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DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR

MODALITY: RESEARCH REPORT

THEME:

TEACHERS PERCEPTIONS ABOUT DISCIPLINE IN EFL CLASSROOM

Research report before obtaining the bachelor degree in National and Foreign language Pedagogy, English Major

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PUJILÍ-ECUADOR

FEBRUARY 2023

TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled "**TEACHERS PERCEPTIONS ABOUT DISCIPLINE IN EFL CLASSROOM**", and researched by **SANCHEZ USHCA DERLIS DAVID**, ID number **1600635740**, for obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major.

I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí, February, 2023

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COMMITTEE APPROVAL

The research report entitled "**TEACHERS PERCEPTIONS ABOUT DISCIPLINE IN EFL CLASSROOM**", has been revised, approved and authorized for printing and binding, before obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

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SANCHEZ USHCA DERLIS DAVID

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GRATEFULNESS

I want to express my gratitude for God, who gave me the capacity to complete this career that I love so much, and protected me in all the events that I went through during the career. To the Technical University of Cotopaxy to receive me in its classrooms and teach me with human values as the core of the learning. Thank you to all my teachers, who throughout my career taught how to be a better teacher and I am especially grateful to Mgs, Jorge Rosero, who was my teacher during my career and my tutor in this final step. Finally, to my family who always was supporting me by distance in this large process.

Derlis Sanchez

DEDICATION

I want to dedicate this project, for my mom who was my main support during all the career. To all my teachers of 'Nuestra Señora de Pompeya' Education Unit, where I spent six years and where I learn that with dedication all is possible. To Mishell and Nathaly whose I share many memories as inter and I hope to meet together in the future. And an especial dedication for all my dear friends that are resting with God.

To all of them, infinite thanks to let me learn a bit of everything and let me share with them good memories and thanks for supporting me in this last step.

Derlis Sanchez

TECHNICAL UNIVERSITY OF COTOPAXI
UNDERGRADUATE PROGRAM
DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR
THEME: TEACHERS PERCEPTIONS ABOUT DISCIPLINE IN EFL CLASSROOM

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ABSTRACT
Classroom management for control indiscipline is essential for an effective class, teachers always have to find how to manage these cases and their performance. Set rules or class layout are simple strategies that help teachers to manage a class. Without classroom strategies, teachers would not be able to assure an effective learning environment for language users. Those problems could generate indiscipline inside the classroom, and that huge problem can affect teachers' performance in a long way. Due to this, the present study used qualitative research with the aim to determine teachers' perception about discipline management in EFL classes in 'Nuestra Señora de Pompeya' Educational Unit. Data analysis was done by the phenomenological method, in which the purpose was to analyze teachers' experiences, perceptions, classroom strategies, and procedures. To get this information, a semi-structured interview was applied following the non-random selection based on convening sampling. Out of even teachers of Foreign Language Areas, just three who follow the criteria defined by the researcher were selected. Those three selected teachers had experience with different grades of education and have different roles in Foreign Language Areas. In addition, observational journals were implemented to take notes about students' behavior. This study shows teachers' point of view about the importance of classroom management to control indiscipline in class and the way that they perceive their own performance after a difficult class. By journal, and interview, teachers presented negative aspects that were a consequence of the indiscipline problems, which affected their performance. Feelings like disappointment, frustration and getting lost in class were the most common aspects that teachers mentioned they had experienced, and those emotions could affect classroom efficiency. Also, indiscipline affects students' and teachers' performance and motivation. It generates that efficiency of class diminishes if teachers do not apply classroom management strategies.
Keywords:
Classroom Management, Education, English, Strategies.

UNIVERSIDAD TÉCNICA DE COTOPAXI
PROGRAMA DE PRE-GRADO
DEPARTAMENTO DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS – LICENCIATURA EN INGLÉS

TÍTULO: PERCEPCIÓN DE LOS DOCENTES SOBRE LA INDISCIPLINA EN EL AULA DE LENGUA EXTRANJERA

Autor:
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RESUMEN

La gestión del aula para el control de la indisciplina es fundamental para una clase eficaz, los docentes siempre tienen que buscar la forma de gestionar estos casos y su desempeño. Establecer reglas o el diseño de la clase son estrategias simples que ayudan a los maestros a administrar una clase. Sin estrategias en el aula, los docentes no podrían garantizar un entorno de aprendizaje eficaz para los usuarios del idioma. Esos problemas pueden generar indisciplina dentro del aula, y ese gran problema puede afectar en gran medida el desempeño de los docentes. Debido a esto, el presente estudio utiliza una investigación cualitativa con el objetivo de determinar la percepción de los docentes sobre el manejo de la disciplina en las clases de EFL en la Unidad Educativa 'Nuestra Señora de Pompeya'. El análisis de los datos se hizo por el método fenomenológico, en el que el objetivo fue analizar las experiencias, percepciones, estrategias y procedimientos de clase de los docentes. Para la obtención de esta información se aplicó una entrevista semiestructurada siguiendo la selección no aleatoria basada en un muestreo por convocatoria. De siete docentes del Área de Lengua Extranjera, sólo tres siguen los criterios establecidos por el investigador. Esos tres maestros seleccionados tenían experiencia con diferentes grados de educación y tienen diferentes roles en áreas de lenguas extranjeras. Además, se implementaron diarios de observación para tomar notas sobre el comportamiento de los estudiantes. Este estudio muestra el punto de vista de los docentes sobre la importancia de la gestión del aula para controlar la indisciplina en clase y la forma en que perciben su propio desempeño después de una clase difícil. Por diario y entrevista, los docentes presentaron aspectos negativos que eran consecuencia de los problemas de indisciplina y afectaron su desempeño. Sentimientos como decepción, frustración y perderse en clase fueron los aspectos más comunes que los docentes mencionaron haber experimentado, y esas emociones podrían afectar la eficiencia del aula. La indisciplina afecta el desempeño y la motivación de estudiantes y docentes. Genera que la eficiencia de la clase disminuya si los docentes no aplican estrategias de gestión del aula.

Palabras claves:
Educación, Estrategias, Inglés, Manejo de Clase.

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Table Index

1. General information

Theme:

Teachers perceptions about discipline in EFL classroom.

Starting Date:

September 2022

Ending Date:

January 2023

Place of Research:

Unidad Educativa Fiscomisional "Nuestra Señora de Pompeya" Puyo -Pastaza

Sponsoring Faculty:

Extension Pujilí

Sponsoring career:

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Linked Research Project:

Macro project of the career: Formative processes in the teaching and learning of English as a Foreign language in the educational institutions of the province of Cotopaxi.

Work Team:

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Knowledge area:

Education

Research line:

Education and Communication for social and human development.

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Professional development in teaching and learning English as a Foreign Language

Keywords:

Classroom Management, Education, English, Strategies.

2. Problem statement

The discipline and the classroom management have been present in each EFL class. Each teacher has the liberty to decide how to adopt and use classroom management strategies in order to control the discipline in students to contribute to the improvement of class behaviors. Cevallos & Soto (2020) state that "In the past, teachers used to emphasize class discipline, which consisted mostly of controlling students' behavior; for example, making them keep silent or sit quickly."

Ellis (2018) states that, depending on each teacher and their way of managing the class, the effectiveness of class can variate. Also, the researcher mentioned that the emotional factor in teachers generated by the discipline of students, can directly affect the performance and motivation to give class. One external factor that could be a possible cause of indiscipline problem must be the mandatory back to school order by the Educational Ministry after two years of virtual classes. In addition, some teachers considered that students could have bad behavior by all the facilities that they had during the virtual modality and that are difficult to change until they understand that they are in face-to-face classes again.

Zuheer (2013) in his study states that teachers' performances need communication skills and interaction with learners, and administration class skills. Based on the result of his study, it presents that depending on the course and the way that teacher administers the class, the performance should be different. This project will collect teachers' perceptions about disciplinary problems, for that reason the researcher will be done in a Fiscomisional Education Institute, in Pastaza state and province.

3. Objectives

General

- To determine teachers' perception regarding students' discipline management in EFL classes at 'Nuestra Señora de Pompeya' Educational Unit.

Specific

- To establish theoretical foundations about the importance of effective classroom management for EFL classes.
- To identify teachers' perceptions about the impact of students' behavior during EFL classes.
- To define the main findings and results based on the data collected about the classroom strategies adopted by teacher

4. Activities and task system in relation to the objectives proposed.

Table1 Activities and task system

Specific objective	Activities	Verification Means
To establish theoretical foundations about the importance of effective classroom management for EFL classes.	Do literature review. Design theoretical framework Categorize discipline factors.	Theoretical Framework
To analyze teachers' perceptions about the impact of students' behavior during EFL classes	Analyze Weekly Journals Apply interviews for teachers	Weekly journals note. Teachers' interviews. Teachers' interviews transcriptions.
- To define the main findings and results based on the data collected about the classroom strategies adopted by teacher	Analyze data collected. Interview. Journals. Define major findings.	Analysis and discussion. Interview transcription. Findings and conclusions.

Source: Derlis Sanchez

5. Justification

Some authors as Peace Corp (2008), Aqueela, et al. (2021), and Kayikci (2009). present different definitions about classroom management in their respective studies. Nonetheless, the studies of Walters and Frei (2007) are closely related to the main goal of the current research. In the sense that these authors define classroom management and discipline as the key to get a successful class and which let the teacher control the class. In addition, both are dynamics to build up good relationships with learners, learners' collaboration and effective environment. The use of classroom management strategies have to be focused on improving the learning process, improving the learning environments, behaviors and to establish order and discipline in class. Therefore, the purpose of this qualitative project was to determine teachers' perfection about indiscipline in the EFL classroom. The motivation to research this theme was to determine if indiscipline can affect teacher performance or motivation and what teachers do to solve the behavior problems.

Results of this research will provide a framework describing the aspect to consider at the moment to manage an EFL class. Therefore, it will describe some strategies to use to have an effective class and manage the behavior to avoid problems with students. Teachers' performance can be affected by the behavior and students' learning process can be affected at the same time. For this project an interview and observational journals will be used to collect information and contrast the reality with the theory.

The direct benefits that this project will provide are the real teachers' perception about classroom management and discipline that they have about their professional normal day. In addition, the project also will provide some advances that teachers have learnt during their professional career that could be beneficial for all teachers. All the information collected in this study can be used by other teachers to have a first approach about the reality of the profession.

Finally, to decide the way to research, researcher decide to follow three research questions that will be answer the way that indiscipline affect teachers, the major problems that they have in the work and possible strategies that they use to management the class, it will give an approach about the reality of the class, and the questions are the following:

1.   What are teachers' perceptions about the effectiveness of the classroom management practices being used in English classes?

2.   What is the most difficult behavior problem that teachers challenge before going back to school in face-to-face mode?

3.   What are the needs as an English teacher that are necessary to improve to get an effective classroom management?

6. Scientific and technical foundation

6.1. Background

The recompilation and analysis of previous research studies demonstrates the importance and the perspective that teachers have about the discipline in EFL classrooms. Such information was compiled from different digital journals that provide previous research with important and useful information for developing the present study.

The study conducted by Jeva et.al (2021), published at *International Journal of English Language Studies*, determined that for teachers, their class performance was affected by the misbehavior by students, and the problem born by the lack of interest in students. Researchers applied interviews to collect the opinions and perspectives about the disciplinary problems for two English teachers and two students from a private Chinese school, and in addition they elaborate classroom lesson observation. A qualitative, action research method was applied for the research and for the data analysis researchers decided to use triangulation method to avoid biases.

Mansor et.al (2017) published a Qualitative, exploratory study at *International Journal of Advance and Applied Sciences* where they, using a case-study approach, conducted the investigation about Teacher perceptions of managing indiscipline amongst at-risk teenage

students: A Malaysian study. The main finding obtained by the research was that the students' misbehaviors are an effect of environments that can influence their conduct inside the school. The way that they collected the information to get this conclusion was through interviews application for students and teachers by the use of triangulation purposes and for the place, was selected an institution who already had students' disciplinary antecedents in Malaysia.

In Ecuador, Abarca (2019) published an undergraduate project at *Universidad Nacional de Chimborazo*, in which the methodology used by the author was a qualitative approach with an exploratory level, and with an ethnographic method. To collect data, the technique of direct observation was used with observation files. Abarca at the end of the study concluded that new discipline techniques influence learners, improving the learning environment and improving the students' discipline.

6.2. Theoretical framework

Learn English in Ecuador

English as a global language is useful for all people, for that reason Ecuador decided to improve its educational quality with the implementation of "*Plan decenal 2006 -2015*". In this document, it makes a restructure of educational curricula, especially in the English curriculum with the aim to boost people's knowledge. (Ministerio de Educación, 2013).

The current English as Foreign Language (EFL) curriculum that has been used is from 2016. The EFL curriculum establishes that English is a subject that has to be taught from the 2nd to 10th grade of Basic Education following the Common European Framework of Reference for Languages (CEFR). The level established by CEFR states that at the end of the period learners will have an A2 level. Subsequently, learners who will be promoted to the 'Bachillerato General Unificado' level, will learn English with an A2 level and end their learning process at the '3rd bachillerato' with B1 level. (Ministerio de Educacion. 2016).

At the present, in Ecuador by the Ministry Arrangement MINEDUC-2022-00010-A, which establishes the reduction of EFL class hours to 3 per week, in all the educational levels. Most of the institutions with the aim to get the goals established in the curricula are developing

new subjects to reinforce the EFL knowledge. For that reason, plenty of Institutions are following the guideline that the Educational Ministry purpose. In addition, the Educational Ministry established that to keep the quality standards, English teachers need to fulfill all the requisites established by the Ministry in one of them is to get the B2 level based CEFR standards.

Classroom management

Classroom management has been present in the classroom since the 21st century, and the lack of attention to this teacher's attitude means a gap between a teacher and a being a good teacher. (Gordon, et al. 2015.) Classroom management is one skill that each teacher needs to develop at the moment to control a class, and consider the effectiveness of using procedures to organize and structure their classes, to combine and manage different skills during the development of the class (Ellis, 2018).

In classroom management one negative factor that Gordon, et al. (2015) states are that "The reasons for the difficulty lie in the lack of attention to the field by the profession, lack of formal preparation in the field by most teachers, and the lack of reality-based pedagogy in many teacher education classrooms." (p.1). Also, it is the beginning of new problems, as Turabik et al. (2016) mention in the study of Elloie (2018). Student misbehavior, a teacher attempting to control the misbehavior, student persistence in continued misbehavior, a teacher retreating in frustration because of the misbehavior, and an increase in student misbehavior, are the direct effect of deficient classroom management applied by the teacher.

Ellis (2018). Express that for effective classroom management, some skills that teachers should develop are organization, planning, being proactive, taking charge, and being consistent. Those skills could be useful to manage a misbehavior classroom problem and to improve the relationship with learners. In addition, the cultural context of the classroom should be considered by teachers, because it can be a tool to manage the class, and that could help the teacher to achieve the academic aims and personal aims in the profession (Elloie. 2018).

Behavior

Parsonson (2012) states that teachers and learners are affected by the behavior that a classroom has, and in his study, the researcher establishes that a positive behavior change is possible and beneficial for both actors. In addition, Parsonson (2012) also mentions that behavior is the result of factors present in the classroom, factors can influence the conduct of learners and can be the support of the lack of conduct inside the classroom.

To control the behavior and management it, Watkins (2008) determines that exist styles that can help to improve the behavior but also it can be counterproductive, like: judging the person negative, but other ones can help to make a self-evaluation remembering the arrangement done previously or also talk about the responsibilities in learning that learners have.

To avoid teachers having to define specific and general rules with students, each educational institute has the responsibility to establish a behavior code that learners, parents and teachers have to follow, this is stipulated in the ACUERDO 00332-13 published in 2013 by the Educational Ministry. In addition, the Ministry has a collaborative tool with all the educational institutes of Ecuador called "Colmena" where all of them are bound to upload their behavior code that will be approved by the Ministry and updated each six years.

Finally, Parsonson (2012) states that for an effective educational behavior, the Managing transitions, enhancing engagement, peer support and relation building need to be present, because it increases the efficiency of the class, and improves the behavior where learners are exposed. As a conclusion of his study, he states that positive reinforcers, learning of values and motivation of learners and that should be applied to management strategies are the core to get an effective and healthy behavior for learners.

Discipline

Khatun and Ballia (2018) states in their study that discipline is:

> It is the practice of frank and strict adherence to legislation and guidelines, and cultural standards and values; the ability to control oneself or other people, even in

challenging circumstances. Discipline means teaching acceptable behaviors and unlearning maladaptive behaviors with support, guidance and direction in managing behavior. It is about setting limits, clarifying roles, responsibilities, and mutual expectations and creating a predictable, orderly and stable life. In the learning environment, indiscipline can manifest itself in disobeying set rules, bullying, truancy, lateness to school, cultism, alcohol and drug abuse, insulting/assaulting, sexual harassment, stealing, rioting, striking, setting school fires, 'gassing of learners, and many other anti-social vices. (p.87)

For that reason, MINEDUC established that each institution has to develop their own behavior code, but in extreme cases, the Ley Organica de Educacion Intercultural (LOEI) established punishments that can be applied for learners who commit faults. In the article 330 establishes that learners who commit a fault should be judged based on the gravity on the fault, faults are divided into mild, serious and very serious.

LOEI

Ley Orgánica de Educación Intercultural (LOEI) published by the National Assembly in 2011 is the document which secures the education right established in the National Constitution. The document states all the roles that education has in students, parents and teachers, rights, obligations and guarantee to get a high-quality education. Moreover, on Title IV, article 134, the document states all infractions, sanctions and faults that learners can commit. Sanctions will be depending on the grade of the fault, the document categorizes in three faults: mild, serious and very serious.

In addition, the articles 135 and 136, mention that the sanction depends on the grade of the fault, the sanction can be decided by institutional authorities, always considering students' rights and following their own behavior code approved by the Educational Ministry and uploaded on "Colmena". However, in the case that the grade of the fault will be very serious, authorities delegated by the ministry, will be who takes decisions and gives the stronger sanctions according to the article 134 of LOEI.

Classroom management techniques

Classroom management techniques depend on the teacher, it has the aim to improve the class behaviors to get an effective class, for that reason based on a guide published by Scrivener (2012) there are some techniques that can be useful for the class.

Teaching methods

Hao (2017) in his study describes teaching methods as approaches and methods that teachers can use to improve the language, and that plenty of methods have global aims but in some cases the methods should adapt to particular cases. However, Samaranayake (2015) considers that to define "the best" method is necessary to consider the advantages and weaknesses of the method, and its teacher's decisions on how they interpreted the method. Also, teachers can blend one of two methods with the purpose to achieve the learning objectives in the class and minimize the disadvantages that the method has in the teaching context.

Elloie (2018) states that classroom management instructional strategies focused on diminish discipline problems in the classroom, make independent learners in research and learning, help learners to become more reliable and mindful, and set classroom rules. Those strategies should have the aim to contribute to learners' work and the adaptation to work with new co-workers, continue and reinforce teacher-students relationship to have a better behavior to work and promote effective classroom management that consequently will help to eliminate most of the classroom problems.

Classroom strategies

Classroom arrangements have a direct impact in the discipline of the class, and it influences the learning process of learners, depending on how managed class spaces the performer could be better than traditional ways. Barkley (2010) cited in the study of Rands and Gansemer (2017) states that classroom environments involve the student's arrangement that consists in an active class and motivation, helping students to learn according to the challenge level and creating a sense of community between students. Based on that Scrivener (2012) suggests

seven strategies to determine the use of a classroom arrangement focusing on the aim of the class.

1) Classroom layout.

   a) Semi-circle or U: This allows teachers to have eye contact and communicate with each other.
   b) Tipped U: It reduces the angle of the desk, uses all the space of the classroom but it can be considered informal. The purpose is the same as the semi-circle model.
   c) One large table: Pull all the tables together to form a large table, and sit all the learners around it. This may increase the feeling of cooperating on a single task.
   d) Zones: It is just for large classrooms with enough space. It consists of established tables or desks where a group with a specific function teacher will work with the students. Each zone has a specific activity or function.
   e) Full circle: This arrangement allows each student to see everyone and keep the attention of learners with the person who is talking in the middle of the circle.

2) Seeing the room from a student's perspective.
   a) Previously in a class, teachers should sit in students' desks and think about how students perceive the class? What can teachers do to improve? It can be useful to determine the classroom layout.
   b) Determine based on the perspective and the layouts; which layout is most effective for the activities that the teacher wants to develop.

3) Rearranging the classroom chaos
   a) Use the learners' idea's: Talk with learners, about suggestions to define a strategy to rearrange with the least chaos possible, make learners feel that they can decide will generate more security and self-confidence.

b) Rearrangement options: Present possible options and make that learners select the best, the option selected will be considered a rule to follow every time that teacher asks for a rearrangement.

4) Sitting arrangements
   a) Mixed groups: To avoid the lack of attention between friends, selecting the sitting places mixing each student will help for the attention and it will improve the team work with learners.
   b) Differentiated learning: Balanced groups with the learning level shouldn't consider discrimination, the aim of this arrangement is to promote teamwork between each learner, and help learners with low grades to improve it.
   c) Friendship: It will depend on the aim of the activity; the friendship arrangement will help in hard class activities who need good communication between team members.
   d) Learners' planning: It is a good technique to make learners feel sure and safe, but it can be a disadvantage if teachers don't make changes or don't put classroom rules.

5) Teacher position
   a) Different teacher position: Walking and talking around the classroom will help to give clear instructions, reduce the stress showing a fluent environment and make learners feel that the teacher is supporting each one.
   b) Standing or sitting? Everyone knows that a person has an energy limit, for that reason it is good for teachers to rest, but it doesn't mean that the class will be free. Changes of tone and pace of talk to recover energy while the teacher is sitting or not is another way to give a rest. Finally, showing signals that the teacher is monitoring, while the teacher is sitting or not, asking or calling the attention of learners shows that the teacher never stops controlling learners.

6) Using a limit space
   a) Minimum move: In limited spaces, finding the most effective way to avoid the chaos and losing time is to work with the class-mate next to each one.

b) Use the front of the class: It refers that students will go to the front and work there, to help teacher monitoring and give the opportunity to learners to ask and work with class-mates and teachers.

c) Make the most of other available spaces: Use all the spaces, it doesn't mean that it is necessary to apply arrangements with the desk, learners can use all the spaces to develop the activities, or also teachers can use it to explain the activity.

7) Improving the classroom environment.

Control the atmosphere where learners will spend most of the time in the class, it is a responsibility of learners and teachers. Also, consider the learners' view of the teacher, most of the cases the way that learners see teachers can define the relationship between them. Make a self-evaluation of the teacher's role. Finally, always keep the respect of learners, some techniques to achieve those aspects are:

a) Putting yourself in the students' shoes: Similar to learners' views, understanding how they perceive the classroom environment is necessary to ensure that the learning environment is effective.

b) Physical and environmental factors: Light, acoustics, noise, ventilation and temperature are some factors to consider. It can represent that the performance of teachers and learners be affected, for that reason it is necessary to plan activities and be flexible to solve or keep in control those problems.

c) Improving the room: Decoration, learners' work and zones are some suggestions that teachers can follow to improve the perception of the room and establish that the classroom is for a specific activity. Decorating the room with learners' work can motivate learners to study more because it represents that teachers value all the work.

Teacher strategies

Gujjar and Naoreen (2009) states that "is the teacher who plays the main role in planning, organizing procedures and resources, arranging the environment to maximize efficiency, monitoring students' problems, anticipating potential problems" (p. 65). In the guide by

Scrivener (2012), states that teachers are not machines, and that each teacher should find their personal way to teach. Based on that, some authors like Gujjar and Naoreen (2009) and Carneiro (2004) state that teachers should plan their classes, listen to their students, evaluate the progress of the class and themselves process, and get ready to build a relationship with learners to solve problems. For that reason, Cambridge with Scrivener as author of the guide, provides some advices and strategies to follow like:

1. Being yourself:

It states that as teachers, it's necessary to find our own way to manage the class, it could improve the performance and facilitate the communications and the building relation with learners. However, self-reflection is necessary to evaluate the progress with learners and to evaluate the process that could be improved with the time.

2. Establishing and maintaining rapport:

This advice is referring to building relationships with learners, it's not necessary to be the "teacher" all the time, but establishing rules at the beginning is important. The guide suggests working and remembering all the positive aspects of each learner individually, and avoid pretending to show a feeling or expression that is not real, learners are very sensitive and they can know when teachers are lying or faking.

3. Ways of listening:

This refers to listening to students to make a progress check with the aim to identify problems in different topics of different lessons to then be able to make feedback. Moreover, the guide provides three ways to listen, that are the following:

   a. Conversational listening: It refers to a casual or normal talk, without educational context, where the teacher can evaluate the use of vocabulary and the fluency of the speaking. It can be developed anywhere.
   b. Analytical listening: In this kind of listening, the teacher focused on evaluating the correct use of vocabulary, grammar, fluency, coherency and syntax. Then, the

teacher can correct the errors that learners have, but is not recommended at the moment to identify an error that interrupts the learner's speech, is recommended to make general feedback at the end and show the error that learners have.

c. Supporting listening: Similar to analytical listening, supporting listening refers to working together to improve the speaking skill, providing feedback each time of practice, making suggestions and showing mistakes. It is recommended for group work between learners and teachers as a monitor.

4. Teachers' voice

Teachers' voice refers to finding correct tone, volume and expressions to use in classes, it also can be called "teachers talk". The volume of the teacher can activate a class, or by opposite it can off the class. But it doesn't mean that the teacher always has to talk as best as possible, it refers to making a correct use of the tone of voice and playing with it to make a more interactive and attractive class. In addition, it is necessary to know the type of language to use with learners, not all the learners have the same age or knowledge. For that reason, using specific language is necessary to express ideas, give instructions, and teach class commands to keep the class under control. Finally, teachers should establish the percent that they talk with learners in the class because they can make use of the strategy "sit and rest" explained before, to take a rest and not stay speaking all the time, teaching doesn't mean that teacher should be speaking the entire class.

5. Gestures and facial expressions

Facial expressions and gestures support teacher's talk, it also can be called as "body language", with some gestures while the explaining, learners can understand better or get the idea just watching teacher, and facial expressions as the same role, clear the idea in the instruction or suggest a feeling while the teacher's talk. For that reason, there are some examples of gestures and facial expressions.

a. Classroom organization: For this, making gestures with the hands showing the possible classroom arrangement or layout will help learners to understand the

instructions. By other hand, it also can refer with an order like, stand up, making a move with the hand up.

b. Classroom instructions: For instructions like "write" teachers can make the gesture of writing with their hands, it can make the instruction clearer or make other gestures while the teacher is explaining, the body language can be interpreted eastly.

c. Classroom interaction: To emphasize the instruction or the order like "silence" a simple finger is enough, but to retake the attention of the class, a hit is enough to get the attention of learners again. During a presentation the teacher can make more gestures to give an instruction and don't interrupt the presentation.

d. Feedback and learning control: A simple shake of hands can mean that it is not clear and needs to work more or on the opposite rise. Thumb up can mean that is good and thumb down is wrong.

6. Teacher as research

For this last strategy, it is necessary that each teacher make a self-evaluation about his performance and class performance, after that teacher will be able to plan a class considering the aspect to improve, and if it's necessary investigate about methods or possible strategies to use to improve the performance. Teachers can use the listening strategies to listen to their students about their opinion of classes and consider those opinions at the moment to plan the class.

7. Methodology

Research approach

For the present study the approach selected was Qualitative approach, based on the state of Creswell (1998) "exploring and understanding the meaning individuals or groups ascribe to a social or human problem. […] researcher making interpretations of the meaning of the data" (p.22). In addition, Malterud (2001) states "Qualitative research methods are strategies for the systematic collection, organization, and interpretation of textual material obtained from

talk or observation, which allow the exploration of social events as experienced by individuals in their natural context."

Research method

A phenomenological method applied to develop this study has aimed to focus on a common phenomenology that a population can provide lived experiences and that a phenomenology is not easy to identify individually, for that reason the phenomenological study describes the phenomenon based on experiences, perceptions that a researcher collects from participants (Creswell, 2018).

Research context and participants

The research was developed in a Fiscomisional Public Educative Institute in Pastaza state and province. The participants for the study were teachers of Foreign Language Area selected by the non-random selection based on convenience sampling. Teachers selected for this study had assigned courses from 1st elementary basic education to '3rd Bachillerato', providing their experiences to work with students' populations around 2.040 students.

Out of seven teachers in Foreign Language Area, just three who follow the criteria below were selected for the study. Criteria used by the researcher were the following: Time availability, more than five years of experiences and desire to participate in the study. Moreover, most teachers already had previous experiences working with almost all the education levels and their experiences are important to define and apply correct classroom management.

Data collection process

Data was collected by the applying of interview to English teachers who accepted completed and who signed the informed consent previous to being interviewed. Also, the elaboration of Observational Journals by the researcher where the notes are about the teacher's classroom management and teacher's performance during class solving, unexpected situations.

8. Analysis and discussion of results

Table 2 Participants' code

Code	Role	Experience
Teacher 1	CTP English area coordinator English teacher	31 years of experience, 25 years in the institution.
Teacher 2	CTP English Baccalaureate coordinator English Teacher	14 years of experience, 12 years in the institution.
Teacher 3	English Teacher	7 years of experiences, 4 years in the institution

Source: Derlis Sanchez

To answer the first research question, about the teachers' perception of effective classroom management, researchers analyzed the information obtained by teacher interviews and made a contrast with the notes taken in weekly journals. Based on that teacher manifests the importance of classroom management and what different actions you can use to manage the class.

a) Classroom management.

Classroom management is one skill that each teacher needs to develop at the moment to control a class, and consider the effectiveness of using procedures to organize and structure their classes, to combine and manage different skills during the development of the class Ellis, 2018). Based on that, those are the opinions of teachers about classroom management importance.

Question: How important is classroom management?

Teacher 1.

Classroom management must be very effective, it maximizes all learning opportunities, the teacher must direct discipline in the classroom with the purpose of motivating intensive mental learning and often cooperative learning. [El control del manejo del aula debe ser muy eficaz, maximiza todas las oportunidades de aprendizaje, el docente debe encaminar la

disciplina en el aula con el propósito que motive el aprendizaje mental intensivo y muchas veces el aprendizaje cooperativo.]

Teacher 2.

It is important because if you do not have an established classroom management, you will not maintain discipline, you will not keep the student's attention, we will not have a class, and there will be a mess. [Es importante porque si usted no tiene un classroom management establecido, usted no va a mantener disciplina, no va a mantener la atención del estudiante, no vamos a tener una clase, va a haber un desorden.]

Teacher 3.

I think it is very important, because it is the layout of what you would do, if you know, you can engage with your audience, it's going to be very easy to transmit your message that you have.

All teachers state that it is the most important to maximize the effectiveness of the class sharing the same state that Ellis, (2018) mentioned before stating that classroom management allows teachers to control the discipline using different kinds of strategies. For that reason, teachers also mentioned some strategies that they used to control de discipline in the classroom and how they learned to use it.

Question: What kind of strategies do you use to minimize or eradicate indiscipline?

Teacher 1.

It is important at the beginning of the elective year to establish rules of classroom behavior, the organization of the class is also important. (…) The control of indiscipline is obviously involved with the teacher in charge, they cannot be left alone and something more important is also lesson planning as the main key. [Es importante al inicio del año lectivo establecer reglas del comportamiento del aula, también es importante la organización de la clase. (…)

El control de la indisciplina obviamente está involucrado el docente a cargo, no se les puede dejar solos y algo más importante también es la planificación de clases como clave principal.]

Teacher 2.

What I do is a Time out, they have a conversation time, if they are talking invite their classmates and we go outside to talk for 5 minutes, after 5 minutes they can enter and apologize to the teacher for having misbehaved or simply Mention that the 5-minute timeout is over and they can enter. (...) In addition, with the baccalaureate use the application of a fine of 10 cents when they speak Spanish, and to avoid paying they avoid or use the dictionary. [Lo que yo hago es un Timeout, ellos tienen un tiempo de conversación, si ellos están conversando inviten a sus compañeros y vamos a fuera a conversar por 5 minutos, pasado los 5 minutos ellos pueden ingresar y disculparse con el docente por haberse portado mal o simplemente mencionar que ya terminó los 5 minutos del Timeout y pueden ellos ingresar. (…) Adicionalmente, con el bachillerato utilizó la aplicación de una multa de 10 centavos cuando hablan español, y para evitar pagar evitan o usan el diccionario.]

Teacher 3.

Work with kids starts with chants, sings, maybe something that everybody knows, most of the time starts with songs is one of the best things to do because everybody starts singing, and everybody starts participating.

Setting rules at the beginning of the year, time outs to reflect about the behavior, fines to use Spanish, or singing as motivation at the beginning of the classes are some strategies provided by teachers. Those are the most common strategies used by them to manage the class and control discipline. Moreover, Scrivener (2012) provides for teachers a guide about Classroom Management strategies to be used in the classroom. In the guide, the author suggests that the strategy's aim is to achieve an objective at the end of the class, for that reason planning the class is the most important strategy that teachers have to focus on to get a good class.

Question: What strategies do you use to organize students at the moment to make activities or give your class?

Teacher 1.

Role play is my favorite that is the one that has given me many results, because I generate what is oral productions through dialogues and development of communicative functions, it is the one that I apply the most in the classroom. [el role play es mi favorito, ese es el que me ha dado muchos resultados, porque yo genero lo que es producciones orales a través de diálogos y desarrollo de funciones comunicativas, es el que más aplico en el aula]

Teacher 2.

The traditional is just row, row and row, right? But today it is also proven that collaborative, group work is more effective, because we also have to consider that not all of our students are good, one helps, the other reinforces, perhaps the other did not understand and that's where they go, helping each other. [Lo tradicional es simplemente fila, fila y fila ¿cierto? Pero también hoy en día está comprobado que el trabajo colaborativo, en grupo es más eficaz, porque también tenemos que considerar que, en nuestros estudiantes, no todos son buenos, el uno ayuda, el otro refuerza, quizá el otro no entendió y por ahí van ayudándose entre ellos.]

Teacher 3.

The way that I do it is classroom layout, I don't work with groups because the kids most of the time get distracted easily. (…) I just work in groups in specific activities but in class I use layouts working with strategies to give them vocabulary.

For this question, teachers 2 and 3 mention that classroom layout and sitting arrangement are the best way to work in groups, respectively**.** Moreover, teacher 1 prefers to apply role play strategy. In this way**,** Scrivener (2012) defines sitting arrangement and classroom layout as strategies to organize students and class, contrary to role play that the same author mentions that it is an interaction strategy and not a class organization strategy. Nevertheless, role play

can involve classroom layout and sitting arrangement, but it just will depend on how teachers manage the class.

b) Indiscipline

For this factor, Khatun and Ballia (2018) states that "indiscipline can manifest itself in disobeying set rules, bullying, truancy, lateness to school, cultism, alcohol and drug abuse, insulting/assaulting, sexual harassment, stealing, rioting, striking, setting school fires, 'gassing of learners, and many other anti-social vices." Teachers have a clear definition of indiscipline even if they do not feel that they have the cases mentioned by the author. The most common problem of indiscipline that they perceive is the speaking of students when they are teaching.

Question: What is the most common indiscipline case that you can evidence in your class?

Teacher 1

The use of the cell phone in the classroom without the authorization of the teacher, the misuse of the uniform, sometimes the escapes of the students and what is much more frequent and common, is that the students during class hours copy or do homework other subjects. [La utilización del celular en el aula sin la autorización del docente, el mal uso del uniforme, a veces las fugas de los estudiantes y lo que es mucho más frecuente y común, es que los estudiantes en las horas de clases copian o hacen deberes de otras asignaturas.]

Teacher 2.

Talk a lot, I think that students, it's good that students can talk at the right time (…) they don't measure that there is a teacher, or that they are in class, they just talk for the sake of talking. [Conversar mucho, yo considero que los estudiantes, está bien que los estudiantes puedan conversar en su debido momento (...) no miden ellos que hay un docente, o que están en clases, simplemente conversar por conversar.]

Teacher 3.

Not following instructions most of the time, maybe it's distractive of other activities, noise, and disturbance. (...) This is really notable with kids, because kids can't keep themselves in the same place for a long time.

The use of mobile phones in class, students talking and not following instructions are the most common problems that teachers have to face each day and which are the most challenging problems that teachers have in their classes. That actions could be defined as indiscipline, Ballia (2018) mentions that indiscipline can be the action of not following rules or actions that affect the effectiveness of the class. For that, it's important to define classroom rules, and activities for the class to improve the environment and improve the communication to solve the problems.

Question: How do you feel after finishing your class with indiscipline problems?

Teacher 1.

At least I feel satisfied and calm for the work done with her, taking into account that the students must be fully aware of the fault they have incurred. [al menos yo me siento satisfecha y tranquila de la labor realizada con ella tomando en cuenta de que los estudiantes deben estar plenamente consciente de la falta que han incurrido]

Teacher 2.

Usually, I have not had the type of problems that in the end I feel that the class did not go well, because, generally, always at the end, at the end of the day I do a "Deep pack" in which I reflect that it could have come out better, with other courses maybe it was better for me, that I could do better, and I don't feel tired because I love what I do. [Comúnmente no he tenido el tipo de problemas que al final me sienta que no me fue bien la clase, porque, por lo general siempre al final, al finalizar la jornada hago un "Deep pack" en el que pongo la

reflexión de que pudo salir mejor, con otros cursos talvez me fue mejor, que poder hacer mejor, y no me siento cansada porque amo lo que hago.]

Teacher 3.

Is the frustration, because most of the time we have already a plan or an idea what we will going to do with the class, and sometime happens not, not to follow or we have problems to keep what we can to see, so, that most than anything to see, I had to recover to lost the class.

Frustration, satisfaction, and calm at the end of the class were evidenced during the investigation period as the most common feelings generated by learners' behavior at the end of the class. Those emotions could affect teachers' performance at the next class. Ellis (2018) and Jeva et.al (2021) confirm that teachers' performance can be affected by indiscipline problems, and also it affects teacher motivations. Moreover, during the study, teachers constantly self-evaluated their classes with the purpose to get better for the next class.

Question: What was the most serious indiscipline problem that you challenged?

Teacher 1.

*On a certain occasion, a case of academic dishonesty, type 3, was filed. It is classified as a very serious offense, which is fraudulently obtaining copies of the quimestral exam and disseminating the answers among their classmates. (…) They inflicted articles 226 and 224, then the disciplinary actions were obviously a grade of 0 in the exam, however this case was also reported, investigated and sanctioned, according to the LOEI a case of type 3 academic dishonesty establishes a temporary suspension for 30 days and in many cases the definitive separation of the establishment. [*En cierta ocasión, se presentó un caso de deshonestidad académica, tipo 3. Se la cataloga como falta muy grave, lo que es obtener dolosamente copias del examen quimestral y difundir las respuestas entre sus compañeros.(…) Infligieron el artículo 226 y 224, entonces las acciones disciplinarias, obviamente fueron, calificación de 0 en el examen, sin embargo, este caso fue reportado, investigado y sancionado también, de

acuerdo a la LOEI un caso de deshonestidad académica tipo 3 establece una suspensión temporal por 30 días y en muchos casos la separación definitiva del establecimiento]

With me there was a sanction for the students adhering to the LOEI regulations, they also regretted and apologized, and after that they never did it again. Neither did the other courses because they knew they were sanctioned. [Conmigo hubo sanción para los estudiantes apegándose al reglamento de la LOEI, también se arrepintieron y pidieron disculpas y luego de eso nunca más lo hicieron. los otros cursos tampoco porque sabían que estaban sancionados]

Part of classroom management is controlling the class, but in serious disciplinary cases teachers need to apply sanctions to students in order to make the problem more manageable or prevent future problems. LOEI in the articles 134, 135 and 136 in which establish the criteria to sanction learners, it has to be based on the fault's grade. Moreover, each educational institution has their own behavior guide to decide the possible sanctions that learners can get. Teachers can't establish sanctions by their own opinion, they should follow the guides respecting students' rights and their own right.

Question: Why are you still motivated to be a teacher, despite all the indiscipline problems?

Teacher 1.

*Be a teacher in itself is my passion, it motivates me every day, I really love what I do, I really enjoy what I do and I give my best in the classroom, I love my students and I love being part of their student life. [*Ser docente en sí es mi pasión, me motiva todos los días, amo mucho lo que hago, disfruto mucho lo que hago y doy lo mejor de mí en las aulas, amo a mis estudiantes y me encanta ser parte de la vida estudiantil de ellos.]

Teacher 2.

*Vocation, for me there is not a day in which I say, that I am lazy or I do not want to go to classes, then vocation, because I love what I do. [*Vocación, para mí no hay día en el que diga, que pereza o no quiero ir a clases, entonces vocación, porque amo lo que hago.]

Teacher 3

I loved it when I made an impact in their lives. I think that one of the things that actually keeps me going is because I might be able to put something in their lives, and it's going to be a change, maybe in the future.

The vocation and the pleasant to work as a teacher have been the motivation that teachers have expressed in the study. Accordingly, Ellis (2018) mentions that the motivation generates an impact in teacher performance, whereas Zuheer (2013) states that communication skills with learners is essential to managing the environment. Based on the previous authors´ ideas, Scrivener (2012) in his guide states that it is necessary to build relations with students, to generate better behavior.

c)   Teacher necessities.

Finally, the necessity to know about the application of an effective classroom management is necessary to control the discipline, opposite case, teachers should be affected by the problem, for that reason is necessary a program of capacitation, Scrivener (2012) provides a guide with some strategies to apply, but teacher have a different point of view about it.

Question: Have you received capacitations about classroom management?

Teacher 1

Permanently, we teachers are in constant training, either individually, or also from the Ministry of Education, so we have participated in seminars or congresses in a private and institutional way in certain courses that the institution promotes and also at the Ministry of

Education level education since we also have the platform "Me capacito" available so that teachers can frequently continue to be active in what pedagogy is and topics like that. [Permanentemente nosotros los docentes estamos en constante capacitaciones ya sea de manera particular, o también las del ministerio de educación, entonces se ha participado en cursos seminarios o congresos de manera particular e institucionalmente en ciertos cursos que la institución promueve y también a nivel del ministerio de educación puesto que también tenemos a disposición la plataforma "Me capacito" para poder continuar frecuentemente los docentes estar activos para lo que es pedagogía y temas así.]

Teacher 2.

*Yes, I received it on my own, because the ministry offers training, but unfortunately not addressed to the English area, only general and one thing is general and another thing is specialized in what English is, I have searched more in particular ways, eh I got scholarships sponsored by the embassy of the United States and there I have been forming. [*Si, la recibí por mi cuenta, porque el ministerio ofrece capacitaciones, pero lamentablemente no direccionada al área de inglés, sólo general y una cosa es general y otra cosa es especializada en lo que es inglés, he buscado más en formas particulares, he conseguido becas auspiciada por la embajada de estados unidos y ahí me he ido formando.]

Teacher 3.

Well, not really, I actually learned by myself with Cambridge, most of the classroom management I learnt from them, because I joined their sites, and was reading a couple of psychology books, and a couple of things helped me to understand what is the classroom, how is supposed classroom management.

The opinion about continuing training in this study has three different opinions, Teacher 1 mentions that teachers have continuous training using public offers by the Education Ministry or private training. But, according to teacher 2 the training offered by the Ministry is not much aimed to Foreign Language Area, for that reason that teacher prefers private training. Finally, teacher 3 expresses that he doesn't have training, most of the theory and strategies

had been learned by himself. Authors as Hao (2017) and Samaranayake (2015) consider that the best method to teach is to understand students that are in the class, it doesn't exist the best method or strategy to teach, most of the cases teacher should adapt to the class. Despite this, to be able to adapt classroom management strategies, teachers should be in continuous training with public institutions or private institutions and always consider the class that they are teaching.

Question: Do you consider that you can use the same strategies with all students? What is the difference?

Teacher 1.

It is not possible, it is not the same to teach an 8th year student as it is for high school students or little school children, so everything will change, the way of addressing the children is not the same. [No se puede, no es lo mismo dar clases a estudiante de 8vo año que a bachillerato o niños de escuelita, entonces todo va a cambiar, la forma de dirigirse a los chicos, no es lo mismo.]

Teacher 2.

Yes, it is possible, because I already had experience last year with eighths grades and I drove the class in the same way, although it is more difficult, they are still children, but maintaining that and being constant, if possible, but it is more complicated. [Si, si se puede, porque ya tuve experiencia el año anterior con octavos y también manejé de la misma forma, aunque es con más dificultad, todavía son niños, pero manteniendo eso y siendo constante si se puede, pero es más complicado.]

Teacher 3

No, you have a certain skill that one of two kids have developed, so you have to find the way to understand the way to locate these kids, find where the level is in speaking and listening. The clue in class management is going to be a bit different because you have to bring something to think, something to copy, something to listen to, something to work on.

Teacher 2 and Teacher 3, share the idea that it is not appropriate to use the same strategies with different classes, because as the Foreign Language Curriculum (2016) establishes, the levels of education have to aim different objectives and work specific skills to get the level established on it. However, Teacher 1 considers that it is possible to apply the same strategy and achieve the objectives proposed in the curriculum knowing previously the class. In this way, Samaranayake (2015) states that learning the weakness and strongest qualities in learners, teachers should adapt or work with different strategies that improve their qualities and achieve the class aim's. Using the same strategy doesn't mean that the same way that has been used previously will be for the next classes, strategies are suggestions that authors as Scrivener (2012) propose in his guide, it could be used, but at the same time establishes that depending on teachers it can be adapted as they want.

Question: What advice would you provide for the new English Teacher generations about classroom management?

Teacher 1.

They must always create a healthy environment, they must plan their classes and they must never improvise in front of their students, they must always be prepared to give their class and always be respectful with their student. [Siempre deben crear un ambiente sano, deben planificar sus clases y nunca deben improvisar frente a sus estudiantes, siempre debe ir preparado para dar su clase y siempre ser respetuoso con su estudiante.]

Teacher 2.

*The example, with the example you educate. [*El ejemplo, con el ejemplo se educa]

Teacher 3

The best advice would be, quit the books for a bit, not everything in life is like in books, first let know your class, introduce yourself, start engaging with them, what can you offer to them, what can they offer to you. (...) The best thing to do is know your class, know what they do, what they want, so break the ice.

Finally, some suggestions provided by teachers based on their experience such as "with the example you educate" or "plan the class and never improvise in front of the learner" are advice for other teachers to improve their class and their class behavior. The expression "quit the books for a bit" means that not all the things to do in class are in books or in theories, for that reason the experience is very useful to manage a class.

In conclusion, following Ellis (2008), all teachers consider Classroom Management the most important skill to control and manage an EFL class. Teachers had learned and adapted strategies based on their experience following the objective that they want to achieve at the end of the class. Moreover, during their own learning, plenty of strategies mentioned by Scrivener (2012), like: Classroom Layout, rearranging classroom, sitting arrangement, classroom environment, teacher's ways of listening, and more have been used and adapted by teachers.

Concerning teacher's performance, Ellis (2008) states that behavior can affect the performance and, Zuheen (2013) who states that communication skill about how they feel can determine how the class will be directed. However, interview transcriptions present that teachers are affected by the learners' faults, it generates disappointment and low motivation on teachers. Moreover, in most of the cases, teachers prefer to have a good relationship and good communication to solve problems with learners in the case that one of them doesn't feel great or has a problem.

9. Research impacts

This research project would have an educational and social impact for the reason that it provides a real overview about indiscipline from teachers' point of view. Also, it presents the importance to know classroom management strategies, and the use of those. Besides, study with suggestions based on teacher experiences directed to new English teachers as a way to help them to achieve all their aims and manage the discipline in an EFL class.

In addition, this project could be used as a guide for future new English teachers, to get a possible overview about the effect on teachers by indiscipline classes, to understand the importance of the classroom management and perceive how teachers feel doing their job. This study could be used for other researchers that want to continue researching about the particular way that each teacher has at the moment to develop his class.

10. Conclusions and recommendations

Conclusion

This project suggests that indiscipline is a problem that English teachers have to work and manage each class. For that reason, they have to use effective classroom management strategies such as, setting rules, classroom layout, students' arrangement, or non-verbal communication in order to keep under control the class, and boost student performance.

To have better performance, teachers and their students should have good communication to get continuous feedback about the class. With that, the teacher will be able to decide to adapt different kinds of classroom strategies as have been mentioned before in this study, considering the course, learners, level, ages, and likes. Teachers have a good communication skill to understand students' necessities and also, they always are making self-evaluations about their daily performance to improve it the next day.

Teachers in each class should learn and apply different strategies to manage their class since indiscipline is always a factor that they need to control for having effective learning classroom environments. Strategies applied by teachers on this study, suggest that most of

the strategies have been learned by experience or have been adapted based on their reality in class.

Recommendation

Due the importance of classroom management, this study proposes the following recommendation about classroom management:

An English teacher needs to understand that strategies for classroom management are useful in professional work, they are not strategies to waste time, one of the most common mistakes is that new English teachers feel to work they just need to follow a book (it refers that one of the common mistakes is suppose that just applying theories the class will be successfully, without have a first approach with learners) for that reason most of them have disciplinary problems with the learners.

Teachers always need to reflect about the class, make self-evaluation about the teacher's performance, make self-criticism, be in continuous concentration about English classes and management, listen to students' opinion about your class, and always try to improve your class level to improve your performance.

Teachers need to innovate their strategies, with the aim to build a new dynamic class. Only they know their class, and their students, for that reason it is recommended that they participate in training about classroom management strategies to learn about it, and adapt strategies based on their own classes.

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12. Appendices

Appendix 1
Information and Consent Form (English)

<div align="center">

INFORMATION AND CONSENT FORM

</div>

Date: _____

I _____, with ID number N°_____
state that I have been informed and invited to participate in research denominated
"TEACHERS PERCEPTIONS' ABOUT DISCIPLINE IN EFL CLASSROOM",
this is a research project that is sponsored by Technical University of Cotopaxi.

I understand that this study wants to know **teachers' perception regarding students'**
discipline management in EFL classes at the Educational Unit, and I know that my
participation will be done in_____ and it
will consist in answer an interview that will take around 40 minutes. Researcher has
explained me that the information registered will be confidential and that the
participants' names will be associated with numbers or letters to keep participants safe,
this means that the answers would not be known to other people or participants identified
at the results publication stage.

I am aware that the data will not be delivered to me and that I will not receive
compensation for the participation in this study so, this information can benefice me
indirectly and for that reason it has a social benefit by the research that is been doing.

Likewise, I know that I can deny my participation or leave the study in any stage without
express any reason and without any negative consequence.

Yes. I accept voluntary participate in this study and I got a copy of this document

<div align="center">

Participant's signature

</div>

Appendix 2
Consentimiento Informado (Español)

CONSENTIMIENTO INFORMADO

Fecha: _____

Yo _____, identificado con cédula de Identidad
N° _____, declaro que he sido informado e invitado a participar en una
investigación denominada "**TEACHERS' PERCEPTIONS ABOUT DISCIPLINE IN EFL
CLASSROOM**", éste es un proyecto de investigación que cuenta con el respaldo de la
Universidad Técnica de Cotopaxi.

Entiendo que este estudio busca conocer **la perspectiva de los docentes de inglés
referente a la indisciplina que se genera dentro de las horas de inglés en la
institución educativa** y sé que mi participación se llevará a cabo en
_____ y consistirá en responder una
entrevista que se demorará alrededor de **40** minutos. Me ha explicado que la información
registrada será confidencial, y que los nombres de los participantes serán asociados a un
número de serie o letra, esto significa que las respuestas no podrán ser conocidas por
otras personas ni tampoco ser identificadas en la fase de publicación de resultados.

Estoy en conocimiento que los datos no me serán entregados y que no habrá retribución
por la participación en este estudio, así que esta información podrá beneficiarme de
manera indirecta y por lo tanto tiene un beneficio para la sociedad dada la investigación
que se está llevando a cabo.

Asimismo, sé que puedo negar la participación o retirarme en cualquier etapa de la
investigación, sin expresión de causa ni consecuencias negativas para mí.

Sí. Acepto voluntariamente participar en este estudio y he recibido una copia del
presente documento.

Firma del participante

Appendix 3
Consentimiento Informado (Teacher 1)

CONSENTIMIENTO INFORMADO

Fecha: _22 - Diciembre - 2022_

Yo _____, identificado con cédula de Identidad N° _____, declaro que he sido informado e invitado a participar en una investigación denominada "**TEACHERS' PERCEPTIONS ABOUT DISCIPLINE IN EFL CLASSROOM**", éste es un proyecto de investigación que cuenta con el respaldo de la Universidad Técnica de Cotopaxi.

Entiendo que este estudio busca conocer **la perspectiva de los docentes de inglés referente a la indisciplina que se genera dentro de las horas de inglés en la institución educativa** y sé que mi participación se llevará a cabo en _Puyo - Pastaza._ y consistirá en responder una entrevista que se demorará alrededor de **40** minutos. Me ha explicado que la información registrada será confidencial, y que los nombres de los participantes serán asociados a un número de serie o letra, esto significa que las respuestas no podrán ser conocidas por otras personas ni tampoco ser identificadas en la fase de publicación de resultados.

Estoy en conocimiento que los datos no me serán entregados y que no habrá retribución por la participación en este estudio, así que esta información podrá beneficiarme de manera indirecta y por lo tanto tiene un beneficio para la sociedad dada la investigación que se está llevando a cabo.

Asimismo, sé que puedo negar la participación o retirarme en cualquier etapa de la investigación, sin expresión de causa ni consecuencias negativas para mí.

Sí. Acepto voluntariamente participar en este estudio y he recibido una copia del presente documento.

Firma del participante

Appendix 4
Consentimiento Informado (Teacher 2)

CONSENTIMIENTO INFORMADO

Fecha: _____

Yo _____, identificado con cédula de Identidad
N° [_____], declaro que he sido informado e invitado a participar en una
investigación denominada "**TEACHERS' PERCEPTIONS ABOUT DISCIPLINE IN EFL
CLASSROOM**", éste es un proyecto de investigación que cuenta con el respaldo de la
Universidad Técnica de Cotopaxi.

Entiendo que este estudio busca conocer **la perspectiva de los docentes de inglés
referente a la indisciplina que se genera dentro de las horas de inglés en la
institución educativa** y sé que mi participación se llevará a cabo en
_____ y consistirá en responder una
entrevista que se demorará alrededor de **40** minutos. Me ha explicado que la información
registrada será confidencial, y que los nombres de los participantes serán asociados a un
número de serie o letra, esto significa que las respuestas no podrán ser conocidas por
otras personas ni tampoco ser identificadas en la fase de publicación de resultados.

Estoy en conocimiento que los datos no me serán entregados y que no habrá retribución
por la participación en este estudio, así que esta información podrá beneficiarme de
manera indirecta y por lo tanto tiene un beneficio para la sociedad dada la investigación
que se está llevando a cabo.

Asimismo, sé que puedo negar la participación o retirarme en cualquier etapa de la
investigación, sin expresión de causa ni consecuencias negativas para mí.

Sí. Acepto voluntariamente participar en este estudio y he recibido una copia del
presente documento.

_____
Firma del participante

Appendix 5
Information and Consent Form (Teacher 3)

INFORMATION AND CONSENT FORM

Date: _December 16/2022_

I [   ] with ID number N° [   ]
state that I have been informed and invited to participate in research denominated
"TEACHERS PERCEPTIONS' ABOUT DISCIPLINE IN EFL CLASSROOM",
this is a research project that is sponsored by Technical University of Cotopaxi.
I understand that this study wants to know **teachers' perception regarding students'**
discipline management in EFL classes at the Educational Unit, and I know that my
participation will be done in _Puyo, Pastaza_ and it
will consist in answer an interview that will take around 40 minutes. Researcher has
explained me that the information registered will be confidential and that the
participants' names will be associated with numbers or letters to keep participants safe,
this means that the answers would not be known to other people or participants identified
at the results publication stage.

I am aware that the data will not be delivered to me and that I will not receive
compensation for the participation in this study so, this information can benefice me
indirectly and for that reason it has a social benefit by the research that is been doing.
Likewise, I know that I can deny my participation or leave the study in any stage without
express any reason and without any negative consequence.

Yes. I accept voluntary participate in this study and I got a copy of this document

Participant's signature

Appendix 6
Interview Guide (English)

Interview Guide

Dear interviewed teacher, first of all tanks to accept answer this interview that has like aim collect information about the research topic "teachers' perceptions' about discipline in EFL classroom." This interview will take around 40 minutes and if you feel uncomfortable with any question, you are in your right to abstain to answer or to finish the interview.

General Information

1.- How many years as teacher do you have?

2.- How many years have you been working in this institution?

3.- Currently, what role or function have you in the foreign language area?

4.- Throughout your life, what level of education have you worked with? (Elementary, Medium, Higher, Baccalaureate)

Classroom Indiscipline

5.- What is the most common indiscipline case that you can evidence in your class?

6.- What kind of strategies you use to minimize or eradicate indiscipline?

7.- How do you feel after finished your class in the class with indiscipline problem?

8.- At the beginning of your teacher's career, how was the first years? Did you have serious indiscipline problem?

9.- What was the most serious indiscipline problem that you challenged? (in the case that you don't remember or you didn't have one, you can omit or describe other that you consider)

10.- Why you still motivated to be a teacher, despite all the indiscipline problems?

Classroom management

11.- Have you received capacitation about classroom management? (Who sponsor ed it?)

12.- In a range of 1 to 10, how much important is the classroom management? Why?

13.- Do you consider that you can use the same strategies with all students? What is the difference?

14.- What strategies do you use to organize students at the moment to make activities or give your class? (pair works, groups works, class layout)

15.- How do you motivate your students?

16.- Do you consider that currently students understand the importance of discipline?

17.- What advices would you provide for the new English Teacher generations about the classroom management?

Appendix 7
Guía de Entrevista (Español)

Guía de Entrevista Docente

Estimado/a, docente entrevistado, de antemano expresarle un agradecimiento por aceptar esta entrevista que tiene como fin recolectar información sobre el tema de investigación "Perspectiva docente sobre la indisciplina estudiantil durante clases de inglés", esta entrevista durara no mas de 40min, y en caso de no que no se sienta cómodo/a con alguna pregunta, esta en su derecho de abstenerse a responder o de ponerle fin a la entrevista.

Información general

1.- ¿Cuántos años de docente tiene usted?

2.- ¿Cuántos años ha laborado en esta institución?

3.- Actualmente, ¿Qué rol o funciones ejerce dentro del área de lengua extranjera?

4.- A lo largo de su vida docente, ¿con que niveles de educación ha trabajado? (Básica elemental, Básica media, Básica Superior, Bachillerato)

Indisciplina en clase

5.- ¿Cuál es el caso de indisciplina más común que evidencia en sus horas clase?

6.- ¿Qué estrategias utiliza para erradicar o minimizar la indisciplina?

7.- ¿Cómo se siente después de terminar su clase en el curso con dicho problema disciplinario?

8.- Durante sus inicios en el campo docente profesional ¿Cómo fueron sus primeros años? ¿Tuvo problemas disciplinarios graves?

9.- ¿Cuál a sido el caso mas grave de indisciplina que a enfrentado? ¿Qué tipo de acciones realizo con este caso? (en caso de no tener o no recordar puede omitir o describir el que considere apropiado)

10.- ¿Por qué continúa motivado/a a ejercer esta profesión, pese a todos los problemas indisciplinarios?

Manejo de clase

11.- ¿A recibido usted capacitaciones sobre el manejo de clase? (quien lo auspicio)

12.- En un rango del 1 al 10, ¿Qué tan importante es un manejo de clase? Y ¿Por qué?

13.- ¿Considera usted que puede usar las mismas estrategias con todos los estudiantes? ¿En qué se diferencia?

14.- ¿Qué estrategias utiliza para organizar a los estudiantes al momento de realizar actividades o impartir su clase? (trabajos en equipo, parejas o un posicionamiento de clase diferente)

15.- ¿De qué forma motiva a sus estudiantes?

16.- ¿Considera que actualmente sus estudiantes entienden la importancia de la disciplina?

17.- ¿Qué consejo daría usted a las nuevas generaciones de docentes referente al control de la clase?

Appendix 8
Observation Journal Report Format

Observationa Journal Report			
Observer:	Class:	Week:	Teacher:

Extra Observations / Clarifications