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Perceptions of Third-Year High School Students about Preventive Classroom Management Strategies Used by Their Teacher in Developing English Speaking Skills

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TODA LA INFORMACIÓN EXPRESA EN EL PRESENTE TRABAJO DE TITULACIÓN ES DE ABSOLUTA RESPONSABILIDAD DEL AUTOR Y TUTOR Y SE ENCUENTRA DEBIDAMENTE AUTORIZADA PARA SU CORRESPONDIENTE PUBLICACIÓN

Dedication

This thesis is dedicated to my dear parents who have always motivated me and given me their support to continue with my studies. To the people and teachers who have supported and motivated me throughout my university life to not give up and to meet my goals. To my friends who have always listened to me and given me advice when I needed it. I am also grateful to God and the Immaculate Virgin Mary for always guiding me, taking care of me and always being by my side. Finally, to myself for not giving up despite the ups and downs I have had in my life, I decided to continue and not throw in the towel. It is the reason why I am so proud because after the storm comes the calm.

Nicolas Victor Yanza Culquiculma

Dedication

To my mother, because without her efforts during these years none of this would have been possible.

To my dog Lía, who accompanied me during every sleepless night and calmed my heart.

To my brothers, who have given me the courage to continue with my projects.

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Resumen:

El currículo de inglés de Ecuador propone un nivel B1 en inglés como lengua extranjera como perfil de egreso para el último año de bachillerato. Sin embargo, la realidad del aula no es considerada dentro de estos parámetros. Este estudio cualitativo tiene como objetivo analizar las percepciones vividas por los estudiantes de tercer año de bachillerato sobre las estrategias de gestión del aula y su impacto en el desarrollo de sus habilidades de habla en inglés. Siguiendo un diseño de investigación fenomenológico, el estudio examina las diferentes experiencias y percepciones de cinco estudiantes de último año con diferente rendimiento académico que han estado estudiando con el mismo profesor de inglés durante tres años escolares consecutivos. Para recopilar los datos, se realizaron dos entrevistas con cada estudiante, la primera para determinar las percepciones de los estudiantes sobre las estrategias de gestión del aula utilizadas por su profesor durante el tiempo de clase, y la segunda entrevista exploró las percepciones de los estudiantes sobre cómo perciben sus habilidades de expresión oral. Además, se realizó un grupo focal para obtener información complementaria de ambas entrevistas, teniendo en cuenta algunas preguntas en las que los estudiantes expresaron más información relacionada con la esencia del fenómeno de la investigación. Los hallazgos destacan que, si bien las estrategias reactivas de gestión del aula, como fomentar un clima positivo, abordar la mala conducta y promover el respeto en el aula, son esenciales, a menudo crean un entorno tenso que obstaculiza la confianza y el compromiso de los estudiantes. Para apoyar el desarrollo de las habilidades de expresión oral en inglés, se necesita un enfoque equilibrado que priorice tanto el control del aula como el bienestar de los estudiantes.

Palabras clave: Estrategias preventivas de gestión del aula, Habilidades de Habla en Ingles, Percepciones, Fenomenología, Desarrollo.

Abstract:

Ecuador's English curriculum proposes a B1 level in English as a foreign language as the exit profile for the last year of high school. However, the reality of the classroom is not considered within these parameters. This qualitative study aims to investigate third-year high school students' lived experiences and perceptions of preventive classroom management strategies and their impact on the development of English-speaking skills. Following a phenomenological research design, this study examines the diverse experiences and perceptions of five senior students with varying academic performance who have been studying with the same English teacher for three consecutive school years. To collect data, two interviews were conducted with each student. The first interview focused on students' perceptions of classroom management strategies employed by their teacher during class time. The second interview explored students' perceptions of their own speaking skills. Also, a focus group was conducted to obtain complementary information from both interviews, considering some questions in which the students expressed more information related to the essence of the research phenomenon. The findings highlight that while preventive classroom management strategies such as fostering a positive climate, dealing with misbehavior, and promoting respect in the classroom are essential, they often create a tense environment that hinders student confidence and engagement. To support the development of English-speaking skills, a balanced approach is needed to prioritize both classroom control and student well-being.

Keywords: Preventive Classroom Management Strategies, English-speaking Skills, Perceptions, Phenomenology, Development.

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CHAPTER I

1. Introduction

1.1. Context

This research aims to investigate the experiences of third-year high school students to understand the factors influencing the impact of classroom management on the development of speaking skills in English as a Foreign Language (EFL) class. This phenomenological research dives into the lived experiences of these students to understand how their teachers' current classroom management strategies influence their ability to speak confidently and effectively in English. Despite the acknowledged importance of safe learning environments that foster communication, concerns remain about developing speaking skills in high school. Based on these ideals, where the student's comfort and communication must be considered, the research has been carried out based on the humanistic and social constructivist pedagogical models, emphasizing the importance of creating inclusive and supportive learning environments. In other words, this would encourage the student's interest in attending a class where he/she is considered essential and part of it.

In a classroom, each student is unique, possessing individual ways of thinking and learning that shape their knowledge. Teachers are important in fostering an environment where communication succeeds, aligning with the principles of constructivism, which emphasize the collaborative construction of knowledge. Communication is key to people's survival; they need to express themselves through language (Akhter, Haidov, Rana, and Qureshi, 2020, p.1). This highlights the essential role of speaking skills in facilitating communication, enabling students to exchange ideas and gain new knowledge simultaneously.

Effective classroom management is central to creating such a conducive learning environment, particularly in the context of foreign language learning, where speaking skills are fundamental. However, ineffectively managed classrooms can delay student participation and progress, especially in high school. Consequently, this research aims to analyze high school students' perceptions of preventive classroom management strategies and their impact on the development of speaking skills. By examining these classroom management strategies and students' lived experiences, the study seeks to uncover the factors contributing to their oral skill development. Eventually, the findings aim to equip teachers with insights to refine their classroom practices and foster stronger communication skills in their students, reflecting the principles of constructivism and studio-based reflection.

1.2. Theme

In the context of teaching English as a Foreign Language (EFL), speaking skills are essential for students to communicate effectively in real-world situations. However, in Ecuador, multiple studies have shown that high school students face significant challenges in achieving an adequate level of speaking proficiency, despite the efforts of students, teachers, and the Ministry of education. According to the Ecuadorian English Curriculum (Ministerio de Educación, 2016), students should achieve a B1 level in the language by the end of high school; however, the reality reflects a lower performance, particularly in the development of English-speaking skills.

The development of students' English-speaking skills is often influenced by how teachers apply classroom management strategies. "t is essential to organize the classroom in a way that not only discourages disruptive behavior but also supports students' academic requirements and

improves their overall performance" (Ahmed & Pierre, 2024, p. 203). These strategies aim to create a positive classroom climate where students feel supported and safe to participate in activities while incorporating constructive feedback from the teacher to foster improvement. They are important to fostering students' confidence and motivation in oral activities. When these strategies are applied effectively the students gain confidence to complete activities and further develop their skills. Conversely, when these strategies are not implemented properly, students prefer to inhibit themselves and avoid participation, experiencing anxiety, demotivation and fear of judgement which limit their oral participation and communicative development.

Students' perceptions of classroom management strategies are essentials in shaping their confidence to express themselves in English and their willingness to participate. As Krashen (1988, cited in Getie, 2020, p. 11) suggests, positive attitudes towards the classroom environment and the teacher can foster self-confidence and integrative motivation, which are key factors in enhancing language acquisition. Therefore, it is essential for teachers to implement classroom management strategies that not only support students academically but also create a safe and motivating environment where students feel encouraged to participate, in order to improve their speaking skills. As a result, a well-structured and supportive classroom environment positively influences students' perceptions, increasing their willingness to engage in speaking activities while minimizing anxiety and facilitating language development.

1.3. Importance of the study

This research is relevant because it investigates how effective classroom management strategies can significantly impact third-year high school students' learning outcomes and

develop their speaking skills. Good classroom management is vital in creating an environment conducive to foreign language learning. To achieve this goal, it is essential that educators not only recognize potential sources of anxiety and stress in the classroom and mitigate any of them, but it is also necessary to implement strategies and didactics that actively promote a sense of safety, support, and belonging for each learner. To encourage a comfortable and safe learning environment, it is crucial not only to address any behavior that may cause discomfort among students, but also to implement teaching practices that respect the diverse backgrounds, abilities, and learning styles of all students. Prioritizing the well-being and academic success of each student fosters an environment in which all individuals feel valued, respected, and empowered to reach their full potential. Ultimately, this creates a harmonious and productive learning experience for all.

Teachers are pillars in the formation of student learning. By being aware of what affects the correct development of speaking skills, you can change the way you manage the class in order to ensure that it improves. Feedback from students can help improve the way a class is taught by changing aspects that are negative for them. Also, the fact that the teacher is aware of what the students are feeling or thinking can lead to a better relationship between both sides.

Finally, we believe this study is important because while there is extensive research on teachers' perceptions of their practices and strategies, there is not much research that emphasizes student perceptions. Qualitative studies are based on generalized data from both teachers and students about teaching practices, but all of this information is based on results obtained from the teachers' perspective. In addition, qualitative studies often involve interviews with teachers about

their perceptions of implementing their practices, which provide valuable results. However, we found limited research focused on teaching practices that emphasize students' lived experiences and perceptions within the reality of classroom settings. This gap highlights the need to explore more deeply how students perceive and experience teaching and strategy implementation practices in their daily classroom interactions. Therefore, this study will encourage teachers to reflect on their strategy implementation, evaluate its effectiveness, and use this knowledge to refine and improve their teaching practices.

1.4. Research question:

- How do third-year high school students perceive the preventive classroom management strategies used by their teacher to develop speaking skills?

Sub questions:

- How does the teacher-student relationship contribute to the development of speaking skills in third-year high school students?
- How do third-year high school students perceive their progress in developing their English-speaking skills regarding preventive classroom management strategies?

1.5. Objectives:

General Objective:

- To analyze high school students' lived perceptions of preventive classroom management strategies and their impact in developing their speaking skills.

Specific objectives:

- To describe the students' perceptions of the preventive classroom management strategies the teacher uses to teach speaking to third-year high school students.
- To reflect on third-year high school students' perceptions of their progress in developing their English-speaking skills regarding preventive classroom management strategies.

CHAPTER II

2. Literature review

This research begins by establishing the foundations of classroom management. This allows us to explore existing literature to investigate the relationship between classroom management strategies and the development of speaking skills in students. Emphasizing how these strategies and methods used by teachers to facilitate oral practice contribute to fostering a solid academic foundation. The review will then meticulously examine the concept of classroom management strategies. It will explore the various activities implemented and recommended for the express purpose of fostering speaking skills. In addition, strategies for maintaining learner engagement throughout such activities and their role in developing speaking skills will be investigated.

This analysis will be conducted within the framework of the humanistic and social constructivist pedagogical models, which are the cornerstones of the Ecuadorian curriculum. By synthesizing research on classroom management strategies and the development of speaking skills, this study aims to investigate potential disconnects between these areas within the Ecuadorian educational system.

2.1. Previous studies/ Antecedents

For some students, speaking English in a classroom is a challenging task. It is not necessarily made difficult using language, but rather, the environment in which this intervention takes place must be adequate to allow for their development. By synthesizing research on classroom management strategies and the development of speaking skills, this study aims to illuminate the possible gap between these two areas within the Ecuadorian educational context. It is necessary to consider the importance these give us to this project's development.

Diniatulhaq, Oktaria, and Abbas (2020) had conducted qualitative research where the objective was to explore classroom management strategies in an English class of three junior institutions in Indonesia. The sample for this research were three female English teachers around thirty-five years old. The techniques used for gathering data were semi-structure interview and this data were analyzed with descriptive-qualitative method. These authors found that teachers' inadequate classroom management skills can hinder the development of an effective relationship and a conducive learning environment in which students demonstrate appropriate behavior. Considering this position, we consider that the students reflect on their behavior, how they feel about the class. Therefore, this research shares similarities with ours in recognizing the importance of effective classroom management strategies in English language instruction. The relevance of how good management could improve students' response in the way that if they feel safe, they will participate more in classes. However, the primary distinction between our study and others lies in the focus: our research centers on student perception, whereas other studies primarily focus on teacher perception.

We selected this previous study to analyze the importance of classroom management strategies focused on what the teachers consider appropriate and functional for their classes. Furthermore, it helps us understand the extent to which teachers are aware of their role in the classroom. These ideas and data collected help us to form an initial concept of what we expect to find in our research. In turn, this research focuses on the teacher's perspective, and we want to gather data regarding the same topic from the student perception.

Damayanti and Listyani (2020) presented a qualitative study on factors contributing to speaking anxiety experienced by 52 second-year students in an academic English class at a private university in Indonesia. Their study gathered data through closed-ended and open-ended questionnaires. Also, the researchers applied an interview session to the participants with interesting and unique answers. This research found that student anxiety in students speaking situations can be produced from various factors, including limited vocabulary or inadequate preparation, low self-esteem, fear of making mistakes, and concerns about being judged by others. The factors mentioned above explain the reason for this distressing feeling in the students, in turn creating an idea of what factors within the classroom create a problem in developing speaking skills.

Thus, the principal reason to select this study was the relationship between anxiety and speaking skill because it is an important topic in our research. It means recognizing that the factors that affect speaking can be controlled through the correct application of preventive classroom management strategies for the students to find a safe environment to develop speaking skills. The findings of this research are attached to the affective filters that are fundamental when

we talk about creating a comfortable space to speak, and the importance of considering the reality of each student and motivating them to be part of the class.

Muevecela (2024) conducted research in Ecuador about the use of classroom management strategies in her research she referred to as “school management strategies”. The main objective was to investigate the correlation between school management strategies and their impact on teacher performance effectiveness in Ecuador. A mixed methodology combining qualitative and quantitative techniques was employed, including teacher surveys and interviews with managers from various educational institutions. The results indicate that strategies such as continuous training, collaborative leadership and recognition and motivation programs positively influence teacher performance. However, limitations related to the availability of resources and institutional support were identified, which represents a challenge for the effective implementation of these strategies. In conclusion, strengthening school management is essential to optimize teacher performance and achieve high quality education in Ecuador.

This study investigates the correlation between school management strategies, termed “classroom management strategies” in her context, and teacher performance effectiveness. This study emphasizes the importance of strategic management in achieving educational goals, highlighting key practices such as ongoing teacher training, collaborative leadership, and motivational programs. Muevecela’s research findings underscore the potential for effective management to foster positive outcomes but also identify limitations such as resource constraints and insufficient institutional support. These challenges resonate with the classroom context analyzed as they may influence the implementation and effectiveness of strategies aimed at

developing speaking skills. By building on Muevecela's findings, this research addresses a specific dimension of the broader issue, contributing to the understanding of the role of classroom management in student learning outcomes.

2.2. Theoretical Framework

2.2.1 Constructivism in EFL Classroom

The Ecuadorian vision for the EFL curriculum aims to develop students' communication skills, giving them the opportunity to share and expand their knowledge meaningfully through interactive activities. This approach draws upon philosophical and psychological principles, particularly those related to phenomenology and collaborative learning, where researchers explore lived experiences through collaborative tasks. The curriculum outlines five key areas: Oral Communication, Reading, Writing, Language through the Arts, and Communication and Cultural Awareness (Ministerio de Educación, 2016). These threads reflect the social constructivism that starts with enhancing learning through engaging students in a real social context.

Based on social constructivist theory, the curriculum assumes that all learners possess diverse skills that facilitate communication. This framework allows students to understand how their first language (L1) functions when they need to communicate in real-world contexts. Learners utilize their L1 knowledge as a foundation for acquiring and constructing new knowledge in their second language. Vygotsky (cited by Kurt, 2020) was convinced that interactions with others foster learning. He views interactions as the foundation for the development of meaningful learning. It is crucial to ensure that students practice their English

language skills to strengthen the connection between language and its use. As Alghamdi (2021) highlights that social constructivism offers several advantages in education, including enhancing students' critical thinking, communication, and problem-solving skills while also fostering lifelong learning (p. 167).

In a classroom that takes advantage of interaction, the idea that foreign language learning can be improved and enhanced is conceived. In this context, students, being exposed to constant communication, will better perceive the use of the language, and this, in turn, will improve their foreign language skills by sharing knowledge with their peers. This is not only about talking to them, but also about creating a place where one helps the others. In addition, this creates a safe environment where students will not feel overwhelmed by not meeting expectations.

2.2.2. Humanism in EFL Classroom

Muhajirah (2020) describes humanism as a psychological perspective that prioritizes human concerns, values, dignity, and interests (p. 40). In education, a humanistic approach prioritizes the intrinsic value and unique potential of everyone within the classroom environment. All these aspects must be considered when evaluating a student's speaking performance to maintain a conducive learning environment. If a teacher is attentive to the types of learners in the class, he or she will be able to implement the best way to take students' opinions into account.

In English as a Foreign Language, a humanistic approach fosters self-esteem, empathy, and respect among students, cultivating an environment of open communication and mutual support that enhances the learning experience. The influence of humanism on the development of

speaking skills in students is significant. This approach is based on students feeling of security and confidence when speaking in a second language without feeling judged for their mistakes. Having a school environment that fosters respect among students can help students build learning among themselves and increase motivation to learn or participate.

The role of the teacher is to facilitate the development of speaking skills by creating a classroom environment that encourages student participation. By employing strategies such as group and pair work in activities, such as role-playing, discussions, debates, and projects, teachers can help students overcome anxiety and reluctance to speak, thereby encouraging more natural and confident use of language. The common feature among these strategies to apply in the classroom is to do it in a group, where everyone feels part of the learning process. This, in turn, relates with the earlier concept of constructivist learning, where students actively help each other to develop their understanding. Following this concept, Pratiwi and Ayu (2020, p. 39) state that speaking activities in language lessons aim to familiarize students with oral English conversation. If students can learn how to use the language in authentic contexts and out of necessity, they will be motivated to learn and try to improve their English.

By incorporating these strategies, teachers can create opportunities for students to practice speaking in an environment that feels safe and conducive to developing speaking skills without fear inside the classroom. Alnuzaili and Uddin (2020) suggest that group work reduces stress and fosters a sense of worth, ultimately decreasing anxiety and building confidence in learners (p.272). This approach will gradually reduce anxiety about speaking in public because

the learners will feel more confident with the people watching, which in turn will lead to more confident and effective communication.

2.2.3. Affective Filters Hypothesis

Over the years, much research has been done on the influence of communicative environments where the learners' ideas are considered, and their importance in the classroom is demonstrated in the development of oral proficiency. The affective filter hypothesis proposed by Krashen in 1980 considers that self-esteem, motivation, and anxiety are key factors when learning a foreign language (Bao & Liu, 2021). These considerations should be considered into classroom management strategies to foster an environment where students feel safe and confident to communicate and learn.

According to Malek and Khaoula (2023), "Numerous reasons, notably psychological concerns like shyness, fear of making mistakes, and anxiety, contribute to this trouble of oral communicating" (p.14). Petruk (2022) highlights that educators should inspire their students by fostering a supportive environment, acknowledging their efforts, and celebrating their successes (p. 1). Speech intelligibility can cause fear in students of failing in either response or pronunciation. Similarly, it is important to consider that multiples studies showed the preference by the students on the immediate correction of mistakes in the pronunciation (Alghazo, 2015; Pawlak et al., 2015, as cited in Saribas, 2021). This suggests that students not only want observation from their teacher, but also constructive feedback. Effective correction is crucial for learning, as it helps to identify areas for improvement. However, the teacher ultimately determines how to address such situations. As Petruk (2022) suggests, when providing feedback,

teachers should consider students' personal feelings and offer only constructive criticism and support. Sometimes, overcorrection can hurt students, lowering their motivation levels and increasing their anxiety about having to participate, which in turn can lead to a loss of interest in learning. Petruk (2022) found that the information could be perceived differently depending on the level of self-confidence, motivation, and anxiety.

In the case of third-year high school students, being in their last year of baccalaureate, some of them tend to get frustrated at not being able to talk about something that others consider simple. Therefore, when the learners make a mistake, and it is corrected in a way that could be seen as criticism for them, they may experience feelings of demotivation and anxiety, this can lead to apprehension about future participation. Malek, etl. (2023) mention that many students are afraid of being considered foolish in front of their classmates and are more concerned about how others will see them or how their teachers would evaluate them than concentrating on the act of speaking itself. For a seventeen- or eighteen-year-old teenager, receiving indifferent feedback can significantly impact their motivation and engagement in class. In addition, the anxiety produced by the teacher's response can be challenging to reduce, given that rebuilding trust must be considered.

Damayanti and Listyani (2020) also address student anxiety in their research, stating that it often stems from the fear of being judged by their speech. Emphasizing that students and teachers should build a positive classroom atmosphere. In addition, in their results, they mentioned that there were three main factors of foreign language anxiety found from the study; they were communication apprehension, test anxiety, and fear of negative evaluation.

The results of both research studies reveal the critical role of the teacher in student performance. Effective classroom management and the delivery of constructive feedback, fostering a natural and comfortable learning environment, are identified as key factors influencing student success.

2.2.4. Classroom Management in EFL Classroom

The concept of classroom management embraces countless definitions and opinions due to the multifaceted nature and different realities in the learning environments. Despite everything, classroom management takes as a crucial point the classroom environment where teachers and students are the protagonists. According to McCreay (2013, as cited in Diniatulhaq, Oktaria, & Abbas, 2020), "classroom management refers to the methods and strategies an educator uses to maintain a classroom environment that is conducive to students' success and learning" (p. 106). It also refers to techniques and strategies that teachers implement and use to keep the learning environment organized and productive. It not only helps manage students' inappropriate behavior and maintains harmony in classroom but also enables teachers to critically reflect on their practices to assess effectiveness and identify areas of improvement.

It is essential that teachers grasp classroom management since it is the basis for creating a successful learning environment. Teachers must establish **s**ecure and supportive learning environments that promote respect and inclusion for the benefit of their students (Franklin & Harrington, 2019). They need to understand that effective classroom management is essential for establishing and maintaining order, promoting positive student behavior, and increasing student engagement and participation in students. Educators equipped with this knowledge can effectively implement structured routines and set clear expectations, which are essential for

preventing interruptions and maximizing instructional time. Effective classroom management creates a secure environment where students feel valued and motivated, leading to improved academic performance and personal growth. Thus, possessing skills in classroom management is vital for successful teaching generally and educational goals being explicitly achieved.

2.2.5. Classroom Management Strategies in EFL Classrooms

According to Alarcón Florez (2015 cited by Espinoza & Soto, 2020) emphasizes that classroom management strategies should be carefully structured and adapted to effectively meet students' needs. In EFL classrooms, classroom management strategies are tailor-made to meet the peculiar challenges of teaching learners English as a second language. Essential strategies include creating a supportive learning environment where students feel comfortable to practice speaking in English. For understanding to occur, it is important that instructions are clear and that there should be visual aids. Students can maintain their interest and practice the language by engaging in collaborative learning activities. Establishing consistent routines and expectations is vital, as it provides structure and helps students understand classroom norms. Participating in positive reinforcement and immediate feedback encourages the use of the second language correctly. Moreover, cultural sensitivity and an understanding of students' diverse backgrounds contribute to effective communication and the creation of a respectful classroom community.

These techniques foster an enabling learning atmosphere within which EFL students so that they can confidently develop their skills in the English language. According to Safrul Muluk et al. (2021), effective classroom managers must create an engaging environment where all class members contribute to the teaching-learning process (p. 121). Effective classroom management

strategies directly impact a students' ability to develop speaking skills. A well-managed environment minimizes distractions and anxieties, allowing students to feel comfortable taking risks and practicing their English.

Clear routines and well-defined expectations provide a sense of predictability, enabling students to concentrate on learning the language instead of worrying about what will happen next. Furthermore, incorporating activities in a well-managed environment provides students with a safe space to practice speaking and receive constructive feedback from teachers. While maintaining order is essential, it is important to balance teacher control and student autonomy. Overly restrictive environments can stifle creativity and discourage participation. However, a complete lack of structure can lead to confusion and hinder learning. The key lies in establishing clear guidelines while allowing students opportunities to make choices, express themselves freely, and take ownership of their learning journey. Effective classroom management is the bedrock for successful EFL speaking instruction. It fosters a positive and supportive environment where students feel comfortable taking risks and practicing their English. By minimizing distractions and maximizing engagement, teachers create the ideal conditions for students to develop their confidence and fluency in speaking the target language.

2.2.6. Preventive Classroom Management Strategies for developing Speaking Skills

Preventive classroom management strategies are crucial for creating a positive learning environment where students can learn and develop their skills. Preventive strategies focus on fostering classroom environments where the majority of students are actively engaged in learning and remain on task (Center for Educational Statistics and Assessment, 2020). These strategies

are helpful for teachers because they can minimize classroom disruptions and maximize learning opportunities. Moreover, teachers can use these strategies during English-speaking activities to encourage student participation and reduce stress, allowing them to speak freely without fear of judgment. Considering this information, teachers can identify strategies that align with their classroom needs and effectively support their teaching goals. Thus, the classroom strategies most used by teachers include fostering a positive climate, dealing disruptive behavior, and promoting respect.

Positive classroom climate is a powerful preventive strategy. This is because it can help teachers to build positive relationships with students and foster their confidence and encourage them to embrace mistakes as a part of the learning process. Creating a supportive and positive classroom climate is vital for effective preventive classroom management, as it helps foster student engagement (Pianta, Hamre & Allen, 2012, as cited in Centre for Education Statistics and Evaluation, 2020). A positive classroom climate encourages open communication, reduces anxiety, and allows students to feel comfortable taking risks with the language. Similarly, Ali et al. (2020) emphasize that teachers must create a positive learning atmosphere to foster cooperative learning in the language classroom (p. 318). The observation that a positive learning atmosphere makes the classroom conducive to cooperative learning, a valuable tool for language acquisition. Finally, building positive relationships with students is essential. When students feel respected and valued, they are more likely to participate in the learning process.

Dealing with disruptive behavior is another powerful strategy teachers can master over time. Behavioral problems in the classroom arise from various situations, such as unengaging

lessons, distraction from other activities, playing during class, or conflicts among students. Montuoro and Lewis (2014) observed that students attributed misbehavior to several factors, including boredom with the lesson, a desire for attention, or a lack of confidence in their ability to complete the lesson, leading them to disengage (p. 348). For this reason, teachers often resort to punishing students either individually or as a group. Wahling (2020) argues that giving consequences to students after committing bad behaviors is considered effective. However, dealing with bad behavior is done in every class and tends to be positive in order to combat the behavior and calm students down, but it can also affect the students' confidence if the punishment or comments made by the teacher are severe, thus reducing the students' confidence or simply not affecting the students and getting used to being singled out or punished. For this reason, the teacher must consider how to handle this type of behavior due to the impact it can have on them.

Finally, promoting respect in the classroom not only improves students' confidence, but also helps them feel valued in the classroom. Jones (2022, cited in Mokracek and Mohammed, 2022) emphasizes that a respectful classroom environment is one in which every student feels safe, comfortable, and appreciated both academically and emotionally. This highlights the importance of promoting respect in the classroom is essential, especially when teachers want students to develop their ability to speak another language, in this case, English. It is essential for students to feel respected by their teacher and peers, as this allows them to participate, share ideas, take risks, and express themselves freely. This leads to increased opportunities for students to practice speaking English and develop their fluency.

2.2.7 Speaking Skills

Practical communication skills, especially fluency in speaking, are critical to success when learning a foreign language. This is particularly crucial in education, where students must articulate their ideas and thoughts clearly. However, despite the recognized importance of oral expression, there is still concern about the lack of development in this area in high school students, considering that one of the general objectives of the Ecuadorian curriculum of a foreign language mentions that students in the last year of high school should leave with a B1 level in English based on the Common European Framework of Reference for Languages: "OG.EFL 7 Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language (CEFR B1 level)" (Ministerio de Educación, 2016, p. 30).

Thread 2 in the Ecuadorian curriculum comprises three sub-threads that focus on two key macro-skills: listening and speaking, recognizing their crucial importance for foreign language communication. Thus, we have focused on this thread to highlight the importance of speaking skills in the learning process. Taking two sub-threads as reference: Spoken production and Spoken interaction, with a strong emphasis on spoken interaction since the curriculum has constructivism and humanism as the root of learning development. In this way, we found that the importance of speaking is within the students' need to communicate their ideas in the classroom since the interaction among students plays a fundamental role in the context of the Ecuadorian curriculum (2016):

> Spoken interaction. Oral communication comprises a set of key skills that can be used for collaborative learning. This includes not only what is traditionally thought of as the skills of speaking and listening, but also other abilities needed for developing skills of interaction: the role of group work as well as the social element of group work, which augments confidence and motivation; problem-solving; participation in risk-taking by accepting trial and error and the role of mistakes in language learning; and encouragement of linguistic creativity and expression. Tasks involving spoken interaction must be carefully scaffolded and the language graded in order to meet the production needs of the learners. (p.19)

To understand the importance of speaking in the context of secondary education it is important to know what speaking is. According to Bailey (2020) this is a productive aural/oral skill that produces systematic verbal utterances with the finality of say something. Drawing upon these definitions, we can consider that oral expression transcends vocalization. Rather, it encompasses the multifaceted process of conveying diverse messages through spoken language. Cameron (2001, cited by Rachman, 2020) mentions that this skill is an active way to use the target language and convey information, thus enabling other participants to become involved.

Having highlighted the importance of speaking skills in the school setting, it is fundamental to examine how classroom management strategies can either facilitate or hinder their development. For this point, it is important to first consider how the teacher manages the class. Sometimes, teachers may not notice how their corrections affect students by making them reluctant to speak again in class. However, it is not only about this, but it is also about making an effective correction after the intervention, a correction that is adequate to improve the development of speaking. According to Nguyen & Luu (2021), "The teachers' ignorance or

vague error correction also make a significant disappointment to learners". Unless the teacher provides feedback that seems meaningful to the student, there is no real reason to improve.

As mentioned in the classroom management strategies section, it is important to create a positive environment both when teaching and when giving feedback. It is of greatest importance to consider all the repercussions that what a teacher says to a student could have. In this case, third year high school students have expressed how bad they feel about over-correction or certain terms used to correct them. By fostering a positive environment that encourages speaking, teachers can promote practical communication skills and enhance overall classroom management.

Speaking skills are vitally important in the Ecuadorian context because they rely heavily on student-to-student interaction. The theory of affective filters indicates that classroom management strategies play a crucial role in developing students' speaking skills. Given that, a focus on emotions and creating a positive environment can help students overcome anxiety and actively participate, while strategies focused on over-correction or negative evaluation can have a detrimental effect on their learning. This, in turn, leads to a lack of development in student-to-student interaction and closes off specific points of facilitation to ask for help when needed.

Effective classroom management is of utmost importance in fostering the development of oral skills in Ecuadorian EFL classrooms. When generating a positive and supportive environment where autonomy and student interaction are prioritized, teachers should help students overcome anxiety and actively participate in class by employing strategies that minimize distractions and provide constructive feedback that emphasizes humanism in the

classroom. Similarly, the impact of the affective filter further underscores the importance of positive classroom management, as it directly affects students' willingness to take risks and practice speaking the target language. Therefore, focusing on fostering a safe and engaging learning environment through effective classroom management strategies are vital to improving the development of English-speaking skills in Ecuadorian schools and achieve the expected level of proficiency by the end of school.

CHAPTER III

3. Methodology

This qualitative-phenomenological research seeks to collect the lived experiences of third year high school students to identify the phenomenon behind the low development of speaking skills. This study was conducted in a public institution in Cuenca, with five students participating. These young people have different academic realities, one of them has the highest average of the entire institution, two of them are outstanding students and the last two have a low performance in the subject of English. For data collection, two interviews were conducted with each of the five students and at the end a focus group discussion was conducted to get more information from the participants as a group. This whole process began with the validation of the guide of the interview and the Focus Group Discussion, and then we sought permission to conduct the data collection within the chosen institution.

3.1 Paradigm

The paradigm of this project is interpretivism; Yong, Husin, & Kamarudin (2021) describe it as “interpretivism enquires about the ideologies and values that lie behind a finding so

that reality consists of "multiple realities" that people have in their minds" (p.5859). We assume to consider all the realities of the participants to be interpreted and understood based on the interactions with our participants; as a result, the experiences of the students on the development of their speaking skills in the English class with the classroom management strategies used by the teacher in such a way that a relationship is sought with the phenomenon to be investigated through interpretivism. "The interpretivist paradigm is founded on the assumption that people's perceptions, ideas, thinking, and the meanings that are significant to them can be understood through researching their cultures" (Boas, 1995 cited by Pervin, & Mokhtar, 2022, p.421). Therefore, if we want to find an answer to why students are not able to develop their oral expression correctly, we must go deeper into the beliefs, perceptions, and ideas that they have about the different strategies used by the teacher in order to understand how significant this experience has been in the classroom for them and how it has influenced their academic development. In addition, researching in depth what they were used to can lead us to a conclusion where the phenomenon's essence is primarily detailed.

3.2 Type of research

This research was conducted using a qualitative research approach. Qualitative research is a robust and flexible methodology that effectively captures the complexity and dynamic nature of educational contexts (Ponce et al., 2022). This type of research focuses on obtaining information based on an individual's experiences about a phenomenon. Besides, it will help us understand the influence of teacher classroom management strategies (CMS) in developing speaking skills in high school students.

3.3 Research Design

This study employs a phenomenological research design to explore students' perceptions of developing speaking skills in English class, particularly in relation to the preventive classroom management strategies used by their teacher. By focusing on the lived experiences of participants, this approach aims to uncover the essence of the phenomenon, capturing the depth and richness of their unique perspectives and interpretations within their natural context. John W. Creswell and J, David Creswell (2018) mention in their book:

> Phenomenological research is a design of inquiry coming from philosophy and psychology in which the researcher describes the lived experiences of individuals about a phenomenon as described by participants. This description culminates in the essence of the experiences for several individuals who have all experienced the phenomenon. This design has strong philosophical underpinnings and typically involves conducting interviews. (Giorgi, 2009; Moustakas, 1994, p.55)

3.4 Techniques and Instruments

Data collection methods in qualitative research involve a variety of methods, such as interviews, focus group discussions, and participant observations (Creswell, 2014, as cited in Mantula et al., 2024). For this research, we decided to use interviews and focus group discussions to gather more information from students, creating an environment where they can respond to individual questions and engage in open-ended conversations with their peers. Likewise, the students' responses were recorded and then transcribed. The following paragraphs explain how these methods were used in this research.

Interviews

In qualitative research, interviews are one of the most used techniques to collect information. Yates, Clarke, and Thurstan (2019, as cited in Mannan, 2020) define an interview as a conversation in which questions are asked to gather information or data. This research approach enables researchers to gain insight into participants' experiences by giving them the opportunity to share their thoughts, beliefs, values, and knowledge about topics relevant to the study (Efrat & Ravid, 2013). There are three types of interviews: unstructured, semi structured, and structured. For this research, we conducted semi-structured interviews to provide high school students with a comfortable environment in which they could respond to our questions.

Initially, we chose five students with different academic performances to gather a variety of data about the phenomenon. Batumlu & Erden (2007, cited by Dana, and Aminatun, 2022) "found that learners with a lower proficiency level tended to show a higher level of foreign language anxiety" (p. 8). These authors mention that students' anxiety plays an important role in their academic performance, that is why we decided to conduct the interviews according to their academic level to find out what may affect some students more than others.

The instruments were semi-structured interview guides to collect statistical information about the phenomenon. The purpose of the first interview instrument is to gather in-depth information about students' experiences and perspectives on their teacher's classroom management strategies, the impact on their speaking development, and their relationship with the teacher. The second interview explored the students' perceptions of their speaking ability.

Focus Group Discussion

> The method may be described as “an interactive discussion between six to eight pre-selected participants, led by a trained moderator and focusing on a specific set of issues. The aim of a focus group discussion is to gain a broad range of views on the research topic over a 60–90-minute period, and to create an environment where participants feel comfortable to express their views" (Hennink, Hutter, & Bailey, 2011 cited by Hennink, 2013, p.1).

This research technique allows us to gather a wide range of perspectives on a specific topic through an interactive discussion among a small group of participants. In our research, it allows us to obtain more in-depth responses from the participants, as they can express their feelings and opinions about the research phenomenon. The focus group discussion was carried out with the five students who previously participated in the interviews, since they can build ideas collectively. The instrument used was a focus group discussion question guide, designed to complement the information obtained in the interviews through interaction among all participants, thus enriching the results. For this reason, questions that in previous interviews had generated more detailed responses from the students were included.

3.5 Participants

The participants in this study were five students, seventeen to eighteen years old, in the third-year high school at a public school in the city of Cuenca. The participants were nominated by the English teacher, who reviewed their scores and different reasons regarding performance for their selection. Then, we selected five students based on the following criteria: one high-level student, two intermediate-level students, and two low-level students. This selection was made to ensure a variety of perspectives on how they develop their oral skills.

3.6 Research Steps

To conduct phenomenological research, like any other research, specific steps must be followed for its correct development. According to Greening (2019) for this kind of research four steps are necessary: Bracketing, Intuition, Analyzing and Describing. Based on this premise, the researchers do not just find a way to develop research, but they can also find insights about the phenomenon to study. It allows them to create a sequence that can help them understand what they are presenting. Those steps are translated into the following statements.

Firstly, the necessary information about the research project was submitted to the Ministry of Education to ask for permission to implement our graduation project at a public high school in Cuenca. To do so, we submitted a request letter from the tutor of the integration project work in order to implement it, in which it was specified and detailed what would be done in the research, a copy of the thesis project, copies of the identity cards of the students who would carry out the intervention, a document containing the data collection instruments and a copy of the consent letters for the parents.

Secondly, the research was presented to the institution to explain the project's purpose and obtain permission from the principals. This ensured that the principals were fully informed about the activities to be conducted, minimizing potential issues during the data collection process. Likewise, the signed consent letter was obtained from the Director of the National and Foreign Languages Pedagogy Program in which the information previously shared was presented in written format, in addition to giving the knowledge of the participants with whom we will work.

Afterward, we contacted the group of students selected for the research that was conducted and provided them with information about the project. Each student received a letter of informed consent that contained the purpose of the study, their permission to be participants in the research and the contribution they would make to the research. The letter also ensured that parents fully understood the students' participation as we needed their permission before proceeding.

Subsequently, two in-depth semi-structured interviews and a focus group were conducted for data collection. The first interview was intended to determine students' perceptions of the classroom management strategies used by their teacher during class time and their relationship with the teacher. The second interview explored the students' perceptions of their speaking ability. The focus group allowed us to obtain complementary information for both interviews, taking into account questions where students performed more and provided more information.

Finally, the data obtained from the interviews and focus group discussions were carefully verified to ensure accuracy and relevance to the phenomenon under study. The recordings were transcribed to preserve the participants' lived experiences. These transcripts were then meticulously reviewed to identify key information, phrases, and sentences related to the phenomenon. Significant details were coded, and the codes were further analyzed to generate themes, which were grouped based on their similarities for a comprehensive understanding.

3.7 Data Analysis

For the data analysis of this phenomenological study, the following steps were employed: reading, coding, reflecting, and presenting the information. These steps ensured a systematic

categorization of the data, enabling a structured and thorough examination of students' perceptions of classroom management strategies and speaking development.

First, researchers decided to read the transcripts from the interviews and the focus group discussion. This process allowed us to highlight crucial information related to the phenomenon of the study in this way. We identified the main themes, codes, and relevant extracts for organizing the information. After selecting a suitable tool that met our expectations, we proceeded with the coding process to ensure a structured and systematic analysis of the data.

Second, Manual Coding was employed as the primary approach for analyzing the data. This method was selected for its accessibility and its effectiveness in systematically organizing and interpreting the information. Through techniques such as text highlighting, annotating key points, and segmenting data into meaningful categories, the process facilitated efficient information management. This approach ensured a clear and consistent categorization of data relevant to the phenomenon while allowing for the exclusion of irrelevant or redundant details.

Third, we used deductive coding to create themes and codes. Andrea J. Bingham (2023) states, "Deductive or a priori coding involves creating codes prior to data analysis and applying those codes to the data" (Bingham & Witkowsky, 2022; Crabtree & Miller, 1999). This method utilized predefined categories or theoretical frameworks to guide the analysis, ensuring that the data aligned with the study's research questions and conceptual foundations. Deductive coding enabled the identification of patterns and relationships that addressed the research objectives, offering a structured and coherent interpretation of the results.

Likewise, we performed the triangulation of data. Noble and Heale (2019) mention that "research triangulation refers to the process that helps to increase the credibility and validity of research". We considered the results obtained from the five individual interviews and the focus group discussion. Next, we incorporated an author's perspective on the same topic, followed by our interpretations of the corresponding codes. It should be emphasized that both the interviews and the focus group discussion were conducted anonymously, giving each participant a code, which in this case were colors. The distribution was as follows: yellow for the high-performing student, blue and green for intermediate-performing students, and red and purple for low-performing students.

CHAPTER IV

4. Presentation and Results

This section highlighted and presented the analyzed data collected from the ten interviews and the focus group to present the findings from the research phenomenon clearly and concisely. For this thesis, the phenomenological research design was chosen because it allows researchers to find essential information about the essence of a phenomenon based on their lived experiences and perceptions of it. Manual coding and deductive coding were also used to analyze the interviews and a focus group discussion. Finally, the findings were organized thematically to ensure they aligned with the research questions and the literature.

The results of this thesis were presented in alignment with the objectives and analyzed using the triangulation method. This approach incorporates students' perceptions, compares them with established theories, and integrates the researchers' perspectives. In this research, the second

specific objective reflects on third-year high school students' perceptions of their progress in developing their English-speaking skills. The first specific objective describes the students' perceptions of the classroom management strategies that the teacher uses to teach speaking to third-year high school students. Finally, the main objective is to analyze high school students' perceptions of classroom management strategies and their impact in developing their speaking skills. The obtained results are expected to help teachers to reflect on the implementation of their classroom management strategies.

Prior to triangulation, we initially started by using predefined themes to analyze the data. These themes were guided by existing literature and our research objectives. To ensure alignment, we reviewed the responses from the individual interviews and the focus group discussion, identifying relevant data segments that fit within these categories. Through this process, we confirmed three main themes: speaking skills development, student-teacher relationship and preventive classroom management strategies. Within each theme, we assigned specific codes that played a crucial role in addressing our research objective. For the first theme, we created the following codes: pronunciation correction, fear of mistake and speaking activities; for the second theme: students' feelings, support, and feedback; and finally, for the third theme: students' perceptions of classroom climate, dealing with disruptive behavior and promoting respect.

English-Speaking Skills Development

The second theme focuses on the development of speaking skills, beginning with a definition of speaking skills as established in the theoretical framework. We must also consider

the importance of developing these skills. This is achieved by following a trial-and-error scheme. Students should be given opportunities to practice their English and at the same time, they should be aware of the weight of correction in doing so.

Figure 1

Pronunciation Correction

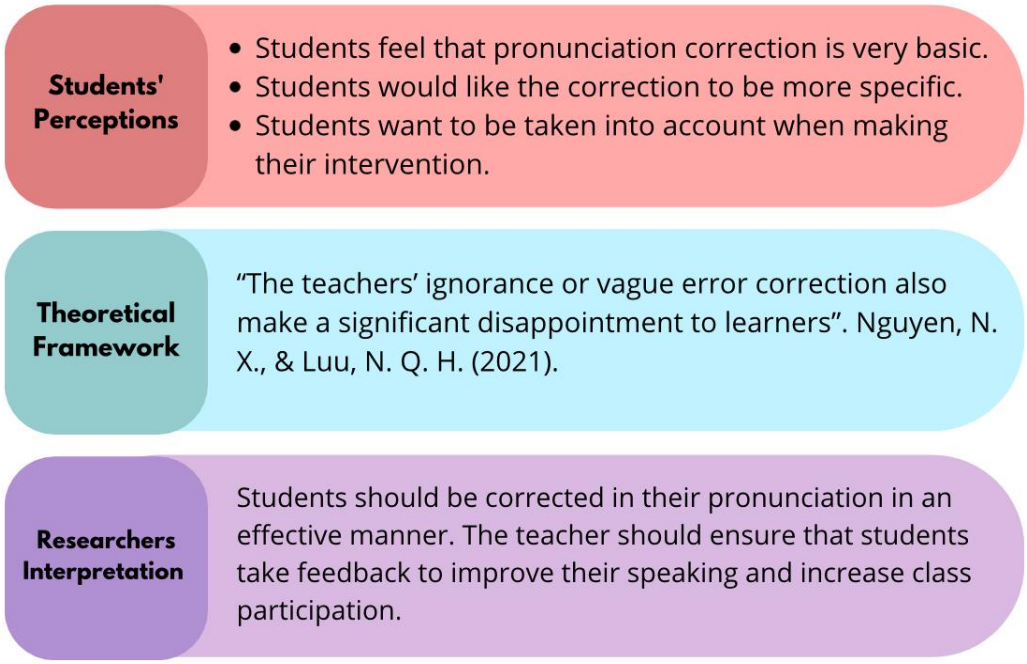


Figure 1 shows information related to the correction of pronunciation. It reveals students' perceptions, indicating that they feel corrections are not always handled effectively, and can sometimes be elementary. Also, starting from the same point, the students would like this correction to be more specific because they feel that this would help them to improve and finally, they would like to be considered for the correction of pronunciation when they make their oral participations. One of the five participants mentioned the following:

"It needs to be more specific about what is missing. For example, if I lack pronunciation in X word or X phrase, I feel it would be easier to tell me that I lack pronunciation in that phrase than to tell me to improve my pronunciation." (Blue participant)

From this excerpt, we have identified that students do not have correctness when participating in English. They feel that corrective feedback should go beyond simply pointing out errors. Likewise, we have collected this comment made in the focus group discussion:

"Yes, she usually just starts listening to what we say. She does not say anything." (Focus group)

This comment is very important because it highlights students' perception that the teacher is not actively contributing to their speaking improvement. The teacher appears to listen to the students' speech but fails to provide corrective feedback on mispronunciations or identify specific errors.

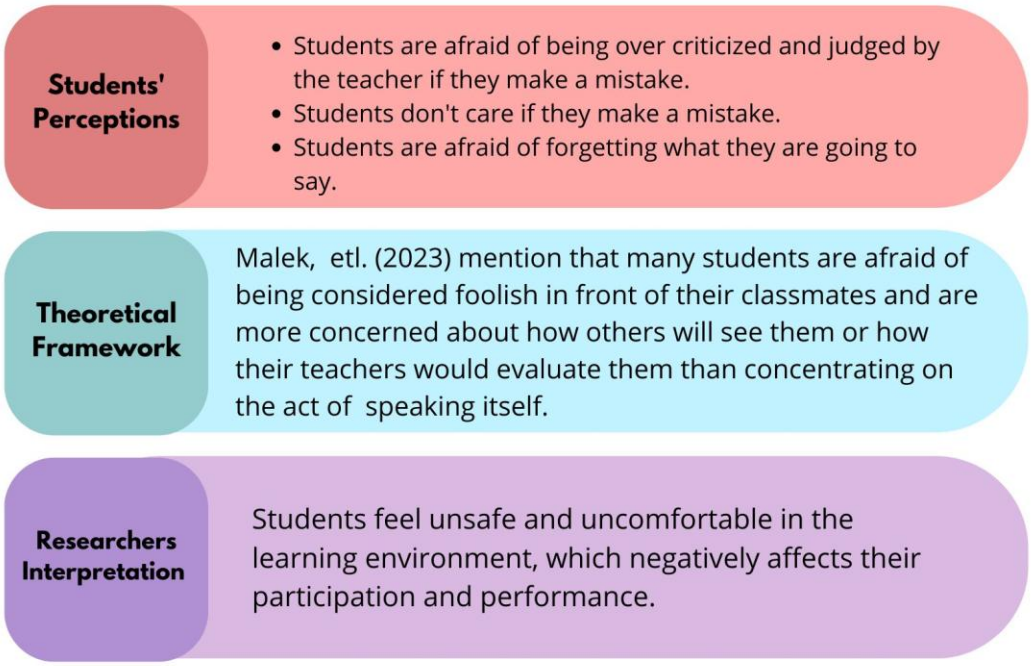
Nguyen & Luu (2021) mentioned that a factor that negatively influences students is that the correction of their errors is vague or not given correctly. This suggests that very simple corrections can be highly discouraging for students. There will not be the same interest in learning or improving because they do not have a point of what areas need to improve. The correction of errors is something that should be given real importance and they should not only be corrected superficially.

Finally, according to what we obtained from the students and what the theory tells us about this code. Given this, it is important to mention that students need to be corrected in their pronunciation to improve. The same correction can make a drastic change in the student's

performance. In addition, ensuring the quality of the correction is key for it to be valuable for the students, otherwise it will go unnoticed by them. The way in which the teacher corrects pronunciation significantly influences student engagement and ultimately contributes to improved academic performance. Also, a good correction ensures that students will be able to improve their pronunciation and feel more comfortable and confident speaking in English. This consequently creates a safe environment for the development of their speaking skills that is the base of preventive classroom management strategies.

Figure 2

Fear of making mistakes



According to Figure 2, it highlights the students' fear of making mistakes when speaking English in the classroom. The students shared diverse perceptions and experiences, with some

openly expressing their fear of making mistakes, while others denied experiencing such fear. One participant mentioned two contrasting perspectives: first, he personally denied feeling afraid, and second, he observed that many of his classmates did experience fear of making mistakes. The yellow participant mentioned the following:

> *No... Because I am doing well, and I do not really get along badly with my colleagues. (Yellow Participant)*
>
> *I mean, when I talk, they do not make fun of me, but if someone makes a mistake, they do make a mistake. And the teacher either corrects them or does nothing. They just stay silent. (Yellow Participant)*

This participant stated that he does not experience any fear when speaking English, which he attributes to having a positive relationship with both his classmates and teacher. However, he observed that when other students make mistakes while speaking English, their classmates often ridicule them. This observation is supported by the perspectives shared by the green and red participants:

> *It could be in the lessons, because in the lessons it is like sometimes, I forget things and I already know. I suppose it is because of, I mean, the pressure of getting a good grade... but at the moment of speaking it is like I get nervous. (Green participant)*
>
> *…because I feel like I am wrong or something and then I am afraid to speak because I might be judged. (Red participant)*

The participants expressed anxiety about being judged, especially by the teacher, which caused them significant nervousness. Besides, academic pressure is associated with this fear

producing nervousness during the lesson despite preparation. The final perception of students is a more relaxed perspective, as students generally downplay their fear of making mistakes despite being afraid of speaking in front of their peers and teachers. One participant explained that classmates often ignore mistakes, which creates a low-pressure environment when it comes to making mistakes:

> *I do not really care. If I make a mistake, we are used to our classmates not paying attention to us. (Focus Group)*

This contrasts with the previous perceptions of his classmates. This suggests that their fear is more internal than external. While their peers may occasionally make jokes, these are generally not taken seriously, contributing to a more relaxed environment. Instead, the students tend to focus on the teacher's feedback or response. The group dynamic may foster a sense of collective tolerance, reducing the perceived impact of mistakes.

The literature highlights students fears when they are speaking. Malek, etl. (2023) mention that many students are afraid of being considered foolish in front of their classmates and are more concerned about how others will see them or how their teachers would evaluate them than concentrating on the act of speaking itself. This aligns with the students' perception: while some students perceive a supportive environment that minimizes fear of errors, others experience anxiety and the feeling of being judged by classmates and others feel a supportive classroom climate that supports the development of speaking skill.

Finally, as researchers, we interpret these findings as evidence of students' diverse perceptions regarding the fear of making mistakes when speaking English in the classroom.

While one participant highlights that the relationships he maintains with the teacher and peers foster his confidence and do not generate fear, he also mentions that not all of his classmates experience this level of support, which may contribute to the fear of making mistakes and being judged. As a result, one participant's statement reveals that many downplay their fear of making mistakes by attributing that it relaxes them since their classmates often ignore their mistakes. It contrasts with students presenting their fear internally, influenced by their perceptions and the feedback from their teacher.

Figure 3

Speaking Activities

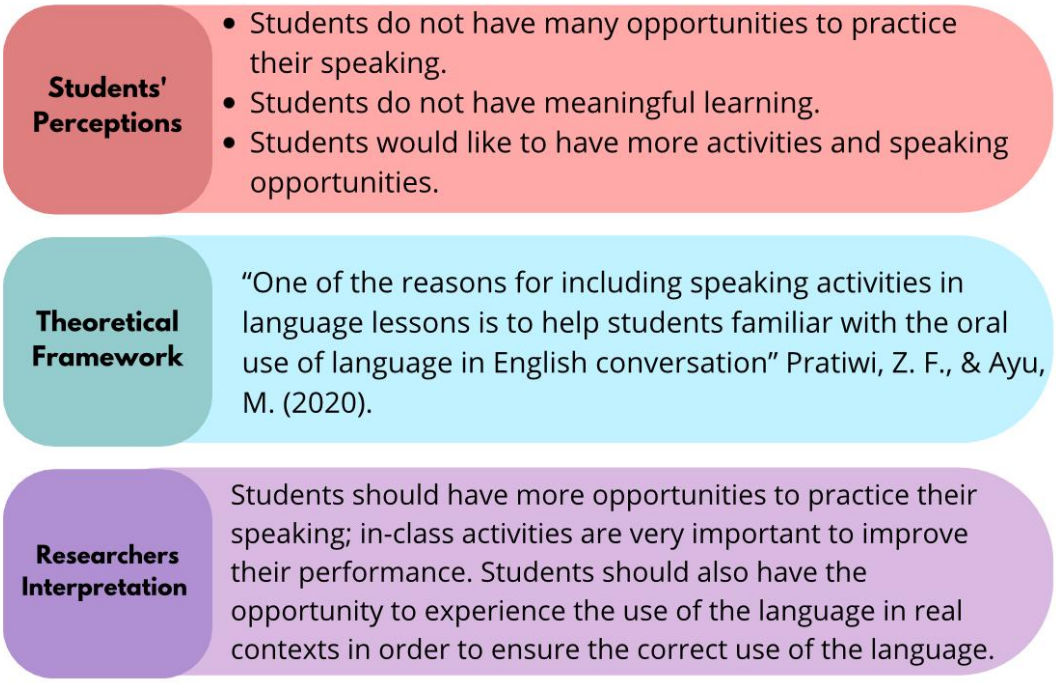


Figure 3 shows the information related to speaking activities, that is the students' perceptions. The students mention that they do not have many opportunities to speak in English

and would like to have them to improve their speaking and also highlight that the only speaking activities they have are the proverb lessons. As they mentioned in the following extracts:

> *Speaking activities very little. She usually gives us some motivational phrases or those to give lessons, but from there she does not usually give many activities for speaking. (Purple participant)*
>
> *No, it is the proverbs where you get zero. (Focus Group)*

These comments are striking since they show how students perceive speaking practice in the classroom and, in turn, their opinion of the only activity done to reinforce their speaking skills.

Pratiwi and Ayu (2020) consider that the integration of speaking activities in the class is helpful for the students in order to get a familiar use of the language. The above-mentioned by these authors is a key starting point for the development of speaking in the classroom since the implementation of speaking activities gives them more opportunities to put their oral performance into practice and thus improve it.

Based on the understanding that using the language in different activities helps students become familiar with a new language, we consider it extremely important to create these practice spaces and give them multiple opportunities to use the language. In addition, the fact that students use English in real-world contexts more often ensures that teachers could use preventive classroom management strategies by creating an environment conducive to the development of various speaking activities. Establishing rules and monitoring student behavior during these activities can ensure an optimal learning process. Even so, the questions regarding the types of

speaking activities conducted by the teacher revealed that student interactions often involved rote memorization of phrases or proverbs, limiting opportunities for the practice of English language in a real context because is taken as a lesson, but it is not an actual speaking practice. Likewise, just having this activity for speaking production does not create an environment where students feel the need to communicate in English, so they do not feel the need to try. It is important to take into consideration that most of the classes are conducted in Spanish, primarily because students may find it difficult to understand English and secondly, due to the longstanding tradition of instruction in Spanish in the Ecuadorian context.

Student-teacher relationship

This fourth theme refers to the relationship that students have with their teachers. Considering initially the definition of humanism and the affective filter reviewed in the theoretical framework, this theme was created to delve deeper into how the relationship between students and teachers influences the development of speaking skills. Thus, three codes were created that address students' perceptions of how the teacher is helpful to them. The three codes to be reviewed in the following figures are feedback, students' feelings, and support.

Figure 4

Feedback

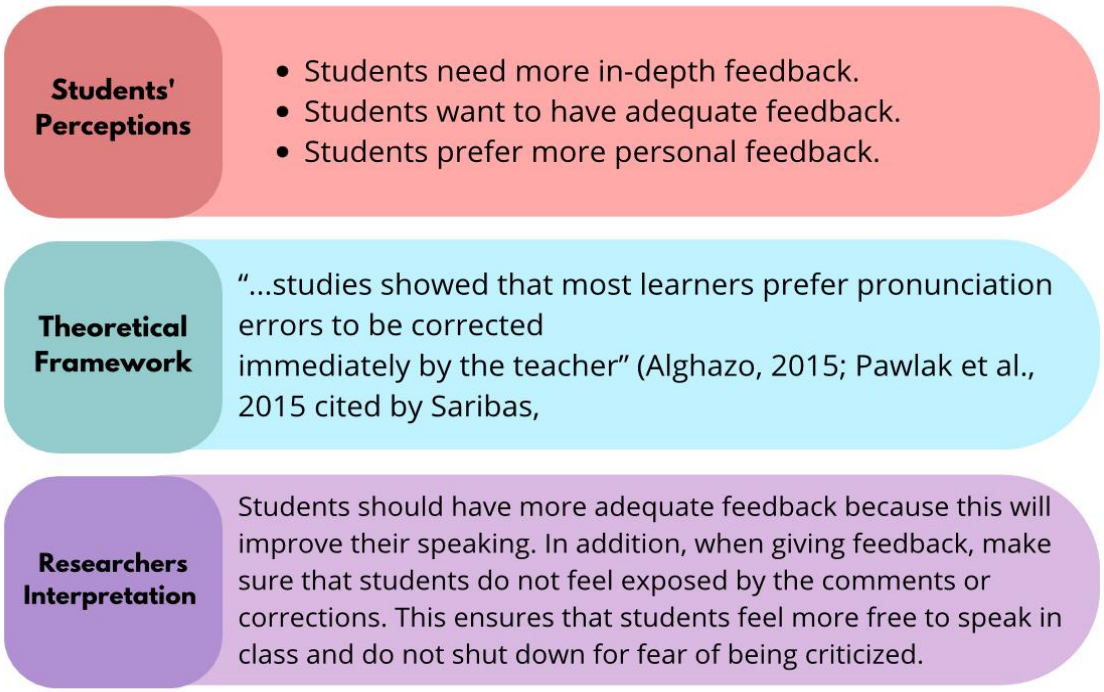


Figure 4 shows information regarding our first code on the topic of the student-teacher relationship in this case, feedback. Initially, we can see how students mention that they need more in-depth, adequate, and personalized feedback. They feel that when they are corrected, they need to receive it in the best possible way to improve even the most minor details. As one of the five students interviewed mentions:

> *I feel like she does not give feedback. She just tells me to improve my pronunciation or research grammar, but I do not feel like she gives us a point where we are good and a point where we are flawed. She just tells us to rehearse on this, and that is it. (Blue participant)*

In the above excerpt, we see how the students perceive the teacher's feedback as very basic and that it does not help them. It should be mentioned that feedback is vital in the teaching

process since it is so that the students can know where they are failing. In this case, the teacher gives vague feedback that does not allow the students to know in detail what they need to improve in their oral participation. It must be remembered that these students only have one opportunity to speak English. In this single opportunity, they are not given adequate feedback. Therefore, it is uncertain whether the student will be able to show improvement the next time they speak. Likewise, the type and manner of feedback are crucial. In the group discussion, we obtained the following comment:

> *Just, she tells me, because when you do something wrong, she yells at the whole class.* *(Focus Group*)

Students feel exposed when feedback is not personalized. Yelling in front of an entire class about what a student did wrong can negatively impact their interest in the class, their confidence, and most importantly, their self-esteem. Feedback should not only be appropriate but also given at precise moments. It is essential to consider the affective filter of students when making any decision in the classroom, as noted in the theoretical framework. Although teachers may not always be aware of these factors, they can significantly influence students.

Alghazo, 2015; Pawlak et al. (2015, cited by Saribas, 2021) found that multiples studies showed the preference by the students on the immediate correction of mistakes in the pronunciation. This goes hand in hand with the idea of giving timely feedback. Although these findings, in contrast to what was collected from the students, detail that immediate feedback on pronunciation should be given, the truth is that an appropriate moment should be considered. In this case, error correction could be given at the end of the presentation, of course, trying not to

point the finger at the student who made a mistake and not to downgrade their effort, but rather to encourage them to improve and make more effort. In addition, preventive classroom management strategies imply that teacher feedback should be respectful, motivating, and focused on student improvement. These strategies promote positive reinforcement of learner behaviors by building positive relationships among all participants. Ensuring that feedback is appropriate for each student creates a more supportive environment where students can improve academically and behaviorally.

Finally, comparing theory with what we have collected in the research, we have determined that students not only need to be corrected in their oral participation at the moment of performing it, but that this feedback should give them the necessary confidence to participate again without worrying and feeling that they are improving. In addition, in this area, we must ensure that students receive in-depth and clear feedback. Otherwise, they will not be able to improve. Even if we find that they only have one opportunity to engage in an activity, the feedback should, at least, ensure that they can improve their performance the next time they encounter a similar situation. This might also motivate them to learn more.

Figure 5

Students' Feelings

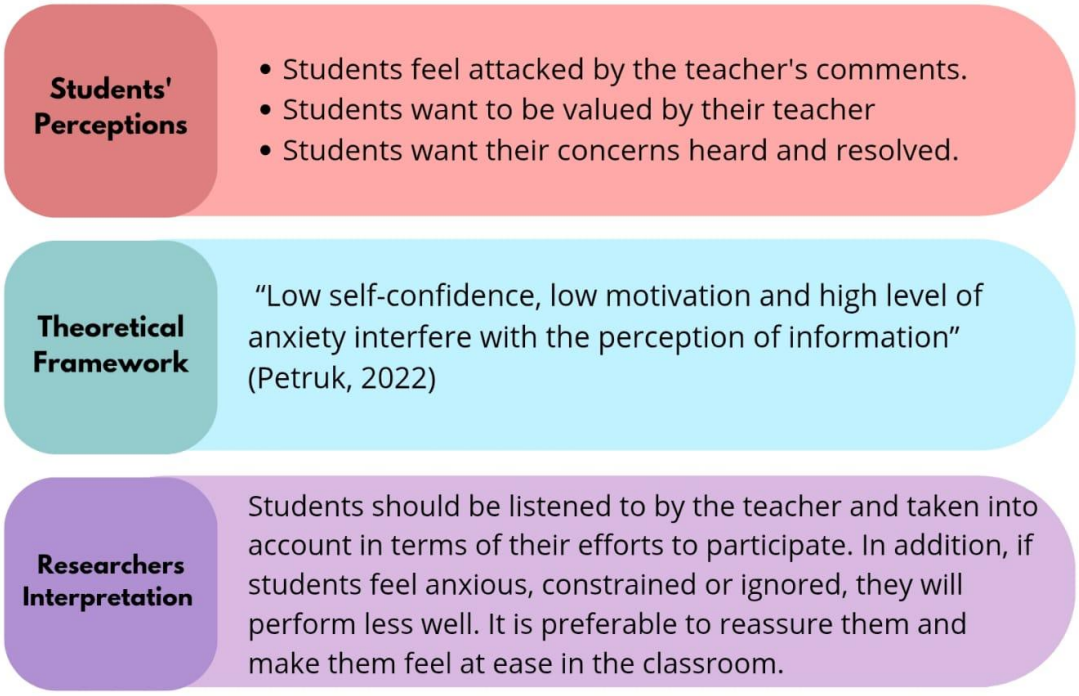


Figure 5 shows information on the second code: students' feelings. Initially, we can find the students' perceptions, it stands out that sometimes some of the teacher's comments make them feel attacked. At the same time, they mention that they would like to be valued by the teacher and that the teacher is capable of handling and resolving any concerns that arise in class. Regarding negative comments, we have the following extract from a student with a low academic level:

> *Sometimes I do feel bad because she says that we do not want to, we do not understand or that we are doing poorly and all that, so she expresses too severely, but we try to get her, take her differently and understand more than she feels stressed in all aspects.* (*Red participant)*

In the above excerpt, we find how the student feels bad about how the teacher expresses herself about them and their work in the classroom. In the same way, this student points out how all the students try to go the same way with the teacher and understand both the class and her actions. Even so, it was possible to collect that despite the effort made by the class group, there are behaviors of the teacher that continue to be repetitive, as we can see in the following comment made in the focus group discussion:

> *Because, I mean, we, well, during the three years that we have been with her, in the way she compared us with other courses. Because she said that other classes did the same things, they did not talk, they did not shout or anything, and they helped, instead of…* (*Focus Group)*

Based on these two comments and concerning the feelings of the students, we consider Petruk (2022) because he found that the information could be perceived differently depending on the level of self-confidence, motivation, and anxiety. This means that if a student feels a high level of anxiety, low motivation and confidence, he or she will not have the same idea of the class as another student who feels motivated to be in the class. Likewise, it is necessary to achieve an effective classroom environment for learning and avoid comments or situations that can be counterproductive for students. Each person has a different reality and if this is not taken with the necessary importance it can lead to these people having bad experiences within it.

Considering the initial comment of the student with a low academic level, we can understand how specific comments impact student learning development. Even the words misused when expressing an idea can influence performance. The student mentioned that there

are times when their efforts are not considered. Furthermore, the focus group discussion revealed that students expressed feeling constantly compared to other courses, which negatively impacts their perception of the class. Considering these two points and what the author mentions, it is important to highlight the importance of motivating students in the classroom so that there is constant participation and cooperation to improve the learning environment. The way a teacher conducts the class can significantly impact student interest. Moreover, based on the affective filter hypothesis cited in the theoretical framework, we know that students do not want to be in an environment where they are continually criticized. On the contrary, as long as the school environment is suitable and their opinions are listed, they will be more comfortable and feel more interested in learning.

Figure 6

Support

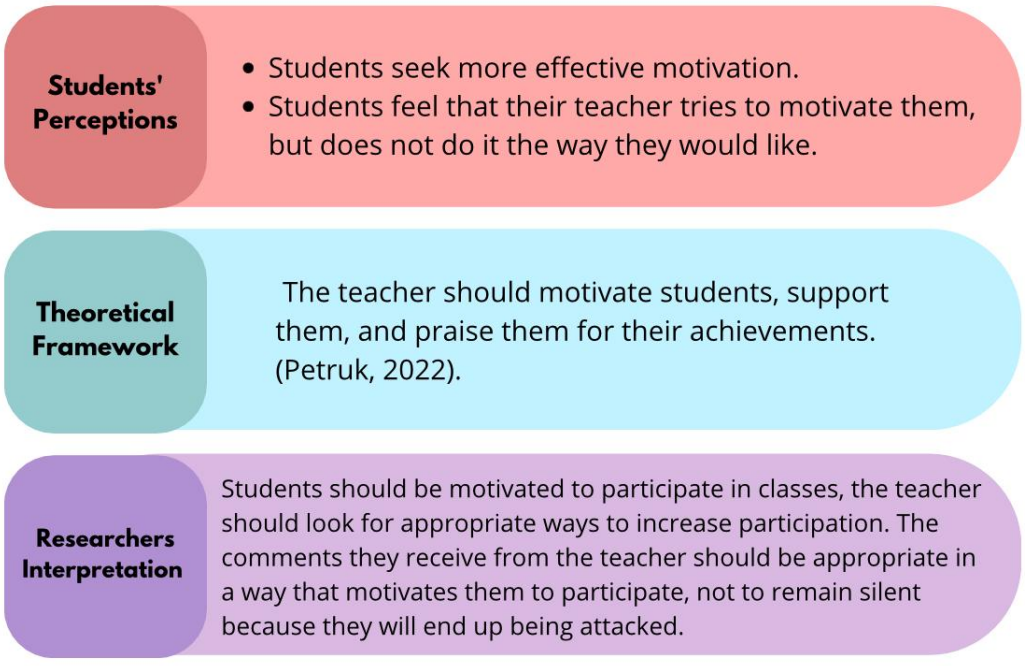


Figure 6 shows the information for the third code: support. On this occasion, we can observe the students' perception of how the teacher demonstrates her support to motivate them to learn. What we gathered is that they are always looking for more effective motivation that makes them feel supported and that they can improve. In turn, they suggest a better way to motivate them, taking care of what is said and how it is said. Specific comments are "motivating" from the teacher, but students feel attacked or that this discourages them from continuing to learn instead of motivating them. Furthermore, the teacher must express herself correctly to the students, whether to teach, resolve doubts, or correct them. Sometimes, this is essential to develop a good school dynamic. To know how the teacher's response influences the students, we have the following excerpt from the interview with the low-performance student:

> *Yes, sometimes when we ask her questions, she answers us, she tries to explain to us and when she is in a good mood, she explains everything well and calmly. (Red participant)*

In the above extract, we have the students' perspective on how the teacher reacts to their comments in class. Saying that the response depends on the mood of the teacher can give us an indication of how supportive the students feel. That is, they are always aware of how the teacher feels before asking or saying something in class. In addition, they seek support from the teacher, but they are continually looking for an appropriate moment to get an appropriate response. Now, regarding the type of comments that the teacher makes, we have the following excerpt:

> *I think she tries to motivate us, but she does not know how to do it. Rather than motivating us, she only frustrates us. I mean, primarily because of the way she says it. (Focus group)*

This comment suggests that teachers must be extremely mindful of their words and communication style. To ensure positive learning outcomes, teachers should consider the potential impact of their feedback on students' emotional state, recognizing the influence of the affective filter on learning mentioned in the theoretical framework. Despite the teacher trying to motivate them, she does not consider how the teenagers feel about certain aspects mentioned.

Petruk (2022) also mentions that the teachers are the ones who motivate, support, and praise their students to reach what they are expected to achieve. This means that everything the teacher does should be to motivate students to achieve their learning goals. In addition, the teacher's support enhances both learning progress and student comfort. If there is no safe school environment, it is not sure that students will have the initiative to participate.

What Petruk points out and what we collected from the students show us a significant difference in terms of what a teacher is expected to be able to do for the students and the reality inside a classroom. While teachers should motivate, support, and be attentive to their students, they should also do so on time, as mentioned in the beginning where they expressed that they want more effective and complete motivation. The choice of words used to motivate can affect English performance both positively and negatively. If you want to motivate students, you have to do it in a way that makes them feel comfortable and confident doing it. We also need to consider how motivation can increase participation in the classroom. If the teacher uses the right words and shows that the teacher is interested in the students, they will notice and begin to show even more curiosity and passion to participate in English. This aspect clearly indicates that

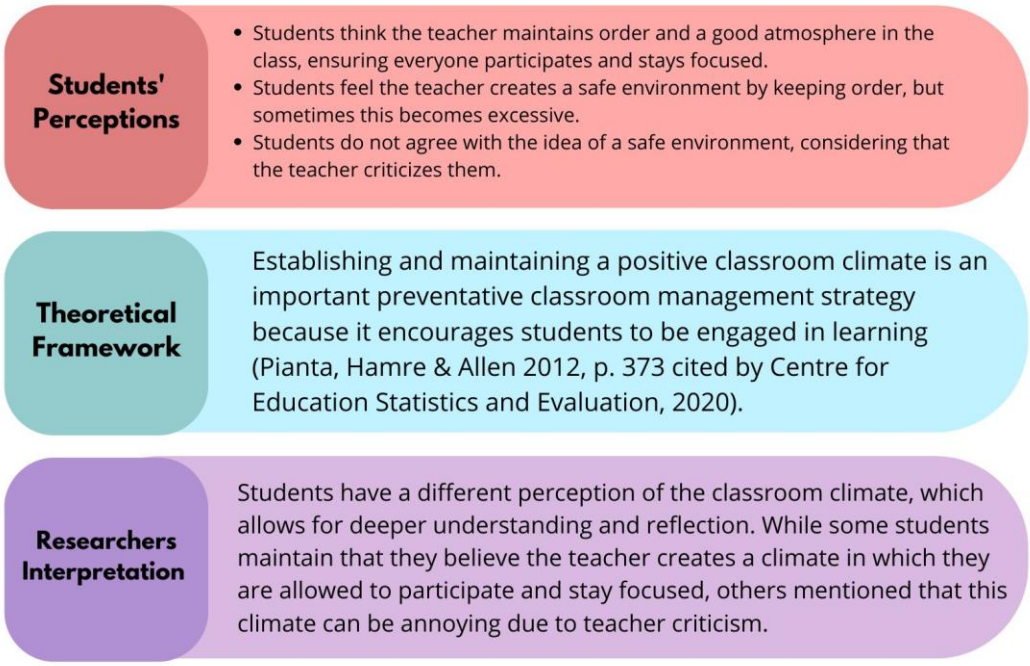
preventive classroom management strategies are working well, as they create a safe environment where students feel motivated to learn and improve.

Preventive Classroom Management Strategies

This theme focuses on the strategies used by the teacher, which is crucial since it influences how students perceive classroom management strategies. Strategies such as fostering a positive classroom climate, teacher dealing with disruptive behavior and promoting respect are essential for creating an environment where students feel safe, motivated, and confident to participate and speak without fear of judgment. However, the data obtained from the triangulation mentions that these strategies can be effective for classroom control, but they generate negative impacts on the students' confidence to practice speaking.

Figure 7

Students' perceptions of Classroom Climate



According to figure 7, it illustrates the diverse perceptions of students regarding classroom management strategies, particularly in relation to the classroom climate. We have different students' perceptions regarding classroom climate**.** On one hand, some students recognize they identify the teacher's effort to promote, maintain order and, foster a positive atmosphere where participation and focus are encouraged, just as one participant mentioned:

> *Let's say that she makes sure there is a good atmosphere between everyone, that there are no classmates who bother or that everyone pays attention to the classes or gets hooked on learning something, I guess that is it. (Green Participant)*

As mentioned, this comment highlights the teacher's effort to maintain a positive classroom climate by using her strategies to ensure order and participation. In addition, it

highlights the students' active participation and engagement in class activities, particularly in the development of speaking skills.

On the other hand, students feel that there is a positive classroom climate, but it can sometimes lead to an imbalance in classroom climate and dynamics. Likewise, the teacher criticizes and expresses dissatisfaction with the students. It hinders the inclusive and attractive environment envisaged by the strategies. The following participant mention this:

> *"In general, I feel that she promotes a safe environment by trying to keep everything in order. But it can be annoying because sometimes she becomes so organized in the classroom that for a few people who are speaking she claims the whole class and she often criticizes us. And, I don't know, I find it annoying." (Blue Participant)*

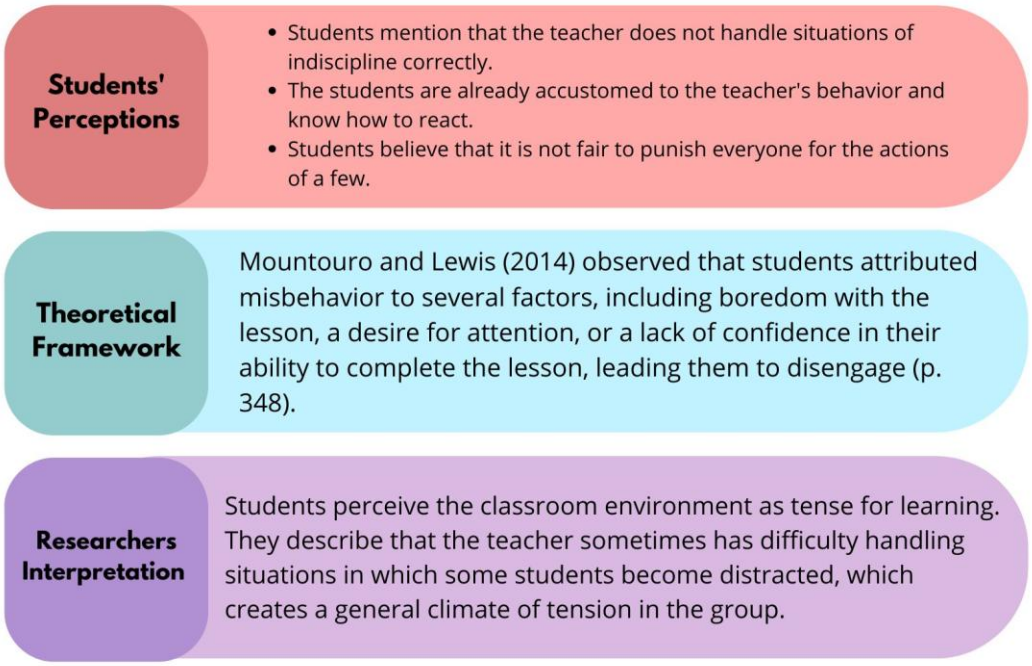
The classroom climate is perceived as excessively controlled, rigid, and marked by teacher criticism, which reduces motivation and confidence. As a result, this creates a tense and distrustful environment, which can hinder the development of classroom activities and the ability to express oneself orally. It contrasts with the idea of a positive learning climate.

This analysis aligns with Pianta, Hamre, and Allen's (2012) framework, emphasizing the importance of a positive classroom climate in promoting student engagement and learning. Accordingly, a positive classroom climate is critical in creating a sense of student engagement and preventing student misbehavior. However, a gap exists between the theoretical ideals proposed by these authors and the actual experiences of students. This suggests that the implementation of classroom management strategies does not always guarantee the creation of the expected positive classroom climate.

Finally, as researchers, we interpreted the findings based on the information collected from the participants. It is evident that students acknowledge the teacher's efforts to maintain order, encourage participation, and create a positive atmosphere for developing speaking skills. However, some students perceive the classroom climate as overly controlled and rigid. This tension appears to stem from the teacher's criticism, which diminishes students' motivation and engagement during class. This is a gap with the teacher's implementation of classroom management strategies, and the reality experienced by students. As a result, the desired classroom environment is not consistently achieved.

Figure 8

Dealing with disruptive behavior



According to Figure 8, another key experience shared by the participants involves how the teacher deals with disruptive behavior in the classroom. This behavior refers to actions that

interrupt the effective teaching of English lessons. Maintaining a productive learning environment is undoubtedly challenging for teachers. The figure highlights how students perceive their teacher's approach to managing such disruptions.

Students presents different perception of how the teacher deals with some disruptive situations. The participants noted that their classmates sometimes become restless because they find the lessons boring and repetitive, which leads to misbehavior in the classroom. This behavior poses a challenge for the teacher to manage effectively when it arises. Despite what is mentioned by the red participant:

> *When she gets angry with some students, she takes it out on everyone and gets even angrier with the whole class and taking it out on just a few is not the way to do it with everyone. (Red participant)*

The teacher cannot handle these situations effectively, and she gets upset with the whole class. As a result, group punishment is presented with the teacher raising her voice to reinforce her idea that everyone should behave correctly. Other participants corroborate with this idea:

> *... classmates are usually making noise and fighting or doing other things. She does not know how to solve behavior problems; she gets angry with the whole class in general and we calm down a bit." (Focus Group)*
>
> *...we calm down for the moment because we already know what the teacher is like with our course, so we are calm. The truth is that she doesn't control us well when we get restless. (Participant Purple)*

Students expressed dissatisfaction with the teacher's approach to managing misbehavior. They observed that the teacher often responded to noise or conflict with anger rather than addressing the situation effectively. This shared perception suggests that the teacher's reactions contribute to an environment where misconduct continues to occur, fostering a sense of insecurity that discourages students from actively participating in classroom activities.

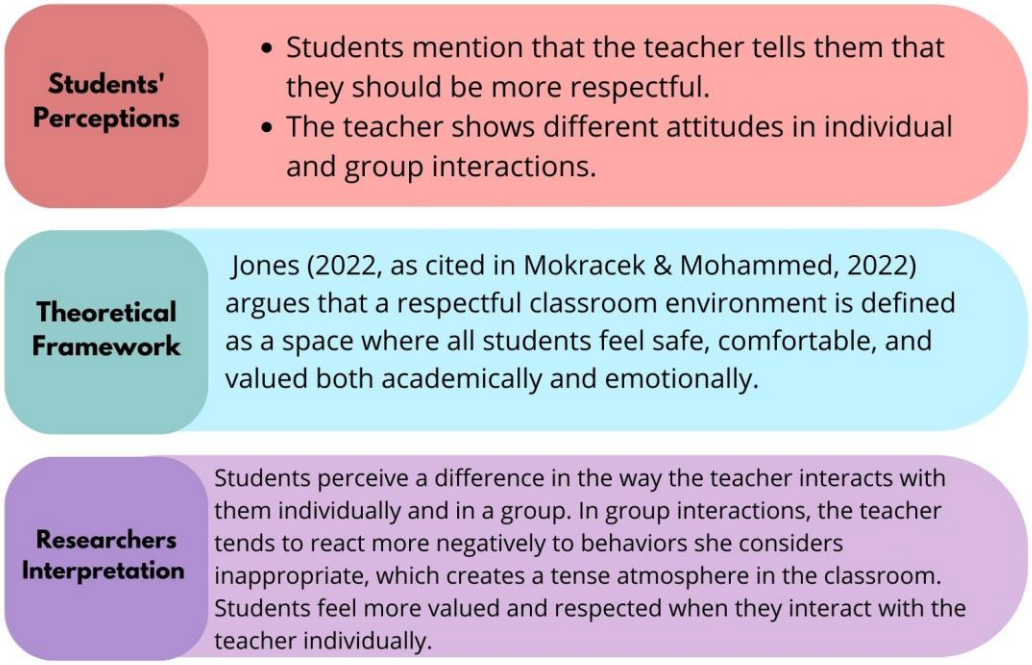
The literature supports these observations by linking misbehavior to student disengagement. Montuoro and Lewis (2014) observed that students attributed misbehavior to several factors, including boredom with the lesson, a desire for attention, or a lack of confidence in their ability to complete the lesson, leading them to disengage (p. 348). It reflects the experiences shared by the students, who noted that boredom during lessons often led to distractions and conflicts. The divergence of these situations reflects the importance of aligning classroom management strategies with student needs to minimize disruptions and encourage engagement.

The researchers interpret that managing misbehavior in the classroom presents a significant challenge for the teacher. The teacher's inability to effectively address or resolve misbehavior contributes to a tense classroom environment. Instead of implementing strategies to address these issues, the teacher's approach often leads to repetitive patterns: restless students briefly comply by listening to the teacher, only to become disengaged and disruptive again after a short period of silence. This ongoing tension not only affects students' learning experiences, particularly in developing their speaking skills and participating in other activities but also tests

the teacher's capacity to manage classroom challenges and foster a positive, inclusive atmosphere.

Figure 9

Promoting Respect



According to Figure 9, it presents another crucial aspect of classroom management strategies is the promotion of respect within the classroom. Students perceive the teacher's approach to promoting respect as directive and, at times, confrontational. One participant observed that the teacher frequently scolds the class, often emphasizing that they must "learn to be respectful." While this reflects an effort to instill respect, the approach appears to prioritize reprimands over fostering mutual understanding and a respectful classroom culture. Likewise, a focus group participant mentioned an idea that all his classmates agreed on:

The truth is yes. My classmates and I feel that the teacher respects and values us more when it is on an individual basis. But when it is with the whole class, we ask her something. Sometimes she gets a little upset and her attitude makes us feel bad but sometimes we don't care because we are already used to it. (Focus Group)

It provides further insight into how teacher respect varies by context. Students felt more respected and valued during individual interactions but noted that the teacher's behavior during group interactions was less consistent. For example, the teacher's frustration when addressing the entire class occasionally left students feeling discouraged. However, some students acknowledged that they had become accustomed to this dynamic, often relying on it as an opportunity to resolve their doubts and seek clarification.

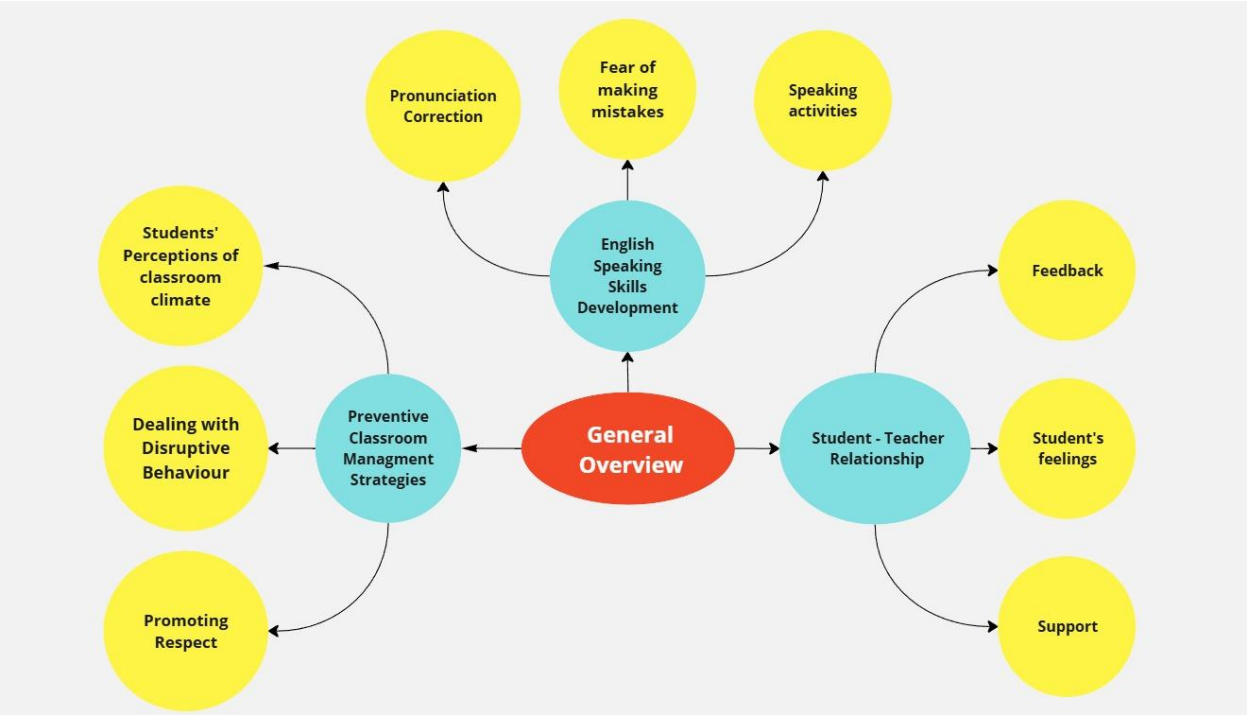
The relation with previous literature emphasizes the importance of promoting respect in creating a positive school climate. Jones (2022, cited in Mokracek and Mohammed, 2022) emphasizes that a respectful classroom environment is one in which every student feels safe, comfortable, and appreciated both academically and emotionally. This perspective highlights that the teacher's efforts to promote respect is evident that her inconsistent application of these principles undermines their effectiveness. It underscores the need for strategies that consistently model respect across individual and group interactions, ensuring all students feel valued and supported.

Finally, as researchers we found that the teacher presents different ways of showing respect towards her students in the classroom and when the students ask for help or clarification. The teacher tends to demonstrate greater respect, appreciation, and value for students on an

individual basis rather than during group interactions or when addressing the entire class, where she often appears more tired and frustrated. This preference may stem from the ability to engage more personally with individual students, addressing their concerns and resolving issues effectively. In contrast, group interactions are more challenging, as students frequently ask questions simultaneously, making it difficult to manage and maintain focus.

Figure 10

General Overview of the Themes and Codes



In Figure 10 we can see the classification of the different themes and codes of this research. We can see the four themes that are inside the light blue ovals, from these we have the codes that are in the yellow ovals. Each of the themes was explained before giving rise to the discussion of each code. These themes were created based on the responses obtained from the

students according to their perspective of the management of the English class and its influence on the development of their speaking skills.

In the previous studies/antecedents we reviewed two categories: developing speaking skills and affective filter, these categories helped in the development of the entire theoretical framework presented. In addition, these two parameters were the basis, along with the review of the data collected, for the selection of the excerpts presented in each of the codes. Four of the five students were able to express how certain behaviors on the part of the teacher provoke in them a low interest and in turn discourage them from practicing in the classroom. In turn, we have that sometimes it is not only the lack of motivation, but there is not an adequate space for the practice of speaking.

CHAPTER V

5. Conclusion

Developing English speaking skills is a fundamental aspect of language acquisition, but third-year high school students often face challenges that hinder their progress. This study examines students' perceptions of classroom management strategies and their impact on speaking skills development. Findings reveal a complex interplay between classroom management strategies, teacher-student relationships, and student responses. While some students attribute their progress to externships, others highlight shortcomings in teacher support and classroom activities. Furthermore, issues such as vague feedback, negative comments, and rigid classroom control emerge as major barriers to active participation and skill development. Addressing these

challenges is essential to creating a classroom environment that fosters confidence, motivation, and meaningful learning opportunities for all students.

First, the findings reveal that third-year high school students have different perceptions about their progress in developing English speaking skills regarding classroom management strategies. Some students attribute their progress to external practices, such as interaction with family members, native speakers, and self-study, rather than to in-class activities and strategies, which points to a gap in teacher support. Although some feel confident about their speaking skills, others experience anxiety and fear when making mistakes, due to peer and teacher judgment. While other students mention that the strategies employed in pronunciation correction and in-class speaking activities were identified as areas for improvement, they also pointed out that the corrections were not very clear and the speaking activities were limited, which restricted their actual practice. Despite this, some mentioned a relaxed atmosphere in the classroom, but this atmosphere was not enough to completely reduce their internal fear. Overall, the findings indicate that although students recognize the importance of speaking skills, the lack of structured activities and specific feedback limits their development. This suggests that in order to enhance speaking skill development, it is essential to implement effective classroom management strategies that provide frequent speaking opportunities and targeted pronunciation correction, aligning with students' individual needs and proficiency levels.

Likewise, the data points out important findings regarding the students' relationship with their teacher and its influence on the development of their speaking skills. In the first case, factors such as not being heard, receiving vague corrections, negative comments, or certain comparisons

with other students can significantly impact student engagement and performance in the English class. What was mentioned by four of the five students interviewed who expressed feeling bad about certain comparisons made with other courses and the constant rejection of their behavior during the three years that the teacher taught them. To improve academic performance and maintain a class motivated to participate orally, the idea of positively changing the way feedback is given to students is proposed. Furthermore, validating the participation of each student to make them feel heard and that the teacher is giving them the help they need to improve. It is also important that the teacher is adequately prepared to give corrections because otherwise the student will become demotivated in an English class. All these results focus mainly on the affective filter hypothesis, if the students feel motivated to learn and speak in class, they will do it. Otherwise, they will avoid taking their only opportunity to practice their speaking or even do it in a bad way with no intention of improving.

Finally, regarding the preventive classroom management strategies, the findings point out that preventive strategies such as creation of a positive classroom climate, managing misbehavior and promoting respect play a crucial role in student's experiences. Students appreciate their teacher's efforts to create an organized and motivating learning environment. However, they perceive specific factors, such as excessive criticism and rigid teacher control, as prejudicial to their confidence and motivation to participate in oral activities. In addition, addressing disruptive behavior often involves group punishments and expressions of frustration by the teacher, which contributes to a tense classroom environment. This can significantly limit students' active participation and opportunities for meaningful learning. The findings reveal a divergence between

the class objectives of classroom management strategies and the actual experiences of students. This highlights the need for approaches that prioritize classroom control and student well-being to generate the expected environment for developing speaking skills in English.

As a final conclusion, the findings point to the importance of effective preventive classroom management strategies to improve students' English-speaking skills. While students appreciate certain aspects of classroom management, such as teachers' efforts to create a positive environment and maintain organization, they also highlight important areas for improvement. Many students perceive that those strategies do not provide sufficient support, for example vague feedback, excessive criticism, and rigid control as barriers to their confidence and active participation. Additionally, the interaction between internal factors, such as students' anxiety, fear of judgment, and self-motivation, and external factors, such as teacher behavior, clarity of feedback, and classroom dynamics, play a crucial role in shaping their learning experiences. To overcome this gap, teachers must adopt strategies that balance classroom control with student well-being, provide clear and constructive feedback, and validate students' efforts to address internal and external factors; teachers can create an inclusive and supportive learning environment. By prioritizing these elements, teachers can empower students to overcome their fears, actively participate in speaking activities, and make significant progress in their language development.

Implications and Limitations

The study showed the importance of creating a safe environment through classroom management strategies for developing the speaking skills of third-year high school students also, the importance of creating the space for speaking practice. By highlighting the students'

experiences learning English and considering their preferences, we can point out that this research can serve as a basis to know what teachers can improve in their classrooms to develop speaking skills. Despite these findings, further investigation is necessary to gain a deeper understanding of English language teaching practices in Ecuadorian classrooms.

Future research could investigate the factors that differentiate classroom environments by comparing student experiences across different institutions. Also, the background of each educational institution and how it influences the development of speaking skills could be revealed. In turn, what is the perspective of the teaching staff on the number of hours directed to the subject of English within public institutions. In addition, to obtain data on their experience with the use of activities aimed at developing speaking skills.

Recommendations

Based on the findings, several recommendations can be made to improve the development of speaking skills in English.

- Implement classroom management strategies and activities that include more frequent and varied speaking opportunities for students
- Encouraging a balance between in-class practice and external practices like interaction with family members or self-study
- Teachers can be focused on providing feedback during pronunciation correction to help students correct mistakes and feel more confident with their speaking abilities.
- Create a positive English classroom environment where students feel safe and motivated to speak

- Ensures students confidence and development due to the fact that they feel supported and heard.
- It is recommended that teachers periodically reflect on the implementation of their teaching strategies, critically evaluate their effectiveness in meeting student needs.
- A recommendation for future research is to study how preventive classroom strategies, such as fostering a positive environment and providing clear feedback, can enhance English speaking development by reducing student anxiety and promoting active participation.

Effective implementation of classroom management strategies will help teachers address disruptive behavior while promoting student well-being through a positive and respectful atmosphere that creates a more conducive environment for meaningful learning. As a result, these changes would help reduce students' internal fears, allowing them to confidently engage in speaking activities and make progress in developing their speaking skills.

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Annexes

Appendix 1: Validation of instruments

Evaluation of the Instruments by Experts.

Evaluator´s name: Mahly J. Martinez

Specialty: EFL Teacher – Research – Academic Writing

Academic degree: Phd. in Education Authors of the Final Integrated Project:

Nicolas Víctor Yanza Culquiculma

Valentina Lisseth Puin Guazha

- **Title of the research:**

  High School Students' Perceptions about Classroom Management Strategies used by Their Teacher on developing Speaking Skills

- **General objective:**

  To analyze high school students' lived perceptions of classroom management strategies and their impact on the development of their speaking skills.

- **Specific objectives:**

  To describe the students' perceptions of the classroom management strategies that the teacher uses to teach speaking to third-year high school students.

  To reflect on the third-year high school students' perceptions about their own speaking performance.

1. INSTRUMENT TO EVALUATION THE RATING SCALE

Instruction: Please indicate your degree of agreement or disagreement on the statements provided below by encircling the number which corresponds to your best to your judgment.

1 – Strongly Disagree **2** – Disagree **3** – Undecided **4** – Agree **5** – Strongly Agree

Criteria

The items in the instrument are relevant to answer the objectives of the study.	1	2	3	4	5
The items in the instrument can obtain depth to constructs being Measured/studied.	1	2	3	4	5
The instrument has an appropriate sample of items for the construct being measured/studied.	1	2	3	4	5
The items and their alternatives are neither too narrow nor limited in its content.	1	2	3	4	5
The items in the instrument are stated clearly.	1	2	3	4	5
The items on the instrument can elicit responses which are stable, definite, consistent and not conflicting.	1	2	3	4	5
The terms adapted in the scale are culturally appropriate.	1	2	3	4	5
The layout or format of the instrument is technically sound.	1	2	3	4	5
The instrument is not too short or long enough that the participants will be able to answer it within a given time.	1	2	3	4	5
The instrument is interesting such that participants will be induced to respond to it and accomplish it fully.	1	2	3	4	5
The instrument as a whole could answer the basic purpose for which it is designed.	1	2	3	4	5

2. COMMENTS AND SUGGESTIONS SECTION

1. Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?

   Yes **x** NO_____

2. What items would you add or erase?

3. **What other suggestions would you make to improve this instrument?**

Evaluator's Names: Mahly J. Martinez

ID: 1759432733

Academic Degree: Phd. in Education

Signature: 

Evaluation of the Instrument by Experts.

Evaluator´s name: Carmen Maricela Cajamarca illescas
Specialty: EFL curriculum and instruction
Academic degree: Ph.D.

- **Authors of the Final Integrated Project:**
  Nicolas Víctor Yanza Culquiculma
  Valentina Lisseth Puin Guazha
- **Title of the research:**
  High School Students' Perceptions about Classroom Management Strategies used by Their Teacher on developing Speaking Skills
- **General objective:**
  To analyze high school students' lived perceptions of classroom management strategies and their impact on the low development of their speaking skills.
- **Specific objectives:**
  To describe the students' perceptions of the classroom management strategies that the teacher uses to teach speaking to third-year high school students.

  To reflect on the third-year high school students' opinions about the classroom strategies that the teacher uses.

1. INSTRUMENT TO EVALUATION THE RATING SCALE

Instruction: Please indicate your degree of agreement or disagreement on the statements provided below by encircling the number which corresponds to your best to your judgment.

1 – Strongly Disagree **2** – Disagree **3** – Undecided **4** – Agree **5** – Strongly Agree

Criteria

The items in the instrument are relevant to answer the objectives of the study.	1	2	3	4	5
The items in the instrument can obtain depth to constructs being Measured/studied.	1	2	3	4	5
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The instrument is interesting such that participants will be induced to respond to it and accomplish it fully.	1	2	3	4	5
The instrument as a whole could answer the basic purpose for which it is designed.	1	2	3	4	5

2. COMMENTS AND SUGGESTIONS SECTION

1. Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?

   Yes __x___ NO_____

2. What items would you add or erase?

   Please see the comments in the instrument. I attached suggestions to improve the comprehension and focus of the questions.

3. **What other suggestions would you make to improve this instrument?**

Evaluator's Names: Carmen Maricela Cajamarca Illescas

ID: 0105744338

Academic Degree: Doctor in Education

Signature: CARMEN MARICELA CAJAMARCA ILLESCAS

Appendix 2: Interviews Guide

Interview 1 Guide Students' perceptions about Classroom Managment Skills used by their teacher.

Buenos días, ¿cómo estás? Mi nombre es Valentina Puin, y el de mi compañero es Nicolás Yanza, somos estudiantes de noveno ciclo de la Universidad Nacional de Educación, conocida como UNAE. En este día realizáremos unas entrevistas acerca de sus percepciones de las estrategias que su docente usaba en la clase de inglés para desarrollar su habilidad de habla.

Su participación es muy importante para nosotros, ya que nos ayudará a recolectar información para nuestro proyecto de tesis.

Durante esta sesión, les haremos algunas preguntas para que nos comparta sus ideas y puntos de vista. Recuerda que no hay respuestas correctas o incorrectas, lo importante es que sean sinceros y abiertos al momento de hablar.

Es importante que sepan que todas sus respuestas serán confidenciales y sólo se utilizarán con fines de investigación.

Por esta razón se omitirá su nombre y le daremos un código especial, amarillo, azul, rojo, verde o celeste para mantener el anonimato. ¿Tal vez tiene una pregunta antes de empezar?

Apoyo y Estrategias relacionadas al Clima de Aula

Contexto breve: En esta parte vamos a hablar de las estrategias que tu profesor utiliza para crear un ambiente positivo en la clase de inglés, en el que a través de la confianza donde te sientas seguro, respetado y apoyado en tu aula de clase sin tener miedo a ser juzgado por los errores que cometes especialmente al momento de hablar inglés. Por ello quiero saber:

- En general, ¿Cómo tu docente promueve un ambiente seguro en la clase de inglés?
- ¿De qué manera tu docente crea un buen ambiente para el desarrollo de las habilidades de orales en inglés?
- ¿Cómo sientes que es la relación con tu profesor de inglés?
- ¿Te sientes respetado, escuchado, entendido y apoyado por parte de tu docente?
- Respecto a los comentarios: ¿Cómo te sientes con los comentarios que recibes de tu profesor cuando practicas tu habla en inglés? ¿Son útiles y constructivos? ¿Por qué?
- ¿Piensas que tu profesor es respetuoso al momento de darte alguna sugerencia cuando hablas en inglés? ¿Por qué?
- Resolución de conflictos: ¿Cómo controla tu profesor los conflictos que ocurren dentro del aula? ¿Sientes que estás situaciones se controlan de forma justa?
- Relaciones con los compañeros: ¿Cómo te llevas con tus compañeros?

- Al momento que realizas tu participación oral, ¿Cómo tu profesor promueve el respeto en la clase?
- ¿Te sientes seguro al momento de hablar en ingles dentro del aula?
- ¿Crees que tus compañeros y profesores consideran valiosos (respetan, toman en cuenta) tus esfuerzos al momento de hablar inglés?

Actividades

- Puedes decirme ¿Que actividades realiza el docente en la clase de inglés para desarrollar tu habilidad de speaking?
- ¿Cómo te sientes con estas actividades? ¿Son interesantes y atractivas o no? ¿Por qué?
- ¿Crees que estas actividades te han ayudado a mejorar tu pronunciación o vocabulario en inglés?

Interview Guide 2 Students' Perceptions about their Speaking Performance

- ¿Cómo ha sido tu experiencia aprendiendo inglés hasta ahora? ¿Mala, buena, más o menos? ¿Por qué?
- ¿Tienes alguna experiencia memorable? ¿Cómo estas experiencias formaron tu opinión sobre el inglés?
- ¿En qué momento de la clase te sientes más nervioso/a al hablar en inglés? ¿Qué es lo que te provoca sentirte nervioso?
- ¿Puedes expresar te cuesta tus ideas y opiniones de manera clara y efectiva?
- ¿Al momento de hablar inglés se te complica encontrar las palabras correctas para expresar tus ideas?
- Cuando hablas o practicas tu habla en inglés. ¿Qué nivel de inglés crees que posees alto, bajo o intermedio? ¿Por qué piensas que estas en ese nivel? ¿Cómo llegaste a pensar que estas en ese nivel?
- ¿Qué tipo de actividades o ejercicios te resultan más desafiantes a la hora de hablar en inglés en clase? ¿Por qué? ¿Cuáles serían las actividades ideales para ti? ¿Cómo te gustaría trabajar?

Appendix 3: Focus Group Discussion Guide

Focus Group Discussion Guide

Tema: Third Year High School Students Perceptions about Classroom Management Strategies used by their teacher to develop Speaking Skills

Antes de Empezar

Informar a los estudiantes que esta discusión grupal será grabada.

Introducción

Palabras de bienvenida

Buenos días, chicos. Les doy la bienvenida a todos a esta sesión de grupo focal o en inglés lo conocemos como Focus Group Discussion.

Mi nombre es Valentina Puin, y el de mi compañero es Nicolás Yanza, somos estudiantes de noveno ciclo de la Universidad Nacional de Educación, conocida como UNAE. El día de hoy nosotros seremos los moderadores en esta discusión.

Objetivo

El objetivo de esta sesión es conocer sus experiencias y percepciones sobre las estrategias que su docente usa para crear un ambiente más cómodo en el que ustedes como estudiantes se desenvuelven de mejor manera al momento de hablar en inglés.

Indicaciones

Su participación es muy importante para nosotros, ya que nos ayudará a recolectar información para nuestro proyecto de tesis.

Durante esta sesión, les haremos algunas preguntas para que nos compartan sus ideas y puntos de vista. Recuerden que no hay respuestas correctas o incorrectas, lo importante es que sean sinceros y abiertos al momento de hablar.

Es importante que sepan que todas sus respuestas serán confidenciales y sólo se utilizarán con fines de investigación.

Instrucciones

Las instrucciones para esta sesión de grupo focal son las siguientes:

1. Todos los participantes tendrán la oportunidad de hablar y compartir sus ideas.
2. Todos deben participar activamente en la discusión y contribuir al intercambio de ideas.
3. Se deben respetar las opiniones y experiencias del resto de participantes incluso si son diferentes de las propias.
4. Se debe evitar interrumpir o hablar encima de otros participantes.
5. Se debe prestar atención plena a la discusión y evitar realizar otras actividades durante la sesión.

6. Se debe evitar usar un lenguaje grosero u ofensivo.

Presentación de los participantes.

Para comenzar, me gustaría que cada uno se presente y nos diga un poco sobre sí mismo.
(Espacio para que los participantes se presenten)
Muchas gracias por sus presentaciones.

Contexto Breve

Todos ustedes han sido parte de un aula de inglés, por ejemplo, algunos estudiantes sienten mucha confianza de hablar o decir lo que opinan en sus clases y, por ende, nunca tienen ningún problema con participar en ellas. Por otro lado, hay estudiantes que se sienten frustrados, con temor a equivocarse y ser regañados o burlados. Quizás las perspectivas y experiencias de cómo es una clase de inglés sean diferentes para cada uno de ustedes, buenas o malas. Eso es justamente lo que queremos descubrir el día de hoy en esta sesión de grupo. Siéntanse libres de contarnos sus historias.
Ahora, pasemos a la primera pregunta.

Pregunta rompehielos:

¿Cuál es la experiencia más memorable que han tenido en una actividad donde practican su habla en inglés en clase? ¿Qué la hizo tan especial?

Introducción:

1. ¿Podrían compartir alguna experiencia reciente en la que hayan participado en una actividad oral en clase de inglés?

Estrategias del docente:

2. En su opinión, ¿De qué manera su profesor utiliza diferentes estrategias en las que se involucran todos los estudiantes en actividades donde producen su habilidad de habla o speaking skill?
3. ¿Cómo cree que estas estrategias mencionadas con anterioridad les permite desarrollar su speaking en la clase?
4. Cuando realizan actividades donde practicas tu habla en ingles ¿Ustedes consideran que su profesor les valora y respeta?
5. ¿Cómo su profesor crea un ambiente seguro y positivo para la práctica oral en la clase de inglés?

6. ¿Como su docente les da retroalimentación al momento de hacer actividades que le permitan producir su habla en inglés?
7. ¿Cómo se sienten con esta retroalimentación? Cuando realizan actividades donde practican su habla en inglés, ¿ustedes consideran que su profesor les valora y respeta?

Experiencias y percepciones:

8. En base a sus experiencias con las estrategias que mencionaron que usa el docente para la participación oral en la clase de inglés, ¿Qué cambio has notado en tu habilidad de comunicarte en inglés?

9. Cuando participas en clases ¿Qué aspectos te benefician para desarrollar tu habilidad de habla en inglés?
10. ¿Qué recomendaciones le daría a su profesor para que la habilidad del habla sea más desarrollada en clases a manera de ayudarlo a usted y a sus compañeros a aprender a hablar inglés?

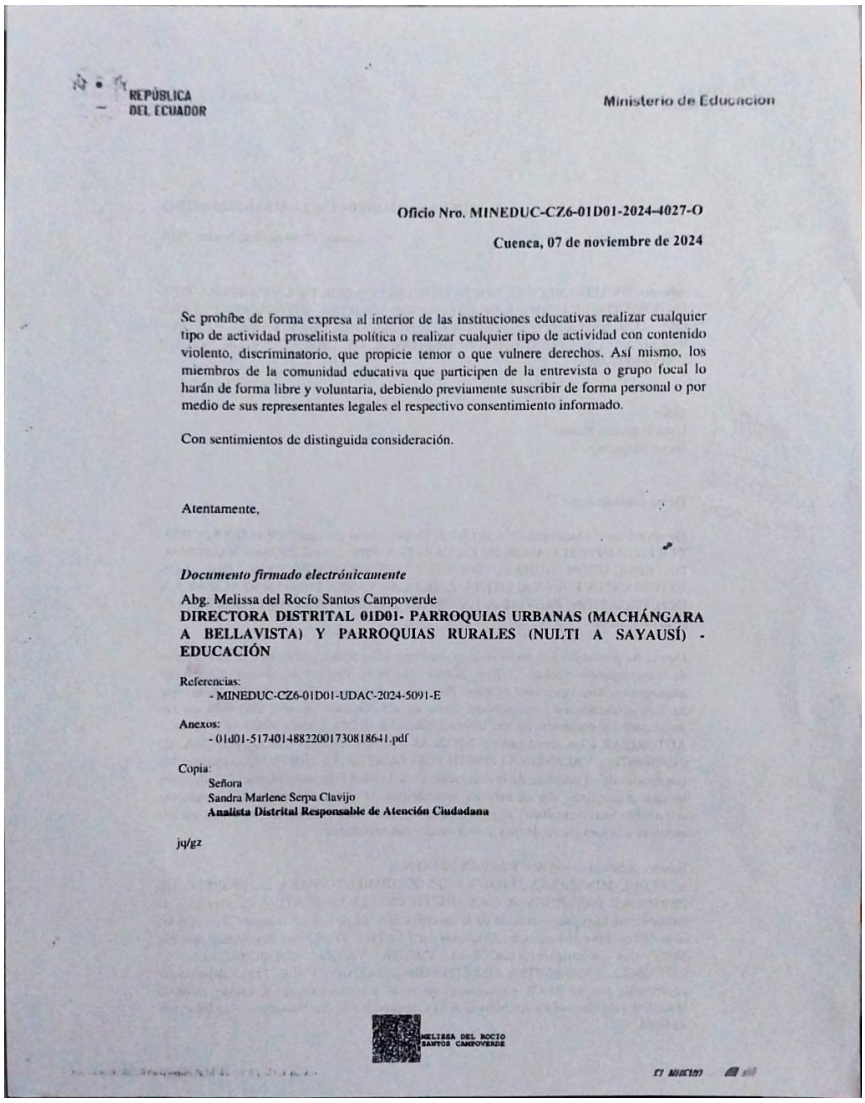
Reflexión final:

11. Al momento de practicar su habilidad oral en inglés. ¿Qué les genera más confianza para hablar?

Agradecimientos

Muchas gracias por su tiempo y apoyo. Sus respuestas fueron muy enriquecedoras y nos servirá mucho para nuestro proyecto. Fue genial conocerlos. ¡Esperamos volver a verlos pronto!

Appendix 4: Authorization letter from the Ministry of Education



REPÚBLICA DEL ECUADOR

Ministerio de Educación

Oficio Nro. MINEDUC-CZ6-01D01-2024-4027-O

Cuenca, 07 de noviembre de 2024

Se prohíbe de forma expresa al interior de las instituciones educativas realizar cualquier tipo de actividad proselitista política o realizar cualquier tipo de actividad con contenido violento, discriminatorio, que propicie temor o que vulnere derechos. Así mismo, los miembros de la comunidad educativa que participen de la entrevista o grupo focal lo harán de forma libre y voluntaria, debiendo previamente suscribir de forma personal o por medio de sus representantes legales el respectivo consentimiento informado.

Con sentimientos de distinguida consideración.

Atentamente,

Documento firmado electrónicamente

Abg. Melissa del Rocío Santos Campoverde
DIRECTORA DISTRITAL 01D01- PARROQUIAS URBANAS (MACHÁNGARA A BELLAVISTA) Y PARROQUIAS RURALES (NULTI A SAYAUSÍ) - EDUCACIÓN

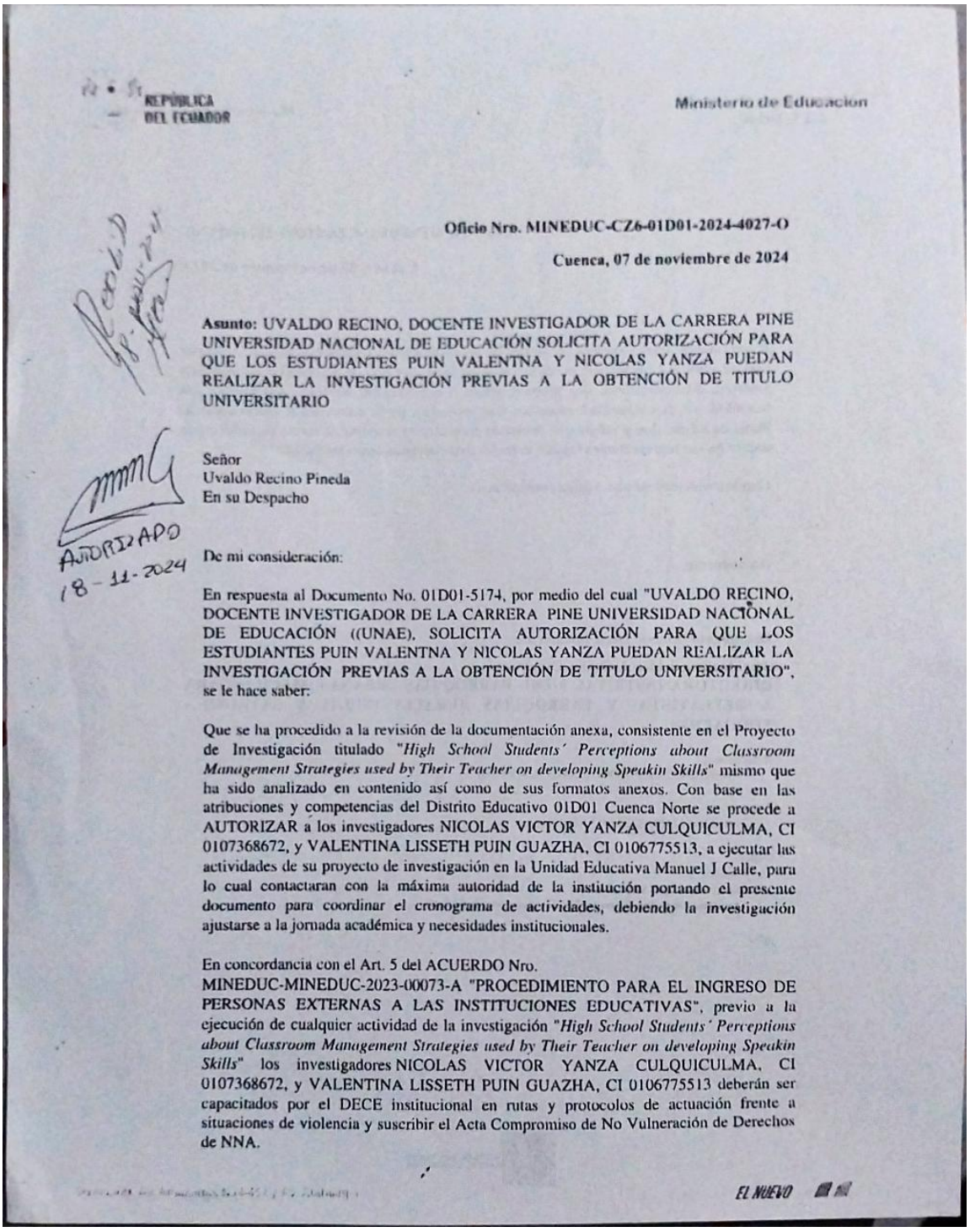
Referencias:
- MINEDUC-CZ6-01D01-UDAC-2024-5091-E

Anexos:
- 01d01-517401488220017308186 41.pdf

Copia:
Señora
Sandra Marlene Serpa Clavijo
Analista Distrital Responsable de Atención Ciudadana

jq/gz

MELISSA DEL ROCIO SANTOS CAMPOVERDE



REPÚBLICA DEL ECUADOR

Ministerio de Educación

Oficio Nro. MINEDUC-CZ6-01D01-2024-4027-O

Cuenca, 07 de noviembre de 2024

Asunto: UVALDO RECINO, DOCENTE INVESTIGADOR DE LA CARRERA PINE UNIVERSIDAD NACIONAL DE EDUCACIÓN SOLICITA AUTORIZACIÓN PARA QUE LOS ESTUDIANTES PUIN VALENTNA Y NICOLAS YANZA PUEDAN REALIZAR LA INVESTIGACIÓN PREVIAS A LA OBTENCIÓN DE TITULO UNIVERSITARIO

Señor
Uvaldo Recino Pineda
En su Despacho

AUTORIZADO
18-11-2024

De mi consideración:

En respuesta al Documento No. 01D01-5174, por medio del cual "UVALDO RECINO, DOCENTE INVESTIGADOR DE LA CARRERA PINE UNIVERSIDAD NACIONAL DE EDUCACIÓN ((UNAE), SOLICITA AUTORIZACIÓN PARA QUE LOS ESTUDIANTES PUIN VALENTNA Y NICOLAS YANZA PUEDAN REALIZAR LA INVESTIGACIÓN PREVIAS A LA OBTENCIÓN DE TITULO UNIVERSITARIO", se le hace saber:

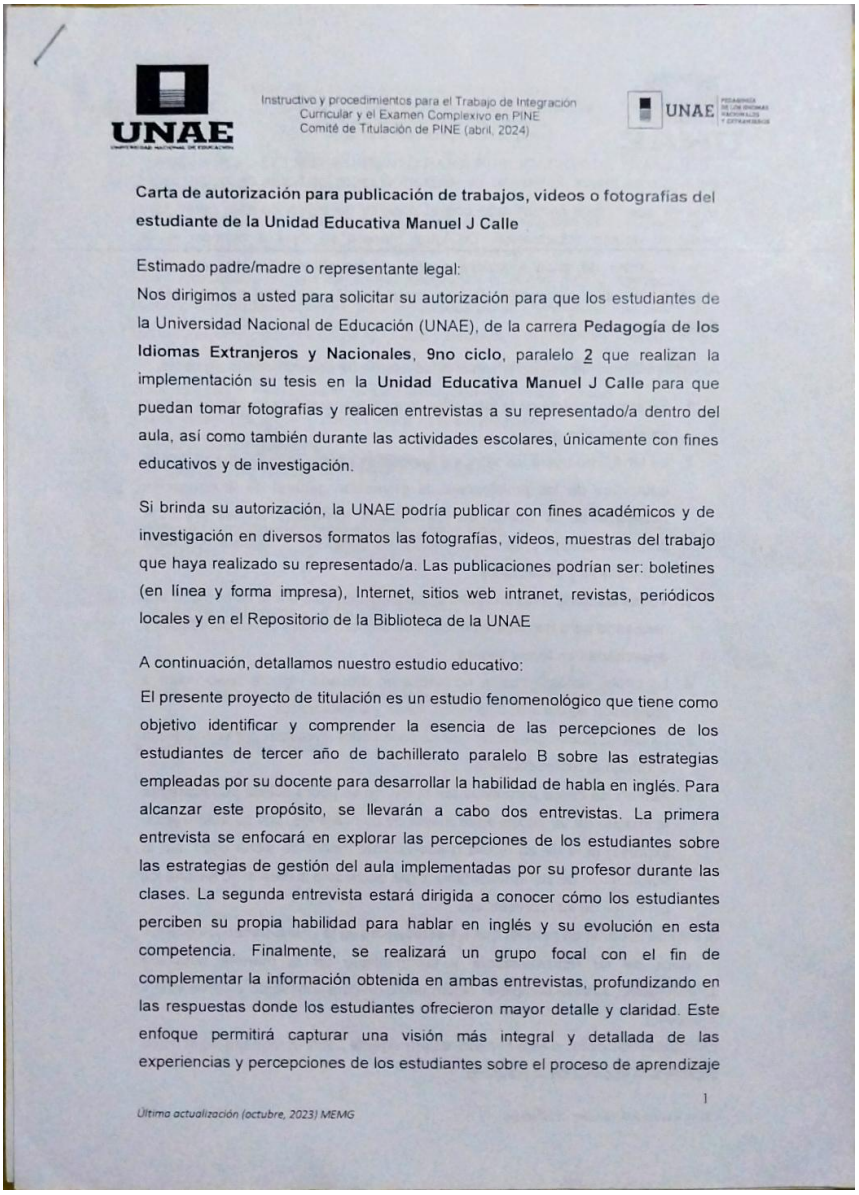
Que se ha procedido a la revisión de la documentación anexa, consistente en el Proyecto de Investigación titulado "*High School Students´ Perceptions about Classroom Management Strategies used by Their Teacher on developing Speakin Skills*" mismo que ha sido analizado en contenido así como de sus formatos anexos. Con base en las atribuciones y competencias del Distrito Educativo 01D01 Cuenca Norte se procede a AUTORIZAR a los investigadores NICOLAS VICTOR YANZA CULQUICULMA, CI 0107368672, y VALENTINA LISSETH PUIN GUAZHA, CI 0106775513, a ejecutar las actividades de su proyecto de investigación en la Unidad Educativa Manuel J Calle, para lo cual contactaran con la máxima autoridad de la institución portando el presente documento para coordinar el cronograma de actividades, debiendo la investigación ajustarse a la jornada académica y necesidades institucionales.

En concordancia con el Art. 5 del ACUERDO Nro. MINEDUC-MINEDUC-2023-00073-A "PROCEDIMIENTO PARA EL INGRESO DE PERSONAS EXTERNAS A LAS INSTITUCIONES EDUCATIVAS", previo a la ejecución de cualquier actividad de la investigación "*High School Students´ Perceptions about Classroom Management Strategies used by Their Teacher on developing Speakin Skills*" los investigadores NICOLAS VICTOR YANZA CULQUICULMA, CI 0107368672, y VALENTINA LISSETH PUIN GUAZHA, CI 0106775513 deberán ser capacitados por el DECE institucional en rutas y protocolos de actuación frente a situaciones de violencia y suscribir el Acta Compromiso de No Vulneración de Derechos de NNA.

EL NUEVO

Appendix 5: Consent Forms

Participant 1 Consent



UNAE

Instructivo y procedimientos para el Trabajo de Integración Curricular y el Examen Complexivo en PINE
Comité de Titulación de PINE (abril, 2024)

UNAE

Carta de autorización para publicación de trabajos, videos o fotografías del estudiante de la Unidad Educativa Manuel J Calle

Estimado padre/madre o representante legal:
Nos dirigimos a usted para solicitar su autorización para que los estudiantes de la Universidad Nacional de Educación (UNAE), de la carrera **Pedagogía de los Idiomas Extranjeros y Nacionales**, **9no ciclo**, paralelo **2** que realizan la implementación su tesis en la **Unidad Educativa Manuel J Calle** para que puedan tomar fotografías y realicen entrevistas a su representado/a dentro del aula, así como también durante las actividades escolares, únicamente con fines educativos y de investigación.

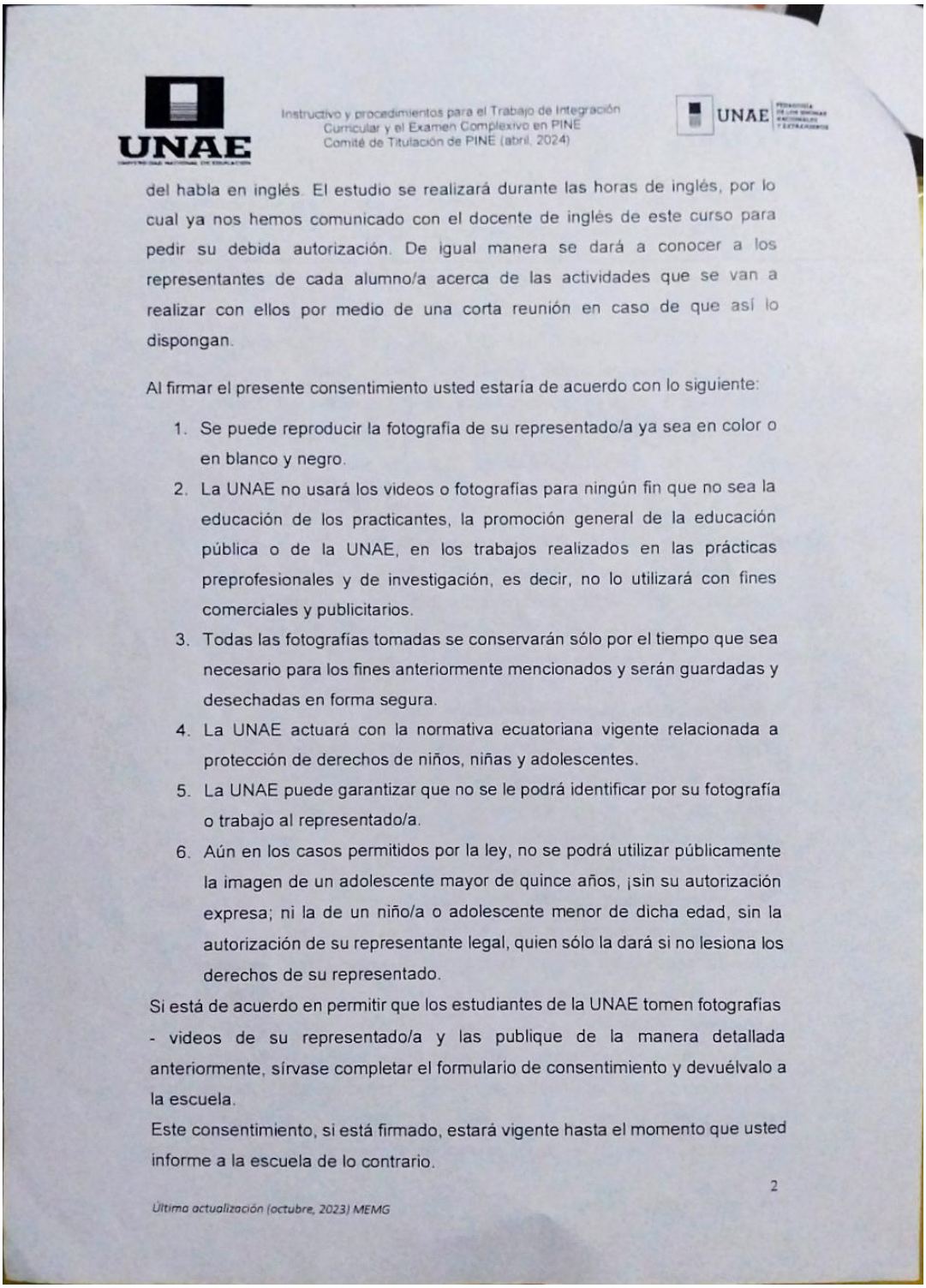
Si brinda su autorización, la UNAE podría publicar con fines académicos y de investigación en diversos formatos las fotografías, videos, muestras del trabajo que haya realizado su representado/a. Las publicaciones podrían ser: boletines (en línea y forma impresa), Internet, sitios web intranet, revistas, periódicos locales y en el Repositorio de la Biblioteca de la UNAE

A continuación, detallamos nuestro estudio educativo:

El presente proyecto de titulación es un estudio fenomenológico que tiene como objetivo identificar y comprender la esencia de las percepciones de los estudiantes de tercer año de bachillerato paralelo B sobre las estrategias empleadas por su docente para desarrollar la habilidad de habla en inglés. Para alcanzar este propósito, se llevarán a cabo dos entrevistas. La primera entrevista se enfocará en explorar las percepciones de los estudiantes sobre las estrategias de gestión del aula implementadas por su profesor durante las clases. La segunda entrevista estará dirigida a conocer cómo los estudiantes perciben su propia habilidad para hablar en inglés y su evolución en esta competencia. Finalmente, se realizará un grupo focal con el fin de complementar la información obtenida en ambas entrevistas, profundizando en las respuestas donde los estudiantes ofrecieron mayor detalle y claridad. Este enfoque permitirá capturar una visión más integral y detallada de las experiencias y percepciones de los estudiantes sobre el proceso de aprendizaje

1

Última actualización (octubre, 2023) MEMG



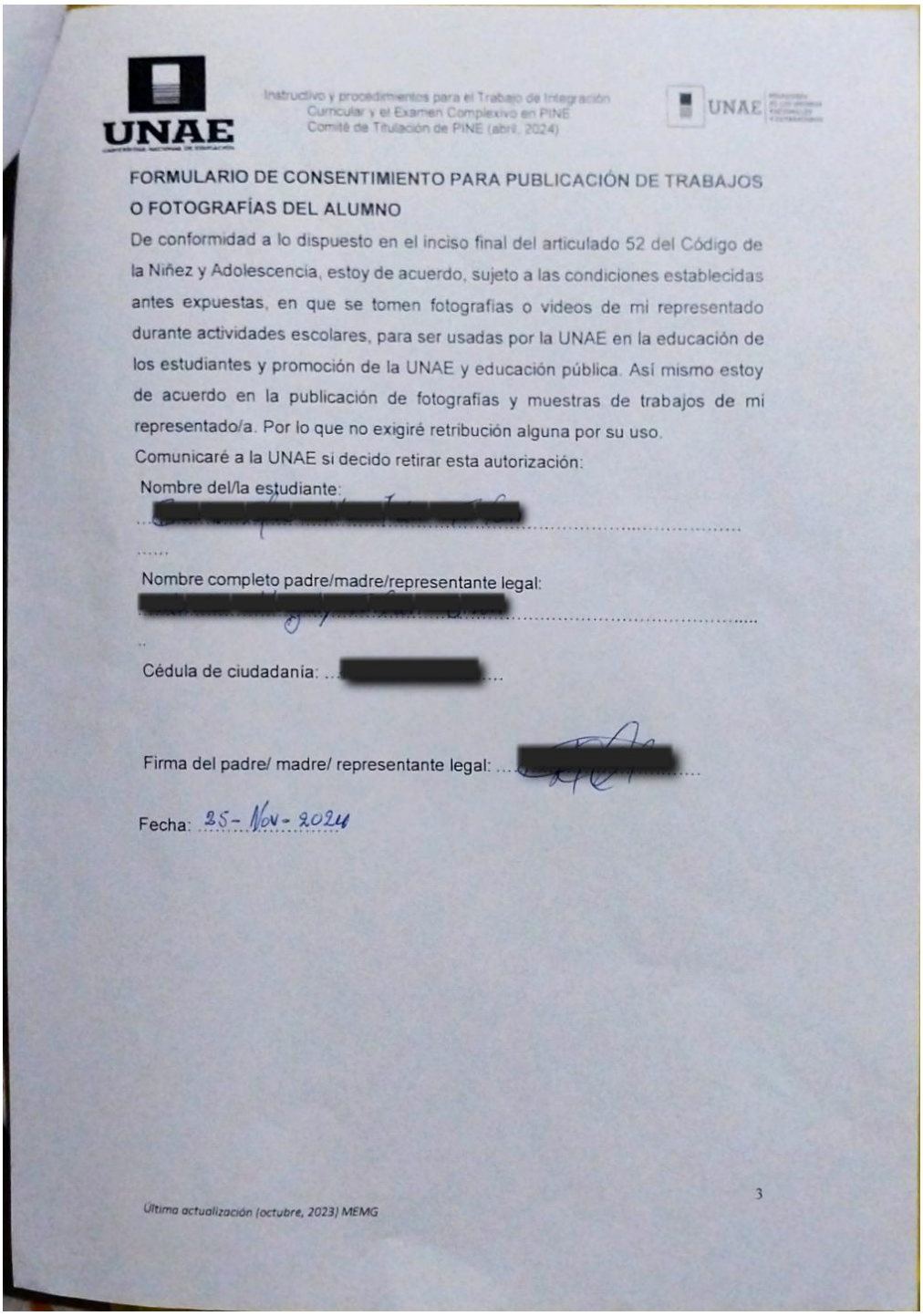
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Al firmar el presente consentimiento usted estaría de acuerdo con lo siguiente:

1. Se puede reproducir la fotografía de su representado/a ya sea en color o en blanco y negro.
2. La UNAE no usará los videos o fotografías para ningún fin que no sea la educación de los practicantes, la promoción general de la educación pública o de la UNAE, en los trabajos realizados en las prácticas preprofesionales y de investigación, es decir, no lo utilizará con fines comerciales y publicitarios.
3. Todas las fotografías tomadas se conservarán sólo por el tiempo que sea necesario para los fines anteriormente mencionados y serán guardadas y desechadas en forma segura.
4. La UNAE actuará con la normativa ecuatoriana vigente relacionada a protección de derechos de niños, niñas y adolescentes.
5. La UNAE puede garantizar que no se le podrá identificar por su fotografía o trabajo al representado/a.
6. Aún en los casos permitidos por la ley, no se podrá utilizar públicamente la imagen de un adolescente mayor de quince años, ¡sin su autorización expresa; ni la de un niño/a o adolescente menor de dicha edad, sin la autorización de su representante legal, quien sólo la dará si no lesiona los derechos de su representado.

Si está de acuerdo en permitir que los estudiantes de la UNAE tomen fotografías - videos de su representado/a y las publique de la manera detallada anteriormente, sírvase completar el formulario de consentimiento y devuélvalo a la escuela.

Este consentimiento, si está firmado, estará vigente hasta el momento que usted informe a la escuela de lo contrario.



UNAE

Instructivo y procedimientos para el Trabajo de Integración Curricular y el Examen Complexivo en PINE
Comité de Titulación de PINE (abril, 2024)

UNAE

FORMULARIO DE CONSENTIMIENTO PARA PUBLICACIÓN DE TRABAJOS O FOTOGRAFÍAS DEL ALUMNO

De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi representado durante actividades escolares, para ser usadas por la UNAE en la educación de los estudiantes y promoción de la UNAE y educación pública. Así mismo estoy de acuerdo en la publicación de fotografías y muestras de trabajos de mi representado/a. Por lo que no exigiré retribución alguna por su uso.

Comunicaré a la UNAE si decido retirar esta autorización:

Nombre del/la estudiante: [redacted]

Nombre completo padre/madre/representante legal: [redacted]

Cédula de ciudadanía: [redacted]

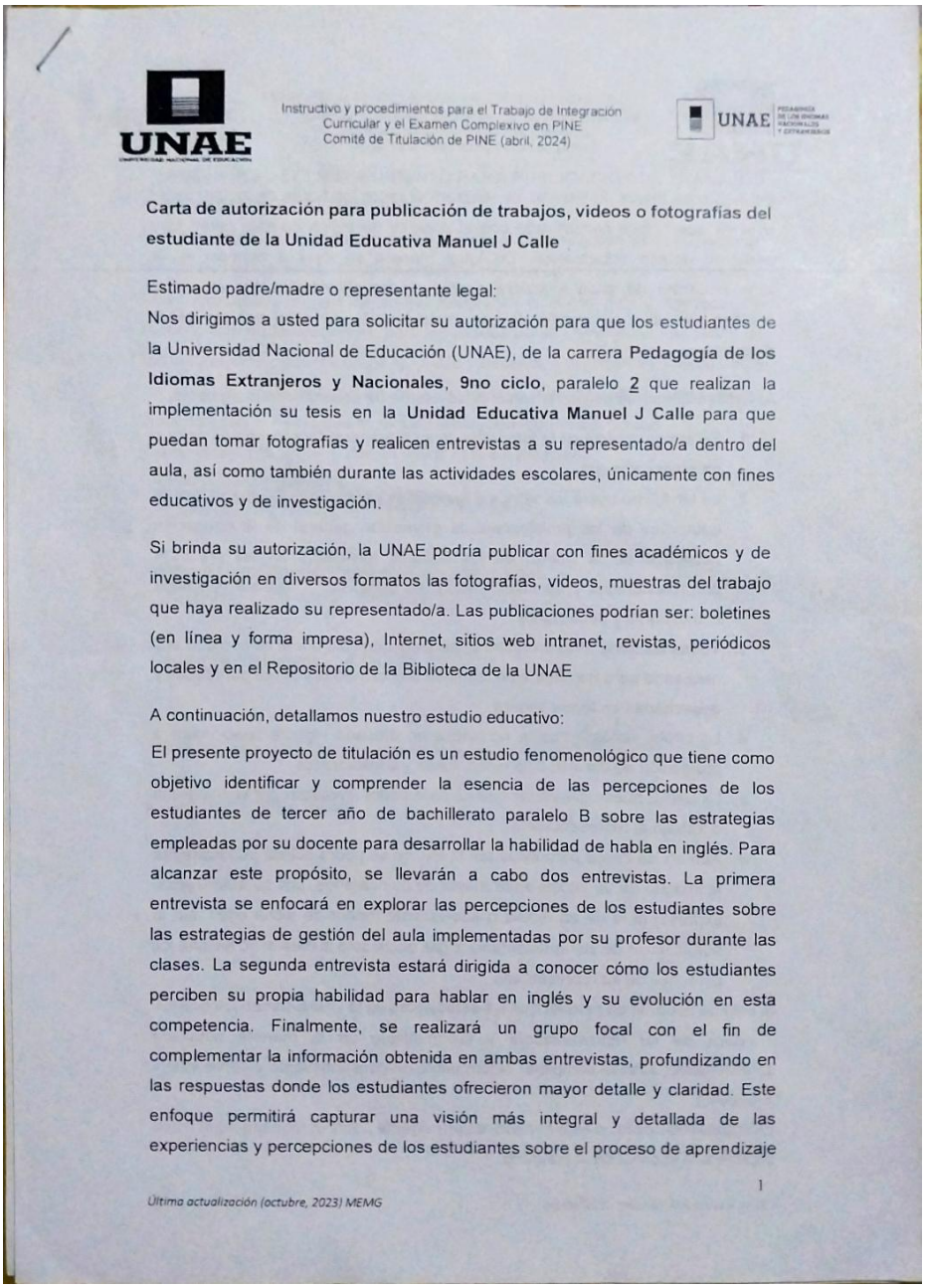
Firma del padre/ madre/ representante legal: [redacted]

Fecha: 25 - Nov - 2024

3

Última actualización (octubre, 2023) MEMG

Participant 2 Consent



UNAE

Instructivo y procedimientos para el Trabajo de Integración Curricular y el Examen Complexivo en PINE
Comité de Titulación de PINE (abril, 2024)

UNAE

Carta de autorización para publicación de trabajos, videos o fotografías del estudiante de la Unidad Educativa Manuel J Calle

Estimado padre/madre o representante legal:

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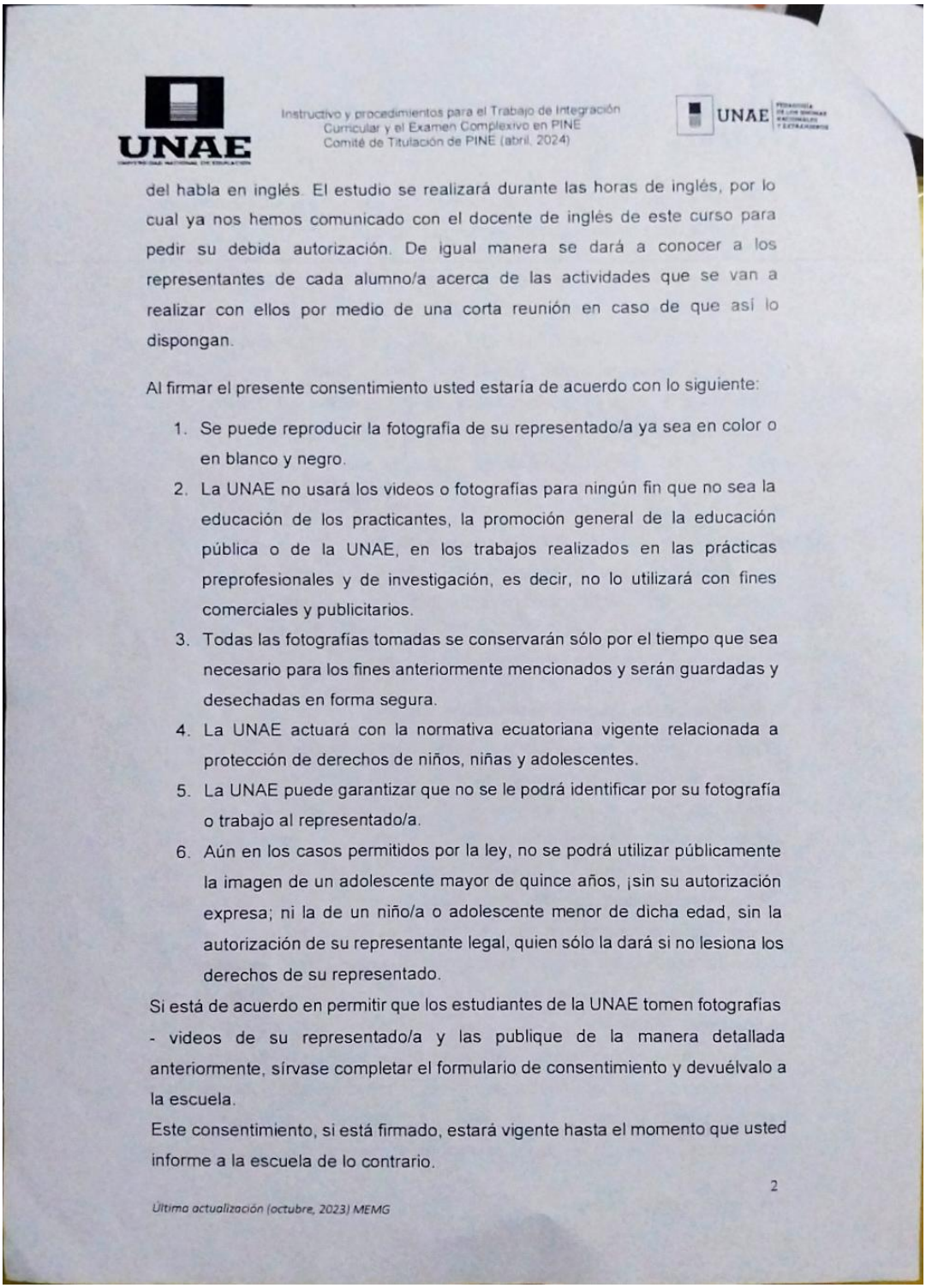
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1

Última actualización (octubre, 2023) MEMG



UNAE

Instructivo y procedimientos para el Trabajo de Integración Curricular y el Examen Complexivo en PINE
Comité de Titulación de PINE (abril, 2024)

UNAE

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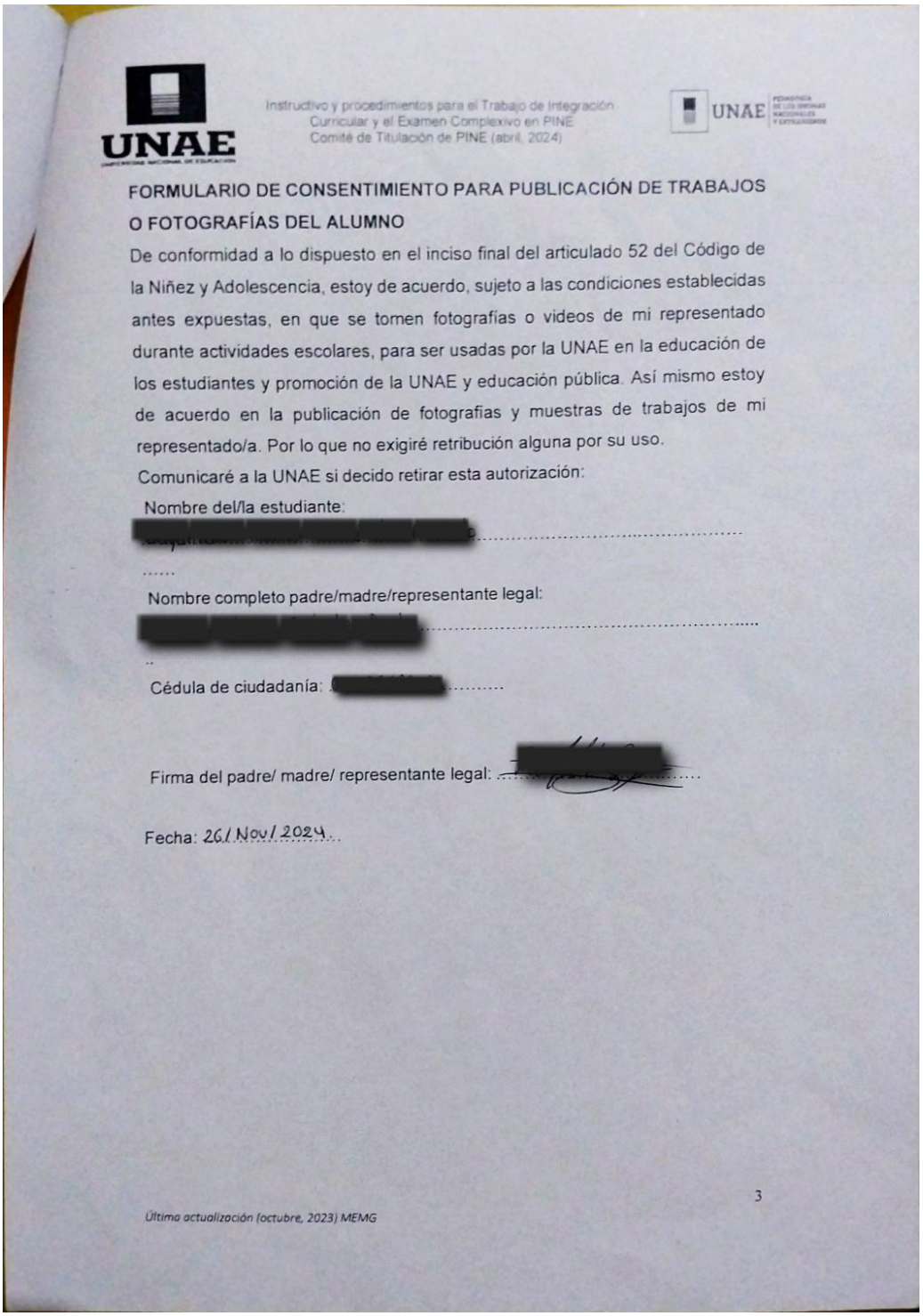
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6. Aún en los casos permitidos por la ley, no se podrá utilizar públicamente la imagen de un adolescente mayor de quince años, ¡sin su autorización expresa; ni la de un niño/a o adolescente menor de dicha edad, sin la autorización de su representante legal, quien sólo la dará si no lesiona los derechos de su representado.

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Este consentimiento, si está firmado, estará vigente hasta el momento que usted informe a la escuela de lo contrario.

2

Última actualización (octubre, 2023) MEMG



UNAE

Instructivo y procedimientos para el Trabajo de Integración Curricular y el Examen Complexivo en PINE
Comité de Titulación de PINE (abril, 2024)

UNAE

FORMULARIO DE CONSENTIMIENTO PARA PUBLICACIÓN DE TRABAJOS O FOTOGRAFÍAS DEL ALUMNO

De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi representado durante actividades escolares, para ser usadas por la UNAE en la educación de los estudiantes y promoción de la UNAE y educación pública. Así mismo estoy de acuerdo en la publicación de fotografías y muestras de trabajos de mi representado/a. Por lo que no exigiré retribución alguna por su uso.

Comunicaré a la UNAE si decido retirar esta autorización:

Nombre del/la estudiante: [redacted]

Nombre completo padre/madre/representante legal: [redacted]

Cédula de ciudadanía: [redacted]

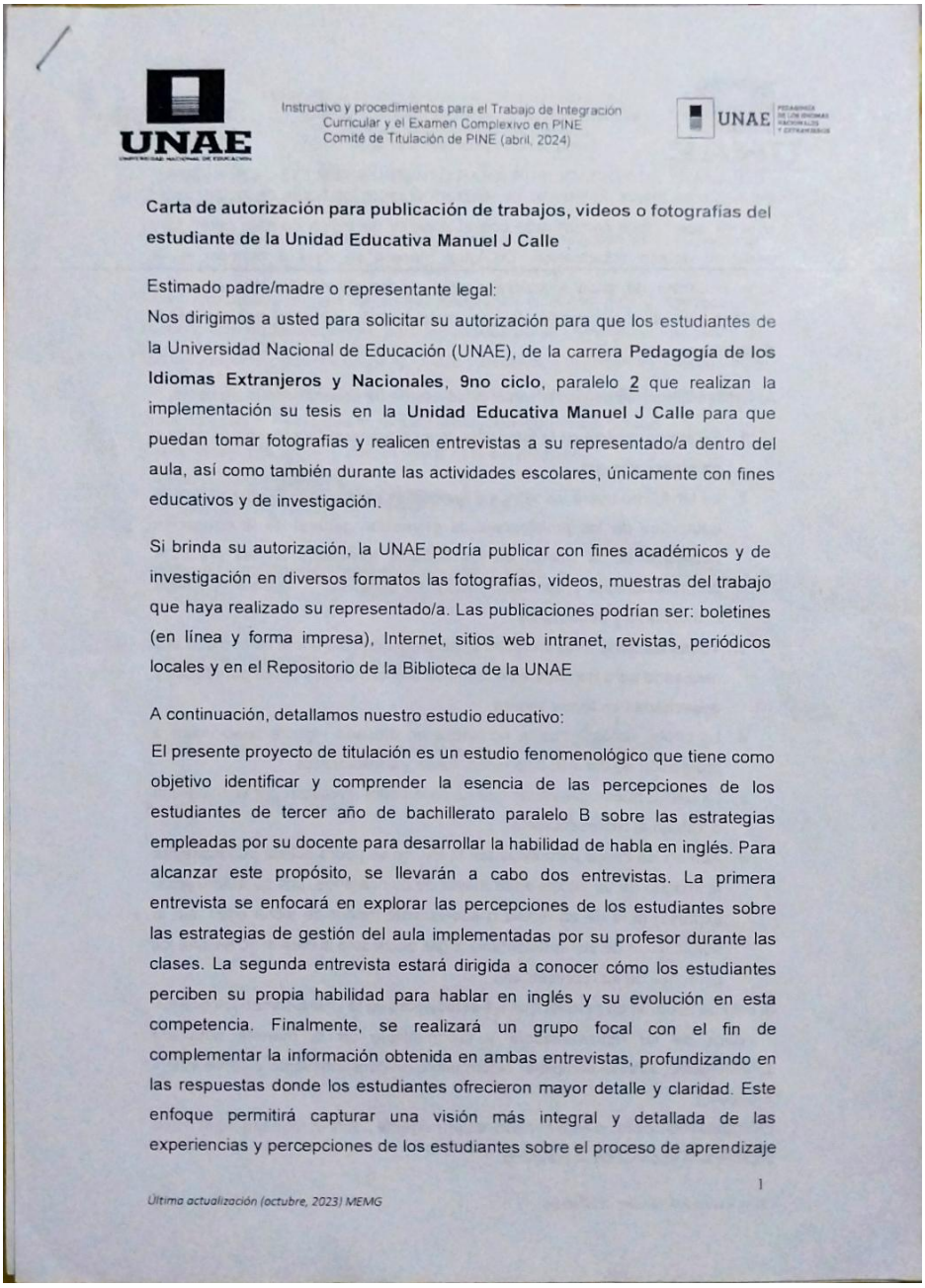
Firma del padre/ madre/ representante legal: [redacted]

Fecha: 26/ Nov/ 2024

3

Última actualización (octubre, 2023) MEMG

Participant 3 Consent



UNAE

Instructivo y procedimientos para el Trabajo de Integración Curricular y el Examen Complexivo en PINE
Comité de Titulación de PINE (abril, 2024)

UNAE

Carta de autorización para publicación de trabajos, videos o fotografías del estudiante de la Unidad Educativa Manuel J Calle

Estimado padre/madre o representante legal:

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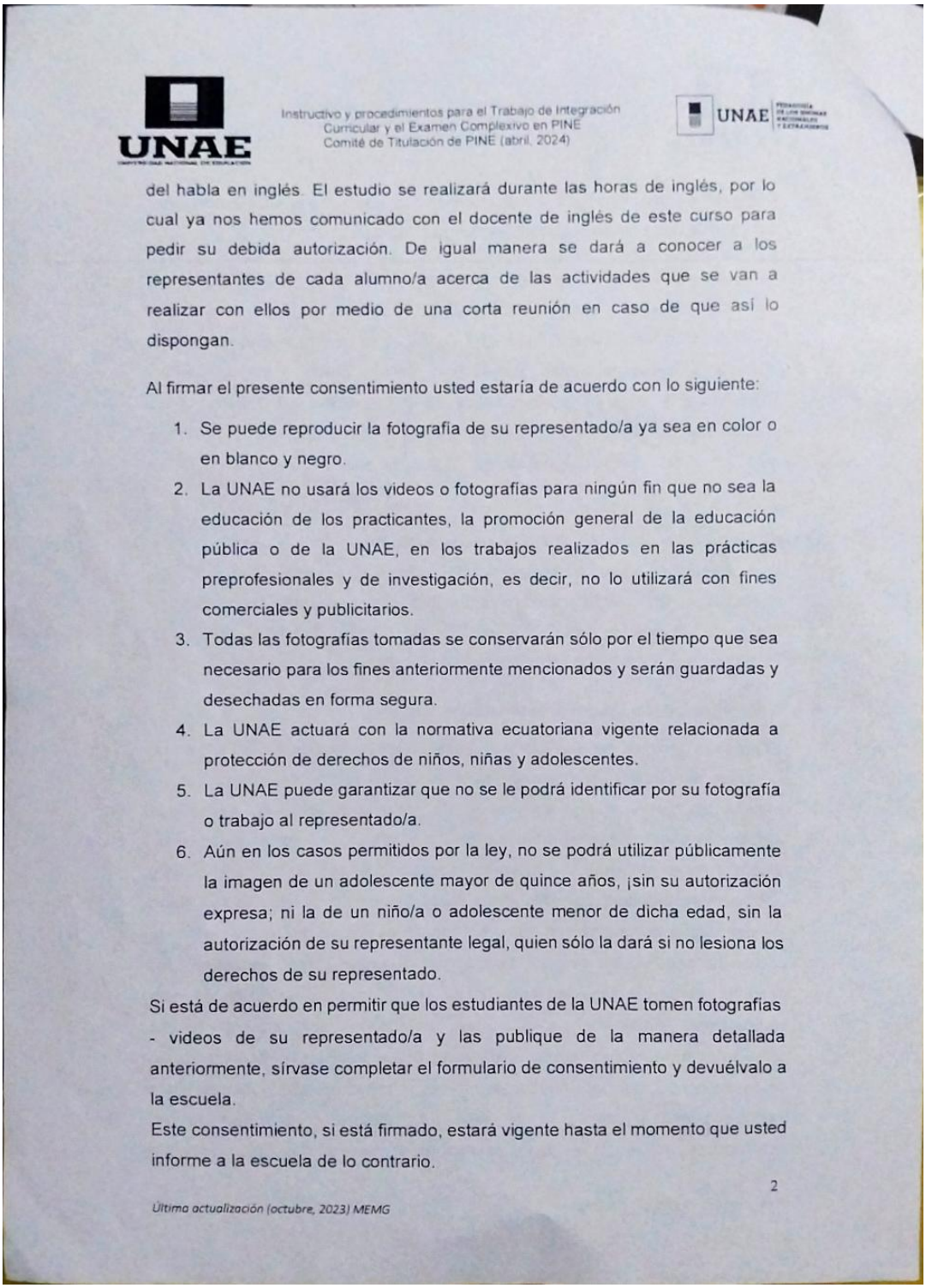
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Última actualización (octubre, 2023) MEMG



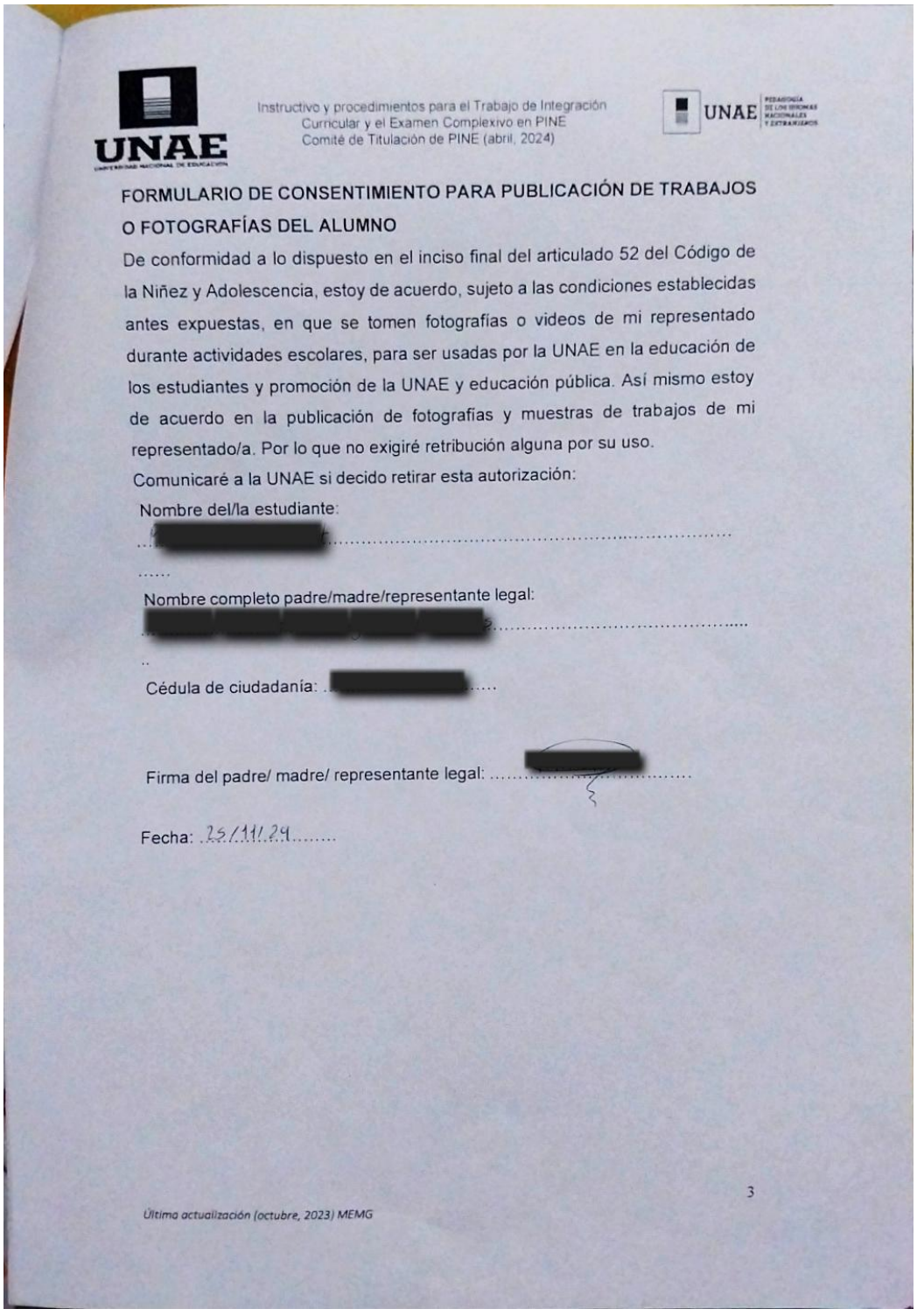
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UNAE

Instructivo y procedimientos para el Trabajo de Integración Curricular y el Examen Complexivo en PINE
Comité de Titulación de PINE (abril, 2024)

UNAE

FORMULARIO DE CONSENTIMIENTO PARA PUBLICACIÓN DE TRABAJOS O FOTOGRAFÍAS DEL ALUMNO

De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi representado durante actividades escolares, para ser usadas por la UNAE en la educación de los estudiantes y promoción de la UNAE y educación pública. Así mismo estoy de acuerdo en la publicación de fotografías y muestras de trabajos de mi representado/a. Por lo que no exigiré retribución alguna por su uso.

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Nombre del/la estudiante: [redacted]

Nombre completo padre/madre/representante legal: [redacted]

Cédula de ciudadanía: [redacted]

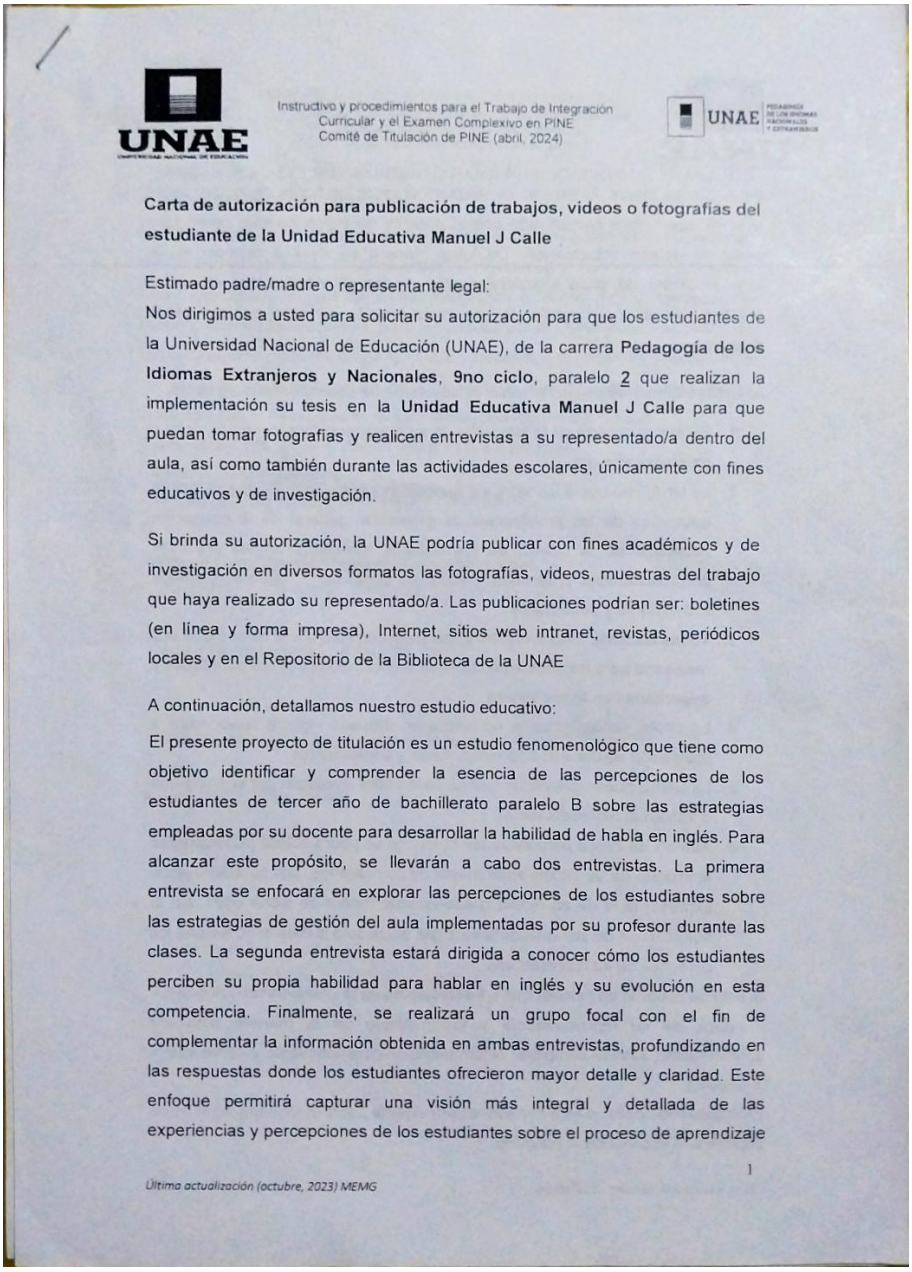
Firma del padre/ madre/ representante legal: [redacted]

Fecha: 23/11/24

3

Última actualización (octubre, 2023) MEMG

Participant 4 Consent



UNAE

Instructivo y procedimientos para el Trabajo de Integración Curricular y el Examen Complexivo en PINE
Comité de Titulación de PINE (abril, 2024)

UNAE

Carta de autorización para publicación de trabajos, videos o fotografías del estudiante de la Unidad Educativa Manuel J Calle

Estimado padre/madre o representante legal:

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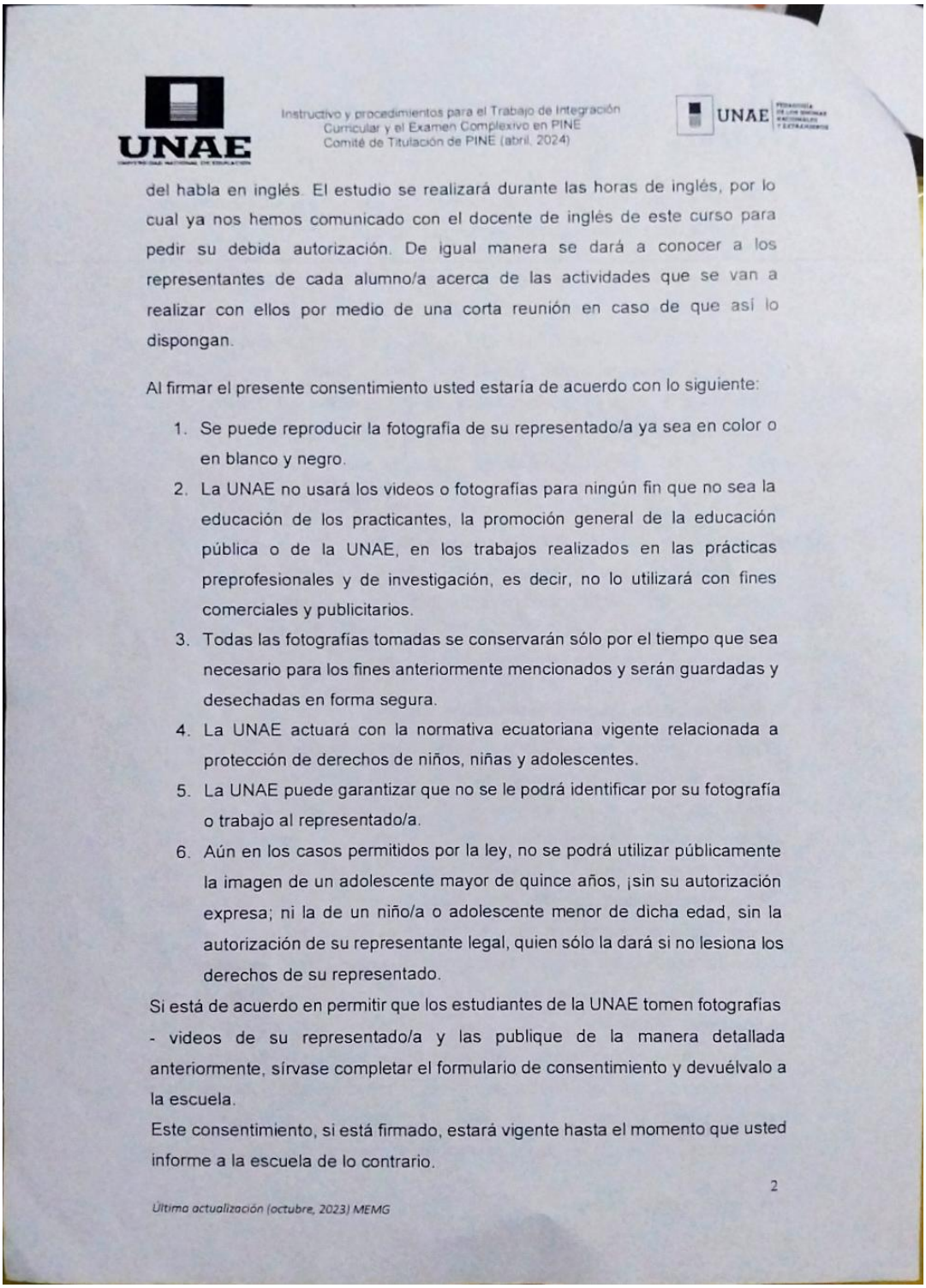
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Última actualización (octubre, 2023) MEMG



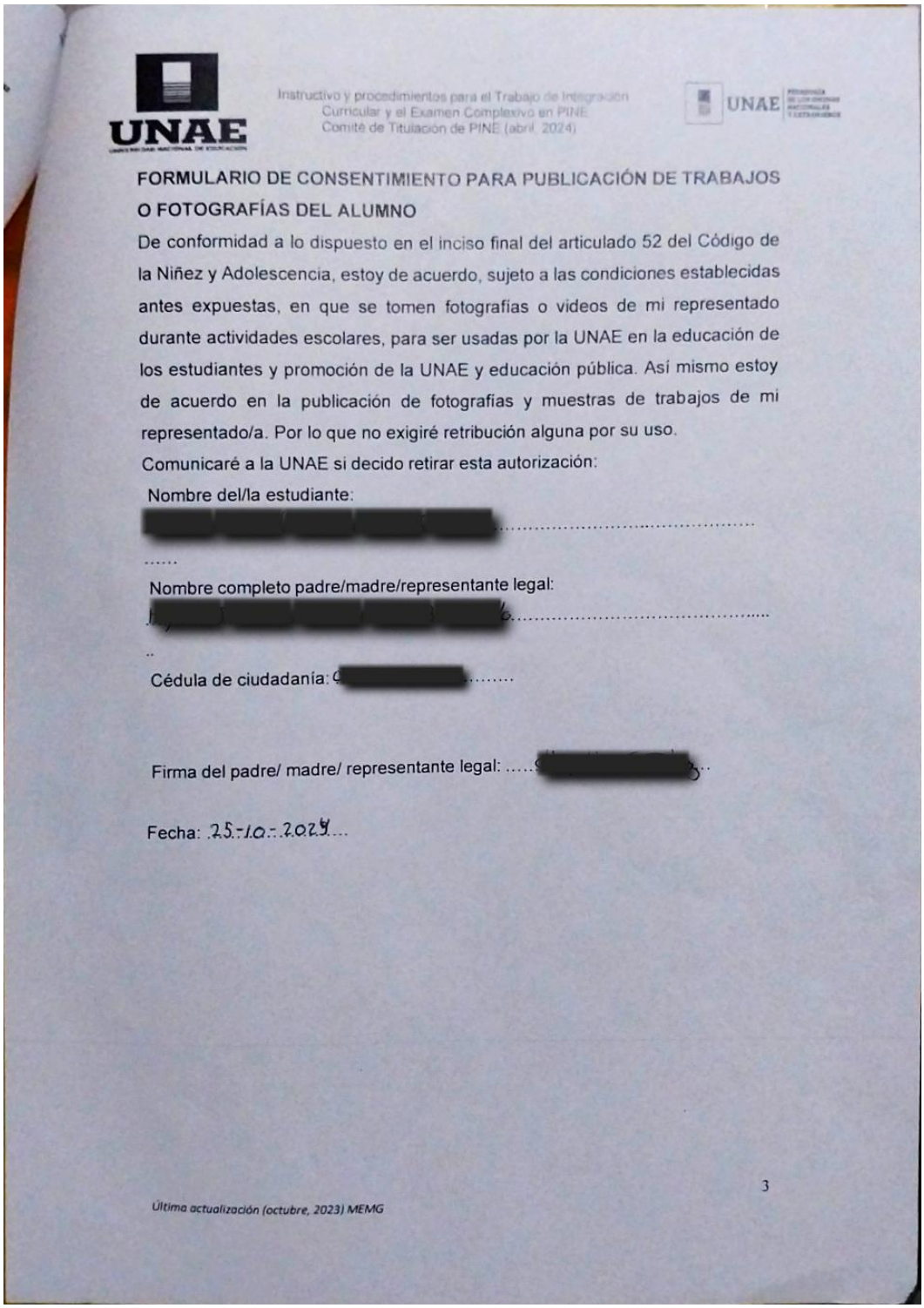
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UNAE

Instructivo y procedimientos para el Trabajo de Integración Curricular y el Examen Complexivo en PINE
Comité de Titulación de PINE (abril 2024)

UNAE

FORMULARIO DE CONSENTIMIENTO PARA PUBLICACIÓN DE TRABAJOS O FOTOGRAFÍAS DEL ALUMNO

De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi representado durante actividades escolares, para ser usadas por la UNAE en la educación de los estudiantes y promoción de la UNAE y educación pública. Así mismo estoy de acuerdo en la publicación de fotografías y muestras de trabajos de mi representado/a. Por lo que no exigiré retribución alguna por su uso.

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Cédula de ciudadanía: [redacted]

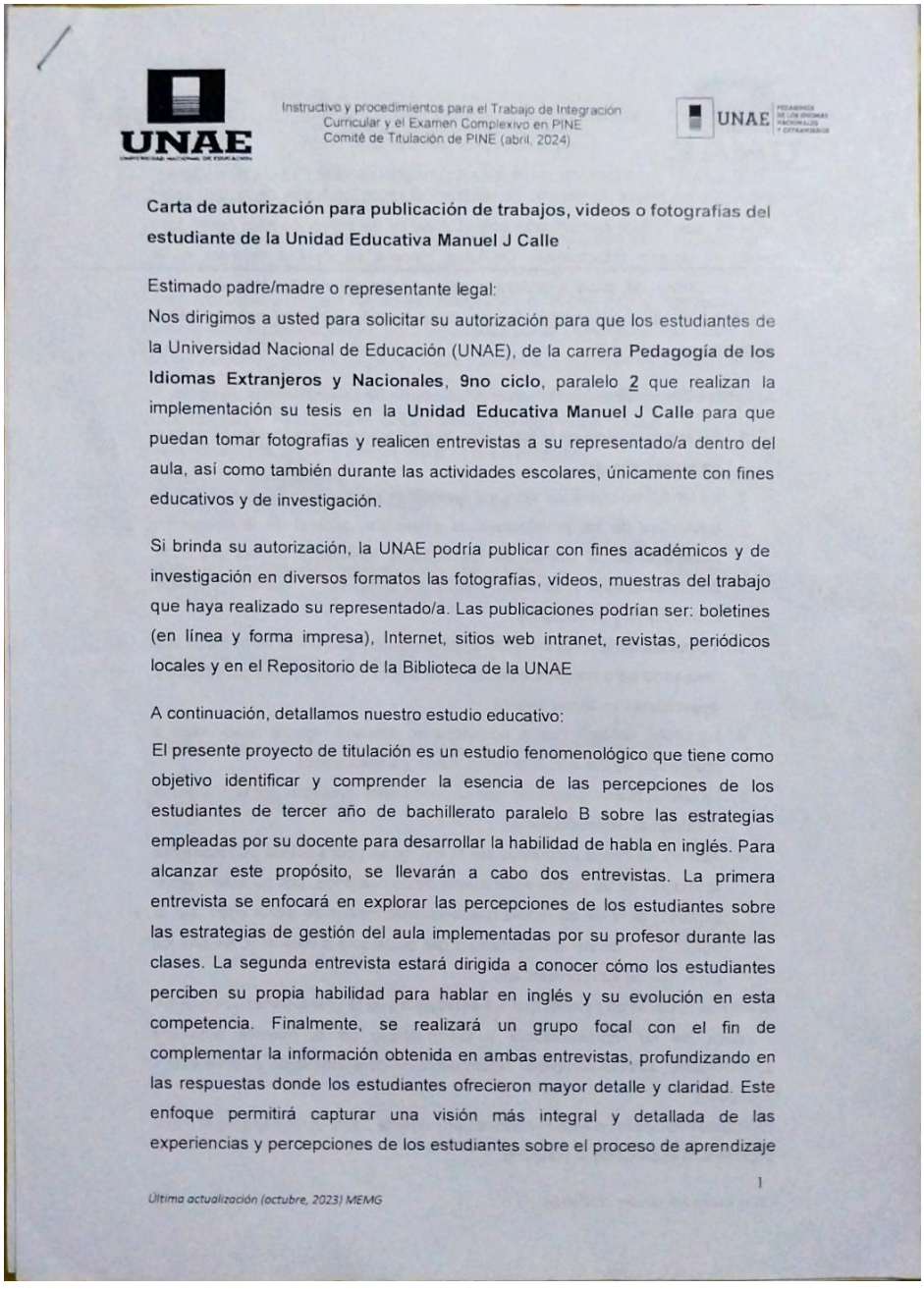
Firma del padre/ madre/ representante legal: [redacted]

Fecha: 25-10-2024

3

Última actualización (octubre, 2023) MEMG

Participant 5 Consent



UNAE

Instructivo y procedimientos para el Trabajo de Integración Curricular y el Examen Complexivo en PINE
Comité de Titulación de PINE (abril, 2024)

UNAE

Carta de autorización para publicación de trabajos, videos o fotografías del estudiante de la Unidad Educativa Manuel J Calle

Estimado padre/madre o representante legal:

Nos dirigimos a usted para solicitar su autorización para que los estudiantes de la Universidad Nacional de Educación (UNAE), de la carrera **Pedagogía de los Idiomas Extranjeros y Nacionales**, **9no ciclo**, paralelo 2 que realizan la implementación su tesis en la **Unidad Educativa Manuel J Calle** para que puedan tomar fotografías y realicen entrevistas a su representado/a dentro del aula, así como también durante las actividades escolares, únicamente con fines educativos y de investigación.

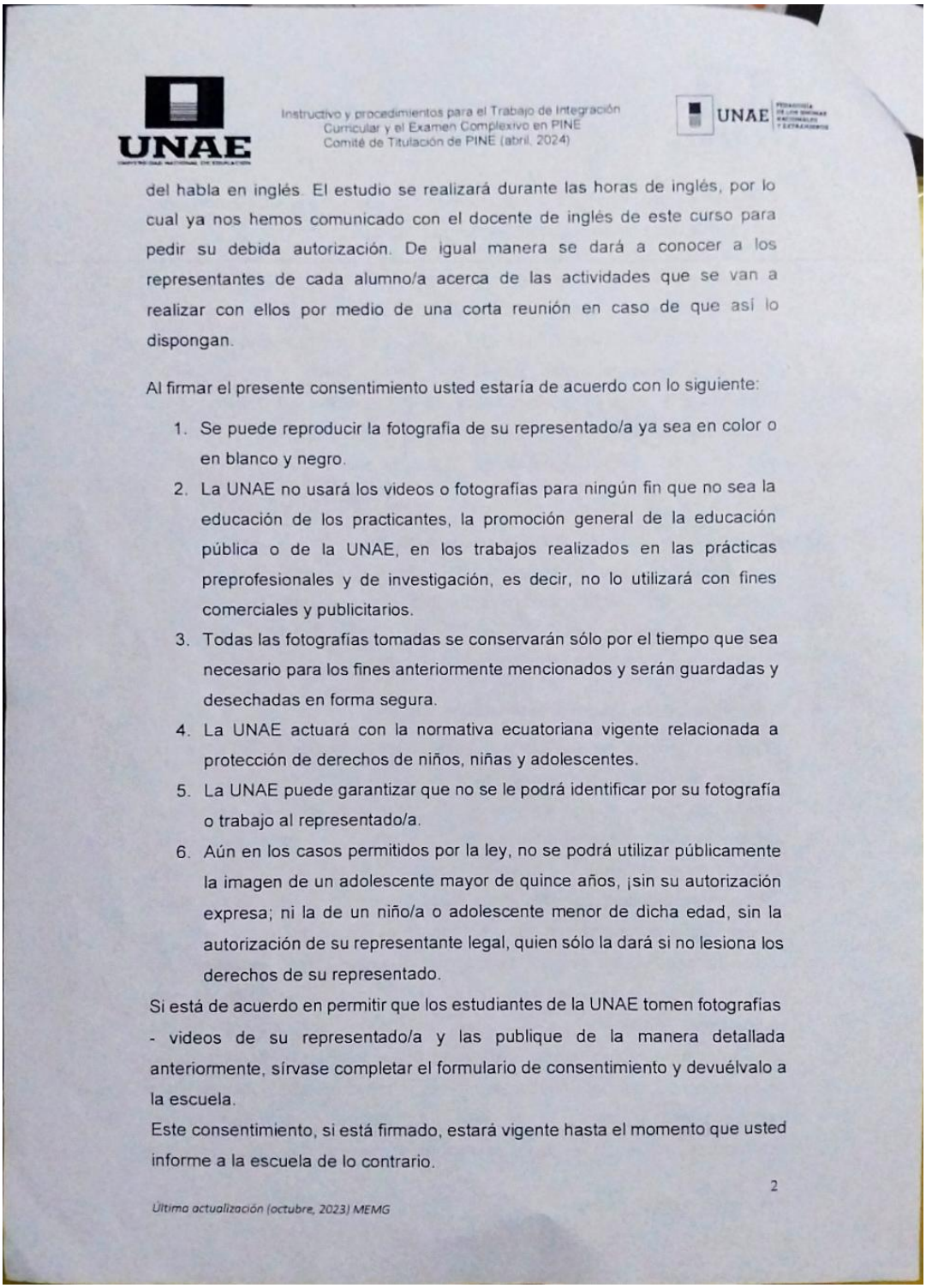
Si brinda su autorización, la UNAE podría publicar con fines académicos y de investigación en diversos formatos las fotografías, videos, muestras del trabajo que haya realizado su representado/a. Las publicaciones podrían ser: boletines (en línea y forma impresa), Internet, sitios web intranet, revistas, periódicos locales y en el Repositorio de la Biblioteca de la UNAE

A continuación, detallamos nuestro estudio educativo:

El presente proyecto de titulación es un estudio fenomenológico que tiene como objetivo identificar y comprender la esencia de las percepciones de los estudiantes de tercer año de bachillerato paralelo B sobre las estrategias empleadas por su docente para desarrollar la habilidad de habla en inglés. Para alcanzar este propósito, se llevarán a cabo dos entrevistas. La primera entrevista se enfocará en explorar las percepciones de los estudiantes sobre las estrategias de gestión del aula implementadas por su profesor durante las clases. La segunda entrevista estará dirigida a conocer cómo los estudiantes perciben su propia habilidad para hablar en inglés y su evolución en esta competencia. Finalmente, se realizará un grupo focal con el fin de complementar la información obtenida en ambas entrevistas, profundizando en las respuestas donde los estudiantes ofrecieron mayor detalle y claridad. Este enfoque permitirá capturar una visión más integral y detallada de las experiencias y percepciones de los estudiantes sobre el proceso de aprendizaje

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Última actualización (octubre, 2023) MEMG



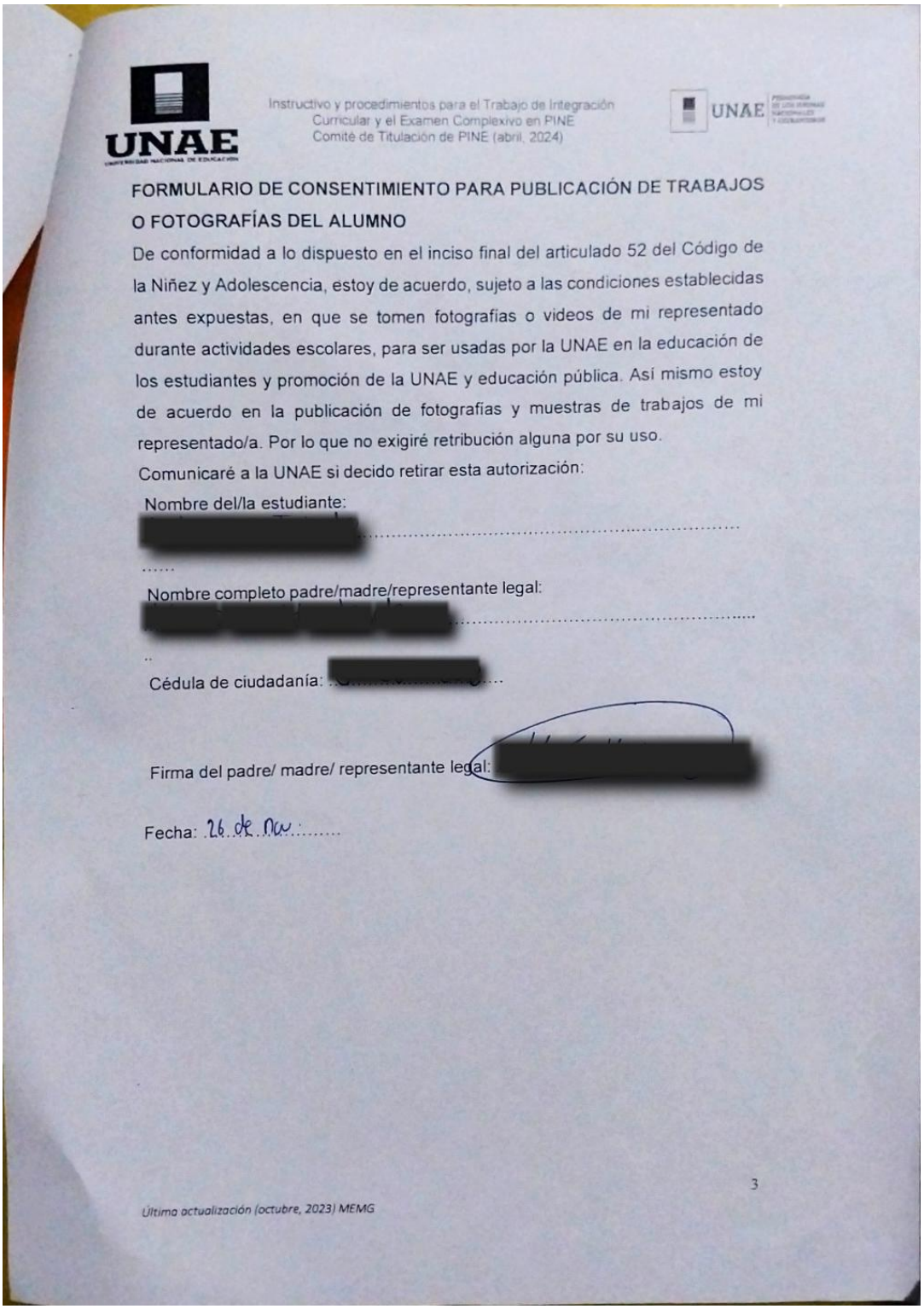
del habla en inglés. El estudio se realizará durante las horas de inglés, por lo cual ya nos hemos comunicado con el docente de inglés de este curso para pedir su debida autorización. De igual manera se dará a conocer a los representantes de cada alumno/a acerca de las actividades que se van a realizar con ellos por medio de una corta reunión en caso de que así lo dispongan.

Al firmar el presente consentimiento usted estaría de acuerdo con lo siguiente:

1. Se puede reproducir la fotografía de su representado/a ya sea en color o en blanco y negro.
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Si está de acuerdo en permitir que los estudiantes de la UNAE tomen fotografías - videos de su representado/a y las publique de la manera detallada anteriormente, sírvase completar el formulario de consentimiento y devuélvalo a la escuela.

Este consentimiento, si está firmado, estará vigente hasta el momento que usted informe a la escuela de lo contrario.



UNAE

Instructivo y procedimientos para el Trabajo de Integración Curricular y el Examen Complexivo en PINE
Comité de Titulación de PINE (abril, 2024)

UNAE

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De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi representado durante actividades escolares, para ser usadas por la UNAE en la educación de los estudiantes y promoción de la UNAE y educación pública. Así mismo estoy de acuerdo en la publicación de fotografías y muestras de trabajos de mi representado/a. Por lo que no exigiré retribución alguna por su uso.

Comunicaré a la UNAE si decido retirar esta autorización:

Nombre del/la estudiante: [redacted]

Nombre completo padre/madre/representante legal: [redacted]

Cédula de ciudadanía: [redacted]

Firma del padre/ madre/ representante legal: [redacted]

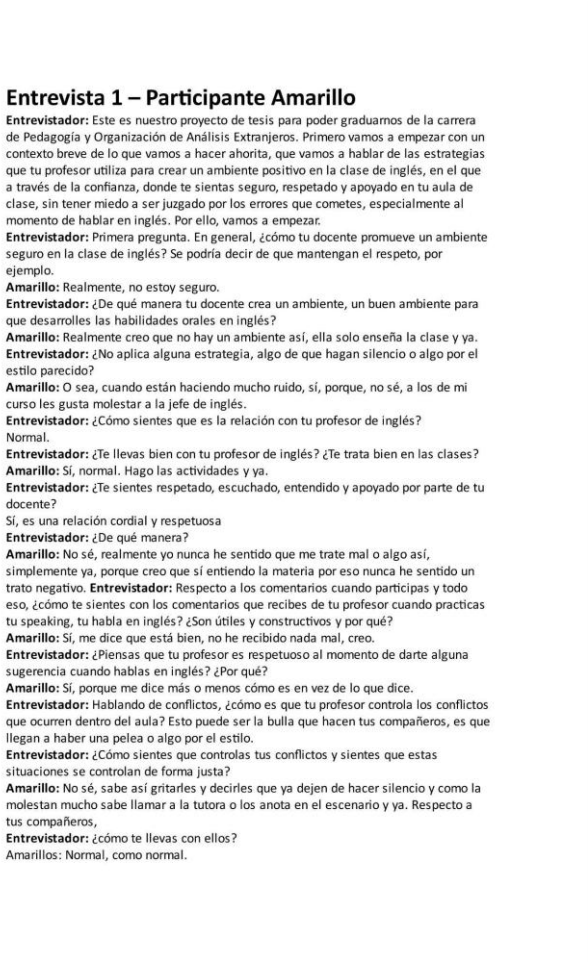
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Última actualización (octubre, 2023) MEMG

Appendix 6 Participants Interviews

Participant 1 Interview

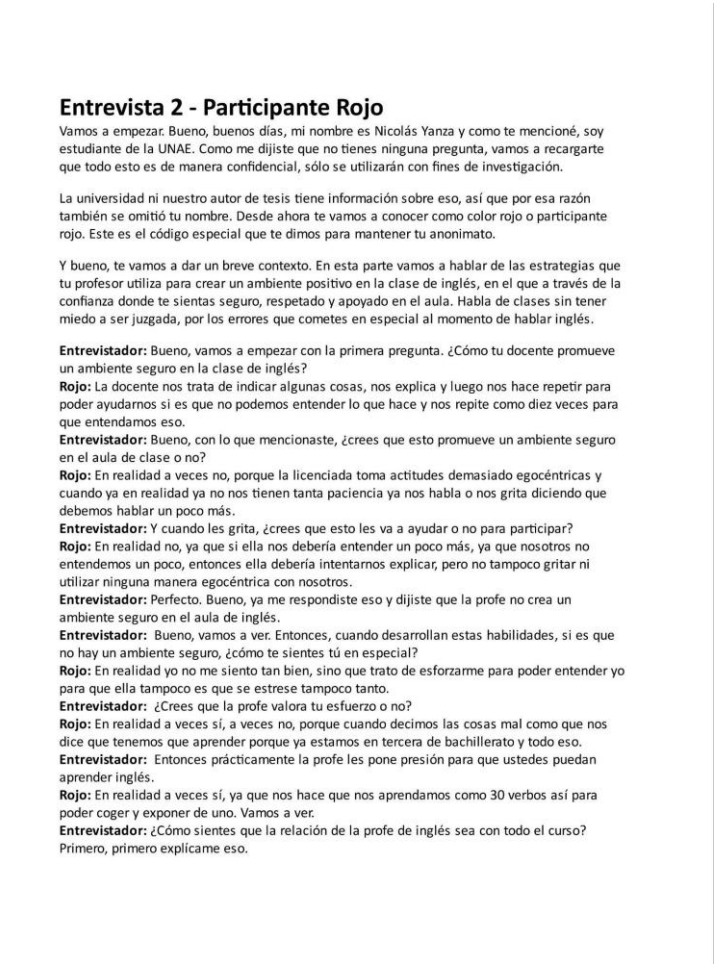


Entrevista 1 – Participante Amarillo

Entrevistador: Este es nuestro proyecto de tesis para poder graduarnos de la carrera de Pedagogía y Organización de Análisis Extranjeros. Primero vamos a empezar con un contexto breve de lo que vamos a hacer ahorita, que vamos a hablar de las estrategias que tu profesor utiliza para crear un ambiente positivo en la clase de inglés, en el que a través de la confianza, donde te sientas seguro, respetado y apoyado en tu aula de clase, sin tener miedo a ser juzgado por los errores que cometes, especialmente al momento de hablar en inglés. Por ello, vamos a empezar.
Entrevistador: Primera pregunta. En general, ¿cómo tu docente promueve un ambiente seguro en la clase de inglés? Se podría decir de que mantengan el respeto, por ejemplo.
Amarillo: Realmente, no estoy seguro.
Entrevistador: ¿De qué manera tu docente crea un ambiente, un buen ambiente para que desarrolles las habilidades orales en inglés?
Amarillo: Realmente creo que no hay un ambiente así, ella solo enseña la clase y ya.
Entrevistador: ¿No aplica alguna estrategia, algo de que hagan silencio o algo por el estilo parecido?
Amarillo: O sea, cuando están haciendo mucho ruido, sí, porque, no sé, a los de mi curso les gusta molestar a la jefe de inglés.
Entrevistador: ¿Cómo sientes que es la relación con tu profesor de inglés?
Normal.
Entrevistador: ¿Te llevas bien con tu profesor de inglés? ¿Te trata bien en las clases?
Amarillo: Sí, normal. Hago las actividades y ya.
Entrevistador: ¿Te sientes respetado, escuchado, entendido y apoyado por parte de tu docente?
Sí, es una relación cordial y respetuosa
Entrevistador: ¿De qué manera?
Amarillo: No sé, realmente yo nunca he sentido que me trate mal o algo así, simplemente ya, porque creo que sí entiendo la materia por eso nunca he sentido un trato negativo. **Entrevistador:** Respecto a los comentarios cuando participas y todo eso, ¿cómo te sientes con los comentarios que recibes de tu profesor cuando practicas tu speaking, tu habla en inglés? ¿Son útiles y constructivos y por qué?
Amarillo: Sí, me dice que está bien, no he recibido nada mal, creo.
Entrevistador: ¿Piensas que tu profesor es respetuoso al momento de darte alguna sugerencia cuando hablas en inglés? ¿Por qué?
Amarillo: Sí, porque me dice más o menos cómo es en vez de lo que dice.
Entrevistador: Hablando de conflictos, ¿cómo es que tu profesor controla los conflictos que ocurren dentro del aula? Esto puede ser la bulla que hacen tus compañeros, es que llegan a haber una pelea o algo por el estilo.
Entrevistador: ¿Cómo sientes que controlas tus conflictos y sientes que estas situaciones se controlan de forma justa?
Amarillo: No sé, sabe así gritarles y decirles que ya dejen de hacer silencio y como la molestan mucho sabe llamar a la tutora o los anota en el escenario y ya. Respecto a tus compañeros,
Entrevistador: ¿cómo te llevas con ellos?
Amarillos: Normal, como normal.

Link of the complete transcription:
https://docs.google.com/document/d/1fgED9eS0gBOm11VtzHCm_96FSg_fdeFjlrNjdALNWGU/edit?usp=sharing

Participant 2 Interview



Entrevista 2 - Participante Rojo

Vamos a empezar. Bueno, buenos días, mi nombre es Nicolás Yanza y como te mencioné, soy estudiante de la UNAE. Como me dijiste que no tienes ninguna pregunta, vamos a recargarte que todo esto es de manera confidencial, sólo se utilizarán con fines de investigación.

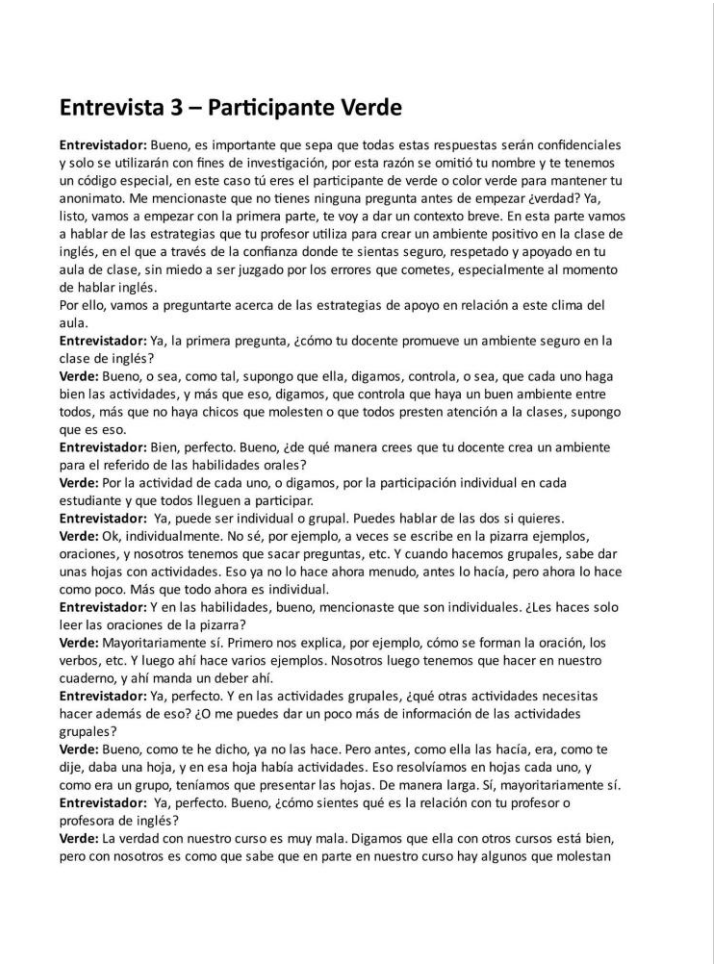
La universidad ni nuestro autor de tesis tiene información sobre eso, así que por esa razón también se omitió tu nombre. Desde ahora te vamos a conocer como color rojo o participante rojo. Este es el código especial que te dimos para mantener tu anonimato.

Y bueno, te vamos a dar un breve contexto. En esta parte vamos a hablar de las estrategias que tu profesor utiliza para crear un ambiente positivo en la clase de inglés, en el que a través de la confianza donde te sientas seguro, respetado y apoyado en el aula. Habla de clases sin tener miedo a ser juzgada, por los errores que cometes en especial al momento de hablar inglés.

Entrevistador: Bueno, vamos a empezar con la primera pregunta. ¿Cómo tu docente promueve un ambiente seguro en la clase de inglés?
Rojo: La docente nos trata de indicar algunas cosas, nos explica y luego nos hace repetir para poder ayudarnos si es que no podemos entender lo que hace y nos repite como diez veces para que entendamos eso.
Entrevistador: Bueno, con lo que mencionaste, ¿crees que esto promueve un ambiente seguro en el aula de clase o no?
Rojo: En realidad a veces no, porque la licenciada toma actitudes demasiado egocéntricas y cuando ya en realidad ya no nos tienen tanta paciencia ya nos habla o nos grita diciendo que debemos hablar un poco más.
Entrevistador: Y cuando les grita, ¿crees que esto les va a ayudar o no para participar?
Rojo: En realidad no, ya que si ella nos debería entender un poco más, ya que nosotros no entendemos un poco, entonces ella debería intentarnos explicar, pero no tampoco gritar ni utilizar ninguna manera egocéntrica con nosotros.
Entrevistador: Perfecto. Bueno, ya me respondiste eso y dijiste que la profe no crea un ambiente seguro en el aula de inglés.
Entrevistador: Bueno, vamos a ver. Entonces, cuando desarrollan estas habilidades, si es que no hay un ambiente seguro, ¿cómo te sientes tú en especial?
Rojo: En realidad yo no me siento tan bien, sino que trato de esforzarme para poder entender yo para que ella tampoco es que se estrese tampoco tanto.
Entrevistador: ¿Crees que la profe valora tu esfuerzo o no?
Rojo: En realidad a veces sí, a veces no, porque cuando decimos las cosas mal como que nos dice que tenemos que aprender porque ya estamos en tercera de bachillerato y todo eso.
Entrevistador: Entonces prácticamente la profe les pone presión para que ustedes puedan aprender inglés.
Rojo: En realidad a veces sí, ya que nos hace que nos aprendamos como 30 verbos así para poder coger y exponer de uno. Vamos a ver.
Entrevistador: ¿Cómo sientes que la relación de la profe de inglés sea con todo el curso? Primero, primero explícame eso.

Link of the complete transcription:
https://docs.google.com/document/d/1xx0MtVbuLJ57k4mcmTIru3xYOWpAnvK0CJPgFCX4fV4/edit?usp=sharing

Participant 3 Interview

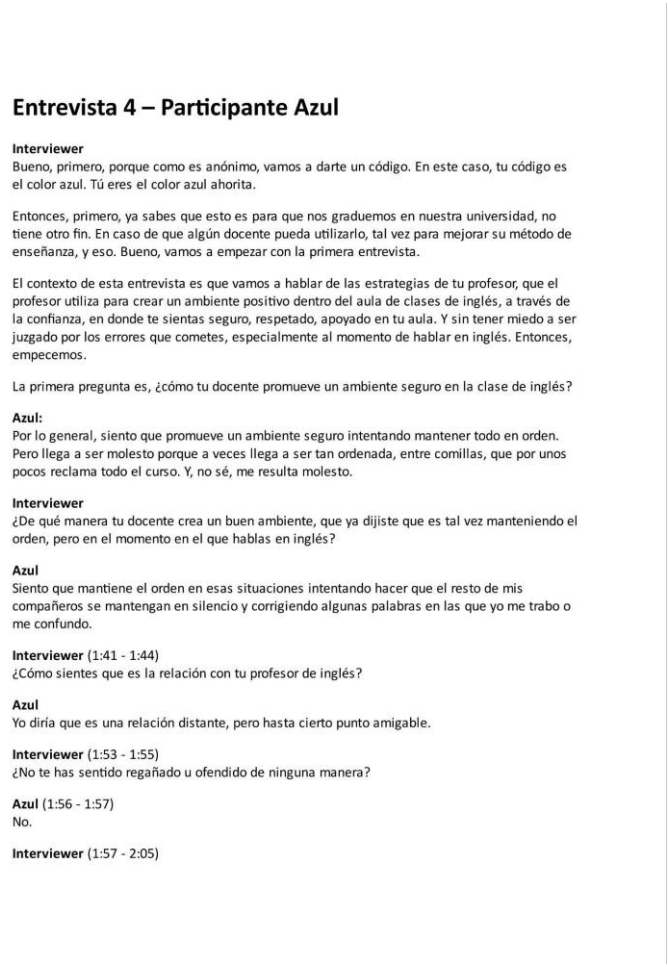


Entrevista 3 – Participante Verde

Entrevistador: Bueno, es importante que sepa que todas estas respuestas serán confidenciales y solo se utilizarán con fines de investigación, por esta razón se omitió tu nombre y te tenemos un código especial, en este caso tú eres el participante de verde o color verde para mantener tu anonimato. Me mencionaste que no tienes ninguna pregunta antes de empezar ¿verdad? Ya, listo, vamos a empezar con la primera parte, te voy a dar un contexto breve. En esta parte vamos a hablar de las estrategias que tu profesor utiliza para crear un ambiente positivo en la clase de inglés, en el que a través de la confianza donde te sientas seguro, respetado y apoyado en tu aula de clase, sin miedo a ser juzgado por los errores que cometes, especialmente al momento de hablar inglés.
Por ello, vamos a preguntarte acerca de las estrategias de apoyo en relación a este clima del aula.
Entrevistador: Ya, la primera pregunta, ¿cómo tu docente promueve un ambiente seguro en la clase de inglés?
Verde: Bueno, o sea, como tal, supongo que ella, digamos, controla, o sea, que cada uno haga bien las actividades, y más que eso, digamos, que controla que haya un buen ambiente entre todos, más que no haya chicos que molesten o que todos presten atención a la clases, supongo que es eso.
Entrevistador: Bien, perfecto. Bueno, ¿de qué manera crees que tu docente crea un ambiente para el referido de las habilidades orales?
Verde: Por la actividad de cada uno, o digamos, por la participación individual en cada estudiante y que todos lleguen a participar.
Entrevistador: Ya, puede ser individual o grupal. Puedes hablar de las dos si quieres.
Verde: Ok, individualmente. No sé, por ejemplo, a veces se escribe en la pizarra ejemplos, oraciones, y nosotros tenemos que sacar preguntas, etc. Y cuando hacemos grupales, sabe dar unas hojas con actividades. Eso ya no lo hace ahora menudo, antes lo hacía, pero ahora lo hace como poco. Más que todo ahora es individual.
Entrevistador: Y en las habilidades, bueno, mencionaste que son individuales. ¿Les haces solo leer las oraciones de la pizarra?
Verde: Mayoritariamente sí. Primero nos explica, por ejemplo, cómo se forman la oración, los verbos, etc. Y luego ahí hace varios ejemplos. Nosotros luego tenemos que hacer en nuestro cuaderno, y ahí manda un deber ahí.
Entrevistador: Ya, perfecto. Y en las actividades grupales, ¿qué otras actividades necesitas hacer además de eso? ¿O me puedes dar un poco más de información de las actividades grupales?
Verde: Bueno, como te he dicho, ya no las hace. Pero antes, como ella las hacía, era, como te dije, daba una hoja, y en esa hoja había actividades. Eso resolvíamos en hojas cada uno, y como era un grupo, teníamos que presentar las hojas. De manera larga. Sí, mayoritariamente sí.
Entrevistador: Ya, perfecto. Bueno, ¿cómo sientes qué es la relación con tu profesor o profesora de inglés?
Verde: La verdad con nuestro curso es muy mala. Digamos que ella con otros cursos está bien, pero con nosotros es como que sabe que en parte en nuestro curso hay algunos que molestan

Link of the complete transcription:
https://docs.google.com/document/d/13oE4RjGBdNkC71L2CU0zDDDoQLSl9kvjuLh1W0YMmP0/edit?usp=sharing

Participant 4 Interview



Entrevista 4 – Participante Azul

Interviewer
Bueno, primero, porque como es anónimo, vamos a darte un código. En este caso, tu código es el color azul. Tú eres el color azul ahorita.

Entonces, primero, ya sabes que esto es para que nos graduemos en nuestra universidad, no tiene otro fin. En caso de que algún docente pueda utilizarlo, tal vez para mejorar su método de enseñanza, y eso. Bueno, vamos a empezar con la primera entrevista.

El contexto de esta entrevista es que vamos a hablar de las estrategias de tu profesor, que el profesor utiliza para crear un ambiente positivo dentro del aula de clases de inglés, a través de la confianza, en donde te sientas seguro, respetado, apoyado en tu aula. Y sin tener miedo a ser juzgado por los errores que cometes, especialmente al momento de hablar en inglés. Entonces, empecemos.

La primera pregunta es, ¿cómo tu docente promueve un ambiente seguro en la clase de inglés?

Azul:
Por lo general, siento que promueve un ambiente seguro intentando mantener todo en orden. Pero llega a ser molesto porque a veces llega a ser tan ordenada, entre comillas, que por unos pocos reclama todo el curso. Y, no sé, me resulta molesto.

Interviewer
¿De qué manera tu docente crea un buen ambiente, que ya dijiste que es tal vez manteniendo el orden, pero en el momento en el que hablas en inglés?

Azul
Siento que mantiene el orden en esas situaciones intentando hacer que el resto de mis compañeros se mantengan en silencio y corrigiendo algunas palabras en las que yo me trabo o me confundo.

Interviewer (1:41 - 1:44)
¿Cómo sientes que es la relación con tu profesor de inglés?

Azul
Yo diría que es una relación distante, pero hasta cierto punto amigable.

Interviewer (1:53 - 1:55)
¿No te has sentido regañado u ofendido de ninguna manera?

Azul (1:56 - 1:57)
No.

Interviewer (1:57 - 2:05)

Link of the complete transcription:
https://docs.google.com/document/d/16y247ifX98BT1shKCmYiAAC2xpoyYo4bar6Gm-q7Si8/edit?usp=sharing

Participant 5 Interview

Entrevista 5 – Participante Morado

Interviewer
Te vamos a dar un código en lugar de tu nombre. Tú vas a ser, en este caso, el color morado. Tu código es morado.

Para empezar esto te voy a dar una pequeña descripción de nuestro proyecto, un contexto breve. Bueno, no del proyecto, sino de la primera parte en la que vamos a empezar. Se supone que esta investigación se trata sobre las perspectivas que tú tienes respecto a cómo aprendes inglés en tu aula, cómo desarrollas tu habilidad de speaking en el aula.

En este caso, la primera entrevista que tenemos para aplicar, vamos a hablar sobre las estrategias que tu profesor utiliza para crear un ambiente positivo en la clase de inglés, en el que a través de la confianza, donde te sientas seguro y respetado y apoyado en tu aula de clases, sin tener miedo a ser juzgado por los errores que puedes cometer, especialmente al momento de hablar inglés. Por ende, vamos a empezar. Primera pregunta.

¿Cómo tu docente promueve un ambiente seguro en la clase de inglés?

Morado (0:54 - 1:01)
Pues así decir que promueve un ambiente seguro, no promueve, porque es una profesora muy criticona, muy criticona esa licenciada.

Interviewer (1:01 - 1:02)
¿De qué manera es criticona?

Morado (1:03 - 1:09)
Digamos que ya no respondes algo bien, ya te comienza a decir un sermón de una media hora si quiera.

Interviewer (1:12 - 1:14)
¿Eso te hace sentir que no estás seguro?

Morado (1:14 - 1:21)
No, no me gusta para nada la actitud de la licenciada, me hace sentir raro, como que para nada.

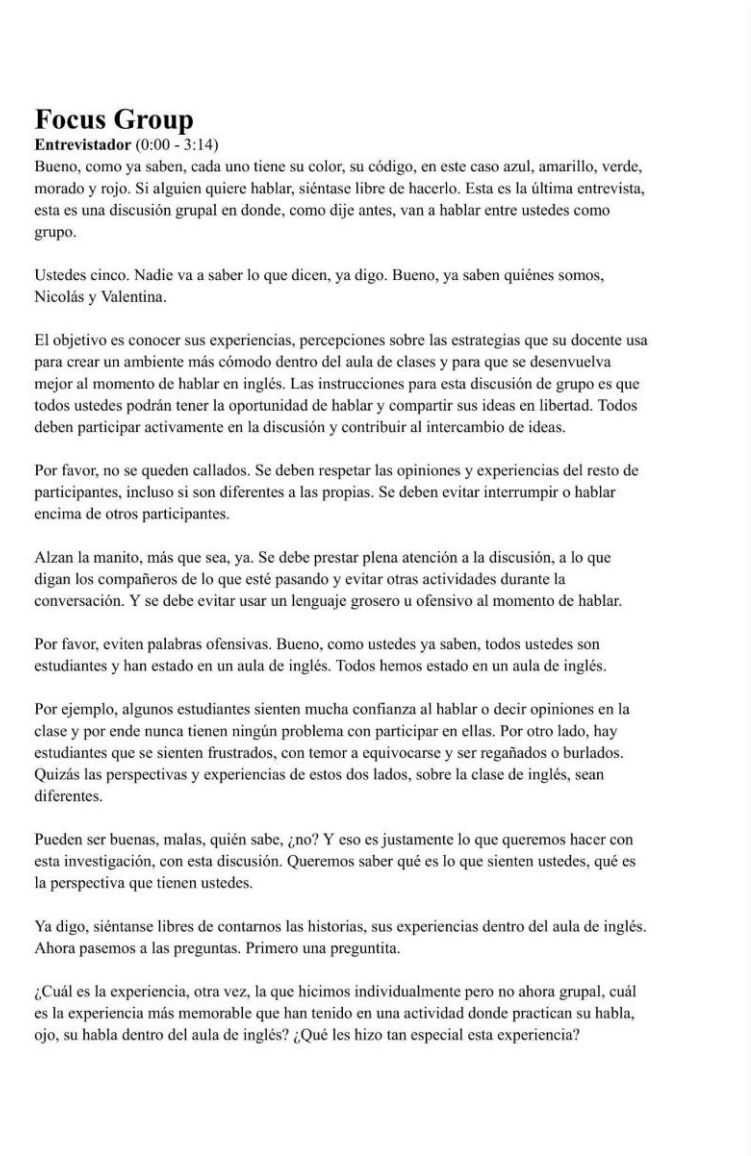
Interviewer (1:23 - 1:34)
Entonces dime, ¿de qué manera tu docente crea un ambiente para el desarrollo, crea un buen ambiente para el desarrollo de las habilidades de speaking en inglés? Cuando toca hablar, ¿cómo crea un ambiente seguro o no lo hace?

Morado (1:35 - 1:36)
No, no lo hace, no lo hace.

Interviewer (1:38 - 1:41)

Link of the complete transcription:
https://docs.google.com/document/d/1oH3moQUSSlkBLr0DEIZ-6QewVXGeuxbuc3Xo20xpeOM/edit?usp=sharing

Appendix 7: Participants Focus Group Discussion



Focus Group

Entrevistador (0:00 - 3:14)

Bueno, como ya saben, cada uno tiene su color, su código, en este caso azul, amarillo, verde, morado y rojo. Si alguien quiere hablar, siéntase libre de hacerlo. Esta es la última entrevista, esta es una discusión grupal en donde, como dije antes, van a hablar entre ustedes como grupo.

Ustedes cinco. Nadie va a saber lo que dicen, ya digo. Bueno, ya saben quiénes somos, Nicolás y Valentina.

El objetivo es conocer sus experiencias, percepciones sobre las estrategias que su docente usa para crear un ambiente más cómodo dentro del aula de clases y para que se desenvuelva mejor al momento de hablar en inglés. Las instrucciones para esta discusión de grupo es que todos ustedes podrán tener la oportunidad de hablar y compartir sus ideas en libertad. Todos deben participar activamente en la discusión y contribuir al intercambio de ideas.

Por favor, no se queden callados. Se deben respetar las opiniones y experiencias del resto de participantes, incluso si son diferentes a las propias. Se deben evitar interrumpir o hablar encima de otros participantes.

Alzan la manito, más que sea, ya. Se debe prestar plena atención a la discusión, a lo que digan los compañeros de lo que esté pasando y evitar otras actividades durante la conversación. Y se debe evitar usar un lenguaje grosero u ofensivo al momento de hablar.

Por favor, eviten palabras ofensivas. Bueno, como ustedes ya saben, todos ustedes son estudiantes y han estado en un aula de inglés. Todos hemos estado en un aula de inglés.

Por ejemplo, algunos estudiantes sienten mucha confianza al hablar o decir opiniones en la clase y por ende nunca tienen ningún problema con participar en ellas. Por otro lado, hay estudiantes que se sienten frustrados, con temor a equivocarse y ser regañados o burlados. Quizás las perspectivas y experiencias de estos dos lados, sobre la clase de inglés, sean diferentes.

Pueden ser buenas, malas, quién sabe, ¿no? Y eso es justamente lo que queremos hacer con esta investigación, con esta discusión. Queremos saber qué es lo que sienten ustedes, qué es la perspectiva que tienen ustedes.

Ya digo, siéntanse libres de contarnos las historias, sus experiencias dentro del aula de inglés. Ahora pasemos a las preguntas. Primero una preguntita.

¿Cuál es la experiencia, otra vez, la que hicimos individualmente pero no ahora grupal, cuál es la experiencia más memorable que han tenido en una actividad donde practican su habla, ojo, su habla dentro del aula de inglés? ¿Qué les hizo tan especial esta experiencia?

Link of the complete transcription:
https://docs.google.com/document/d/1_WZ0JvdNYJG7i4_MAQjHl95Uw2Ve0_T_haLHlOISOdA/edit?usp=sharing

Appendix 8: Triangulation of data

English-Speaking Skills Development

Code	Interviews (Individuals perceptions)	Focus Group (Grupal perceptions)	What do the authors say?	Researchers' interpretation
Pronunciation correction	The students do not have enough feedback regarding their pronunciation and it is something they consider important to improve their oral skills. They mentioned that pronunciation correction should be more in-depth than simply giving them comments such as "that word is wrong".	Students mentioned a lack of more accurate correction in their participation. They mentioned that the teacher listens to them, but she does not say anything about it.	"The teachers' ignorance or vague error correction also make a significant disappointment to learners" Nguyen, N. X., & Luu, N. Q. H. (2021).	Students should be corrected in their pronunciation in an effective manner. The teacher should ensure that students take feedback to improve their speaking and increase class participation.

Link to the complete data triangulation of the 3 themes

https://docs.google.com/document/d/117s1-Bo9T436Rta0R2_-SHeNjy8WnKzI7hTqg3ufL-Y/edit?usp=sharing