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SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

**“EXPLORING OPERANT CONDITIONING AS A DRIVER OF MOTIVATION IN
ENGLISH LANGUAGE LEARNERS”**

RESEARCH PROJECT

As a prerequisite to obtain a:

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

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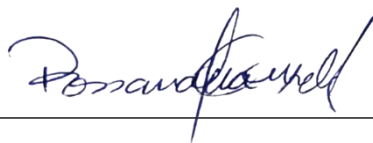
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Advisor's Approval

In my role as advisor of the research paper and title “Exploring operant conditioning as a driver of motivation in English Language Learners” prepared by Malave Beltran Ambar Nicole and Tomala Pozo Soreyda Stefania undergraduate students of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied, and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,

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Declaration

The information and content in this degree and research work are the responsibility; the intellectual property belongs to Universidad Estatal Península de Santa Elena.

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Acknowledgment I

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- Malave Beltran Ambar Nicole

Dedication I

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-With love, Tomala Pozo Soreyda Stefania

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Abstract

Operant conditioning as a behavioral strategy to improve motivation among English language students is investigated in this study. The research intends to find out how punishments and rewards affect students' performance and participation in English classes. Data were gathered using a qualitative and phenomenological approach by means of semi-structured interviews with knowledgeable English educators from Santa Elena Province.

Results showed positive reinforcement Methods including praise, rewards, and recognition greatly boost pupil participation and readiness to learn. Teachers also stressed the need of finding equilibrium between rewards and intrinsic drive to stop external stimuli dependency. Moreover, teachers recommended that when correctly modified to match the age and personality of the students, operant conditioning can promote self-assurance, responsibility, and excitement for English learning.

The findings show that operant conditioning can be a useful teaching approach to encourage pupils and change the climate in the classroom. Integrating reinforcement approaches with communicative and interactive activities enhances language acquisition better learning results and boosts pupils' emotional involvement, the study finds.

Key words: Operant conditioning, motivation, English language learning, reinforcement, behaviorism.

Resumen

Este estudio investiga el condicionamiento operante como una estrategia conductual para mejorar la motivación de los estudiantes de inglés. La investigación tiene como propósito analizar cómo las recompensas y los castigos influyen en el rendimiento y la participación de los alumnos en las clases de inglés. Los datos se recopilaron mediante un enfoque cualitativo y fenomenológico, utilizando entrevistas semiestructuradas con docentes de inglés con experiencia en la provincia de Santa Elena.

Los resultados demostraron que las estrategias de refuerzo positivo, como los elogios, las recompensas y el reconocimiento, aumentan significativamente la participación y la disposición de los estudiantes para aprender. Los docentes también destacaron la importancia de mantener un equilibrio entre las recompensas y la motivación intrínseca, con el fin de evitar la dependencia de los estímulos externos. Además, indicaron que, cuando el condicionamiento operante se adapta correctamente a la edad y personalidad del estudiante, puede fomentar la autoconfianza, la responsabilidad y el entusiasmo por el aprendizaje del inglés.

Los resultados evidencian que el condicionamiento operante puede ser una herramienta pedagógica eficaz para motivar a los estudiantes y mejorar el clima en el aula. Integrar técnicas de refuerzo con actividades comunicativas e interactivas fortalece la adquisición del idioma, promueve mejores resultados de aprendizaje y aumenta el compromiso emocional del estudiante.

Palabras clave: Condicionamiento operante, motivación, aprendizaje del idioma inglés, refuerzo, conductismo.

Index

Advisor’s Approval.....	1
Statement of Authorship	2
Statement of Authorship	3
Declaration.....	4
Board Of Examiners	5
Acknowledgment I.....	6
Acknowledgment II	7
Dedication I.....	8
Dedication II	9
Abstract.....	10
Resumen.....	11
Introduction.....	15
Chapter I.....	16
The problem.....	16
Title of the research	16
Research Topic	16
Problem statement	16
Problem question.....	18
General question.....	18
Specific questions.....	18
Objectives	18
General objective	18
Specific objectives	18
Justification	18
Chapter II	20

Theoretical framework.....	20
Background.....	20
Pedagogical basis.....	21
Behaviorism.....	21
Emotional intelligence.....	21
Theoretical Basis.....	22
English as a foreign language teaching.....	22
Motivation.....	22
Operational conditioning.....	22
Legal Basis.....	23
Constitucion de la Republica de Ecuador.....	23
Ley Organica de Educacion Intercultural.....	24
Chapter III.....	26
Methodological Framework.....	26
Qualitative method.....	26
Type of research.....	26
Phenomenological Research.....	26
Data Collection.....	26
Semi-structured interview.....	26
Instruments.....	27
Questionaries.....	27
Open-Ended questions.....	27
Population and Sample.....	27
References.....	42
Annexes.....	45
Annex: A.....	45
Annex: B.....	46
Annex: C.....	47
Annex: D.....	48

Figure index

Figure 1.....	28
Figure 2.....	29
Figure 3.....	29
Figure 4.....	30
Figure 5.....	31
Figure 6.....	32
Figure 7.....	33
Figure 8.....	34

Introduction

English language has become as a means of communication with other speakers, when teaching English motivation is a essential component in learning process of acquiring the language. Maintaining students' motivation creates challenges because of external distractions, emotional aspects, and lack of engagement during the lessons. Teaching English as a foreign language in Ecuador is elaborate in the national curriculum criteria which is a guideline for educators. Ultimately, there are external factors that make it difficult to keep kids motivated and engaged in class.

Operant conditioning is a reliable method developed by Skinner along with the behaviorism learning theory; it provides an alternative to solving motivational and attention issues. The behaviorist approach emphasizes how reinforcement and consequences shape behavior, implying that positive reinforcement, which strengthens knowledge and decrease negative consequences. It allows teachers to oversee pupils' performance in the classroom through the use of incentives, praise, and feedback.

This study examines the operant conditioning method as a strategy to foster motivation in English language learners. The research analyses teachers' insights about the implementation of the method to driver motivation in English classes. This study aims to demonstrate the impact that the operant conditioning method can have in English language acquisition in low motivated learners. It is expected that a well-balanced application of reinforcement inspires responsibility, self-confidence, and regular effort enhancing student language development.

Chapter I

The problem

Title of the research

Exploring operant conditioning as a driver of motivation in English Language Learners

Research Topic

Exploring operant conditioning and motivation in ELL.

Problem statement

English language learning has become a mandatory skill to succeed in life. Ilyosovna (2020) stated that the importance of learning the English language cannot be ignored because the English language is the most spoken and used for global communication. Some countries have adopted learning English as a mandatory subject to prepare students to go abroad, others use it as an official language, so in other scenarios where the English language is prevalent as a bridge of communication.

In Ecuador, the English language is taught as a foreign language in public schools and as a second language in private bilingual schools. However, most of the institutions follow the EFL learning framework, either public or private. Macias and Villafuerte (2020) stated that under Ecuadorian Educational framework, English Language is taught focusing on language domain, cultural awareness, and inclusion. Also, it mentioned the national curriculum, which is a program that outlines the teaching practices, scaffolding processes, and learning outcomes.

Even though these efforts to offer decent English language learning are constrained by administrative problems, untrained educators, technology barriers, inequality, and so forth.

Educators must explore other methods aligned to motivate students to develop English language proficiency regardless of situations such as a lack of training, technology among others. There

are methods linked to learning theories and behaviorism aimed at making corrections on performance through behaviorist techniques founded on controlling the individual's development by training them.

The operating conditioning is a learning process aligned to develop behaviors to get positive outcomes. The brain is trained to predict results based on behavior and experiences, allowing the individual to learn from choices. According to Leeder (2022), Skinner's theory of operant conditioning is connected to pedagogical practice; it fits as a reinforcement or punishment created to change behaviors associated with negative consequences.

Motivation is an important component in all environments, in education, sports, and more. In educational terms, motivation is related to success in tasks and learning because of interest, not obligation. As stated, Ajmal et al. (2021) emphasize the role of motivation in English language learning. Motivation is the willingness to perform an activity by using personal internal drive to successfully progress or be proud of it. Since it is applied to the English language becomes an important topic to do must not be overlooked. Students must feel excited and curious about the class to engage with it.

The research aims to scope operational conditioning and its motivational outcome driven by English language learning. Operant conditioning could provide alternatives to gain rapport with students and bond with them. Also, positive reinforcement and proper rates of negative reinforcement can encourage the student to go further in language learning. Ultimately, the research seeks to explore operant conditioning drives motivation by analyzing data and gathering valuable information from educators.

Problem question

General question

How does the operational conditioning drive motivation in English language learners?

Specific questions

- How does the operational conditioning work up with English language Learning?
- What does operational conditioning drive motivation in English language learners?
- What are the insights of educators about operational conditioning on increasing motivation in English language learners?

Objectives

General objective

To explore the operational conditioning approach as a driver of motivation in English Language Learners.

Specific objectives

- To examine operational conditioning as a pedagogical approach
- To analyze operational conditioning as a drive to motivation for English language learners.
- To interpret educators' insights about operational conditions as a driver of motivation for English language learners

Justification

Several students in Ecuador struggle to stay motivated when learning the English language. Even though schools follow a national curriculum and there are efforts to improve language teaching, the reality is that a lot of students are just not bonded with the material. Educators often face challenges in teaching process, these hardships become opportunities so

that teachers do research on techniques to ensure proper education and accomplish learning outcomes (Guevara, 2024).

Teachers have to implement other strategies in order to comply with learning outcomes established in the planning. Internalizing into basics of Learning theories and its tools, it provides educators using reliable theories such as Behaviorism. This can be used to shape students' behavior through techniques related to focus and motivation.

One approach is operant conditioning, a concept from behaviorist theory. It is based on the idea that people learn through rewards and reinforcement, behavior can change when students realize results from their actions. In the classroom, this could mean using positive reinforcement to encourage effort and progress. Furthermore, this method might not only improve behavior but also help students feel more confident, inspire, and even excited to learn English (Guoli, 2025).

This research seeks to investigate if the operating conditioning influences motivation improvements throughout English language learning. It focuses on analyzing resources and gathering insights into experiences and perceptions using operant conditioning that will help to understand whether operating can truly help increase engagement among students. Ultimately, the review of the subject matter might support inexperienced teachers to use this method to foster commitment and shape behavior.

Chapter II

Theoretical framework

Background

Kienzler et al. (2023) considered that operant conditioning is a great approach to acquire knowledge using the result-based approach. It highlighted that positive, negative reinforcement, and punishment are part of the behavioral change, which is expected as a successful knowledge acquisition. This approach is used in English language teaching, which allows teachers to fairly manage the classroom.

Sari and Rahmani (2024), the positive reinforcement tool of operant conditioning helps to instruct the English language by using behaviorist practices on assessing conduct and adapting new ways to understand the environment and its fluctuations. English language teaching can adopt this method to make corrections on learning gaps or continuous mistakes when students use English skills.

Hence, Ramadhani et al. (2025) studied the influence of operating conditioning practices, which were interconnected; it seemed that positive reinforcement serves as a motivation for English learners to keep up that progress in language learning. The students feel fulfilled when they complete the activities, and the teacher praises them as a verbal or non-verbal stimulus to maintain that performance on track.

Moreover, Singh (2022) considered that operant conditioning is solely on the behaviour system; however, motivation increases after positive reinforcement as the individual learn rules and content. The rewarding system conditions as reinforcement and punishment, are used to adapt some behavioral changes, without conception motivation is inspired by doing a good job or others' praise would ever say.

Swasti et al. (2022) the study involved students attending classes to take the TOEFL test, and the instructor opted to use Operant conditioning for online education because it promotes seriousness and active control for large rooms. The warnings and reinforcement make students to attain the rules and organize their study habits, in fact a behavioral modification.

Pedagogical basis

Behaviorism

Behaviorism is related to the study of how people behave and its external and internal influences on internalizing stimuli. Rogti (2021) stated that Behaviorism is a learning theory aligned with the study of behavior is concerned with changes in individual behaviors, which are correlated to responses to stimuli.

According to Echezona and Ojukwu (2023), based on the theory of B. Skinner, learning depends on behavior; this stimulus or reward shapes knowledge and understanding. Within behaviorist practices, Skinner, the father of behaviorism, created a method to measure and adjust behavior by using certain techniques aimed at developing self-awareness when choosing options. This method is called operant conditioning, a method employed for pedagogical approaches.

Emotional intelligence

Emotional intelligence provides a balance on emotions and impulses that create slips in behaviour; nevertheless, it is important to use these skills when facing challenges. Degirmenci and Yavuz (2024) stated that emotional intelligence is very connected to English language learning because it is related to interpersonal and metacognitive approaches that enable individuals to understand their environment. The students who can accept their scores and focus on improvement are future English speakers; their determination empowers them to accomplish language outcomes and language level standards.

Theoretical Basis

English as a foreign language teaching.

Alam et al. (2022) mentioned the challenges for teaching English as a foreign language; the barriers that hinder English language learning are inappropriate teaching practices, a deficiency in planning, emotional skills, and so on; however, these issues are seen as challenges generating strategies to tackle the problems. English language learning demands loads of work to accomplish language learning acquisition. Also, the teachers must be careful using methods designed to improve English skills, some of which are based on comprehensive learning and behavior approaches that allow educators to address weaknesses, to then use a strategy to ensure a proper teaching learning process.

Motivation

Motivation is the inspiration to perform an activity; the individual feels encouraged to pursue their goals, in language learning promotes accomplishments in the language domain. Deevi and Jahan (2023) explained the importance of motivation depending on language development. When students are motivated, they are inspired to practice the language. Learning the English language needs several hours of practice and emotional intelligence to become a proficient speaker.

Operational conditioning

Park et al., (2025) defined operant conditioning as a process composed by stages exposing individuals to different results due to behaviors performed. This is a structural method that conditions and calibrates with reinforcement, when students perform assessments. Moreover, it supports teachers to build up attention during the activities and allow students to receive the optimal feedback.

Guoli (2025), stated that Operant conditioning is a code based on behavioral analysis in response to stimulus switching behaviors to change results and win a reward; it is a reflex based on prior learning. Furthermore, the approach involves a series of chains of events that can result in positive reinforcement, negative reinforcement, and punishment, working to strengthen proper behavior and fulfill the required task. The behavior yields a result, training the individual to learn from the consequences of their actions, and motivation becomes the excitement of checking in on every task. In English language learning, this behavioral method, along with motivation, provides several benefits for language acquisition, driving motivation to perform activities, making them quite successful and improved.

Legal Basis

Constitucion de la Republica de Ecuador

Art. 26.- Education is a right of individuals throughout their lives and an unavoidable and inexcusable duty of the State. It constitutes a priority area of public policy and state investment, a guarantee of equality and social inclusion, and an indispensable condition for good living. Individuals, families, and society have the right and responsibility to participate in the educational process.

Art. 27.- Education shall focus on the human being and guarantee their holistic development, within the framework of respect for human rights, a sustainable environment, and democracy. It shall be participatory, compulsory, intercultural, democratic, inclusive, and diverse, as well as high-quality and welcoming. It should promote gender equality, justice, solidarity, and peace. It shall stimulate critical thinking, art and physical culture, individual and community initiative, and the development of skills and abilities to create and work. Education is essential

for knowledge, the exercise of rights, and the construction of a sovereign country, and it is a strategic axis for national development (Constitucion del Ecuador, 2008).

Art. 28.- Education shall serve the public interest and shall not be at the service of individual or corporate interests. Universal access, permanence, mobility, and graduation without discrimination shall be guaranteed, as shall compulsory education at preschool, elementary, and high school levels or their equivalents. It is the right of every person and community to interact with cultures and participate in a learning society. The State shall promote intercultural dialogue in its many dimensions. Learning shall take place in both formal and informal settings. Public education shall be universal and secular at all levels, and free up to and including the third level of higher education (Constitucion del Ecuador, 2008).

Ley Organica de Educacion Intercultural

Art. 4.- Right to education. - Education is a fundamental human right guaranteed in the Constitution of the Republic and a necessary condition for the realization of other human rights. All inhabitants of Ecuador are entitled to the right to a quality, secular, free, and accessible education at the preschool, primary, and secondary levels, as well as to lifelong formal and informal education. The National Education System shall deepen and guarantee the full exercise of constitutional rights and guarantees (Ley Organica de Educación Intercultural, 2018).

Art. 5.- Education as an obligation of the State.- The State has the unavoidable and inexcusable obligation to guarantee the right to education to the inhabitants of Ecuadorian territory and universal access to it throughout life, for which it will create the conditions that guarantee equal opportunities to access, remain in, move through, and graduate from educational

services. The State exercises stewardship over the Education System through the National Education Authority in accordance with the Constitution of the Republic and the Law (Ley Organica de Educación Intercultural, 2018).

Chapter III

Methodological Framework

Qualitative method

The research project uses qualitative methods to develop the investigation; the qualitative approach allows researchers to understand complex, positive, and odd situations from individuals. Lim (2025) considered the qualitative method indispensable for obtaining deep thoughts and examining a phenomenon. Qualitative research is linked to human experience and perspectives to understand by means of subjectivity and reflexivity. Furthermore, Ugwu and Eze (2023) explained that qualitative research is used to comprehend how people perceive the world; they share the tendency to adapt and interpret data.

Type of research

Phenomenological Research

The phenomenological research is described as a structured phenomenon to understand the certain experiences of a group of people and examine their preconceptions and assumptions about thoughts and emotions living in the scenario (Bliss, 2016; Ugwu and Eze, 2023). These scenarios are analyzed to elaborate on the event to seek ways to discover findings through the use of data collection strategies such as semi-structured interviews.

Data Collection

Semi-structured interview

Pin (2025) determined that a semi-structured interview is a flexible instrument to extract information because it uses an unstructured interview, always sticking to a general plan. Furthermore, interviewers are allowed to be more creative in gathering information and be more creative in gathering the information they require for their development studies. The semi-

structured interview adapts to the participants and makes a comfortable place without strict protocols; nevertheless, the structure and point of view of the interview can never be altered.

Instruments

Questionnaires

Braun et al. (2021) mentioned that questionnaires are an important tool for getting information from participants; these questions must be aligned with the topic and must allow the participants to explain their problems or good practices. Questionnaires must be accurate and straightforward to obtain information related to the research project to address its research questions.

Open-Ended questions

According to Hansen and Swiderska (2023), open-ended questions are driven to comprehend phenomena by comprehending individuals' thoughts and feelings in a safe space and with an accurate and flexible instrument of investigation. These questions are often why and how to elicit the participant to speak up and seek further answers with important data.

Population and Sample

Willie (2024) elaborated on the population and the target population as the sample. A population is a large group of individuals that possesses similar features in context. This group provides researchers with a notion of demographics and its connection to the topic. The group selected as the population was professionals in English Language teaching in Santa Elena province, selecting them because of their preparation and degree.

In contrast, samples represent subunits within a population of interest, focused on criteria that align with the research objectives; sampling refers to isolating proper groups for collecting data. Moreover, the target population should have the validity to be used in the study (Alvi,

2016; Willie, 2024). The sample selected will be Experienced Professionals in English Language teaching in Santa Elena province, using the behaviorist approach in their class for a long time; they will be assessed to gather the best data to support findings in the fourth chapter.

Note. This word cloud collects the most mentioned words in the teachers' answers.

During the analysis of the word cloud, the most mentioned words were motivated, students, communicative, games, and activities. Teachers mentioned methodologies related to active interaction, content-based methods, and gamification methodology. The English teachers explained their methodologies and strategies, such as student-centered settings and real context models, so that students boost motivation, embracing the language adequately.

2. Which pedagogical strategies are employed in the class with young learners?

Figure 2

Word cloud of teachers' answers



Note. This word cloud collects the most mentioned words in the teachers' answers.

The most mentioned words were connected, participate, strategies, actively, and TPR. The English teachers shared their pedagogical strategies for young peers, such as collaborative learning, the Total Physical Response (TPR) method, and interesting projects. Furthermore, they mentioned that their techniques are based on interaction, such as roleplay activities and guided discussions.

are attractive to the student, helping to motivate the student during the class. Furthermore, Alam et al. (2022) mentioned that English teachers have to develop activities designed to overcome challenges in the learning process based on comprehensive activities that strengthen English language proficiency.

The English teachers elaborated on their pedagogical strategies over the second question; the purpose of the question was to make the teachers elaborate on suitable strategies for young learners. The teachers mentioned the use of multisensory approaches, such as Total Physical Response TPR and gamification, on communicative activities that promote social interaction. Moreover, the teachers emphasized the concepts of cooperation when performing the class activities. In accordance with Degirmenci and Yavuz (2024), who explained that emotional intelligence and motivation have an important role in language learning, allowing students to engage and be motivated, leading to outstanding performance in the classroom.

In the third question, the researchers seek to know the advantages and disadvantages of operant conditioning. The English teachers elaborated the benefits, which were enhanced participation, positive attitudes reducing shyness or boredom. However, teachers considered that operant conditioning has to work in a balance when giving reinforcement and rewards to ensure the students are not focused on getting rewards instead of language learning. Feedback and praise have to be delivered properly to avoid problems in the learning process. Kienzler et al. (2023) agreed that operant conditioning is useful to shape behavior through reinforcement and consequences of actions, highlighting that feedback, either positive or negative, guides students to acquire English language skills.

The fourth question had the purpose of exploring common challenges in a classroom when students are not motivated or engaged. The English teacher elaborated a series of factors,

such as distractors, low self-esteem, poor social skills, distraction, and limited English exposure. To tackle these problems, teachers used to apply alternative approaches such as songs, games, and videos in order to draw attention to young learners. Ludic and Digital tools support encouraging students to join the class, fostering motivation in learners. Alam et al. (2022) agreed that EFL teachers have to include creative strategies when facing classroom barriers, and using alternative strategies enhances motivation to learn the English language.

Question fifth, the teachers described their perception of operant conditioning to drive motivation in children. All teachers elaborated positive arguments of the method, and they recognized the potential to promote good behavior, responsibility, and engagement in the class. Furthermore, the reinforcement and rewards must be balanced so that the students do not feel the pressure to enjoy the reward based on their hardships. Sari and Rahmani (2024) stated that positive reinforcement in operant conditioning encourages the student to develop English language skills by shaping behavior through feedback, but it should be balanced with self-motivation for objective learning outcomes.

The sixth question aims to discover the perception of operant conditioning. Teachers described that reward systems founded in praise will motivate young students, and they can realize the effort behind rewards to accomplish learning outcomes. Advising and correcting mistakes to encourage students to develop confidence are practices that are moving on to moderate English language teaching. Ramadhani et al. (2025) found that positive reinforcement increases commitment and motivation in English classes by making learners feel fulfilled and valued through verbal or non-verbal acknowledgment efforts from young learners.

The seventh question sought to know how to adapt the operant condition to children. The English teachers have to make adjustments when delivering reinforcement, because they should

analyze students' personalities, learning styles, among other factors. Also, students do not respond to the same reward system, so teachers have to adjust praise or classroom roles. Guoli (2025) described operant conditioning as a behavioral training that adjusts to individuals' responses, stressing that reinforcement should be flexible and tailored to strengthen language learning outcomes.

The last question was on regard to operant conditioning to driver motivation for English language learners. The teachers concluded that operant conditioning can be a driver to motivation when young learners are less motivated than usual, the strategies such as praise, recognition of process impact on their mood. However, teachers considered that reinforcement has to be a balanced approach that helps children develop motivation and interested in learning English. Singh (2022) explained that motivation increases not only from rewards or feedback but also from the learner's satisfaction and engagement in the learning process.

Chapter V

Conclusions and recommendations

Conclusions

This section demonstrates outcomes of the investigation, and the processing of data in the previous chapter helps to understand the role of the operant conditioning method in how English language learners feel motivated when reinforcement is provided properly. This is connected with emotional approaches that shape students' behavior by using positive reinforcement to encourage improvement in language learning.

Teachers acknowledge that the impact of reinforcement on students' performance can hinder students' motivation, leading to low performance. The operant conditioning method employs praise such as positive feedback, stickers, among other resources to make students comprehend their important role in the English language learning. Furthermore, teachers used to implement rewarding systems that make an interactive class full of participation.

However, teachers have to structure their activities based on motivating peers to learn the English language. They can run interactive activities followed by the operant conditioning method to ensure the English language acquisition through behaviorist training. The rewards or praise founded on the operant conditioning method have to be balanced to avoid focusing on competition; instead, the aim is to learn the English language through activities that result in reinforcement to establish solid knowledge and recognize students' efforts.

The researchers concluded that the operant conditioning method is an approach to drive students' motivation through reinforcement and acknowledgement of efforts. Teachers have to balance the use of operant conditioning in the classroom, adapting to students' needs. It is also

emphasized that the method offers conditioning that can be negotiable to learn the English language; the outcome is to make the class attractive, drawing interest in students.

Ultimately, it is encouraged to apply operant conditioning to overcome problems with low motivation in learners. This method helps to maintain the balance of emotions by offering feedback and reinforcement. It is expected to build engagement and classroom rules that encourage students to learn the English language.

Recommendations

Based on the conclusions, several recommendations will come up due to challenges and final thoughts about the operant conditioning method as a driver to motivate students to develop the English language. Since Operant conditioning is connected with the behaviorist approach, the use of this method must be adapted to learners gradually, taking into account challenges with motivation and willingness to learn the English language.

Operant conditioning must be implemented progressively, planning lessons using interactive activities, easy to follow, such as karaoke, role plays, among other activities, and applying rewarding systems. The students have to feel comfortable and interested in the class; operant conditioning forces students to join the activity to improve their grades and language proficiency while enjoying the class.

Besides, positive reinforcement is a tool that implements feedback on activities performed, granting the student commendations and praising efforts on their performance. However, teachers have to determine what to congratulate; sometimes, being harsh seems like motivation. Nevertheless, nowadays, generations feel attracted when using those traditional motivators. Hence, teachers have to be careful when providing feedback and praise in order to avoid misunderstandings with students. Praise during the activities has to be fair, focusing on

recognizing efforts properly; the reward system employed has to be objective in achieving learning outcomes.

Ultimately, teachers should be told to use operant conditioning without scaring students, just going step by step. Also, providing proper reinforcement by being impartial and supporting real efforts. The teachers must create a safe learning environment so that students feel appreciated; the study can be extended to research on how to use reinforcement adequately in new generations following modern teaching approaches. The researchers expected that this could be a guide when teachers feel students are experiencing lower motivation. Operant conditioning can be an alternative if teachers follow its principles and recommendations given.

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Annexes

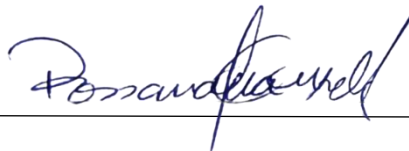
Annex: A

La Libertad, October 30th, 2025

Certificado sistema Anti-Plagio

En calidad de tutora del trabajo de integración curricular denominado **“Exploring Operant Conditioning as a Driver of Motivation in English Language Learners”** elaborado por los estudiantes **Malavé Beltran Ambar Nicole y Tomalá Pozo Soreyda Stefania** 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 4% de la valoración permitida, por consiguiente se procede a emitir el informe, para proceder a la revisión por parte del especialista.

Atentamente,




Vera Cruzatti Rossana, MSc.

TUTORA

Annex: B

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Annex: C

Questionnaire for interviews

1. What motivation problems have you experienced with EFL young peers?
2. What teaching methodologies and techniques have you used to encourage motivation in EFL young peers?
3. What pedagogical strategies could you use in a scenario of a class with low English level in young learners?
4. What are your perceptions of operant conditioning in a role in keeping learners motivated during English lessons?
5. What are your insights about the rewarding system of operant conditioning in driving students' motivation in EFL classrooms?
6. What could be the advantages and disadvantages of operant conditioning to motivate young EFL learners?
7. What challenges have you encountered when using operant conditioning to motivate English language learners?
8. Based on your experience, what would you consider about the reinforcement of operant conditioning as an alternative to motivate young EFL learners?

Annex: D**Transcriptions****Participant 1**

What teaching methodologies and techniques have you used to encourage motivation among EFL young learners?

I usually combine communicative and task-based approaches. I design activities that allow students to express themselves through games, songs, and storytelling. These methods increase participation and make them feel more confident when using English.

What pedagogical strategies could you use in a scenario of a class with low English level in young learners?

I use Total Physical Response and visual aids to help them connect words with actions. I also use repetition and simple instructions so they can easily follow and understand the content.

What are your perceptions of operant conditioning in a role in keeping learners motivated during English lessons?

Operant conditioning helps to promote good classroom behavior and motivation. When students receive praise or small rewards, they feel valued and eager to learn more.

What are your insights about the rewarding system of operant conditioning in driving students' motivation in EFL classrooms?

The rewarding system is effective, but it must be balanced. Praise and feedback should focus on effort rather than only on success, so students do not depend completely on rewards.

What could be the advantages and disadvantages of operant conditioning to motivate young EFL learners?

The advantage is that it promotes positive behavior and responsibility. The disadvantage is that students may become too focused on rewards instead of learning for enjoyment.

What motivation problems have you experienced with EFL young peers?

Some children are easily distracted or shy. Others lose interest when they do not understand instructions. I try to use fun and short activities to maintain attention.

What challenges have you encountered when using operant conditioning to motivate English language learners?

The challenge is to find which type of reinforcement works best for each learner because not all respond equally to praise or prizes.

Based on your experience, what would you consider about the reinforcement of operant conditioning as an alternative to motivate young EFL learners?

It is a very useful approach, but it must be adapted to students' personalities and ages to achieve the best results.

Participant 2**What teaching methodologies and techniques have you used to encourage motivation among EFL young learners?**

I use communicative activities and gamification. Games, pair work, and group tasks allow students to speak English naturally and stay motivated.

What pedagogical strategies could you use in a scenario of a class with low English level in young learners?

I use songs, flashcards, and TPR activities. These strategies create a dynamic environment where children can understand and repeat new words easily.

What are your perceptions of operant conditioning in a role in keeping learners motivated during English lessons?

It is an effective technique for reinforcing behavior and participation. Students like to be recognized for their efforts, which keeps them engaged.

What are your insights about the rewarding system of operant conditioning in driving students' motivation in EFL classrooms?

Rewards work best when they are symbolic, like verbal praise or points. I avoid giving gifts or candies to prevent overdependence on external motivation.

What could be the advantages and disadvantages of operant conditioning to motivate young EFL learners?

The advantage is higher engagement and discipline. The disadvantage is that if teachers rely too much on rewards, students might lose interest when the prizes stop.

What motivation problems have you experienced with EFL young peers?

Many students are afraid of making mistakes. To solve this, I emphasize that mistakes are part of learning and praise them for trying.

What challenges have you encountered when using operant conditioning to motivate English language learners?

A challenge is consistency; if reinforcement is not constant, students lose the connection between behavior and reward.

Based on your experience, what would you consider about the reinforcement of operant conditioning as an alternative to motivate young EFL learners?

It is an excellent strategy if used progressively. Reinforcement helps to build habits and confidence in language learning.

Participant 3

What teaching methodologies and techniques have you used to encourage motivation among EFL young learners?

I focus on student-centered learning using communicative and project-based methods. Activities like roleplays and storytelling keep students active and motivated.

What pedagogical strategies could you use in a scenario of a class with low English level in young learners?

I use collaborative learning so that stronger students help their peers. I also simplify instructions and use visuals to support understanding.

What are your perceptions of operant conditioning in a role in keeping learners motivated during English lessons?

I consider it a powerful way to encourage persistence. When students receive immediate feedback, they know their effort matters.

What are your insights about the rewarding system of operant conditioning in driving students' motivation in EFL classrooms?

Rewarding systems like stickers or praise build confidence, but they should focus on improvement, not just perfection.

What could be the advantages and disadvantages of operant conditioning to motivate young EFL learners?

The advantage is clear students improve their participation. The disadvantage is dependency; some may expect constant recognition.

What motivation problems have you experienced with EFL young peers?

Some students lack motivation because of poor exposure to English at home. I use fun activities like songs and games to keep their interest.

What challenges have you encountered when using operant conditioning to motivate English language learners?

It is difficult to balance reinforcement and correction. Too much correction can lower confidence, while too much praise can reduce effort.

Based on your experience, what would you consider about the reinforcement of operant conditioning as an alternative to motivate young EFL learners?

I believe it is effective when used with empathy. It helps children feel supported while learning.

Participant 4

What teaching methodologies and techniques have you used to encourage motivation among EFL young learners?

I integrate technology with communicative methods. Using videos, songs, and interactive games helps keep students focused and motivated.

What pedagogical strategies could you use in a scenario of a class with low English level in young learners?

I adapt lessons with clear instructions and visual materials. Using movement and gestures makes learning more accessible.

What are your perceptions of operant conditioning in a role in keeping learners motivated during English lessons?

Operant conditioning improves both discipline and enthusiasm. Positive reinforcement creates a positive learning climate.

What are your insights about the rewarding system of operant conditioning in driving students' motivation in EFL classrooms?

The rewarding system builds rapport between teacher and students. Recognition and encouragement strengthen relationships and motivation.

What could be the advantages and disadvantages of operant conditioning to motivate young EFL learners?

The main advantage is sustained participation. The main disadvantage is the risk that students might only perform for rewards.

What motivation problems have you experienced with EFL young peers?

Students sometimes lose attention due to distractions or boredom. I use creative, playful activities to keep them involved.

What challenges have you encountered when using operant conditioning to motivate English language learners?

The challenge is maintaining consistency in applying reinforcement without losing its impact.

Based on your experience, what would you consider about the reinforcement of operant conditioning as an alternative to motivate young EFL learners?

It should be combined with emotional intelligence to guide behavior and motivation positively.

Participant 5

What teaching methodologies and techniques have you used to encourage motivation among EFL young learners?

I combine traditional methods with interactive strategies. I often use storytelling, roleplays, and group games that allow students to practice English naturally and enjoyably.

What pedagogical strategies could you use in a scenario of a class with low English level in young learners?

I use songs, repetition, and simple dialogues. Visual and auditory materials help students remember vocabulary more easily.

What are your perceptions of operant conditioning in a role in keeping learners motivated during English lessons?

I believe it is a valuable approach to increase engagement. When learners feel recognized for their effort, their confidence and motivation grow.

What are your insights about the rewarding system of operant conditioning in driving students' motivation in EFL classrooms?

Rewards must be fair and meaningful. I prefer giving verbal praise or extra classroom privileges to motivate participation.

What could be the advantages and disadvantages of operant conditioning to motivate young EFL learners?

The main advantage is improved behavior and consistency. The disadvantage appears when students expect rewards all the time.

What motivation problems have you experienced with EFL young peers?

Some students lack family support or self-confidence. I try to make the class a positive place where every student feels capable.

What challenges have you encountered when using operant conditioning to motivate English language learners?

Balancing fairness is the biggest challenge. Reinforcement should be distributed equally and focused on effort.

Based on your experience, what would you consider about the reinforcement of operant conditioning as an alternative to motivate young EFL learners?

I consider it very effective when combined with communication and emotional support. It strengthens both learning and personal growth.