



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
SCHOOL OF EDUCATION AND LANGUAGES  
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“CLASSROOM SEATING ARRANGEMENT TO ENHANCE LEARNING IN EFL  
CLASSROOMS”**

**RESEARCH PROJECT**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND  
FOREIGN LANGUAGES**

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## ADVISOR'S APPROVAL

In my role as Advisor of the research paper entitled "**CLASSROOM SEATING ARRANGEMENT TO ENHANCE LEARNING IN EFL CLASSROOMS**" prepared by **ESTEVEZ CHICA EMELY TAMARA, & SORIANO SANTOS LISBETH EVELISSA** an undergraduate student of the Pedagogy of National Foreign Languages Major, at school of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

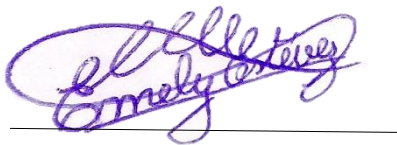


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## Statement of Authorship

We, EMELY TAMARA ESTEVEZ CHICA, with ID number 0924481112, and LISBETH EVELISSA SORIANO SANTOS, with ID number 2450336496, undergraduate students from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project “ CLASSROOM SEATING ARRANGEMENT TO ENHANCE LEARNING IN EFL CLASSROOMS”, certify that this study work is our authorship, except for quotes, statements, and reflections used in the research paper.



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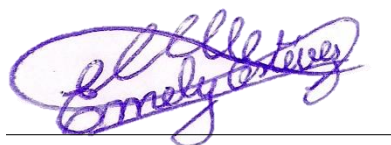


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## Declaration

The information and content in this degree and research work are the responsibility; the intellectual property belongs to Universidad Estatal Peninsula de Santa Elena.

A handwritten signature in purple ink, appearing to read 'Emely Estévez', written over a horizontal line.

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### **Acknowledgment I**

First, I want to thank God for guiding me, for always being my support, for giving me the strength I need in difficult times, and the clarity to keep going when I thought I could not continue. I am grateful that God allowed me to reach this point and for blessing each stage of this educational process. To my parents, who trusted me and motivated me to always keep going despite the adversities that arose along the way. Thank you for your sacrifice and love. The entire process was worth it, and now this great achievement is yours.

Thank you to my partner for your patience and always understanding, for not letting me give up when I felt I could not go on, and for always pushing me to keep going. Thank you for being my refuge and peace of mind.

Finally, I want to thank my teachers for offering their knowledge with dedication and passion, for patiently guiding me in my professional development, and for encouraging me to always strive for a higher level.

-Emely Tamara Estévez Chica

### **Acknowledgment II**

First, I thank my Heavenly Father who has given me the strength and knowledge to continue my studies and complete my degree. I thank my mother, who instilled in me that education is the foundation for success in life, the woman who has worked hard for me and my siblings. Her unwavering support has helped me grow as a person and has been a great source of motivation. I thank my friend Emely, who has been a great support, making university feel less burdensome. Thanks to her patience and kindness in encouraging me to persevere, she has been an important part of this project. Finally, I thank my siblings and my in-laws, who have been an important support.

-Lisbeth Evelissa Soriano Santos

### **Dedication I**

I dedicate this thesis with much love to my family, to my parents, my father Jorge Estévez, and my mother Sarita Chica, for their unconditional support, for their quiet efforts, and for showing me how to move forward with simplicity. Everything I have, I owe to you. Thank you so much.

And to my partner, Andrés Roca, for accompanying me throughout this process, through good times and difficult times, but above all for rejoicing in every small step forward. Thank you for being that pillar of support with your motivational words, telling me that in the end, it was all worth it. Thank you for always being there and for believing in me.

With love, Emely Tamara Estévez Chica

### **Dedication II**

I dedicate this work to my family, especially to my husband, Marlon Aguilera, who from the very beginning told me to focus solely on finishing my degree, that he would take care of everything. Thanks to him for his unconditional support, his love and strength, for believing in me from the very beginning, believing I could finish my professional studies. Secondly, I dedicate this academic journey to my daughter Samia. From the first days of her life, she has been by my side, through sleepless nights and long commutes to university. Being Samia's mother was never an obstacle to completing my studies; on the contrary, she has been my greatest inspiration and has filled me with strength. I also dedicate this part to my mother. Even with my own family, she continues to support me. Every time I left for university, she was there, waiting for her granddaughter so I could attend classes. And finally, I dedicate this part to little Lisbeth, who wouldn't believe we've finished another stage, thanks to my perseverance in the difficult times.

With love, Lisbeth Evelissa Soriano Santos.

## **Abstract**

This study examines how the arrangement of classroom seating can influence the learning English as a foreign language. It begins by noting that seating arrangements are often considered insignificant, even though the placement of desks is crucial and essential, as it facilitates student integration and encourages the exchange of ideas among peers, thus improving communication skills. Various research studies have demonstrated different seating arrangements, such as semicircles, U-shapes, or small groups. These techniques encourage active participation in demonstration activities, and by interacting with one another, students develop more practical and efficient speaking skills compared to the traditional row seating arrangement.

The purpose of this research is to consider the different perspectives of teachers on the issue of classroom seating arrangements based on their perspective on how they perceive student learning. It focused on using a qualitative approach through direct interviews with English teachers. The study was based specifically on how teachers organize their classes and how the method they use is beneficial to their students when acquiring new knowledge.

**Keywords:** Classroom seating arrangement, Communication skills, Student interaction, Teacher perception, Learning improvement

## Resumen

Este estudio examina cómo la disposición de los asientos en el aula puede influir en el aprendizaje del inglés como lengua extranjera. Parte de la premisa de que la disposición de los asientos suele considerarse insignificante, a pesar de que la ubicación de los pupitres es crucial y esencial, ya que facilita la integración del alumnado y fomenta el intercambio de ideas entre compañeros, mejorando así las habilidades comunicativas. Diversos estudios han demostrado la eficacia de diferentes disposiciones de asientos, como semicírculos, formas de U o grupos reducidos. Estas técnicas fomentan la participación activa en actividades demostrativas y, mediante la interacción entre los estudiantes, estos desarrollan habilidades orales más prácticas y eficaces en comparación con la disposición tradicional en filas.

El objetivo de esta investigación es analizar las diferentes perspectivas de los profesores sobre la distribución de los alumnos en el aula en función de su punto de vista sobre cómo perciben el aprendizaje de los estudiantes. Se centró en utilizar un enfoque cualitativo a través de entrevistas directas con profesores de inglés. El estudio se basó específicamente en cómo los profesores organizan sus clases y cómo el método que utilizan beneficia a sus alumnos a la hora de adquirir nuevos conocimientos.

**Palabras clave:** Distribución de los asientos en el aula, Habilidades de comunicación, Interacción entre estudiantes, Percepción del profesor, Mejora del aprendizaje.

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## **Introduction**

In the classroom, it's crucial to feel comfortable and able to pay attention to the lessons. Therefore, the arrangement of desks is often seen as insignificant and unimportant, especially in English as a Foreign Language classes. Maintaining a well-established and organized classroom helps students have a suitable learning environment, not only fostering interaction with other students but also encouraging communication and teamwork, which is important and can help improve speaking skills. Various studies have shown that arranging desks in a crescent, U-shape, or in small groups is beneficial, as traditional row seating leads to less participation.

In today's educational environment, it is essential that the classroom be a motivating, didactic, and interactive space for students to experience greater growth in their English learning. It is therefore appropriate to analyze the essential structure of a classroom and observe its impact on student learning and motivation. This research will analyze the English teacher's knowledge of student seating arrangements and how these influence academic performance.

The objective is to use methods that facilitate confident student participation and improve their fluency in spoken English. The seating arrangement is closely linked to teaching and learning, as it provides a more suitable and conducive space in the classroom. Using different seating arrangement techniques contributes to the pedagogical quality of the classroom, helping to create and design a participatory and active learning environment.

## **Chapter I**

### **The Problem**

**Research Topic.**

Classroom Management and Methodology.

**Title of project.**

Classroom seating arrangement to enhance learning in EFL classrooms.

**Problem Statement.**

In the teaching of English as a foreign language (EFL), several elements or resources contribute to achieving meaningful learning, such as teaching strategies or methodologies, teaching materials, motivation, and the learning environment. Therefore, although the arrangement of desks in the classroom is one of the aspects that seems least important, it is also very relevant to the students' learning environment.

The way desks are arranged in the classroom is incredibly important for learning and getting along with each other, whether working alone or in groups. A new study compared two different types of desk arrangements, one circular and one crescent-shaped, in classrooms designed for collaborative work. The results showed that the crescent-shaped arrangement led to better scores for both individual and group work, particularly in areas such as planning, directing work, and eye contact while working, indicating better learning (Hayashi et al., 2023).

The way a classroom is organized is extremely important for learning English as a foreign language, as it greatly influences students' interest and motivation. In a study conducted by Collyer (2021) in English schools, he found that four students behaved much better when working together in groups, but their behavior worsened if they were alone or sitting in rows. This shows how students are positioned directly determines their participation, especially in language classes where teamwork is essential. However, in English classes, both at universities and in language academies, little is known about how different ways of organizing a classroom

(such as rows, groups, or circles) contribute to important aspects such as speaking in class, motivation, or grades.

This lack of information makes it necessary to further investigate how classroom setup influences English teaching and learning, to help teachers create more productive classes.

The objective of this academic project is to determine how learning English as a foreign language determines the technical aspects of classroom seating arrangements. We focus on oral skills, how students maintain their motivation, and their academic progress. The main purpose is to identify which seating arrangement—traditional, circular, or U-shaped—would be most suitable for academic outcomes. The aim is to gather relevant information to develop a better classroom design plan that fosters greater student participation and focus.

### **Justification**

The classroom setup is super key for teaching, it totally shapes how ideas bounce around, questions get asked, and how peeps connect from the get-go. When students are learning English as a foreign language, it is even more crucial because they need resources to learn from and must keep talking and practicing to really get it. Traditional row seating makes students somewhat passive; they cannot see the whole class, and they mostly just talk in front of everyone. When you set up seats in circles, a 'U' shape, or small groups, it turns the classroom into a lively chat spot where everyone's face is in view, English just flows, and chatting with classmates is the usual thing to do. These setups fit right into the idea that learning's all about using the language in real-life situations.

Claims that the relationship between learner achievement and classroom environment varies. Students' overall learning experience in class can be influenced by their learning environment. Teachers make decisions about who students sit by and who they are exposed to

for the entirety of the school day. However, teacher training does not often address the structural design of a classroom environment. (Pitehnoee et al., 2020).

The physical environment's must be key for students too, it keeps them feeling safe and helps them get into the learning groove, which is super important for picking up a new language a classroom that's laid out in a way that is easy to move around in and thought out well helps kids get better at talking, listening, and understanding stuff more inherently. Simultaneously, it lets teachers keep an eye on, help out, and chat with students in a better way.

EFL learners usually struggle with stuff like getting nervous, having trouble chatting, being shy, and not getting enough chances to practice strategic seating plans are like smart classroom tricks that help cut down on problems, boost confidence, and get everyone working together better. Kim and colleagues (2020) also found that behavioral problems were the most important consideration when creating a seating arrangement, whereas promoting both existing and new friendships was considered the least important. Thus, classroom layout should be regarded not merely as a logistical concern but as a fundamental educational element that directly influences the quality of language learning.

This research focuses on teaching English by offering students more ways to participate, making the classroom a more engaging place, and helping them learn the language better. When teachers are creative with seating arrangements and teaching styles, they can really improve students' learning and communication in English.

**Problem Question****General Question**

- How does classroom seating arrangement enhance learning in EFL classrooms?

**Specific Questions**

- How does the arrangement of seating foster collaboration and dialogue among students in English classes?
- What are the teachers' perceptions of seating arrangements in academic progress in class?
- What student seating strategies can be used to optimize performance and interest in English speaking lessons?

**Objectives****General Objective**

- To explore teachers' perceptions of how different classroom seat layouts support the development of speaking in learners of English as a foreign language.

**Specific Objectives**

- To analyze how different seating arrangements promote collaboration and conversation in English classes for language learners.
- To explore teachers' perspectives on how the seating organization in the classroom enhance the learning process of students.
- To identify effective methods of seating distribution that optimise student participation in English classes.

## **Chapter II**

### **Theoretical Framework**

#### **Background**

In this research, the Theoretical Framework is addressed by analysing how classroom seating arrangements positively impact the learning environment for English as a foreign language. It is emphasised that the distribution of classroom components not only organises space but also modulates student interaction, engagement, and participation.

#### **International Background**

Studies show that, although the traditional way of arranging chairs promotes organisation, it could get in the way of dialogue and reduce opportunities for cooperation, which is crucial for language learning. The way pupils are seated in class has a significant influence on their level of engagement, whether in terms of their interest, motivation, or assimilation of knowledge.

Yang et al. (2022). He also argued that placing the seats in rows can cause distractions and blindness, since students focus on the blackboard and not on their classmates, thus hindering interaction and the exchange of opinions in group discussions.

Learning will improve substantially through organisation. On this basis, educators have the opportunity to improve student participation by adjusting the layout of the physical space to the activity being carried out. For individual activities, for example, the traditional row configuration may be more appropriate; conversely, interaction, idea exchange, and teamwork are enhanced by semi-circular formations.

Likewise, a study made by Astuti et al. (2020) it has been observed that students prefer to sit in rows because they feel more comfortable and are able to interact better when they carry out activities in groups or collectively.

Jannah and Nurfaidah (2022) it was also observed that students feel more active when they are working in groups, and they can even develop a good discussion.

Regarding pair work, St Aminah et al. (2021) argued that this seating arrangement enables students to speak and participate more in oral activities and discussions

Annisa (2021) It has been concluded that students who sit in the front rows get better grades in oral expression than students who sit in the back rows. Based on these findings, arranging the seating can improve oral expression to some extent; thus, the improvement could be determined by students who sit at the front.

### **Pedagogical Basis:**

From the outset, the classroom is a training and learning environment where English classes should focus more on the ability to speak and integrate among students; the way in which the desks are structured can alter participation, active concentration, conversation and even the day-to-day space in classes.

### **Key Pedagogical Foundations**

Evidence from the field of Environmental Psychology has shown that the physical environment of schools and classrooms has an important influence on students' comfort, on their behavior, and on social interactions among peers and between teachers and their students Tobias, V., et al. (2020).

Depending on the type of activity the teacher wishes to use in their class, different seating arrangements can be adapted to each activity. Whether using the traditional method, students remain more focused and work individually, while the circle or U-shaped

arrangement helps them work collaboratively, thus developing their communication skills and enabling them to learn from each other more dynamically.

Flexible and dynamic layouts can better respond to the different phases of learning (introduction of new content, individual practice, group interaction) and the diversity of learning styles and pace.

Focused on the seating arrangement that can engage students' learning attention. (Syaifulloh et al., 2022).

Having the classroom seating arranged in a way that makes the environment warmer, more pleasant, and orderly greatly helps students learn the language better.

In other words, motivation drives students, regardless of whether they want or need to learn English. Teachers are accountable for the success of classroom management (Fitriati et al., 2020).

### **Theoretical Basis:**

The seating arrangement is not only based on simple choices or decisions, but is firmly based on important educational theories that predominate different essential aspects of student learning and development.

**Vygotsky's Social Development Theory:** Lev Vygotsky's theory highlights the importance of social interaction for cognitive development. Learning is fundamentally a social process, where students build what they know by sharing ideas and experiences with their peers and teachers. (Vygotsky, 1978). Seating arrangements that encourage interaction, such as circles and groups, are well aligned with Vygotsky's theories because they enable dialogue, collaborative problem-solving, and scaffolding. The latter occurs when students receive support in their learning from the teacher or their more skilled peers.

**Gardner's Multiple Intelligences:** Howard Gardner's idea is that children learn in all kinds of ways, not just one way. Different seating configurations can be adapted to suit all kinds of learning styles, so while groups are great for students who get along with others and thrive in social settings, if you're more of a solo type, rows may be your jam since you dig working alone.  
(Gardner, 1983).

**Constructivist Theory:** Constructivist learning theories, such as those developed by Jean Piaget and Jerome Bruner, state that students actually make their own knowledge by doing things and thinking about it. Seating arrangements that encourage greater student participation, such as in groups or U-shapes, help make classes more active and dynamic. This type of organization creates an environment where students can explore ideas, converse, and learn by doing (Piaget, 1952; Bruner, 1966).

The theory behind how we set up seating in the classroom really highlights how crucial it is to match the classroom layout with what we're trying to teach. The ideas behind this approach are: seating arrangements have changed over time, as have the theories behind them. Teachers can choose the best layout to support their EFL students. The next sections will dive deeper into how these rules determine us psychologically and socially, how they change what we learn, and what we can do to organize seating at different key points in the classroom.

In a classroom, the seating arrangement is not just a place for students to sit; it goes beyond academic learning. According to Vygotsky's social theories, one of the ways students learn best is through collaboration, as there is a connection and cognitive ability between teachers and students in the school environment. Therefore, when there is collaboration in a classroom, student development is more active and they receive adequate information during learning time.

Recent studies, however, indicate that linear or distinct designs might be more advantageous in minimizing disruptions and preserving focus for activities requiring logical reasoning and a personalized approach. This suggests that there is not a one organizational formula, but rather that the design decision must take into account the activities' nature as well as the unique traits of each student, like whether they prefer to engage with others or work alone.

Active learning theories, such as those of Piaget and Bruner, maintain that having adaptable spaces and seating facilitates change in the learning environment. This is conducive to the application of constructivist, student-centered pedagogical theories. In this way, it also fosters increased student motivation and, consequently, enhanced learning, which is strengthened through activities such as exploration, discussion, and even direct, everyday, and experiential learning.

In conclusion, striking a balance between energy and order is essential for the standpoint of classroom management. In collaborative setups, organizational strategies are necessary to guarantee focus and accountability, whereas typical rows may reduce disruptive behavior during solo work. To maximize English language acquisition, seating arrangements are essentially a crucial aspect of the learning environment that must be in line with pedagogical goals as well as social and psychological requirements.

### **Legal Basis:**

#### **Constitución de la República del Ecuador**

According to Constitución de La República Del Ecuador (2008) reveal in section 5 of Education the following:

“La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir.

Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.”(Article 26)

The Constitución de la República del Ecuador tells us how important it is for the government and schools to establish there are places to study properly, and this has a lot to do with your work on how to organize desks in class. This is because the way the classroom is arranged determines how we learn.

### **Ley Orgánica de Educación Intercultural**

An institutional article by Ley Orgánica de Educación Intercultural (2021) establish that: “Principios. - La actividad educativa se desarrolla atendiendo a los siguientes principios generales, que son los fundamentos filosóficos, conceptuales y constitucionales que sustentan, definen y rigen las decisiones y actividades en el ámbito educativo:

**Calidad y calidez.** - Garantiza el derecho de las personas a una educación de calidad y calidez, pertinente, adecuada, contextualizada, actualizada y articulada en todo el proceso educativo, en sus sistemas, niveles, subniveles o modalidades; y que incluya evaluaciones permanentes. Así mismo, garantiza la concepción del educando como el centro del proceso educativo, con una flexibilidad y propiedad de contenidos, procesos y metodologías que se adapte a sus necesidades y realidades fundamentales. Promueve condiciones adecuadas de respeto, tolerancia y afecto, que generen un clima escolar propicio en el proceso de aprendizajes;

There needs to be flexibility in what is taught, how it is taught, and how things are done. It must promote a positive school environment, based on respect, tolerance, and affection, because it is extremely important for learning well. In other words, it's not enough to simply teach; it must be a pleasant environment where everyone feels included and where each student is accommodated. A well-thought-out desk arrangement helps students interact, respect, and cooperate, thus creating the positive school environment required by law.

It also allows for fun ways to teach English, such as working in groups, in pairs, or in conversation circles, which fit in with the flexibility we need in teaching. Finally, it helps make learning student-centered, as the place where they are becomes something that helps them participate and stay motivated.

The MINEDUC-MINEDUC-2023-00008 agreement states that teaching essential skills , including digital literacy, communication, numeracy, and emotional intelligence, should be given top priority in schools. Furthermore, it states that they should adapt their teaching to the unique needs of their students and the conditions at school.

This organization's agreement permits schools to freely set up their classrooms in order to enhance these skills. In the case of English as a Foreign Language (EFL) classes, a seating arrangement that encourages interaction, pair or group work, and high visibility of the teacher/tutor is a tactic that fits with the prioritized curriculum's objective of strengthening communication.

Likewise, considering that the agreement requires investing part of the teacher's time in the "preparation of classes, teaching materials, and learning environments," it is understood that the physical layout of the classroom and consequently, the seating arrangement is part of that environment and can have a direct impact on the effectiveness of learning.

## **Chapter III**

### **Methodological Framework**

#### **Research Method**

##### **Qualitative Methodology**

Qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research. (Bhandari, 2025).

Determining exactly what we are measuring is essential to gaining a more thorough understanding of how classroom organization impacts the growth of EFL learners. This study examines the relationship between classroom design and academic performance as well as the impact of seating arrangements on English language learning.

A phenomenological technique is used to document teachers' actual experiences with seating arrangements in EFL classes. In order to comprehend how different seating arrangements impact learning interactions and outcomes, this approach requires obtaining detailed participant profiles.

Understanding the effects of seating on EFL learning is in line with phenomenological research, which places an emphasis on comprehending phenomena from the viewpoints of the participants.

#### **Type of Research**

##### **Phenomenological Studies**

Independent Variable: Classroom Seating Arrangement. The seating arrangement, or the layout of seats, is altered in this study. Classrooms can be set up with standard straight rows, more cooperative arrangements like circles or U-shaped groups, or a mix of the two. Every arrangement can have a significant impact on how students interact with one another, how they relate to their

professors, and how involved they are. Since the teacher has the power to assign seats, they can alter the setup and examine the impact on language acquisition.

**Dependent Variable: Learning English as a Foreign Language.** To assess how the experiment determines learning English when it is not a person's first language, like in the case of English as a foreign language (EFL). This variable includes the four basic language skills of speaking, writing, listening, and reading. The ability to speak in English in everyday situations, confidence in one's ability to express oneself in English, and active participation in class discussions are all essential. To determine how well students are learning the language, their performance in English-related activities, speaking ability, and level of involvement will all be assessed.

## **Data Collection Technique**

### **One-on-one-interview**

According to the article *One-On-One Interviews: Techniques, Questions, Pros & Cons (2024)* A one-on-one interview is a qualitative research method in which an interviewer engages in a face-to-face conversation with a single participant or interviewee. This format allows for a focused and personalized interaction between the interviewer and the interviewed individual.

EFL teachers will be the only source of data for this study. About classroom seating arrangements, this method will enable a targeted comprehension of the professional tactics, objectives, and observations that educators utilize and perceive. Semi-structured, one-on-one interviews with chosen teachers who have expertise in overseeing seating arrangements in EFL classrooms will be used as the data-gathering strategy. The purpose of these interviews will be to collect in-depth information regarding the real-world implementation of seating techniques, their influence on student engagement, and the general efficacy of learning.

The instrument used was an interview to gather information from teachers based on their preferences for classroom seating arrangements, as well as to find out how often they change them and why.

### **Research Instruments:**

#### **Questionnaire**

The questionnaire consisted of open questions so that teachers had the opportunity to expand on their answers by talking a little more about their experiences and specific preferences regarding classroom seating arrangements. They also indicated how this arrangement influences student learning.

1. How do you typically determine the seating arrangement in your EFL classroom?
2. Based on your experience, which seating arrangement method do you consider to be the most effective and motivating for students?
3. Do you think traditional seating arrangements limit students' learning outcomes?
4. Do you think that implementing these seating arrangement methods will make any significant difference to the progress of students' learning?
5. Could you describe a specific activity or lesson where the seating arrangement plays a key role in its success?
6. What seating arrangement method would you use when teaching your classes?
7. What advantages have you noticed from using conventional row seating in English classes?
8. Why is it important to consider personal space and comfort when arranging seating in English classes?
9. What is a potential challenge of using traditional lines in EFL classes to promote participation?
10. How can the U-shape help an English class run more smoothly?

## **Population and Sample:**

This study focused on the perceptions of English teachers with prior knowledge of classroom seating arrangements. These teachers were selected for the specific purpose of determining their experiences with different seating arrangements. The teachers provided us with valuable information on how seating arrangements in their classrooms influence student learning.

About 40% of all EFL teachers working at the chosen schools made up the sample size, guaranteeing that enough qualitative data could be gathered to thoroughly examine teachers' perspectives and methods. Diverse perspectives on how seating arrangements are designed, modified, and seen to improve student engagement and language acquisition were offered by this group.

Current studies agree that seating arrangements are highly important for meaningful student learning, specifically when learning English as a foreign language. However, these different types of seating arrangements also have their advantages and disadvantages.

- Group discussions, peer collaboration, and teamwork are encouraged when desks are arranged in small groups. While this aids social learning, if not properly supervised, it can sometimes lead to distractions and inappropriate behavior. Students may also become distracted or exhibit undesirable behavior if there is no supervision. Therefore, the teacher needs to be attentive so that everyone can focus on the task.
- Row Seating: Small clusters of desks promote teamwork, peer collaboration, and group discussions. Even though it promotes social learning, it can occasionally lead to distractions and off-task behavior if it is not adequately managed.
- U Shaped Seating: The advantages of circular seating and conventional rows are combined in this arrangement. It allows for activities where students are the protagonists,

but also where the teacher guides the class, enabling direct communication between students and the teacher. It might not be able to handle huge class sizes, though, and it can restrict movement within the classroom.

Research has shown that one way to achieve students' learning objectives is through the arrangement of desks in the classroom. For example, during an exam, the best arrangement is the traditional one, with desks in rows, not in a U-shape or in groups. Also, if the activity requires collaborative work, in which students need to interact and communicate, then they should sit in groups or in a U-shape. In other words, teachers should arrange seating according to the activity and objectives of the lesson.

The study also draws attention to practical issues like the size of the classroom and the availability of furnishings. Every kind of sitting arrangement has a suitable setting to use, considering all the information provided in the article; teachers only need to take into account the various justifications. Every seating arrangement has advantages and disadvantages, and the best one will rely on the learning objectives and dynamics of the classroom.

## Chapter IV

### Analysis of Findings

#### Brief Analysis of Findings

This chapter analyzes the data collected from a questionnaire administered to five teachers of English as a Foreign Language (EFL).

. The open questions in the interview focused on finding out the different opinions of teachers, based on their experiences and knowledge, about classroom seating arrangements. This research was conducted to study how the way desks were arranged affected learning and students' ability to learn new things. The answers they got from the research showed that a certain way of arranging seats should be used to make sure students learn well. It's also important for student learning to be effective.

#### Interpretation of Interviews

**Table 1**

*Interpretation of interviews*

Categories	Answers	Authors
Determining seating arrangement	The flexible seating arrangements help students concentrate and participate actively. They also enhance collaborative group work.	(Hoekstra et al., 2023)
Most effective and motivating seating method	The arrangement of seats in groups or clusters is the most effective and motivating, as it encourages communication, teamwork, and active learning.	(Higgins et al., 2021)
Effect of traditional seating on learning outcomes	Traditional seating arrangements can limit student learning outcomes because they reduce student interaction, collaboration, and participation.	(Gremmen et al., 2022).

Impact of seating methods on the learning process	Implementing flexible seating arrangements can significantly enhance students' learning progress by increasing participation, motivation, and engagement.	(Morrison & Evans, 2020).
Example where seating influenced lesson success	When students work in small groups, whether in discussions or role-playing activities, they communicate better, collaborate with each other, and participate more, which helps make the lesson more successful.	(Harvey & Kenyon, 2022).
Preferred seating method for teaching	A flexible seating arrangement, such as groups or a U-shape, to promote interaction, communication, and active learning among students	(Burgess & Rowsell, 2021).
Advantages of conventional row seating	The conventional arrangement of seats in rows can help maintain order, focus attention on the teacher, and facilitate individual work, which benefits tasks that require concentration.	(Wannarka & Ruhl, 2020).
The importance of being comfortable and having your own place	Students should feel comfortable in class, as this helps them feel less anxious, interact better, and have a positive clarity when doing classwork.	(Barrett et al., 2021).
Challenge of traditional lines for participation	One potential challenge of using traditional row seating in EFL classes is that it limits student-student interaction and peer collaboration, which reduces opportunities for participation and	(Indrawan, Muhayyang, & Munir, 2024).

	engagement.	
How the U-shape improves class	Using a U-shape seating arrangement helps an English class run more smoothly by allowing the teacher to easily move and monitor all students, facilitating peer interaction and discussion, and increasing overall engagement.	(Şahin, Üstüner, & Korkmaz, 2022).

*Note:* The table elaborates the categories of the questions, then the analysis of answers, which strongly connect with the authors.

### **Analysis and discussion of the interview vs the bibliographic review**

The first category refers to determining seating arrangements, in which teachers 1 and 2 agreed on a similar approach, emphasizing that they tend to use traditional rows but make changes when the activity requires it. Both agreed that order is essential, but that it can be flexible when classes require more interaction. In contrast, teachers 3, 4, and 5 showed a slightly more dynamic affinity for classroom seating arrangements. They pointed out that this organization depends more on the number of students and the classroom space, thus preferring circles or group distributions to encourage student participation. This indicates that some teachers preferred to stick with the traditional method, while others chose to modify the environment to improve communication and student participation.

The second category indicates the most effective and motivating seating method. Teachers 1, 3, and 5 said something similar, indicating that they preferred the seating arrangement method in a U-shape. They believe this way, students talk more among themselves. They also believe this way of arranging the desks improves the classroom environment.

They also commented that this strategy makes it easier for the teacher to supervise students, monitor their behavior, and maintain order in the classroom. Teacher 2, on the other hand, preferred

traditional rows, saying they made it easier to enter the classroom, maintain discipline, and move among the students.

Teacher 4 indicated an alternative perspective in favor of circle formation, but also pointed out that students can take on roles and promote teamwork. Therefore, some teachers indicate their preference for the U-shaped arrangement as a way to create a more communicative and participatory environment, but at the same time, there are still a few who prefer to maintain the traditional method.

In the third category, we see how seating arrangements are linked to learning. Teachers 1 and 2 noted that students who tend to sit at the back of the classroom are often disconnected or show little interest in the class, as they are easily distracted and become less participatory students. In contrast, teachers 3, 4, and 5 emphasized that the traditional method of classroom seating arrangement makes students feel more self-conscious about participating, which limits their ability to express themselves. They agreed that this arrangement makes students more dependent on the teacher, thus hindering student interaction.

The fourth category indicates about the impact of seating methods on the learning process, most teachers agreed that implementing different seating arrangements can significantly improve students' learning progress. Teachers 1, 3, and 5 mentioned that dynamic setups such as circles or U-shapes increase motivation and focus by keeping learners more active during lessons. Teacher 2 highlighted how personal space and respect in seating can indirectly boost concentration. Teacher 4 emphasized that the nature of the class activity and how it is handled would determine how well any seating changes go. This implies that although seating flexibility has advantages, its full benefits must be realized through careful, context-sensitive implementation.

The fifth category indicates about example where seating influenced lesson success. Regarding particular exercises, educators frequently cited debates, role-playing, oral practice, group projects, and collaboration as courses where seating configurations are crucial to success. By enabling unobstructed sight and communication between students and the teacher, seats placed in circles or U shapes promote interaction and participation. Teacher 5 demonstrated how such a setup may promote greater engagement with an example of an argument in a circle. Teacher 4 cautions that seating effectiveness depends on lesson goals reinforces the idea that arrangements should fit the activity type, especially in communicative language teaching focused on speaking and listening skills.

In the sixth category, it indicates that the Preferred seating method for teaching teachers classified as 1, 2, 3, and 5 showed more affinity for U-shaped seating, considering it an ideal strategy for greater control of the classroom and student behavior. They believe that it is one of the strategies that allows both parties to maintain eye contact and have more fluid communication. Meanwhile, teacher 4 demonstrated a slightly more relaxed stance but made it clear that for them, it depends on the number of students and also the space available in the classroom. These diverse opinions indicate that the majority prefer the U-shaped method as something practical and at the same time participatory.

The seventh category indicates about advantages of conventional row seating for all five teachers agreed that the traditional method helps them maintain greater discipline in the classroom, especially when it comes to exams or individual assignments. They also noted that this approach reduces distractions for students. In addition, teacher 3 indicated that the traditional method also allows students to develop socially. However, the traditional method is best when the objective of the class is to maintain order and help students concentrate better.

The eighth category indicates about importance of personal space and comfort. Teachers 1, 2, and 3 stated that, for them, it is ideal to maintain space and comfort for students because, for them, when students feel more comfortable, they are more willing to participate. Teachers 4 and 5 also indicated that student comfort directly contributes to motivation because their participation feels free, without limits or barriers. They can conclude that all teachers agree that comfort is key to creating a good learning environment that is positive and inclusive.

The ninth category indicates about challenge of traditional lines for participation. Teachers agreed that in the traditional seating arrangement, student participation is low. Teachers 1 and 2 agreed that the students at the back become passive listeners who don't contribute to the discussion. Teacher 3 concentrated more on the number and size of students, stating that it is a little more difficult to keep an even eye on them all when there are more than 35. While Teacher 4 observed that some students participate in the conversation while others remain silent, Teacher 5 claimed that the setup frequently limits the students. There was, therefore, a certain consensus that traditional rows certainly discourage students and prevent teachers from providing equal opportunities for all students to contribute to classes.

The tenth category indicates about that how the U-shape improves class. All five teachers agreed with this arrangement, but they also pointed out its many advantages. Teachers 1, 2, and 3 emphasized that this type of arrangement helps increase interaction and that students want to be involved in class, group work, and even debates. Teachers 4 and 5 agreed with these benefits but also pointed out that activities are more fluid and the class is conducted more enjoyably. Therefore, the U-shaped arrangement is the most accepted by teachers as it is the most effective.

## **Chapter V**

### **Conclusions and recommendations**

This chapter presents the conclusions and recommendations derived from the general and specific objectives of this research, the purpose of which was to explore teachers' perceptions about classroom organization and its impact on English as a foreign language (EFL) learning.

#### **General Objective**

To explore teachers' perceptions of how different classroom seat layouts support the development of speaking in learners of English as a foreign language.

#### **Conclusions**

##### **Conclusion 1:**

In conclusion, teachers are usually aware that the arrangement of benches and tables in the learning environment plays a significant role in the development of oral skills in students learning English as a foreign language. Arrangements that promote interaction, such as groupings or circular arrangements of benches or tables, give students the opportunity to converse more freely during activities, working in groups or fostering collaboration, and to actively participate in oral activities, making the experience of learning a language more motivating and effective.

#### **Recommendations**

##### **Recommendation 1:**

Teachers are encouraged to use this technique to promote interaction among students, identifying their needs and thus fostering communication and cooperation. Teachers motivate students to encourage communication.

##### **Specific Objective 1**

To analyse how different seating arrangements promote collaboration and conversation in English classes for language learners.

**Conclusion 2:**

In conclusion, the teachers' perceptions confirm that the strategic arrangement of the classroom seating has a very positive influence on the development of oral expression in L2 learners, especially because arrangements that encourage interaction, such as group or circular seating (or other circular arrangements), foster communication, participation, and support among classmates. Therefore, the organization of seating is key to optimizing learning outcomes and helping to create an interactive and motivating English learning environment.

**Recommendation 2:**

Teachers are encouraged to find ways to arrange student seating in the classroom so that they can work together and interact better with each other, allowing for better distribution and lesson planning. Students have the opportunity to experience a participatory classroom environment, and they will gain the confidence to express themselves and assimilate English in a more productive way.

**Specific Objective 2**

To explore teachers' perspectives on how the seating organisation in the classroom enhance the learning process of students.

**Conclusion 3:**

In conclusion, teachers believe that the way chairs are arranged greatly affects students' academic performance, as it determines how focused they are, whether they engage, and how they interact in class. An adaptable and orderly layout encourages students to talk to each other and collaborate more. Furthermore, traditional desk arrangements hinder dialogue and therefore reduce the desire to study.

**Recommendation 3:**

It is suggested that teachers should arrange desks according to the specific objective of the lesson and the needs of each student. Using more flexible and dynamic classroom layouts can help students pay closer attention, participate more, and achieve improved performance, making the class more active, less passive, and more participatory and effective in the classroom learning environment..

**Specific Objective 3**

To identify effective methods of seating distribution that optimise student participation in English classes.

**Conclusion 4:**

In conclusion, an optimal classroom arrangement for learners can significantly improve teaching, the way classes are taught and increase student interest in subjects like English.

Distributing students in different classroom arrangements such as mixed groups, semicircles, or U-shaped arrangements helps with integration and participation among students, allowing them to feel more confident and secure in the English language.

**Recommendation 4:**

It is suggested that teachers develop flexible student placement strategies that foster interaction, student autonomy, communication (especially oral communication), and parallelism with other subjects. Varying classroom configurations based on class activities, such as paired dialogue, group discussions, or information gathering, allows student and group motivation to be maintained and adapted throughout the learning process (both in terms of performance and participation in English language learning).

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La libertad, 20 de noviembre de 2025

## Annexes

### **Annex A:** *Certified Anti-Plagiarism System*

#### **Certificado Sistema Anti-Plagio**

En calidad de tutor/a del Trabajo de Integración Curricular denominado “CLASSROOM SEATING ARRANGEMENT TO ENHANCE LEARNING IN EFL CLASSROOMS.” elaborado por las estudiantes ESTEVEZ CHICA EMELY TAMARA y SORIANO SANTOS LISBETH EVELISSA de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 8% de la valoración permitida, por consiguiente se procede a emitir el informe , para proceder a la revisión por parte del especialista.

Atentamente,



Verónica Limones Borbor MSc.

TUTOR

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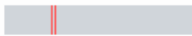

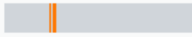

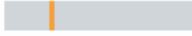

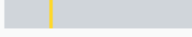

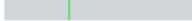
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 Número de caracteres: 67.860

Ubicación de las similitudes en el documento:



### Fuentes de similitudes

#### Fuentes principales detectadas

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2	 <b>www.dspace.uce.edu.ec</b> <a href="http://www.dspace.uce.edu.ec/bitstream/25000/12358/1/T-UCE-0010-116.pdf">http://www.dspace.uce.edu.ec/bitstream/25000/12358/1/T-UCE-0010-116.pdf</a> 7 fuentes similares	1%		Palabras idénticas: 1% (133 palabras)
3	 <b>Documento de otro usuario</b> #98a7fb Viene de de otro grupo 15 fuentes similares	1%		Palabras idénticas: 1% (103 palabras)
4	 <b>RESEARCH PROJECT - JONATHAN MATEO.docx</b>   RESEARCH PROJECT - J... #09d57a Viene de de mi grupo 15 fuentes similares	< 1%		Palabras idénticas: < 1% (100 palabras)
5	 <b>www.questionpro.com</b>   One-On-One Interviews: Techniques, Questions, Pros & ... <a href="https://www.questionpro.com/blog/one-on-one-interviews/">https://www.questionpro.com/blog/one-on-one-interviews/</a>	< 1%		Palabras idénticas: < 1% (40 palabras)

**Annex B: Questionnaire**

**Population:** Five professional teachers specializing in the education of children and young people in the academic field.

**Sample:** Five teachers with experience teaching English as a foreign language, where they seek ways to create and maintain an active learning environment.

**Questions aimed at teachers**

1. How do you typically determine the seating arrangement in your EFL classroom?
2. Based on your experience, which seating arrangement method do you consider to be the most effective and motivating for students?
3. Do you think traditional seating arrangements limit students' learning outcomes?
4. Do you think that implementing these seating arrangement methods will make any significant difference to the progress of students' learning?
5. Could you describe a specific activity or lesson where the seating arrangement plays a key role in its success?
6. What seating arrangement method would you use when teaching your classes?
7. What advantages have you noticed from using conventional row seating in English classes?
8. Why is it important to consider personal space and comfort when arranging seating in English classes?
9. What is a potential challenge of using traditional lines in EFL classes to promote participation?
10. How can the U-shape help an English class run more smoothly?

**Annex C: Transcripts of interviews aimed at teachers**

<b>RESULT OF THE ANSWER TO THE QUESTIONNAIRE</b>	<b>How do you typically determine the seating arrangement in your EFL classroom?</b>	<b>Based on your experience, which seating arrangement method do you consider to be the most effective and motivating for students?</b>	<b>Do you think traditional seating arrangements limit students' learning outcomes?</b>
<b>INTERVIEWEE 1</b>	<p>In my classroom, well, in my classroom, it depends, ok? Most of the classes have the traditional rules, but if I need to do a specific activity that involves all the collaborators of my students, I use another method or types, kinds of methods to help my students improve their learning.</p>	<p>Based on my experience, the U-shape is the most effective when I need to do an activity, when I need all the attention of my students. It's specific in that type of classes. I use the U-shape because it's more effective for the collaboration, participation, and even improve the learning. But also, another type, it's not focused on the traditional group and the U-</p>	<p>Yes, of course. I consider that it's true, because most of the time, the students behind the class, in some cases, they are paying attention to another thing or doing another subject. So, in front of the class, I can have all the attention and I can look up all my students. So, that is a limitation by me, using the traditional rules. So, as a teacher, in a class with a traditional rule, I</p>

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shape. In some cases, I prefer to go out with my students and do different activities out of the classroom because they motivate more my students. As an example, working groups out of the class.

need to look around the class and try to look all my students, what are they doing in that moment as I do in the class. So, in that way, traditional rules is, in many cases, a limitation for my students' learnings.

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**INTERVIEWEE 2**

Yeah, that's right.

How do you typically determine the steering arrangement in your EFL classroom? I typically determine this, I use the traditional rules. I prefer that, but it depends on the class. If I decide traditional rules because maybe all these people look at me or my students look at me.

The most motivating for my students, I consider it's the traditional rules. Because I walk around my class and I believe that the U-shape is around to the same. I have some space to share with my students, I believe, both of them.

Yeah, I consider it because maybe the final students don't pay attention to me a lot in that way. So, for example, I need to walk dimensionally the first time. I need to walk around with my students every time, but I see dimension pay attention to me.

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<b>INTERVIEWEE 3</b>	Well, according to my experience, I think that sitting arrangement is commonly used every single day sometimes. But it could be from the seven of the days, a week, I use it once	Well, I think that sometimes it's when the students make circles. And also when the students make the U-shape position. I think that it's really effective for students because they practice collaborative workshop. And also they improve their skill together to solve one specific problem.	Of course, I think that it limits a lot. But it depends on how the teachers organize the students. Because sometimes students are really noisy. And of course, if they are noisy, they couldn't be together. So, the teacher must organize according to different kind of levels of course in English classes. And I think that sometimes students feel shy because they feel ashamed talking in front of some other people.
<b>INTERVIEWEE 4</b>	Well, in an EFL classroom, we usually put the traditional way, where students focus on the teacher. But it depends. It depends on the activity.	The circle one. They are interacting with each other, and mostly when they are interacting with people that perhaps classmates that they are not	Yes, of course. Because sometimes they usually are bored by only paying attention to or being focused on one thing. So, once they interact with each other, they can

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		<p>really close to. So, the circle one, in groups of four, because I can assign some roles to them. So, they can participate, they can be interactive and be collaborative among them.</p>	<p>be collaborative in an activity that is supposed to be interactive with all of them. They can be more, perhaps, themselves in the way that they can express their own ideas. So, they can share their own ideas in another fun way.</p>
<p><b>INTERVIEWEE 5</b></p>	<p>In my EFL classroom, it depends on the number of students and the activity. Sometimes I use circles or groups because it helps them work collaboratively and keep focus on the task</p>	<p>In my experience, I consider the U-shape as the most effective and motivating for students because they can see each other, share ideas, and interact naturally during the lessons. It helps them stay engaged and makes the atmosphere friendlier.</p>	<p>Yes, I do. Because students who sit in the back usually lose focus and feel less motivated to participate. Traditional rows make it hard for teachers to interact with all students equally, and this limits participation and learning outcomes.</p>

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**Annex D: Transcripts of interviews aimed at teachers**

<b>RESULT OF THE ANSWER TO THE QUESTIONNARIE</b>	<b>Do you think that implementing these seating arrangement methods will make any significant difference to the progress of students' learning?</b>	<b>Could you describe a specific activity or lesson where the seating arrangement plays a key role in its success?</b>	<b>What seating arrangement method would you use when teaching your classes?</b>
<b>INTERVIEWEE 1</b>	<p>Yes, I believe it's important to manage different ways in the classroom, because maybe if you manage only the traditional rules, you don't have an effect to improve the interest of your students. So, for example, in that case, I manage different types, you mentioned, say, the circle or the U-shape and something like this.</p>	<p>Yes, for example, if I want to manage the cooperation with my students, I apply the group work or teamwork in that case. So, for example, maybe I work that my students work in pairs or work in teams, it's different. And this is an example I use for my students</p>	<p>I prefer the U-shape. Why? Because maybe this method encourages my students' participation, not only the interactions. So, maybe it's more when you use that interaction as contact with my students. I use it for participation, for debates and different ways.</p>

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**INTERVIEWEE 2**

So, maintaining personal space in my class is important because I promote respect among others, my students and teachers.

And I say I reduce distractions, for example, I improve focus and distance.

In that way, I believe using the collaborative, working in groups, specifically. Without the traditional U-shape or the traditional rules, I prefer, as I said, working with my students, in some cases, on the floor. For me, it's important because they strain their bodies and they feel more confident in my way. Because I was a student, in some cases, sitting in a chair was stressful for me. So, for that reason, I consider if I need all the attention of my students, I prefer to say, OK, stand up, sit down on the floor, open your books and we are going to practice

Okay, in the case of the seating arrangement method, I prefer to use the U-shape. I guess the U-shape is one of the most common in English teaching classes because we have more attention for our students. We try to improve their participation in that way because we can look at each other. So, that is important because the students have the feeling, oh my god, it's strange to see me. And I need to put more attention because if he sees me doing something... In that way, it's important for me to use that because I have more control for my class.

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that way. So, maybe, yes, I may sit down my students in a U-shape or make a circle and I sit down in the middle of the circle, maybe, yes. Because it improves their learning, it improves their attention to me, yes. In some cases, that improves their participation in classes.

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<b>INTERVIEWEE 3</b>	<p>Of course, because sometimes students need to move during the classes. Having a traditional method to just studying the classes in line sometimes gets boring for students. And it makes the classes not really effective. And I think that students will have motivation and teachers can engage</p>	<p>When we practice, for example, in this high school we have three different subjects: General English, Public Speaking, and Integrated Writing. Especially in Public Speaking. In Public Speaking, I have more than 45 students in each class. So, sometimes it's</p>	<p>Sometimes in my classes I use U-shapes and circles. Clusters sometimes because the space is limited. There are many people in the classroom. So, that's why making a U-shape is much better because I have more space. Why do I prefer that sitting arrangement? I just prefer this because students feel more comfortable</p>
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	<p>students using games, using competitions, but making circles and groups</p>	<p>difficult to evaluate all of them at the same moment. So, it is important to make groups, to create some groups. And also, it's important to create different kinds of positions of the chairs. One specific topic could be preparing a role play, preparing a debate, a round table. And also, we can practice... yeah, it could be the role play. Role play is most common in my classes.</p>	<p>and I can have the attention from the students. And everybody is looking at me.</p>
<p><b>INTERVIEWEE 4</b></p>	<p>I think it depends. But they can share their ideas and they can learn from other ideas once they are doing an activity or they are during class. So, I think it will depend on how you set it.</p>	<p>Yes, when they are playing roles. For example, when they are trying to solve a crime with a specific topic that is being reviewed. For example, with prepositions.</p>	<p>I prefer the circle one or the traditional way. But it depends on how many students are working on this team.</p>

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Because, for example, in an activity that is unilateral or it is for one and there is no need to participate because perhaps it is interrupting their own performance for students. It is better to set it in the traditional way. So, it will help students once they can share their ideas and they know what they are doing once the guidelines are shared.	Recently, we have been working in this way with the topic prepositions of time. So, they can share what they are thinking about and how to solve a problem. So, they can share their ideas about how to solve or how to find the answer. Also, when they are interacting with an interview. Recently, they have been working with adverbs of frequency. They have been working by interviewing themselves. They are looking for their classmates who are ready or they are practicing a sport and how often they are doing that. So, they can develop their
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		speaking skills. But, it depends on the activity and what is the purpose behind it	
<b>INTERVIEWEE 5</b>	Yes, it will. Changing seating arrangements can make lessons more dynamic and interactive. When students move, form circles, or work in groups, they stay focused and enjoy learning more, which clearly helps their progress.	One time I arranged my students in a circle for a debate about social media. Every student had to share their opinion while others listened and took notes. The seating made it easy for everyone to see and hear each other, and the participation level was much higher than usual.	I would use the U-shape arrangement because it helps me make eye contact with all students and allows them to interact more easily. It's also great for discussions and oral activities since everyone can see each other and participate actively

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**Annex D: Transcripts of interview aimed at teachers**

<b>RESULT OF THE ANSWER TO THE QUESTIONNAIRE</b>	<b>What advantages have you noticed from using conventional row seating in English classes?</b>	<b>Why is it important to consider personal space and comfort when arranging seating in English classes?</b>	<b>What is a potential challenge of using traditional lines in EFL classes to promote participation?</b>	<b>How can the U-shape help an English class run more smoothly?</b>
<b>INTERVIEWEE 1</b>	Okay, one of the advantages using the conventional or traditional rounds is basically I have more control and maintain the discipline and focus during individual work or tests in that way. So, it's important by me in some cases because most of the time the students have that traditional	It's important to consider the personal space and comfort of my pupils because, as I said in the previous questions, by me, it's important they feel confident and, in some cases, they feel relaxed and comfortable, no? Because if they pass all the time sitting in	OK, the tradition is about this, maybe, limited concentration of my students. For example, I've used the traditional rules every time my students don't focus on me. All the time, maybe, is doing another thing, maybe, for another subject, activities. And we have passive	OK, the U-shape arrangement has many, many, many, several benefits. For example, I encourage my students' attention in the way I said and mentioned: debate, group works, and defense. I promote engagement with students to focus all the time on me. And

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rules in class.	the same way,	learning about	interact with the
But that is one of	in the same	this. Passive	teacher because
the best	position, as I	learning because	I see his
advantages I	said, in some	my students	interactions and
have	cases it's very	don't pay	encourage
got in my classes	boring. So, I	attention to me	visibility. I
because I	prefer	and only focus	don't
maintain the	most of my	on other	mention
control of the	students sit	activities	visibility
discipline	down on the		because I start
	floor, maybe,		with my
	and apply that		students and I
	strategy, that		focus on each
	method,		one, others, and
	maybe. They		so.
	could sit down		
	on the floor,		
	but, in some		
	cases, in U-		
	shapes or in a		
	circle,		
	but, as I said, I		
	prefer the U-		
	shape. It's		
	more for		
	improving my		
	students. But,		
	to answer		
	your question,		
	the comfort		
	improves the		
	participation		

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		and the attention of my students, yes.		
<b>INTERVIEWEE 2</b>	Yeah, I mentioned some advantages about this. For example, I minimize distractions with my students or I have more control when I saw my students. So, maybe I have the numbers, this is an accommodation of this, as individual work when you want individual work. That's all	So, maintaining personal space in my class is important because I promote respect among others, my students and teachers. And I say I reduce distractions, for example, I improve focus and distance	Using the traditional roles in English, teaching English as a foreign language, one of the challenges, I guess, as I said, is the participation decrease. Maybe because the behind of the class, most of those students didn't pay attention to my classes and that is a challenge by me because not all my students have the possibility to participate. And maybe, in some cases, groups, because the top	OK, the U-shape sitting arrangement helps the class run more smoothly. Yes, that's true because all the students can see the teacher. And even me, as a teacher, I have the possibility to improve their learning, discussion, all the activities. So, as I said, it depends on the activity. But the U-shape, it's more to improve the collaborative discussions and working groups, I guess. And I have more attention to

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		of the class participates, but the head of the class doesn't participate. So, that is a challenge because it decreases the participation, decreases the attention on that side, develops a challenge in their learning process.	what my students are doing in that moment. What are they doing during the class? Because in U-shape, I have the possibility to see all my students. If they don't do the activity in the book or if they do another activity. So, I have more control in the behavior, in the activities they are doing, and even in their participation.
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<b>INTERVIEWEE 3</b>	Well, I have some advantages. First, what advantages have you noticed from using conventional	Well, I think that it is important to consider personal space. Well, most of the students love to work individually. But some	So, in this case, I have more than 45 students in each class. So, it means that I have six lines in the classroom. And each line has eight or nine students. So,	It helps a lot. Because students feel like they are in another kind of environment. And having another environment makes students feel more
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round seating in English? Well, some advantages could be like... Students can work in a collaborative way. Students develop social skills. And also, I can access students to be in different roles. So, one could be the leader, the other could be the secretary, and the other could be just helpers. And other advantages for sitting arrangement could be like... Students share opinions and we have only one solution of	students do not like it. So, what can we do as teachers in this case? We have to apply different kind of strategies. First, students can pay more attention when they work individually. But they can get bored as well. So, I have to mix different kind of level of students. I have to mix different kind of personality of students. In the same role, in the same group, or in the same circle. If I do	one potential challenge in this case is to ask students to pay attention to you. Because of the amount of students. But how can I get attention from my students? Making competition in lines. Okay? So, the other challenge could be that I cannot walk around my classes. Other one is I cannot concentrate in each student's participation, in each student's activity they are doing. I just pay attention to some students and the other people, they are doing anything sometimes. But,	confident to speak, more confident to participate. And, of course, we have something specific in the center, a space. So, everybody is watching, everybody is paying attention, everybody. So, the teacher is in the middle of the classroom. So, I can observe 36 grades, you know? So, I think that it's really, really useful for teachers and also for students
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	any kind of problem that we can ask students to solve.	a circle, of course. And also, students feel more comfortable when they just produce in groups. Because they can get some information from the others and have one specific result	using seat arrangement activities help me to control my students' participation. So, that could be the two challenges that I can have	
<b>INTERVIEWEE 4</b>	When students are sitting in rows, it's easier to keep them focused during tests and individual tasks. I can walk around the classroom, monitor their work, and make sure everyone is paying attention. It also helps	It is important because students need to feel comfortable and confident to participate. When they have enough space, they can focus better and interact freely without feeling restricted or nervous.	One big challenge is that students at the back often lose focus and stop participating. Traditional rows make it harder for teachers to involve everyone, especially when the class is large. Some students dominate while others remain	The U-shape arrangement helps the class flow better because students can see both the teacher and their classmates. It promotes communication, eye contact, and equal participation during group discussions and speaking activities.

	maintain order and discipline.		quiet	
<b>INTERVIEWEE 5</b>	One advantage is that it gives me better classroom control. I can see all students from the front and make sure they are following the instructions. It also reduces noise and distractions compared to group seating.	When I arrange the classroom, I always consider how much space students have between desks. If they are too close, they get distracted or uncomfortable. Comfortable students are more focused, calm, and motivated to participate in class activities.	The main challenge is lack of interaction. In traditional lines, students only see the back of others, not their faces, so communication is limited. This setup makes it difficult to encourage active participation and teamwork	It helps the class run smoothly since everyone can see each other and the teacher can monitor all students easily. It also reduces distractions and makes transitions between activities faster and more organized.