Universidad Nacional de Loja

Facultad de la Educación, el Arte y la Comunicación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Methodological strategies for a proper classroom management among middle education students at a public institution in Loja, school year 2023-2024

Estrategias metodológicas para una mejor gestión de aula en estudiantes de educación media de una institución pública de Loja, año lectivo 2023-2024.

> Trabajo de Integración Curricular previo a la obtención del título de Licenciado en Pedagogía del Idioma Inglés.

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Loja – Ecuador

2025

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Dedication

To God, for giving me the wisdom and strength to confront all the obstacles and adversities throughout my life and to prepare me for the arrival of this important and special moment.

To my parents Clarita Valuarte and Over Sánchez, for being there every moment giving me all the love, total support, for all the values and principles instilled in me, which were of great help throughout this process to complete my professional career.

To my dear brothers Romario, David, Over and my best friend Odaliz, who were my companions, my companions of laughter, of beautiful and sad experiences, as well as my emotional support because with their company and advice they did not allow me to feel alone in my situation of studying in another city far from home. I hope this serves as an example of overcoming and hope for them.

Alex Andrés Sánchez Valuarte

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1.   Title

Methodological strategies for a proper classroom management among middle education students at a public institution in Loja, school year 2023-2024

2.   Resumen

La gestión del aula es un aspecto fundamental en la educación de nuestro país, ya que de esto depende una educación de calidad para los estudiantes. Sin embargo, en los últimos años esto se ha convertido en un gran problema en las instituciones educativas, afectando en gran manera a los estudiantes, por ello, el presente Trabajo de Integración Curricular trata sobre el uso de estrategias metodológicas para una mejor gestión del aula. Dentro de estas estrategias metodológicas se encuentran la Caja Misteriosa, Escape Room Challenge y Mindfulness Moments, con el fin de explorar sus beneficios para mejorar la comunicación en el aula, la participación activa de los estudiantes y la utilización del espacio del aula. Este estudio tiene como objetivo: Mejorar la gestión del aula a través de la aplicación de estrategias metodológicas efectivas en estudiantes de educación media de una institución pública de Loja, año lectivo 2023-2024. En relación a este objetivo se definieron dos sub objetivos, el primero relacionado con analizar la efectividad de las estrategias metodológicas en el ambiente de aula y el segundo enfocado con identificar las percepciones de los estudiantes acerca de las estrategias metodológicas aplicadas para mejorar la gestión del aula. Además, el enfoque de investigación utilizado fue el método mixto basado en la investigación acción en el que el investigador usó métodos cuantitativos y cualitativos para una mejor comprensión del problema y un mejor análisis de resultados. Por ende, se utilizaron notas de campo y un cuestionario para recopilar datos cuantitativos y cualitativos relacionados a la perspectiva de los estudiantes, los cuales fueron interpretados a través de estadística descriptiva y análisis temático. Los resultados obtenidos acerca de la aplicación de estrategias metodológicas, revelan un impacto positivo y notorio en la mejora de la gestión del aula. Por último, mediante la aplicación de estas estrategias, el investigador concluyó que los estudiantes se mostraron activos, motivados y participativos y con un buen comportamiento, el cual permitió que la clase se desarrolle de manera ordenada y productiva. De este modo, permitió al docente gestionar el aula de una manera eficaz y entretenida, utilizando estrategias metodológicas para dar soluciones a ciertos problemas de gestión.

Palabras clave: gestión del aula, buen comportamiento, ambiente adecuado, motivación, estrategias metodológicas.

2.1. Abstract

Classroom management is a fundamental aspect in the education of our country, since quality education for students depends on it. However, in recent years this has become a major problem in educational institutions, greatly affecting students, therefore, this Curricular Integration Work deals with the use of methodological strategies for better classroom management. Within these methodological strategies are the Mystery Box, Escape Room Challenge and Mindfulness Moments, in order to explore their benefits to improve classroom communication, active participation of students and the use of classroom space. The objective of this study is: To improve classroom management through the application of effective methodological strategies among middle education students at a public institution in Loja, school year 2023-2024. In relation to this objective, two sub-objectives were defined, the first related to analyzing the effectiveness of methodological strategies in the classroom environment and the second focused on identifying students' perceptions about the methodological strategies applied to improve classroom management. In addition, the research approach used was the mixed method based on action research in which the researcher used quantitative and qualitative methods for a better understanding of the problem and a better analysis of results. Therefore, field notes and a questionnaire were used to collect quantitative and qualitative data related to the students' perspective, which were interpreted through descriptive statistics and thematic analysis. The results obtained about the application of methodological strategies reveal a positive and noticeable impact on the improvement of classroom management. Finally, through the application of these strategies, the researcher concluded that the students were active, motivated and participative and with good behavior, which allowed the class to develop in an orderly and productive manner. In this way, it allowed the teacher to manage the classroom effectively and entertainingly, using methodological strategies to provide solutions to certain management problems.

3.   Introduction

In the educational institutions of many countries, classroom management is a fundamental factor in the teaching-learning process because it provides an adequate classroom environment for the good performance of students. As argued by Mujica (2022), classroom management refers to the teacher's ability to use his or her skills, competencies, methodologies and techniques to keep students organized, orderly, focused, attentive, concentrated and academically productive during a class. However, despite its importance, in many institutions, especially in middle school students, this factor has become a very serious problem.

Nevertheless, during his internships in some educational institutions, the researcher has been able to observe students' bad behavior and poor attention in class, which has generated concern among teachers and future teachers. Moreover, UNIR Revista (2019) states that "He doesn't stop talking while I explain", "He constantly disturbs his classmate", "He challenges my authority...", are some of the most frequent complaints of teachers about their students; and one of the most difficult for their daily pedagogical work. Therefore, these negative situations or disruptive behaviors highlight the need for an effective proposal to improve classroom management and its important components.

For this reason, the question arises: How does the application of methodological strategies improve good classroom management among middle education students at a public institution in Loja, school year 2023-2024? To answer this main question, two sub-questions were also established, the first one: What are effective strategies for improving classroom management? and the other one: What are students' perceptions of methodological strategies in the classroom environment?

Based on the aforementioned context, the researcher set as the main objective: To improve classroom management through the application of effective methodological strategies among middle education students at a public institution in Loja, school year 2023-202. In addition, to achieve this goal, two specific objectives were established: To analyze the effectiveness of methodological strategies in the classroom environment and, to identify the students' perceptions of methodological strategies in the classroom environment among middle education students at a public institution in Loja, school year 2023-2024.

On the other hand, this problem has been identified in previous studies, where the researcher agrees with Reyes Espinoza & Corrales Ruiz (2020), who conducted a research about Methodological strategies for classroom management in second level of Preschool, where he intended to develop methodological strategies for classroom management in the

second level of preschool, the implementation of these new strategies can influence the behavior of students and this leads to the teacher to improve classroom management. Likewise, Ausbert (2023), states that methodological strategies provide several advantages in the classroom, one of them is that they establish a positive learning environment, that is, they allow students to feel safe, supported and cared for in class. In other words, it means that methodological strategies to improve classroom management have excellent consistency.

Although the demand for the use of methodological strategies within the classroom is growing, there are gaps in knowledge about how to implement these strategies in middle school students in a public educational institution in Ecuador. Thus, this study aims to fill this knowledge gap by providing empirical and real data on the impact of methodological strategies to improve classroom management in a public educational institution in Loja.

In addition, this research study was very significant because it provides information about methodological strategies as a solution to improve classroom management, which greatly benefited teachers, teacher trainees, leaders and students because by using these strategies, classes can be more orderly, entertaining and productive, which benefits the teaching and learning process. Also, for the researchers, this research provides them with interesting help because it gives them information about the implementation of methodological strategies as pedagogical activities to manage the classroom, highlighting their possible limitations and advantages.

Therefore, researchers can use this information to further explore the effectiveness of these methodological strategies in classrooms and conduct more research within the educational field in classrooms. Also, a very important fact is that it was demonstrated that the methodological strategies are pedagogical activities that help students to be more active, participative, orderly and motivated in the classroom, allowing them to improve their behavior and avoid disruptive behaviors, resulting in an excellent classroom environment and management.

On the other hand, this research integrated the application of methodological strategies through lesson plans covering methodological strategies such as Mystery Box, Escape Room Challenge and Mindfulness Moments, to improve classroom management, particularly its important aspects such as active student participation, student communication and use of classroom space. For this reason, the participants of this study were 30 seventh grade students from a public institution in Loja, academic year 2023-2024. In addition, the intervention was developed over a period of six weeks where it was confirmed that the methodological strategies were positively received by the students. Despite this, some limitations were

presented, such as: the short period of time in which the intervention plan was executed, apart from unforeseen events and the lack of interest by a minimum number of students who, in spite of adapting the strategies and making them more interesting, were not interested in them.

Finally, the structure of this research work consists firstly of the introduction, where it is mentioned what the study is about and the background of the research topic is presented. Next, the theoretical framework is presented, full of theoretical foundations that guided this study. This is followed by the methodology, which details the research design, method, techniques and instruments used. Then, there is the results section where the results of the questionnaire are presented, supported by data presented in the field notes through observation. In addition, in the discussion section, a comparison of these results with previous research by other authors and previous studies is established. Next, there are the conclusions and recommendations in a clear and precise manner obtained from the analysis of the results acquired. Then, the bibliography used as reference material and support for this research is found. Finally, the annexes are presented, such as: questionnaire, field notes, informed consent letter and lesson plans.

4. Theoretical Framework

The objective of this theoretical framework is to deepen the central variables investigated in this study: methodological strategies and classroom management. Thus, in order to enrich this structure, studies, primary sources and previous relevant studies are integrated to cement the foundations of the project.

4.1. Methodological Strategies

4.1.1. Definition of Methodological Strategies

According to Gutiérrez J et al. (2018) the educational field uses a methodological strategy, which forms the procedure to guide student learning. In the process of a tactic there are different actions to achieve successful learning outcomes. However, Rosero (2018), alludes to methodological strategies as an edge of instruction, thus facilitating the work of the teacher with respect to the constructions of meaningful learning, through meticulous uses of resources chosen to contribute with relevant aspects in the educational field.

On the other hand, another author mentions that methodological strategies are related to the concept of learning to learn. For this reason, their correct application requires that teachers assimilate the mental composition of their students (Tenelanda J & García G, 2019). Nevertheless, for Rodríguez (1993) methodological strategies are the adaptation of the environment, time, experiences and activities that have a logical order to an individual and group situation, according to the pre-established principles and objectives and those that arise in the process, as cited by (Cañizales, 2004).

Additionally, there is another point of view on methodological strategies, since, according to Medina Hidalgo (2017), they allow identifying principles, as well as criteria and procedures that configure the way the teacher acts in relation to the programming, implementation and evaluation of the teaching-learning process. The same author mentions that a strategy is composed of small ordered mental steps that make it possible to carry out an activity, which in turn leads to the solution of a problem.

Finally, in accordance with these definitions, it can be concluded that methodological strategies are a method used by teachers to improve student learning, the classroom environment or classroom management, as well as to achieve an objective or provide a solution to a problem.

4.1.2. Types of methodological strategies

There are several types of methodological strategies as stated by (Félix Quintanilla & Félix López, 2015) and they are the following:

4.1.2.1. Socializing Strategies. aims to develop personality, increases self-awareness,

understanding, autonomy, self-evaluation (Osuna, 2013) as cited by (Félix Quintanilla & Félix López, 2015).

4.1.2.2. Individualizing Strategies

Creative Strategies. Creative methodological strategies are planned processes oriented to the achievement of significant learning in students, and for the achievement of this goal they must be applied in a flexible, dynamic and adaptable way (Loor & Alarcón Barcia, 2021).

4.1.2.3. Information Processing Strategies

Cognitive Strategies. According to Muria (1994) intellectual tactics can be defined as planned behaviors, which select and organize cognitive, affective and motor mechanisms to face global or specific learning situations-problems. Therefore, "These strategies are responsible for a primary function in every learning process, to facilitate the assimilation of information coming from outside the cognitive system of the subject, which involves managing and monitoring the input, labeling-categorization, storage, retrieval and output of data" (Monereo, 1990, p.4) as cited by (Félix Quintanilla & Félix López, 2015).

Cognoscitive Strategies. For Félix Quintanilla & Félix López (2015), these are internally organized capacities that the student uses to guide his own attention, learning, remembering and thinking. In addition, these strategies are ways for the learner and the teacher to control learning processes, as well as retention and thinking.

Discovery strategies. Ausubel, Novak and Hansein mention that teaching based on exposition is authoritative. Therefore, the discovery method constitutes the main method for the transmission of subject matter content as cited by (Félix Quintanilla & Félix López, 2015).

Socio-affective strategies. This type of strategy refers to those decisions that are made by students and the forms of behavior they acquire reinforcing the convenient influence of personal and social factors in the learning process. (*Diccionario De Términos Clave De ELE. Estrategias Socioafectivas.*, n.d.). In addition, there are actions taken by students to improve their learning, support with the teacher at the moment of requesting information (Félix Quintanilla & Félix López, 2015).

4.1.3. Important aspects on methodological strategies

4.1.3.1. Implementation or execution. For (Olivares-Valentín, 2011), the execution and/or implementation of strategies is fundamental for the achievement of results and business success.

Therefore, (Thompson, Strickland and Gamble, 2007) quoted by (Olivares-Valentín,

2011) says that the implementation or execution of the strategy is to make everything happen through a correct administrative exercise, in other words, it refers to the fact that implementing and executing the strategy implies procuring the actions, behaviors and specific conditions necessary for an adequate operation that supports the strategy and continues until results are achieved.

Therefore, Carrión (2007) quoted by (Olivares-Valentín, 2011) proposes a strategy execution model that integrates the factors of culture and change management, also taking into account technology, organizational design, leadership and people.

4.1.3.2 Effectiveness. For (Olivares-Valentín, 2011), the effectiveness of a strategy is linked to the achievement of the proposed results or goals, yet many struggle to achieve this, making strategies work is more difficult than designing them.

According to (Hrebiniak, 2005) cited by (Olivares-Valentín, 2011), solid plans falter or fail due to lack of expertise in execution, which leads to the frequent failure of strategies to be carried out. strategies are often not carried out successfully, leaving as a conclusion that execution is crucial for success. for success.

4.1.4. Importance of the use of methodological strategies in the classroom

Nowadays the use of methodological strategies has helped a lot in the educational field since it has allowed teachers to find new ways to reach an objective or solve problems in the classroom.

Therefore, the aforementioned strategies are of great importance in the classroom as mentioned by Vera (2019) that the use of methodological strategies with an integral vision provides a great facility to the development and adjustment of modern models produced by society and scientific and technological innovations. Also, through the ability to solve problems and collaborative learning, a suitable learning environment is generated which aims to allow the student to understand and comprehend the meaning of the contents.

In addition, the use of methodological strategies implies or consists of acting on the environment of the educational process, which becomes vital when trying to start from the students' interests, respecting their particularities at the moment of learning (Molinares, 2016). However, another author considers that since there is no homogeneity in the use of learning styles by students, teachers are required to have pedagogical practices and strategies that provide learning opportunities to all students without exclusion, since they cannot pretend that only through practice they can reach them equally, but must be strategists to allow the construction of knowledge (Ramos, N et al., 2019).

In a nutshell, we can conclude that methodological strategies are important in the

classroom because they help not only the teacher but also the students to improve the classroom environment or their learning, in addition to facilitating the way in which the class develops.

4.1.5. Advantages of implementing strategies to manage the classroom

According to Ausebert (2023) mentions 5 essential advantages of applying methodological strategies to improve classroom management, which are explained below:

Establishing a positive learning environment. This means that this point involves key and precise classroom management methods that help create and deliver a practical and satisfying learning space. In other words, making students feel safe, supported and cared for makes it more likely that they will be functionally engaged in the learning process, such as participating in class and accepting academic risks.

Maximize learning opportunities. This refers to the fact that considering optimal ways to enhance the classroom experience helps to create an environment that provides more learning opportunities for all students. In this way, it abbreviates obstacles and provides a comfortable environment, which makes it easier for students to concentrate on their studies, to imbibe information, and to achieve their academic potential.

Promote inclusion and equity. The application and constant modification of classroom management strategies makes it easier for teachers to promote inclusion and equity in the development of their classes. Thus, by implementing fair and consistent practices, the teacher ensures that all students have equal access to educational resources, opportunities and support, promoting a sense of belonging and fostering collaboration among diverse student populations.

Development of social and emotional skills. One way for students to have the ability to control their emotions, communicate competently, and work as a team alongside their peers is through clear expectations, positive feedback, and effective conflict resolution strategies, allowing teachers to have a great opportunity to foster and develop their students' social and emotional skills.

Improving teacher-student relationships. The prioritization and execution of classroom management strategies allows for the establishment of solid relationships between teachers and students, which is based on communication, respect, trust and mutual understanding. In this way, these positive relationships contribute to an appropriate and comfortable classroom environment where support and trust are demonstrated and thus students feel comfortable expressing or communicating their

ideas and taking intellectual risks.

4.1.6. Methodological strategies to manage the classroom

According to the same author, (Ausebert, 2023) presents some methodological strategies that are effective in improving classroom management. However, in this section only three will be presented and put into practice.

4.1.6.1. Mystery box. For this strategy, you will need to use a special box that should be filled with prizes or rewards that students can obtain if they demonstrate good behavior or achieve academic records during class. This mystery box has a purpose which is to provoke motivation in the classroom and, in effect, inspire students to work to improve every day to achieve success, in this case good behavior.

The execution of this strategy requires behaviors and achievements that students will need to demonstrate and comply with in order to participate in the Mystery Box. For example, one of these academic achievements could be to finish homework on time, actively participate in class, and according to the behavior a great action would be to show mutual help and kindness with classmates during class.

In itself, this strategy called the mystery box is used for the purpose of drawing the student's attention through vision as an attractive and incognito object. To accomplish this, the box must be decorated with images or eye-catching details in order to provoke curiosity and become the center of attention of the class.

For the selection of the students who would participate in this activity, a fair and random process was carried out. For example, extracting students' names from a hat, or using a virtual roulette wheel which chooses random names, based on the percentage of activities and behaviors they have had within class hours. It is important to mention that all students must have a chance to win the prizes or incentives of the mystery box.

In addition, these incentives that are inside the box should be varied, for example they can be stickers, school objects, small toys, markers or also privilege cards that grant special gifts or rewards in class. Also, an important tip to consider is a combination of rewards or "big" items to keep your enthusiasm going.

Finally, when a student wins the opportunity to choose from the items contained in the Mystery Box, celebrating their achievement in front of the class by acknowledging their effort, appropriate behavior, or academic achievements is a great way to encourage or motivate the student and thus foster a positive and supportive community in the classroom.

4.1.6.2. Escape Room Challenge. The purpose of this strategy is for students to engage in an adventure within the classroom trying to solve puzzles and problems that are

linked to the subject in order to "escape" from a closed room. This fosters teamwork, critical thinking, and problem-solving skills. For this reason, the strategy is for the teacher to use the topic of the class topic and turn it into a captivating topic in order to achieve the specific learning objectives through the implementation of that activity.

Also, a great idea is to create a suitable and visually attractive environment within the classroom, with the use of accessories, decorations and lighting in order to also captivate the attention of the students. Similarly, design a series of puzzles and challenges that require students to put their critical thinking knowledge and skills into practice. Therefore, something very important is that the teacher must be sure that the teaching materials are age-appropriate, also that they create a progressive challenge and are fully related to the subject being taught.

In employing the strategy, the teacher should generate hints or clues for the students when they encounter difficulties. Such clues can be found by solving additional puzzles or demonstrating understanding of the topic. The teacher should ensure that these clues are strategically placed to guide students to the correct solution to the problem or activity. As for the time, the teacher must set a certain time for the Escape Room Challenge, thus making it exciting and fun. For this, a visible timer can be placed in the classroom, either on the computer with the help of the projector that allows the image to be enlarged and therefore the teams have visibility of the time they have. Keeping an eye on or tracking each team's progress is important to monitor their performance and offer help if needed.

4.1.6.3. Mindfulness moments. In itself, this strategy refers to an activity which the teacher can apply in class and which also has a very valuable approach that allows incorporating mindfulness and relaxation procedures into the daily routine, thus doing something different in the classroom. Mindfulness means paying close attention to details when performing the activity, having an open, positive, uncluttered and non-judgmental attitude. For this reason, this strategy is intended to help students achieve better concentration, reduce stress and improve their overall well-being by incorporating mindfulness moments in teaching during class.

This activity consists of the teacher starting each class with a brief and short guided meditation, thus serving to relax the students through a series of calming breathing exercises. For this exercise, there are several resources available that can be used, such as recorded meditations, scripts and relaxing music. A very important thing the teacher can do is to teach students simple breathing exercises that promote relaxation and concentration. For this, the teacher can use the technique called "4-7-8", which allows students to perform deep breathing exercises for approximately four beats, then hold their breath for seven beats and finally

exhale slowly for eight beats. In this process, a very good fact is that the teacher should encourage and motivate students to continue practicing these breathing exercises whenever they feel the need or feel stressed. Also, mindfulness activities can also be integrated into the lesson plan so that students are active participants in the present moment of the class.

In addition to this, creating a relaxation corner is also a very good idea as this space can include comfortable seating, dim lighting and other resources such as mindfulness books, sensory tools or quiet activities.

Therefore, students are motivated to use this space when they need it or require a pause for reflection or relaxing activities to reduce the stress that may be caused by the classes. In addition, a very important aspect is to do mindfulness by practicing it yourself, so that you demonstrate the techniques, share your experiences and highlight the benefits that can be obtained from mindfulness. Thus, when students observe you practicing mindfulness, and adopt it in your teaching, they are more likely to pick up these practices on their own.

4.2 Classroom Management

4.2.1. Definition of classroom management

According to Weinstein & Schafer (2016), classroom management is defined as the processes taken by teachers to thereby establish and maintain an environment that helps students' good academic performance, as well as in their emotional, moral and social growth taking into account that the goal of classroom management is not order for the sake of order, but rather it is order for the sake of learning.

Similarly, (Christofferson & Sullivan, 2015) mentions that classroom management is a system of proactive and reactive strategies used to influence the physical and social space of the classroom", while Reupert and Woodcock (2010, p. 1261) use the term classroom management to include teacher strategies that monitor or supervise behavior, interactions and student learning.While (Reupert & Woodcock, 2010) use the term classroom management to include teacher strategies that supervise or monitor student behavior, interactions, and learning, as cited by (Castañeda Díaz, 2016).

In addition, (Brophy, 2006) states that classroom management involves all those actions that allow creating and maintaining a learning environment where instructions are articulated that enhance the construction and organization of a physical classroom environment, establishing rules and procedures that enable the attention of students.

In conclusion, classroom management refers to the mechanisms or processes that make it possible to interfere in the provision of a comfortable school environment.

4.2.2. Important aspects of classroom management

4.2.2.1. Classroom communication. According to (Ojalvo, 1999) as cited by (Gutiérrez Sastoque, 2017), classroom communication is understood as an intentional dynamic process with clear objectives, supported by didactic actions and interactions between teachers and students in the school context. Its purpose is to generate a psychologically relevant environment that allows favoring, optimizing and recreating meanings, thus allowing the exchange of knowledge that contributes to the formation of the personality of the participants.

4.2.2.2. Active participation of students. According to (Pérez Amezcua, 2004) as cited by (Gudiño Macías, 2023) active participation is indispensable because it is where the student must have a character in which he/she is motivated to think, judge and develop, motivating him/her to adopt preconceived decisions.

In addition, the same author states that active participation is thought of as a form of teaching, where the teacher directs the student to provide the necessary resources, with the aim of improving participation and performance in the classroom. In other words, the author states that active participation modifies the student, achieves the ability to generate self-taught, flexible, context-situated proposals, based on project-based learning or self-interested experiences.

Finally, according to (Argentina , Aldana, & Ruiz, 2017, p. 16) as cited by (Gudiño Macías, 2023), the active participation of students requires the application of assertive strategies, in addition to using them at the right and appropriate time to meet the needs of students, it is important to emphasize that strategies are protagonists of the educational process in different contexts.

4.2.2.3. Space utilization. According to (Laorden Gutiérrez & n Pérez López, 2003), space becomes a didactic factor since it helps the teacher to define the teaching situation and allows us to create a stimulating environment for the development of all the capabilities of our students, as well as to favor the autonomy and motivation of the teaching team.

In addition, the same author mentions that any space in our school is susceptible of being an educational space and, therefore, we must organize and adapt it coherently with respect to our planned projects and programs.

4.2.3. Factors involved in classroom management

According to (Marzano et al., 2003), who based his work on more than 100 studies on Classroom Management, there are several factors that would be key to consider in the implementation of classes and that are at the basis of a positive teacher-student relationship,

which he clarifies and arranges below:

4.2.3.1. Establishment of norms and procedures: this involves considering expectations regarding behavior, the beginning and end of classes, transitions between one activity and another, the layout of the room and the elements to work with.

4.2.3.2. Effective disciplinary interventions: these are interventions that aim for students to strengthen expected behaviors rather than those that hinder relationships and learning. For example: upon arrival to class, congratulating and thanking those students who are with their materials ready to work rather than focusing on and getting annoyed with those who are distracted and chatting.

4.2.3.3. Mental disposition: this point is related to the disposition that students must have in order to engage with the flow of the class, a state of mind of calmness and concentration. In order to promote this state of mind, the teacher must be attentive to any possibility of subtle intervention, for example, an assertive look or if someone is distracted, pass close to that student so that he/she can focus. In this way, the teacher can continue the class with peace of mind, leaving aside external factors that could cause them to lose the thread of what they are working on.

4.2.4.4. Students' awareness of their responsibility and autonomy: refers to the development of students' self-awareness by giving them control of themselves. So as to move from an external locus to an internal locus. For example: When giving a group assignment that will have several process reviews, set aside time for each group to agree on a timeline that includes the assignments and their respective dates for partial delivery of the work, so that they can work, so that they can monitor their progress. progress can be monitored.

4.2.4. Importance of classroom management

According to (Pardo Lagos, 2018), classroom management is important because it involves a set of actions of various kinds that allow building a context conducive to learning. These actions range from the organization of content and instructional design to the promotion of peaceful and collaborative interactions among students.

Furthermore, (Montes & Ramos Gelvez, 2019) highlights the importance of classroom management because it focuses on generating effective opportunities in the classroom, programming coherent didactic units, making assertive, contextualized and sequenced decisions, organizing and planning according to the learner, the contents, the methodological option, the evaluation, the context and the didactic resources; without forgetting, of course, the pressures and problems that affect it.

Likewise, proper classroom management or the use of strategies to ensure

maximization of time and minimization of classroom disruptions, has shown not only greater knowledge gains, but also the potential for motivation and enjoyment of learning (Kunter & Voss, 2013) as cited by (Castañeda Díaz, 2016).

4.2.5. Role of the teacher and student in the classroom

The role of the teacher is a very important point because according to Mansor et al. (2012), what teachers do in the classroom, their values, their personality, their conduct in class, their way of managing the class, all come into play during the lesson. Therefore, the same author mentions that there is no specific ingredient that is crucial to be an effective teacher, because it is definitely a combination of factors.

Moreover, Breen and Candlin (1980) cited by Narváez García (2022), the teacher has two main roles. First, the teacher is considered a facilitator in the communication process among class participants and between them and the various activities taking place. Second, the teacher should act as an independent participant in the teaching-learning group.

In this sense, Pardo Lagos (2018) mentions that the role of the teacher is key to the effectiveness of teaching or to ensure that all students develop the competencies and acquire the expected knowledge. The teacher occupies several roles within the classroom as mentions (Narváez García, 2022) and explained below:

Planner when he/she schedules and structures the activities to obtain the best result in the learning process.

Coordinator when he/she organizes and directs the classroom environment to obtain improvements.

Quality controller when the main task is to insist on the correct use of the language used in class.

Group organizer, creating a good working environment for students to work cooperatively.

Facilitator, encouraging learners to work independently.

Motivator when trying to make students confident and interested in learning.

Power distributor, agreeing with students on what and how to learn.

Team member when teacher and students form a single group.

On the other hand, regarding the students, (Alvarado, 2013) states that they are the protagonists of the educational action and in whom a positive impact is sought to be caused in the teaching process. He also mentions the axiological theory which is important because it establishes a relationship of cordiality and love between teacher and student, considering the student as an individual builder of his own learning. Finally, he adds that it is good to foster

an environment of autonomy and independence that favors participation in the teaching process.

Likewise, (Bain, 2014) also mentions the students and states that there are three groups:

Deep learning students are those who go beyond what is given in the subject, they are curious and study to understand and discover.

Strategic learning students are those who seek recognition and excel through their good grades. However, they tend to have problems with problem solving.

Students of superficial learning are those who study simply to pass the subject, do not investigate beyond the content presented in class and tend to be unmotivated.

4.3 Previous Studies

There are some studies that have investigated methodological strategies and others related to proper classroom management. Some of these will be presented below:

A study by (Ramirez Romero et al., 2020) called Students' Perspective on Good Practices in Classroom Management: A Quantitative Investigation in Ecuadorian Tertiary Education with A2 students, which took place in Ecuador and as a participant had 100 students from the English Center, in which there were 39 young people, 43 middle-aged adults and 18 older adults. As for the objectives of this research were focused on analyzing the preferences in terms of characteristics in an EFL (English as a Foreign Language) teacher and exploring some categories as a domain of the subject, these domains are: confidence in the environment, promotion of language and culture, good sense of humor, patience, motivation of students, classroom dynamics, promotion of values, flexibility, welcoming environment. In addition, for the data collection process, the authors used quantitative research using questionnaires and structured questions. The result showed that in this case age does not affect the preferences of English language learners and that they value three important aspects which are: knowledge, methodology and teacher's personality. Finally, the recommendation that the researchers mentioned is that it would be a great help for teachers to receive further training to identify strategies for managing large and multilevel classes, in order to combine them with ways to develop motivation in the classroom, adapting them to local contexts.

On the other hand, (Espinosa Cevallos et al., 2022) conducted a study called EFL Classroom Management, which was carried out in Ecuador and included secondary school teachers and students as participants. The objective of this research is to provide guidelines to

assist in classroom planning and management at both the classroom and institutional levels, in order to prevent potential problems and provide resources to solve them. For data collection, the authors used qualitative research. This study shows the result of proper classroom management as a fundamental pillar in the teaching process, since it helps to maintain optimal learning conditions facilitating effective and efficient teaching. Finally, as a recommendation, the researchers mention that having an adequate classroom management, it is not only necessary to change the discipline but also the environment, the materials used, the space, the location of the seats, the relationship between the student and the teacher, among others, the teacher dominates these important aspects of the classroom, improves the environment and development of the class and the performance of the students.

Also, (Mahmoodi et al., 2022) conducted a study called EFL Teachers' Classroom Management Orientation, Self-Efficacy, Burnout, and Students' L2 Achievement, which took place in Ecuador and involved Iranian English teachers and high school students. The aim of this research focuses on capturing a more contextualized picture of L2 teachers' characteristics and learners' usefulness. The aim is to determine a probable correlation between the aforementioned variables. For data collection, the authors used an exploratory research using Maslach Burnout Inventory: Educator's Survey (MBI-ES), Attitudes and Beliefs on Classroom Control Inventory (ABCC Inventory) and Teacher's Self-Efficacy Scalef, English Test. As a result, they defined that teachers' sense of self-efficacy, as one of the critical teacher variables, should be reinforced to increase teachers' beliefs and perceptions about their competencies in order to obtain favorable results. In other words, education professionals who are concerned about students' confidence, level of educational decline, deficiencies and learning approaches, need to improve their self-efficacy to overcome problematic issues. Finally, the authors suggested further mixed methods research employing a combination of various data collection instruments, such as teacher performance observations, questionnaires, and multiple interviews as additive sources of data to explore teacher characteristics. Last but not least, future studies can analyze personal and environmental factors together to explain the characteristics of EFL teachers.

(Culha & Yilmaz, 2023) did a study on Classroom Management Experiences of Preschool Teachers with Refugee Students, with Refugee Students, which was held in Turkey and the population used was 21 preschool teachers for refugee students.The objective of this study is related to the exploration of the management experiences that preschool teachers have with refugee students in their classrooms. Therefore, this study is qualitative, and the instruments used within the research were semi-structured interviews, which were analyzed

through content analysis. Thus, the result of the research shows the difficulties experienced by teachers in relation to classroom management with the presence of refugee students in their classrooms, grouping them into categories with implementation difficulties, also need for additional activities, lack of time, communication problems, manifestation of unwanted behaviors, adaptation problems, tendency to disobey the rules and cultural differences present within the classroom. Finally, as a recommendation for future researchers, the authors mentioned that it is necessary to address classroom management with refugee students at the elementary, middle and high school levels.

In addition, (Kheidy del Carmen Reyes Espinoza and Eva Mayeli Corrales Ruiz, 2020) developed a study on Methodological strategies for classroom management in the second level of the Sotero Rodríguez preschool in the municipality of Estelí, during the second semester of 2019, which was conducted in Nicaragua and the population involved were 14 teachers, 392 students pupils of the three modalities, first, second and third level that provide services in the center in the morning and afternoon shifts. The objective of this study was to develop methodological strategies for classroom management in the second level of the Sotero Rodríguez preschool. For this study a qualitative type of research was carried out and observation, semi-structured interviews and a matrix to organize the data were used as instruments. As a result the research showed that the implementation of different strategies in the classroom creates independent children as well as creators of their own knowledge, facilitating good discipline in the students and their positive integration. Therefore facilitates the teacher's evaluation and assessment and being able to easily meet the proposed learning achievements. In this study, the authors do not make recommendations for future research. Finally, a study conducted by (Emre Debreli and Inara Ishanova, 2019) named Foreign language classroom management:The types of inappropriate behavior and strategies adopted by teachers, in the management of disruptive behaviors, which took place in Turkey and the population involved were 44 teachers of English secondary schools, three universities were part of the study. This study had research questions: a. What types of student misconduct do EFL teachers perceive to face in the classroom? b. What types of classroom management strategies are preferred by EFL teachers to respond to student misbehavior? In this study, a qualitative type of research was conducted and as a result, the research revealed that there are several types of learner misbehavior in foreign language classrooms, some of these are consistent with previous findings in general education and others are new to the field.

5.   Methodology

In this section it is shown the methodology that the researchers carried out to develop the present project. The methodology consisted in four main aspects such as the settings and participants, the procedure, the method and the data analysis of the overall data collected.

5.1. Settings and participants

The present research project was carried out in a public institution in the city of Loja, Ecuador. The geographical coordinates of the educational institution correspond to 4°00'37.7" South and 79°11'53.7" West.

In this sense, the main participants of the study population were middle education students of the educational institution. Therefore, the participants were divided into two groups. The first group consisted of the trainee teacher who directed and conducted the research. On the other hand, the second group was made up of seventh grade students from a public institution in Loja, who have an estimated age between 10 and 11 years old. These participants were key because in that average age or school grade there are different problems that affect classroom management.

5.2. Procedure

Owing to the present research aimed to improve classroom management through the use of methodological strategies, the researcher focused his attention on exploring the effectiveness of implementing methodological strategies to improve classroom management in terms of behavior and active participation and exploring students' perceptions regarding the implementation of the strategies.

5.3. Method

In relation to the aforementioned research objectives, this study adopted a mixed methods approach, as it combines quantitative and qualitative data collection techniques. The mixed method, according to Fetters (2016), offers a number of advantages in addressing complex research questions, as it integrates philosophical frameworks from both post-positivism and interpretivism, thus interweaving qualitative and quantitative data in such a way that the research questions are meaningfully explored, as cited (Dawadi, 2021).

5.4. Research Design

This study was aligned with an action research design because it addressed classroom management deficiencies among Ecuadorian students by intervening with an engagement tool such as the use of methodological strategies. Therefore, the action research design according to Mertler (2021) is a strategic scientific method that transforms everything that ails education as it allows teachers to find continuous opportunities to improve their educational practices.

This allowed the researchers to contribute to the development of a solution to existing problems in classroom management.

In this sense, the researcher followed the steps of the action research cycle that for Clarke (2023) has these phases: plan, act, observe, and reflect, which according to Blasco Mira (2009) consist of:

The first phase, which is a **plan**, consists of identifying the problem, analyzing it, identifying key issues, formulating whether the proposal is suitable to investigate and will contribute in the professional way, and also determine appropriate methods or techniques for data collection.

The second phase, which is **act**, consists of establishing a chronogram of the execution of the intervention plan for the development of the research.

The third phase, **observe**, consists of observation and data collection to analyze the implementation of the intervention plan.

The fourth phase, **reflect**, consists of the interpretation of the results obtained, which do not allow to investigate the meaning of the studied reality and to reach a certain abstraction or theorization.

5.5. Data Collection Sources and Techniques

To carry out the data collection of the study, different techniques as well as instruments related to the quantitative and qualitative methods were adopted in order to gather the significant data of the study. These included the observation technique with field notes (see Annex 1) to collect qualitative information; and this was done through the observation of the participants in the classroom during the development or application of the methodological strategies to analyze their effectiveness, as mentioned by Hellesø (2015) that taking field notes is a common method for documenting observations, researcher experiences, and the practice is well recognized within qualitative research.

In addition, using the survey technique, a Likert scale questionnaire was applied (see Annex 2) where the respondent selected the answer according to whether he/she disagreed (D), neutral (N) or agree (A) in order to obtain results about the students' perceptions about the methodological strategies applied to improve classroom management as stated by Matas (2018), mentioning that Likert scales are psychometric instruments where the respondent must indicate his/her agreement or disagreement about a statement, item or reagent, which is done through an ordered and unidimensional scale.

5.6. Data Analysis

Once the data were collected, the researcher began the data analysis as follows:

Initially, the quantitative data obtained from the application of the questionnaire were analyzed through descriptive statistics, since as stated by Rendón-Macías et al. (2016), it is the branch of statistics that offers recommendations on how to summarize research data clearly and simply in tables, figures, charts or graphs. Therefore, as descriptive statistics uses graphical representations to summarize data sets (Cooksey, 2020), the researcher illustrated the quantitative data obtained from the questionnaire in bar graphs showing frequency measures or the number of times participants agree with each research question.

On the other hand, the qualitative data obtained from the field notes, were analyzed using thematic analysis that helped the researchers to analyze the patterns and similar themes within the subjective data set in order to discover their meaning and combine it with the theoretical basis of the study (Crosley, 2021).

<center>**6.   Results**</center>

This section shows the results obtained through both quantitative and qualitative instruments, which demonstrate the improvement in classroom management through the implementation of methodological strategies. The intervention was supported by visual representation of the data in tables and bar charts, providing an overview of the findings. In addition, a descriptive and thematic analysis will be carried out. With these analyses, the researcher aims not only to clarify numerical results, but also to validate narratives that contribute to a comprehensive understanding of the impact of educational interventions on academic progress, students' perceptions and experiences.

6.1. Questionnaire results

The results obtained from the closed questions and open-ended sections of the questionnaire attempted to analyze the data in order to respond to the specific objectives of this research, namely to describe the perceptions of students regarding the application of methodological strategies to improve classroom management among middle education students at a public institution in Loja, school year 2023-2024.

Objective 1: To improve classroom environment through the application of effective methodological strategies among middle education students at a public institution in Loja, school year 2023-2024.

Question 1: How does the application of methodological strategies improve good classroom management among middle education students at a public institution in Loja, school year 2023-2024?

Table 1. *The methodological strategies developed in class helped me to stay engaged and avoid disruptive behaviors in the classroom.*

	f	%
Agree	22	73%
Neutral	8	27%
Disagree	0	0%
Total	**30**	**100%**

To stay engaged and avoid disruptive behaviors
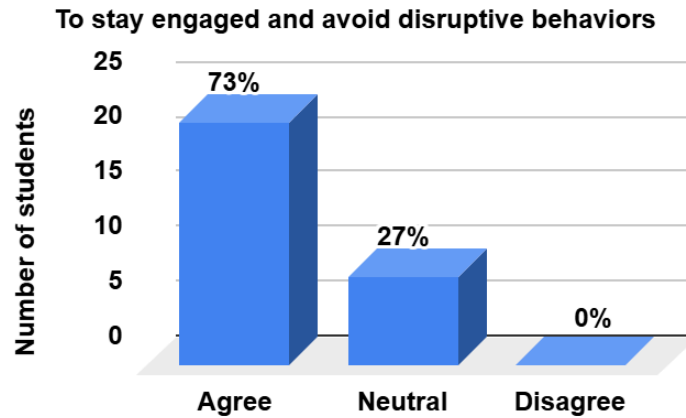
Figure 1. *To stay engaged and void disruptive behaviors*

The data presented in Figure 1 indicate a positive result of the methodological strategies as a tool to keep students engaged and to avoid disruptive behaviors in the classroom. Of the 30 students surveyed, 73% responded that they "agreed" that the methodological strategies helped them to be engaged and to avoid disruptive behaviors in the classroom. In contrast, only 27% of students responded "neutral" in that the strategies did not interest them, which influenced them not to improve their classroom behavior and engagement. This significant disparity suggests that the "methodological strategies" are effective in engaging students with the class and avoiding disruptive behaviors, making it a valuable resource for improving classroom management. These results are consistent with the researcher's observations, which noted the positive impact of these strategies on classroom management. However, a small percentage of students experienced difficulties with this activity, as reflected in the results shown in Figure 1.

Table 2. *The methodological strategies helped to create an adequate environment (fun and orderly) for the development of the class.*

	f	%
Agree	27	90%
Neutral	3	10%
Disagree	0	0%
Total	30	100%

24
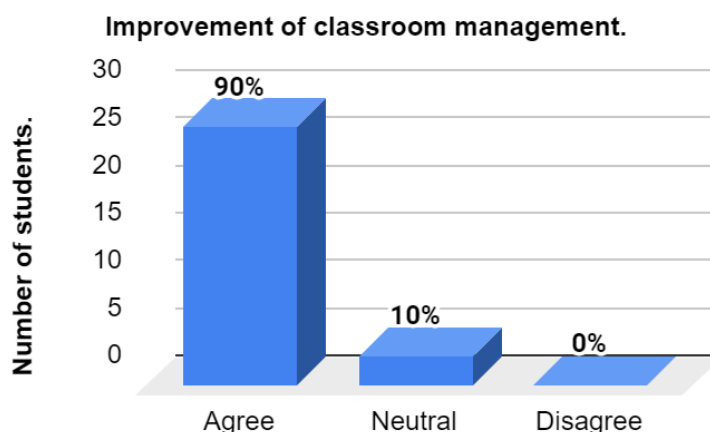
Figure 2. *Improvement of classroom management*

Figure 2 shows the results on the application of the strategies to create an adequate environment (fun and orderly) in the development of the class. Therefore, 90% of students responded "agree" that the methodological strategies helped them to create an adequate environment for the development of the class. This positive response indicates that the strategies were of great help to achieve the objective, since the students were able to share with each other, felt motivated to participate and to behave well. While, 10% of students responded "neutral" since they did not feel confident that the strategies motivated them to create an adequate classroom environment, the reason was that some students did not follow the instructions of the strategies to the letter which implied in the efficient development of the strategies and therefore did not affect or detract greatly in the creation of an adequate classroom environment. These results coincide with the researcher's observations, where he points out that, although the methodological strategies were very effective in the classroom for most of the students, a few may not share the same opinion. Overall, the results suggest that methodological strategies can help create a suitable classroom environment for students and teachers.

Table 3. *These methodological strategies motivated me to be more participative and pay more attention in class.*

	f	%
Agree	27	90%
Neutral	3	10%
Disagree	0	0%
Total	**30**	**100%**
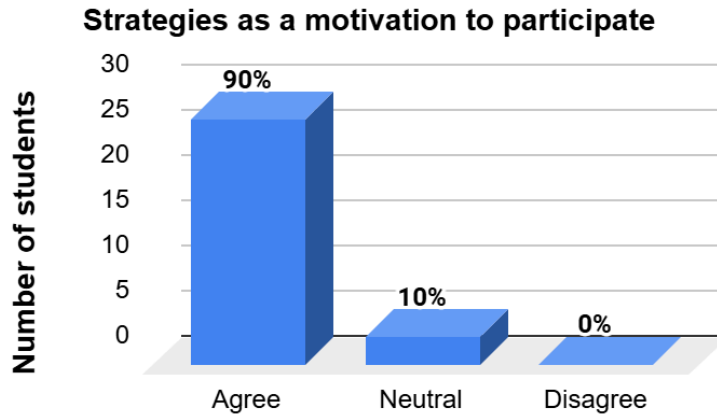
Figure 3. *Strategies as a motivation to participate*

The data presented in Figure 3 indicate the surprisingly positive reception that the methodological strategies had in motivating students to participate and pay attention in class. The 90% of students responded that they "agreed" that the methodological strategies motivated them to be more participatory and pay more attention in class. Conversely, This is because the majority of students indicated in an open-ended question that the strategies motivated them to win prizes and, therefore, allowed students to participate more and be more attentive in class. In addition, 10% of students responded "neutral," this is because some students indicated that they could not participate but that the strategies were fun. This significant disparity suggests that the methodological strategies are very effective in improving participation and paying more attention in class, which makes them a valuable tool to improve classroom management, all this can be evidenced in the field notes made by the researcher where he confirms that students were very participative and attentive in class with the help of these strategies. However, a small percentage of students experienced difficulties with this activity, as reflected in the results shown in Figure 3.

Table 4. *These methodological strategies helped me to have good communication with my classmates and teacher.*

	f	%
Agree	22	73%
Neutral	8	27%
Disagree	0	0%
Total	**30**	**100%**
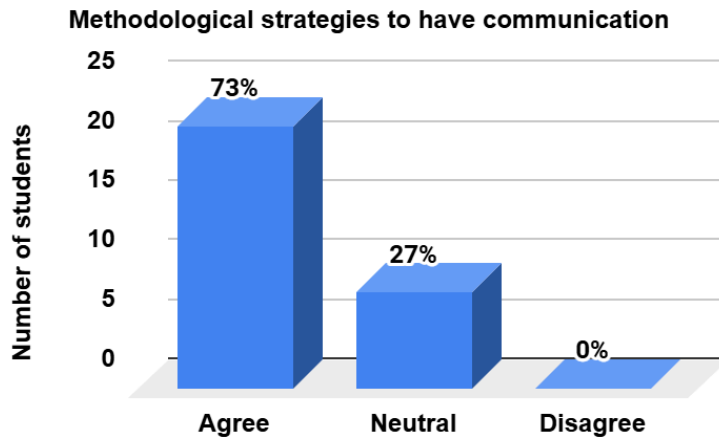
Figure 4. *Methodological strategies to have communication*

The data presented in Figure 4 indicate the positive reception of the methodological strategies for better communication between the students and the teacher during class. 73% of the students responded that they "agreed" that the methodological strategies helped them to have good communication in class with their classmates and the teacher. This is because the majority indicated in an open-ended question that the methodological strategies helped them to get along better with other classmates, to understand the class better, and to have confidence to give their opinions and share ideas in class. Also, 27% of the students responded that they were "neutral", this is because some students indicated that some classmates have a bad temper and therefore did not allow them to have effective communication. This significant disparity suggests that the methodological strategies are effective in improving communication in class, which suggests that they are a valuable tool to improve the development of the class and therefore classroom management, all this can be evidenced in the field notes made by the researcher where he confirms that most of the students were communicative during the development of the class thanks to the application of the methodological strategies. However, a small percentage of students experienced difficulties with this activity, as reflected in the results shown in Figure 4.

Objective 2: To analyze the effectiveness of methodological strategies in the classroom environment among middle education students at a public institution in Loja, school year 2023-2024.

Sub-question 1: What are effective strategies for improving classroom management among middle education students at a public institution in Loja, school year 2023-2024?

Table 5. *The strategy called Mystery Box captured my attention and motivated me to have better behavior in class.*

	f	%
Agree	28	93%
Neutral	0	0%
Disagree	2	7%
Total	**30**	**100%**
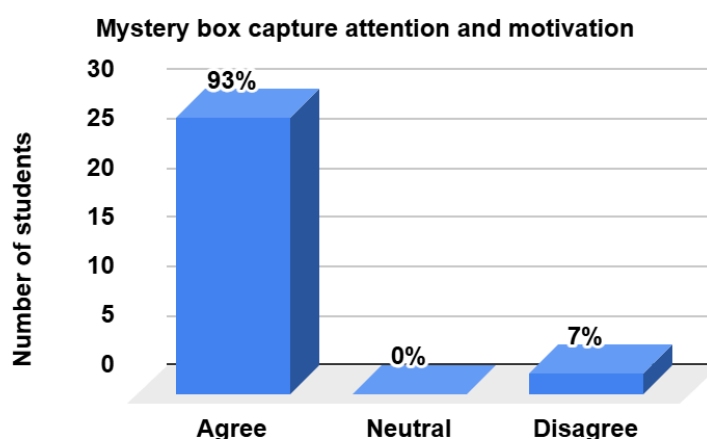
Figure 5. *Mystery box capture attention and motivation*

Figure 5 shows the results of the application of the Mystery Box methodological strategy to capture students' attention and motivate them to behave better in class. Thus, 93% of the students responded that they "agreed" that the Mystery Box methodological strategy captured their attention and motivated them to behave better in class. This positive response indicates that the Mystery Box was effective in achieving what was proposed since most students indicated in an open-ended question that the Mystery Box had rewards, also because it aroused their curiosity and because it is fun. In addition, 0% of the students responded that it was "neutral". Finally, 7% of students responded that they "disagreed" because they indicated that they had participated in something similar before and had never won anything, however, this did not greatly affect or detract from capturing students' attention and motivating them. These results coincide with the researcher's observations where he notes that although a large number of the students were very enthusiastic during the application and development of the Mystery Box, a few did not share the same opinion. Overall, the results suggest that the Mystery Box is effective in capturing students' attention and motivating them in class.

Table 6. *The strategy called Escape Room Challenge fostered teamwork capturing my interest and promoting order in the classroom.*

	f	%
Agree	25	84%
Neutral	4	13%
Disagree	1	3%
Total	30	100%
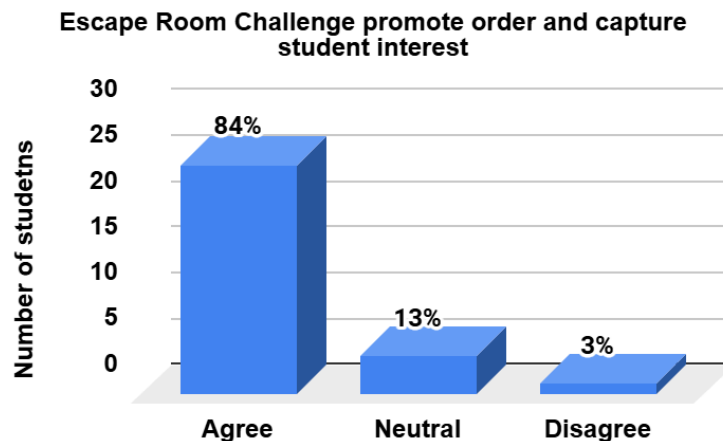
Figure 6. *Escape Room Challenge promote order and capture student interest*

Figure 6 shows the results about the application of the Escape Room Challenge methodological strategy to capture students' interest and promote order in class through teamwork. Thus, 84% of the students responded "agree" that this methodological strategy captured their attention, interest and promoted order in class through teamwork. This positive response indicates that Escape Room Challenge was effective in achieving what was proposed, since most of the students indicated in an open-ended question that this strategy allowed them to share more among classmates, get to know them and improve the relationship among them. Meanwhile, 13% of the students responded that they were "neutral" since they indicated that it did not help them as much because their classmates were talking about another topic. Finally, 3% of the students responded to be "in disagreement", this is because they indicated that the team did not collaborate and that they did not like the strategy, however, this did not affect since this percentage corresponded to 1 student who in one way or another participated in the activities and did not show disorder in class. These results coincide with the researcher's observations confirming that students were very enthusiastic during the development of the Escape Room Challenge strategy, although a small number of students did not share the same opinion. Overall, the results suggest that this strategy is effective in capturing students' attention and promoting order in class.

Table 7. *The strategy called Mindfulness Moments helped me reduce stress through guided meditation to have a positive attitude and making use of all the space in the classroom.*

	f	%
Agree	23	77%
Neutral	5	17%
Disagree	2	6%
Total	**30**	**100%**
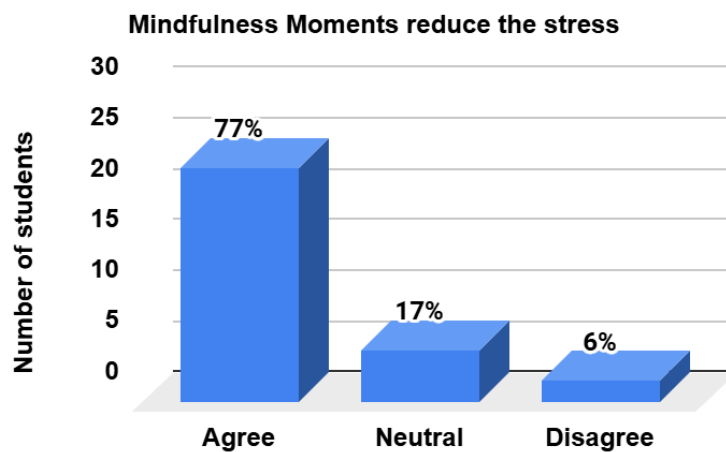
Figure 7. *Mindfulness Moments reduce the stress*

Figure 7 shows the results of the application of the Mindfulness Moments methodological strategy to reduce students' stress through guided meditation and making use of the entire classroom space. Thus, 77% of the students responded that they "agreed" that the methodological strategy helped them to reduce stress through guided meditation and to make use of the entire classroom space. This positive response indicates that Mindfulness Moments was effective in achieving what was proposed since most students indicated in an open-ended question that it allowed them to reflect on life which is very important, also that it helped them to change the routine and start the class with a good attitude. Meanwhile, 17% of the students responded to be "neutral", this is because some students indicated that it did not help them as much because they felt uncomfortable and did not like the strategy. Finally, 6% of the students responded that they were "disagree", this is because some students indicated that they did not like the strategy and did not meditate at all, however this did not affect in the development of the strategy because the students showed order and respect. All this can be evidenced in the field notes made by the researcher where it is confirmed that some students were very concentrated during meditation and others were not because they laughed silently

and were distracted.These results coincide with the researcher's observations confirming that students were very focused during the development of the Mindfulness Moments strategy, although a small number of students did not share the same opinion. Overall, the results suggest that the Mindfulness Moments strategy is effective in reducing stress and making use of the entire classroom space by making their daily school routine different.

Table 8. *Select from 1 to 4 which methodological strategies applied in class helped to improve communication with your classmates and teachers, to participate actively in class using all classroom spaces.*

MYSTERY BOX		
	f	**%**
Most successful	25	84%
Successful	4	13%
Less successful	0	0%
Unsuccessful	1	3%
Total	**30**	**100%**
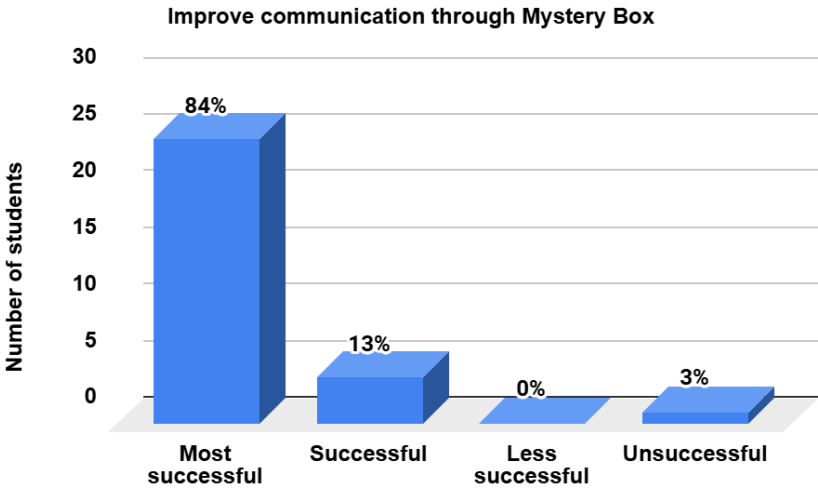
Figure 8. *Improve communication through Mystery Box*

Figure 8 shows the results of the application of the Mystery Box methodological strategy to improve communication between students and teacher, actively participating in class by making use of the classroom space. Thus, 84% of the students responded that they were "most successful" because they felt that the strategy helped them to interact in class in a better way. This positive response indicates that Mystery Box is an effective tool to achieve what was proposed above. Meanwhile, 13% responded that they were "successful" because they pointed out that small details could be improved for a better development of the strategy.

In addition, 0% of the students responded that they were "less successful" and, finally, 3% of the students responded that they were "unsuccessful" because they found the strategy complex and felt that they did not fully achieve what was proposed. All this can be evidenced in the field notes made by the researcher where it is confirmed that most of the students were willing and dedicated in the application of the strategy while a few were a little lost but that was not an impediment for them to be participants in the development of the strategy and therefore of the class.

Table 9. *Escape Room Challenge*

ESCAPE ROOM CHALLENGE		
	f	**%**
Most successful	24	80%
Successful	5	17%
Less successful	0	0%
Unsuccessful	1	3%
Total	**30**	**100%**
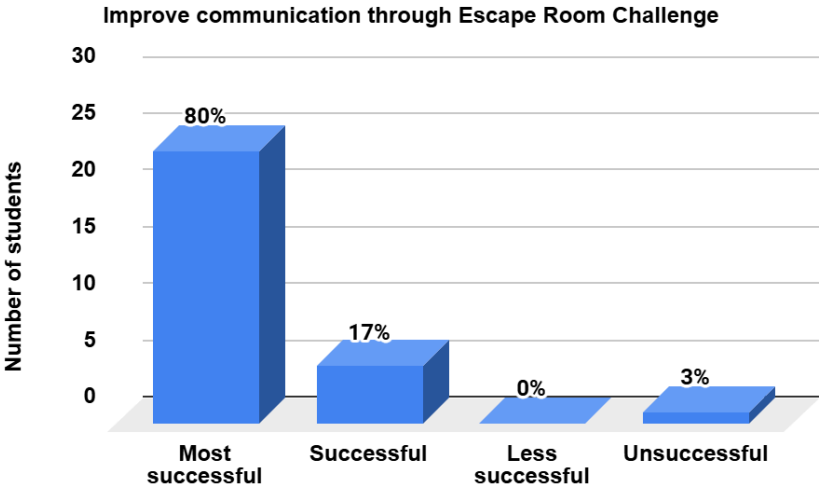
Figure 9. *Improve communication through Escape Room Challenge*

Figure 9 shows the results of the application of the Escape Room Challenge methodological strategy to improve communication between students and teacher, actively participating in class by making use of the classroom space. Thus, 80% of the students responded that they were "most successful" because the strategy allowed them to share ideas or opinions with their classmates, with the teacher at the same time that they participated by taking advantage of the classroom space. This positive response indicates that Escape Room Challenge is an effective tool to achieve what was proposed above. Meanwhile, 17%

responded that they were "successful" since they pointed out that small details could be improved for a better development of the strategy. In addition, 0% of the students responded that they were "less successful" and, finally, 3% of the students responded that they were "unsuccessful" because they found the strategy complex and felt that they did not fully achieve what was proposed. All this can be evidenced in the field notes made by the researcher where it is confirmed that most of the students were willing and committed to the application of the strategy while a few were a little lost but that was not an impediment for them to participate in the development of the strategy and therefore of the class.

Table 10. *Mindfulness Moments*

MINDFULNESS MOMENTS		
	f	**%**
Most successful	22	73%
Successful	5	17%
Less successful	2	7%
Unsuccessful	1	3%
Total	**30**	**100%**
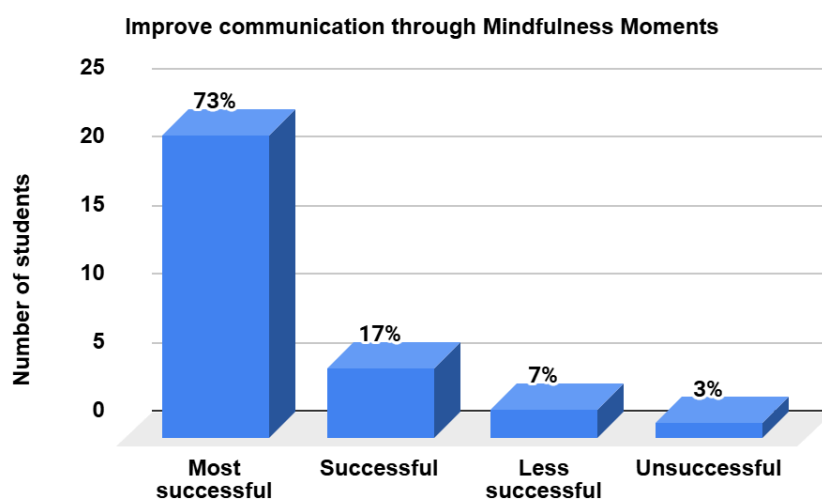
Figure 10. *Improve communication through Mindfulness Moments*

Figure 10 shows the results of the application of the Mindfulness Moments methodological strategy to improve communication between students and teacher, actively participating in class by making use of the classroom space. Thus, 73% of the students responded that they were "most successful" because the strategy allowed them to take advantage of the classroom space and they felt motivated to participate actively in class. This positive response indicates that this strategy is an effective tool to achieve what was proposed above. Meanwhile, 17% responded that they were "successful" because they pointed out that

small details could be improved for a better development of the strategy. In addition, 7% of the students responded that they were "less successful" and, finally, 3% of the students responded that they were "unsuccessful" since they mentioned that they found the strategy complex and felt that they did not fully achieve what was proposed. All this can be evidenced in the field notes made by the researcher where it is confirmed that most of the students were willing and committed to the application of the strategy while a few were a little lost but that was not an impediment for them to participate in the development of the strategy and therefore of the class.

Therefore, according to the results shown in the tables and figures above, it can be summarized that with a percentage higher than 84%, the Mystery Box methodological strategy is the most effective for improving communication between classmates and teacher, actively participating in class and making use of the entire classroom space. However, the least effective strategy cannot be defined since all of them present an equal minimum percentage, in other words, they are all applicable strategies that present effectiveness to improve what was proposed.

Objective 3: To identify the students' perceptions of methodological strategies in the classroom environment among middle education students at a public institution in Loja, school year 2023-2024.

Sub-question 2: What are students' perceptions of methodological strategies in the classroom environment among middle education students at a public institution in Loja, school year 2023-2024?

Table 11. *The methodological strategies developed in class were clear and easy to understand.*

	f	%
Agree	28	93%
Neutral	2	7%
Disagree	0	0%
Total	**30**	**100%**
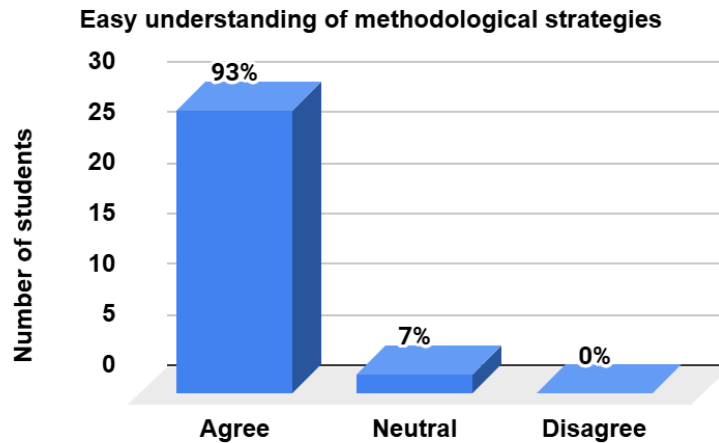
Figure 11. *Easy understanding of methodological strategies*

Figure 11 shows the results of the students' perception of whether the methodological strategies applied in class were clear and easy to understand. Thus, 93% of the students responded that they "agree" that the methodological strategies were clear and easy to understand. This positive response indicates that these strategies were effective in achieving what was proposed since most of the students indicated in an open-ended question that the teacher knew how to explain them in the best way and the students were sure that they understood the methodological strategies because they had developed them very well. Meanwhile, 7% of the students responded that they were "neutral", this is because some students showed that they did not understand the strategy, however this did not affect in a great way since the teacher explained again and the students were able to develop the strategies together with their classmates. Finally, 0% of the students responded that they "disagree". All this can be evidenced in the field notes made by the researcher where it is confirmed that some students were very confident in the development of the strategies, while there was also a group of students who were unsure but in the end were not left without being participants in the development of the methodological strategies.

Table 12. *The application of these methodological strategies helped the classes not to be boring and routine.*

	f	%
Agree	29	97%
Neutral	1	3%
Disagree	0	0%
Total	**30**	**100%**
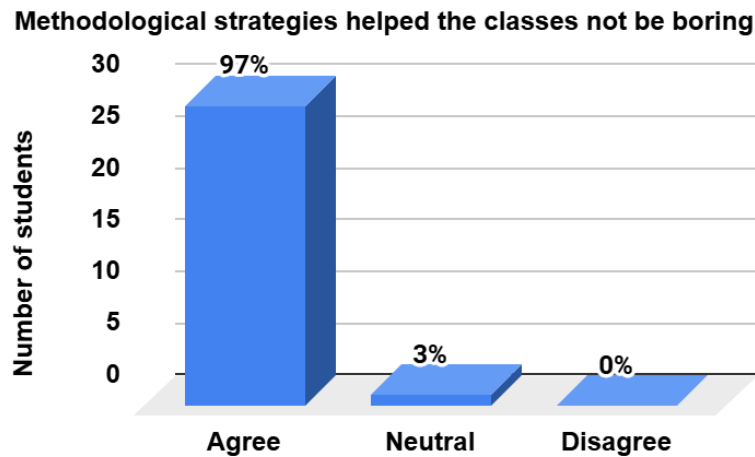
Figure 12. *Methodological strategies helped the classes not be boring*

Figure 12 shows the results of the students' perception of the methodological strategies applied in class so that classes are not boring and routine. Thus, 97% of the students responded that they "agree" that the methodological strategies helped what was proposed above. This positive response indicates that the strategies are an effective tool since the students indicated that it allowed them to do something different and distinct in class. In addition, 3% of the students responded that they were "neutral", this is because some students indicated that they found the strategies interesting and others found them somewhat common, but this did not affect since they participated efficiently in the application of the strategy. Finally, 0% of the students responded that they "disagree". All this can be evidenced in the field notes made by the researcher where it is confirmed that the classes were different with an adequate classroom environment thanks to the application of these strategies.

Table 13. *These methodological strategies made use of all the space in the classroom, thus changing the routine.*

	f	%
Agree	27	90%
Neutral	3	10%
Disagree	0	0%
Total	**30**	**100%**
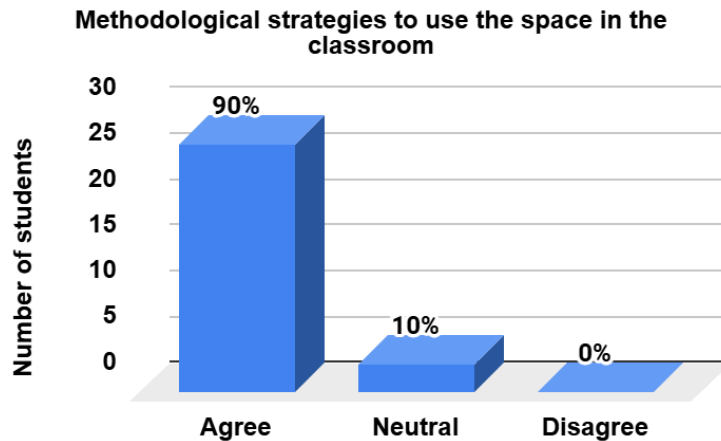
Figure 13. *Methodological strategies to use the space in the classroom*

Figure 13 shows the results of the students' perception of the methodological strategies applied in class to improve the use of classroom space. Thus, 90% of the students responded that they "agree" that the methodological strategies took advantage of all the classroom space. This positive response indicates that the strategies are effective tools to achieve what was previously proposed since some students in an open question indicated that these methodological strategies allowed them to occupy more space in the classroom, thus carrying out the strategies in a freer and more organized way. Meanwhile, 10% of the students responded that they were "neutral", this is because some students indicated that the use of all the space did not affect anything but that the strategies were very good. Finally, 0% of the students responded that they were "disagree". All this can be evidenced in the field notes made by the researcher where it is confirmed that the use of all the space in the classroom facilitated the development of the strategies since it caused an orderly environment.

7.   Discussion

This section describes the results found in this study and compares them with previous studies. In addition to this, answers to the main research question and the research sub-questions posed at the beginning of the study are presented, as well as the limitations encountered during the intervention plan and recommendations for future research.

In reference to the main research question: How does the application of methodological strategies improve classroom management in secondary school students in a public institution in Loja, school year 2023-2024? Based on the results obtained in questions 2, 7, 8 and 10 of the questionnaire, it was evident that the application of methodological strategies had an effective influence on the improvement of classroom management. This was due to the fact that a large number of students demonstrated positive attitudes and behavior in the development of the strategies, i.e. they were motivated, attentive, participative in class and willing to participate and learn from these strategies, thus establishing an excellent classroom environment and thus facilitating effective classroom management. This is also stated by Ausbert (2023), who affirms that methodological strategies provide several advantages in the classroom, one of which is that they establish a positive learning environment, in other words, they allow students to feel safe, supported and cared for in class.

Furthermore, regarding the first research sub-question: What are the effective strategies to improve classroom management in secondary education students in a public institution in Loja, school year 2023-2024? Based on the students' responses in the questionnaire and the field notes made by the researcher, it can be stated that of the three methodological strategies: Mystery Box, Escape Room Challenge and Mindfulness Moments proposed at the beginning of the research that can be found in the theoretical framework, only Mystery Box and Escape Room Challenge were more welcomed by the students and provided better results, which means that these two strategies were the most effective. Therefore, these results corroborate what was mentioned by Ausebert (2023) who stated that these strategies are positively received by students because they provide great benefits such as motivation to participate, to behave well and to improve the relationship with their classmates and teacher.

On the other hand, considering the second sub-question: What are the perceptions about the methodological strategies in the classroom environment of secondary school students of a public institution in Loja, school year 2023-2024? According to the questionnaire and the field notes, the results showed that students participated in the development of the methodological strategies because they considered them as fun activities different from the daily classroom routine. In addition, they emphasized that the help

provided by these strategies allowed them to have more motivation to participate and have a good behavior, as well as security when developing school activities, to use all the space in the classroom, to improve communication with their classmates and therefore the relationship between them making the class more attractive and less boring in order to provide order and a proper classroom environment. However, there were cases of students who presented difficulties, such as little interest in participating in the development of the strategies.

Therefore, this factor was a limitation in the development of the research as even when motivating the students in different ways and involving them in these strategies, they did not show the same interest and concentration as their peers. In addition, some students did not effectively understand the purpose and development of the strategies and this also led to the ineffectiveness of one of the strategies: Mindfulness Moments, which needed all the predisposition and concentration to be applied in order to achieve good results. Ultimately, more students argued that the application of these strategies allowed them to awaken their interest in the lessons, as they differentiated themselves from the routine lessons with a clear objective, which was to improve classroom management and provide a suitable classroom environment for the students. For this reason, it is recommended to investigate more fun methodological strategies that awaken the interest of the students and provide a solution to the problems and limitations that were presented in this research.

8. Conclusions

This section contains the conclusions reached by the researcher with the application of methodological strategies to improve classroom management, which respond to the objectives set out in the research.

The application of methodological strategies such as Mystery Box, Escape Room Challenge and Mindfulness Moments had a positive impact on improving classroom management. Through these methodological strategies, students were able to show adequate behavior in the development of classes. As a result, it allowed the teacher to give his class in an orderly and efficient manner which led to better classroom management, making use of methodological strategies.

It was demonstrated that the application of the methodological strategies were effective in improving classroom management, since the students improved their behavior and were active and orderly in the development of the different activities within the classroom. These strategies can not only solve students' disruptive behaviors, but also provide motivation and improve important aspects such as classroom communication, student participation and the use of the entire classroom space.

The implementation of methodological strategies had a very positive impact since students felt that, by receiving support from the methodological strategies and during the development of the same, they were able to improve their behavior. In addition, they perceived the methodological strategies as fun, interesting and different from routine classroom activities, since they felt motivated, relaxed and active to participate in an orderly manner in the development of the classes.

9.   Recommendations

In this section are the recommendations made by the researcher according to some limitations that were found in the development of the research intervention plan. The recommendations are directed firstly to teachers, then to future researchers together with advice for future research, and finally there is a recommendation for school students.

The researcher recommends teachers to make use of these methodological strategies such as Mystery Box, Escape Room Challenge and Mindfulness Moments as effective tools or resources to improve classroom management, since these strategies are well perceived by students and are of great help in this process.

The researcher recommends future researchers to be very mindful of time constraints when designing and conducting research, as unforeseen events sometimes arise. A longer period of time could allow these strategies to be applied many more times and thus impart in the students the motivation and order necessary for their educational training. Also, the researcher recommends for future research to investigate other methodological strategies that can be implemented with higher educational levels and compare where there is an improvement in the results. These strategies should be more dynamic and not resemble routine strategies in order to provide a dynamic and above all orderly environment for the teaching and learning process.

Finally, the researcher recommends college students to be more empathetic and participative with the teachers in training who conduct their research, since there are some students who show behaviors and comments that are not appropriate to people who are being educated.

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UNIVERSIDAD NACIONAL DE LOJA

DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS

NACIONALES Y EXTRANJEROS

Annex 1.   DATA COLLECTION INSTRUMENT: FIELD NOTES

Researcher: Alex Andrés Sánchez Valuarte.

FIELD NOTES

Observation #: 1 **Activity:** Identify unfamiliar vocabulary to talk about favorite foods and objects and improve student participation with the application of the Mystery Box methodological strategy.	**Date:** 01-05-2024 **Class size:** 30 students. **School:** Unidad Educativa del Milenio "Bernardo Valdivieso".	**Preservice Teacher:** Alex Sánchez. **Length of the observation:** 90 min

Descriptive Notes	**Reflective Notes**
● Well, at the beginning of this class the students were a little shy because they didn't know me. ● After introducing myself, the students felt a little more confident because they were already participating in class. ● The presentation and explanation of the Mystery Box was key because it awakened a lot of excitement and curiosity in the students. ● The activities were very orderly and participatory because the students wanted to win a prize from the Mystery Box. ● The students were attentive to every question from the teacher and lost their fear during the course of the class. ● At the end of the class some students were the winners of prizes of the Mystery Box because they showed very good behavior and participated actively in class.	● In this first class, I think that the reception of the first methodological strategy (Mystery Box) to improve student behavior through motivation with prizes was very effective because from the moment I presented it, I felt that the students paid a lot of attention in class. ● Also, I was very concerned about the students who even with the Mystery Box did not participate, however, I made them participate. ● The mystery box was a great help because it allowed me to give a class in a calm, harmonious and participatory environment, which is very good for both the students and the teacher.

UNIVERSIDAD NACIONAL DE LOJA

DEPARTMENT OF PEDAGOGÍA DE LOS

IDIOMAS NACIONALES Y EXTRANJEROS

DATA COLLECTION INSTRUMENT: FIELD NOTES

Researcher: Alex Andrés Sánchez Valuarte.

FIELD NOTES

Observation #: 2 **Activity:** Recognize unfamiliar vocabulary to comment about the reading "The Hanging Gardens of Babylon" using the past simple and improve student participation with the application of the Mystery Box methodological strategy.	**Date:** 08-05-2024 **Class size:** 30 students. **School:** Unidad Educativa del Milenio "Bernardo Valdivieso".	**Preservice Teacher:** Alex Sánchez. **Length of the observation:** 90 min

Descriptive Notes	**Reflective Notes**
● On this occasion, the class developed in a better way because the students already knew part of my way of working and were more confident. ● The methodological strategy Mystery Box continued to be very good because the students continued to show a lot of interest in participating and showing good behavior. ● In the development of the class there were students who were already participating a lot and other students who were not, so I asked them to participate exclusively so that they would not get bored and at the same time gain an incentive. ● In a reading activity during the class, students read in order, respecting each other's turn.	● The Mystery Box was very useful to motivate students to participate and have good behavior, however, I noticed certain aspects such as that very few students lost motivation to participate, that made me think about what to do to solve. ● In the reading activity some students did not want to read because they were afraid of making mistakes or mispronouncing words, however I reminded them about the mystery box and they were encouraged to read with my help.

DATA COLLECTION INSTRUMENT: FIELD NOTES

Researcher: Alex Andrés Sánchez Valuarte.

FIELD NOTES

Observation #: 3
Activity: Describe the elements of nature using descriptive adjectives and apply the methodological strategy Escape room challenge to improve student communication.

Date: 15-05-2024
Class size: 30 students.

School: Unidad Educativa del Milenio "Bernardo Valdivieso".

Preservice Teacher: Alex Sánchez.

Length of the observation: 90 min

Descriptive Notes	**Reflective Notes**
● In this class, I was able to apply my other methodological strategy Escape room challenge through a work to improve the students' communication, therefore I had to form work groups with the students where some of them showed enthusiasm and others did not. ● In the group activity there are always disruptive behaviors, so I decided to work in pairs so that the two of them could share ideas. ● In this case, the group activity consisted of the Bingo game where students competed between pairs in order to win a prize by completing the activity in first place, this got them excited.	● Some students showed that they did not feel comfortable working in pairs chosen by themselves, but they still did it just to win the prize. ● It caught my attention that a classmate was left without a partner, however, a group asked me if the student who did not have a team could work with them, to which I fully agreed and I thought it was a very noble and good act. ● The Escape room challenge strategy caught the attention of some students but not all of them, it improved the communication between them to win the game but there were other couples who laughed and did not work.

DATA COLLECTION INSTRUMENT: FIELD NOTES

Researcher: Alex Andrés Sánchez Valuarte.

<div align="center">

FIELD NOTES

</div>

Observation #: 4 **Activity:** Describe what it would be like to live in harmony at school, at home and in society using descriptive adjectives and apply the methodological strategy Escape room challenge to improve student communication.	**Date:** 22-05-2024 **Class size:** 30 students. **School:** Unidad Educativa del Milenio "Bernardo Valdivieso".	**Preservice Teacher:** Alex Sánchez. **Length of the observation:** 90 min

Descriptive Notes	**Reflective Notes**
● In this class, the methodological strategy Escape room challenge was applied through a worksheet in pairs in order to improve the students' communication, therefore I had to form work pairs with the students which was by affinity where some of them showed enthusiasm and others did not. ● This time in the group activity they showed more excitement as it was about completing sentences with descriptive adjectives that we reviewed in class. ● In the end, most of the students contributed in their groups and were able to complete the activity.	● Here some students showed that they did not feel comfortable working in pairs of their own choosing, but they still did it just to complete the activity since it was graded. ● Again there were cases where classmates did not have a partner to work with and the other kids who did have a partner incorporated them into their team, which I was very pleased with. ● The Escape room challenge strategy caught the attention of some students but not all, it improved communication between them to win the game but there were other couples who laughed and did not work.

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DEPARTMENT OF PEDAGOGÍA DE LOS IDIOMAS

NACIONALES Y EXTRANJEROS

DATA COLLECTION INSTRUMENT: FIELD NOTES

Researcher: Alex Andrés Sánchez Valuarte.

FIELD NOTES		
Observation #: 5 **Activity:** Describe the composition of objects or materials using the simple past tense of the verb "make" and apply the methodological strategy mindfulness moments to improve the use of classroom space.	**Date:** 29-05-2024 **Class size:** 30 students. **School:** Unidad Educativa del Milenio "Bernardo Valdivieso".	**Preservice Teacher:** Alex Sánchez. **Length of the observation:** 90 min

Descriptive Notes	**Reflective Notes**
- I liked this class very much because it was conducted in a very active way. - I started first with the last methodological strategy mindfulness moments through a guided meditation which allowed the students to reflect and meditate. - This methodological strategy was of great help as a starting activity to begin the class with a positive attitude because it was a change of routine in the classes which motivated the students and did not allow them to get bored. - This reflection also served to occupy more space in the classroom so that the students could concentrate more.	- Some students did not follow my instructions to the letter in the guided meditation because they laughed silently but I chose to stare at them and that allowed them to stop laughing and concentrate on the meditation. - This strategy pleased me very much because it made the students think, reflect and meditate with not academic but social issues that are also very important in our formation.

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IDIOMAS NACIONALES Y EXTRANJEROS

DATA COLLECTION INSTRUMENT: FIELD NOTES

Researcher: Alex Andrés Sánchez Valuarte.

FIELD NOTES

Observation #: 6	**Date:** 05-06-2024	Preservice
Activity: Apply the methodological strategy mindfulness moments to improve the use of classroom space and verify the effectiveness of the methodological strategies with the application of a questionnaire	**Class size:** 30 students. **School:** Unidad Educativa del Milenio "Bernardo Valdivieso".	**Teacher:** Alex Sánchez. **Length of the observation:** 90 min

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Descriptive Notes	**Reflective Notes**
● Finally, in my last intervention, the class developed in a very emotional and active way, which pleased me very much. ● I started first with the methodological strategy mindfulness moments through a guided meditation which allowed the students to reflect and meditate. ● This methodological strategy was of great help as a starting activity to begin the class with a positive attitude because it was a change of routine in the classes which motivated the students and did not allow them to get bored. ● This reflection also served to occupy more space in the classroom so that the students could concentrate more. ● At the end I was able to apply the questionnaire which went very well.	● Some students asked me to do another guided meditation because they liked it as it was accompanied by a soft song which provoked a lot of relaxation. ● This strategy pleased me a lot because it made the students think, reflect and meditate with non-academic topics, but social ones that are also very important in our formation. ● Finally, the students expressed their sincere appreciation for the methodological strategies because it helped them in their growth as students and allowed a change of routine in the classes.

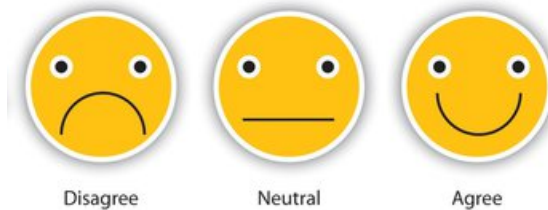**Annex 2:** Questionnaire

DATA COLLECTION: QUESTIONNAIRE

STUDENT'S PERCEPTION QUESTIONNAIRE

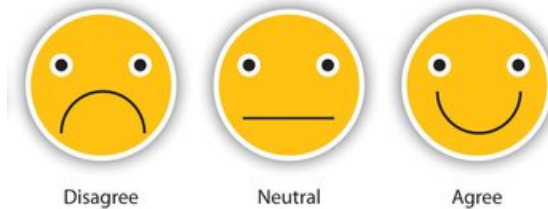Dear student, answer the following questionnaire with sincerity and honesty.

Students' code: …………………………………….
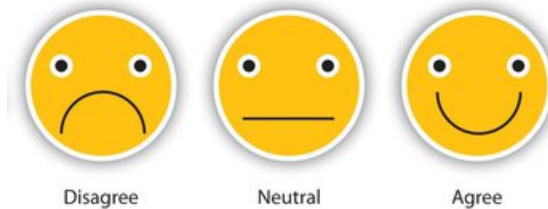
Date: ………………………………………………..

1. **The methodological strategies developed in class were clear and easy to understand.**

2. **The methodological strategies developed in class helped me to stay engaged and avoid disruptive behaviors in the classroom.**
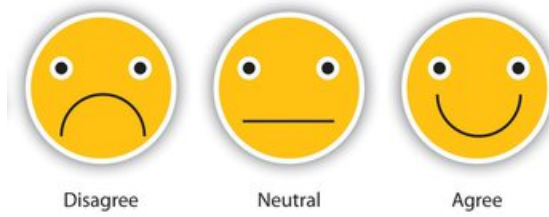

3. **The strategy called Mystery Box captured my attention and motivated me to have better behavior in class.**
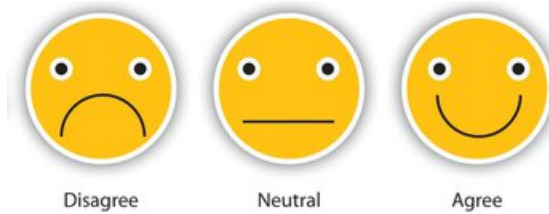

   Why?

   …………………………………………………………………………..

4. **The strategy called Escape Room Challenge fostered teamwork capturing my interest and promoting order in the classroom.**
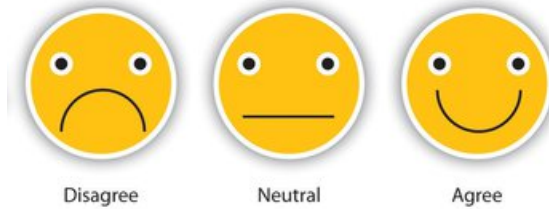
Disagree   Neutral   Agree

Why?

………………………………………………………………………..

5. **The strategy called Mindfulness Moments helped me reduce stress through guided motivation to have a positive attitude and making use of all the space in the classroom.**
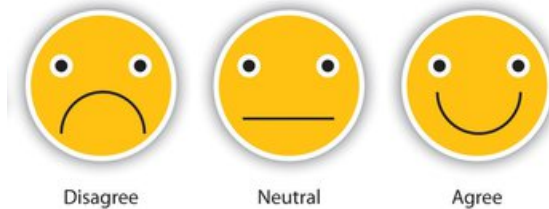

Disagree   Neutral   Agree

Why?

………………………………………………………………………..

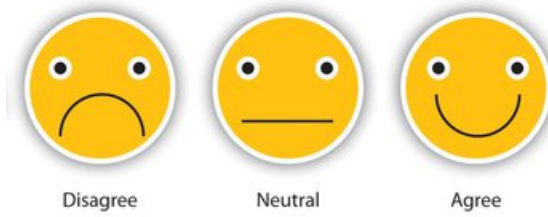6. **The application of these methodological strategies helped the classes not to be boring and routine.**

Disagree   Neutral   Agree

7. **These methodological strategies motivated me to be more participative and pay more attention in class.**

Disagree   Neutral   Agree
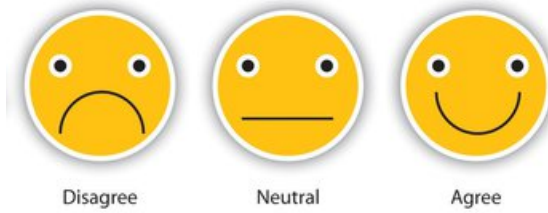
Why?

………………………………………………………………………..

8. **These methodological strategies helped me to have good communication with my classmates and teacher.**

Disagree   Neutral   Agree

Why?

…………………………………………………………………..

9. **These methodological strategies made use of all the space in the classroom, thus changing the routine.**

Disagree   Neutral   Agree

Why?

…………………………………………………………………..

10. **The methodological strategies helped to create an adequate environment (fun and orderly) for the development of the class.**

Disagree   Neutral   Agree

11. **Select from 1 to 4 which methodological strategies applied in class helped to improve communication with your classmates and teachers, to participate actively in class using all classroom spaces.**

	Most successful (4)	Successful (3)	Less successful (2)	Unsuccessful (1)
Mystery Box				
Escape Room Challenge				
Mindfulness Moments				

THANK YOU FOR YOUR COLLABORATION!

DECLARACIÓN DE CONSENTIMIENTO INFORMADO

Yo, _____ con cédula de identidad _____ representante legal de el/la estudiante _____, autorizo que mi representado sea partícipe del plan de intervención del proyecto de tesis titulado: Methodological strategies for a proper classroom management among middle education students at a public institution in Loja, school year 2023-2024, llevado a cabo por Alex Andrés Sánchez Valuarte, estudiante de VIII ciclo de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Universidad Nacional de Loja. Comprendo que la participación de los estudiantes en el desarrollo del presente proyecto no tendrá repercusiones en sus actividades escolares, evaluaciones o calificaciones. Además, la identidad de los estudiantes no será publicada, y las imágenes registradas durante la propuesta de intervención, se utilizarán únicamente para fines investigativos y de aprendizaje.

Declaro haber sido informado/a que mis datos personales y de mi representado/a, serán protegidos por el anonimato y la confidencialidad. Tomado ello en consideración, otorgo mi consentimiento para que se capturen imágenes de las clases de inglés, y se documenten todas las actividades realizadas durante la intervención del proyecto mencionado.

7 de mayo de 2024

Firma: _____

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LESSON PLAN # 3			
Institution Name:	Unidad Educativa del Milenio "Bernardo Valdivieso"		
Date:	May 2nd (Wednesday)	**School Year:**	2023-2024
Type of Institution	Public (X) Private ( ) Fisco-Misional ( ) Municipal (.)		
Institutional Tutor:	Lic. Luz María Parra		
Academic Tutor:	Mgtr. Mariano Castilllo		
Thesis Director:	Mgtr. Jhimi Vivanco		
Preservice Teacher:	Alex Sánchez		
Schedule/No. of students	Wednesday 7:15 – 8:45 / 30 students		
Time per lesson:	90	**Language level:**	A1
Class / Number of Students:	7th "A": 30		
Topic:	Human wonders of the world.		
Contents:	Like/Dislike.		
(Topis/contents)	My World, Our World.		
Lesson Objectives:	• To identify unfamiliar vocabulary to talk about favorite foods and objects. • To improve student participation with the application of the Mystery Box methodological strategy.		
Materials	• Book. • Computer. • Mystery box.		

Starter (warmer, lead in, review)	Time
Warm up: Tingo Tingo Tango • Students will play the game Tingo Tingo Tango to introduce themselves. **Review:** Through the Tingo Tingo Tango the teacher will make a brief review of food and objects.	10 min

Presentation	Time
• The teacher will explain to the students about the application of the research intervention plan, of which they will be part of the participants. • The teacher will give the students the corresponding permission or consent (**see Annex 1**) for the development of the research, which must be signed by the student's legal representative. • The teacher will explain to the students the methodological strategy of the **mystery box (see Annex 2)**, which will be applied throughout the class. This	30 min

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strategy is about rewarding students who show appropriate behavior and participate throughout the class.

- The teacher will introduce key vocabulary related to Amy and Carlos' favorite foods and objects using slides (See annex 3).
- The teacher will provide examples of how vocabulary words are used in context using sentences that incorporate the new vocabulary.

Practice	Time

• The teacher will implement the **"Dice Game"**
 The students will play a dice game (See annex 2) that will be used to practice the new vocabulary, the rules of the game are that depending on the number the student gets, he/she has to do a different activity:
   - 1 or 6: The student has to write 5 sentences using the new vocabulary.
   - 2 or 5: Students have to correctly pronounce 3 favorite objects and foods that we reviewed in the presentation phase.
   - 3 or 4: Students have to correctly pronounce 3 of Amy and Carlos' favorite objects and foods.
	15 min

Production	Time
• Writing activity: In pairs, students will write 10 sentences with vocabulary about "favorite objects and foods.". • Students will share their examples with the class and the teacher will review with them.	15 min

Assessment	Time
• Students will solve activities 2, 3 and 4 on pages 57 and 58 related to vocabulary about Amy and Carlos' favorite foods and objects. The teacher will do the respective revision after class.	15 min

Feed back / Closure	Time
• The teacher will review key points of the lesson and the vocabulary and the correct pronunciation. • The teacher will answer any questions or doubts the students may have.	5 min

Observations
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Signatures:

_____
Mgtr. Mariano Castillo.
Academic Tutor

_____
Lic. Luz María Parra.
Institutional Tutor

_____
Alex Sánchez
Preservice Teacher

_____
Mgtr. Jhimi Vivanco
Thesis Director

Annexes

(See annex 1)

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Nacionales y Extranjeros

DECLARACIÓN DE CONSENTIMIENTO INFORMADO

Yo, _____ con cédula de identidad _____ representante legal de el la estudiante _____, autorizo que mi representado sea partícipe del plan de intervención del proyecto de tesis titulado: Methodological strategies for a proper classroom management among middle basic education students at a public institution in Loja, school year 2023-2024, llevado a cabo por Alex Andrés Sánchez Valuarte, estudiante de VIII ciclo de la Carrera de Pedagogía de los Idiomas Nacionales y Adem Extranjeros, de la Universidad Nacional de Loja. Comprendo que la participación de los niños y niñas en el desarrollo del presente proyecto no tendrá repercusiones en sus actividades escolares, evaluaciones o calificaciones. Además, la identidad de los niños y niñas no será publicada, y las imágenes registradas durante la propuesta de intervención, se utilizarán únicamente para fines investigativos y de aprendizaje.

Declaro haber sido informado/a que mis datos personales y de mi representado a, serán protegidos por el anonimato y la confidencialidad. Tomado ello en consideración, otorgo mi consentimiento para que se capturen imágenes de las clases de inglés, y se documenten todas las actividades realizadas durante la intervención del proyecto mencionado.
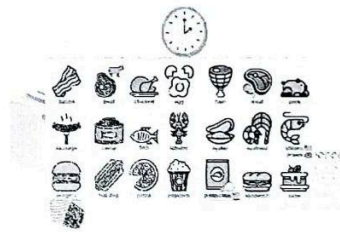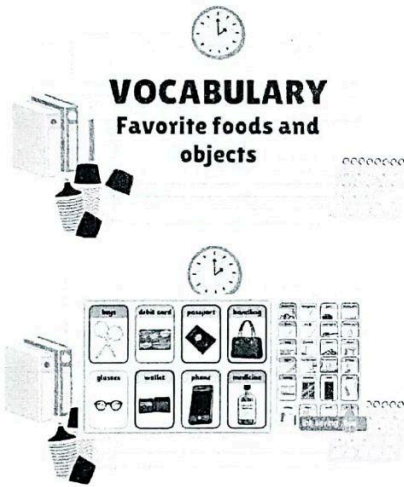
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(See annex 2)

(See annex 3)

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	LESSON PLAN # 2		
Institution Name:	Unidad Educativa del Milenio "Bernardo Valdivieso"		
Date:	May 9th (Thursday)	**School Year:**	2023-2024
Type of Institution	Public (X) Private ( ) Fisco-Misional ( ) Municipal (.)		
Institutional Tutor:	Lic. Luz María Parra		
Academic Tutor:	Mgtr. Mariano Castilllo		
Thesis Director:	Mgtr. Jhimi Vivanco		
Preservice Teacher:	Alex Sánchez		
Schedule/No. of students	Wednesday 7:15 – 8:45 / 30 students		
Time per lesson:	90	**Language level:**	A1
Class:	7th "A"		
Topic:	The Hanging Gardens of Babylon.		
Contents:	Past Simple.		
(Topis/contents)	My World, Our World.		
Lesson Objectives:	• To recognize unfamiliar vocabulary to comment about the reading "The Hanging Gardens of Babylon" using the past simple. • To improve student participation with the application of the Mystery Box methodological strategy.		
Materials	• Book. • Dictionary. • Mystery box. • Slides. • Computer/Projector.		

Starter (warmer, lead in, review)	Time
Warm up: Linked Verbs. • Students will play the Linked Words Game. **Review:** • Through the Linked Words Game the teacher will give a brief review of the next verbs: build - write - miss - have - like.	15 min

Presentation	Time
• The teacher will introduce the reading "The Hanging Gardens of Babylon" using a powerpoint presentation. (See annex 1)	20 min

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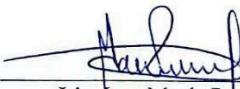Nacional
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Practice	Time
• With the teacher's help, students will read the reading to identify the unfamiliar vocabulary. • Students will underline the unknown words and look up their meaning with the help of the dictionary. • With the teacher's help, students will practice the pronunciation of the vocabulary.	15 min

Production	Time
• Students will solve activity 1 on page 60 in which they must indicate whether the written sentences are true or false about the reading "The Hanging Gardens of Babylon". • Also, students in activity 2 on the same page must answer three questions about the important aspects of the same reading.	15 min

Assessment	Time
• **Speaking:** The teacher will ask questions about "The Hanging Gardens of Babylon" and students will answer those questions. Finally, students will give a short commentary about the reading.	20 min

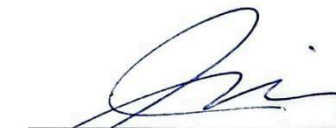| Feed back / Closure	Time
• The teacher will review key points of the lesson and the vocabulary and the correct pronunciation. • The teacher will answer any questions or doubts the students may have.	5 min

Observations

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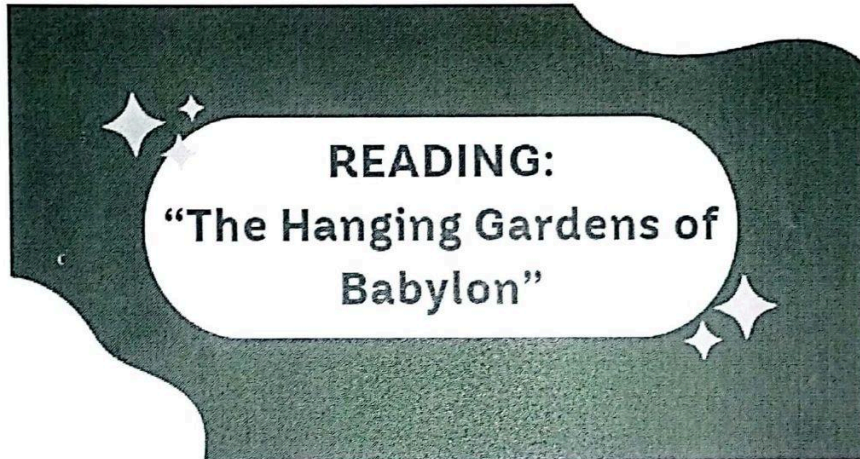
Signatures:

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Mgtr. Mariano Castillo.
Academic Tutor

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Lic. Luz María Parra.
Institutional Tutor

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Alex Sánchez
Preservice Teacher

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Mgtr. Jhimi Vivanco
Thesis Director

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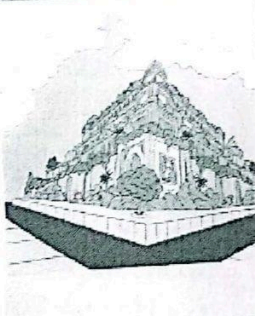
Annexes

(See annex 1)

**READING:
"The Hanging Gardens of Babylon"**

The Hanging Gardens of Babylon

The Hanging Gardens of Babylon like all the Seven Wonders of the Ancient World, were built thousands of years ago. This beautiful structure was built around 600 years before the birth of Christ. Like most of the Seven Wonders, the Hanging Gardens no longer exist. We have only the written descriptions of them to picture what the wonders must have looked like.

The Hanging Gardens of Babylon were built in what is now modern Iraq. They were built by King Nebuchadnezzar II for his bride who missed her country a lot. The Hanging Gardens were intended to mimic the mountains of her home and, Persia. The King went to great trouble and expense to build a mountain for her. He imported huge trees and plants and kept them watered and growing. The 'mountain' was built against the city wall (a thick, high wall built to keep out foreign invaders). It rose almost 100 feet into the air, lining up with the top of the city wall. The Hanging Gardens of Babylon were destroyed in an earthquake sometime after the 1st century AD.

LESSON PLAN # 3

Institution Name:	Unidad Educativa del Milenio "Bernardo Valdivieso"		
Date:	May 16th (Thursday)	School Year:	2023-2024
Type of Institution	Public (X)　　Private ( )　　Fisco-Misional ( )　Municipal (.)		
Institutional Tutor:	Lic. Luz María Parra		
Academic Tutor:	Mgtr. Mariano Castilllo		
Thesis Director:	Mgtr. Jhimi Vivanco		
Preservice Teacher:	Alex Sánchez		
Schedule/No. of students	Thursday 7:15 – 8:45 / 30 students		
Time per lesson:	90 min	Language level:	A1
Class:	7th "A"		
Topic:	Elements of nature.		
Contents:	Descriptive adjectives.		
(Topis/contents)	My World, Our World.		
Lesson Objectives:	• To describe the elements of nature using descriptive adjectives. • To improve student communication and utilization of classroom space through the Escape Room Challenge methodological strategy.		
Materials	• Book. • Powerpoint presentation. • Computer/Projector.		

Starter (warmer, lead in, review)	Time
Warm up: Don Chucho Game. • Students will play the Don Chucho Game: The teacher invites the students to form a circle and begins by singing the following refrain: Don Chucho has a Chinaman, who greets him achí, achí, achí. He laughs, achí, achí, achí. He goes down, achí, achí, achí, achí. He goes up, achí, achí, achí. He dances, achí, achí, achí. He fights, achí, achí, achí. Other expressions can be added with the movements, representing a Chinese with funny gestures. **Review:** • The teacher will give a brief reminder of the descriptive adjectives previously learned. For example: majestic - attractive - beautiful - radiant.	15 min

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Presentation	Time
• The teacher will present the descriptive adjectives related to the elements of nature through a PowerPoint presentation with images, for an easier understanding of the adjective and its meaning (See Annex 1).	15 min

Practice	Time
• Students will practice adjectives through **Bingo Game**. In pairs distributed throughout the classroom, students will draw a table and divide it into 9 squares (See annex 2), where they will write the adjectives in disorder in each square of the table. Depending on the teacher will be the way in which students should fill the Bingo table. For this, the teacher will randomly pronounce the adjectives and the students, depending on the difficulty of the game, will put the meaning or make a sentence with that adjective, promoting teamwork and communication among students. At the end, the winning team will be the first to complete the Bingo table with the form that the teacher previously indicated.	20 min

Production	Time
• Students will solve activities 1 and 2 on page 61 in which they must complete sentences about the elements of nature using the descriptive adjectives already learned. • Students will share and explain their answers with their classmates and the teacher.	15 min

Assessment	Time
• The teacher will be grading the student's participation in the development of the previous activity.	15 min

Feed back / Closure	Time
• The teacher will review key points of the lesson and the descriptive adjectives and the correct pronunciation. • The teacher will answer any questions or doubts the students may have. • The teacher will make a brief reflection on the care we should give to nature and its elements.	10 min

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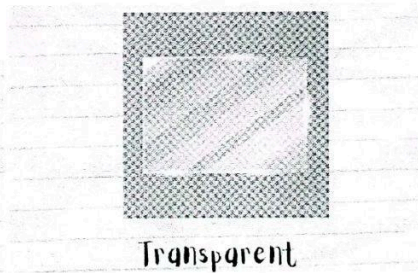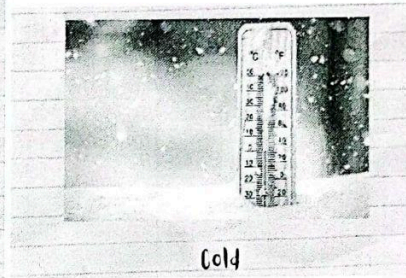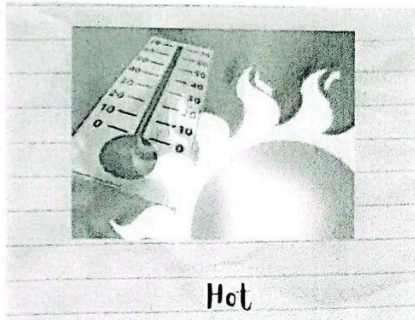
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Academic Tutor

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Lic. Luz María Parra.
Institutional Tutor

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Alex Sánchez
Preservice Teacher

_____
Mgtr. Jhimi Vivanco
Thesis Director

Annexes

(See annex 1)

ADJECTIVES

Transparent

Bright

Elastic

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Hot

Cold

(See Annex 2)

Cold	Hot	Transparent
Bright	Elastic	......
....	....	......

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LESSON PLAN # 4			
Institution Name:	Unidad Educativa del Milenio "Bernardo Valdivieso"		
Date:	May 23rd (Thursday)	**School Year:**	2023-2024
Type of Institution	Public (X) Private ( ) Fisco-Misional ( ) Municipal (.)		
Institutional Tutor:	Lic. Luz María Parra		
Academic Tutor:	Mgtr. Mariano Castilllo		
Thesis Director:	Mgtr. Jhimi Vivanco		
Preservice Teacher:	Alex Sánchez		
Schedule/No. of students	Thursday 7:15 – 8:45 / 30 students		
Time per lesson:	90 min	**Language level:**	A1
Class:	7th "A"		
Topic:	Living in harmony.		
Contents:	Descriptive adjectives.		
(Topis/contents)	My World, Our World.		
Lesson Objectives:	• To describe what it would be like to live in harmony at school, at home and in society using descriptive adjectives. • To improve student communication and utilization of classroom space through the Escape Room Challenge methodological strategy.		
Materials	• Book. • Powerpoint presentation. • Computer/Projector.		

Starter (warmer, lead in, review)	Time
Warm up: Stop my hand. • Students will play Stop my hand.	10 min

Review:
- The teacher will give a brief reminder of the descriptive adjectives previously learned. For example: quiet - enthusiastic - beautiful - cheerful.

Presentation	Time
• The teacher will present the descriptive adjectives related to the harmony through a PowerPoint presentation with images, for an easier understanding of the adjective and its meaning (See Annex 1).	15 min

Practice	Time
• Students will play a game in teams, where they will compete against each other by choosing the correct adjective to complete sentences describing a life in harmony, where the questions will be shown on a slide (See Annex 2), in order to review them and identify the winning team. This game will inculcate communication among team members and the use of classroom space since the groups will be distributed in the best way to have a good order in the development of the activity.	20 min

Production	Time
• Students will solve activities 1, 2 and 3 on page 64 in which they must answer a question about harmony and list 3 ideas for living in harmony at school, at home and in society using the descriptive adjectives already learned. • Students will share and explain their answers with their classmates and the teacher.	20 min

Assessment	Time
• The teacher will be grading the student's participation in the development of the previous activity.	15 min

Feed back / Closure	Time
• The teacher will review key points of the lesson and the descriptive adjectives and the correct pronunciation. • The teacher will answer any questions or doubts the students may have. • The teacher will give a short reflection on the importance of living in harmony whether at school, at home or in society because in one way or another it helps us to be better people.	10 min

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Nacionales y Extranjeros

Observations

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Signatures:

Mgtr. Mariano Castillo.	Lic. Luz María Parra.
Academic Tutor	**Institutional Tutor**
Alex Sánchez	Mgtr. Jhimi Vivanco
Preservice Teacher	**Thesis Director**

Annexes
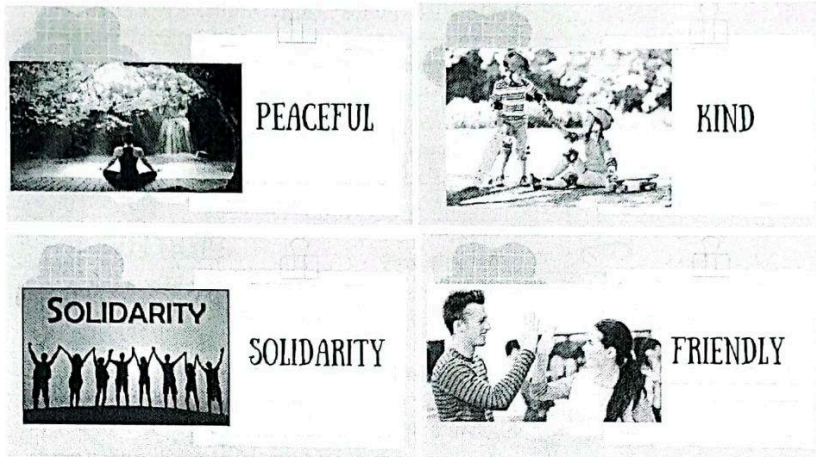
(See annex 1)

DESCRIPTIVE
ADJECTIVES
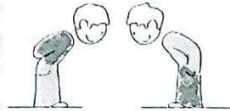
POLITE

CHEERFUL

ENTHUSIASTIC

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PEACEFUL

KIND

SOLIDARITY

FRIENDLY

(See Annex 2)

WORKSHEET
Living in Harmony

1. Complete the sentences with the correct descriptive adjective:

polite	cheerful	enthusiastic	peaceful	kind	solidarity	friendly

- Living in harmony implies being an .... person.
- Being a .... person imparts happiness to others.
- An .... person helps to have a positive attitude imparting an excellent environment for living in harmony.
- A .... place is also necessary to live in harmony whether in the classroom, at home or in society.
- Being a .... person imparts .... among all people and hence is good for living in harmony.
- Being a .... person is very important to have a good relationship with everyone and thus live in harmony.

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LESSON PLAN # 4

Institution Name:	Unidad Educativa del Milenio "Bernardo Valdivieso"		
Date:	June 5ᵗʰ (Wednesday)	School Year:	2023-2024
Type of Institution	Public (X) Private ( ) Fisco-Misional ( ) Municipal (.)		
Institutional Tutor:	Lic. Luz María Parra		
Academic Tutor:	Mgtr. Mariano Castilllo		
Thesis Director:	Mgtr. Jhimi Vivanco		
Preservice Teacher:	Alex Sánchez		
Schedule/No. of students	Wednesday 7:15 – 8:45 / 30 students		
Time per lesson:	90 min	Language level:	A2.2
Class:	7ᵗʰ "A"		
Topic:	Living in harmony.		
Contents:	Verb: Make in the past simple tense.		
(Topis/contents)	My World, Our World.		
Lesson Objectives:	• To describe the composition of objects or materials using the simple past tense of the verb "make". • To improve the use of classroom space with the application of the methodological strategy mindfulness moments using guided meditation.		
Materials	• Book. • Speaker. • Computer.		

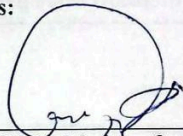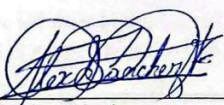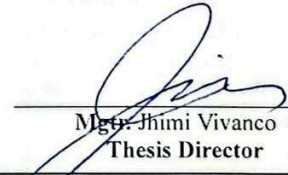| Starter (warmer, lead in, review)	Time
Warm up: Guided meditation. • The teacher will do a brief guided meditation (See annex 1) with the students with the purpose of taking the students' imagination and releasing stress in them to start the class with a positive attitude. **Review:** • The teacher will briefly review the uses of made of / made from / made out of.	15 min

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Presentation	Time
• The teacher will present some examples of the uses of Made of / made from / made out of, using the blackboard. (See Annex 2).	10 min

Practice	Time
• Students will describe 5 school objects they currently have using Made of / made from / made out of and share their sentences with the whole class.	15 min

Production	Time
• Students will solve activities 1, 2 on page 65 in which they must choose the correct answer to complete the descriptions and complete the sentences with the correct form Made of / made from / made out of. • Students will share and explain their answers with their classmates and the teacher.	20 min

Assessment	Time
• The teacher will be grading the student's participation in the development of the previous activity.	15 min

Feed back / Closure	Time
• The teacher will answer any questions or doubts the students may have. • The teacher will give a brief reflection about the importance of knowing how to describe objects or anything as it is very necessary in our life.	10 min

Observations

....

Signatures:

_____
Mgtr. Mariano Castillo.
Academic Tutor

_____
Lic. Luz María Parra.
Institutional Tutor

_____
Álex Sánchez
Preservice Teacher

_____
Mgtr. Jhimi Vivanco
Thesis Director

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Annexes

(See annex 1)

Reflexión sobre la Creación y la Transformación

Imagina por un momento una visita a un museo de arte moderno. En la entrada, una gran escultura te da la bienvenida. Esta escultura está hecha de mármol pulido, su superficie suave y reluciente refleja la luz de manera que parece brillar. Puedes ver claramente que está hecha de mármol, una piedra que ha sido tallada y esculpida con gran habilidad para crear una obra de arte majestuosa. ¿Qué sentimientos te provoca esta escultura? ¿Qué historias crees que podría contar el mármol sobre su viaje desde la cantera hasta el museo?

Caminas un poco más y te encuentras con una instalación impresionante. Esta obra de arte está hecha de piezas de vidrio de colores, combinadas para formar un caleidoscopio gigante. Cada fragmento de vidrio alguna vez fue parte de una ventana rota, pero ahora, juntos, crean un espectáculo deslumbrante. Reflexiona sobre cómo algo que alguna vez estuvo roto puede transformarse en algo nuevo y hermoso. ¿Qué otras cosas en tu vida tienen el potencial de transformarse?

En la siguiente sala, te sorprende una figura abstracta, grande y colorida, que parece cobrar vida propia. Al leer la descripción, descubres que está hecha de plástico reciclado, recogido de playas y parques. Piezas de botellas, tapas, y otros objetos cotidianos han sido fundidas y moldeadas para crear esta obra. Piensa en el impacto ambiental del plástico y cómo esta escultura no solo es arte, sino también un mensaje poderoso sobre la sostenibilidad y la reutilización. ¿Cómo puedes contribuir a un futuro más sostenible en tu propia vida?

Finalmente, llegas a una sección interactiva donde se invita a los visitantes a crear su propia obra de arte con materiales reciclados. Aquí, cada creación está hecha de lo que alguna vez fue desechado, transformado por las manos y la imaginación de cada participante. Una vez más, se nos recuerda que lo que es descartado por unos puede ser un tesoro para otros. Reflexiona sobre cómo la creatividad puede cambiar nuestra percepción de lo que es valioso y útil.

(See Annex 2)

EXAMPLES

- **"This dress is made of silk."** (Este vestido está hecho de seda. La seda sigue siendo identificable como seda.)
- **"Wine is made from grapes."** (El vino está hecho de uvas. Las uvas se transforman en vino.)
- **"The house is made out of bricks."** (La casa está hecha de ladrillos. Se enfatiza que se usaron ladrillos en su construcción.)
- **The necklace is made of gold.** (El collar está hecho de oro. El oro sigue siendo reconocible como tal.)
- **Cheese Is made from milk.** (El queso está hecho de leche. La leche se transforma significativamente para convertirse en queso.)
- **The dress is made out of old t-shirts.** (El vestido está hecho de camisetas viejas. Se enfatiza que las camisetas fueron reutilizadas para hacer el vestido.)

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LESSON PLAN # 6

Institution Name:	Unidad Educativa del Milenio "Bernardo Valdivieso"		
Date:	June 6th (Thursday)	School Year:	2023-2024
Type of Institution	Public (X) Private ( ) Fisco-Misional ( ) Municipal (.)		
Institutional Tutor:	Lic. Luz María Parra		
Academic Tutor:	Mgtr. Mariano Castilllo		
Thesis Director:	Mgtr. Jhimi Vivanco		
Preservice Teacher:	Alex Sánchez		
Schedule/No. of students	Wednesday 7:15 – 8:45 / 30 students		
Time per lesson:	90 min	Language level:	A2.2
Class:	7th "A"		
Topic:	Unit test.		
Contents:	Application of the unit test.		
(Topis/contents)	My World, Our World.		
Lesson Objectives:	• To improve the use of classroom space with the application of the methodological strategy through mindfulness. • To verify the effectiveness of the knowledge acquired in class during the third quarter with the application of the unit exam. • To verify the effectiveness of the methodological strategies applied to improve classroom management with the application of a questionnaire.		
Materials	• Book. • Speaker. • Cell phone.		

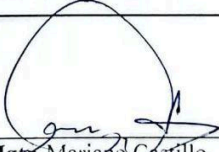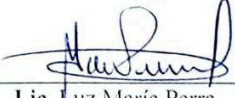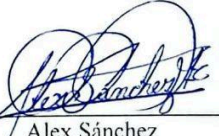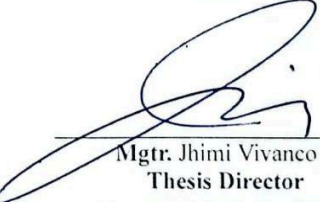| Starter (warmer, lead in, review)	Time
Warm up: Guided meditation. • The teacher will do a brief guided meditation (See annex 1) with the students with the purpose of taking the students' imagination and releasing stress in them to start the class with a positive attitude. **Review:** • The teacher will briefly review the topics given in class during the third quarter.	20 min

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Presentation	Time
• The Institutional Tutor will present the unit test and explain how students should respond along with the value of each question.	5 min

Practice	Time
• The students with the help of the teacher will practice briefly with examples the most important aspects related to the topics given during the third trimester for the subsequent application of the unit exam.	10 min

Production	Time
• Students will answer the unit exam related to the class topics given during the third quarter.	35 min

Assessment	Time
• The teacher will give them the questionnaire where the students will answer it with the criteria about the application of methodological strategies to improve classroom management (See Annex 2).	15 min

Feed back / Closure	Time
• The professor will make a brief review of the unit exam questions, resolving doubts, among other things. • The teacher will thank the students for having participated in the research project.	5 min

Observations

....

Signatures:

_____
Mgtr. Mariano Castillo.
Academic Tutor

_____
Lic. Luz María Parra.
Institutional Tutor

_____
Alex Sánchez
Preservice Teacher

_____
Mgtr. Jhimi Vivanco
Thesis Director

Annexes

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(See annex 1)

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Un Viaje Interior

Cierra los ojos y respira profundamente. Siente cómo el aire entra y sale de tus pulmones, llevando consigo cualquier tensión o preocupación. Este es tu momento, un espacio sagrado solo para ti.

Imagina que estás de pie al borde de un bosque antiguo, un lugar donde el tiempo parece detenerse. Los árboles son altos y majestuosos, sus hojas susurran historias del pasado con cada brisa. Puedes sentir la frescura del aire y escuchar el canto de los pájaros, creando una melodía serena que te envuelve.

Mientras caminas lentamente por un sendero de tierra suave, notas cómo la luz del sol se filtra a través de las ramas, creando patrones de luz y sombra a tu alrededor. Cada paso que das te lleva más profundamente a este santuario natural, donde te sientes seguro y en paz.

A medida que avanzas, llegas a un claro en el bosque. En el centro, hay un lago cristalino, sus aguas tranquilas reflejan el cielo azul y las copas de los árboles. Te acercas a la orilla y te sientas en el suelo, sintiendo la conexión con la tierra bajo ti. Este es un lugar de calma, donde puedes dejar ir todo lo que te preocupa.

Cierra los ojos nuevamente y respira profundamente. Siente cómo la tranquilidad del lago se extiende por tu cuerpo, relajando cada músculo, cada pensamiento. Permítete estar aquí, en este momento, completamente presente. Imagina que el agua del lago es un espejo que refleja tu ser más profundo, tu verdadera esencia.

En este estado de calma, piensa en un deseo o una intención que te gustaría manifestar en tu vida. Puede ser algo grande o pequeño, personal o académico. Visualiza este deseo como una semilla, una pequeña chispa de luz que colocas cuidadosamente en el lago. Observa cómo la luz se expande, iluminando el agua y llenándola de energía positiva.

Permanece unos momentos más en esta sensación de paz y claridad. Siente cómo cada célula de tu cuerpo se recarga con esta energía, preparándote para regresar al presente con un corazón abierto y una mente despejada.

Cuando estés listo, comienza a mover lentamente tus dedos y tus pies. Toma una respiración profunda y exhala despacio, sintiendo cómo vuelves a tu entorno actual, pero llevando contigo la paz y la claridad que has encontrado en tu viaje interior. Abre los ojos suavemente, y permítete sonreír, sabiendo que siempre puedes regresar a este lugar de tranquilidad cuando lo necesites.

(See Annex 2)

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UNIVERSIDAD NACIONAL DE LOJA
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Annex 2

DATA COLLECTION: QUESTIONNAIRE
STUDENT'S PERCEPTION QUESTIONNAIRE

Dear student, answer the following questionnaire with sincerity and honesty.

Students' code: ....

Date: ....

1. The methodological strategies developed in class were clear and easy to understand.

2. The methodological strategies developed in class helped me to stay engaged and avoid disruptive behaviors in the classroom.

3. The strategy called Mystery Box captured my attention and motivated me to have better behavior in class.

Why? ....

4. The strategy called Escape Room Challenge fostered teamwork capturing my interest and promoting order in the classroom.

9. These methodological strategies made use of all the space in the classroom, thus changing the routine.

Why? ....

10. The methodological strategies helped to create an adequate environment (fun and orderly) for the development of the class.

11. Select from 1 to 4 which methodological strategies applied in class helped to improve communication with your classmates and teachers, to participate actively in class using all classroom spaces.

	Most successful (4)	Successful (3)	Less successful (2)	Unsuccessful (1)
Mystery Box				
Escape Room Challenge				
Mindfulness Moment				

Why? ....

5. The strategy called Mindfulness Moment helped me to reduce stress through guided motivation in order to have a positive attitude in class.

Why? ....

6. The application of these methodological strategies helped the classes not to be boring and routine.

7. These methodological strategies motivated me to be more participative and pay more attention in class.

Why? ....

8. These methodological strategies helped me to have good communication with my classmates and teacher.

Why? ....

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Annex 5. Research Matrix

Title	Methodological strategies for a proper classroom management among middle education students at a public institution in Loja, school year 2023-2024

Problem	Objectives	Theoretical Framework	Methodological Desing. Acction Research	Indicators
General problem How does the application of methodological strategies improve good classroom management among middle education students at a public institution in Loja, school year 2023-2024?	**General objective** To improve classroom environment through the application of effective methodological strategies among middle education students at a public institution in Loja, school year 2023-2024.	**Independent variable Methodological strategies.** - Definition of Methodological Strategies. - Importance of the use of methodological strategies in the classroom. - Types of Methodological Strategies. - Advantages of implementing strategies to manage the classroom. - Important aspects of methodological strategies. - Methodological strategies to manage the classroom.	Action research / Intervention proposal instruments.	**Methodological strategies** - Relevance or importance. - Implementation or execution. - Effectiveness.
Subproblems What are effective strategies for improving classroom management among	**Specific objectives** To analyze the effectiveness of methodological strategies in the classroom environment among	**Dependent variable Classroom Management.** - Definition of classroom management. - Importance of classroom management.	**Observation technique:** Field notes. **Survey technique:** Questionnaire - Likert scale.	**Classroom Management** - Classroom communication. - Active participation of students.

middle education students at a public institution in Loja, school year 2023-2024?

- What are students' perceptions of methodological strategies in the classroom environment among middle education students at a public institution in Loja, school year 2023-2024?

middle education students at a public institution in Loja, school year 2023-2024.

- To identify the students' perceptions of methodological strategies in the classroom environment among middle education students at a public institution in Loja, school year 2023-2024.

- Role of the teacher and student in the classroom.
- Factors involved in classroom management.
- Important aspects of classroom management.

Previous studies.

- Space utilization.