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UNDERGRADUATE PROGRAM

**DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR**

MODALITY: RESEARCH REPORT

**“FACTORS THAT AFFECT THE TEACHING-LEARNING PROCESS OF THE
ENGLISH LANGUAGE IN CHILDREN OF THE THIRD GRADE OF EGB OF THE
14 DE JULIO - JUAN ABEL ECHEVERRÍA EDUCATIONAL UNIT IN THE
ACADEMIC PERIOD 2022-2023”**

Research report before obtaining the bachelor degree in National and Foreign Language
Pedagogy, English Major

Authors:

Valencia De La Cruz Dayana Maribel
Moncayo Añarumba Evelyn Tatiana

Tutor:

MSc. Romero Palacios Amparo De Jesús

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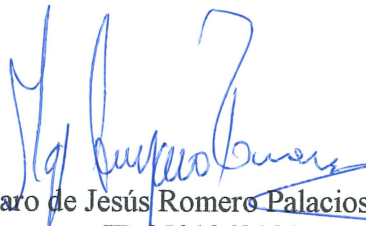
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In my capacity as a supervisor of the research report entitled "Factors that affect the Teaching-Learning Process of the English Language in Children of the Third Grade of EGB of the 14 de Julio Juan - Abel Echeverría Educational Unit in the academic period 2022-2023", and researched by Dayana Maribel Valencia de la Cruz, ID number 0504752684, and Evelyn Tatiana Moncayo Añarumba, ID number 0550276935, for obtaining the bachelor's degree in National and Foreign Language Pedagogy, English Major.

I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí, August, 2023



Amparo de Jesús Romero Palacios, MSc.
ID:0501369185


COMMITTEE APPROVAL

The research report entitled “Factors that affect the Teaching-Learning Process of the English Language in Children of the Third Grade of EGB of the 14 de Julio - Juan Abel Echeverría Educational Unit in the academic period 2022-2023”, has been revised, approved and authorized for printing and binding, before obtaining the bachelor’s degree in National and Foreign Language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

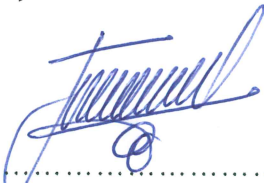
Pujilí, August, 2023



MSc. Castro Bungacho Sonia Jimena
ID: 0501974729
Committee president



Mg. Tovar Viera Vicente Rodrigo, PhD (c)
ID: 0502414089
Committee, Member 1



MSc. Rosero Menéndez Jorge Luis
ID: 0500862727
Committee, Member 2

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Pujilí, August, 2023



Valencia de la Cruz Dayana Maribel

ID: 0504752684



Moncayo Añarumba Evelyn Tatiana

ID: 0550276935

GRATEFULNESS

We thank God who has guided our path and allowed us to reach this goal. Infinite gratitude also to the distinguished Technical University of Cotopaxi and its professors who made this dream possible and helped forge humanistic and quality professionals. Finally, an eternal thanks to our families and friends, to our families because they were with us through thick and thin, supporting us morally and economically, and to our friends because they were there to advise us and encourage us not to abandon our dream.

Maribel & Evelyn

DEDICATION

I want to thank God who has been with me through thick and thin and has not allowed me to give up on my dreams. Thank you God for your wisdom and above all for your love and this triumph is dedicated to you because without your presence this dream would not have been possible. On the other hand, I want to thank a very wonderful being that God gave me, my mother, who has been with me no matter the difficulties, supporting me and also scolding me when I have done things that have affected the course of my life. I also want to thank my father who although I never received words of encouragement I know he is proud of me. My siblings are also a fundamental part who were with me in good times and bad, encouraging me and above all supporting me financially.

Maribel

DEDICATION

I dedicate this project mainly to God for being there in those moments of uncertainty and loneliness, showing me that after the storm comes tranquility and peace. And without a doubt I thank the majestic presence of the moon that adorned with beautiful stars were companions and listeners of my deepest desires and aspirations in life. To my dear family and friends who were always by my side guiding and supporting me every day with their words of encouragement motivating me to give the best of me. To my dear professors who accompanied me in every stage of learning, sharing their knowledge and leaving me such deep teachings that I will never forget in my life, I want to thank every moment of happiness and sadness because from the mistakes I have learned that I have two options to stay on the ground and give up or get up with strength and move forward learning from them to improve as a person. Finally, I want to thank all the people who have coincided in my life, for being part of me, truly thank you for existing and accompanying me on this crossing called life.

Evelyn

TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

ENGLISH MAJOR

THEME: “FACTORS THAT AFFECT THE TEACHING-LEARNING PROCESS OF THE ENGLISH LANGUAGE IN CHILDREN OF THE THIRD GRADE OF EGB OF THE 14 DE JULIO - JUAN ABEL ECHEVERRÍA EDUCATIONAL UNIT IN THE ACADEMIC PERIOD 2022-2023”

Authors:

Valencia de la Cruz Dayana Maribel

Moncayo Añarumba Evelyn Tatiana

Tutor:

MSc, Romero Palacios Amparo de Jesús

ABSTRACT

The present research aims to "determine the institutional factors that affect the teaching and learning process of the English language in third grade students of the 14 de Julio - Juan Abel Echeverría Educational Unit in Ecuador during the academic period 2022-2023." A qualitative approach was employed, using a descriptive method. As for the techniques employed, these included direct observation, interviews and a survey applied to 30 third grade EGB students and two English teachers. The data collection instruments consisted of questionnaires, observation sheets and interview guides to gather the informants' perspectives on the English language teaching and learning process. The results highlighted the importance of teacher training, teaching methodology, lesson planning, use of English as the language of instruction, and resource management. These factors significantly influenced the teaching-learning process, potentially impeding the development of linguistic and communicative competencies. Classroom space, size and layout proved to be key institutional factors affecting the learning of third-year students. Timely interventions are crucial to prevent adverse outcomes and maintain students' interest in language learning.

Keywords: Institutional factors, teaching, learning

TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

ENGLISH MAJOR

TITULO: "FACTORES QUE AFECTAN EL PROCESO DE ENSEÑANZA-APRENDIZAJE DEL IDIOMA INGLÉS EN NIÑOS DEL TERCER GRADO DE EGB DE LA UNIDAD EDUCATIVA 14 DE JULIO - JUAN ABEL ECHEVERRÍA EN EL PERIODO ACADÉMICO 2022-2023".

Autores:

Valencia de la Cruz Dayana Maribel

Moncayo Añarumba Evelyn Tatiana

Tutor:

MSc. Romero Palacios Amparo de Jesús

RESUMEN

La presente investigación tiene como objetivo "Determinar los factores institucionales que inciden en el proceso de enseñanza y aprendizaje del idioma inglés en los estudiantes de tercer grado de la Unidad Educativa 14 de Julio - Juan Abel Echeverría en Ecuador durante el periodo académico 2022-2023." Se empleó un enfoque cualitativo, utilizando un método descriptivo. En cuanto a las técnicas empleadas, éstas incluyeron la observación directa, entrevistas y una encuesta aplicada a 30 estudiantes de tercer grado de EGB y a dos docentes de inglés. Los instrumentos de recogida de datos consistieron en cuestionarios, fichas de observación y guías de entrevista para recabar las perspectivas de los informantes sobre el proceso de enseñanza y aprendizaje de la lengua inglesa. Los resultados subrayaron la importancia de la formación del profesorado, la metodología didáctica, la planificación de las clases, el uso del inglés como lengua de instrucción y la gestión de los recursos. Estos factores influyeron significativamente en el proceso de enseñanza-aprendizaje, impidiendo potencialmente el desarrollo de las competencias lingüísticas y comunicativas. En particular, el espacio, el tamaño y la distribución de las aulas resultaron ser factores institucionales fundamentales que afectaban al aprendizaje de los alumnos de tercer curso. Las intervenciones oportunas son cruciales para prevenir resultados adversos y mantener el interés de los alumnos por el aprendizaje de idiomas.

Palabras claves: Factores institucionales, enseñanza, aprendizaje

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1. GENERAL INFORMATION

Theme:

“Factors that affect the Teaching-Learning process of the English Language in Children of the Third Grade of EGB of the 14 de Julio - Juan Abel Echeverría Educational Unit in the academic period 2022-2023”

Starting Date:

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Sponsoring career:

National and Foreign Language Pedagogy English

Macro project of the career:

Formative processes in the teaching and learning of English as a foreign language in the educational institutions of the province of Cotopaxi.

Work Team:

MSc. Romero Palacios Amparo de Jesús

Dayana Valencia

Evelyn Moncayo

Knowledge area:

Education

Research line:

Education and Communication for Human and Social Development.

Research line of the career:

Education, language and culture

2. PROBLEM STATEMENT

English is considered the most important language worldwide, whether for people who speak it as a first language, second language or foreign language. For this reason, its learning is a priority from the primary levels of education, since it will allow the development of comprehension and production of the language. However, in many educational units there are factors that affect the teaching and learning process of students, which is evidenced by low academic performance. Smith (2023) mentions that one of the factors that influence the success of learning a foreign language is age or mother tongue. Therefore, it is important to know these factors if one wishes to develop realistic goals and expectations in the process of teaching and learning English.

On the other hand, in Ecuador English is not considered a very important language by people, especially by students. According to the English Proficiency Index (2021, cited by Castillo, 2021), Ecuador remains one of the two Latin American countries with the worst level of English language proficiency, only above Mexico. The score is 440 out of 1000, according to the EF report. This problem could have been triggered because there are factors within the teaching-learning process that tend to be a barrier for students to learn English easily. Therefore, it could be said that one of the factors that have the greatest impact on students' poor performance in communicative skills are institutional factors such as: classroom space, classroom size, teaching resources, and especially the teaching-learning methods used by the teacher. For this reason, an ESL classroom teacher must be knowledgeable and use a variety of methods to achieve effective teaching (Kawasaki, 2022).

Likewise, in the province of Cotopaxi the English level of students is very low, even more so if they are Educational Units located in rural areas. This problem is caused by many factors, perhaps institutional factors such as: teaching methods, pedagogical activities, lesson planning, classroom environment, classroom resources and spaces, among others. All of the above factors have a great impact on students and cause students' language and

communication skills to not develop properly. It also causes students to maintain low academic performance in English.

Finally, learning English is very important in the educational field because it allows access to updated and complete information since most of the information is in English. However, learning English involves several factors that do not allow students to learn English easily. As mentioned above, institutional factors are one of those that affect this process. For this reason, the need arises to study the institutional factors that directly influence English learning, since they clearly affect the learner and prevent him/her from developing his/her linguistic and communicative competencies in the learning process. Then, the purpose of this research is to know the main institutional factors that affect the Teaching-Learning process of the English language in third grade EGB students of the 14 de Julio - Juan Abel Echeverría Educational Unit. Therefore, this research will be based on describing the following:

What institutional factors affect the success of the teaching-learning process of the English language in third grade EGB students?

3. OBJECTIVES

3.1. General objective

To determine the institutional factors that affect the teaching-learning process of the English language in children of third grade of EGB of the 14 de Julio - Juan Abel Echeverría Educational Unit

3.2. Specifics objectives

- To analyze the theoretical constructs related to the institutional factors that affect the teaching-learning process in third grade students.
- To identify the institutional factors that affect the English teaching-learning process in third grade students.
- To describe the institutional factors that affect the English teaching-learning process in the English classroom.

4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED

Tabla 1:Activities and task system in relation to the objective proposed

Specific objective	Activities	Verification Means
To analyze the literature review related to the institutional factors that affect the teaching-learning process in students.	<ul style="list-style-type: none"> ✓ Reviewing literature concerned with the theories ✓ Collecting information ✓ Selecting information ✓ Analyzing information ✓ Defining information 	<ul style="list-style-type: none"> ✓ Theoretical framework
To identify the institutional factors that affect the English teaching-learning process in third grade students	<ul style="list-style-type: none"> ✓ Analyzing variables ✓ Elaborating survey, interview and observation sheet questions ✓ Selecting the most important questions ✓ Elaborating the survey, interview and observation sheet ✓ Applying survey, interview and observation sheet 	<ul style="list-style-type: none"> ✓ Survey/instrument (Methodology) ✓ Interview/instrument sheet/instrument ✓ Observation sheet/instrument
To describe the institutional factors that affect the English teaching-learning process in the English classroom	<ul style="list-style-type: none"> ✓ Collecting the data ✓ Analyzing data ✓ Interpreting data ✓ Elaborating results ✓ Establishing conclusions and recommendations 	<ul style="list-style-type: none"> ✓ Results ✓ Conclusions ✓ Recomendations.

5. JUSTIFICATION

The objective of this research was to identify the factors that affect the teaching-learning process of English in third grade children of the EGB of the 14 de Julio - Juan Abel Echeverría Educational Unit, it focused specifically on institutional factors which were

divided into 4 categories such as: teachers, students, classroom and institution, with the purpose of providing possible solutions and recommendations to improve the quality of teaching.

The teaching of English has acquired global relevance in the era of communication and interconnection. Considering that Ecuador is considered a country with a low level of English proficiency (Soledispa & Gutierrez, 2023, pg. 110). Therefore, this study is expected to lead to the advancement of new research on similar topics and possible alternative solutions to reduce the problems faced by students in learning English as a second language.

The direct beneficiaries of this project are the students of the 14 de Julio - Juan Abel Echeverría Educational Unit. In addition, the indirect beneficiaries will be the English teachers, who will become aware of the importance of attending to institutional factors in the teaching and improvement of their students' oral expression skills. Therefore, this study will provide information of interest for teachers to orient themselves based on the findings and implement methods and strategies that facilitate the teaching and learning process.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1. BACKGROUND

The goal of a study conducted by Soureshjani & Riahipour (2012) was to investigate the factors that may negatively affect language learners' oral performance and observe the similarities and differences between students' and teachers' attitudes on the same topic. For this purpose, 215 Iranian EFL learners and teachers were selected in the pre-and post-study phases of the study. For this purpose, the authors developed two elaborate questionnaires (one for students and one for teachers) on discouraging factors of speaking. After analyzing the collected data using repeated measures ANOVA and Bonferroni post hoc tests, it was concluded that students believe that factors related to teachers, equipment, and classroom usefulness are the three most discouraging factors for speaking. In addition, according to the

teacher's perspective, the three most demotivating factors are related to teachers, time, and class.

Previous research conducted by Peña & Sánchez (2013) employed factors that impact the teaching-learning process of the English language in Ecuadorian public schools where the objective was to determine the factors that prevent students from succeeding in the management of a foreign language. The participants were 15 teachers and 15 students from a public school. The methodology was quantitative, using instruments such as classroom observations and surveys. As a result of this research, it was found that the factors that affect the English learning process are related to the teachers, the students, the classroom and the educational institutions.

Also, previous research done by Venecia (2019) established factors that Influence Basic Level English Language Learning where the objective was to analyze the factor that Influence Basic Level English Language learning at Bienvenido del Castillo Primary School in Bonaó. The participants were 32 elementary level students of the Bienvenido del Castillo educational center. The methodology was descriptive-correlational, using instruments such as Oxford Placement Online Test as pre and post. The results indicate that there are no significant differences between the support tools used in student performance, nor is there any influence when analyzing the educational dependence of origin, with the teacher being the only factor that is relevant in this process.

Additionally, previous research conducted by Sevy, Uvaldo and Muñoz (2020) employed factors affecting English language teaching in public schools in Ecuador, where the objective was to identify the factors that impede and help EFL teaching and learning in the country of Ecuador. The participants were teachers and students. The methodology was exploratory qualitative, using instruments such as the qualitative analysis software MaxQDA to retrieve various codes. The results were that professional development or training of EFL teachers, infrastructure, perceptions and status of EFL, factors related to pedagogy, and educational policies affect EFL.

Moreover, previous research conducted by Bravo and Palmira (2021) focused on the factors that Influence English Language Teaching during the Transition from Primary to Secondary in Eighth Grade Students in Guayaquil, where the objective was to determine the influence of the factors that affect English language teaching during the transition from primary to secondary in eighth grade students of public education in the city of Guayaquil. The participants were 469 teachers. The methodology was quantitative, using instruments such as questionnaires. As a conclusion, it was found that factors such as the demand for discipline and the close relationship between the student and the teacher would influence the student's confidence and motivation towards learning English.

Previous research conducted by Díaz and González (2014) also examined factors that influence the English language teaching-learning process in Ecuadorian private high schools, where the objective was to find out why Ecuadorian students finish high school and go to the university with little or no English language knowledge. The participants were students from 8th grade elementary to 3rd course of high school age 12 to 17. The methodology was quantitative, using instruments such as open questionnaires, observation, note taking, surveys, and interviews. As a conclusion, it was found that class size, population, methods used by teachers and motivations, affect the English teaching-learning process.

6.2. THEORETICAL FRAMEWORK

ENGLISH LANGUAGE TEACHING AND LEARNING PROCESS

The process of organizing students' cognitive, practical, and value-based activities that involves adapting their past social experiences and assimilation of idealized objects, their reflection or spiritual reproduction, is referred to as education. This helps to mediate their entire lives while promoting socialization and value formation (Rodríguez Durruthy, Hernández Aguirre, & Rigual Azahares, 2021, p.24). Likewise, Rodríguez Durruthy, Hernández Aguirre, & Rigual Azahares (2021) consider that the dialectical process of appropriation of contents and ways of knowing, doing, living and being constructed in the socio-historical experience is known as learning. These relatively lasting and generalizable

changes occur as a result of the activity and interaction with other people, which allows him/her to adapt to reality, transform it and grow as a personality.

Similarly, they state that learning English is a complex activity that has two different methodological aspects: acquisition of linguistic knowledge and formation of linguistic habits and skills. This greatly influences the pedagogical action of the teacher, that is, the structuring of the methodological organizational content of teaching. This is derived from the main theoretical foundations of pedagogy in relation to philosophical, sociological, psychological, pedagogical, linguistic and didactic foundations (Rodríguez Durruthy, Hernández Aguirre, & Rigual Azahares, 2021, p.25).

COMMON EUROPEAN FRAMEWORK

Wisniewski (2017) defines the Common European Framework of Reference (CEFR) as a tool which allows to link foreign language proficiency levels to national educational standards and curricula. Similarly, Heyworth (2006) states that the CEFR aims to include learners, editors, professionals, examiners, among others, in the use of such a tool that allows them to understand the different types of involvement in modern language teaching. Council of Europe (2001) presents a series of levels in order to facilitate communication of the system to non-specialists and to provide guidance points for both teachers and curriculum planners such as the following:

Basic User A1.- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. A2.- Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information. Independent User B1.- Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. B2.- Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his-her field of specialisation. Proficient User C1.- Can understand a wide range of demanding, longer texts, and recognise implicit meaning.

C2.- Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. (Council of Europe, 2001, p.24).

The Common European Framework of Reference was created with two main objectives, North (2006) mentions the following: To determine a common metalanguage for all educational sectors, through which language objectives and levels can be discussed; To encourage language teaching professionals to reflect on their current practice, especially in relation to the practical language learning needs of learners, setting appropriate targets and monitoring learners' progress: and to agree on common benchmarks based on the objectives of the Council of Europe's modern language projects since the 1970s (North, 2006 pg, 2). According to the Council of Europe (2020) uses of the framework include the design of language learning programs based on approximation of prior knowledge and its formulation prior learning, objectives and content.

FACTORS THAT AFFECT THE TEACHING-LEARNING PROCESS IN STUDENTS

According to the literature consulted, the search for meaning and the conditions that sustain the action of learning, the application of methods according to the context and the study of the sociological conditions of learning are new contemporary trends. There is also a shift in the role of traditional teaching towards the creation of conditions conducive to participatory learning, away from formal styles and supported by an effective communication model. That is why, to analyze the factors affecting the teaching-learning process, it is necessary to take into consideration institutional, internal and external aspects.

INSTITUTIONAL FACTORS IN ENGLISH LANGUAGE EDUCATION

The effectiveness of the English language teaching-learning process in educational contexts is intrinsically linked to various institutional factors. These factors play a crucial role in the

formation of students' linguistic and communicative competencies. In the following, the following institutional factors will be analyzed and supported: teaching method, pedagogical activities, lesson plan, percentage of time devoted to language, level of training, teachers' level of English, students' needs, teaching management, classroom size, classroom space, seating arrangements, teaching resources, student motivation.

Teaching Method

The teaching method chosen in the educational setting has a direct impact on how content and language skills are addressed. According to Larsen and Anderson (2019), "teaching methods affect how students interact with content and with each other, which can influence their acquisition of the target language" (p. 56). The choice of method, whether communicative, grammatical, or task-based approaches, can affect learners' active participation and deep understanding of the language.

The teaching method selected has a profound impact on language skill acquisition. The choice between communicative, grammatical, or task-based approaches directly affects how learners interact with the content and with each other. The relevance of this factor lies in how it influences learners' active participation and deep understanding of the language (Gortaire et al., 2023). Innovation in method selection can offer new perspectives and approaches to approach English language teaching, which enriches the learning process and facilitates the effective acquisition of communicative competencies.

Pedagogical Activities

The pedagogical activities selected in the classroom play an important role in students' practice and acquisition of language skills. According to Richards and Rodgers (2021), "activities should be designed to encourage interaction, practice, and authentic language production, allowing students to apply what they have learned in relevant situations" (p. 145). Activities that promote interaction and practical application of language facilitate the development of communicative skills.

The teaching method used, and the pedagogical activities implemented can influence students' motivation and engagement in learning English. Communicative and participatory approaches, which encourage interaction and active language use, are often more effective in developing language skills (Moreira & Bravo, 2022). Therefore, designing activities that encourage interaction, practice and authentic language production is crucial. Through innovation in creating activities that simulate real-life situations can increase the relevance and applicability of language. In addition, these activities promote the active participation of students, enhancing their communicative skills.

English Classroom Planning

The design of the lesson plan and the time allotted to English language in the curriculum are determinants of the amount and quality of exposure students have to the language. According to Nation (2021), "time devoted to language learning is essential to developing strong language skills" (p. 20). A well-structured lesson plan and an adequate percentage of instructional time in English allow for more effective immersion and deeper mastery of the language. Lesson plan design and time allocated to English are essential elements in effective learning. A well-structured lesson plan that includes an adequate percentage of instructional time in English allows for more effective immersion in the language. Innovation in curriculum design can allow for a balanced distribution of time for practice, instruction, and assessment, thus ensuring a deeper mastery of the language.

Level of English Training

The level of English language training of teachers can have a significant impact on the teaching-learning process. Teachers with a high level of English proficiency are better prepared to teach effectively and facilitate students' language acquisition (Lozano & Maldonado, 2022).

Similarly, teachers' level of English language training and proficiency influences the quality of instruction and support provided to students. As Freeman (2020) notes, "teachers with a

strong background in foreign language teaching and a high level of language proficiency can provide more effective and authentic instruction" (p. 235). Well-trained teachers can tailor their instruction to address the specific needs of students and guide them toward greater language development.

The quality of instruction and support provided to students is influenced by teachers' level of English language training and proficiency. Teachers with a strong background in foreign language teaching and a high level of language proficiency can provide more authentic and effective instruction (Gomez, 2020). Innovation in teacher education can include professional development programs that emphasize both current teaching methodologies and strengthening language proficiency.

Student Needs

Understanding students' individual needs and characteristics is essential for effective education. According to Brown (2017), "a learner-centered approach that considers individual learning styles, preferences, and abilities can maximize learning motivation and retention" (p. 98). Tailoring instruction to individual needs improves student participation and engagement in the language learning process. Recognizing and addressing individual learner needs is essential to effective education. A learner-centered approach that considers students' learning styles, preferences, and abilities maximizes motivation and learning retention (Silva & Morales, 2023). Innovation in adapting instruction to individual needs can include implementing differentiated strategies in the classroom, allowing for a more personalized and enriching educational experience.

Understanding and effectively addressing these institutional factors has a direct impact on the quality of English language education. Innovation in method selection, activity design, curriculum planning, and teacher training contributes to a more enriching teaching-learning process. In addition, considering the individual needs of students maximizes their

engagement and active participation, which reinforces the relevance and applicability of language skills in their daily lives.

The institutional factors discussed are interconnected and play an essential role in the success of the English language teaching-learning process. Addressing each of these factors effectively and with innovative approaches can lead to a more enriching and successful educational environment in terms of students' linguistic and communicative development. Taken together, these institutional factors interact and complement each other to influence the success of the English language teaching-learning process. Considering and addressing each of these aspects effectively can lead to a more enriching and successful educational environment in terms of students' linguistic and communicative development.

Managing Learning

(Chisag & Ángel Humberto, 2013, as cited in Dixie, 2003) states that this is not a simple task since it depends on the type of activities and means that students will perform and use in the classroom. She states that instruction must be observable, simple, clear, specific, and related to the learning activities and the performance of the students. There are certain relevant aspects explained by (Chisag & Angel Humberto, 2013, as cited in Dixie & Bell, 2009) regarding instructions. Instructions should be limited in number; they should be stated using adverbs to express expectations; and teachers should ask questions to assess whether the instruction has been clearly understood.

Class Size

The classroom is a very important factor in the teaching and learning process, so the Ministry of Education must take into account and act on this relevant factor. The Ministry of Education must create classrooms with adequate and appropriate infrastructure for students as they are indispensable in all educational units to generate quality teaching. Kieschnick (2018), points out that "class size is important because it allows the teacher greater proximity to the students and, therefore, more opportunities for individual and small group instruction".

On the other hand, if the teacher manages a large class size, it is very difficult to develop English skills such as speaking, listening, reading, and writing. This problem is caused because having a large class size makes it impossible to have the student's attention because there will be distractions such as noise, discomfort, stress, among others, causing the student to fail to learn the English language. According to Woodward (2009, cited in Díaz and González, 2014), the noise, the excess of students and the closed space, will cause students not to interact in class and therefore not to use the target language.

Classroom Space

Today, if teachers want to achieve meaningful results with students, they must take into account the space provided in the classroom, i.e., they must take into account what kind of activities, games, etc. are the most appropriate according to the classroom space. Harvey & Kenyon (2013, cited in University of Michigan, 2020), state that the way a classroom is configured has a great impact on how students learn. The physical space of the classroom can be designed as an active learning space, with movable chairs and tables that facilitates interactive, collaborative, and experiential learning.

In addition, learning spaces or classrooms contribute to personal and professional development because in that space students learn to express or communicate different ideas. Therefore, it is important that each learning space has the necessary resources for students to overcome learning challenges. Finally, "when students feel comfortable in their classroom environment and have the necessary tools, they are more likely to remain engaged and participate in their classes" (Tourani, 2021).

Seating Arrangement

Seating arrangement is basically the physical arrangement of chairs, tables and presentation in the classroom that influences learning (Campos, 2023). Testbook (2023) states that the seating arrangement is a mechanism that consists of making a group of people sit in a certain way. That is, information is given about the arrangement of chairs in a row or circle,

and learners must arrange people in a row, circle or square according to the given instructions.

Testbook (2023) points out a list of types of seating arrangement:

1. Concentric Arrangement
2. Polygonal Arrangement
3. Circular Seating Arrangement
4. Linear Seating Arrangement

Classroom and Teaching Resources

Classroom resources are instructional materials that teachers use in the classroom to facilitate learning. Some of the indispensable classroom resources in all educational units are markers, whiteboards and erasers. Without these materials, there is no way to conduct a solid explanation, as "teaching without resources is like trying to build a house without power tools" (Chase, 2018). In addition, teachers can implement or make use of different types of resources to enhance the teaching-learning process such as: writing templates, coloring sheets, pens, pencils, and glue sticks.

Also, "some of the most common resources in the classroom are books, educational websites, movies or videos, and other media that can help the instructor demonstrate key concepts of a lesson" (Nelson, 2023). With the goal of enabling students to fully develop their learning capabilities possible.

According to Blerta (2020) using multiple resources during learning has several advantages such as: access to up-to-date information, flexibility, relevant reading materials, independent learning and other resources

Student's Motivation

Nowadays, motivation is a very important factor that the teacher must consider in the teaching-learning process to achieve the goals, objectives and projections of the students, raising school performance and generating clearly significant knowledge. Yulfi, & Aalayina

(2021) state that motivation can drive students to achieve their learning goals. Without motivation, it is difficult to achieve learning purposes. By being motivated, learners will be enthusiastic in the teaching-learning process, so they will be pushed to study English well.

Additionally, according to Subakthiasih & Putri (2020, cited in Yulfi, & Aalayina, 2021), there are two types of human motivation in second language learning: Integrative motivation: Integrative motivation equates learning a language with conscious participation in the culture of its people; Instrumental motivation: Instrumental motivation proposes and implies that a learner learns the language to support an occupational purpose.

Factors affecting motivation

According to Harmer (1991, cited in Husna et al., 2019), there are four factors that will affect learners' motivation: a. Physical condition: If students are exposed to an unpleasant situation, such as poor lighting, cramped spaces, no materials, among others. Students lose motivation to learn; b. Teaching method: The way the teacher teaches affects the students' motivation to learn. If students feel bored with the teacher's method, their motivation will be lost or will gradually decrease, c. The teacher: The teacher plays an important role since the motivation or demotivation of the students in the classroom will depend on him, d. Success: This refers to the appropriate level of challenge created by the teacher. This means that, if the teacher assigns an activity that is too difficult or too easy, it can lead the students to a situation of demotivation in their learning process (Harmer, 1991, cited in Husna, and Murtini, 2019).

INTERNAL FACTORS

Role of the teacher and motivation

According to Carrillo Castaño & Hernández Serna (2016) one of the most influential variables in the teaching and learning process is the teacher, for his knowledge of the subject, his style to present and organize the learning material, as well as his ability to communicate and transmit values to the students the use of didactic strategies that propitiate motivation in

students. In this regard, (Sellan 2017, cited by Santander Salmon & Schreiber Parra, 2022) shows that motivation does not involve an affective process, but requires cognitive activity, since they can set goals to achieve their dreams and desires and fully perceive what they need and want to learn.

For (Chavero, 1999, cited by Santander Salmon & Schreiber Parra, 2022) the learning process is based on an interest generated by the need to know. Intermediate variables such as concentration, persistence in performing the task and greater tolerance to negative results generate motivation. However, once the learning sessions are over and the products of cognitive interaction are formed, the impact of motivation on the learner's cognitive structure is no longer influential.

Likewise, Gómez Vahos, Muriel Muñoz, & Londoño-Vásquez (2019) consider that it is necessary for education to have meaningful characteristics, where the teacher's role is to appropriate the necessary elements for the subject to be the protagonist, not only of his own learning, but also of his interaction with others. To achieve this, an intentional, planned and systematic educational process that considers the individual differences, interests, needs and problems of each student is necessary. Similarly, (Torres and Girón, 2009 cited by Osorio, Vidanovic, & Finol, 2021) consider that with regard to the protagonists of the educational task, the teacher is the professional in charge of diagnosing, planning, executing and evaluating the teaching-learning process, while the students are the subjects who, actively participating in the class, receiving the teacher's help and interacting with the training resources within their reach, will manage to overcome the planned objectives.

Child's personality

Some children are naturally extroverted and are comfortable interacting with others in a learning environment, which allows them to practice and improve their language skills. More introverted children may feel more insecure when speaking in public and may require a more individualized approach to develop their confidence in using the language. In

addition, patience and perseverance are important qualities for learning English, as it requires time and constant practice.

According to Raine (2006, cited by Rondón Espinoza, 2018), a person with an introverted personality feels good being alone, being comfortable and feeling completely in their space; however, when others enter this space, they become cluttered and feel bad. In this regard Jung (1965, cited by Rondón Espinoza, 2018) assures that: people tending to introversion who, despite reacting to internal stimuli and maybe being socially more withdrawn and shy, does not mean that they are not open, at a given moment to the environment and what it offers them" (n/d). Children who are more impatient or easily frustrated may need additional support to maintain their motivation and overcome challenges that may arise during the learning process.

Children's personalities can influence their English language learning, and it is important to adapt teaching strategies to meet each child's individual needs.

Children's aptitude for English language learning

According to Snow (1978 cited by Uribe, 2011), an aptitude occurs in a learning situation in which a person-situation relationship is present, which connects and defines aptitude; it also predicts performance in that learning situation. Aptitude is changeable during the first years of life but then remains stable. In this regard, Snow (1978 cited by Uribe, 2011) argues that cognitive abilities are components and are organized in a hierarchical structure. He also establishes limits for a theory of aptitudes. A child's competence to learn influences his or her ability to acquire a language in language acquisition. The chances of learning a language will increase with competence in learning. However, the lower your level of learning proficiency, the less likely you are to learn a language (Solano, 2023, p. 23).

EXTERNAL FACTORS

Socioeconomic factors

Socioeconomic factors have a significant impact on children's English language learning. Studies have shown that children from families with higher socioeconomic status tend to have greater access to educational resources, such as quality English language programs and learning materials.

According to Vallejo (2010 cited by Guerrero Rodríguez & Cubides Franco, 2019) "the set of material and social conditions in which a family lives to live comfortably and satisfy all its basic needs, since this will determine its standard of living". (Vallejo, 2010, p. 34).

In this regard, it indicates that there is a correlation between socioeconomic factors and the learning of a second language (English) in basic education students and the educational level of the parents. It has been defined in several studies and research as a crucial component involving learning, performance and development (Guerrero Rodríguez & Cubides Franco, 2019, p. 22).

In addition, these children often have more opportunities to practice the language, either through trips abroad or interactions with native English speakers. On the other hand, children from families with lower socioeconomic status may face economic and social barriers that hinder their learning of English.

Sociodemographic factors

Demographic factors play an important role in children's English language learning. The cultural and linguistic environment in which a child lives can also have a significant impact on his or her ability to acquire English. Another factor to consider is the age of onset of learning, as it has been observed that children who start learning English at an early age tend to have a better command of the language compared to those who learn it later. According to (Hartshorne et al., 2018, cited by Solano, 2023), the crucial period occurs when adult language acquisition ability declines. They found that children who started learning a

language before the ages of ten to twelve years old had a higher language acquisition ability than their older peers.

Similarly indicates that Hartshorne et al (2018, cited by Solano, 2023), considers that the older the child, the stronger the accent may be on the second or third language. Many adults are primarily concerned with an accent. Some believe that the accent indicates multilingualism. Because of the accent, some may be discouraged from learning other languages. We all have accents, so having an accent is a sign of multilingualism that many celebrate in today's age (Solano, 2023, para. 6). In addition, access to bilingual education programs and the quality of instruction are also determining factors in the process of learning English. In summary, demographic factors such as socioeconomic status, cultural and linguistic background, age of onset of learning, access to bilingual education programs, and quality of instruction all play a crucial role in children's English language learning.

Institutional academic factors

The learning environment: in the educational field there has been interest in highlighting the importance of the "environment" in the teaching-learning process. Interest in the child's place and activity finds a variety of changing environments and locates factors, different characteristics and the magnitude of educational transformation. According to Castro Perez & Morales Ramirez (2015), the organization of educational environments will depend on the budget, the creativity of teachers and students, but the basic principles of cleanliness, order and beauty cannot be missing. It is crucial to avoid an education that does not value aesthetics in learning and does not consider it a necessity or a right of minors and adults who share the classroom. The role of the teacher is crucial in this process because his or her attitude, behavior and performance in the classroom influence the motivation and construction of student learning. Color has a strong influence on the emotional state of children as well as adults, so the selection must be careful to generate positive attitudes in relation to brightness and mood (Castro Pérez & Morales Ramírez, 2015).

According to the Organization for Economic Cooperation and Development (OECD) (cited by Interempresas, 2021) schoolchildren in the 21st century require a social environment that demands autonomy, flexibility and the ability to make decisions and connect knowledge on their own or through teamwork. According to Castro Pérez & Morales Ramírez (2015) to achieve meaningful learning it is important to take into consideration the following recommendations:

- Use more active, participatory and coherent methodologies in all its components, including materials, classroom distribution, learning mediation, the role of teachers and children, the democratic definition of classroom rules, among other things that the environment itself does not reflect.
- Learning is a multifactorial process that requires thinking and rethinking it so that students enjoy it and internalize it while it develops in an integral way in school spaces. It is the responsibility of teachers to know the factors inherent to each process in order to develop an effective and efficient pedagogical work.
- As the adult responsible for mediating learning, teachers must strive to know the desires, interests, needs and developmental characteristics of the children in their charge in order to adapt their practices to build effective and meaningful learning.

7. METHODOLOGY

7.1. Research method

The approach of the present research was qualitative, "Qualitative research can be defined as the study of the nature of phenomena and is especially appropriate for answering questions about why something is (or is not) observed, evaluating complex interventions with multiple components, and focusing on improving interventions" (Busetto et al., 2020, p .1). Based on this concept, the qualitative approach was used since it was necessary and feasible to take note of the comments that teachers and students added during the questionnaire application

process, which served as support for their respective analysis. In addition, a descriptive method was used in order to obtain complete and relevant information that would provide knowledge and information for future research. Finally, information was collected through a survey directed to the teacher since it allowed knowing the institutional factors that influenced the teaching-learning process of the English language in third grade students.

7.2. Research Context and Participants

This research was conducted at the 14 de Julio - Juan Abel Echeverría Educational Unit, located in the province of Cotopaxi in Ecuador. The participants of this study were 2 English teachers and 30 third grade students between 7-8 years of age. Simple random sampling was used for the teachers to obtain the participants. On the other hand, the sampling method used to select the students was by convenience, that is, the most accessible population at a given time and place was chosen. In addition, the population was selected because it was observed that in this educational unit, third grade students are the most affected when we talk about institutional factors.

7.3. Data collection instruments

Teacher survey

The present research collected the necessary and preliminary information with the help of surveys/questionnaires

Surveys are data collection techniques that consist of a series of questions, both closed and open-ended, this list is called a questionnaire and is applied to people to answer. In our research the surveys were taken and adapted from an undergraduate thesis of the University of Loja, they were adapted according to the need of the researchers. They were validated by three experts in the subject, three teachers from the Technical University of Cotopaxi. The surveys were directed to two English teachers and 30 third grade students; the survey given to the teachers consisted of 20 questions (see Annex A). The teacher surveys asked questions

related to institutional factors, which were divided into four categories: teacher, student, classroom and educational institution.

The teacher category consisted of 11 questions, which sought to identify institutional factors such as: teaching method, teaching activities, lesson plan and language percentage. The student category sought to know if the teacher knows the students' needs and level of English. The classroom category sought to know if institutional factors such as: space, size, seating arrangement and teaching resources affect the teaching-learning process. Finally, in the educational institution category, information on classroom monitoring was collected.

Students survey

The student survey consisted of 14 questions (see Annex B) that were taken from 30 students. Similarly, the survey was taken and adapted according to the needs of the researchers, and validated by three experts in the area of English. On the other hand, the main objective of the survey was to corroborate the results obtained in the survey of teachers. For this reason, in said survey there were issues related to institutional factors where students had to respond according to their experience within the teaching-learning process.

Observation sheets

The observation sheets, as we know, allow us to keep an orderly record of the most important observations of an investigation. Therefore, in this research, the observation sheet was taken from the University of Loja and adapted according to the needs of the researchers. Likewise, the observation form was validated by three experts in English from the Technical University of Cotopaxi. On the other hand, the observation form included 11 clear and precise questions (see Annex C), which helped to verify the veracity of the information collected in the surveys. This means that both the questions of the surveys and the observation form have similarities, that is, they are focused on the possible institutional factors that affect the teaching and learning of English. This observation form was applied in only one day since it was only

necessary to verify the results of the survey and for this purpose it was only necessary to observe the English teachers during one day of their working day.

Interview

Finally, the interview, as everyone knows this technique helps to collect information from the opinion of one or several people. The interview applied was structured, since the bank of questions was planned based on the Common European Framework (see Annex D), since what we wanted to know was the teacher's level of English. The interview was applied to two English teachers of the 14 de Julio - Juan Abel Echeverría Educational Unit.

8. ANALYSIS AND DISCUSSION OF RESULTS

ANALYSIS OF RESULTS

The main objective of the analysis and discussion of the results presented in this section is to show the institutional factors that affect the teaching-learning process in third grade students. The factors to be presented were divided into four categories: teachers, students, classroom and educational institution. The results were acquired through the implementation of a questionnaire in which two English teachers who teach general basic education students participated. These results are supported by the information collected through an observation sheet. In addition, additional data were obtained by administering a questionnaire to 30 third grade elementary school students. The objective of this questionnaire is to know the third grade students' point of view regarding the teaching-learning process of the English language.

8.1. Institutional factors affecting the English teaching-learning process in third grade students

The analysis of the results obtained provides a deeper perspective from the approach of teachers, students, educational institution and classroom that influence the teaching-learning process of English in the 14 de Julio - Juan Abel Echeverría Educational Unit during the academic period 2022-2023. These results have shed light on the following institutional factors that influence the teaching-learning process:

Table 2. Identification of Institutional Factors

Institucional factors	Teachers	Students	Educational Institution	Observation Guide: Classroom
English Training Level	Bachelor's degree in English		Teaching staff with a good profile in English	
	Importance of considering age	Motivating and varied activities	Active supervision and monitoring of classes	
	Level of students considered "sometimes"	Positive attitude towards learning		
	Use of communicative and cooperative methods	Perception of diverse English usage		
	Individual activities "always" and "sometimes"	Stable disciplinary management in the majority		
	Group activities "always" and "sometimes"	Usual feedback after activities		

	Sufficient space "often" or "never"	Mixed opinions on classroom size and desks	
Teaching Method and Pedagogical Activities	Communicative and cooperative methods	Interaction and clarity in positive instructions	Technological resources and complementary materials
	Variability in the implementation of activities	Motivating and varied activities	Insufficient space for large groups
	Use of technological resources and materials	Positive perception of activities and methods	
Lesson Plan and Language Percentage	Presentation of topics and controlled practices	Regular feedback after activities	Active review and supervision of plans and lessons
	Use of English 50% and 25% of the time	Variable time allocation for activities	
Classroom Resources and Spaces	Use of technological resources and materials	Mixed views on impact of classroom and desk size	Technological resources and complementary materials
	Adequate availability of resources "almost always" or "sometimes"		Insufficient space for large groups
Student Needs	Consideration of the level of the students	Positive attitude towards learning	Stable disciplinary management in the majority
	Consideration of "sometimes" needs	Diverse perceptions of English usage	

Source: 14 de Julio - Juan Abel Echeverría Educational Unit

Elaborated by: Valencia & Moncayo

Teacher Survey

- **Level of English Training:** The teacher has a bachelor's degree in English, which suggests a specific training in the field of English. This may be a relevant factor in his ability to design and execute effective pedagogical strategies for teaching English. In addition, the teacher considers age as a need to be considered when teaching English, which could be related to adapting appropriate approaches and methods to different groups of students.

The teacher states that he always considers the level of the students to teach successfully, but also mentions that this happens "sometimes". This variability may indicate selective attention to the diversity of levels and needs in the classroom, and could be a point of improvement in terms of providing more personalized and effective teaching. The results indicated that both teachers always consider the English level of each group of students when teaching the language.

In addition to the above, it was possible to verify that the level of training of the teachers of the 14 de Julio - Juan Abel Echeverría Educational Unit, according to the questionnaire filled out by the two English teachers, indicated that they have a degree in English. This result coincides with the interview, since during the interview questions based on the Common European Framework were asked to verify the English level of the teachers. Therefore, it can be affirmed that the 14 de Julio - Juan Abel Echeverría Educational Unit has a teaching staff with a good profile in the field of English teaching.

- **Teaching Method and Pedagogical Activities:** The teacher mentions the use of communicative language teaching and cooperative language learning methods in her classes. These methods emphasize interaction, communication and collaboration among students, which can contribute to a more dynamic and participatory learning environment. This result coincides with the observation sheet since it was observed that teachers applied group dynamics during class where each student had to fulfill a role. The activities tended to be dynamic and interactive, where the children laughed and learned vocabulary or short songs in English, have succeeded in helping students from 7 to 9 years old to master the necessary and useful vocabulary in English.

The teacher uses individual and group work activities to teach, which is consistent with the communicative and cooperative approaches mentioned. However, while she states that she uses individual activities "always", in the case of individual activities, she mentions that she uses them "sometimes". This discrepancy could reflect the need for more consistency in the implementation of these activities.

- Lesson Plan and Language Percentage: The teacher mentions that he introduces the topic and conducts controlled practice during his class time. These steps are fundamental in structuring an effective lesson, as they allow for the introduction and consolidation of content. However, other steps such as warm-up, production, and feedback are not mentioned, which could suggest an opportunity to enrich lesson planning. The teacher indicates that he uses English 50% and 25% of the time in his classes. Although an effort to use English as a vehicular language is observed, it could be valuable to explore strategies to further increase language immersion and exposure to the language. Regarding the institution, in the questions focused on the monitoring of classes, the teachers surveyed affirmed that the institution actively reviews the lesson plans and supervises the classes of the English teachers, which allows us to conclude that in the 14 de Julio - Juan Abel Echeverría Educational Unit, this category is carried out in a satisfactory manner.

- Resources and Classroom Space: The teacher uses resources such as television, computers and complementary materials to teach. This indicates a willingness to integrate technological means and diverse materials to enrich lessons. However, he mentions that he considers resources adequate "almost always" or "sometimes", which could suggest the need to improve and optimize the availability of materials and technologies in the classroom. Classroom space is another relevant aspect. Although the teacher mentions feeling comfortable working with a group of 31-40 students, he also indicates that he has enough space to work "often" or "never" with this group. This could point to a challenge in organizing the classroom for dynamic and collaborative activities.

According to the results obtained in the category of classrooms, composed of 5 questions addressed to the teacher, the seating arrangement, space, size and resources of the classroom

have been considered. Therefore, it has been concluded that in the 14 de Julio - Juan Abel Echeverría Educational Unit, the classrooms do not have enough space and size to teach and receive classes in an adequate manner. This is due to the fact that having a large number of students in a classroom with reduced space does not allow the teacher to adapt the seats according to the activities to be developed, which has generated a traditional seating arrangement, causing little interest and boredom on the part of the students to learn the English language.

Student Needs: In this category, it is observed that most students have a positive attitude toward learning English and express satisfaction with the way they are taught. The perception of whether the teacher predominantly uses English in class is diverse, reflecting varied pedagogical approaches. Discipline management seems to be well-established in most classrooms, creating a conducive environment for learning.

Overall, the results of the teacher questionnaire highlight the importance of considering training, lesson planning, teaching methods, the use of English as a vehicular language, and the availability of resources and space in the classroom as influential factors in the English teaching-learning process. These findings can guide improvements and adjustments in pedagogical strategies and classroom structure to foster an effective and satisfying learning environment for students.

Student Perceptions

The results provide a more complete picture of the students' perceptions in relation to various institutional factors found from their educational experience.

- **Teaching Method and Pedagogical Activities:** it is observed that classroom activities are motivating for most students, suggesting a dynamic learning environment. In addition, the variety of activities and interaction with peers stand out as frequent practices, which can enrich the learning process. The clarity of instructions and the use of technological resources are also perceived positively.

- **Lesson Plan and Language Percentage:** time allocation for activities varies, which could influence the depth and scope of lessons. However, feedback after activities appears to be standard practice, which supports reflective learning and continuous improvement.

- **Learner Needs:** in the category it is observed that most students have a positive attitude towards learning English and show satisfaction with the way they are taught. The perception of whether the teacher predominantly uses English in class is diverse, which could reflect varied pedagogical approaches. Disciplinary management appears to be well established in most classrooms, contributing to an environment conducive to learning.

- **Classroom Resources and Space:** In general, students have mixed opinions about the impact of classroom size and desk layout on their comfort and ability to learn. These perceptions may be influenced by individual preferences and learning styles. This has been evidenced both in the results obtained through the students' questionnaire and the observation sheet, which have contributed to corroborate the results obtained in this category, being one of the most alarming factors that has interfered in the correct teaching-learning process of the English language.

In summary, this in-depth analysis of the results of the student questionnaires allows us to identify how institutional factors such as teaching methods, pedagogical activities, lesson planning and classroom environment influence the English teaching-learning process. These findings provide valuable information for decision making and the design of strategies to improve the quality of education at the 14 de Julio - Juan Abel Echeverría Educational Unit.

DISCUSSION OF RESULTS

The current research has provided an insightful perspective on the institutional factors that exert influence on the teaching-learning process in third-grade students. When comparing these findings with the previous research, points of similarity and divergence emerge, enriching the understanding of the subject matter. In line with the study by Eguileta Vera

(2022), the influence of internal and external factors on English language learning is addressed, resonating with the present investigation's emphasis on internal factors such as students' positive attitude toward language learning. Furthermore, both studies acknowledge the relevance of technological resources, the learning environment, and students' proficiency levels, all of which significantly impact the hindrances to effective English language acquisition, highlighting the uniqueness and particularity of each case.

The findings revealed that institutional factors with a substantial influence on the teaching-learning process for third-grade students were primarily associated with the classroom, encompassing aspects like space and size. These factors prompted student distraction, as they engaged in conversations with each other rather than focusing on the lessons, underscoring the importance of an appropriate learning environment. This environment is influenced by external elements, as asserted by Delgado (2019), whose research centered on socio-economic factors and their impact on academic performance in the English language domain. This impact is manifest in the limited availability of resources and adequate infrastructure in classrooms, which can be affected by the socio-economic situation of the educational institution and its students, thereby influencing the teaching-learning process. This finding aligns with the investigation's recognition of classroom-related factors, as both studies agree that the classroom environment is a determinant affecting the proper teaching-learning process when a suitable space for activities is lacking.

De Obanos (2022), on the other hand, focuses their study on the methodology of teaching additional languages in a multilingual and multicultural university context. Although this study pertains to a higher educational level, certain aspects related to teacher training, lesson planning, and the utilization of technological resources remain relevant to the third-grade context in primary education. The mixed-methodology approach employed in that study and in the present one, albeit with different foci, underscores the importance of addressing the subject matter from diverse perspectives.

Consequently, the results have allowed us to answer the following research question:

What institutional factors affect the success of the teaching-learning process of the English language in third grade EGB students?

The following factors were identified: level of teacher training, teaching methods and pedagogical activities, lesson plan and language level used, classroom resources and space, and student needs. In the level of teacher training, the results showed that the teacher has a degree in English, suggesting specific training in the linguistic field. This result is connected to the interview, as questions based on the Common European Framework were asked during the interview to check the teachers' level of English. Therefore, it could be assumed that the 14 de Julio - Juan Abel Echeverría Educational Unit has a teaching staff with a good profile in the field of teaching English. Therefore, this factor affects positively since the teachers have a greater capacity to design and execute effective pedagogical strategies for teaching English.

Teaching methods and pedagogical activities: The teacher mentioned the use of communicative language teaching methods and cooperative language learning in his classes. He added that these methods allow interaction, communication and collaboration among students, which contributed to a more dynamic and participatory learning environment. This result was corroborated by a student survey. For this reason, it is assumed that the teachers, depending on the method they use, correctly adapt the activities to generate significant learning.

Lesson plan and percentage of language: The teacher mentioned that he presents the topic and performs controlled practice during his class hour. However, other steps such as warm-up, production and feedback were not mentioned. On the other hand, the teacher indicated that he uses English 50% and 25% of the time in his classes. This factor, according to the previously mentioned affect negatively since these steps are fundamental in structuring an effective lesson, since they allow the introduction and consolidation of the content.

Classroom resources and spaces: The teacher highlighted that he uses resources such as television, computers and complementary materials to teach. This indicated a willingness to integrate technological means and diverse materials to enrich lessons. Classroom space was another relevant aspect. The teacher mentioned that he did not feel comfortable working with a group of 31-40 students; and also stated that he did not have enough space to work with

this group. This factor may infer negatively as it was a challenge in organizing the classroom for dynamic and collaborative activities.

Students' needs: The teacher mentioned that age was a need to consider when teaching English as it is related to adapting appropriate approaches and methods to different groups of students. On the other hand, the teacher stated that he always points out the level of the students to teach successfully. Finally, teachers have a selective attention to the diversity of levels and needs in the classroom, and it could be a point of improvement in terms of offering more personalized and effective teaching.

These findings are connected with Peña & Sánchez (2013) in which it was found that the factors that most affect the teaching-learning process of students are the factors related to the teacher such as: teaching methods, teaching activities, lesson planning and percentage of English. These results are connected to the present research since it was found that the same factors already mentioned affect the Juan Abel Echeverría Educational Unit, specifically the third grade students. For these reasons, it can be interpreted that each Educational Unit faces different problems within the teaching-learning process. On the contrary, the research by Díaz and González (2014) concluded that the factors that affect student learning are teaching methods, motivation and classroom size. However, in the present research the results showed that teachers apply teaching methods with adequate pedagogical activities generating a meaningful teaching-learning process. Regarding classroom size, the results were consistent with the assimilation of a negative institutional factor that affects student learning.

This analysis of institutional factors in the field of third grade education underscores the importance of teacher training, teaching methodology, lesson planning, the use of English as the language of instruction, and the effective management of classroom resources and space. Within the context of this study, it was possible to infer that internal factors such as personality, aptitude and motivation, in addition to external factors composed of socioeconomic and socio-demographic influences, as well as institutional factors encompassing teaching methods, pedagogical activities, didactic resources, among others, jointly exert a substantial impact on the teaching-learning process.

9. RESEARCH IMPACTS (TECHNICAL, SOCIAL, ENVIRONMENTAL, EDUCATION):

The present research is of an educational nature, since being oriented to the search for the identification of the factors that affect the teaching-learning process allows future research to start from that point in order to find possible alternative solutions to the problems presented. In addition, various institutional factors that prevent students from effectively acquiring the language, such as teaching methods or approaches, classroom size, classroom space, classroom resources, among others, were evidenced. Finally, this research will provide information of interest for teachers to orient themselves based on the findings and implement methods and strategies that facilitate the teaching-learning process.

10. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

By virtue of the research, a comprehensive analysis of the theoretical constructs underlying the institutional factors that influence the English language teaching-learning process has been achieved. The results have provided a solid understanding of how educational theories are reflected in practice, highlighting the importance of teacher training, pedagogical methodologies and the effective use of English as a vehicular language. This understanding provides a crucial foundation for addressing the shortcomings and strengths of the educational approach and improving the overall quality of teaching.

In the identification of the institutional factors that influence the teaching-learning process of English in third grade students, level of English training, teaching method and pedagogical activities, lesson plan and language percentage, classroom resources and spaces, as well as the needs of the students. Highlighting the importance of aspects such as lesson planning, resource allocation and classroom environment in the educational experience of students. This knowledge provides a solid basis for taking measures to improve the quality and effectiveness of teaching.

The comprehensive analysis of institutional factors that impact the English teaching-learning process in the third grade classroom has provided an in-depth understanding of how teacher training, pedagogical methods, and resource arrangements directly affect the students' learning experience. The results highlight the need for more enriched planning and effective management of classroom space and materials.

RECOMMENDATIONS

Given that internal, external and institutional factors have a significant impact on the English language teaching-learning process, it is recommended that the Ministry of Education pay attention to institutional factors related to teachers, classrooms, among others, and seek solutions to improve the language learning process by implementing a comprehensive approach that addresses each of these aspects. Providing support programs for the development of students' personality, aptitude and motivation can increase their engagement and success in language learning.

It is highly recommended that English teachers apply different methods for each group of students and a variety of didactic activities to obtain better results in the teaching-learning process. In addition, it would be highly desirable for teachers to arrange students' seating arrangements in different ways at least once a week to motivate students and conduct different and interesting classes. For example, the seating arrangement could be similar to that of a round table.

Additionally, it would be very important for the Ministry of Education to make academic intervention to verify if the teaching spaces are adequate for the students. This would help to significantly improve the teaching and learning process, as students would have enough space to move around. It would also help teachers to arrange seating differently to create a comfortable and diverse environment. This would make classes more dynamic and less monotonous.

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12. ANNEXES

Annex A (Teacher's questionnaire)

N°	ITEMS
1	<p>Which level of education do you have?</p> <p><input type="checkbox"/> Higher diploma in English</p> <p><input type="checkbox"/> English bachelor's degree</p> <p><input type="checkbox"/> English master degree</p>
2	<p>Which of the following needs do you consider when teaching English?</p> <p><input type="checkbox"/> Age</p> <p><input type="checkbox"/> Personality</p> <p><input type="checkbox"/> Attitude</p> <p><input type="checkbox"/> Motivation</p> <p><input type="checkbox"/> Learning styles</p>
3	<p>Do you take into account the student's level in order to teach English successfully?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Almost Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Often</p> <p><input type="checkbox"/> Never</p>
4	<p>Which is the level of your students?</p> <p><input type="checkbox"/> Pre-basic</p> <p><input type="checkbox"/> Basic</p> <p><input type="checkbox"/> Intermediate</p> <p><input type="checkbox"/> High Intermediate</p> <p><input type="checkbox"/> Advanced</p>
5	<p>Which of the following methods was used in this class? (check only 1)</p> <p><input type="checkbox"/> Communicative Language Teaching</p> <p><input type="checkbox"/> Learner Center Approach</p> <p><input type="checkbox"/> Cooperative Language Learning</p> <p><input type="checkbox"/> Content and Language Integrated Learning</p> <p><input type="checkbox"/> Task-Based Learning</p>
6	<p>Which of the following activities do you use to teach your classes?</p> <p><input type="checkbox"/> Individual activities</p> <p><input type="checkbox"/> Group work activities</p>

	<input type="checkbox"/> Discussion activities <input type="checkbox"/> Role-play activities <input type="checkbox"/> Other
7	Do you use individual activities to teach your lessons? <input type="checkbox"/> Always <input type="checkbox"/> Almost Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Never
8	Which of the following steps of the lesson plan applies during your class hour? <input type="checkbox"/> Warm up <input type="checkbox"/> Presentation of the topic <input type="checkbox"/> Controlled practice <input type="checkbox"/> Production <input type="checkbox"/> Feedback
9	Do you use English most of the time in your classes? <input type="checkbox"/> 100% <input type="checkbox"/> 75% <input type="checkbox"/> 50% <input type="checkbox"/> 25% <input type="checkbox"/> 0%
10	Do you plan your lessons? <input type="checkbox"/> Always <input type="checkbox"/> Almost Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Never
11	Do you consider aspects such as..... to teach your classes? <input type="checkbox"/> Discipline <input type="checkbox"/> Timing <input type="checkbox"/> Feedback <input type="checkbox"/> Instruction

	<input type="checkbox"/> Other
12	How many students do you have in this class? <input type="checkbox"/> 10 – 15 <input type="checkbox"/> 16 – 25 <input type="checkbox"/> 26 – 30 <input type="checkbox"/> 31 – 40 <input type="checkbox"/> 41 - more
13	Do you feel comfortable working with this number of students? <input type="checkbox"/> Always <input type="checkbox"/> Almost Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Never
14	Do you have enough space to work with this group of students? <input type="checkbox"/> Always <input type="checkbox"/> Almost Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Never
15	What type of seating position do you use depending on the activities planned for your classes? <input type="checkbox"/> Traditional <input type="checkbox"/> Round table <input type="checkbox"/> Semicircle <input type="checkbox"/> Double horseshoe <input type="checkbox"/> Group Pods
16	How many students do you think is the appropriate number to teach English? (check only 1) <input type="checkbox"/> 10 – 15 <input type="checkbox"/> 16 – 25 <input type="checkbox"/> 26 – 30 <input type="checkbox"/> 31 - 40 <input type="checkbox"/> 41- more
17	Which of the following resources do you use to teach your lessons? <input type="checkbox"/> TV <input type="checkbox"/> Computer(s) <input type="checkbox"/> Projector(s)

	<input type="checkbox"/> Smartboard <input type="checkbox"/> Supplementary materials
18	Do you consider appropriate the resources you have in class? <input type="checkbox"/> Always <input type="checkbox"/> Almost Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Never
19	Does the institution review your lesson plans? <input type="checkbox"/> Always <input type="checkbox"/> Almost Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Never
20	Does the institution monitor your teaching? <input type="checkbox"/> Always <input type="checkbox"/> Almost Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Often <input type="checkbox"/> Never

Annex B (Student's questionnaire)

N°	ITEMS
1	<p>¿Te gusta aprender inglés?</p> <p><input type="checkbox"/> Siempre</p> <p><input type="checkbox"/> Casi siempre</p> <p><input type="checkbox"/> A veces</p> <p><input type="checkbox"/> A menudo</p> <p><input type="checkbox"/> Nunca</p>
2	<p>¿Las actividades (juegos, trabajos en grupo y trabajos individuales) que se realizan en clase te motivan a aprender inglés?</p> <p><input type="checkbox"/> Siempre</p> <p><input type="checkbox"/> Casi siempre</p> <p><input type="checkbox"/> A veces</p> <p><input type="checkbox"/> A menudo</p> <p><input type="checkbox"/> Nunca</p>
3	<p>¿Te gusta la forma de enseñanza del idioma inglés que usa tu profesor?</p> <p><input type="checkbox"/> Siempre</p> <p><input type="checkbox"/> Casi siempre</p> <p><input type="checkbox"/> A veces</p> <p><input type="checkbox"/> A menudo</p> <p><input type="checkbox"/> Nunca</p>
4	<p>¿Tu profesor utiliza inglés la mayor parte del tiempo en la clase?</p> <p><input type="checkbox"/> Siempre</p> <p><input type="checkbox"/> Casi siempre</p> <p><input type="checkbox"/> A veces</p> <p><input type="checkbox"/> A menudo</p> <p><input type="checkbox"/> Nunca</p>

5	<p>Consideras que las actividades realizadas en clase son interactivas:</p> <p><input type="checkbox"/> Siempre</p> <p><input type="checkbox"/> Casi siempre</p> <p><input type="checkbox"/> A veces</p> <p><input type="checkbox"/> A menudo</p> <p><input type="checkbox"/> Nunca</p>
6	<p>¿Tu profesor realiza actividades variadas que te permiten interactuar con tus compañeros de clase?</p> <p><input type="checkbox"/> Siempre</p> <p><input type="checkbox"/> Casi siempre</p> <p><input type="checkbox"/> A veces</p> <p><input type="checkbox"/> A menudo</p> <p><input type="checkbox"/> Nunca</p>
7	<p>¿Tu profesor controla la disciplina en la clase?</p> <p><input type="checkbox"/> Siempre</p> <p><input type="checkbox"/> Casi siempre</p> <p><input type="checkbox"/> A veces</p> <p><input type="checkbox"/> A menudo</p> <p><input type="checkbox"/> Nunca</p>
8	<p>¿Tu profesor les asigna un tiempo determinado para el desarrollo de cada actividad?</p> <p><input type="checkbox"/> Siempre</p> <p><input type="checkbox"/> Casi siempre</p> <p><input type="checkbox"/> A veces</p> <p><input type="checkbox"/> A menudo</p> <p><input type="checkbox"/> Nunca</p>
9	<p>¿Luego de cada actividad realizada, tu profesor te explica en qué fallaste y en qué debes mejorar?</p>

	<input type="checkbox"/> Siempre <input type="checkbox"/> Casi siempre <input type="checkbox"/> A veces <input type="checkbox"/> A menudo <input type="checkbox"/> Nunca
10	<p>¿Las instrucciones que da el profesor para realizar las actividades en clase y extra clase son claras?</p> <input type="checkbox"/> Siempre <input type="checkbox"/> Casi siempre <input type="checkbox"/> A veces <input type="checkbox"/> A menudo <input type="checkbox"/> Nunca
11	<p>¿Consideras que el tamaño del salón de clase te permite trabajar de una manera cómoda?</p> <input type="checkbox"/> Siempre <input type="checkbox"/> Casi siempre <input type="checkbox"/> A veces <input type="checkbox"/> A menudo <input type="checkbox"/> Nunca
12	<p>¿Consideras que el número de estudiantes te favorece para aprender de mejor manera el inglés?</p> <input type="checkbox"/> Siempre <input type="checkbox"/> Casi siempre <input type="checkbox"/> A veces <input type="checkbox"/> A menudo <input type="checkbox"/> Nunca
13	<p>¿Te gusta la forma en la que el profesor adecúa los pupitres para trabajar en los diferentes tipos de actividades?</p> <input type="checkbox"/> Siempre

	<input type="checkbox"/> Casi siempre <input type="checkbox"/> A veces <input type="checkbox"/> A menudo <input type="checkbox"/> Nunca
14	¿Se utilizan en clase recursos tales como televisión, grabadora, computadora, pizarras inteligentes, etc.? <input type="checkbox"/> Siempre <input type="checkbox"/> Casi siempre <input type="checkbox"/> A veces <input type="checkbox"/> A menudo <input type="checkbox"/> Nunca

Annex C (Observation sheet)

N°	ITEMS
1	Which of the following needs does the teacher take into account when teaching English? <input type="checkbox"/> Age <input type="checkbox"/> Personality <input type="checkbox"/> Attitude <input type="checkbox"/> Motivation <input type="checkbox"/> Learning styles
2	Which is the level of the students? <input type="checkbox"/> Pre-basic <input type="checkbox"/> Basic <input type="checkbox"/> Intermediate <input type="checkbox"/> High Intermediate <input type="checkbox"/> Advanced

3	<p>Which of the following methods was used in this class? (check only 1)</p> <p><input type="checkbox"/> Communicative Language Teaching</p> <p><input type="checkbox"/> Learner Center Approach</p> <p><input type="checkbox"/> Cooperative Language Learning</p> <p><input type="checkbox"/> Content and Language Integrated Learning</p> <p><input type="checkbox"/> Task-Based Learning</p>
4	<p>Which of the following activities are used?</p> <p><input type="checkbox"/> Individual activities</p> <p><input type="checkbox"/> Group work activities</p> <p><input type="checkbox"/> Discussion activities</p> <p><input type="checkbox"/> Role-play activities</p> <p><input type="checkbox"/> Other</p>
5	<p>Which of the following steps of the lesson plan were implemented during the class hour?</p> <p><input type="checkbox"/> Warm up</p> <p><input type="checkbox"/> Presentation of the topic</p> <p><input type="checkbox"/> Controlled practice</p> <p><input type="checkbox"/> Production</p> <p><input type="checkbox"/> Feedback</p>
6	<p>Which of the following aspects does the teacher take into account in his or her classes?</p> <p><input type="checkbox"/> Discipline</p> <p><input type="checkbox"/> Timing</p> <p><input type="checkbox"/> Feedback</p> <p><input type="checkbox"/> Instruction</p> <p><input type="checkbox"/> Other</p>
7	<p>How many students are there in the classroom?</p> <p><input type="checkbox"/> 05- 14</p> <p><input type="checkbox"/> 10 – 15</p> <p><input type="checkbox"/> 16 – 25</p> <p><input type="checkbox"/> 26 – 30</p>

	<input type="checkbox"/> 31 - more
8	<p>Do students have enough space to move and participate in dynamic activities?</p> <p><input type="checkbox"/> Always</p> <p><input type="checkbox"/> Almost Always</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Often</p> <p><input type="checkbox"/> Never</p>
9	<p>Is the seating arrangement appropriate for the teaching-learning process?</p> <p><input type="checkbox"/> Traditional</p> <p><input type="checkbox"/> Round table</p> <p><input type="checkbox"/> Semicircle</p> <p><input type="checkbox"/> Double horseshoe</p> <p><input type="checkbox"/> Group Pods</p>
10	<p>Which of the following resources exist in the classroom to facilitate teaching?</p> <p><input type="checkbox"/> TV</p> <p><input type="checkbox"/> Computer(s)</p> <p><input type="checkbox"/> Projector(s)</p> <p><input type="checkbox"/> Smartboard</p> <p><input type="checkbox"/> Supplementary materials</p>
11	<p>In which percentage does the teacher use English in class?</p> <p><input type="checkbox"/> 100%</p> <p><input type="checkbox"/> 75%</p> <p><input type="checkbox"/> 50%</p> <p><input type="checkbox"/> 25%</p> <p><input type="checkbox"/> 0%</p>

Annex D (Teacher's interview)

<p>Where are you from?</p> <p>Where do you live?</p>
<p>Where did you learn English?</p> <p>How long have you studied English?</p> <p>Which subject was the most difficult during your major?</p>
<p>How long have you been teaching English? Which skill is easier for you to teach?</p> <p>Would you like to continue studying? Why?</p>
<p>What are the advantages or disadvantages of teaching English in a “non-English-speaking country”?</p> <p>What are the main problems a teacher faces when teaching English in Ecuador?</p>
<p>What social benefits are derived from learning English?</p> <p>What is the most important reward of teaching English as a profession?</p>
<p>What are the benefits that come from teachers staying more time in the educational institutions?</p> <p>What is the difference between teaching English as foreign language (EFL) and teaching English as a second language (ESL)?</p>

FORMATO DE VALIDACIÓN

GENERAL INFORMATION

- Full name of the validator:

Sonia Jimena Castro Bungacho

- Position and institution where he/she works:

Docente UTC.

- Author of the instrument:

Valencia de la Cruz Dayana Maribel y Moncayo Añarumba Evelyn Tatiana (2023)

- Research title

Factors that affect The Teaching-Learning Process of the English Language in children of the third grade of EGB of the Educational Unit 14 De Julio Juan Abel Echeverría in the academic period 2022-2023"

- Objective

General objective

To determine institutional factors that affect the teaching-learning process of the English language in children in the third grade.

Instrument objective

To determine the factors that affect the teaching-learning process of the students.

VALIDATION ASPECTS

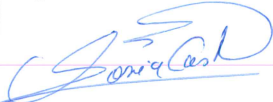
- Look at each item and mark with an X in the corresponding square, according to the criteria in each statement.

1. Deficient (If -30% of the items comply with the indicator)
2. Regular (If the items are within 31% to 70% according to the indicator)
3. Good (If +71% of the items comply with the indicator)

Range	Assessment
0 – 8	Deficient
9 – 18	Regular
19 – 27	Good

- Totalize the score according to the presented options (D= 1 R=2 G=3)

Validation aspects for the instrument		1	2	3	Observations
Criteria	Indicator	D	R	G	
PERTINENCE	The items measure what is expected in the research problem.			/	
COHERENCE	The items answer what is expected in the research problem.			/	
CONGRUENCE	The items are congruent with each other and with the concept they measure.			/	
SUFFICIENCY	The items are sufficient in quantity to measure the investigation variable.			/	
OBJECTIVITY	The items are expressed in observable behaviors and actions.			/	
CONSISTENCY	The items have been formulated in accordance with the theoretical foundations of the variable.			/	
CLARITY	The items are written in an understandable language for the subjects to be evaluated			/	
FORMAT	The items are written respecting technical aspects.			/	
STRUCTURE	The instrument has well-defined instructions and questions.			/	
FINAL COUNT				27	

Validity	Yes	No
The instrument is applicable.	✓	
Applicable based on the observations		
Validated by: <u>Sonia Castro</u>	C.I.: <u>0501974729</u>	Signature: 
Telephone: <u>0999068062</u>	Date: <u>29-05-2023</u>	
e-mail: <u>sonia.castro@utc.edu.ec</u>		

FORMATO DE VALIDACIÓN

GENERAL INFORMATION

- Full name of the validator:

Olga Lorena González Ortiz

- Position and institution where he/she works:

Docente UTC

- Author of the instrument:

Valencia de la Cruz Dayana Maribel y Moncayo Añarumba Evelyn Tatiana (2023)

- Research title

Factors that affect The Teaching-Learning Process of the English Language in children of the third grade of EGB of the Educational Unit 14 De Julio Juan Abel Echeverría in the academic period 2022-2023”

- Objective

General objective

To determine institutional factors that affect the teaching-learning process of the English language in children in the third grade.

Instrument objective

To determine the factors that affect the teaching-learning process of the students.

VALIDATION ASPECTS

- Look at each item and mark with an X in the corresponding square, according to the criteria in each statement.

1. Deficient (If -30% of the items comply with the indicator)
2. Regular (If the items are within 31% to 70% according to the indicator)
3. Good (If +71% of the items comply with the indicator)

Range	Assessment
0 – 8	Deficient
9 – 18	Regular
19 – 27	Good

- Totalize the score according to the presented options (D= 1 R=2 G=3)

Validation aspects for the instrument		1	2	3	Observations
Criteria	Indicator	D	R	G	
PERTINENCE	The items measure what is expected in the research problem.			✓	
COHERENCE	The items answer what is expected in the research problem.			✓	
CONGRUENCE	The items are congruent with each other and with the concept they measure.			✓	
SUFFICIENCY	The items are sufficient in quantity to measure the investigation variable.			✓	
OBJECTIVITY	The items are expressed in observable behaviors and actions.			✓	
CONSISTENCY	The items have been formulated in accordance with the theoretical foundations of the variable.			✓	
CLARITY	The items are written in an understandable language for the subjects to be evaluated			✓	
FORMAT	The items are written respecting technical aspects.			✓	
STRUCTURE	The instrument has well-defined instructions and questions.			✓	
FINAL COUNT				27	

Validity	Yes	No
The instrument is applicable.	✓	
Applicable based on the observations		
Validated by: <u> <i>Olga Gonzalez</i> </u>	C.I.: <u> 1002377271 </u>	Signature: <u> <i>Olga Gonzalez</i> </u>
Telephone: <u> 0987698514 </u>	Date: <u> 29-05-2023 </u>	
e-mail: <u> <i>olga.gonzalez@utc.edu.ec</i> </u>		

FORMATO DE VALIDACIÓN

GENERAL INFORMATION

- Full name of the validator:

Marcia Janeth Chibiso Chibiso

- Position and institution where he/she works:

Teacher - UTC

- Author of the instrument:

Valencia de la Cruz Dayana Maribel y Moncayo Añarumba Evelyn Tatiana (2023)

- Research title

Factors that affect The Teaching-Learning Process of the English Language in children of the third grade of EGB of the Educational Unit 14 De Julio Juan Abel Echeverría in the academic period 2022-2023”

- Objective

General objective

To determine institutional factors that affect the teaching-learning process of the English language in children in the third grade.

Instrument objective

To determine the factors that affect the teaching-learning process of the students.

VALIDATION ASPECTS


- Look at each item and mark with an X in the corresponding square, according to the criteria in each statement.

1. Deficient (If -30% of the items comply with the indicator)
2. Regular (If the items are within 31% to 70% according to the indicator)
3. Good (If +71% of the items comply with the indicator)

Range	Assessment
0 – 8	Deficient
9 – 18	Regular
19 – 27	Good

- Totalize the score according to the presented options (D= 1 R=2 G=3)

Validation aspects for the instrument		1	2	3	Observations
Criteria	Indicator	D	R	G	
PERTINENCE	The items measure what is expected in the research problem.				
COHERENCE	The items answer what is expected in the research problem.				
CONGRUENCE	The items are congruent with each other and with the concept they measure.				
SUFFICIENCY	The items are sufficient in quantity to measure the investigation variable.				
OBJECTIVITY	The items are expressed in observable behaviors and actions.				
CONSISTENCY	The items have been formulated in accordance with the theoretical foundations of the variable.				
CLARITY	The items are written in an understandable language for the subjects to be evaluated				
FORMAT	The items are written respecting technical aspects.				
STRUCTURE	The instrument has well-defined instructions and questions.				
FINAL COUNT				27	

Validity	Yes	No
The instrument is applicable.	✓	
Applicable based on the observations		
Validated by: <u>Marcia Chibisa</u>	C.I.: <u>050 221430+</u>	Signature: 
Telephone: <u>0884141500</u>	Date: <u>29-05-2023</u>	
e-mail: <u>marcia.chibisa@uta.edu.ec</u>		

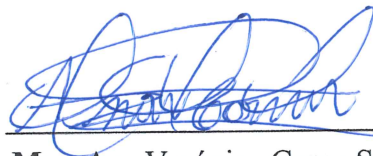
Pujilí, 29 de mayo del 2023.

HOJA DE CONSENTIMIENTO INFORMADO

Yo, **Ana Verónica Cerna Sandoval** con número de cédula 0502482504.....en calidad de Rectora de la Unidad Educativa 14 de Julio Juan Abel Echeverría manifiesto que se me ha informado ampliamente acerca del estudio de investigación titulado: **“FACTORS THAT AFFECT THE TEACHING-LEARNING PROCESS OF THE ENGLISH LANGUAGE IN CHILDREN OF THE THIRD GRADE OF EGB OF THE EDUCATIONAL UNIT 14 DE JULIO JUAN ABEL ECHEVERRÍA IN THE ACADEMIC PERIOD 2022-2023”**.

De igual manera sobre los objetivos y procedimientos, tales como: aplicación de cuestionarios (dos docentes de inglés y un estudiante) y una entrevista (directora del área de inglés).

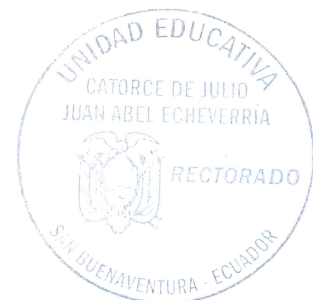
Por lo tanto, doy mi consentimiento para que se realice la aplicación de cuestionarios y entrevista en la Unidad Educativa 14 de Julio Juan Abel Echeverría para fines académicos y científicos, incluyendo publicación y divulgación, con la garantía de confidencialidad y resguardo de los datos que puedan identificarlo/a de manera personal.



Msc. Ana Verónica Cerna Sandoval

Rectora

C.I: 0502482504



Pujilí, 29 de mayo del 2023.

HOJA DE CONSENTIMIENTO INFORMADO

Yo, Carmen Amelia Catota Tustice con número de
CI. 050899843-4 en calidad de Representante legal del
niño Dominic Jhael Mallitasig Catota identificado con
CI. 0850189739 autorizo y declaro haber recibido y entendido la información
brindada sobre el procedimiento de aplicación de un cuestionario para un proyecto de
investigación.

Por lo tanto, doy mi consentimiento para que se realice la aplicación del cuestionario para
fines académicos y científicos, incluyendo publicación y divulgación, con la garantía de
confidencialidad y resguardo de los datos que puedan identificarlo/a de manera personal.

Sra. 

Representante legal

C.I: 0550789739