



**Strategies To Reduce Dropout Rates in English as a Foreign Language Learning in A1
Students.**

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Dedicatory

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Abstract

The thesis titled “Strategies to Reduce Dropout Rates in English as a Foreign Language Learning in A1 Students” was developed to identify and address the causes of student dropout at the beginner level in the English program at Universidad Técnica de Babahoyo. This study adopted a mixed-methods design, combining both surveys and interviews to gain a deeper understanding of the various elements influencing student attrition. The research explored cognitive, emotional, institutional, and socioeconomic factors that affect student retention. Drawing from constructivist and behaviorist learning theories, an educational intervention was developed, incorporating blended learning formats, peer tutoring, and the promotion of a Educación Continua program. These strategies were intended to boost student motivation, enhance the overall learning experience, and provide greater academic flexibility. The pilot survey findings indicated that incompatible class schedules, limited foundational knowledge of English, and low motivation were among the main challenges faced by students. However, students who received personalized support, participated in peer groups, or took intensive courses demonstrated improved engagement and performance. The thesis concludes that these strategies are effective in reducing dropout rates and recommends their inclusion in regular academic planning for long-term improvement in student retention.

Keywords: Dropout, motivation, strategies, retention, EFL.

Resumen

La tesis titulada “Estrategias para reducir la tasa de deserción en estudiantes de Inglés como lengua extranjera en el nivel A1” fue desarrollada para identificar y señalar las causas de deserción estudiantil en el nivel inicial en el programa de inglés de la Universidad Técnica de Babahoyo. Este estudio adoptó un diseño de métodos combinados, utilizando ambos, encuestas y entrevistas para obtener una percepción más profunda de varios elementos que influyen en el desgaste estudiantil. La investigación exploró factores cognitivos, emocionales, institucionales y socioeconómicos que afectan a la permanencia de los estudiantes. Abarcando desde teorías educativas como el constructivismo hasta el behaviorismo, una intervención educativa fue desarrollada, incorporando formatos de educación combinada, tutorías de compañeros y la propuesta del programa de Educación Continua. Estas estrategias tenían el propósito de potenciar la motivación de los estudiantes, mejorar la experiencia estudiantil en general y ofrecer mayor flexibilidad académica. Los resultados de la encuesta piloto indicaron que los horarios incompatibles, las bases de conocimiento de inglés limitadas y la baja motivación, fueron los principales desafíos que enfrentaban los estudiantes. Sin embargo, los estudiantes que recibieron apoyo personalizado, participación en grupos estudiantiles, demostraron un mejor desarrollo y mayor compromiso. La tesis concluyó que estas estrategias son efectivas para reducir las tasas de deserción y recomienda su inclusión en una planificación académica para mantener la retención académica.

Palabras clave: Deserción, motivación, estrategias, retención, inglés como lengua extranjera.

Introduction

This study took place at the Universidad Técnica de Babahoyo (UTB) in Ecuador, with the objective of approaching the high dropout rates in A1-level English as a Foreign Language (EFL) program, a persisting and complex problem. The investigation tries to explore the causes that contribute to student's dropout and to design effective strategies to reduce this trend. Anchored in constructivist and behaviorist educational theories, the study examines the dynamics of the teaching-learning process along with the psychosocial variables that impact student engagement and academic persistence. The main objective of this research is to identify and recommend educational interventions that promote the active participation of students, encourage academic commitment and reduce the dropout rates of students in the A1 level (ELF) program at UTB. By addressing these challenges.

Through school time, children and teenagers gain an extensive range of knowledge that comes from their teacher's previous experiences, advice and feedback. Schools provide students with acquisition of values, attitudes and norms that make them citizens. All the personnel who work in an educational institution have a great influence on the path students take to a successful lifestyle (Villafuerte, et al., 2018).

There has been a significant transformation witnessed in Ecuadorian schools, characterized by a wave of changes in physical infrastructure and the integration of technological resources. This includes the creation of open spaces destined to facilitate the physical development of the students, the country commitment with the improvement of educational environments to satisfy the contemporary needs and the improvement of the learning experience for students in general. By investing in infrastructure and technology, Ecuador has demonstrated a proactive approach to modernizing its educational system providing students with the necessary resources for academic success. (Corral, Bravo, & Villafuerte Holguin, 2015)

In contrast, López Pastor et al. (2017) present a critic perspective about the effectiveness of these changes. They argue that while infrastructural upgrades are crucial, their success depends on the attitudes and willingness of individuals to accept and effectively implement those changes. This suggests that without a corresponding cultural change and commitment to change from the actors of the educational system, investments in infrastructure alone may not generate the expected outcomes (López Pastor, Pérez Brunicardi, Manrique Arribas, & Monjas Aguado, 2017).

ONU (2024) the 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership (ONU, s.f.). UNICEF's prime objectives are to improve international understanding of issues relating to children's rights and to help facilitate the full implementation of the United Nations Convention on the Rights of the Child in both industrialized and developing countries (Miguel Cillero, 2003). This study provides alarming statistics on school dropout rates in Latin American countries, revealing rates as high as 50% in Costa Rica and 54% in Brazil, with Ecuador not far behind at over 40% (Alban Taipe & Mauricio Sánchez, 2018). These data show us the urgent need for specific interventions to address the dropout crisis in Ecuador, analyzing what are the main factors of dropout of A1 level ELF students, to have a clearer vision when developing intervention strategies to help mitigate dropout rates at the University of Babahoyo (UTB) in Ecuador.

Students' unwillingness to remain in university is related to a wide range of features that are interconnected with each other. There is plenty of empirical evidence about which factors have influenced desertion; research has mostly focused on student's characteristics from the inside to the outer separately from the social context, which involves academic, economic, and institutional context. Either way, there's lack of evidence about the right application of analytical methods into specific possible factors (Alban & Mauricio, 2018).

With the incorporation of technology into the education system, several advances and resources have been presented to students. But, on the other hand, if these resources, such as the internet and social media, are not used properly, which can also influence students' decision of desertion. With a wider use of the internet, students become more vulnerable to misuse of information and communication. They don't get structured schedules, have more leisure time, which may lead to loss of productivity and interest (Alban Taipe & Mauricio Sánchez, 2018). High dropout rates in English as a Foreign Language (EFL) program can have a harmful impact in the reputation and the prestige of a university, what can potentially risk its status of accreditation. By investigating the dropout rates causes, this study aims to support the improvement of academic quality and institutional credibility. It tries to relieve possible financial burdens experienced by both students and educational institutions in Ecuador, contributing to the creation of a more equitable and sustainable academic environment.

The study emphasizes the importance of effective resource management in maintaining student motivation and academic engagement. It highlights how bad administration of the

resources, such as inappropriate learning materials or old learning methods, diminish the compromise and motivation of the students, which finally leads to higher dropout rates. By identifying and implementing strategies for an optimal use of resources, this study has an objective to improve the learning experiences of the students and to contribute to reduce dropout rates.

Justification

Among the first levels of English as a foreign language, like A1 level, through which students build up their linguistic development, them dropping out represents a huge challenge in educational contexts. The lack of continuity of those levels does not only affect the academic performance of those students, but also the institutional goals related to foreign languages teaching and the development of competitiveness skills in a globalized world.

This investigation project is justified based on the necessity of identifying and applying effective strategies which promote student permanency, increase motivation, and reduce dropout rates. Several factors, like the lack of confidence in linguistic skills, wrong teaching methodologies and emotional or economical barriers affect directly on the student's decision drop out of the learning process.

This research will significantly contribute to the development of pedagogical approach and the implementation of good practices that are inclusive, motivated and orientated to academic success. The findings of this investigation project will allow the higher education institutions to design strategies based on evidence to address the specific necessities of A1 level students, strengthening the positive impact of their academic and professional trajectory.

In a global context in which English sufficiency has become an essential ability for academic and occupational development, to guarantee the permanency on the English as a foreign language level is crucial to build up solid basis on the language acquisition. Therefore, this investigation does not only have an academic impact, but also a social and economic impact, contributing to student's empowerment and general educational quality.

Statement of the problem

English as a foreign language learning is an essential competence in the current academic and professional context. However, in Universidad Tecnica de Babahoyo, a worrisome dropout rate among A1 level students has been identified. This problem negatively impacts the development of linguistics competences among students, and, in the long term, it limits their academic and work opportunities.

Many factors can influence dropouts, among them the lack of motivation, no dynamics teaching methodologies, languages comprehension difficulties, little access to support resources and personal limitations, like, lack of time or economic problems. Besides, the perception of the difficulty of the English learning, generates anxiety among students, what contributes to an early dropout (Mauliya, Relianisa, & Rokhyati, 2020).

There may be many didactics strategies and methodologies to accomplish English teaching, it is necessary to identify and apply the ones that are most effective to prevent A1 level students from dropping out. That's why this investigation looks to analyze the specific causes of dropout in A1 level in Universidad Tecnica de Babahoyo and propose strategies to promote students' permanence and to optimize the learning-teaching process of the language.

Research approaches and methodologies to be used

This study applies theoretical, empirical, and descriptive statistical methods to meet its objectives. Theoretical methods were used to review previous research, define key concepts, and build the conceptual framework about dropout in A1 English as a Foreign Language program. Empirical methods included class observations, surveys, and semi-structured interviews to collect direct information from students and tutors. Descriptive statistical tools were applied to summarize and compare the quantitative data, mainly through percentages and frequency tables, making it possible to identify patterns in dropout rates and related factors.

Beneficiaries

The research population consisted of 423 students enrolled in the A1 level of the English as a Foreign Language program at Universidad Técnica de Babahoyo. From this group, 177 students were selected according to inclusion and exclusion criteria, ensuring that the sample represented the diversity of the program while allowing the research to focus clearly on its objectives.

Precision of the topic.

The proposed strategies seek to tackle the persistent issue of high dropout rates among university students enrolled in English as a Foreign Language (EFL) programs at UTB University, located in Babahoyo, Province of Los Ríos, Ecuador. These initiatives are specifically tailored to address the difficulties encountered by A1-level learners, with the overarching goal of improving student retention and academic performance.

In Los Ríos, student dropout is a growing problem, especially among those enrolled in the English language program. This situation affects the regional education system, as it reduces students' chances to develop important language skills. Because of this, there is an urgent need to create effective and targeted strategies to help EFL students continue their studies and improve their academic results.

One of the main parts of the proposed solution is the use of new educational technologies in the EFL classroom, following both behaviorist and constructivist teaching methods. The behaviorist approach focuses on repetition and structured practice, such as drills and reinforcement activities, to strengthen language skills through practice and response. The constructivist approach, on the other hand, encourages active participation, where students learn by working together, solving real-life problems, and reflecting on their learning (National University, 2023).

By combining these complementary educational frameworks, instructors can foster a more interactive and inclusive classroom environment that addresses the varied learning needs and preferences of A1-level students. This blended approach not only supports efforts to reduce dropout rates but also promotes greater engagement, motivation, and academic achievement among EFL learners.

Research question

Which strategies can be used to reduce the dropout rates in English as a Foreign Language Learning in A1 students?

Research objective

Propose effective strategies to reduce dropout rates in English as a Foreign Language Learning in A1 students.

Specific research objectives

- Identify the main causes of dropout among A1 students learning English as a Foreign Language.
- Analyze the teaching methodologies and motivational strategies that contribute to students' retention in A1 level
- Evaluate the access to support resources and the teaching flexibility influence in the permanence of A1 students learning English as a Foreign Language.

Conceptual and operational categories

Dependent variable: Dropout rates in English as a Foreign Language A1 students

Dropout means students leaving the A1 level in a premature way before it concludes. In the context of this investigation, it is center in English as a Foreign Language A1 students who interrupt their learning process before completing the courses required to obtain a college degree.

In order to measure dropout, the percentage of students registered in A1 level in Universidad Tecnica de Babahoyo who don't conclude the established academical process will be retrieved. Institutional data is going to be analyzed to identify the dropout rates. And surveys are going to be done to understand the specific reasons for the dropout.

Independent variable: Strategies to reduce dropout

The strategies to reduce dropouts are planned interventions that seek to minimize student dropouts. Those can include innovative teaching methodologies, academic support programs, motivational incentives, and additional resources that make learning and staying at A1 level easier.

Many strategies are going to be implemented and evaluated, such as active teaching methodologies, tutoring programs, and motivational incentives. The effectiveness of those strategies is going to be evaluated by using surveys of students' gratification, dropout rates analysis and comparison between academic development before and after its implementation.

The proposal recognizes the importance of reducing dropout rates in English as a Foreign Language A1 students by using accessible and inclusive methodological strategies. The implementation of inclusive methodologies and the use of digital platforms allow students with different academic and personal difficulties to continue their education in the language, creating a more equative educational environment. In conclusion, the proposal and its meaning holds diverse perspectives that consider the professional, methodological technological and social necessities of English as a Foreign Language.

Chapter 1 contains justification, and the theoretical aspects related to problem statements. A review of the backgrounds of dropout in English as a Foreign language learning and of the main factors that determinate it has been realized. Besides, theoretical aspects that sustain the proposal to improve English as a foreign language students' retention.

On chapter 2 the methodologic marc of the research project has been presented what allows the implementation of a methodologic strategy to reach the mentioned objectives.

Approaches, methods and techniques applied have been detailed. As well as a description of the diagnostic study realized about dropout in English as foreign language A1 students.

Chapter 3 introduces the methodology that guides the investigation, like the quality and quantitative approach and the application of the action-investigation method. Population and samples have been chosen, as well as data collection techniques and tools, and a proposed intervention plan.

Finally, the conclusion section reflects each component of the study. General recommendations for English as a foreign language A1 level are also offered. The aim is to improve students' retention and to be used as a base for future investigations into this problematic.

Chapter 1

1.1 Research Background

The specialized literature about English as a foreign language, and the dropout percentage among its students has pointed out the consistently the complexity and the multifactorial characteristic of this phenomenon. Several studies have highlighted the influence of pedagogic, emotional, methodological, and structural factors. These jointly influence the students' dropping out decision, especially in the beginners' levels as A1. In this sense, the researchers have contributed to approaches that go from the practice analyses of teachers to the implementation of early alarm systems and integrals strategies of intervention.

First, (Evans & Tragant, 2020) analyze the demotivation on English as a foreign language students, evidencing that the perception of deficient practices from the teachers and the lack of opportunities to develop the communicative abilities are determinants on the dropout of the course. The authors explain that many students attribute their decision drop out to external factors, such as teachers' bad performance and the lack of opportunities to be able to practice speaking. Besides, the authors remark that those students that persist in learning tend to internalize the difficulties and to look for personal strategies to overcome them. This suggests the importance of strengthening resilience and individual compromise. The research suggests the necessity of restructuring the teaching methodologies to create an environment in which interaction and practice are priorities that can have a positive impact on the retention of students.

By replicating, Stracke's study in blended language learning, it was identified- that an absence of a support integral system and a follow up may aggravate the English as a foreign language drop out. It has been observed that when mechanisms identifying those difficulties early and personalizing learning experience are not implemented, students tend to disconnect from their formative process. According to this approach, "understanding the reasons why student's dropout can help improve the effectiveness of these programs" (Stracke, Hong-Nguyen, & Nguyen, EFL learners dropping out of blended language learning classes: A replication of Stracke, 2023). What reinforces the idea that the integration of technological resources must be accompanied by a solid pedagogic support that attends individual needs.

(CEDEFOP, 2022) proposes the use of early warning systems as a preventive tool for dropouts. This approach is grounded by recompilation and data analysis. Allowing to identify those students who show risk signs on time. (CEDEFOP, 2022) points out that, "an early warning system is one of many approaches to prevent dropout" and proposes a five--step process to develop and implement those systems. Adapting interventions according to the

specific necessities in each context. The application of an early warning system not only facilitates an early detection, but it allows personalized intervention, which is crucial to attend students with difficulties on English as a foreign language learning A1 students.

On the same way, (National Dropout Prevention Center, 2022), offers a conceptual frame based on the implementation of diverse strategies that, altogether, tackle several factors associated with scholar dropout. At this center, they propose 15 strategies, which even though they may seem independent, operate in a synergic way. This tries to generate a multidimensional support environment. Like it is said in the document, “these strategies appear to be independent, but work well together and frequently overlap” (National Dropout Prevention Center, 2022). Strategies include strengthening family participation to established tutorials and guidance, all of them focused on creating an educational environment which promotes students’ permanency and mitigates the risk factors that lead to dropout.

Complementary to the former, the practical guide of Catholic Relief Services (CRS) empathizes the importance of designing interventions that not only increases students’ retention but also improve educative quality. CRS manifests that, “implementing these strategies will not only increase the number of children in school but also improve the quality of the schools that they attend” (Catholic Relief Services, 2017). This approach advocates for an integral intervention that combines pedagogic, socioeconomic and structural elements to approach a holistic manner of dropout causes. The guide suggests that, by providing a supportive environment and adequate resources, students can counter the inherent challenges of learning English as a foreign language at beginners’ levels.

1.1.1. Relationship with learning theories- Pedagogical Theory of Behavioral Education.

Dewey described progressive education as “a product of discontent with traditional education” which imposes adult standards, subject matter, and methodologies. He believed that traditional education, as just described, was beyond the scope of young learners. Progressive education as described by Dewey should include socially engaging learning experiences that are developmentally appropriate for young children. Dewey thought that effective education came primarily through social interactions and that the school setting should be considered a social institution. He considered education to be a “process of living and not a preparation for future living”. This set of beliefs set Dewey apart from philosophers that supported traditional classroom setting (Tinto, 1975). This research gives us the theory of behaviorism as well as key

concepts present by Dewey thought and his vision of education developed in his academic contribution.

1.1.2. Pedagogical strategies of behavioral education.

This research suggests that traditional education must be transformed into a participatory approach. Different from traditional classrooms, Dewey used to think that schools and classrooms should be representations of real-life situations, allowing children to participate in learning activities in an interchangeable way and flexible in a variety of social environments. He sustained the idea of introducing in an abrupt way too much academic content, without a connection with social life in children, was close to being unethical teaching behavior (National Dropout Prevention Center, 2022). The theory of behaviorism proposed by Dewey will allow us to know one of the perspectives and pedagogical strategies used in university education for students (EFL) to the Babahoyo city in Ecuador.

1.1.3. Pedagogical Theory of Constructivism Education.

This theory proposes active learning as opposed to behavioral learning, which is a passive student approach (ELF). However, our research seeks to use both techniques with the aim of reducing dropout rates at the UTB University in the city of Babahoyo in Ecuador. "There are many different learning theories that can be used to help guide teaching/learning process. Constructivism is one theory that explains how people might acquire knowledge and learn. The theory suggests that people construct their own understanding and knowledge of the world by testing ideas and approaches based on their prior knowledge and experience. Piaget and Vygotsky (Kouicem, 2020) are two eminent figures in cognitive development (development of constructivist theories). While there are similarities between the theories of Piaget and Vygotsky, differences exist, and those differences are critical to the understanding and application of the theories in educational settings and have great impact on teaching methods. We can distinguish therefore between cognitive constructivism, which is about how the individual learner understands things, in terms of developmental stages and learning styles, and the social constructivism, which focuses on how meaning and understanding grow out of social encounters".

The core of the constructivist approach to teaching and learning as expounded by von Glaser Feld (Sithara & Faiz, 2017) is that the student or the learner is an active participant in the learning process and that the teacher must take account of that in the teacher's effort to facilitate learning. He also tries to link the theory of constructivism to the practice of teaching.

1.1.4. Education strategies of constructivism.

The study titled "*Constructivist Theories of Piaget and Vygotsky: General Teaching*" examines Vygotsky's ideas about how students learn through experience and social interaction. It shows how these ideas can be used in classrooms. Based on Vygotsky's theory, teaching strategies often highlight the value of the learning environment, the importance of interaction with others, and the teacher's role in guiding students rather than simply giving information. These strategies also include using tools and materials to help students build their own knowledge step by step. In short, the research likely explains how Vygotsky's approach can be useful in different teaching situations (Kouicem, 2020).

According to Svein Sjoberg, the main idea behind the constructivist view of learning is that students create knowledge themselves. They do not simply absorb facts from outside. Learning happens through active effort, not through passive reception (Sithara & Faiz, 2017).

1.2. Independent Variable

Independent Variable: Strategies to reduce dropout rates in English as a Foreign language at A1 level.

This variable refers to the different actions and teaching plans that are used to help students continue studying English at the A1 level and avoid dropping out of the course. These actions are planned and carried out in universities to support learners and improve their chances of success in English as a Foreign Language (EFL) program.

These strategies may include teaching methods based on educational theories like constructivism and behaviorism, offering one-on-one support, organizing mentoring sessions, giving financial help, and helping students adjust to the social and academic environment. The main goal of this variable is to prevent dropouts by understanding why students leave, increasing their motivation, and creating a positive space that helps them stay in the program and succeed academically.

1.2.1. The role of strategies

Dropout in English as a foreign language in A1 students has been identified as a persistent and complex problematic in several international educative contexts. Beginner students face initial barriers which include communicative anxiety, difficulty perception and the lack of immediate support, what can generate frustration and, consequently, dropout. Recent

research indicates that an integral approach and the adaptation of the individual needs of the students is essential to counteract those challenges. (Al-Mubireek, 2021)

The necessity of strategies that tackle cognitive and emotional aspects of learning is evident when it is observed that intrinsic motivation and the relevance of the content are critical factors for retention. Besides, literature underlines that the implementation of interventions since the beginning of the educational process can make a significative difference in the dropout rates (Kukulska-Hulme, 2009).

1.2.1. Early Warning Systems

It is relevant to mention that several institutions have adopted intervention strategies to mitigate this phenomenon. The implementation of Early Warning Systems has been especially effective in identifying students at risk and activating personalized interventions (Hwan, et al., 2020). It highlights the importance of those systems in reducing dropout rates and providing real time data that allows for an immediate answer. Empiric evidence suggests that institutions integrate EWS with tutorial and mentorships programs that remarkably reduce dropout rates.

Diverse case studies and comparative analysis about dropout in English as a foreign language program, realized in Asia and Latin America regions coincide in identifying common problems, besides the contextual differences, such as lack of curricular adaptation, academic stress and socioeconomical limitations.

A study carried out in a University in Vietnam analyzed dropout in English as a foreign language A1 level course. And found out the implementation of digital strategies and personalization of the learning process were critical determinants to keep students registers (Nguyen, 2021). Those findings are complimented with investigations from Hispanic countries, where have been observed the incorporation of active methodologies and the strengthening of institutional support networks that reduce dropout significatively.

1.2.2. Pedagogic strategies to reduce dropout

The adoption of active methodologies is positioned as one of the fundamental axles to counter dropout in A1 level. Recent studies stand out from the incorporation of interactive activities such as learning based on projects, role play, simulations and debates, stimulating the internalization of concepts and active participation from the students. According to (Evans & Tragant, 2020), teaching incorporates practical and collaborative activities favor the internalization of concepts and reduces the perception of stagnation, considering that,

“providing more speaking practice and authentic communicative opportunities” translates in a bigger participation and trust in the learning process.

Additionally, different learning has shown to be an effective strategy to attend to the diversity of learning styles present in the classrooms. While adapting the methods of instruction to the specific necessities of each student; maybe through visual, auditive or kinesthetic activities, this minimizes the frustrations and strengthens the learner’s self-esteem. The differentiation not only allows to move forward a personalized rhythm, but also facilitates the identification of specific difficulties, making it possible for specific interventions (Evans & Tragant, 2020).

The relevance of the content is another determinant factor to maintain the interest of the students. The integration of authentic materials, which include multimedia resources, articles, podcasts and videos of real-life situations, makes it possible to contextualize learning and to connect practice and theory. (Nguyen, 2021) emphasizes that, “the use of digital tools, such as online collaborative platforms and gamified learning environments, fosters continuous engagement”.

The contextualization of the language through real sceneries, for example, simulating everyday situations in an airport or a store, allowing students to comprehend the applicability of English. What translates as a bigger motivation and a dismiss of dropout. This strategy also benefits from the use of technological resources that facilitate access to updated content adapted to A1 comprehension levels. The constant update of the materials and the adaptations of those to the cultural reality of the students are aspects that strengthen the connection between the content and the needs of the students (Nguyen, 2021).

1.2.3. Motivational strategies: Reinforcement, gamification and personalization

Intrinsic motivation is one of the most critical elements in students’ retention. The application of positive reinforcement through constant feedback and recognition of partial achievements has been identified as a key component to avoid dropout. (Abril Lancheros, 2018) The implementation of feedback systems that include formative evaluations, constructive comments, and the use of digital platforms for the follow-up of progress. It allows students to visualize their progress and correct mistakes in an immediate way. Providing certificates of achievement and the assignation of digital insignias are examples of the practices that have demonstrated strengthen self-teem and students’ compromise.

Gamification has emerged as an innovative strategy that transforms the learning process into an interactive and ludic experience (Patel, Carnevale, & Kumar, 2022). This technique can be implemented in presential environments as well as virtual ones. For example, the creation of

mobile apps that integrate levels, daily challenges, and virtual rewards has been shown to be especially effective for A1 level students. Since it has converted the practice of the language into an entertaining and motivated process. As gamification promotes healthy competence and collaborative spirit, it reduces the perception of failure and promotes a positive attitude towards English learning.

Setting clear and achievable goals is essential to keep motivation in English as a foreign language learning A1 students (Perez & Ahedo, 2020). Personalized learning implies designing specific objectives that adapt to the individual capacities and rhythm of each student. The structure of the milestones and periodic evaluation allows students to recognize their progress and feel motivated to continue. Besides, the planification of the objectives in the short and long term facilitates a clear vision of the learning process, helping to prevent stagnation and demotivation feelings which can lead to dropout. This approach, while flexible and adaptative, is configured as an indispensable tool in the fight against dropouts at beginner's levels.

1.2.4. Technologic Strategies

Digital technologies' integration in the classroom has been consolidated as an essential strategy for English as a foreign language A1 students' retention. Online learning platforms, such as Moodle, Google Classroom and specialized apps, offer a variety of interactive resources that facilitate access to adaptative and updated content. (Nguyen, 2021) maintains that "digital tools provide immediate feedback and opportunities for self-paced learning, which are indispensable for retaining A1 level students". Those tools allow people to personalize the educational experience through individual follow up of the progress and the adaptation of the contents to the specific necessities of each student. The possibility to access interactive exercises, real time evaluations and multimedia resources reinforce students' autonomy and encourage constant participation in the learning process.

The gamification applied in digital environments has become a natural extension of the motivational strategies in the classroom. Implementation of elements of the game in apps and digital platforms, with the use of increased reality (IR) offers immersive experiences that facilitate the practice of the language in simulated contexts. Recent studies show that those techniques allow a bigger retention of knowledge by transforming learning into an interactive and attractive experience (Godwin-Jones, 2018). Increased reality, particularly, can be used to create virtual scenarios in which students are able to interact with objects and real-life situations, increasing motivation and emotional connection with content. This kind of

technological strategy not only complements traditional teaching but also offers new opportunities for personalization and adaptation of the learning process.

The use of social media and online forums has been established as a complementary strategy to encourage interaction and the sense of community among students. (Lima, Ward, Aspinall, & Bell, 2020) manifest, “community-based learning environments help in building a sense of belonging among learners, which is a key determinant in reducing dropout rates in language programs”. Social platforms, like Facebook, WhatsApp and specialized forums allow the creation of study groups and communities of practice, where students can share experiences, solve doubts and collaborate in projects. Those virtual communities provide a continuous support space, where resources interchange and direct communication among mates reinforce compromise and motivation.

1.2.5. Institutional strategies and early intervention systems

The implementation of early alert systems represents one of the most effective institutional strategies to prevent dropouts. Early Warning Systems (EWS) are based on continuous monitoring of key indicators, such as assistance, academic development and activities of participation, to identify students at risk. (Hwan, et al., 2020) exposes that, “the establishment of robust support systems within the institution, such as mentoring programs, tutoring services, and early warning systems, can significantly lower dropout rates”. Those systems permit to activate interventions in a timely manner. By using systematic monitoring and data compilation it is possible to identify trends and behavior patterns that, by being detected on time, make it easier to implement preventive strategies before they are consolidated in dropout.

Tutorial and mentorship programs are essential to offer individualized follow-up to the students. Mentors’ assignments, such as an experienced teacher or an advanced student, allow personalized orientation that approaches academic yet emotional needs. Research has shown that direct interaction and continuous accompaniment while using those programs reduce significantly dropout rates (Vilaseca, Ferrer, Rivero, & Bersabé, 2021). Those programs can be structured in a formal way, by regular encounters or in a more flexible way, using digital platforms that facilitate communication and resources interchange. Tutorials not only reinforce communication, but also promote responsibility and belonging sense, critical elements for learning process continuity.

Institutional compromise and the implementation of support policies are fundamental to creating an environment that favors students’ retention. Institutions that have adopted curricular flexibilization policies, like adaptable schedules, recuperation programs and continuing advice,

have shown a decreased in dropout rates (Rodriguez & Guzman, 2019). Coordination among academic, administrative and services departments turns out to be indispensable to implementing those policies. Resources assignation for the continued formation of the teachers and strengthening of the components of the follow up contents. Which are essential and allow to transform the educational environment into an inclusive space and from high retention.

The trail among different strategies evidence the importance of a holistic approach in the reduction of dropout rates in English as a foreign language learning in A1 level. The integration of active methodologies, motivational reinforcement, technologic tools and institutional policies generates a wide framework that generates several dimensions of a problem.

For example, the combination of interactive activities in the classroom with the use of digital platforms allow students to access personalized contents and to receive immediate feedback, while the support among tutorial and complementary mentorships complements this process to offer individualized interventions. Besides, the implementation of early warning systems guarantees that the signs of demotivation are detected over time, making it easier to offer an opportune and adequate answer.

Additional sources have pointed out the role of continuous training of teachers in this process. (Godwin-Jones, 2018) highlights that innovative technology and methodology capacitation is fundamental for teachers to be able to implement effective strategies that can adapt to the changes in an educational environment. The design of a model of integral intervention that combines those elements allows to create a dynamic educational and resilient environment. Synergy among those pedagogic, motivational, technological and institutional strategies is essential to build up a learning experience that answers to the specific necessities of beginners, significantly reducing dropout rates in English as a foreign language A1 students.

1.3. Dependent variable

Dependent variable: At the beginning of English learning, especially at the A1 level, many students face different problems that can make them leave the course early. Dropping out is not caused by just one thing — it happens for many reasons. These include the way teachers teach, how motivated students feel, emotional struggles, money issues, and how much help the school gives them. As (Al-Mubireek, 2021) explains, when classes are interactive and focused on real communication, students feel more involved, and this helps reduce dropout.

Dropping out at the A1 level is important to study because new learners often face special difficulties. At this early stage, they are only starting to learn basic words and grammar. Small problems can make them feel frustrated, and some may decide to stop attending. Research shows that leaving a course early not only affects a student's personal learning, but it can also create problems for the school, such as wasted resources and lower student success rates (Kukulska-Hulme, 2009).

1.3.1. Contextualization of dropout rates

In language learning, *dropout* means that a student stops attending their course before it officially ends. According to (Friðriksdóttir, 2022) , dropout is more than just someone quitting—it can also show that the course or the school's support system is not working well for every student. To measure dropout, schools can look at how many students signed up, how many kept attending, and how many finished. Some researchers also follow students over a longer time to see who stays and who leaves. In A1 English programs, dropout often happens because students feel overwhelmed by the new language, or because the lessons are not what they expected. Some students need more support to stay motivated and keep learning, but they don't always get it.

Dropout in English as a foreign language learning

The phenomenon of dropout in EFL learning has been examined from multiple perspectives. One of the key contributions to the literature is the identification of “demotivation” as a critical precursor to dropout. (Evans & Tragant, 2020) argue that learners who experience demotivation, often due to poor pedagogical practices and insufficient communicative opportunities, are more likely to attribute their difficulties to external factors, thereby increasing the likelihood of discontinuation. This observation underscores the importance of a supportive and engaging classroom environment, particularly for beginners at the A1 level.

Moreover, studies indicate that dropout is not an isolated event but rather the culmination of a series of negative experiences that accumulate over time. These experiences can range from cognitive overload and language anxiety to perceived irrelevance of the content and lack of immediate rewards. Consequently, theoretical models suggest that dropout is the endpoint of a gradual disengagement process, a process that might be intercepted with timely and effective intervention.

1.3.2. Risk factors for dropout

To really understand why students drop out of English classes at the A1 level, we need to look at different things that affect their decision to stay or leave. Below are some of the most important reasons:

- **Pedagogical Factors**

The way teachers give their lessons is very important for helping students stay in class. Old methods where teachers do all the talking and students only listen and memorize are not very effective. These methods often make learning boring and hard to follow, especially when learning a new language.

On the other hand, when teachers use modern methods like group work, games, real conversations, and fun activities, students feel more interested and involved. As Al-Mubireek (2021) explains, when students feel that learning is fun and useful, they are less likely to leave the class.

Also, the quality of the materials used in class matters. If students use books and resources that feel real and connected to their lives, it helps them understand better and gives them a reason to keep learning English.

- **Psychological and Affective Factors**

Feelings also have a big impact. Many students feel nervous or scared when they start learning English. They might believe they are not good enough, or they may be afraid of making mistakes. This is called language anxiety.

(Rodriguez & Guzman, 2019) found that high anxiety can make students quit early. When students don't get helpful feedback or support, they lose confidence. Without praise or advice, they may stop believing in themselves and feel like they can't learn English.

- **Socioeconomic and Demographic Factors**

A student's background also affects whether they stay in the program. Those who come from families with low income may not have time to study because they need to work or help at home. They might not have internet or money for extra learning tools. All these problems make it harder to stay in the course (Szabó, Polonyi, & Abari, 2019).

Also, a student's age, gender, or past education can make a difference. Adults, for example, may find it difficult to study while also working and caring for their family. Younger students may have more help from schools or parents.

- **Institutional and Environmental Factors**

Support from the school is very important. When schools offer tutoring, mentors, or special programs that warn when a student is about to leave, it helps them stay. Schools that are friendly and inclusive make students feel welcome. (Hwan, et al., 2020) emphasizes that strong support systems help students when they face problems. Even the classroom matters. If the room has good tools like smart boards or tablets, and the place feels nice, students enjoy learning more and are more likely to continue.

1.3.3. Evidence on dropout rates in English as foreign language

Empirical studies provide valuable insights into the patterns and predictors of dropouts in EFL programs. Quantitative research has often focused on enrollment and completion statistics, revealing that dropout rates are particularly high during the initial stages of language learning. For example, large-scale studies conducted in various educational settings indicate that dropout rates in EFL courses can range from 20% to 50% at the A1 level, depending on contextual variables such as institutional support and teaching methodologies (Stracke, Hong Nguyen, & Nguyen, EFL learners dropping out of blended language learning classes: A replication of Stracke, 2023).

(Evans & Tragant, 2020) report that demotivated learners in adult EFL contexts frequently attribute their dropout decisions to factors such as ineffective teaching practices and a lack of practical communication opportunities. Similar findings have been observed in studies focusing on younger learners, where inadequate pedagogical strategies and insufficient institutional support have been consistently linked to higher dropout rates.

Another study by (Rodriguez & Guzman, 2019) using longitudinal data found that early dropout in EFL programs is often preceded by a marked decline in attendance and engagement. The study emphasizes that early warning signs, such as persistent absenteeism and declining performance, can serve as predictors of eventual dropout, underscoring the need for timely interventions.

The measurement of dropout rates in EFL programs involves various quantitative and qualitative methodologies. Quantitatively, dropout is typically defined as the percentage of students who do not complete the course within a specified period. (Andrei, Teodorescu, & Oancea, 2012) Data collection methods include enrollment records, attendance logs, and standardized tests to monitor progress over time. Statistical analyses, such as survival analysis and regression models, are employed to identify factors that significantly predict dropout.

Qualitatively, researchers use interviews, focus groups, and case studies to understand the lived experiences of students who have dropped out. These methodologies provide deeper insights into the personal and contextual factors that contribute to dropout. For instance, qualitative research has highlighted themes such as classroom disengagement, feelings of isolation, and frustration with the pace of instruction as recurring reasons for withdrawal from EFL courses.

1.3.4. Implications for policy and practice

Dropout analysis in English as a foreign language A1 level have important implications for educational politics and teaching practices. In the institutional environment, it is fundamental that retention politics include the creation of flexible learning environments and the development of supporting networks that identify students at risk in an early stage. In the same way, the continuous training of innovative methodologies and the use of digital technologies is essential to adapt teaching to students' needs.

From a curricular design point of view, it is recommended that the integration of authentic content and activities promote active participation. Evidence suggests the relevance of the content and students' capacitation to see the practice application of the idiom are key factors to diminish dropout rates. Besides, establishing clear objectives and the implementation of continuous feedback systems contribute to keeping motivation and learning persistent.

1.4. Conclusion

This chapter of literature review has allowed to identify the problematic about dropout in English as a foreign language is multifactorial. In this converging pedagogic, motivational, technological, psychological, socio-economic and institutional aspects. Students who begin their learning process in a new language face intrinsic barriers related to anxiety, difficulty in perception, and lack of individualized support. Therefore, it is imperative that intervention strategies are oriented to attend all these dimensions in an organized way.

Strategies to reduce dropout rates in English as a foreign language A1 level have been developed from diverse action lines which, all together, offer an integrative and adapted approach to the necessities of beginner students. In the first place, the relevance of pedagogy innovation is highlighted, studies as (CEDEFOP, 2022) remark that the adaptation of interactive and student-centered methodologies, such as learning based in projects, collaborative activities and simulations, turn to be fundamental to promote compromise and relevance of the learning process. When professors implement those techniques, content results to be not only more

attractive but also more significative for students. This contributes to diminishing stagnant feelings and consequently dropout rates.

Complementary, the use of authentic and contextualized materials permits students to perceive the language as a useful tool in real life situations, strengthening the connection between practice and theory. The integration of multimedia resources and digital technology reinforces this process by offering immediate feedback and auto-directed learning opportunities. This combination of resources encourages autonomy and improves the learning experience. Aspects that have shown to be critic for retention in English as a foreign language in A1 level courses.

Another essential component is the implementation of motivational strategies. Positive reinforcement, constant feedback, and the use of gamification techniques have emerged as strong strategies to keep high motivational levels. As evidenced in (Patel, Carnevale, & Kumar, 2022) (Rodriguez & Guzman, 2019) studies recognize students' partial goals and settle clear and achievable goals what contributes to strength their self-stem and to mitigate anxiety associated with learning a new language. Gamification, particularly, introduces ludic and competitive elements which transform the learning process into an interactive experience. Diminishing fear of mistakes and generating a collaborative and positive leaning environment.

On the other side, dependent variable, dropout rates in English as a foreign language A1 level, shows that this phenomenon is the result of multiple interactions among internal and external factors. Literature shows that early dropouts in language learning are usually associated with accumulated negative experiences: unsuitable teaching methods, lack of practice interaction, anxiety for learning, and deficiencies in institutional support. Empiric studies show that dropout rates may fluctuate widely, reaching high figures when intervention strategies are not implemented or when those are not enough challenges from A1 level.

Chapter 2

Methodology for Investigation and Diagnosis

2.1. Stages of the investigative process and its purpose

In the early stages of the investigation, the central problematic was identified: high dropout rates in English as a foreign language leaning in A1 level students. Objectives were established to guide the investigation, such as identifying factors that contribute to dropout and to propose strategies to improve students' retention.

An exhaustive literature review from previous studies related to the dropout in languages learning, effective pedagogic approaches and motivational factors. This research proposed a solid theoretical framework and helped to contextualize the problematic in existing literature.

This research has a mixed approach, combining quantitative and qualitative methods to obtain an integral phenomenon comprehension. A survey was designed using Google Forms, selecting adequate questions to collect relevant data. The survey was distributed electronically to A1 level students in diverse educational institutions. Confidence and informed consent of the participants. Google forms made it possible to collect answers efficiently and his calculations sheets for his further analysis.

2.2. Research Approach

Choosing a mixed approach is justified by the necessity to understand not only the magnitude of the phenomenon, by using quantitative data) as the experiences and the underlying perception of the students (by using qualitative data). This approach permits a more complete and deeper comprehension of the problem, facilitating the design of effective interventions (Cetin & Çite, 2023).

Quantitative collected data was analyzed using statistical tools to identify patterns and correlations among variables such as motivation, attendance and academical developments. Qualitative data obtained among open questions which were examined with thematic analysis to understand students' perceptions and experiences. Those findings were interpreted in the theoretical framework context and research objectives. Result implications were discussed, highlighting key factors that include dropout and proposing recommendations to improve students' retention in English as a foreign language course.

2.3. Study design

A multiple design case study is going to be used, centering in several educational institutions that offer A1 level English courses. This design permits to explore similitudes and differences among dropout and retention strategies among different institutional contexts. Besides, a sequential exploratory study is going to be used, starting with recompilation and qualitative data analysis to identify key factors, followed by data analysis and collection of quantitative data to evaluate prevalence and correlation among those factors.

2.4. Operationalization of variables.

Table # 1*Operationalization of variables*

	Variable	Dimension	Indicators	Data collection instruments
Dependent variable	Dropout rates in English as a Foreign Language Learning in A1 students.	Academic factors	Difficulty in understanding the language, teaching methodology, used pedagogic strategies	Surveys to the students. Interviews with the teachers. Review of academic registers.
		Personal factors	Motivation, linguistic anxiety, time availability, economic problems	Surveys to the students. Structured interviews.
		Institutional factors	Access to didactic resources. Schedule flexibility. Academic support.	Class observation. Surveys.
Independent variable	Strategies to reduce dropout	Teaching methodologies	Use of communicative strategies.	Class observations. Surveys.

			Learning is based on projects.	Semi-structured interviews with students who have dropped out.
		Motivational strategies	Positive reinforcement. Personalized academic incentives.	Surveys for students. Analysis of academic performance.
		Support resources	Resources availability. Tutorships. Digital platforms.	Surveys for students. Observation of resources.

Elaborated by: Analy Icaza and Jorge Tapia (2025)

2.4.1. Dependent Variable: Dropout rates in English as a Foreign Language Learning in A1 students.

According to (Andrei, Teodorescu, & Oancea, 2012), dropout on languages programs is influenced by academic, personal and institutional factors. The table shows those three principal dimensions: academic, personal and institutional factors. According to those dimensions, indicators developed are Difficulty in understanding the language, lack of motivation, linguistic anxiety, time availability, economic problems, limited access to didactic resources and lack of schedule flexibility. Those indicators were evaluated by using surveys and structured interviews to students, using scales that goes from “agree” to “totally disagree”.

2.4.2. Independent Variable: Strategies to reduce dropout.

The independent variable in this study belongs to the implementation of Strategies to Reduce Dropout Rates in English as a Foreign Language Learning in A1 students. According to (Tinto, 1975) students’ retention can be strengthened through the use of specific strategies focused on motivational and academic support. The table shows each one of the dimensions such as personalized tutorial, peer-support groups and the flexibilization of the program schedules through Educación Continua program.

Considering those dimensions, the indicators developed are participation in the tutorials, interaction between academic supporting groups and an early registration in short periods of English courses. Those indicators were measured using surveys applied to the students and registering their assistance. Using a Likert-type scale that goes from “agree” to “totally disagree”.

2.5. Research questions

- What strategies can be implemented to reduce dropout rates in English as a foreign language students in A1 level at Universidad Tecnica de Babahoyo?
- What are the main causes of dropout rates in English as a foreign language students in A1 level at Universidad Tecnica de Babahoyo?
- What teaching methodologies and motivational strategies can contribute to improve retention in English as a foreign language students in A1 level at Universidad Tecnica de Babahoyo?
- How does resources access and flexibility influence in teaching modality to maintain students in English as a foreign language students in A1 level at Universidad Tecnica de Babahoyo?

2.6. Delimitation of population sample, and sampling

Population

The objective population are 423 students who are registered in A1 level of English as a foreign language program.

Sample

The sample of the study are 177 students registered in A1 level of English as a foreign language who were selected by inclusion and exclusion criteria.

Sampling

The sample was selected by inclusion and exclusion criteria, those were:

Inclusion criteria

- Students who are currently enrolled at Universidad Técnica de Babahoyo.
- Students who agree to participate in the preliminary survey.
- Students who have access to the survey (through electronic devices).

Exclusion criteria

- Students who don't belong to Universidad Tecnica de Babahoyo English as a foreign language learning program.
- Students who don't agree to participate in the study.
- Students who don't have access to the survey (through electronic devices).

2.7. Research context

This research studies the problem of dropout in students of English level A1 at the Technical University of Babahoyo. It looks at why many students decide to leave the course before finishing it. The study focuses on different factors that may cause dropout, such as personal problems, economic situations, lack of motivation, or difficulties with the language.

The main aim is to understand these reasons and find ways to help students continue with their studies. The research uses information from surveys, interviews, and academic records to see the main causes of the problem. It also studies how teachers, teaching methods, and the learning environment can affect student motivation.

The results of this research will help create strategies to reduce dropout and improve learning. These strategies may include better support for students, more engaging activities, and extra help for those who have difficulties. The goal is to make the learning process easier and more enjoyable so that students can complete their English course successfully.

Table # 2 Research context

Category	Description
Profile Background	The students are aged 17 to 25, enrolled in the A1 level of English as a foreign language at Universidad Técnica de Babahoyo. They come from diverse provinces, social backgrounds, and economic conditions.
Learning Problem	High dropout rates among A1 level students due to low motivation, difficulties in adapting to the pace of the course, and limited exposure to English outside the classroom. Socioeconomic factors and competing personal responsibilities also influence attendance and persistence.
Previous Knowledge	Minimal prior exposure to English, corresponding to the A1 level according to the Common European Framework of Reference for

	Languages (CEFR). Basic vocabulary and grammar knowledge, but limited speaking and listening skills.
Learning Style	Predominantly auditory and visual, with a preference for interactive activities that include multimedia resources and real-life examples.
Strengths	- Commitment to academic goals when supported - Cultural and regional diversity enriching class dynamics - Access to institutional technology resources - Willingness to learn when engaged through dynamic activities
Weaknesses	- Low oral and listening skill production - Lack of confidence in English communication - Limited access to learning materials outside the university - Low intrinsic motivation
Potentialities	- Use of intensive programs through Educación Continua to accelerate learning - Integration of technology and multimedia to enhance engagement - Development of collaborative activities to foster peer support - Creation of contextualized learning activities connected to students' real-life needs

Elaborated by: Analy Icaza and Jorge Tapia (2025)

2.8. Research stages

The research to reduce dropout rates in A1 level English students is divided into six main stages. The first stage is to find and clearly define the problem by observing the students and understanding their difficulties. Next, a review of books, articles, and other sources is done to learn more about the topic and to support the study with existing knowledge. After that, tools such as surveys or tests are going to be made to collect information from the students. In the fourth stage, these tools are applied to gather real data from the group. Then, the collected data is analyzed carefully to discover patterns and reasons why students drop out. Finally, a report

with conclusions and suggestions is going to be done, so it can help improve the program and reduce dropout rates.

Table # 3*Research stages*

Preparation Stage	-Conduct an initial diagnostic to identify the number of students at risk of dropping out in the A1 English level. -Gather academic records, attendance data, and feedback from instructors. -Hold coordination meetings with the English Language Department to align the implementation plan.
Awareness and Orientation Stage	-Organize orientation sessions for students to explain the benefits and structure of the Continuing Education Program. -Provide clear information on the intensive one-month English course schedule, requirements, and expected learning outcomes.
Implementation Stage	-Enroll at-risk students into the Continuing Education Program, ensuring proper placement and resource allocation. -Deliver intensive English classes (A1 level) using a communicative approach and integrating technology-based tools for listening and speaking practice. -Monitor student attendance, participation, and progress through continuous assessment.
Follow-up and Support Stage	-Provide academic tutoring and personalized feedback to students with difficulties. -Maintain regular communication with students to identify potential barriers to course completion.
Evaluation Stage	-Assess students' final performance through standardized tests aligned with CEFR A1 objectives.

	-Compare dropout rates before and after the program's implementation to measure effectiveness. -Gather student feedback through surveys to identify areas for improvement.
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Elaborated by: Analy Icaza and Jorge Tapia (2025)

2.9. Study's scope

This study investigates the factors contributing to student dropout in English as a Foreign Language program at the A1 proficiency level within the Language Center of the Universidad Tecnica de Babahoyo. This research includes two groups: students who are currently taking A1-level English courses and those who stopped studying before finishing. All the information is collected during the 2024–2025 school year.

The study uses a mixed-methods approach. This means it combines numbers (quantitative data) and opinions or stories (qualitative data). The quantitative part comes from online surveys with fixed questions to find out how common certain dropout reasons are. The qualitative part comes from interviews with open questions to better understand what students feel and think about their experiences.

Geographically, the research is limited to the Babahoyo campus, ensuring a focused analysis within a specific institutional context. The findings are intended to inform strategies for improving student retention in EFL programs at the university and may offer insights applicable to similar educational settings.

2.10. Type of research

This research is both field and descriptive. Field research was selected because it is important to collect real and direct information from the students in their own learning environment. The problem of dropout rates happens inside the university, so it is necessary to be present where the situation takes place. The study included constant observation and interaction with students who were enrolled in the A1 English level. This helped to identify not only the main challenges they face, but also the personal, academic, and institutional factors that can influence their decision to stop attending classes or leave the course completely.

Data collection was carried out in real time through different tools, such as surveys to the students, interviews with teachers, and the review of attendance and academic records. These tools were used to understand more deeply the reasons behind the dropout and to see

how different situations affect the students' learning process. By applying these instruments, the research could combine quantitative data, like the number of students leaving, with qualitative data, like personal opinions and experiences.

This combination gave a complete picture of the reality in the A1 classrooms and made it possible to understand the problem from different points of view. The fieldwork also helped to create a direct connection with the participants, which made it easier to get honest answers and detect needs that may not appear in statistics alone. The information obtained from the field research guided the selection of strategies to reduce dropout, making sure they are realistic and useful for the students' context. Therefore, using field and descriptive research was essential to reach the objectives of the study and to offer relevant recommendations for teachers, program coordinators, and university authorities.

2.11. Instruments and techniques for data collection

Qualitative data:

- Class observation in English as a foreign language learning program.
- Semi-structured interviews to students from the English as a foreign language learning program who have dropout and maintain.

Quantitative data:

- Structured questionnaires handed to students in the English as a foreign language learning program to calculate factors such as motivation, self-efficiency, program satisfaction and desire to continue or to drop out.
- Data analysis to obtain information about dropouts, assistance, and academic development rates.

2.12. Validation of instruments

To guarantee that the tools used in this study were both reliable and valid, a formal validation process was carried out before their application. This process included the review of two main instruments: the online survey, which collected information about dropout factors and strategies, and the semi-structured interviews, which explored the experiences and opinions of A1-level English students in greater depth. The validation of the research instruments was carried out by two academic experts, whose credentials are shown in Appendix 4: MSc.

Fernando Intriago Cañizares, Master in Pedagogy of National and Foreign Languages with a Mention in English, and PhD. Ida Ivete Campi Mayorga, Doctor in Education.

Both experts received the complete instruments and reviewed them carefully to make sure they met the study's objectives and quality standards. MSc. Fernando Intriago focused on the survey, checking that each section and question matched the theoretical framework and was easy for A1-level students to understand. He made sure the wording was simple and clear, avoiding confusion, and that the questions followed a logical order to help students give honest and complete answers.

PhD. Ida Ivete Campi Mayorga reviewed the intervention proposal, examining its phases, activities, and evaluation methods. She ensured that every part was directly related to the study objectives, that the activities were realistic for the A1-level students, and that the proposal allowed progress to be measured in a clear way.

During the review, both experts applied three key principles: pertinence (link between the item or activity and its purpose), relevance (whether it is suitable to measure the intended aspect), and clarity (precise and easy-to-understand wording). Their feedback led to small adjustments, which were included before using the instruments. As a result, the tools were approved as appropriate for collecting accurate and trustworthy data about dropout rates and strategies to reduce them in the A1 English program at Universidad Técnica de Babahoyo.

Ethical considerations

The research followed strict ethical guidelines to protect participants' rights and well-being. All surveys were anonymous, with no collection of names, ID numbers, or other personal details, so students could share their opinions freely without fear of judgment. Participation was voluntary, and students had the right to withdraw at any time without giving an explanation or facing any consequences.

All digital surveys used in the study are treated in an anonymous way, which means that no personal names, identification numbers, or any other details that could reveal the identity of the participants will be collected. This measure helps students share their real opinions and experiences without fear of judgment or negative consequences. In addition, participation in the research is completely voluntary, and students have the right to withdraw at any stage without giving any explanation and without any penalty.

The information gathered will only be used for academic purposes related to the objectives of the study. It will not be shared with people outside the research team or used for any other reason. All digital files, such as survey results, interview notes, and attendance records, will be stored on secure platforms with password protection to avoid unauthorized access. Only the researcher and authorized supervisors will have access to this data.

The study seeks to protect the dignity and integrity of each participant. This careful management of information is not only a requirement for academic quality but also a sign of respect for the students who contribute their time and opinions to make the research possible.

2.13. Research proposal justification

2.14. Data collection and analysis

The process of collecting and analyzing data in this study was designed to provide a complete understanding of the dropout phenomenon among A1-level English students. Two main types of information were gathered: qualitative data, obtained through interviews and class observations, and quantitative data, collected mainly through surveys.

For the qualitative part, semi-structured interviews were carried out with both students who continued their studies and those who had dropped out. These interviews gave space for participants to express their personal experiences, challenges, and opinions in their own words. In addition, class observations were made to identify how teaching methods, student participation, and the learning environment could influence motivation and persistence. The qualitative data obtained from these sources will be analyzed using thematic analysis. This method allows the researcher to read and review all the collected information in detail, identify recurring ideas or problems, and group them into common themes related to dropout and retention. For example, common problems like schedule conflicts, low confidence when speaking English, or no access to technology can be seen as important themes. This helps to understand not only what problems happen most often but also the situations in which they appear.

For the quantitative part, the online survey gave numerical information about the students. The answers will be organized and summarized using simple statistics. This means calculating percentages, averages, and how often certain answers appear. These results will describe the main characteristics of the students, such as their age, gender, previous English

learning, and main challenges. The survey will also give clear numbers about dropout rates, reasons for leaving the course, and students' ideas for possible solutions. Tables and graphs will be used to show these results in a clear way, making it easier to see patterns and trends.

By using thematic analysis for the qualitative information and descriptive statistics for the quantitative information, the study can combine personal opinions with measurable data. This mixed approach will help compare the two types of results and give a more complete and trustworthy view of the dropout problem. The results from both parts will then be linked to the research goals and the theoretical framework, so the conclusions and recommendations are supported by strong evidence.

2.14.1. Instruments

2.15.1.1. Survey

The online survey was made using Google Forms to collect information in numbers (quantitative data) about why some students stop studying English. The questions were written to match the goals of the study. They focused on motivation, access to learning tools, teaching style, and help from the institution (Pertama Sari, Iswahyuni, & Rejeki, 2020). To make sure the questions were clear and related to the topic, two experts in English teaching and research methods checked the survey.

2.15.1.2. Semi-structured interviews

The semi-structured interviews aimed to collect qualitative insights from both current students and those who had withdrawn from the program. An interview guide was developed, encompassing open-ended questions that explored personal experiences, challenges faced, and perceptions of the English learning process. The guide underwent expert review to ensure the questions were comprehensive and unbiased (Ruslin, Abdul, & Syam, 2022).

Through these validation steps, both instruments were refined to effectively capture the necessary data, ensuring the study's findings would be grounded in accurate and meaningful information.

2.15. Initial diagnostic

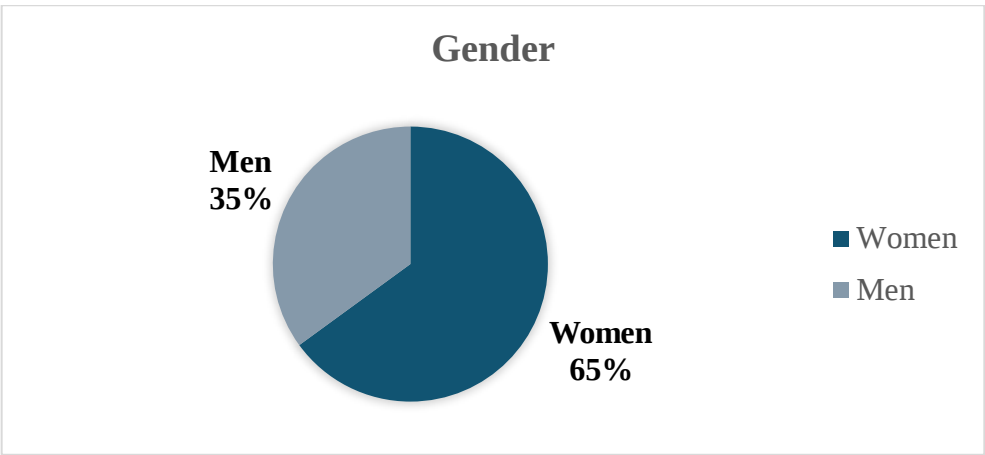
3.1. Analysis of the results of the pilot survey

Table # 4 Gender

Sample population participants	Sample population	Percentage
Women	115	64.97%
Men	62	35.03%
Total	177	100%

Elaborated by: Analy Icaza and Jorge Tapia (2025)

Figure # 1 - Gender



Elaborated by: Analy Icaza and Jorge Tapia (2025)

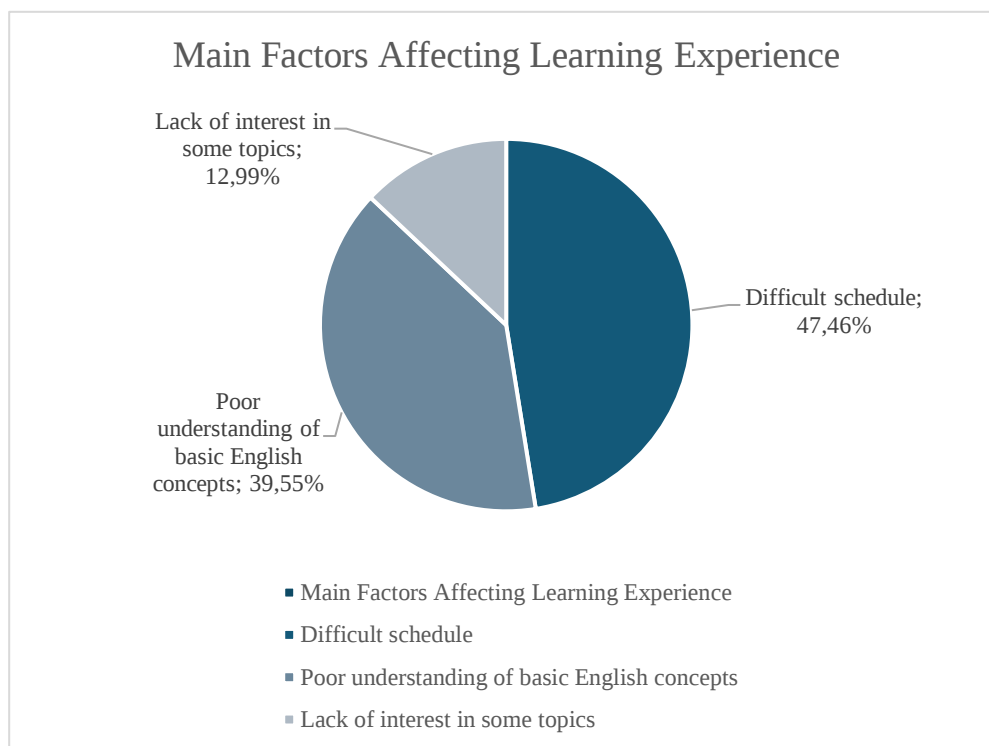
Results show that students who participated in the survey are principally women (64.97%) and only (35.03%) of the surveyed participants were men.

Table # 5 Main Factors Affecting Learning Experience

Main Factors Affecting Learning Experience	Frequency	Percentage (%)
Difficult schedule	84	47.46%
Poor understanding of basic English concepts	70	39.55%
Lack of interest in some topics	23	12.99%
Total	177	100%

Elaborated by: Analy Icaza and Jorge Tapia (2025)

Figure # 2 - Main Factors Affecting Learning Experience



Elaborated by: Analy Icaza and Jorge Tapia (2025)

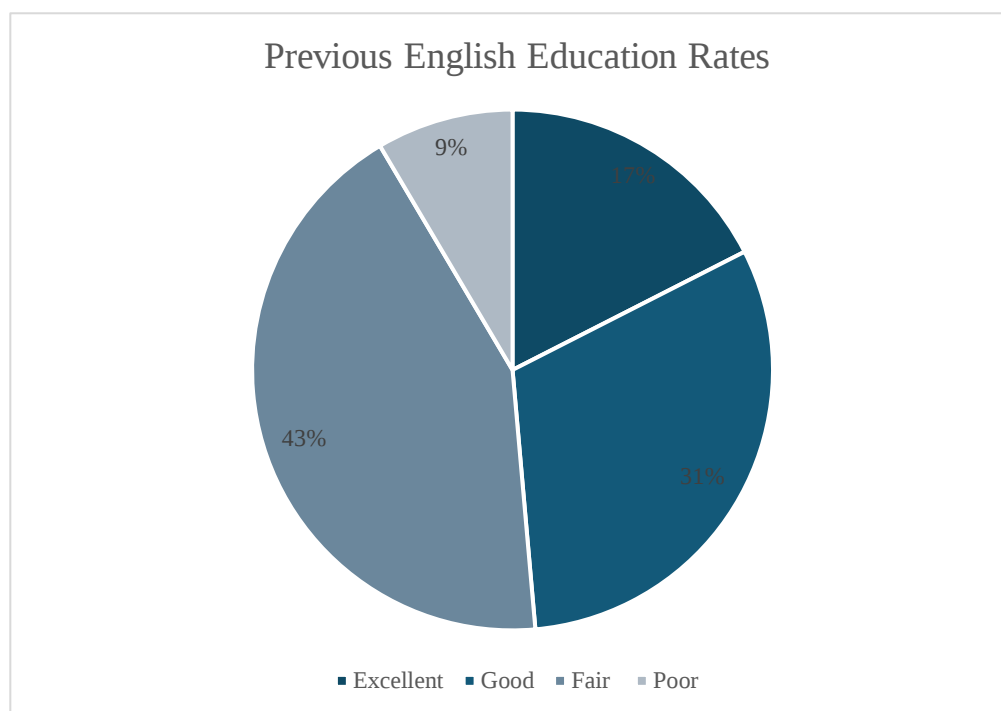
The results show that almost half of the surveyed students (47.46%) identify a difficult schedule as the main factor affecting their learning experience. Meanwhile, 39.55% of students report that poor understanding of basic English concepts is a significant obstacle. Finally, 12.99% of students highlight lack of interest in some topics as a cause of difficulty.

Table # 6 How would you rate your previous English education?

Answer	Frequency	Percentage
Excellent	31	17.5%
Good	55	31.1%
Fair	76	42.9%
Poor	15	8.5%

Elaborated by: Analy Icaza and Jorge Tapia (2025)

Figure # 3 - Previous English Education Rates



Elaborated by: Analy Icaza and Jorge Tapia (2025)

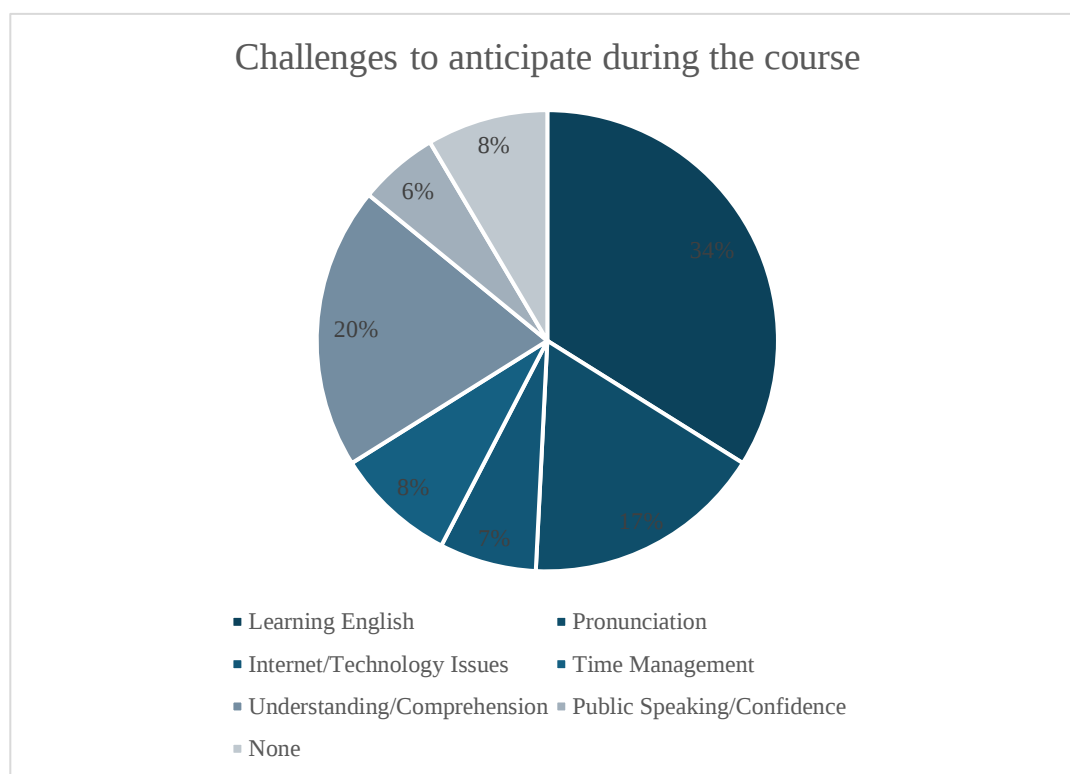
Only 17.5% of students consider they had an excellent education in English, followed by 31.1% of students who consider their education was good. Most of students surveyed (42.9%) considered their education fair, while 8.5% considered their education poor. This shows that most of students don't feel they had enough knowledge of English.

Table # 7 What challenges do you anticipate facing during this course?

Challenge	Frequency	Percentage
Learning English	60	33.9%
Pronunciation	30	16.9%
Internet/Technology Issues	12	6.8%
Time Management	15	8.5%
Understanding/Comprehension	35	19.8%
Public Speaking/Confidence	10	5.6%
None	15	8.5%

Elaborated by: Analy Icaza and Jorge Tapia (2025)

Figure # 4 - Challenges to anticipate during the course



Elaborated by: Analy Icaza and Jorge Tapia (2025)

This question shows that the principal challenge identified by students in English language learning is the dominance of the idiom in general (33.9%). It is followed by understanding and comprehension difficulties (19.8%) and pronunciation (16.9%). This suggests deficiencies in basic linguistic activities. Other factors such as time management (8.5%), internet/technology issues (6.8%) and the lack of public speaking confidence (5%) also affect students, even though it is in a minim way suggesting that emotional and logistic aspect influence in English learning process. 8.5% of students didn't report difficulties, what allows to identify the minor as the ones with better adaptation of the language.

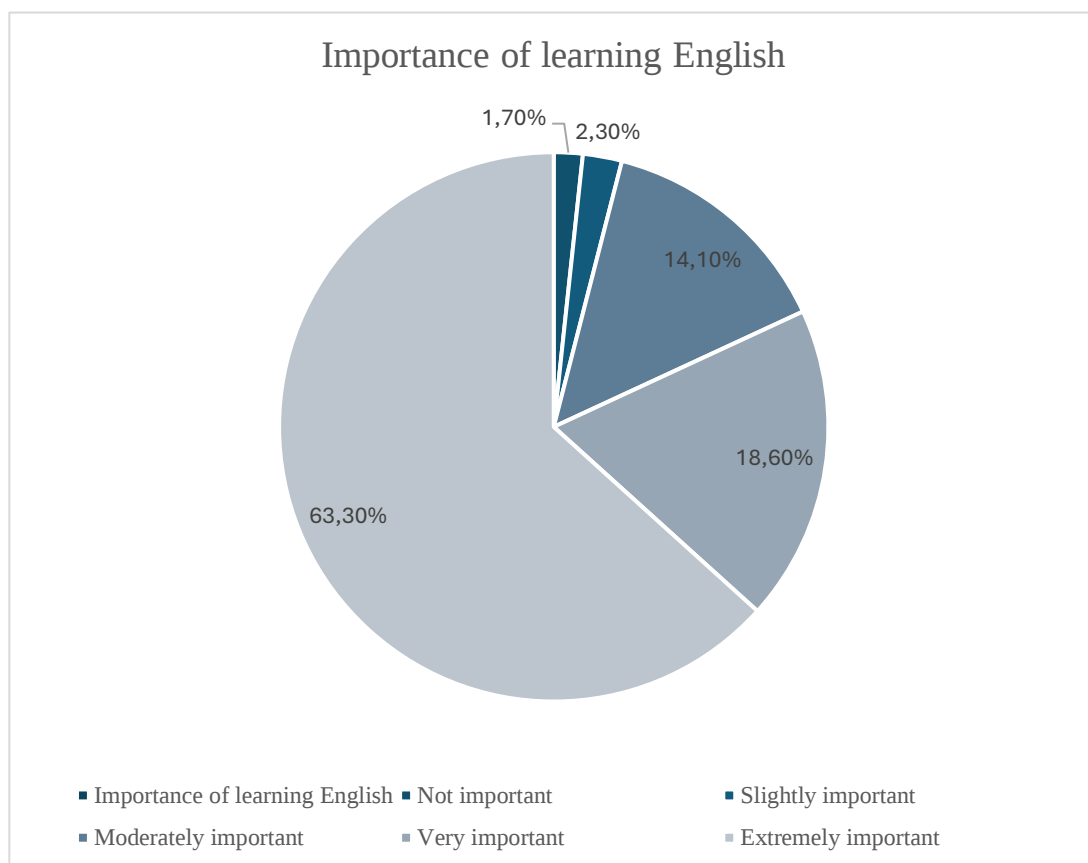
Table # 8 How important is learning English for your personal/professional development?

Importance Level	Frequency	Percentage
Not Important	3	1.7%
Slightly Important	4	2.3%
Moderately Important	25	14.1%
Very Important	33	18.6%

Extremely Important	112	63.3%
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Elaborated by: Analy Icaza and Jorge Tapia (2025)

Figure # 5 - How important is learning English for your personal/professional development?



Elaborated by: Analy Icaza and Jorge Tapia (2025)

Most students (63.3%) consider it is extremely important for their profesional/ personal development to learn English, followed by (18.6%) who consider it is important and (14.1%) consider it is moderately important. There comes (2.3%) of students who consider it is slightly important. And only (1.7%) considers it is not important.

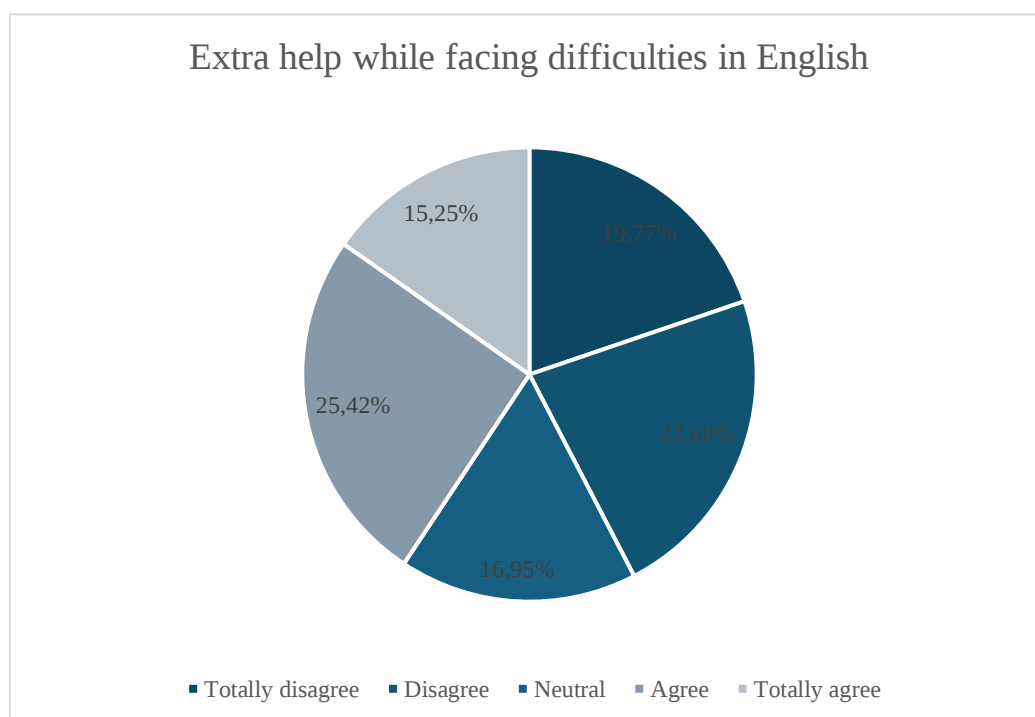
Table # 9 Do you have access to extra help (tutors, advisory) when facing difficulties in English?

Access to Help	Frequency	Percentage
Totally Disagree	35	19.77%
Disagree	40	22.60%

Neutral	30	16.95%
Agree	45	25.42%
Totally Agree	27	15.25%

Elaborated by: Analy Icaza and Jorge Tapia (2025)

Figure # 6 - Extra help while facing difficulties in English



Elaborated by: Analy Icaza and Jorge Tapia (2025)

Results show that 42.37% of students (totally disagree and disagree) consider they don't have access to additional help when they face difficulties in English learning. This shows a lack of structured academic support for students who may fall behind. 40.67% of students agree or totally agree that help exists. The general perception is that support is not enough. This data remarks on the necessity to implement or strength tutorial programs.

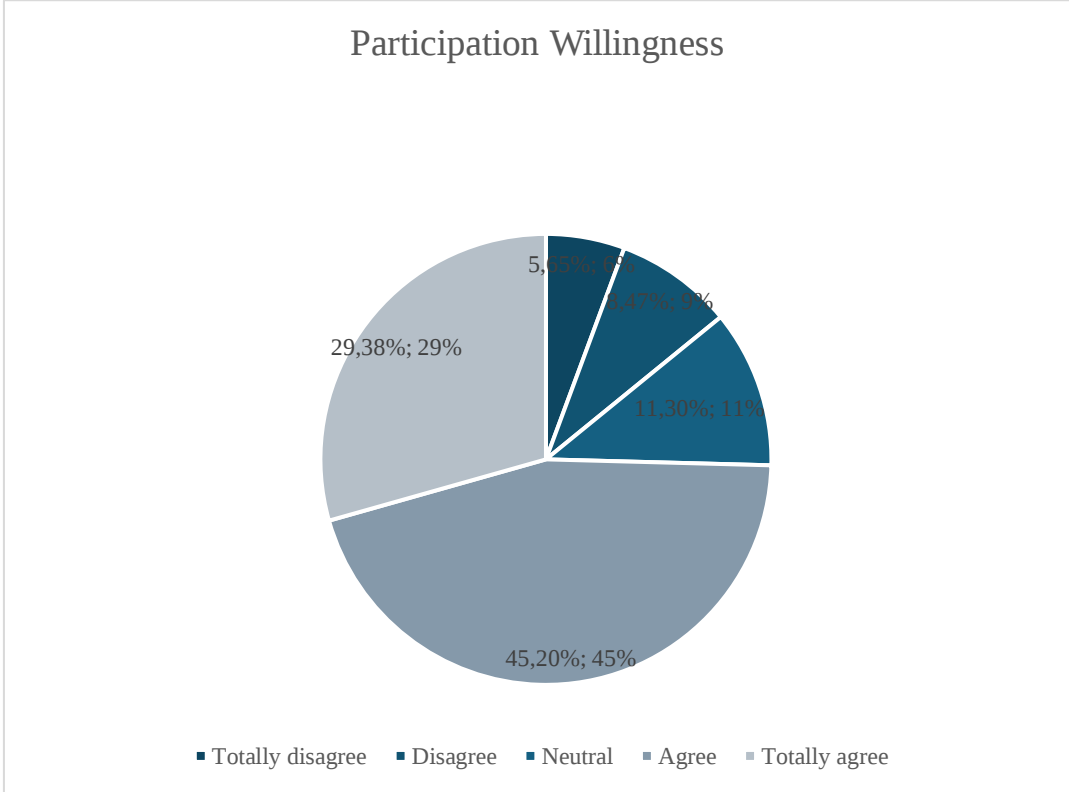
Table # 10 If there were support groups or tutoring, would you like to improve your performance?

Participation Willingness	Frequency	Percentage
Totally Disagree	10	5.65%
Disagree	15	8.47%
Neutral	20	11.30%

Agree	80	45.20%
Totally Agree	52	29.38%

Elaborated by: Analy Icaza and Jorge Tapia (2025)

Figure # 7 - Participation Willingness



Elaborated by: Analy Icaza and Jorge Tapia (2025)

74.58% of students show interest in participating in support groups or tutoring sessions to improve English performance. This data shows a high disposal to receive academic help for most of the students. Just 14.12% shows rejection or disinterest (disagree or totally disagree), this shows that any support program should be well-received and potentially effective. This justifies the inclusion of strategies like tutorials or study groups in the intervention programs.

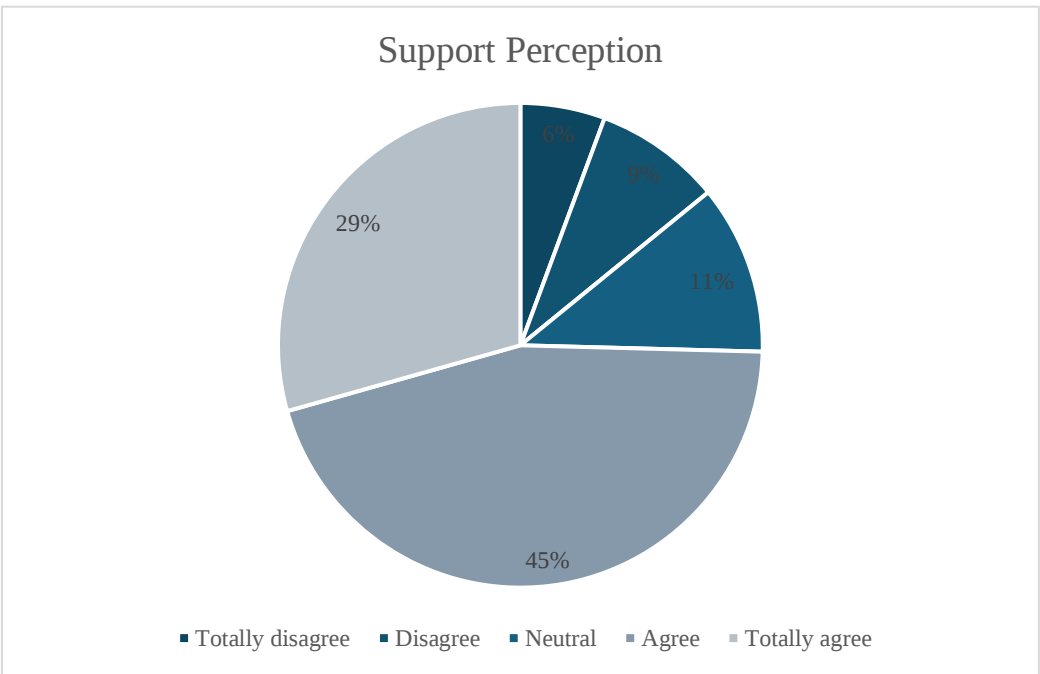
Table # 11 I believe that with more personalized support, my English performance could improve

Support Perception	Frequency	Percentage
Totally Disagree	10	5.65%
Disagree	15	8.47%

Neutral	20	11.30%
Agree	80	45.20%
Totally Agree	52	29.38%

Elaborated by: Analy Icaza and Jorge Tapia (2025)

Figure # 8 - Support Perception



Elaborated by: Analy Icaza and Jorge Tapia (2025)

In the same way, 74,58% of students consider that their English performance would improve with personalized support. This perception shows that students recognize the necessity of adapted teaching according to their individual needs. Just 14.12% of the students don't agree, what justifies the idea of students centered strategies, like personalized tutorials. This could have significant learning and mentoring.

Chapter 3

Presentation and Validation of the Proposal

3.2. Research Proposal

This research project aims to reduce dropout rates in A1-level English as a Foreign Language (EFL) students at Universidad Tecnica de Babahoyo. Research has shown that many students leave the course early because of three main problems: difficult schedules, low understanding of basic English, and lack of interest in some topics.

Interviews realized to two students from Universidad Tecnica de Babahoyo show also those main problems as common problematics related to English learning process. Despite belonging to different careers and to being in different formative processes, both present structural and personal barriers that prevent them from moving forward in the thesis process and academic continuity.

“While I was in my career. I didn’t consider English as a priority. I thought I would be able to take it later in my career. After that, I began to work, and the schedules didn’t match my time availability. Besides, the teaching rhythm was too fast, and it was hard to get, especially because I didn’t have bases from high school.” **Student from agronomics who couldn’t start his thesis process because he hasn’t finished his English program.**

“I study in the morning, and work from 13:00 until night. I never find available schedules that adjust to my time availability. On weekedns, there is no option. If I don’t go to work, I lose money. That’s why I have postpone English program semester after semester.” **Foreign trade student who hasn’t been into any English course from the program.**

To solve this problem, the proposal includes three key strategies. First, the course will use a blended learning model. Students will have virtual classes during the week and in-person tutorials once a week. The goal is to support individual needs and give extra help to students who are struggling. Teachers will use the tutorials to identify each student’s difficulties and help them improve. Second, peer support groups will be created. Some students with a good level of English (A2 or B1) will be selected as teaching assistants. They will help A1 students in small groups, focusing on grammar, vocabulary, and pronunciation. These meetings will happen once a week, after class or at weekends, depending on students’ availability.

Third, the proposal suggests that the university promotes the Continuing Education program for students who work during the day. This program allows them to complete an English level in just one month through intensive classes, giving them the opportunity to continue learning without leaving the course. These three strategies aim to support students both academically and personally. The project will run for sixteen weeks with one A1 group. At the end, results will be analyzed to see if the proposal helps students feel more motivated, improve their understanding, and continue in the course.

3.3. Validation of the Proposal

To make sure the proposal is effective and possible to apply, two types of validation will be used: expert review and a small pilot test. First, the proposal will be reviewed by two professionals: one with experience in teaching English as a foreign language, one academic advisor. These reviewers will evaluate if the strategies match the real problems of A1 students, if they follow educational theories, and if the university has enough resources to implement them.

Second, a pilot test will be done with a group of A1 students. At the beginning, students will conduct a short survey to measure their risk of dropping out, their interest in the class, and their learning difficulties. After the sixteen weeks program, the same survey will be used again to compare results. Also, a focus group will be organized after the pilot ends. Some students and tutors will be invited to share their opinions. This will help to understand if the combination of online classes, in-person tutoring, student helpers, and new class schedules is useful.

It is important to remark that Although 177 students responded to the initial survey, only 38 agreed to participate in the implementation of the proposal. This smaller group represents the voluntary participants who will be involved in the pilot project and who expressed interest in taking part in the suggested strategies. The fact that only 21.47% of the survey respondents were interested in participating in the study, shows that students from the study do not feel compromised with the English program.

3.4. Justification

At Universidad Tecnica de Babahoyo, many students who start A1 English courses do not finish them. This situation creates problems for both students and the institution. Students lose the opportunity to improve their language skills and are not able to graduate until they finish the program. For the university, this creates a high number of unfinished degrees and affects the overall success of its academic programs. s. After collecting information, it was found that the most common reasons for dropping out are difficult class schedules, poor understanding of basic English, and low motivation. Because of this, the proposal focuses on solving these three problems.

Offering both online classes and face-to-face tutorials gives students more flexibility and personal help. With the support of student tutors, those who struggle with English can review the basics in a more friendly way. Also, promoting the university's Continue Education program allows students to complete one level of English in just one month, which is ideal for those who work during regular class hours. This proposal is important because it gives clear,

realistic strategies to reduce dropouts. It also gives students more chances to succeed and feel supported in their learning process.

3.5. Importance

The importance of this proposal lies in its help to solve a serious problem that affects both students and the university. When A1 English students drop out or fail their courses, they cannot move forward in their academic programs. Many of them finish fall their other subjects but can't graduate because they did not complete the English requirement.

By applying the three proposed strategies, more students can stay in the program and have a better chance of passing their English courses. Flexible schedules and personalized support can reduce stress and help students who have jobs or other responsibilities. Study groups with student tutors can create a friendly learning environment where students feel more comfortable asking questions and practicing what they learn.

Also, the proposal supports the university's goals. Fewer dropouts mean better academic results and more graduates. This can improve the institution's image and help build stronger programs in the future. Supporting students in the early stages of English learning is a key step to long-term success.

3.6. Theoretical Foundations

This proposal is based on research that shows how three strategies can help reduce the dropout among A1 EFL students. First, using both online and face-to-face classes (blended learning) helps students improve their understanding because they can study at their own pace and get help in person. A meta-analysis by the U.S. Department of Education (Means, Toyama, Murphy, Bakia, & Jones, 2010) found that blended learning was more effective than just online or just face-to-face learning. It allows students to better understand difficult topics, especially language learning.

Second, peer tutoring can support students who have problems with basic English concepts. According to (Topping, 2007), students who receive help from classmates feel more confident and motivated. Peer tutors also improve their own skills. This method creates a positive learning environment where students help each other and feel less alone in their struggles.

Finally, offering flexible class schedules, like evening classes, helps students who have jobs during the day. Many adults or working students cannot attend classes in the morning or afternoon. The (Morris, 2021) report explains that giving flexible options increases student

participation and lowers the chance of dropping out. It also helps students feel that their personal situations are understood by the institution.

These three ideas, blended learning, peer support, and flexible schedules, work together to respond to the main reasons students leave EFL A1 classes: hard schedules, low understanding of English basics, and lack of interest. Using these strategies can make students feel more supported, and this can help them continue their studies.

3.7. Feasibility

The proposal is easy to apply to in the current university context. The three strategies do not need big changes or a large budget. The use of virtual classes and face-to-face tutoring can be done with the resources the university already has, like classrooms and online platforms. Teachers can organize short weekly sessions to support students with individual difficulties.

For the help groups, students with higher English levels (A2 or B1) can be selected as academic assistants. They will help classmates understand basic concepts and review lessons. These tutors can be trained by English teachers, and their participation can be part of their academic or community service hours.

The third strategy, which promotes the use of the university's Continue Education program, requires only administrative coordination. This program already exists and allows students to complete an entire English level in just one month through intensive instruction. A brief survey can help identify how many students are interested in this option, so the university can open new cohorts based on actual demand and help more working students continue their education.

3.8. Benefits

This proposal can bring important benefits for both A1 EFL students and the university. One of the main advantages is the possibility of giving constant and personalized academic support through planned tutoring sessions and small peer study groups. In these sessions, students can ask questions, review grammar, vocabulary, and pronunciation, and practice English in a friendly and relaxed space. Learning with other students who have similar problems helps them feel part of a group, build confidence, and avoid feelings of isolation or discouragement that can cause them to leave the course.

Another important benefit is the Continuing Education program, which gives a flexible option for students with busy work schedules or personal duties. This program lets them finish

a full English level in an intensive one-month course. By putting the content into a shorter time, it removes one of the main problems for finishing the course: not having enough time. Even though the course is intensive, it still keeps the quality and covers all the learning goals, making it a practical and effective choice for students with little free time.

The proposal also includes the support of academic assistants, who will focus on strengthening basic language skills. Their job will be to identify specific difficulties and work with students in individual review sessions to reinforce areas that were not fully mastered during regular classes. This extra help will improve understanding, help students remember the content for longer, and prepare them to move on successfully to higher levels of English.

By combining these three strategies, personalized tutoring, the intensive Educación Continua program, and focused academic assistance, the proposal creates a complete support system that addresses both academic and personal factors affecting student persistence. This approach is expected to reduce dropout rates, improve the number of students who finish their courses, and increase overall satisfaction with the English program.

Completing the English requirement on time will also help students graduate within the expected period, avoiding delays that can slow down their academic and professional goals. For the university, this means better retention and completion rates. For the students, it means having an important skill for their future, as English is now a key requirement for many jobs and for continuing with postgraduate studies. In this way, the proposal not only solves current academic problems but also supports the long-term personal, academic, and professional growth of the students, while reinforcing the university's mission to provide quality, inclusive, and accessible education.

3.9. Characteristics of the proposal

This proposal is aimed at A1 English as a Foreign Language (EFL) students at Universidad Técnica de Babahoyo and has been planned to be implemented over a sixteen-week period. It is built around three main components that work together to improve learning, motivation, and retention.

The first component combines online and face-to-face learning. Students will attend online classes every week to receive the main course content, which will include grammar explanations, listening practice, and vocabulary development. In addition to these virtual

sessions, students will participate in one in-person tutorial each week. These tutorials will review the main points from the online classes and, most importantly, find out the specific problems each student has. This will help the tutor give direct support and extra practice in areas like grammar, listening, and vocabulary.

The second part of the plan is peer support from more advanced students. Learners from A2 and B1 levels with good grades will be chosen as peer tutors. They will meet A1 students once a week in small groups, creating a friendly space where they can review basic topics, practice speaking, and clear up doubts from the main lessons. Peer tutors will not only help A1 students understand the content better but also give them more confidence and make them feel supported by classmates.

The third part gives students more flexible learning options. A proposal will be sent to the university to promote the Continuing Education program for those who have jobs or personal duties that make it hard to attend regular morning or afternoon classes. With this program, students can complete a full English level in a shorter, intensive course. This helps them keep studying without stopping due to schedule problems and offers a practical solution for those with limited time.

Structure and Dynamics

The intervention has three main stages to reduce dropout and help A1 students stay in the program. The preparation stage identifies students at risk, trains peer tutors, and coordinates with university authorities. The implementation stage runs during the semester, combining online and in-person classes, small-group tutoring, and special help for students with specific language problems. The evaluation stage compares data from the start and end of the program, gathers student feedback, and shares the results with the university for possible long-term use. The activities for each stage are shown in the following table.

Table # 12 Structure and Dynamics

Preparation- Week 1	Implementation- Weeks 2–	Evaluation- Week 16
	15	

• Identification of students at risk of dropping out through a short diagnostic survey. • Selection and training of peer tutors (students from A2 and B1 levels with good academic records). • Coordination with university authorities to expand access to the Continue Education program, allowing students to complete English levels in a shorter, intensive format	• Start of blended learning: weekly online English classes and one in-person tutorial focused on reviewing basic concepts. • Weekly peer tutoring meetings in small groups. • Monitoring student progress through brief reports made by tutors and peer mentors. • Support sessions for students with specific difficulties in language skills.	• Final survey to evaluate the intention to continue in the program and perceived improvement. • Group interviews to collect qualitative feedback about the proposal. • Review and comparison of the initial and final data to assess the impact of the intervention. • Presentation of results to faculty authorities for possible extension of the model.
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Elaborated by: Analy Icaza and Jorge Tapia (2025)

3.10. Methodological and Technological Requirements

From a methodological perspective, the evaluation of the proposal was based on several complementary tools and sources of information. Pre- and post-intervention surveys were applied to measure changes in students' attitudes, motivation, and perceived progress. Attendance and participation records were kept throughout the program to monitor student engagement and detect possible signs of dropout. In addition, semi-structured interviews were conducted with both students and tutors to better understand their perceptions about the effectiveness of the strategies used. Focus groups were organized to explore in more detail the emotional, social, and academic factors that influenced the learning experience. To ensure the reliability of the results, the information obtained from surveys was cross-checked with tutor progress reports and the qualitative feedback collected in interviews and focus groups, allowing the validation of the findings from multiple perspectives. From a technological perspective, the implementation and monitoring of the intervention relied on accessible and widely used digital tools. Google Forms was employed to design and distribute surveys efficiently, enabling quick collection and organization of responses. Zoom was used to conduct online classes, peer

tutoring sessions, and virtual meetings, ensuring continuous academic interaction regardless of physical attendance. For data management and analysis, Google Sheets and Microsoft Excel were applied to process attendance records, survey results, and tutor reports, facilitating the creation of tables, graphs, and statistical summaries to support the final evaluation of the project.

Budget and Financial Analysis

This proposal was designed to use low-cost resources and existing university tools. Most parts of the plan do not need extra money. An example of it is that online classes and in-person tutoring will be done by teachers who already work at the university. They do not need to be paid more because these activities are part of their regular duties.

Table # 13 Budget and Financial Analysis

Item	Description	Estimated Cost (USD)
Training for student tutors	Materials for training sessions	\$100
Promotional materials	Design and printing of posters and digital flyers	\$100
Support tools for tutorials	Basic supplies: pens, folders, and notebooks	\$100
Total		\$300

Elaborated by: Analy Icaza and Jorge Tapia (2025)

3.11. Analysis of the interview to students

Many students said that not having enough time was their main problem, especially those who worked full-time or part-time. The fixed class times often did not match their work hours, so it was hard for them to attend regularly. Some also had other university courses at the same time, and they had to focus on those subjects instead of English.

Another problem was not having enough academic help. Even though most students thought the lessons were clear, they still had trouble studying alone. They often mentioned difficulties with grammar, remembering vocabulary, and improving pronunciation. They also said there were not many chances for personal help or planned tutoring outside normal class

hours. This lack of extra support sometimes made them feel frustrated and discouraged, especially when they thought their progress was slower than their classmates’..

Motivation and self-confidence were also important factors. Some students said they lost interest in the subject when they did not see quick results in their language skills. Others felt nervous about speaking in class because they were afraid of making mistakes or being judged. This fear reduced their participation, which lowered their performance, and in turn made them feel even less motivated.

Personal and financial situations added more difficulties. Some students needed to care for family members or manage home duties, which gave them little time or energy to study. Others had money problems that made it difficult to pay for transportation or buy study materials, and this affected their regular attendance. When asked about possible solutions, many suggested more flexible learning options, like intensive one-month courses or hybrid classes that combine online lessons with in-person sessions.

3.12. Post- proposal implementation survey

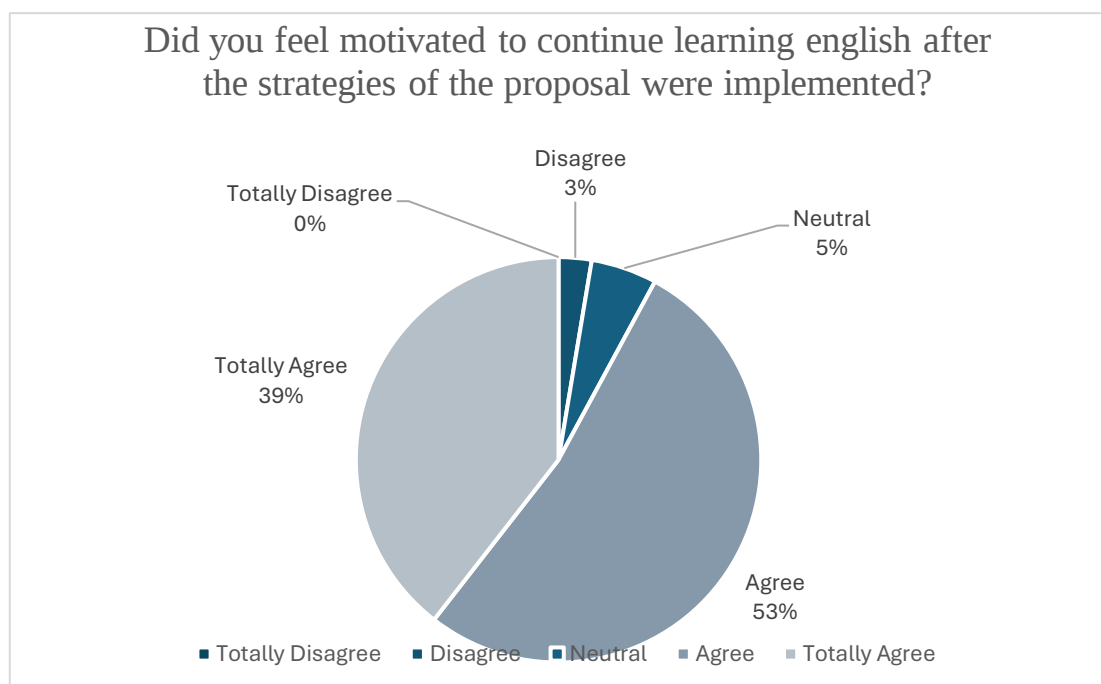
Students were asked to say how satisfied they felt, what parts of the program were most helpful, and what problems they still had. The questions also asked if the blended learning format, the peer tutoring meetings, and the flexible options from the Continuing Education program met their needs and expectations. With this feedback, the study could compare students’ opinions before and after the intervention, see which strategies worked well, and find areas that could be improved in the future..

Table # 14 Did you feel motivated to continue learning English after the strategies of the proposal were implemented?

Response	Frequency	Percentage
Totally Disagree	0	0.00%
Disagree	1	2.63%
Neutral	2	5.26%
Agree	20	52.63%
Totally Agree	15	39.47%
Total	38	100%

Elaborated by: Analy Icaza and Jorge Tapia (2025)

Figure # 9 - Did you feel motivated to continue learning English after the strategies of the proposal were implemented?



Elaborated by: Analy Icaza and Jorge Tapia (2025)

Most students (92.1%) felt motivated to keep learning English after the implementation of the strategies. Just 2.63% disagreed, this suggests a positive impact towards English as a foreign language learning.

Table # 15 Do you consider that your comprehension on the English contents improved with the tutorials or personalized companionship?

Response	Frequency	Percentage
Totally Disagree	0	0.00%
Disagree	2	5.26%
Neutral	3	7.89%
Agree	22	57.89%
Totally Agree	11	28.95%
Total	38	100%

Elaborated by: Analy Icaza and Jorge Tapia (2025)

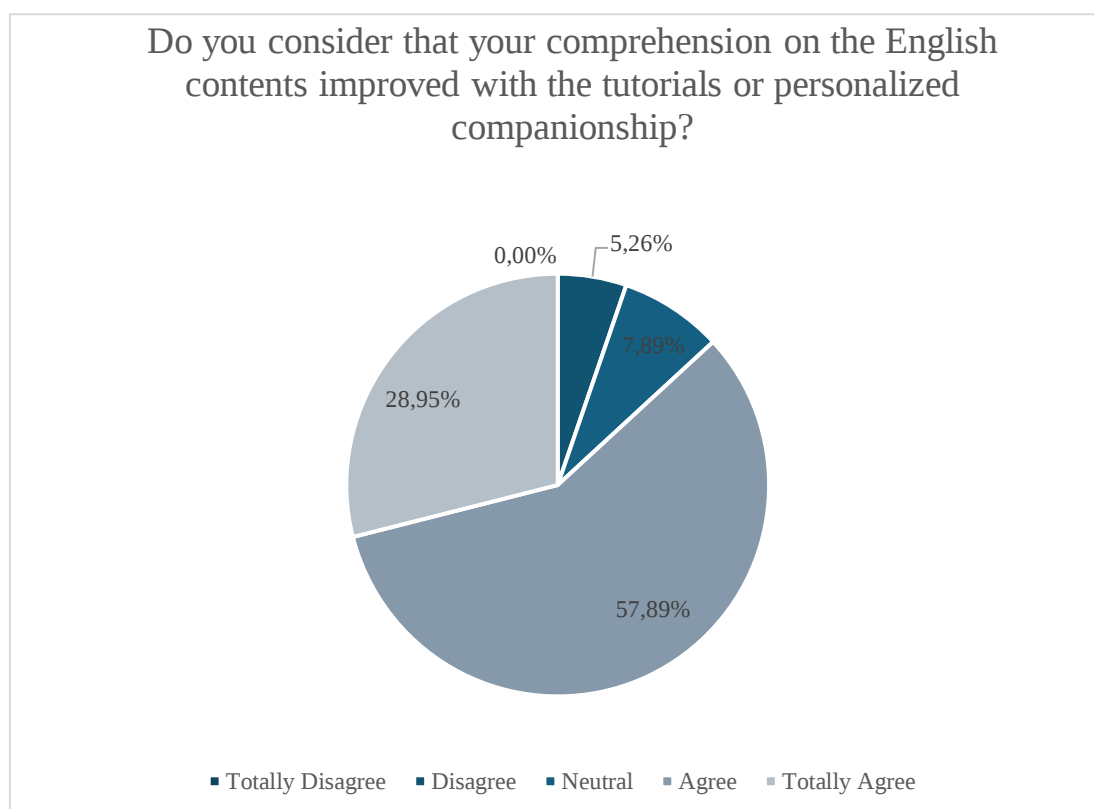


Figure # 10 - Do you consider that your comprehension on the English contents improved with the tutorials or personalized companionship?

Elaborated by: Analy Icaza and Jorge Tapia (2025)

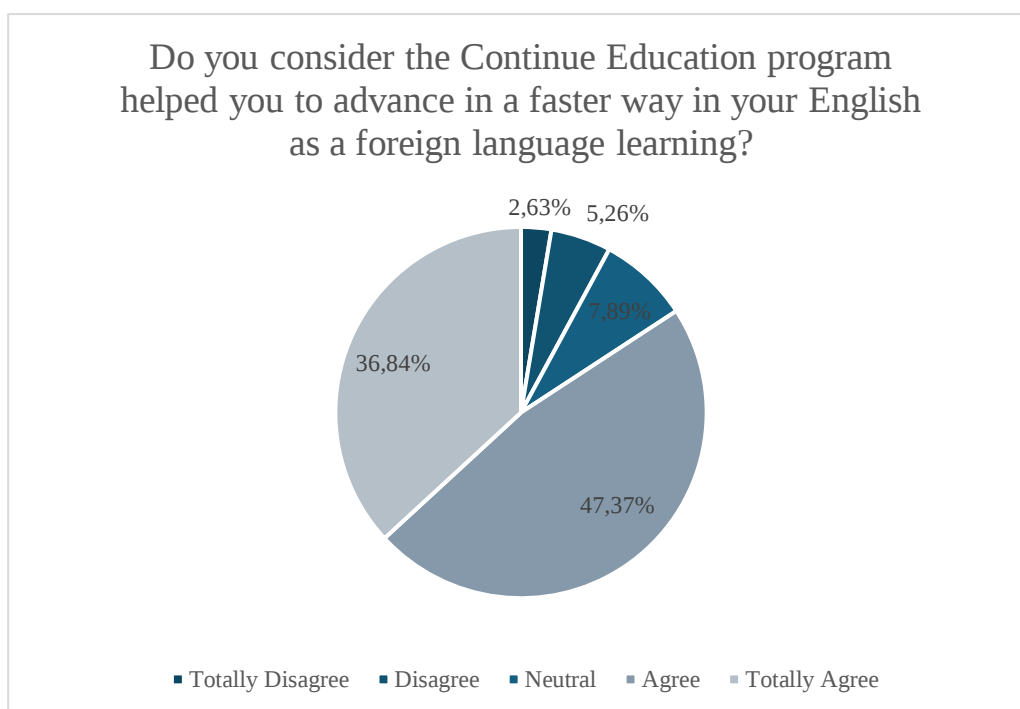
86.84% of students perceive an improvement in their comprehension due to personalized companionship. This reinforces the use of tutorials as an effective tool to improve academic development.

Table # 16 Do you consider the Continue Education program helped you to advance in a faster way in your English as a foreign language learning?

Response	Frequency	Percentage
Totally Disagree	1	2.63%
Disagree	2	5.26%
Neutral	3	7.89%
Agree	18	47.37%
Totally Agree	14	36.84%
Total	38	100%

Elaborated by: Analy Icaza and Jorge Tapia (2025)

Figure # 11 - Do you consider the Continue Education program helped you to advance in a faster way in your English as a foreign language learning?



Elaborated by: Analy Icaza and Jorge Tapia (2025)

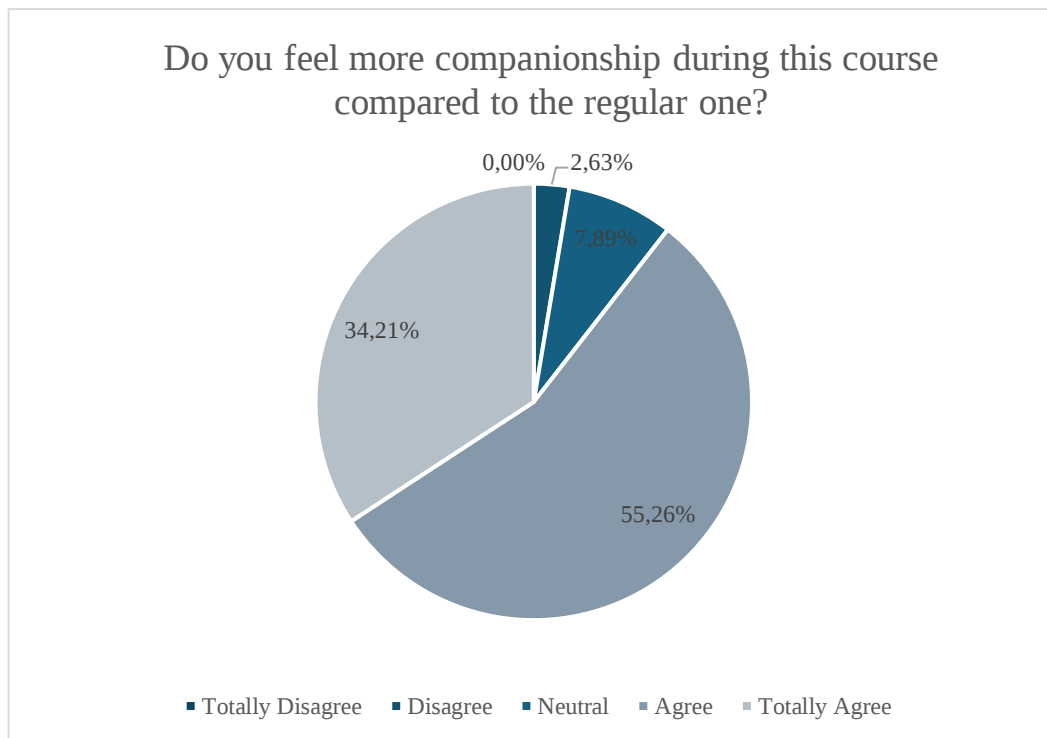
84.21% of surveyed students agreed that the intensive program contributed to faster progress. Even though there is a small minority who didn't agree (7.89%). Those results back up the effectiveness of this intensive modality.

Table # 17 Do you feel more companionship during this course compared to the regular one?

Response	Frequency	Percentage
Totally Disagree	0	0.00%
Disagree	1	2.63%
Neutral	3	7.89%
Agree	21	55.26%
Totally Agree	13	34.21%
Total	38	100%

Elaborated by: Analy Icaza and Jorge Tapia (2025)

Figure # 12 - Do you feel more companionship during this course compared to the regular one?



Elaborated by: Analy Icaza and Jorge Tapia (2025)

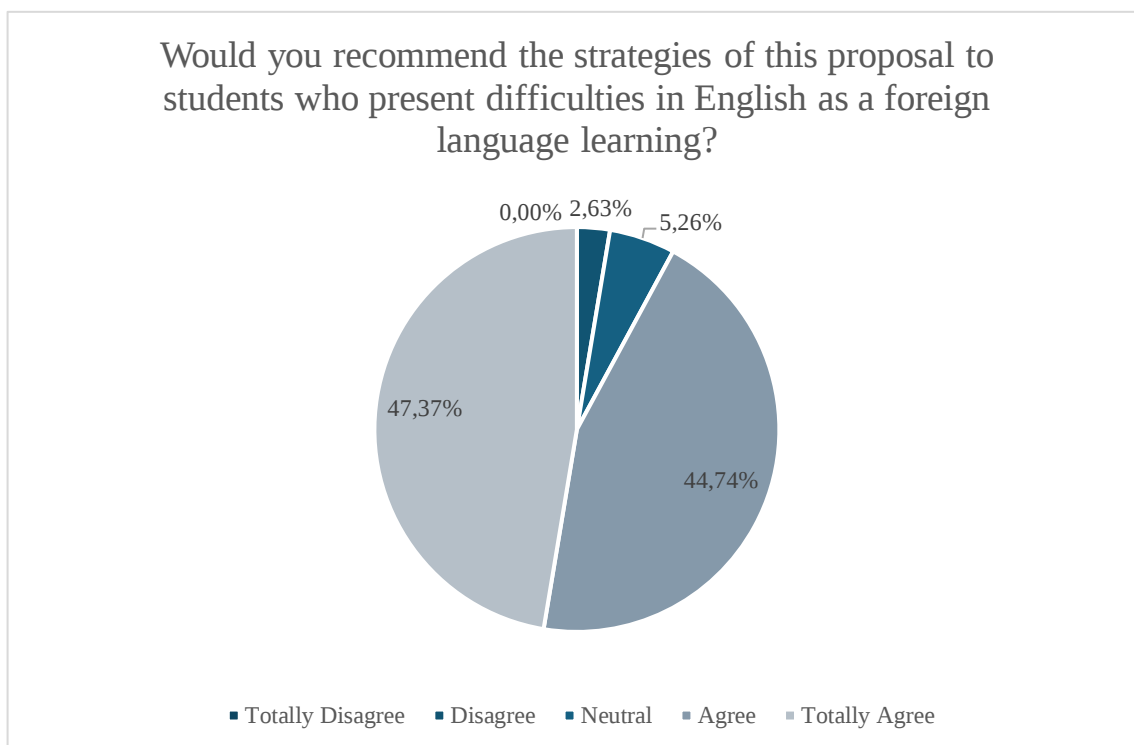
89.47% of students felt more support during the implementation of the proposal. This highlights the importance of companionship as a motivational and permanent factor.

Table # 18 Would you recommend the strategies of this proposal to students who present difficulties in English as a foreign language learning?

Response	Frequency	Percentage
Totally Disagree	0	0.00%
Disagree	1	2.63%
Neutral	2	5.26%
Agree	17	44.74%
Totally Agree	18	47.37%
Total	38	100%

Elaborated by: Analy Icaza and Jorge Tapia (2025)

Figure # 13 - Would you recommend the strategies of this proposal to students who present difficulties in English as a foreign language learning?



Elaborated by: Analy Icaza and Jorge Tapia (2025)

The acceptance of the proposal is high (92.11%) from the students, who are willing to recommend it to other students. This validates the general positive perception about the applied strategies.

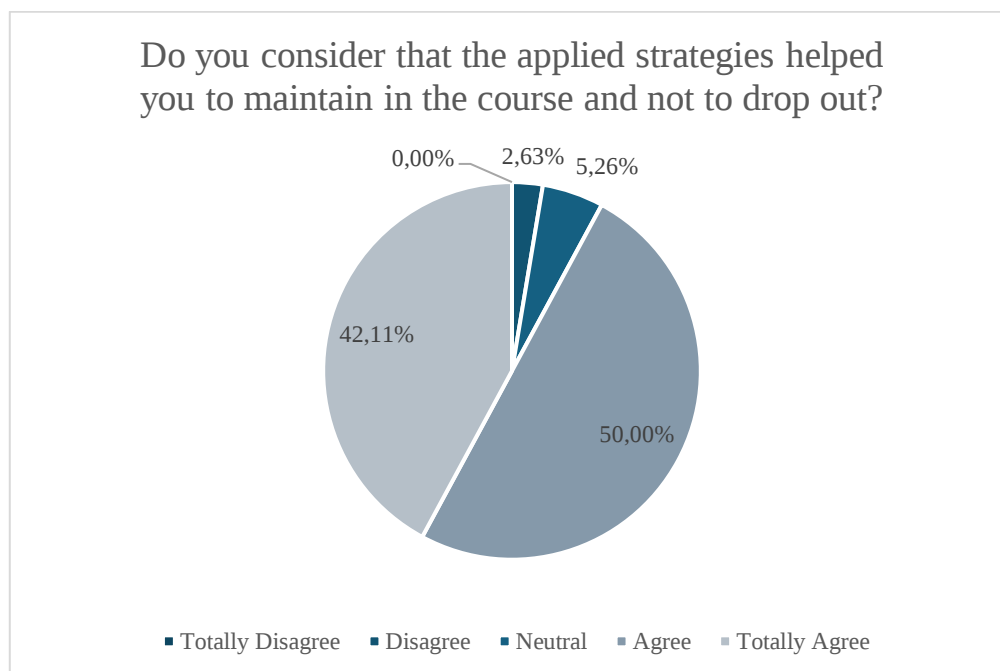
Table # 19 Would you recommend the strategies of this proposal to students who present difficulties in English as a foreign language learning?

Response	Frequency	Percentage
Totally Disagree	0	0.00%
Disagree	1	2.63%
Neutral	2	5.26%
Agree	19	50.00%
Totally Agree	16	42.11%
Total	38	100%

Elaborated by: Analy Icaza and Jorge Tapia (2025)

92.11% of students consider that the applied strategies were determinant to stay in the course. This shows that the proposal was achieved with one of the main objectives: to prevent students from dropping out due to the lack of support, motivation and time.

Figure # 14 - Do you consider that the applied strategies helped you to maintain the course and not to drop out?



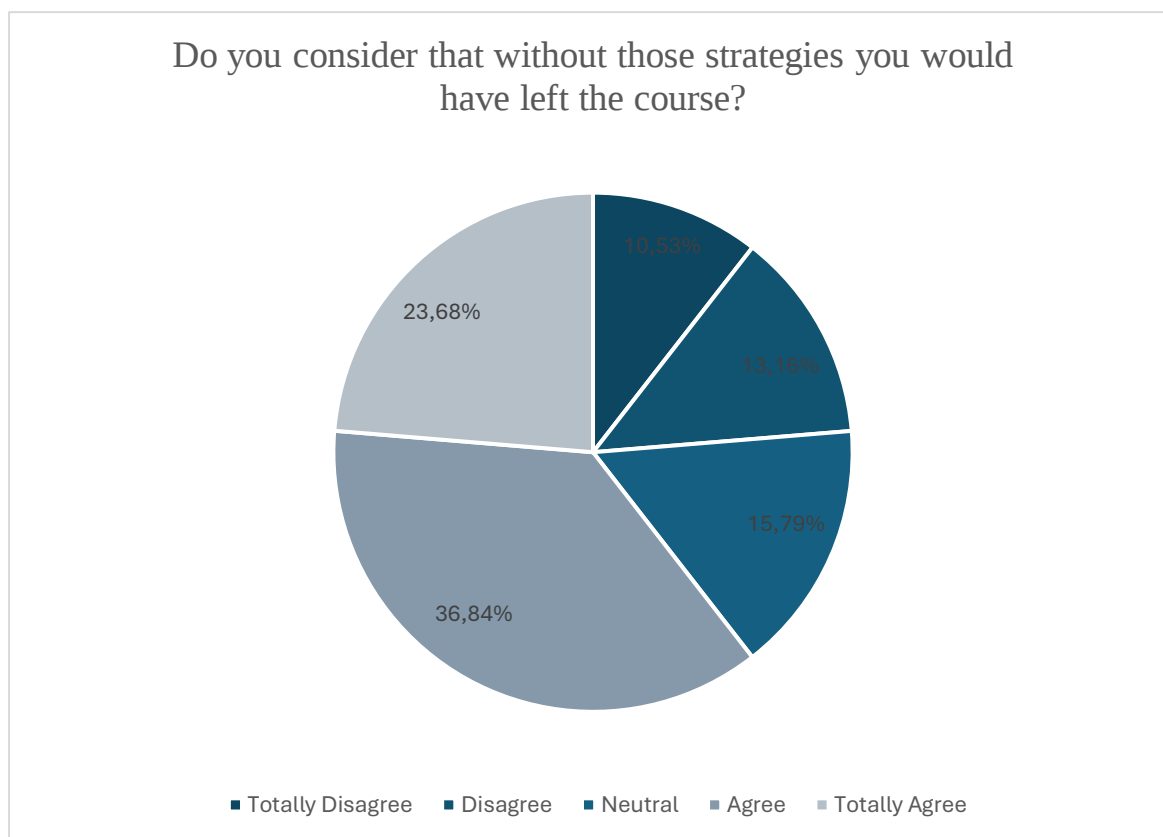
Elaborated by: Analy Icaza and Jorge Tapia (2025)

Table # 20 Do you consider that without those strategies you would leave the course?

Response	Frequency	Percentage
Totally Disagree	4	10.53%
Disagree	5	13.16%
Neutral	6	15.79%
Agree	14	36.84%
Totally Agree	9	23.68%
Total	38	100%

Elaborated by: Analy Icaza and Jorge Tapia (2025)

Figure # 15 – Do you consider that without those strategies you would have left the course?



Elaborated by: Analy Icaza and Jorge Tapia (2025)

60.52% of students who participated in the survey admit that they would have considered dropping out if the strategies had been implemented. This shows that the proposal had an important protective effect on students' retention, but it also shows that 23.96% of students didn't feel at risk.

3.13. Percentage of drop-out comparison

Table # 21 – Percentage of drop-out comparison

Academic period	Students who dropped out
2023- first academic period	411
2023- second academic period	464
2024-first academic period	423
2024- second academic period (first period after the implementation)	386

Elaborated by: Analy Icaza and Jorge Tapia (2025)

3.14. Discussion

Results obtained by the implementation of the propose to reduce dropout rates in English as a foreign language learning in A1 students in Universidad Tecnica de Babahoyo align with the approach presented in the research background. Several studies have coincided in pointing out that student's dissertation in English programs, especially in beginner's levels, is a multifactorial phenomenon. In which pedagogical, emotional, methodological and structural factors intervene (CEDEFOP, 2022).

Firstly, (Evans & Tragant, 2020) point out demotivation as a determinant factor, influenced in a huge way by the negative perception of teachers' practices and the lack of opportunities to develop communicative skills in the classroom. This aspect is related to the results of this study, where a high percentage of students pointed out the limited comprehension of English basis and the difficult schedules as the main obstacles for their academic continuity. The proposal tried to counter those perceptions by incorporating in-person tutorials and support from the support group, creating spaces where students can interact, practice and receive personalized attention. Promoting a more motivated and student-centered environment.

In the same way, (Stracke, Hong Nguyen, & Nguyen, EFL learners dropping out of blended language learning classes: A replication of Stracke, 2023) stand out that the absence of companionship systems and personalization in the educative process leads to the progressive detachment from the student. This vision reinforces the importance of implemented strategies; especially individualized tutorials and the constant follow up of the teacher and tutors. The fact that more than 86% of students manifest an improvement in the comprehension of the content and that more than 92% felt motivated to continue shows the effectiveness of having an integral support system. This validates the theoretical statement sustained by the authors.

On the other hand, (CEDEFOP, 2022) proposed the Early Warning Systems as key tools to identify and attend students at risk of dropping out opportunely. This proposal was adapted in the intervention during an initial diagnosis that allowed to select participants with more predisposition and necessity of support, setting basis for a personalized intervention. Despite only 21,47% of students who participated in the survey decided to participate in the intervention, this represents an advance to the identification and specific attention to a compromised group, who were able to receive strategies adapted to their reality.

The perspective of the (National Dropout Prevention Center, 2022), by suggesting that synergic strategies tackle multiple factors simultaneously, support directly the three steps-structure of this proposal. By combining those actions, not only academical development has

improved, but also strengthened students' retention, as evidenced in the decrease of the percentage of institutional dropout after the intervention. This result, although modest in percentages terms, is significative if it is considered the limited scope of the proposal implementation. And suggest a potential impact if applied to a bigger population.

Finally, (Catholic Relief Services, 2017) practice guide highlights that every retention strategy should be accompanied by improvements in educative quality and scholar environment. This vision was considered in the design of the proposal, which, besides attending the structural barriers such as inflexible schedules, also tried to improve the educational experience through adapted pedagogical resources, emotional support and more flexibility. The high acceptance of students to the implemented strategies strengthens the idea of a well-designed intervention. With a holistic approach, it can transform the educative experience in many beginners' levels into an effective way.

3.15. Limitation of the study

Although this study gives useful information about dropout and retention in A1-level English students, there were some limits that affected the results. The first limit was the low participation of students. From the whole group, only 38 students agreed to answer the surveys and take part in the interviews. Because of this small number, it was not possible to include all the different experiences and opinions from the program, and the variety of views in the analysis may be smaller.

Another limit was that it was not possible to make changes to the course format during the study. The research found ideas and strategies that could help reduce dropout, like having more flexible schedules or using new teaching methods. However, these ideas could not be used directly in the current courses because the study did not have permission to change the program. For this reason, the evaluation of the strategies was based on proposals and theory, not on direct tests in real classes.

These limits should be remembered when reading the results. Even so, the information collected is still important and can help guide future actions, especially if new studies have more participants and can test the proposed strategies directly in the classroom.

Conclusions

The analysis of the data collected through surveys and interviews allowed to identify that the main dropout causes of drop-out among A1 students are related to structural and personal factors. The most relevant were difficult schedules (47,46%), poor understanding of basic English concepts (39,55) and lack of interest in some topics (12,99%). Those results show that the permanence in the course not only depends on students' disposition, but also of the institutional and pedagogical design of the English program.

The implementation of methodologies such as combined learning and motivational strategies as support groups, favored in active participation, the comprehension of the content and students' permanence. 92,1 of the participants manifested that to feel motivated to continue, and 89,47% perceived more companionship among the process. Those results confirm that the student-centered methodologies created for the students that prioritize the interaction, the personalization and the mutual support, have a direct impact in the retention.

The results show that access to support resources, such as tutorials and group sessions, influences in a positive way the perception of students of their own learning. In addition, the intense modality of the program Educación Continua, was rated by 84,21% of students as an effective alternative to advance faster. The combination of those strategies allowed 92,11% of students to recognize that due to the strategies they were able to stay in the course, what shows the importance of offering different flexible and personalized options in diverse educational contexts.

The designed and implemented proposal proved to be effective in reducing dropout, improving motivation and facilitating the comprehension of the language among A1 level students. Although it was applied in a reduce group, those results suggest that the implementation of it in a bigger population could generate a significative impact in the dropout rates and the quality of English as a foreign language learning in Universidad Tecnica de Babahoyo.

Recommendations

It is recommended that Universidad Tecnica de Babahoyo consider the application of this model of intervention in a bigger population. Including all A1 courses and eventually, higher levels, with progressive institutional planification. For this, it is suggested to develop follow-up indicators that quantify the level of improvement in English comprehension, reading and listening but also, student's perception by semester. Those indicators will be useful as evaluation criteria and to continually improve the model of the proposal.

It is suggested that future investigations focus on evaluating long term impact of the applied strategies, especially on the development of future academic levels on the English program. It would be also useful to analyze how socio-emotional factors influence A1 student's retention, combined with proposed strategies. Besides, it would be possible to explore the perception and the role of the teachers in these flexible models to determine good practices that may be applied.

To future investigators who want to reply this proposal, it is recommended:

- To realize a contextual diagnostic that identifies the principle structural and motivational barriers in its population.
- To secure companionship and entertainment of the tutors to maintain the quality of the process.
- To incorporate measure tools before and after the intervention that allows to validate the results.

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Appendix 2 - Investigation planification for the study proposal

UNIVERSIDAD BOLIVARIANA DEL ECUADOR ANEXO II

“PLAN DE INVESTIGACIÓN PARA LA PROPUESTA, QUE DEBERÁ SER REVISADO Y APROBADO POR LA COMISIÓN DE TITULACIÓN DE CADA PROGRAMA AL CONCLUIR EL TALLER I”

(MINIMUM 2 PAGES MAXIMUM 5 PAGES)

RESEARCH TOPIC: Strategies to Reduce Dropout Rates in English as a Foreign Language Learning in A1 students.

AUTHORS: Analý Nicholle Icaza De Luca- Jorge Daniel Tapia Lemos

1. Brief analysis and description of the situation that justifies the presentation of this proposal.

High dropout rates among A1-level students in learning English as a Foreign Language (EFL) represent a growing challenge. Factors contributing to this issue include lack of interest in certain topics, challenging schedules, and limited understanding of basic English concepts. To address this problem effectively, this research aims to implement strategies grounded in constructivist and behaviorist theories. By combining constructivist and behaviorist theories, the research aims to provide targeted interventions that address the multifaceted challenges faced by A1-level EFL students, fostering a more sustainable and equitable educational landscape in Ecuador.

2. Statement of the problem to be investigated.

The escalating challenge of high dropout rates among A1-level students in English as a Foreign Language (EFL) programs presents a pressing concern for higher education in Ecuador, with rates exceeding 40% (Alban y Mauricio, 2018). This issue not only threatens individual academic pursuits but also poses significant consequences for the overall quality and reputation of higher education institutions in the country. The economic impact, as emphasized by Alban Taipei y Mauricio Sánchez (2018), further underscores the urgency to address this issue comprehensively.

To tackle this growing challenge, the research aims to explore effective strategies for reducing the persistently high dropout rates among A1-level EFL students. Recognizing the broader implications on the Ecuadorian higher education landscape, the study delves into Pedagogy, Didactics, and Management of Education. The goal is to investigate root causes and develop innovative pedagogical, didactic, and management approaches specifically tailored to address and mitigate the concerning dropout rates, fostering a more sustainable and successful EFL learning environment for A1 level students in Ecuador.

3. Justification of the research

The research is justified by the alarming dropout rates among A1-level students in English as a Foreign Language (EFL) programs, as highlighted by authors such as Alban y Mauricio (2018). The identified factors contributing to dropout, including lack of interest and challenging schedules, emphasize the need for targeted interventions. The

influencing student dropout, encompassing academic, economic, and institutional contexts. The study seeks to address this critical issue by proposing strategies grounded in both constructivist and behaviorist theories, drawing upon the works of Villafuerte et al. (2018), Corral et al. (2015), and López Pastor et al. (2017).

4. Description of the relationship between the proposal and the research lines of the university.

Within the institutional research lines of Pedagogy, Didactics, and Management of Education, targeted strategies can be devised to diminish dropout rates among A1 students learning English as a Foreign Language. A multifaceted approach can be adopted, starting with the creation of an adaptable curriculum that accommodates diverse learning styles and individual pacing. Personalized learning plans tailored to students' strengths, weaknesses, and preferences can optimize teaching strategies and materials. Cultivating a supportive classroom environment encourages engagement and confidence-building, utilizing cooperative learning activities and peer support structures. Continuous assessment, feedback mechanisms, and integrating technology into the curriculum can enhance learning experiences both within and outside the classroom. Additionally, incorporating culturally relevant content, providing professional development for educators, engaging families and communities, implementing early intervention programs, and establishing effective monitoring and evaluation systems can collectively contribute to mitigating dropout rates. These strategies collectively address the precision of reducing dropout rates among A1 English as a Foreign Language learners while aligning with the specified institutional research lines.

5. Object of the research

The object of the research is to explore and analyze the primary reasons contributing to the high dropout rates among A1-level English as a Foreign Language learners.

6. General objective (one)

The aim of this research is to identify the main factors involved in the increasing amount of dropout rates. And from that point, suggest possible strategies to Reduce Dropout Rates in English as a Foreign Language Learning in A1 students.

7. Specific objectives (three)

- Explore and analyze the primary reasons contributing to the high dropout rates among A1 English as a Foreign Language learners.
- Assess the adequacy and effectiveness of the educational environment, curriculum, teaching methodologies, and support systems provided to A1 English learners.
- Based on the identified factors and evaluation results, formulate actionable strategies and interventions to mitigate dropout rates among A1 English learners.

8. Description of the variables of the study (independent & dependent)

In the context of strategies to reduce dropout rates in English as a Foreign Language learning among A1 students, the conceptual categories involve the independent variable (IV) and dependent variable (DV). The independent variable, in this case, pertains to the "Strategies to Reduce Dropout Rates." These strategies encompass

various pedagogical, didactic, and educational management approaches aimed at preventing A1 students from discontinuing their English language learning journey. On the other hand, the dependent variable is the "Dropout Rates in English as a Foreign Language Learning." This variable represents the rate or frequency at which A1 students disengage or withdraw from their English language learning endeavors. The effectiveness of the strategies implemented serves as the determining factor influencing these dropout rates, making them dependent on the applied interventions within the educational context.

9. Description of the research approaches, methods, data collection

The research employs a mixed-methods approach, combining qualitative surveys and quantitative analysis to address high dropout rates among A1-level English as a Foreign Language (EFL) students. Qualitative surveys are administered to explore students' attitudes, challenges, and factors influencing dropout decisions, aligning with constructivist principles. Meanwhile, quantitative analysis tracks the number of students at risk of dropping out before and after intervention, focusing on measurable outcomes and behaviorist principles. This approach directly aligns with the research objectives, informed by previous studies by authors such as Alban y Mauricio (2018), Villafuerte et al. (2018), Corral et al. (2015), and López Pastor et al. (2017). The mixed-methods design ensures a comprehensive understanding of the complex issue, enhancing the validity and reliability of the research findings.

10. Description of the beneficiaries and their main characteristics.

The primary beneficiaries of the research are A1-level EFL students and professors from Universidad Técnica de Babahoyo. A1-level students, characterized by their introductory language proficiency, stand to benefit from personalized learning plans, increased support systems, and culturally relevant content. Professors, through professional development opportunities, gain insight into effective instructional methods and resource management, contributing to a more engaging and supportive learning environment. Both students and professors benefit from reduced dropout rates and improved academic outcomes.

11. Description of the research context

The research context focuses on the problem of high dropout rates among A1-level EFL students. The context includes Latin American countries like Ecuador, with dropout rates exceeding 40%, as highlighted by Alban y Mauricio (2018). The urgency of targeted interventions is emphasized by the comparative insights provided by the study. The context underscores the need for strategies that consider socio-cultural factors, aligning with the global agenda for sustainable development.

12. Description of the practical contributions of the proposal.

The proposal offers practical solutions to significantly reduce dropout rates among A1-level EFL students. Adaptable schedules provide flexibility, addressing challenges posed by demanding timetables. Personalized learning plans cater to individual preferences, mitigating disinterest and ensuring a more engaging, relevant educational experience. The incorporation of constructivist and behaviorist theories fosters a supportive classroom environment, with clear instructional methods enhancing understanding. By implementing these strategies, the proposal aims to secure better academic outcomes,

Appendix 5 - Interview to Students

Entrevista para Identificar Obstáculos en la Formación en Inglés

Datos del entrevistado:

- Nombre (opcional):
 - Carrera:
 - Semestre actual:
 - ¿Ha cursado niveles de inglés? ¿Cuántos?
 - ¿Trabaja actualmente? ¿En qué horario?
1. ¿Cuál ha sido su experiencia con los cursos de inglés dentro de la universidad?
 2. ¿Ha tenido dificultades para inscribirse en los niveles de inglés? ¿Por qué?
 3. ¿Cuál es el motivo por el cual no ha iniciado o no ha completado los niveles de inglés?
 4. ¿Ha intentado buscar alternativas (tutorías, apoyo externo, etc.) para avanzar en inglés?
 5. ¿Considera que la oferta de horarios actuales le permite acceder a los niveles de inglés?
 6. ¿Qué tan importante considera el inglés para su carrera profesional y titulación?
 7. ¿Estaría dispuesto a participar en programas intensivos como el de Educación Continua para aprobar niveles de inglés en menor tiempo?
 8. ¿Qué le motivaría a retomar sus estudios de inglés?
 9. ¿Qué tipo de apoyo cree que debería brindar la universidad para que los estudiantes completen los niveles de inglés?

Appendix 6 - Survey to Students

ENCUESTA A ESTUDIANTES 2.0

Inicia sesión en [Google](#) para guardar lo que llevas hecho. [Más información](#)

*** Indica qué la pregunta es obligatoria**

Como *

Tu dirección de correo electrónico

Edad (años) *

Tu respuesta

Sexo *

☐ HOMBRE
☐ MUJER

¿Cómo calificas tu nivel de inglés antes de comenzar este curso? (Principiante/Intermedio/Avanzado) *

☐ PRINCIPIANTE
☐ INTERMEDIO
☐ AVANZADO

¿Cómo calificas tu educación previa en inglés (bueno/regular/mala) *

☐ BUENAMENTE
☐ BUENA
☐ REGULAR
☐ MALA

Por favor, califica tu nivel de confianza en habilidades básicas del idioma inglés (lectura, escritura, habla, comprensión) *

☐ ALTO
☐ BASTO
☐ INTERMEDIO

¿Estás emocionado/a por estar en este curso de idioma inglés? Si No, ¿Por qué? *

☐ SI
☐ NO
☐ OTRO

En una escala del 1 al 5, ¿qué tan importante crees que es aprender inglés para tu desarrollo personal/profesional? (1 = Nada importante, 5 = Extremadamente importante) *

1 2 3 4 5
 NADA IMPORTANTE ☐ ☐ ☐ ☐ ☐ EXTREMADAMENTE IMPORTANTE

¿Cuáles son tus principales expectativas de este curso? *

Tu respuesta

¿Qué desafíos anticipas enfrentar durante este curso? *

Tu respuesta

¿Cuál de los siguientes factores crees que puede causar mayor dificultad en tu experiencia de aprendizaje? *

☐ Falta de interés en algunas temas
☐ Recursos limitados
☐ Escasez entendimiento de conceptos básicos del inglés

ENCUESTA A ESTUDIANTES 2.0 (Incompleta)

Resumen de Encuestas

ID de Encuesta	Nombre de correo electrónico	Edad	Sexo	¿Cómo calificas tu nivel de inglés antes de comenzar este curso?	¿Cómo calificas tu educación previa en inglés?	¿Qué tan importante crees que es aprender inglés para tu desarrollo personal/profesional?	¿Estás emocionado/a por estar en este curso de idioma inglés?	¿Cuáles son tus principales expectativas de este curso?	¿Qué desafíos anticipas enfrentar durante este curso?	¿Cuál de los siguientes factores crees que puede causar mayor dificultad en tu experiencia de aprendizaje?
20230204-01-01-01	alberto@unh.edu	18	M	PRINCIPIANTE	BUENA	1	SI	Me gustaría aprender más sobre la cultura de los países hispanos.	Me cuesta entender los conceptos básicos del inglés.	Escasez entendimiento de conceptos básicos del inglés
20230204-01-01-02	maria@unh.edu	22	F	INTERMEDIO	BUENA	4	SI	Me gustaría mejorar mi pronunciación.	Me cuesta entender los conceptos básicos del inglés.	Escasez entendimiento de conceptos básicos del inglés
20230204-01-01-03	carlos@unh.edu	25	M	AVANZADO	BUENA	5	SI	Me gustaría aprender más sobre la cultura de los países hispanos.	Me cuesta entender los conceptos básicos del inglés.	Escasez entendimiento de conceptos básicos del inglés
20230204-01-01-04	ana@unh.edu	19	F	PRINCIPIANTE	BUENA	2	SI	Me gustaría aprender más sobre la cultura de los países hispanos.	Me cuesta entender los conceptos básicos del inglés.	Escasez entendimiento de conceptos básicos del inglés
20230204-01-01-05	diego@unh.edu	21	M	INTERMEDIO	BUENA	3	SI	Me gustaría aprender más sobre la cultura de los países hispanos.	Me cuesta entender los conceptos básicos del inglés.	Escasez entendimiento de conceptos básicos del inglés
20230204-01-01-06	laura@unh.edu	23	F	AVANZADO	BUENA	5	SI	Me gustaría aprender más sobre la cultura de los países hispanos.	Me cuesta entender los conceptos básicos del inglés.	Escasez entendimiento de conceptos básicos del inglés
20230204-01-01-07	roberto@unh.edu	20	M	PRINCIPIANTE	BUENA	2	SI	Me gustaría aprender más sobre la cultura de los países hispanos.	Me cuesta entender los conceptos básicos del inglés.	Escasez entendimiento de conceptos básicos del inglés
20230204-01-01-08	maria@unh.edu	24	F	INTERMEDIO	BUENA	3	SI	Me gustaría aprender más sobre la cultura de los países hispanos.	Me cuesta entender los conceptos básicos del inglés.	Escasez entendimiento de conceptos básicos del inglés
20230204-01-01-09	carlos@unh.edu	26	M	AVANZADO	BUENA	5	SI	Me gustaría aprender más sobre la cultura de los países hispanos.	Me cuesta entender los conceptos básicos del inglés.	Escasez entendimiento de conceptos básicos del inglés
20230204-01-01-10	ana@unh.edu	18	F	PRINCIPIANTE	BUENA	2	SI	Me gustaría aprender más sobre la cultura de los países hispanos.	Me cuesta entender los conceptos básicos del inglés.	Escasez entendimiento de conceptos básicos del inglés
20230204-01-01-11	diego@unh.edu	21	M	INTERMEDIO	BUENA	3	SI	Me gustaría aprender más sobre la cultura de los países hispanos.	Me cuesta entender los conceptos básicos del inglés.	Escasez entendimiento de conceptos básicos del inglés
20230204-01-01-12	laura@unh.edu	23	F	AVANZADO	BUENA	5	SI	Me gustaría aprender más sobre la cultura de los países hispanos.	Me cuesta entender los conceptos básicos del inglés.	Escasez entendimiento de conceptos básicos del inglés
20230204-01-01-13	roberto@unh.edu	20	M	PRINCIPIANTE	BUENA	2	SI	Me gustaría aprender más sobre la cultura de los países hispanos.	Me cuesta entender los conceptos básicos del inglés.	Escasez entendimiento de conceptos básicos del inglés
20230204-01-01-14	maria@unh.edu	24	F	INTERMEDIO	BUENA	3	SI	Me gustaría aprender más sobre la cultura de los países hispanos.	Me cuesta entender los conceptos básicos del inglés.	Escasez entendimiento de conceptos básicos del inglés
20230204-01-01-15	carlos@unh.edu	26	M	AVANZADO	BUENA	5	SI	Me gustaría aprender más sobre la cultura de los países hispanos.	Me cuesta entender los conceptos básicos del inglés.	Escasez entendimiento de conceptos básicos del inglés
20230204-01-01-16	ana@unh.edu	18	F	PRINCIPIANTE	BUENA	2	SI	Me gustaría aprender más sobre la cultura de los países hispanos.	Me cuesta entender los conceptos básicos del inglés.	Escasez entendimiento de conceptos básicos del inglés
20230204-01-01-17	diego@unh.edu	21	M	INTERMEDIO	BUENA	3	SI	Me gustaría aprender más sobre la cultura de los países hispanos.	Me cuesta entender los conceptos básicos del inglés.	Escasez entendimiento de conceptos básicos del inglés
20230204-01-01-18	laura@unh.edu	23	F	AVANZADO	BUENA	5	SI	Me gustaría aprender más sobre la cultura de los países hispanos.	Me cuesta entender los conceptos básicos del inglés.	Escasez entendimiento de conceptos básicos del inglés
20230204-01-01-19	roberto@unh.edu	20	M	PRINCIPIANTE	BUENA	2	SI	Me gustaría aprender más sobre la cultura de los países hispanos.	Me cuesta entender los conceptos básicos del inglés.	Escasez entendimiento de conceptos básicos del inglés
20230204-01-01-20	maria@unh.edu	24	F	INTERMEDIO	BUENA	3	SI	Me gustaría aprender más sobre la cultura de los países hispanos.	Me cuesta entender los conceptos básicos del inglés.	Escasez entendimiento de conceptos básicos del inglés

B. Choose the correct answer.

1. Dave usually studies / is studying in the evening, but tonight he meets is meeting friends at the cinema.
2. Mum and Dad often buy / are buying food at the supermarket, but today they shop are shopping at the market.
3. Louise practises / is practising the piano every day. At the moment, she plays is playing a Mozart sonata.
4. Jo answers / is answering the questions now. She knows / is knowing all the answers.
5. He is appearing / appears in two shows every week.
6. Shops close / are closing late on Monday nights.
7. Don't disturb him. He tries / is trying to sleep.
8. Are you free tonight? We are having / have a party.
9. I usually sleep / am sleeping at home but today I sleep / am sleeping at my friend's house.
10. What's funny? Why do you laugh / are you laughing?

C. Complete the dialogue with the present simple or present continuous form of the verbs in brackets.

- Kevin: Hi, Sue. What are you doing (you / do)?
- Sue: I am watching (watch) television right now. What about you?
- Kevin: I am studying (study) for my exams, but it's boring! Every day, I get up (get up) at seven o'clock and I have breakfast. After that, I read (read) my notes. Today, I am trying (try) to finish my history revision.
- Sue: History! Yuck!
- Kevin: How do you (you / spend) your time these days?
- Sue: Well, most days, I wake up (wake up) at around 12. After that, I listen (listen) to music and check my emails. Then I usually go (usually / go) out with friends.
- Kevin: Oh, it would be great if I didn't have exams!

C. Complete the text with Present Simple or Present Continuous.

My friend Wugang is a new student from China. Wugang's parents don't know (not know) any English, so he always speaks (speak) Chinese with them. I love (love) listening to Chinese and Wugang teaches (teach) me a new word in Chinese every day. Today, Wugang and his parents are preparing (prepare) for the Chinese New Year - a very important festival. Chinese people often wear (wear) red clothes for the festival and they are putting (put) beautiful decorations in their windows. At the moment, Wugang's dad is washing (wash) the floors in their flat because Chinese people always clean (clean) their homes for the festival. Wugang is not helping (not help) his father. He and his mother are making (make) special cakes for the festival.

D. Choose the correct time expressions.

1. We are tidying our room now / every day.
2. We always have showers in the morning / at the moment.
3. He visits his grandparents every year / this year.
4. Eliza is taking a test every week / right now.
5. Do you help in the house on Fridays / this morning?
6. Is he watching television at the moment / in the evening?
7. I am doing my homework this afternoon / every afternoon.
8. They don't go to the market on Tuesdays / this morning.
9. They are having dinner at night now.
10. I get up at 7 am every day / today.



Laura Ramos T.

S^a B^a Comulgación

11/10

Irregular verbs

	INFINITIVE	PAST SIMPLE	PAST PARTICIPLE		INFINITIVE	PAST SIMPLE	PAST PARTICIPLE	
ser / estar	be	was / were	been	know	know	knew	known	saber / conocer
convertirse	become	became	became	learn	learn	learned / learnt	learned / learnt	aprender
comenzar	begin	began	begun	leave	leave	left	left	dejar / salir
herir	bite	bitten	bitten	lend	lend	lent	lent	prestar
romper	break	broke	broken	let	let	let	let	permitir
traer	bring	brought	brought	lose	lose	lost	lost	perder
continuar	build	built	built	make	make	made	made	hacer
quemar	burn	burned / burnt	burned / burnt	meet	meet	met	met	conocer / encontrar
comprar	buy	bought	bought	pay	pay	paid	paid	pagar
atrapar	catch	caught	caught	put	put	put	put	poner
elegir	choose	chose	chosen	read	read	read	read	leer
venir	come	came	came	ride	ride	rode	ridden	montar
costar	cost	cost	cost	ring	ring	rang	rang	sonar
cortar	cut	cut	cut	run	run	ran	run	correr
hacer	do	did	done	say	say	said	said	decir
dibujar	draw	drew	drawn	see	see	saw	seen	ver
soñar	dream	dreamed / dreamt	dreamed / dreamt	sell	sell	sold	sold	vender
beber	drink	drank	drunk	send	send	sent	sent	enviar
conducir	drive	drove	driven	shine	shine	shone	shone	brillar
comer	eat	ate	aten	shut	shut	shut	shut	cerrar
caer	fall	fell	fallen	sing	sing	sang	sang	cantar
alimentar	feed	fed	fed	sit	sit	sat	sat	sentar
sentir	feel	felt	felt	sleep	sleep	slept	slept	dormir
Palace	fight	fought	fought	speak	speak	spoke	spoken	hablar
Encontrar	find	found	found	spend	spend	spent	spent	gastar
volar	fly	flew	flew	stand	stand	stood	stood	pararse
olvidar	forget	forgot	forgot	steal	steal	stole	stolen	robar
congelar	freeze	froze	frozen	swim	swim	swam	swam	nadar
Obtener	get	got	got / gotten	swing	swing	swung	swung	balancear
dar	give	gave	given	take	take	took	taken	tomar
ir	go	went	gone	teach	teach	taught	taught	enseñar
crecer	grow	grew	grown	tell	tell	told	told	decir / contar
tener	have	had	had	think	think	thought	thought	pensar
oír	hear	heard	heard	throw	throw	threw	thrown	lanzar
golpear	hit	hit	hit	wake	wake	woke	woken	despertar
sostener	hold	held	held	wear	wear	wore	worn	llevar / usar
dejar	hurt	hurt	hurt	win	win	won	won	ganar
permanecer	keep	kept	kept	write	write	wrote	written	escribir