



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

**“CLASSROOM MANAGEMENT IN IMPROVING
STUDENT ENGAGEMENT IN EFL CLASSROOMS”**

RESEARCH PROJECT

As a prerequisite to obtain a:

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

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Advisor's Approval

In my role as advisor of the research paper under the title “CLASSROOM MANAGEMENT IN IMPROVING STUDENT ENGAGEMENT IN EFL CLASSROOMS” prepared by TIRCIO BAIDAL WENDY TAMARA, undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to evaluation of the academic tribunal.

Sincerely,

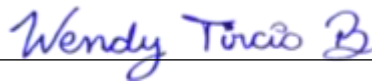


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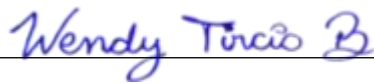
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Declaration

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Acknowledgment

I would like to take the opportunity to thank God for allowing me to grow during these years of learning, for being with me in my difficult times and never letting me give up. I thank my family for being there for me at all times and never leaving me alone, especially my mother and father who guided me and gave me advice when I was about to give up, and my aunt Valeria Baidal for keeping me company while I studied. I thank each of my teachers for giving me their advice, experiences, values, and above all, for teaching us more about the English language. Thanks to my tutor Wellintong Intriago, for believe me and support me during this process. Finally, I thank myself because despite all the difficult times I have experienced during these years, I never gave up. I was able to learn from them and improve myself. I cherish the good times because they made me happy, but I must not forget that the bad times teach us lessons that help us grow as people, and that is part of who I am and who I will become.

Dedication

I want to dedicate this thesis to my two favorite people in the world: my grandparents, who are watching over me from heaven. To my grandfather, who, despite only being with me for the first three years of my life, will always be that humble, simple, and hardworking person I will always admire, and to my grandmother, who was with me halfway through my university years and is my strength to keep going and fulfill all my dreams. I also dedicate this thesis to my mother, Wendy Baidal, my father, Oscar Tircio, and my older brother, Anthony Tircio, because they were with me every step of the way and have been my support throughout my academic journey. To my friends, Damaris Cruz and Mayerly Rivera, for being there for me and supporting each other in every decision we make, and for giving me their beautiful friendship—thank you for being my friends. Finally, I dedicate this thesis to my two favorite bands, BTS and Twice, because when they gave speeches at awards ceremonies or interviews, their words resonated with me and inspired me to keep going. Their songs have been my companions ever since and have made me the person I am today.

With love

Tircio Baidal Wendy Tamara

Abstract

Classroom management plays a fundamental role in creating learning environments that optimize active student participation in English as a Foreign Language (EFL) classroom. Therefore, this study aimed to analyze how the routines and positive reinforcement used by primary school English teachers improve student engagement and motivation in EFL classrooms. A qualitative approach with a phenomenological design was employed to explore teachers' perspectives and experiences regarding the implementation of these classroom management techniques. The study was conducted with five English teachers from the Basic General Education level at two private institutions located in Posorja, Guayas province, during the 2026-2027 academic year. Data was collected through individual interviews, and the results showed that classroom routines, such as greetings, songs, warm-up activities, games, and content reviews, foster organized and predictable learning environments that improve student motivation and engagement. Similarly, the use of positive reinforcement through praise, positive feedback, reward systems, and recognition of effort increases student confidence, participation, and willingness to learn English. In conclusion, the combination of classroom routines and positive reinforcement helps create motivating learning environments that improve student engagement and promote meaningful English learning experiences.

KEY WORDS: Classroom Management, Classroom Routines, Positive Reinforcement, Motivation, Engagement

Resumen

El manejo del aula desempeña un papel fundamental en la creación de entornos de aprendizaje que optimizan la participación activa del alumnado en las clases de Inglés como Lengua Extranjera (EFL). Por ende, este estudio tuvo como objetivo analizar cómo las rutinas y el refuerzo positivo empleados por los profesores de inglés de primaria mejoran el compromiso y la motivación del alumnado en las aulas de EFL. Se empleó un enfoque cualitativo con un diseño fenomenológico para explorar las perspectivas y experiencias de los docentes acerca de la implementación estas técnicas de manejo de aula. El estudio se desarrolló con cinco docentes de inglés del nivel de Educación General Básica pertenecientes de dos instituciones privadas ubicadas en Posorja, provincia del Guayas, durante el año académico 2026-2027. La información se recopiló mediante entrevistas individuales, en donde se realizó después un análisis de la recolección de datos obtenidos y los resultados evidenciaron que las rutinas del aula, como los saludos, el uso de canciones, las actividades de calentamiento, los juegos y los repasos de contenidos, favorecen la creación de ambientes organizados y predecibles que mejora la motivación y el compromiso de los estudiantes. Así mismo, el uso del refuerzo positivo mediante elogios, retroalimentación positiva, sistema de recompensas y el reconocimiento del esfuerzo aumenta la confianza, la participación y la disposición del estudiante para aprender inglés. En conclusión, la combinación de las rutinas del aula y el refuerzo positivo ayuda a crear entornos de aprendizaje motivadores que mejora el compromiso estudiantil y favorece experiencias de aprendizaje de inglés significativas.

PALABRAS CLAVES: Manejo del aula, Rutinas del aula, Refuerzo positivo, Motivación, Compromiso.

INDEX

Advisor's Approval	1
Statement of Authorship.....	3
Declaration.....	4
BOARD OF EXAMINERS.....	5
Acknowledgment	5
Dedication	7
Abstract.....	8
Resumen.....	9
Introduction.....	13
Chapter I	15
The Problem.....	15
Research Topic.....	15
Title.....	15
Problem Statement	15
Justification.....	17
Problem question	19
Specific questions.....	19
General objective	19
Specific objectives.....	19
Chapter II	20
Theoretical Framework	20

Background.....	20
Pedagogical basis	22
Theoretical basis	24
Classroom Management.....	24
Classroom Management Techniques.....	25
Positive Reinforcement	25
Classroom Routines.....	26
Sociocultural Theory	27
Student Motivation in EFL classrooms	28
Student Engagement in EFL Classrooms	29
Legal basis	30
Constitución de la República del Ecuador.....	30
Ley Orgánica de Educación Intercultural (LOEI).....	31
Chapter III.....	32
Methodological Framework	32
Methods	32
Type of Research	33
Phenomenological Studies.....	33
Data collection Techniques	33
One-on-one interview.....	33
Instruments.....	34
Questionnaire	34
Type of questions	34

Open-ended questions	34
Data Collection Processing and Resources.....	35
Basic question and Explanation.....	35
Population and Sample.....	35
Chapter IV.....	36
Analysis of Findings	36
Brief explanation of the findings.....	36
Interpretation of data collected from interviews.....	36
Chapter V	47
Conclusions and recommendations	47
Conclusions.....	47
Recommendations	48
References.....	50
Annexes	54
Annex A: Certified Anti-Plagiarism System	54
Annex B: Questionnaire	56
Annex C: Interview Transcript.....	57

Introduction

In Education, learning English as a foreign language has increased in importance, becoming a required subject in primary schools. This is due to the fact that it offers students good educational opportunities and promotes their professional and personal growth. However, keeping primary school students engaged and motivated is a great challenge for teachers. In this situation, classroom management is important because it organizes the learning environment and creates conditions for motivation and student engagement in English classes.

Classroom routines and positive reinforcement are two of the many classroom management techniques that have been identified to be efficiency in creating organized, secure, and motivating learning environments that support English language learning. Routines give students predictability and structure, helping them understand classroom expectations and stay focused and engaged in class activities. Similarly, positive reinforcement increases engagement by appreciating students' efforts, enhancing self-confidence, and fostering a positive attitude toward learning a new language. These techniques help to improve student motivation and engagement in EFL classrooms.

The purpose of this research was to increase knowledge of how classroom management techniques improve student motivation and engagement in primary EFL classrooms. This research focused on five English teachers from two private schools located in Posorja, Guayas province, in the 2026-2027 academic year. The experiences and perspectives of the teachers about the use of classroom routines and positive reinforcement were analyzed using a qualitative phenomenological approach. Also, to identify the most important findings, individual interviews were conducted using eight open-ended questions.

This research offers important information about how classroom management can improve student engagement in EFL classrooms. The results can support the use of classroom

management techniques to enhance teachers' professional development and improve instructional practices that foster meaningful English learning experiences.

Chapter I

The Problem

Research Topic

Classroom Management and Student Engagement

Title

Classroom Management in Improving Student Engagement in EFL Classrooms

Problem Statement

Currently, learning English as a foreign language (EFL) has become a fundamental subject of primary education. In an increasingly globalized world, mastering English from an early age provides students with significant academic, cultural, and professional advantages and opportunities. The degree of attention, interest, and active participation of students in their learning process is referred to as student engagement. The term “EFL classroom” refers to when English is taught or learned in a country where English is not the primary language. Early development of communicative skills enables children to participate successfully in global contexts and access more educational opportunities. Therefore, language teaching in primary school is essential for both academic development and personal growth.

Despite its importance, keeping students motivated and engaged in EFL classrooms continues to be a worldwide challenge. In the EFL classroom, many students show low motivation, a passive attitude, or a lack of interest, which directly impacts the effectiveness of the teaching and learning process. Sun (2021) indicates that students’ motivation, confidence, and willingness to actively engage in activities connected to learning English as a foreign language are significantly supported by classroom environments that foster learning and by a

good teacher-student relationships. Furthermore, students who perceive a supportive learning environment are more likely to communicate, interact, and collaborate on classroom tasks.

The use of effective classroom management techniques is one of the key elements that promotes students' active involvement in EFL classrooms. In EFL situations, well-organized classrooms promote communication, teamwork, and active involvement, which creates favorable conditions for meaningful language learning (Piyal & Hasan, 2025).

In Latin America, English teachers often encounter challenges related to student interaction and motivation in the classroom. In Colombia, Contreras & Chapetón (2017) found that collaborative classroom practices promoted communication, strengthened classroom relationships, and increase students' confidence when using English. Their findings indicate that classroom layout and opportunities for interaction can have a positive influence on student engagement in language learning tasks.

In Ecuador, classroom management presents a particular challenge due to various structural and educational factors and maintain student motivation in EFL classes remains an important challenge, especially in primary education. According to Soto et al., (2024) student motivation is influenced by the pedagogical strategies, classroom environment, the interaction between students and teacher, and learning activities that require student engagement. The authors also mentioned that there is still little research focused on primary education in Ecuador; this stand out the importance of analyzing classroom management techniques that promote student motivation and interest during classes.

Furthermore, classroom management includes fundamental decisions such as the use of time, the organization of space, and how to promote interaction between students and teachers. When these techniques are implemented effectively, they can create a participatory, stimulating, and student-centered learning environment. However, there is still limited

evidence on how these techniques are applied in primary EFL classrooms and how they influence student engagement.

Therefore, it is necessary to analyze how EFL teachers implement classroom routines and positive reinforcement during their classes to improve student motivation and engagement through their perspective. Understanding these techniques may contribute to improving teaching practices, and creating more motivating learning environments in primary EFL classrooms.

The research will be carried out at two private schools located in Posorja, Guayas province, during the 2026-2027 academic year. Five English teachers will be chosen at random to make the sample. The study will concentrate on classroom management techniques, such as positive reinforcement and classroom management, used by EFL teachers to encourage student motivation and engagement.

Justification

It is important because teaching English as a foreign language in primary education plays a crucial role in current education systems, since early proficiency allows access to the future opportunities. Developing English skills at an early age enhances students' communicative competence and prepares them to face the demands of a globalized world. However, one of the persistent challenges in EFL classrooms is keeping students motivated and encouraging their active involvement in the learning process.

Several recent studies agree that classroom management is a key factor in achieving an engaging and motivated learning environment through positive reinforcement and classroom routines. For example, Cambay & Paglinawan (2024) conducted research on the relationship between classroom management techniques such as positive reinforcement and classroom

management, and student engagement in a secondary school in the Philippines. Their findings indicate that effective classroom management, combined with a positive school environment, significantly influences student engagement, motivation, and participation.

Likewise, a study in public educational institutions in the city of Latacunga, Ecuador, identified strategies used by teachers when teaching English classes (Cazañas & Ramírez, 2024). The results revealed that English teachers not only faced various challenges, but also used various strategies to both maintain classroom control and overcome these obstacles. These practices helped teachers to maintain one of the challenges, which as student's engagement during their process learning, indicating that classroom management is a key factor in learning by increasing student motivation and active participation.

Despite these advances, there is still limited research focused specifically on primary education, where students' developmental characteristics and learning needs differ significantly from those of other educational levels. This gap underscores the need for further studies that analyzes how classroom management techniques such as classroom routines and positive reinforcement affect students' motivation, interaction, and active involvement in EFL contexts at the primary level.

Therefore, this study is justified because it seeks to analyze how classroom management techniques such as positive reinforcement and classroom routines are used in primary EFL classrooms and how these techniques influence in student's motivation and engagement. The findings are expected to contribute to the existing literature and provide practical insights for EFL teachers interested in creating more motivating and engagement learning environments.

Problem question

How do primary EFL teachers use classroom routines and positive reinforcement to promote student motivation and engagement in EFL classrooms?

Specific questions

- How do primary EFL teachers implement classroom routines to improve student engagement?
- How do primary EFL teachers use positive reinforcement to encourage student engagement?
- What are EFL teachers' perspective on the influence of positive reinforcement and classroom routines on student motivation and engagement in EFL classrooms?

General objective

To analyze how classroom routine and positive reinforcement are used by EFL teachers to promote student motivation and engagement in EFL classrooms.

Specific objectives

- To describe how primary EFL teachers implement classroom routines to improve student engagement.
- To identify how EFL teachers use positive reinforcement to encourage student engagement.
- To analyze EFL teacher's perspective about the influence of positive reinforcement and classroom routines on student motivation and engagement in EFL classrooms.

Chapter II

Theoretical Framework

Background

In a global context, classroom management has been recognized as one of the most essential factors in teaching and the learning process in English as a foreign language classroom. Effective classroom management helps not only to maintaining discipline and organization, but also to improving students' motivation, academic achievement and interaction. Recent research suggests that learning environments that encourage participation have a positive effect on students' willingness to communicate and participate in activities related to learning English.

According to Cambay & Paglinawan (2024) effective classroom management combined with a positive school environment significantly improves students' motivation and learning experiences. Their results show that well-organized classroom foster more collaborative and dynamic learning environments. Similarly, Piyal & Hasan (2025) argue that effective classroom management creates organized learning environments that foster communication and promote meaningful learning experiences in English as a foreign language. The authors emphasize that classroom management practices enable teachers to maintain student motivation while encouraging collaborative learning and students' active involvement during English lessons.

Classroom management techniques, such as classroom organization, behavior regulation, and positive reinforcement help establish stimulating and productive learning environments (Soraya et al., 2022). These practices help students stay focused, increased their confidence, and optimize their interaction in the classroom during English classes.

Furthermore, the study indicates that classroom management positively influences students' social development and classroom behavior.

In an international context, several studies have examined how classroom management techniques, such as positive reinforcement and classroom routines to student engagement in EFL classrooms. According to Ezinwa (2024), strategies that promote positive interactions between teacher and student relationship contribute to the formation of structured and supportive learning environments, which increases students participation in classroom activities. Likewise, Gan (2021) found that teacher support and positive reinforcement increase student's motivation, confidence and willingness to engage in English lessons.

Similarly, Sun (2021) explains that classroom routines, teacher support and positive reinforcement make students feel more confident in English as a foreign language class and improve their attitudes toward language learning. These findings indicate that positive classroom environments significantly promote effective language learning and effective classroom interaction.

In Latin American context, collaborative learning and classroom routines have become crucial elements for teaching English as a foreign language. EFL classroom techniques in Colombia, which focus on collaboration, routines and communication, have shown beneficial results by fostering interaction and building trust among students during English classes. Contreras & Chapetón (2017) examined the impact of collaborative learning and classroom routines in EFL classrooms. According to their results, collaborative classroom activities and routines promoted communication, improved classroom relationships, and increased students' confidence when speaking English. The authors came to the conclusion that encouraging classroom environments and collaborative teaching promote student involvement and active engagement in language learning.

In the local context, classroom management has become a major concern due to challenges such as students' low motivation to learn English, large class sizes, and a lack of educational resources. According to a study conducted in Ecuador by Cazañas & Ramírez (2024), English teachers struggle to promote interaction among students and discipline in the classroom. However, the implementation of classroom management techniques such as positive reinforcement, clear routines, and cooperative learning, helped improve classroom organization and increase student engagement.

Research focused on English as a foreign language classroom in primary education in Ecuador is still limited. Existing studies often concentrate on secondary or higher education contexts, thus leaving a gap in understanding how classroom management techniques such as positive reinforcement and classroom routines, influence students' engagement, and learning experiences in primary education. Therefore, this study aims to contribute to existing literature by analyzing the classroom management techniques used by primary EFL teachers in Posorja, Guayas and their influence on student engagement during English classes.

Pedagogical basis

The pedagogical basis of this research focuses on the importance of establishing student-centered pedagogical approach, which emphasizes the active participation of students, interaction, and engagement throughout the learning process. In EFL classrooms, this approach encourages teachers to create learning environments that foster the development of students' language skills through communication, collaboration, and active participation in classroom activities.

According to Harmer (2007) for effective English language teaching should provide to students with meaningful opportunities to feel encouraged to communicate and participate in the target language. Teachers are responsible for incorporate interactive lessons games,

teamwork, and positive reinforcement that encourage students to active participation and use English in authentic situations. This communicative approach helps student's confidence and supports language acquisition through meaningful experiences in the classrooms.

Similarly, Scrivener (2011) points out that language learning is more effective when students actively participate in classroom activities rather than receiving passive information, improving their communicative ability through collaboration and practice. Therefore, EFL teachers should develop interaction, cooperation, and communication, allowing students to actively participate in their own learning process.

Likewise, Wong & Wong (2009) emphasize that classroom organization and routines are crucial for contribute to creating organized and predictable learning environments. Students are more likely to stay motivated and engage confidently in English classes when they have a clear understanding of classroom expectations and processes. Therefore, by encouraging student engagement, motivation, and positive behavior in the classroom, implementing routines and positive reinforcement in the classroom supports student-centered teaching.

Furthermore, as it explores classroom management techniques that can increase student engagement in EFL classrooms, this research is related to educational innovation. Identifying effective techniques, such as positive reinforcement and classroom routines, can provide teachers with practical and innovative ways to create more interactive, engaging and motivating learning environments for students. Therefore, the results of this study can contribute to improving student engagement in EFL classrooms for primary school students.

Theoretical basis

Classroom Management

Classroom Management is considered one of the essential elements of effective teaching. Kounin's Classroom management theory emphasizes that effective classroom management involves the teacher's ability to maintain student's attention, manage activities effectively, and create an organized learning environment (Kounin, 1970). His concept of "withitness" refers to the teacher's perception of everything that happens in the classroom. Although, Kounin's theory primarily focused on classroom organization and behavior management, it offers a basis for understanding the crucial role of structured learning environments in promote student engagement.

According to Emmer & Evertson (2013) classroom management includes teacher's attitudes that influence academic involvement and reduce disruptive behavior. Classroom interaction improves, students feel more motivated, and positive learning environments emerge when effective classroom management is implemented.

Classroom management is not highlighted in discussions about curricular issues or methodology; it plays an important role in student learning and classroom dynamics. Since the classroom is an environment where students and teachers interact, maintaining a good relationship with each other, making good classroom management make students show interest and feel motivated to learn. Classroom management aids in the delivery of instruction, which will foster both student achievement and well-being (Trudel et al., 2022)

Likewise, Soto et al. (2024) point out that motivation has become one of the most significant elements in the process of learning and instruction English as a foreign language in Ecuadorian educational contexts. In their literature review revealed that student motivation is

strongly determined by the classroom environment, pedagogical strategies, interaction, and the implementation engaging learning activities as a technique. The authors also emphasize that there is still little research focused on primary education in Ecuador highlighting the importance of conducting studies that examine classroom management techniques and their influence on student's motivation and classroom interaction.

To create safe and effective learning environments, teachers use various strategies, including coordinating student behavior, organizing of the physical environment, and implementing classroom activities. According to Soraya et al. (2022), these practices motivate students, support classroom discipline, improve social skills, and facilitate the teaching-learning process.

Classroom Management Techniques

Classroom management techniques, according to (Piyal & Hasan, 2025) are the methods that teachers use to create productive, well organization, and supportive learning environments, with the objective of promote student engagement and simplifying the teaching and learning process. In this research, classroom management techniques focus on positive reinforcement and classroom routines as these techniques are considered essential for promoting student's motivation and engagement in primary EFL classrooms.

Positive Reinforcement

Positive reinforcement is a classroom management technique that consists of offering positive feedback, stimuli, rewards, or praise as responses to appropriate behaviors and academic efforts; it allows for enhancing learning and improving student motivation. This technique tries to make the behavior more likely to be repeated in the future and helps to foster a supportive learning environment. Maisarah (2024), asserts that by encouraging positive behaviors, active engagement in activities, and emotional well-being, positive

reinforcement significantly contributes to the motivation of young students. The author highlights how compliments and positive words make students feel appreciated and self-assured while they are learning.

In EFL classrooms, positive reinforcement is especially relevant because it motivates students to participate without fear of making mistakes. If teachers acknowledge student's efforts and achievements, students tend to be more willing to communicate, interact, and collaborate in classroom activities. Therefore, positive reinforcement can be seen as an effective classroom management technique for fostering student involvement and establishing a supportive learning environment.

Classroom Routines

Classroom routines refer to the set of habits, sequences of activities, procedures, and behaviors, that are performed consistently and predictably throughout the day, this helps create a safe and stable environment during the learning process. Classroom routines, according to Benzaid & Kadja (2025), are procedures, rules, and techniques that contribute to efficient classroom management; these routines are implemented by organizing daily activities and encouraging appropriate student behavior. The authors explain that routines provide an organized environment in which students can engage more efficiently and confidently in learning activities.

The routines have the potential to increase student participation in EFL classes by creating a stimulating and predictable learning environment, implemented from the beginning to the end of the classes. According to Benzaid & Kadja (2025), consistent routines help students feel more connected to their learning, more engaged, and more relaxed. Likewise, they increase learning time, reduce the interruptions, and facilitate transitions between activities. Therefore, classroom routines can be considered an effective classroom

management technique that fosters organization, participation, and engagement in the English language learning process.

Sociocultural Theory

Vygotsky's Sociocultural Theory serves as the basis for this research (1980). This theory holds that language acts as a connection between cognitive development and thought, and that learning happens through social interaction. Vygotsky's approach is especially important in English as a foreign language situation because it highlights the relevance of collaboration, communication, and teacher guidance during the learning process.

According to Vygotsky (1980), learning first occurs at a social level and later becomes internalized at the individual level. In classroom contexts, this means that students acquire knowledge through interaction with their classmates and teachers. Thus, communication practices and collaborative activities become fundamental components of language learning.

One of the most important concepts proposed by Vygotsky is the Zone of Proximal Development (ZPD), defined as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance...” (*Vygotsky, 1980, p. 86*). This concept emphasizes the importance of teacher support and peer collaboration in helping students achieve higher levels of learning. In EFL classrooms, the sociocultural approach maintains that students learn languages more effectively when they actively engage in communicative activities and interact with others in relevant contexts.

In addition, this research is based not only on the sociocultural theory but also on the CHAMPS classroom management model, created by Sprick et al. (2021). CHAMPS model provides teachers clear expectations about behavior related to conversation, help, activity,

movement, participation, and success during classroom activities. This model, by establishing predictable routines and positive reinforcement, helps to create structured learning environments in which students feel safe, actively participate, and motivate throughout English classes. Together, the CHAMPS model and Vygotsky's Sociocultural Theory provide the theoretical foundation for understand how structured classroom management techniques, particularly classroom routines and positive reinforcement, encourage supportive learning environments that foster motivation and student engagement in primary EFL classrooms.

Student Motivation in EFL classrooms

In education, motivation is an essential element of effective language learning. According to Dörnyei (2001), which says that students' motivation defines their level of effort and persistence during the learning process. Motivated students are more likely to improve their language skills, participate in class activities, and complete their assignments. Furthermore, Dörnyei highlights the fundamental role that educators have in motivating students through classroom environments that foster learning and engagement. Collaboration in activities, teacher support, and positive feedback all have a good influence on students' interest in learning English.

Another relevant perspective on motivation is provided by Deci & Ryan (2014) Self-determination Theory. According to this approach, students are most motivated when their psychological needs for autonomy, competence, and relatedness are satisfied. Therefore, by creating inclusive learning environments and supportive relationships, teachers can increase students' interest and motivation.

In primary EFL classrooms, classroom routines and positive reinforcement foster student interest by creating organized, predictable, and motivating learning environments. The students feel more confident and prepared for classroom tasks when they have consistent

routines. At the same time, positive reinforcement acknowledges their effort and participation, motivating them to remain actively involved in the learning process. Therefore, motivated student are more probability to engage in English learning activities and develop positive attitudes toward language learning.

Student Engagement in EFL Classrooms

Student Engagement is considered an essential element in the success of EFL learning because it reflects the level of student active participation in academic activities and their cognitive, behavioral and emotional involved during the learning process. Engage student demonstrate more attention, enthusiasm, persistence, and willingness to communicate in the target language, which helps to improve language acquisition and achieve higher academic achievement. According to Ye (2024), said student engagement is strongly influenced by the classroom environment, teacher support, and instructional practices that promote meaningful participation. The author emphasizes that creating positive and structured learning environments helps students maintain their motivation and actively involvement in learning English, with an emphasis on engagement as a key predictor of success in language learning.

Furthermore, student engagement is closely related to the classroom management techniques implemented by teachers. According to Wang et al. (2024), explain that supportive classroom environments, well-defined learning goals, and positive teacher-student relationships significantly increase student engagement in foreign language acquisition. Students are more possibility to participate confidently, concentrate, and persist in learning activities if teachers establish predictable classroom routines and value their effort through positive reinforcement.

Therefore, effective classroom management techniques not only maintain student motivation but also encourage higher levels of engagement by fostering confidence, active

engagement and meaningful interaction in English classes. Classroom routines and positive reinforcement are effective strategies for creating stimulating learning environments that encourage young learners to actively engage in EFL classrooms.

Legal basis

This section provides an overview of Legal basis in reference to “Constitución de la República del Ecuador” and “Ley Orgánica de Educación Intercultural”

Constitución de la República del Ecuador

In the “Constitución de la República del Ecuador” (CRE), the following articles mention the importance and the absolute right of education for all citizens, influencing the participation, inclusion, and integral development of Ecuadorians.

Art. 26.- Education is a right of individuals throughout their lives. It is also an inescapable and inexcusable duty of the State. It is a priority area of public policy and state investment, a guarantee quality and social inclusion, and an indispensable condition for a good life. People, families and society have the right and the responsibility to participate in the educational process. (CRE., 2008, art. 26)

Art. 27.- Education will be centered on the human being and will guarantee their holistic development, within the framework of respect for human rights, a sustainable environment, and democracy. Education will be participatory, intercultural, democratic, inclusive, and diverse, with quality and warmth. It will promote gender equity, justice, solidarity, and peace; it will stimulate critical thinking, art and physical culture, individual and community initiative and the development of skills and abilities to create and work. Education is indispensable for knowledge, the exercises of the rights and the building of a sovereign nation, and it constitutes a strategic pillar for

national development. (CRE, 2008, art. 27)

Ley Orgánica de Educación Intercultural (LOEI)

According to the article 2 of the Ley Orgánica de Educación Intercultural (LOEI, 2017), education in Ecuador is based on principles such as inclusion, equity, quality, and the holistic development of students. These principles promote the creation of positive learning environments that encourage interaction, participation, and student interest in education.

According to the article 11 of the LOEI (2017), teachers have the responsibility to foster high-quality and warm educational environments, promote respectful relationships, and encourage harmonious coexistence within educational institutions. These responsibilities are linked to classroom management, as teachers play an essential role in maintaining positive learning environments that encourage student interaction and motivation in the classroom.

Chapter III

Methodological Framework

Methods

This research project will employ a qualitative method for data collection. This methodology is best used suited to identify English teachers' experiences in classroom management with the aim of fostering motivation and active participation among primary school students.

Because qualitative research provides a more detailed understanding of real-world circumstances through participants' actual experiences, rather than numerical data, it is particularly well-suited for investigating educational phenomena involving behaviors, perspectives, interactions, and social contexts. Oranga & Matere (2023) state that qualitative research aims to provide a comprehensive knowledge of complex phenomena by gathering participant experiences, behaviors, and perceptions in order to address the questions "how" and "why".

According to Silva et al. (2022), the objective of the qualitative research is to understand the diversity of meanings and senses that define the subjectivity of individuals within their social context. Qualitative research refers to research that applied a methodology to analyze, interpret, and understand a specific area or topic of study. Therefore, the use of qualitative research is appropriate to analyze how classroom management techniques, such as classroom routines and positive reinforcement, help improve student engagement of in EFL learning environments.

Type of Research

Phenomenological Studies

The type of research of this study is based on a phenomenological research approach because it aims to explore and understand participants' lived experiences and perspectives about classroom management and student engagement in EFL classrooms. The phenomenological study focuses on how people understand and interpret a specific phenomenon from their own perspectives, highlighting the importance they give it. According to Williams (2021), the phenomenology aims to understand people's experiences by analyzing how phenomena manifest themselves in their consciousness and how meaning is created through these experiences. Phenomenological studies are especially important in qualitative research for exploring participant's interpretations, feelings, and perceptions of educational circumstances; this helps researches to better understand the phenomenon being investigated.

Data collection Techniques

One-on-one interview

The data collection technique used in this research is one-on-one interviews with EFL teachers. This qualitative method is appropriate because it allows participants to share their experiences, perceptions, and practice related to classroom management and student engagement in a detailed and reflective manner. According to Xu et al. (2025), in-depth interviews are designed to gather meaningful data by encouraging participants to openly share their experiences, while also allowing researchers to formulate follow-up questions and explore emerging themes during the conversation. Additionally, interview guides should include open-ended questions that allow for thorough answers and provide participants with the freedom to express their thoughts.

Instruments

Questionnaire

Questionnaires are regarded as helpful research instruments because they allow for the methodical collecting of data and, at the same time, give participants the opportunity to express their opinions and experiences. According to Taherdoost (2022), a questionnaire is a useful tool for gathering crucial information about a research topic, and that its design needs to be carefully planned to reduce mistakes and guarantee the correctness of the data collected. In this research, the questionnaire will be used to explore participants' perspectives on classroom management practices and how they believe this influence student engagement in EFL learning contexts.

Type of questions

Open-ended questions

This research uses a questionnaire with eight open-ended questions that facilitate the collection of diverse perspective and experiences of EFL teachers on classroom management practices and their influence on student engagement in EFL classrooms. Open-ended questions, when used, allow participants to offer detailed answers based on their perceptions, experiences, and point of view, generating more comprehensive data than closed-ended questions. According to Oranga & Matere (2023), as they encourage participants to express their thoughts freely and provide in-depth information about the phenomenon being studied. Therefore, this instrument supports the study's objective by allowing the analysis of participant's experiences and perspective, which are crucial to understanding how classroom management helps to foster student involvement in spaces intended for learning English.

Data Collection Processing and Resources

Basic question and Explanation

Questions	Description
What	Interview about classroom management techniques
Where	At Unidad Educativa Santo Tomás de Aquino and Escuela de Educación Básica Particular Océano Pacífico
When	Academic period 2026-1
How	One-on-one interview (8 Open-ended questions)
What for	To analyze the classroom management techniques used by teachers of English as a foreign language to improve engagement in primary school students.

Population and Sample

According to Nurhafizah et al. (2023), the population is the entire group of people who possess the characteristics relevant to a research study, and the sample is a selection from the same group chosen to represent it and provide significant data. In research, the term “population” refers the entire set of subjects or elements that share specific characteristics to the investigation. However, the resource and time limitations make studying all participants of a population is often impractical. Also, Nurhafizah et al. (2023), said a sample is chosen to represent the population and provide relevant information about the phenomenon being investigated. Consequently, the sample for this research consists of five EFL teachers from two private schools with knowledge of the topic and experience teaching English to elementary school students.

Chapter IV

Analysis of Findings

Brief explanation of the findings

This chapter is conducting to analyze the information gathered through interviews with English teachers about the topic “Classroom Management in Improving Student engagement in EFL classrooms”. The data collected reveals teacher’s perspectives and experiences regarding how classroom management techniques, such as positive reinforcement and classroom routines, promote student motivation and improve student engage in English classes. This section also includes interpretation of the data obtained from the interviews and the discussion of the samples’ responses vs the bibliographic review.

Interpretation of data collected from interviews

Table 1

Interview responses and relevant statements

Questions	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
Could you describe the classroom routines you usually implement during your English classroom?	Greeting routine, songs, emotional check-in, classroom transition.	Greetings, lesson review, vocabulary practice, formative review	Warm-up, songs, stretching, textbook activities, role-play games.	Greeting songs, circle games, and physical exercises.	Attendance, stretching, feedback on previous lessons, and warm-up.
How do these classroom routines help maintain student motivation and engagement during the classes?	Varied routines, interactive activities, games, technology, participation	Teaching materials creativity, active participation.	Help students know what to expect, organization, student awareness	Concentration, participation, motivation, comprehension.	Reviews, prior knowledge, differentiated instruction, motivation.
How do you use positive reinforcement in your English classes to	Praise, constructive feedback, recognition of	Positive phrases, encouragement, supportive	Praise, passion acknowledges, participation	Rewards, praise, songs, stickers, engaging	Reward system, points, incentives, participation,

encourage student motivation and participation?	effort, confidence	feedback, motivation.		activities, motivation	sustained motivation
In your experience, how do students usually respond when positive reinforcement is used during English classes?	Participation, recognition, satisfaction, motivation, and interactive activities.	Incentives, healthy competition, participation, and motivation.	Positive review, self-assurance, emotional support, and passion.	Confidence, engagement, learning motivation, positive attitude.	Age difference, passion, incentives, intrinsic/extrinsic motivation, and involvement.
From your perspective, what do classroom routines influence in students' motivation and engagement in EFL classrooms?	Songs, games, variety of activities, keeping students' attention, inspiring them, and active learning.	Student needs, active participation, engagement, and multimodal activities.	Predictability, motivation, student focus, participation, and classroom organization.	Joy, positive attitude, dynamic routines, and engagement.	Attention control, predictability, security, and safe environment.
In your experience, how does positive reinforcement influence students' willingness to participate and learn English?	Learning improvement, vocabulary practice, formative assessment, and motivation.	Incentives, praise, dynamic activities, motivation, and participation.	Confidence, passion, involvement, speaking practice, and overcoming difficulty.	Games, competition, rewards, participation, and motivation.	Constant learning, self-motivation, exposure to English, and autonomous learning
What challenges have you experienced when implementing routines or positive reinforcement in your English classes? How have you addressed those challenges?	Clear expectations, communication, student behavior, classroom control, and emotional support.	Fear of the English language, insecurity, motivation, family support, and interactive activities.	Variety, student voice, flexibility, and participation in decisions.	Shyness, nervousness when speaking, encouragement, and meaningful activities.	Language challenges, student attention, large groups, learning preferences, and differentiated instruction.
Based on your teaching experience, what recommendations would you give to other EFL teachers for using classroom routines and positive reinforcement to	Teacher motivation, lesson planning, interactive materials, and love for teaching.	Personalized methodology, teacher adaptation, technology integration, and interactive learning.	Balance between routine and creativity, rewards, feedback, and diversity.	Inspiration, dynamic activities, motivation, and teacher attitude.	Clear instructions, adaptability, consistency, flexibility, and knowing students.

**improve student
engagement?**

Note: This table explains and restates the participants' responses; the statistics show the most significant conclusions from the sample on classroom management in improving student engagement in EFL classrooms.

Table 2

Implementation of Classroom Routines in primary EFL classrooms

Questions	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
Could you describe the classroom routines you usually implement during your English classroom?	Greeting routine, songs, emotional check-in, classroom transition.	Greetings, lesson review, vocabulary practice, formative review	Warm-up, songs, stretching, textbook activities, role-play games.	Greeting songs, circle games, and physical exercises.	Attendance, stretching, feedback on previous lessons, and warm-up.

Note: The following table outlines the responses of the interviewees about their implementation of classroom routines during the English classroom

The interview results revealed that the five participants systematically implement classroom routines in their English classes, creating an organized and dynamic environment. Although teachers' activities are diverse, common routines include greeting students with songs, having a short dialogue, giving feedback on past lessons, leading warm-up exercises and stretches, and getting them ready for the lesson of the day. These routines are considered essential for encouraging student attention and fostering a supportive learning environment. Among the techniques that were most commonly cited were greeting routines; teachers noted that students feel more prepared and confident to start when they are greeted with songs or asked how they are feeling. Similarly, several teachers emphasized the importance of reviewing topics already covered before introducing a new one, as this strengthens what students learn.

These findings align with those of Benzaid & Kadja (2025), who claim that established classroom routines offer structure and predictability, enabling kids to feel safe and

actively engage in activities. Similarly, Wong & Wong (2009) maintain that effective routines improve classroom organization and increase instructional time by helping students understand expectations from the beginning of the classes. The participants' responses indicate that classroom routines do not have to be repetitive, but rather didactic techniques with a defined purpose that facilitate students' preparation for learning, increase classroom organization, and encourage participation during English classes.

Table 3

Classroom routines as a technique to promote student motivation and engagement

Questions	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
How do these classroom routines help maintain student motivation and engagement during the classes?	Varied routines, interactive activities, games, technology, participation	Teaching materials, creativity, active participation.	Help students know what to expect, organization, student awareness	Concentration, participation, motivation, comprehension.	Reviews, prior knowledge, differentiated instruction, motivation.

Note: This table demonstrates a resume about the classroom routines that teachers implement to help student motivation and engagement

Participants agreed that classroom routines play a fundamental role in maintaining student motivation and engagement in English classes. Also, they mentioned how important it is to adapt routines to students' needs because doing so improves their motivation and engagement with the learning process by making them feel good about themselves and the teacher. Teachers indicated that using a variety of activities, such as songs, games, reviews, and creative materials, keeps students focused, promotes engagement, and making easier for them to understand new topics. Additionally, they emphasized that kids feel more confident and prepared for each lesson when routines are predictable

These findings are consistent with Benzaid & Kadja (2025), who argue that classroom routines promote student's active engagement by providing structure and reducing uncertainty in EFL classrooms. Similarly, Ye (2024) explains that supporting classroom environments

and effective instructional techniques help maintain student attention, motivation and engagement, while Dörnyei (2001) argue that students are motivated when classroom activities are varied and meaningful to their learning experiences, their participation and motivation increases. According to the participants' answers, classroom routines are educational techniques that support student motivation and engagement while promoting active involvement in English classrooms.

Table 4

Positive Reinforcement techniques to encourage student motivation and participation.

Questions	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
How do you use positive reinforcement in your English classes to encourage student motivation and participation?	Praise, constructive feedback, recognition of effort, confidence	Positive phrases, encouragement, supportive feedback, motivation.	Praise, passion acknowledges, participation	Rewards, praise, songs, stickers, engaging activities, motivation	Reward system, points, incentives, participation, sustained motivation

Note: This table illustrates how respondents use positive reinforcement to encourage student motivation and participation

The findings revealed that all participants regularly use positive reinforcement as a technique to increase student motivation and encourage active participation in English classes. They used the verbal praise, stickers, encouraging remarks, reward systems, and extra points as forms of positive reinforcement to encourage student motivation and engagement. Also, the teachers emphasized that when their efforts are recognized rather than their faults, positive feedback is provided, and a supportive classroom environment is created, the students feel more secure and confident without fear of making mistakes while engaging in English activities.

These findings are consistent with those of Maisarah (2024), who argues that by fostering a supportive learning environment and appreciating students' efforts, positive reinforcement can improve students' motivation, confidence, and classroom involvement. In

the same way, Dörnyei (2001) says that encouraging feedback from teachers increases students' confidence and willingness to communicate, encouraging greater engagement and motivation in EFL classrooms. Furthermore, Deci & Ryan (2014) argue that supportive feedback enhances students' sense of competence, which contributes to higher levels to intrinsic motivation. In general, the participants' responses demonstrate that positive reinforcement is not only the use of rewards but also represents a pedagogical technique that promotes student confidence, reduces anxiety about mistakes, and fosters constant motivation and participation in English classes.

Table 5

Students' responses to positive reinforcement

Questions	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
In your experience, how do students usually respond when positive reinforcement is used during English classes?	Participation, recognition, satisfaction, motivation, and interactive activities.	Incentives, healthy competition, participation, and motivation.	Positive review, self-assurance, emotional support, and passion.	Confidence, engagement, learning motivation, positive attitude.	Age difference, passion, incentives, intrinsic/extrinsic motivation, and involvement.

Note: The following table summarizes participants' experiences regarding how students respond to positive reinforcement during English classes.

In this question, the participants consistently reported that students respond positively when positive reinforcement is incorporated in English classes. According to the teachers, positive reinforcement also promotes positive emotional responses such as happiness, enthusiasm, and greater confidence when their efforts are recognized through praise or rewards. Most participants emphasized that students become more willing to answer questions, complete activities, and interact with the teacher. One participant also observed that younger students tend to respond more enthusiastically, while older students are often motivated by rewards.

In this research, teachers perceived that praise, rewards, and encouraging feedback increased student's participation and motivation during English classes. These findings are consistent with Maisarah (2024), who argues that positive reinforcement promote students' confidence, motivation and engage by recognizing their efforts and achievements. Similarly, Deci & Ryan (2014) explain that supportive feedback enhances students sense of competence, increasing their intrinsic motivation and engagement. In addition, Wang et al. (2024) emphasizes that positive reinforcement in classrooms contribute to higher levels of student engagement in EFL contexts. These responses indicate that positive reinforcement influences positively both students' emotional well-being and their classroom behavior; by fostering confidence, motivation, and participation, positive reinforcement helps create a positive learning environment that supports student engagement in EFL classroom.

Table 6

Influence of classroom routines on student motivation and engagement

Questions	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
From your perspective, what do classroom routines influence in students' motivation and engagement in EFL classrooms?	Games, songs, workshop help maintain students' attention and increase their engagement.	Motivating routines that include visual, auditory, and kinesthetic activities encourage students to participate according to their learning preferences.	Students concentrate better because they know the sequence of activities. Warm-ups and routines with rewards motivate them to participate and follow instructions.	Changed student's attitudes toward English by using music and games, increasing their motivation and engagement.	Provide a safe environment because students know what to expect, reducing distraction and helping them stay focused.

Note: This table summarizes the participants' perspectives on the influence of routines in student motivation and engagement

The participants agreed that classroom routines have a positive impact on student motivation and engagement, as they create organized, structured and predictable learning environments. Most teachers stated that routines allow students to understand what to expect

in each class, concentrate and become more involved in activities of the classroom. Several participants emphasized that include songs, games, visual elements, and exercises appropriate to different learning styles increase student's interest in learning English and motivates to remain engaged throughout the class. One participant also noted that consistent routines provide students with a sense of security, reducing distractions, and enabling them to focus on their learning.

These results align with Ye (2024), who argues that well-organized and supportive classroom increase student participation by encouraging active engagement and sustaining their attention during the English classes. Likewise, Benzaid & Kadja (2025) explain that classroom routines establish predictable learning environments, which reduces uncertainty and encourage students to participate confidently in classroom activities. Similarly, Wang et al. (2024) found that favorable classroom conditions and clear instructional practices promote to great participate in learning language by boosting student confidence and motivation.

Table 7

Influence of positive reinforcement on student's willingness to participate in EFL classrooms

Questions	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
In your experience, how does positive reinforcement influence students' willingness to participate and learn English?	Learning improvement, vocabulary practice, formative assessment, and motivation.	Incentives, praise, dynamic activities, motivation, and participation.	Confidence, passion, involvement, speaking practice, and overcoming difficulty.	Games, competition, rewards, participation, and motivation.	Constant learning, self-motivation, exposure to English, and autonomous learning

Note: The following table summarizes the participants' experiences on how positive reinforcement influences student participation and learning of English.

All participants considered the positive reinforcement an effective technique for increasing students' willingness to learn and participate in English classes. The teachers stated that praise, rewards, games, and positive feedback stimulate students to participate more actively, practice vocabulary, and obtained greater confidence in using the language. Some

participants also said that positive reinforcement increases student interest beyond the classroom, as some continue to practice English autonomous ways using videos, digital applications, and other learning resources. Furthermore, participants acknowledged that positive reinforcement helps reduce student's fear of making mistakes, creating a more favorable environment for language learning.

This finding support to Maisarah (2024), who explains that positive reinforcement promotes student motivation, confidence, and active participation in the learning process. Furthermore, Dörnyei (2001) emphasizes that positive teacher feedback increases student's willingness to communicate and engage in language learning activities. In addition, Deci & Ryan (2014) suggest that recognizing student's efforts fosters their intrinsic motivation, encouraging them to continue learning both inside and outside the classroom.

Table 8

Challenges and adaptations in the implementation of classroom management techniques

Questions	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
What challenges have you experienced when implementing routines or positive reinforcement in your English classes? How have you addressed those challenges?	Clear expectations, communication, student behavior, classroom control, and emotional support.	Fear of the English language, insecurity, motivation, family support, and interactive activities.	Variety, student voice, flexibility, and participation in decisions.	Shyness, nervousness when speaking, encouragement, and meaningful activities.	Language challenges, student attention, large groups, learning preferences, and differentiated instruction.

Note: This table summarizes the experiences and approach of teachers when implementing classroom management techniques in EFL classes.

Although the participants identified the advantages of classroom routines and positive reinforcement, they also described multiples challenges in implementing these techniques. Among the most frequent challenges were managing behavior, maintaining student's attention, addressing student's fear of speaking English, and managing large classes; in addition, adapting activities to varied interests and learning styles of the students. The

teachers indicated that they use interactive tasks such as games, songs, role-plays, digital tools and group learning experiences to address these challenges. Furthermore, they emphasized the importance of communicating with families, defined clear expectations in the classroom and allowing students contribute ideas for activities, the way that fostering a more motivating and inclusive learning environment.

These results are consistent with those of Emmer & Evertson (2013), who state that an effective classroom management need constant adaptation to student's needs, clear expectations, and flexibility. Similarly, Nguyen & Le (2024) point out that student participation in EFL classes, student diversity, classroom design, and the appropriateness of activities are some of the challenges EFL teachers face when attempting to implement active teaching strategies. Therefore, teachers are required to vary their teaching strategies and create a learning environment that responds to students' characteristics. Also, Ye (2024), notes that if teachers adjust their teaching methods to student's interests and offer relevant opportunities for participation, motivation, and student engagement increases.

Table 9

Teachers' recommendations for effective implementation of classroom routines and positive reinforcement

Questions	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
Based on your teaching experience, what recommendations would you give to other EFL teachers for using classroom routines and positive reinforcement to improve student engagement?	Teacher motivation, lesson planning, interactive resources, and love for teaching.	Personalized methodology, teacher adaptation, technology integration, and interactive learning.	Balance between routine and creativity, rewards, feedback, and diversity.	Inspiration, dynamic activities, motivation, and teacher attitude.	Clear instructions, adaptability, consistency, flexibility, and knowing students.

Note: This table shows keywords regarding participants' recommendations on classroom management techniques to improve student participation.

The participants recommended that EFL teachers carefully plan their classes while remaining flexible necessary to adapt classroom routines according to students' needs and interests. They emphasized the importance of maintaining stable routines, incorporating games, songs, technology and interactive activities, and fostering a positive environment on the class that motivates students to participate. Furthermore, the teachers noted that positive reinforcement should go beyond rewards, encouraging student confidence, recognize their effort and establish supportive relationships between student and their teachers. An additional recommendation was that teachers understand their student's learning preferences and individual needs for create meaningful and motivating English classes.

These recommendations are consistent with the Wong & Wong (2009), who argue that effective classroom routines should be consistent, but also flexible enough to attendance the needs of the students. Furthermore, Ye (2024) says that supportive classroom environments, meaningful learning practices, and supportive relationships between teachers and students, helps to the students participate more actively in Englis classes. Similarly, Benzaid & Kadja (2025) highlight that combining structure routines with interactive tasks helps teachers maintain student motivation and engagement during English classes.

Chapter V

Conclusions and recommendations

The overall objective of this research is to analyze how classroom routines and positive reinforcement used by English teachers promote student motivation and engagement in EFL classrooms. After applying methodological instruments and conducting a qualitative analysis with bibliographic resources, findings of significant academic importance were obtained from interviews with five primary English teachers, conclusions and recommendations can be formulated based on the research and its results to improve motivation and engage.

Conclusions

The findings of this research show that classroom management techniques, particularly classroom routines and positive reinforcement, have a positive influence on student motivation and engagement in EFL classrooms. Participants agreed that activities help create dynamic and structured learning environments where students feel more confident, motivated, focused, and willing to participate during English classes. Thus, the research shows that good classroom management enhances student motivation and engagement in learning English as a foreign language in addition to helping to keep classrooms organized.

The findings of the analysis revealed that classroom routines are necessary to keep students motivated and engaged. Teachers noted that routines, such as greetings, songs, warm-up exercises, review of previous lessons, games, and structured sequences, were very helpful for students to understand expectations regarding their behavior and participate during the English classes. Also, these classroom routines establish a dynamic and predictable learning environment that boosts student confidence and accelerates the learning process.

Positive reinforcement is an effective classroom management technique for improving student motivation and engagement in English classrooms, according to the data gathered. In order to acknowledge students' achievements and effort during participation, the teachers who were interviewed mostly used stickers, reward systems, words of praise, positive feedback, and extra points. These techniques encourage students' confidence, reduce their fear of making mistakes, and, most importantly, motivate them to participate more in class activities.

From teachers' perspectives, students learn in an interactive environment when positive reinforcement is combined with good classroom routines. They identified continued difficulties like diverse learning styles, shyness, and the need to maintain attention, but noted that by engaging in some of these activities, such as using interactive resources and maintaining flexible yet consistent they were able to overcome them. Overall, the participants believed that using both techniques is essential to improving meaningful student engagement in EFL classrooms.

Recommendations

Regarding the effectiveness of classroom management, all the data collected throughout this qualitative research through theoretical information, teacher's perspective, conclusions and suggestions have led to the following recommendations to improving student engagement in EFL classrooms.

English teachers in elementary schools are recommended to create routines that are clear, consistent, and adapted to the needs of their students based on the findings of the research. To keep the classroom organized and encourage active student participation during English classes, these routines should include engaging and motivating activities, like games, songs, warm-up exercises, and feedback sessions.

Similarly, it is recommended to consistently use positive reinforcement, like giving praise, constructive feedback, and appreciation of effort, with precedence over material rewards. As a result, students will feel more confident, motivated, and interest to engage in English learning activities.

It is also recommended that teachers modify their classroom management techniques in accordance with the interests, needs, and learning preferences of their students. To this end, they should use a variety of exercises, technological resources, and engaging teaching strategies that sustain students' attention and engagement throughout the class. These recommendations will help to implement effective classroom management in which both students and teachers are involved, enhancing the learning process and improving student engagement in EFL classrooms.

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Annexes

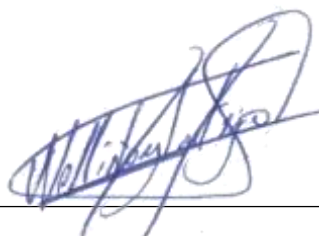
Annex A: Certified Anti-Plagiarism System

La Libertad, 30 de julio de 2026

Certificado Sistema Anti-Plagio

En calidad de tutor del Trabajo de Integración Curricular denominado “CLASSROOM MANAGEMENT IN IMPROVING STUDENT ENGAGEMENT IN EFL CLASSROOMS” elaborado por la estudiante TIRCIO BAIDAL WENDY TAMARA 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, y luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación se encuentra con 7% de la valoración permitida, por consiguiente se procede a emitir favorablemente el presente informe.

Atentamente,

A handwritten signature in blue ink, appearing to read 'Wellintong Segundo Intriago Alcívar', is written over a horizontal line.

Lcdo. Wellintong Segundo Intriago Alcívar, M.Ed.

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Annex B: Questionnaire**“Classroom Management in Improving Student Engagement in EFL Classrooms”****General Objective:**

To analyze how classroom routine and positive reinforcement are used by EFL teachers to promote student motivation and engagement in EFL classrooms.

Confidentially: Use only for research purposes

Interviews

Question 1: Could you describe the classroom routines you usually implement during your English classroom?

Question 2: How do these classrooms routines help maintain student motivation and engage during the classes?

Question 3: How do you use positive reinforcement in your English classes to encourage student motivation and participation?

Question 4: In your experience, how do students usually respond when positive reinforcement is used during English classes?

Question 5: From your perspective, what do classroom routines influence in student's motivation and engagement in EFL classrooms?

Question 6: In your experience, how does positive reinforcement influence student's willingness to participate and learn English?

Question 7: What challenges have you experienced when implement routines or positive reinforcement in your English classes? How have you addressed those challenges?

Question 8: Based on your teaching experience, what recommendations would you give to other EFL teachers for using classroom routines and positive reinforcement to improve student engagement?

Annex C: Interview Transcript

1.- Could you describe the classroom routines you usually implement during your English classroom?

Participant 1. First, I start with the greetings. These greetings can be a song. These songs have to be educational. I start with the “Hello-Hello!” This one is very interesting because I work with the children. So, I have to do this where the students can change the environment. Like now we are in the class in English. So, first can be singing. Can be make another question like, how are you? Are you happy? Or are you hungry? And telling them why. Why you are like that. So that's the first routine that I do before start my class.

Participant 2. When I start my English classes, my routine always begins with basic dialogues with the children, such as greetings like “Good morning”, “Hello Kids”, and “How are you?”. Then I start with a brief review of the previous classes. In this case, with the younger classes, we're working on vocabulary words, and I start introducing easy words. We also use didactic materials, doing activities like “point to this letter” or spelling exercises. Once I'm sure the children understand or remember the previous lesson, we begin the class for the day. At the end, I do the same thing, an oral review of what we've covered to check if the students understood and paid attention in the class.

Participant 3. Yes, we always start with a warm-up using songs or stretches, and then we prepare for the lesson. Sometimes we use the textbook. We use the grammar box in the books we use in English class. And then, as a final activity, we use some exercises to assess the students' knowledge. These can be grammar or vocabulary exercises. For example, I often use role-playing games to assess when we're learning new vocabulary. Sometimes it depends on the day because we also use a lot of work wall activities.

Participant 4. Okay, at the beginning of the first grade, I start by singing, and they also begin to sing the greeting song I usually sing at the beginning. Then I stop singing, and I

see that they continue singing. I also usually do circle games or physical exercises to get the children motivated for the class. They already know the daily routines in my classes, so when I come in, they already know what we're going to do.

Participant 5. My classroom routine usually begins by checking that all the students are in the classroom. We do some physical exercises and stretch with songs, and then I tell everyone to sit down. I try to take attendance if I can; that's not always possible, but I try at the beginning. Then I start giving feedback on the last week or the last class, trying to engage them with the new topic by asking questions about what they learned recently, or we do an activity. It really depends on the group, their mood, and whether they're behaving well. I try to start the class right away. If they're misbehaving, I have to be firm and direct. That really depends on the warm-up; it's usually like checking and reviewing what they already learned in class.

2.- How do these classrooms routines help maintain student motivation and engage during the classes?

Participant 1. Well, these routines help a lot because I prepare for each class and vary the activities. Like I need to be like do another activity, for example, I start with the songs and the next time the routines can be a little game about the topic we are to learn. and this game can be using for me and the projector. They help me a lot because the students, they are like interesting. They want to participate and them are "I know this" and "I want, teacher, please" "I want I want". And that's why it's very interesting for me because that's why the English, you know, it's not just like English I can. I don't understand is, also can be interesting for them. And that's why I use for the Internet and the platform the Santiana we have on this school. Also, I need to be changed like for other activities because I need the attention of the students that like using another like routines. It's very like, I don't know, like challenge.

Because the student most the children need the attention of them and the attention is like five minutes, no more.

Participant 2. In this case, I've realized that if you use traditional teaching methods where you write or repeat things over and over, the child initially loses focus or gets bored. So, I requested teaching materials. I work with all my students using these materials. Since the children I work with enjoy going to the board and writing, I implemented the use of a drawing board. When I say, "Let's work on this topic," the child can express themselves through drawing, connect with the topic, and feel involved in the English subject. At the same time, they enjoy expressing themselves freely. I don't use the typical approach of "take out your book, do this, complete the activity, and that's it."

Participant 3. With these routines I can apply the track of my students learning. I also can I defined the way that they are going to learn and they know what are they going to do. So, like they know the routines is more is easier for they like learning the new topic that we are seeing at the moment.

Participant 4. Routines help students concentrate better, feel engaged with the subject, and understand what is being taught. When this happens, they strive to participate and stay motivated to learn a new topic each day. Therefore, routines are extremely helpful for a child's English language learning, making them feel involved and engaged to the subject.

Participant 5. Well, in order to understand the new topics, they need to remember the oldest one. I've seen that they are more encouraged to participate when I offer a reward. I have a reward system with them and, and I'll tell them just right away "Today we're winning a reward". Like I teach the older students second and third grade from bachelorship, but also elementary school students. So, it's really different from all of those groups. But I know that each of them has different styles of learning. I know that I have to make them happy in order to them to participate.

3.- How do you use positive reinforcement in your English classes to encourage student motivation and participation?

Participant 1. Okay, as was told you, like say all the students, they did great. Even when I just saw a little answer or were very like, whatever you say. When I make a question about the topic we are learning the students, they like raise your hand and participate. And even when that's wrong answer. I say "yes, you can maybe say this, but that's well" "that's very well, that's a great job". So, I have to tell them that they did a great job even when somewhere it's very incorrect. I have to be positive for them when they are learning English, so that motivates very much to the students.

Participant 2. In terms of positive reinforcement, I don't usually use stickers, but I do use praise like "excellent," "very good," and "keep improving," although I don't use the latter; instead, I use phrases like "You can do it, try again," because I think "keep improving" can demotivate children or make them lose concentration, which causes them not to want to participate. So, I say them "Try it again, come on, you can do it." I'm not telling them they made a mistake, but rather motivating them to do better.

Participant 3. I use like positive phrases to help the students that know that they are doing a good job. And these phrases help them a lot because they feel like motivated and like they are like a little bit more enthusiastic for participating in the English classes.

Participant 4. Well, the positive reinforcement I usually use is stickers or stamps with smiley faces. Also, when we're starting classes, there are sometimes a few students who get bored or don't like the class, so I try to make it more engaging with songs about the topic we'll be covering, so that little by little they get involved in the subject, earning praise from me. When that happens, the student's motivation increases.

Participant 5. As I said before, I have this reward system. They have to complete four or five signatures that I have in order to have or to obtain points, and they're really motivated

by that because they love collected the signatures when they complete a task o participate in classes. When I first started teaching, I didn't know how to motivate them. They were like the classes; they were not really interested in participating because English is so hard for them. The speaking skill, especially for completing, they were not motivated. But then I brought this to them, the signature system. And until now, earlier I was checking their signatures and they were really desperate to get them all because it's, it's like a price for them. They know that if they have five or four for 10, they're really happy. And if they have more than that, I have told them that they can get one extra point for their test for their Evaluation test, and that really motivates them.

4.- In your experience, how do students usually respond when positive reinforcement is used during English classes?

Participant 1. They respond and a positive when I see the faces and they are happy, even when the I told them the answer is like very weird but somewhere is correct when I make question for them, and that's why I implement the positive reinforcement. I make questions, workshops, it's very interesting and I did these workshops to them, for example this workshop is like thinking about them, activity can be interesting for them, mark in circle, completed sentences or match, I need to be cheating for each question for that respond correctly, so that's what motivates the students.

Participant 2. Well, I've noticed that the students I'm working with are at least competitive, and if I see that one of the students only participates, I congratulate him. Sometimes, for example, if the topic is numbers and only one student participates, I give him an extra point. That serves as motivation for everyone and encourages them to participate in the next question or the next class. At least among them, I've noticed healthy competitiveness, without any conflicts or disagreements arising between them.

Participant 3. Well, they feel happier when this happens because they've always told me that not many teachers do that, since they only give negative feedback during class. That's why they know they really like to hear positive reinforcement. So, I try to use a lot of these phrases because it's important for students to know they're doing a good job and that they're improving their skills.

Participant 4. Well, I have noticed that positive reinforcement helps them a lot, not only in their learning but also in building their confidence, and that motivates not only them but me as well. I'm happy to know that they are engaged to learning something new every day and that they grasp what they are being taught. They respond positively every time I use this positive reinforcement.

Participant 5. Well, the younger students, they're really bright, they're really energetic, so they respond very well, and they have a lot of things to say. But the older students, they kind of want just to get points and that's it. They are not really interested in learning the language. But the younger students, they are more moldable I will say, and they are so happy with it. I really love their reactions because that also motivates me to teach them with more dynamic stuff with maybe more kinesthetic or physical experiences for them.

5.- From your perspective, what do classroom routines influence in student's motivation and engagement in EFL classrooms?

Participant 1. For my perspective, I was told you that the time to prepare themselves these activities, all of this, it can be the games, it can be the songs, the workshops and we are working on the books on notebooks and everything so that activities can be changed for them. Because I need their attention, I was told you. And that's why I think that to me the routines bring these students motivations for English.

Participant 2. I have noticed that when I implement motivating routines, children are eager to learn more, to put in the effort, and to delve deeper into the subject matter. For

example, some children don't want to write, others prefer listening, and still others prefer speaking. So, I try to incorporate all of these elements so that each child feels a connection to the subject matter, and that's what motivates them. I don't focus on just one aspect; I try to incorporate visual, auditory, and kinesthetic learning. I don't limit them to just one style because I feel that would discourage them.

Participant 3. Well, as I say before and these routines help a lot of because the students know what are they going to do during the class and they are like more concentrating in the class. They know what are they going to do. So, they are waiting for the instruction to do the activity. For example, in my classes they always know that first we do a warm-up activity. They are like so concentrating in the warm-up activities because they win points during these activities and they are like so excited about this. Okay, so I can say that this helps us a lot because the students feel motivated for learning and you can work with it into a good class.

Participant 4. Okay, in my perspective at first I realized that there were students who didn't like English and didn't like learning a new language, but with the routines I have implemented I realized that they are motivated to learn with music or games; they like that. So, I can say that the routines do have a great influence, not only on participation but also on their own learning.

Participant 5. Well, I believe classroom routines are very important because it creates this safe space for them. If they don't know what to expect or what to do next, they feel lost, they don't know what to do. They lose the attention right away, and they just want to sleep or whatever they have to do. They get distracted very easily if they don't have a routine. If I start doing always, they, they feel safer, I would say. So, I believe it's very important for them.

6.- In your experience, how does positive reinforcement influence student's willingness to participate and learn English?

Participant 1. In my experience, this positive reinforcement impresses students, as it allows them to grasp the entire topic and vocabulary. Therefore, when I ask questions as if they were giving oral lessons, I need to know if the students already know everything we're learning. I create vocabulary lists or short games and observe whether the students already know these concepts or the topic we're covering in each unit or classes.

Participant 2. In my experience, positive reinforcement has a huge influence. For example, with the teaching materials I'm using, I make my activities dynamic and fun so that the children are motivated to participate. Some get extra points, others receive praise, and through this, I realize how it motivates the children to learn English every day.

Participant 3. Okay, I always say that English is a hard subject to teach because not all the students like English. So, we have like the challenge during our classes. And when you use this positive reinforcement while the students feel like enthusiastic about this and they want to participate in the classes. And as teachers, we know that during our classes, one of the principal things that we need to do is that the students participate during the classes because they need to practice the vocabulary, they need to practice their speaking skills, and we need to evaluate that, if they don't participate. So, we need to use this a lot during our classes in order to have the student participating during the activities.

Participant 4. Well, in this case I have noticed that among the students there's a sort of race or competition where one participates more than another, and so on. So, with the games I play, I usually give them extra points or some reward to motivate them to want to participate.

Participant 5. It influences a lot because they, they want to continue, they want to keep practicing English. They get really motivated. They want to participate. They do participate more. The biggest reward that I have is when they come to the next. They come to me and they just say, "miss" or "teacher, I checked a animate video in English last night and I

understood." Or "I watch a video that you send" or "I complete the strike in Duolingo" and I just say, "oh, that's so awesome." I try to keep motivating them because I believe that the English exposure outside the, Outside the classrooms, it's like one of the biggest and essential strategy that they need to do to understand and to keep learning English.

7.- What challenges have you experienced when implement routines or positive reinforcement in your English classes? How have you addressed those challenges?

Participant 1. It's very challenging for me because the students' behavior is very complicated. I don't know how to describe it, but the most challenging thing is the behavior itself. I work with early childhood education classes, and I've noticed these behaviors, I have the support of the families. But the behaviors are sometimes very dangerous. It's like I need to work with them, or I don't know. I think it's a behavior that's trying to say "No." But I think that's when I need to be clear with them about these routines. And I don't know how to describe it, but when I give them the time and space to explain everything before class, I think I have their attention. And I need to do this at the end of class: "You have a good outline, but you need to concentrate," "You need to look at your teachers and your classes." Explain it to them in every class in a calm way so they don't think it's a scolding.

Participant 2. Well, the challenges I've faced have been keeping the children engaged and helping them learn the language. Some children have been shy or afraid, saying things like, "Miss, I don't understand," or "Miss, I don't know English," or "Miss, it's difficult for me." First, I talk to the parent or guardian because it's important to remember that good teaching isn't just about the teacher; it's a collaborative effort between the parent, the student, and the teacher. We all have to work together. If some children struggle a bit, I try to avoid simply repeating things over and over, or just working from a textbook, or just talking and having them listen. I try to make my classes dynamic so everyone interacts, incorporating games, role-playing, and board games. I try to ensure

they don't see the language as something difficult or rigid, so learning isn't hindered. I try to find other ways for the children to understand little by little and become motivated to learn.

Participant 3. Well, one of the challenges can be the not all the time the students like the routines or like do the same activities. They are days in which the students are like “teacher, we want to try something new” or “why we cannot do something different.” For example, they want to play outside the classroom or they want to do another activist. This is one of the challenges that I have experienced when I gave them positive reinforcements. I haven't experienced something like negative because as I told you before, the students like this kind of things, these kind of phrases or points that we give to them in order that they feel motivated during the classes. When this challenge appears, what I try to do during the classes? Is I give to them the opportunity to give me some ideas. So, I take those ideas and I try to do one or two things, what they told me to do. And I feel that like they are part of the classes and they are part of the decisions that we do on the classes.

Participant 4. The challenges I have faced are when the children are afraid to speak, shy, nervous; they get inhibited and don't want to participate. That's one of the challenges I have encountered. I encourage them to participate through songs, videos, or games. I try to find things they like, and I try to incorporate the language into real-life situations so they can grasp what they are being taught. I give them words of encouragement because, well, we are not native English speakers here, so we are teaching them for future experiences.

Participant 5. Ok, the biggest challenge is for English teachers is that we try to teach the entire English lesson in the target language, which is English, and they get lost. They can try to understand, like the first few sentences, but they get distracted. They get discouraged if they don't understand, and they just give up. That's one of the biggest

challenges. Also, the other one is when there is a large group to teach. It's really challenging because the students you can get their attention through a really fun warm up but then they get uninterested. How do I address that? Well, first of all I need to really the first weeks of knowing them, they know me. I try to see what they like. If they get interested in work wall activities, in pictures, if they like the lessons way more when we are teaching with or through flashcards, if they like digital activities or if they like more listening ones or kinesthetic ones, they like to move or if they like to work in groups better. They also get encouraged when others participate or there are other groups that just like to work by themselves alone one by one. So, it's really the thing is to see what they like and do what they like, what they want to do. It's a good thing.

8.- Based on your teaching experience, what recommendations would you give to other EFL teachers for using classroom routines and positive reinforcement to improve student engagement?

Participant 1. I have many. First, we need to know how to plan our classes with additional structure, like a warm-up, so that this time can be interesting again for the students. We have the main activities, so we can include resources like videos, songs, games about the vocabulary we need to learn, and a graphic design app where we can use all the interesting questions about the topic. Another recommendation for all teachers is to love the students and love English because if you love what you're doing, you can show your students that learning another language, even if it's just this one class, will make you love understanding people and cultures. It's beautiful to learn. That's why this recommendation is for all teachers.

Participant 2. Well, at first, it will be a little difficult since you have to find your own learning methodology. A teacher might tell you, "Apply this technique" or "Do this technique here," but that technique or methodology might have worked for that teacher, but it's not the same as it working for you. It's recommended that you find your own methodology, one that

you feel will work for the children's learning. Nowadays, children use technology, so we have to try to incorporate technology into the current teaching methodology we're going to use and try to make the classes interactive, not the traditional way. There's a lot of educational and technological material available today that can help create a fun class where children feel engaged in learning and teachers in teaching.

Participant 3. The routines are good to have routine during the classes, but it's also good that we try to do something new during the class. But as I told you know, the students not always, always like to do the same all the days. So, we need to break this and do something new in order to have the student motivated during the classes. And also, we can try to use and new ideas in which we can use the positive reinforcement. Like for example, maybe we can use stickers to give them positive feedback, or we can have activities in which they can do as free in order to say "you are doing a good job," these are my recommendations.

Participant 4. My recommendation would be to always show motivation, enter the classroom smiling, give students a positive attitude, use songs with basic vocabulary so that the children adapt and learn, and use different activities or dynamic methods because sometimes using only one teaching method tends to bore children over time. Therefore, try to implement different ways of teaching the subject so that the child maintains an engagement to learning the English language.

Participant 5. The few that comes to my mind right now because I will say I have a lot of recommendations. But right now, I think about being consistent when you plan your class, when you prepare a lesson, try to think how will they react and if they you would like. But also, you just don't have to follow strictly the lesson planning. Because sometimes the students are in weird mood or they are tired. What if they

just come from the break and you planned a big warm up and they are all tired? That will be nonsense like why will you try to do a physical activity if they are already tired. But

also, about routines like be consistent, be consistent and do organized lesson because when as I said before, when they expect something from you, they feel safer and be ready for them. Prepare your materials and also know or get to know, get to know your students and try to do different things for different activities. Try whatever you want to try but you follow a routine that's, that's really useful for them. I learned, I learned that they get really distracted when they don't know what to do. They don't know what they're doing. So even if, if you need to speak in Spanish for them to understand the lesson, okay, just go ahead and try out a little bit of Spanish or you can use easier words for them to understand. That's really useful. And also, for the EFL teachers or I will say that in this country it's really difficult for them to feel encouraged or motivated to learn English because at the end of the day, they say, I'm not gonna be a teacher. But the reward for us is when they at least understood something tiny. But at the same time, when they appreciate that you feel valued also. But it's fine when you understand their true motives behind you. Try them to understand that it's useful for their life and later for their education.