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PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES**

**“CLASSROOM ENVIRONMENT IN
COMMUNICATIVE INTERACTION AMONG
STUDENTS DURING ENGLISH
LANGUAGE TEACHING”**

RESEARCH PROJECT

As a prerequisite to obtain a:

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**Author: FRANCO RODRIGUEZ ANDREA
CAROLINA**

MENDEZ HIDALGO NAHUM ALEJANDRO

Advisor: Lcda. Niola Sanmartín Rosa Elena, MSc.

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Advisor's Approval

In my role as advisor of the research paper entitled **CLASSROOM ENVIRONMENT IN COMMUNICATIVE INTERACTION AMONG STUDENTS DURING ENGLISH LANGUAGE TEACHING** prepared by **FRANCO RODRIGUEZ ANDREA CAROLINA and MENDEZ HIDALGO NAHUM ALEJANDRO**, 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,



Lcda. Niola Sanmartín Rosa Elena, MSc.

Advisor


Statement of Authorship

We, Franco Rodríguez Andrea Carolina with ID number 2450607177 and Méndez Hidalgo Nahum Alejandro with ID number 2450810417, undergraduate undergraduate students from Universidad Estatal Peninsula de Santa Elena, School of Education Science and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project "CLASSROOM ENVIRONMENT IN COMMUNICATIVE INTERACTION AMONG STUDENTS DURING ENGLISH LANGUAGE TEACHING" certify that this study work is our authorship, except for que quotes, statements, and reflections used in this research paper.



Franco Rodriguez Andrea Carolina

AUTHOR



Méndez Hidalgo Nahum Alejandro

AUTHOR

Declaration

The content of this degree and research work is our responsibility; the intellectual property belongs to Universidad Estatal Peninsula de Santa Elena



Franco Rodriguez Andrea Carolina

C.I: 2450607177

AUTHOR



Méndez Hidalgo Nahum Alejandro

C.I: 2450810417

AUTHOR

Board of Examiners



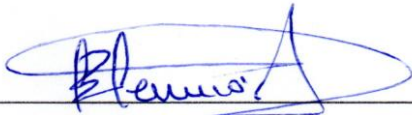
Ing. León Abad Eliana Geomar, MSc.

**PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES MAJOR'S
DIRECTOR**



Lic. Limones Borbor Julieta Verónica, MSc.

SPECIALIST PROFESSOR



Lic. Niola Sanmartín Rosa Elena, MSc.

ADVISOR



Ing. García Villao Rosa Tatiana, MSc.

UIC PROFESSOR

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Abstract

Communicative interaction is key to developing social and communicative skills in English language teaching, and a positive classroom environment fosters interaction between teachers and students through dynamic activities. Research analyzes the experiences and perspectives of teachers regarding the relationship between the classroom environment and communicative interaction in English language teaching during activities, exploring the methods, resources, and strategies they implement within the classroom environment to improve students' communicative skills. The research uses a qualitative approach based on an open-ended interview to English teachers to analyze and understand their perspectives and experiences. The results indicate that the classroom environment plays a crucial role in the teaching process and communicative interaction in the course, also, students to participate more actively and collaboratively. It is concluded that fostering a classroom environment allows students to improve and develop their communicative and social skills in English, as well as to create good teacher-student relationships. The research recommends fostering a teaching and learning environment based on respect and trust through collaborative work where communication is paramount.

KEY WORDS: Classroom environment, communicative interaction, classroom management, language teaching.

Resumen

La comunicación interactiva es clave para el desarrollo de habilidades sociales y comunicativas en la enseñanza del idioma Inglés y un buen ambiente de aula favorece a la interacción entre docente y estudiantes por medios de actividades dinámica. La investigación analiza la experiencia y perspectiva de docentes sobre la relación del ambiente del curso y la comunicación interactiva en la enseñanza del idioma inglés durante las actividades, explorando los métodos, recursos y estrategias que implementan con el ambiente del curso para mejorar las habilidades comunicativas de los estudiantes. La investigación utiliza un enfoque cualitativo basado en entrevistas de ocho preguntas abiertas a cinco docentes de inglés de colegio para poder analizar y comprender desde su perspectivas y experiencias. Los resultados de las entrevistas de los profesores señalan que el ambiente del curso juega un rol crucial en el proceso de enseñanza y comunicación dentro del curso, además los estudiantes participan de manera más activa y participativa. Se concluye que fomentar un buen ambiente de curso permite que los estudiantes mejoren y desarrollen la capacidad comunicativa y social en el idioma inglés, además crear buenas relaciones entre docente-estudiantes. La investigación recomienda fomentar un espacio de enseñanza y aprendizaje basado en el respeto y confianza por medio de trabajos colaborativos donde la comunicación sea primordial.

PALABRAS CLAVES: Ambiente de curso, comunicación interactiva, gestión del aula, enseñanza de Idiomas.

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Introduction

Nowadays, English is essential in everyday life, making it a global necessity as it is recognized as a global language for communication. In Ecuador, the level of English proficiency among the population is low due to various factors. This has led to its increased importance in recent years, as fluency opens doors to opportunities worldwide. The problem is that young students struggle to develop this foreign language due to ineffective teaching and learning strategies, one of the contributing factors being the learning environment.

Various methodologies have been developed to address this problem, and a key factor to examine is the classroom environment and how its organization can influence and facilitate student communication. This study is based on Vygotsky's sociocultural theory, widely recognized for its relevance to collaborative learning, along with Bruner's constructivist theory, which emphasizes the importance of a classroom environment that fosters exploration, discovery, and teacher guidance in the learning process.

The objective of this research is to analyze student performance using their classroom environment as a means to promote communication in English. The research will be conducted through qualitative interviews with teachers experienced in this context. This research project seeks to provide valuable information in this exploration of the classroom environment for communicative interaction in learning a new language and how its implementation influences active participation and academic performance through teacher experience, providing useful information for future generations of educators.

Chapter I

The Problem

Research Topic

Educational Innovation in the English Language

Classroom Environment in Communicative Interaction among Students during English Language Teaching

Problem Statement

In the context of teaching English in basic education, communicative interaction between students is a key element in the development of linguistic and social skills. The way the classroom is organized can hinder active and effective participation. The classroom environment can become an obstacle to communicative interaction between students and teachers due to various factors, such as the physical space of the learning environment (classrooms crowded with students), the teacher's management of the space, interpersonal relationships, lack of resources, lighting, among others. For example, a traditional classroom with chairs facing the teacher can hinder student interaction, affect student communication, and reduce opportunities for oral practice, while a flexible and dynamic design that encourages pair or group work can foster a more participatory, inclusive, and motivating environment.

Therefore, it is necessary to investigate how the characteristics of the classroom environment both physical and relational influence communicative interaction between students during English language teaching activities, in order to propose strategies that optimize this environment and promote more participatory and meaningful learning. According to Rajendran (2024) “Classes with too many students have a negative impact

on learning, as they hinder effectiveness, given that both teachers and students face difficulties in communicating effectively during lessons.” Interactive communication tends to become more complicated as the number of students increases, also, teachers are constrained in their methodological strategies by these same conditions.

The organization of the classroom enhances student ability to track lessons so they can actively participate in educational activities. The absence of a stimulating and well-managed classroom environment can lead to student passivity, a lack of confidence in expressing themselves in English, and a reduced willingness to collaborate with their peers. This problem is especially relevant in environments where English is not the native language and oral practice is restricted almost exclusively to the classroom.

Given the limitations of the classroom environment, most students are confined to interactions either with their peers or with the teacher. At present, English language teaching does not primarily aim at mastering grammar; instead, its main purpose is to help students develop the ability to communicate effectively, clearly, and appropriately in real contexts. “Students can benefit from classroom contact in a variety of ways, including the development of their language store, the enhancement of their communication skills, the enhancement of their confidence, and the strengthening of their relationships with other people” (Ardi, 2023)

Therefore, it is necessary to investigate how the characteristics of the classroom environment both physical and relational influence communicative interaction between students during English language teaching activities, in order to propose strategies that optimize this environment and promote more participatory and meaningful learning.

Problem question

- How do classroom environment help students improve their communicative interaction in English language learning?

Specific questions

- In what way does identifying the elements of the physical classroom environment help to understand how they promote or limit communicative interaction among students in English activities?
- How do interpersonal relationships in the classroom relate to improving students' ability to communicate in English?
- What classroom management and organization strategies can be identified as facilitators of improving students' communicative interaction during English lessons?

General Objective

- To analyze the relationship between classroom environment and students' communicative interaction during English language teaching in secondary education, with the aim of recognizing student participation as a key factor in communicative interaction.

Specific objectives

- To describe the aspects related to classroom environment in EFL settings that promote communicative interaction among secondary school students.

- To explore teachers' perceptions about the role of classroom environment in facilitating or hindering students' participation in communicative activities in EFL settings.
- To identify pedagogical practices related to the use of space, resources, and classroom dynamics that promote communicative interaction in English language classroom in secondary school.

Justification

The problem of an environment that is not conducive to communicative interaction means that speaking skills are practiced less frequently, affecting practice and leading to a loss of fluency and vocabulary when engaging in simple conversation practice. This research is valuable for both students and teachers in the process of English language teaching, as it seeks to analyze and understand how the classroom environment influences communicative interaction within it. Furthermore, it may be of use to schools and colleges by providing insights that can inform the organization and potential improvement of classroom infrastructure.

Moreover, at a professional level, this research fosters the development of investigative and pedagogical skills that will enable us to design more realistic teaching strategies or methods that align with students' needs, in order to promote communication within the classroom while they learn a new language. It will also allow for the exploration of how of methodological strategies according to the physical space, materials, and resources available in a real environment, and the ability to manage the classroom without affecting communicative interaction among students.

Focusing on the experience and perspective of teachers, this research aims to analyze and explore the relationship between communicative interaction and the classroom environment in order to understand how these two factors influence the language teaching process for high school students and how they may either limit or facilitate communication in the course.

Chapter II

Theoretical Framework

Background

A classroom environment that is suited to students' needs has become a fundamental element in the teaching-learning process, as it not only facilitates the acquisition of knowledge but also promotes active interaction in the classroom, such as teacher-student and student-student interaction. When the classroom is complete, offering an atmosphere of respect and trust, students feel stimulated to learn, express their ideas, and collaborate with their peers. (Tu, 2021)

This interaction is key to promoting the development of communication skills, critical thinking, and the construction of knowledge using different criteria. On the other hand, it facilitates the teacher as a mediator of learning, turning the classroom into another tool for learning, becoming a space for interaction, cooperation, and exchange of experiences that enrich the comprehensive education of each student.

Several studies demonstrate the importance of the classroom environment on student interaction and engagement, especially in the context of English language teaching. Ye (2024) mentions that conducted an academic review that concluded that factors such as classroom climate and perception of the environment positively influence the academic engagement of EFL students. In Turkey, a study published in 2025 found that components of the classroom environment have a significant impact on students' willingness to communicate in class, Slabas and Ekmekci (2025) emphasizing the importance of the environment for effective communication in the classroom. Furthermore, research from a self-determination theory perspective indicates that a

positive classroom climate and healthy teacher-student relationships promote motivation, participation, and perceived outcomes in language learning.

Also, an inclusive and psychologically safe classroom culture is key to the emotional and behavioral engagement of EFL students (Tu, 2021b). At the local level, in Ecuador, it has been observed that a positive school climate, characterized by participatory methodologies, a motivating approach, and good teacher-student relationships, activates intrinsic motivation and academic performance, especially in primary school, Parco (2025) reaffirming the relevance of the educational context for student interaction and participation.

All of these characteristics are essential in the teaching-learning process. Therefore, one of the objectives is to identify which pedagogical aspects help to improve and also analyze how interactive skills are developed in students through these classrooms.

Pedagogical basis

Constructivism

Jean Piaget's constructivist theory emphasizes the interaction of the environment, prior experiences, and personal reflection in learning. In other words, it is not a simple exchange of information; the clear objective is for students to reflect and create new understandings based on their experiences and critical self-thinking. In other words, knowledge is formed through experience, exploration, and independent thought.

In one of his studies, Piaget mentions: "Children must be able to conduct their own experiments and investigations. Teachers, of course, can guide them by providing

appropriate materials, but the essential thing is that for a child to understand something, they must construct it themselves; they must reinvent it. Every time we teach a child something, we prevent them from inventing it for themselves" (Piers, 1972). On the other hand, what we allow them to discover for themselves will visibly remain with them for the rest of their lives (Piers et al., 1972). This theory fits well with research by allowing students to construct their own version, while teachers merely guide them toward learning.

It is also important to mention Jerome Bruner, who in one of his studies mentions how valuable it is for children to discover their own way of learning, not only in terms of acquiring information, but also that this discovery, guided by the teacher, should have a greater impact on the development of students' knowledge (Bruner, 1977). Bruner's constructivism is a theory that maintains that people actively construct their own knowledge through interaction with the environment and problem-solving, rather than passively receiving information. Bruner's theory is closely related to constructivism because both theories are based on the idea that knowledge is actively constructed by the learner. This statement is related because one focuses on the students and the other complements this with the role of the teacher as a guide for them, highlighting that the teacher is only a guide, the idea is that students learn when they discover things for themselves, that is, through deep and autonomous understanding. According to Piaget (1973), true understanding occurs when students actively construct meaning through interaction with their environment, rather than passively receiving information. This idea reinforces and complements Bruner's theory, since the protagonist of knowledge creation is the student themselves, who uses the various tools available in their environment to retain information.

Behaviorism

Behaviorism is a theory of learning that argues that human behavior can be explained and modified through observation and conditioning, without the need to study internal mental processes. (McLeod, 2025a) It focuses on observable behavior shaped by reinforcement and environmental stimuli. Although it differs from constructivism, both contribute to effective teaching. In the classroom setting, behaviorist strategies help maintain discipline and motivation, while constructivist principles promote active learning, reflection, and collaboration among students.

The English language teaching process involves external and internal factors that allow students to acquire knowledge through the classroom environment. Behaviorism offering a broad perspective on communicative behavior through positive reinforcement, also it highlighting the importance of reinforcement and feedback. Feder (2024) mentions that behaviorism emphasizes people interact with their environment. Over time, these interactions (called stimuli) form particular behaviors. The process by which a behavior is formed is known as conditioning.

According to behaviorist principals, teachers shape desired behaviors. Educators can develop strategies to reinforce positive actions and decrease negative ones, ultimately enhancing the overall learning process (Pace, 2024). Teachers can implement strategies to encourage positive behavior and reduce negative behavior through a safe and participatory environment.

In educational theories, behaviorism and constructivism are the main approaches to exploring and understanding English language learning through the classroom environment and interaction. Shin (2022) mentions that the behaviorist learning theory is more effective in changing inappropriate behaviors of students, while constructivist

learning theory is more focused on imparting learning skills and improving academic performance. Therefore, educators can combine both theories through feedback or reinforcement to create a knowledge base, then use a constructivist approach to encourage critical thinking.

Although both are dissimilar, they shape the same goal of improving teaching-learning results. Both theories deal with interactions with people either in changing one's behaviour to desired one or construct meanings from experiences, both need interaction with people and cannot be done by own self (Burhanuddin et al., 2021). This emphasizes the importance of social interaction in the classroom, it highlighting that the teaching process depends on several factors, such as the teacher, peers, and the environment.

This is explicitly highlighted in this research. According to the researchers, what they seek to do is analyze new ways in which students create knowledge with the support of the classroom in order to improve their communicative interaction in class, with the teacher guiding these theories, which are intertwined for better understanding.

Theoretical basis

Communicative Language Teaching

Communicative language teaching (CLT) is one of the most influential methods for teaching English, focusing on meaningful communication. Sanako (2024) mentions that the primary goal of CLT is to develop learners' communicative competence, which includes not only grammatical proficiency but also the ability to use language appropriately in various real-life contexts. CLT is not based on structure or grammar, but rather on fostering the development of communication for application in a more

realistic context, focusing on the classroom environment and interaction as a fundamental element of teaching.

As a mention before, CLT focus on students to use the language in real communicative contexts. CTL covers several linguistic concepts, such as sociolinguistics, functional linguistics, semantics and pragmatics, the aim is for students to develop their communicative competence through the use of language in real-life situations (Qasserras, 2023), also, interaction serves as the primary channel through which instructors and pupils share thoughts, emotions, opinions, perspectives, and views (Lesiana et al., 2023). In classroom, this promotes to student-student communication while create a positive environment that supports language development and social engagement.

Furthermore, Communicative Language Teaching activities are commonly group or pair activities and role-plays that encourage collaboration. These activities should create opportunities for pupils to actively participate in discussions and can help increase students' confidence and foster a more interactive learning environment (Lesiana et al., 2023). Therefore, communicative activities strengthen the classroom environment and students' interaction, foster it dynamic and significantly to language development.

Classroom environment

Firstly, educational centers must create a classroom environment that allows all students and teaching staff to feel at ease, comfortable, and focused. This involves several important aspects, such as physical space, lighting, air quality, reflections, and wall colors (Qasserras, 2023). In addition, the classroom environment is a fundamental

part of learning process, the term “physical classroom environment” refers to the overall design, layout, and content of a learning space, including furniture, decoration, organization, and even lighting. How it is organized can drastically improve the teaching-learning process for students and facilitate the teaching process for teachers.

According to Magby (2023) “well-maintained, high-quality, and safe physical environments are essential for creating a positive school climate and promoting student morale, behavior, and performance”, this highlights the importance of the environment on students and staff. That is why this variable is so important, because most of the time students and staff are inside classrooms; if there are inconsistencies in this regard, it can have negative effects on physical, emotional, and mental health, as well as affecting their achievements. Therefore, classrooms must be comfortable and suitable for the teaching-learning process.

It is important to note that classroom environment is as important as the teaching method used by teachers. Physical space plays an extremely important role. In Ecuador, public institutions tend to have an overcrowded system of student distribution per class. When visiting these institutions, one can observe an excess of students per classroom, which affects the teaching-learning process due to the lack of attention in terms of interaction between students and teachers. The problem is that there are too many students in a small classroom. The solution lies in reducing the number of students per class or expanding classrooms, although the latter option is not feasible. The use of resources and technology is a positive step forward that should become more widespread over time. According to Cajamarca and Correa (2024) incorporation of technologies allows for more dynamic, personalized, and accessible educational experiences. These tools not only promote the acquisition of knowledge interactively but also contribute to the development of both teachers and students. Additionally,

Cloudia (2020) believes that flexible classroom spaces allow students to become more engaged and give teachers the opportunity to use a wider variety of activities, including hands-on exercises, team learning, group assignments, and study teams, among others.

However, in Ecuador, the educational infrastructure demonstrate serious deficiencies, with institutions classified as "fair" and lacking sufficient investment to guarantee decent teaching and learning conditions (une, 2025). Also, Lozano and Ajila mentions (2025)the disparity in performance between rural and urban areas highlights the need to improve access to technology and educational resources. The lack of tools, especially in rural areas, limits the teaching and learning process and perpetuates socioeconomic inequalities.

Role of the teacher in the classroom environment

“The whole educational system is centered on him. Today, teachers are crucial to improving the standard of education” (Z. N. Ghafar et al., 2022). Teachers play a fundamental role in the educational field, particularly in the teaching process. They hold the responsibility of ensuring meaningful and complementary learning for students, preparing them for their professional careers and adult lives.

According to Ghafar (2022) “educators' tasks and responsibilities generally center on creating a welcoming atmosphere in which pupils might feel inspired to study”. Their responsibilities extend to the design of welcoming environments that encourage active participation and promote meaningful interaction, essential for learning a new language.

Song (2022) mentions teacher enthusiasm as quality of effective teaching that affects learners’ academic performance by indicating more energy and interest in the subject, the contents, and their presentation in a dynamic, motivating way. Teacher

enthusiasm constitutes a key aspect of the instructor's role, fostering and facilitating a positive classroom environment that actively promotes communicative interaction in English language learning.

Interpersonal Relationships in ELT

Interpersonal relationships are a fundamental part of human coexistence, it implies recognizing the importance of creating relationships or bonds between people. An interpersonal relationship is a social connection between two or more people. It can include connections with partners, loved ones, close friends, acquaintances, coworkers, and many other people who make up life's social connection (Cherry, 2023). In addition, Clarie (2024) mentions that interpersonal relationship is a social connection through various forms of communication, also, are vital for both personal and professional success.

These relationships are crucial in English language teaching (ELT), allowing teacher-student interaction to be a pedagogical tool, not just a social process, for example, when a teacher establishes a good interpersonal relationship, confidence and communication between teachers and students improve. Furthermore, strengthening these relationships in the classroom, it allows for the development of social and communicative skills that contribute to student growth.

Teacher–Student Interpersonal Relationships

Student–teacher relationships in ELT become a fundamental pillar for the development of communicative interaction. A student-teacher relationship in the classroom is a positive relationship between the teacher and the student in efforts to gain trust and respect from each other (Reilly Fitzmorris, 2022).

In English classrooms, positive interpersonal relationships encourage emotional connection and respect, which are crucial for foster participation while making a positive environment. A positive teacher-student relationships are crucial for many aspects of a student's life, including their academic performance, motivation, behavior, and mental health" (Emslander et al., 2025). . A positive teacher-student relationship helps eliminate barriers that hinder communication by creating a supportive classroom environment in which students feel comfortable and safe.

According to a study carried out in 2022, a teacher rapport leads to the increase in motivation and enjoyment, which in turn build up language learning (Zhang, 2022). Moreover, Dr. Muhammad and Latiba (2024) mentions that positive teacher-student connections increase English language learning results, also create a positive learning environment and encourage students to work more in language studies, improving results. Teacher-student relationships in English teaching are important because they not only support the learning process but also foster the development of social and communication skills, which are essential for both professional and personal growth.

In conclusion, interpersonal relationships between students and instructors play an important role in the classroom environment and communicative interaction. By maintaining a good relationship based on respect and trust, instructors can adapt course strategies and methods to motivate learning and active participation.

Communicative Interaction

Communication among students is essential to the teaching-learning process; it is the process through which different minds communicate with each other. Nogina (2024) mentions that communicative interaction is the most important component of the

personal development of each child, also, active participation in communicative interaction is crucial for the development of a person's personality, social competence and cognitive abilities. Communicative interaction is an exchange of messages, such as exchanging ideas and opinions between two people or a group of people. As mentioned by Mesa Rave (2023) "This type of communication, whether synchronous or asynchronous, facilitates dialogue, the exchange of information, and the building of social and cognitive links in the collaborative learning process between students and between students and teachers". In the academic environment, interactive communication helps to foster an authentic student-teacher relationship. In this case, is essential for learning a new language that is different from the native language.

Several recent studies indicate that communicative Interaction is essential for learning English as a second language. For example, digital activities have been shown to significantly increase EFL students' willingness to communicate, improving their participation in skills such as speaking, writing, and reading (Han et al., 2024). Likewise, the use of artificial intelligence-mediated environments, such as chatbots, has had a positive impact on oral fluency and willingness to communicate (Fathi et al., 2024). In addition, the frequency of personalized mobile interactions, together with immediate feedback, promotes motivation and improves oral competence (Ding & Zhu, 2025). Finally, indirect collaborative strategies such as role-playing allow students to negotiate meanings, receive peer feedback, and deepen their linguistic understanding (Kaygısız & Akar, 2025).

Interaction in Teaching a Foreign Language

As previously stated, interaction is key in communication, it represents a dynamic process. Acquiring a second language should incorporate interaction to

facilitate both educators and learners to communicate effectively (East & Wang, 2024). This highlights interaction with the teacher and students to develop their communication skills in real-life contexts.

Furthermore, interaction encourages open communication exposure, which speeds up students' acquisition of second language abilities, also, it aids in identifying the pupils' actual language acquisition difficulties (Al-Khayyat, 2023). Through interaction, teachers will be able to recognize students' weaknesses, this can help to adapt strategies to improve their skills. In order to understand the importance of interaction, it is necessary to analyze the theories of Vygotsky and Long about interaction, its role and its approach to teaching.

According to Owusu (2022) the Interaction Hypothesis by Long is one of the theories in second language studies that argue that the growth of language ability is inspired by face-to-face contact and communication. The interaction hypothesis emphasizes the interaction as a key element for students to not only learn, but also comprehend and understand language to better communication. The Interaction Hypothesis focuses teachers on the language of the classroom as a space where opportunities for interaction are intentionally created, in addition to being a place where students of different backgrounds, skill levels, and styles interact. (Huang et al., 2024).

This hypothesis has fundamental aspects that contributes to the teaching-learning process. Seddiki (2022) mentions that negotiating meaning in the classroom is when speakers interact and conceive each other through asking for more explanation (a comprehensible input) in order to produce a clear output. Also, another aspects is feedback, through interaction, learners and interlocutors work collaboratively to ensure comprehension (Huang et al., 2024).

However, teachers must know how to give feedback in the classroom without interfering with communicative interaction. It's not just learners' mistakes but also encourages them to do better. Nevertheless, the latter can cause anxiety and stress in the classroom (Seddiki, 2022). For this reason, the teacher must determine the appropriate manner to apply feedback and identify the moment to apply it without affecting the teaching process in the class. Moreover, the interaction hypothesis highlights the interaction as a pillar to develop the language and ensure a supportive and communicative classroom environment.

Vygotsky's Sociocultural Theory

Apart from the Interaction Hypothesis, Vygotsky's Sociocultural Theory also highlights the importance of communication and collaboration in language acquisition. Interaction with more knowledgeable others, whether teachers, peers, or native speakers, provides learners with opportunities to practice and refine their language skills in meaningful contexts (Alkhudiry, 2022).

Vygotsky's theory highlights that cognitive development arises from participation and dialogue in meaningful activities. Vygotsky's theory emphasizes the role of social interaction and culture in shaping cognitive development. It posits that higher mental functions develop through collaborative dialogues within a cultural context (McLeod, 2025c).

In addition, his theory challenges traditional lecture-style teaching in favor of a more student-centered approach, where learning is co-constructed through social interaction (McLeod, 2025b). Rahmatirad (2020) emphasizes his importance in second language learning because he introduced the concept of language learning in social

interaction, emphasis on the role which is played by social, cultural and historical artifacts in the child's mental development. In an educational context, the classroom is seen as the social and cultural space where students construct their knowledge through interaction with other people, and the classroom environment becomes a key factor.

According to Vygotsky's Sociocultural Theory, learning is a social process that occurs through interaction and the concept of the Zone of Proximal Development (ZPD) plays a crucial role. Vygotsky's Zone of Proximal Development refers to the gap between what a learner can do independently and what they can achieve with guidance. Learning occurs most effectively, as the learner receives support from more knowledgeable individuals, such as teachers or peers (McLeod, 2025d). Furthermore, Vygotsky thinks that interacting with peers is a good way to learn new skills and techniques, within the zone of proximal development, he recommends that teachers use cooperative learning activities (Md Yusof, 2021).

Taking everything into account, Vygotsky's sociocultural theory and the zone of proximal development are closely related. Sociocultural theory explains why learning occurs, while the latter explains how it happens. In English language teaching, both emphasize that students learn through communicative interaction and cooperation with peers and teachers, developing their communicative competence and skills.

Legal basis

The classroom environment is a fundamental part of the teaching-learning process. The Ecuadorian legal framework establishes certain guidelines that promote, respect, and ensure coexistence and the environment in educational institutions.

Constitución de la República del Ecuador

Art. 26.- Education is a right of individuals throughout their lives and an unavoidable and inexcusable duty of the State. It constitutes a priority area of public policy and state investment, a guarantee of equality and social inclusion, and an indispensable condition for good living. Individuals, families, and society have the right and responsibility to participate in the educational process (*Constitucion-de-La-Republica-Del-Ecuador_act_ene-2021.Pdf*, n.d., Article 26)

Art. 27.- Education will be centered on the human being and will guarantee their holistic development, within a framework of respect for human rights, a sustainable environment, and democracy; it will be participatory, compulsory, intercultural, democratic, inclusive, and diverse, of quality and warmth; it will promote gender equity, justice, solidarity, and peace; it will encourage critical thinking, art and physical culture, individual and community initiative, and the development of skills and capacities to create and work (*Constitucion-de-La-Republica-Del-Ecuador_act_ene-2021.Pdf*, n.d., Article 27)

Organic Law of Intercultural Education LOEI

According to the Organic Law of Intercultural Education, the teacher is an important factor in education, To be fundamental actors in an education that is pertinent, of quality, and warmth with the students in their care (*Ley_Organica_de_Educacion_Intercultural_LOEI_codificado.Pdf*, n.d., Article 11 Lit b).

Therefore, the article 2 emphasizes It guarantees the right of individuals to a quality and warm education that is relevant, appropriate, contextualized, up-to-date, and articulated throughout the entire educational process, in its systems, levels, sublevels, and modalities; and that includes ongoing assessments. It also guarantees the concept of

the student as the center of the educational process, with flexibility and ownership of content, processes, and methodologies that adapt to their fundamental needs and realities. It promotes adequate conditions of respect, tolerance, and affection that generate a school climate conducive to the learning process

(Ley_Organica_de_Educacion_Intercultural_LOEI_codificado.Pdf, n.d., Article 2, lit w).

Article 6 stipulates that the state is obligated to “guarantee the universalization of education at the initial, primary, and secondary levels, as well as to provide the necessary physical infrastructure and equipment to public educational institutions”

(Ley_Organica_de_Educacion_Intercultural_LOEI_codificado.Pdf, n.d., Article 6, lit d).

Code of the children and adolescents

The code of childhood and adolescence recognize “Ensure that children and adolescents have adequate teachers, teaching materials, laboratories, premises, facilities, and resources, and enjoy a favorable learning environment. This right includes effective access to early childhood education from birth to five years of age, and therefore, flexible and open programs and projects will be developed, appropriate to the cultural needs of learners” (*Codigo_ninezyadolescencia.Pdf*, n.d., Article 27, lit b).

These regulatory frameworks ensure that the teaching and learning process fosters respect, equality, and student growth. They also promote the creation of a safe and comfortable environment for everyone in institutions, ensuring that it is inclusive and participatory.

Chapter III

Methodological Framework

This chapter outlines the methodology used, which is qualitative research that seeks to understand the perceptions and experiences of the participants. The research focuses on analyzing and describing how the classroom environment related to communicative interaction among students of English as a foreign language, these two variables are relevant in order to gain a deeper understanding of what they represent in education and how they contribute to possible improvements in educational institutions.

Qualitative research is a scientific research methodology that emphasizes depth and richness of context and voice to understand different social perceptions. This methodology is constructive or interpretive (Lim, 2024) and aims to reveal the “what,” “why,” “when,” “where,” “who,” and ‘how’ (or the “5 Ws and 1 H”) behind social behaviors and interactions, rather than simply quantifying events.

The researchers chose this method because it is based specifically on the perceptions and experiences of the participants. This method seeks to explore the how and why of things. In this case, it explores the classroom environment and interactive communication in foreign language learning.

Phenological Studies

The qualitative phenomenological approach offers a theoretical tool in educational research that allows complex phenomena to be described and understood, focusing on the experience and perception of the participants (Alhazmi & Kaufmann, 2022). This research adopts a phenomenological approach, seeking to understand and analyze the relationship between the classroom environment and communicative interaction in an English class. This study also explores teachers' perspectives on their

daily classroom experiences. Thus, the research seeks to understand the relationship between these two elements in a real classroom setting. Data Collection Techniques

Data Collection Techniques

This research uses individual interviews with English teachers from a secondary school in the province of Santa Elena to describe their experiences. According to Guneev (2024) an interview is a formal conversation between two or more people, typically with one person, the interviewer, asking questions to obtain information. . It also provides participants with the opportunity to freely share their experiences, and the interviewer with the flexibility to follow up and obtain more details (Roberts, 2020).

For data collection, individual interviews will be conducted with open-ended questions that will allow teachers to share their experiences and knowledge in a more confidential and comfortable manner, allowing them to obtain more detailed and informative responses through a comfortable and safe dialogue so they can speak more clearly about the topic. It is worth mentioning that the interviewees have previous experience on the topic being researched. This group is composed of selected teachers who have already worked with this teaching-learning method and may provide answers based on their work experiences.

Instrument

The interviews consist of an 8-question questionnaire. Data will be collected through a recorded interview. Bhandari (2021) comments designing a questionnaire means creating valid and reliable questions that address your research objectives, placing them in a useful order, and selecting an appropriate method for administration. The questionnaire is closely related to the objectives of this research and will assist us in the collection and analysis of participants' responses. A sheet with the written questions

will be presented, but the responses will be presented or collected in a one-on-one interview. To further explore participants' experiences, an open-ended, eight items questionnaire will be used to address the relationship between the classroom environment and communicative interaction. Open-ended questions cannot be answered with a simple 'yes' or 'no', and instead require the respondent to elaborate on their points (Rosala, 2024). This instrument will allow for deeper identification and analysis of the topic, allowing participants to respond more flexibly.

In addition, open-ended questions require more time to analyze. Open-ended questions, however, can provide valuable insights into what the subjects are actually thinking. (McDonald, 2024). When interviews are conducted with open-ended questions, participants gain more insight into the topic, and new and relevant information may emerge to strengthen the analysis of the topics.

Data Collection Processing and Resources

Bhanadri (2020) mentions that information gathering is a procedure designed to collect data in accordance with established objectives. Once obtained, it is essential to structure the data to facilitate analysis. This procedure employs methods for gathering information, more commonly referred to as resources, which are essential tools for the task of collecting data.

In this study, the researchers chose to use interviews as a method of data collection, as they allow detailed information to be obtained with a clear and understandable message, taking into account that the researchers are exploring personal experiences and this facilitates understanding by the reader.

This research adopts a phenomenological approach, seeking to understand and analyze the relationship between the classroom environment and communicative interaction in an English class. This study also explores teachers' perspectives on their daily classroom experiences. Thus, the research seeks to understand the relationship between these two elements in a real classroom setting.

Table 1

Data collection details

<i>Questions</i>	<i>Justification</i>
<i>What?</i>	To get information from educators
<i>Where?</i>	At Unidad Educativa Americano, La Libertad-Santa Elena Province
<i>When?</i>	September 2025
<i>How?</i>	By one-on-one interview
<i>What for?</i>	To analyze how communicative interaction influences the classroom environment through the experience of educators.

Note: Information for research on communicative interaction and classroom environment.

Population and Sample

This research focuses on a population of English teachers from a private school in the canton of La Libertad, province of Santa Elena. Thomas (2020) refers to the population as the entire group or set of individuals, objects, or events that possess specific characteristics and are of interest to the researcher, also defined based on the research objectives and the specific parameters or attributes under investigation.

For sample population, consist of five English teachers, all participants teach students in eighth, ninth and tenth grade of basic secondary school, covering different levels of English in each course. Thomas (2020) defines a sample is a subset of the research population that is selected to represent its characteristics. Researchers study this smaller, manageable group to draw inferences that they can generalize to the larger population.

Most participants have several years of experience in teaching English, acquiring and developing communication and management skills. In addition, they are selected for their active and direct participation in the students, which allows us to explore and analyze the relationship between communicative interaction and the classroom environment in realistic situations. Furthermore, focusing on teachers as a sample allows us to delve deeper into the topic from a teaching perspective.

Chapter IV

Analysis of Findings

Brief explanation of the findings

This chapter is presented the interpretation and analysis of the data collected during the interviews with participants who have experience in the classroom environment and communicative interaction, evidenced by the ability to adapt the classroom to the interests of the students, such as personalized decoration and adaptation of resources for activities. Based on the information obtained, the analysis seeks to explore the different perspectives related to the strategies, experiences, resources, and knowledge that teachers apply in their daily practice.

The overall analysis of the teachers' information highlights that the classroom environment is a fundamental factor in the communicative interaction between teacher-student to improve the English language teaching process, since the teacher enters the course until the class ends, also, they mention that interaction flows naturally when the course environment is based on respect and trust; students feel more comfortable expressing opinions or ideas during activities, especially collaborative ones, strengthening their motivation and knowledge.

Also, the teachers mention the use of technological resources and physical elements as a reinforcement for interactive activities related to topics of students' interests. Despite these benefits, also mentions some difficulties that limit strategies and methodology in the teaching process, such as lack of space in the course, large group of students, and lack of hours of the subject. Therefore, teachers must often adapt strategies to the context of the classroom in which they teach to maintain and encourage communicative interaction.

Interpretation of data collection

1. According to your experience, how do classroom environment help students' participation in communicative activities in an English classroom?

In explaining their opinions, the participant mention that the classroom environment plays a crucial role in the teaching process and the development of communicative interaction in the classroom, also, they highlight the classroom environment as a social and emotional space, not only a physical, where teachers adapt their attitude and behavior to promote communication. Their emphasis that when the classroom is entered by the teacher, greetings and initial interactions as factors that improve and help to build a positive environment at the beginning of the class.

This supports the idea that a positive classroom environment involves emotional and physical space that can foster and facilitate the communication in English class. However, also their mention some difficulties about the classroom conditions such as lack of space and students' anxiety due to fear of being judged. As a result, the physical space and management of the class are key factors that are related to improvement communicative interaction.

2. In your experience, which strategies do you apply to get students to participate in classroom activities? Are these strategies the same for all your classes?

In explaining their opinions, the participants mention that use various strategies to catch students' attention and motivate their participation. One of the most common is collaborative work in pairs or groups, which represents a student-centered approach and

encourages active participation. Also, they adapt and change the strategies to the needs of each class. Moreover, incorporate songs activities to develop a motivating environment within the classroom and encourage active participation. Therefore, these strategies allow for meaningful practice and improvement of English, the classroom become an active and motivating place. Provide more details or examples of strategies with special emphasis on classroom arrangement or environment.

3. What physical or organizational elements of the classroom do you think improve the way students interact?

When discussing the tools available in the classroom, participants mention various technological resources, such as televisions and projectors, as they can make their classes more engaging for students. They have greater access to different tools, such as videos, audios, slides, and even an electronic whiteboard, allowing them to move beyond the limits of a regular blackboard. They mention that the use of these tools greatly contributes to improving the classroom, allowing them to achieve the objectives of each lesson, also, teachers use visual strategies as a motivational tool, for example, Snoopy figures and things representative of the United States related to class topics to make teaching more meaningful. Furthermore, these tools provide students with more opportunities for active participation, and the teacher-student and student-student relationships are more effective.

4. What aspects of classroom design or adaptation do you consider important to motivate students and foster their communicative interaction in English?

The researchers found differing opinions, as everyone has their own way of doing things. One common theme they mentioned was allowing for mistakes by

creating a supportive environment where students feel more confident speaking. They also mentioned the organization of the physical space; for example, chairs are arranged in a U-shape for presentations or singing, or in pairs for better interaction among students. However, the lack of space limits the opportunity to use this, complicating the arrangement of chairs when there are a large number of students in the classroom, causing distractions among the students and affecting the course environment. Furthermore, as mentioned earlier, classrooms use custom-designed figures related to the topics to make teaching more meaningful and motivating.

5. Which strategies do you apply for effective communicative interaction to large groups of students in English language classrooms?

The researchers discover that different strategies were used, depending on the student's level. For example, the most basic is recording, trying to repeat what is heard. They mention that this reinforces vocabulary and pronunciation. An additional strategy is to create videos about what is trending on social media, which helps to create original content based on their creativity. Another one is to use role-playing games or musical presentations or film analysis, etc. There are many strategies for capturing students' attention in the classroom, all of which are reinforced with the technological tools available in the classroom, they mention.

6. According to your experience, what is the role of interpersonal relationships in developing interactive communication in the classroom? What kind of strategies do you apply with your students to promote interpersonal relationships?

Participants mention that interpersonal relationships are a fundamental pillar to development of interactive communication. They boost students' confidence and reduce fear when participating, also, the student feels heard and valued. Furthermore, they mention that by having a good relationship, the teacher can identify students' weaknesses and strengths, facilitating the adaptation and use of strategies for teaching English. However, they mention that a negative classroom relationship, students may spread negative comments among themselves, affecting the classroom environment and limiting the participation of other students. Therefore, they emphasize the importance of strengthening good relationships throughout the ELT.

To strengthen relationships in class, one common strategy is group or pair activities based on personal questions, which allows students to improve their confidence and communication. Additionally, role-plays and real-life situations are used to engage students' attention and motivate. These strategies contribute to creating a safe, comfortable, and participatory classroom environment where communicative interaction is central and meaningful.

7. Describe a common classroom environment for teaching English and explain how do you adapt technological and educational resources?

What are students' reaction/responses the resources?

Several participants shared the view that classroom environment in teaching embraces the use of technological tools to encourage student participation, present topics, and monitor behavior. In addition, technology such as slides and audiovisual materials helps foster communicative interaction through role plays and short presentations on specific topics. Moreover, participants mention to websites that respond to noise levels, for example, they use a website where there is a sleeping cat,

when the noise is high, the cat wakes up but if the noise is low, the cat just sleeps, that show an innovative resource for classroom management and control.

This indicates that teachers adapt technological and educational resources to different contexts. Participants further noted that students tend to engage more actively because these resources capture their attention, thereby promoting participation and interaction. By combining both types of resources, teachers are able to maintain discipline without limiting interaction, reinforcing the balanced relationship between pedagogy and classroom management.

8. How do you manage the balance classroom management in terms of classroom rules, control and class order and at the same time keeping students engaged in communicative interaction?

Research found similar responses, using strategies that involve students, such as getting to know them based on their preferences. For example, they mention that it is important to decorate the classroom according to students' preferences, that is, with what is currently in fashion, to catch their attention and make the class more dynamic. Another way is to use your hands, for example, by clapping, which is a form of nonverbal communication that conveys the need for silence or attention. Whispering also focuses attention when you want to hear what the teacher is saying. Finally, follow the lesson plan. A good lesson plan leaves no gaps in time and keeps students focused on learning. Therefore, it can be said that when it comes to control and rules, a good teacher who manages their class well is able to control the classroom. The different ways of capturing students' attention are nothing more than small tools that contribute to the teaching-learning process.

Table 2

Teachers' perceptions of the classroom environment in communicative interaction.

Questions	Answers	Authors
1. According to your experience, how do classroom environment influences students' participation in communicative activities in an English classroom?	The participants recognize the importance of the classroom environment to promote the communicative interaction in the class, their emphasizes that classroom environment is not just a physical and emotional space, also involves the teacher's behavior as a key factor to encourage the interaction.	According to Yang (2022) mentions teacher enthusiasm as quality of effective teaching that affects learners' academic performance by indicating more energy and interest in the subject.
2. What physical or organizational elements of the classroom do you think improve the way students interact?	The participants mention the use of technological tools in the classroom completely improves the teaching-learning	The incorporation of technologies allows for more dynamic, personalized, and accessible educational experiences (Cajamarca-Correa et al., 2024).

	experience, allowing the class objectives to be achieved.	
3. According to your experience, what is the role of interpersonal relationships in developing interactive communication in the classroom? What kind of strategies do you apply with your students to promote interpersonal relationships?	Teachers highlighted that interpersonal relationships support students' confidence and participation, while negative interactions can disrupt the classroom. To foster communication, they use strategies such as group activities, personal-question exercises, and role-plays.	Positive teacher-student connections increase ELT results, also create a positive learning environment and encourage students to work more in language studies. (Khanam & Javed, 2024)
4. Describe a common classroom environment for teaching English and explain how do you adapt technological and educational resources? What are students	Participants highlights that teachers adapt the use technological tools, such as slides, audiovisual materials, and noise-monitoring websites of topics to capture students'	The frequency of personalized interactions activities , together with immediate feedback, promotes motivation and improves oral competence (Ding & Zhu, 2025).

**reaction/responses the
resources?**

attention and
encourage interaction
without affecting the
control and
management of
classes.

Chapter V

Conclusion and Recommendations

Conclusion

This chapter presents the main conclusions and recommendations of this research on communicative interaction with the classroom environment in the English language teaching process. The main objective of this research is to analyze the relationship between the classroom environment and students' communicative interaction in English as a Foreign Language (ELE) teaching from the perspective of teachers in a US high school. The following section discourses fundamental aspects for understanding and analyzing this topic and offers recommendations to facilitate and improve the teaching and learning process.

The results of this research show that the classroom environment is a key factor in interactive communication during activities. It is important to foster respect, trust, empathy, responsibility, and assertive communication. The researchers mention that a positive learning environment helps students feel safe and valued. Furthermore, all elements are important, such as lighting, space, and ventilation, although materials like classroom decor with current trends stand out for capturing students' attention and promoting interaction in the classroom. Examples include role-playing games and peer interviews. On the other hand, technological tools help teachers, as they allow the use of websites and virtual platforms that, in the teaching process, foster communicative interaction among students, reinforcing English language learning. Examples of this include charades and interactive platforms. In conclusion, the teacher-student relationship and aspects related to the classroom environment play a fundamental role in promoting and improving the teaching-learning process.

Regarding teachers' perceptions of the elements present in the classroom environment, they affirm that these are fundamental to the teaching process. For example, classroom decoration creates an atmosphere in which students immerse themselves in the subject matter, and technological tools facilitate students' communicative participation, whether individually or in groups. Participants place particular emphasis on the use of technological tools, which simplify a new teaching style by allowing them access to websites and virtual platforms where they can practice communicative interaction in the classroom and at any time. In other words, the classroom environment and resources facilitate active participation in foreign language learning.

After identifying the teaching practices used by the teacher to foster communicative interaction among students through the use of space, the main resources and activities are the projector, as it facilitates the visualization of information and the presentation of videos and audio that reinforce listening comprehension. The television allows it to be used as a virtual whiteboard and provides access to online platforms for presenting interactive videos on topics of interest, which promotes active participation, both individually and in groups. Likewise, the classroom environment and its decor can be used for role-playing activities, peer interviews, brainstorming, and so on.

Recommendations

As a result of the findings, the suggested recommendations are English teachers should promote a classroom environment based on respect, empathy, and active participation. Implement strategies using equipped classrooms to foster student autonomy and active participation, with cooperative learning in pairs or groups, strengthening interpersonal relationships between students and teachers.

Furthermore, design communicative activities using classroom tools that integrate real-world language use with topics of personal and social interest, thus strengthening intrinsic motivation and active student participation, also, use visual aids such as images or posters related to the class topics, so that all students can practice through them. Additionally, creatively adapt the physical limitations in the course to ensure the participation of all students without affecting the positive environment of the course. Also, suggested to conduct studies with larger samples and at different educational levels to delve deeper into the relationship between classroom climate and motivation in English learning.

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Annexes

Annex A: Certified Anti-plagiarism system

La Libertad, 29 de octubre de 2025

Certificado Sistema Anti-Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado
“**CLASSROOM ENVIRONMENT IN COMMUNICATIVE INTERACTION
AMONG STUDENTS DURING ENGLISH LANGUAGE TEACHING**” elaborado
por los estudiantes **Franco Rodríguez Andrea Carolina** y **Méndez Hidalgo Nahum
Alejandro**, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la
Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de
Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio
COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el
presente trabajo de investigación, se encuentra con 5% de la valoración permitida, por
consiguiente se procede a emitir el informe.

Atentamente,



Lcda. Niola Sanmartín Rosa Elena, MSc.

Tutor



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3	dx.doi.org Exploring the Relationship between Teacher-student Interaction Patt... http://dx.doi.org/10.32996/fjeltal.2023.5.3.3	< 1%		Palabras idénticas: < 1% (10 palabras)

Annex B: Questionnaire



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

The objective of this questionnaire is to collect information on the relationship between the course environment and communicative interaction through school English teachers. The information collected is confidential and used for educational purposes.

General Objective

- To analyze the relationship between classroom environment and students' communicative interaction during English language teaching in secondary education, with the aim of recognizing student participation as a key factor in communicative interaction.

Specific objectives

- To describe the aspects related to classroom environment in EFL settings that promote communicative interaction among secondary school students.
- To explore teachers' perceptions about the role of classroom environment in facilitating or hindering students' participation in communicative activities in EFL settings.

- To identify pedagogical practices related to the use of space, resources, and classroom dynamics that promote communicative interaction in English language classroom in secondary school.

Questionnaire

1. According to your experience, how do classroom environment influences students' participation in communicative activities in an English classroom?
2. In your experience, which strategies do you apply to get students to participate in classroom activities? Are these strategies the same for all your classes?
3. What physical or organizational elements of the classroom do you think improve the way students interact?
4. What aspects of classroom design or adaptation do you consider important to motivate students and foster their communicative interaction in English?
5. Which strategies do you apply for effective communicative interaction to large groups of students in English language classrooms?
6. According to your experience, what is the role of interpersonal relationships in developing interactive communication in the classroom? What kind of strategies do you apply with your students to promote interpersonal relationships?
7. Describe a common classroom environment for teaching English and explain how do you adapt technological and educational resources? What are students' reaction/responses the resources?
8. How do you manage the balance classroom management in terms of classroom rules, control and class order and at the same time keeping students engaged in communicative interaction?

Data from the interview-Teacher 1

- 1. According to your experience, how do classroom environment help students' participation in communicative activities in an English classroom?**

I think the classroom environment is really fundamental in classes, because this is how students are going to act during the class, from the beginning to the end. First, the classroom environment starts from the teacher. The teachers must enter to the classes happily, you know? That's the idea. Second, during the warm-up activity, that's really, that is primordial because the students are going to, or teachers are going to be in the classes catchy And when the class is catchy, students are going to participate and they are going to have fun in class.

- 2. In your experience, which strategies do you apply to get students to participate in classroom activities? Are these strategies the same for all your classes?**

Talking about strategies, I have many strategies to apply according to interactive activities. For example, first, students work by groups. Second, students' participation individually or in pairs. Second, we can also use a flipped classroom. That is a method as well. A strategy that when the teacher gives just the instruction, and the students realize the idea and do the topic by themselves

- 3. What physical or organizational elements of the classroom do you think improve the way students interact?**

Well, the physical and organizational elements of the classroom... Well, actually, in this high school, each classroom has a TV, some of them have projectors, and also, we have audits, that's it. We don't have anything else like physical elements. The interaction of course improves because we can project and we can just manage the classes during the projection.

4. What aspects of classroom design or adaptation do you consider important to motivate students and foster their communicative interaction in English?

I think that one of the most is make students feel confident when they are talking. If they make mistakes, not a problem, just make mistakes because it's part of the process. Second, students feel more confident, you know. The second is we can adapt activities that are talking topics about real time, real life as well, okay. So, for example, I'm not going to speak about students' history. Students get bored about history. I also get bored when I listen to history classes. But if we talk about social media, if we talk about gossip, if we talk about relationship problems. So, students get interested in and they are going to improve that.

5. Which strategies do you apply for effective communicative interaction to large groups of students in English language classrooms?

I use roleplays, I use debates, roundtables, and I also use just, yeah, that's it. Those are the most common I use because I have more than 45 students per classroom, so it's a lot. So those are the one activities that I can use for them. Musicals, presenting or performing movies. They watch a movie and next class they perform the movie in real life.

6. According to your experience, what is the role of interpersonal relationships in developing interactive communication in the classroom? What kind of strategies do you apply with your students to promote interpersonal relationships?

It helps a lot because, for communication. Because students feel, I repeat again, students feel more confident to express themselves. And also, they kind of, if they don't care, if they make a mistake, so they are going to speak. And then we can improve our pronunciation, linking sounds, interaction, fluency, and kind of.

7. Describe a common classroom environment for teaching English and explain how do you adapt technological and educational resources? What are students' reaction/responses the resources?

My common classes are like this. At the beginning, as teachers, we need to take attendance. From taking attendance, I ask the students for taking some notes on the board according to the topic. For example, if the topic is about junk food, the students must write, what's your favorite junk food? Then the students get pulled to the topic and say, oh, it's about food, oh, delicious. Next, after that, I just presented the slides, the PowerPoint videos, according to the text, what kind of resources. And the students said, okay, what is this? Jamón, how do you say jamón? Ah, right, no idea, so I explain the new vocabulary. Then, if the students make problems in pronunciation, I just repeat the pronunciation, and the students repeat after me. After that, I present the topic from the book. The topic from the book is part of the digital book as well, presented on the TV. We practice on listening, and we also practice on role-plays, because the book has specific parts as role-plays. Very short, it's student A and student B. First,

please, students get together, swing A and B, and practice in two or three minutes max, And then students practice and I just choose five or six couples, and they come present in front of the classroom. And finally, according to the topic, we have a specific question. So, students want to share ideas, and finally, we have only one person to explain in front of the classroom. It would be better if we choose everybody to speak, but we have more than 45 students, so it's impossible that everybody must speak.

8. How do you manage the balance classroom management in terms of classroom rules, control and class order and at the same time keeping students engaged in communicative interaction?

I have more than 45 students, it's complicated when we practice speaking because when 45 students are speaking so this is a very noisy classroom and of course I'm gonna have problems with inspectors. I just use some techniques or tips like this. For example, when they listen and clap, like this, everybody will get it. It means silence. When I said, so everybody's clapping, when I said silence. Next, other technique, I use my hand, like this, five, four, three, two, one for controlling or I said, no one's speaking, whispering, so now it's the time to whisper. Continue talking about whispering. Those are the activities that I use to manage the control of the class but without making like the interaction finish, of course.

Data from the interview-Teacher 2

1. According to your experience, how do classroom environment help students' participation in communicative activities in an English classroom?

Especially with communities like this, they are not too much reliable, because they usually feel shy. According to my experience, it influences a lot. Mostly because they feel that they are being judged. And they don't feel like they want to participate anymore once people are making fun of them. It is a very important thing to consider once you are giving your pass. So, according to my experience, participating in a communicative way is essential. Because they are being open about their feelings, or their context, or their experience. So once someone is making fun of them, they perhaps will not participate anymore.

2. In your experience, which strategies do you apply to get students to participate in classroom activities? Are these strategies the same for all your classes?

For example, not only technological, but I incorporate or I make that some students are in charge of their behavior. So, this is how I can manage them, like their behavior or classroom management. There are not like all activities to get involved to manage their environment. So, I can assign them some roles as roles where they can behave others on their lines, for example, or the queue. Each queue is there is someone who is in charge of the behavior. It's like kind of they can behave well not by just yelling at them, and I also apply some other activities like songs, I apply interactive songs like they can sing along. During the main activity, for example, they have to answer some questions, I play some songs and they can get involved with a better environment.

3. What physical or organizational elements of the classroom do you think improve the way students interact?

The projector, because they can see what I am doing. For example, when I'm teaching grammar, perhaps if I am only teaching by the board and I can use the projector, because through my computer I can write by colors, I can highlight the structure, and give some examples, they can see whatever I am doing on the computer. And I can search some other activities that they can see through the projector, Also, I use characters to personalize it, and perhaps they make some mini-stories, but related with the students, so they can feel free about what they want, whatever they want to say or write on this Snoopy character. So, they can personalize it as a cow, as a farmer, anything they want. That's a good way because they feel more at home. They feel that they can be themselves by adding those personalized or their essence, basically those kind of decoration.

4. What aspects of classroom design or adaptation do you consider important to motivate students and foster their communicative interaction in English?

By assigning roles. They like feel that they are in charge of something important, even though that they are multiple, multiple roles in the group, they can feel that they are important of their task. And also adaptations and designs, for example, in some activities, we arranged the chairs in a U-shape to present activities related to songs; the students choose the melody but must modify the lyrics with words from the class topic. However, due to lack of space and time, we cannot carry out the activity frequently.

5. Which strategies do you apply for effective communicative interaction to large groups of students in English language classrooms?

For example, roulette games, or there is a game, for example, contexto is in Spanish, but it can be more talkative, so it is a good way or strategy to feel free to say whatever they want. For example, this game is based on a random

word, so they can say a random word and they can follow, and based on that, you can get how near is the word from the original, or the word that they are based. So they are just speaking whatever word they want, so they can be more communicative and interact with others, with their classmates. And also for roulette, so they are betting or for running, but running on the laptop, of course. They are betting who is the next one and who has to participate, and they are collaborating themselves even though they don't know the answers. There are some strategies so they can improve their communicative and collaborative skills.

6. According to your experience, what is the role of interpersonal relationships in developing interactive communication in the classroom? What kind of strategies do you apply with your students to promote interpersonal relationships?

If the classroom doesn't behave well, but also they are like just spreading rumors or spreading bad opinions about their classroom, it is not like the idea, you know, something that you really would like to be. So, I think if their relations among students are well, all of them are flowing, like you can just continue the class. Because they are, during the whole year, like creating and reinforcing their relationships. So, interpersonal relations, I think it's based on their likes. So, I can like improve it by interactive activities where I can ask about their likes, dislikes, about their family and the stuff where they can meet or know each other, and know more about themselves. So, they can improve their interactive communication among their classmates.

- 7. Describe a common classroom environment for teaching English and explain how do you adapt technological and educational resources? What are students' reaction/responses the resources?**

The results, especially when they are being noisy, that is the most common classroom environment. So something that I apply is, it is an app where they can register the noise level and how noisy they are. So it is a website where there is a cat who is sleeping. So once the noise of the classroom is louder than I expect, the character wakes up. So it is a good way to maintain or keep the classroom quiet.

- 8. How do you manage the balance classroom management in terms of classroom rules, control and class order and at the same time keeping students engaged in communicative interaction?**

By working in groups, but not only by groups that they already know, by classmates that they are really friends, you know? So, not with people that they get used to work with. So, they can like share their opinions, they can work in groups, but with people or with the students or classmates that they perhaps don't know well, so they can develop or they can know and have those interactive and communication skills that they need, but by not interrupting the behavior or the classroom environment.

Data from the interview-Teacher 3

- 1. According to your experience, how do classroom environment help students' participation in communicative activities in an English classroom?**

Be respectful, that's help at the moment, student want to encourage their level, also, creating a comfortable and friendly environment helps confidence and become more active in communicative activities.

- 2. In your experience, which strategies do you apply to get students to participate in classroom activities? Are these strategies the same for all your classes?**

I like to work in team or group because they can help each other, learn more, share ideas, and practice English in a more natural way.

- 3. What physical or organizational elements of the classroom do you think improve the way students interact?**

I use technological tool like a TV that helps us to share important things or information, use learning videos and so on. This visual aid make the activities more dynamic and interactive.

- 4. What aspects of classroom design or adaptation do you consider important to motivate students and foster their communicative interaction in English?**

The classroom must be well-organized and clean, a good classroom allows easy interaction among students.

- 5. Which strategies do you apply for effective communicative interaction to large groups of students in English language classrooms?**

Normally, I use the role play as a main activity, it help them to interact each other and develop speaking and listening skills.

- 6. According to your experience, what is the role of interpersonal relationships in developing interactive communication in the classroom? What kind of**

strategies do you apply with your students to promote interpersonal relationships?

Interpersonal relationships play an essential role because they help build students' confidence and trust.

7. Describe a common classroom environment for teaching English and explain how do you adapt technological and educational resources? What are students' reaction/responses the resources?

If we have the correct elements in the classroom, obviously everything will go well, a well organized class, clean and so on.

8. How do you manage the balance classroom management in terms of classroom rules, control and class order and at the same time keeping students engaged in communicative interaction?

Well, in my case, I ask for silence and normally, i do more excersise it help me to have the control.

Data from the interview-Teacher 4

1. According to your experience, how do classroom environment help students' participation in communicative activities in an English classroom?

Based on your question, the environment in the classroom plays a vital role. If you have a good material, like a focus project, you can show the class in a different way. You can use the environment as internet. We can share another thing. We can share videos. We can share the interactive booth. And the class is going to be more precise.

- 2. In your experience, which strategies do you apply to get students to participate in classroom activities? Are these strategies the same for all your classes?**

In the classroom, you need to work with a lesson plan, and in the lesson plan you can organize activities. First, you can start with a review, and then you can use another thing, like vocabulary, and you can organize activities so as to get better the concentration of the students.

- 3. What physical or organizational elements of the classroom do you think improve the way students interact?**

About the physical elements, like I said, materials, technological tools are crucial for the class, for the environment of the class. And elements, like I said, you must have a good lesson plan to avoid breakdown.

- 4. What aspects of classroom design or adaptation do you consider important to motivate students and foster their communicative interaction in English?**

To foster communication, there are some activities, one of them is to play role-plays, role-plays, where conversations are good too, but you need to work with them because some of them, even with a role-play, they don't have the motivation to participate. So you need to, I don't know, work with, even with vocabulary to help to boost their knowledge.

- 5. Which strategies do you apply for effective communicative interaction to large groups of students in English language classrooms?**

One of the elements that sometimes used is recording. Recording is a nice strategy, but you need to organize pretty well with the students. So, in this

kind of activities, you can work with large groups. This is unsupervised learning, because they have to look for the correct pronunciation, they have to look for intonation, they have to pay attention to the audio, and they can work with more than four students in just one conversation.

6. According to your experience, what is the role of interpersonal relationships in developing interactive communication in the classroom? What kind of strategies do you apply with your students to promote interpersonal relationships?

Relationships, interpersonal relationships, they can help in the classroom. It's a very interesting question. So, in the personal relationships, you need to manage this strategy pretty well into the classroom. As a result, you do or you may work in a lesser plan adapting this kind of strategy, like interpersonal relationships, you are going to have the result that you want. And in my opinion, you are going to receive good, positive things.

7. Describe a common classroom environment for teaching English and explain how do you adapt technological and educational resources? What are students' reaction/responses the resources?

A common classroom environment is when you have the teacher, you have the students, you have the markers and the knowledge of the teacher is going to express the main topic. And that is good. No, it's not that bad. But based on these times, you can use technology and you can improve that kind of teaching learning. And things, you are going to find positive things because technology helps the class. The class is going to be more engaged. Students can participate so fast.

- 8. How do you manage the balance classroom management in terms of classroom rules, control and class order and at the same time keeping students engaged in communicative interaction?**

Keep the control in the course. It's really crucial because you need to fulfill the goals that you have in your lesson plan. You need to have the control and speak clearly.

Data from the interview-Teacher 5

- 1. According to your experience, how do classroom environment help students' participation in communicative activities in an English classroom?**

Well, in my case, a respectful and positive classroom environment helps student participation; they feel more confident. I always try to create that environment so they can express themselves freely.

- 2. In your experience, which strategies do you apply to get students to participate in classroom activities? Are these strategies the same for all your classes?**

I usually organize the students into pairs or small groups, where I place the students with other students so that they can improve their English. Also, I walk around the classroom to guide them and check their progress.

- 3. What physical or organizational elements of the classroom do you think improve the way students interact?**

For example, in my case, I use the project a lot to present videos or images related to the class topic. In addition, with the courses I manage, we

decorate the course; each course is a representative state of the United States, so we paste images related to each state so that the students can interact with each other using the images.

4. What aspects of classroom design or adaptation do you consider important to motivate students and foster their communicative interaction in English?

Well, most of the time I can't adapt the course to certain activities due to lack of space, and also because there are more than 30 students in each classroom. I always try to have them work in pairs or in groups of no more than four people; this makes it easier for them to communicate. I also adapt the course with figures related to the week's topic, for example, food or body parts.

5. Which strategies do you apply for effective communicative interaction to large groups of students in English language classrooms?

As I mentioned before, there are more than 30 students, so I use role plays because they involve everyone and simulate real-life situations, and group work for better organization.

6. According to your experience, what is the role of interpersonal relationships in developing interactive communication in the classroom? What kind of strategies do you apply with your students to promote interpersonal relationships?

Interpersonal relationships are essential. When there is trust and respect between teacher and students, communication flows naturally. About the strategies, group work and group discussions help students develop and strengthen positive relationships with their peers.

- 7. Describe a common classroom environment for teaching English and explain how do you adapt technological and educational resources? What are students' reaction/responses the resources?**

A common classroom environment for me includes some technological tools like a TV or projector, and sometimes speakers. I adapt resources depending on the topic, for example, I use videos or interactive games. The students enjoy learning through technology because makes lessons more interesting and visual.

- 8. How do you manage the balance classroom management in terms of classroom rules, control and class order and at the same time keeping students engaged in communicative interaction?**

I try to maintain a balance by decorating the classroom according to the preferences of each course. For example, sometimes I allow participation in the choice of posters or themes or visual elements related to the class topic. This makes students feel responsible for the space, helping with course control.