



TECHNICAL UNIVERSITY OF COTOPAXI

PUJILÍ CAMPUS

EDUCATIONAL SCIENCES, MAJORING IN ENGLISH

RESEARCH REPORT

**“SOCIO COGNITIVE FACTORS INVOLVED IN THE TEACHING LEARNING
PROCESS IN ENGLISH LANGUAGE”**

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

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APRIL 2022

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I CERTIFY THAT:

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

Pujilí, March, 2022

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COMMITTEE APPROVAL

The research report entitled “SOCIO COGNITIVE FACTORS INVOLVED IN THE TEACHING LEARNING PROCESS IN ENGLISH LANGUAGE”, has been revised, approved and authorised for printing and binding, before obtaining the bachelor’s degree in National and Foreign Language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defence.

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GRATEFULNESS

To God for giving us life and excellent parents who have been there to support us and help us achieve our professional goals. Also, to our teachers who during the academic periods have transmitted us their knowledge, especially to our dear tutor M.Sc. Gina Venegas Álvarez for her help, patience and dedication has guided us throughout the project and to our prestigious institution "Technical University of Cotopaxi".

Rita and Johanna

DEDICATION

I dedicate this project with all my heart to my father because without him I would not have been able to do it. His blessing and wise advice throughout my life have helped me in my personal and professional formation process. Thank you, God, for giving me a wonderful and loving father. To my sister for always supporting me unconditionally despite our differences. Thank you, dear sister, for always trusting me and for giving your sincere love.

I love you all.

Rita

DEDICATION

This project is dedicated specially to my mother who with her love, patience and effort have pushed me to fulfil one more dream. Thank you for instilling in me the example of effort and courage, not to fear adversity because God is always with me. To all my family because with their prayers, advice and words of encouragement they made me a better person and in one way or another they accompany me in all my dreams and goals. Finally, to my friends Gustavo and Heidy for their love and unconditional support throughout this process, for being with me at all times.

Johanna

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EDUCATIONAL SCIENCES, MAJORING IN ENGLISH

THEME: SOCIO-COGNITIVE FACTORS INVOLVED IN THE TEACHING-LEARNING PROCESS OF THE ENGLISH LANGUAGE.

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ABSTRACT

Nowadays, English language learning is an important part of education because it allows us to have access to updated information. However, teaching is not an easy process, so some researchers in the area are looking for new methods and strategies that favour students in the process of teaching and learning English. On the other hand, this research project entitled "Socio-cognitive factors involved in the English language teaching-learning process" refers to the problems that teachers and students have during this process. When teaching a new language, students have difficulties that are not only related to academic performance, but are also influenced by other factors. This occurs because teachers are unaware of the social and cognitive aspects that affect the teaching-learning process of their students. Thus, the main objective of this research is to determine the influence of social-cognitive factors on the English language teaching-learning process. Therefore, this research project has been divided into two parts: the first part is based on a literature review on socio-cognitive factors and how they influence the teaching-learning process. The second part presents the results obtained from the surveys applied to the students of the first semester of the PINE of the Technical University of Cotopaxi, in Latacunga city. Based on the descriptive-qualitative method, the technique applied for this study was a student survey using a questionnaire as an instrument. It was adapted from the socio-cognitive theory: (Bandura, 1986); Multiple Intelligence: (H. Gardner, 1999) where thirty-five students participated. The analysis of the theoretical references exposed within the theoretical framework, it was possible to identify that different socio-cognitive factors that affected the process such as: the physical environment, the teacher-student relationship, didactic resources, family (motivation), economic level, culture, memory capacity, perception and attention. The outcomes of the survey showed how social and cognitive factors affect the teaching-learning process of the aforementioned students, as well as identifying those with the greatest impact on the educational environment. Therefore, it is essential for both students and teachers to know which factors can affect or favour the educational processes in order to build an adequate environment in the institutions.

Keywords: English, multiple intelligence, socio-cognitive, teaching-learning.

TECHNICAL UNIVERSITY OF COTOPAXI

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EDUCATIONAL SCIENCES, MAJORING IN ENGLISH

TÍTULO:FACTORES SOCIOCOGNITIVOS QUE INTERVIENEN EN EL PROCESO DE ENSEÑANZA-APRENDIZAJE DEL IDIOMA INGLÉS.

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RESUMEN

El aprendizaje de la lengua inglesa es hoy en día una parte importante de la educación porque nos permite acceder a información actualizada. Sin embargo, la enseñanza no es un proceso fácil, por lo que algunos investigadores del área buscan nuevos métodos y estrategias que favorezcan a los estudiantes en el proceso de enseñanza y aprendizaje del inglés. Por otro lado, este proyecto de investigación titulado "Factores sociocognitivos implicados en el proceso de enseñanza-aprendizaje del inglés" se refiere a los problemas que tienen los profesores y los alumnos durante este proceso. Cuando se enseña un nuevo idioma, los alumnos tienen dificultades que no sólo están relacionadas con el rendimiento académico, sino que también influyen otros factores. Esto ocurre porque los profesores desconocen los aspectos sociales y cognitivos que afectan al proceso de enseñanza-aprendizaje de sus alumnos. Así, el objetivo principal de esta investigación es determinar la influencia de los factores socio-cognitivos en el proceso de enseñanza-aprendizaje del inglés. Por ello, este proyecto de investigación se ha dividido en dos partes: la primera parte se basa en una revisión bibliográfica sobre los factores sociocognitivos y cómo influyen en el proceso de enseñanza-aprendizaje. La segunda parte presenta los resultados obtenidos de las encuestas aplicadas a los estudiantes del primer semestre del PINE de la Universidad Técnica de Cotopaxi, en la ciudad de Latacunga. Basado en el método descriptivo-cualitativo, la técnica aplicada para este estudio fue una encuesta a los estudiantes utilizando como instrumento un cuestionario. Se adaptó de la teoría socio-cognitiva: (Bandura, 1986); la Inteligencia Múltiple: (H. Gardner, 1999) donde participaron treinta y cinco estudiantes. El análisis de los referentes teóricos expuestos dentro del marco teórico, permitió identificar que diferentes factores socio-cognitivos que afectaron el proceso como: el ambiente físico, la relación profesor-alumno, los recursos didácticos, la familia (motivación), el nivel económico, la cultura, la capacidad de memoria, la percepción y la atención. Los resultados de la encuesta mostraron cómo los factores sociales y cognitivos afectan al proceso de enseñanza-aprendizaje de los mencionados alumnos, además de identificar los de mayor impacto en el entorno educativo. Por lo tanto, es fundamental que tanto alumno como profesores conozcan qué factores pueden afectar o favorecer los procesos educativos para construir un ambiente adecuado en las instituciones.

Palabras claves: Enseñanza-aprendizaje, Inglés, inteligencias múltiples,socio-cognitivo.

INDEX

TUTOR’S ENDORSEMENT	II
I CERTIFY THAT:.....	II
COMMITTEE APPROVAL	III
COPYRIGHT REFUSE	IV
GRATEFULNESS	V
DEDICATION.....	VI
DEDICATION.....	VII
ABSTRACT	VIII
RESUMEN	IX
INDEX	X
INDEX OF TABLES	XII
INDEX OF GRAPHICS	XIII
PROJECT DESCRIPTION	1
2. JUSTIFICATION	3
3. BENEFICIARIES OF THE PROJECT.....	3
4. PROBLEM STATEMENT.....	4
5. OBJECTIVES	5
6. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED.	6
7. SCIENTIFIC AND TECHNICAL FOUNDATION.....	7
7.1. <i>Background</i>	7
7.2. <i>Theoretical Framework</i>	9
7.2.1 <i>Learning process</i>	9
7.2.1.1. Pedagogical factors	9
7.2.1.2. Multiple intelligences.....	10
7.2.1.3. Emotional/ Affective factors	10
7.2.2 <i>Teaching process</i>	11
7.2.2.1 Sociolinguistic factors.....	12
7.2.2.2 Methods of teaching.....	12
7.2.2.3 Pedagogical assessment.....	13

7.2.3	<i>English as Foreign Language (EFL)</i>	14
7.2.3.1	Language skills	14
7.2.3.2	Teaching English	15
7.2.4	<i>Environmental factors</i>	16
7.2.4.1	Physical environment (classroom).....	17
7.2.4.2	Teacher-student relationship	18
7.2.4.3	Didactic resources	18
7.2.5	<i>Social factors</i>	19
7.2.5.1	Family (motivation)	19
7.2.5.2	Economic level	20
7.2.5.3	Culture.....	20
7.2.6	<i>Cognitive factors</i>	21
7.2.6.1	Memory	22
7.2.6.2	Perception.....	22
7.2.6.3	Attention.....	23
8.	METHODOLOGY	24
9.	ANALYSIS AND DISCUSSION OF RESULTS	25
10.	RESEARCH IMPACTS (TECHNICAL, SOCIAL, ENVIRONMENTAL, EDUCATION OR ECONOMIC)	48
11.	CONCLUSIONS AND RECOMMENDATIONS	49
11.1.1	<i>Conclusions</i>	49
11.1.2	<i>Recommendations</i>	50
12.	REFERENCES	51
13.	ANNEXES	1
13.1	ANNEX 1	1
	SOCIO - COGNITIVE SURVEY.....	1
13.2	<i>Annex 2</i>	4
13.3	<i>Annex 3</i>	6
13.4	<i>Annex 4</i>	7

INDEX OF TABLES

TABLE 1. GENDER	25
TABLE 2. AGE	26
TABLE 3. ETHNIC SELF-DETERMINATION	27
TABLE 4. PLACE OF RESIDENCE	28
TABLE 5. MARITAL STATUS	29
TABLE 6. ENVIRONMENT	30
TABLE 7. TEACHER-STUDENT RELATIONSHIP	31
TABLE 8. DIDACTIC RESOURCES	32
TABLE 9. FAMILY SALARY	33
TABLE 10. PARENTS MOTIVATION	34
TABLE 11. IMPORTANCE OF CULTURE	35
TABLE 12. ENGLISH METHODS AND STRATEGIES	36
TABLE 13. SOCIETY AFFECTS ENGLISH LEARNING	37
TABLE 14. MOTHER TONGUE	38
TABLE 15. IMPORTANCE OF LEARNING ENGLISH	39
TABLE 16. REMEMBER THE TOPICS LEARNED	40
TABLE 17. PAY ATTENTION TO THE TEACHER	41
TABLE 18. WRITTEN EVALUATIONS	42
TABLE 19. AUDIO VISUAL CONTENT	43
TABLE 20. ACTIVE BREAKS	45
TABLE 21. COLLABORATIVE WORK	46

INDEX OF GRAPHICS

GRAPHIC 1. GENDER	26
GRAPHIC 2. AGE	27
GRAPHIC 3. ETHNIC SELF-DETERMINATION	28
GRAPHIC 4. PLACE OF RESIDENCE.....	29
GRAPHIC 5. MARITAL STATUS	30
GRAPHIC 6. ENVIRONMENT	31
GRAPHIC 7. TEACHER-STUDENT RELATIONSHIP.....	32
GRAPHIC 8. DIDACTIC RESOURCES.....	33
GRAPHIC 9. FAMILY SALARY	34
GRAPHIC 10. PARENTS MOTIVATION	35
GRAPHIC 11. IMPORTANCE OF CULTURE.....	36
GRAPHIC 12. ENGLISH METHODS AND STRATEGIES.....	37
GRAPHIC 13. SOCIETY AFFECTS ENGLISH LEARNING.....	38
GRAPHIC 14. MOTHER TONGUE	39
GRAPHIC 15. IMPORTANCE OF LEARNING ENGLISH.....	40
GRAPHIC 16. REMEMBER THE TOPICS LEARNED.....	41
GRAPHIC 17. PAY ATTENTION TO THE TEACHER	42
GRAPHIC 18. WRITTEN EVALUATIONS.....	43
GRAPHIC 19. AUDIO VISUAL CONTENT	44
GRAPHIC 20. ACTIVE BREAKS.....	45
GRAPHIC 21. COLLABORATIVE WORK	46

PROJECT DESCRIPTION

1. General Information

Theme: Socio-cognitive factors involved in the teaching-learning process of the English language.

Starting Date:

March 2021

Ending Date:

February 2022

Place of Research:

El Ejido - San Felipe - Latacunga - Cotopaxi - Zona 3 - Universidad Técnica de Cotopaxi

Sponsoring Faculty:

Technical University of Cotopaxi see PUJILI

Sponsoring career:

Educational Sciences, Majoring in English

Macro project of the career:

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

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Knowledge area:

Education (English as a foreign language)

Research line:

Education, communication and design for human and social development.

Research line of the career (if applicable):

Education, language and culture.

2. Justification

This research is worth mentioning because it allowed us to identify the socio-cognitive factors that intervene in the teaching-learning process of a foreign language such as English, and how they can help in the educational field. Likewise, in recent years, the learning of a foreign language has been the subject of research due to the different difficulties that arise during the development of these processes. This research is beneficial for teachers and students who belong to the English career, and thus to know about the different social and cognitive factors that influence during the teaching-learning process of the language, so that in this way they can choose different strategies and methodologies according to the needs of each student, in order to create a pleasant environment in which students learn in a natural and meaningful way. Therefore, this research contributes with relevant data obtained from the students who belong to the Pedagogy of National and Foreign Languages career corresponding to the first semester. Consequently, this helps students and teachers to develop new ways of teaching and learning through the data found in the research, and at the same time adapt to the new educational system that focuses on the formation of students with autonomous skills within the real world. Briefly, this research is indispensable because nowadays the English language is considered as a universal language and for this it is necessary to know the factors that can affect or favour its teaching and learning processes.

3. Beneficiaries of the project

Direct: 35 Students of first semester of PINE of the Technical University of Cotopaxi, whose average age is among 17- 25 years old. They were 22 women, 12 men and a bisexual. In addition, 6 English teachers of Pedagogy of National and Foreign Languages.

Indirect: the rest of students and teachers of Pedagogy of National and Foreign Languages.

4. Problem Statement

English language learning it is an important part in the educational field because it allows us to access to updated information. However, learning English is not an easy process and that is why some researchers in the area aim to find methods and strategies that favour students in the process of teaching and learning English. Moreover, this language facilitates the connection with the culture since it favours the student's performance according to his or her needs. As mentioned by Burgin & Daniel, (2017) “English language teaching (ELT) introduces students to the cultures of the English-speaking world, and is the foreign language of choice in Ecuador. Thus, Ecuadorian language educators face numerous challenges in addressing the different educational needs of the learners in their classes” (p.3).

Thus, it is important that the method or strategy used during the teaching-learning process facilitates the development of the students' skills, since they learn from the environment that surrounds them and through the imitation of certain behaviours as proposed by the socio-cognitive theory. Therefore, it is essential to investigate the social and cognitive factors that influence this process, as these not only form part of the educational field but also of other areas. As mentioned by Conner & Norman, (2005) “Social cognitive theory has been applied to such diverse areas as school achievement, emotional disorders, mental and physical health, career choice, and socio-political change” (p.128).

Consequently, social factors form a fundamental part of the teaching-learning process when it comes to learning a foreign language, since they are responsible for facilitating or hindering these processes. Thus, the importance of these factors lies in the fact that people learn thanks to their relationship with others and their environment. In short, these processes are favoured thanks to the fact that human beings are social beings by nature and need their environment for their full development. Oko, (2019) argues that “Social factors entail the facts and experiences that influence individuals' personality, attitudes, education and lifestyle” (p.2).

Cognitive factors have an essential role to fulfil in the educational sphere, as they are innate human abilities. Thus, within the English language teaching-learning process, the ability to learn and remember information must be developed in order to understand and use the language as a linguistic context. Consequently, cognition refers to the knowledge acquired during the learning process and the experience gained. According to Firoozi et al., (2017) says that “Cognitive

factors are related to learners' cognitive beliefs and have an impact on learners' behaviors in the use of smart schools" (p.616).

Thus, the purpose of this study is to explain the influence of socio-cognitive factors in the teaching-learning process of the English language in the first semester of the PINE course at the Technical University of Cotopaxi. The problem arises after showing the results obtained through the application of a socio-cognitive survey of the abovementioned students. By analysing these results, it was observed that social, environmental and cognitive aspects intervene in a positive or negative way during the teaching-learning process of a language. Therefore, this study is based on describing, what are the socio-cognitive factors involved in the English language teaching-learning process?

5. Objectives

5.1 General objective

- To analyse the influence of socio-cognitive factors in the teaching-learning process of the English language in the first semester of the PINE course at the Technical University of Cotopaxi.

5.2 Specific objectives

- To identify the social and cognitive theoretical references that influence the teaching-learning process.
- To determine the methodological procedure for obtaining social and cognitive factors that influence the teaching-learning process.
- To synthesise the influence of social and cognitive factors in the teaching-learning process.

6. Activities and task system in relation to the objectives proposed.

Specific objective	Activities	Verification Means
<ul style="list-style-type: none"> - To identify the social and cognitive theoretical references that influence the teaching-learning process. 	<ul style="list-style-type: none"> - Bibliographic review - Theoretical framework design 	<ul style="list-style-type: none"> - Analytic and deductive research method.
<ul style="list-style-type: none"> - To determine the methodological procedure for obtaining social and cognitive factors that influence the teaching-learning process. 	<ul style="list-style-type: none"> - Development of instruments to collect information. - Application of research instruments. 	<ul style="list-style-type: none"> - Survey (Google forms)
<ul style="list-style-type: none"> - To synthesise the influence of social and cognitive factors in the teaching-learning process. 	<ul style="list-style-type: none"> - Tabulation of the results. - Analysis and discussion of the data collected 	<ul style="list-style-type: none"> - Survey results

7. Scientific and technical foundation

7.1. Background

In the teaching and learning process, the role of the teacher and the student is important, as the teaching process is the means by which specific knowledge of a subject is transmitted in order to contribute to comprehensive training. On the other hand, the learning process takes place in a space in which the protagonists are the teacher as facilitator and the student who constructs his or her own knowledge, as referred to in A. Bandura's social cognitive theory.

Meanwhile, Munna & Kalam, (2021) says that:

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)

Bandura's social cognitive theory, based on previous research, mentions that social and cognitive factors influence the teaching-learning process, so that human beings are able to process and analyse information.

In accordance to Cundar (2021) mention that:

Constructivism and socio-cognitive theory have a great potential to support second/foreign language learners as both theories have contributed to facilitate language learning. These theories acknowledge language as the human expression that creates cultural bonds between individuals and their communities. In this sense, the classroom becomes the perfect environment where interactions should be encouraged to foster learning. It is in the sharing that students build up language. (Final comments, phar 2)

Moreover, the social cognitive model mentions that it is important to facilitate the progress of the objectives, that these are clear and specific in order to promote the development of skills.

In this way, Lent et al., (2007) state that the socio-cognitive model proposes that insufficient progress on a pedagogical goal can lead to academic dissatisfaction and, conversely, good progress on a pedagogical goal contributes to academic and personal satisfaction. Likewise, this theory states that the goals can be promoted by adopting clear, specific and challenging personal goals, but these must be achievable. Moreover, it proposes to promote autonomy in the skills related to the proposed objectives. Also, it postulates that the educational environment in which this process takes place should be appropriate for students to achieve their academic objectives and overcome the obstacles that arise during the teaching-learning process, so that they can reach them.

Likewise, according to Firoozi et al., (2017), investigated about the role of cognitive and social variables in the achievement of learning objectives in Smart Schools has been studied. In this research, the population was composed of elementary school students, and a questionnaire was used as a tool to determine possible relationships between variables and predict changes in the fulfilment of learning objectives. As a result of this research, all cognitive and social variables had a positive connection with learning achievement.

Bazán, (2021) assumes that cognitive and social factors interfere within the process of learning to read and write a language, furthermore, it was proven that the influence of these factors can be favourable or unfavourable. Furthermore, this study was carried out by means of a technical exploratory quantitative analysis based on bibliographic and field surveys to facilitate the identification of these factors. Thus, this research provides an overview that the factors found have the capacity to interfere positively or negatively in the learning process, depending on the educational and family context of the student.

7.2. Theoretical Framework

7.2.1 Learning process

In education it is very important for teachers to be aware of the different learning styles as these are constantly changing. According to Csapo & Hayen, (2006) “A person 's approach to learning is a relatively stable indicator of how they perceive, interact with, and respond to the learning environment. Understanding learning styles and the role in the teaching/learning process is a key component in effective teaching”(p.129). Thus, the learning process is through which knowledge and skills are acquired, after living or observing experiences in the environment around us. Nonetheless, it is up to the students to assimilate and understand the information, so that they develop appropriate study habits.

7.2.1.1. *Pedagogical factors*

Pedagogical factors are related to the teaching-learning process, as they are connected to the role of the teacher-student and the strategies used to guide these processes. Furthermore, the physical and technological infrastructure facilitates the correct development of skills and improves learning outcomes. It is worth mentioning that human beings develop their skills from cognitive, affective and social aspects. Therefore, it is important that through the construction of methods and strategies for learning, teachers can adapt their teaching, as this will allow the design of more appropriate assessments to verify and monitor the progress of their students.

Meanwhile, Csapo & Hayen, (2006) argue that:

First, teachers must understand how they learn. Second, teachers must consider how they teach since we tend to teach toward our own learning preferences. Third, teachers must assess how their students learn and lastly, teachers must find ways to accommodate their students' learning styles. (p.130)

Therefore, teachers should teach based on the needs and experiences of students to facilitate their

learning and achieve educational objectives. It is worth mentioning that it is important for teachers to develop their classes based on new methods and strategies in order to build meaningful learning for the student. Finally, assessment should be adapted to the learning style of each of your students.

7.2.1.2. *Multiple intelligences*

In the educational field, it is important to know about multiple intelligences (MI), which were proposed by H. Gardner, in order to recognise the diversity that exists within the abilities and capacities of human beings. According to Arucha, Corado, & Rosales, (2013) “The MI theory has been used in the process of teaching and now some education models are based in the implementation of Multiple Intelligences in classrooms for obtaining the best result in student’s performance”(p.12). Based on this theory, it is proposed that there are eight predominant intelligences to facilitate the learning process and thus help teachers with their teaching methods, since each student is characterised by his or her specific skills and abilities. By developing these intelligences, it will be possible to value diversity in the classroom, individual abilities, the environment and their cultural context, in order to avoid the monotonous use of a single educational approach.

7.2.1.3. *Emotional/ Affective factors*

Emotional or affective factors play an important role in the teaching-learning process, as they can help or hinder the acquisition of knowledge through the use of teaching methods and the environment. Thus, teachers and parents can encourage students' motivation when learning a foreign language. Therefore, motivation plays an essential role in language learning, as teachers need to pay attention to activities and materials in order to stimulate and interest their students and foster their motivation.

According to Minghe & Yuan, (2013) says that:

Affective factors in foreign language teaching and learning refers to two related aspects; one is the individual factors of learners, including motivation, anxiety, self-esteem, etc.;

the other is the relational factors among learners and between the learner and the teacher, including teaching method, learning environment, interaction, etc. (p.57)

Thus, the emotional or affective factors and the correct application of the teaching method favour the acquisition of knowledge, since they facilitate both the teacher's work and the student's learning in such a way that an educational link is created, allowing the teacher to perform adequately within the educational context.

7.2.2 Teaching process

The teaching process is based on the teacher-student relationship, the aim of which is to transmit the knowledge of a specific subject. Therefore, the teacher is the one who must guide the student so that he/she is able to complete the learning process. Furthermore, it is important that the teacher incorporates didactic components and adequate space for the integral development of the students. Nevertheless, teaching methods or strategies should not only facilitate the learning process, but also stimulate the students' abilities.

Munna & Kalam, (2021) says that:

Students vary in the way they process and understand information. Many instructors at the postsecondary semester still do not realize the significance of these differences in how their students approach learning; and as a result, these instructors do not attempt to respond to these differences in how they teach. Teachers must understand the learner (students) to be learner centered. The increasingly diverse student body requires the use of a wide variety of teaching methods and materials. (p.2)

Thus, not all students understand in the same way, but each one is a different world; hence the importance of identifying how students learn based on multiple intelligences. Therefore, teachers should focus on how each of their students learning and use different teaching methods. Also, the use of didactic resources to facilitate the teaching process.

7.2.2.1 Sociolinguistic factors

Socio-linguistic factors are important in language learning, as they deal with the relationship between language and society. Moreover, this discipline demonstrates that language depends not only on the proposed grammatical rules, but also on the social interaction in which a conversational activity takes place. Therefore, sociolinguistics plays an important role in the aforementioned process, since it studies the different aspects involved in language use, which are present in different groups, be they age, economic, religious, educational or socio-economic. Moreover, they will be in charge of encouraging or discouraging the learning process, since all those who make up the educational community are responsible for facilitating the results proposed within these processes.

According to Melvina, (2015) mentions that:

Sociolinguistics is one of aspect of language learning that has direct influence on students' proficiency semester. Beneath it, there are contextual factors that accounts for why such diversity has taken place. Unlike other relevant factors, contextual factors focus on issues close to the learners and elements that they come into contact with. It is these elements that teachers, administrators and curriculum designer need to be aware of if they wish to achieve the desired outcomes. (p.27)

Therefore, sociolinguistics is a fundamental part of language learning, since it allows to know the different aspects that are related to language and at the same time how they intervene in its development, so that the teacher can adapt the linguistic and cultural experiences of the students favouring the learning of a new language and thus complementing the skills involved in this process.

7.2.2.2 Methods of teaching

Teaching methods in education play an important role as they are fundamental components within this process, as they are based on the actions that teachers propose in order to achieve the proposed objectives. Besides, they are important within the planning process, as they ensure that

the proposed results have a logical sequence. Thus, Gill & Kusum, (2017) argues that “Teaching method is what kind of activity we use in order to teach. Method refers to the procedure within an approach. We use method depends on a scientific than an approach and has step by step procedure to solve problem”(p.6694).

Thus, teaching methods are linked to previously structured strategies according to the educational semester of the students and their environment. Hence, different teaching methods can be found today, which serve to develop meaningful learning in students. Nevertheless, teachers must consider that different teaching environments may be present when teaching.

7.2.2.3 Pedagogical assessment

Pedagogical assessment is an important aspect, as it allows for a diagnosis of the students' learning pace. Furthermore, it can stimulate the training of students, as the teacher will apply the necessary educational resources to stimulate learning. According to Umarkulova, (2021) states that “Pedagogical assessment is a specific stimulus that acts in educational and educational activities and determines its success”(p.305). Besides, assessment results facilitate feedback on the strengths and weaknesses of students' performance in relation to a previously determined task or topic.

Furthermore, pedagogical evaluation is an important component, as this is the result of the implementation of the different instruments used in the planning for the fulfilment of the key objectives. Moreover, it can help to favour the learner's confidence and academic success. According to Umarkulova, (2021) mentions that:

Assessment is an important component of learning. As a result of its implementation, the teacher can have a complete picture of the achievement of key goals. Assessment helps provide feedback needed by parents, management and public opinion. Also, assessment should help the student in the formation of adequate self-esteem, self-esteem, self-confidence, and their own success. (p.303)

Hence, the importance of pedagogical evaluation lies in the fact that by providing feedback to students, learning can be strengthened, as well as the achievement of the proposed objectives.

Besides, it allows the implementation of changes and innovations in educational programs since it contributes to the improvement of the quality of teaching, and to improve the teaching action.

7.2.3 English as Foreign Language (EFL)

Nowadays, the English language is considered the most spoken language in the world, hence we say that learning this language is important. When we talk about globalised English, it is because mastering the language will facilitate access to a better education. Furthermore, this provides the possibility of accessing updated and complete information. On the other hand, the language not only provides access to education, but also in different areas such as work, research, health, economics and entertainment.

According to Nishanthi, (2018) argues that:

English is one of the most used and dominating languages in the world. This is having its impact on every field of work. Undoubtedly, English plays a much greater role in the world that it is inevitable for people to ignore it fully. It has a bright future, it helps connect us in a global world, and it can also help us in our personal and professional life.

(p.874)

Therefore, English is considered to be an important language, whether it is for professional or personal purposes. In addition, it is essential that the teacher motivates students to learn and understand the importance of the language in order to acquire fluency. Understanding the language offers new opportunities in different fields, helps in learning new things and favours the development of the brain.

7.2.3.1 Language skills

Communication skills are all those linguistic skills that people develop throughout their lives in order to communicate with other people fluently and demonstrate mastery of them. Therefore, these skills are divided into 4 skills; listening, reading, writing and speaking. Furthermore, the successful development of these skills makes it easier to transmit and receive information clearly,

so that new things can be understood. Thus, Aftab, (2012) argues that “language is not an object. It is rather a set of skills. For being able to use the language successfully in our day-today life, we must acquire these language skills”(p.83).

On the other hand, language skills are classified into two important skills, receptive and productive skills. Receptive skills are listening and reading, which mean that learners do not need to produce language, but receive and understand information; productive skills are speaking and writing, which consist of producing language based on the content they have received through the development of receptive skills.

Husain, (2015) mentions that

Speaking and writing are called productive skills because while using these skills a learner/user is not only active but also produces sounds in speaking and symbols (letters, etc.) in writing, on the other hand, listening and reading are considered receptive skills because here a learner is generally passive and receives information either through listening or reading. (p.3)

It is important for teachers to provide students with the resources they need to develop these skills in the language teaching and learning process, so that they can perform more fluently and easily in the environment around them. Furthermore, through the development of these skills, they will be able to increase their capacity for persuasion and confidence when expressing themselves.

7.2.3.2 Teaching English

Talking about English language teaching involves different aspects, because in this process is the correct application of different methods, strategies and resources to build a meaningful learning and motivation of students. Thus, the motivation of students to learn a new language is centred on the use of didactic or technological resources, as it is through these that they develop the skills involved in learning a language. Furthermore, teachers are the main authors of formal instruction based on planning based on playful activities and according to the characteristics of the students.

According to Imaniah & Gunawan, (2017) comments that:

Teaching English as a foreign language involves being able to convey the English language in an articulate and interesting manner. TEFL educators encourage students to improve their English skills through listening, speaking, reading, and writing. TEFL is often facilitated through the use of course books, audio-visual aids, and technology-based materials. In addition to formal instruction, informal exercises, such as role playing and language games, are often used. (p.5)

Hence, English language teaching involves different factors that need to be taken into account in order to build meaningful learning in students. Thus, it is essential that through the teaching process, students develop language skills, because in this way they will be able to understand, express themselves and analyse the information imparted. Besides, they will be able to function adequately in society.

7.2.4 Environmental factors

The environmental factors within the educational environment refer to the school space in which the teacher and the student carry out a series of activities aimed at the teaching-learning process, which is why it is essential to create a pleasant environment in order to motivate students, and at the same time create a positive attitude in these individuals. Therefore, this is where interactions, value building, learning practises, and above all the development of language skills are developed in order to integrate into society and not to be discriminated against. Considering that an inappropriate environment can bring numerous problems in the teaching-learning process is important. Thus, Orlu 2013 also cited in (Omolo et al., 2020) says that “found that the environment affects performance and that improper maintenance of fixtures led to lower than average student’s performance”(p.36).

Therefore, environmental factors facilitate the interaction of the students with the teacher, as this motivates interest in a conscious and unconscious way. Therefore, it is considerable to strengthen environmental factors in order to create a good learning environment, so that learning is

improved. Also, after creating a positive environment, students love the way they learn and their academic performance is positive as a result. Usman & Madudili, (2019) mention that “Students and teachers work well in a school culture where academic success and the motivation to learn, is expected, respected and rewarded. Such an atmosphere where students learn to love learning for learning's sake, results in better academic achievement” (p.2).

7.2.4.1 Physical environment (classroom)

First, the physical environment that surrounds the learner, the context of the classroom. Thus, it does not only focus on the learner, but also on the contents and resources within it. It also refers to the design and distribution of the learning space, which should therefore be organised according to the functions to be developed during these processes. Besides, through the interaction with the environment, a positive or negative interaction can be developed in the students as long as the place is appropriate, in order to optimise the learning opportunities.

Akrofi, (2020) mentions that

The classroom context, school and surrounding also influence students’ achievement. The nature of the classroom environment has a powerful influence on how well students achieve a wide range of educational outcomes. Classroom environment such as physical, emotional and aesthetic characteristics of the classroom tend to enhance students’ attitude towards learning. (p.125)

Learning and teaching processes take place in the classroom. Hence, the learning process is influenced by the physical environment, because if it influences positively, it will enhance learning in each of the students, and on the contrary, if it influences negatively, it will become an obstacle for them. Thus, the teacher's work is not only focused on imparting content, but also on creating learning experiences through the creation of an ideal scenario for each of the processes.

7.2.4.2 Teacher-student relationship

The teacher-student relationship is considered to be a binding factor in the teaching-learning process as it is based on the educational and communication link, which is created through the work of the teacher in creating a didactic environment. In this way, the learner has the opportunity to express him/herself and develop in the best possible way in order to successfully develop their learning.

Thus, by creating an empathetic and positive teacher-student relationship, a pedagogical connection will be created and thus promote the academic success of each of the students. Otherwise, creating an apathetic relationship could hinder the teaching-learning process, as this relationship would be minimal, while creating a negative environment in which a series of problems could arise, affecting the teaching-learning process.

Gutierrez & Buckley, (2019) argue that

Supportive relationships with teachers help maintain students' interest in academic activities and foster positive peer relationships. Overall, positive connections with teachers can promote students' academic and social-emotional wellbeing, safety, and belonging in learning environments that can have long-term impacts on social and academic outcomes.(p.2)

Therefore, the role of the teacher is important because he/she is not only in charge of transmitting knowledge, information and controlling discipline, but also of being a mediator between the student and the environment. Thus, the teacher ceases to be the protagonist of the teaching process and becomes the guide or companion of the student during the learning process.

7.2.4.3 Didactic resources

Teaching resources are materials that facilitate the work of the teacher in the teaching-learning process, as they allow the teacher to transmit knowledge in a clearer and simpler way to the student in such a way that the proposed objectives are met. According to Vaquero, (n.d.)

“Resources are any instruments that help us to achieve any goal; that is, auxiliary material with which the pupils develop the learning process” (p.3). Therefore, the didactic resources must meet the objectives set out in each class, in order to adapt to the needs of the students, which is why it is important that the teacher innovates the didactic material according to the context of each subject.

Moreover, the use of didactic resources facilitates the teaching-learning process, as they help the teacher with the presentation of contents and facilitate the understanding of the contents with reality. According to Pérez, (2017) “The didactic resources support the teachers verbal expression, consolidate learning and they also activate the student participation” (p.18). Besides, the use of didactic resources allows the teacher to develop in the classroom, as well as facilitating communication with students and their active participation.

7.2.5 Social factors

Social factors have both a positive and negative influence on the educational environment, as they facilitate the understanding of a student's thinking and development in the classroom. As mentioned by Oko, (2019) “The school needs to take into account the various social factors characteristic of students being admitted into the schools so as to plan on how to subdue its impact on the teaching and learning endeavor” (p.2). Furthermore, aspects such as the family, the relationship between parents and the institution are essential for the development of skills during the learning process, since it is in the family that the ability to socialise with other people is acquired. Hence, language learning is significantly based on social factors because they focus on attention, reproduction and motivation through observation.

7.2.5.1 Family (motivation)

The role of the family in the educational process is considered an important factor, as this is where learning first takes place through observation. Likewise, when parents are involved in the schooling process of their children, they favour the growth and development of the learning process, as well as the strengthening of the acquisition of knowledge and skills. Therefore, they encourage the student to fulfil his or her goals.

Ardita Ceka & Murati, (2016) argue that

When parents involve themselves in the education process of their children, usually the outcome can be qualified as a positive and encouraging one. In this regard, they are usually connected and act under their own parental attitudes, which are transmitted through their demonstration of mutual confidentiality regarding the children's capabilities and their overall learning capacity which leads them towards succeeding over the learning, education as a complex process.(p.61)

Therefore, the family has an important role to play within the educational environment because it is the first social environment in which the child develops meaningfully. Likewise, by the teaching-learning process, the family can facilitate knowledge acquisition and cognitive development through the motivation and support knowledge and cognitive development through the motivation and support they can provide to their children.

7.2.5.2 Economic level

One of the most important factors when it comes to learning a language is the economic semester of the family, as this can favour the development of the learning process. Hence, it is often because a family's economic semester is better than that of other students, as they receive more financial support from their parents and get the best didactic resources to develop during the learning process, that they are able to perform well academically. As mentioned by Li & Qiu, (2018) "Families with better economic conditions can purchase additional educational products and services for their children (such as home tutoring and tutoring classes), thus consolidating the influence of family SES on children's academic achievement" (p.5). Thus, it should be considered that this factor may not only favor the learning process, but may also interrupt it.

7.2.5.3 Culture

The importance of culture within the learning environment is important, because in this way students are able to understand the knowledge, skills and values that it conveys. Likewise, when

learning culture, the different elements involved in learning a new language are analysed, since through the relationship between words and culture, erroneous learning can be avoided. In addition, learning about culture is not only through its history, but also through the knowledge of customs and norms.

Ali et al., (2015) say that

Integrating cultural awareness in a foreign language learning programme requires teachers to be efficient communicators of the target language. The use of cultural knowledge in communication attaches importance to the ways of negotiating meaning embedded in values, customs, and norms.(p.7)

Therefore, the importance of culture in the educational field lies in the fact that the best way to learn languages is through the knowledge of the cultural context that surrounds this process. Thus, it is important to have the option of exchanging ideas and knowledge with people from other countries through messaging applications offered by the Internet.

7.2.6 Cognitive factors

The importance of cognitive factors within the learning process is because through them the ability to build knowledge based on their experiences and what is observed is acquired. Hence, cognitive factors have a great impact on language learning, since they are in charge of interpreting, transforming and updating the acquired knowledge. According to Ahmed, (2018) “There are many cognitive factors that affect language learning. Among the cognitive factors, there are memory, attention and awareness, forgetting, and context or environment in which the learning process takes place” (p.136). Therefore, the ability to retain and remember previously taught topics are acquired through these factors. Likewise, these factors, like other factors that influence the language learning process, can strengthen or weaken the learning process.

7.2.6.1 Memory

Memory is an important factor because it is responsible for facilitating the storage or retention of information. It also promotes and facilitates the acquisition of information to later convert it into knowledge. As mentioned by Hermagustiana, (2018) “Memory is essential to all learning because it stores and retrieves the information that we learn. Therefore, memory is merely the record from a learning process” (p.50). Thus, memory is extremely important because it promotes the capacity to remember information and to make a relationship with what has been learned.

On the other hand, there is a relationship between the learning process and memory, since these factors create the basis for new knowledge, thus relating them to each other. (Hermagustiana, 2018) argues that “Memory depends on learning. But learning also depends on memory, because the knowledge stored in memory provides the framework to which new knowledge is linked by association”(p.53). Thus, memory helps in the assimilation and processing of information acquired in order to convert it into knowledge.

7.2.6.2 Perception

According to Nijhuis et al., (2005) “The perception of the learning environment and students’ learning strategies are related in several ways” (p.86). In the same manner, Slameto 2003: 12 also cited in (Wijayanti, 2019) “perception is process to input message or information to human brain by the human perception that continuously make relation with environment. This relation is done by the five senses, sight, feeling, smell, and touch”(p.6). Therefore, perception is very important because it is in charge of initiating the learning process, in order to understand the environment or context that surrounds us. Likewise, as this is a relevant process, it may present some barriers that will significantly affect the cognitive process. However, teachers are in charge of student participation, hence the perception of students within the school environment must be taken into account.

Bulut & Üğüten, (2020) mention that

As teachers, we should accept the fact that without learners' participation in the English class, there will not be an effective and enjoyable teaching. That is the very main reason for taking the perceptions of the learners in the classes into consideration. Teaching and/or learning an L2 is hard work, and teachers have more responsibilities. (p.91)

Hence, perception can be defined as the set of processes and activities related to the stimulation that can reach the senses, through which we obtain and process the acquired information. Thus, perception is considered the basis of learning, since we first construct a reality in our mind to then create a content, which is learning.

7.2.6.3 Attention

Attention is part of the cognitive function of the brain, therefore it is an extremely important factor in the learning process, since the correct functioning of other processes depends on it. Thus, attention is fundamental because it is in charge of the stimuli necessary to carry out a process. It is also responsible for selecting the information to be processed during the learning process. Likewise, attention is fundamental in language learning because it is in charge of facilitating the student to focus on what he/she must learn.

As mentioned by Ahmed, (2018)

Attention with its different forms: auditory, visual, or selective plays a significant part in the language learning process. When it comes to learn something new about language, for example, a learner is to focus his/her attention on a specific area to be learned. (p.150)

However, attention is not only auditory or visual because teachers must consider the physical and psychological atmosphere in the classroom. Also, as mentioned by (Al Omairi & Al Balushi, 2015):

The physical atmosphere is mainly concerned with the seating of the students in the classroom; individually, in pairs or in groups. Some students lose their attention

immediately when they sit next to their friends in classroom because they will start to discuss issues regarding other things that happened to them outside the classroom rather than discussing what the teacher is talking about. (p.691)

Hence, attention has an important role to perform in learning, since it allows the storage of new knowledge. Likewise, the development of a correct strategy is important, since it allows capturing the students' attention and facilitating the teaching-learning process.

8. Methodology

The present project is a descriptive research since this work made it possible to identify and describe the phenomenon (socio-cognitive factors) studied. As mentioned by (Nassaji, 2015) “Qualitative and descriptive research methods have been very common procedures for conducting research in many disciplines, including education, psychology, and social sciences. These types of research have also begun to be increasingly used in the field of second language teaching and learning” (p. 129). The descriptions of these factors were performed in two different ways. First, analysis and deduction were achieved through the literature review and, secondly, by collecting data through the socio-cognitive survey. These processes were performed in correspondence with the research question raised in this project. The overall research process consisted of: first, the socio-cognitive factors influencing the teaching-learning process were identified through a literature review, then the students' responses were analysed.

The applied technique for this study was a student survey using a questionnaire as an instrument. It was applied to thirty-five students in the first semester of the PINE career, whose age range is between 17 and 25 years old at the Technical University of Cotopaxi in Latacunga city. The participants were 22 women, 12 men and 1 person of bisexual gender. The student survey consisted of 21 questions based on a likert scale (always-sometimes-never). The survey questionnaire was adapted from Socio-cognitive theory: (Bandura, 1986); Multiple Intelligence: (H. Gardner, 1999).

9. Analysis and discussion of results

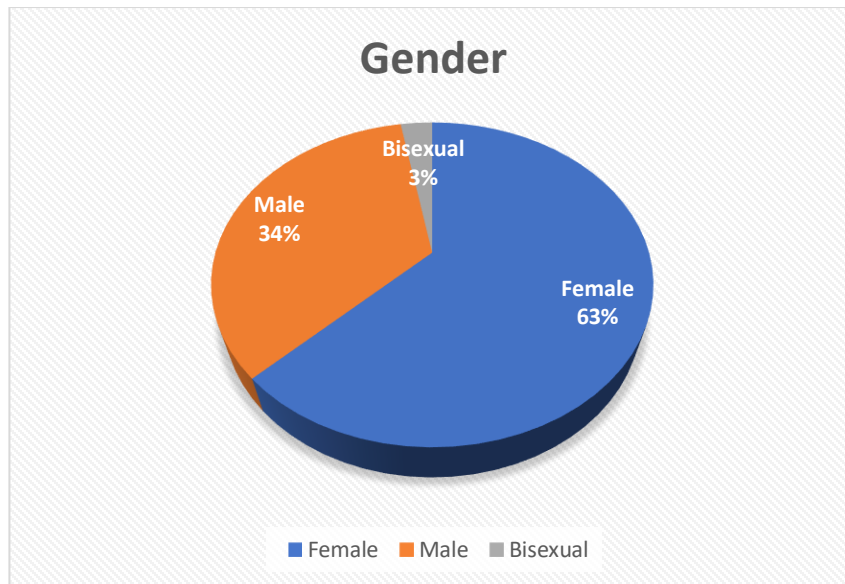
To carry out the statistical analysis of this research, a survey on socio-cognitive factors was applied through Google Forms, which was applied to the first semester students of the PINE course, so the sample of this research was 35 students and for this a descriptive analysis of the dependent and independent variables that characterise the study sample was applied. Likewise, the analysis and interpretation of the results is presented in an integrated and orderly manner in accordance with the objectives that guided this research.

Question N° 1. Gender

Table 1. Gender

Row Label	Gender
Female	22
Male	12
Other	1
Total	35

Source: students of first semester of PINE of the Technical University of Cotopaxi

Graphic 1. Gender

*Source:*students of first semester of PINE of the Technical University of Cotopaxi

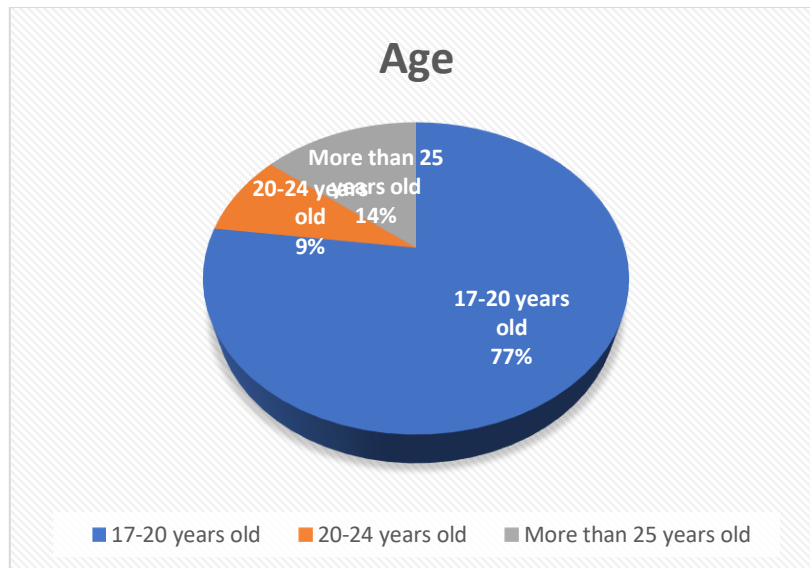
35 of the 35 responses that have been obtained regarding the sex of the respondents, it could be seen that 63% are women, i.e., 22 of the 35 responses; then it could be seen that 34% are men, which corresponds to 12 of the 35 responses and 3% are bisexual, which corresponds to 1 of the 35 people who have responded to the survey. We can therefore see that the majority of participants were women.

Question N° 2. Age

Table 2. Age

Row Label	Age
17-20 years old	27
20-24 years old	3
More than 25 years old	5
Total	35

*Source:*students of first semester of PINE of the Technical University of Cotopaxi

Graphic 2. Age

*Source:*students of first semester of PINE of the Technical University of Cotopaxi

According to the graph, 77% of the respondents are between 17-20 years old, which corresponds to 27 out of 35 responses; 9% are between 20-24 years old, which corresponds to 3 out of 35 responses; and lastly, 14% are over 25 years old, which corresponds to 5 out of 35 respondents. Most of the participants are aged between 17-20 years old.

Question N° 3. Ethnic self-determination

Table 3. Ethnic self-determination

Row Label	Ethnic self-determination
Indígena	2
Mestizo	33
Total	35

*Source:*students of first semester of PINE of the Technical University of Cotopaxi

Graphic 3. Ethnic self-determination



*Source:*students of first semester of PINE of the Technical University of Cotopaxi

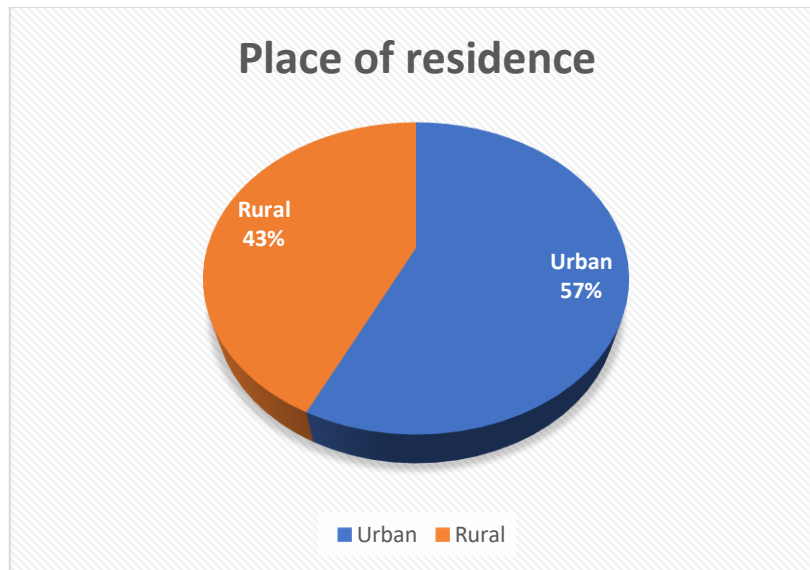
According to the replies, 94%, corresponding to 33 respondents, consider themselves mestizos and the remaining 6% consider themselves indigenous, which corresponds to 2 respondents. We can verify that the majority of participants consider themselves to be mestizos.

Question N° 4. Place of residence

Table 4. Place of residence

Row Label	Place of residence
Rural	20
Urban	15
Total	35

*Source:*students of first semester of PINE of the Technical University of Cotopaxi

Graphic 4. Place of residence

Source: students of first semester of PINE of the Technical University of Cotopaxi

43% of the participants answered that they live in the urban area, corresponding to 15 persons, and 57% correspond to 20 persons living in the rural area. Thus, it is evident that a large majority of participants live in the urban area.

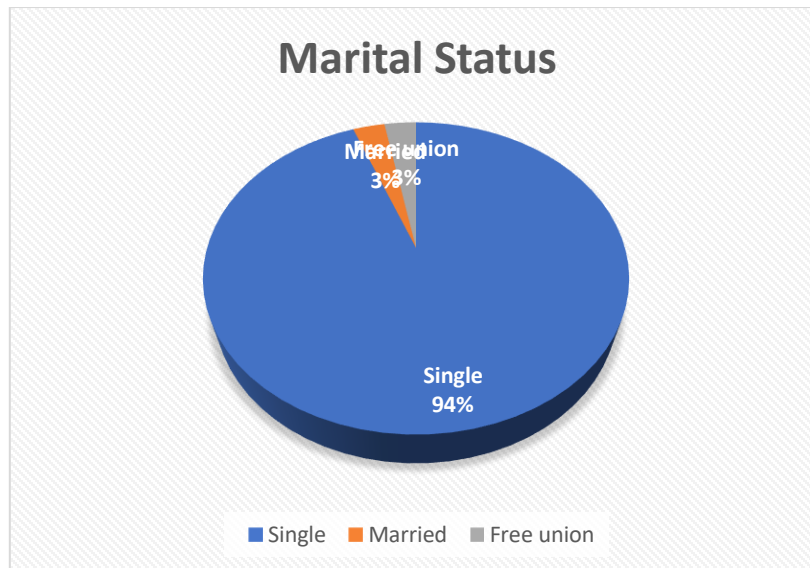
Question N° 5. Marital Status

Table 5. Marital status

Row Label	Marital status
Free union	1
Married	1
Single	33
Total	35

Source: students of first semester of PINE of the Technical University of Cotopaxi

Graphic 5. Marital status



Source: students of first semester of PINE of the Technical University of Cotopaxi

On analysing the marital status of the 35 respondents, 94% (33 respondents) were single; 3% (1 respondent) were married, and 3% (1 respondent) were in a free union.

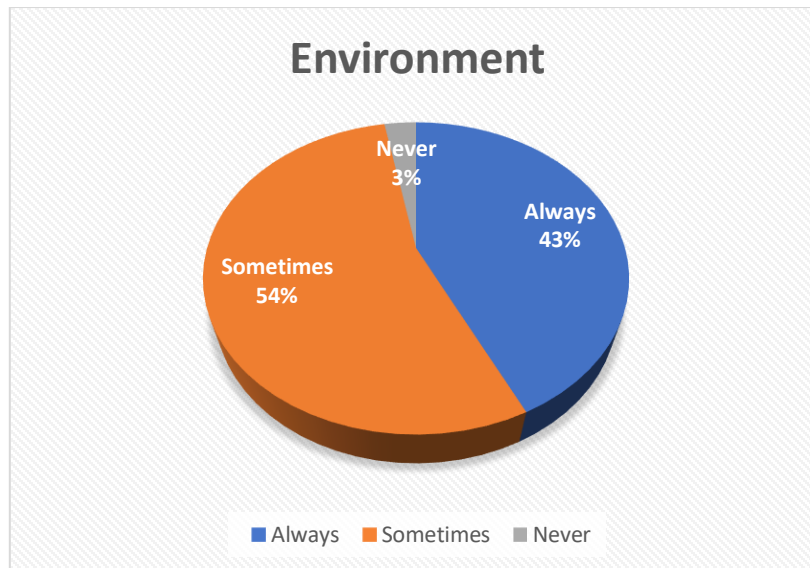
Most of the participants are single.

Question N° 6. The environment is adequate to facilitate the teaching-learning process (whiteboard, desks, chairs, etc).

Table 6.Environment

Row Label	Environment
Always	15
Sometimes	19
Never	1
Total	35

*Source:*students of first semester of PINE of the Technical University of Cotopaxi

Graphic 6. Environment

*Source:*students of first semester of PINE of the Technical University of Cotopaxi

According to the percentage obtained, the respondents mentioned that "sometimes" the physical environment is adequate and therefore facilitates the teaching-learning process, for instance, it is important to take into account that the place where the class is held must have the necessary resources for both the teacher and the student. This was confirmed by Omolo et al., (2020) who say that "It is evident that organisational school environmental factors have a bearing on students' academic performance"(p.43).

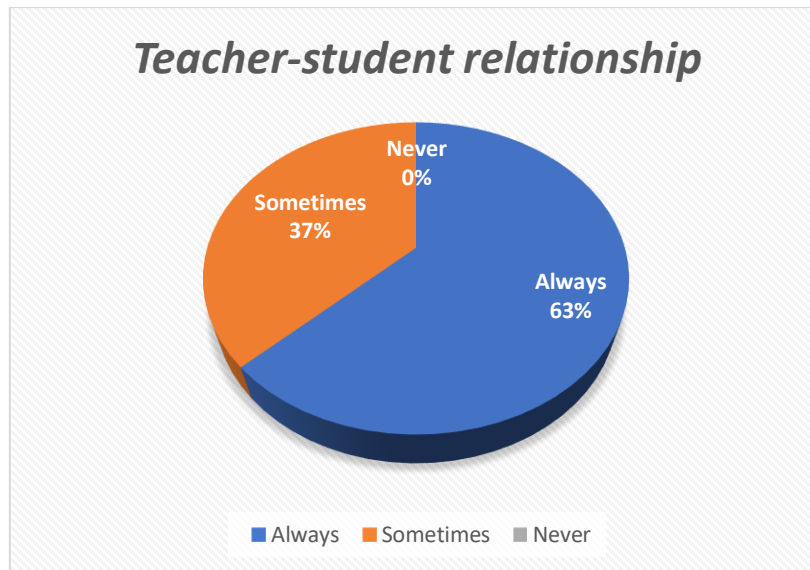
Question N° 7. The teacher-student relationship motivates you to learn English.

Table 7. Teacher-student relationship

Row Label	Teacher-student relationship
Always	22
Sometimes	13
Never	0
Total	35

*Source:*students of first semester of PINE of the Technical University of Cotopaxi

Graphic 7. Teacher-student relationship



*Source:*students of first semester of PINE of the Technical University of Cotopaxi

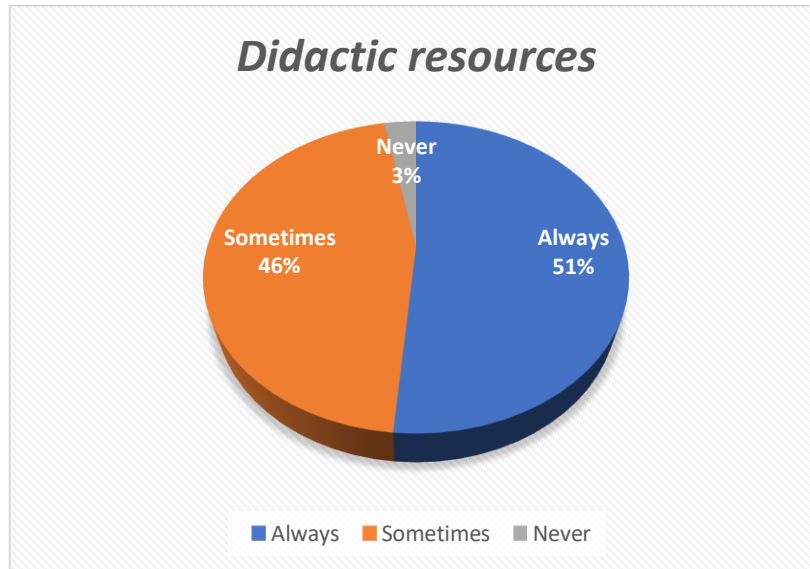
Regarding the teacher-student relationship, it was evidenced that most of them agree that there should be a good connection between these authors, since this creates a more harmonious environment during class time and thus motivates the student during learning. A similarity resulted by Gutierrez & Buckley, (2019) who mention that “Fostering positive teacher-student relationships helps create environments conducive to optimal learning experiences and social-emotional wellbeing”(p.5).

Question N° 8. The use of didactic resources facilitates learning.

Table 8. Didactic resources

Row Label	Didactic resources
Always	18
Sometimes	16
Never	1
Total	35

*Source:*students of first semester of PINE of the Technical University of Cotopaxi

Graphic 8. Didactic resources

Source: students of first semester of PINE of the Technical University of Cotopaxi

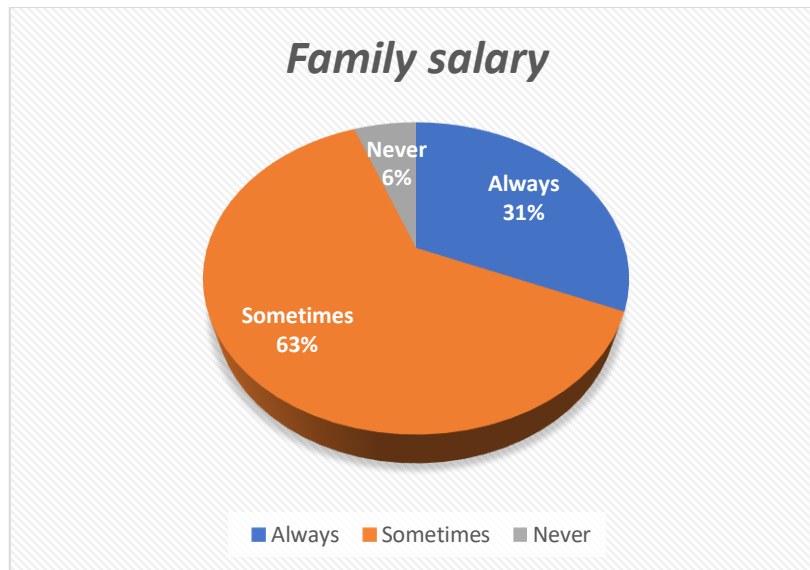
Among the total number of people surveyed, they mentioned that the use of didactic resources "always" facilitates learning, since in this way teachers facilitate the acquisition of knowledge. As confirmed by Vaquero, (n.d.) "Resources are any instruments that help us to achieve any goal; that is, auxiliary material with which the pupils develop the learning process"(p.3).

Question N° 9. Your family salary allows you to buy the didactic resources to develop your learning process.

Table 9. Family salary

Row Label	Family salary
Always	11
Sometimes	22
Never	2
Total	35

Source: students of first semester of PINE of the Technical University of Cotopaxi

Graphic 9. Family salary

Source: students of first semester of PINE of the Technical University of Cotopaxi

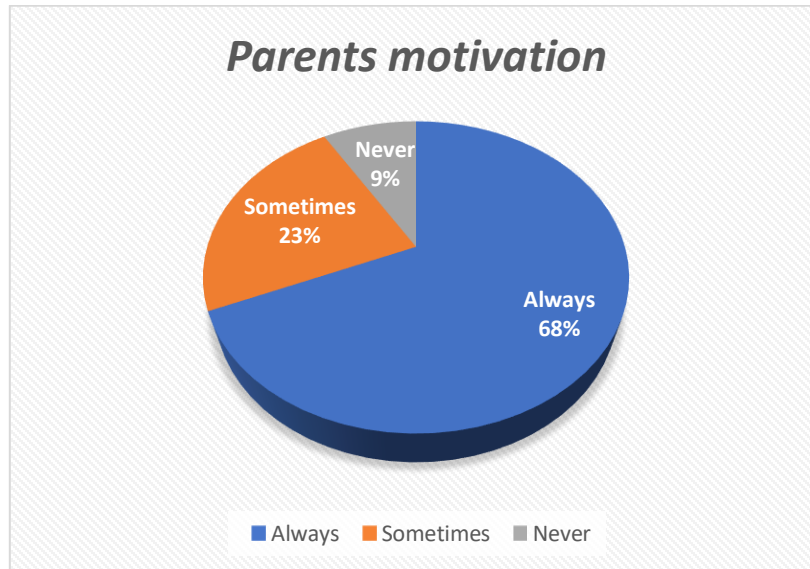
According to the interviewees, their family's salary "sometimes" allows them to acquire the necessary didactic resources for the development of their learning process, which facilitates the development of the teaching process. As confirmed by Li& Qiu, (2018) "Families with better economic conditions can purchase additional educational products and services for their children (such as home tutoring and tutoring classes), thus consolidating the influence of family SES on children's academic achievement"(p.5).

Question N° 10. Your parents motivate you to learn English.

Table 10. Parents motivation

Row Label	Parents motivation
Always	24
Sometimes	8
Never	3
Total	35

Source: students of first semester of PINE of the Technical University of Cotopaxi

Graphic 10. Parents motivation

Source: students of first semester of PINE of the Technical University of Cotopaxi

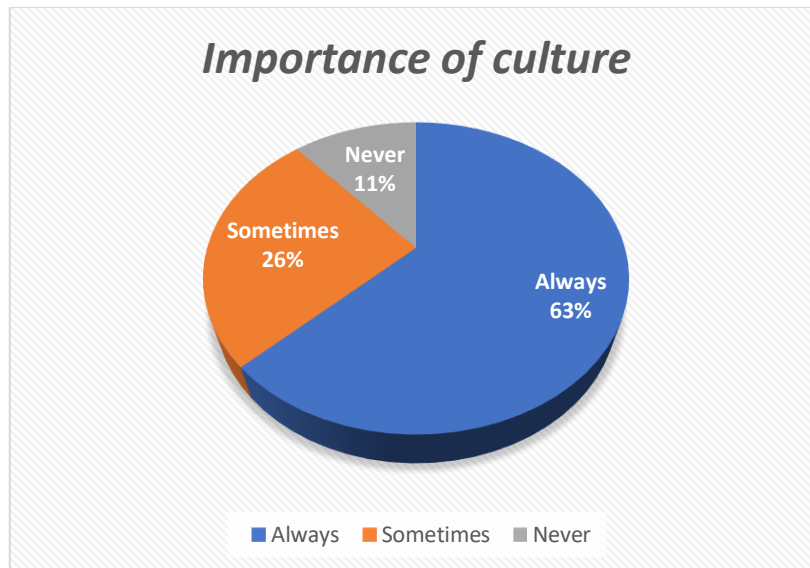
According to the survey, the percentage of students surveyed responded that their parents "always" motivate them to learn English, as this facilitates the development of the process and improves academic performance. As confirmed by Ardita Ceka & Murati, (2016) "Offering education support to children from their parents, concerning issues such as homework, would help children to create an everyday routine of learning"(p. 63).

Question N° 11. Do you consider that culture is important to learn English?

Table 11. Importance of culture

Row Label	Importance of culture
Always	22
Sometimes	9
Never	4
Total	35

Source: students of first semester of PINE of the Technical University of Cotopaxi

Graphic 11. Importance of culture

Source: students of first semester of PINE of the Technical University of Cotopaxi

Among the total number of survey respondents, they mentioned that culture is "always" important during the process of learning English, since it reflects the social context in which each person lives, learns and develops through life. As confirmed by Ali et al., (2015) "The use of cultural knowledge in communication attaches importance to the ways of negotiating meaning embedded in values, customs, and norms"(p.7).

Question N° 12. Do you think that English methods and strategies improve your learning?

Table 12. English methods and strategies

Row Label	English methods and strategies
Always	23
Sometimes	11
Never	1
Total	35

Source: students of first semester of PINE of the Technical University of Cotopaxi

Graphic 12. English methods and strategies



Source: students of first semester of PINE of the Technical University of Cotopaxi

According to the total number of respondents, English methods and strategies "always" improve learning, as this promotes the development of students' skills. As confirmed by Gill & Kusum, (2017) "Strategy is that skill full planning of a working system by which the objectives can be achieved easily, likewise, Method refers to the formal structure of the sequence of acts commonly denoted by instructions"(p.6694).

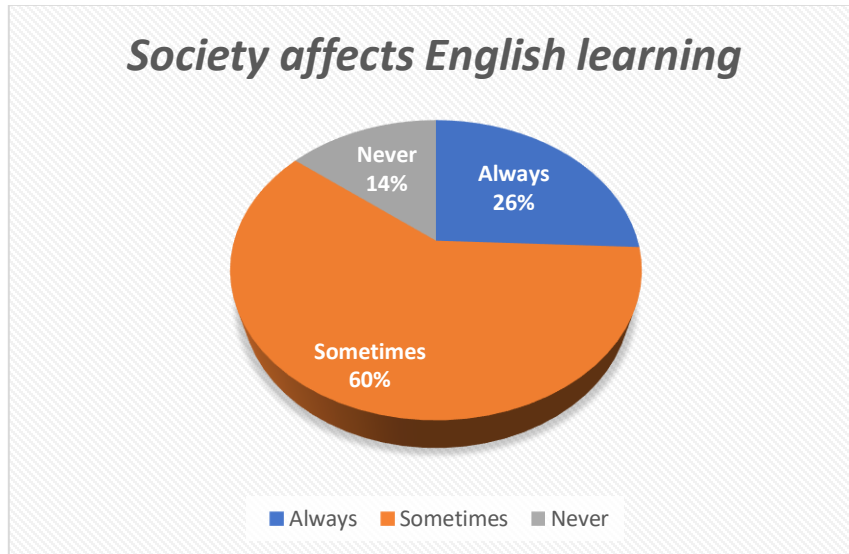
Question N° 13. Do you think that society affects the learning of English?

Table 13. Society affects English learning

Row Label	Society affects English learning
Always	9
Sometimes	21
Never	5
Total	35

Source: students of first semester of PINE of the Technical University of Cotopaxi

Graphic 13. Society affects English learning



Source: students of first semester of PINE of the Technical University of Cotopaxi

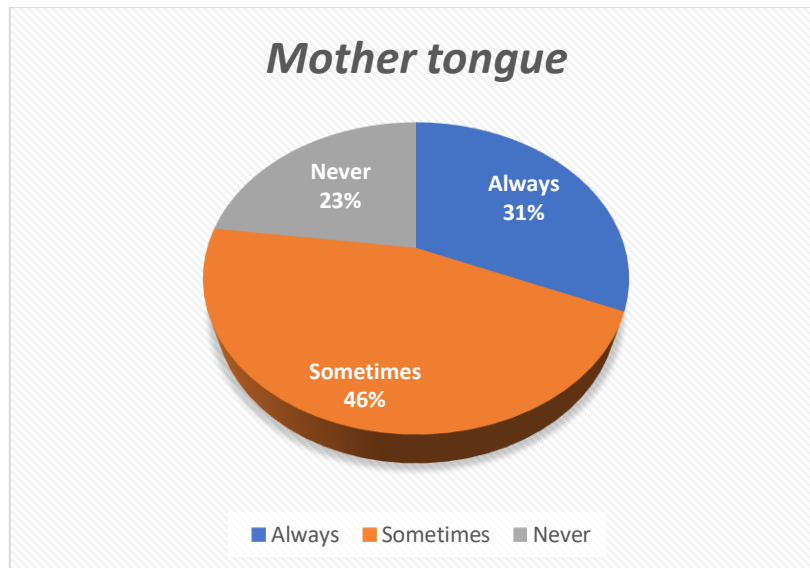
Regarding to the answers the students surveyed mentioned that society "always" affects English learning, as each person's development depends on the social context in which he/she lives, learns and develops. As confirmed by Noah & Olagbem, (1998,) "All the agents of socialisation viz family, school, church, industry etc require language in order to socialise individuals in the proper ideals of the society"(p.2).

Question N° 14. Mother tongue affects foreign language learning.

Table 14. Mother tongue

Row Label	Mother tongue
Always	11
Sometimes	16
Never	8
Total	35

Source: students of first semester of PINE of the Technical University of Cotopaxi

Graphic 14. Mother tongue

Source: students of first semester of PINE of the Technical University of Cotopaxi

According to the results obtained, the students said that the mother tongue "sometimes" influences the learning of foreign language, since through the relationship between the two languages can facilitate the learning process. As confirmed by Denizer, (2017) "Regarding the mother tongue, language is learned through input and reciprocal interaction but it's also believed that kids are born with an innate and special ability to discover the underlying rules of a language system"(p.39).

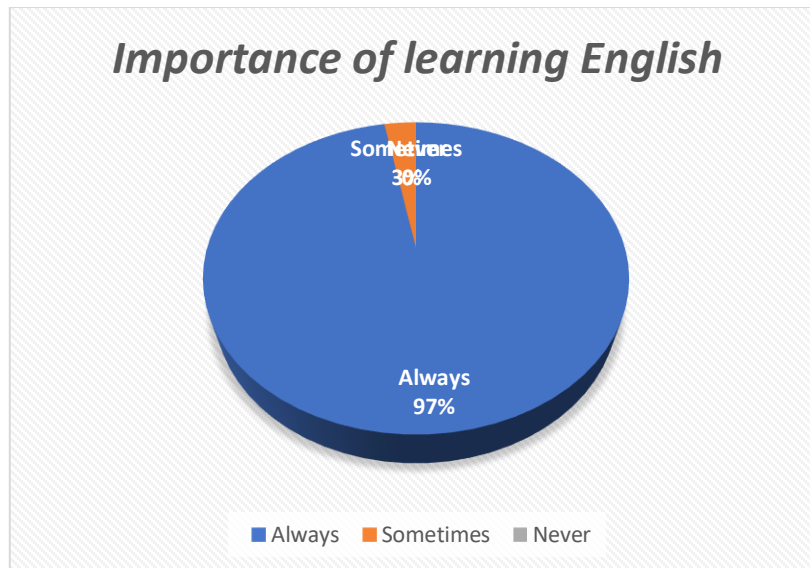
Question N° 15. Do you consider that learning English is important?

Table 15. importance of learning English

Row Label	Importance of learning English
Always	34
Sometimes	1
Never	0
Total	35

Source: students of first semester of PINE of the Technical University of Cotopaxi

Graphic 15. Importance of learning English



Source: students of first semester of PINE of the Technical University of Cotopaxi

Among the total number of students surveyed answered "always" is important to learn English, since this way it is possible to transmit ideas or knowledge in different areas within today's society. As confirmed by Putra, (2020) "The use of English is very much needed because of the importance of using English in everyday life, starting from education, business, to technology"(p.6).

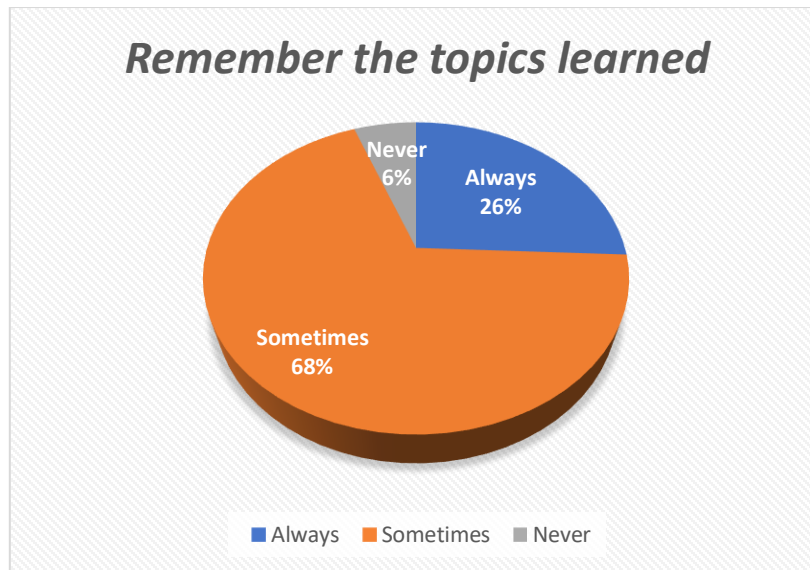
Question N° 16. I can easily remember the topics learned.

Table 16. Remember the topics learned

Row Label	Remember the topics learned
Always	9
Sometimes	24
Never	2
Total	35

Source: students of first semester of PINE of the Technical University of Cotopaxi

Graphic 16. Remember the topics learned



*Source:*students of first semester of PINE of the Technical University of Cotopaxi

Among the total surveyed, they mentioned that "sometimes" they have the facility to remember the topics learned, this depends on the ability to concentrate on the content taught, as well as it must be attractive to capture the student's attention. As confirmed by Hermagustiana,(2018) "Some studies suggest that those with high working memory capacity perform better in learning activities than those with low capacity of working memory"(p.61).

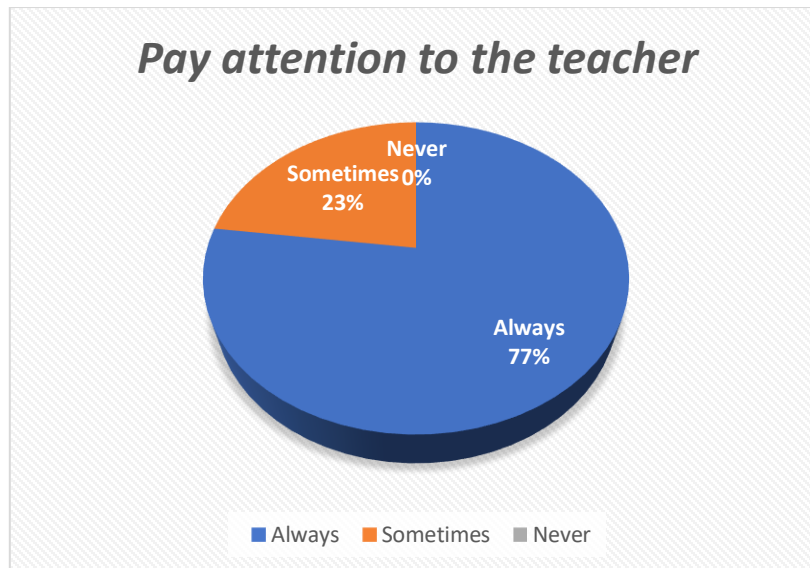
Question N° 17. I pay attention when my teacher speaks in English.

Table 17. Pay attention to the teacher

Row Label	Pay attention to the teacher
Always	27
Sometimes	8
Never	0
Total	35

*Source:*students of first semester of PINE of the Technical University of Cotopaxi

Graphic 17. Pay attention to the teacher



Source: students of first semester of PINE of the Technical University of Cotopaxi

According to the majority of respondents, they "always" pay attention when the teacher speaks in English, this is due to different aspects: the subject is important to them, the teacher explains in a clear and simple manner and uses didactic resources, or when it is in another language, the student tries to understand the subject in order to later make interventions. As confirmed by Ahmed, (2018) "The more the learner focuses his attention, the more the information is permanently stored in the memory. This means that attention functions as the first step toward learning a language"(p.150).

Question N° 18. In the case of evaluations, do you prefer written evaluations

Table 18. Written evaluations

Row Label	Written evaluations
Always	16
Sometimes	18
Never	1
Total	35

Source: students of first semester of PINE of the Technical University of Cotopaxi

Graphic 18. Written evaluations



Source: students of first semester of PINE of the Technical University of Cotopaxi

Based on the results obtained from the written evaluations, it is evident that students prefer these evaluations most of the time and this may be due to the lack of linguistic skills such as listening, reading or speaking which are more complicated to develop in the first semesters. As mentioned by Van de Watering et al., (2008) "Students who were participating in the described NLE preferred traditional written assessment, as well as alternative assessment such as papers or projects"(p.655).

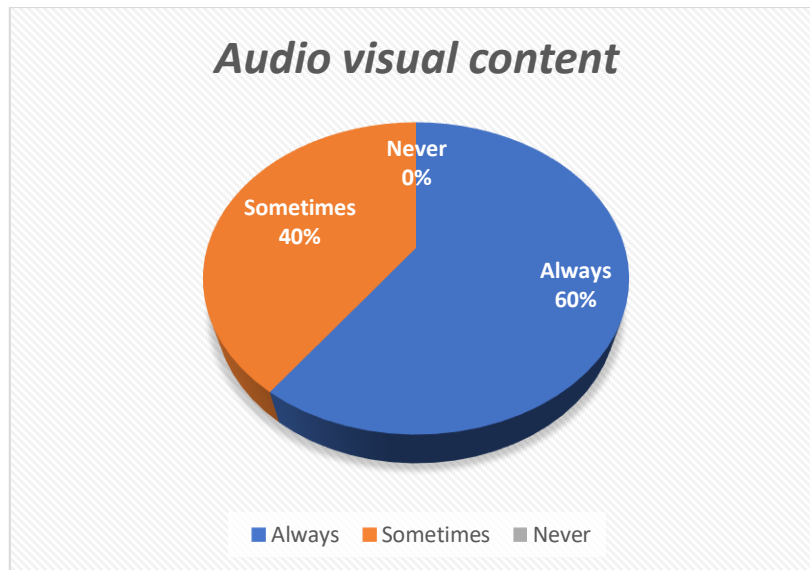
Question N° 19. During class hours, do you prefer audio visual content? (videos, songs, etc).

Table 19. Audio visual content

Row Label	Audio visual content
Always	21
Sometimes	14
Never	0
Total	35

Source: students of first semester of PINE of the Technical University of Cotopaxi

Graphic 19. Audio visual content



Source: students of first semester of PINE of the Technical University of Cotopaxi

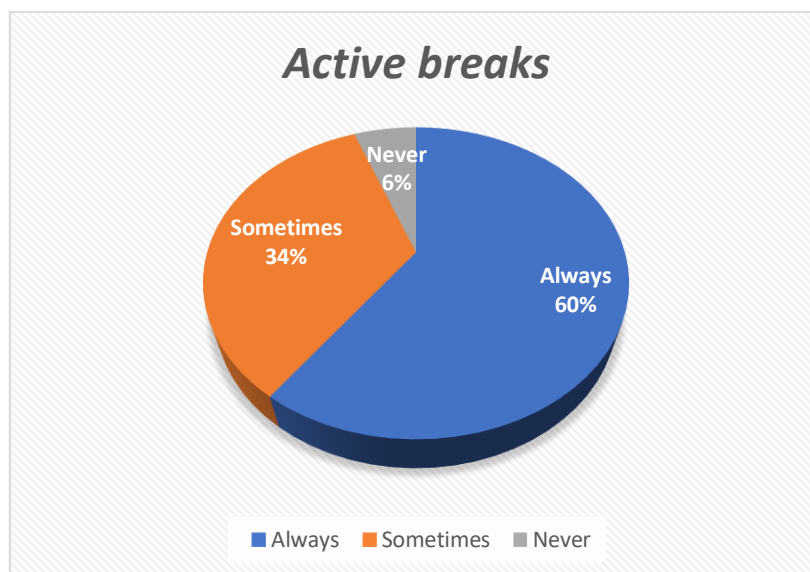
Audio-visual content motivates students to learn, thus facilitating the understanding of the content to be taught. Therefore, respondents answered that they "always" prefer audio-visual content, compared to traditional content. As confirmed by Olagbaju & Popoola, (2020) "The use of audio-visual resources as aids in the teaching and learning process is not new. Generally, audio-visual resources that are considered to be classroom friendly include like slides, filmstrips, microforms, projected opaque materials, educational DVDs, PowerPoint, television educational series and other multimedia materials on MP3 and MP4" (p. 94).

Question N° 20. During class time, do you like to take active breaks? (word games, dynamics, etc

Table 20. Active breaks

Row Label	Active breaks
Always	21
Sometimes	12
Never	2
Total	35

Source: students of first semester of PINE of the Technical University of Cotopaxi

Graphic 20. Active breaks

Source: students of first semester of PINE of the Technical University of Cotopaxi

The importance of active breaks during class time is important, because in this way the teacher promotes movement and helps to develop greater attention, speed of processing and encourages creativity. Therefore, most respondents stated that they always prefer to have active breaks during class. As confirmed by Paniagua et al., (2021)“Active breaks (ABs) are currently gaining attention within the educational context. ABs consist of short periods (usually between five and 15 min) of classroom-based physical activity (PA), which are integrated into the routine of the class”(p.1).

Question N° 21. Do you prefer collaborative work?

Table 21. Collaborative work

Row Label	Collaborative work
Always	19
Sometimes	13
Never	3
Total	35

Source: students of first semester of PINE of the Technical University of Cotopaxi

Graphic 21. Collaborative work



Source: students of first semester of PINE of the Technical University of Cotopaxi

The importance of collaborative work lies in the fact that it facilitates the achievement of results, since they allow optimization activities. Therefore, the students mentioned that it is always easier for them to work in groups than individually. As confirmed by Yate et al., (2013) “These previous elements of collaborative learning have shown that learning, seen as an integral process, requires more than knowledge transferred from the teacher; it also requires experience that is learnt through working with others”(p.13).

In short, the most significant questions were the use of didactic resources, family motivation and the economic factor in the family. Then, the use of didactic resources and family motivation, facilitate the teaching-learning process because they play an important role in the correct development of these processes. Likewise, the use of didactic resources not only allows students to develop their auditory or visual skills, but also to perform actions during the learning process because this facilitates the reinforcement of learning. On the other hand, the economic factor is a negative aspect, since not having enough money, many students are unable to acquire the necessary materials (e.g., books, online encyclopaedias or books, educational platforms).

10. Research Impacts (technical, social, environmental, education or economic)

This project has a social and educational impact, since it involves all the educational actors who are in charge of the integral formation, aimed at improving the social and academic relationships of the students. That is why this project is responsible for raising awareness about the importance of using appropriate methods, strategies and didactic resources to facilitate the process of teaching and learning English. It also describes the socio-cognitive factors that influence these processes. In addition, it is hoped that this diagnostic research will allow other researchers to extend the investigation and provide possible solutions to the factors that impede the correct development of the mentioned processes. Thus, it provides a great contribution not only to the educational aspect, but also to the social aspect because nowadays the English language is a form of communication, which allows interacting and relating with other people.

11. Conclusions and Recommendations

11.1.1 Conclusions

After applying the surveys and carrying out the analysis of what was proposed in this research, the following conclusions can be obtained:

- Through the analysis of the theoretical references exposed within the theoretical framework, it was possible to identify that different socio-cognitive factors intervene in the teaching-learning process, such as: the physical environment, teacher-student relationship, didactic resources, family (motivation), economic semester, culture, memory capacity, perception and attention. All of these factors are important because with the influence of these, the educational process can be facilitated or hindered, so in this way the proposed topics can be taught, and thus improve the educational process.
- By developing the survey adapted from Socio-cognitive theory: (Bandura, 1986); Multiple Intelligence: (H. Gardner, 1999), it was possible to obtain the expected results regarding the social and cognitive factors that influence the teaching-learning process. To identify and analyse the factors that influence this process. Hence, these factors are not only highlight their positive participation in the process, but also have a negative contribution within it.
- The influence of factors found, such as: the teacher-student relationship, the use of didactic resources and family motivation, have a positive contribution. Thus, through the appropriate use of didactic material, it encourages the student's participation during the teaching-learning process, helping students to improve their academic performance. On the other hand, the economic factor in the family does not have a positive influence within these processes. Consequently, it creates limitations in the acquisition of didactic resources, hindering the teaching and learning process.

11.1.2 Recommendations

- It is important to recommend that in the process of teaching a foreign language, in this case, English, educators must use didactic resources which are offered nowadays, since this way the development of the students' knowledge can be improved
- It is recommended to maintain a connection between students and parents through activities that strengthen their relationship and above all of the institution, since this will help develop positive attitudes in their training process, ensuring the success of their participation in the classroom.
- It is advisable to establish a student-teacher relationship since it will allow teachers to identify what problems or what conditions their students are, so educators could give solutions that benefit both the teacher and the students in the training process, achieving significant learning.

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13. Annexes

13.1 Annex 1

Socio - cognitive survey

Mr/Ms:

This instrument aims to collect data for the research "Socio-cognitive factors involved in the English language teaching-learning process". The instrument has been developed from items applied and adapted in previous research related to Socio-cognitive theory: (Bandura, 1986); Multiple Intelligence: (H. Gardner, 1999), by using the Likert scale. The data you provide will be treated as confidential and will be used for academic purposes only. By submitting this questionnaire, you give your consent to participate as an informant for the current research. Thank you for your participation.

Correo *

INFORMATIVE DATA

1. Gender *

Female

Male

Otro:

2. Age *

17-20 years old

20-24 years old

More than 25 years old

3. Ethnic self-determination *

Afroecuatoriano

Mulato

Montubio

Mestizo

Indígena

Otro

4. Place of residence *

Urban

Rural

5. Marital Status *

Single

Married

Free union

SOCIO-COGNITIVE ASPECTS

6. The environment is adequate to facilitate the teaching-learning process (whiteboard, desks, chairs, etc). *

Always

Sometimes

Never

7. The teacher-student relationship motivates you to learn English. *

Always

Sometimes

Never

8. The use of didactic resources facilitates learning. *

Always

Sometimes

Never

9. Your family salary allows you to buy the didactic resources to develop your learning process. *

Always

Sometimes

Never

10. Your parents motivate you to learn English. *

Always

Sometimes

Never

11. Do you consider that culture is important to learn English? *

Always

Sometimes

Never

12. Do you think that English methods and strategies improve your learning? *

Always

Sometimes

Never

13. Do you think that society affects the learning of English? *

Always

Sometimes

Never

14. Mother tongue affects foreign language learning. *

Always

Sometimes

Never

15. Do you consider that learning English is important? *

Always
Sometimes
Never

16. I can easily remember the topics learned. *

Always
Sometimes
Never

17. I pay attention when my teacher speaks in English. *

Always
Sometimes
Never

MULTIPLE INTELLIGENCES

18. In the case of evaluations, do you prefer written evaluations? *

Always
Sometimes
Never

19. During class hours, do you prefer audio visual content? (videos, songs, etc). *

Always
Sometimes
Never

20. During class time, do you like to take active breaks? (word games, dynamics, etc). *

Always
Sometimes
Never

21. Do you prefer collaborative work? *

Always
Sometimes
Never

13.2 Annex 2

CURRICULUM VITAE**1. DATOS PERSONALES:**

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- DIRECTORA DEL PROGRAMA DE LICENCIATURA EN INGLÉS
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- MIEMBRO DE LA ASAMBLEA UNIVERSITARIA PERÍODO 2006 – 2008
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- COORDINADORA DEL ÁREA NRO 5 “INFORMACIÓN PÚBLICA”
- DIRECTORA PROVINCIAL DE CORREOS DE COTOPAXI
- DIRECTORA DE TESIS DE GRADO
- DIRECTORA DE TESIS DE POSGRADO
- DOCENTE UNIVERSITARIA

M.SC. GINA SILVANA VENEGAS ÁLVAREZ
DOCENTE UNIVERSIDAD TÉCNICA DE COTOPAXI

13.3 Annex 3

CURRICULUM VITAE**6. DATOS PERSONALES:**

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E-MAIL: yolypilatuna@gmail.com
DIRECCIÓN: GUAMANI - (CALLE 3) – QUITO

**7. ESTUDIOS REALIZADOS:**

- *NIVEL PRIMARIO: ESCUELA FISCAL MIXTA “CELIANO MONGE”*
- *NIVEL SECUNDARIO: UNIDAD EDUCATIVA “VIDA NUEVA”*
- *INSTRUCCIÓN SUPERIOR: UNIVERSIDAD TÉCNICA DE COTOPAXI*

8. TÍTULOS OBTENIDOS

- *BACHILLER EN MECÁNICA AUTOMOTRIZ*
- *EGRESADA CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS*

9. CURSOS REALIZADOS:

- *ENGLISH PROGRAM- OPEN HOUSE ENGLISH.*
- *FIRST SEMINAR WORKSHOP “IMPROVING OUR TEACHING PRACTICES THROUGH TECHNOLOGY”.*
- *II SEMINARIO INTERNACIONAL IMPACTO DE LAS MUJERES EN LA CIENCIA: GÉNERO Y CONOCIMIENTO.*

13.4 Annex 4

CURRICULUM VITAE**1. DATOS PERSONALES:**

NOMBRES:	<i>JOHANNA ELIZABETH</i>
APELLIDOS	<i>SORIA GANCHALA</i>
CEDULA DE IDENTIDAD:	<i>0504271230</i>
FECHA DE NACIMIENTO:	<i>08 DE FEBRERO DE 1997</i>
ESTADO CIVIL:	<i>SOLTERA</i>
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TELÉFONO:	<i>0995132432</i>
E-MAIL:	<i>johaelisoria1997@gmail.com</i>

**2. ESTUDIOS REALIZADOS:**

NIVEL SECUNDARIO: COLEGIO NACIONAL EXPERIMENTAL “PROVINCIA DE COTOPAXI”

NIVEL SUPERIOR: UNIVERSIDAD TÉCNICA DE COTOPAXI

3. TÍTULOS OBTENIDOS:

- *BACHILLER EN CIENCIAS*
- *EGRESADA CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS*

4. CURSOS REALIZADOS:

- *CONDUCTOR PROFESIONAL*
- *1ST INTERNATIONAL ENGLISH TEACHING CONGRESS*
- *TEACHING VOCABULARY*
- *CURSO DE TÉCNICAS DE ENSEÑANZA DEL IDIOMA INGLÉS Y NTICS*
- *SEMINARIO INTERNACIONAL DE EDUCACIÓN “CURRÍCULO, DIDÁCTICA E INVESTIGACIÓN EN LA ERA DIGITAL”*
- *PROGRAMMA DI APPRENDIMENTO DELLA LINGUA STRANIERA ITALIANO*
- *SEMINARIO INTERNACIONAL ADICCIONES Y FAMILIA, AUXILIOS PSICOLÓGICOS POST COVID Y RESILENCIA*