



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“Behaviorism as a Methodology to Promote Oral Expression in
English Language Teaching.”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES**

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ADVISOR'S APPROVAL

In my role as advisor of the research paper under the title “BEHAVIORISM AS A METHODOLOGY TO PROMOTE ORAL EXPRESSION IN ENGLISH LANGUAGE TEACHING” prepared by Barzola Perero Erika Marilyn and Borbor Muñoz Sheyla Jazmín, undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to evaluation of the academic tribunal.

Sincerely,

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Acknowledgment I

First and foremost, I would like to express my deepest gratitude to God for guiding me and watching over me during this important chapter of my life, my academic journey for giving me the wisdom, strength, and faith I needed, for never leaving me in uncertainty, and always giving me hope to move forward despite any obstacle that might stand in my way. Thanks to him I never gave up and was able to succeed. He has always been my inspiration and greatest motivation.

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- Borbor Muñoz Sheyla Jazmín

Dedication I

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Dedication II

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- With love, Borbor Muñoz Sheyla Jazmín

Abstract

This study explored how use of behaviorist strategies improves oral skills in high school students by promoting their English as a Foreign Language (EFL) learning. Speaking skills are essential in language learning and can be developed through a behaviorist-based approach. The objective of this study was to analyze teachers' perceptions and explore the advantages and challenges of applying the behaviorist method. A qualitative approach was used, involving individual interviews with five English teachers experienced in using behaviorist strategies. These results demonstrated that applying behaviorist methods is an effective way to improve speech skills. It is believed that students gain better control over their emotions and become more engaged; they also increase their confidence, pronunciation, and fluency when speaking in public, thereby strengthening their language skills. Despite this, some disadvantages arose such as fear of participating and making mistakes, anxiety, and panic over mispronouncing words; that is why the behaviorist method was implemented as a strategy to improve oral expression. This study concludes that the behaviorist approach contributes positively to the development of oral skills, taking into account perseverance, commitment, and dedication to language learning in order to achieve better academic performance.

Keywords: Behaviorism, oral expression, speaking skills, emotions.

Resumen

Esta investigación exploró como el uso de la estrategia del conductismo mejora las habilidades orales en estudiantes de bachillerato fomentando su aprendizaje del idioma inglés (EFL). La habilidad del habla es primordial en lo lingüístico puede desarrollarse en el aprendizaje centrados en la estrategia conductista. Este estudio tuvo como objetivo analizar las percepciones de los docentes, explorar las ventajas y retos al momento de aplicar el método del conductismo. Se hizo uso de un método cualitativo mediante entrevistas individuales con cinco docentes de inglés con experiencia en el uso de la estrategia conductista. Dichos resultados demostraron que el aplicar el método del conductismo sirve de manera efectiva para mejorar la habilidad del habla. Se considera que los estudiantes controlan mejor sus emociones y se vuelven más participativos, aumentando su confianza, su pronunciación y fluidez al hablar en público fortaleciendo así sus habilidades lingüísticas. A pesar de esto se presentaron algunas desventajas como el temor a participar y equivocarse, la ansiedad y el pánico a pronunciar mal palabras, es por eso por lo que se implementó el método de conductismo como estrategia para mejorar la expresión oral. Este trabajo concluye que la estrategia del conductismo aporta de manera positiva al desarrollo de las habilidades orales tomando en consideración la constancia, compromiso y dedicación al aprender el idioma para así lograr un mejor desempeño académico.

Palabras claves: Conductismo, expresión oral, habilidad del habla, emociones.

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Introduction

English is considered one of the most important yet challenging languages today. Teachers face multiple challenges on a daily basis when teaching the language, which is why many students find it difficult to learn English due to a lack of resources or effective teaching strategies. In this context, implementing behaviorism as a methodology to promote oral expression has emerged as an essential factor in English language teaching, as this methodology helps students improve their skills through repetition, encouragement, and incentives. Therefore, improving oral expression enables us to express ideas, engage in dialogues and debates, and even carry on conversations in a natural way.

The application of this behaviorist methodology focuses on various aspects, such as vocabulary, pronunciation, fluency, and speech. However, this strategy not only encourages students to improve their language skills but also helps them become more active and engaged by allowing them to express ideas, have conversations, repeat words, and feel comfortable and confident speaking clearly and correctly. Furthermore, it has been found that when the behaviorist stimulus-response methodology is applied, students are motivated to participate because they receive an incentive or reward for their participation.

The purpose of this study is to explore the different perceptions and experiences of English teachers regarding behaviorism as a methodology to promote oral expression. Specifically, this study analyzes how teachers implement this strategy in the classroom, how they evaluate it and how emotions influence the learning process, as well as the advantages and challenges they face daily with their students. Consequently, behaviorist strategies continue to be used to benefit students by improving their speaking skills and encouraging their active participation.

This research is structured into five chapters in an organized and specific manner:

Chapter I. Introduce the topic at hand, present the problem statement, research questions and objectives and provide the rationale for the research's contribution.

Chapter II. Presents the theoretical framework using citations that support the concepts and objectives based on the explanation of the problem which also detailing the background of the study at three levels: international, national, and Latin American.

Chapter III. This chapter describes the data collection methods and techniques, the type and design of the research, and the instruments used, and provides details on the study population and sample. In this study, a questionnaire was administered to support the research with the participation of several teachers.

Chapter IV. This chapter present the findings obtained through the interviews. It also analyzes the interviewees' responses by relating their options to the literature review and the proper process for collecting clear and accurate information.

Finally, Chapter V present the conclusion and recommendations based on various reflections on the study and its finding which highlight the importance of using this research method.

Chapter I

The Problem

Research Topic

Behaviorism and methodology to promote oral expression.

Write the title of your project.

Behaviorism as a methodology to promote oral expression in English Language Teaching

Problem Statement

Currently, the teaching of English as a foreign language is considered a key factor in education, as the development of oral expression has posed a challenge for both students and teachers. Students face difficulties when engaging in conversation; this is due to the limitations they feel because they are unable to carry on a fluent and natural conversation, which prevents them from participating in oral activities, significantly affecting their confidence and education.

According to the EF English Proficiency Index (2025), Ecuador remains in the “moderate” proficiency category. Speaking continues to be one of the weakest productive skills among students because many students face various challenges in communicating fluently and confidently when confronted with real-life situation this is due to a lack of resources and opportunities to learn and practice English. In addition, other factors play a role, such as anxiety which often limits classroom interaction and thus reduces students’ willingness to participate in oral activities.

According to Skinner (1973), Behavior is a difficult area to study because it is highly complex; it involves a process that cannot be easily paused for observation, as it is dynamic and

ever changing. In this study, Behavior is one of the factors that most significantly affects students when acquiring a new language. Learning is affected by student behavior because students face difficulties when learning the language; this is due to a lack of confidence, grammar, pronunciation and above all, a fear of speaking in public. In this case, the outdated use of communicative strategies has prevented students from developing their oral skills to the best of their ability. Behaviorism as a methodological approach, applies stimulus-response, reinforcement, and repetition to establish oral habits through imitation and controlled practice.

“The importance of emotion in language learning and emphasizes that emotion may positively and negatively affect language acquisition” (Dewaele and Li, 2020). That said, emotions affect students because, on certain occasions, they can interfere either positively or negatively when exploring new ideas; in other words, students may feel afraid to speak, which leads to feeling of frustration or anxiety. On the other hand, if students feel calm, this helps them feel confident in pressing their ideas more quickly and effectively.

Recent research conducted in China indicates that emotional factors significantly influence students’ oral performance. Li (2021), explored how enjoyment of a foreign language positively contributes to language acquisition. However, anxiety negatively affects active participation in the classroom. This study suggests that teaching methodologies should be up-to-date and based on repetition, positive reinforcement and interactions as key elements within the educational environment to effectively improve oral skills.

The Mexican context, various studies indicate that learning English is still viewed as one of the most difficulties skills when acquiring a new language. However, the resources used by teachers are insufficient to provide students with a formal education. Ramírez et al. (2014),

English teaching in Mexican public often emphasizes grammar and reading activities, while speaking receives limited attention due to large classes and lack of communicative strategies.

Ecuadorian context, various studies show that students struggle to develop their oral English skill due to the use of traditional teaching methods. Ministerio de Educacion del Ecuador (2014), one of the major weaknesses in English instruction is the insufficient implementation of interactive methodologies that promote speaking skills. As a result, students show little interest in participating in class or in oral activities.

The Unidad Educativa José Pedro Varela, it has been observed that students tend to respond to stimuli and reinforcement provided by the teacher to achieve learning objective. Identifying this strategy has a positive impact on students because many students tend to respond well to such encouragement, they are often more engaged when teachers offer incentives or simply acknowledge their students' efforts, enabling them to express themselves with ease in the classroom.

MacIntyre et al. (2020), anxiety can have a negative impact on students' ability to express themselves in English classes. This is because students refuse to participate in oral activities assigned in the classroom for fear of making mistakes, particularly grammatical errors. This affects students' confidence and motivation. However, this problem is particularly pronounced in several institutions where student participation remains low, and the resources being used are insufficient to encourage students to participate.

This study identified students lack participation as a problem, given that many students are afraid to participate in activities assigned by the teacher for fear of being mocked or judged. Some of the main factors contributing to this problem are a lack of self-confidence, limited

knowledge of grammar, and the cognitive habit of mentally translating words quickly, which causes insecurity and thus hinders students' active participation.

Problem Formulation

General Question

- How do teachers apply Behaviorism as a Methodology to promote oral expression in English language through one-on-one interviews?

Specific Questions

- What are teachers' perceptions about behaviorism as a methodology in English classes?
- How do teachers apply behaviorism activities in English classes?
- What are teachers' advantages and challenges at the moments of applying behaviorism as a methodology?

Justification

The study of English as a foreign language (EFL) and the development of communicative strategies for listening comprehension have gained prominence in the field of education.

Currently, students face the challenge of mastering the English language due to a grammar-focused approach, for this reason, many students are limited in their ability to express themselves or develop their communicative skills. According to Savignon (2002), communicative language teaching (CLT) promote interaction as the primary means through which students develop linguistic competence. However, in many educational contexts, teaching practices still prioritize grammar over communication, which limits students' opportunities to develop their oral skills.

Positive reinforcement is considered an effective strategy for increasing student motivation and participation in English classes. By warding appropriate student behaviors such

as active participation and the successful completion of assignments teachers encourage students to continue practicing the language and to view that learning as a challenge toward achieving a goal according, to the study conducted by Zou et al. (2023), when teachers employ a supportive motivational style, it fosters the development of harmonious students-teachers relationship, thereby contributing positively to improved student behavior and strengthening their motivation to participate in class.

Immediate feedback allows students to identify and correct mistakes as they complete classroom activities with the goal of preventing these mistakes from recurring or affecting their participation. In English language learning, timely feedback improves pronunciation, vocabulary, fluency, and grammar, thereby giving students the opportunity to enhance their skill development while learning within that context. Zheng (2022), note that effective feedback should be specific, pointing out both negative and positive aspects in a friendly manner so as not to directly affect the student.

The formation of habits or routines is an important adaptation process for both teachers and students, as it involves consistent practice leading to the automatic use of the language. When students regularly participate in oral activities, they are much more likely to develop their pronunciation and fluency, and at the same time they gain confidence and self-assurance when participating in the classroom. According to Gardner and Reber (2019), habits are formed through repeated behaviors carried out in stable context. Fiorella and Mayer (2015), emphasize that the consistency of habits enhances cognitive development and urge students to exercise proper control over their actions.

Listening is an extremely important element that stands out when building a connection with students. To practice active listening, it is necessary to pay close attention to details so that

students can fully convey the message and feel confident speaking and expressing themselves. Wai and Shing (2008), notes that effective active listening requires taking into account aspect of verba communication such as paraphrasing and asking questions while maintaining eye contact. Listening effectively helps students express themselves freely, feeling confident that they are being heard. In turn, teachers must adopt proper body language, interact with students, and ensure that students express their ideas in an engaging environment.

On the other hand, it is emphasized that repetition remains an effective strategy for reinforcing language skills. Frequent repetition of language skills such as vocabulary and pronunciation improves oral expression. Repeatedly reviewing words or phrases on a daily basis fosters language development. This is evident when students express themselves in oral activities such as debates or peer discussion; improvements are seen in words that they previously had some difficulty pronouncing but were able to master through repetition.

This research aims to analyze and understand significant perspectives on the issue of developing oral expression in English language instruction, using behaviorism as methodological framework. The primary purpose of themselves, the strategies and practices that can be integrated into their educational work from a behaviorist perspective, and how these strategies adapt to the reality of their own classroom, the characteristics of their student groups, their learning paces, and their ways of interacting within the educational process. This is achieved through interviews conducted with teachers at the Unidad Educativa José Pedro Varela, with the intention of delving into the deeper meaning's teachers ascribe to the application of these methodologies, how they interpret the influence these methodologies may have on the development of their student's communication skills, and what their perception is of the changes

these methodologies generate in students' attitudes and participation during oral expression instruction sessions.

The use of behaviorism as a methodology is an extremely useful way to develop speaking skills (EFL); this strategy not only fosters these skills but also encourages students to assess their own abilities and therefore, is based on what they are capable of achieving without teachers having to force them to participate but rather focusing on helping them participate with confidence and assurance. This approach is particularly beneficial for students who suffer from anxiety or fear and feel insecure about speaking, as this strategy reduces frustration and the fear of making mistakes while keeping students actively engaged and participating. Reflections are offered from their perspective on how behaviorist principles, the use of clear stimuli, the reinforcement of appropriate response, etc., can influence teaching practice when designing session aimed at developing students' oral expression.

This research primarily benefits students through the application of behaviorism as a methodology to promote oral expression; the exclusive use of repetitive reinforcement and stimulation helps students achieve improved academic development using current resources and methodologies based on their needs, while incorporating effective approaches to enhance oral skills.

Objectives

General Objective

- To analyze how teachers apply Behaviorism as a Methodology to promote oral expression in English language through one-on-one interviews.

Specific Objectives

- To explore teachers' perception about behaviorism as a methodology to promote oral expression in English Language Teaching.
- To describe how teachers apply behaviorism as a methodology to promote oral expression in English Language Teaching.
- To analyze teachers' advantages and challenges when applying behaviorism as a methodology to promote oral expression in English Language Teaching.

Chapter II

Theoretical Framework

Background

This chapter analyzes the various challenges students face when developing oral expression in English. To this end, we reviewed a range of studies related to behaviorist methodologies, oral skills, reinforcement techniques, classroom interaction, and student participation in oral activities. In addition, the chapter includes theoretical contributions, statistical analyses, and recommendations from various authors on how behaviorism and reinforcement strategies can improve students' confidence, fluency, and oral performance in learning the English language.

The teaching of English as a foreign language (EFL) has improved significantly in recent years due to the growing importance of communication skills in societies around the world. Among language skills, speaking is one of the most essential, as it enables students to express their ideas, interact with others, and participate in academic and professional activities.

According to Harmer (2015), students often experience fear and insecurity during oral task because classroom instruction does not always provide environments that encourage and motivate oral participation. This is because students experience anxiety, a lack of confidence, and insufficient reinforcement when acquiring English language skills.

According to Alazeer and Ahmed (2023), it has been shown that the fear of making mistakes in front of classmates discourages students from participating in class discussions. Many students feel self-conscious about their pronunciation and grammar, worried that incorrect usage might lead to ridicule from their peers. Consequently, this highlights the importance of

implementing learning methodologies that can encourage student participation in oral activities, so that students are not held back by fear when learning English.

A study conducted in Latin America indicates that high school students continue to struggle with English proficiency. According to Fiszbein and Stanton (2019), common and repetitive teaching methods result in students continuing to struggle when attempting to learn the language. For this reason, many students do not fully develop their potential or are simply overwhelmed by traditional methods and seek out new teaching approaches.

“Interact in a simple way by asking and answering simple questions about the learners’ personal and educational background. Communication is highly dependent on repetition at a slower rate of speech, rephrasing, and repair” (Ministerio de Educacion del Ecuador, 2014). This suggests that students learn best when the conversation proceeds at a slow or repetitive pace.

Therefore. The purpose of this study is to analyze whether behaviorism, as a teaching methodology, can promote oral expression in English among students at the Unidad Educativa José Pedro Varela and contribute to improving oral skills by exploring reinforcement-based strategies that increase students’ confidence, participation, and communicative performance in English classes.

Pedagogical basis

Behaviorism Theory

One of behaviorism major contributions to the field of education is what has been termed programmed instruction, considered a widely developed pedagogical system. “Traditional teaching has certain shortcomings that hinder learning; one of them is that it provides students

with more aversive than positive consequences, the most frequent being the sequencing of materials in group instruction” (Skinner, 1953).

Behaviorism forms the basis of the most prominent psychological theories in education and language learning. This theory highlights that learning is a challenge for teachers, given the changes in behavior that occur when exposed to external stimuli involving repetition and reinforcement.

Behaviorism is closely linked to speech development, as students in the process of language acquisition improve their oral skills through continuous exposure and positive reinforcement. The various activities carried out on an ongoing basis such as repetition, dialogues, guided conversations, and pronunciation exercises enable students to internalize and process linguistic structures in a way that enhances their communicative skills.

Cognitive Teaching

Transformative processes play a significant role in higher education, which requires learning and teaching approaches aligned with digitalization methods; this necessitates adapting these changes to the development and learning process.

“This learning refers to the development of competencies in an academic domain that requires knowledge of facts, principles, and concepts related to general strategies, which can lead to different expanded domains in pedagogy aimed at a dynamic and flexible system” (Batista, 2018).

Cognitive learning involves various teaching methods based on environmental performance and guidance, enabling students to achieve most of the learning objectives by exploring new ways to apply knowledge or skills, with a particular emphasis on reading and writing to develop learning programs that establish a cognitive pedagogy.

Learning Theory

Knowledge management in the educational context begins with a model of knowledge transmission that focuses on conceptual frameworks explaining how individuals acquire, process, and retain knowledge, skills, and abilities.

“Learning is a relatively permanent process of change in a person’s behavior generated by experience, involving a shift in behavioral capacity that occurs through practice and observation of others” (Feldman, 2005).

Two Factor Theory of Emotion

The Schachter-Singer theory, also known as the bifactorial theory of emotion, was developed by Stanley Schachter and Jerome Singer. This theory posits that emotions are based on two elements: Physiological arousal and cognitive interpretation of the situation.

According to Schachter and Singer (1962), people experience emotions after interpreting physiological reactions within a specific context. In educational settings, students may experience anxiety, fear or confidence depending on how they interpret situations in the classroom.

This theory is particularly relevant when applied in the classroom, given the factors that limit students’ ability to express themselves such as anxiety, fear of making mistakes, or fear of being ridiculed by their peers. These factors cause them significant emotional stress, leading to

insecurity and limiting their ability to express themselves, which negatively impacts their academic performance, thereby limiting their ability to speak with confidence, as indicated by the theoretical approaches.

According to Reinhard and Linnenbrink (2014), emotions have a significant influence on students' motivation, participation and academic performance. When students perceive oral activities as a threat, they may avoid participating. This means that the main problem is not always that the students do not know how to speak but rather that their emotions prevent them from doing so.

Theoretical basis

Speaking Skills in Language Learning

The ability to speak is essential in second language acquisition, as it goes beyond mere passive comprehension; it allows students to put what they have learned into practice and use the language actively in everyday communicative context. Unlike other skills, such as listening comprehension or reading, which tend to be more repetitive processes in which the learner acts as a recipient of information.

According to Thornbury (2005), the teaching of oral expression should provide students with opportunities to interact meaningfully and practice the language on an ongoing basis. This means that activities should not be repetitive but should be based on meaningful interactions that is, situation in which students have real purpose for speaking, exchanging ideas, opinions or information with others, rather than simply repeating the same meaningless structures.

Speaking Skills

Speaking is the skill that constitutes the productive capacity of oral communication, through which it is possible to convey ideas, thoughts, feeling and information via verbal exchange with others. According to Brown and Lee (2015), speaking is an interactive process that requires pronunciation, vocabulary, grammar, fluidez and comprehension. This means that mastering the skill of speaking requires more than just knowing rules or words; rather, it is necessary to master all of these aspects in order to achieve effective communication.

For students of English as foreign language, speaking is considered one of the most complex and challenging skills to develop, because it involves generating messages on the spot and participating in real time communication exchanges. Unlike others skills, speaking requires an immediate and spontaneous response.

Components of Oral Expression

Fluency

Fluency is an important factor in the development of oral expression this concept refers to the students ability to express themselves with ease and naturalness, maintaining a continuous and coherent flow of speech while avoiding interruptions or excessively long pauses that might hinder communication with the listener. Thus, a person who has achieved a good level of fluency is able to express their thoughts, opinions and ideas clearly and comprehensibly managing to maintain dynamic interactions and even when making minor grammatical errors, prioritizing the intended message to ensure successful communication.

According to Richards (2016), fluency is “ the natural flow of speech” that enables students to communicate meaningfully and confidently in real life communicative situations. Fluency emphasizes the ability to achieve effective and functional communication, prioritizing

the clear and understandable transmission of the messages over absolute precision or flawless mastery of grammatical rules at all times.

Similarly Newton and Nation (2020), fluency is “the ability to process and produce language in real time without excessive hesitation”. This means that people who have achieved a level of fluency in the language are able to express ideas, opinions and thoughts continuously and without having to interrupt themselves. Therefore, they are able to engage in communication and conversations very naturally and spontaneously, following a sequence and interacting, responding appropriately just as they would when using their own native language.

Pronunciation

When learning English, one of the key aspects of effective verbal communication is pronunciation. This concept encompasses not only how sounds are produced but also word structure, stress, rhythm and intonation. Good pronunciation helps us express our ideas clearly and easily, but poor pronunciation can lead to confusion and misunderstandings when speaking with others.

According to Kelly (2000), pronunciation is “the production of sounds we use to convey meaning”. This means that mastering pronunciation involves much more than simply articulating individual sounds correctly. In fact, for communication to effectively convey understandable ideas and messages, it is necessary to properly integrate elements such as accent, rhythm and tone of voice, as all of these are essential.

Similarly Gilakjani (2016), explains that pronunciation is essential for intelligibility because listeners need to clearly understand spoken messages during communication. This means that pronunciation is the indispensable foundation for others to understand what we say,

since good pronunciation is not a minor detail but rather the element that ensures the message is conveyed correctly to our listeners.

Vocabulary

Vocabulary is one of the fundamental and indispensable pillars of learning any foreign language, as it provides students with the necessary and sufficient resources to express all kinds of ideas, thoughts and opinions accurately and effectively. In the study of English in particular, this refers to the broad set of words, phrases and expressions that students are able to understand correctly when listening or reading and that they can use appropriately and naturally when communicating orally or in writing.

According to Nationb (2018), Vocabulary is “the foundation of language” because students cannot communicate effectively without a sufficient knowledge of words and their meanings. Vocabulary is essential for students to develop and strengthen the four basic language skills-speaking, listening, reading and writing since it is the resource that enables them to apply each of these skills.

Similarly, Richards and Renandya (2002), Explain that vocabulary knowledge is a central element of communicative competence because words are necessary for expressing meaning in oral and written interaction. This means that without a solid understanding of words and their meanings we cannot clearly communicate ideas, opinions or feeling whether we are speaking or writing.

Oral Expression

The linguistic skill that allows us to convey our thoughts, feeling, knowledge and ideas to others clearly, appropriately and effectively through spoken language is called oral expression.

It is not merely a matter of knowing how to pronounce words; rather, it encompasses essential aspects such as speaking fluency, pronouncing words correctly expressing oneself coherently and in an organized manner and having the confidence and self assurance necessary to interact and communicate with other speakers in various situations.

According to Newton and Nation (2020), oral expression develops through frequent interaction, repetition and communicative practice. That said, it is important to emphasize that oral expression depends on exploration through stimuli, frequent practice, commitment and dedication on the part of students in order to achieve successful oral communication and convey the message correctly and accurately.

Behaviorism to Promote Oral Expression

Behaviorism when applied as a methodology to promote oral expression in English language teaching strengthens speaking habits through repetition, imitation, reinforcement and guided communicative practice; in this way, students learn structures and vocabulary through constant exposure.

“Language learning through habits formation by associating stimuli with reinforced responses” (Skinner, 1957). In this way, when a student receives a stimulus such as a word, a rule or a situation they will respond correctly upon receiving positive reinforcement, thereby creating a strong association in their learning.

Legal basis

Constitucion de la Republica de Ecuador

Article 26 of the Constitution of Ecuador establishes that:

“This article establishes that Education as a fundamental right of all people constitutes an essential, absolute and inalienable obligation of the state, which must prioritize it in its public policies and investments, recognizing it as the foundation for achieving social equality and a good life. Furthermore, it stipulates that individuals and society share the right and responsibility to making it a collective commitment and not one exclusive to the states” (Constitución del Ecuador, 2008).

This article states that every person has the right to an education throughout their life and that education is a priority area of public policy; as such, it is duty of the education system to ensure social equality and inclusion with education serving as a priority for a good life.

Art. 27.- It is established that education shall be oriented toward the holistic development of the human being, guaranteeing and respecting human right, environmental sustainability and democratic principal. Furthermore, it shall be characterized by being participatory, intercultural, inclusive and grounded in criteria of quality and warmth. Likewise, it shall foster critical thinking, the arts, physical education and the development of skills and competencies geared toward creativity and work (Constitución del Ecuador, 2008).

This article grants us priority in the political sphere and ensures equality in education, establishing these as essential conditions for the development of a sound educational process. It mandates respect for all human right and requires that the system be democratic which ensuring

the inclusion of cultural diversity and gender equality, thereby providing an education worthy of every human being.

Art. 343.- Establishes that the purpose of the National Education System is to strengthen the individual and collective capacities and potential of the population, promoting learning as well as the production and application of knowledge, skills, expertise, art and cultural expressions. Furthermore, it provides that this system must place the student at the center of the educational process, operating in a flexible, dynamic, inclusive, effective and efficient manner (Constitución del Ecuador, 2008).

This article states that the purpose of education is to develop individuals' cognitive abilities, thereby achieving high levels of learning, improving the acquisition and application of knowledge in the fields of education, the arts and even culture with the ultimate goal of fostering dynamic and effective learning within a high quality educational environment.

Art. 356.- Public higher education will be free through the third level. Education will be free at all public institutions; however, eligibility for free tuition will depend on the student's commitment and dedication, ensuring an education based on equality and equal opportunities for all by providing scholarships, loans or reduced tuition fees, thereby promoting social integration and equity (Constitución del Ecuador, 2008).

Every person has the right to education in all its forms, as it is an essential component of personal development and ensures a quality educational experience. The primary objective of this article is to promote Ecuadorian education as a means of intellectual development that facilitates integration into society through learning.

Chapter III

Methodological Framework

Qualitative Method

This study employs a qualitative method, as its purpose is to understand and analyze the different perceptions, criteria and experiences of teachers in the province of Santa Elena regarding the use of behaviorism as a methodology to promote oral expression. As reported by Pratt (2025), defined the qualitative method as a research approach that focuses on non statistical processes or the absence of quantification. Its purpose is to study human perception, experiences and above all the interpretation of their meaning. Therefore, the various situations that occur in the classroom are analyzed based on the opinions of the teachers responsible for the students.

The data collection involved five teachers specializing in English who used behaviorist strategies as a methodology to promote speaking skills. These interviews were conducted via the Zoom app to allow for greater flexibility and convenience for both the teachers and the interviewers a structured format was also used, featuring open-ended questions related to the research topic.

Type of research

Phenomenological Research

Moustakas (1994), argues that phenomenological research is based on describing the experiences lived by participants in relation to a specific phenomenon. Phenomenology is understood to focus on qualitative research centered on each person's lived experience and the meaning they ascribe to particular events, interpreting participants' accounts of what happens in

their daily lives. For this study, one of the main aspects is the development of oral expression in English language learning.

Data Collection Technique

Interviews

Qualitative interviews are conducted with the aim of exploring and interpreting the opinions of the interviewees. In the field of education, interviews are useful because they serve as a clear guide for probing the interviewees' deeper perceptions this makes it easier to obtain accurate and comprehensive information while allowing people to express themselves freely, fostering a sense of security during the conversation. Interviews are effective tools for obtaining detailed information about participants' experiences, beliefs and perceptions (Kvale and Brinkmann, 2015).

Instruments

Questionnaires

A questionnaire is a research tool consisting of a set of questions designed to collect precise data from respondents. A questionnaire is a structured framework that allows researchers to collect information directly from participants and understand their perspectives regarding a research phenomenon (Creswell and Creswell, 2018). Therefore, questionnaires reveal experiences, references or concepts related to the research.

Open-Ended questions

Open-ended questions give you the freedom to express yourself in the most comfortable way possible that is, to share your opinion without feeling limited to a specific answers but rather with the option to express yourself in your own words. This tool allows us to invite being

restricted to a fixed response and gives them the opportunity to share experiences or situations related to the research topic. Open-ended questions allow respondents to express their perspectives without restrictions, enabling researchers to obtain accurate and meaningful qualitative data (Patton, 2015).

Data Collection Processing and Resources

Table 1

Data collection

Questions	Explanation
What?	To obtain the data collection.
Where?	Unidad Educativa José Pedro Varela
When?	June 2026
How?	Through one-on-one interviews using a questionnaire.
What For?	To explore English teachers' use of behaviorism as a methodology for promoting English language learning and to analyze the challenges associated with implementing these strategies

Note: This table outlines the guiding questions used for data collection to ensure compliance with the appropriate guidelines

Population and Sample

Delimitation

Mehl et al. (2025), note that the population refers to a large group of individuals who possess the ideal characteristics to be included in the study. However, the population must be selected with due care based on the research variables. The research for this project focuses on the educational setting with English teachers at the Unidad Educativa José Pedro Varela this population was selected because this study concerns high school students during the 2026 academic year.

The researchers selected five English teachers from the Unidad Educativa José Pedro Varela who shared their experiences teaching English to high school students. These findings provided relevant and accurate information to support the research thesis.

Chapter IV

Analysis of Findings

Brief Explanation of the Findings

This section presents the collection of keys the information and the methodology used, based on interview conducted with teacher at the Unidad Educativa José Pedro Varela, with the aim of obtaining findings related to the research topic and exploring the various factors that limit students' ability to express themselves fluently and naturally. These factors are interrelated and interconnected, allowing us to reach an appropriate conclusion for improving their communication skills.

Our findings revealed the different perception and experiences teachers have regarding behaviorism as a methodology for teaching English to high school students. Despite this the teachers mentioned some ways to improve the method and suggested following the process correctly.

In summary, the interviews demonstrated the use fulness of the behaviorist strategy in English language teaching, as this methodology helps students advance their language learning while also allowing teachers to identify the shortcoming and errors students make during language teaching, thereby developing their speaking skills through guided conversations, debates, and dialogues. Despite using the behaviorist methodology, many teachers mention that it remains a challenge to teach the language effectively, often due to a lack of resources or commitment on the part of the students.

Table 2

Analysis of teachers' responses and bibliographic resources.

Categories	Answers	Authors
Teachers' perspective of behaviorism as a methodology for improving oral expression based on their experiences.	The educators note the use of behaviorism allows students to respond actively thereby strengthening their oral skills. They also note that based on various experiences the use of repetitive reinforcement helps students improve their pronunciation and gain confidence when communicating.	Brown and Lee (2015), noted that repetitive reinforcement helps students become more engaged in oral activities and motivates them to want to learn the language.
Application and Evaluation of Behaviorist Methodology to improve Oral Expression.	Teachers noted that one of the key elements of applying behaviorist methodology is fostering a participatory environment which is achieved through role-playing, discussions, and debates among other	Harmer (2015), believes that incorporating structured activities such as conversations and dialogues helps build students' confidence and, as a result, improves their fluency in speaking.

methods. They also agreed that conducting formative assessments helps track students' progress thereby improving academic performance.

The impact of emotions and the strategies they use to foster a participatory environment.	Teachers believe that emotions directly affect students because their willingness to participate in oral activities depends on their mood. However, the interviewees noted that the techniques they use most often are group activities interactive exercises, dialogues and other games that encourage students to participate in oral activities.	Dewaele and Li (2020), state that positive emotions help foster a participatory environment while negative emotions reduce the likelihood of active interaction and engagement, thereby hindering academic performance.
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Advantages and disadvantages encountered and recommendations for	Teachers noted that one of the advantages is improved pronunciation through repetition and constant	Newton and Nation (2020), note that providing repeated opportunities and engaging in consistent practice promote
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applying behaviorism in the classroom	practice and one of the disadvantages is that these methods rely on memorizing words which students often forget or stumble over when speaking.	the development of oral skills.
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Note: The following table presents the findings from interviews with teachers who used behaviorist methodology to improve oral expression in comparison with those reported by the authors cited in the bibliography.

Interpretation of Educators' Answers

The questionnaire includes eight questions from which this study aims to gather relevant information. However, four categories were established to enable an in-depth analysis of the research. The table clearly and specifically outlines these four categories. Based on this, the various responses from teachers were examined yielding compelling evidence regarding behaviorism as a methodology to promote oral expression in English language teaching.

In the first category, the teachers' differing perspectives showed that applying behaviorism as a methodology promote oral expression in English language teaching. The interviewees agreed that encouragement, feedback, and repetition help students become more active and eager to participate in the assigned activities. However, they emphasized that to achieve significant improvement students must commit to consistent practice in order to see positive changes in pronunciation, fluency and confidence.

In the second category, educators discussed how to apply and evaluate behaviorist methodology in the classroom. Teacher agreed that fostering participatory environment is of

utmost importance when teaching the language; such an environment is created through role-playing, dialogues, group activities and dynamic exercises and even the use of incentive or recognition facilitates learning. However, the teachers also mentioned that it is important to closely monitor students' progress in order to identify their weaknesses and correct them, thereby improving students' academic performance and helping them build their knowledge.

In the third category, it is noted that emotions underpin part of our learning educators agreed that emotions are a key factor in language acquisition. They also noted that positive emotions sometimes create an environment where students are willing to participate and motivated to learn. However, negative emotions simply act as a barrier to learning or focusing on a topic, which is why many students who are feeling discouraged or sad are less likely to want to speak up or participate in class.

In the final category, educators explored the advantages and disadvantages they have encountered in their careers when applying behaviorist methodology to English language teaching. The interviewees mentioned that there are advantages to applying this method of repetitive reinforcement, such as seeing improvement in their students' vocabulary, pronunciation, and fluency, they even noted that students exposed to reinforcement or recognition are more engaged and confident when speaking. On the other hand, this method also has its disadvantages: many students become dependent and rely too heavily on memorization factors that hinder the development of adequate oral communication.

Consequently, educators' responses indicate that behaviorism is an effective methodology to promote oral expression in English language teaching. Based on the analysis, it can be concluded that reinforcement, repetition, and encouragement effectively contribute to the development of language skills such as pronunciation, listening comprehension and vocabulary.

Chapter V

Conclusions and Recommendations

This study presents the conclusions and recommendations based on our research into behaviorism as a methodology to promote oral expression. The objective of this project was to analyze the fundamental role of behaviorism as a methodology to promote oral expression in English language teaching. It also sought to explore teachers' perceptions of behaviorism, their experiences, and the strategic methods they use to effectively implement behaviorism. The conclusions focus on qualitative data collected through open-ended interviews with English teachers who have applied this strategy.

Conclusions

The finding showed that teachers perceived the use of behaviorism as a methodology to promote oral expression in English language teaching. Teachers noted that behaviorist strategies such as repetitive reinforcement and encouragement positively help improve students' oral expression as students are more engaged when they receive incentives or recognition for their efforts. These methodologies not only motivate students but also give them the opportunity to express themselves freely while improving their oral skills.

In another regard, the teachers mentioned that in order to apply behaviorist methodology the first step is to create a participatory environment, thereby ensuring that students are active and willing to participate in any activity, which results in improved pronunciation, fluency and vocabulary acquisition. However, it is also worth noting that students must be assessed on an ongoing basis in order to gauge their performance and analyze the specific challenges they face when learning the language.

According to the information gathered during the interviews, emotions directly affect students, teachers noted that one of the factors affecting oral expression is emotions since a student's mood leads them to adopt a certain attitude whether positive or negative. Participants mentioned that many students allow themselves to be influenced and do not control their emotions when expressing themselves; they limit their speech due to a lack of confidence, fear, or anxiety about being judged for incorrect pronunciation, resulting in students who are quiet and limited in their ability to express themselves. For this reason, many teachers apply the behaviorist methodology of repetitive stimulation by providing dynamic, group activities and educational games that allow students to express themselves freely and spontaneously.

Consequently, the teachers highlighted the advantages and disadvantages they observed in the classroom while behaviorist theories improve pronunciation through their method of constant repetition and reinforcement, students are able to make gradual progress in their learning; however, one of the disadvantages they mentioned is that many students focus on memorizing words, which interferes when having a conversation in English, many get stuck and freeze up because they cannot remember a word or cannot pronounce it. That is why it is necessary to recommend that teachers use interactive activities, role-playing, debates, and participatory activities that motivate to learn the language.

Finally, this research confirms that the use of behaviorism is a key factor in learning English, provided it is applied correctly in an educational setting. Repetitive reinforcement and feedback can contribute positively to significant changes in students, giving them confidence and assurance when expressing themselves or engaging in conversation.

Recommendations

This qualitative study presents several recommendations to help teachers develop students' oral expression using behaviorist methodology. These recommendations are based on the experiences and insights of teachers who have applied these methods, it is recommended that these recommendations be taken into account with the aim of improving students' pronunciation, fluency, vocabulary and oral expression.

Teachers must recognize that positive reinforcement help students develop their language skills effectively. For teachers increasing active participation encourages and motivates students to build self-confidence. Educators should provide all students with the opportunity to participate in various dynamic activities that are both fun and educational. On the other hand, teachers should foster a participatory and active environment with activities where students feel safe to participate without fear of making mistakes, where their sole objective is to learn and where making mistakes is seen as part of their educational process. Additionally, it is recommended to apply behaviorist techniques focused on improving oral expression.

Teachers should begin by planning and organizing their lesson in clear and specific manner, focusing on a single objective in this case improving students' oral expression. Teachers are advised to start at the beginning of the problem; for example, by implementing short and easy speaking activities, beginning with common and simple phrases heard daily and them moving on to a slightly higher level that is, using more complex words or phrases. If students struggle with a particular pronunciation, they should apply the repetitive reinforcement method to address that weakness.

On the other hand, schools should provide the necessary resource to deliver a quality educational that enables students to learn effectively. It is recommended that institutions provide

professional development for teachers, offering courses that introduce them to various methodologies that can be applied to students to improve their academic performance. Additionally, innovative, educational, and up-to-date resources should be implemented to facilitate learning and thereby improve oral expression in the classroom.

Therefore, teachers are advised to weigh the pros and cons of using behaviorist methodology. This strategy offers us the opportunity to improve our vocabulary, fluency, and oral expression. Despite this, there are drawbacks that may prevent this method from being applied effectively, such as a lack of confidence in public speaking and the fear of making mistakes and being judge. However, it is possible to mitigate this impact on students, teachers could consider implementing support activities, particularly the situation without it affecting their academic performance and judgment.

Finally, students are encouraged to actively participate in activities that help them improve their skills. They might view participating in debates, conversations and even volunteering as challenges which would have the added benefit of boosting their self-confidence. Students are also encouraged to be committed and responsible in their studies, to practice the language frequently whether in the classroom or at home to practice with friends, family members or neighbors they trust and feel comfortable with and to seek out innovative up-to-date resources, such as apps that can strengthen their knowledge.

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Annexes

Annex A: Antiplagiarism certificate

La Libertad, 4 de Julio de 2026

Certificado Sistema Anti-Plagio

En calidad de tutor del Trabajo de Integración Curricular denominado “BEHAVIORISM AS A METHODOLOGY TO PROMOTE ORAL EXPRESSION IN ENGLISH LANGUAGE TEACHING” elaborado por las estudiantes Barzola Perero Erika Marilyn y Borbor Muñoz Sheyla Jazmín de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 1% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



Sánchez Paguay Jefferson Alberto, MSc.

ADVISOR

Annex B: Antiplagiarism document



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Annex C: Questionnaire

Questionnaire for interviews

1. What are your perceptions of behaviorism as a methodology for improving oral expression in English language Instruction?
2. How has your professional experience influenced the encouragement and repeated practice in an expression environment focused on oral communication?
3. How would the behaviorist methodology be applied in the classroom to promote oral expression?
4. How do you assess the effects of behaviorism on English language learning?
5. How do emotions affect students when they participate in oral activities?
6. What techniques do you use to encourage students to participate in oral expression activities?
7. What advantages and disadvantages have you encountered when applying behaviorism in the classroom?
8. What recommendation would you highlight for increasing self-confidence when speaking in public?

Annex D: interviews Transcription

Interview 1

Interviewer: What are your perceptions of behaviorism as a methodology for improving oral expression in English language instruction?

Interviewee: I believe that behaviorism is a useful methodology because it focuses on repetition and practice which helps students improve their pronunciation and develop their fluency. In addition, positive feedback gives students the confidence to speak spontaneously without fear or inhibitions.

Interviewer: How has your professional experience influenced the encouragement and repeated practice in an expression environment focused on oral communication?

Interviewee: Through my experience as a teacher, I have come to understand that emotions play an essential role in oral activities because students' moods are reflected in their behavior. For example, if a student is sad or afraid, they will not feel motivated to participate in any activity however, if the opposite is true if the student feels happy, they will be relaxed and eager to participate in the activities assigned by the teacher.

Interviewer: How would the behaviorist methodology be applied in the classroom to promote oral expression?

Interviewee: I believe that to apply behaviorism effectively it is essential to create a participatory environment by interacting with students through games that help stimulate cognitive development so that students feel comfortable and are encouraged to participate. I would also use activities based on repetition such as exercises, dialogues, debates, and role-playing which allow students to practice and thereby improve their language skills.

Interviewer: How do you assess the effects of behaviorism on English language learning?

Interviewee: From my perspective I first assess my students' progress through evaluations that allow me to identify the areas where they are falling short so that I can address those areas and help my students make greater progress I often see improvements in pronunciation, vocabulary retention, sentence construction, and the students' willingness to speak.

Interviewer: How do emotions affect students when they participate in oral activities?

Interviewee: Well, emotions play an important role positive emotions increase student participation and confidence while anxiety and fear reduce their willingness to speak in English class.

Interviewer: What techniques do you use to encourage students to participate in oral expression activities?

Interviewee: I use pair work role-playing and dialogues because these techniques allow students to develop their ability to speak confidently with friends and classmates, they see what I see as progress as just a game, so my students learn in a way that is both educational and fun.

Interviewer: What advantages and disadvantages have you encountered when applying behaviorism in the classroom?

Interviewee: Some of the advantages are that students improve their pronunciation and fluency through repetition another advantage is establishing routines and offering positive feedback which helps students feel confident some of the disadvantages are that certain activities

may become repetitive or less engaging and that students may focus on memorization rather than effective communication.

Interviewer: What recommendations would you highlight for increasing self-confidence when speaking in public?

Interviewee: I would recommend that the students start with short speaking task and gradually increase, eh, difficulty. Eh, they can also prepare their ideas before speaking and as a teacher we have to create a supported environment where mistakes are part of the process.

Interview 2

Interviewer: What are your perceptions of behaviorism as a methodology for improving oral expression in English language instruction?

Interviewee: I think that it is a good teaching method for encouraging students to participate during class, and it is a positive approach because one thing that is immediately apparent is the reaction that follow if there is a stimulus there is a response if we apply this to student interaction when students participate, they receive rewards such as extra points in other activities.

Interviewer: How has your professional experience influenced the encouragement and repeated practice in an expression environment focused on oral communication?

Interviewee: One of the most important aspects of a classroom is fostering a participatory environment where students feel comfortable speaking up without fear of making mistakes because consistent practice helps improve oral communication skills.

Interviewer: How would the behaviorist methodology be applied in the classroom to promote oral expression?

Interviewee: As I mentioned in the previous questions the first step is to create a participatory environment. Second, through communicative activities such as dialogues, using a classroom layout that encourages interaction is a good approach for developing this type of language skill role-playing, debates, and teaching students using a variety of approaches are the best ways to ensure that over time they do not become bored with some way of learning.

Interviewer: How do you assess the effects of behaviorism on English language learning?

Interviewee: I use formative assessment because they help me evaluate whether students are learning, so that I can then provide feedback on their weaknesses in a language skill where most students have problems.

Interviewer: How do emotions affect students when they participate in oral activities?

Interviewee: The impact can be both positive and negative; for example, the most common factor I have observed in classrooms that affects students is family problems, and this carries over into their academic performance.

Interviewer: What techniques do you use to encourage students to participate in oral expression activities?

Interviewee: I frequently use the think-pair-share method, which is a collaborative learning strategy that helps students develop their cognitive skills. Another technique I

mentioned earlier is classroom arrangement, where I have students form a circle around the desk so that everyone can see and hear one another and engage in healthy discussion.

Interviewer: What advantages and disadvantages have you encountered when applying behaviorism in the classroom?

Interviewee: One of the advantages is that it promotes the acquisition of knowledge and skills through repetition, constant practice, and positive reinforcement on the other hand, one of its main disadvantages is that it can limit students' creativity, autonomy, and critical thinking by focusing mainly on expected answers and memorization.

Interviewer: What recommendations would you highlight for increasing self-confidence when speaking in public?

Interviewee: Creating opportunities for students to participate in presentations, debates, or communication activities in a respectful and supportive environment where mistakes are viewed as part of the learning process.

Interview 3

Interviewer: What are your perceptions of behaviorism as a methodology for improving oral expression in English language instruction?

Interviewee: I see behaviorism as a great starter pack it's perfect for the initial to fix pronunciation and memorize key phrases through repetition.

Interviewer: How has your professional experience influenced the encouragement and repeated practice in an expression environment focused on oral communication?

Interviewee: Experience taught me that repetition is necessary to automate speech but it shouldn't feel like a broken record at first I did traditional drilling and my students looked like zombies now issue dynamic role-play or speed-dating-style activities.

Interviewer: How would the behaviorist methodology be applied in the classroom to promote oral expression?

Interviewee: I apply it through three structure steps: first, choral drilling to model pronunciation of key chunks of language, second, substitution drills where I give them a base structure and they quickly swap out words and third, immediate positive reinforcement a quick awesome!

Interviewer: How do you assess the effects of behaviorism on English language learning?

Interviewee: I asses it by looking at the balance between accuracy and autonomy behaviorism is fantastic for accuracy it gives students a safe safety net and reduces their anxiety.

Interviewer: How do emotions affect students when they participate in oral activities?

Interviewee: Emotions are everything if a student is stressed their brain basically goes into lockdown and they won't remember a single word.

Interviewer: What techniques do you use to encourage students to participate in oral expression activities?

Interviewee: I have three favorite weapons: think-pair-share so they can test their ideas with a friend before speaking to the whole class information gap activities which force them to talk to solve a puzzle and gamification.

Interviewer: What advantages and disadvantages have you encountered when applying behaviorism in the classroom?

Interviewee: Um the one of the advantages I think that is the different activities that students applied eh using the different methodologies that teachers uh teach them it helps establish clear rules and expectations, positive reinforcement increases student participation and motivation students my become dependent on rewards instead of developing intrinsic motivation it focuses mainly on observable behavior and may overlook emotions or individual needs.

Interviewer: What recommendations would you highlight for increasing self-confidence when speaking in public?

Interviewee: I recommend the students that need to practice a lot with native speakers or another people that speak the same language to eh increase their confidence and practice their pronunciation in achieve the effective communication.

Interview 4

Interviewer: What are your perceptions of behaviorism methodology for improving oral expression in English language instruction?

Interviewee: Okay hello every the students I do the specific the questions as about you the behaviorism this is importance when the you the student you they had are disemboweling me and the you did mentioned the theories or did you defend about the exercise, it is necessary you improving about details I have the talks all the up all the different topics this is importance isn't it effect methodology.

Interviewer: How has your professional experience influenced the encouragement and repeated practice in an expression environment focused on oral communication?

Interviewee: !Um my approach; my experiences in the teacher as um you may have place at the languages the second languages voice is necessary with the you the influences about the new vocabulary when did you dimension do the absolutely grammar for the example you mentioning ah the less this class when did you have necessary and the now the regular grammars um is specify when did you dimension according you do eh for example you emotion this side just by and come you know I this is you prove me you say is you repeat I, you do experience it, I do continue are these laws of this laws mouse for example I did the student don't mention no is for example I don't understanding according to the regular grammar you did explain at the slowly did mention when did you the hear you, I essential to the vocabulary for the safe for this okay a deep vocabulary are you the pacifically now that you see pacifically the place I, are you the subject you the solid the especially for the words you learns this is repetition oh this is necessary title all expressional oral, expression the student in group did you participate.

Interviewer: How would the behaviorist methodology be applied in the classroom to promote oral expression?

Interviewee: When did you dimension ah this is a specific one the order a students and participate the class or when did you dimension are the group a students participate in class is ah according to this involvement means and the group when did you not complete the work on the you not complete structure de you no complete according you did the specify the uh accent sequence when you this ah don't you confuse or is necessary needed the student your compressions and you the learning and you did down the pronunciation and you the comparing according to the assistant and all the tasks when did you dimension.

Interviewer: How do you assess the effects of behaviorism on English language learning?

Interviewee: Eh when you think um be coming in the class I want you to mention according to the students is necessary these planes ah but it is short answers or this is the long answers the oh the all this is second the something about this is um and this did not destroys well eh and the moment had the students oh no you unnecessary or appealing the area no these uh did the student do the uh at the display appliances you the rails according to this and comparing and comparing according to you the task no you do destroyed uh this is I did mention the group oh no ah a teacher you the same may you repeat the necessary no understanding I do to hard ah difference taste I do mention for example I did short paragraph oh dimension according you did comparing and you did the task and you did the circle when did you the specify this is uh very yes okay because the student ah no unnecessary no ah you dimension you're responding no ah this is as competition eh affirmative sentence all this according the negative sentence yeah ah this is and you mention when this you mention this is topic the area are the topic how did you the the salad ah the teacher are you don't have me show you understanding dance o is necessary you dimension according to the others for or did you no confuse for in the moment I the students you do hard oh I this is group of for mention you this is try no other the student did you this and is a specific the real and the you the hard the two the two values it to response no ah this is according you mentions.

Interviewer: How do emotions affect students when they participate in oral activities?

Interviewee: Yeah when did you mention the emotion when did you uh are you the half I uh I mention this is, are your students uh do come you disciplinary uh the disciplinary are you this mention with this id a small group I dis you do have all the sets where they do no state

beginning with this ah according the group for the this is group you mention ah did not respond it here the since I did ah you don't hard your peers for the samples this is um and there about the readings is necessary you the specific the reading you did now the vocabulary and the specific according the place no uh this is you confuse uh don't know do so hard a student according you do the emotion is inside a clearly are you the uh are the crew are you did the classroom do the hard are the teacher are the present day cannot is the no real and you do have about you this involving with me the topic there are student to the heard emotion you and you confuse are you responding the um incorrect or correct for is no discrimen in this moment don't you hide you emotion are you this answers this is you the according and so this is you respects or this is you consider you valued.

Interviewer: What techniques do you use to encourage students to participate in oral expression activities?

Interviewee: Well did the students no use for example no use for example I sued the dictionary in the class no and you did that please are all the techniques and do the first on no and you recall no use the your computing on the different eh for example the platforms are using techniques about the and the teacher and you complain are you there is so we are this is exercise are there in the class are the students are you do have your homework in your homes no are you forgetting are you this loosely I know come to oh no okay when did you have your class yeah I did the teachers you did had your presentation are this lessons plants and you this is specific or you this eh for example when they use the cross word when they use the lost card or the this I did this I'm you had to make sure I you respond according this was I this is you mention you participate in the class you are during the class you who had a new vocabulary or you did it necessary you comparing the exercise according to the principal idea is important what did you

do the highly use the news word and you completely first yeah what did you mention in English not only you details this meaning no this only use it is in your and look at the word I did different this meaning according to the for example I use the word according to dimension um other are you going to use immersion preposition and doesn't know is the same is different meaning I see this is unnecessary are you didn't probably in the class.

Interviewer: What advantages and disadvantages have you encountered when applying behaviorism in the classroom?

Interviewee: Eh for example you the have you the according a the teachers eh you confuse of eh specific verbs for example eh comparing the irregular and regular verbs for this example for this oh no the student no learns what this unnecessary we according the irregular verb they confuse oh and this is eh for example the task also no for example when did you mention the deal and I did, I did and this is irregular verb is this those no this is practice no mention according you did real you did forgetting it is necessary eh you did structure grammar you did mention according you did should be about lies according to the force the eh you do had your structure are you do men so when use this is student or when is necessary did there and comparing according you the and then this the for the structure or say oh this is a student you the hard dimensions are the short answer other is student you as the long answer and do this step last advantage over the display at the same dress and the course I didn't know of this is the problem is your head are you problems are you the problem you the earring about the exercise eh every day that the student you do how you should be practice yeh are you pronunciation yeah you dimension are did you use eh the picture are you the hats did you scroll words or are the other activity in the class this is, this is you had rh the student had the red so this is uh true I know that false.

Interviewer: What recommendations would you highlight for increasing self-confidence when speaking in public?

Interviewee: Everybody you do dimension the these students I know the speak and the public because I this is other inquiries where the you don't hide pronunciation this is the oh dimension idea problem because and the class because, didn't you participate when did you dimension about the project and they are the individual group, and are you mention this is a complete when are the students are you do displays according to the paragraph but this is according safe no the specific the special role this is I didn't know the your resource I didn't hard but you did practice what do you hide the project I didn't hide it in the front of the class where did you student no practice what do you have is the personal or the individual I did group and do you dimension group o this is, I this one's person you the hiding from the class and the other did be quiet no is necessary I the student you the everyday practice according the three, the four, or the five or sentence or according the vocabulary those is the theory I do this is still the pronunciation or example this is mention the is necessary the question word also according the question word did the student do the practice I this is yours when did you dimension the task questions on corporate are the affirmative and negative sentence so no this is complicated are the student no do hard no problem is the topic there's a topic is oh no I did not know use the new research the new technique okay this is a way according you methodologies this is only strategies okay ah did the student do the hot did the student is the words easy and not complicated is this for my opinion.

Interview 5

Interviewer: What are your perceptions of behaviorism as a methodology for improving oral expression in English language instruction?

Interviewee: In my opinion, this is an excellent learning methodology, but few teachers use this or other approaches to teach in an active way that is why students are motivated to participate in class when is an environment that stimulates their cognitive abilities.

Interviewer: How has your professional experience influenced the encouragement and repeated practice in an expression environment focused on oral communication?

Interviewee: In my opinion, the use of constant practice with students through conversations and debates helps them progressively improve their speaking skills, keeping in mind that the role of the modern student has shifted from that of a mere recipient to that of a prosumer in short, someone who is able to listen and take action we see this reflected in the way they engage with information through social media, enabling them to create dialogues and analyze topics, leaving behind the old way of learning where the student merely listened.

Interviewer: How would the behaviorist methodology be applied in the classroom to promote oral expression?

Interviewee: Behaviorism tells us that it is a methodology based on stimuli if we apply this to the classroom and encourage students to participate in order to earn extra points, we are creating the incentive needed to get a positive result which is to see that interaction exists.

Interviewer: How do you assess the effects of behaviorism on English language learning?

Interviewee: I have them write in a journal about everything they did over the weekend identifying patterns of words they use frequently to see if they are expanding their vocabulary or structuring their sentences grammatically correctly, I then review their entries and provide brief feedback to help them improve their writing skills.

Interviewer: How do emotions affect students when they participate in oral activities?

Interviewee: Emotions can be both negative and positive, but I think it depends on how the teacher manages the class for example if students come from a physical education class where they are tired from exercising the last thing, they want to do is talk so I have them work on collaborative activities where they complete a worksheet on reading comprehension.

Interviewer: What techniques do you use to encourage students to participate in oral expression activities?

Interviewee: I often use the image description game in which I have students work in small groups to guess what action or emotion the student in front of them is acting out then another student takes a turn, and so on until all the images have been covered another technique is brainstorming where I put an image on the board and the students have to describe everything they see, aiming to come up with as many words as possible.

Interviewer: What advantages and disadvantages have you encountered when applying behaviorism in the classroom?

Interviewee: The main advantage of behaviorism is that it helps develop oral habits and gradually improves pronunciation the most serious disadvantage is that it prohibits the use of grammar and explanations and does not take into account communication or interaction among students.

Interviewer: What recommendations would you highlight for increasing self-confidence when speaking in public?

Interviewee: I suggest that you talk to yourself in the mirror or speak out loud to become aware of how your voice sounds this helps you avoid speaking too quickly during presentation and maintain a steady pace however, what I really encourage is having conversations with a classmate as this is the best way to get used to speaking in public in English.

Annex E: Letter of permission to the institution.

La Libertad, 27 de mayo del 2026

MSc. Rosita Mirtha Alejandro Quimi

RECTORA

UNIDAD EDUCATIVA JOSÉ PEDRO VARELA

En su despacho. -

Nosotros, BARZOLA PERERO ERIKA MARILYN Y BORBOR MUÑOZ SHEYLA JAZMIN estudiantes de la UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA de la carrera PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS nos dirigimos a usted en su calidad como rectora del plantel para mencionarle lo siguiente; estamos en nuestra etapa final de titulación y como lo dicta el CONSEJO DE EDUCACION SUPERIOR (CES) debemos hacerlo mediante un examen complejo o un proyecto de investigación por el que hemos elegido la segunda opción.

Nuestro tema titula Behaviorism as a Methodology to Promote Oral Expression in English Language Teaching y como población hemos escogido a la UNIDAD EDUCATIVA JOSÉ PEDRO VARELA para hacer nuestros análisis cualitativos por medio de una entrevista hacia sus docentes de inglés.

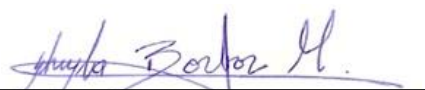
Nos gustaría contar con su permiso para hacer dichas entrevistas (5 profesores) el día lunes 8 de junio a las 18:00 p.m. a través de la aplicación de Zoom, con el fin de no interrumpir el horario laboral de cada docente ya que la entrevista tiene una duración máxima de 15 minutos.

Espero que tenga un excelente día, nos despedimos estando pendiente a su respuesta.

Muchas gracias por la atención.



Barzola Perero Erika Marilyn



Borbor Muñoz Sheyla Jazmín