



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

**“TEACHERS’ PERSPECTIVE ON CLASSROOM  
MANAGEMENT STRATEGIES IN ENGAGEMENT  
AND MOTIVATION”**

**RESEARCH PROJECT**

As a prerequisite to obtain a:

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

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### **ADVISOR'S APPROVAL**

In my role as Advisor of the research paper entitle **TEACHERS' PERSPECTIVE ON CLASSROOM MANAGEMENT STRATEGIES IN ENGAGEMENT AND MOTIVATION** prepared by **REYES MONTAÑO DAMARIS ABIGAIL** undergraduate students of Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

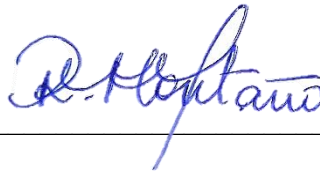
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### **Statement of authorship**

I, REYES MONTAÑO DAMARIS ABIGAIL, with ID number 2450741620, undergraduate student from Universidad Estatal Península de Santa Elena, School of Education Sciences and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign, in my role as author of the research project "Teachers' Perspective on Classroom Management Strategies in Engagement and Motivation" certify that this study work is my authorship, except for the quotes, statements, and reflections used in this research paper.

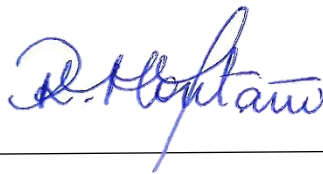


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Reyes Montaña Damaris Abigail

## **Declaration**

The content of the following graduation work titled “Teachers’ Perspective on Classroom Management Strategies in Engagement and Motivation” is my responsibility; the intellectual property belongs to peninsula de Santa Elena state university.

A handwritten signature in blue ink, appearing to read "R. Montaña", positioned above a horizontal line.

Reyes Montaña Damaris Abigail

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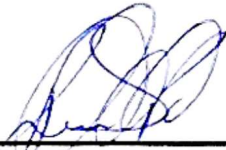
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## **Acknowledgment**

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## **Dedication**

First, I want to dedicate this research project to my parents, Carlos Reyes and Maria Montana, who have supported me every step of the way through this stage of my life. Their advice and encouraging messages have kept me from giving up.

To my husband, Alex Tomalá, who has supported me since the beginning of my career and hasn't let me get discouraged. To my siblings, Maggie, Isaac, and Jemima, who have encouraged and advised me throughout this process. Also, to my pastors, who have advised me and prayed for me so that God will be with me at all times and that He will make me a teacher who will be a blessing for many.

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With love

Damaris Reyes M.

## **Abstract**

Student motivation and engagement are essential factors influencing English language learning. Therefore, this study focused on understanding and analyzing the different classroom management strategies implemented by English language teachers to promote class participation. It has been shown that poor classroom management tends to prevent students from learning positively, which can lead to frustration among both students and teachers, as they fail to achieve their educational goals.

The methodology for this research was a qualitative-phenomenological study, which yielded results based on the teachers' shared opinions and experiences. The data obtained demonstrated that teachers employ various dynamic strategies to maintain their students' motivation and active participation during class. The strategies that were shared by teachers, such as the use of technological tools, allow them to lead a more participatory class through the use of games, quizzes, music, videos, websites, among other tools that have allowed students to be attentive and committed to learning English.

**KEY WORDS:** Classroom Management, Engagement, Motivation, Pedagogical Strategies.

## **Resumen**

La motivación y el compromiso de los estudiantes son factores esenciales que influyen al momento de aprender inglés. Por lo tanto, este estudio se centró en conocer y analizar las diferentes estrategias en el manejo del aula que implementan los docentes del área de inglés para promover la participación en clases. Ya que se ha demostrado que cuando los docentes no tienen un buen manejo del aula esto tiende a que los estudiantes no aprendan de manera positiva y esto pueda generar frustración tanto en los estudiantes como en los docentes, ya que no logran alcanzar las metas educativas.

Como metodología de esta investigación se realizó un estudio cualitativo - fenomenológico, del cual se obtuvo resultados en base a las opiniones y experiencias compartidas por los docentes. Los datos adquiridos demostraron que los docentes aplican diferentes estrategias dinámicas para poder mantener la motivación y la participación activa de sus estudiantes durante la clase. Las estrategias que fueron compartidas por los docentes como el uso de las herramientas tecnológicas permiten que puedan llevar una clase más participativa por el uso de juegos, quizzes, música, videos, sitios webs, entre otras herramientas que han permitido que los estudiantes estén atentos y comprometidos a aprender inglés.

**PALABRAS CLAVES:** Manejo del aula, Motivación, Compromiso, Estrategias Pedagógicas.

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## Introduction

In the current educational context, the acquisition of a second language, English, has been a requirement in educational establishments. However, the different challenges that English teachers face in maintaining motivation and engagement among their students have become known. This is due to many factors, such as space, resources, and different classroom management strategies. This can lead to frustration in both teachers and students, as they fail to achieve their academic objectives.

This research seeks to understand, through the opinions and experiences of professionals in the field of English, what these factors are that influence student motivation and how they involve classroom management with strategies that benefit the class as a whole to achieve the established teaching and learning objectives.

It is vital to understand this point of view of teachers, since classroom management plays a fundamental role in teaching and learning. This significantly influences students and how they perceive learning this language. Therefore, it is necessary to understand the strategies that are crucial to strengthening effective English acquisition practices.

Through these opinions, the main objective of this research will be answered, which seeks to understand the effective strategies teachers implement in their classrooms to address this problem of motivation and engagement in their students.

## **Chapter I**

### **The problem**

#### **Research Topic**

Classroom Management Strategies

#### **Title**

Teachers' Perspective on Classroom Management Strategies in Engagement and Motivation

#### **Problem statement**

Classrooms are the place where teachers teach knowledge to educate students. According to Ahmed and Pierre (2024), skills such as handling student behavior, organizing the physical space, planning varied activities, and maintaining students' motivation influences academic success. The importance of the social skills and emotions is primary for developing in class activities so the teacher can lead the class.

The task for educators to maintain an adequate environment for learning is complex, the classroom must have multiple characteristics related to emotional and social skills driven to make the student learn the content. When a class is enjoyable is because the educator is using adequate classroom management, this does not mean that the class is totally controlled because this is getting backwards traditional teaching; since nowadays flipped classrooms, collaborative learning and other methodologies are fully focus on student centered needs.

Engagement is quite important and sometimes difficult to achieve because it implies the focus of students while teachers deliver the knowledge. Students fully engaged used to get better retention, focus and enjoy the class, this can be carried when teachers use strategies driven to exploit the potential of students. On the other hand, motivation is concerned to the wiliness to do activities, reward systems, and external factors that promote students performed activities that result for students quite attractive. The content can be aligned to students' preferences without dismissing the classroom setting, also using system of receiving prizes push students towards competition.

Comments such as “why I have to learn this subject or when I will use this knowledge” are hushed by students. Hence, the two main factors of a class are hindered engagement and motivation, that is why classroom settings must be accurate to fulfill learning goals. According to Arias et al., (2022) an unfavorable and poorly managed environment decreases students' motivation and participation, leading to an absence of engagement, which affects emotional regulation and academic development.

Özen and Yıldırım (2020), analyzed teachers' perspectives from various schools had on regarding to classroom management. The educators described that classroom management has allowed to create an optimal learning environment, also it was acknowledged that each class has different characteristics and useful strategies to solve these concerns.

The researchers select this topic to explore strategies based on recent studies that supports strategies to improve motivation and engagement in the class, these variables are essential to start a class or meet the student to tailor manners to prevent unwillingness and boring from students.

## **Justification**

Classroom management tends to present difficulties as a result of multiple factors such as seat arrangement, different knowledge levels, emotional aspects, and teaching methodologies. According to Adsız and Dinçer (2025), classroom management problems sometimes are on regard the use of methodologies such as online education or traditional settings when classrooms are crowed these changes triggers uprights and overlaps to academic failure. The importance of bond with students is crucial to make the compromise of learning by enjoying the lessons, the fact of that a class cannot be funny or informal create these gaps that students to consider education as a dull process instead of an interest for life skills.

Engagement plays the role of gather students to compromise with learning by generating attractive systems. When students are engaging focus is improved and aligned to the classroom, also students change their sight about the final outcome of education. Besides, motivation is an emotional mainstream that is connected with wiliness and strengths to commit with. Being motivated in a classroom allow the teacher to conduct the class with active participation resulting in outstanding outcomes of language learning.

Engagement and Motivation have a close relationship due to the both variables have to work together in order to maintain the compromise of learning. When students feel engage, they used to turn the dull class into an attractive class that make students to participate while fun is approval. Yousuf (2022), stated that is important to understand, which classroom management strategies the teacher implements to foster students' motivation and engagement. When the teacher creates a space where students feel

motivated, involved, and curious to learn, the educational process is strengthened and academic development is enhanced.

This investigation seeks to explore classroom management techniques to foster engagement and motivation in function to achieve a pleasant environment with a flowed interaction of students and the fulfillment of learning outcomes. The examination of authors and teachers' perspectives will support to professionals with valuable classroom strategies to tackle problems with the variables previously mentioned.

### **Problem formulation**

How the classroom management techniques can enhance engagement and motivation?

### **Research questions**

- What is the function of classroom management on enhancing motivation, and engagement?
- Which are the classroom management techniques to have proper engagement and motivation?
- What are the teachers' perceptions of using classroom management techniques to improve engagement and motivation?

### **Objectives**

#### **General objective**

To examine classroom management techniques that enhance student engagement and motivation, based on school teachers' perceptions.

#### **Specific objectives**

- To explore the influence of classroom management techniques on engagement and motivation.
- To analyze techniques to increase engagement and motivation in a classroom.
- To interpret educators' perspectives about using classroom management techniques to reinforce engagement and motivation.

## Chapter II

### Theoretical Framework

#### Background

According to Putri et al., (2024), by integrating the positive feedback was one the classroom management techniques such as rules reinforcement and extra support foster student engagement. Compromising students with the fulfillment of the rules in the class empowers the student to exploit potential and discover skills and abilities undeveloped.

Alasmari and Althaqafi (2021), concluded that EFL teachers found proactive strategies more effective than conventional to reach the control of the classroom. Also, the author mentions that the obstacles that affect the performance of students is subject centered curriculum and educational system and unmotivated students.

Martin et al., (2024), described the role of motivation and engagement during adolescence within academic atmosphere. The researchers discussed that teacher support is one the classroom management techniques used to improve these variables, it helps to bond with the students and make commitments. Ultimately, using different techniques to control the class is primary when teachers run a class, so that students are engaged to the class motivated by competence standards.

Aseery (2024) stated that apply entertaining activities, breaking the activities into steps or task, and positive feedback draw students' attention engaging the knowledge. The personalized learning contributes to increase students' engagement and motivation during the classes without overlapping extracurricular purposes.

Adiyono et al., (2024), the use of technology has an influence in engagement and motivation with the student, having remote interaction undertake others factors which follow compromise and self-regulation. Innovation always comes with challenges such as large distances, bare contact, some students feel strange to have a teacher on a screen.

According Akram and Li (2025), into online education motivation and engagement are factor that decides if the students will remain in the classroom or fulfil responsibilities. Self-paced courses online use techniques to foster motivation and engagement, teacher support also is present when the techniques are run in the classroom to provide understanding and commitment.

Karyadi & Paristiowati (2024), conclude that students have wiliness to learn, motivation helps to focus and give independence on students. Enthusiasm helps teachers to maintain an active class, students acquire self-confidence and questions become confirmation to proceed with the activities. Lastly, it has been shown how motivation and engagement are fully involved in class behavior and academics.

### **Pedagogical basis**

#### **Behavioralism**

Yunita et al., (2024), discussed the Skinner learning theory to explain it characteristics. It is mentioned that behavioralism is related to understand how an individual behaves, also it is analyzed responses to understanding, reinforcement is related to training. Behaviorism was designed to examine behaviors of people based on learning style, so that researches can address the influence of stimulus and training the individual.

#### **Cognitivism**

According to Yeo (2024), Piaget underlined the function of cognition in learning the human process the information by using the senses, memory, and social skills. Piaget developmental cognitive theory support metacognition, which is the addition of critical thinking in function of the perception of senses and brain process; notwithstanding it stated that humans learn through experimentation and connection with the environment through senses.

Furthermore, Evans et al., (2024), mentioned that cognitive theory has a closed relationship with motivation and engagement, because students learn by having significant experiences through the use of the senses. The attractive classroom management techniques along with adequate inputs fully influence the student willingness to participate and enjoy the class through desertion making, also it mentioned the decreasing the distractors and using explicit teaching strategies improves cognitive load.

### **Classroom Management**

Burden (2025), defined classroom management as decisions that are taken by teacher in order to encourage rapport and self-motivation, it is the policies of the classroom to carry out the learning process and achieve goals. Classroom management is driven to control student's behaviors to ensure an equal and safe environment for children and teenagers.

Burden explained that creating rules to expect behavior maintains procedures of activities free of distractions or misunderstanding as well this actively engage students and support how to oversee misbehaviors. The techniques used for control the classroom must

be directed to allow student participate without pressure and allow students give everything during the class.

## **Theoretical Framework**

### **Motivation and Engagement**

According to McCall (2024), motivation and engagement are crucial variables that influence positive behaviors because peers feel supported to face challenges and react with confidence to embrace situations, besides motivation is driven by emotions and desire to achievement and self-regulation through rewarding systems.

In education the relationship of motivation and engagement is important to even start a class or meet students the first impression, teacher support, personalized learning trigger these variables. Zajda (2024), conclude that the impact of motivation and engagement in a classroom is relevant, the approaches to inclusive classrooms, emotional aspects, learning styles work together to fit student's needs. The teacher has the responsibility to generate rapport and commit with the class; the motivation is connected with engagement because both are relative.

Moreover, in academics relating to student performance motivation helps to start working homework and classroom work, engagement is the compromise to complete assignment to follow the teacher's directions. According to Karasova and Nehyba, (2023), in order to make student productive engagement and motivation is imperative. The approach to gain motivation and engagement is the student-centered classroom, the focus of student active communication and feedback improves academic performance while students enjoy the class.

### **Classroom problems**

According to Simonsen and Myers (2025), the aim of controlling a class is purely aligned to behavior, the students can response when they are expose to distractors such as talkative students or overload cognition because of colors and content, which hinders concentration. The author mentioned classroom problems based on common scenarios.

Seat arrangement impact to student performance and behavior, students tend to change placement based on preference with other classmates this is aimed to engage conversations during the class. Moreover, these behaviors disrespect the teacher downplaying authority and create gaps in learning due to lack of attention.

Brandi (2020), mentions that teachers often face conflicts, were classroom management must follow policies and school counseling. Activities related to discussions or adopting positions can trigger polemic, so that students start defending their ideas and students take personal some statements. Ultimately, Educators must use counseling and conflict resolution to solve these problems, also the directions and policies must be highlighting as well other teachers as moderators to foster authorities in these activities' procedures.

Lastly, the author mentioned that the curriculum policy narrows the ability to change aspects to adapt to students. The freedom of the teacher is based on communicative and collaborative focus, but the curriculum has rules and others manners to deliver the class. These are the most common problems in a classroom, the reasons are external as well can be internal when the focus is the school or government policies and misbehaviors.

### **Classroom management techniques**

### **Rewarding system**

Lasaiba (2024), encouraged use mechanism of rewarding or self-awareness to improve in online environments, the use of nowadays technologies allow student to study anywhere, using AI to receive feedback or help with homework, also the platforms have attractive appearance and the adaption to cognition. Furthermore, there are problems with technology such as misuse of internet, distractors and so on; however, when teachers establish policies, these troubles do not occur often.

### **Flipped classroom**

According to Chen (2024), in terms of methodologies, flipped classroom and case-based learning improves classroom management outcomes. The student-centered approach support student's participation and engagement, the class is focus on the development of the students while monitoring and giving feedback. Besides, the use of case-based learning helps to motivate students to follow steps on investigation and argumentation, also involves the collaboration of students as a team challenges become opportunities.

### **Cooperative Language Learning**

According to Chen (2021), Cooperative Language Learning is a teaching method that allow to control the class by creating group works and assigning tasks to complete. The advantage using CLL helps to arrange seat distribution, support English level impairment, it becomes a competition when there are points to win motivating students. Ultimately, this method is taken by English language teaching method, which is widely use in large classrooms to promote engagement in students. This teaching method supports engagement during the lessons and motivation on groupworks.

### **Critical Thinking teaching strategies**

Zhang (2022), state that Critical Thinking make reflexive English classes because it involves all the focus of the student while English language is being taught through decision making techniques and problem resolution. These characteristics promote the attention so the students are not able to engage side conversations, instead the task make students busy preventing disruptions. Critical thinking is teachable skill that improves awareness and makes meaningful the activities having a contrast of traditional teaching methods.

### **Legal Framework**

#### **Constitución de la República Del Ecuador**

Art. 26.- “La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo” (Constitución de la República del Ecuador, 2008).

Art. 27.- “La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el

desarrollo nacional” (Constitución de la República del Ecuador, 2008).

Art. 28.- “La educación responderá al interés público y no estará al servicio de intereses individuales y corporativos. Se garantizará el acceso universal, permanencia, movilidad y egreso sin discriminación alguna y la obligatoriedad en el nivel inicial, básico y bachillerato o su equivalente. Es derecho de toda persona y comunidad interactuar entre culturas y participar en una sociedad que aprende. El Estado promoverá el diálogo intercultural en sus múltiples dimensiones. El aprendizaje se desarrollará de forma escolarizada y no escolarizada. La educación pública será universal y laica en todos sus niveles, y gratuita hasta el tercer nivel”. (Constitución de la República del Ecuador, 2008).

### **Ley Orgánica de Educación Superior (LOES)**

Art. 3.- “Fines de la Educación Superior. -La educación superior de carácter humanista, intercultural y científica constituye un derecho de las personas y un bien público social que, de conformidad con la Constitución de la República, responderá al interés público y no estará al servicio de intereses individuales y corporativos.”

Art. 5.- “Derechos de las y los estudiantes. -Son derechos de las y los estudiantes los siguientes: a) Acceder, movilizarse, permanecer, egresar y titularse sin discriminación conforme sus méritos académicos; b) Acceder a una educación superior de calidad y pertinente, que permita iniciar una carrera académica y/o profesional en igualdad de oportunidades; c) Contar y acceder a los medios y recursos adecuados para su formación superior; garantizados por la Constitución; d) Participar en el proceso de evaluación y acreditación de su carrera; e) Elegir y ser elegido para las representaciones estudiantiles e integrar el cogobierno, en el caso de las universidades y escuelas politécnicas; f) Ejercer la libertad de asociarse, expresarse y completar su formación bajo la

más amplia libertad de cátedra e investigativa; g) Participar en el proceso de construcción, difusión y aplicación del conocimiento; h) El derecho a recibir una educación superior laica, intercultural, democrática, incluyente y diversa, que impulse la equidad de género, la justicia y la paz; i) Obtener de acuerdo con sus méritos académicos becas, créditos y otras formas de apoyo económico que le garantice igualdad de oportunidades en el proceso de formación de educación superior; y, j) A desarrollarse en un ámbito educativo libre de todo tipo de violencia.”

Art. 6.1.- “Deberes de las y los profesores e investigadores: Son deberes de las y los profesores e investigadores de conformidad con la Constitución y esta Ley los siguientes: a) Cumplir actividades de docencia, investigación y vinculación de acuerdo a las normas de calidad y normativas de los organismos que rigen el sistema y las de sus propias instituciones; b) Ejercer su derecho a la libertad de cátedra respetando los derechos y garantías constitucionales y legales del sistema y de sus propias instituciones; c) Promover los derechos consagrados en la Constitución y leyes vigentes; d) Mantener un proceso permanente de formación y capacitación para una constante actualización de la cátedra y consecución del principio de calidad; e) Someterse periódicamente a los procesos de evaluación; y, f) Cumplir con la normativa vigente, así como con las disposiciones internas de la institución de educación superior a la que pertenecen” (Ley Orgánica De Educación Superior, 2018).

### **Learning outcomes Sub-nivel Elemental of EGB**

O.EFL 2.1 Identify some main ideas and details of written texts, in order to develop an approach of critical inquiry to written and oral texts.

O.EFL 2.2 Assess and appreciate English as an international language, as well as the five aspects of English that contribute to communicative competence.

O.EFL 2.3 Independently read level-appropriate texts in English for pure enjoyment/entertainment and to access information.

O.EFL 2.4 Develop creative and critical thinking skills to foster problem-solving and independent learning using both spoken and written English.

O.EFL 2.5 Use in-class library resources and explore the use of ICT to enrich competencies in the four skills.

O.EFL 2.6 Write short descriptive and informative texts and use them as a means of communication and written expression of thought.;

O.EFL 2.7 Appreciate the use of English language through spoken and written literary texts such as poems, rhymes, chants, riddles, and songs, in order to foster imagination, curiosity and memory, while developing a taste for literature.;

O.EFL 2.8 Demonstrate a living relationship with the English language through interaction with written and spoken texts, in order to explore creative writing as an outlet to personal expression.;

O.EFL 2.9 Be able to interact in English in a simple way using basic expressions and short phrases in familiar contexts to satisfy needs of a concrete type, provided others talk slowly and clearly and are prepared to help (MinEdu, 2020).

## **Chapter III**

### **Methodological framework**

For this research project, a qualitative data collection method will be used. This methodology is the most appropriate for identifying the experiences of English teachers in classroom management to foster student engagement and motivation. In this chapter, the methodology to be applied for this study will be presented, including the type of research, the data collection technique, the instrument to be used to collect the data, and the population and sample.

#### **Method**

##### **Qualitative research**

According to Weng (2024), qualitative methodology is essential because it studies social phenomena and allows us to understand the depth of behavior and social interaction. Through techniques such as interviews, focus groups, or environmental observations, this methodology explores human perceptions, experiences, and actions. The relevance of this methodology is linked to seeking a context for real-world problems. For these reasons, it is considered a flexible study tool that allows us to understand phenomena in the human context.

Through this research methodology, this study will identify the different viewpoints of English teachers in their classroom management by promoting student engagement in English language acquisition and classroom motivation to remain focused on learning and participating during classes.

#### **Type of Research**

##### **Phenomenological study**

According to Alhazmi & Kaufmann (2022), phenomenological study focuses on interpreting the diverse experiences of the subjects of study based on their personal experiences. These opinions will lead to interpretation, allowing for a deeper understanding of individuals' perspectives and how they perceive a given phenomenon. Open-ended interviews will be applied as an information-gathering tool, allowing teachers to express and describe their experiences in their own words. The information acquired will reveal similar themes and a variety of classroom management strategies, leading to a better understanding and clarity of the phenomenon under study.

### **Data collection techniques**

#### **One-on-one Interview**

Mazhar et al., (2021), describe the interview as a tool in qualitative and quantitative methodology, in which there are two characters: the interviewer and the interviewee. The one-on-one and face-to-face interview allows for data collection with the subject in a more natural way, resulting in better interaction with the interviewee.

For this research, data collection will be conducted through one-on-one interviews with six English teachers from “Unidad Educativa Salinas Innova” to learn about their insights and opinions regarding classroom management aimed at fostering engagement and motivation.

### **Instruments and Types of questions**

#### **Questionnaire/Open-ended questions**

According to Mwita (2022), a semi-structured interview is a document containing numbered questions to gather vital information for a research project. The questionnaire can be composed of open-ended or closed-ended questions. The author

emphasizes that open-ended questions provide more detailed information based on the different opinions of the interviewees, enabling a conclusion to be drawn.

For this research, a semi-structured interview will be prepared with open-ended questions that will be directed based on the initial topic and the study's objectives. This will determine teachers' perspectives on classroom management to instill engagement and motivation in English acquisition.

### **Data collection processing and resources**

<b>Basic Questions</b>	<b>Explanation</b>
<b>What?</b>	Interviews
<b>Where?</b>	At "Unidad Educativa Salinas Innova" Salinas – Provincia de Santa Elena
<b>When?</b>	May, 2025
<b>How?</b>	One-on-one interview, face-to-face
<b>What for?</b>	Explore the experiences of English teachers on classroom management strategies to enhance engagement and motivation.

### **Population and Sample**

The study population refers to the group of people who will be studied on this project, based on their opinions and experiences with classroom management. In this investigation, the interview population are six English teachers at "Unidad Educativa

Salinas Innova". As a sample in this study, the teachers have different interpretations on classroom management and what strategies and resources they use to encourage their students' motivation and engagement.

## Chapter IV

### Analysis of Findings

#### **Brief explanation of the findings.**

This chapter focuses on analyzing the different experiences reported by teachers when implementing classroom management strategies to foster motivation and engagement in their students when learning English. These strategies are vital, as it seeks to find more dynamic ways to teach and learn English. Therefore, this research seeks to verify the different opinions through experiences in order to understand and contrast the experiences of English teachers through bibliographical references.

#### **Interpretation of bibliography review**

Question number one was, “**What techniques do you apply to enhance engagement and motivation?**” Teachers 1, 4, and 6 implement activities and dynamics that encourage students to be attentive and engaged in class. They implement activities such as games, competitions, debates, and warm-ups. Teachers 2 and 5 always try to be positive attitude and by taking to the students to catch their attention. Teacher 3 assesses the mood of their students at the beginning of class in order to know what methodology to implement based on the student moods vary. These responses are linked to the first specific objective of this study, which seeks to examine the strategies teachers use to motivate students and enable them to actively participate in class. These techniques, such as dynamic activities, competitions, and games, have enabled teachers to gain the attention of their students while teaching English.

Question number two was, “**What strategies do you use to engage students’ attention when they seem unmotivated or unfocused?**” According to the results, when teachers 1, 4, and 6 perceive that their students are unfocused or unmotivated, they implement activities where the students can move their bodies. Other activities they

mention are competitions and group work. Teacher 2 asks questions to revive his students. Teacher 3 tries to connect with his students by asking the reason why they don't feel motivated and applies a dynamic related to the class topic. Teacher 5 implements videos that spark students' curiosity. The answers to these questions are related to the objective, which analyzes the techniques that increase student motivation and participation. According to the responses provided by teachers, it can be observed that when students feel unmotivated or unfocused, teachers apply strategies to refocus them on classes, such as movement activities or even audiovisual activities that spark student interest. By implementing stress-inducing activities, positive feedback makes students pay attention to the classes again. (Aseery, 2024)

Question number three was, “**What tools or resources do you use to maintain student engagement?**” According to the responses, all the English teachers interviewed use technological resources. In each class, they have a screen on which they project different activities and dynamics such as games, quizzes, videos, music, and websites that also allow them to create their own resources depending on the topic of the class and the needs of their group of students. This is associated with objective two, which analyzes the impact of the strategies, and it was observed that the use of these resources and technological tools make students have a high level of motivations and participation, since they provide them with a wide variety of dynamic materials that make classes have more attention. According to Adiyono et al., (2024), the use of these innovative tools increases the motivation and engagement of students in classroom, making students have more interaction.

Question number four was, “**How do you define effective classroom management in terms of student engagement and motivation?**” Teachers 1, 2, and 4 were able to respond that for them, effective classroom management means that students

are attentive, that they listen and understand what they are told, staying involved during class and paying attention. For Teachers 3 and 5, they say that effective classroom management is when students can participate in class by giving a reflection or brief feedback on what they are learning previously, implying that they are retaining information from what the teachers taught. Finally, for Teacher 6, effective classroom management means having the ability to create an environment of respect and safety for students and establishing clear expectations. This question aims to interpret what effective classroom management means according to English teachers. The responses showed that for teachers, classroom management means ensuring that their students understand what is being told to them and that they listen carefully to what is being discussed in class. It also means ensuring that students participate, remain active, and motivated, and, most importantly, creating an environment where respect is mutual. Burden (2025), stated that classroom management is based on clear rules and goals, where there are no misunderstandings and students are able to actively participate.

Question number five was, “**What classroom strategies have you found most effective in motivating students, and why?**” Teachers 1 and 4 highlighted that the most effective strategy for motivating students is to implement activities that actively involve students, such as group work and competitions. Teacher 2 tries to put herself in the students' shoes to understand why they feel unmotivated or disconnected from class. Teacher 3 organizes the students based on their abilities and knowledge in order to carry out good group work. Teacher 5 has an effective strategy: starting classes by talking about the topic she is going to teach in order to relate it to the students' real life. Teacher 6 incorporates students' interests into classes, such as music, sports, or technology. She also shows them their achievements and holds a small celebration. According to the teachers' responses, the use of different classroom management techniques can be

observed, as described in one of the objectives of this research, which explores the impact of these strategies within the classroom and with students. The use of highly entertaining activities, along with games, videos, and topics that attract students' attention, can be seen. According to Zhang (2022), conducting a critical thinking activity promotes students' motivation and engagement, as it keeps them focused on finding a solution.

Question number six was, **“How do you adapt your techniques to meet the needs of students with different levels of motivation or learning?”** This question explores the adaptations to classroom management techniques that students apply for students with different levels of English knowledge or motivation. Teachers 1 and 5 combine students with advanced English proficiency with students with low English proficiency so they can support each other and complete activities. This way, students don't feel excluded from the activities and are motivated. Based on this, teachers also carry out more complex or easier activities. Teacher 2 creates work groups and rotates through groups to review students' work and provide feedback to reinforce the lesson. Teacher 3 administers a test to determine their students' English proficiency and creates general content tailored to their students' needs. Teacher 4 identifies their students' learning styles and, based on this, applies a methodology adapted to their class. Finally, Teacher 6 designs a class activity for different English proficiency levels. This way, all students can participate according to their level of proficiency. Chen (2024), stated that Cooperative Language Learning is a method that emphasizes group work and the strategic assignment of student positions. This echoes the teachers' responses, which is that they try to distribute students with a high level of knowledge with students with a lower level of English. This makes the class run more evenly, and at the same time, the highest-performing student can be helpful and motivating to students with less

knowledge of English. They also engage in group competition work to create a more engaging classroom environment.

Question number seven was, “**What challenges have you faced in keeping students motivated and engaged?**” This question seeks to interpret English teachers’ opinions on the challenges they face in the classroom regarding student motivation and attention. According to the results, it was obtained that each teacher faces different challenges, teacher 1 has challenges with students with behavioral problems and also because of the continuous use of the book since this causes students to get bored easily, so he tries to vary the use of books and activities that can motivate students. Teacher 2 faces challenges in the first hours of class since students are not connected to the class, so he asks questions to encourage students to participate. Teacher 3 deals with the challenge of students' concentration and mentions that it is due to different factors such as students being tired, when they feel sick, because they face problems at home or even problems with classmates, therefore the teacher tries to address problems that may exist among his students so that they pay attention to the class and are motivated. Teacher 4 has the challenge that his students have little interest in the subject. The teacher mentions that each student has a favorite subject and that they are not as attracted to the subject of English. Teacher 5 says that adolescent students like to talk too much, so he tries to use that to his class's advantage by looking for topics that catch their attention or that are trendy so they can talk about them. Finally, Teacher 6 mentions that the challenge in his class is the different levels of English of his students, since some activities are very easy for some, making it boring, while on the other hand, students with a lower level find them difficult and frustrating. He also mentions that students are afraid to participate due to a lack of confidence or fear of making mistakes. According to Simonsen and Myers (2025), problems that may arise in the classroom can be

attributed to various distractions, such as inappropriate behavior, students who talk too much during class, or even problems within the classroom itself.

Question number eight was, **“Can you share an example of a moment when you felt your students were highly engaged? What so you think made that possible?”**

This related to objective three of this research, to interpret the opinions shared by teachers and reflect in their experiences where their students were highly engaged, and how this was achieved. Teacher 1 mentioned that his students were very motivated and attentive in class when they conducted an activity in which students had to solve a crime and find out who among their classmates was the one who could be the culprit. This activity kept the students actively participating and attentive to every clue in class. Teacher 2 shared that he carried out a group activity with the students, and he rotated through the groups to make sure that all the groups were understanding the work and gave them a little feedback to reinforce what was learned. Teacher 3 expressed that when the English class begins, the students change places completely, this prevents the students from being distracted by their classmates, giving them the opportunity to participate during the class to clarify any doubts or answer their questions. Teacher 4 stated that he feels that his students feel very motivated and engaged when they laugh and joke during class. This lets him understand that they feel satisfied with the class and that they are enjoying it. Teacher 5 commented that he implemented an activity before class with a fragment of a film that caught the students' attention, and this made them participate to give their opinion and point of view about the film. And teacher 6 shares that he carried out an activity in which the students had a group competition to find out who had the correct pronunciation of the sentences, this excited the students a lot to find out who the winning group was. Karyadi & Parisriowat (2024), expressed those students have a willingness to learn; This enthusiasm keeps them motivated and engaged in

class. They referred to the teachers' opinions, who shared the different activities they did with their students, which made the class very interesting and exciting for them, with active student participation.

## **Chapter V**

### **Conclusions and recommendations**

The overall objective of this study seeks to examine classroom management techniques to improve student participation and motivation when learning English. Through the opinions collected from six English teachers, findings of great academic value are made, leading to conclusions and recommendations that will strengthen motivation and commitment.

#### **Conclusions**

It was demonstrated that teachers apply different strategies to foster motivation and engagement in their students. Interactive activities such as games, competitions, debates, and group work were the most frequently mentioned by teachers in the interviews to motivated students. It was also evident that these activities not only increase participation and motivation in the classroom, but also engage students more directly and dynamically in the English language learning process.

Data collection showed that all six teachers interviewed make use of technological resources and materials. These tools, such as interactive games, videos, music, and quizzes, keep students engaged. Projecting these activities on screens and implementing online resources are also effective tools for achieving more diverse classroom materials that catch students' curiosity.

Based on the teachers' experiences, it was concluded that classroom management techniques are not only a means of fostering discipline, but are also vital tools for fostering an environment of active participation and student motivation. Teachers expressed that creating a positive, dynamic, and supportive environment has made students feel highly engaged and involved in learning English. It is evident that the strategies used by teachers reduce distractions and increase students' concentration.

## **Recommendations**

The application of active strategies is an important factor in fostering more dynamic teaching and achieving student participation. Therefore, it is vital to incorporate these active strategies into classes to keep students active and motivated. The implementation of activities such as interactive games, competitions, and debates can be aimed at developing students' skills and encouraging them to learn in a more dynamic and fun way.

The use of technology has given teachers more tools at their fingertips to keep their students motivated and engaged. That is why it is recommended that teachers receive ongoing training on the use of technology in education. Assessment platforms such as Kahoot, Quizizz, Educaplay, and others can also be added. This way, they can stay up-to-date with the tools and resources that can improve the teaching experience and, more importantly, student learning. The use of multimedia elements such as videos, music, and movies can be included in classes to create more engaging and dynamic content for students.

The implementation of ongoing teacher training programs in update classroom management techniques linked to student engagement and motivation is recommended. The program should include theoretical and practical components. As well as a space where teachers can share their experiences and opinions about their effective techniques. It is also suggested to include technological tools and methodologies that encourage active participation in classes, in order to achieve a diversity of materials that improve classroom management.

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## Annexes

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

La libertad, 16 de junio de 2025

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

En calidad de tutor del Trabajo de Integración Curricular denominado “**TEACHERS’ PERSPECTIVE ON CLASSROOM MANAGEMENT STRATEGIES IN ENGAGEMENT AND MOTIVATION**” elaborado por la estudiante **REYES MONTAÑO DAMARIS ABIGAIL** de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio **COMPILATIO**, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con **5 %** de la valoración permitida, por consiguiente se procede a emitir el informe , para proceder a la revisión por parte del especialista.

Atentamente,



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**TUTOR**  
**Párraga Solórzano Rudy, MSc.**

# Tesis Completa correccion

5%  
Textos sospechosos



< 1% Similitudes  
< 1% similitudes entre comillas  
0% entre las fuentes mencionadas  
2% Idiomas no reconocidos  
3% Textos potencialmente generados por la IA

Nombre del documento: Tesis Completa correccion.pdf  
ID del documento: f0015a82d846d4e40d404b21651cceb09fb4801e  
Tamaño del documento original: 391,83 kB

Depositante: RUDY JONATHAN PARRAGA SOLORZANO  
Fecha de depósito: 16/6/2025  
Tipo de carga: interface  
fecha de fin de análisis: 16/6/2025

Número de palabras: 12.815  
Número de caracteres: 90.767

*Annex B: Questionnaire*

**Topic:** Teachers' Perspective on Classroom Management Strategies in Engagement and Motivation

**Sample:** Six teachers at Unidad Educativa Salinas Innova

**Questions:**

- 1) **What techniques do you apply to enhance engagement and motivation in your classes?**
- 2) **What strategy do you use to engage students' attention when they seem unmotivated or unfocused?**
- 3) **What tools or resources do you use to maintain student engagement?**
- 4) **How do you define effective classroom management in terms of student engagement and motivation?**
- 5) **What classroom strategies have you found most effective in motivating students, and why?**
- 6) **How do you adapt your techniques to meet the needs of students with different levels of motivation or learning?**
- 7) **What challenges have you faced in keeping students motivated and engaged?**
- 8) **Can you share an example of a moment when you felt your students were highly engaged? What do you think made that possible?**

*Annex C: Interviews transcribed*

## Interview of teachers

**Teacher 1**

1.- Well, mainly I use a lot of like interview or activities where they have to communicate with each other. So, interviews, games, where they have to talk, um and also ones where they have to discuss maybe questions and get to a certain response or where they can express their own opinions.

2.- Well, when I when I notice that they are like that unfocused or unmotivated or they don't they don't have like uh they don't want to work because sometimes it happens, I usually try to do activities where they can move around and use their bodies maybe or like competitions or or activities, pair work, pair work or group work.

3.- Well, um here, right this place, this school, we use a lot of technology. So, um because we have the TVs on each classroom, so that helps a lot. So, we can work with students with tools like quizzes or well, I use quizzes um screen classroom. I have found that this app is very useful especially in classroom management because I can use this to write the instructions on the screen, so they are not asking again and again what they have to do. So, they have the instruction there, so they just read and know what they have to do. Also, I can um put a clock or the time they have to complete a certain activity. I also can use uh and it has like a randomizer when I can put all the students' names and they this app like choose or pick a name and and the name that appears on the screen, well that student do certain activity that I want them to do. Also, a lot of hands-on activities. I use also uh on different websites. There is uh there is one website that I like a lot that is the British Council Teams. So, in this website for free teachers can access to writing, reading, all skills activities, different kind of skills activities. So, writing, reading, speaking, listening and according to the level you want. So, it's very useful.

4.- Well, for me an effective classroom management is not always it doesn't mean that I want students always to be quiet or silent. I don't like actually I don't like quiet classrooms unless I am explaining something or then they are doing a test. But otherwise, I don't like the class to be completely silence. For me, it's like awkward or it feels like that. So, for me to **to have an effective classroom management means that your students listen to you and they understand what you're saying and what you want from them and they work.** They can also help each other in some activities that are a peer group or and sorry peer work or group work. So, they can ask for help and among each other and and when they know that with respect, they can ask questions or ask for something they don't understand quite well. So, **always respect. Respect, good attitude** that they have good attitude in the classroom and perseverance as well.

5.- Well, students are especially the ages I work with they are very active. So, they don't like to be like the whole time sitting in their chairs or just listening because that's boring even for me. I'm sure that will be boring. So, they like to do they like like unexpected things. So, when they don't know what the teacher is gonna do and teacher comes with like new ideas that's like fun for them. So, **I try to use a lot of hands-on activities.** So, **different types of hands-on activities and competitions. They love competitions.** So, I sometimes when I want to reinforce certain topics I divide them in in teams. So, they try to complete a task together. So, they work together and try to complete a task and and that race or that like competition they love that. So, games and a lot of competition.

6.- Okay, well I usually well I try to to be aware first about the the outcome I want from them or about the objective I want in in certain classes. So, according to that I I know how how to work and how I want them to work. So, for example there are students who doesn't have the same level of English as the other classmates. So, what I do in those cases is that **I try to integrate those students with the students that have a higher level of English.** So, they don't feel like alone or that they are not going to complete the activity but they feel like more

motivated and even though they they learn from their classmates. So, that's good. So, I try to have them work in in that way and also depending on the on the difficulty of the activity. So, I know which students can complete certain tasks and with others if if the activity is individually. So, I try to like make the activities a little bit easier for them or less complex. So, I know that they can do or complete activity according to what they know. So, that way I try to work.

7.- What challenges? Well, I would say sometimes when there are some students with behavior problems, so sometimes like you have to learn how to work with those students, so that is not like an obstacle for the rest of the class, so they can work. Als, I try, sometimes the text that we use sometimes can be a little bit difficult for some students, so if you use the text all the time and only the content you have there, you will have students like get bored or some students who doesn't have the same or a height, or probably like English level, so they will get tired or they get frustrated, so I try to alternate, like during the week I try to some days or one or at least one day during the week try to do different activities from the book. So, I don't use the book at least one day in the week and I try to implement other activities or other like content where they can practice. It can be like speaking or listening or reading, but other kind of activities that are not just grammar or things that are only from the book.

8.- okay, well, I think always there are some games or hands-on activities that apply that they really like, so I can remember some activities. There was this time when I applied an activity, we were learning, what was the topic? We were learning, I don't remember the topic, but they have like to discover, they were like judges, so we have a criminal, so innocent and guilty people, but they don't know who is the criminal and who is the innocent person, but I have previously told those students their roles, their respective roles. So, students had to make questions to get to the final solution or discover which one is the guilty one. So, in those kinds of activities where they try figure out something or when they have to discover

something, they get really excited about that. And especially when they have to play roles where person find someone else, so they like that a lot.

## Teacher 2

1.- In this case, I try to be positive with all the aspects that I had in the classroom because we understand every student is a different word. Maybe in each course have the same behavior about the student but in the other course we don't have the same behavior. So in this case we try to work in this case with that. What is the behavior of the students in this case? What can I acquire their attention in this case? We focus on the topic in this in this case. So we always define myself as a positive person because I'm always smiling seeing my students. So in this way the students will focus and be confident with me to talk about different problems and in this case to talk about with the topic of the class or every day in this case.

2.- Okay, in this case as I said before I always try to focus on their thoughts, on feelings of the because I know that as a teacher we know every student how is their behavior, how is their personality. If one day I maybe can see a student is don't have the same behavior or don't have the same the same personality. So in this case we try to ask what happened to you and in this case then when we solve that we focus on transferring these feelings about that with the topic or in this case of today. We always start the class in this case with a break ice question to talk about to in this case to know about what is the opinion about cultural about the general topics with the students and then we start with the class of today but always the break axis question in this case is related with the topic that I explain in this case later.

3.- Okay, in this case for example I always use digital resources in my classes because we have in this case for example we use the platform in this case or maybe deductive online games that we relate with the topic that I learned for example is today I teach about nationality for example so I work in this case previously I search on the internet or maybe I create my own resource set about that so in this case and the group of students that I have is a

competitive so in this case we always focus to participate maybe to win it doesn't matter it doesn't have a reward we only we with the sensation in this case the feeling that win the student is solved.

4.- I think in this case where the students always ask about and explain so through this I can identify the student and pay attention to the topic that I explained before because maybe **if it's a student pay attention and ask something about maybe don't understand this part and try to explain that I think this is a effective classroom management because if the students ask about something that they know or they don't understand about that it is because if we had interest on the topic** so if you don't have interest in the topic only don't ask anything about that and always in this case pass the topic about that.

5.- In this case I say before when focus on them on the students because **I try to put in the same place that they** because they I understand maybe this don't have motivate all the time but if I put in the same place for the students, **I try to understand why in this case they feel unmotivated** why maybe can as a teacher I can in this case produce motivate on the teachers on the students.

6.- Okay, in this case for example I try to work in this case improve about the results in this case that maybe as a test about this but when I work in this case with roots in this case I am part on the roots I always in this case keep by truth to talk about within okay do you understand about in this case the topic in this case what do you think about that we try to focus the topic within this case the context about every student because every student every group had different context for example maybe for someone is correct the topic that they gave in this case but for the other in this case the topic is maybe irrelevant about their life so in this case I try to work in groups but when **I work in groups I am part of the groups and always ask group by group what do you think about the topic or in this case what do you think about this activity in this at the end of the activity in this case I always try to in this case make a**

**feedback** okay why do we make in a good way why what are the mistakes that we had when do this activity okay what do we we have in this case for the next time to improve about the knowledge in this case.

7.- **Always in first hours it's difficult to engage the students with the topics for this reason sometimes I use break ice question** I say before to achieve the duty of the trust because and first hours the student in this case tired lazy because we don't in this case we don't have the same motivation that's at the teacher in this case have so in this case I try to put this and then maybe to explore activities that relate with in this case with a with a topic in that unexplained before and so after about that.

8.- Okay in this academic year for example at the beginning the students feel motivated to learn because in this academic year I had a part of a competitive courses in each one so at the beginning I feel motivated because the students can solve in this case a different exercise that we had because they had the knowledge in this case about the topic that I explained so when I in this case when I on the classroom I say okay today in this case with what about for example presence in Poland is and **when a student raises their hand the other student raise their hand always in this case try to sentence on right on the ball so in this case I feel motivated to teach in this course because they are very competitive** I say before they don't matter is don't have a reward at the end of the activity we always focus on win to the other group to the other students and that's all and I feel happy for that.

### **Teacher 3**

1.- Okey, first **it depends on the energy from the teacher in class**, let's start. Because obviously **the teacher needs to look for which methodology you can apply in a class**, you can make some inferences on the behavior for each student, you can participate, answer any question and include, **make a small feedback according to the previous class**. And obviously it's important that the teacher don't mix the personal life with work in this case, because it can

be so irregular according to the activities provided for the class.

2.- Okey, in this case the first option is or could be ask to the student what's happening, why they or he or she is unmotivated or in this case the student don't pay attention to the class.

And obviously we can look for the specific parts in this case that they can understand. And also, then after that we can make a small feedback again or include, we can apply another type of activity based on the content of the class that can captivate the attention from the students.

3.- Okey, first the update class, that is the first one. Then try to don't use or apply more information that is necessary in the class. And in my case, I apply more, a lot, that is rewards for paying attention to the class.

4.- Yeah, first choose volunteers to make a small feedback about previous class. You can continue explaining the next content while students share their questions, point of view or include, make a small debate what is the difference or what they can remember from the previous class with the new content that they are checking in that moment.

5.- Yeah, organize the students depending on how they can work in a correct way. Then we can apply the working groups where they can be mixed according to the level of how they can develop the activity provided by the teacher.

6.- Yeah, in this case the principal technique that can help me in my case to identify how can I work with them is the diagnosis test. With this I can identify in which level can be each student and obviously I can create a general content activity where can I in this case work with them, but obviously according to the level for each one of them.

7.- Yeah, in this case the principal factors are when the students are tired, are sick or include, they have distractors like could be the problem at home or include problems between them. In this case for me in my classes there are the problems that I face with them.

8.- Yeah, for example today at the first hour I had a small experience with my course because

they know that at the moment that I start my class they need to change the position in a class. Okay, but it could be a small distractor because I gave them around one to three minutes to organize that part. Yeah, it is very influential in my class because they can pay attention more than that is possible. They can ask me if they have another question or a doubt in the class or include. It is more, I don't know, it is more difficult to work if they are in a position that they can speak between them, pay attention. So, there are the factors that we need to avoid in a class to can work, create a good environment where we can keep. That is the teaching learning process in the course.

#### Teacher 4

- 1.- A class is divided into three main stages. The first stage is the most relevant one to grab students' attention. Personally speaking, I apply as breakers to know something from my students, leadin activities, which are related to the point to reject or warm-ups to establish engagement and motivation in my classes.
- 2.- In terms of engaging students' attention, I have a key phrase to let students know that they are making a lot of noise, therefore unfocused. As soon as they hear this key phrase, they calm down and repay attention to the class. Another strategy is making them stand up to move the body to re-motivate them.
- 3.- The resources I use the most are videos and also the technological means inside the classroom so that students can follow up the class successfully.
- 4.- That is a good question. Personally speaking, or the way I see it, an effective classroom management is when almost all the students are taking notice of the class while participating actively. A good classroom management is when teacher-student interaction is present.
- 5.- The learning strategy, since it is a perfect way to discover what students know about a topic by means of active participation.
- 6.- By bearing in mind that students' learning styles are different, so since their learning styles

are different, my techniques and strategies vary based on that. Because if their learning style is kind of static, basically all the strategies and techniques are adapted to make students move their body because basically this is how they learn better and also this is how they try to motivate them and also **keep focused on the class and also listen to the teacher by activating their kind of static learning style.**

7.- The most challenging aspect that I have found is the **students' interest in the subject since they all have their own like for different subjects.**

8.- An example is definitely **when students were actively participating while joking and laughing in the class** which means that they were really enjoying that learning journey and or learning experience.

### **Teacher 5**

1.- I think so we can use a lot of techniques but at the first moment when I arrive at my classroom **to talk with all my students because I need that they pay attention to me at first and after that I try to to do a game or to ask about about themselves** something that helps to maintain the attention in class.

2.- **Sometimes I put a video** but the videos are **about a joke or maybe American Got talent or British school talent** where they can see a talent and so they say that that's so incredible so that's the way that I try to to engage them to the class.

3.- Sometimes **games, videos, gamification** too, sometimes when I try they **play in class** so that motivates a lot.

4.- **I think so when they are talking about the class and they answer all the questions or maybe when they have doubts and they start to ask about the class** about the I don't know vocabulary or grammar and they want to know about the structure sometimes you notice that they pay attention or they try to do the exercises so that's just it's a good way to say that the class it was effective.

5.- Sometimes I think so when you ask the students about a topic so in base of this topic try to start your class so sometimes if you are talking for example in PAST you start to talk about PAST situations so and they try to speak this one so this is a good way or sometimes when they saw a video and they try to explain that video because I think so this is effective for my class.

6.- I think so sometimes you need to try to to help the students get motivated it's ah it's a little difficult how to adapt sometimes maybe if again try to to sit with the best student together or or try to explain the students alone maybe that's.

7.- Now it's difficult because all my students are teenagers so they love to talk a lot so I need to show them something that they like it and the topics that they like it are a little difficult because you can find things that are not appropriate for a class so I try to find things that are in fashion in that moment so that pay attention a lot and they try to to work in that in that way so I think so that's

8.- I think so it was years ago when I was explaining a class with a with a part of a movie so they started to talk about the movie because the movie it was uh it was famous in that time so the student tried to speak in English in in that moment because they loved the movie I don't remember the movie but they loved this this part so and you notice that they pay a lot of attention and they try to speak but sometimes they are fear about about the speak you know but it's what it was motivated in that moment.

### Teacher 6

1.- I incorporate games, role-plays, and group work to make learning fun and collaborative. Activities like "Find Someone Who," "Charades," or "Speaking Circles" keep students actively involved.

2.- When students seem unmotivated or unfocused, I use several strategies to re-engage their attention. One effective strategy is to change the activity or pace of the lesson. I might

introduce a quick game, a movement-based task, or a short video related to the topic to reset their focus and re-energize the class. Another key strategy is to connect the lesson to their interests or real-life experiences. When students see the relevance of what they are learning, they are more likely to become interested and involved.

3.- To maintain student engagement, I use a variety of tools and resources that cater to different learning styles and keep lessons dynamic. Some of the most effective ones include:

**Multimedia Resources: Songs, videos, and short films from YouTube or platforms like BBC Learning English or Story** berries to make lessons more engaging.

4.- I define effective classroom management as the ability to create a structured, respectful, and supportive environment where students feel safe, motivated, and actively engaged in their learning. In terms of student engagement and motivation, effective classroom management means **Clear Expectations and Routines**, Students know what is expected of them behaviorally and academically. Predictable routines help minimize confusion and maximize learning time.

5.- Some of the most effective classroom strategies I've found for motivating students include **Incorporating Student Interests**. When lessons include topics students care about such as music, sports, technology, or current events, they are more motivated to participate. It creates a personal connection to the material. **Setting Clear, Achievable Goals**. When students understand what they are working toward and see their progress, they feel a sense of purpose and accomplishment. **I often use short-term goals and celebrate small successes to build confidence.**

6.- To meet the needs of students with different levels of motivation or learning, I adapt my techniques in the following ways. **Differentiated Instruction**, I design tasks with varying levels of difficulty or complexity, so all students can participate at their own level. For

example, stronger students might write a paragraph while others complete sentence starters or match vocabulary.

7.- Some of the main challenges I've faced in keeping students motivated and engaged include Different Levels of Interest and Ability. In a mixed-ability classroom, some students may feel bored because tasks are too easy, while others may feel frustrated because they are too difficult. Balancing lessons to suit all learners can be challenging. Lack of Confidence or Fear of Making Mistakes, many students are hesitant to speak or participate because they are afraid of making errors, especially in language learning. This can lead to low motivation and passive behavior.

8.- Recently, I've implemented a group technique to determine which group pronounces a sentence best. Students feel motivated to participate because they feel motivated to compete and win. I think it's important to develop students' desire to compete because it motivates them to continue learning.