



UTMACH

FACULTAD DE CIENCIAS SOCIALES

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**La formación de la disciplina escolar a través de los comandos imperativos
en inglés**

**GUERRERO JADAN MELISSA KAROLINE
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**MIRANDA RICO JOHANNA ELIZABETH
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INTERVENCIÓN**

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SANTIESTEBAN LEYVA KENIA

**MACHALA
2023**

THE FORMATION OF SCHOOL DISCIPLINE THROUGH ENGLISH LANGUAGE CLASSES IN HIGHER BASIC EDUCATION

por JOHANNA ELIZABETH MIRANDA RICO

Fecha de entrega: 15-oct-2023 01:48a.m. (UTC-0500)

Identificador de la entrega: 2195961014

Nombre del archivo: Tesis_complete_FINAL_ENGLISH_1_-Melissa_y_Johanna..pdf (1.08M)

Total de palabras: 15732

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DEDICATION

I dedicate this achievement first to God, my parents and my siblings, who have been the shoulders on which I have leaned in my difficult moments, thanks to them I am achieving everything I have dreamed of and I feel happy and fortunate to always have their support. May this study be a testimony of gratitude to those who have illuminated my path to success.

- Elizabeth Miranda.

I want to dedicate part of my success to two people I love with my life, to two people who have supported me in every achievement and every downfall, to two people who taught me the true meaning of love. This is for you dear parents, Abg. Erwin Guerrero and Mgs. María Luisa Jadán.

- Melissa Guerrero.

GRATITUDE

First of all, I would like to express my gratitude to my partner, with whom we achieved something incredible, I feel very fortunate to have had all her dedication to this work. *To my spectacular teachers and tutors*, who were the fundamental basis for the progress of this research. To my family, who encouraged me and told me they were proud of me, it was these words that motivated me to continue, and to my friends, who were the ray of light that encouraged me to continue this career with them.

And ultimately, I thank myself because I always knew I could achieve it and now I see this finished work and I am overflowing with happiness knowing that everything I dreamed of one day becoming a reality. I am the one who did it. I deserve everything good and happy.

- Elizabeth Miranda.

I am eternally grateful to each person who helped me in the preparation of my thesis, especially to you dear friend Elizabeth Miranda for your dedication and effort in this work, without you none of this would have been possible.

- Melissa Guerrero.

RESUMEN

Unos de los problemas que enfrenta el docente de inglés en la enseñanza del idioma, es precisamente los problemas de disciplina y conducta. Es por ello, que la presente investigación se centra en los problemas de conducta que presentan los estudiantes de noveno de básica, paralelo "A" del colegio de bachillerato "9 de Octubre". Es por ello que, planteamos impulsar el fortalecimiento de la disciplina escolar a través de la creación de un sistema de actividades didácticas basadas en el uso de los comandos imperativos; con la finalidad de que los estudiantes logren fortalecer su conducta en las clases de inglés. Esta investigación está orientada hacia el paradigma cuantitativo con un diseño experimental, debido a que se pretende examinar el avance en el fortalecimiento de la disciplina de los estudiantes. Además de probar la hipótesis planteada mediante la recolección de datos estadísticos y conocer los efectos de la aplicación de las variables, a través del empleo de la prueba pedagógica, previamente adaptada al plan de clase y aplicada a 30 estudiantes del salón. Se evidenció las problemáticas del objeto de estudio, tales como: problemas de convivencia escolar desde la perspectiva de las relaciones interpersonales entre los estudiantes, el docente no tiene control de la disciplina del grupo, los estudiantes se distraen en las clases de inglés, algunos interrumpen la clase al levantarse del asiento sin justificación alguna. Por tanto, este sistema incluye actividades colectivas que buscan crear entornos de interacción, brindándole seguridad y comodidad al alumno para lograr un buen comportamiento en las clases de inglés mientras que pone en práctica la enseñanza del idioma.

Palabras Clave: disciplina escolar, sistema de actividades, comandos imperativos, conduc

ABSTRACT

Discipline and behavioural problems are one of the problems faced by the English language teacher precisely when teaching English. For this reason, the current study focuses on the behavioural difficulties presented by students in the 9th year of high school, parallel "A", at the "9 de Octubre" secondary school. Therefore, we propose to promote the strengthening of school discipline through the creation of a system of didactic activities based on the use of imperative commands, so that students can strengthen their behaviour in English classes. The research is directed towards the quantitative paradigm with an experimental design, as it aims to examine progress in strengthening student discipline. In order to test the hypothesis by collecting statistical data and to find out the effects of the application of the variables, through the use of the pedagogical test, previously adapted to the lesson plan and applied to 30 students in the classroom. The following problems were identified: problems of school coexistence from the perspective of interpersonal relationships between students, the teacher has no control over the discipline of the group, students are distracted in English classes, some students interrupt the class by getting up from their seats without any justification. Accordingly, this system includes collective activities that seek to create environments of interaction, providing security and comfort to the student in order to achieve good behaviour in English classes while putting into practice the teaching of the language.

Key words: school discipline, activity system, imperative commands, behaviour.

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INTRODUCTION

In recent years, the world has seen immense changes in terms of education, and one of them corresponds to the teaching-learning of the English language since more and more people are looking to learn it, either to look for a job or improve academically. The use of a foreign language, with an emphasis on English, has gone from being a privilege to being a necessity in different productive sectors. El proceso de globalización ha sido el principal motivo por el cual el inglés ha adquirido importancia a nivel mundial, hasta el punto de considerarse hoy en día como el idioma universal de los negocios (Biava y Segura, 2014 citado en Chávez Zambano, Saltos Vivas, & Saltos Dueñas, 2017).

However, despite being an important subject, in Latin American countries, and specifically in Ecuador, English does not have enough value to be taught effectively in the country's institutions. As a result, this is reflected in the report carried out by Education First (2022), which shows that Ecuador, after taking the standardized exam (EPI - EF Proficiency Index), is in one of the lowest positions (82 out of 100 places) obtaining a Level A1, a very low level, according to the Common European Framework.

This is due to the multiple deficiencies that are reflected in the teaching of English in the classroom, some of them are due to the lack of preparation on the part of the teacher, the null use of didactic resources, no commitment and attitude on the part of the teacher and the students, for which the latter is considered important in the preparation of the student. Thus, the authors Herrera T, and Suarez E (2014) argue that:

Estudiar y analizar el comportamiento de los estudiantes en el aula de clase es muy importante y tiene gran pertinencia para los procesos de enseñanza y aprendizaje del inglés como lengua extranjera, ya que cuando éstos no son acordes al contexto del aula, no sólo afectan al estudiante que los protagoniza sino también al profesor y sus compañeros, transgrediendo así los derechos a los que tiene la comunidad educativa de gozar en armonía de la construcción del conocimiento dentro del salón de clase (pág. 20).

In this sense, students must assume attitudes of good behavior that stimulate their personal growth, and develop their creativity, allowing them to think freely in an environment of solidarity, equity and respect, especially in the classroom when developing English activities.

Based on the above, during the pre-professional internships, carried out by the researchers, at the 9 de Octubre school in the city of Machala in the 9th grade "A" students, difficulties have been observed in the development of the teaching-learning process in English classes. So, it is necessary to identify its causes and thus support the application of the action proposed to improve the behavioral attitudes of students and increase their learning in the area. Among the external manifestations observed are the following:

- School coexistence problems from the perspective of interpersonal relationships between students.

- The teacher has no control over the discipline of the group

- Students are distracted in English classes.

- Some students interrupt the class by getting up from their seats without any justification
- The group in general talks too much so that the teacher who does not speak aloud cannot be heard

The observed manifestations are estimated to be an expression of the problems in school discipline that are generalized during English classes, which led to the formulation of the following **scientific problem**: How to strengthen the formation of school discipline in English classes in the students of 9th grade "A" of 9 de Octubre high school.

Consequently, it is specified as the **object of study** in the teaching-learning process in higher basic education.

The present investigation has as a **general objective**, to elaborate a system of didactic activities based on the use of imperative commands that contributes to strengthen the formation of school discipline in English classes in 9th grade "A" students of 9 de Octubre the high school.

The **field of action** is delimited through the classroom language.

For the development of the research, the following **specific objectives** were set:

1. Based on the theoretical point of view, the use of imperative commands in English strengthens the formation of school discipline.

2. Diagnose the current state of school discipline in English classes in 9th grade "A" students of the 9 de Octubre High School.
3. Design a system of activities using the imperative commands in English to strengthen the formation of school discipline in the 9th grade "A" students of the 9 de Octubre High School.
4. Evaluate the results achieved by applying a system of activities using imperative commands in English.

In the present investigation, the following **scientific hypothesis** is proposed: If a system of activities based on the use of imperative commands in English is implemented, it contributes to strengthening the formation of school discipline in 9th-grade students "A" of 9 de Octubre High School.

The hypothesis studies the relationship between two variables:

The **independent variable** is the system of activities based on the use of imperative commands, which is defined as: a set of activities developed logically and systematically throughout the class, which are aimed at strengthening school discipline.

The **dependent variable** in this research is the formation of school discipline.

The research follows a **quantitative perspective with an experimental approach**, which helps to reinforce the formation of school discipline by implementing an activities system through the use of imperative commands in English.

The 35 students of the 9th year of basic education of the 9 de Octubre high school are established as the **population**.

During the research process, various scientific sources are investigated and analyzed with the use of theoretical level, which were used;

Historical-logical method: fundamental to describe the events by which the phenomenon develops in a general and specific way in its different stages and chronological order.

Analytical-synthetic method: essential to break down the problem and know its beginnings, in such a way that its development can be explained and analyzed.

Systemic method: allows control of the organization of the investigation and its relations with the environment.

Hypothetico-deductive method: a pillar of scientific research that allows deep observations of the phenomenon to develop realistic hypotheses or deductions from their point of view

Likewise, **empirical methods** are also proposed, which are detailed below;

Measurement: It is used with the purpose of having numerical information to verify what is applied in English classes.

Observation: It allows one to have a direct perception of the phenomenon to contrast its changes in the development of the system of activities to be applied.

The **importance of the research** lies in the fact that the formation of school discipline is strengthened using the contents and activities of the English subject, through its practical contribution consisting of a system of activities specifically designed to reinforce the formation of school discipline in English classes, with the use of imperative commands.

The structure of the investigation is organized, firstly with an introduction where the main bases for the development of the study are described. Secondly, the theoretical framework is developed in 3 parts: historical, conceptual and contextual, where the historical, conceptual and contextual background of the object and field of research is known. Next the methodological framework that details how to carry out the study. Subsequently, the pedagogical proposal of the system of activities for the improvement of school discipline through the use of imperative commands is established and applied. And finally, the conclusions, recommendations, bibliography and annexes.

CHAPTER I

Theoretical underpinning of the use of imperative commands in English to strengthen the formation of school discipline.

In this chapter we present the historical background of the teaching-learning process in higher basic education, discussing school discipline and the use of classroom language, characterizing its characteristics, and specifying, from a theoretical and contextual point of view, the foundations that justify the problem posed, in search of a solution.

1.1 Historical background of the teaching-learning process in higher basic education.

The teaching-learning process has evolved along with society over the years, from merely home schooling to the application of new educational models, all with a similar aim, to ensure meaningful learning within the classroom.

That is precisely why education has been immersed in each of the stages of history, even in the Ancient Age. The teaching-learning process has always been responsible for the formation of the human being so that he could prepare himself to face the challenges that life may bring him.

Regarding the statement above, Rodriguez Ruiz A, (2010) argues that:

Antiguamente, los pueblos más primitivos no tenían personas formadas encargadas de enseñar valores y/o aprendizajes básicos para la formación de las personas. Sin embargo, el hombre recibía una educación, la cuál se transmitía de padres a hijos, de generación en generación y, simplemente ésta consistía en el aprendizaje de las formas de vida, formas de cazar, etc., que ayudaban al hombre a sobrevivir en su mundo y sociedad.

After those first signs of education, according to the same author, “los primeros sistemas de educación conocidos se basaron en la enseñanza de la religión y las tradiciones de los pueblos. Dentro de este periodo de la educación podemos encontrar al antiguo Egipto y los países del Lejano Oriente”. (Rodriguez Ruiz A, 2010)

It was in Ancient Greece that what is now known as the educational systems appeared, which in the beginning was an education that passed from parents to their children, and later this education system came to be controlled by the Government. On the other hand, it was in the Roman Empire that education became structured, formalized and connected to its societal profile. Con la desaparición del Imperio Romano y el advenimiento del Feudalismo, la educación quedó a cargo de la Iglesia Católica centrándose en sus inicios en la formación de clérigos y religiosos y las altas clases sociales de aquellas épocas. (Neurok, 2018).

In agreement with the same author, it was in the year 800, It was Carlomagno who changed the rules and established free education for everyone; education consisted of memorizing dialogues, they were not taught to read or write. Carlomagno was also the one who created the cathedral schools where higher studies were carried out, in those schools various subjects were taught, which were the seed for the creation of the first universities of the twelfth century.

El Renacimiento fue un periodo en el que el estudio de las matemáticas y los clásicos llegó a extenderse, como consecuencia del interés por la cultura clásica griega y romana que aumentó con el descubrimiento de manuscritos guardados en los monasterios. En las escuelas se introdujeron temas como las ciencias, la historia, la geografía, la música y la formación física. (Rodriguez Ruiz A 2010)

From the 19th century onwards, the current educational systems were born, inspired by the system implemented in Prussia and organized and controlled by the State. This educational system implemented the compulsory and free elementary school that lasted eight years during which not only reading, writing and arithmetic were learned, but also a strict ethic based on discipline and obedience.

Rodriguez Ruiz A (2010), points out that the current educational system includes a series of objectives related to education, which are: to improve education and school results, to achieve success for all in compulsory education, to increase schooling in kindergarten, high school and training cycles, to increase high school and vocational training degrees, to educate for democratic citizenship, and to promote lifelong learning.

Dicho sistema educativo, según SITEAL (Sistema de Información de Tendencias Educativas en América Latina, 2019) está orientado hacia los niños, niñas y adolescentes desde la primera infancia hasta finalizar la adolescencia. Abarca desde el nivel inicial hasta el nivel secundario. Catorce de los diecinueve países que conforman la región latinoamericana utilizan la denominación “educación básica” para referirse a esa etapa educativa de sus sistemas nacionales de educación.

In Cuba and Panama, basic education is compulsory education. In Venezuela, Peru, Nicaragua and Brazil, basic education includes some years of mandatory schooling and others that are not. In the rest of the countries, basic education is a stage within the compulsory schooling period.

La finalidad de la educación secundaria obligatoria consiste en lograr que el alumnado adquiera los elementos básicos de la cultura, especialmente en sus aspectos humanístico,

artístico, científico y tecnológico; desarrollar y consolidar en los hábitos de estudio y de trabajo; prepararle para su incorporación a estudios posteriores y para su inserción laboral y formarle para el ejercicio de sus derechos y obligaciones en la vida como ciudadanos. (Rodríguez Ruiz A, pág. 42)

De tal manera que, Peña Ledesma, Vanessa Lizet (2019) expresa que los esfuerzos por mejorar esta realidad continuaron desde la convención de Dakar en 2000, donde se plantearon los retos a cumplir para obtener una educación para todos. El propósito planteado fue incluir al inglés en los currículos de enseñanza como lengua extranjera, pues es un idioma fundamental de interacción social en el mundo globalizado actual. La institución educativa latinoamericana actual exige que los estudiantes sean competentes y puedan desenvolverse a cabalidad en sus labores cotidianas, para lo cual el dominio del idioma extranjero es relevante. (pág. 18)

However, a four-year study by Arthur Levine, former president of Teachers College at Columbia University, has concluded that many students graduate from teacher education programs without the skills and knowledge needed to be effective teachers, because teachers are on the front line in building relationships with students and maintaining order, their ability to manage the classroom is crucial. And studies suggest that this capacity is sorely lacking.

Doris de Almeida Soares (2009), en una investigación en Estados Unidos dirigida a los problemas más comunes en la educación, mencionan que la indisciplina es uno de ellos, tratando a su vez una serie de estrategias para reducir la indisciplina en clase. Una de ellas es involucrar a los estudiantes en donde el objetivo es darles voz a cerca de las posibles soluciones para los problemas en el ambiente escolar.

En tal sentido, Ortiz Flores María de los Ángeles (2018), considera que, “Discipline can be a difficult thing to get right, especially in a classroom where each child responds differently...” Therefore, communication is emerging as an alternative to inculcate discipline, since it helps students to create good interpersonal relationships and, in the same way, provides the environment that stimulates learning. The educational phenomenon includes not only instruction or information, but also the formation of the person and his active and transforming insertion in society, In this regard, Bouyer (2005) notes that, “educar al niño es prepararle para la sociedad, es una suerte de entrenamiento para las diversas tareas que espera la sociedad”.

During the 20th century it has been thought that the only thing that is passed on in the classroom is a series of contents of a certain science; however, true education concentrates much more on the formation of the students' personalities, that is, on working on their attitudes, emotions, the way of seeing life and communicating with others, being the disciplinary contents the means to do so.

In the educational system, and more particularly in the classroom, there is a whole system of interactions that, based on a specific language, especially in the school environment, is oriented towards the development of the personality.

Under the term CLASSROOM LANGUAGE, we recognize any type of language that is used in a classroom situation. In the case of language teaching, there is a set of instructions that allow the teacher to regulate the class. When these instructions are properly understood by the students, they can fulfill the important function of enabling control over the actions to be performed by each student.

In recent years, the management of Classroom Language in language classes has focused a lot on its idiomatic content, however, it can be considered as an auxiliary tool for teachers to maintain control of their class, the use of the same technology to manage situations within it, which indirectly, and especially during the general education stage, can contribute to the education of important personality qualities such as discipline.

1.2 Theoretical foundation of Classroom language in the teaching-learning process of English.

In this epigraph, the authors of the research conceptualize the terms teaching-learning, in addition to explaining their points of view about the meaning of classroom language, which have a relevant value in the educational context and allow teachers to facilitate their daily work.

1.2.1 Pedagogical characterization of the teaching-learning process in higher basic education.

Education in the 21st century has been exposed to a series of transformations both inside and outside the classroom. Despite the educational changes, it is important to know and understand the teaching-learning process since it is the key to create an effective pedagogical action.

It is essential to point out that a quality and equitable education in the context of school studies, where the methods and contents of teaching are necessary and indispensable conditions for its effectiveness, as stated in the UNESCO Delors Report in 1996. There are other types of higher education institutions in many countries, some dedicated to selecting the best, others dedicated to implementing a solidly concrete and quality vocational training maintained in cycles of more than two years; these modifications undoubtedly respond to the needs of societies. To the ears of good listeners, it is understandable that the teaching process and the learning process

expose a set of actions directed towards an end that are closely related and in practice are directly integrated in the educational teaching process. (Delors, et al., 1996 cited by Molina-García & García-Farfán, 2019).

Therefore, the teaching process related to learning, gathers the acts performed by the teacher with the intention of creating situations that provide students with the possibilities of acquiring knowledge, on the contrary, the learning process is the conjugation of activities performed by the students with the objective of finding prominent results or changes in intellectual, affective-volitional and psychomotor behaviour with certain successes.

According to Piaget's theory (1969), thinking is the basis on which learning is based; it is the way intelligence manifests itself. Intelligence develops a structure and a functioning, and this same functioning modifies the structure. The construction is made through the interaction of the organism with the environment.

In this sense, higher basic education students learn through the discovery of their own skills and abilities, which allows them to find more flexible spaces enriched by cooperative work that allows them to face real and socially demanding situations in such a way that the classrooms become generators of projects that include the contents in order to apply them in daily life.

The learning model indicates the purpose, content, methods and assessments as the recommended basis for the teaching-learning process; The objectives identify the contents, system of knowledge, skills and values concretized in specific modes of action (as the core of its formulation) taught and directed to the students through the multiple teaching activities, the application and differentiated development of teaching methods aided by the adequate use of teaching means that are evidently progressively interrelated with each component. The process is

realistic and safe and becomes an effective tool for your ongoing operation. The advantage is to remember that goals are set for the benefit of the students.

Some researchers maintain that future teachers are subjected to classroom planning processes, activating diverse knowledge involving their knowledge of content, pedagogy and context, as such: In this area of planning in teaching, it is reported that studies carried out where the evaluation of classroom planning was investigated, indicated that most of those evaluated show mastery of content and planning of activities; However, teachers in training, on the other hand, do not adequately plan learning objectives and if they do, they do not achieve success in students (Díaz, Ruiz-Tagle, Tagle, & Alarcón, 2016 cited by Molina-García & García-Farfán, 2019).

1.2.2 Classroom language. Its theoretical characterisation.

One of the places where students spend most of their time is at school, and within the classroom, it is common to use appropriate language to communicate with teachers and classmates. Classroom language is commonly used in English classes with the aim of producing good communication between teacher-student and students with each other, which can facilitate the completion of some of the activities taught by teachers. Teachers use classroom language by giving instructions, explanations and questioning to students, thus making the class function effectively.

Nurul Afikah & Sri Murtiningsih (2018) explain that:

Classroom language used by the English teachers is to produce a good communication between teacher with students and student with other students in teaching

and learning process which will make it easier for students to do some activities given by the teachers.

Furthermore, the same researchers argue that “The English teachers who apply classroom language will be easier to carry out their teaching in the classroom through giving instructions, organizations, explanations, and interrogations to the students, so that the class is going to work effectively and systematically”

In the same study by the aforementioned authors, they collected more information from teachers who conceptualize Classroom language as “...English language to communicate with the students in every classroom activity”, in addition to explaining that Classroom language is used in explanation, organization, interaction, and interrogation to the students. (Neneng Kartini, 2018).

Another teacher, Nova Atulliha (2018), in the research of Nurul Afikah & Sri Murtiningsih (2018) understands Classroom language as phrases used by the English teacher during classroom activities from the beginning to the end of the lesson; he mentions that if the language is well applied within the classroom the activities will be done effectively.

According to, Bilash (2009) “States that classroom language is the routine language that is used on a regular basis in the classroom. This is the language that teachers are used to using and students are used to hearing, but when teaching a language, it takes a while to learn this part of the language”

Furthermore, he adds that, when reviewing a day in the classroom, one of the most frequent ways in which language is used is in daily routines; these are called classroom language.

Teachers can use the opportunity of these daily routines to maximize the use of the target language and promote its use by learners.

Likewise, Campuzano Cordero Lourdes Viviana, (2016) states that: "Classroom language" is the vocabulary commonly used by teachers and students in class. It involves all the words and expressions that they must not only know, but also, they use for as long a time as possible. Classroom language uses the phrases that are necessary in the classroom to allow students to have an interaction with the teacher. (pág 7.)

English should be used in a natural way, it has to be part of the normal language used to communicate in class, so that the students get used to it and it becomes a natural process of communication for them, thus, the teacher accompanies his/her guidelines with gestures and body language to make English more practical.

Classroom language in turn not only produces the teaching of new vocabulary but at the same time is able to promote control in the classroom through the use of imperative commands. According to Hughes (1990) there are four linguistic functions related to classroom language which have been grouped in terms of what the teacher should be able to do, one of which is organization which Hughes explains that "The language of organizing is used to direct and to manage the interaction between a teacher and his/her students. It can involve several sub-functions such as giving instruction, sequencing and supervision"

This is the most frequently used interpersonal classroom language used to give instructions, such as: (Come here please!); to praise and encourage (Well done!); to control the class (Please be quiet!); (Come here please!); to praise and encourage (Well done!); to control

the class (Please be quiet!) This allows short instructions to be given to pupils so that they can easily understand, and thus not misinterpret what they are being asked to do in the classroom.

Leslie Foster (2016) infers those imperative commands are used to give instructions, suggestions and advice and can be softened and made to sound more polite by adding words such as please, let 's, why don't we, or won't you.

Examples of imperative commands used in the classroom: Stand up, Sit down; Silence! Be quiet! Speak English, turn off your mobile phone, open your books to page 52; Work in pairs; Make teams; Go to the board; Raise your hand; Listen and repeat; Complete the activity, etc.

Therefore, the classroom language offers teachers and learners to appropriate the English language in this way, specifically the imperative commands help to have a better understanding and communication inside and outside the classroom. The aim is to introduce and use the different expressions used in class in order to improve the understanding of the language. It is of utmost importance to use them on a daily basis in the school context so that students experience the language and take ownership of a bilingual environment.

1.2.3 The development of school discipline. Characterization.

Teaching is not just about transmitting knowledge. Teaching is a process that has a great social impact throughout the students' lives. Therefore, it is of utmost importance to understand the educational process in order to improve the levels of teaching and learning, and for this purpose, teachers should focus on the study of the daily problems of teaching and learning.

Therefore, it is necessary to analyze the diversity of aspects or factors that influence it. With regard to this, this chapter is based on investigating different terms and concepts of some authors that define the development of school discipline.

One of the most crucial issues in the classroom is discipline, which is of particular and ongoing interest, as it is one of the variables that has a bearing on the success of teaching and learning. El diccionario de la Enciclopedia Encarta (2006) define it as “doctrina, instrucción de una persona, especialmente en lo moral” y plantea otras definiciones, las cuales coinciden o están relacionadas con el mantenimiento u observación de las reglas o normas.

Much has been said about the discipline that a teacher must develop in practice and training in order to set the guidelines for his or her work as an educator and to establish his or her own rules, so that in the educational field school discipline is understood as the set of rules that regulate coexistence in school. According to Giuseppe Nérici (1969) as cited by Stenhouse, L. et al (1974), la dirección del aula consiste en conducir el conjunto de actividades referentes a su disciplina, a lo largo de la clase, para que haya un mejor aprovechamiento del tiempo y un trabajo integrado, hacia la obtención de un mayor y mejor aprendizaje posible.

According to Quinn, P (1989) quoted by Watkins, C. and Wagner, P (1987), “disciplina es la instrucción que moldea forma, corrige e inspira el comportamiento apropiado”. Likewise, Woolfolk (2001) states that “disciplina en el aula son técnicas empleadas para mantener un ambiente adecuado para el aprendizaje, relativamente libre de problemas de conducta”.

Thus, discipline can be defined as the setting of rules and limits for effective classroom work, which must be approached from a multi-causal perspective, i.e. it starts from the view that discipline is not responsibility.

One of the theories chosen by the authors is that of Busot (1998) in her work she states that “para administrar efectivamente el aula es indispensable que el docente establezca reglas que los alumnos puedan seguir, procedimientos (pasos que siguen para una actividad) y las

consecuencias positivas o negativas, que resulten cuando el alumno decide seguir o no las reglas”. In terms of Dávalos, L. (1997), “consiste en elaborar un plan para la disciplina en el salón de clase; lo que permite establecer las conductas que el docente espera de los alumnos y lo que ellos pueden esperar, por su parte, del maestro”.. The plan provides a framework of activities within which the whole effort to manage behaviour is organized.

A discipline plan makes it possible to:

- Direct student behaviour more easily so the teacher will know what to do, and students will know what to expect.
- Protect students' rights, so the teacher treats each student fairly and consistently.
- Ensure the support of parents and administrators by communicating the discipline plan to them as it lets them know that the teacher cares about teaching responsible behaviour.

In each of the above aspects, the conceptualization of discipline should not be seen as a problem but as a way of developing new learning strategies through the use of communication, where both the learner and the educator treat each other respectfully and engage in the learning process.

1.3 Contextual characterization of the teaching-learning process in basic higher education.

Education is something innate that human beings do in order to survive in society. Children and adolescents spend most of their lives in temples of knowledge that help them prepare for their future, which is why the Government of Ecuador has worked hard to guarantee each and every person a quality education.

This was done through and specifically in objective 4 of the Plan de Desarrollo Toda una Vida, which states: Guarantee inclusive, equitable and quality education and promote lifelong learning opportunities for all, focusing on and promoting education as the main objective for the construction of the country; because it is a basic tool for the development of communities and the progress of peoples. (Meza Arguello, D. et al. 2019)

For the teaching-learning process to be successfully established, teachers and students have to work together in the classroom; for the teaching-learning process to be successfully established, teachers have to work hard, however, not everything has to be done by them, students and their families play an important role in the whole school process.

In a study conducted by Meza Arguello, D. et al. (2019), they detail that Durán and Oropeza (cited by Izar, et al, 2011) mention four factors that affect the academic performance of students, among them are: Pedagogical factors, psychological factors, physiological factors and finally sociological factors.

This study is based on the psychological factors, which include: memory, perception, conceptualisation and school discipline, specifically the authors work with that particular point: school discipline.

In a study by Gotzens (1997) cited by Zamudio Villafuerte, R (2010) argues that “la disciplina es un instrumento para el aprendizaje, dejando en claro que abordarla va unida de forma indisoluble al proceso instruccional”. Another study along the same lines by Fontana (1987), cited by Zamudio (2010), confirms that “la disciplina como un recurso de primer orden para conseguir una clase organizada y generar oportunidades adecuadas para el desarrollo de los niños”.

On the other hand, Zamudio Villafuerte, R (2010) definen “ la disciplina como un conjunto de normas, reglas y procedimientos aplicados al contexto áulico, cuya finalidad recae en mejorar las condiciones para que el proceso de enseñanza- aprendizaje obtenga exitosamente las metas previamente establecidas”. For Zamudio Villafuerte, R (2010) it is essential that teachers are aware of the factors and elements that can disrupt order in the classroom, and that if they do exist, there is a greater possibility of addressing them.

LePage, et al., (2005) cited by Zamudio (2010), states that:

La preparación del profesorado para crear y mantener un ambiente óptimo de aprendizaje, exige conocimientos y habilidades que les permitan gestionar una organización efectiva de la clase, estableciendo reglas y procedimientos, desarrollando relaciones con los niños, mantener la atención del alumnado y motivarlos hacia las actividades académicas.

Discipline is an important requirement to achieve the goals and objectives proposed in class. Tanner (1980) states that “sin disciplina la enseñanza se vuelve frustrante, cansada y que resulta imposible lograr algo sin ella”.

In Ecuador, with the promotion of the principles of Buen Vivir as transversal axes to develop education, it commits the teacher to educate in universal values in order to conceive harmony and mutual respect among the actors of the educational community... (López Vallejo, O. 2014)

However, and according to the same author, the situation in the institutions is somewhat worrying, the school indiscipline of the students has been a constant concern of the teachers, specifically within the teaching-learning process in the classroom. Likewise, he states that in

Ecuador's educational institutions, most teachers are mere observers of what happens in their classrooms and do nothing to solve the problems that arise in their classes.

On the other hand, he specifies that it is not only the duty of teachers to "educate them", but also the obligation of parents and/or guardians. Currently, principles are being lost not only in young people, but also in children, a situation that cannot be allowed, since discipline and training in values are fundamental pillars for the positive development of children in society. (pg. 4-5).

In a study carried out by Valenzuela & Martínez (2015) on students in the tenth year of Basic Education, they determined how indiscipline affects academic performance, and one of their conclusions was that most teachers consider indiscipline to be the main cause of poor academic performance.

Due to these facts, it is necessary to seek and promote alternatives that can strengthen the formation of school discipline in students in Higher Basic Education, in order to achieve effective learning in the future high school graduates of Ecuador.

1.3.1. Diagnosis of the current state of school discipline among 9th-year parallel "A" students at the "9 de Octubre" secondary school.

This section shows the results obtained from the diagnosis of school discipline among 9th-year parallel "A" students at the "9 de Octubre" baccalaureate school. The instruments used for data collection are (APPENDIX 1) the observation guide, (APPENDIX 2) the semi-structured interview with the teacher, and (APPENDIX 3) the pedagogical test.

Analysis of results

The first instrument applied was the Observation Guide, which demonstrated the following results:

- The students do not follow the teacher's instructions unless he raises his voice.
- The students maintain a respectful attitude towards the teacher as long as he/she shows a serious attitude, while the coexistence between classmates is not very peaceful.
- Students do not contribute to the various group discussions.
- Students do not arrive on time for English classes.

A semi-structured interview was also carried out with the English teacher in order to get a broader view of her perspective on school discipline in English classes, and the following information was obtained;

- According to the English teacher, discipline plays a very important role when teaching, as it allows students to develop harmoniously in the classroom, therefore, he mentioned that some students do comply and follow instructions or orders, however, there are times when they do not grasp what the teacher is trying to instruct.
- On the other hand, the teacher mentioned that for there to be discipline it is essential to apply different methodologies to fill the student's interest "we as teachers must be resourceful, sometimes it is necessary to become clowns to gain the attention of our students" Therefore it is important to be in constant learning and seek methodologies according to the needs of the student.
- Therefore, he mentioned that parents or guardians are a fundamental part of the integral development of the individual, which is why it is important to work together with them.

To conclude, a pedagogical test was applied to find out the current state of school discipline of the 9th-year students, parallel "A" of the "9 de Octubre" high school. The analysis of the results obtained according to dimensions and indicators and, finally, in an integrated manner, is presented below.

According to Reynoso & Méndez, (2018) los indicadores contribuyen a la mejora de habilidades cognitivas y a su vez a regular la conducta de los alumnos. Desde esta perspectiva se puede decir que los indicadores al ser utilizados de manera adecuada en las aulas de clase influyen directamente con el promedio general de los estudiantes

Indicator: Behaviour and compliance with standards

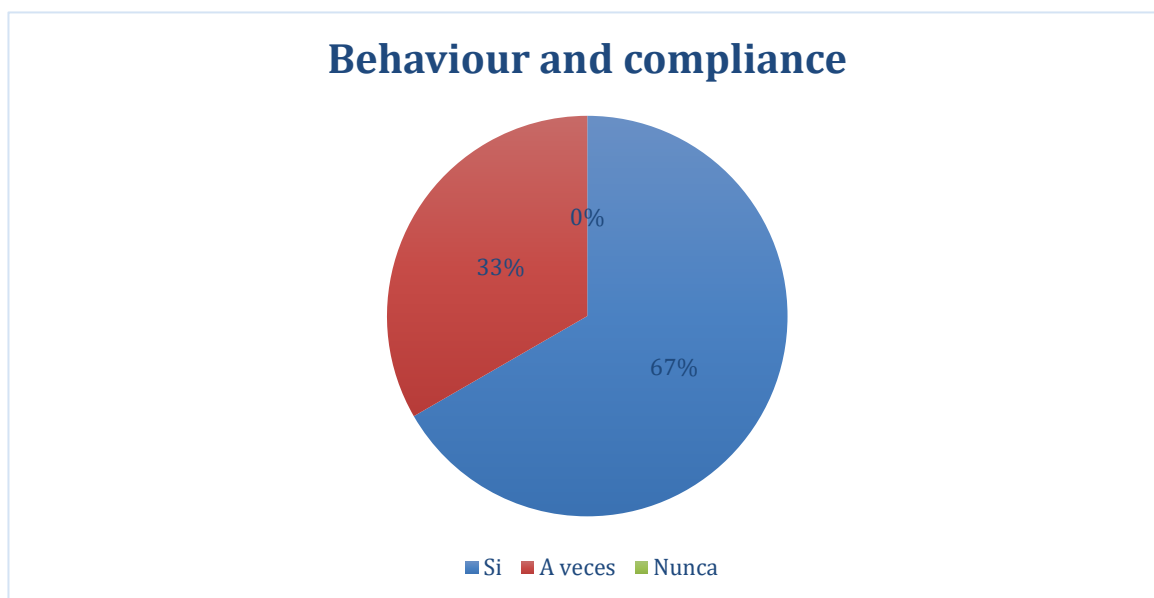


Illustration 1. Dimension Behaviour and compliance with standards (Pre-test). Prepared by the authors.

In education, school compliance refers to the behaviour and conduct of students within the school environment. School compliance indicators are measures or signals that educator use to assess whether students are following the rules and guidelines established by the institution and whether they are demonstrating appropriate and respectful behaviour.

In the results of the pre-test applied to the students, it could be determined that, out of 30 students evaluated, 10 students responded that they have a good behaviour in the classroom in the "behaviour" indicator, which corresponds to 33% at a good level (B). On the other hand, 20 students responded that they sometimes behave well in class, which corresponds to 67%, the majority of students.

Indicator: Learning

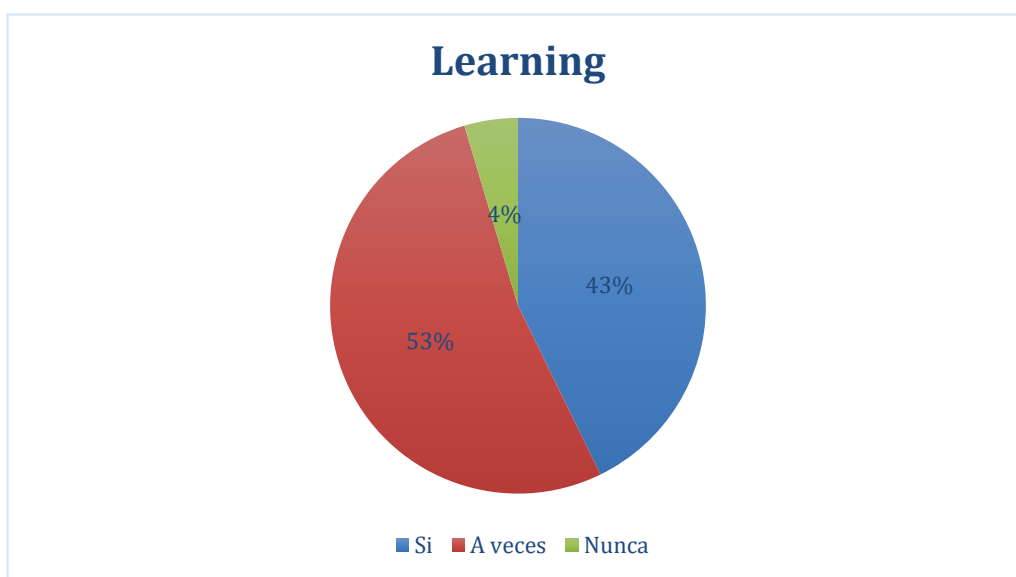


Illustration 2. Dimension Learning (Pre-test). Prepared by the authors.

According to Moreno, (2020) Un **indicador de aprendizaje en Educación** es una señal que marca cuánto han aprendido los alumnos. Ya que los resultados en la enseñanza-aprendizaje no son blanco o negro, necesitamos una escala con diferentes grados de «éxito». De esta manera podemos decir mucho más que «el alumno ha aprendido todo» o «no ha aprendido nada»

Through the results of the pre-test in the learning dimension it could be verified that, out of 30 students evaluated, 13 students said that they do learn and therefore actively participate in English classes, which leads to a good level (B), representing 43%, while 16 students said that

they sometimes learn and participate in classes, therefore they are in a regular level (R), which means 43%, and finally 1 student shows an insufficient level (I) implying that he/she never learns in classes, representing 4%.

Indicator: Coexistence

El indicador de “clima de convivencia escolar considera las percepciones y actitudes que tienen los estudiantes, docentes y apoderados con respecto a la presencia de un ambiente de respeto, organizado y seguro en el establecimiento” (Ministerio de educación, 2014)

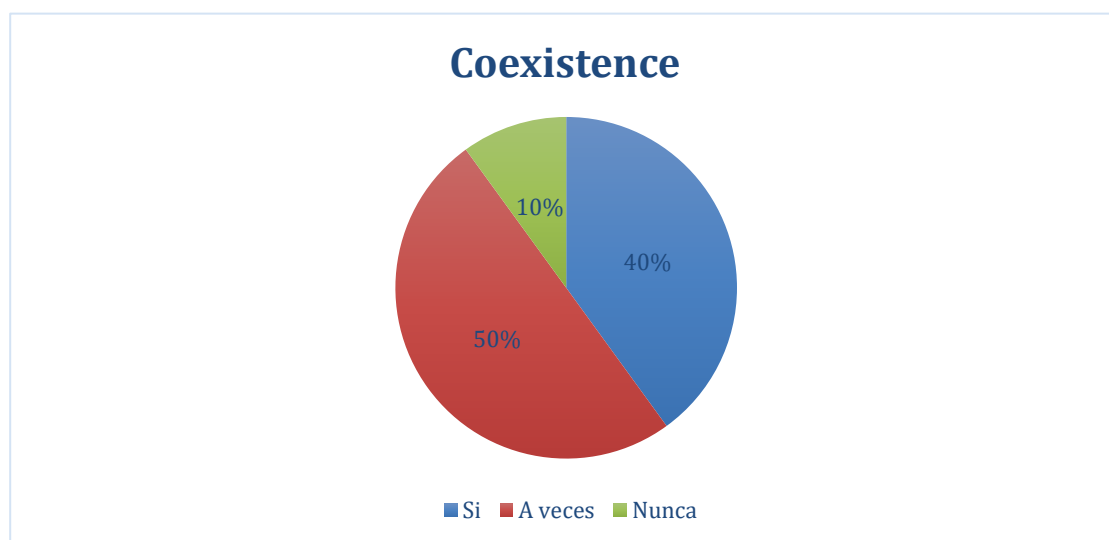


Illustration 3. Dimension Coexistence (Pre-test). Prepared by the authors.

With respect to the dimension of school coexistence evaluated in the pre-test of 30 students, it was determined that 12 students do show respect towards their classmates, therefore, they have a good level (B) with respect to this indicator, representing 40%, 15 students are at a regular level (R), representing 50%, and finally 3 students have an insufficient level, representing 10%.

General diagnosis

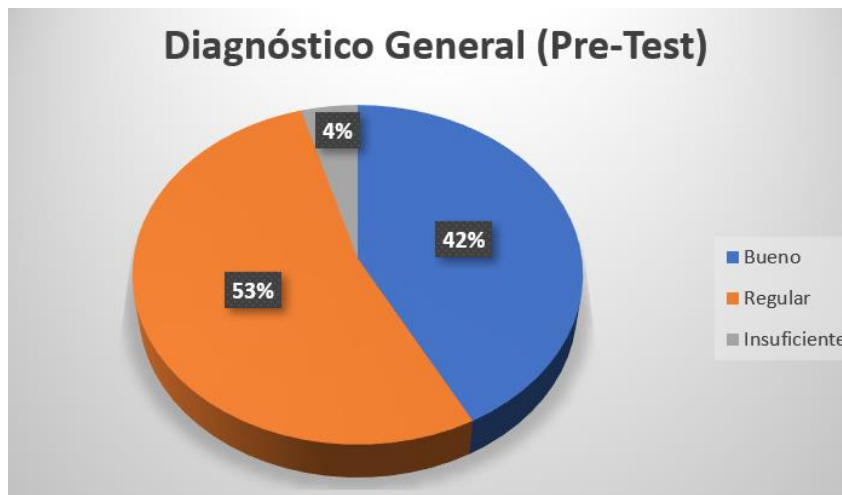


Illustration 4. General Diagnostic (Pre-test). Prepared by the authors.

Based on the above statistics, it can be concluded that 42% of the students belonging to the 9th "A" class of the Colegio Bachillerato 9 de Octubre show a level classified as 'Good'. In addition, 53% of the students are at a level considered 'Regular', while only 4% of the students fall into the category of 'Insufficient'. These evaluations are based on three main dimensions: behaviour and compliance with rules, learning and coexistence.

After analysing the responses of each of the students, it can be observed that those students who demonstrated a 'Fair' level of compliance with the standards appear to have faced challenges in terms of having healthy relationships with their peers.

It could also be noted that those students who performed 'Poor' met only one or none of the dimensions assessed. This suggests that they may need more support and guidance in order to understand the importance of school discipline in their daily interactions and academic improvement.

These findings indicate that while most students show positive behaviour and understanding of school discipline, there is still variability in their level of compliance and in their understanding of how discipline can influence their learning and relationships with others.

The results obtained argue for the need to intervene in pedagogical practice through a system of activities based on the use of imperative commands to strengthen school discipline in 9th year "A" students at the "9 de Octubre" high school.

2. METHODOLOGICAL DESIGN

This chapter specifies the fundamental methodological aspects and the description of each one of them. These aspects include: the type of design, methods, data collection techniques, which were used for the analysis of the results obtained.

2.1 Methodological perspective

This research is based on a quantitative paradigm that allows data collection and analysis of the variables. On the other hand, it allows us to systematically compare, explain and analyse the phenomena present in the research, thus facilitating the examination of data as it is of a verifiable nature, since it relies on a hypothetical-deductive method.

According to Loza, Mamani, Mariaca, & Yanqui, (2020) un paradigma de investigación es un conjunto de supuestos básicos, creencias, valores y métodos compartidos por una comunidad científica en relación con cómo se deben abordar y resolver los problemas de investigación. In other words, it is a theoretical framework that guides the way researchers view

and approach a research problem, as well as the methods and techniques they use to obtain and analyse data.

2.2 Type of research and design

According to Santa Palella y Feliberto Martins (2010), define que el diseño experimental es aquel según el cual el investigador manipula una variable experimental no comprobada, bajo condiciones estrictamente controladas. Su objetivo es describir de qué modo y porque causa se produce o puede producirse un fenómeno. Busca predecir el futuro, elaborar pronósticos que una vez confirmados, se convierten en leyes y generalizaciones tendentes a incrementar el cúmulo de conocimientos pedagógicos y el mejoramiento de la acción educativa. (pag.86)

In accordance with these criteria, this research used an experimental design, of the explanatory type with the aim of helping the researchers to study the problem in greater depth and to understand the phenomenon in an efficient way in which the students of the 9th year "A" of basic education of the "9 de Octubre" high school find themselves.

2.3 Population

This research was carried out with a sample of 30 students enrolled in the 9th grade of the school "9 de Octubre" during the school year 2023. The school is located in the city of Machala, an important educational centre in the region.

The selected group of students is made up of 15 girls and 10 boys, aged between 12 and 13 years old, which represents a balanced distribution within the class. The diversity of gender in the sample will allow us to obtain more representative and complete results in relation to the subject of the study.

2.4 Research Methods

The scientific method represents a sound approach and is based on acquiring scientific knowledge through a series of theoretical and empirical methods that underpin the research. To this, Oblitas (1987) citado en el estudio investigativo de Humberto Ñaupas, et.al. (2019) “*el método científico es un procedimiento válido y fiable que emplean los autores de las investigaciones para descubrir las leyes por las cuales se rigen los hechos o las ideas*” de esta misma manera para, Palacios, Romero y Ñaupas (2016), el método científico es un enfoque cognitivo que acompaña todo el proceso de investigación, desde sus inicios hasta sus resultados. Este enfoque se basa en la teoría científica, los principios filosóficos y las reglas metodológicas, y utiliza diferentes técnicas y herramientas científicas.

The following theoretical methods were used in this study:

2.4.1 Historical-logical method

“Búsqueda de información para tratar de forma lógica los antecedentes relacionados con el objeto de estudio. Este hecho no niega que, en algunos casos, la aplicación de la lógica podría llevar a la revelación de nuevos conocimientos” (Rodríguez, 2017).

Analytical-synthetic method

Rodríguez Jiménez y Pérez Jacinto, (2017) manifiestan que, “*el método analítico-sintético tiene gran utilidad para la búsqueda y el procesamiento de la información empírica, teórica y metodológica*”.

Systemic approach

Peña & Velázquez, 2018 *“En el sentido estricto de la palabra, el sistema es un conjunto de elementos relacionados entre sí, que constituyen una determinada formación integral, no implícita en los componentes que la forman”*.

Hypothetico-deductive method

Este método ha sido muy efectivo a lo largo de la historia para avanzar en el conocimiento científico en las áreas de las ciencias naturales y exactas. es el método base del paradigma positivista de investigación, pues, al partir de evidencias empíricas, está despojado por completo del subjetivismo. (Rodríguez Jiménez y Pérez Jacinto, 2017)

Empirical approaches were also explored and will be detailed below.

2.4.2 Measurement

De acuerdo con Cobas, Romeu, & Macías, 2010 *“La medición es el método que se desarrolla con el objetivo de obtener información numérica acerca de una propiedad o cualidad del objeto, proceso o fenómeno, donde se comparan magnitudes medibles y conocidas”*.

Observation

López Falcón & Ramos Serpa, (2021) establecen que la observación científica *“Es el método en el cual la información llega al investigador de forma directa por la percepción del objeto o fenómeno estudiado”*.

Diagnostic test

“Consiste en un instrumento de medida o examen científicamente válido y significativo que se aplica durante el proceso investigativo para diagnosticar el estado de un problema o para constatar el nivel de cambio o mejora de un fenómeno educacional”. (López Falcón & Ramos Serpa, pág. 26-27)

Interview

Hernández Rodríguez, Argüelles Pascual, & Palacios, (2021) indican que la entrevista, es una técnica que consiste en recoger información mediante un proceso directo de comunicación entre entrevistador(es) y entrevistado(s), en el cual el entrevistado responde a cuestiones, previamente diseñadas en función de las dimensiones que se pretenden estudiar, planteadas por el entrevistador.

In the case of this study, the interview is addressed to the teacher, and it has two moments of application, firstly to know his point of view regarding discipline in his classroom, and what he does to improve or counteract problems that occur in the classroom, and finally to know his perspective as to whether there were changes in the strengthening of discipline in the students of 9th grade of EGB in the school "9 de Octubre".

2.5 Data collection

2.5.1 Research instruments

In this study, the research variable focuses on "discipline". In order to ensure consistency and coherence of the analysis, the following consistency table was elaborated.

Table 1. Source: Prepared by the author.

Scientific problem	Objectives	Hypothesis	Research variables	Categories	Measurement indicators	ITEMS
How to strengthen the formation of school discipline in English classes in 9th grade students of basic "A" of the 9th of October Baccalaureate School?	General: to elaborate a system of didactic activities based on the use of imperative commands that contributes to the formation of school discipline in English classes in students of 9th grade of basic "A" of the 9 de Octubre Baccalaureate School.	General hypothesis: scientific hypothesis: If a system of activities based on the use of imperative commands in English is implemented, it contributes to the strengthening of the formation of school discipline in the students of 9th grade of basic "A" of the 9 de Octubre Baccalaureate School.	Discipline is instruction that shapes, corrects, and inspires appropriate behavior.	Behavior and compliance Learning standards Coexistence according to the rules	Arrive on time to class Disruptive behaviors in the classroom. Actively participates in activities and discussions. Ability to work in a team and collaborate constructively	Pre-test: 1 Post test: 1 Pre-test: 3 Post test: 2 Pre-test: 2 Post test: 3,5 Pre-test: 4,5 Post test: 4

2.6 Description of the data analysis processes

The information is analysed using the proportion (%) as a measure for each of the indicators. For the synthesis of the information on discipline training, three levels were considered: good, fair and insufficient, which result from the analysis of the state of the dimensions and indicators, as shown in the following table:

Dimensions	Analysis
<p>Behaviour and compliance with standards Student's knowledge of behaviour and degree of compliance with the rules established in the school environment.</p> <p>Learning standards Student's knowledge of how school discipline can affect learning.</p> <p>Coexistence Learner's awareness of the importance of peer relationships.</p>	<p>Bueno (3) The student fulfils all three dimensions</p> <p>Regular (2) The student behaves and learns well, but does not have a healthy coexistence with his/her peers.</p> <p>Insuficiente (1) Student fulfils one or none of the following dimensions</p>

Table 2. Dimensions and analysis. Source: Prepared by the author

The chapter presented the methodological design of the research, with emphasis on the selection of the population, its typology and the methods used to answer the research problem.

CHAPTER 3. SYSTEM OF ACTIVITIES BASED ON THE USE OF IMPERATIVE COMMANDS FOR STRENGTHENING SCHOOL DISCIPLINE

3.1 Theoretical foundation of the activity system based on the use of the imperative commands for strengthening school discipline

This research focuses on the creation of a system of activities based on the use of imperative commands to strengthen school discipline in 9th grade "A" students at the "9 de Octubre" high school. It is essential to know what an activity system consists of, how it works and how to develop it in relation to the objectives set out in the research.

Defining a system of activities as a scientific result, Gonzalez M. (2006), states that it is a set of activities related to each other in such a way that they form a unit, and contribute to the achievement of a general objective as a solution to a previously determined scientific problem.

This set is a system if the links that exist between its elements are given, each of the elements within the system is considered indivisible, the system interacts as a whole.

On the other hand, Gonzalez B. (2007) a system is a unitary, integrated and dialectical whole of organised and interconnected elements that can appear recursively both in a lower and higher order system, delimited by a medium with which they interact, by their objectives, goals and functions. In accordance with the above, Gonzalez M. (2009) considers that when conceiving a system of activities, it is also necessary to specify the nature of the activities that make up the system, basically according to the context in which they are carried out, the objective they pursue and the people to whom they are directed. Consequently, the system of didactic activities according to this author can be a scientific result to the extent that its objective is to contribute to the improvement of the teaching-learning process, mainly within the classroom or other organisational forms.

When the term system of activities is mentioned, it refers to a set of activities that have a common objective or goal, which must be carried out sequentially in order to achieve that objective. By taking this meaning as the main reference for this research, it is mentioned that the system of activities proposed by the teacher contributes to the improvement of student achievement.

For Marvelis Martinez et al., (2015) the system of activities is applied by teachers to ensure changes aimed at the effective implementation of the teaching-learning process, this allows the teacher to impart their content in different ways and at the same time for students to assimilate the content in a meaningful way for them. When a system of activities is applied in a classroom context, it must have objectives and goals to be met at the end of the application, and

it should be emphasised that these objectives and goals are met for both the teacher and the students.

In discussing a system of activities based on the use of imperative commands for strengthening school discipline, we are entering an area of knowledge that has been little researched, and thus, during the literature review process, only the works of Luh Kade Diana Kusumadewi, et.al. (2020) were found. The aim of the study is to investigate the effective commands used by teachers at TK Aura Sukma Insani to overcome disruptive behaviours through observation, questionnaires, and interviews.

The aforementioned study work sought to identify the types of disruptive behaviours that were present in the classrooms, for this, they made a five-class system that was based on observing what commands the teacher uses to manage the students. They defined eight types of commands: interrogation command, question command, regular command, indirect command, stop command, don't command, negative command, and other commands that helped them to identify the types of commands used by teachers.

However, the paper concludes that the commands given had no effect on the disruptive behaviour of the students, who continued to behave disruptively despite the commands given. Therefore, the researchers recommend that more attention be paid to the way teachers give commands to students so that they can easily understand them.

It is in this way that the authors of the present research set out to explore how imperative command activities play a fundamental role in strengthening school discipline by providing a number of essential benefits to the educational environment. Such activities not only create a routine environment that provides students with a sense of order, but also foster the development

of active listening skills and following instructions. It is important to note that English classes, in addition to developing language proficiency, are working with a student who needs other qualities.

3.2 Description of the system of activities based on the use of imperative commands for the formation of school discipline.

This section explains in detail the system of activities used, together with the different activities that are complemented with the use of the imperative commands, where use was made of visual resources such as photographs and worksheets, which were applied in the classes given to students in 9th "A" year of basic education at the "9 de Octubre" high school.

By implementing a system of activities using imperative commands in English, the teacher can assess his or her students to see if there has been an improvement in discipline formation. This can be achieved through an assessment framework that includes a variety of methods such as questioning, behavioural observation, simple questionnaires and parental interviews.

Activity 1: Simon Says

Objective: To promote respect and appropriate behavior towards peers and teachers in students of 9th grade of Basic Education of the school "9 de Octubre", through active practice and the use of imperative commands in English during didactic activities.

Name of the activity: Simon Says

Time: 20 min

Introduction: In this activity, students participate in the classic game of "Simon Says" to practice imperative commands in English while fostering respect and obedience towards their peers and teachers. Simon Says is a fun opportunity for students to listen and follow directions actively and respectfully, while having fun with the game.

Explanation of the activity: begins by explaining the basic rules of the game "Simon Says". They are informed to only follow commands preceded by the phrase "Simon says". If the leader (Simon) gives a command without the phrase, students should not perform the action.

English Commands: We review some examples of imperative commands in English that will be used during the game. For example, "Raise your hand", "Turn around", "Clap your hands", "Sit down" "Stand up" "Walk forward/backward" "Jump in place" "Turn left/right" "Clap your hands" "Touch your toes" etc.

Start the game: A student is chosen to assume the role of "Simon" and give the commands in English. Other students should listen carefully and follow instructions only if they are preceded by "Simon says".

Respect and Behavior: During play, the importance of respect and appropriate behavior towards peers and teachers is emphasized, and students are reminded to follow instructions courteously and without interrupting others.

Conclusions: At the end of the game, a brief time is dedicated to reflect on how respect and obedience are reflected in the actions of the students during the activity. The importance of following instructions and demonstrating respectful behavior in the classroom and in everyday life is highlighted.

Resources:

- Cards or list of imperative commands in English.
- Adequate space to carry out the activity.
- Markers
- Students
- Teachers

Activity 2: Classroom Commands

Objective: To reinforce the use of imperative commands in English to establish and consolidate rules of behavior in the classroom, promoting discipline, respect and cooperation between students and the teacher.

Time: 20 min

Introduction:

In this activity, students practice and reinforce the use of imperative commands in English related to the rules of behavior in the classroom. Through active interaction with the commands, it seeks to establish an atmosphere of discipline and respect in the classroom, fostering cooperation between students and their relationship with the teacher.

Explanation of the activity:

Introduction to commands: It starts by remembering some imperative commands in English that were used in the previous activity (Simon Says). Students can go over the commands and make sure they understand their meaning.

Creating a Command List: In conjunction with students, a list of imperative commands is created that reflect classroom rules and expectations of behavior. Students can suggest

commands such as "Sit down quietly," "Raise your hand before speaking," "Listen attentively," "Respect your classmates' opinions," and more.

Practice of commands in pairs: students are divided into pairs and will be given the list of commands we have created. Each pair will practice giving and following the commands in English in a respectful and collaborative manner.

Representation of situations: After practicing in pairs, some students will have the opportunity to act out class situations in which they use imperative commands appropriately. For example, a student might represent a situation where they need to ask permission to leave the classroom using the command "May I leave the classroom, please?" (Can I leave the classroom, please?)

Conclusions:

At the end of the activity, a brief reflection is made on the importance of imperative commands in English to establish rules of behavior in the classroom and how they contribute to creating a disciplined and respectful environment. Students will share their experiences during the activity and how they felt using the commands in different class situations.

Resources:

List of imperative commands in English.

Sheets or cards to practice in pairs.

Adequate space to carry out the activity.

Activity 3: Classroom Rules Charades

Objective: To reinforce the rules of behavior in the English classroom in an interactive and fun way, through the representation of charades, in order to promote discipline, respect and understanding of the established norms.

Time: 20 min

Introduction:

In this exciting activity, students participate in a charades session to reinforce English class rules in a dynamic and entertaining way. The performance of charades will allow them to remember and better understand the rules of behavior in the classroom, and at the same time, will encourage discipline and respect in 9th grade EGB students.

Explanation of the activity:

Review of the rules: Before starting with the charades, a reminder is made of the rules of behavior established in the classroom. Students will be able to share examples and describe situations that illustrate each rule, which will help them have clarity about their meaning.

Card preparation: cards are prepared with different class rules written on them. Each card will represent a specific rule, such as "Raise your hand before speaking" or "Listen attentively to the teacher."

Team building: Students are divided into small teams and each team selects one student to perform the first charade.

Charades Performance: The selected student can take a card at random and, without speaking, must represent the class rule indicated on the card, using gestures and movements. The team must guess the rule represented within a certain time limit.

Role rotation: After guessing correctly, another student will assume the role of acting out a new charade while the others guess. We will continue to rotate roles so that each team member has the opportunity to actively participate.

Conclusions:

The charades activity allows students to internalize class rules in a more meaningful way, as they will be able to visualize and act out the situations in which they must apply them. In addition, team collaboration will foster empathy and mutual respect.

Resources:

- Cards with class rules written for charades.
- Adequate space to carry out the representations.
- Students
- Teachers

Activity 4: Classroom Rules Poster

Objective: To stimulate collaboration and creativity while students, together with teachers, design a poster of class rules in English, with the purpose of creating a disciplined and respectful environment, where positive behaviors towards peers and teachers are reinforced.

Time: 30 min

Introduction:

In this activity, students work together with teachers to create a poster of class rules in English. The goal is to encourage collaboration and creativity while thinking about the rules of behavior that will contribute to a disciplined and respectful classroom environment. The posters will serve as a visual reminder to reinforce positive behaviors toward peers and teachers.

Explanation of the activity:

Introduction to the activity: It begins by explaining the purpose of the activity and how the classroom rules poster can help establish a positive and disciplined atmosphere in the classroom. The importance of teamwork and collaboration to achieve a successful outcome will also be emphasized.

Brainstorming rules: Each student brainstorms to identify and discuss the rules of behavior they consider most important to the classroom. They will be encouraged to think of rules that promote respect, active listening, and responsibility.

Poster design: Once the rules are selected, they can include attractive illustrations and colors to make the poster more visually appealing.

Conclusions:

The resulting posters are a clear and colorful visual representation of the rules that students will consider fundamental to maintaining a disciplined and respectful classroom environment. The design will reflect the importance of behaving kindly, listening to others, and respecting the diversity of opinions and perspectives in the classroom.

Resources:

- Cardboards
- Markers
- Pictures
- Fomix
- Adequate space to work on the posters.
- Teachers
- Students

Using these assessment methods, the teacher can determine whether pupils understand the imperative instructions and are able to follow classroom directions in general. In addition, observing changes in behaviour and comments received from parents in interviews can provide valuable information about pupils' progress in terms of discipline and their participation in the learning process.

In this chapter, a system of activities designed around the imperative commands in English was introduced with the purpose of strengthening academic discipline among 9th grade "A" basic education students. These activities, framed in entertaining dynamics, were not only fun, but also allowed the students' level of discipline to be assessed effectively.

CHAPTER 4. ASSESSING THE RESULTS ACHIEVED THROUGH THE APPLICATION OF A SYSTEM OF ACTIVITIES USING THE IMPERATIVE COMMANDS IN THE ENGLISH LANGUAGE

This chapter presents the results obtained through the system of activities implemented to strengthen school discipline among 9th grade students at Colegio de Bachillerato "9 de Octubre" during the 2023 school year. These activities were carried out on 7, 10, 14 and 17 August, using an experimental design.

4.1 Description of the implementation of the system of activities.

On the first day of class, before starting with the proposed class topics, the students were evaluated with a pre-test to generate a diagnosis and measure their behaviour; this pre-test lasted 10 minutes.

Activity 1: "Simon says"

The activity system started on Monday 7th August 2023, and the activity lasted 20 minutes. The class began with a brief introduction to the students about what the project would be about, followed by a short introduction to the topic that would be covered that day.

For the first 10 minutes, the imperative commands and the importance of using them in the classroom were explained. During the next 10 minutes the students did an activity in which they had to memorize an imperative command and then follow the instructions given by the teacher. Finally, at the end of the activity, a formative evaluation was done to measure the students' knowledge of the commands, the students had to say them in English and if they did not say them correctly; they were told to repeat them.

Activity 2: Classroom Commands

The second activity took place on Thursday 10 August 2023 and lasted 20 minutes. To begin the activity, brief feedback was given regarding what was studied in the previous activity, and then the new activity was carried out, which consisted of dividing the students into pairs and giving them a list of commands that we had created. Each pair practised giving and following the commands in English in a respectful and cooperative way. To end the activity, the topic was reinforced, and a short reflection was given about cooperative work and how it helps to strengthen school discipline.

Activity 3: Classroom Rules Charades

The third class was held on Monday 14 August 2023, and lasted 20 minutes, before starting with the new activity, there was a recapitulation of what was learned in the previous

activity, then began with an introduction about what was going to be done, it was explained that the activity consisted of dividing the students into small teams and each team will select a student to represent the first charade and proceed to guess. This was followed by a short evaluation activity for greater understanding. Finally, a brief reflection was concluded.

Actividad 4: Classroom Rules Poster

The fourth class was on Thursday 27 August 2023 and lasted 30 minutes, before starting a new explanation there was feedback of the previous activity, after that there was a brief introduction about the new activity, then continued with the explanation, which consisted of the students working in groups to create posters of classroom rules in English. The lesson concluded with a small evaluative activity on the topic, where each student had to present their posters, letting the whole class know the imperative commands they had chosen.

As it was the final day, a post-evaluation was carried out in which the students' knowledge of all the activities covered over a two-week period was analysed. This process reaffirmed the success of the implementation of the didactic activities in the classroom.

4.2 Results obtained after the use of the system of activities through imperative commands in English as a didactic strategy for the formation of the discipline.

After conducting the diagnostic assessment of the 9th "A" students, the need to implement a set of actions aimed at promoting school discipline was reinforced. These actions, consisting of a system of classroom activities, focused on strengthening the teaching of imperative commands in English, with the aim of improving discipline among the students.

Furthermore, the pre-test data were compared with the results obtained from the post-test through empirical methods, obtaining the following data:

Dimension 1: Behaviour and compliance with standards

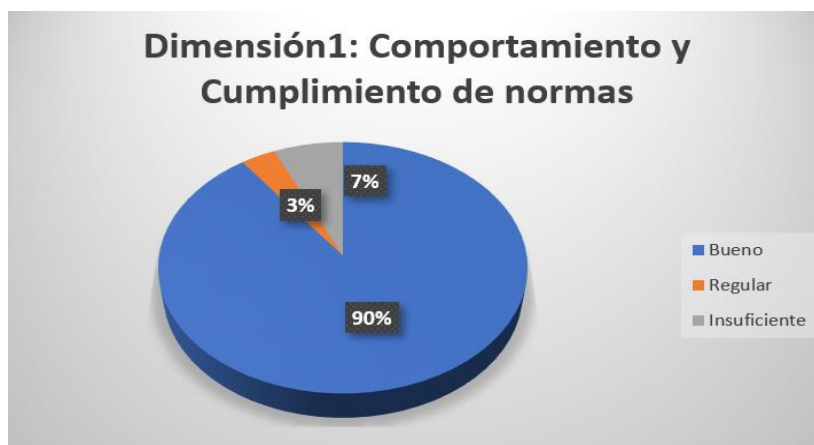


Illustration 5. Dimension Behaviour and compliance with standards (Post-test). Prepared by the authors

Overall, the data show a significant improvement in Dimension 1: Behaviour and compliance with rules after the intervention, from 67% to 90% in "Good" category. However, a small percentage of students (7%) worsened and fell into the "I" category. This information suggests that the intervention has had a positive impact on the majority of pupils, but that there remains a small group that requires further attention in this area.

Dimension 2: Learning

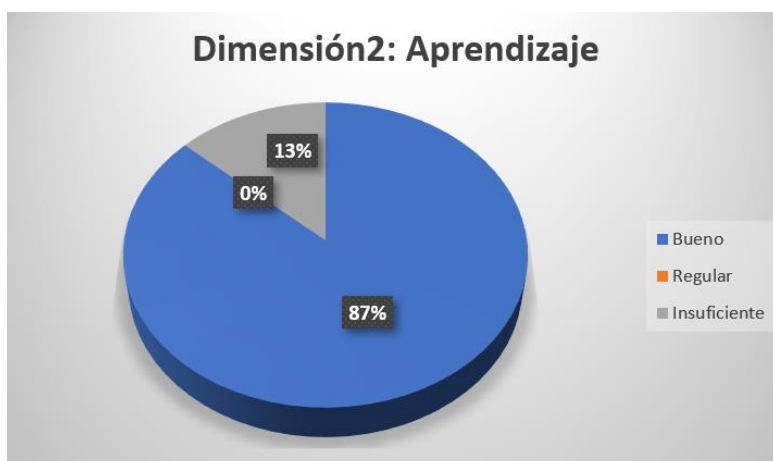


Illustration 6. Learning (Post-test). Prepared by the authors.

Based on this analysis, it is evident that there was also a clear improvement in Dimension 2: Learning, from 43% to 87% in the "Good" category. However, it should be noted that a small percentage (13%) regressed and were placed in the area of "Insufficient". These findings underscore significant progress in the students' learning processes. However, they also indicate the presence of students who require additional attention within the classroom.

Dimension 3: Coexistence

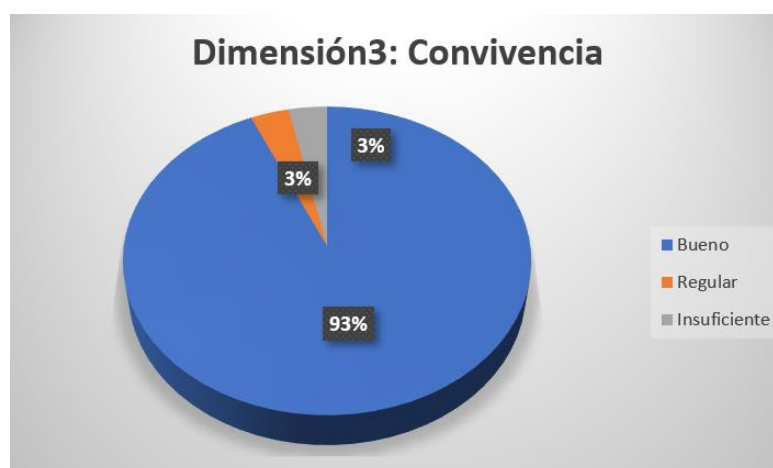


Illustration 7. Coexistence (Post-test). Prepared by the authors.

An examination of the data for Dimension 4: Coexistence in both the pre-test and post-test reveals significant changes. In the pre-test only 40% of all students were in the "Good" category whereas in the post-test, the results show substantial progress to 93%, with only a few percent of 3% of students being in the (R) and (I) categories.

General Diagnostic

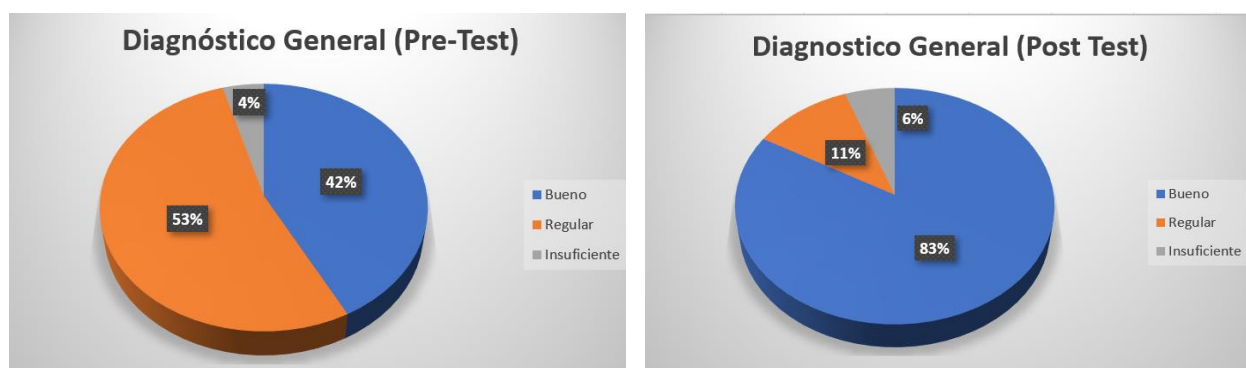


Illustration 8. *General Diagnostic (Post-test). Prepared by the authors.*

The overall results revealed that at the beginning of the pre-test application only 42% of the students placed themselves in the "Good" category, 53% in the "R" category and 4% in the "I" category.

The successful intervention of the system of activities based on the imperative commands shows that the general results of the post-test were significant, as it can be observed that 83% of students are now in the "Good" category, on the other hand, a small percentage of students are in the Regular 11% and Insufficient 6% levels, this means that even after having concluded that the intervention was successful, there are still percentages of students who need support and attention.

These data support the hypothesis that the implementation of a system of activities based on imperative commands in English can improve discipline in the English classes of 9th grade students of the General Básica Superior of the Institución 9 de Octubre in the city of Machala.

4.3 Hypothesis Testing

Scientific hypothesis: If a system of activities based on the use of the imperative commands in English is implemented, it contributes to the strengthening of the formation of school discipline in the students of 9th grade of basic "A" of the High school 9 de Octubre.

Statistical hypothesis:

H0: If a system of activities based on the use of the imperative commands in English is implemented, it does NOT contribute to the strengthening of the formation of school discipline in the students of 9th grade of basic "A" of the High school 9 de Octubre.

H1: If a system of activities based on the use of the imperative commands in English is implemented, it DOES contribute to the strengthening of the formation of school discipline in the students of 9th grade of basic "A" of the High school 9 de Octubre.

The following formula was used to determine the chi-square statistic:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

χ^2 : Estadístico Chi cuadrado.
 O_i : frecuencias observadas.
 E_i : frecuencias esperadas.
 $E_i = \frac{n_{i.} * n_{.j}}{n}$

Illustration 9. Chi-squared formula. Prepared by the authors.

Error range: 0.05

4.3.1 Scale of students' values in the Pre-test and Post-test.

Instruments	Bueno	Regular	Insuficiente	Total
Pre-test	13	16	1	30
Post-test	25	3	2	30

Table 3. Scale of values of the students in the Pre-test and Post-test carried out by the authors.

4.3.2 Chi-squared calculator (X^2)

Observed frequencies.

Observed	Bueno	Regular	Insuficiente	Total
Pre-test	13	16	1	30
Post-test	25	3	2	30
Total	38	19	3	60

Table 4. Observed frequencies. Prepared by the authors.

Expected Frequencies

Observed	Bueno	Regular	Insuficiente	Total
Pre-test	$38 \cdot 30 / 60 = 19$	$19 \cdot 30 / 60 = 9,5$	$3 \cdot 30 / 60 = 1,5$	30
Post-test	$38 \cdot 30 / 60 = 19$	$19 \cdot 30 / 60 = 9,5$	$3 \cdot 30 / 60 = 1,5$	30
Total	38	19	3	60

Table 5. Expected frequencies. Prepared by the authors.

Chi-squared

Chi squared	Bueno	Regular	Insuficiente
Pre-test	1,894736842	4,4473684	0,166666667
Post-test	1,894736842	4,4473684	0,166666667
Total	13,01754386		

Table 6. Chi-squared. Prepared by the authors

4.3.4 Hypothesis testing

Chi-squared	Critical value
13,01754386	5,991464547

Table 7. Hypothesis testing values. Prepared by the authors.

The value of the chi-square statistic (13.02) is greater (>) than the critical value (5.99) indicating that there is a significant difference between the results obtained from the "Pre-test" and "Post-test". Therefore, the null hypothesis (H₀) is rejected, which means that there is a significant correlation between the implementation of a system of activities based on imperative commands in English and the formation of school discipline in 9th grade "A" students of the High school 9 de Octubre.

4.4 Analysis and discussion of results

The aim of this research was to reinforce school discipline in English classes through the use of imperative commands, thereby identifying the factors associated with indiscipline experienced by pupils in English classes. The main findings of this study are presented below.

According to the results obtained in this research, it can be deduced that the initial state of the population is dominated by a group of students with problems in their discipline when teaching a new language, making it difficult for them to pay full attention to the topics proposed by the teacher, the poor coexistence between classmates meant that the students did not put their greatest interest in class, as the disturbance and lack of respect indicated a lack of understanding of the orders given by the teacher, which is why the teacher had a low level of authority in the English classes.

After applying the class system, after the post-test, it is evident that there was a great improvement in their discipline, as well as a significant improvement in their communication, i.e. their vocabulary increased, so that their school coexistence improved, due to the fact that they communicated more using the imperative commands for each situation. Conversely, there were few students who did not have an improvement in their discipline and this is due to a lack of commitment to work on such activities.

The system of activities developed based on the use of the imperative commands is shown to be a promising alternative for the strengthening of the discipline due to its flexibility in adapting to each English class, regardless of the subject or situation in which the student/teacher finds himself/herself. A feature of this system is the variety of vocabulary that can be learned through its use, due to the wide range of imperatives that can be adapted to each situation.

In this chapter, the application of the system of activities was outlined, as well as validating the results obtained from the analysis through the chi-squared test, which showed that there is a relation between the creation of the system of activities through the use of the imperative commands and the strengthening of the school discipline of the students of the 9th year of basic education "A" of the high school "9 de Octubre".

5. Conclusions

At the end of this research entitled "The formation of school discipline through English classes in higher basic education", the following conclusions are drawn:

- The literature review in relation to the theoretical foundation has allowed to deepen the most important concepts of the research. In particular, the importance

of strengthening school discipline through the use of imperative commands in English classes was highlighted through the research of various scientific sources. In parallel, the value of discipline in the process of teaching and learning a foreign language is emphasised.

- Through the diagnosis it was found that the students had poor behaviour in the classroom, due to the problems of school coexistence and the lack of respect that existed between classmates and teachers, which meant that the students did not value the learning of English.
- The development of a series of activities on imperative commands in English was the starting point for the development of the discipline and for the meaningful yet harmonious learning of the pupils.
- The testing of the system of activities was highly satisfactory, since the students were willing to carry out the activities, as can be seen in the results of the post-test at the end of the application of the system, thus achieving an improvement in their discipline.

6. Recommendations

Through experience and the arduous effort in working with the discipline of young people in a subject as important as English, the difficulty of this type of study is evident, given that many seek methodologies or various techniques that can be applied to achieve meaningful learning, but little research is done on the environment in which each one of them is developed. Consequently, one of our key recommendations for future researchers is that much more research be done on the relationship between school discipline and new language learning, since

discipline in English classes is of utmost importance in promoting a learning environment, fostering mutual respect, establishing clear rules and preparing students for success in life itself.

The recommendations, therefore, are as follows:

- Modelling good behaviour is particularly important; the English teacher is a role model for the pupils. It is therefore essential to demonstrate the behaviour you want to see in the classroom, such as order, respect and responsibility.
- Maintain an interesting curriculum in which the student maintains active participation in activities that can help maintain discipline.
- It is crucial to offer praise and positive reinforcement, i.e. when learners follow your instructions, acknowledge them and praise their good behaviour. This helps to positively reinforce obedience to imperative commands.

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ATTACHMENTS

Attachments 1

Observation guide

Subject: English	
Observers: Guerrero Melissa Miranda Elizabeth	Institution: Colegio de Bachillerato 9 de Octubre.
Population: 9th grade students.	Application date: 31-07-2023

Objective: To evaluate students' compliance with behavioural norms and active participation during an English class.

Performance characteristics to be evaluated	Complies	Does not comply	Comments
Follow the teacher's instructions.			
Maintains a respectful attitude towards peers and teacher.			
Avoid interruptions or disruptive behaviour.			
Actively contributes to group discussions.			
Arrive on time to class and return promptly after breaks.			

Attachment 2

Semi-structured interview addressed to the teacher.**Teacher's name:** MGS. Wilmer Quinde Castillo**Teaching period:** 2022 – 2023Dimension: Behaviour and compliance with standards

- 1) ¿Qué valor desempeña la disciplina en las clases de inglés?
- 2) ¿Cuál es su opinión general sobre la disciplina escolar en su clase de inglés?
- 3) ¿Cómo maneja la disciplina en las clases de inglés?
- 4) ¿Qué estrategias o enfoques utilizas para fomentar y mantener la disciplina en el aula?

Dimension: Learning

- 5) ¿Cómo involucras a los padres o tutores en el proceso de disciplina y apoyo en el aprendizaje del inglés?

Dimension: Coexistence

- 6) ¿Cómo fomenta la participación activa y el respeto mutuo en las actividades de conversación y trabajo en grupo en las clases de inglés?
- 7) ¿Qué actividades utilizas para fomentar un ambiente de aprendizaje disciplinado?

Attachments 3

Pre-test**Evaluation**

Los estudiantes llegan puntualmente a la clase de inglés.

- a) Si
- b) A veces
- c) Nunca

Durante las clases de inglés, los estudiantes participan activamente.

- a) Si
- b) A veces
- c) Nunca

Los estudiantes se comportan y evitan interrupciones

- a) Si
- b) A veces
- c) Nunca

Los estudiantes muestran respeto hacia sus compañeros

- a) Si
- b) A veces
- c) Nunca

Sigue de manera correcta las instrucciones del docente en la clase de inglés

- a) Si
- b) A veces
- c) Nunca

Attachment 4

Application of the pedagogical proposal

Pre-test



Activity 1



Activity 2



Activity 3

9/8/2023

Los chakalitos: 5	1.25	-2	
Las Garilas: 4	2.23	-2	
Los Tlinaroz: 1	1.37	-1	
Yita 4: 2	1.19	-1	✓
Los Michis: 3	3.14	-1	

Activity 4



Post-test application



Attachment 6

Evaluation Test

Instructions: choose the correct answer for each imperative command studied in class.

Look at the imperative commands, what do they mean?

Imperative Command: "Be on time."

- a) Maintain silence.
- b) Raise your hand.
- c) Be on time for class.

Command: "Be respectful."

- a) Raise your hand.
- b) Close your eyes.
- c) Respect your teachers and classmates.

Command: "Follow the instructions."

- a) Close your eyes.
- b) Do what the teacher indicates in class.
- c) Raising your hand.

Command: "Work in groups."

- a) Maintaining your eyes closed.
- b) Raising your hand.
- c) Working together with your team.

Command: "Share your ideas"

- a) Maintaining your eyes closed.
- b) Share what you think in class.
- c) Write