



REVISTA KRONOS

Factors that affect the learning of English as a foreign language in Superior Basic Education

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ABSTRACT In recent years, English has increased its influence in most of the world because it provides great opportunities to improve the quality of life of people who practice it. The teaching of English as a Foreign Language (EFL) is of significant importance within the basic education curriculum in Ecuador. However, the learning of this foreign language is a difficult task for teachers and students. Therefore, the objective of this research is to identify the factors that affect the learning of English as a Foreign Language in Superior Basic Education. This research had a mixed approach (quantitative and qualitative). The techniques for data collection were a survey directed to 50 students of Superior Basic Education and an interview directed to 2 teachers and 3 parents, who belong to two public educational institutions located in the city of Portoviejo, Manabí, Ecuador. The main results showed that most students perceived dissatisfaction with learning English. It also gave evidence on how the linguistic, social, economic, cultural, and emotional factors, lack of resources, and teacher training affect the learning of English as a foreign language in students of Superior Basic Education. Therefore, all the education stakeholders must collaborate to find solutions to mitigate the affections.

KEYWORDS Factors affecting learning, EFL, Superior Basic Education, Ecuador, Portoviejo, foreign language acquisition.

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Factores que inciden en el aprendizaje del inglés como lengua extranjera en la Educación Básica Superior

RESUMEN En los últimos años, el inglés ha incrementado su influencia en gran parte del mundo debido a que brinda grandes oportunidades para mejorar la calidad de vida de las personas que lo practican. La enseñanza del inglés como lengua extranjera (EFL) tiene una importancia significativa dentro del currículo de educación básica en Ecuador. Sin embargo, el aprendizaje de esta lengua extranjera es una tarea difícil para docentes y estudiantes. Por lo tanto, el objetivo de esta investigación es identificar los factores que inciden en el aprendizaje del inglés como Lengua Extranjera en la Educación Básica Superior. Esta investigación tuvo un enfoque mixto (cuantitativo y cualitativo). Las técnicas de recolección de datos fueron una encuesta dirigida a 50 estudiantes de Educación Básica Superior y una entrevista dirigida a 2 docentes y 3 padres de familia, pertenecientes a dos instituciones educativas públicas ubicadas en la ciudad de Portoviejo, Manabí, Ecuador. Los principales resultados mostraron que la mayoría de los estudiantes percibían insatisfacción con el aprendizaje del inglés. También se evidenció cómo los factores lingüísticos, sociales, económicos, culturales y emocionales, la falta de recursos y la formación del profesorado afectan al aprendizaje del inglés como lengua extranjera (EFL) en estudiantes de Educación Básica Superior. Por lo tanto, todos los agentes educativos deben colaborar para encontrar soluciones que mitiguen las afecciones.

PALABRAS CLAVE Factores que afectan el aprendizaje, EFL, Educación Básica Superior, Ecuador, Portoviejo, adquisición del lenguaje extranjero.

INTRODUCTION

The whole world has become accessible and familiar to all countries around the world, as English is used as a common language. Even though there are some variations in habits, cultures, and traditions, English has served as the global language for several decades (Mahu, 2012). In the contemporary era of globalization, acquiring proficiency in English holds significant relevance. The fundamental literature across various academic disciplines is predominantly in English, and essential information on the Internet is also presented in the English language (Chávez, Saltos & Saltos, 2017). Tram (2020) states that English is recognized as a global language and finds extensive application in various domains, including business, science, politics, and media worldwide. Nowadays, the integration of English as a foreign language (EFL) is a way to understand the diversity of cultures, to know in-depth important details of each one of them, and to have access to international work topics (Bobykina, 2015).

According to Moeller (2015) EFL is the acquisition of a foreign language mostly within a classroom and not practiced or applied in real life. The teaching of English as a foreign language (EFL) holds significant importance within the curriculum of elementary education in Ecuador. Decharotchanawirun (2015) mentions that English has emerged as a pivotal element in the realm of business and the global workplace. The increasing **need** for international collaboration has led to English becoming the most commonly utilized language. In the constantly evolving contemporary landscape, the English language has gained significance as a crucial means of communication and stands as the primary instructional language in education. Qi (2016) states that English became a mandatory subject in China, starting from the third year of primary education in 2003; it is progressively being incorporated into the curriculum at even earlier stages in numerous schools. Before 1912, the teaching of the English language in Ecuador's secondary schools was completely foreign. It was after that year that this language began to be taught in many schools in this country. It became mandatory throughout Ecuador in 1950, under the government of Galo Plaza Lasso (Cifuentes et al., 2019). Among the **problems**, Ubaydullayeva (2022) mentions that teaching the English language to non-English speakers is a difficult and tedious task for teachers. Riadil (2020) states that in real life, learning English is a challenge for Indonesian students even after ten years of learning English and the reason is that their first language is the local language and their second language is Bahasa Indonesia. Thai people cannot understand the message of a long and complex conversation as they can only understand simple phrases and common expressions, but often cannot communicate fluently and adequately in writing and speaking (Tantiwich & Sinwongsuwat, 2021).

Horwitz, Horwitz, & Cope's (1986) research on foreign language classroom anxiety highlights the significant role of self-efficacy beliefs in EFL learning contexts. Swan & Smith (2001) analyze various linguistic backgrounds and highlight the interference patterns, structural differences, and other challenges that contribute to errors in learners' English production. Van (2008) states that Vietnamese students who embark on English language studies often encounter challenges when it comes to grasping English grammar, specifically in handling English aspect. This difficulty may arise due to the absence of tense and aspect markers on verbs in the Vietnamese language. Johari & Jamil (2014) mention that the relationship between personal problems and English teaching practice is not educating the current generation well.

In Ecuador, some factors that affect the learning of EFL include the lack of preparation of teachers, and the continuity and lack of dynamism required to master a new language (Merino et al., 2019). The age at which children begin learning another language is not early. Factors like birth order, gender, personality, aptitude, and preferred learning methods influence how children acquire languages (Cabrera et al., 2019). According to

Sevy et al., (2020), other factors are; inadequately trained teachers with limited English proficiency, unmotivated students, overcrowded classrooms, excessive teaching loads, insufficient hours allocated to EFL classes, and inadequate infrastructure collectively contribute to the demotivation of students, hindering their progress and learning in EFL.

Even though there is research about the learning of EFL, more investigation is needed on the factors that affect EFL learning in younger generations. Specifically, in Basic Education, at Portoviejo city, Manabi Province, Ecuador country. Therefore, the **objective** of this research was to identify the factors that affect the learning of English as a foreign language (EFL) in students of Superior Basic Education.

LITERATURE REVIEW

ENGLISH AS A FOREIGN LANGUAGE (EFL)

Learning English as a foreign language is a common practice worldwide. In many countries, English is not the primary language of communication but is instead taught in schools as part of the curriculum. While it may be widely taught, it typically does not hold the same level of importance in national or social contexts as it does in English-speaking countries. As a global language, English instruction is just one component of foreign language education. Consequently, the majority of English learners outside of English-speaking regions often have instrumental motivations for acquiring the language. These motivations typically revolve around practical purposes such as travel, intercultural communication, or gaining a deeper understanding of the language itself. The teaching of English and other modern languages in schools serves an educational purpose, catering to learners who consciously choose to pursue language acquisition with specific objectives in mind, whether it be exploring other countries, interacting with foreign individuals, or expanding their linguistic proficiency (Rustamov, 2022). Cronquist & Fiszbein (2017) mentioned that proficiency in English is becoming more and more essential for business and global interaction, closely tied to opportunities for economic competitiveness and expansion in the worldwide market. Across **Latin America**, interest in acquiring English skills is on the rise leading to increased accessibility to English learning opportunities for its residents. Muñoz et al., (2018) argued that in contemporary Latin American societies, mastering English has evolved into a necessity for various aspects of daily life, particularly for those aiming to enhance their career prospects and personal growth. Consequently, the **Ecuadorian** government has adopted policies and regulations to enhance the quality of English language instruction. Moreover, significant investments have been made in resources, teacher training, and educational initiatives, alongside providing scholarships for students, to further support English language learning endeavors.

BASIC EDUCATION

According to Adepoju (2007), Basic Education has the following objectives. Developing a conscientiousness for education for education involves cultivating a strong sense of responsibility, diligence, and attentiveness toward learning and academic pursuits. Reducing drastically the incidence of dropping out of the school system. Ensuring the acquisition of appropriate levels of English in Basic Education. Lauwerier & Akkari (2015) mention that in

sub-Saharan Africa the low level of teacher training hinders any improvement in the quality of basic education improvement in the quality of basic education. In another way, Ninlawan (2015) defines teachers as important people in student's life but they have to improve periodically to teach with better visions. Maḱosa (2013) mentions that without the existence of digitized media, education could not have advanced as far as it has. The use of technologies does not always bring benefits as untrained teachers often use them without knowing the risk they could have to the learning of students and themselves (Negoescu & Boștină, 2016).

FACTORS AFFECTING EFL LEARNING

From cultural and socio-economic contexts to individual learner characteristics and instructional methods, numerous elements play pivotal roles in shaping the process of English language acquisition. Examining these factors provides insight into the challenge's students face, the diversity of approaches required to meet different needs, and the dynamic interplay between language, social, and cognitive processes. Immersing oneself in this diverse context provides a comprehensive framework for optimizing English language teaching and language skills development in a variety of global contexts. Several factors may influence the acquisition of EFL such as: linguistic, social, economic, cultural, emotional, resources, and teacher training.

LINGUISTIC FACTORS

Underhill (2005) said that English phonetics and pronunciation can be challenging due to differences in sounds and intonation. Speaking proficiency is often considered one of the most challenging facets of language acquisition, posing obstacles for many learners who struggle to articulate their thoughts fluently in a foreign language (Leong & Ahmadi, 2017). Gilakjani & Sabouri (2016) mention that although EFL learners are proficient in their language, they usually have a lot of problems with reading skills.

SOCIAL FACTORS

Gholami et al., (2012) argued that language acquisition often occurs through active engagement in social interactions with native speakers. Beyond being merely a place for intellectual pursuits, students perceive the classroom as a multifaceted environment encompassing social, emotional, and physical dimensions. In an educational setting, disruptive behavior by students can significantly impact the atmosphere and emotional well-being of both teachers and their peers, impeding progress toward educational objectives and reducing the overall effectiveness of learning for everyone involved in the classroom (Lugin et al., 2016).

ECONOMIC FACTORS

Students from economically disadvantaged families tend to exhibit lower intellectual abilities, with a slower pace of work and lower levels of concentration when completing tasks. The lifestyle, values, attitudes, and standard of living of families can be defined or delimited

by studying the economic characteristics of the environment surrounding them leading to a decrease in academic performance (Serrano, 2013). Cummins (2000) dictates that the socioeconomic environment can act as a facilitator or barrier to language learning, affecting educational opportunities and access to resources. Individuals with lower incomes often find contentment with the educational opportunities provided by low-quality private or public schools, primarily due to financial constraints that prevent them from accessing higher-quality educational options or providing private English tutoring for their children (Salameh, 2012).

CULTURAL FACTORS

According to Wang (1993), it is essential to uphold the strong connection between culture and language to ensure students attain a comprehensive understanding of language meaning. She asserts that discrepancies in values and attitudes pose primary challenges in foreign language acquisition. Byram (1997) points out that cultural differences between students and the target culture of English can influence attitudes, perceptions, and behaviors related to language learning. Pedagogical practices should consider linguistic and cultural barriers to facilitate effective learning, promoting the integration of cultural and contextual elements in the teaching process (Canagarajah, 2006). In Saudi Arabia, obstacles to English learning arise from both domestic and educational environments. Only a small number of parents oversee their children's homework, leading to minimal review of classroom material by the students themselves (Ahmad, 2015). Al (2008) mentions that in this context, cultural obstacles impact the learning environment and the overall dynamics of the classroom.

EMOTIONAL FACTORS

Feelings hold significant sway over individuals, impacting their choices regarding the pursuit of learning a new language and their perseverance in language classroom activities (Méndez Lopez & Pea Aguilar, 2013). Ismail (2015) suggests that to cultivate a harmonious classroom environment and diminish negative emotions, English educators must acknowledge and address the academic emotions of their students as integral to the educational process. Generally, negative emotions impact students' motivation, attention, and utilization of learning strategies (Zeidner, 1998). Similarly, Goleman (1995) argued that students who are anxious, angry, or depressed do not learn; people who are caught in these states do not take in information efficiently or deal with it well. For instance, anxiety is the most extensively researched emotion in academic contexts (Pekrun et al., 2002). Motivation is a driving force that directs and sustains behavior toward the achievement of specific goals, such as learning a foreign language (Gardner, 1985). Self-efficacy refers to individual beliefs in the ability to organize and execute the actions necessary to achieve specific goals, such as learning a foreign language. Learning styles influence how individuals perceive, process, and respond to information, which can affect their ability to learn a foreign language effectively (Kolb, 1984). Emotions are integral to the learning process overall, and this holds especially true for foreign language acquisition. Despite the increased focus on the affective domain in language learning due to humanistic approaches, the emotional experiences of EFL learners regarding listening, speaking, reading, and writing skills have not received sufficient attention (Pishghadam et al., 2016).

RESOURCES AND MATERIALS

Tomlinson (2003) defines that the availability and adequacy of teaching resources, such as textbooks, technology, and audiovisual materials, can affect the quality and effectiveness of teaching EFL. Instructional resources play an important role in language teaching and learning, facilitating access to meaningful content, practices, and experiences for learners (Tomlinson, 2012).

TEACHER TRAINING

Freeman (2002) argues that continuous and reflective teacher training is essential to develop pedagogical, methodological, and didactic competencies in language teaching. Ricento (2006) argues that education policy can significantly influence language teaching and learning by establishing standards, curricula and resources for EFL program.

METHODOLOGY

This research had a mixed method approach because quantitative and qualitative data collection methods were applied in a descriptive and exploratory way. This approach allowed for the identification and analysis of specific factors that hinder the learning of EFL within the context of basic education. A qualitative approach to research delved into phenomena through subjective understandings, emphasizing rich, non-numerical data to gain a profound understanding of participants' experiences (Vaca-Cárdenas et al., 2017). Quantitative research involves collecting and analyzing numerical data to identify patterns, make predictions, test causal relationships, and generalize results to a larger population. It differs from qualitative research, which focuses on non-numerical data such as text, video, or audio.

DATA COLLECTION METHODS

The methods used in this study are interviews and surveys, the interview tool is a questionnaire that is recorded and transcribed. The interview questions were focused on the factors that teachers think hinder the learning process (Fontana & Frey, 2005) said that the utilization of interviews for gathering information in qualitative research has brought about an awareness that interviews are not neutral instruments for data collection. The survey's instrument was a questionnaire, which was answered manually. Data collection in this research was a structured questionnaire which the participants were had.

PARTICIPANTS

This research was conducted in two public schools in Portoviejo City, located in Manabí province. The survey was conducted on thirty students in the 8th, 9th, and 10th years of superior basic education. The interview was conducted with two English teachers of Superior Basic Education, and four parents of this level. The participants volunteered to take part in this study to share their opinions and perspectives about the topic.

INCLUSION AND EXCLUSION CRITERIA

Table 1. Inclusion and exclusion criteria

	Inclusion criteria	Exclusion criteria
Students' Survey	Be students of 8th, 9th, and 10th year of basic education	Students from other levels different from the 8th, 9th, and 10th years of basic education
Parents' Interview	Parents of 2 students of 8th, 9th, and 10th year of basic education with high performance Parents of 2 students of 8th, 9th, and 10th year of basic education with low performance Parents who wish to collaborate voluntarily	Parents of students on other levels Parents who do not wish to collaborate voluntarily
Teachers' Interview	Teachers of students Of 8th, 9th, and 10th year of basic education. Teachers who wish to collaborate voluntarily	Teachers of students on other levels. Teachers who do not wish to collaborate voluntarily

RESULTS

STUDENTS' SURVEY

SATISFACTION ABOUT THE TEACHING AND LEARNING PROCESS OF EFL

60% of Superior Basic Education students expressed dissatisfaction with the learning English process. On the other hand, 36% of students like it very much, followed by 4% who like it little. These results suggested that six out of ten students of Superior Basic Education do not like to learn English, while only four out of ten students like it; suggesting that most students do not like to learn English.

ACTIVITIES FOR LEARNING ENGLISH

52% of students stated that their favorite activities for learning English were songs, followed by 38% who said games. Two percent of students expressed that their favorite activities were speeches, followed by 2% who liked roleplays, and finally 6% of students mentioned other activities such as (Crosswords, Letters soup, Movies, and Series). These results suggested that six out of ten students claimed that playing games was the best

activity for learning English. Three out of ten students mentioned songs; this is because through games they can express their abilities while they enjoy the environment.

IMPORTANCE OF ENGLISH

40% of students mentioned that English is important because it provides better opportunities for jobs, followed by 20% who stated that English is important for communicating with foreign people. Eighteen percent expressed that English is important for studying in foreign countries. Likewise, 18% of them said that English is important for traveling to foreign countries. Finally, 4% of students mentioned that English is not important to them. It can be interpreted that four out of ten students showed that English is important because through it they can obtain better job opportunities.

FACTORS THAT AFFECT ENGLISH LANGUAGE LEARNING

44% of students indicated that linguistic factors affect their English language learning. On the other hand, 30% of students stated that the factors that affect their English language learning were emotional factors, followed by 8% who said social factors. Also, 6% of them expressed that lack of resources was the factor that affected their English language learning, likewise, 6% of students mentioned teacher training. In addition, 4% of students said that cultural factors affect their English language learning and finally, 2% of students stated the economic factors. It can be interpreted that four out of ten students considered that emotional factors such as motivation affect their English language learning (See Figure 4).

Table 2. Teachers' Interview key points

QUESTION	TEACHER 1	TEACHER 2
1. In your opinion, do your students like to learn English? Why?	"I comment that yes, there is a high group of students who are interested and find it attractive to hear a new language"	"I think that most of them like to learn English, with certain exceptions, I think they like it because they like to resolve the exercises and activities that I gave them"
2. What activities do your students like to do to learn English?	"They like many activities where they develop the exercise. For example, they like songs very much, they like to work on worksheets, they like that very much"	"The students like drawing activities or joining lines, also when there are songs with a lot of rhythms where they can move a lot, they like to do that a lot"
3. How do linguistic factors (speaking, reading, listening, writing, pronunciation, phonics, vocabulary) affect your students' English language learning?	"It affects them a lot especially because of the fear they feel when developing these skills, especially the acquisition of materials"	"That is the main problem we have since in most of the courses we find students with SEN, mainly when they do not know how to read or write it is very difficult to carry out a class with them even though they have a didactic material such as a book"

<p>4. How do social factors (classroom environment, peer behavior) affect your students' English language learning?</p>	<p>"Yes, it affects their development because they feel too shy to develop with the rest of their classmates because there is always someone who wants to interfere in the class"</p>	<p>"It affects a lot because there are always two, three or even more in the classroom who are quite undisciplined, who talk, yell, and get up, so this often makes you lose the thread of class and get unfocused, you have to be calling attention to be able to resume the class and regain order in the classroom"</p>
<p>5. How do economic factors (lack of family financial resources for educational expenses) affect your students' English language learning?</p>	<p>"It affects a lot since you know that the ministry does not provide all the instruments, resources, and didactic materials and it is up to us to work on that, even so, the students are never denied a material and yes, it affects a lot, especially in the acquisition of materials"</p>	<p>"Yes, because there is a lack of support from parents because they cannot only hire private courses but there are many digital tools, there are worksheets, there are online courses that are free where children can listen"</p>
<p>6. How do cultural factors (cultural barriers, cultural differences such as language, traditions, customs) affect your students' English language learning?</p>	<p>"I commented that we don't have many foreign students now, but when it was our turn it was quite hard for them mostly because it was not common for them to receive the subject, but the kids here have been receiving the language for the last few years, so they are already familiar with it"</p>	<p>"I have only been teaching for a few years and in the previous years I have not encountered foreign students, so far, I have not had any problems in this area but I think it could be a problem because of the jargon used in each city or country but one always tries to understand the meaning of a phrase or word through an image or a narration"</p>
<p>7. How do emotional factors (lack of motivation, anxiety, embarrassment or insecurity) affect your students' English language learning?</p>	<p>"It does affect them a lot because the students feel self-conscious on many occasions"</p>	<p>"It affects a lot, since there is a lack of motivation on the part of the students and parents because they consider that English is not an important subject and therefore do not give it due attention. Regarding embarrassment, or insecurity, every time the school year begins"</p>
<p>8. How do lack of resources or materials (inadequate classrooms, lack of books, computers or notebooks, lack of internet or libraries) affect your students' English language learning?</p>	<p>"It affects a lot because we have to work with what we have and sometimes the lack of resources and materials limits us"</p>	<p>"The ideal would be for each institution to have an English lab where there could be a computer for each student or headphones so that they can perform other types of practices that cannot be done in a normal classroom"</p>
<p>9. How do teacher training factors (subject-related degrees, training) affect your students' English language learning?</p>	<p>"We usually train intending to obtain meaningful learning and lately the ministry has not focused on the area, only two years ago it sent a program that did not meet the expectations of the English teachers"</p>	<p>"If it affects something, it is very important to know to be able to transmit it to the students, to have the necessary training more than anything in the pedagogical area to be able to know what to give to the students and if you do not have the degrees you can manage with self-training to improve the quality of the classes and how you reach the students"</p>

10. Why is it important to learn English?	“It is important because we must remember that most of the information in the world is written in English, so in all fields, in all instructions, in all areas of development we usually communicate in English, it is also very important that the children have to understand, they understand that if they have a video game or a new device, everything comes in English, so it is very important”	“English opened the doors to other opportunities and sources of work that with my profession it has been complicated for me to get a job in that area”
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PARENTS' INTERVIEW

QUESTION	PARENT 1	PARENT 2	PARENT 3
1. In your opinion, does your son/daughter like to learn English? Why?	“Yes, he likes it because it is a language that is not ours and it is always good for children to learn something more than what they already know”	“No, because I see that he does it out of obligation and as one more task of the subject”	“Yes, he likes to learn because he thinks English is very important in his academic development in school, then he likes to learn English”
2. What activities does your son/daughter like to do to learn English?	“Watching videos to know how to pronounce unfamiliar words”	“None other than what the teacher tells her to do and do the homework”	“Watching educational videos about English, to learn the words that are most likely to be used”
3. How do linguistic factors (speaking, reading, listening, writing, pronunciation, phonics, vocabulary) affect your child's English language learning?	“Yes, it affects because English is a complicated language because Spanish as it is written is read and English is not, so that affects”	“It doesn't affect her at all because she has a good voice and I don't see her having any problems with pronunciation”	“I think that it can affect him in the sense that sometimes there are words that sound the same when they are mentioned in English, so it would affect his learning in that area”
4. How do social factors (classroom environment, peer behavior) affect your child's English language learning?	“If it affects because even though there are kids who have the intention to learn and there are classmates who are bothering them, it makes it difficult for them to learn”	“Both affect her because currently the classrooms are not suitable for studying and the noise from classmates also affects her”	“It affects in the sense that when the other classmates do not pay attention to the class, they play, they distract the students who do want to learn, in that sense it affects a lot because the students are not able to concentrate”

<p>5. How do economic factors (lack of family financial resources for educational expenses) affect your child's English language learning?</p>	<p>"It affects a lot when you don't have it but that's where the responsibility of the parents has to appear to give the children what they need, even so, there is no excuse because nowadays on Google you can search for any topic you need to know"</p>	<p>"I think the parent should find a way to give her all the books and everything she needs to learn because if you send your children to study you have to have a way to pay for the expenses"</p>	<p>"It affects a lot because access to English courses is expensive, so families often do not have enough money to cover these costs, which are of great importance because English is seen in-depth"</p>
<p>6. How do cultural factors (cultural barriers, cultural differences such as language, traditions, customs) affect your child's English language learning?</p>	<p>"Maybe because not in all countries certain words mean the same thing, so when translating it may be a little complicated because all the words do not mean the same thing"</p>	<p>"I don't think it affects anything because English is a universal language that everyone learns and it is taught in schools all over the world"</p>	<p>"It could affect them in the sense that perhaps since they are 10th grade students, it could be very confusing for them, but if it is handled in a better way with basic things, they would receive the information better"</p>
<p>7. How do emotional factors (lack of motivation, anxiety, embarrassment, or insecurity) affect your child's English language learning?</p>	<p>"Maybe embarrassment, fear of being judged, that if you don't know how to read or what a word means you will be made fun of"</p>	<p>"I think that in public institutions there is a great need to teach the methods correctly"</p>	<p>"It affects in the sense that by not being able to pronounce English words well they can be the object of ridicule by their peers and students are frustrated and that leads to their emotional state, even though they like this language, making them hesitate to study and learn it"</p>
<p>8. How do lack of resources or materials (inadequate classrooms, lack of books, computers or notebooks, lack of internet or libraries) affect your child's English language learning?</p>	<p>"I think they shouldn't stop there and look for the most appropriate way for the kids to learn if the kids don't have books, make copies for them or on the internet look for a sheet where they can guide them and learn"</p>	<p>"This affects a lot because the classrooms are not adequate to receive classes"</p>	<p>"It affects quite a lot since nowadays many virtual environments are used more than anything else in the English language that you need to listen to many audios to understand and comprehend many things such as phrases, words, verbs, then it also affects the sense that the institutions do not have such resources and there is no necessary support from the Ministry of Education to adapt classrooms with such needs"</p>

9. How do teacher training factors (related degrees, training) affect your child's English language learning?	“That depends on each teacher because sometimes the kids are enthusiastic about learning the subject but it depends on how the teacher behaves with them and more so with English which is a complicated subject, maybe make the class more dynamic to increase their enthusiasm”	“I think that there is a great lack of teachers who are not prepared for this subject because everything should be in English and nothing in Spanish”	“I think that the foreign language is not easy for those who study it, learn it, and teach it” Therefore, a teacher must be constantly prepared to teach their classes”
10. Why is it important to learn English?	“It is important because English is a universal language that can open many doors in any part of the world, I think it should be an obligation to know English”	“It is the universal language, based on that, in any place, in any occupation, in any brochure or everything is in English”	“At the present, I think it is of great importance since there are many vacancies for people who speak this language”. It is also important to get a permanent job”

DISCUSSION

SATISFACTION ABOUT THE TEACHING AND LEARNING PROCESS OF EFL

The majority of students perceived dissatisfaction with learning English. In turn, both teachers perceived that their students liked English subject, although Teacher 2 said that there were certain exceptions. Parents 1 and 3 agreed that their children like learning English while Parent 2 mentioned that their child does not like the subject. On the contrary, Sahlström & Nikula (2012) stated that students in 9th year of Basic Education have a positive attitude toward learning English.

ACTIVITIES FOR LEARNING ENGLISH

The majority of students perceived games and songs as their favorite options for learning. Both teachers agreed that activities such as watching videos, doing worksheets, or listening to songs are their students' favorite activities. Parents said that their children like to learn English by watching videos. Murillo & Vaca-Cárdenas (2022) said that gamification increases student engagement. Likewise, Kumar et al., (2022) mentioned that songs and music can certainly be regarded as effective language-learning tools that assist in teaching a second language without imposing excessive academic pressure on students.

IMPORTANCE OF ENGLISH

In the same way, the majority of students perceived English like as important language for obtaining better job opportunities. Teachers mentioned that English is a universal language,

which is necessary in most countries whether in educational or work environments, and inspire their students to motivate themselves and achieve their goals. The three parents mentioned the global importance of English, recognizing the need for the language in various fields and the immense opportunities it offers if it is learned.

FACTORS THAT AFFECT ENGLISH LANGUAGE LEARNING

Students, parents and teachers stated that the learning of EFL in Superior Basic Education is affected by the following factors:

Linguistic Factors. Teachers and parents argued that linguistic factors such as speaking, reading, listening, among others are affecting the learning of EFL in Superior Basic Education. Underhill (2005) said that English phonetics and pronunciation can be challenging due to differences in sounds and intonation. Speaking proficiency is often considered one of the most challenging facets of language acquisition, posing obstacles for many learners who struggle to articulate their thoughts fluently in a foreign language (Leong & Ahmadi, 2017). Gilakjani & Sabouri (2016) mention that although EFL learners are proficient in their language, they usually have a lot of problems with reading skills. The linguistic factors affect the English language learning because is the lack of material, the short period of class, and because students are stressed with new words and their pronunciation.

Social Factors. The participants stated that social factors affect the students' learning too, because always there is a group of students who participate more in class. In the classroom, even though there are students who want to learn, some others do not pay attention to the class, and it makes it difficult to understand. Gholami et al., (2012) argued that language acquisition often occurs through active engagement in social interactions with native speakers. Beyond being merely a place for intellectual pursuits, students perceive the classroom as a multifaceted environment encompassing social, emotional, and physical dimensions. In an educational setting, disruptive behavior by students can significantly impact the atmosphere and emotional well-being of both teachers and their peers, impeding progress toward educational objectives and reducing the overall effectiveness of learning for everyone involved in the classroom (Lugrin et al., 2016).

Economic Factors. Students, teachers, and parents argued that economic factors affect learning in a way that all students cannot afford to pay an extra English course. However, teachers and parents mentioned that if they want students to learn, parents should find solutions to help students. Students from economically disadvantaged families tend to exhibit lower intellectual abilities, with a slower pace of work and lower levels of concentration when completing tasks. The lifestyle, values, attitudes, and standard of living of families can be defined or delimited by studying the economic characteristics of the environment surrounding them leading to a decrease in academic performance (Serrano, 2013). Cummins (2000) dictates that the socioeconomic environment can act as a facilitator or barrier to language learning, affecting educational opportunities and access to resources. Individuals with lower incomes often find contentment with the educational opportunities provided by low-quality private or public schools, primarily due to financial constraints that prevent them from accessing higher-quality educational options or providing private English tutoring for their children (Salameh, 2012).

Cultural Factors. According to students, teachers, and parents, cultural factors do not affect learning because English is a universal language. It facilitates the acquisition of new words or phrases when sharing culture. According to Wang (1993), it is essential to uphold the strong connection between culture and language to ensure students attain a comprehensive understanding of language meaning. She asserts that discrepancies in va-

lues and attitudes pose primary challenges in foreign language acquisition. Byram (1997) points out that cultural differences between students and the target culture of English can influence attitudes, perceptions, and behaviors related to language learning. Pedagogical practices should consider linguistic and cultural barriers to facilitate effective learning, promoting the integration of cultural and contextual elements in the teaching process (Canagarajah, 2006). In Saudi Arabia, obstacles to English learning arise from both domestic and educational environments. Only a small number of parents oversee their children's homework, leading to minimal review of classroom material by the students themselves (Ahmad, 2015). Al (2008) mentions that in this context, cultural obstacles impact the learning environment and the overall dynamics of the classroom.

Emotional Factors. Teachers and parents agreed that emotional factors affect the learning of English because students feel afraid of making mistakes in front of the class and because the rest of the students laugh at them when this happens. Feelings hold significant sway over individuals, impacting their choices regarding the pursuit of learning a new language and their perseverance in language classroom activities (Méndez Lopez & Pea Aguilar, 2013). Ismail (2015) suggests that to cultivate a harmonious classroom environment and diminish negative emotions, English educators must acknowledge and address the academic emotions of their students as integral to the educational process. Generally, negative emotions impact students' motivation, attention, and utilization of learning strategies (Zeidner, 1998). Similarly, Goleman (1995) argued that students who are anxious, angry, or depressed do not learn; people who are caught in these states do not take in information efficiently or deal with it well. For instance, anxiety is the most extensively researched emotion in academic contexts (Pekrun et al., 2002). Motivation is a driving force that directs and sustains behavior toward the achievement of specific goals, such as learning a foreign language (Gardner, 1985). Self-efficacy refers to individual beliefs in the ability to organize and execute the actions necessary to achieve specific goals, such as learning a foreign language. Learning styles influence how individuals perceive, process, and respond to information, which can affect their ability to learn a foreign language effectively (Kolb, 1984). Emotions are integral to the learning process overall, and this holds especially true for foreign language acquisition. Despite the increased focus on the affective domain in language learning due to humanistic approaches, the emotional experiences of EFL learners regarding listening, speaking, reading, and writing skills have not received sufficient attention (Pishghadam et al., 2016).

Resources and Materials. Parents and teachers mentioned that lack of resources affects a lot the learning of EFL in Superior Basic Education because if the institution does not have the necessary resources to teach, the teaching and learning process will not be fulfilled. Tomlinson (2003) defines that the availability and adequacy of teaching resources, such as textbooks, technology, and audiovisual materials, can affect the quality and effectiveness of teaching EFL. Instructional resources play an important role in language teaching and learning, facilitating access to meaningful content, practices, and experiences for learners (Tomlinson, 2012).

Teacher Training. Finally, parents and teachers said that the lack of teacher training affects a lot the learning of EFL in Superior Basic Education because sometimes teachers do not create active classes, are not updated with modern methods, and are not patient with students. Esra & Sevilen (2021) argued that motivation plays a crucial role in determining the success and performance of foreign language learners. Additionally, Vaca-Cárdenas et al. (2020c) state that the students who are not involved in extracurricular activities view themselves as less successful. Freeman (2002) argues that continuous and reflective teacher training is essential to develop pedagogical, methodological, and didactic competencies in language teaching. Ricento (2006) argues that education policy can significantly

influence language teaching and learning by establishing standards, curricula and resources for EFL.

CONCLUSIONS

It is concluded that:

- In general, the factors that affect the learning of English as a foreign language (EFL) in students of Superior Basic Education include: Linguistic, Social, Economic, Cultural, Emotional, Lack of Resources or Materials, and Teacher Training.
- The majority of students perceived dissatisfaction with learning English.
- According to the students, the factors that affect the most are Linguistic and Emotional because it is difficult for them to know new words and their meanings, and for that reason, they feel insecure about participating in class and make mistakes.
- According to the teachers and parents the factors that affect the most are Linguistic and Economic because students feel afraid of unknown words and do not have enough resources make that the learning process becomes more complicated.
- Understanding the numerous factors that influence the acquisition of EFL is vital in developing effective learning strategies and educational policies.
- Thus, all the education stakeholders must collaborate to find solutions to mitigate these factors.

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The two authors collaborated during the whole research process and in the writing of all the parts of the article.

CONTRIBUCIONES DE LA AUTORA

Angie Nicole Rivas Bermello: conceptualización, investigación, redacción – borrador original, análisis de datos, revisión y edición.

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IMPLICACIONES ÉTICAS

Los autores declaran que no existen implicaciones éticas.

CONFLICTO DE INTERÉS

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