

**An analysis of the factors influencing the teaching and learning of
English in Quito, Ecuador**
**Análisis de los factores que influyen en la enseñanza y el aprendizaje del
inglés en Quito, Ecuador**

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Abstract

The present study aims to analyze the factors that affect the English language teaching and learning process in education in Quito. It is applied in terms of purpose and corresponds to inferential research. The statistical data of the present exploration includes public education institutes, with participants ranging from eighth-grade basic education to third-year senior high. To achieve the required sample size, a random sampling method was employed. Additionally, fifteen teachers from public institutions were interviewed to complete the statistical sample. The data collection tool was questionnaires for instructors and students. To analyze the data, quantitative analysis and triangulation methods have been employed. The results of this investigation, along with the most influential factors, are discussed. One of the most significant factors concerning teachers is examined and commented upon. Ultimately, some recommendations have been included to promote further investigation.

Keywords: Teaching and learning; process; factors; English language; secondary education; foreign language

Resumen

El presente estudio pretende analizar los factores que afectan el idioma inglés de enseñanza y aprendizaje en la educación secundaria en Quito. Se aplica en términos de propósito y corresponde a una investigación inferencial. Los datos estadísticos de la presente exploración están algunas secundarias públicas, participantes de ocho básico de la educación hasta tercer senior año alta se preguntó. Para completar el tamaño de la muestra, se ha utilizado un método de muestreo aleatorio. Además, se entrevistó a quince docentes de las instituciones públicas para que la muestra estadística se completó. La herramienta de recolección de datos fueron cuestionarios para profesores y alumnos. Con el fin de analizar los datos que se han utilizado métodos de triangulación y análisis cuantitativo. Se discuten los resultados de esta investigación y los factores más influyentes. Uno de los factores más relevantes con respecto a profesores es examinado y comentado. Al final, algunas recomendaciones se han incluido para promover una mayor investigación.

Palabras Claves: Enseñanza y aprendizaje; procesos; factores; inglés; educación secundaria; lengua extranjera

Introduction

1. Introduction

1.1. English teaching learning process

Today, learning a foreign language and getting efficient competences in that tongue is of great importance to most students worldwide. Due to some factors concerning not only teachers and students but also educational institutions, the teaching –learning process does not always succeed in its labor. Issues regarding especially instructors play an important role in the building up of efficient competences when acquiring a foreign language. Additionally, some authors have researched about other variables influencing the teaching process.

In that way, according to Khamkhein (2010), factors such as gender, motivation and experience affect the choices for teaching and learning strategies. In the same way, class size cannot be related with a successful learning process. (UNESCO 2006). On the other hand, Hoover (2003) mentions that what matters, is the teachers' competences to manage their classes so they can get their students' attention. As a result of the varied aspects when limited learning acquisition is present, an analysis to determine the greatest influential features is needed. In this paper, those factors related to the teaching- learning process will be observed in the sections below. Since it is imperative to recognize and eradicate them. It is needed to mention that some limitations were found in the current research since lack of teachers' cooperation was evidenced while data collection.

1.2 Theoretical Framework of Research

Teaching and learning: Education as a part of a formal institution is considered as recent. In the beginning, before agriculture was discovered, children used to gathered fruit and other staff. Later on, agriculture and industrial revolution came up with a new system called education, where instructors are part of an institutions and children have to attend to that place every day. The arising of education as something compulsory had begun and quickly spread. (Gray, 2008).

Process: The academic process to teach at the emersion of conventional schooling, was no more than was Freire (1972) calls Bank education. It represented a process where teachers knew all the content they wanted to show. And students were empty boxes to fill in trough memorization and drilling. On the other hand, nowadays the academic process to teach has



been extended to different sections beginning with a warm up , followed by an introduction and ending with a reinforcement of what was early said.

According to Harmer (1998) the process should include less TTT (teacher talking time) and be more student-centered.

English language: Celt and German are considered the roots of what is now called English. This language has evolved from the medieval times up to today when it has become one of the most widely spoken languages worldwide. Particularly, English is considered a global language or a lingua Franca. Regularly used and understood in nations all over the world. (Durkin, s.f).

Secondary education: It is defined as the second stage in formal education systems, which usually begins at 11 and ends at 18. It can be considered as a preliminary preparation for university, which will likely occur after the high school graduation. (Britannica, s.f.)

1.3 Review of Literature

1.3.1. Factors that affect the teaching-learning process

Learning a second language corresponds to a vital path to follow when needing to get better opportunities in the society. The factors that are identified as affecting the teaching process should be examined, though. When the teaching process does not succeed, the factors that affected it are required to be categorized. It is needed to focus on the problematic factors to address them in a better way. The three categories that need to be mentioned are students' motivation, teachers' competences and classroom issues. According to Khamkhiem (2010), the most relevant factor when learning a second language corresponds to students' motivation followed by their experience with the language. Khamkhiem also suggests studying the factor of motivation more in depth to add more evidence to these findings.

Aduwa-Ogiegbaen (2006), in a study held in Nigeria revealed the most influential factor is that teachers do not use modern instructional technologies or techniques when teaching and that students have to learn in a harsh environment, which is often congested and noisy.

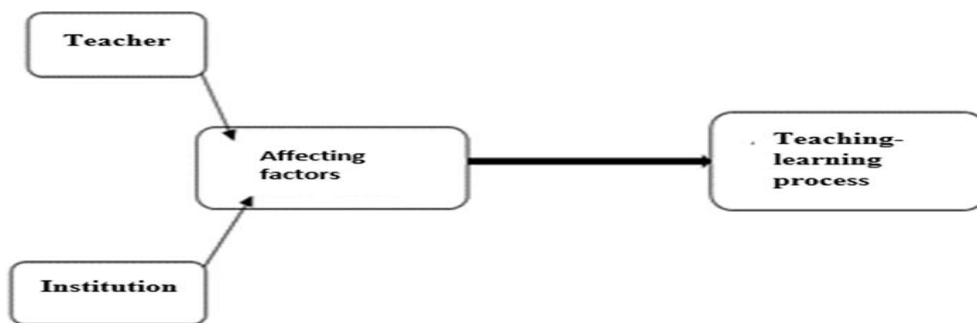
Finnochiaro (1965), considers that stating with a previously known environment, planning different activities, using material displayed in classrooms to create cultural islands are important things to achieve a good learning process.

On the same side, Misbah and Mohammad (2017) suggest that educators should avoid dull lessons when teaching English so that students can get interested and motivated in the classes. Saricoban & Sakizli (2006), researched about three factors concerning students, concerning the school environment and related to teachers and established that the factors affecting students are their needs and background. The ones affecting the environment are light, sound and social aspects and the factors concerning teachers are effective lesson design, teacher's roles and styles.

1.4. Conceptual framework of research

To be aligned with the literature review and the aim of the study, the conceptual framework of the research was constructed as shown in figure 1.

Figure 1. Conceptual model of research



Research methodology and results

The present investigation is applied in terms of analysis, and is an inferential examination in terms of method. The questionnaire corresponded to a stratified sampling of fifteen teachers and students selected at random with an eight percent (8%) margin of error.

It was conducted in six public high schools in Quito, located in the north, center and south of the city. The chosen schools are placed in different areas in order to enhance the reliability of the study. The studied sample as previously stated is formed by fifteen teachers and fifteen students and fifteen hours of class of observation.

A questionnaire with multiple choice design was used, which eases the response in young learners. The sample of inquired students was chosen from eight basic to third year's senior high. The students were asked to circle the difficulties they face when learning English. Additionally, the representative sample in teachers were two or three in each institution and one student has been observed in each lesson to carry out a quantitative analysis with triangulation three techniques to collect data were used. These techniques were divided in three sections, being the first and observation check list for

the lessons given by each teacher to identify the methods, techniques and considerations that instructors have for their lessons. The second was an interview used as an assessment instrument to determine teachers' proficiency level when talking in English. And finally, as previously stated a questionnaire to get not only teachers about also students' opinions and attitudes towards the process of teaching and learning a second language respectively.

An inferential statistics analysis was included to draw conclusion from a specific number of participants to an unknown population, so that the research resulted in valuable in the education field. One more time the factors were categorized in the ones concerning students, the others concerning teachers and finally those concerning the school environment.

Factors analysis concerning teachers

The results of the analysis of this variable obtained from the teachers' interview show that 73, 33 % of teachers did not have the required level of proficiency to teach English. To put sections apart the 60% of the participants managed to reach B1 level and 13, 33 % reached A2. At this point, just 26, 67% teachers had B2 level. Observe the required level relates to B2 in the Common European Framework to be an English instructor according to National Secretary of Higher Education, Science, Technology and Innovation.

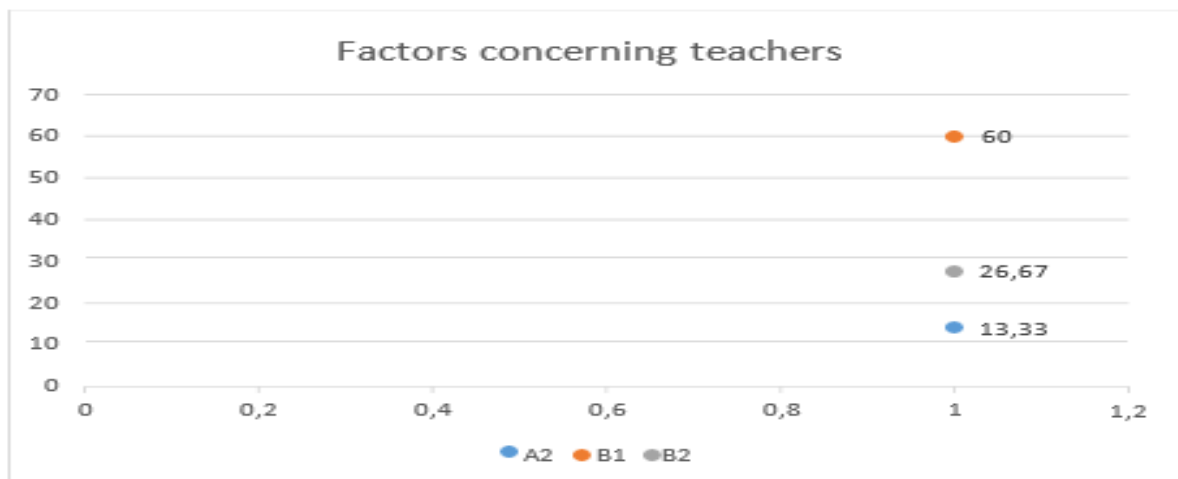


(SENESCYT). The following figure indicates the proficiency level of teachers in the studied schools.

Table 1. Teachers' proficiency level

	Frequency	Cumulative frequency	Percent	Cumulative percent
A1	0	0	0	0
A2	2	2	13,33	13,33
B1	9	11	60	73,33
B2	4	15	26,67	100
C1	0	15	0	100
TOTAL	15	15	100	100

Figure 2. Teachers' proficiency level



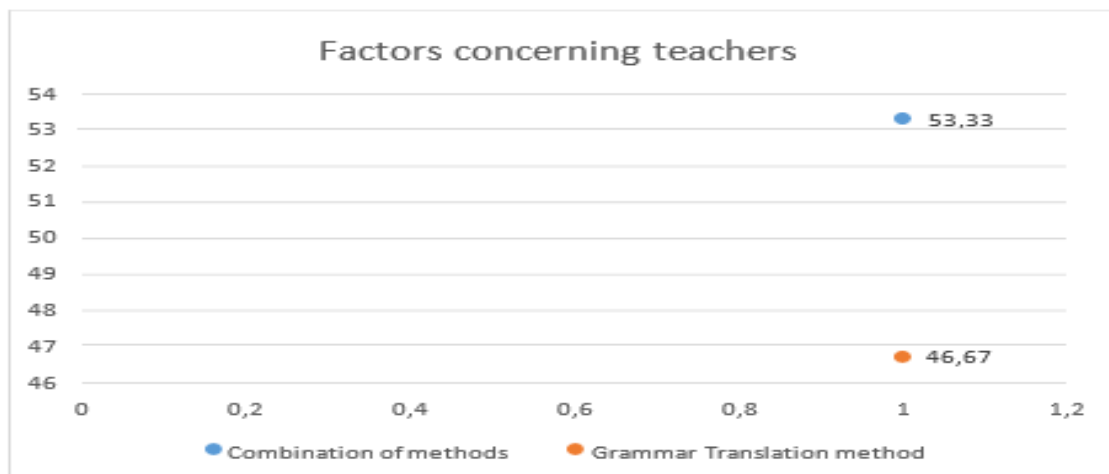
The result of the analysis of the teaching methodology obtained from the observation of classes is shown in figure 2. The teaching process in most public high schools was held using

the grammar translation method, one which was used years ago and replaced because of its inefficiency. After the class observations 46, 67% of English teachers used grammar translation method, since the use of the target language was limited not only instructions but also content in the lesson was continuously translated to Spanish and students were asked to translate when doing tasks as well. The remaining percentage corresponding to 53, 33% resulted from instructors using a combination of methods for teaching including the communicative approach, cooperative learning among others.

Table 2. Teaching methods

	Frequency	Cumulative frequency	Percent	Cumulative percent
Grammar translation	8	8	46,67	46,67
Combination of methods	7	15	53,33	100
TOTAL	15	15	100	100

Figure 3. Teaching methods

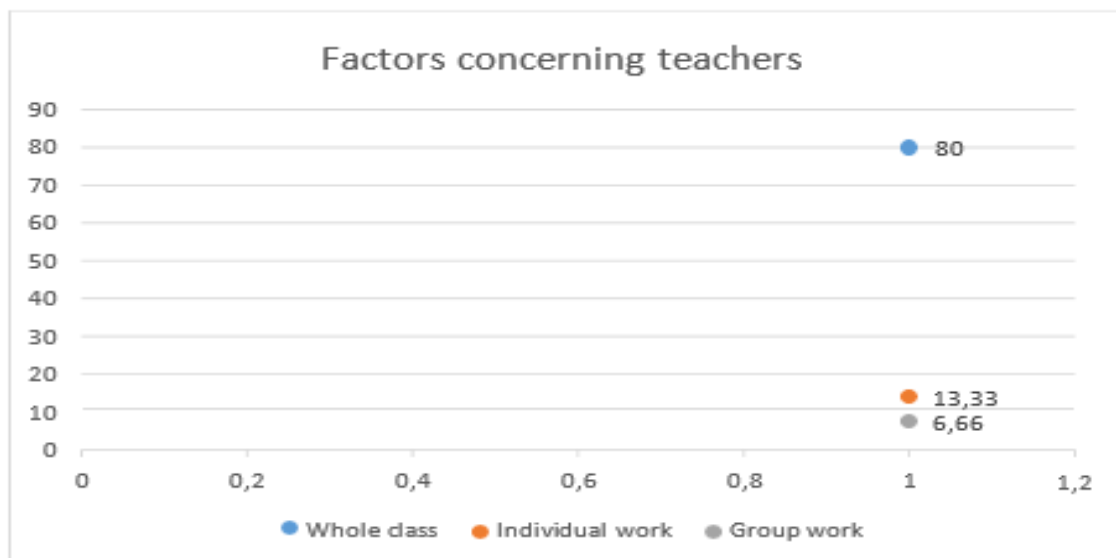


To continue with this topic, it can be stated that teachers did not use an interactive methodology in class. The 80% of observed classes used whole group activities where teachers spoke most of the time so that students had a passive role and were able to interact in very few opportunities due to the big class size. The other 13, 33% used individual activities which did not allow learners to build up communicative competences and just the remaining 6, 66 % used group activities.(Figure 4).

Table 3. Teaching kind of methodology and techniques

	Frequency	Cumulative frequency	Percent	Cumulative percent
Whole class	12	12	80	80
Individual work	2	14	13,33	93,33
Group work	1	15	6,66	100
TOTAL	15	15	100	100

Figure 4. Interactive methodology and techniques



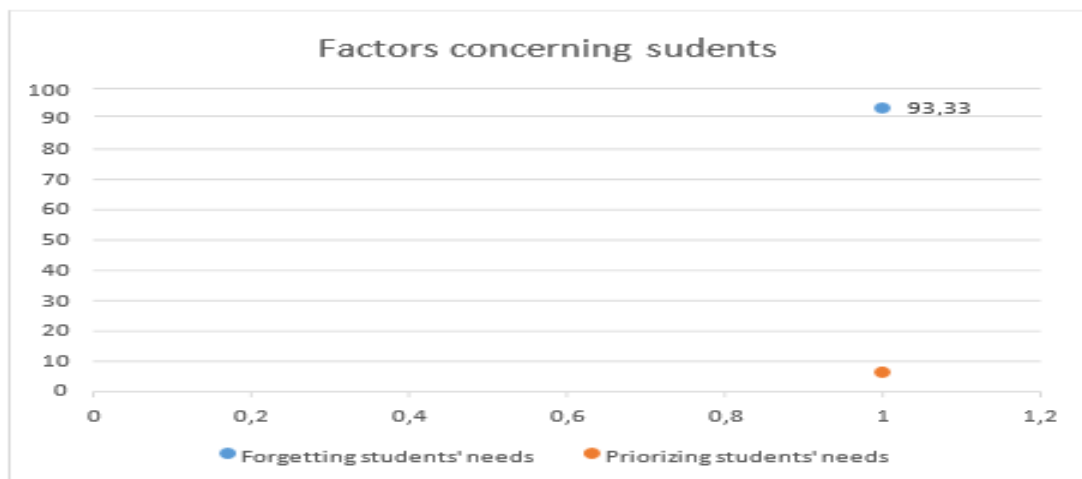
Factors analysis concerning students

The next figure (figure 4) shows the lack of motivation students present in their classes. Using the questionnaire and the observation of classes, it was determined that 93,33% of teachers did not take into account their learners' needs and therefore students did not feel extrinsic motivation in their lessons. Just the 6,66%, which corresponds to one individual, claimed and was observed to care about bringing up motivational strategies and techniques to develop the class.

Table 4. Students' motivation

	Frequency	Cumulative frequency	Percent	Cumulative percent
Taking into students' needs	1	1	6,66	6,66
Forgetting students' needs	14	15	93,33	100
TOTAL	15	15	100	100

Figure 5. Students' needs



Factors analysis concerning classrooms and educational institutions

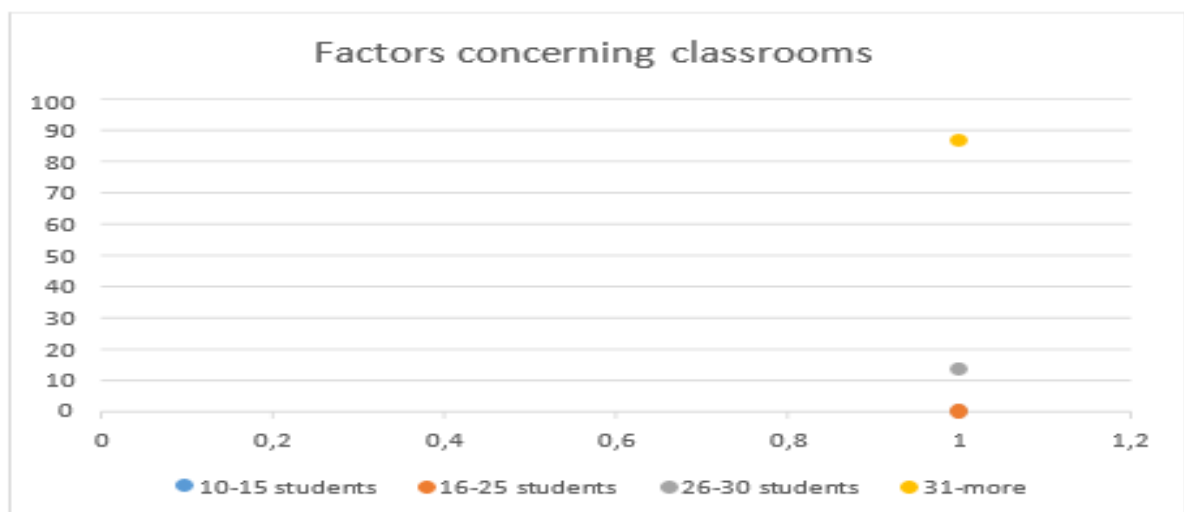


The results of the analysis of this variable obtained from the teachers' questionnaires and the observation of classes is detailed below. The class size in public high schools, was established as a big size. Most of the classes, corresponding to the 86, 67%, were formed by more than 31 students and just 13, 33% were integrated by a number of pupils that varies from 26 to 30. There were no classes with a small size.

Table 5. Class size

	Frequency	Cumulative frequency	Percent	Cumulative percent
Small size From 10 to 15	0	0	0	0
Small size from 16-25	0	0	0	0
Big size From 26-30	2	2	13,33	13,33
Big size 31- more	13	15	86,67	100
TOTAL	15	15	100	100

Figure 6. Class size



In the factors related to educational institutions it is compulsory to mention monitoring. Since instructors are not permanently monitored which can be an influential factor in the teaching and learning process. Twelve of the participants claimed to be monitored in different periods of time, so it can be inferred that their school do not check them periodically. Additionally, institutions were evidenced to have a lack of technology to promote variety in the teaching techniques and methodologies.

Conclusions

The present study analyzed the factors affecting the English language teaching and learning process. The results after the triangulation among class observations, a teacher's interview and a questionnaire for students and teachers showed that the most influential factors are the ones concerning teachers. This result suggests that the more skills and competent teachers are, the better students learn. The findings also indicate that students' motivation is a relevant issue. Instructors did not include interactive methodology which causes lack of students' motivation. The outcomes are consistent with the studies of Khamkhiem (2010) and Galarza & Lemos (2013). They also confirmed that educational institutions have their part in the failure of the teaching and learning process because an established and permanent evaluation system is not present, so that instructors are trained to improve their methodology and techniques.

Recommendations

The present investigation has allowed the group of researches to suggest the following:

- Teachers should be exposed to continuous and permanent training so they could improve their teaching competences and update their methodologies and techniques.
- Centers are suggested to monitor instructors more frequently and given a support to improve in terms of technology.

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