



# **Preliminary Results of the Study: Factors Aiding and Impeding EFL in zone 6 of Ecuador**

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# INTRODUCCIÓN

- **Background information:**
- Through research completed by educational professionals that is discussed in this paper identify that English language is an important subject for school age children to learn all over the world.
- EFL is part of the curriculum in public and private schools in Ecuador and around the world.
- Curriculum includes up to date methodologies, strategies and various types of technology including content and language integrated learning (CLIL), and communicative language teaching (CLT)
- The 2018 curriculum mandated students must graduate high school with an intermediate level or B1 in English in reading, writing, listening and speaking.
- Reality of the situation seems to be different.
- Through observations in public schools it can be seen students are not graduating with the mandated level of English.
- Teachers are struggling to follow the methodologies and strategies included in the curriculum.

# INTRODUCCIÓN

The National University of Education (UNAE) wants to break free from the traditional training or formation paradigms in teacher training:

- 40% of the curriculum is professional teaching practicums, 60% of theoretical formation is carried out through face to face learning, and 30% of it is supposed to be through virtual learning platforms.

**Research question:** what are the factors that impede and aid EFL teaching and learning in Zone 6 in the country of Ecuador?

# OBJETIVO DEL ESTUDIO

- **Overall aims:**
- To look at the initial identification of what impedes and aids EFL learning and teaching from an Ecuadorian perspective compared to the international realm.
- To allow the participants of the research project to create more in-depth interview questions for a sample of public school teachers in Zone 6 and then ultimately administer a questionnaire to all of the teachers of zone 6 in Azuay, Ecuador.
- To give a greater understanding of the areas that can impede or aid in EFL learning and teaching.

# METODOLOGÍA

- **Research methodology:**
- Exploratory study following a qualitative approach was based on initial observations of public school teachers in the classroom.
- Data collected was transcribed and put through maxQD qualitative analysis software and then grouped into specific themes for roundtable discussions where codes were created then analyzed and grouped into eight categories that are shown identifying the preliminary characterizations that aid and impede EFL in zone 6 in Ecuador.
- Main techniques used were observations of EFL classes in public schools in zone 6 of Ecuador and three round table discussions developed in a workshop carried out at the National University of Education in Cañar province in Ecuador on November 30<sup>th</sup> and December 1<sup>st</sup>, 2018.
- Participants were 40 EFL teachers from Zone 6 public schools.

# RESULTADOS Y DISCUSIONES

## **Main results:**

The research has presented various factors affecting ELT in Zone 6 in Ecuador. The information has been grouped into eight categories and identify the different factors that were found through focus groups made up of 39 teachers from various public schools who taught different levels of EFL in zone 6.

- **Pedagogy related factors**
- **Use of Spanish**
- **Teacher accountability**
- **Perceptions of ELT**
- **Infrastructure**
- **Educational policies**
- **EFL status**
- **Professional development**

# CONCLUSIONES

- **Conclusion:**
- Exploratory qualitative research practices such as observations of EFL classes in public schools and round table discussions with EFL public school teachers revealed the data presented in this paper.
- Based on the preliminary coded data from the round table discussions 8 interview questions will be formulated and administered to 16 different public teachers from different areas of zone 6. Different teachers will participate in the interviews to give other perspectives to the data already compiled. These interviews will be transcribed and coded. These codes will be used to create an online questionnaire which will be administered to all the teachers in zone 6 who currently work in public schools. This questionnaire will conclude the research project and be utilized to signal specific areas that aid and impede EFL in Ecuador.



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