the development of this section, it has to be known the different levels of English proficiency that exist and the external factors that avoid the success during these stages.

1.3 Language Level Description

According to W. Saunders and Goldenberg (2008), as English language learners acquire English as a foreign language, they progress through five language proficiency levels: beginning, early intermediate, intermediate, early advanced, and advanced, but they are summarized only in three: beginning, intermediate, and advanced. The rate of progression through each English proficiency level varies according to the individual characteristics of each English language learner (Saunders, 2008) and the environment in which the student is receiving the instructions. It is also demonstrated that the levels can be affected by those factors that avoid the students gather an appropriate percentage of the given information in class, however, the proficiency is not only because of his inner capacity of reasoning and analysis skills but with the tools and the facilitator's methodology application within the classroom. Sanders & Goldenberg described the process of learning of each one of the stages:

❖ Beginning English Proficiency Level

During this stage, students' language proficiency level may begin in a "silent stage" where they are unable to understand or produce English independently. English language learners at the beginning English proficiency level typically comprehend much more than they are able to demonstrate in speaking and writing. Initially English language learners tend to communicate by pointing, gesturing, repeating words and phrases, pantomiming, and drawing or sketching. As they progress through the beginning language level, they begin to understand, read, write, and speak basic words. English language learners progress from basic words to

producing basic phrases (that may not be grammatically correct) as well as simple, patterned sentences. English language learners at the beginning language level require sufficient assistance from the teacher in order to independently produce language.

- ❖ Intermediate English Proficiency Level

Students at the intermediate language level are able to understand and communicate academic content with more sophisticated academic vocabulary and varied verb tenses. English language learners at the intermediate language proficiency level can write increasingly developed paragraphs on academic topics using complex vocabulary and compound sentences. They tend to use consistent grammar in speaking and writing while making occasional errors. At the intermediate language level, English language learners greatly benefit from the explicit teaching and modeling of basic figurative language, common idioms, irregular verb tenses and the writing process.

- ❖ Advanced English Proficiency Level

Students at the advanced language level are able to communicate and write with native-like proficiency. English language learners at the advanced language proficiency level are able to read and comprehend grade-level text independently. They are able to write well-organized paragraphs at a level that approximates native English-speaking students who are meeting grade-level standards. English language learners at the advanced language level may be ready to be reclassified to fluent English proficient.

The research demonstrates that high levels of proficiency in English can be achieved typically within four to seven years, but they might be affected by elements of distraction, such as; noise, disorders, inappropriate tools, lack of resources, and internal factors as part of the cycle that has to be completed to succeed in the comprehension and achievement of the target proficiency. According to Rusbult (1989), effective English language development occurs on a consistent basis. According to this author, metacognitive approaches come to the game to give an explanatory outcome about the concentration and the environment in which the students are merged.

1.4 Environmental Factors

The Random House Dictionary defines concentration as exclusive attention to one object and to concentrate is to bring all efforts, faculties, etc., to bear on one thing or activity. Good concentration is an extremely valuable thinking tool, which could be achieved in the correct environment.

It is well known that learning is something that happens continuously, not just in formal education at school, but also during the whole period of a person's life. This process of learning might be successful or not, it depends on a series of factors that interfere with it, and the most influential are those that have to do with the environment; the place in which the scholars receive the instructions in the target language. In there is molding the human behavior focused on how comfortable. The theory of behaviorism concentrates on the study of over behaviors that can be observed and measured (Good & Brophy, 1990). According to Behaviorism, the process of learning is the acquisition of new behavior based on environmental conditions.

Linsin (2011), claims that a disorganized classroom sends a message to the scholars that poor behavior and middling work habits are suitable—notwithstanding of how often or how forcefully you say then. According to Linsin, a messy classroom is a direct invitation to the students to misbehave. When pupils are in a classroom where the physical condition is not appropriate for studying, there is not enough concentration, which means, that they do not pay too much attention to the lessons, do not pay too much attention to their personal habits including their hygiene, disrespect themselves, their partners, teachers and the educational environment in which they are involved.

Behavior and classroom management are the two variables that have the greatest impact on student learning (Marzano & Marzano, 2003). If teachers get an adequate classroom management, they will be able to set effective rules that help them to control the classroom, in that way students will be permanently under teacher's authority. (Stewart, 1997) agreed, "Behavior Management and classroom control are central to stimulating learning". By that Stewart is telling that teachers who keep control in their classroom are capable to catch the attention of their students to succeed in the teaching and learning process. Dorman, Aldridge, and Fraser, (2006) support that students learn better when they view the learning environment as

positive and supportive. Base on this, the input that students receive in the learning area plays very important role not only in the acquisition of the language but also in the development of their character, pupils need a context where they feel comfortable and passionate about studying continuously, a place that encourages them to keep forward with their process of learning.

1.5 Purpose of the Study

The purpose of this study was to identify which are the environmental factors that affect the English proficiency of EFL students in the Extracurricular Courses' department at UASD (East-side).

1.6 Research questions

This study aims to respond the following questions:

1.- Which are the factors affecting the English proficiency of students of EFL in the Extracurricular Courses, Languages School at UASD (East Side)?

2.- How do these factors affect the English proficiency of EFL students in the Extracurricular Courses, Languages School at UASD (East Side)?

3.- Why is it important to have a good environment for a learning-teaching purpose?

4.- Who is affected the most by this phenomena?

5.- What and when do these factors affect the most the English proficiency of EFL students in the Extracurricular Courses, Languages School at UASD (East Side)?

1.7 Objectives

This study is headed by the following objectives:

General:

1-To examine the environmental factors affecting the English proficiency of students of EFL in the Extracurricular Courses, Languages School at UASD (East Side).

2- To determine when and how these factors affect the English proficiency of EFL students in the Extracurricular Courses, Languages School at UASD (East Side).

3- To determine which factors affect the English proficiency of students of EFL of the Extracurricular Courses.

Specific:

1- To demonstrate the importance of having a good environment for the learning-teaching purpose.

2- To establish which of these factors affect the most within/out the classrooms in the Extracurricular Courses, Languages School at UASD (East Side).

1.8 Significance of the study

The findings of the study may reflect that the conditions of the classrooms and the location are not optimal for learning-teaching a language. This research intends to make students conscious of their responsibility of having and keeping a good environment when learning a language. In addition to this, it is hoped the results of the research might help the Extracurricular Courses administrators to reflect upon this and take into consideration our recommendations to further solutions.

1.9 Justification and Motivation of the Problem

EFL teachers and students of the Extracurricular Courses at UASD (East-side) have expressed they do not feel comfortable when receiving the classes, because of the environment and other factors impede they acquire the instructions properly, so they got hardly promoted to next level. Nowadays, the education has to converge with the technology in the same scenario and our university is missing this as part of the tools they should be using for the teaching-learning process. The technology is part of the human beings and it is needed as much as other

tools, then, it has to be implemented in our education and used to ease and enrich the pedagogical activities within the classrooms. This research demonstrates the lack and importance of this tools as part of an appropriate environment for teaching purpose. Some local teachers have been observing that students are not obtaining the job opportunities they expect once they finish the program because of their low English proficiency caused by environmental factors that influence these stages.

This study is motivated by the vivid evidence of the low language proficiency of EFL students of the Extracurricular Courses department at UASD (East-side) caused by the environmental factors that interfere negatively with the classes and teaching process.

1.10 Delimitations

It is referred to delimitations in terms of place and object of study; the place in which the phenomenon is being observed**.** The research was conducted among EFL students of the Extracurricular Courses department at UASD (East-side), during the second bimester, 2018. Pupils and teachers were randomly asked about the conditions of the classrooms and other factors that might interfere with the teaching process.

1.11 Audience

EFL students of the Extracurricular Courses department at Universidad Autonoma de Santo Domingo (UASD) East-side.

1.12 Definition of terms

The following terms are defined within the context of this research:

- ❖ **EFL**: English as a foreign language.
- ❖ **Factor**: Influence; a phenomenon that affects the nature, the magnitude, and/or

  the timing of a consequence.

- ❖ **Environment**: The surroundings of, and influences on, a particular item of interest. The natural world or ecosystem. All the elements that affect a system or its inputs and outputs. A particular, political, or social setting, arena or condition.

- ❖ **Inner**: Inside of.
- ❖ **Proficiency**: Ability, skill, or competence reached by a scholar at any level.
- ❖ **Stage**: It is each one of the levels comprehended in a process or system.
- ❖ **Atmosphere**: Figuratively, it is the apparent mood felt in an environment.

CHAPTER II

CHAPTER II: THEORETICAL FRAMEWORK

2.1 Explanation

The literature review is centered on the environmental factors that affect the English language proficiency. In this chapter are presented environmental factors that take place during the English learning process in public English school. It is developed and detailed under the following subtitles; Noise pollution, the lack of technology on the English learning process, overcrowded classroom, inner factors, inadequate school building condition, the concept of the physical environment, and the summary of the literature review at the end.

2.2 Noise pollution

Noise pollution is one of the environmental factors interfering the teaching-learning process. Noise pollution is generally defined as the unwanted and disturbing sound, which is higher than the normal level of sound comfortable to the human ear and has a negative effect on people and society (World Health Organization [WHO], 2001). Many studies conducted abroad on noise pollution in schools have revealed the negative effects of noise on learning and teaching (Choi & McPherson, 2005; Grebennikov, 2006; Jewell, 1980; Skarlatos & Manatakis, 2003; Shield & Dockrell, 2008). The high level of noise in public school is considered one of the main factor affecting the English learning achievement. Treagust and Kam (1985), also stated that noise pollution in schools is ignored in science curricula and suggest that the noise pollution in schools should be covered within the scope of the subject of auditory sense in biology courses and the subject of sound in physics courses as an environmental problem. In the teaching-learning process, the noise is not welcomed during the class activities.

The high level of noise interferes with the student's concentration and their listening competence development. Jewell (1980) conducted a study to determine the effect of noise level on technical vocational high school students' duration time of completing tasks and found that high noise levels increased their duration time of completing tasks. Gotaas & Starr, (1993) affirm

that teachers, who in a classroom where there is too much noise, constantly have to raise their voices to be heard, this can lead to vocal fatigue and voice problems. This finding is an important evidence of the harm caused by noise in students' school performance. Additionally, a previous research indicates that in-class noise significantly reduces performance in learning how to read and write (Berg, Blair, & Benson, 1996; Evans, & Lepore, 1993; Hetu, Truchon-Gagnon, & Bilodeau, 1990; Mackenzie, 2000.

2.3 The lack of technology on the English learning process

Creating worthy school environment with high-quality technology continues being a challenge for many schools and institutes. The development of English language proficiency is often associated with the presence of technology in the classroom environment. According to Baron and Bruillard (1997, pp. 250-251), the difficulty of use in standard classrooms is certainly a very limiting factor; tutors do not use IT very often and are not convinced that it is important to show IT to trainees during the pre-service period. Many public schools are facing issues in the implementation of technological items to innovate the school environment. Baron & Bruillard, 1997, p. 242; Gonzales & Thompson, 1998, p. 163 stated that technology is not a part of teacher preparation and as a result new teacher progress with limited knowledge on the integration of IT in the classroom.

2.4 Overcrowded Classroom

One of the biggest issues schools are facing today is the overcrowded classroom. A large number of students in a classroom has a significant impact on the teaching-learning process. It affects directly the learner's behaviors and attitude. A research conducted by Cortes, Moussa, and Weinstein (2012:25) highlighted the fact that class size affects student performance, due to misbehavior and other disciplinary problems in large classes. The large numbers of students in a classroom have a negative effect on the teaching-learning process because of the short time tutors have to check and grape pupil's paper. This is affirmed by Kiggundu and Nayimuli (2009:350) and Sosibo and Nomlomo (2014:89), who argue that teachers cannot persuade or take all learners to task to participate and they tend to ignore those who are passive.

The overcrowded classroom affects the time management of the instructors. When teachers have a class of 40 students, they do not have time to overlook and check, if the students

are completing their tasks property. According to Imtiaz (2014:251) and Mustafa et al. (2014:178), teachers who teach in overcrowded classrooms devote less time to instruction and integrated reading and writing tasks, because instruction time is often wasted by administrative tasks, such as checking attendance lists, and managing behavior, thus leaving less time for actual instruction. It is clear that the overcrowded classroom has a negative impact on both the tutors and pupils.

2.5 Inner factors

Inner factor refers to the psychological and neurological problems that occur in the learners during the English learning process. These factors can be presented in different ways in the students. For instance, anxiety, demotivation, and attitude.

2.6 Inadequate school building condition

Teachers and students spend more than 8 hours per day in school, where they learn, play, practice, and develop the necessary skills to achieve their goals in the society. In the school is where they enrich their knowledge and gain experience to face the future. The environment condition in school affects student's achievement, health; diminish their productive, and the motivation of both the teacher and student. According to Corcoran Etal (1988) also found that where the problems with working conditions are serious enough to impinge on the work of teachers, they result in higher absenteeism, reduced levels of effort, and lower effectiveness in the classroom, low morale, and reduced job satisfaction. Where working conditions are good, they result in enthusiasm, high morale, cooperation, and acceptance of responsibility. It can affect the performance of both teachers and students (Savage, 1999; Stewart & Evans, 1997). It is evident that the physical building condition has an influence on the teaching-learning process. In addition, Lippmann (2010), the learning setting is comprised of different things i.e., learners, teachers, and the physical environment.

2.7 The concept of physical environment

The physical environment refers to a corporal characteristic in the classroom, which is combined with different physical facilities in the classroom such as temperature, and illumination. These factors have a significant value in the English learning achievement. Temperature plays an essential role in the classroom where students struggle to fulfill the

teacher's requirement. According to Halstead (1974), it is generally accepted that high temperature and humidity creates physiological and psychological problems, which expedite fatigue, causes people to work more slowly, apply many efforts and causes to make more mistakes and errors. The heating and poor ventilation are important environmental factors that affect students' achievement as well as their behavior and outcomes. (Earthman, 2004), Young et al, 2003; Buckley et al, 2004). In addition to this, Indoor Air Quality (Scientific Finding Resource Bank) several studies conducted in the 1950's and 1960's found that students performed better in thermally conditioned classrooms without heating or cooling.

The illumination in the classroom is vital to succeed the goals in the teaching activities. It helps students not to be tired of looking at the boards. A classroom with poor illumination will cause the students to feel tired after looking at the board for a long period. The eyes have to adjust too much when the environment is not well illuminated. That could cause a headache, eyes feel tired, blurry vision and so forth. In fact, some researchers have said that light is a strong enabler for visual performance (Grangard, 1995).

2.8 Summary of the literature review

The review of the literature illustrates several factors affecting the English language proficiency in public English school. To support this statement numerous studies were cited to back up the investigation. The researcher collected and detailed all the factors that interfere in the English language school environment that affect the development and achievement of the scholars. At the end of this chapter is evident how the environmental factors contribute to the low teaching-learning language achievement.

CHAPTER III:

CHAPTER III: METHODOLOGICAL DESIGN

❖ 3.1 Type of Investigation

This study was conducted with a qualitative design departing from the observation of the classes imparted in the Extracurricular Courses department at UASD (East-side). Therefore, details and evidence were recorded and described in order to identify the environmental factors affecting the English proficiency in that domicile, and finally, the data was analyzed to get a final result of the research.

❖ 3.2 Population and sample

The population of this study was the EFL students of the Extracurricular Courses department at UASD (East-side), Santo Domingo, DR, period 02-2018.

The Extracurricular Courses (East-side) is a section of the UASD Languages School located at Charles de Gaulle Avenue, Santo Domingo East. The main office is located at Juan Isidro Jimenez building, in Santo Domingo, Distrito Nacional. In this extension are currently attending three hundred and nine (309) students who are studying English as a foreign language and thirteen (13) teachers who are affected too by the environmental factors:

Level	Number of EFL Students	Section/Day of attendance	
Beginning			
I	109	Sec. 01- Monday/Tuesday	24
		Sec. 02- Monday/Thursday	27
		Sec. 03- Saturday	35
		Sec. 04- Saturday	23
II	67	Sec. 01- Monday/Tuesday	12
		Sec. 02- Tuesday/ Thursday	20
		Sec. 03 Saturday	16

		Sec. 04 Saturday	19
Intermediate			
III	24	Sec. 01- Monday/Tuesday	11
		Sec. 02- Tuesday/ Thursday	13
IV	47	Sec. 01- Monday/Tuesday	13
		Sec. 02- Tuesday/ Thursday	13
		Sec. 03 Saturday	11
		Sec. 04 Saturday	10
V	13	Sec. 01 Saturday	13
Advanced			
VI	15	Sec. 01 Saturday	15
VII	17	Sec. 01 Saturday	17
VIII	17	Sec. 01 Saturday	17

During this research were sampled only three different levels: Beginning, intermediate, and Advanced, from which was interviewed a student per level and the teacher about the environmental factors that may interfere with the learning-teaching process.

❖ 3.3 Hypothesis of Action

The inadequate physical condition of the classrooms and the location of the building might be the reason why the EFL students of Extracurricular Courses department at UASD (East Side) cannot achieve a good proficiency level in the stages they are currently going through (beginning, intermediate, and advances).

❖ 3.4 Procedures

The permissions of the administrative office of the Extracurricular Courses at UASD (east-side) was requested a priori, and it was scheduled an appointment with a selected group of students and teachers to gather the needed information. Pictures around and inside of the

building were taken, interviewed students and teachers. Several articles that explain the factors affecting the English proficiency were consulted in order to support the investigation.

❖ 3.5 Instrument and Techniques for Data collection

The data was gathered from the observation of the factors affecting the English classes around the building and classrooms, also, it was used the open interview as a technique by asking some questions to the students and teachers in order to know the factors that they considered inappropriate for the English learning process.

❖ 3.6 Universe

The source of information was direct. It was provided by EFL students of the Extracurricular Courses at UASD (East-side) where they answered some questions about the environment of the building and the surrounding areas. In the same way, the observation was directed to searching the information that was only needed to determine the possible factors.

CHAPTER IV

CHAPTER IV: PRESENTATION AND ANALYSIS OF THE RESULTS

In this section of the research, the results are reported and summarized. The meaning of the results should be interpreted within the general theory, arriving at conclusions based on the research results and placing them in a broader and more general context and perspective, often generalizing beyond the specific sample of the study. In the sample and universe were presented the population and place where the study was applied, and as a result of the same the findings or environmental factors that we obtained through the observation and interviewing process are presented. For this the environmental factors have been divided into two; external and internal:

❖ 4.1 External factors:

❖ **Noise**: As it was shown in chapter II, the noise pollution is disturbing and this factor affects directly the concentration of the students while they are receiving the instructions or receiving any sort of test in the target language. The Extracurricular Courses (East-side) building is severally affected by the noise pollution, because of the noisy neighbors. In the right side of the building is located a liquor store which also functions as a carwash and they play the music too loud since early in the morning until late in the night: (See attachment "A" Neighbors). In the left side is found a mall where it is observed a school of dance in the second floor, in there the music is played constantly and its walls are neighboring symmetrically with the language school, furthermore, the classrooms located in the second floor of the language school are significantly affected. In addition to this, during the day, in the front of the building, some music technician uses to fix cars' music equipment and when they are installing the speakers to the vehicles they test them with loud music too. Finally, but do not less important another considerable variable is the noise produced by the traffic, due the building is located in one of the more crowded avenues of the East side, Charles De Gaulle Avenue. This part of the avenue, most of the time is stocked with lots of vehicles and the drivers play the horns desperately, others push the accelerator pedal in order to make the others advance.

➢ In the back of the building, it works a car teller repair and the sounds coming from hammers and engines are also disturbing, this without mentioning the men shouting.

❖   4.2 Internal Factors

Inside of the building, there are also other environmental factors affecting the English proficiency of the students and the development of the teachers' activities, such as:

➢   The noises produced by the old fans.

➢   **The lack of water in the bathrooms** avoids students flush down the toilets and it causes a stinky smell around the walkway, this is the reason why the classrooms' doors must be completely closed.

➢   **The weather** is another variable because the classrooms do not have an air conditioner, and some of these classrooms received the sun-rays intensely, and these classrooms cannot be used for teaching due to the high levels of heat.

➢   **Safety**, the stairways are not protected by a grille and whoever might break into the second floor. During the teaching time, the security guard stays in the entrance of the first floor watching the cars and the second floor is out of the range of vision. The second floor is lack of security cameras and for this reason, most of the students do not attend the institution with technological tools, because they are scared of being robbed. The parking lot is not big enough for the number of students it contains and they have to leave their vehicles in the peripheries without anyone eyeing at them. The place does not have alarms, the point of reunion, flame extinctors, and there is only security guard per shift, if they walk around the first and second floor they would lose control of the other areas.

➢   **The Condition of the classrooms**; some of the classrooms have their doors broken and damaged, without being painted, windows broken and when it rains the water is spread all over the place and the class has to be postponed until the rain ceases and the water got dried up. The classrooms do not have audiovisual tools nor smart devices to help teachers to impart the classes, reason why teachers have to buy their markers and erasers, they also have to deliver their own laptops, radio-speakers, and projectors in order to get a more interactive class.

➢   Waste of time, because of the lack of resources for writing and photocopying the exams. The teachers and students have to go out to the mall for acquiring markers and pencils, or they

have to go downstairs for copying any info because there is no photocopy or printer machine in the institute. The one existing in the building is private. Another thing that results in the waste of time is the fact the students do not have a place for having their lunch or buying groceries, so they have to go until the bakery located 20 meters away because that is the nearest place for buying food. All the students seem themselves in a large row waiting for their turns arrive and during this process the break times up.

All the points mentioned above affect directly the English proficiency of the EFL students because they cannot get concentrated or gain time while they are having these sort of issues surrounding their heads. But, these circumstances not only impact students, teachers are affected too and they cannot achieve what they previously planned in those levels.

❖ 4.3 Interviews

To teachers: they were chosen randomly, one per level (Beginning, Intermediate, and advanced) they were asked about the environmental factors affecting the English proficiency of the EFL students and they exposed the following:

✓ The classrooms are not in good condition for teaching purpose.
✓ There are not enough materials for teaching properly.
✓ The noise is horrifying affecting the teaching process because it interrupts them while dictating the class. The music played in the surrounding areas makes the students do not get concentrated and do not pay attention to the instructions; some of them use to dance and singing the lyrics of the songs.
✓ The space within the classrooms is very limited and some classes they teach are easily overcrowded with no more than twenty-four (24) students, which is not a big number of.
✓ The lighting is inappropriate in the classrooms and some of the lights need to be replaced.
✓ The chairs are not in good condition and the most of them are broken.

To students: Three students were selected haphazardly, one per level the same as with the teachers. They were asked about the environmen1tal conditions of the place where they are being taught and how it affects them.

✓ Some of the doors are damaged.

✓ The business established around the school interrupt them while they are trying to hear any instruction, because of the music played loudly, so they have had to call the 9-1-1.

✓ The sound produced by the mufflers of the motorcycle that pass by interfering the class and they have to wait until they get farther to proceed with the class.

✓ There is a church in the building in the left where the play their instruments (Drums, congas, guitar, sax, etc.) too loud.

✓ The building is missing a painting hand.

✓ The building is most of the time too dirty due to the lack of water in there, so they have to go to the carwash and get the water to clean up and flush the toilets down.

✓ The classrooms are lack of technological tools and they cannot even watch a video or play a song. They are missing more projectors because there is only a single one for the whole institute and its cable is VGA and not HDMI, which means not everyone can connect their laptops.

After interviewing the three different students it was noticed the level of English of them were not that different; the student of the beginner level was scared of speaking with us, the student of the intermediate level is missing some lessons about conjugation of the irregular verbs and accuracy with the tenses, and her pronunciation was the same than the prior one, while the students of the advanced level knew more words, but his pronunciation was not that good as it is supposed to be during the advanced level acquisition process according to Goldenberg and Saunders (2008) as it is seemed in the background information, in chapter I. And this process has to be continuously according to Rusbult (1989) and this is something that does not happen with them due the environmental factors they pointed out and that is evidenced during the observation and interview process.

4.4 Limitations

According to Best and Khan (1993), limitations are conditions beyond the ability of the researcher that place restriction on the conclusions of the study and their application to other situations. One of the limitations on this research was to stay in the building with the pupils because of the administration staff did not want to allow us to inquire about the insufficiencies that exist in the building where the classes are taught, the reason why they sent a security guard

with us during our stay in the place. The other limitation was with the students and teachers because some of them were not willing to provide us any sort of information related to the case of study due to the presence of the security guard who is part of the administration staff. In addition to this, it was mandatory to wait until students got their break, which means that the researcher had to visit the center during different days in which the required levels are taught.

CHAPTER: V

CHAPTER V:

ANALYSIS AND INTERPRETATION OF THE RESULTS

In this section of the research, a report of the implications of the results by relating them to the more general theoretical and conceptual framework of the research topic is given, as well as, the applications, and utility of the research results.

Rusbult (1989), claims that effective English language development occurs on a consistent basis. Denoting this author, metacognitive approaches come to the game to give an explanatory outcome about the concentration and the environment in which the students are merged, during this research it was found that the concentration is the main inner factor affected referring to the students in the Extracurricular Courses' Department at UASD (East-side), while, On the other hand, the external factor that interferes the most the teaching-learning process is the noise coming from the surrounding areas because of the building location.

According to Saunders and Goldenberg (2008), the rate of progression through each English proficiency level varies according to the individual characteristics of each English language learner. The environment plays a very important role that helps simultaneously the students to acquire the instructions easier. Environmental factors are seen like a common phenomenon by the authorities of the Extracurricular Courses Department, part of the atmosphere in which the learners are supposed to acquire their proficiency according to the level they are going through. This fact must be treated consequently until prompting measures of improvement though. The chosen actors during our interviews; both, teachers and students pointed out the same findings observed in there: the excessive noise around the place, the conditions of the classrooms, the lack of technological tools for teaching purpose, the conditions of the building, the waste of time because of the lack of resources, and the safety as a relevant point.

The outcomes evidence our hypothesis about the effects of the environmental factors of EFL students of the Extracurricular Courses Department at UASD (East-side), demonstrating how these elements affect the concentration and proficiency of the subjects under investigation.

The students and teachers interviewed agree with our exposed theory, students cannot get concentrated because of such elements of distraction and interruption disturbing them during each class which ones were mentioned above.

Summarizing, this research shows the relevance of having a good environment for learning and teaching purpose, and what should be taken into consideration when establishing or choosing a place for an EFL (or other languages) instruction center that represents our Languages School.

CONCLUSION

The results suggest that our Languages Department authorities should take into consideration the target researched topic, which clearly narrowed how EFL students are affected by diverse external and internal factors that interrupt them during the classes, such factors might be solved by the interaction of the responsible areas of the university.

The low proficiency of EFL students of the Extracurricular Courses at UASD (East-side), is due the lack of tools and conditions of the spaces where the classes are taught, our authorities may solve these type of issues, which affect the most of the students of this center, however, in this place is perceived an atmosphere of indifference and abandonment which is noticeable. This extension of our School is paid by the attendees and they demand more attention from our administrative board.

The Extracurricular Courses Department is held by the excellent human resources it has and its gamma of professionals deserves a better condition to work and transmit the generational knowledge that illustrates our reputation in the Dominican society.

The process of learning a new language must be carefully taught focused on the audience that is going to reside temporarily in the selected physical place. Students use to quit from school when they feel they are not learning or because of the difficulties found in the way, so this is what should be avoided when building or preparing the environment for teaching purpose.

Excellence is acquired when our effort is reflected in the product shown to the society.

RECOMMENDATIONS

In order to increase the quality of our Extracurricular Department School on the East side, the following advises might be taken into consideration:

- The authorities have to repair the damaged areas in the Extracurricular Courses building (East-side).
- The classrooms must be adequate in order to avoid the penetration of noises coming from the outside.
- Classrooms must be equipped with technological tools for better teaching pedagogical activities within the advancements of nowadays.
- Fans have to be replaced by air conditioners because fans throw dust in the wind which is inhaled by the students and teachers within the classrooms.
- The lights have to be of a higher amperage in order to illuminate the place better, due the low lightening affects the sight of readers.
- The building has to be constantly cleaned up, and it is necessary to provide the bathrooms with water.
- CCTV cameras have to be installed on the second floor for security purpose.
- Another security guard per shift has to be hired in order to avoid robberies and make the place safer.
- Teachers need to have a printer or photocopy machine to prepare the material they need to impart.
- A cafeteria has to be installed within the building in order to avoid the waste of time when going to break.

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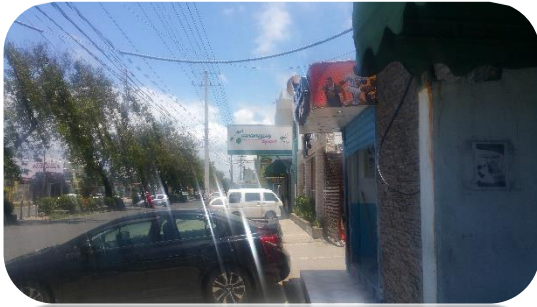
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APPENDIX

Pictures showing the surrounding areas of the UASD Extracurricular Courses' building (East-side):

A)   Neighbors:

Classrooms:

B)   Building: