



**TECHNICAL UNIVERSITY OF COTOPAXI
PUJILÍ CAMPUS**

**DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY ENGLISH
MAJOR**

RESEARCH PROJECT

**“CLASSROOM MANAGEMENT STRATEGIES FOR TEACHING AND
LEARNING ENGLISH”**

Research report before obtaining the bachelor's degree in National and Foreign Language
Pedagogy, English Major

AUTHOR:

Flores Barrionuevo Joselin Estefania

TUTOR:

Rosero Menéndez Jorge Luis, M.Sc.

**PUJILÍ - ECUADOR
MARCH -2025**

STATEMENT OF AUTHORSHIP

FLORES BARRIONUEVO JOSELIN ESTEFANIA declare to be the author of the present research project: **“CLASSROOM MANAGEMENT STRATEGIES FOR TEACHING AND LEARNING ENGLISH”**, being M.Sc. Rosero Menéndez Jorge Luis, Tutor of the present work; and I expressly exempt the Technical University of Cotopaxi and its legal representatives from possible claims or legal actions.

Furthermore, I certify that the ideas, concepts, procedures and results expressed in this research work are my sole responsibility.

Pujilí, February 25, 2025



.....
Flores Barrionuevo Joselin Estefania

ID: 1751570803

RESEARCH PROJECT TUTOR'S ENDORSEMENT

As Tutor of the research project with the title:

“Classroom Management Strategies for Teaching and Learning English”, by Flores Barrionuevo Joselin Estefania, from the career of Pedagogy of National and Foreign Languages , I consider that said academic article meets the methodological requirements and scientific-technical contributions sufficient to be submitted to the evaluation of the Project Validation Tribunal that the Board of Directors of the Pujilí Extension of the Technical University of Cotopaxi designates, for its corresponding study and qualification.

Pujilí, February 25, 2025

Tutor.



Academic Project Tutor

M.S.c. Jorge Luis Romero Menéndez

C.I.: 0500862727



ENDORSEMENT OF APPROVAL OF THE DEGREE TRIBUNAL

As the Readers Tribunal, approve the Research Project according to the regulations issued by the Technical University of Cotopaxi and by the Pujilí campus; because, the applicant: Flores Barrionuevo Joselin Estefania with the title of Research Project: **“CLASSROOM MANAGEMENT STRATEGIES FOR TEACHING AND LEARNING ENGLISH”** has considered the recommendations issued timely and meets the sufficient merits to be submitted to the act of Substantiation of the degree work.

For the above mentioned, the corresponding fillings are used, according to the institutional regulations.

Pujilí, February 25, 2025

For the record sign:

PhD. González Ortíz Olga Lorena
I.D:1002377271
LECTOR 1 (PRESIDENT)

Mg. Andrade Morán José Ignacio
I.D:0503101040
LECTOR 2 (MEMBER)

MSc. Mena Vargas Nelly Patricia
I.D:0501574297
LECTOR 3 (MEMBER)

GRATEFULNESS

First of all, I thank God for accompanying me at this stage of my life and for not letting me give up in any situation. To my parents for always being there to support me and for never leaving me alone, because without their efforts I could not have reached this stage of my life and thank you for your advice. Finally, I would like to thank the Technical University of Cotopaxi for opening its doors to me and my teachers for being there and sharing their knowledge and advice in this long process during my professional training.

Joselin

DEDICATION

I dedicate this work to God for accompanying me in this process and for being the fundamental pillar in my life. To my parents, Byron Flores and Gladys Rodriguez, for having being with me throughout my university career and for being a fundamental support in my life, and I thank them for always giving me their support. To my siblings, Melanie, Mishel, Gabriel and Antonio, for giving me their love and encouragement to finish my studies. I thank my mother, Marissa, who from a distance was there with me in this process. To Anderson for giving me his unconditional love and support throughout this stage. To my friends Carlos, Myriam and Adriana, thank you for your friendship and for supporting and accompanying me throughout this long process.

Joselin

TECHNICAL UNIVERSITY OF COTOPAXI

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

THEME: CLASSROOM MANAGEMENT STRATEGIES FOR TEACHING AND LEARNING ENGLISH

Author:

Flores Barrionuevo Joselin Estefania

ABSTRACT

Classroom management strategies are essential for fostering a structured, positive, and productive learning environment in English language teaching. Effective classroom management not only encourages student participation but also facilitates the learning process. Therefore, it is necessary to analyze how these strategies influence English teaching and learning. This study aimed to examine the classroom management strategies implemented by English teachers at Karol Wojtyła School during the 2023-2024 academic year. A qualitative descriptive approach was employed, involving two English teachers. Data collection was conducted through semi-structured interviews and a checklist, followed by an individual analysis for data interpretation. The findings revealed that effective classroom management strategies are crucial for achieving successful learning outcomes. Among the identified strategies were establishing clear rules and discipline, incorporating engaging and dynamic activities, organizing the classroom layout, and reinforcing rules through appropriate sanctions. Teachers also highlighted the importance of using a proper tone of voice and specific commands to maintain classroom control. These strategies contributed to creating a structured and balanced environment where students could focus, actively participate, and engage more effectively in their learning process. Additionally, the study found that teachers who consistently applied these strategies observed improved student behavior, motivation, and cooperation, leading to a more interactive and efficient learning experience. The results suggest that well-managed classrooms positively impact students' academic performance by minimizing disruptions and promoting engagement. The study concluded that classroom management strategies play a vital role in improving English teaching and learning by fostering student participation and enhancing overall academic success.

Keywords: Classroom Management, Strategies, Teaching and Learning English.

UNIVERSIDAD TÉCNICA DE COTOPAXI

PEDAGOGÍA DE LAS LENGUAS NACIONALES Y EXTRANJERAS

TEMA: ESTRATEGIAS DE MANEJO DEL AULA PARA LA ENSEÑANZA Y APRENDIZAJE DEL INGLÉS

Autor:

Flores Barrionuevo Joselin Estefania

RESUMEN

Las estrategias de manejo del aula son esenciales para fomentar un entorno de aprendizaje estructurado, positivo y productivo en la enseñanza del inglés. Un manejo efectivo no solo promueve la participación estudiantil, sino que también facilita el proceso de aprendizaje. Por ello, es necesario analizar cómo estas estrategias influyen en la enseñanza y el aprendizaje del inglés. Este estudio tuvo como objetivo examinar las estrategias de manejo del aula implementadas por los docentes de inglés de la Escuela Karol Wojtyla durante el curso 2023-2024. Se empleó un enfoque cualitativo descriptivo con la participación de dos docentes de inglés. La recolección de datos se llevó a cabo mediante entrevistas semiestructuradas y una lista de verificación, seguida de un análisis individual para la interpretación de los datos. Los resultados revelaron que las estrategias efectivas de manejo del aula son clave para lograr el éxito en el aprendizaje. Entre las estrategias identificadas se encuentran el establecimiento de reglas claras y disciplina, la incorporación de actividades dinámicas y motivadoras, la organización del aula y el refuerzo de normas mediante sanciones adecuadas. Los docentes también destacaron la importancia de un tono de voz apropiado y comandos específicos para mantener el control en el aula. Estas estrategias ayudaron a crear un ambiente estructurado y equilibrado donde los estudiantes pudieron concentrarse, participar activamente y comprometerse en su aprendizaje. El estudio concluyó que un adecuado manejo del aula mejora la enseñanza del inglés al fomentar la participación estudiantil, reducir interrupciones y potenciar el rendimiento académico.

Palabras clave: Manejo del aula, Estrategias, Enseñanza y Aprendizaje del Inglés.

INDEX

COVER PAGE.....	i
STATEMENT OF AUTHORSHIP	ii
ENDORSEMENT BY THE RESEARCH PROJECT TUTOR; Error! Marcador no definido.	
ENDORSEMENT OF APPROVAL OF THE DEGREE TRIBUNAL... Error! Marcador no definido.	
GRATEFULNESS	v
DEDICATION.....	vi
ABSTRACT.....	vii
RESUMEN.....	viii
TABLES.....	xi
FIGURES	xi
1. GENERAL INFORMATION	1
2. PROBLEM STATEMENT	2
3. OBJECTIVES	3
3.1 General objective	3
3.2 Specific objectives	3
4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED. 4	
5. JUSTIFICATION.....	5
6. SCIENTIFIC AND TECHNICAL FOUNDATION.....	6
6.1 Research Background	6
6.2 THEORETICAL FRAMEWORK	7
6.2.1. Classroom Management.....	7
6.2.2 Elements of classroom management.....	8
6.2.3 Classroom Language.....	8
6.2.4 Classroom arrangement.....	9

6.2.5 Classroom management strategies	9
6.2.6 Giving instructions	10
6.2.7 Teacher talk.....	11
6.2.8 English as a foreign Language (EFL)	11
6.2.9 Teaching and learning English.....	12
6.2.10 Teaching and learning English techniques.....	12
6.2.11 English Teaching-Learning Methods.....	13
6.2.12 Grammar Translation	13
6.2.13 Audio-lingual method	14
6.2.14 Direct method.....	14
6.2.15 Communicative Language Teaching (CLT)	14
7. METHODOLOGY.....	15
8. ANALYSIS AND DISCUSSION OF RESULTS	17
8.1. ANALYSIS INTERVIEW.....	18
8.2 DISCUSSION OF RESULTS INTERVIEW	19
8.3 ANALYSIS CHECKLIST	20
8.4 DISCUSSION OF RESULTS CHECKLIST	21
9. RESEARCH IMPACTS	22
10. CONCLUSIONS AND RECOMMENDATIONS	23
10.1 Conclusions.....	23
10.2 Recommendations	24
11. REFERENCES.....	25

TABLES INDEX

Table 1. Answers by category.....	25
Table 2. Evaluation criteria.....	29

FIGURES INDEX

Figure 1. Comparison of interview results.....	26
Figure 2. Comparison of checklist results.....	30

1. GENERAL INFORMATION

Theme:

Classroom Management Strategies for Teaching and Learning English.

Starting Date:

October 2024

Ending Date:

March 2025

Place of Research:

Karol Wojtyła School

Sponsoring Faculty:

Pujilí Campus

Sponsoring career:

National and Foreign Language Pedagogy English

Work Team:

Rosero Menéndez Jorge Luis M.Sc.

Flores Barrionuevo Joselin Estefania

Knowledge area: Education

Research line: Education and Communication for Human and Social Development.

Research sub-line: Teacher professional development, school management and learning communication.

2. PROBLEM STATEMENT

Classroom management is a fundamental aspect of education, ensuring an organized and effective learning environment. This involves establishing clear rules, encouraging active student participation, and minimizing disruptive behaviors to create a structured space that facilitates learning (Koutrouba, 2020). In the context of English as a Foreign Language (EFL) teaching, classroom management becomes even more critical, as it directly influences students' motivation, engagement, and language acquisition.

Despite its importance, many English teachers face significant challenges in managing their classrooms effectively. These difficulties can make it harder for students to concentrate, reduce their participation, and slow down their language learning progress. According to Morán & Villamar (2023), “educational management strategies are essential for stimulating English language learning, as they provide an innovative educational environment that facilitates proper learning stimulation” (p. 66). However, when these strategies are not properly implemented, the teaching-learning process is compromised.

The causes of these classroom management difficulties in EFL settings are diverse. They include the lack of strategies tailored to students' specific learning needs, the diversity of language proficiency levels, varied student behaviors, and the absence of effective techniques for maintaining discipline.

Additionally, factors such as inadequate teacher voice usage, insufficient lesson planning, and limited teaching resources further exacerbate these challenges (Anyichie & Butler, 2017). These issues not only affect teachers' ability to deliver effective instruction but also hinder students' progress in English language learning.

As a result, ineffective classroom management can lead to decreased student motivation, increased behavioral issues, and lower academic performance. A disorganized learning environment may cause students to disengage from the educational process, negatively affecting their progress in English proficiency.

Therefore, it is essential to identify and implement appropriate classroom management strategies to create a structured and motivating environment that fosters effective language learning.

Starting from this problem, the question arises: how do classroom management strategies influence the teaching and learning of English at Karol Wojtyła School?

This study focuses on analyzing classroom management strategies in the context of Karol Wojtyła Elementary School, considering the specific challenges that English teachers face in managing student behavior and motivation. The research will be conducted during the 2024–2025 academic year, aiming to evaluate the effectiveness of different classroom management techniques and their impact on English language learning.

3. OBJECTIVES

3.1 General objective

To analyze the classroom management strategies for English teaching and learning applied by English teachers at Karol Wojtyła School during the year 2023-2024.

3.2 Specific objectives

- To define the theoretical foundations of classroom management strategies.
- To identify the classroom management strategies applied by teachers.
- To describe classroom management strategies for English teachers.

4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED.

Specific objective	Activities	Results of the activity	Verification Means
To define the theoretical foundations of classroom management strategies.	Look for information in scientific journals, virtual libraries and institutional Websites.	Obtaining relevant and actualized information on classroom management strategies.	Theoretical Framework Documents of link
To identify the classroom management strategies applied by teachers.	The data collection techniques, the development of instruments, and their application.	Identification of data collection methods such as semi-structured interview and checklist.	Analysis and discussion of the results obtained
To describe classroom management strategies for English teachers.	Analyze and discuss the information found.	Identification of important findings and their interpretation.	Conclusions Recommendations

5. JUSTIFICATION

Classroom management is a fundamental pillar in the educational process, as it facilitates the creation of an environment conducive to learning. In the case of teaching English as a foreign language, proper classroom management allows teachers to better organize their classes, encourage student participation, and ensure a more effective teaching-learning process. According to Adedigba & Sulaiman (2020), teachers' classroom management styles significantly influence students' motivation and academic performance. Without adequate management strategies, English learning may be negatively affected, reducing students' engagement and achievement.

This research is conducted to analyze and understand the classroom management strategies used by English teachers at Karol Wojtyła School. Its importance lies in identifying effective practices that can optimize English teaching and learning. Tran Thi & Nguyen (2021) highlight that different classroom management styles have various impacts on students' motivation and academic performance in English learning, with the authoritative style proving to be the most beneficial. Additionally, by examining classroom management strategies, it will be possible to highlight how they influence students' discipline, motivation, and learning outcomes.

From an academic perspective, this study contributes to the literature on classroom management strategies in English language teaching by providing information based on teachers' experiences in real contexts. On a practical level, the findings can serve as a guide for educators who wish to improve classroom dynamics, optimize time management, and foster a more structured and motivating learning environment.

The main beneficiaries of this research are English teachers, who will be able to learn about effective classroom management strategies to enhance their performance in the classroom. Likewise, students will benefit from learning in a more organized, engaging environment with methodologies adapted to their needs. Educational institutions and future researchers can also take advantage of these findings to develop new strategies and studies in the field of English language teaching.

Regarding feasibility, this study is considered viable as it is conducted in an accessible context, with teachers willing to share their experiences and strategies. The necessary resources include a review

of academic literature, teacher interviews, and qualitative analysis of collected responses, all of which are feasible within the framework of this study. In conclusion, this research is relevant because it contributes to improving English language teaching through more effective classroom management. Additionally, its findings can serve as a reference for teachers and institutions seeking to optimize their teaching methods, ensuring meaningful learning for students.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Research Background

During the development of the bibliographic search, it was observed that there are some investigations that have a certain similarity with the topic proposed for this research. Among them it can be mentioned, Mudianingrum et al. (2019) they conducted a descriptive qualitative study to explore classroom management strategies used by English teachers at Sekolah Menengah Pertama Negeri 5 Kota Serang. The sample consisted of two teachers and eighth-grade students from the institution. Using research instruments such as interviews and a checklist, they found that strategies included material preparation, effective seating arrangements, and fostering a positive learning environment. It is worth noting that challenges such as the management of student misbehavior and the management of variable classroom conditions were presented.

On the other hand, the study conducted by Diniatulhaq et al. (2020) explores classroom management strategies used by English teachers in three secondary schools. The research aims to analyze these strategies in terms of curriculum, behavior, and environmental management. Through semi structured interviews with teachers from SMP Negeri 16, SMP Muhammadiyah 8, and SMP Pangudi Luhur 1, the study identifies differences in each school's management system, focusing on key aspects like lesson planning, rule enforcement, teacher-student relationships, and classroom organization.

The purpose of this study consists of finding out how was the classroom management of an English teacher belonging to SMA N Kota Jambi. Therefore, they used a descriptive qualitative approach, where the results were collected through the instrument of observation, questionnaire and interview. The English teacher created a well-managed classroom environment that kept students engaged and motivated. Observations showed that the teacher designed activities to help students effectively meet

learning goals. Students expressed enjoying the lessons, which made their learning experience more enjoyable. Interviews revealed the teacher's thoughtful approach to both the physical setup of the classroom and fostering a positive mindset among students. This holistic strategy not only improved language acquisition but also contributed to the students' overall academic growth and success (Marmoah & Denmar 2017).

According to Soraya et al. (2022) in their research work shows a qualitative study focusing on classroom management strategies used by English teachers, in which the participation of two teachers and twelve students of a primary school was carried out. Through, data collection strategies were carried out, such as observation, questionnaire and interview, in which it was identified that teachers used diverse strategies to improve classroom management and strengthen student learning, where they were the use of the blackboard, materials, established clear rules for individual activities, where a compensatory, participatory environment was created between teacher and student.

6.2 THEORETICAL FRAMEWORK

6.2.1. Classroom Management

According to Dumitrescu (2023), classroom management involves actions and strategies implemented by teachers to establish an environment that promotes students' academic and social-emotional learning. This includes preventive measures, such as the collaborative discussion of rules rather than their imposition, and the maintenance of safe relationships between teachers and students, considered essential for productive teaching and appropriate classroom behavior management.

On the other hand, classroom management is not just about controlling student behavior, but also about creating an environment where they can learn in a motivated and structured way. This is achieved by organizing the space properly, setting clear rules, and encouraging open communication that promotes active participation. In other words, classroom management is a set of practices designed to help students feel supported and focused on their learning (Wahyuni et al. 2023).

Furthermore, to Khatri (2016) classroom management is fundamental to ensuring that teaching and learning processes are positive. This is not only about the organisation of the classroom space, but also about the strategies that teachers adopt to create an environment that is beneficial for learning, classroom management involves managing time well, encouraging student participation, making

effective use of available resources and ensuring clear communication, all of which are essential to ensure that students achieve a successful education.

6.2.2 Elements of classroom management

Effective classroom management is critical to fostering a positive teaching and learning environment in English classrooms. According to Rinda & Indrastana (2020) points to five critical elements of good classroom management: teacher talk, time spent talking, voice control, physical presence, and seating arrangements.

Professor talk is the way in which the teacher communicates clearly and effectively with students. Teacher talk time refers to the balance between how much the teacher talks and how much the students are encouraged to talk. Voice control is the ability to adjust pitch and volume to maintain student concentration. Physical presence involves the teacher's position in the classroom, which helps maintain student control and engagement. Finally, seating arrangement is how the teacher organizes students to minimize distractions and support learning. By mastering these elements, teachers can create a classroom that fosters student learning.

6.2.3 Classroom Language

According to Oka & Artini (2021) classroom language refers to the way in which teachers communicate with students during lessons, the purpose of which is to motivate, teach and guide each of the students, adjusting the language to the circumstances of the moment.

This type of communication not only conveys the teacher's expectations, but also helps students to understand the objectives of the class. Moreover, the use of language, whether spoken or written, depends both on the reactions of the learners and the context in which the interaction takes place.

The language used by teachers in the classroom is essential, as it enables them to meet educational objectives. Teachers use it during all activities to give clear and easy-to-follow instructions to pupils. This serves to keep them interested and active in the learning process. For teachers, using this type of language constantly supports teaching, improves pupils' oral skills and allows them to better organise activities. In other words, language in the classroom is essential for effective, structured and successful teaching (Sumarni & Firman, 2023)

6.2.4 Classroom arrangement

As Gao et al. (2021) point out, classroom layout is directly related to effective classroom management. This involves seating arrangements, clarity of instructions, interaction among students, group formation, teacher supervision, and discipline control.

On the other hand, the seating strategy also helps to improve the performance management of learners, as it encourages both visualisation and learner interaction Simmons et al. (2015) state that there are three types of classroom layout:

"Row seating: Desks are arranged in straight vertical or horizontal lines. This is the most common arrangement and has had both positive and negative effects on pupils' behaviour.

Cluster seating: A group of four desks that touch each other on the same horizontal lines and the right and left vertical lines of the desk.

Horseshoe seating: Desks arranged in a way that resembles like a horseshoe. The final seating arrangement is horseshoe seating or u-shaped seating." (p.55)

6.2.5 Classroom management strategies

The main objective of this study is to identify the classroom management strategies employed by English teachers at Karol Wojtyła School for teaching and learning English. As Gao et al. (2021) state, classroom arrangement is directly related to effective classroom management. This involves seating arrangements, clarity of instructions, interaction among students, group formation, teacher supervision, and discipline control. In addition, the way the classroom is organized plays a critical role in creating a positive and organized learning environment.

Although, a systematic classification that clearly and coherently organizes preventive and reactive strategies in classroom management has not been established, but these strategies emphasize the teacher's role in altering their own attitudes and behaviors to effectively manage the classroom. This approach aims to forge a productive partnership between the teacher and students this category is solely concerned with the students' conduct and their ability to control themselves. These strategies prioritize the emotional well-being of students.

In addition, the classroom management strategies in English language teaching outlined by Maqsood et al. (2018) are:

- **Teamwork:** Promoting collaborative work between students to create a positive and supportive environment, where everyone can work together.
- **Relationship building:** Building a positive and trusting connection with students, helping them to become comfortable and supportive in the classroom.
- **'Love and Logic' approach:** Mixing firmness and affection by making clear and consistent rules, teaching students to be independent and self-controlled.
- **Classroom organisation:** Keeping a well-organised classroom to help make discipline and concentration a priority during lessons.
- **Behaviour management:** Implementing positive techniques to manage students' behaviour in a way that effectively prevents issues from occurring before they do.
- **Interaction and instruction:** Encourage open communication adapted to the students' needs to promote learning and participation.

6.2.6 Giving instructions

In the teaching of a language, it is essential to give instructions to develop a productive classroom management for which, according to Navarro & Ruiz (2014) point out that giving instructions is fundamental in teaching English as a foreign language, as it facilitates students' understanding of the activities and allows them to participate actively. The authors suggest complementing verbal instructions with audiovisual, auditory and written resources to facilitate learning and reduce confusion.

They also emphasise the importance of adjusting instructions to the language proficiency level of the learners, ensuring that they are accessible and understandable to all. Furthermore, for Cando (2014) in order for students to succeed both in class and at home, teachers must be able to provide clear and easy to understand instructions.

This includes adjusting language according to the individual needs of each student, using simple language and grammatical structures appropriate to their level, and supplementing verbal instructions with gestures and visual aids to facilitate comprehension. In addition, it is fundamental to incorporate visual teaching aids, such as flash cards with picture cards, to help reinforce learning.

6.2.7 Teacher talk

As Yang et al. (2023) highlight, teacher talk plays a crucial role in fostering an interactive learning environment. By modifying their speech and adapting it to the needs of the group, teachers can guide the learning process and encourage active participation. In this context, teacher talk is considered a strategic tool for regulating classroom interactions, orienting students in making language decisions, and promoting meaningful learning.

In addition, the current focus in English language teaching is on improving students' oral skills by promoting their active participation in conversational activities. Although there are initial challenges such as limited time or the number of students, teachers must continue to use English in their classes to foster communication. Over time, students manage to understand each other, even when they make mistakes in speaking (Cando, 2014).

6.2.8 English as a foreign Language (EFL)

The English language is nowadays considered a global language with multiple benefits for society, playing important roles in different fields, especially in education as a second language. The English language is an essential language, which fulfils the function of communicating between native and non-native speakers in social and economic fields. (Rao, 2019).

Besides Kuey (2023) highlights, the English language has become a global lingua franca, playing a pivotal role in shaping modern educational systems worldwide. Its integration into various fields including science, technology, medicine, and business has made it essential for communication between native and non-native speakers in social and economic contexts.

6.2.9 Teaching and learning English

The process of teaching and learning a new language or foreign language has the capacity to generate non-native speakers to produce a new language. In addition to learning a new language, a series of methods and strategies must be put in place to encourage the teaching and learning of new speakers in order to create a productive and creative space (Al-oglah, 2018). Additionally Gavell (2021) emphasizes, teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods, and classroom techniques.

6.2.10 Teaching and learning English techniques

According to Pratolo et al. (2018) for language teaching, teachers need to use teaching and learning techniques that are adapted to the needs of the learners. It is therefore essential that these be innovative, as this helps to motivate learners to learn the language effectively. Additionally, to Lomas (2016) teachers use teaching and learning techniques to foster positive and meaningful learning, which allows them to create real knowledge for students. In addition, it is emphasised that the techniques of teaching and learning a foreign language play an important role in education and that teachers apply moderate techniques in order to promote safe learning.

In the field of foreign language teaching, it is essential to use techniques that are adapted to any academic level. In addition to Lomas (2016) highlights that such techniques must be clear and effective to achieve educational objectives. Their implementation should be planned and analysed by considering three key aspects:

Approach: Refers to the overall planning that guides teachers, ensuring lessons are implemented and developed effectively.

Design: Involves how the teacher structures the lesson, incorporating specific activities to meet the objectives set.

Procedure: Focuses on organising the stages of the class, including introducing the topic and designing activities that activate students' prior knowledge and verify their learning progress.

6.2.11 English Teaching-Learning Methods

The teaching and learning of a second language is important to help language teachers to teach a new language by applying teaching and learning methods. Moreover, they can be adapted to various pedagogical approaches to contribute to EFL foreign language learning.

According to Matamorros et al. (2017) pedagogical approaches such as Grammar-Translation, Audiolingual, Communicative, and Natural Approaches help in the development of good second language teaching and learning. Despite the variety of methods employed by English language schools globally to optimize English learning, Kumar & Sailaja (2015) suggest that integrating key skills such as listening, speaking, reading, and writing can enhance language acquisition.

- Grammar-Translation Method
- Direct Method
- Bilingual Method
- Natural Method.
- Phonetic Method
- Audiolingual Method

6.2.12 Grammar Translation

According to Shliakhtina et al. (2023) emphasize, the Grammar Translation Method is a traditional approach to foreign language teaching that emphasizes grammar instruction and translation exercises. This method involves teaching grammatical rules and applying them through translation between the target language and the native language. While GTM has been criticized for its focus on written language and lack of emphasis on oral communication, it remains a foundational method in language education.

It is important to mention that this method has been considered indispensable in teaching the English language because it focuses on grammatical teaching and translation to produce a language. However, it presents difficulties in the acquisition of linguistics and learning associated with the communicative approach for effective teaching. In recent years, its application has decreased, since

many teachers have chosen to use other alternative methods that allow them to relate to their educational standards and to produce a second language (Kong, 2011).

6.2.13 Audio-lingual method

The audio-lingual method facilitates the acquisition of a foreign language by combining the four skills of English: listening, speaking, reading and writing (Kumar & Sailaja, 2015). On the other hand Abdul (2013) the audio lingual method focuses on developing oral skills by prioritising verbal language over written language. He also stresses the importance of practice, repetition and the acquisition of vocabulary based on the grammatical rules of the language. Therefore this method guarantees a more solid learning when communicating, developing the abilities of each learner.

6.2.14 Direct method

According to Quilapanta (2011) the direct method focuses on teaching and learning directly with the foreign language, completely avoiding the mother tongue as a translation. This method consists of teaching the student a new language directly with the other language using gestures and actions to promote natural learning and not resorting to translation. In language teaching, it is essential to focus on the direct application and teaching of the language through DM as it strengthens and motivates learners to acquire a foreign language while leaving their mother tongue behind.

6.2.15 Communicative Language Teaching (CLT)

According to Teh (2021) emphasizes, the primary goal of Communicative Language Teaching (CLT) is to encourage teachers to emphasize regular and practical use of the language. This approach prioritizes developing communicative competence in students. Besides, this learner-focused approach highlights the importance of developing communicative skills through genuine interactions and purposeful tasks.

It suggests that language learning is most effective when students actively engage in real-life communication. Rather than prioritizing perfect grammar, it treats language as a tool for conveying meaning and achieving communication goals, setting it apart from traditional grammar-translation methods (Chen, 2024).

7. METHODOLOGY

This study adopts a qualitative approach to explore and describe the classroom management strategies used by English teachers. This approach was selected because it provides a deeper understanding of the participants' experiences and perspectives within their natural environment (Flick, 2022). Specifically, a descriptive research design was chosen, as it allows for a systematic identification of the strategies that teachers implement to enhance teaching and learning (Flick, 2022). This aligns directly with the study's main objective: analyzing classroom management strategies for English teaching and learning.

Descriptive research aims to examine and interpret real-life educational practices by offering detailed insights into observed behaviors and patterns (Merriam & Tisdell, 2021). This approach supports the specific objective of identifying the classroom management strategies applied by teachers at Karol Wojtyła School. The choice of a descriptive qualitative method is justified by the need to document, categorize, and interpret teachers' classroom management practices without altering any variables.

The study was conducted at "Karol Wojtyła" Basic Education School, a private institution in the urban area of Saquisilí, Cotopaxi Province. The research sought to understand how English language teaching strategies are applied in this particular educational setting (Denzin & Lincoln, 2021). Furthermore, the findings contribute to establishing effective classroom management strategies for English teachers, as outlined in the research objectives.

The selection of participants was based on a convenience sampling method, choosing two English teachers with relevant experience, subject expertise, and willingness to participate. Convenience sampling is a widely used technique in qualitative research that allows researchers to select participants who are accessible, knowledgeable, and directly related to the study's objectives (Etikan & Bala, 2020).

These two teachers were selected due to their extensive experience in English teaching and active engagement in classroom management, making them suitable candidates for the study. The small sample size was chosen deliberately, as qualitative research prioritizes depth of understanding over broad generalization. A case study approach was used, focusing on the experiences of these two

teachers to gain a more detailed perspective on their classroom management strategies. This method was chosen because it enables an in-depth examination of real-life teaching practices and their impact on classroom management (Yin, 2020).

For data collection, two instruments were employed: semi-structured interviews and a checklist. The semi-structured interviews allowed for flexible, in-depth discussions, providing the teachers with an opportunity to openly share their experiences and perspectives (Tracy, 2020). Meanwhile, the checklist was used to systematically document classroom management strategies observed during lessons, ensuring an organized and objective recording of practices (Saldaña, 2021).

These instruments were selected because they complement each other: the interviews provided insight into teachers' reasoning and experiences, while the checklist helped validate observed strategies with concrete evidence. Observation plays a crucial role in qualitative research as it allows for the direct and systematic recording of behaviors and instructional strategies in a real setting (Roulston & Shelton, 2022). The combination of interviews and checklists facilitated a more comprehensive understanding of the strategies used by teachers to manage their classrooms effectively.

The collected data were analyzed through a comparative table of results, followed by a general analysis. The comparison table allowed for a structured examination of the findings from both instruments, highlighting similarities and differences in the classroom management strategies identified. The general analysis then provided an overarching interpretation of the data, ensuring that the results aligned with the study's objectives. This process, as outlined by Nowell et al. (2020), ensured a rigorous interpretation of the data and strengthened the credibility of the research findings.

8. ANALYSIS AND DISCUSSION OF RESULTS

To identify the classroom management strategies used by teachers in the teaching and learning of English, interviews and a checklist were conducted with two English teachers at Karol Wojtyła School. The objective was to gather firsthand information about their experiences, the strategies they implement in their classrooms, and to verify their application in practice.

For data analysis, a descriptive approach was employed, allowing for the systematic organization and comparison of the data obtained from both instruments. The collected information was structured into relevant categories, facilitating the identification of classroom management strategies.

The findings were then analyzed to highlight key aspects of each teacher's approach, providing a comprehensive understanding of their practices. The data from both instruments were compared to identify similarities and differences in the strategies used by the teachers. This comparative analysis allowed for a clearer understanding of shared strategies as well as those unique to each teacher, offering valuable insights into their classroom management approaches.

Additionally, both instruments were analyzed independently to cross-check the strategies mentioned with their actual implementation in practice. This multi-step process, combining descriptive analysis, comparison, and practical verification, provided a detailed and systematic understanding of the strategies employed by the teachers, highlighting their impact on English teaching and learning.

8.1. ANALYSIS INTERVIEW

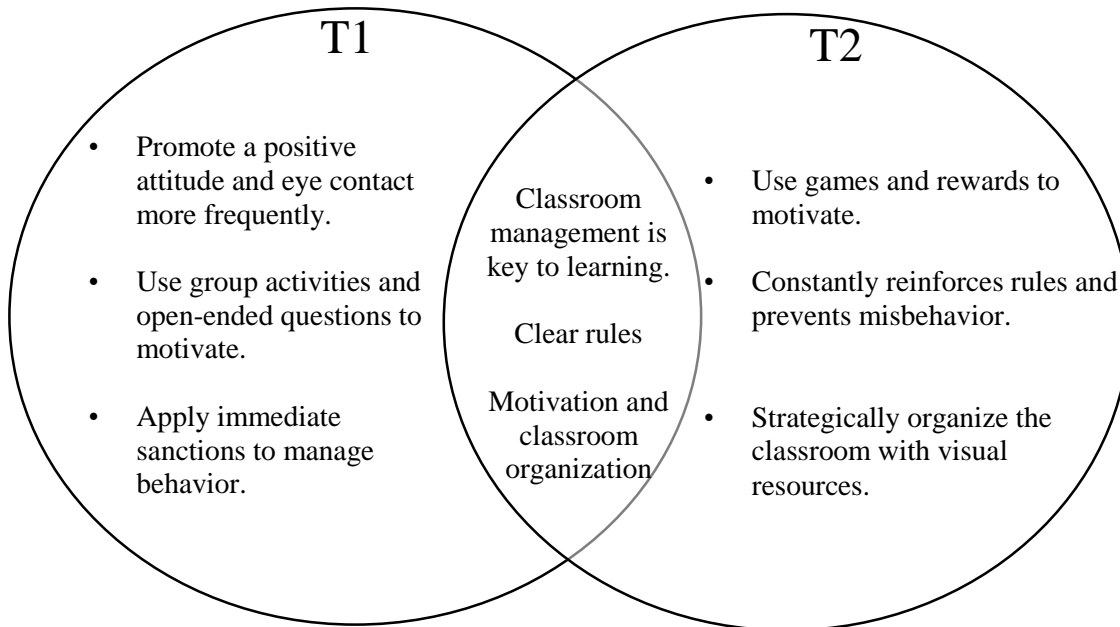
Table 1

Answers by category

CATEGORY	T1	T2
Classroom Management	Focuses on rules, strategies, and structure for order and learning.	Creates a positive environment through interaction and engagement.
Planning & Implementation	Uses structured planning with warm-ups, questions, and rules.	Sets clear expectations and integrates motivation techniques.
Identifying Academic Needs	Observes participation and assignments to detect issues.	Uses tests, tasks, and group work to assess needs early.
Motivation & Learning	Reinforces learning through structured rules and evaluation.	Uses videos and dynamic activities to maintain interest.
Rules & Behavior Management	Sets rules, uses warnings, and adjusts seating for control.	Establishes clear rules and enforces them consistently.
Managing Misbehavior	Moves students, gives warnings, and contacts parents.	Uses respect-based strategies and rewards for motivation.
Physical Environment	Rearranges seating and provides clear instructions	Uses visual aids, structured seating, and keeps the classroom clean.
Encouraging Participation	Uses engaging lessons and group work.	Creates a welcoming atmosphere with games and rewards.
Student Involvement	Engages students in discussions to set rules.	Encourages student input to establish expectations.
Adjusting Strategies	Seeks student feedback to modify methods	Reflects on classroom management and seeks peer feedback.

FIGURE 2

Comparison of interview results.



8.2 DISCUSSION OF RESULTS INTERVIEW

The interview results show that both teachers consider classroom management crucial for learning. They agreed that clear rules help maintain order, and a structured environment facilitates learning (Yuni et al., 2024). For motivation, both used dynamic activities and rewards, with Teacher 1 favoring group work and open-ended questions, while Teacher 2 preferred games and incentives (Yuni et al., 2024).

Regarding classroom organization, both recognized its importance, with Teacher 2 strategically arranging the space to support behavior management and learning (Rahadian & Budiningsih, 2023). In behavior management, Teacher 1 used immediate sanctions, whereas Teacher 2 focused on prevention and reinforcement, aligning with the idea that clear rules ensure effective management (Mahmoud Elkadi & Sharaf, 2023).

In conclusion, their approaches were complementary and aligned with studies highlighting that effective classroom management, motivation, organization, and clear rules are key to learning.

8.3 ANALYSIS CHECKLIST

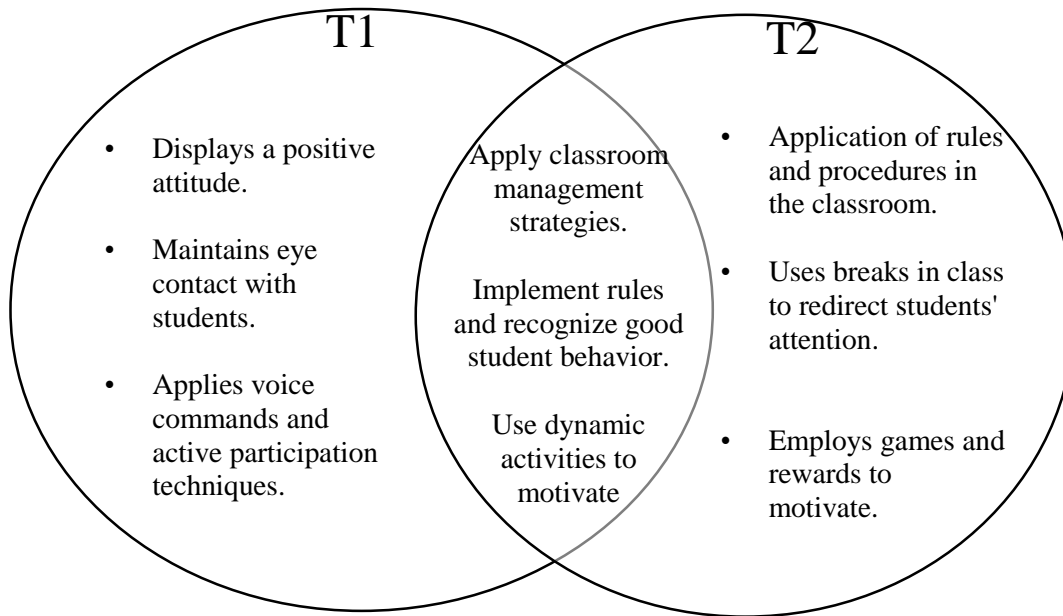
Table 2

Evaluation criteria.

Category	Item	T1	T2
Teacher-Student Relationship	Maintains a positive and friendly attitude	Frequently	Sometime
	Establishes eye contact with students	Frequently	Frequently
	Fosters mutual respect and communication	Frequently	Sometimes
Setting Rules & Procedures	Sets clear rules at the beginning of lessons	Frequently	Always
	Involves students in rule-making	Rarely	Rarely
	Organizes the classroom to promote learning	Always	Frequently
	Uses an appropriate tone of voice	Always	Always
	Enforces fair and consistent consequences	Frequently	Frequently
Disciplinary Strategies	Implements a clear and effective discipline system	Frequently	Frequently
	Recognizes and reinforces positive behavior	Frequently	Frequently
	Pauses the class to redirect attention	Sometimes	Frequently
Management Strategies for Teaching	Uses voice commands to manage the classroom and facilitate language practice	Frequently	Sometimes
	Applies strategies to promote active participation	Often	Sometimes

FIGURE 2

Comparison of checklist results.



8.4 DISCUSSION OF RESULTS CHECKLIST

The results showed that both T1 and T2 applied classroom management strategies, although with different levels of consistency. T1 stood out for showing a positive attitude and maintaining frequent eye contact with students, which is consistent with Okokoyo (2024), who emphasizes the importance of a good teacher-student relationship to encourage participation and appropriate behavior. T2, while also exhibiting these behaviors, did so less regularly, which could have affected management effectiveness and student participation.

In terms of rules and procedures, both teachers were clear, but T2 was more consistent, which is supported by Wilhoit (2024), who stresses that consistency in the application of rules is essential. However, neither frequently involved students in rule making, which, according to Midwest Teachers Institute (2022), could have fostered a greater sense of responsibility and collaboration in the classroom.

In terms of disciplinary strategies, both T1 and T2 applied clear systems of discipline and recognition of positive behavior, which contributed to a productive learning environment, as noted in previous

research (Lewis et al., 2008). In addition, T2 used pauses to redirect students' attention, a strategy that Evertson & Weinstein (2006) found effective in maintaining focus and order.

Finally, in teaching English, T1 used verbal commands and techniques to promote active participation, which is consistent with Harmer's (2007) recommendations for interactive methods. T2, while employing some of these strategies, did so less frequently, suggesting that she could benefit from integrating these techniques more to improve participation and learning outcomes.

9. RESEARCH IMPACTS

This study on classroom management strategies for teaching and learning English has a direct impact on the educational field, as it allows us to better understand which practices actually help to improve the learning environment. By identifying the most effective strategies, this work can be useful for future teachers, helping them to create more organised and motivating environments that facilitate the learning of English more efficiently.

Furthermore, the results of this research are not only relevant to education, but also to society at large. Improving the training of English language teachers has a positive effect on learners, as it enables them to receive teaching that is more adapted to their needs. The recommendations of this study can be a key tool for education authorities and teacher educators to better support future teachers, helping them to deal more effectively with classroom challenges and, consequently, to promote more meaningful learning.

10. CONCLUSIONS AND RECOMMENDATIONS

10.1 Conclusions

- Classroom management strategies applied by teachers showed that clarity in rules, organization of space and behavior management are fundamental for effective learning. Consistency in the application of rules and the promotion of motivation through dynamic activities contributed significantly to student participation and the maintenance of order in the classroom.
- Both teachers implemented classroom management strategies, there were differences in their frequency and consistency. Evidence shows that more structured and pre-emptive approaches, such as proactive behavior management and strategic use of visual resources, generated a more controlled and participatory learning environment.
- The strategies used by teachers impacted not only discipline and behavior, but also English language instruction. The application of verbal commands and interactive techniques favored student participation.

10.2 Recommendations

- Teachers must maintain consistent and consistent application of classroom rules and procedures. Implementing proactive management strategies, such as positive reinforcement and frequent use of eye contact and nonverbal communication, will contribute to better behavior management and increased student participation.
- Integrate students in the development of classroom norms and expectations. This can be done through collaborative activities at the beginning of the school year, which will increase student engagement and facilitate a more positive and participatory environment.
- More consistently apply interactive methods, such as the use of open-ended questions, group activities, and educational games. In addition, the use of visual aids and technology could strengthen teaching and improve students' understanding of the language.

11. REFERENCES

- Abdul, N. (2013). He use of audio-lingual method in teaching listeningcomprehension at the second year students of smkyapip makassar sungguminasa. *English Education Department*, 2(2). <https://bit.ly/438GZCD>
- Adedigba, Y. A., & Sulaiman, S. (2020). Classroom management styles, students' motivation, and academic performance in secondary schools. *International Journal of Educational Research*, 99, 101527. <https://doi.org/10.1016/j.ijer.2020.101527>
- AI-oglah, A. (2018). Teaching and Learning English as a Foreign Language. *International Journal of English Language Teaching*, 5(2), 57-66. <https://doi.org/10.5430/ijelt.v5n2p57>
- Anderson, L., Everston, C., & Emmer, E. (1979). *Dimensions in Classroom Management Derived from Recent Research*. The University of Texas at Austin. <https://bit.ly/4bkjGrQ>
- Anyichie, A., & Butler , D. (April, 2017). *Research Gate*. A Culturally Responsive Self-Regulated Learning Framework: <https://bit.ly/4gYsRPC>
- Braun, V., & Charke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://bit.ly/4kcQEhM>
- Brophy, J. (2004). *Motiving Students to Learn*. <https://bit.ly/4kiWLkL>
- Cando, F. (2014). *Basic principles of classroom managemen tand teaching in the efl context*. Universidad Técnica de Cotopaxi .
- Chamot, A., & Harris, V. (2019). Learning strategy instruction in the language classroom. *The Journal of Applied Linguistics and Applied Literature*. https://jalda.azaruniv.ac.ir/article_14096_ca3557333ae92ea6484603093e6779e2.pdf
- Chen, H. (2024). Innovative Approaches in English Language Teaching: Integrating Communicative Methods and Technology for Enhanced Proficiency. *Communications in Humanities Research*, 32(1), 214-220. <https://doi.org/https://doi.org/10.54254/2753-7064/32/20240075>

Denzin, N. K., & Lincoln, Y. S. (2021). *The Sage handbook of qualitative research* (5th ed.). SAGE Publications.

https://www.researchgate.net/publication/359898621_The_SAGE_Handbook_of_Qualitative_Research_Design_Being_Creative_with_Resources_in_Qualitative_Research

Diniatulhaq, R., Oktaria, A., & Abbas, A. (2020). Classroom Management Strategies. *Journal of English Education and Development*, 3(2), 105 - 113.

<https://doi.org/https://core.ac.uk/download/pdf/288223467.pdf>

Dumitrescu, G., (2023). Social Emotional Learning for Students and Educators: A Framework for Pedagogy and Classroom Management. *Journal of Educational Studies*, 5(1).

<https://publications.uadventus.ro/index.php/jes/article/view/172>

Etikan, I., & Bala, K. (2020). Sampling methods and considerations in qualitative research. *Journal of Social Sciences and Humanities*, 6(1), 227–233.

<https://medcraveonline.com/BBIJ/BBIJ-05-00149.pdf>

Evertson, C., & Weinstein, C. (2006). *Handbook of classroom management: Research, Practice, and Contemporary Issues*. Routledge.

https://doi.org/https://books.google.es/books?hl=es&lr=&id=ce3hAQAAQBAJ&oi=fnd&pg=PP1&dq=Handbook+of+classroom+management&ots=N8WbSuZXke&sig=D0p51zX_4_Vwq-AbIVnvf-6ghgM#v=onepage&q=Handbook%20of%20classroom%20management&f=false

Flick, U. (2022). *An introduction to qualitative research* (7th ed.). SAGE Publications.

<https://uk.sagepub.com/en-gb/eur/an-introduction-to-qualitative-research/book278983#contents>

Franklin, H., & Harrington, I. (2019). A Review into Effective Classroom Management and Strategies for Student Engagement: Teacher and Student Roles in Today's Classrooms. *Journal of Education and Training Studies*, 7(12), 1-12.

<https://doi.org/https://rune.une.edu.au/web/bitstream/1959.11/27556/6/openpublished/ARewHarrington2019JournalArticle.pdf>

Gao, N., Rahaman, M. S., Shao, W., Ji, K., & Salim, F. D. (2021). Individual and group-wise classroom seating experience: Effects on student engagement in different courses. arXiv preprint arXiv:2112.12342. <https://doi.org/10.48550/arXiv.2112.12342>

Gavell, M. (2021). Task-based reading activities using authentic materials and skills. *English Teaching Forum*, 59(2), 2–11. <https://americanenglish.state.gov/resources/english-teaching-forum-2021-volume-59-number-2>

George, T. (January 29, 2022). *Scribbr*. Semi-Structured Interview Definition, Guide & Examples: <https://www.scribbr.com/methodology/semi-structured-interview/>

Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). Pearson Longman. <https://coljour.wordpress.com/wp-content/uploads/2018/09/jeremy-harmer-the-practice-of-english-language-teaching-4th-edition-longman-handbooks-for-language-teachers.pdf>

Khatri, N. (2016). Classroom management in elt . *International Journal of English* , 6(6), 79-84. https://doi.org/https://www.academia.edu/30972522/CLASSROOM_MANAGEMENT_IN_EL_T

Kong, N. (2011). Establishing a Comprehensive English Teaching Pattern Combining the Communicative Teaching Method and the Grammar-Translation Method and the Grammar-Translation Method. *English Language Teaching*, 4(1), 76-78. <https://doi.org/https://files.eric.ed.gov/fulltext/EJ1080388.pdf>

Korpershoek, H., Harms, T., de Boer, H., van Kuijk, M., & Doolaard, S. (2016). A Meta-Analysis of the Effects of Classroom Management Strategies and Classroom. *Review of Educational Research*, 86(3), 643-680.

https://doi.org/https://pure.rug.nl/ws/portalfiles/portal/28201097/REVIEW_OF_EDUCATIONAL_RESEARCH_2016_Korpershoek_0034654315626799.pdf

Koutrouba, K. (2020). Classroom Management and Teacher Effectiveness. *Oxford Research Encyclopedia of Education*.
<https://doi.org/https://oxfordre.com/education/display/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-692?rskey=vjJYKI&result=1>

Kumar, T., & Sailaja, G. (2015). THE BEST METHOD TO TEACH ENGLISH LANGUAGE. *ELK Asia Pacific Journals*, 164-172.
https://doi.org/https://www.researchgate.net/publication/282974160_The_Best_Method_to_Teach_English_Language

Kuey, S. (2023). The role of English as a global language in shaping modern education. *KUEY Journal of Educational Studies*, 30(6), 1437–1442.
<https://doi.org/10.53555/kuey.v30i6.5516>

Lewis, R., Romi, S., Qui, X., & Katz, Y. J. (2008). Teachers' classroom discipline and student misbehavior in Australia, China and Israel. *Teaching and Teacher Education*, 24(3), 715-724.
<https://doi.org/10.1016/j.tate.2007.05.008>

Lomas, B. (2016). “Estudio de las técnicas de enseñanza – aprendizaje de vocabulario en contexto para desarrollar el aprendizaje del idioma inglés en los estudiantes del colegio imbabura, durante el año lectivo 2014-2015. Propuesta alternativa” . Universidad técnica del norte.
<https://repositorio.utn.edu.ec/bitstream/123456789/5213/1/05%20FECYT%202761%20TRABAJO%20DE%20GRADO.pdf>

Maqsood, A., Munazza, A., & Ishtiaq, H. (2018). Gender Differentials Among Teachers’ Classroom Management. *Journal of Education and Educational Development*, 5(2), 178-193.
<https://doi.org/https://files.eric.ed.gov/fulltext/EJ1200344.pdf>

- Marmoah, S., & Denmar, D. (2017). The Analysis Of Classroom Management In Teaching English. *Journal Of Humanities And Social Science*, 22(1), 72-78. <https://doi.org/https://www.iosrjournals.org/iosr-jhss/papers/Vol.%2022%20Issue1/Version-3/M2201037278.pdf>
- Matamorros, J., Rojas, M., Romero , J., Quiñonez, S., & Soto, S. (2017). English Language Teaching Approaches: A Comparison of the Grammar-translation, Audiolingual, Communicative, and Natural Approaches. *Theory and Practice in Language Studies*, 7(11), 965-973. <http://dx.doi.org/10.17507/tpls.0711.04>
- Merriam, S. B., & Tisdell, E. J. (2021). *Qualitative research: A guide to design and implementation* (5th ed.). Jossey-Bass. <https://download.e-bookshelf.de/download/0003/7195/84/L-G-0003719584-0007575839.pdf>
- Midwest Teachers Institute. (2022). *From classroom rules to expectations: The shift*. <https://www.midwestteachersinstitute.org/from-classroom-rules-to-expectations-the-shift/>
- Morán, S., & Villamar, S. (2023). Educational management strategies to stimulate English language learning in students of the “Gloria Gorelik” institution. *593 Digital Publisher CEIT*, 8(1), 52-69. <https://doi.org/10.33386/593dp.2023.1.1368>
- Mudianingrum, R., Evenddy, S., & Rima, R. (2019). An analysis of teachers’ classroom management in teaching english. *Journal of English Education Studies*, 2(1), 1-11. <https://doi.org/http://jees.ejournal.id/index.php/english/article/view/27/54>
- Navarro, D., & Ruiz, M. (2014). Teaching and Learning English Processes in the Costa Rica Western Region: Strengths and Limits in Didactics, Evaluating Strategies, and Linguistics and Communicative Skills. *Diálogos Revista Electrónica de Historia, Especial*, 163-183. <https://doi.org/https://www.redalyc.org/pdf/439/43932584009.pdf>
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2020). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, 19, 1-13. <https://doi.org/10.1177/1609406920917913>

- Oka, I., & Artini, L. (2021). The Purpose of the Use Classroom Language. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 9(3), 241-248. <https://doi.org/https://ejournal.undiksha.ac.id/index.php/JPBI/article/view/43105>
- Okokoyo, I. E. (2024). The role of teacher-student relationships in classroom management and student engagement. *Jalingo Journal of Social and Management Sciences*, 6(1). <https://oer.tsuniversity.edu.ng/index.php/jjsms/article/view/603>
- Pratolo, B., Susanti, A., & Indriani. (2018). Students' Voice on Their English Teacher's Teaching. 1(1), 29-37. <https://files.eric.ed.gov/fulltext/EJ1288208.pdf>
- Quilapanta, S. (2011). "Las técnicas del método directo (the direct method) y su incidencia en el aprendizaje significativo en el idioma inglés de los estudiantes del 2do año de bachillerato del colegio técnico 12 de noviembre de la ciudad de píllaro, provincia de Tungurahua". Universidad Técnica de Ambato. <https://repositorio.uta.edu.ec/server/api/core/bitstreams/ab105ca8-80aa-49b2-a842-ca2ff1d3c432/content>
- Rao, P. (2019). The role of english as a global language. *Research Journal Of English (RJOE)*, 4(1), 65-79. [https://www.rjoe.org.in/Files/vol4issue1/new/OK%20RJOE-Srinu%20sir\(65-79\).pdf](https://www.rjoe.org.in/Files/vol4issue1/new/OK%20RJOE-Srinu%20sir(65-79).pdf)
- Rinda, R., & Indrastana, N. (2020). The crucial elements of classroom management. *Journal of English in Academic and Professional Communication*, 6(2), 1-7. <https://doi.org/https://publikasi.poliije.ac.id/jeapco/article/view/2389>
- Roulston, K., & Shelton, S. A. (2022). *Doing interviews in qualitative research* (2th ed.). SAGE Publications. <https://journals.sagepub.com/doi/full/10.1177/16094069221147776>
- Saldaña, J. (2021). *The coding manual for qualitative researchers* (4th ed.). SAGE Publications. <https://emotrab.ufba.br/wp-content/uploads/2020/09/Saldana-2013-TheCodingManualforQualitativeResearchers.pdf>

- Shliakhtina, O., Kyselova, T., Mudra, S., Talalay, Y., & Oleksienko, A. (2023). The effectiveness of the grammar translation method for learning English in higher education institutions. *Eduweb*, 17(3), 134–145. <https://doi.org/10.46502/issn.1856-7576/2023.17.03.12>
- Simmons, K., Carpenter, L., Crenshaw, S., & Hinton, V. (2015). Exploration of Classroom Seating Arrangement and Student Behavior in a Second Grade Classroom. *Georgia Educational Researcher*, 12(1), 6-30. <https://doi.org/https://files.eric.ed.gov/fulltext/EJ1194750.pdf>
- Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based Practices in Classroom Management: Considerations for Research to Practice. *Education and Treatment of Children*, 31(3), 351-380. <https://bottemabeutel.com/wp-content/uploads/2014/01/Simonson-et-al.-evidence-based-practices.pdf>
- Soraya , K., Eryani, F., Andiyan, & Astuti, P. (2022). Classroom Management Strategies on the Teaching English to Young Learners at Elementary School. *International Journal of Linguistics, Literature and Culture*, 8(6), 259-266. <https://doi.org/https://sloap.org/journals/index.php/ijllc/article/view/2195/1935>
- Sumarni, B., & Firman, E. (2023). The Use of Classroom Languages in Teaching English. *Jurnal Ilmu Sosial dan Pendidikan (JI)*, 7(1), 774-778. https://doi.org/https://www.researchgate.net/publication/368400616_The_Use_of_Classroom_Languages_in_Teaching_English
- Teh, W. (2021). Communicative language teaching (CLT) in the context of online learning: A literature review. *International Journal of TESOL & Education*, 1(2), 65–71. <https://doi.org/10.11250/ijte.01.02.004>
- Tracy, S. J. (2020). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact* (2th ed.). Wiley. https://dl1.cuni.cz/pluginfile.php/1353728/mod_resource/content/1/Sarah%20J.%20Tracy%20-

[%20Qualitative%20Research%20Methods%20Collecting%20Evidence%2C%20Crafting%20Analysis%2C%20Communicating%20Impa.pdf](#)

Tran Thi, N., & Nguyen, L. T. (2021). The impact of classroom management styles on students' motivation and academic performance in English language learning. *International Journal of Learning, Teaching and Educational Research*, 20(4), 1–15. <https://doi.org/10.26803/ijlter.20.4.1>

Wahyuni, S., Akib, E., & Sujariati. (2023). An analysis of classroom management used by teacher in teaching english. *English Language Teaching Methodology*, 3(3), 328-337. <https://doi.org/https://jurnal.fkip.unismuh.ac.id/index.php/eltm/article/view/556/387>

Wilhoit, B. (2024, July 20). *Classroom management series: Understanding the role of classroom rules and expectations*. University of Tennessee, Knoxville. <https://cehhs.utk.edu/klass/2024/07/22/classroom-management-series-understanding-the-role-of-classroom-rules-and-expectations/>

Yang, B., Zhang, Y., & Zhang, L. (2023). Exploring the relationship between teacher talk supports and student engagement from the perspective of students' perceived care. *Interactive Learning Environments*, 31(1), 1-15. <https://doi.org/10.1080/10494820.2023.2263045>

Yin, R. K. (2020). *Case study research and applications: Design and methods* (6th ed.). Sage publications. https://books.google.com.ec/books?id=6DwmDwAAQBAJ&printsec=frontcover&hl=es&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false