

The Environmental Influence on Slow Learners' Learning Achievement

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Abstract : This paper examines how the classroom environment influences slow learners' learning achievement; it focuses on how seating patterns affect students' behaviours and which patterns best contribute to students' learning performance. The researcher studied how slow learners' characteristics and seating patterns influenced their behaviours and performance at Ban Hin Lad School. As a nonparticipant observation, the target groups included 15 slow learners from Prathomsueksa (Grades) 4 and 5. Students' behaviours were recorded during their learning activities in order to minimize their reading and written expression disorder in Thai language tutorials. The result showed four seating patterns and two behaviors which obstructed students' learning. The average of both behaviours mostly occurred when students were seated with patterns 1 (the seat facing the door, with the corridor alongside) and 3 (the seat alongside the door, facing the aisle) respectively. Seating patterns 1 and 3 demonstrated visibility (the front and side) of a walking path with two-way movement. However, seating patterns 2 (seating with the door alongside and the aisle at the back) and 4 (sitting with the door at the back and the aisle alongside) demonstrated visibility (the side) of a walking path with one-way movement. In Summary, environmental design is important to enhance concentration in slow learners who have reading and writing disabilities. This study suggests that students should be seated where they can have the least visibility of movement to help them increase continuous learning. That means they can have a better chance of developing reading and writing abilities in comparison with other patterns of seating.

Keywords : slow learning, interior design, interior environment, classroom

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