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Autor :

Jairo Danilo Cargua Vimos

Tutor:

Mgs. Edgar Eduardo Heredia Arboleda

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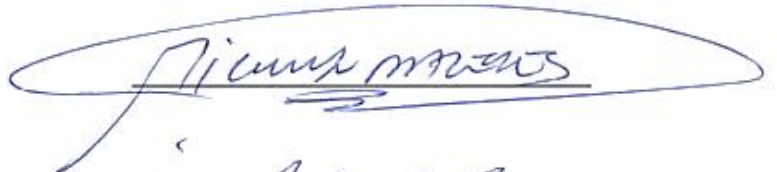
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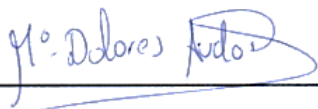
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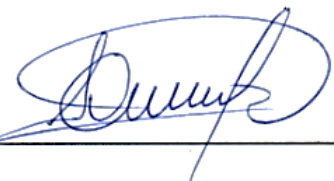
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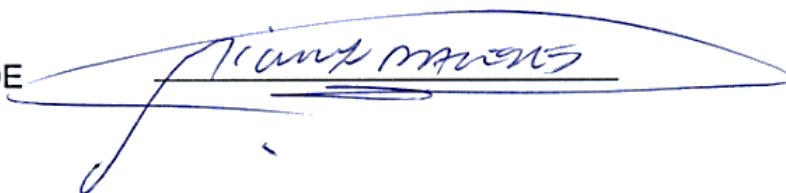
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DEDICATORY

This work is dedicated to children who are afraid of some teachers like I once was, those children who once had a negative response from their teacher, which made them feel undervalued.

I dedicate this to you hoping that one day teachers can understand that children also need to be understood, encouraged, and motivated, that with effort one day they can see their dreams and desires come true, and that when they do, they remember the teacher who knew how to guide them there.

A handwritten signature in blue ink, appearing to read 'Jairo Danilo Cargua Vimos', with a horizontal line extending from the end of the signature.

Jairo Danilo Cargua Vimos
C.I: 0603981622

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First, thank God because he is who brought me to this world of teaching, and what he has shaped can be useful for society.

Although I sound somewhat selfish, it is not, I thank myself for not giving up, despite many difficulties, I have maintained myself until the end of this journey.

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Thanks a lot



Jairo Danilo Cargua Vimos
C.I: 0603981622

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RESUMEN

El presente trabajo de investigación muestra que, cuando un niño es motivado y valorado logra mejorar su rendimiento académico. Una buena relación entre maestro-alumno ayuda a que el proceso académico de aprendizaje se complete satisfactoriamente.

Enfatizando que el rol del maestro va más allá de impartir una clase, el proyecto, “Analysis of teacher-student relationship in the English language learning process; the case of 7th Educación General Básica class "C" at 11 de Noviembre school, period september 2022–february 2023” busca exponer que una buena relación social entre los alumnos con sus docentes, si influye en el proceso de enseñanza-aprendizaje, pues los estudiantes, en especial niños, son dependientes del ámbito emocional, necesitan ser valorados como un ente activo en el proceso de aprendizaje.

A través de la observación, la entrevista y encuesta, se logró identificar con efectividad que la falta de una buena relación entre docente y estudiantes sí influyó en el proceso de aprendizaje.

Palabras clave: Relación, Convivencia, Motivación, Proceso Enseñanza-Aprendizaje, Comunicación, Destreza, Valoración.



Jairo Danilo Cargua Vimos
C.I: 0603981622

ABSTRACT

This research seeks to show that when a child is motivated and valued, their academic performance improves. A good relationship between teacher and student helps the academic learning process improve and achieve school goals.

Emphasizing that the teacher's role goes beyond teaching a class, the project, "Analysis of teacher-student relationship in the English language learning process; the case of 7th Educación General Básica class "C" at 11 de Noviembre school, period September 2022–February 2023" seeks to explain that a good interpersonal relationship between students and their teachers does influence the teaching-learning process, since students, especially children, are dependent on the emotional sphere, they need to be valued so they can feel that they are an active entity in the learning process.

Through observation, interview, and survey, it was possible to effectively identify that the lack of a good relationship between teacher and students did influence the learning process.

Keywords: Relationship, Coexistence, Motivation, Teaching-Learning Process, Communication, Skill, Didactics, Assessment.



Jairo Danilo Cargua Vimos
C.I: 0603981622

CHAPTER I

1. INTRODUCTION

Nowadays, teachers seek to improve their skills as educators, since the accelerated process of globalization in which the world finds itself places the teacher in an environment of high competitiveness and selectivity. In this context, the teacher-student relationship represents an extra effort in the search for practicality, affection, and effectiveness in preparing the student for life, in a redefinition of the teaching-learning process. A relationship is one of the most important skills that lead a teacher to reach the success in the learning process. Taking into account the self-determination theory (SDT), healthy behavior depends on satisfying psychological needs (Gan, 2021, pág. 1).

Technological resources and pedagogical strategies are important for the teaching-learning process, but an affective approach between teacher and student is necessary to motivate students to continue improving their foreign language proficiency. Hence, the teacher needs to understand the students' relevance of emotions, affectivity, and levels of expression in order to plan, develop, and adapt pedagogical practices to achieve success in the teaching and learning process. When the teacher-student relationship is deficient, difficulties are generated in the English language teaching process. This fact is reflected in students not reaching the minimum learning requirements, especially at the basic learning levels (Díaz-Quiñones & Valdés-Gómez, 2017, p. 6).

In Ecuador, there is a low-level interest by people in learning the English language. Maybe they do not know the benefits of learning this language. But children are different, they do it because it is a subject that they must pass. Still, this task can be complicated by various external factors to the teacher's performance, such as at home, domestic violence, child abuse, or bullying at school. These reasons can cause poor student performance and much more if students do not have the support and understanding of the teachers. Or perhaps the teacher cannot gain the trust necessary for the student to develop academically with the teacher. In October 2015, according to the data collected in a study published by CEPAL, "Latin America: violence among students and school performance", almost 60% of children in Ecuador have suffered violence in schools, which means that three out of every five children have been victims of insults, threats, robberies, and beatings (Apolo & Castro, 2015).

In this context, the purpose of the proposed investigation is to analyze how the teacher-student relationship influences the English language learning process at seventh-grade class "C" of Basic General Education at 11 de Noviembre School in order to expose the weaknesses and strengths found in the teaching practice that may be impairing the students' ability to learn. The aforementioned educational institution is taken as a case study since a preliminary investigation some deficiencies in teacher-student relations were detected and the center's management has shown interest in improving the current situation.

1.1 PROBLEM STATEMENT

Education has been going through various difficulties around the world since its inception in the Renaissance era in the 17th century. In the region, some authors, such as Paulo Freire, have determined how to save education with a meaningful and transformative pedagogy and teaching. In Latin America Paulo Freire is well known for his work on the pedagogy of the oppressed, where he highlights the lack of good didactics for the education of the less fortunate and for achieving transformative learning for efficient and competitive personal development.

When there is conflict in the interpersonal relationship, there are human relations problems. In this way, it is understood that the relationship goes beyond the bond because it involves human behavior and its intrapersonal and interpersonal relationships. When the teacher-student relationship is poor, there is a lack of mutual trust, which results in communication not flowing. In this situation, the English language learning process can have several shortcomings, especially when students do not reach the skills contemplated in the school curriculum.

The research problem is that the students have troubles establishing a good relationship with their teachers in class. Well, if we say that “The school is the second home of the student” (Mtra. Genoveva Hi González, 2010 p.16), then, how do the teachers act with who would be their second child? In this case, the lack of trust of the student towards the teacher causes their performance to be below, for this reason, this research project is presented. The interest is focused on knowing if the lack of a good student-teacher relationship in class causes the student's learning to be not good in the case of seventh-grade class “C” at 11 de Noviembre” school.

In Ecuador, the lack of a good methodology has caused the gap between teacher and student to expand, speaking of affective aspects, and how the lack of these causes a lack of empathy from the teacher towards the student, and how this influences the learning process of the student. All of that brings with it certain consequences for the future of the student. In this sense, we can see the justification of the importance of investigating the problem, through the analysis of the implications that a poor teacher-student relationship has on the English language learning process at the level of educational institutions at the primary level.

In addition, it should be noted that existing research on the subject has not gone in-depth or exposed the full extent of the analysis of the problem, especially with regard to the English language learning in Ecuador at the primary school level. Therefore, a study is needed to contribute to the dissemination of research on this topic. In this way, it will be possible to know the causes of the problem and subsequently plan actions aimed at solving it. Therefore, carry out a study that analyses the situation of the teacher-student relationship through a survey which will allow us to know if the process of learning the English language depends or not on said relationship.

1.2 PROBLEM FORMULATION

How does the teacher-student relationship influence the English language learning process at seventh-grade class "C" at 11 de Noviembre School in the period (September 2022 - February 2023)?

1.3 JUSTIFICATION

The educational system and especially the constitution of Ecuador in Article 6 of the LOEI, the Ecuadorian state is the one that "must guarantee that Educational Institutions are democratic spaces for the exercise of rights and peaceful coexistence."

This means that the educational institution must guarantee that the teacher must clearly make the rules of coexistence known to all students from the first day of classes.

In many cases, due to a lack of communication or knowledge, students are unaware of the rules of coexistence and do not even know that it is their right to know. Let us remember that "the rules of coexistence in class for children are social guidelines based on respect between people and whose objective is to maintain an adequate school climate. Thanks to these rules, teachers, directors, students, and other school staff will have a pleasant and optimal environment at school so that everyone can meet their objectives." (Quicios, 2021)

For this reason, it is fair and necessary for the student to know that the development of the class must be in a favorable environment, both with the teacher and with his classmates, in this way, we will know that the conditions are met for a correct teaching process. -learning.

1.4 OBJECTIVES

1.4.1 GENERAL OBJECTIVE

- To analyze how the teacher-student relationship influences the English language learning process at seventh-grade class "C" at 11 de Noviembre School.

1.4.2 SPECIFIC OBJECTIVES

- To determine if, from the teacher's perspective, there is a good relationship with their students.
- To analyze how much influences teacher-student relationship is in class "C" of seventh grade, in the teaching-learning process.
- To estimate if a good relationship between teacher-student improves the English language learning process in class "C" of seventh grade.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 THEORETICAL BACKGROUND

Several published research studies on the study of the teacher-student relationship in the educational setting were identified from the review of existing literature in academic databases and catalogs of indexed journals. The oldest and the first reference is the research developed by Tyler (1964), entitled “The concept of an ideal teacher-student relationship”. Among the conclusions derived from that study, it is mentioned that “the most ideal teacher-student relationship is heavily weighted with positive communication statements and the least ideal with distance statements”.

“There is no doubt that the educational reality is marked by the sign of historicity. Because education is a unique quality of man and man needs to move in History” (Galino, 1953). One of the greatest researchers and pedagogues who has managed to capture the perspectives of education is Paulo Freire, who speaks of education as the basis of the indeterminacy of the human being, the awareness that he has of his finitude, of being unfinished, that leads him to be in a constant search to "be more", to grow as a person. In this search he is not alone, but he does it in communion with other human beings, with the other members of the community in which he is inserted. The personal "I" is always an interaction of the genetic component and the environment where the subject develops” (Pieterse, 1992).

The teacher's role is not only to teach the class, because according to the observation, but the student also is more participatory when the teacher more than fulfills his role as a teacher, fulfills the role of a teaching participant, and manages to transmit knowledge correctly and effective because the student, feeling respected, interacts with more confidence (Kaymakamoglu, 2018, p. 29).

According to studies on school effectiveness with its different emphases and research areas. Without a correct interaction of all the parts or variables of the educational process, the student will not be able to develop adequately in the classroom and outside of it. That is why the importance of having a correct teacher-student relationship (Sun & Wu, 2016, p. 83).

2.2 THEORETICAL FOUNDATION BASIS

2.2.1 *EDUCATION IN HISTORY*

The history of education is limited to the division of the ages of man. At the beginning of the Ancient Age, it is necessary to place the educational conceptions and practices of the

Indian, Chinese, Egyptian, and Hebrew cultures. During the first millennium BC, the different Greek paddies develop. The Roman world assimilates Hellenism also in the educational field, especially thanks to Cicero who was the main promoter of the so-called *humanitas* (Compayré & Payne, 2015).

The end of the Western Roman Empire (476) marks the end of the ancient world and the beginning of the Middle Ages. The end of this age is set at the fall of Constantinople in 1453. Christianity, born and spread by the Roman Empire, assumes the task of maintaining the classical legacy, filtered and filtered by Christian doctrine. From the full recovery of the knowledge of Greece and Rome that occurs during the Renaissance, the new educational concept of Humanism was born throughout the 16th century, continued during the Baroque by pedagogical disciplinarianism and with the illustrated climax of the 18th century. In Contemporary education, the current educational systems, organized and controlled by the State, will be born (Montes-García, 2003).

Nowadays there are many studies carried out on the complexity of education and its components, especially on how student learning is achieved or how these components should be that make up a meaningful and quality education. For this, the research has focused on the field of the interpersonal relationship of the student and the teacher, and how it comes to influence the learning process.

According to the study carried out by Edna Guadalupe García, Ana Karenina García and José Antonio Reyes (2016) in their article, “Teacher-student relationship and its implications in learning” clarifies that the little motivation that the student has on the part of teachers makes this cannot develop their knowledge adequately, this being the reason why the study was developed in a certain educational unit.

We can also see how a change in the educational model can become effective in the learning process, as mentioned by Rodrigo Cornejo Chávez, Jesús María Redondo Rojo (2015) in their publication “Variables and factors associated with school learning”, where they arise the theoretical and methodological problems that are at the base of the knowledge about the factors associated with learning and the possibility of a conceptual model on them from a psychoeducational framework is presented.

For this the authors focus on three traditions. The first based on the constructivist theory (significance of learning, mediation processes, mental activity of students, meaning and social relevance of learning). Second, the tradition of studies that try to understand the dynamics of the school as a complex institution and the learning processes that occur within it.

Finally, we mention the tradition of studies on school effectiveness with its different emphases and areas of research. School effectiveness, they say, is composed of three variables which help the development of the student, these are: School, home, and community.

2.2.2 TEACHER-STUDENT RELATIONSHIP

In the traditional teaching-learning process, the focus is on the cognitive component, measured by the completion of the syllabus units of analytical plans, which even in some institutional spheres is a benchmark for evaluating teaching performance. This approach may erroneously lead to think that in the academic encounter, the teacher is only assigned the role of a transmitter of knowledge (Flores-Moran, 2019). However, nowadays the teacher is conceived as a guide who leads the students to be the ones who drive their learning. As mentioned by Suarez (2010), Vigostky's sociocultural theory has placed learning as a process of subjective restructuring of the student based on mediation, where teachers are mediators in the relationship they establish with their students, that is, they mediate between the knowledge of a given subject and the transmission of knowledge, in function of which training and competencies are generated.

The teacher needs to understand the relevance of emotions, affectivity, and levels of expression in order to plan, develop and adapt pedagogical practices to achieve success in the teaching and learning process. The teacher must be prepared to deal with emotions in the classroom, providing a favorable educational environment through a harmonious and respectful relationship with the student so that both can achieve satisfactory results.

One of the scenarios in which the teaching-learning process takes place is the school, which is a fundamental means for the development of the teacher and the student, by providing spaces for participation in different groups; in this environment, teacher and student affect each other. The factors that influence the teacher-student relationship in the classroom and particularly in the process of teaching English as a second language include the following: the role of beliefs, motivation, the affective dimension, meaningful learning, communication, and the impact that the teacher-student relationship has on learning.

2.2.2.1 ROLE OF BELIEFS

A first reference of the relationship to be established in the teacher-student interaction is determined by the beliefs that teachers have about it, as a result of their training, learning and experience that these actors have developed in their professional practice. The exercise of the teaching role is largely determined by how the teacher conceives his role in the classroom: what is he there for, what is his function as an educator, what should his relationship with his students be like, is it close or distant, what limits should be present? And what does he seek to contribute to their development? The answers to these questions form the basis of his personal philosophy in relation to his teaching profession, a theoretical body that he has at his disposal a priori each time he starts a new teaching period (Flores-Moran, 2019).

2.2.2.2 ROLE OF MOTIVATION

Tapia (2005) has highlighted the role of motivation as a conditioning factor for learning. Bono (2010) has focused on the role of teachers as promoters of student motivation for learning; he also refers that since teachers are an element of the classroom context, the deployment of their role is directly related to the way students perceive the classroom as a space for learning. Few researchers would discuss the influence that teacher performance has on the motivation of their students. In other words, motivation is an important element in the teacher-student relationship, where the former uses it to promote learning, which from various research studies appears to be mediated by a high level of teacher self-efficacy, which generates a motivational environment in the classroom and enhances student development.

2.2.2.3 ROLE OF THE AFFECTIVE DIMENSION

A good affective bond is a necessary basis for establishing not only good communication but also for the student to understand that negative reinforcement or observations do not mean a decrease in the teacher's appreciation of him/her. In conclusion, educational practice is an interactive system in which affection and emotions inevitably play a fundamental role (Roca et al., 2002, p.1). In this sense, the affective approach emphasizes the interactivity of the relationship established between teacher-student, which must be based on the quality of the emotional bond that is generated.

2.2.2.4 ROLE OF MEANINGFUL LEARNING

From the constructivist approach, as far as the current of meaningful learning is concerned, it is assumed that its use in the classroom is in itself an experience that generates motivation on the part of students when they work with the contents of the subject developed and discover the meaning of these, linked to their professional profile. However, working from the perspective of meaningful learning implies that teachers have the necessary cognitive skills to link students' previous knowledge with the new knowledge being taught (Díaz-Quñones & Valdés-Gómez, 2017). Getting students to find and experience this bridging link, generated by the teacher, is what triggers in them the motivational state linked to the desire to learn, because of the meaning they find in the knowledge itself.

2.2.2.5 ROLE OF COMMUNICATION

Another vital variable for understanding the teacher-student relationship is communication, as an element that generates it. It must be clear that the teaching-learning process is first and foremost a communication process. In this line of thought, teachers are beings of communication, and no profession is so impregnated by the communicational component, which when exercised and experienced, is the most wonderful thing about the

educational act itself, thus referring to "one learns best in an environment rich in communication, in interactions, in the relationship with well-pedagogically mediated materials, in the practice of expression, in the daily encounter" (Prieto, 2004, p.60).

To speak of communication as a key instrument in the teacher-student relationship implies being able to assume it from a permanent, open, bidirectional perspective, based on the capacity for active listening, constant feedback, and an empathic nature. It seeks continuous understanding and comprehension throughout the entire relational educational process.

2.2.3 IMPACT OF THE TEACHER-STUDENT RELATIONSHIP ON THE ENGLISH LANGUAGE LEARNING PROCESS

The teaching-learning process is that educational process that takes place in the school in a more systemic, organized, and efficient way, linking instruction and training of learners, which is executed on theoretical foundations and by specialized personnel (teachers) (Gan, 2021). Concerning the impact that the quality of the teacher-student relationship may have on the learning process, it is noted that immediacy (closeness) is positively correlated with good student outcomes, such as cognitive and affective learning, motivation, and ratings given to teachers regarding their performance in class. Immediacy is understood as a group of communication traits that increase the physical and psychological perception of proximity to students (García-Yllán & López-Gutiérrez, 2016).

Pedagogical flexibility and teacher-student interaction within the classroom condition teaching actions. These elements, when present in the teacher-student relationship, will promote better learning results. In the same way, the insertion of variables of an emotional nature by the teacher in the relationship with his students makes it possible to obtain better learning and the development of specific competencies of the subjects to be developed.

CHAPTER III

3. METHODOLOGY

3.1 RESEARCH DESIGN

Non-experimental: The research design will be of the non-experimental type because the observer will be limited to observing and collecting information on the current situation of the teacher-student relationship at seventh-grade class "C" at 11 de Noviembre School.

3.2 RESEARCH APPROACH

The research will have a mixed approach, it means qualitative and quantitative approach. Mixed research methods enrich the research from triangulation with greater breadth, depth, diversity, interpretive richness, and sense of comprehensiveness. To implement a mixed methodology, in order to achieve greater research effectiveness, researchers must take into account all relevant features of both quantitative and qualitative methods.

Mixed methods represent a set of systematic, empirical and critical research processes and involve the collection and analysis of quantitative and qualitative data, as well as their integration and joint discussion, to make inferences as a result of all the information collected (metainferences) and achieve a better understanding of the phenomenon under study (Hernandez Sampieri and Mendoza, 2008).

Qualitative: The qualitative approach uses data collection and analysis to refine research questions or reveal new questions in the process of interpretation (Hernández Sampieri et al., 2014, p. 7). It will be a qualitative approach because the information will be gathered about how the teacher-student relationship is carried out by employing a direct classroom observation and an interview directed to the teacher.

Quantitative: The quantitative approach will be carried out through the application of a survey directed to the children, to gather information about their perceptions of the relationship with their English teacher. Based on the results obtained, a descriptive statistical analysis of the results will be carried out. In addition, the same survey will be used to evaluate the effectiveness of the English language learning process. In this way, the influence of the teacher-student relationship on the effectiveness of the students' learning will be established.

3.3 LEVEL OF RESEARCH

Exploratory research: According to Hernández-Sampieri et al. (2014), “Exploratory studies are made when the objective is to examine a topic or research problem, that has not been studied much or has not been addressed before” (p. 91). The exploratory research scope is based on the application of qualitative and observational methods. In the present case, this scope will be achieved through the application of an interview (Annex 1) and an observation checklist (Annex 2).

Descriptive research: According to Hernández Sampieri et al. (2014), “Descriptive studies seeks to specify important properties and characteristics of any phenomenon to be analyzed” (p. 92). It was also descriptive because the information will be collected through the application of the survey questionnaire (Annex 3) to establish the situation of the two variables in response to the first two objectives of the research.

3.4 METHODS OF RESEARCH

Micro-ethnography method: It is a method of social research that allows interaction with a given community to learn about and record data related to its organization, culture, customs, food, housing, clothing, religious beliefs, transportation, economy, knowledge, and interests (Peralta-Martínez, 2009).

Based on the qualitative research approach, an analysis will be made of the information obtained from the application of the interview (Annex 1) addressed to the English teacher at seventh-grade class "C" at 11 de Noviembre School and the observation checklist (Annex 2) applied directly by the researcher at the classroom. The corresponding analysis and interpretation will focus more on the phenomenon (what happens in the teacher-student relationship), rather than on the reasons why such a situation occurs.

Methodological Triangulation: Triangulation is considered as a procedure that consists of collecting and analyzing data from different angles in order to contrast and interpret them. Triangulation has also been considered as a data collection process, based on the articulated use of quantitative and qualitative methods (Feria et al., 2019). In the research proposed through triangulation, the information to be obtained through the application of the interview, direct observation, and the survey will be analyzed and interpreted jointly.

3.5 POPULATION AND SAMPLE

Population: The population is formed of students and teacher at seventh-grade class “C” at 11 de Noviembre School.

Sample: In the aforementioned grade, there are five parallels, from which "C" was selected as part of the sample. This parallel was chosen because its students stated that there were difficulties in the relationship they had with their teacher and that this was affecting their academic performance. Details of the composition of the parallel of the sample are presented below in Table 1:

Table 1: *Details of the sample to be considered in the research.*

Genre	Frequency	Percentage (%)
Male	19	57.6
Female	14	42.4
Total	33	100

Source: 11 de Noviembre School (2023).

3.6 ETHICAL PRINCIPLES

As shown in the information in Table 1, the sample is made up of 32 students of both genders, who are 11 years old. During the data collection process, the students who take part of the sample will be considered autonomous agents so they will be informed about their role in the research through informed consent. At the same time, the identity of the respondents will be kept anonymous, and the information obtained will be handled confidentially. In this way, the ethical principles and guidelines for the protection of human research subjects of the Belmont Report (1978) will be complied with.

Three basic principles of Belmont's report will be used with the participants in the study by the researcher. Respect people's points of view, ideas, and decisions in a polite way. The beneficence principle involves the well-being of participants to defend against any possible harm. Finally, the justice principle mentions all the participants have the same rights and fair outcomes. Permission will be obtained from the director to apply the research instruments. In addition, participants will be informed of the benefits of this study.

3.7 TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

3.7.1 TECHNIQUES

This research work will employ three instruments: observation, interview, and survey.

Interview: An interview will be conducted with the teacher to learn about his perception of the relationship he has with his students as well as the rules and norms of coexistence that he applies in the classroom to foster mutual respect. The validation was certified by the tutor teacher, to whom the instrument was presented and corrected for the application.

Observation: Additionally, direct observation by the researcher will be applied, which will be carried out through a visit to the classroom. This technique will be carried out to reinforce the information to be obtained through the survey and the interview.

Survey: A survey will also be administered to a sample of seventh-grade students, to recognize their perceptions regarding the relationship they have with the English teacher and how this relationship has helped or harmed the effectiveness of the English learning process at seventh-grade class "C" at 11 de Noviembre School. The questionnaire is structured by 20 closed-ended questions on a Likert-type scale. The survey questionnaire will be designed by the researcher, so it will undergo a process of validation by experts before its application to the children of the educational institution.

The data obtained from the application of the survey, whose questions are of the closed type, will be processed through descriptive statistics procedures for each of the items in the two sections of the questionnaire (Annex 3). In this way, the behavior of the two research variables will be known: the teacher-student relationship (section 1 of the survey) and the process of learning the English language (section 2 of the survey).

3.7.2 INSTRUMENTS

- Interview: Interview guide (Annex 1).
- Direct Observation: Observation checklist (Annex 2).
- Survey: Questionnaire (Annex 3).

CAPITULO IV

4. RESULTS AND DISCUSSION

4.1 ANALYSIS OF THE INTERVIEW GUIDE

- **Specific objective 1:** To determine if, from the teacher's perspective, there is a good relationship whit their students.

This guided interview with the teacher will help us to determine the influence of the teacher-student relationship on the English language learning process of the students at the 7th "C" of the "11 de Noviembre" school.

ITEM	TEACHER'S ANSWER	ANALYSIS	DATA CONSTRAST
1. Do your students know and apply the co-habitation rules established in the classroom?	Teacher said, "No"	When applying this interview directed to the teacher, it reveals that the teacher does not know or master the rules of cohabitation and does not know the actions that he could take when he causes some inconvenience with the students	The coexistence rules in class for children are social guidelines based on respect between people and whose objective is to maintain an appropriate school climate. Thanks to these rules, the teachers, managers, students, and other school personnel will have a pleasant and optimal environment in the school so that everyone can meet their objectives. (Quicios, 2021) Without a good atmosphere between teachers and students, it isn't very easy for the learning process to be effective.
2. What action do you take when students	Teacher said, "I tell them about the rules, then I let them in to the class".	Teacher clarifies that when his students are late, he lets them pass	Students will respect a teacher and follow if the rules are more public and consistently enforced. If the school

are late or absent from class?

without problem once the rules are clarified. This causes the student to get used to not arriving on time, because previously the teacher said that he does not know the rules of coexistence, then the students will not respect whose rules because they do not know them.

district has created a tardy policy that includes specific disciplinary actions, all teachers must follow this policy. **(Roldan, 2016)**

3. Do you apply positive reinforcement strategies to motivate your students during the development of English assignments? If yes, what are these strategies?

Teacher said, “No, the behavior in this class is terrible and it is impossible to work with them because they lie and cheat a lot”.

When we see the teacher's response, we realize that the teacher's relationship with his students is not good, he was also asked if he as a teacher did something to improve this bad relationship, and the answer is no, he does nothing to improve that relationship with his students.

Bono (2010), has focused on the role of teachers as promoters of student motivation for learning; he also refers that since teachers are an element of the classroom context, the deployment of their role is directly related to the way students perceive the classroom as a space for learning.

4. What actions do you take when students fail to complete assigned class assignments?

Teacher said, “I try to help them and give them more time to do their job, but they do nothing”.

The teacher clarifies that he gives more time when the students do not finish the task, but despite that he tells us that they do not finish the task.

When students do not finish a task, it may be because they do not know what the purpose of a task is and the teacher does not use strategies for students to complete said tasks. Since learning strategies constitute learning self-control procedures and

Cognitive self-regulation on attention, memory, and comprehension. (Moreno, 1994).

5. How do you encourage teamwork among your students?

Teacher said, “saying them all the benefits of working together, but they do not understand”.

That the teacher says that they don't understand teamwork is not good. Because teamwork prepares us to be part of society and not just look after the common good.

Teamwork must be taken very seriously as this will make them more sociable and contribute to the social environment as individuals, as Pere Pujolàs clarifies when he says that cooperative learning is not only a very effective resource for teaching the students, but it is also one more school content that students must learn throughout their schooling. **(Pujolà, 2008)**

6. How do you rate the academic performance of your students? Explain.

Teacher said, “Terrible, they do not do anything during the class and their behavior is impossible to manage”.

The teacher says that it is difficult to take the class, but the director already told us that the teacher cannot teach, that is why they must change courses at all times because he cannot manage the classroom.

R Bentinck says that the teacher must clarify the rules from the first day, and what behavior he expects from his students. Teachers must enforce classroom rules from the first moment in the classroom. This carries the message that teacher rules are important, must be respected, and must be followed. **(Bentinck, 2018)**

7. Which language skills do your students develop most easily and in which do they have the most difficulty?

Teacher said, “Reading and some of Writing, Listening and Speaking not, because one day I tried to speak in English and they wanted to sue me for that”.

The performance of the students, as the teacher clarified previously, is bad, which implies that they did not develop their skills as the teacher stated in this question, or their ability to understand language is scarce.

The importance of learning a language in this case the English language and developing the skills of this. It is because today's society demands an efficient communication capacity. The possibilities of work, study, social relationships, and self-improvement depend, to a large extent, on our ability to interact with others, having oral expression as a fundamental tool. **(Yépez, 2019)**

4.2 IN SITU OBSERVATION ANALYSIS

In this Observation and the Survey, the **Likert** scale was used, which is a research method that uses a rating scale to find out the level of agreement and disagreement of people on a topic. **(Silva, 2020)**.

This scale is distributed as follows for a better perception:

Table 2: Likert Scale

SCALE	SPECIFICATION	%
1	Strongly Disagree or Nothing.	0 %
2	Disagree or Almost Nothing.	25 %
3	Moderately Agree or Little.	50 %
4	Agree or Quite.	75 %
5	Strongly Agree or A lot.	100 %

- **Specific objective 2:** To analyze what the teacher-student relationship is in class “C” of seventh grade, and whether or not it influences the teaching-learning process.

ITEM	MEASURE	ANALYSIS	DATA CONSTRAST
1. Students seem to know the co-habitation rules established in the classroom.	2= Moderately Agree or Little.	What can be observed in the class only corroborates what the teacher and the students said, the students do not know the rules of coexistence, for this reason they do not assimilate what the role of the student should be to a large extent, but also of the teacher although to a lesser extent. Scale, let us remember that knowing what role both parties must play will allow the classroom environment to be adequate so that the learning process is correct.	Let us remember that article 6 of the LOEI, the Ecuadorian State is the one that guarantees that educational institutions are spaces of peaceful coexistence, and that as teachers the majority belong to a public institution, this means that we are government employees as in this case study, and that it depends on us as teachers that this law is fulfilled. Let us remember that article 6 of the LOEI, the Ecuadorian State is the one that guarantees that educational institutions are spaces of peaceful coexistence, and that as teachers the majority belong to a public institution, this means that we are government employees as in this case study, and that it depends on us as teachers that this law is fulfilled.
2. The teacher applies positive reinforcement	1= Strongly Disagree or Nothing.	As we have seen, there are no strategies, something that the teacher told us is that he is pressured to teach only what the	Let's remember that there are 2 types of motivations: Intrinsic motivation is behavior driven by an internal or “intrinsic” desire. That

strategies to motivate his/her students.

teacher's book says, we can say that this would be the cause, but we encourage the teacher who tries to apply the various tools so that he can improve the performance of his students.

is, it is the motivation to carry out a behavior that comes from within the person. Extrinsic, on the other hand, refers to reward-driven behavior. This means that external motivation can be based on both rewards and fear, as long as there is an external force driving the motivation. (Team Asana, 2023)

3. Most of the students have active participation in the English class.

1 = Strongly Disagree or Nothing.

What we can observe is that students do not participate in class, as we have seen enough, the student does not have the confidence, even to ask the teacher something, such as if the work is well done, or if they do not know the meaning of a word. etc, lack of confidence makes this happen, and if they are afraid to ask, many more will want to participate in an active class.

Whether or not a student can develop depends greatly on the teacher, whether or not the teacher inspires confidence to ask questions, or if the student makes a mistake, how will the teacher react? Bono (2010) has focused on the role of teachers as promoters of students' motivation for learning; He also states that since teachers are an element of the classroom context, the deployment of their role is directly related to how students perceive the classroom as a learning space.

It could be said that a student with adequate confidence and motivation will not be a student who is afraid to participate.

4. **The teacher reflects that he/she has experience in teaching English subject.** 3 = Moderately Agree or Little. What we were able to observe was that the teacher knows the subject very well, he masters the language, but we realized that it is not enough to know the subject, mastering the subject is very, very good, but if one does not know how to reach the student, The teaching process is not complete. Recalling what Elton (1987) says regarding the good teacher and apart from being well organized, well prepared, interested in the subject, friendly, flexible, helpful, creative, and enthusiastic, Elton emphasizes that the teacher must be "interested in the students", this essentially helps the student to be valued as a person and will feel that the teacher cares about their education, and not only does it because he is a teacher, but because he is interested in his students as a person.
5. **The teacher applies strategies that promote meaningful learning.** . 1 = Strongly Disagree or Nothing. According to what has been observed, no, the teacher does not do it, as he said in the interview, the teacher uses what is in the book, leaving aside the existing tools to improve the student's understanding, so the teacher has his hands tied, and this prevents teaching from being meaningful because what is in the books is often far from the reality of our "Learning is more meaningful when it is intentional. All human behavior is goal-directed." (Roger C. Schank, 2009) This tells us that when the student has a good motivation to learn and has a clear goal, education is meaningful because he knows why he is studying and what the end of this education is, the student must know that this is a means to one day achieve that goal.

environment or the lives of the students, how the teacher gives meaning to what is learned in class if What is in the books is not experienced by the students.

6. The teacher maintains fluid communication with his/her students.

2 = Disagree or Almost nothing.

In this case, we remember that communication is different from speaking, as we have said the teacher masters the language, and knows how to speak, but does not make himself understood and this is a reason why he cannot have a fluid conversation with his students.

Citing Luis Sala (2013) she clarifies that “the speaker only transmits information, while the communicator is also capable of arousing emotions.” We can better understand that communicating, being understood, and transmitting emotions through the message is not just talking but communicating the message, so that the listener experiences what the words say, in this case, the students can understand the topic taught by the teacher

7. The teacher encourages individual student participation in class.

1 = Strongly Disagree or Nothing

Through observation we realized that no, there is no motivation on the part of the teacher towards the student, so much so that the students do not care if they finish a task in class or not, whether it is right or wrong, they do not care

The motivation that the teacher gives to his students will be rewarded in the participation of the students in the class, we can then say that “Participation is a magic word because it transforms people's lives and the context in which they operate. When

what enough, and this is bad for both the teacher and the student, the fact that the student is unmotivated is one of the main causes of bad grades and that they do not want to participate in class. someone participates, they feel accepted, respected and important” (Rodríguez, 2021)
So, as teachers, let's not stop motivating the student so we will be rewarded when they actively participate in class.

8. The teacher encourages teamwork among his/her students.

4 = Agree or Quite.

In this case we were able to appreciate how the teacher seeks to ensure that his students work as a team, this is clearly good, on the one hand, and that the students learn confidently and without fear, but on the other hand, how we know teamwork. It is not always a team, because sometimes there is one or two doing the task while the others are distracted.

As has been shown "group work that promotes student collaboration to achieve shared learning goals increases student achievement, persistence, and attitudes toward science." (Springer, 1999)

This can improve the skills of each student, but it can also motivate those who do not like to work not to support the group.

9. Students have at least a basic understanding of English language skills.

1 = Strongly Disagree or Nothing

According to the observation, the students do not know at least the four basic skills of the English language, this is worrying, because as we have said before, meaningful teaching is about the student knowing why he is

According to the LOEI the "Content Integrated Learning for Foreign Languages (CLIL): a model used to integrate language learning with cultural and cognitive aspects, so that the acquisition of this language serves as an engine for the development of the

studying or learning what is taught in class.

students." and that the level that seventh-grade students must achieve is level A1.

"Level A1 corresponds to the first level of basic language users, that is, those capable of communicating in everyday situations with frequently used expressions and using elementary vocabulary." (Council, 2023)

10. The teacher uses different types of didactic resources during the development of the class.

1 = Strongly Disagree or Nothing

As we have observed, it is very difficult for the teacher to apply didactic tools to be able to teach in a better way; either by sticking to the text, or by recommendation of the authorities, but this, as we have shown, has meant that the student does not develop his ability to learn the language.

(Carvajal, 1990) wrote that Didactics "Is the science of education that studies and intervenes in the teaching-learning process to achieve the intellectual formation of the student, (...) it is part of the pedagogy that is interested in knowledge. , is dedicated to training within a specific context through the acquisition of theoretical and practical knowledge, contributes to the teaching-learning process, through the development of theoretical-practical instruments, which serve for research, training and comprehensive development of the student".

4.3 ANALYSIS OF THE SURVEY QUESTIONNAIRE

The other action to carry out this research is to apply an instrument which is a survey. This will help us to know the effectiveness of the English language learning process in class "C". To estimate whether the relationship between teacher and student influences the learning process. It should be emphasized that there are 32 students, but on the day the surveys were applied, one student did not come.

- **Specific objective 3:** To estimate the effectiveness of a good relationship between teacher-students in the English language learning process in seventh grade class "C".

4.3.1 SECTION 1: TEACHER-STUDENT RELATIONSHIP

Table 3: Data *Tabulation*, Section 1

QUESTION	MEAN	MEDIAN	MODE	STANDARD DEVIATION
1	1.84	2	1	0.9
2	1.61	1	1	1.15
3	1.94	1	1	1.26
4	1.74	1	1	1
5	1.87	2	1	1.09
6	1.52	1	1	1
7	1.61	1	1	1.02
8	1.81	1	1	1.19
9	1.67	1	1	1.18
10	1.48	1	1	0.77

ITEM	STUDENTS' ANSWERS	ANALYSIS	DATA CONSTRAST
<p>1. Your teacher has clearly indicated the rules of coexistence that you must follow in the classroom.</p>	<p>Mean: According to data tabulation, the mean to the students with respect to the rules of coexistence and their degree of satisfaction is 1.84, in a range of 5, which is specified on the Likert scale.</p> <p>Median: 50% of those surveyed agree that They clearly do not know the rules of coexistence which is less than or equal to 2.</p> <p>Mode: The level of satisfaction regarding knowledge of the rules of coexistence with the highest frequency is 1, which refers to totally disagreeing.</p> <p>Standard Deviation: The value obtained is 0.9; which indicates that the reliability of the data is close to that of the mean.</p>	<p>Being the mean less than 2, it shows us that the students are unaware of the rules of coexistence, thus corroborating the answer given by the teacher previously, which also stated the same thing, and this causes a bad student-teacher relationship to exist.</p>	<p>According to Article 6 of the LOEI, the Ecuadorian state is the one that "must guarantee that Educational Institutions are democratic spaces for the exercise of rights and peaceful coexistence." This means that the educational institution must make the rules of coexistence clearly known to all students from the first day of class. And this has not been done according to the students' responses.</p>
<p>2. When you do your homework well or when you participate in class, your teacher</p>	<p>Mean: According to the data tabulation, the mean to the students regarding the motivation they receive to do their work, their</p>	<p>Once the mean is obtained, which is less than 1.7. It shows us that students do not receive additional motivation for a job well done or</p>	<p>According to Miriam R. 2020, she tells us that intrinsic motivation should be the key so that students can fend for themselves and achieve the goals of</p>

uses strategies that motivate you to keep learning more.

degree of satisfaction is 1.61, in a range of 5.

Median: 50% of those surveyed agree that their relationship with the teacher is less than or equal to 1.

Mode: 50% of those surveyed agree that the motivation from the teacher is less than or equal to 1, which refers to totally disagree

Standard Deviation: The standard deviation shows us a value of 1.15, which indicates that the reliability of the data is close to that of the mean that has a value of 1.61.

that when they participate in class, they do not receive praise for participating. We know that the student's obligation is to study, but this motivation will make the student more confident, not only to participate and perform tasks but also motivated to learn in any area of their life.

their own free will, but extrinsic motivation is important because, as we have said before, many students in this research comes from dysfunctional homes and they are not clear about their motivation to do something, such as in this case participating in class or doing homework, so they need help from the closest person, in this case the teacher.

3. Most of your classmates are motivated to actively participate in the English class.

Mean: According to the data tabulation, the mean to the students regarding active motivation and their degree of satisfaction is 1.94 in a range of 5.

Median: 50% of those surveyed agree that the teacher's active motivation in class is less than or equal to 1.

The mean obtained is less than 2, this measure shows us that students do not receive praise when they participate in class or are not motivated to do so. When the student is constantly motivated to participate in class, the student does not see it as something stormy, if the student is

The motivation to participate in class is a strong foundation for the student's development. "Participation is a magical word because it transforms people's lives and the context in which they operate. When someone participates, they feel accepted, respected and important" (Rodríguez, 2021)

Mode: The level of satisfaction with the greatest recurrence of this question is 1, which refers to totally disagree

Standard Deviation: The standard deviation shows us a value of 1.26; which indicates that the reliability of the data is close to that of the mean, which has a value of 1.94. And their difference is not more than 0.7 points difference.

4. Your teacher dominates or knows a lot about the subject of English.

Mean: According to data tabulation, the mean obtained to the student regarding their perception of the teacher's knowledge of the subject, their degree of satisfaction is 1.74 in a range of 5.

Median: 50% of those surveyed agree that their degree of satisfaction is 1, on a scale of 5 regarding how they perceive the knowledge or mastery of the subject taught by their teacher.

afraid to participate, it is much worse if the teacher does not motivate his students a little more.

This question can be subjective, because it is what the student can perceive, but through observation we can say that the teacher does master the language, that is what is taught, but we can also say that it is not enough to just know but that education involves teaching and learning, so we can say that the process is incomplete. The student cannot accurately receive the message given in class, which is why all factors imply correct

The fact that any person is taken into account, is important, but even more so if is a student who is being prepared to be part of the society, this means that the student is participant in the class and not just a listener.

Both having good teaching skills and knowing the subject matter well are important for a teacher to be effective in their role. Good teaching skills allow for effective communication and engagement with students, while a deep understanding of the subject matter allows for accurate and thorough instruction. Ideally, a teacher should have both of these skills to provide the best education for their students. (Quora, 2023)

Mode: The satisfaction level of the students with the highest recurrence is 1, which refers to completely disagree.

Standard Deviation: The standard deviation shows us a value of 1, which indicates that the reliability of the data is close to that of the mean, which has a value of 1.74. And their difference is not more than 0.8 points difference.

5. Your teacher encourages you to apply and remember previously learned knowledge in English.

Mean: According to data tabulation, the mean obtained from the student regarding whether prior knowledge is taken into account before starting the class, their degree of satisfaction is 1.87 in a range of 5.

Median: 50% of those surveyed agree that their degree of satisfaction is 2, on a scale of 5 regarding whether they consider prior knowledge before their classes.

learning, not just knowledge of the subject.

We know that prior knowledge is essential before starting the class because as teachers we assume that they already know about the topic because perhaps it is a common topic, perhaps some students do know it but others do not, because they come from others schools or come from other schools, provinces, or rural areas. This means that not all students have the same level of knowledge and cannot clearly understand the topic.

According to Jose L., prior knowledge is very important since some students come from other educational environments, and "the student's degree of personal balance, their self-image, and self-esteem, their previous learning experiences, their ability to take risks and efforts, to ask for, give and receive help are some aspects of personnel who play an important role in the student's disposition towards learning." Moreover says that each student arrives with different perspectives about the new teacher and "that students have

Mode: The level of satisfaction of the students with the highest recurrence is 1, which refers to completely disagreeing.

Standard Deviation: The standard deviation shows us a value of 1.09, which indicates that the reliability of the data is close to that of the mean, which has a value of 1.87. And their difference does not exceed 0.8 points.

6. You are confident enough to communicate with your teacher. That's why when you ask him something, he understands you and answers you in a good way.

Mean: According to data tabulation, the mean obtained from the students regarding whether it is easy to communicate with the teacher in class, their degree of satisfaction is 1.52 in a range of 5.

Median: 50% of those surveyed agree that their degree of satisfaction is 1, on a scale of 5 regarding whether or not it is easy to communicate with the teacher.

By knowing this prior knowledge of the students, the teacher knows the best way for all students to be in sync with the teacher.

We know that the teacher's job is very complicated, but when a student asks the teacher about the topic, we as teachers have to pay the necessary attention to the questions and much more to the student because the student is important in the learning process. Sometimes these questions can be personal and that is why they must be important to us. Because our commitment is a guide.

certain capacities, instruments, strategies and general skills to carry out the task in the learning process", elements previously developed with their other teachers. (Recacha, 2009)

When the student faces a new environment, new people or new teachers, by nature he will be afraid of change and even more so if the environment is not appropriate for the development of the student as an individual. And remembering Edgar Morin in his book *The 7 Knowledges* when he said "Who we are is a question inseparable from where we are, where we come from and where we are going. The human being is and develops in loops: a) brain-mind-culture b) reason -

Mode: The student's level of satisfaction in this question with the highest recurrence is 1, which refers to completely disagreeing on the Likert scale.

Standard Deviation: The standard deviation shows us a value of 1, which indicates that the reliability of the data is close to that of the mean, which has a value of 1.52, and its difference does not exceed 0.6 points.

7. Your teacher encourages you and all your classmates to participate in the class.

Mean: According to data tabulation, the mean obtained from the students regarding whether they are encouraged to participate in class, their degree of satisfaction is 1.61 in a range of 5.

Median: 50% of those surveyed agree that their degree of satisfaction is 1, on a scale of 5 regarding whether they are encouraged to participate in the class.

The mean obtained is less than 2, this data is fundamental since the student is not participating in class, and this agrees with what the teacher told us previously, even though the teacher said that he tries to get the student to act, the student doesn't want, but when asking the students they mentioned that they are afraid to participate when the teacher requests it, and that they didn't

affection -impulse c) individual - society - species. All truly human development involves understanding man as a set of all these loops and humanity as one and diverse." Human beings by default are exposed to change and, as teachers, we must teach the student that change is necessary, but We must do it with responsibility and consideration because we do not know exactly where it comes from but we know where we want it to go as a human being and which is in development.

When a student is part of the class, he must get involved as such, and be willing to learn, for he must actively participate, but the teacher must also provide the facilities, when he participates, the teacher corrects it but in moderation, so that the student does not afraid the next time you try it.

We must remember that "Participation is a magical word because it transforms people's lives and the context in which they operate. When someone

Mode: The student's level of satisfaction in this question with the highest recurrence is 1, which refers to completely disagreeing on the Likert scale.

Standard Deviation: The standard deviation shows us a value of 1.02, which indicates that the reliability of the data is close to that of the mean, which has a value of 1.61, and its difference does not exceed 0.6 points.

8. You find it easy to do class tasks together with your classmates.

Mean: According to the data tabulation, the mean obtained from the students regarding whether it is easy for them to do a task, their degree of satisfaction is 1.81 in a range of 5.

Median: 50% of those surveyed agree that their degree of satisfaction is 1, on a scale of 5 regarding whether it is easy to do an English task.

Mode: The student's level of satisfaction in this question with the highest recurrence is 1, which

care because whether they participate not influence anything. This would perhaps change, if the teacher encouraged the student to participate and learn, if the student were motivated to participate in class constantly the student would not be afraid to participate and would do so more often, not for a grade but to learn.

We know that performing tasks is important not because of a grade but because in this way we reinforce what we learn in class. The detail is that if we see it as an important grade, we can copy it and that's it, but this way it will have no value for the learning process. , and that is what happens according to my observation and according to the students' responses, doing a task for the respondents, whether in class or outside of it, is difficult because

participates they feel accepted, respected and important” (Rodríguez, 2021)

When we talked about homework we said that it is a way to reinforce what was learned in class, and this knowledge Brown, 1987, p. 68 points out that the term metacognition can be attributed to this area. And when talking about metacognitive knowledge, which refers to "that part of the knowledge of the world that is possessed and that is related to cognitive (or perhaps better psychological) matters" Flavell, 1987, p. 21. This type of knowledge Flavell divides into 2 areas.

refers to completely disagreeing on the Likert scale.

Standard Deviation: The standard deviation shows us a value of 1.19, which indicates that the reliability of the data is close to that of the mean, which has a value of 1.81, and its difference does not exceed 0.7 points.

the only thing they know is what they assimilated in the book, not what they learned. in class, because what they did was copy what someone else had. And they didn't learn or reinforce anything in the end.

Metacognitive knowledge and metacognitive experiences, he tells us that metacognitive knowledge is structured based on three variables.

1 Person Variable, 2 Task Variable 3 Strategies Variable. But, what we will take into account is the Task Variable “Flavell distinguishes two subcategories: a) knowledge that has a link with the nature of the information involved in the task (for example, whether or not the information contained in it is familiar to oneself, if it is easily related to our previous knowledge, if it is difficult, etc.), and b) knowledge about the demands involved in the task (for example, knowing that a task that requires analyzing information is more difficult than another that simply requires remembering)p. 160.”

(Díaz-Barriga A. Frida, 2002)

In this sense, what the student applies to the task will be what he has learned, but the student finds it difficult because he could not experience the topic in class.

9. You understand what your teacher teaches you in English class.

Mean: According to the data tabulation, the mean obtained from the students regarding whether it is easy for them to understand the teacher in the English class, their degree of satisfaction is 1.77 out of a range of 5.

Median: 50% of those surveyed agree that their degree of satisfaction is 1, on a scale of 5.

Mode: The student's level of satisfaction in this question with the highest recurrence is 1, which refers to completely disagreeing on the Likert scale.

Standard Deviation: The standard deviation shows us a value of 1.18, which indicates that the reliability of the data is close to that of the mean, which has a value of 1.77, and its difference does not exceed 0.6 points.

By observing the result of this question, what we can realize is that this may be the main reason why the numbers obtained are low, the students do not understand the teacher, and as we have seen so far the root of the problem can come from both of the students, as well as in part also of the teacher, the importance of having good communication, as in everything, is the key, the fact that the student does not understand the teacher is fatal, because what the teacher says is fundamental for the learning process. Otherwise, the teacher is simply wasting time explaining something that the student does not understand, so the classroom rules must be socialized from the beginning, knowing what the teacher's role is and what the student's role is, and how We notice, this has not been done and hence the problem of lack of

The fact that the student can understand the teacher is essential, otherwise the learning process is not fulfilled, the fact that the teacher can understand that the student is important makes the difference since an adequate teacher according to Elton (1987) is: well organized, well prepared, interested in the topic, friendly, flexible, helpful, creative, enthusiastic, clear, interested by students, open, systematic, Committed and dedicated. What is worth highlighting is that he is interested in the students and this is essential for the learning process, since if I am interested in the student I am also interested in him learning correctly since the teacher must be a guide, and according to Ericksen (1985) a good teacher: selects and organizes course material, guides students to registration and integration of information so that can easily remember him, he is competent in the procedures and methods of your discipline, maintains intellectual curiosity of his students, and promotes to auto-learning.

understanding on the part of the student.

(Casero-Martínez, 2016) This means that to understand the teacher, the class topic must be clear and interesting for the student, and easy to understand and remember.

10. Your teacher uses different resources to make the class dynamic and entertaining.

Mean: According to the data tabulation, the mean obtained from the students regarding the methods used by the teacher for better learning, their degree of satisfaction is 1.48 in a range of 5.

Median: 50% of those surveyed agree that their degree of satisfaction is 1, on a scale of 5.

Mode: The student's level of satisfaction in this question with the highest recurrence is 1, which refers to completely disagreeing on the Likert scale.

Standard Deviation: The standard deviation shows us a value of 0.77, which indicates that the reliability of the data is close to that of the mean, which has a value of 1.48, and its difference does not exceed 0.8 points.

The use of different methods or strategies so that the student can learn effectively is essential for the learning process since as we know each student learns in a different way or with different methods. As future teachers, we must know what types of strategies or materials we can use so that the teaching-learning process is effective, perhaps the lack of application of these resources causes the student not to identify or not know that these resources exist for their better learning, and for this reason the score is low, in this In this case, the teacher must begin to implement these resources so that the student's performance is better.

According to (Gardner, 1994), "Intelligence is the ability to solve problems or produce products that are valuable in one or more cultures", and also starts from premises such as: "One person is not more intelligent than another." This makes it clear to us that one person is not more intelligent than another but that each person performs better in some type of subject or skill.

For our knowledge and that of the students, we mention what these intelligences are and what they refer to. "**Logical-Mathematical**, it is the ability to understand abstract relationships.

Linguistic, which refers to the person who thinks and expresses himself most frequently through words.

Spatial. This has the capacity to perceive, transform, modify and

decipher images, both internal and external, forming a mental model of the world in three dimensions.

Corporeal-Kinaesthetic. Through this intelligence, the individual's ability to use your own body to carry out activities, express yourself or solve problems.

Musical, it is the ability to perceive and express yourself through different musical forms, distinguishing and appropriately using the tone, timbre and rhythm of a melody.

Intrapersonal, this is developed through the ability to have one's own knowledge and be able to use personal cognition to function effectively in one's environment.

Interpersonal, this is a social intelligence, through it the interaction with other people is effective, you learn best when you work and interact with others.

Naturalistic Intelligence, which consists of the understanding of the natural world(Gardner, 1993)

4.3.2 SECTION 2: ENGLISH LANGUAGE LEARNING PROCESS

Table 4: Data Tabulation Section 2

QUESTIONS	MEAN	MEDIAN	MODE	STANDARD DEVIATION
1	1.81	1	1	1.11
2	1.61	1	1	0.95
3	2.48	2	1	1.48
4	3.26	3	5	1.65
5	1.84	2	1	0.93
6	2.1	2	1	1.25
7	1.55	1	1	0.81
8	2.29	2	1	1.3
9	2.26	2	1	1.12
10	2.61	2	2	1.26

ITEM	STUDENTS' ANSWERS	ANALYSIS	DATA CONTRAST
1. Do you think you are learning enough in English?	Mean: According to the data tabulation, the mean obtained from the students regarding whether they are learning English, their degree of satisfaction is 1.81 out of a range of 5.	According to the results, students reflect that they do not learn enough about the subject, this is reflected in low grades and is recognized by the teacher and students. It could be due to many	As we have observed, the students have not been able to have an acceptable level in terms of learning the English language, and we also know that the improvement of this depends a lot on the teacher, and that when the teacher

Median: 50% of those surveyed agree that their degree of satisfaction is 1, on a scale of 5.

Mode: The student's level of satisfaction in this question with the highest recurrence is 1, which refers to completely disagreeing on the Likert scale.

Standard Deviation: The standard deviation shows us a value of 1.11, which indicates that the reliability of the data is close to that of the mean, which has a value of 1.81, and its difference does not exceed 0.7 points.

2. Do you think your classmates are learning enough in English?

Mean: According to the data tabulation, the mean obtained from the students regarding whether they believe that their classmates are learning English, their degree of satisfaction is 1.61 out of a range of 5.

Median: 50% of those surveyed agree that their degree of satisfaction is 1, on a scale of 5.

factors, but as we have said, one of the main causes is the little interaction between the teacher and the students.

It is important to know that this can be improved by correcting the existing relationship between teacher and students, since as we have seen in Annex 1 the relationship between them is not as good as would be desired. And not only to obtain a good grade but so that students develop as active people in class and outside of it.

Regarding the answer to this question, it is what the students know about their classmates, they know that performance is low in the majority of their classmates, and this causes the problem to be identified as something in common. By noticing this, self-esteem or feeling of value to the teacher is under discussion,

can identify the qualities of each of his students he will be able to develop the aptitudes of each student, and that they understand that each can develop in their way, as Montessori says: "Children must be treated and respected as individuals and sufficient attention must be paid to their needs. This is the function of the teacher and to guide them in their natural propensity for knowledge." (Montessori, 1917)

For this, we as teachers can improve in the aspect of knowing our students individually to improve their academic performance.

Being unmotivated to learn a subject, and in this case a language should not be normal because we remember that this language will open doors to the world to any pressure, so as teachers we must be motivated and be motivating for our students, we must then be immersed in the emotional factor of our students, and keeping in mind that each student must be emotionally well, since

Mode: The student's level of satisfaction in this question with the highest recurrence is 1, which refers to completely disagreeing on the Likert scale.

Standard Deviation: The standard deviation shows us a value of 0.95, which indicates that the reliability of the data is close to that of the mean, which has a value of 1.61, and its difference does not exceed 0.8 points.

3. Do you like taking English classes?

Mean: According to the data tabulation, the mean obtained from the students regarding whether they like to learn English, their degree of satisfaction is 2.48 in a range of 5, and this is a good thing since it is close to 50% considering the other previous results.

because perhaps they do not feel capable of developing the language and then the student believes that it is not a problem since if everyone is bad at this subject, then it will be It is normal to be bad in this subject, and as we already said it will seem "common", but it should not be common for the teacher, because this is something worrying since their job is to improve the performance of all students, thus improving their self-esteem and their way of seeing themselves as students and not only for them, but for the teacher.

The pleasure of learning something does not just happen, this is a daily job, and even more so if we do not like what we want to learn and we see it as an obligation, something we must do, the job as a teacher is to give meaning to what has been learned, This is of vital importance, we

"a person whose general self-esteem tends to be normal, may feel threatened or diminished and their particular self-esteem (in relation to learning a language) deteriorated; "If for her, for some reason, learning English has a higher level of difficulty than for the rest of her classmates." (Montes de Oca, 2005)

So let's not let as teachers let the self-esteem of each student be low, because it is an important factor for their development.

Let us remember then that each student must be motivated individually, applying different methodologies for each group of students, remembering "multiple intelligences", in addition we have already mentioned that each student has their perception of life and their environment, so as Montessori we say that " Children should be treated

Median: 50% of those surveyed agree that their degree of satisfaction is 2, on a scale of 5.

Mode: The student's level of satisfaction in this question with the highest recurrence is 1, which refers to completely disagreeing on the Likert scale.

Standard Deviation: In this case, the standard deviation shows us a value of 1.48, which indicates that reliability is affected because there is already 1 point of difference about the mean which has a value of 2.48.

cannot expect them to like it and that's it, we have to give them reasons to motivate themselves to learn the subject, let's remember that what we are trying to teach is a language and it is not enough to teach only theory but we must try to remember to the student that this language is universal and that it will be useful for many things throughout their life, not only for business and study but for all social areas in addition to interacting with other cultures.

and respected as individuals and their needs should be given sufficient attention. This is the function of the teacher and to guide them in their natural propensity for knowledge.” (Montessori, 1917) with the sole purpose of the student developing their learning skills and no longer out of obligation but out of passion for learning a language.

4. Do you feel motivated to continue learning English?

Mean: According to the data tabulation, the mean obtained from the students regarding whether they are motivated to learn English, their degree of satisfaction is 3.26 in a range of 5, this measure can be considered acceptable since it is close to 70% of Students who are motivated to learn the language, let us

Well at this point if we realize it seems that the motivation of the students is contrary to section 1. but let's remember that section 1 is about how the students feel about the teacher, how their relationship is, and at that point reflects that they are not motivated to learn the language, otherwise what happens with this

We have observed that the motivation that children have in this case is internal, it is what the student develops on his or her own to be better and in this case, learn the language. Remember that intrinsic motivation is behavior driven by an internal desire or “Intrinsic”. That is, it is the motivation to carry out a behavior that comes from within the person and not from the

remember that not because of the teacher but because of the doors that this language can open for them and they are aware of that.

Median: 50% of those surveyed agree that their degree of motivation to learn the language is 3, on a scale of 5, and it is also an acceptable number.

Mode: The level of student satisfaction in this question most frequently is 5, which refers to completely agreeing on the Likert scale. They want to learn English. They have the motivation, but the teacher is not the one they expected.

Standard Deviation: The standard deviation shows us a value of 1.65, which indicates that the reliability of the data is not reliable because the mean measurement is 3.26, exceeding the range of 1.6 points of difference.

point in this section, since the student wants to learn the subject, the language, because he knows the advantages, but it is the teacher who does not correctly channel the motivation to For them to do it, the motivation they have could be said to be "intrinsic motivation" because it is because of their will that they seek or want to learn and not because of an external factor, which in this case is the motivation given by the teacher.

outside. This means that motivation comes solely from oneself and not external forces such as incentives, compensation, or praise.

Extrinsic motivation, on the other hand, refers to behavior driven by external rewards or punishments rather than internal desires. This means that external motivation can be based on both rewards and fear, as long as there is an external force driving the motivation. (Team Asana, 2023)

So as we see, the students motivate themselves, but the teacher's part is missing as we have seen in this case, then the change will occur in the students, and then the students will receive the correct motivation to achieve their objectives.

5. Can you understand what is written in English books?

Mean: According to the data tabulation, the mean obtained from the students regarding whether they believe they understand writing in English, their mean is 1.84 out of a range of 5.

Median: 50% of those surveyed agree that their degree of satisfaction is 2, on a scale of 5.

Mode: The level of student satisfaction in this question with the highest frequency is 1, which refers to completely disagreeing on the Likert scale.

Standard Deviation: The standard deviation shows us a value of 0.93, which indicates that the reliability of the data is somewhat close to that of the mean, which has a value of 1.84, and its difference does not exceed 1 point.

In this case, as we have seen before, the student does not understand the language written in English, he tries to relate it to the words he knows but it is not enough, so he must go to the dictionary to try to translate the words. And decipher the message. We can say that it is not bad to look at the dictionary when reading to understand. Still, we do have to worry when it is a simple conversation or a sentence where the student cannot identify a verb, an adjective, or the subject, I would say that they do need a lot of vocabulary, but more than that grammatical rule, since as Spanish speakers we know a lot or in this case we know grammatical rules, but not in English, since certain norms change. Then we can say that it is necessary to learn vocabulary and grammatical rules.

Let us remember that grammar can be complicated and burdensome for a student, but it is very necessary to understand a written language, as Saparova M.R. says. "Grammar is the key to learning a foreign language accurately. That is, it refers to the set of rules that allow us to combine words to form sentences. Grammar is the central component of the language. It mediates between the system of sounds or written symbols, on the one hand, and the meaning system, on the other. (Saparova, 2018)

That is why following the grammatical rules helps us understand the meaning of the writing, it allows us to interpret the message and this is good because even if we do not know the exact words, we can understand what the author wants to tell us in his writing.

6. Can you pronounce the words in English?

Mean: According to the data tabulation, students regarding whether they can pronounce words in English, their mean is 2 out of a range of 5.

Median: 50% of those surveyed agree that their degree of satisfaction is 2, on a scale of 5.

Mode: The student's level of satisfaction in this question with the highest recurrence is 1, which refers to completely disagreeing on the Likert scale.

Standard Deviation: The standard deviation shows us a value of 1.25, which indicates that the reliability of the data is close to that of the mean, which has a value of 2.1, and its difference does not exceed 0.9 points.

Let's remember that speaking is one of the skills of the English language, being able to see that the grade is close to 50%, which at first glance is not good, but obtaining an award of that measure is a good thing considering the previous numbers. In the interview, the teacher also confirmed this aspect, that the students' speaking performance is not good but they strive to improve and this is good, because they try, although as the teacher said, there is a lack of resources, for example audiovisuals, to be able to work. With the students and that learning is more effective. Let us remember that audiovisual media are very important for the development of listening and they will know the correct pronunciation of words.

Let's remember that what we are learning is a language, and the most effective way is through the environment in which we find ourselves, but as students, we only listen to the teacher because they have not yet developed the English language, and we cannot contribute to the environment, then the appropriate environment is not being provided for its development, which is why audiovisual tools are very important when it comes to teaching a language, as demonstrated by Shaw, Baggett and Salyer (2004) cited by (Halwani, 2017) who "stress that computer technology "It can be incorporated into ESL programs to improve student motivation. Using visual thinking tools to expand students' thinking is effective."

We agree then that this type of tool is very important for the student to hear what the correct pronunciation is like, so the student can develop their vocabulary correctly and be able to say

a word with its pronunciation without fear of making a mistake.

7. Are you able to understand what your teacher says in English?

Mean: According to the data tabulation, the mean obtained from the students regarding whether they understand their teacher when he speaks in English, their average is 1.55 out of a range of 5.

Median: 50% of those surveyed agree that their degree of satisfaction is 1, on a scale of 5.

Mode: The student's level of satisfaction in this question with the highest recurrence is 1, which refers to completely disagreeing on the Likert scale.

Standard Deviation: The standard deviation shows us a value of 0.81, which indicates that the reliability of the data is close to that of the mean, which has a value of 1.55, and its difference does not exceed 0.8 points.

This question simply corroborates everything mentioned above, the majority of students, which are around 70%, do not understand the teacher, and it is not so much the teacher but rather that they do not understand the language, let us remember that the teacher masters the language very well, but when the teacher speaks to them in English, they still do not understand the language. So, for students to understand the teacher it is very difficult, but it can be improved by applying the things already mentioned above.

. As we have said, the use of different strategies will make the student develop their skills and in this specific case, the student will be able to understand the teacher when he speaks in English, just as he says "the student of a foreign language who is capable of "By using a wide variety of learning strategies appropriately, you will be able to improve the use of your skills." (Fedderholdt, 1998)

This is exactly what we are looking for, that the student can understand what the teacher says about him.

8. Can you write words and phrases in English?

Mean: According to the data tabulation, the mean obtained from the students regarding whether they believe they can write sentences in English is 2.29 out of a range of 5.

Median: 50% of those surveyed agree that their degree of satisfaction is 2, on a scale of 5.

Mode: The student's level of satisfaction in this question with the highest recurrence is 1, which refers to completely disagreeing on the Likert scale.

Standard Deviation: The standard deviation shows us a value of 1.3, which indicates that the reliability of the data is not so reliable because the mean has a value of 2.29, and its difference is already close to 1 point of difference.

The student's response is somewhat acceptable since their score is close to 50%, but, let us remember that in a previous question, they did not understand what was written in English, and let us remember that writing is linked to reading, we cannot then underestimate these factors since although one skill is not dependent on the other, both are related and if it is difficult for them to understand reading, they will also fail in writing.

So, since writing is linked to reading, we can say that if they do not understand reading, writing will also be difficult for them, since these are made up of grammatical rules that must be followed very carefully since the correct interpretation depends on this. . of the message. So we will always try to remember that grammar is just as M.R. said. Saparova. "is the key to learning a foreign language accurately. That is, it refers to the set of rules that allow us to combine words to form sentences. Grammar is the central component of the language. It mediates between the system of sounds or writing. Symbols, on the one hand, and the system of meaning, on the other". (Saparova, 2018)

9. Do you remember the things you have learned in English?

Mean: According to the data tabulation, the mean obtained from the students regarding whether they remember the things

When the student can remember what he has learned, it is a good sign that the job as a teacher is being done well, but in this case,

From the constructivist approach, as far as the current of meaningful learning is concerned, it is assumed that its use in the classroom is in itself an experience

learned in English class, their average is 2.26 out of a range of 5.

Median: 50% of those surveyed agree that their degree of satisfaction is 2, on a scale of 5.

Mode: The student's level of satisfaction in this question with the highest recurrence is 1, which refers to completely disagreeing on the Likert scale.

Standard Deviation: The standard deviation shows us a value of 1.12, which indicates that the reliability of the data is not very reliable since the mean has a value of 2.26, and its difference exceeds 1 point.

it does not exceed 50%, as we already mentioned, there are several factors that affect the student's failure to improve his or her academic performance.

One of the main causes, as we have said, is that the content of the class is significant, and the student associates it with what he lives every day, it can be in the family environment or the social environment; when the student relates what he has learned in class with what he experiences daily in his life, he will be able to easily remember what he learned in class, because that knowledge is used daily, and it becomes habitual that it will be easy for him to remember.

that generates motivation on the part of students when they work with the contents of the subject developed and discover the meaning of these, linked to their professional profile. However, working from the perspective of meaningful learning implies that teachers have the necessary cognitive skills to link students' previous knowledge with the new knowledge being taught. (José Aurelio Díaz Quiñones, 2017) Getting students to find and experience this bridging link, generated by the teacher, is what triggers in them the motivational state linked to the desire to learn, because of the meaning they find in the knowledge itself.

10. Do you get good grades in your English subject?

Mean: According to the data tabulation, the average obtained from the students regarding whether they obtain good grades in English, their average is 2.61 out of a range of 5.

The score obtained from the mean in this question is something that was expected considering all the background that we have reviewed, however, it is worth emphasizing that the average

Let us remember that the student is the reason for education, so as teachers our task is not to teach in the best way so that the student can understand the language and everything it implies. As teachers, let us also remember that

Median: 50% of those surveyed agree that their degree of satisfaction is 2, on a scale of 5.

Mode: The student's level of satisfaction in this question with the highest recurrence is 2, which refers to completely disagreeing on the Likert scale.

Standard Deviation: The standard deviation shows us a value of 1.26, which indicates that the reliability of the data is not good, since the mean has a value of 2.61, and its difference exceeds 1.3, which is a lot of difference on this scale.

exceeds 50%, and this is a good sign since the student, despite the difficulties in learning the language, the teacher provides reinforcements or extra work so that they recover the low grades, and thus ensure that they do not become discouraged from continuing learning.

motivation is key for the student. The student continues to grow in wisdom and is not afraid of the class or the teacher, but the student feels comfortable when the teacher of the class, we must also remember that "participation is a magic word because it transforms people's lives, and the context in which they operate when someone participates, they feel accepted, respected and important" (Rodríguez, 2021)

The student is the most important thing for the teacher, if we do not understand that, and we do not apply all the tools in our favor to reach the student, then how will it be what we want it to be?

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

- The relationship between English teacher and students is not accurate within the seventh-grade class “C”.
- The observation corroborates that indeed, since there is not a good relationship between the students and their teacher, the students have not been able to achieve the expected progress.
- There is a considerable deficit in the students as this coexistence between students and their teacher does not exist,

5.2 RECOMMENDATIONS

- The socio-affective relationship between teachers and students must be important.
- To achieve good student learning, the teachers must pay more attention to the student's social and emotional areas.
- Teachers must treat students with dignity, to improve their intellectual and social areas, because more than preparing students for an exam we are preparing them for life.

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ANNEXES

ANNEX 1. INTERVIEW GUIDE

UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE IDIOMAS

Please receive kind regards from Jairo Cargua, a student at UNACH. The purpose of this interview is to gather information about the rules of coexistence that you have established for its application in the classroom at seventh grade class "C" of Basic General Education at 11 de Noviembre School.

Information data:

Gender	
Date of birth	
Time spent as a teacher	

Please answer each of the following questions according to your perception of the situation that is in line with reality:

1. Do your students know and apply the co-habitation rules established in the classroom?
.....
2. What action do you take when students are late or absent from class?
.....
3. Do you apply positive reinforcement strategies to motivate your students during the development of English assignments? If yes, what are these strategies?
.....
.....
4. What actions do you take when students fail to complete assigned class assignments?
.....
5. How do you encourage teamwork among your students?
.....
6. How do you rate the academic performance of your students? Explain.
.....
7. Which language skills do your students develop most easily and in which do they have the most difficulty?
.....

ANNEX 2. OBSERVATION CHECKLIST

The Likert scale used in the items is the next:

1 = Strongly Disagree or Nothing.

2 = Disagree or Almost nothing.

3 = Moderately Agree or Little.

4 = Agree or Quite.

5 = Strongly Agree or A lot.

No.	Item	1	2	3	4	5
1	Students seem to know the co-habitation rules established in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The teacher applies positive reinforcement strategies to motivate his/her students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Most of the students have active participation in the English class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	The teacher reflects that he/she has experience in teaching English subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The teacher applies strategies that promote meaningful learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The teacher maintains fluid communication with his/her students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	The teacher encourages individual student participation in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	The teacher encourages teamwork among his/her students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Students have at least a basic understanding of English language skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	The teacher uses different types of didactic resources during the development of the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ANNEX 3. SURVEY QUESTIONNAIRE

UNIVERSIDAD NACIONAL DE CHIMBORAZO FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS CARRERA DE IDIOMAS

Instrucciones:

El cuestionario que vas a leer a continuación procede de un estudio realizado con fines educativos y pretende conocer tu percepción de la relación con tu profesor y como te va en el aprendizaje del inglés. Debes responder a las preguntas o ítems con una de las siguientes opciones, equivalentes a un número. Cada ítem tiene una única respuesta. Marca con una x o con una cruz la respuesta que consideras que es la más apropiada para cada caso.

La escala utilizada en las preguntas es la siguiente:

- 1 = Muy en desacuerdo o Nada.
- 2 = En desacuerdo o Casi nada.
- 3 = Moderadamente de acuerdo o Poco.
- 4 = De acuerdo o Bastante.
- 5 = Muy de acuerdo o Mucho.

SECTION 1: RELACIÓN PROFESOR-ESTUDIANTE

No.	Item	1	2	3	4	5
1	Tu profesor/a te ha indicado claramente las normas de convivencia que debes seguir en el aula.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Cuando haces bien las tareas o cuando participas en clase, tu profesor/a utiliza estrategias que te motivan a seguir aprendiendo más.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	La mayoría de tus compañeros son motivados a participar activamente en la clase de inglés.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Tu maestro/a domina o sabe mucho de la asignatura de inglés.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Tu profesor/a te anima a aplicar y recordar los conocimientos aprendidos anteriormente en inglés.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Tienes la suficiente confianza para comunicarte con tu profesor/a. Por eso cuando le preguntas algo, él te entiende y te contesta de buena manera.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Tu profesor/a te anima a ti y a todos tus compañeros a participar en la clase.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No.	Item	1	2	3	4	5
8	Te resulta fácil hacer las tareas de clase junto con tus compañeros.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Entiendes lo que tu maestro/a te enseña en clase de inglés.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Tu profesor/a utiliza diferentes recursos para que la clase sea dinámica y entretenida.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 2: PROCESO DE APRENDIZAJE DEL IDIOMA INGLÉS

No.	Item	1	2	3	4	5
1	¿Crees que estás aprendiendo lo suficiente en inglés?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	¿Crees que tus compañeros están aprendiendo lo suficiente en inglés?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	¿Te gusta recibir clases de inglés?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	¿Te sientes motivado para seguir aprendiendo inglés?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	¿Puedes entender lo que está escrito en los libros de inglés?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	¿Puedes pronunciar las palabras en inglés?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	¿Eres capaz de entender lo que dice tu profesor en inglés?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	¿Puedes escribir palabras y frases en inglés?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	¿Recuerdas las cosas que has aprendido en inglés?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	¿Obtienes buenas notas en la asignatura de inglés?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Gracias por tu participación!