



# **TECHNICAL UNIVERSITY OF COTOPAXI**

## **PUJILÍ CAMPUS**

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

### **RESEARCH REPORT**

**Academic Factors that influence English language teaching and learning**

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

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**March 2024**

## DECLARATION OF AUTHORSHIP

I, Chicaiza Casnanzuela Angelica Marcela, with ID number 0550554067, declare myself author of the following RESEARCH PROJECT: "ACADEMIC FACTORS THAT INFLUENCE ENGLISH LANGUAGE TEACHING AND LEARNING", Vicente Rodrigo Tovar Viera PhD., serves as the Tutor of this work. I expressly release the Technical University of Cotopaxi and its legal representatives from any potential claims or legal actions.

Furthermore, I certify that the ideas, concepts, procedures, and results presented in this research work are solely my responsibility.

Pujilí March, 2024



Chicaiza Casnanzuela Angelica Marcela

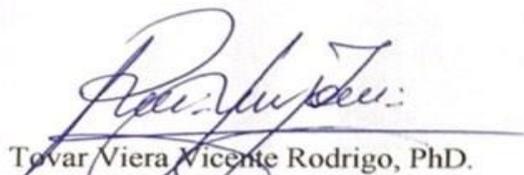
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### **ENDORSEMENT FROM THE PROJECT TUTOR**

As the Tutor of the Research Project titled:

**“ACADEMIC FACTORS THAT INFLUENCE ENGLISH LANGUAGE TEACHING AND LEARNING”** by Chicaiza Casnanzuela Angelica Marcela, from the Department of National and Foreign Language Pedagogy English Major, I believe that the Research Report deserves approval endorsement for meeting the technical standards, translation, and prescribed formats, as well as for incorporating the observations and recommendations proposed during the pre-defense.

Pujilí March 2024



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**APPROVAL ENDORSEMENT FROM THE GRADUATION COMMITTEE**

As the Readers' Committee, we here by approve the present Research Report in accordance with the regulatory provisions issued by the Technical University of Cotopaxi and its Pujilí Extension. The applicant, Angelica Marcela Chicaiza Casnanzuela with the title of the Research Project: **“ACADEMIC FACTORS THAT INFLUENCE ENGLISH LANGUAGE TEACHING AND LEARNING”**, have taken into consideration the recommendations issued in a timely manner and possess sufficient merits to undergo the thesis defense.

Based on the aforementioned, authorization is granted to record the corresponding files on a CD, in accordance with institutional regulations.

Pujilí March 2024

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## **GRATEFULNESS**

*I want to express my greatest gratitude to God for guiding me and blessing me throughout this stage and of course for the possibility of finishing one more goal. I would also like to thank my parents for their constant encouragement and sacrifice; my teachers for guiding me in learning day by day. I also want to express my deep gratitude to my thesis tutor PhD. Tovar Viera Vicente Rodrigo for supporting me in my graduation project.*

***Angelica***

## **DEDICATION**

*I I dedicate this research project to myself with much affection, for not giving up in the process, and also to dedicate this thesis to the most important people in my life. To my parents Marcelo and Martha, who have been my engine to move forward.*

*To my friends and family who have always been motivating me throughout this process.*

*To Adrian who has pushed me every day and reminded me whenever I could, thank you for being present and being part of all this. Also, to my professors at the Technical University of Cotopaxi who have contributed to my formation as a professional. Infinite thanks for all the unconditional support and trust in my abilities to achieve the goal.*

*This is because of you.*

***Angelica***

# **TECHNICAL UNIVERSITY OF COTOPAXI**

## **PUJILÍ EXTENSION**

### **THEME: "ACADEMIC FACTORS THAT INFLUENCE ENGLISH LANGUAGE TEACHING AND LEARNING"**

**Author:**

Chicaiza Casnanzuela Angelica Marcela

#### **ABSTRACT**

The main objective of this research project was to determine the academic factors that affect the teaching-learning process of the English language in the students of higher basic education of the educational unit "Atanasio Viteri Karolys". Since it has been evidenced that some students tend to present problems in their academic performance, the present study was developed with a mixed method (quantitative-qualitative). Therefore, a semi-structured interview guide was used to interview the English teachers. A questionnaire was also administered to the students to determine the academic factors that influence second language (L2) teaching. The research participants were English teachers and 8th, 9th, and 10th grade students of Higher Basic Education. The results of the semi-structured interview and the questionnaire showed that academic factors such as teacher training and availability of teaching materials had a certain level of influence on the teaching and learning process, with this it was deduced that there is no significant influence. However, the factor of attitude on the part of the students and teachers had a highly significant influence since it was shown that the motivation on the part of the educator is very important when teaching classes on the other hand, the interest on the part of the students is fundamental for the training to be transcendental.

**Keywords:** Academic factors, Learning, Second language (L2), Teaching.

## *AVAL DE TRADUCCIÓN*

En calidad de Docente del Idioma Inglés de la Universidad Técnica de Cotopaxi; en forma legal **CERTIFICO** que:

La traducción del resumen al idioma inglés del proyecto de investigación cuyo título versa: "ACADEMIC FACTORS THAT INFLUENCE ENGLISH LANGUAGE TEACHING AND LEARNING" presentado por: Angelica Marcela Chicaiza Casnanzuela, egresada de la Carrera de: **Pedagogía De Los Idiomas Nacionales Y Extranjeros**, perteneciente a la **Extensión Pujilí** lo realizaron bajo mi supervisión y cumple con una correcta estructura gramatical del Idioma.

Es todo en cuanto puedo certificar en honor a la verdad y autorizo al peticionario hacer uso del presente aval para los fines académicos legales.

Pujilí, marzo del 2024

Atentamente,



PhD. Tovar Viera Vicente Rodrigo

**ID: 0502414089**

**TUTOR**

# UNIVERSIDAD TÉCNICA DE COTOPAXI

## EXTENSIÓN PUJILÍ

### TITULO: FACTORES ACADÉMICOS QUE INFLUYEN EN LA ENSEÑANZA Y EL APRENDIZAJE DEL INGLÉS

Autor:

Chicaiza Casnanzuela Angelica Marcela

#### RESUMEN

El objetivo principal de este proyecto de investigación fue determinar los factores académicos que afectan el proceso de enseñanza-aprendizaje del idioma inglés en los estudiantes de educación básica superior de la unidad educativa "Atanasio Viteri Karolys". Dado que se ha evidenciado que algunos estudiantes tienden a presentar problemas en su rendimiento académico, el presente estudio se desarrolló con un método mixto (cuantitativo-cualitativo). Por lo tanto, se utilizó una guía de entrevista semiestructurada para entrevistar a los profesores de inglés. También se administró un cuestionario a los estudiantes para determinar los factores académicos que influyen en la enseñanza de una segunda lengua (L2). Los participantes en la investigación fueron profesores de inglés y estudiantes de 8º, 9º y 10º curso de Educación Básica Superior. Los resultados de la entrevista semiestructurada y del cuestionario mostraron que los factores académicos como la formación del profesorado y la disponibilidad de material didáctico tenían un cierto nivel de influencia en el proceso de enseñanza y aprendizaje, con esto se dedujo que no existe una influencia significativa. Sin embargo, el factor de actitud por parte de los alumnos y profesores tuvo una influencia altamente significativa ya que se demostró que la motivación por parte del educador es muy importante a la hora de impartir clases por otro lado, el interés por parte de los alumnos es fundamental para que la formación sea trascendental.

**Palabras claves:** Aprendizaje, Enseñanza, Factores academicos, Segunda lengua (L2).

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## UNDERGRADUATE DEGREE WORK STRUCTURE

### 1. General Information

**Theme:** ‘Academic Factors that Influence English Language Teaching and Learning’

**Starting Date:**

October 2023

**Ending Date:**

March 2024

**Place of Research:** ‘Atanasio Viteri Karolys’ Educational Unit

**Sponsoring Faculty:** Pujilí Campus

**Sponsoring career:** National and Foreign Language Pedagogy English

**Linked Research Project:** No applicable

**Macro project of the career:** Training processes in the teaching and learning of English as a foreign language in educational institutions in the province of Cotopaxi.

**Researcher:**

Chicaiza Casnanzuela Angelica Marcela

**Work Team:**

PhD.Tovar Viera Vicente Rodrigo, Chicaiza casnanzuela Angelica Marcela

**Knowledge area:** Education

**Research line:** Education, Communication and Graphic Design for Human and Social Development.

**Research line of the career:** Education, Linguistic, and Culture.

## 2. Problem Statement

“In the present time, English becomes the most important and vivid means of global communication which prevents our isolation from the world, and a window to the rapid progress and development in all spheres of life” (AL-Khalil, 2015, p.174). The English language is nowadays considered as a universal language that allows communication between one and others, within the academic system it is fundamental since acquiring it, provides greater knowledge that in the future will be very fundamental, both academically and in the workplace.

In recent years it is known that the school performance of students has become a problem because many students have had a low performance in certain subjects one of them English, however, several factors greatly affect the learning of a foreign language, where it has been established that one of the most significant is the academic factor. It can be said that one of the most frequent problems that students have in the acquisition of an L2 is low performance in the subject. That is why the causes of this problem tend to be associated with teacher training, since in many cases the educator is not very well prepared at the time of teaching the class, also the lack of training greatly impairs the learning process of the student, since they tend to use very traditionalist teaching methods and this affects the student body has no interest in learning.

Another cause is the limited use of didactic materials when teaching and this generates that students do not pay the necessary attention or are easily distracted, this is because teachers rarely use visual materials such as flashcards, graphics and real objects when in fact they should use modern tools such as audio and video, programmed texts, language labs, vocabulary and computers, thus facilitating learning. On the other hand, the attitude of teachers can also impede learning in an inadequate way, since the lack of motivation on the part of the teacher generates frequent boredom, and low self-esteem, among others, it is even important to mention that the attitude shown by the students also tends to hinder learning because they show a low interest in learning and therefore have a low performance.

### Research Questions

- What is the influence of teacher training in the teaching-learning process of the English language in the students of higher basic education of the educational unit "Atanasio Viteri Karolys"?
- How does the availability of didactic material influence the process of teaching-learning of the English language in the students of higher basic education of the educational unit "Atanasio Viteri Karolys"?
- What effect does the attitude of the teachers and students have on the teaching-learning process of the English language in the students of higher basic education of the educational unit "Atanasio Viteri Karolys"?

### **3. OBJECTIVES**

#### General Objective

To determine the academic factors that affect the teaching-learning process of the English language in the students of higher basic education of the educational unit "Atanasio Viteri Karolys".

#### Specific objectives

- To examine the theoretical foundations of the academic factors affecting the English teaching-learning process.
- To identify the influence of the teacher's training in the teaching-learning process of the English language in the students of higher basic education of the educational unit "Atanasio Viteri Karolys".
- To describe the factors that affect the teaching-learning process of the English language in the students of higher basic education of the educational unit "Atanasio Viteri Karolys".

#### 4. Activities and task system in relation to the objectives proposed.

Specific objective	Activities	Verification Means
To examine the theoretical foundations of the academic factors affecting the English teaching-learning process.	<ul style="list-style-type: none"> <li>• Identify variables.</li> <li>• Search for previous research.</li> <li>• Analysis of the articles.</li> <li>• Select topics and subtopics.</li> <li>• Design of the theoretical framework.</li> </ul>	Theoretical framework
To identify the influence of the teacher's training in the teaching-learning process of the English language in the students of higher basic education of the educational unit "Atanasio Viteri Karolys".	<ul style="list-style-type: none"> <li>• Create interview questions</li> <li>• Validate the research instrument</li> <li>• Select participants</li> <li>• Apply the interview</li> <li>• Review results</li> <li>• Transcribe responses</li> <li>• Analyze the data</li> </ul>	Semi-structured interview with teachers.

<p>To describe the factors that affect the teaching-learning process of the English language in the students of higher basic education of the educational unit "Atanasio Viteri Karolys".</p>	<ul style="list-style-type: none"> <li>• Select participants</li> <li>• Apply the questionnaire to the students</li> <li>• Review results</li> <li>• Analyze data in Excel</li> </ul>	<p>Student and teacher opinions, results, and discussion.</p>
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## 5. JUSTIFICATION

The purpose of this qualitative-quantitative study was to determine the academic factors that influence the teaching-learning process of the English language in the students of higher basic education of the educational unit "Atanasio Viteri Karolys" during their educational formation. The incentive of this research was to describe the impact of teacher training, the availability of didactic materials, and the attitude of both teachers and students at the moment of acquiring a second language.

The results of the research offer an essential theoretical framework for how academic factors affect the teaching-learning process of the English language. It is also mentioned that the lack of training of the teaching staff, the absence of educational resources, and the attitudes of the students and faculty can be barriers to limited student learning. In addition, the project has opinions on possible solutions recommended by the English teachers and in some way improve the problem.

The direct beneficiaries of this project are the upper basic education students of the "Atanasio Viteri Karolys" educational unit since the focus of the research was to identify the academic factors that affect their educational formation. At the same time, there are indirect beneficiaries, such as the academic staff of the institution, who will know to what extent it affects the academic aspects already mentioned and thus they will work hard to improve the performance of students in the English language.

## **6. SCIENTIFIC AND TECHNICAL FOUNDATION**

### **6.1 Background**

The analysis of previous studies showed the academic factors that influence the teaching and learning of English. Such information was gathered from several literature reviews from the databases of different digital journals such as Open Journal of Social Sciences, Cogent Education, English Language Teaching, and Doctoral Dissertation. After the information gathered from these academic sources, it is concluded which are the most influential elements. Likewise, it is important to mention that the information presented in this study will make teachers and students aware of how these academic factors intervene significantly in the formation of students.

Kotut (2016) this study sought to investigate the factors influencing English performance in KCPE in primary schools in Nakuru Town East Sub-County. It established the influence of teacher training, availability of teaching and learning materials, and students' and teachers' attitude towards learning English. It also employed a descriptive research design. It included 92 teachers and 352 students from 30 elementary schools. Data were collected using a structured questionnaire on a Likert scale and analyzed in the form of descriptive and inferential statistics with the help of Statistical Package for Social Sciences (SPSS) version 22. Teacher training was found to have no significant effect on English achievement in elementary schools. The availability of teaching and learning materials was found to have a significant mean relationship with English achievement. Teachers' attitude toward English teaching and learning had no significant influence. However, students' attitude toward learning English had a significant effect.

On the other hand, Njuguna (2012) the purpose of the study will be to investigate the factors influencing English language performance in public secondary school in Bomet district in Kenya. The study adopted the descriptive survey research design. The population was 14,434 students and 56 English language teachers selected using stratified sampling procedure. Questionnaires were administered and the data collected were

analyzed using descriptive statistics, the main findings of the study were that most of the English teachers were qualified and highly experienced, However, the poor performance in English is due to increased workload and large class sizes. Inadequate teaching and learning resources have also contributed to the decline in English performance. The school and family environment has also proved to be very uncongenial and unsupportive. The researcher recommends that in order for schools to do well in the examinations, the government should urgently hire more qualified English teachers.

Nguyen et al., (2014) conducted a study to explore factors affecting the efficacy of non-major English teaching and learning in Vietnamese higher education through an investigation of classroom practices. Eight non-participant class observations were conducted at HUTECH University, Ho Chi Minh City, Vietnam. The study's findings show that many factors hinder the quality of English teaching and learning: uninteresting teaching style; insufficient time for communicative activities; grammar-driven teaching; unreasonable time-management; unclear instructions; large class sizes; teachers' limited ability in classroom organization; unequal students' English levels; inadequate lesson preparation; teachers' limited use of teaching aids and technology; and students' lack of confidence in using oral English in class activities. Based on these results, recommendations are given to improve the quality of non-major English teaching and learning, at HUTECH University in particular and in Vietnamese higher education in general.

Getie (2020) conducted a study to investigate the factors affecting Grade 10 students' attitudes towards EFL learning at Debremarkos Comprehensive Secondary School in Debre Markos City, Ethiopia. A total of 103 sample students (10%) were randomly selected from the total population (1030) for the study. To collect data, a questionnaire was carefully and systematically adapted and designed, data were analyzed quantitatively and qualitatively. The results of the study showed mainly that students' attitudes are positive. There are social factors that positively affect students' attitudes. On the other hand, educational context factors, such as English teachers, English learning situations had a negative impact on students' attitudes. Thus, as the implication of this study

considers, the physical learning environment should be improved, and to achieve this, the government should work together with school principals, teachers and societies.

Bravo & Alves (2021) conducted a study to determine the influence of the factors that affect English language teaching during the transition from elementary to high school in eighth grade students of public education in the city of Guayaquil. It was developed under a positivist, non-experimental, transversal, descriptive and correlational approach. Using a 24-item questionnaire, quantitative data were collected through a survey technique with a sample of 469 English teachers. The results obtained indicate the relationship between English language learning acquired by students and the preparation required to face academic contents in greater quantity and complexity. The teacher-student relationship is also evidenced, considering the need for the teacher to apply higher and progressive contents. Finally, the authors concluded that through the research conducted, it was possible to demonstrate the level of influence exerted by factors related to the transition from primary to secondary school in the English language. Specifically, it was found that factors such as the demand for discipline and the close relationship between the student and the teacher influence the student's confidence and motivation to learn English.

## **7. THEORETICAL FRAMEWORK**

### 7.1 Academic factors

The quality of students' performance remains at top priority for educators. It is meant for making a difference locally, regionally, nationally and globally. Educators, trainers, and researchers have long been interested in exploring variables contributing effectively for quality of performance of learners. These variables are inside and outside school that affect students' quality of academic achievement. These factors may be termed as student factors, family factors, school factors and peer factors (Crosnoe et al. 2004).

Furthermore, to determine all the influencing factors in a single attempt is a complex and difficult task. It requires a lot of resources and time for an educator to identify all these factors first and then plan the classroom activities and strategies of teaching and learning.

It also requires proper training, organizational planning and skills to conduct such studies for determining the contributing factors inside and outside school (Farooq et al. 2011). In other words, academic factors are various elements that positively or negatively influence student performance, often it is difficult to identify what they are, because these factors tend to be related to family, society, the institution, even have to do with the part of the personality or attitude.

## 7.2 Components related to academic factors

As mentioned above, academic factors are made up of several elements, but this time we will only focus on three factors, which are teacher training, didactic material, and attitude. Some researchers have mentioned that these elements have a very relevant influence on the teaching-learning process.

### 7.2.1 Impact of teacher training

Azam et al. (2014) the role of education is undeniably crucial in the development of human capital and consequently the entire society. Where, the importance of teacher is widely accepted in making the future of human-being. Teachers are those selected people who having the candle of enlightenment, knowledge and the key to success. The success a nation is depends upon the success of education system, while the success of education system depends upon the quality of teachers, where, the quality of teachers based on the quality of teacher training.

However, DeMonte (2013) professional development in education has gotten a bad reputation, and for good reason. Everyone on all sides of the education reform and improvement debate agrees that what most teachers receive as professional opportunities to learn are thin, sporadic, and of little use when it comes to improving teaching. That is why “teacher training is more than the matter of only mastery of certain practical knowledge, pedagogical skills, and techniques. It has to concern teachers’ own perception about the fields in which they don’t feel knowledgeable” Moeini (2008, p.1).

### 7.2.2 Importance of didactic materials

The didactic materials are so important in modern classes, since they help the students to pay attention in order to make the learning process more pleasant, so they will increase their interest toward the language, they will be able to learn the class in an easy and funny way as a result, they will be able to remember and develop their skill inside and outside the classroom. In an English class, the didactic materials are fundamental tools in the teaching- learning process; they are an important and viable alternative in public school system. The usage of these materials can help the student in the contextualization of their knowledge Zuñiga and Barrera (2016).

On the other hand, Terletska (2020) the use of innovative educational technologies provides tremendous opportunities to increase the effectiveness of the learning process. The information and multimedia training programs considered in the article, as practice shows, have advantages over traditional teaching methods, since they not only allow to train certain types of speech activity, using them in various combinations, but also contribute to the implementation of an individual approach and increase student independence. Innovative technologies in the process of teaching a foreign language can also qualitatively improve the general cultural development of young people, contributing to the further improvement of their computer skills.

### 7.2.3 Attitude

The degree to which individual teachers have a sense of professionalism about their work depends upon their own working conditions, their personal goals and attitudes, and the career prospects available to language teachers in their community. A great emphasis has been made in the field of attitudes and its effects on second/foreign language acquisition. This means that attitudes has deep impact on teachers in shaping their attitudes towards the target language. Teachers' attitudes can greatly influence their target language teaching and learners' achievement in the target language if these language teachers have a healthy self-respect and believe in themselves as English language teachers Al Darwish (2017). Furthermore “teachers can provide a non-threatening environment for learning and make students think positively about the teacher and the educational materials.

Teachers' emotional factors such as kindness and caring have an impact on the students' attitudes towards learning language'' (Vahdany et al. 2015, p. 2629).

### 7.3 Components Influencing the Quality and Availability of Educational Resources

Educational resources are instruments, materials, or techniques that the teacher employs in the educational environment to facilitate the teaching and learning process. These elements can be printed or digital materials, and they aim to support the development of skills and knowledge in students. The components that constitute educational resources have to do with technological infrastructure, platforms, and educational software, and it is also very important to know if each resource is accessible.

#### 7.3.1 Technological infrastructure

Zengin (2023) although it is thought that the term technology has emerged recently, this phenomenon has always existed in the history of humanity and has played an effective role in the struggle of man to dominate nature. First of all, man has shaped matter in order to meet his basic needs such as nutrition, shelter and defense and used it as a hunting tool, defense tool and shelter. In a way, man has survived thanks to his ability and skill to shape matter and use it effectively. Developments in science and technology in general, educational sciences and educational technology in particular force teachers to change their duties and responsibilities, both qualitatively and quantitatively, as the persons responsible for the planning, execution and evaluation of learning-teaching processes.

This situation reveals the importance of teacher training more. That is why an essential element of providing equitable education for America's students is ensuring the existence of infrastructure to support personalized learning, collaboration, increased engagement, and creativity. Planning and providing infrastructure, both Internet connectivity and devices, should stem from a clear vision for how learning and teaching will be supported. This involves understanding a variety of technical options and legal requirements as well as seeking input from teachers, leaders, students, parents, and community members Bakia (2014).

### 7.3.2 Platforms and educational software

Istifci (2017) internet technologies have inevitably become part of professional, academic, individual and commercial life. In particular, the use of Internet technologies in education has spread in recent years. Through the emergence of Internet technologies, face-to-face education has been supported with online learning and traditional methods have been transferred to online platforms since using online technologies in foreign/second language learning affects learning positively, enabling students to encounter authentic visual and interactive materials and to listen to native speakers.

According to Duță (2017) in present, according to the constant improvement requirements the quality of Higher Education within an increasingly digital world, technology and educational platforms are often seen to increase learning and collaboration. Electronic learning has broadened the concept of learning by moving beyond traditional methods and moving towards an environment rich in multiple sources. Furthermore “electronic learning contributes to the provision of interactive materials, programs and functional curricula that benefit those who want to learn English according to their needs, goals, levels and circumstances” Ajaj (2020, p.1).

### 7.3.3 Accessibility

Hartsell (2008) in education, providing access to instructional materials and resources is important for any type of learning to occur. If students do not have access to the resources necessary for them to complete projects, perform research, retrieve data information, communicate with others, and so forth, then learning will be impaired. On the other hand, Odunlade (2017) availability of information resources plays a major role in teaching and learning. For effective teaching to take place information resources must be provided and teachers must have access to various types of resources particularly in their areas of specialization.

This will not only broaden their knowledge base but also prepare them ahead of the challenges that may face them in the course of imparting knowledge. A variety of activities that are performed by teachers in the course of carrying out their professional

duties is hinged on close interaction with the various information resources in their areas of specialization. These include preparation of course materials, communicating in the language of the discipline, facilitation of learning activities with relevant materials, engaging in elaborate conversation with learners, giving exercises that involve critical thinking to learners, and so on (p.1).

#### 7.4 Factors Affecting Learning Activities

Among the factors that affect learning activities we are motivated and family support, and it has also been indicated that one of the most important causes of the type of practice or learning styles has to do with emotional conditions such as anxiety.

##### 7.4.1 Motivation

Anjomshoa and Sadighi (2015) motivation is a complex human construct that has long posed difficulties for those who attempt to understand and explain it. Psychology has described motivation in a wide range of terms, from instincts, to drives, to needs, to conditioned behavior and as a consequence the word motivation has become very broad. It was with the spread of cognitive theories by educational psychology that the role of mental processes and social factors become more prominent in the understanding of motivation.

With the need to translate theory into practical application in the classroom, educational psychologists and educators began to design instructional modes of motivations. A key feature of these models was the suggestion of strategies that teachers could use in the classroom to motivate students. It did not take much for the field of L2 teaching to improve the idea of building motivational constructs including numerous motivating principles.

On the other hand, around the world, motivation plays a controlling role in the process of attempting to learn a certain division of study; even in learning a specific language, motivation and its basic types and theories must be studied by both the teacher and the learner, its role and effect on the learning process inside and outside of L2 classrooms.

Teachers of a second language also play an important role in motivating and assisting their students in improving the type of motivation they have in order to develop their abilities in learning the language they wish to learn Alhamdawe (2022).

#### 7.4.2 Family support

Roostin (2018, p.1) the main role of the family in educating children is as a foundation for moral education and religious life. The nature and nature of children are largely derived from both parents and from other family members. Family environment is the first educational environment because in this family every individual or a child first get education and guidance. In providing education should pay attention to the development of children.

The development of the child is a change in the child where the infinite development of the growing sense of growth, but in it also contains a series of changes that take place continuously and are fixed from the physical and spiritual functions of the individual to the stage of maturity through growth, maturation and learning, there are several periods of development that must be achieved by the child. Therefore, the family has a very important influence in the period of child development in order to have a basic knowledge of the ethics and norms that prevail in the community against himself.

Therefore Roksa (2019) family emotional support is beneficial for academic outcomes as it promotes psychological well-being and facilitates greater student engagement. However, ‘‘parents support is seen as one of the contributing factors which influencing students achievement in the subject, family is the main institution which plays a vital role in producing a harmonious, educated and an excellent societies’’ Yusup and Ahmad (2016, p.657).

#### 7.4.3 Anxiety

Rachman & Rachman (2013) ‘‘anxiety is a tense unsettling anticipation of a threatening but form- less event; a feeling of uneasy suspense. It is a negative affect (feeling) so closely related to fear that in many circumstances the two terms are used

interchangeably'' (p.3). Hashempour and Mehrad (2014) academic anxiety can negatively impact on school's activity success and activities as anxious children is selfpreoccupying, most of their energy which can be used in their learning process and help to raise their academic succession are wasted and leads to undesirable consequences.

On other hand, anxiety by hampering control of attention and concentration can negatively impact on working memory span and emotional intelligence consequently influence on inability and mal performance in learning process. Teachers can be a part of the healing process, and they should be informed about of academic anxiety and its impact on students learning processes. It is absolutely crucial that teachers must be well equipped to aid academic anxious students to effectively deal with their social and psychological challenges and help them to better act not only socially and academically but also mentally and physically (p.119).

#### 7.5 Second language acquisition

Regarding language acquisition, we can deduce that it is the process by which children learn their mother tongue in whatever language it is. It consists of absorbing all the structural information of the language that they can hear around them and relating this information for later use. According to Lidz & Perkins (2018) mention that "Language acquisition provides a new window into the rich structure of the human language faculty and explains how it develops in interaction with its environment and the rest of human cognition" (p.1).

In other words, language acquisition is a process in which people acquire the ability to perceive and understand the language to which they are constantly exposed (i.e., they acquire the ability to be aware of language and to understand it in such a way), and through this, they can produce, use words and sentences to communicate with others. It is important to mention that language acquisition also involves structures, rules, and representations. To be able to use language correctly, one needs to acquire and be exposed to a variety of elements that include phonology, morphology, syntax, and semantics, which help one to have the best possible conversation with another individual.

## 7.6 Teaching and Learning Process

To talk about this process, it can be said that it is combined because it is there where a teacher evaluates the needs of understanding that each of his students has, in addition to establishing learning objectives that help to reach what is wanted, in this process also allows formulating teaching and memorization strategies, which makes each teacher to comply with a work plan where he evaluates the results of the instruction. According to Sequeira (2012), "It is an accepted fact that teachers are usually not born but made. Good teachers nurture their knowledge and skills through constant and deliberate efforts" (p.1).

While it is true that for this process of teaching and learning to take place, it is necessary to know that these go hand in hand and are related to each other, however, this process is carried out by each of the teachers, i.e. they are responsible for the students to acquire knowledge through them. Now knowing that they are responsible for academic development, it is an accepted fact that one is not born with this vocation, but is made, with experience and to become a good teacher, this needs training to help you understand and improve certain strategies and techniques that could be put into practice, it is important to mention that this is not always given at all because few words there are teachers who give everything for students to learn, but there are others who seem not to care.

According to Munna & Kalam (2021) mention that this topic is the teaching and learning process can be defined as a transformation process of knowledge from teachers to students. It is referred as the combination of various elements within the process where an educator identifies and establish the learning objectives and develop teaching resources and implement the teaching and learning strategy (p.1).

In a nutshell, teaching is the process of attending to the needs, experiences, and feelings of each individual, as well as intervening for them to learn specific things. In itself, the main function of education is to make the learning acquired by the student beneficial and meaningful at the same time. It is also important to emphasize that teaching is a method in which a teacher teaches or advises another person who in this case would be the student. The role of learning is very significant in the development of students because in the

future they will be the ones who are placed to serve the nation, and therefore will lead society once they are mature and can fend for themselves.

### 7.7 Importance of English

Ilyosovna (2020) language is our primary source of communication. It is the method through which we share our ideas and thoughts with others. There are thousands of language in the world. Every country has their own national language in addition to a variety of local languages spoken and understand by their people in different regions some languages are spoken by millions of people and others by only a few thousand. In global world the importance of English cannot be denied and ignored since English is the most common language spoken everywhere.

English is one of the most used language in the world. Even outside of countries like the USE and the UK, many people can speak and understand English. Nowadays, it is very important for everyone to know foreign languages. The world is becoming more and more globalized and knowing two languages is not just a fad, but a need of the hour. Learning foreign languages is a life skill for learning how to truly communicate and connect with others.

Learning foreign languages grows your brain. Studies have shown the cognitive benefits of learning another language, no matter how old you are. These studies have shown that bilingual people have larger brains, better memory, creativity, problem solving, and more. These advantages make it easier not only to learn more languages, but to learn everything. The ability to switch tasks quickly is especially important in today's busy multitasking world. Bilinguals can switch tasks much more quickly than their monolingual counterparts and perform many other tasks at the same time Durova (2013).

### 7.8 Main methods of teaching English

Elizabeth (2010) in the process of learning and teaching, a method of teaching is very important. The teacher with a good method of teaching is liked by the students. A good method of teaching results into good learning. A good teacher is always in search of an

effective method of teaching. A method tells the teacher how the matter should be taught. It is a tool in the hands of a teacher. A method is a servant and not master. A good teacher tries to take out best out of it. Selection of the right method ensures success of the teacher. It helps in the achievement of goals.

### Translation Method

The Translation Method is better known as the Grammar- Translation Method. It is also called the classical method of teaching English. In the teaching of English as foreign language, it has enjoyed a great reputation in the past. At present also, many teachers prefer to teach English by this method. In the past Greek, Latin, French, German etc. were taught by this method. Translation method means teaching the target language by translating it into mother tongue-may be Hindi or Punjabi. Here each phrase or sentence of English is taught by translating it into mother tongue. The philosophy behind this method is that the foreign language can be best taught or learn through translation. The learners, however, have to make use of set rules and principles of grammar.

### Direct Method

Direct Method of teaching English means teaching English directly through English medium. In this method, mother tongue is not used at all. This method came as a reaction against the translation method. It is also called the natural method of teaching. No doubt, large number of teachers are in favour of translation method but even then, there are many others who like to follow the direct method. The main philosophy behind this method is that the learner learns a foreign language in the same way as he learns his mother tongue.

### Bilingual Method

Bilingual method means a method where two languages i.e., the mother tongue and target language are used. Here the mother tongue is used to achieve the target language. This method is based on the similarities and differences which exist between the two languages. The similarities and differences may be of situation, sounds, vocabulary,

structure etc. If these differences or common things are known well, then learning of a foreign language is facilitated considerably when the child is learning his mother tongue, he becomes familiar with the situations and picks up the language correctly. While learning the foreign language, the situations are created again in order to make the child learn the foreign language.

### 7.9 Assessment of Learning

Wiliam (2011) during the 1990s, a number of studies explored the idea that attention to assessment as an integral part of instruction could improve learning outcomes for students, and at the same time, attempts were made to connect classroom practice to related bodies of research, notably feedback, motivation, attribution, and self-regulated learning. For most of this time, the term “formative assessment” was not precisely defined, and, as a result, research studies on one aspect of the use of assessment to improve instruction were used as evidence supporting the efficacy of quite unrelated aspects.

Partly in response to this, many authors stopped using the term “formative assessment” preferring instead the phrase “assessment for learning” although again its precise meaning was rarely defined, beyond the idea that assessment should be used during instruction to improve learning outcomes. Therefore Brown (2005) assessment is probably the most important thing we can do to help our students learn. We may not like it, but students can and do ignore our teaching; however, if they want to get a qualification, they have to participate in the assessment processes we design and implement. For that reason, I believe it is worth thinking through, individually and collectively, what we currently do and exploring how we can do our best to ensure that our assessment practices help rather than hinder learning.

### 7.10 Learning problems

Will (1986) the term "learning problem" is used broadly to address children who are having learning difficulties, including those who are learning slowly; those with

behavioral problems; those who may be educationally disadvantaged; and those who have mild specific learning disabilities, and emotional problems; and perhaps, as we improve our knowledge, those with more severe disabilities.

Lenhard, W., & Lenhard, A. (2013) learning difficulties is an umbrella term for academic problems of different origin. It comprises general learning deficits and low academic performance, e. g. in the context of disabilities as well as specific forms like reading, spelling and arithmetic disorders. As a consequence, many different denotations exist that try to differentiate between general and specific forms or point out the stability of the learning problem. The term learning disability usually highlights general and long-lasting learning difficulties, often linked to the field of special education. The term learning disorder characterizes learning problems in a specific field that contrast the general aptitude of the person.

## **8. METHODOLOGY**

### **8.1 Research Approach**

This research project was conducted through mixed methods research in which information was collected to determine the academic factors that affect the English language teaching-learning process in higher basic education students. According to Sandelowski (2000, p.246), researchers have increasingly turned to mixed-method techniques to expand the scope and improve the analytic power of their studies. Through this study, one will gain breadth and depth of what one wants to investigate thus providing a more complete and comprehensive understanding of the research problem.

That is, with the help of this process, quantitative and qualitative data will be collected, analyzed, and linked, which will help to have a better perspective when developing specific instruments according to the scope of the research, since it will be possible to explore both experiences and perceptions and at the same time collect numerical data for statistical analysis.

## 8.2 Research Method

The descriptive method was used to detail the factors that influence the teaching and learning process. “Descriptive research is a study of status and is widely used in education, nutrition, epidemiology, and the behavioral sciences. Its value is based on the premise that problems can be solved and practices improved through observation, analysis, and description” (Koh, 2000, p. 219-248.). In other words, the descriptive procedure is used by many researchers because it is one of the best methods of collecting information since it explains how the information is related and describes the problem as it really is.

## 8.3 Research Context and Participants

In this research, the non-probabilistic sampling method was used because it is widely used in qualitative research, in the same way, the purposive sampling technique was used because it can be much more effective when the number of people who are considered in the research is limited. The research participants were 38 students in the 8th, 9th, and 10th grades of Higher Basic Education. Their ages are between 13 and 15 years old, with a total of 26 females and 12 males. In addition, 2 English teachers were interviewed, both of whom have a degree in the language. The age range of the teachers was between 36-42 years, and the principal of the educational unit was also interviewed to know his point of view about the academic factors that influence the process of teaching and learning English.

## 8.4 Data Collection Process

The instrument used in the research was a questionnaire developed by Kotut (2016) to establish the influence of academic factors from the student's point of view. This questionnaire (see Annex 1) contains 21 items that are divided into 3 factors which are: Teaching and learning materials, which include 4 items corresponding to questions (1,2,3,11) The second factor corresponds to students' responses about their attitudes toward learning English, which is composed of 8 items associated with questions (4,5,6,7,8,9,10,12) and the last factor is English performance, which contains 9 items. In

addition, respondents must answer the survey in the form of a Likert scale, which is based on 4 evaluation criteria. The first one is 1 Strongly Disagree (SD), 2- Disagree (D), 3- Neutral (N) 4- Agree (A) and 5- Strongly Agree (SA).

A semi-structured interview guide for teachers was also implemented, elaborated, and adapted according to Kotut's (2016) questionnaire to have the interviewees' opinions about the most influential academic factor in the English teaching-learning process (see Annex 2). The interview guide contains 9 questions, the first question is an introduction to the topic to know what other factors could influence the teaching of English, the following questions are related to 3 specific sections, the first section has to do with teacher training, which is associated with a question (2, 3, 4).

The second section corresponds to the availability of teaching materials, which are associated with questions (5, 6). The third section corresponds to teacher attitudes, which are associated with the question (7, 8). Finally, question 9 requires a suggestion to improve the English language performance of the institution. To obtain more accurate results in this comparison and the analysis of the results, a Lenovo laptop (1x 0.3 Mp and 1x4 GB) was used to record the interview, which was conducted virtually, using the Zoom platform for 10 minutes.

The data collection instruments such as the survey questionnaire developed by Kotut (2016) were replicated while the semi-structured interview was validated by a committee of three experts in the area of language teaching and learning, and education studies who work at the Technical University of Cotopaxi. The instrument was validated as an appropriate, coherent, and accurate tool to collect information about Ethical considerations, construction of questions, and accuracy/ thoroughness of questions. (see Annex 3)

## 8.5 Data Analysis

For the analysis of the data, descriptive statistics was applied, which consists of the validation of the data obtained through the semi-structured interview applied to the

teachers and the questionnaire applied to the students. This analysis will allow us to corroborate the information and thus obtain a more accurate, complete, and useful result. It will also help us to determine which of the aforementioned academic factors is the most influential in the process of teaching and learning English. On the other hand, the opinions of the participants will be analyzed in detail to have clearer information that will allow us to generate a solution to the research problem.

## **9. Analysis and discussion of the results**

### Interview analysis and interpretation

In this section we will analyze the data collected through a semi-structured interview directed to two English teachers and the director of the educational unit "Atanasio Viteri Karolys", in order to know their point of view regarding the research topic. The first interview was directed to T1, who has 10 years of experience in English language teaching, in addition to a third level academic background with a degree in English language.

She is responsible for the training of higher education students (8th, 9th and 10th grade). The second interview was conducted with T2, who has 8 years of experience in English language teaching, in addition to a third-level academic background with a degree in English language. She is in charge of training high school students (1st, 2nd and 3rd). Finally, D1 was interviewed, who has 10 years of teaching experience, in addition to a third level academic background with an engineering degree. She is in charge of training high school students (8th, 9th and 10th) teaching subjects such as Mathematics and Physics.

Table 1. Analysis of the interview with teachers and the director of the educational unit.

Questions	Teacher 1	Teacher 2	Teacher 3
What are the academic factors that influence the teaching and learning of English?	The academic factors that influence the English language are several, one of them being the quality of the curriculum because being well structured can facilitate the acquisition of a second language, the preparation of the teacher is very important because being trained can offer new teaching methods more efficient and effective when learning, on the other hand, the availability of teaching resources play an important role because it helps us to work in a better way in teaching.	I believe that the motivation, attitude, and cognitive factors of each student is very important because that is what learning depends on.	The factors that affect the learning of English consider that it is the teacher's training and planning because it greatly influences their performance, also another significant factor has to do with the affective and one of them is the self-esteem and how they feel at the time of learning.

**Prepared by:** Angelica Chicaiza

**Source:** Semi-structured interview

The teachers interviewed mentioned at least three factors that influence the teaching and learning of English, where they agree that the quality of the curriculum and having good planning can facilitate the acquisition of a second language, another factor that they agree with is the teacher's training because they mention that being trained can offer new teaching methods more efficient and effective at the time of learning, thus having a great influence on their performance. They also point out other determinants that have to do with the affective aspect, i.e. the motivation and attitude that they show during the training stage. Finally, they express other aspects that can also influence student performance, namely the availability of didactic materials and the cognitive factors that are present in learning.

Table 2. Analysis of the interview with the teachers and the director of the educational unit on teacher training (Questions 2,3,4)

Questions	Teacher 1	Teacher 2	Director
2. Do you consider that constant training helps to improve teachers' teaching methods?	Of course, continuing education is fundamental because it allows us to improve our teaching methods and also helps us to be aware of the latest educational trends and innovative pedagogical strategies, thus allowing us to have a better teaching and learning process.	Yes, it helps us as teachers to incorporate new tools, strategies, teaching methods, assessment techniques, and other innovative approaches to English language learning, and it helps us to improve and perfect our pedagogical skills.	Yes, continuous preparation helps to improve, that is why as teachers we must be in constant training because in a way it helps us to learn new teaching methods.
3. Do you think that the qualification	I believe it is one of the factors, but it does not determine student	No, I believe that it does not depend on that, since in many	Yes, from my point of view, the fact that I

<p>of English teachers defines the English performance of students?</p>	<p>performance, but rather the quality of the teaching, the interaction in the classroom with the students can be the most significant in the formation of the student.</p>	<p>cases teachers do not know how to teach or how to reach the student, and that is why in many cases meaningful learning cannot take place.</p>	<p>have a third or fourth-level degree benefits the learning of English because, through training, teachers are prepared to make better progress in the classroom.</p>
<p>4. How does the educational institution support their professional development?</p>	<p>The Ministry of Education is the one who provides us with the platform "I train myself" where we have access to several courses that are of great interest but are not related to the English language, however, as far as the institution is concerned, we receive certain training from the DECE as educating in family that helps us to have a better interaction with parents and students. As teachers, each one is trained with their resources.</p>	<p>Yes, there is support from the institution, however, the Ministry of Education provides us with continuous training that somehow helps us as teachers to improve every day.</p>	<p>Support is given to all teachers, but through DECE have access to training, and as teachers, they also seek out programs that help them in their training as teachers.</p>

**Prepared by:** Angelica Chicaiza

**Source:** Semi-structured interview

From the analysis of the interviews, it has been decided to elaborate a table where the information collected has been placed for a better understanding, which is represented in Table 2, where it is indicated that teachers agree that constant training is fundamental, since it helps to improve teaching methods, as well as to learn about new educational trends and innovative strategies, which contributes to improve and perfect pedagogical competencies.

They also affirm that teacher qualifications do not determine student performance, but that there are other factors such as the quality of teaching and classroom interaction with students. However, another teacher mentions that yes, because having a third or fourth level degree benefits training, and therefore teachers are prepared to make better progress in the classroom. Finally, teachers say that they do receive support from the educational institution as such, through the DECE they have access to certain training and the Ministry of Education also provides courses of great interest that help them improve their training, however, they mention that as teachers they also seek programs that help them in their training, obviously each one does it with their own resources.

Table 3. Analysis of the interview with the teachers and the director of the educational unit on the availability of didactic material (Questions 5,6)

Questions	Teacher 1	Teacher 2	Director
5. Do you consider that the presence of didactic material facilitates the learning of the English language?	Yes, it is something primordial because it helps us to deliver the open knowledge of the language and it also adapts to different learning styles that exist in each of the classrooms, allowing students to show interest in the language.	Yes, because it helps to have better learning, it is also a pedagogical support that allows students to be attentive and acquire a new language.	Yes, the didactic material is an indispensable resource because its purpose is to reach the student, since everyone has a different way of learning and the use of certain tools helps the learning process to be more

			effective.
6. Does the school have sufficient educational resources for English language learning?	No, for technology, we have a laboratory but it is not always used because some students do not have much knowledge of certain devices.	It is very little, we have a laboratory that does not have what is necessary for students to practice English, and we need more English books, stories, and magazines, and brochures that are very necessary for learning.	Being a fiscal institution, they have limited didactic resources, however, they do have English books, but I consider that they are very few and to a certain extent, it makes learning difficult for the students.

**Prepared by:** Angelica Chicaiza

**Source:** Semi-structured interview

The teachers interviewed agree that the presence of didactic material does facilitate learning and that it is essential and indispensable because in this way the knowledge will reach the student. In addition, they will be attentive and interested in learning a second language such as English, helping the learning process to be more effective. All the participants agree that the Atanasio Viteri Karolys educational unit does not have the necessary resources for learning English, since being a public institution they have a laboratory that they do not use because it is not equipped for students to practice the language.

Table 4. Analysis of the interview with the teachers and the director of the educational unit on teacher and student attitude (Questions 7,8)

Questions	Teacher 1	Teacher 2	Director
7. How does your attitude as a teacher influence the learning environment?	Attitude has a great influence, because it is the key to creating an atmosphere of trust, since as a teacher we must have a positive, enthusiastic attitude that leads students to be motivated and above all to participate.	Attitude influences a lot, because students absorb everything, especially when it comes to teaching, it is important to know how to listen, to educate by example and discipline.	The teacher's attitude is very important because by creating a good learning environment, students will be happy to learn.
8. From your perspective, do you think students are motivated to learn a second or foreign language?	Yes, with my experience as a teacher, I have realized that they are interested in learning a new language.	Yes, I think it all depends on us as teachers, because if we teach dynamically they will feel motivated to learn and know a second language.	I believe that the students are motivated because they know that it is important to learn a new language which will help them to communicate in different situations.

**Prepared by:** Angelica Chicaiza

**Source:** Semi-structured interview

According to the interviewee's opinions, the teacher's attitude has a great influence and, in a certain way, allows for the creation of a good learning environment and trust. The

attitude shown by the teachers is very important because having a positive and enthusiastic attitude leads the students to be motivated and, above all, to participate. Teachers agree that students are motivated to learn a second language, such as English. They also mention that it all depends on them as teachers, because if they teach in a dynamic way, students will feel encouraged to learn because it will somehow help them to communicate in different situations.

### The performance of English

Table 5. Analysis of the interview with teachers and the director of the educational unit about a recommendation to improve academic performance (Question 9)

Question	Teacher1	Teacher 2	Director
9. What suggestions would you mention to improve the performance of English in the educational unit "Atanasio Viteri Karolys".	One of the suggestions is to have a specific classroom for learning English and that it has the necessary resources for students to practice, play, and participate, and thus have a better result in school performance.	I think that constant motivation is important for students to learn the language and having a space with the necessary resources is fundamental for good learning.	I would recommend using updated texts for better performance and students should put a little more interest in the language, either by looking for books or listening to songs that help them learn.

**Prepared by:** Angelica Chicaiza

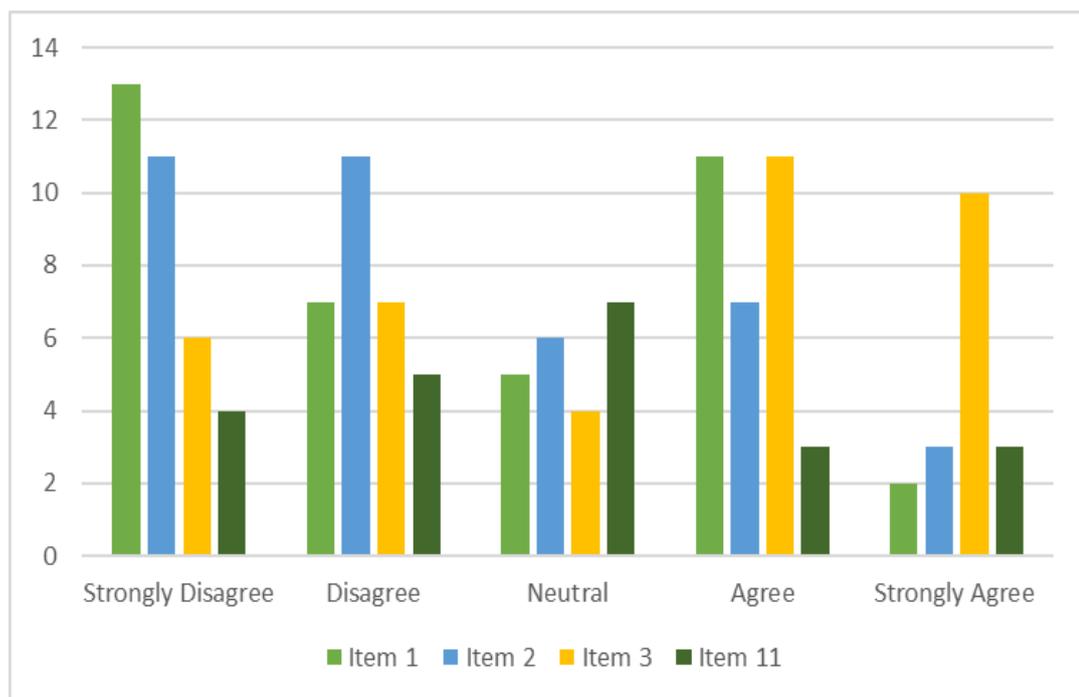
**Source:** Semi-structured interview

The interviewees suggest having a specific classroom for teaching and learning English that has the necessary resources for students to practice, play, and participate so that they will have a good learning experience. They also mentioned that the use of updated texts,

motivation, and showing more interest on the part of the students would be a good way to improve school performance.

In this section we will analyze the data collected through a questionnaire directed to the 8th, 9th and 10th grade students of the educational unit "Atanasio Viteri Karolys", in order to know their point of view regarding the research topic, focusing also on the three factors that have the greatest influence in the teaching and learning of English. The results are related to the factor of availability of materials for teaching and learning, the analysis of the questionnaire, which is represented in Figure 1 (below) indicates that it includes 4 items and these correspond to questions (1,2,3,11).

*Figure 1. Results of the availability of materials for teaching and learning English (Questions 1,2,3,11).*

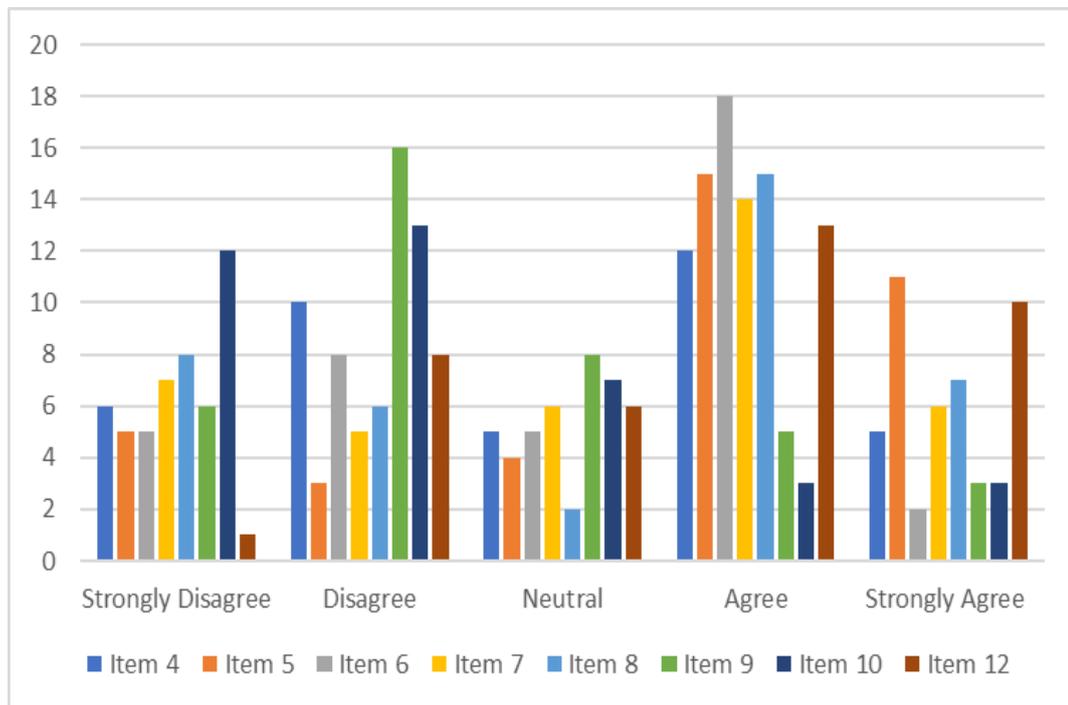


**Prepared by:** Angelica Chicaiza

**Source:** Questionnaire

The results show that in the first item the majority of the students (34%) mention that the school does not provide enough English textbooks, in the second item 29% agree that there are not enough books, however in the third item 29% claim to have the best English teachers and finally in the eleventh item at least 32% totally agree that the presence of didactic aids makes learning English easier and more effective.

Figure 2. Results of teacher and student attitudes in teaching and learning English (Questions 4,5,6,7,8,9,10,12).



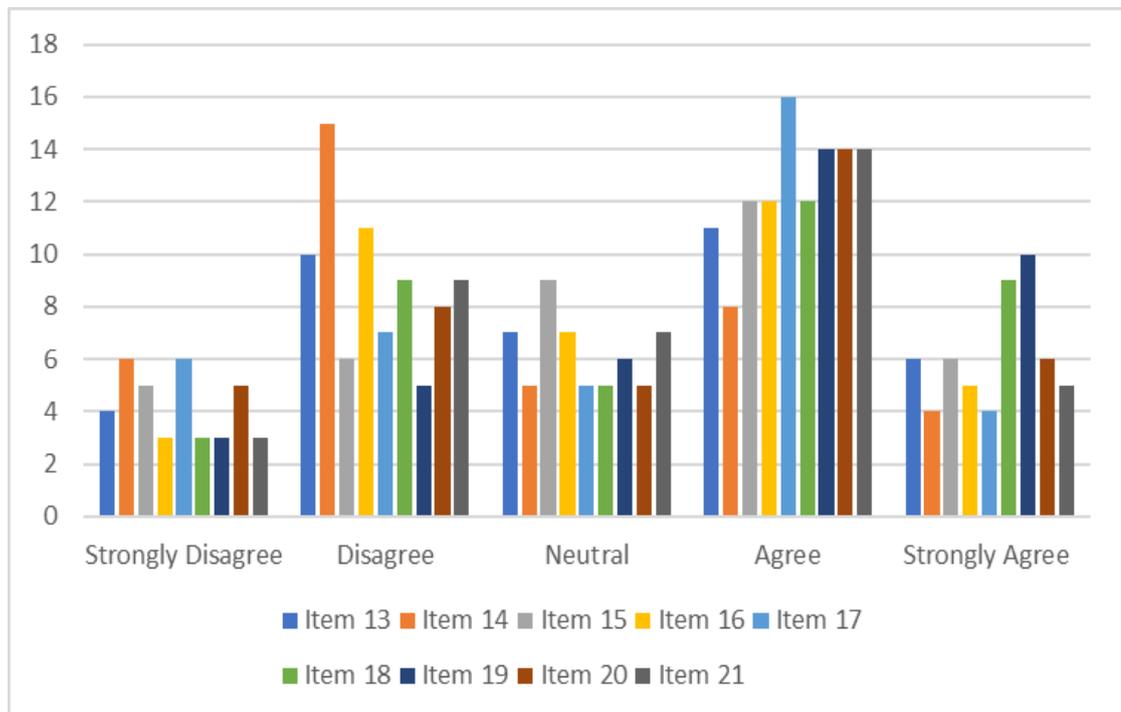
**Prepared by:** Angelica Chicaiza

**Source:** Questionnaire

The results show that at least 32% say that teachers are sensitive to individual attention, and 39% say that teachers are committed to helping students. Respondents mentioned that they like English and this comprises 47%, and approximately 37% stated that English is one of their favorite subjects. Within their perception, students mentioned that 39% of the participants are motivated to study this subject. However, 42% say that they do not communicate in English in the classroom, and 34% say that they are not punished for speaking in their mother tongue. Despite the pros and cons, 34% of the students say that they are proud to speak a second language.

The last factor corresponds to the students' answers about their performance in learning English, which is represented in Figure 3, which is composed of 9 items.

Figure 3. Results of student performance in English language teaching and learning (Questions 13,14,15,16,17,18,19,20,21).



**Prepared by:** Angelica Chicaiza

**Source:** Questionnaire

In this last section it is possible to mention that 29% of the student body mentions that the school does have a high performance in English, however, the students do not obtain better results in English than in other subjects, this is what at least 29% say, Similarly, 42% say that group discussions help improve student performance, another 32% affirm that students do make an effort to obtain better grades, and that teachers are also very committed to improving school performance in English. Finally, 37% mentioned that teachers do reward students with better results and that English performance at school has improved steadily.

**RQ1: What is the influence of teacher training in the teaching-learning process of the English language in the students of higher basic education of the educational unit "Atanasio Vitery Karolys"?**

Answering the research question through the analysis that was conducted, it follows that teacher training can have a positive impact on student learning, as well-prepared teachers

tend to employ more effective methodologies and create an environment conducive to the development of language skills, in the same way as mentioned by Bando and Li (2014) "teacher training may be effective at improving student learning and that teacher incentives may play a role in mediating its effects" (p. 4 ).

**RQ2: How does the availability of didactic material influence the process of teaching-learning of the English language in the students of higher basic education of the educational unit "Atanasio Viteri Karolys"?**

In response to the question posed, it is clear that the availability of teaching resources is limited in the institution, as stated by both teachers and students, according to the results analyzed. It is important to mention that through the interview absolutely all agreed that the presence of didactic material at the time of teaching is very important and so Szökö et al., (2023) ‘‘material didactic means (technical means and teaching aids) are means of a material nature and are an important component of education and a means of achieving the goals of the educational process’’ (p.467). That is why the availability of educational resources can have a positive impact on the student's training but does not have a significant influence on the teaching-learning process.

**RQ3: What effect does the attitude of the teachers and students have on the teaching-learning process of the English language in the students of higher basic education of the educational unit "Atanasio Viteri Karolys"?**

Therefore, in response to the research question, it can be said that both teachers and students say that they feel motivated to learn a foreign language such as English. They also say that this incentive is important and this is mentioned by Najmiddinova (2023) "the learners' motivation is crucial when learning a language. Motivating EFL (English as a Foreign Language) students to participate in their learning is important" (p.124). That is why through the results of the interview and questionnaire it has been concluded that the attitude of the students has a significant influence on learning, without leaving aside the attitude of the teachers because they are the ones who transmit that confidence to the student, so that they participate and have interest in the language.

After having analyzed and interpreted all the data obtained, we can say that of the three factors where there was more focus, there is one that has greater influence and it is the attitude that students have when learning, therefore it is also due to the attitude that teachers show when teaching the class, we reached a certain conclusion because it is the factor that had the highest percentage reach in both the questionnaire to students and in the interview that was directed to the teachers of the institution Atanasio Viteri Karolys.

## **10. RESEARCH IMPACTS**

The present research project has an educational repercussion, since it could motivate other teachers to be more attentive to the academic factors that are teacher training, availability of didactic material and attitudes of both the teacher and the student that are present in the process of teaching and learning English. Knowing that these factors hinder the formation of the student body and therefore the academic performance. In addition, this study could be useful for future research and from topics related to the project we can look for a solution to these problems that are presented in the Ecuadorian educational system.

## 11. CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

- In conclusion, this research project emphasizes the academic factors that directly or indirectly influence the process of teaching and learning English. As it is well known, learning a foreign language can be a challenge due to several components, as of learning styles, lack of teacher's knowledge about learning strategies and affective factors such as anxiety or depression that impact or affect the learning process. All these elements, in a certain way, limit the acquisition of an L2 since they do not allow the student to absorb such information, and as a result, leading to have a poor academic performance in the subjects of English. Therefore, it is essential to consider these elements and other learning factors when teaching English.
- From the application of the interview, it was observed that teachers recognize that teacher training is a fundamental part for learning to become meaningful, since through it they have access to new methodologies, new forms of evaluation, and above all to be aware of educational trends. However, it was evident that this factor did not have much influence on the process of teaching and learning English, therefore it did not become a problem to be solved nor an excuse for students to have a low school performance.
- In order to find out what factors influence second language learning, an interview and a questionnaire were conducted with teachers on the one hand, and students on the other. The results of the data collection report that the attitude of the learners positively influences the learning process. That is, learners feel confident when communicating in the target language, as they mention that English is the preferred subject. This statement is related to the teachers' argument, in that they claim that if students are shown a positive attitude towards the language teaching process and a suitable classroom environment is created, students will be more enthusiastic, as they will be confident to participate and pay attention.

## Recommendations

- The mastery of the English language today is fundamental, therefore teachers must be more attentive to the training process that students have, considering each of the internal factors such as motivation and interest, as well as external factors such as the student's environment and teacher's attitude which can affect the learning of students in the classroom. It is worth mentioning that the teacher and the student play an important role because it is the main mediator in the classroom, being a factor of great importance in the formation, both academic and self-esteem of the student. Therefore, it is important that the teacher and the student work together to achieve meaningful and effective learning of English.
- During the students' learning process certain problems may arise that hinder their learning, as a teacher it is important to realize it in time and do something to solve it. It is therefore essential to be in constant training and it is suggested that they be trained in differentiated teaching strategies, allowing them to adapt their teaching to the individual needs of each student, it is also clearly important that as educators work in conjunction with parents and tutors of students in order to identify and address learning problems in time.
- It is important to mention that English educators at each level of academic training should identify and analyze the components that hinder the teaching process of their students. Once identified, they should look for solutions to eradicate or improve those aspects that cause this problem, and somehow develop certain activities, plans, methods and didactic strategies, knowing that these actions can contribute to generate genuine motivation in both teachers and students, which in turn can have a positive impact on the process of teaching and learning English.

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## ANNEXES

## Annex 1: Questionnaire

## Students questionnaire

Name:
Date:
<p><b>Introduction</b></p> <p>The purpose of this interview is to determine the academic factors that affect the teaching-learning process of the English language in the students of higher basic education of the educational unit "Atanasio Viteri Karolys".</p> <p><b>Use of the information</b></p> <p>The opinions expressed by the interviewee will be used by the student for academic purposes only.</p> <p><b>Characteristic:</b> The questionnaire will have a duration of no more than 15 minutes.</p>

**In this section, tick where appropriate using the following scale 1-Strongly Disagree (SD) 2-Disagree (D) 3-Neutral (N) 4-Agree (A) 5-Strongly Agree (SA)**

S/N	Statement	SD	D	N	A	SA
1.	The school provides enough textbooks for English					
2.	There are sufficient English revision books in the school					
3.	We feel we have the best teachers of English					
4.	Our teachers are sensitive to our individual attention					
5.	The teachers are committed to helping the students					
6.	I like studying English					
7.	English is my favorite subject					
8.	Students are motivated to study English					
9.	We often communicate in English during our free time					
10.	We are punished for speaking in mother tongue					
11.	Presence of learning aids makes learning of English friendly					
12.	Speaking in English makes me proud					

### Performance of English

S/N	Statement	SD	D	N	A	SA
1.	The school registers high performance in English					
2.	Students perform better in English than in other subjects					
3.	Most of the students do well in English					
4.	English speaking improves the performance					
5.	Group discussions helps improve students' Performance of English					
6.	Students strive to acquire higher grades in English					
7.	Teachers have been highly commitment to improve school performance in English					
8.	To encourage better performance, best performing students are rewarded					
9.	Performance of English in the school has steadily been improving					

### Thank You for Your Cooperation

This questionnaire was taken and adapted from Kotut (2016) and was conducted face-to-face in the native language of the participants (Spanish). To review the questionnaire, please consult the following link: <http://erepository.uonbi.ac.ke/handle/11295/100318>

## Annex 2: Semi-structured interview

### Interview Guide

Questions:

Date:
<p><b>Introduction</b></p> <p>The purpose of this interview is to determine the academic factors that affect the teaching-learning process of the English language in the students of higher basic education of the educational unit "Atanasio Viteri Karolys".</p> <p><b>Use of the information</b></p> <p>The opinions expressed by the interviewee will be used by the student for academic purposes only.</p> <p><b>Characteristic:</b> The interview will last no longer than 15 minutes.</p>

1. What are the academic factors that influence the teaching and learning of English?
2. Do you consider that constant training helps to improve teachers' teaching methods?
3. Do you think that the qualification of English teachers defines the English performance of students?
4. How does the educational institution support their professional development?
5. Do you consider that the presence of didactic material facilitates the learning of the English language?
6. Does the school have sufficient educational resources for English language learning?
7. How does your attitude as a teacher influence the learning environment?
8. From your perspective, do you think students are motivated to learn a second or foreign language?
9. What suggestions would you mention to improve the performance of English in the educational unit "Atanasio Viteri Karolys".

**Note:** The questions listed above are connective with the general objectives and its specific objectives of the present research study.

## Annex 3: Validation of instruments



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Idiomas

## INTERVIEW QUESTIONS VALIDATION SHEET

Name of Researcher: *Angelica Chicaiza*

Date Evaluated:

Research title: *Academic Factors that influence english language teaching and learning*

Signature of Evaluator:

Evaluator: *Mg. Aníbal Romero Palacios*

ID number of evaluator: *050136918-5*

Degree of evaluator: *Magister*

## Rating:

— 10-12 Very Satisfactory

— 4-6 Fair

— 7-9 Satisfactory

— 6 Below Needs Re-validation

To the evaluator: Check the necessary documents and tick the columns which fit your evaluation of the item.

Items	Very Satisfactory	Satisfactory	Fair	Below Needs
<b>A. Ethical Consideration</b>	/			
1. The purpose of the study is stated well.	/			
2. A confidentiality clause is mentioned or stated.	/			
3. The participant(s) is informed of the duration of the study.	/			
4. Informed consent is included.	/			
<b>B. Construction of Questions</b>				
5. Introduction which allows the interviewer to introduce himself/herself is included.	/			
6. Questions are short and can easily be understood by the participants.	/			
7. Questions are appropriate to the topic.	/			
8. Questions allow storytelling or narration of experiences.	/			



<b>C. Accuracy/Thoroughness of Questions</b>				
9. Questions are open-ended.	/			
10. Questions are positively stated.	/			
11. Questions are deductively arranged. They give highest priority to information questions than opinion questions.	/			
12. Questions are stated in clear precise and simple words.	/			

Remarks \_\_\_\_\_

This validation sheet was taken from Solanon, Idong, San Jose, Robles (2020) To review the validation sheet consult the following link:

[https://www.researchgate.net/figure/Appendix-A-Interview-Questions-Validation-Sheet\\_fig1\\_348699149](https://www.researchgate.net/figure/Appendix-A-Interview-Questions-Validation-Sheet_fig1_348699149)



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Idiomas

### INTERVIEW QUESTIONS VALIDATION SHEET

Name of Researcher: *Angelica Chicaiza*

Date Evaluated:

Research title: *Academic Factors that influence English language teaching and learning*

Signature of Evaluator:

Evaluator: *Mgs Sonia Castro*

ID number of evaluator: *050197472-9*

Degree of evaluator: *Magister*

#### Rating:

— 10-12 Very Satisfactory

— 4-6 Fair

— 7-9 Satisfactory

— 6 Below Needs Re-validation

To the evaluator: Check the necessary documents and tick the columns which fit your evaluation of the item.

Items	Very Satisfactory	Satisfactory	Fair	Below Needs
<b>A. Ethical Consideration</b>				
1. The purpose of the study is stated well.	/			
2. A confidentiality clause is mentioned or stated.	/			
3. The participant(s) is informed of the duration of the study.	/			
4. Informed consent is included.	/			
<b>B. Construction of Questions</b>				
5. Introduction which allows the interviewer to introduce himself/herself is included.	/			
6. Questions are short and can easily be understood by the participants.	/			
7. Questions are appropriate to the topic.	/			
8. Questions allow storytelling or narration of experiences.	/			



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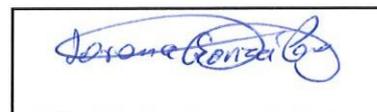
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Idiomas

C. Accuracy/Thoroughness of Questions				
9. Questions are open-ended.	/			
10. Questions are positively stated.	/			
11. Questions are deductively arranged. They give highest priority to information questions than opinion questions.	/			
12. Questions are stated in clear precise and simple words.	/			

Remarks At the beginning of the interview you need to start with  
What are the Academic Factors that influence English Language  
teaching and learning?

This validation sheet was taken from Solanon, Idong, San Jose, Robles (2020) To review the validation sheet consult the following link:

[https://www.researchgate.net/figure/Appendix-A-Interview-Questions-Validation-Sheet\\_fig1\\_348699149](https://www.researchgate.net/figure/Appendix-A-Interview-Questions-Validation-Sheet_fig1_348699149)


**INTERVIEW QUESTIONS VALIDATION SHEET**
**Name of Researcher:** *Angelica Chicaiza*
**Date Evaluated:**
**Research title:** *Academic Factors that influence english language teaching and learning*
**Signature of Evaluator:**
**Evaluator:** *Lorena González Ortiz Ph.D*

**ID number of evaluator:** *1002377271*
**Degree of evaluator:** *Ph.D*
**Rating:**

— 10-12 Very Satisfactory

— 4-6 Fair

— 7-9 Satisfactory

— 6 Below Needs Re-validation

To the evaluator: Check the necessary documents and tick the columns which fit your evaluation of the item.

Items	Very Satisfactory	Satisfactory	Fair	Below Needs
<b>A. Ethical Consideration</b>				
1. The purpose of the study is stated well.	/			
2. A confidentiality clause is mentioned or stated.	/			
3. The participant(s) is informed of the duration of the study.	/			
4. Informed consent is included.	/			
<b>B. Construction of Questions</b>				
5. Introduction which allows the interviewer to introduce himself/herself is included.	/			
6. Questions are short and can easily be understood by the participants.	/			
7. Questions are appropriate to the topic.	/			
8. Questions allow storytelling or narration of experiences.	/			



<b>C. Accuracy/Thoroughness of Questions</b>				
9. Questions are open-ended.	/			
10. Questions are positively stated.	/			
11. Questions are deductively arranged. They give highest priority to information questions than opinion questions.	/			
12. Questions are stated in clear precise and simple words.	/			

Remarks \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This validation sheet was taken from Solanon, Idong, San Jose, Robles (2020) To review the validation sheet consult the following link:  
[https://www.researchgate.net/figure/Appendix-A-Interview-Questions-Validation-Sheet\\_fig1\\_348699149](https://www.researchgate.net/figure/Appendix-A-Interview-Questions-Validation-Sheet_fig1_348699149)

**Annex 4: Letter of introduction**

Latacunga 19 de Enero del 2024

ING. JULIO CUEVA

RECTOR DE LA UNIDAD EDUCATIVA ‘‘ATANASIO VITERI KAROLYS’’

Presente.

De mi consideraci3n

Yo, **Chicaiza Casnanzuela Angelica Marcela**, portadora de la cedula de ciudadan3a No. **0550554067** estudiante de la carrera de Pedagog3a de los Idiomas Nacionales y Extranjeros de la Universidad Tecnica de Cotopaxi. Ante Ud. Respetuosamente me presento y expongo:

Solicito permiso para realizar el trabajo de investigacion y recopilacion de datos de los estudiantes de octavo, noveno y decimo a3o de EGB, adem3s de la participacion de las docentes de ingles, cuyo tema es ‘‘**Academic Factors that influence English language teaching and learning**’’ teniendo como finalidad determinar los factores acad3micos que inciden en el proceso de ense3anza-aprendizaje del idioma ingl3s en los estudiantes de educaci3n b3sica superior de la unidad educativa "Atanasio Viteri Karolys’’.

Esperando que lo expuesto tenga la acogida debida expreso mis mas sentidos agradecimientos:

Atentamente

---

Chicaiza Casnanzuela Angelica Marcela

E-mail: [angelica.chicaiza4067@utc.edu.ec](mailto:angelica.chicaiza4067@utc.edu.ec)

ID: 0550554067

Telf: 0979334369

**Annes 5: Consenting Director's Report**

UNIVERSIDAD TECNICA DE COTOPAXI

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

**FORMULARIO DE CONSENTIMIENTO INFORMADO**

Yo, .....con número de cédula..... rector de la Unidad Educativa “Atanasio Viteri Karolys” certifico que me han informado acerca de la participacion voluntaria de los docentes Chora Irma y Llano Gabriela pertenecientes al area de ingles asi mismo la participacion de los estudiantes de 8vo, 9no, y 10mo año de EGB en el proyecto de investigacion denominado “**Academic Factors that influence English language teaching and learning**” desarrollado por la estudiante **Chicaiza Casnanzuela Angelica Marcela**, estudiante de octavo ciclo de la Universidad Técnica de Cotopaxi.

Entiendo que este proyecto de investigación tiene como finalidad determinar los factores académicos que inciden en el proceso de enseñanza-aprendizaje del idioma inglés en los estudiantes de educación básica superior de la unidad educativa "Atanasio Viteri Karolys" mismo que consistirá en la recopilación de datos por medio de una entrevista a docentes de ingles y un cuestionario para estudiantes.

Estoy en conocimiento que mi información se mantendrá confidencial y mis datos personales no serán divulgados en el proyecto. Por lo tanto, acepto participar voluntariamente, pues además he recibido una copia del presente documento.

Firma del participante:

Cédula:

Fecha:

Correo electrónico:

**Annex 6: Teachers consent report**

UNIVERSIDAD TECNICA DE COTOPAXI

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

**FORMULARIO DE CONSENTIMIENTO INFORMADO**

Yo, .....con número de cédula..... docente de Inglés de la Unidad Educativa “Atanasio Viteri Karolys” certifico que me han informado e invitado a ser partícipe del proyecto de investigación denominado “**Academic Factors that influence English language teaching and learning**” desarrollado por la estudiante **Chicaiza Casnanzuela Angelica Marcela**, estudiante de octavo ciclo de la Universidad Técnica de Cotopaxi.

Entiendo que este proyecto de investigación tiene como finalidad determinar los factores académicos que inciden en el proceso de enseñanza-aprendizaje del idioma inglés en los estudiantes de educación básica superior de la unidad educativa "Atanasio Viteri Karolys" mismo que consistirá en la recopilación de datos por medio de una entrevista a docentes de inglés y un cuestionario para estudiantes.

Estoy en conocimiento que mi información se mantendrá confidencial y mis datos personales no serán divulgados en el proyecto. Por lo tanto, acepto participar voluntariamente, pues además he recibido una copia del presente documento.

Firma del participante:

Cédula:

Fecha:

Correo electrónico:

**Annex 7: Parent Consent Report**

UNIVERSIDAD TÉCNICA DE COTOPAXI

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

**FORMULARIO DE CONSENTIMIENTO INFORMADO**

Yo, .....con número de cédula....., padre de familia del estudiante \_\_\_\_\_ de \_\_\_\_\_ año de Educación General Básica, certifico que me han informado que mi hijo/a va a ser partícipe del proyecto de investigación denominado “**Academic Factors that influence English language teaching and learning**” desarrollado por la estudiante **Chicaiza Casnanzuela Angelica Marcela**, estudiante de octavo ciclo de la Universidad Técnica de Cotopaxi.

Entiendo que este proyecto de investigación tiene como finalidad determinar los factores académicos que inciden en el proceso de enseñanza-aprendizaje del idioma inglés en los estudiantes de educación básica superior de la unidad educativa "Atanasio Viteri Karolys" mismo que consistirá en la recopilación de datos por medio de una entrevista a docentes de inglés y un cuestionario para estudiantes.

Estoy en conocimiento que la información de mi hijo/a se mantendrá confidencial y sus datos personales no serán divulgados en el proyecto. Por lo tanto, acepto que mi hijo/a participe voluntariamente, pues además he recibido una copia del presente documento.

Firma del padre de familia:

Cédula:

Fecha:

Correo electrónico: