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EN LENGUA INGLESA MENCIÓN EN ENSEÑANZA Y
ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN T.E.F.L**

TEMA

**CONTRIBUTION OF BEHAVIORAL THEORY IN TEACHING
ENGLISH AS A FOREIGN LANGUAGE TO 8TH GRADE STUDENTS
AT U.E. FRANCISCO DE ORELLANA, SCHOOL YEAR 2018 – 2019.**

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<p>The objective of this research project is to develop a guide that contains teaching activities to improve language skills in eighth grade students of the Francisco de Orellana Educational Unit 2018-2019. The population of this study consisted of 30 eighth grade students and 3 English teachers. This study was descriptive, pre-experimental and bivariate and focused on qualitative and quantitative methods. The proposal was carried out for 3 months, from September 2 to November 28, 2019. It consists of 10 activities based on behavioral theory, which they were implemented in the English class to develop language skills such as: listening, writing, reading and speaking. The results showed by applying a pre-test and a post-test. These results indicated an increase in the development of English language learning.</p>	

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Haber dirigido, revisado y aprobado en todas sus partes el Proyecto de Investigación titulado: **“CONTRIBUTION OF BEHAVIORAL THEORY IN TEACHING ENGLISH AS A FOREIGN LANGUAGE TO 8TH GRADE STUDENTS AT U.E. FRANCISCO DE ORELLANA, SCHOOL YEAR 2018 – 2019”**, presentado por los estudiantes **GENESIS SOFIA GAIBOR ESTRADA Y JOSUE REINER HERNANDEZ MORA** como requisito previo, para optar al Título de **LICENCIADO EN LENGUA INGLESA MENCIÓN EN ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN T.E.F.L.**, encontrándose apto para su sustentación

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First to our families, who have been an important pillar in our lives, because through their support, during these five years helped us to finish our studies. Also to our teachers, who through their perseverance, patience and example, not only motivated us to apply all the knowledge acquired, but also to continue improving every day in order to become good educators.

DEDICATION

We dedicate this project to our eminent heavenly Father who with his endless wisdom and love gave us life, intelligence, well-being and the necessary forces throughout these five years to finish our studies. And we also dedicate this to our families for their help and support during this self-learning process.

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ABSTRACT

The current research work aims to improve the level of teaching and learning of the English language through the development of different language skills. By creating a procedure manual which contains activities that provide greater academic disbursement, it focuses on both individual and collective work as well as greater participation in class whose sole purpose is to allow the student to feel more comfortable interacting, give a leading role to students, motivate, instill and reinforce writing, reading, listening and speaking that are elementary in learning a new language.

These methodological strategies have been carefully selected according to the level of needs shown by the students. The result obtained during the evaluation towards the students could evidence different elements associated with their low school performance, as well as the lack of study habits, teachers that do not motivate the student in the development of the English language.

This project seeks to provide teachers with a more active way of learning which focuses on involving students directly in the teaching process.

INTRODUCTION

English is considered one of the languages of greatest use and importance today, so that educational institutions integrate it into their curriculum. When speaking of English as a foreign language, we refer to a language different from our mother tongue, and that is not used frequently in everyday life and whose learning is mainly given in the classroom. Therefore, it is very important that this process of learning and teaching English as a foreign language allows students to reach a high level of development in learning this language.

This research is based on the low level of learning and teaching of English as a foreign language and the influence of behavioral theory. This research project was carried out in the "Unidad Educativa Francisco de Orellana", a high school in Guayaquil, Ecuador. The authors of this research carried out this work mainly with the eighth grade students of basic education. The main interest was to identify and analyze the possible causes of poor performance in terms of teaching and learning English as well as the lack of interest and motivation shown by the students of this institution.

Through the use of research methods, the authors carried out interviews both teachers and students of the Francisco de Orellana Educational Unit with the aim of verifying whether teachers through the use of traditional teaching techniques were able to motivate students in learning English. Teachers reported that students demonstrated this lack of interest because the activities or topics discussed in class were boring for them. Therefore, the authors used a pre-test and a post-test in the students in order to verify the level of the students taking into account the different skills necessary for learning this language such as listening, speaking, reading and writing.

The following paragraph will provide information on the different chapters.

Chapter 1 shows statements about what led the researcher to develop and carry out this study. The different observations that generated an interest in the development of this research project are mentioned in this chapter. Since it is explained and mentioned reasons why this project was carried out, it is mentioned about the history of the problem and in general the importance of said problem.

Chapter 2 includes a review of previous studies related to the subject of the research project, the review identifies possible reasons that may have given way to the initial problem, taking into consideration also previous studies conducted by researchers regarding the independent variable, as well as possible solutions to the problem to be taken into account and the results thereof.

Chapter 3 shows both the type and the modality of the investigation. Here the researcher explains to which specific category the study project that is carried out belongs, as well as the different research modalities which are included experimental, bibliographic, pre-experimental and field, descriptive or exploratory patterns are also included.

Finally, in chapter 4 the title of this research project synthesizes a possible solution regarding the problem in question, with a concise and simple statement that indicates the general objective of the investigation. A detailed explanation is also made of the process of each of the activities of the proposal and their application through the development of a manual made by the researcher. All through the application of behavioral theory so that teachers achieve an application and positive results in teaching English as a foreign language.

CHAPTER I

The research problem

1.1 Topic

Contribution of Behavioral Theory in Teaching English As a Foreign Language to 8th Grade Students at U.E. Francisco de Orellana, School Year 2018 – 2019.

1.2 Background of the Problem

English language learning has developed together with the phenomenon of Globalization, to the point that more and more people want to learn languages although for different reasons: getting a promotion at work, studying abroad, traveling around the world, etc. According to the Argentinian teachers and researchers Biava and Segura (2014), "the universal language of business is English" (p.15). For this reason, learning English is no longer a privilege but a necessity.

Recent studies have shown that approximately 402 million people speak English. Much of the high cognitive level literature, the main international conventions, documentaries, and worldwide high-end media use the English language. In addition, English has been selected as the language of international communication; "The study of several languages, not only the mother tongue, is of great importance for any professional. Especially English is essential, because of its scope and because it has become one of the world's first languages, learning English is not a luxury, but an undeniable need" (Chávez-Zambano & Saltos-Vivas, 2017). Currently, a large part of the workforce considers it necessary to master the English language for the performance of certain offices and executives.

Until three years ago, Ecuador did not have a specific workload for the teaching of the foreign language within public education. It was not until February 17, 2016, through a ministerial agreement of the Ministry of Education, that it would incorporate this workload into the standardized curriculum. Before this ministerial agreement, the students did not receive mandatory English in the public system (Ministry of Education, 2016).

Therefore, the probability is quite high that a significant part of the students who have completed the eighth year of elementary school do not have the necessary basics required to continue learning the English Language, whether they are part of the public or private education system, considering that private school system offers an additional

service (teaching English language). They educational law in Ecuador regulates them. Therefore with the ministerial agreement, the teaching of the foreign language is mandatory in both educational systems since this is a necessity and not a privilege.

Considering the fact that "Interest in learning the language continues to grow throughout Latin America. The region has made considerable efforts to improve English language learning through policies and programs, resulting in more people in the region having access to English language learning "(Cronquist & Fiszbein, 2017). It must be recognized that there is still a long way to go before evaluating teachers, especially in the pedagogical field, since there are few countries that evaluate, the English language proficiency of teachers and the pedagogical use in their teaching.

Correlating these two factors: the mastery of the English language and knowing how to teach it to the students are essential to achieve the standards required in the process of learning the English language. The mastery of the foreign language itself is not the only requirement that must be met by the teacher. It is necessary that the pedagogical tools are used as a channel of communication between the teacher and the student, to increase the level of learning. In most cases, the ease at which the student learns the English language depends on the proper use of pedagogical tools.

Learning a foreign language is a complex process that depends on two types of factors: external and internal. Some of the external factors are the sociodemographic condition, the age at which learning began and even the pedagogy that has been used as well as several other elements that are in the environment that forms the environment surrounding the student.

On the other hand, there are internal factors, or those items that depend only on the student, such as the motivation that gives rise to learning style, rhythm and feedback. In most foreign language education programs, the pedagogy used emphasizes external factors, leaving internal factors in the background. That is why internal factors become the most common obstacles to learning the foreign language. The feedback, style and pace of each student's learning is different; therefore, pedagogical tools, such as the programmed teaching of behavioral theory must be used to address these internal and external factors.

The problems in teaching English as a foreign language are not only limited to private institutions but also public, as is the case of the Unidad Educativa Francisco de Orellana, in which through a process of observation in this area, it was possible to

notice a considerable lack of motivation not only the students but also the teachers, the students did not pay attention to the teacher and the excess of the Spanish language was evident, all this is reflected in their low grades. For which we will propose through this project a solution such as the creation of a manual of procedures regarding the use of different pedagogical tools based on behavioral theory, this manual will not only strengthen the main role of the student in the teaching of English as a foreign language, it will also allow to implement motivational resources within the program academic English area, these results will be observed at the end of each module, this proposal intends to increase the level of knowledge of the English language in eighth grade students at Unidad Educativa Francisco de Orellana, school year 2018-2019.

1.3 Statement of the Problem

¿What are the contributions of Behavioral Theory in teaching English as a foreign language to eighth grade students at Unidad Educativa Francisco de Orellana, school year 2018 -2019?

1.4 Systematization of the Problem

¿What problems do the eighth grade students at Unidad Educativa Francisco Orellana have in learning the English language?

¿What pedagogical procedures of behavioral theory can increase the level of English language learning for the eighth grade students at Unidad Educativa Francisco Orellana?

¿What are some possible pedagogical aspects that should be considered for the implementation of Behavioral Theory principles?

1.5 Broad Objective

Establish the contributions of behavioral theory in teaching English as a foreign language among the eighth grade at Unidad Educativa Francisco Orellana, school year 2018-2019

1.6 Specific Objectives

To identify the pedagogical problems that the eighth year students of the Francisco de Orellana have when they learn English as a foreign language.

To select a set of pedagogical techniques to help students increase their competence in English in order to produce a manual of procedures.

To characterize the pedagogical tools of behavioral theory that increase the level of English.

To determine the theoretical aspects concerning the independent and dependent variables of the study.

To identify the pedagogical aspects that should be considered for the implementation of Behavioral Theory Principles.

1.7 Significance or Justification of the Study

In Ecuador, the education system in general has experienced a series of changes that promote the leading role of the student in the acquisition and exchange of their knowledge, which demands the use of new pedagogical tools that allow the development of this different approach. There are several pedagogical techniques that play a deliberate role in the learning process to cement the diverse contents. The pedagogical tools should promote a student's interaction to obtain the desired academic performance.

Therefore, the programmed teaching of behavioral theory is the ideal pedagogical tool not only promotes, but also, strengthens the leading role of the student. Through this process s/he will not only learn at his/her own pace, but s/he will also be the one who encourages his/her feedback. Therefore, the results of their learning will be immediately observed at the end of each module, which will raise the level of English language learning in the basic eighth grade students of the U.E. Francisco Orellana. At the end of the research, not only the efficiency of programmed teaching will be exposed, but also the limitations of it will be exhibited so that readers (focusing on teachers or aspiring teachers) can count on a pedagogical tool, and know how to use it in the best possible way to optimize the quality of foreign language learning.

This research is not intended to catalog a specific pedagogical tool, on the contrary; by establishing its disadvantages or limitations, it is sought that the reader uses other techniques to overcome such shortcomings since the rationale of all pedagogical elements is to improve the learning process especially those more complex such as English and foreign languages in general. This project will show practical and

methodological benefits. In the practical part we can mention some beneficiaries such as teachers because through the creation of a manual of procedures, they will be able to apply different pedagogical tools depending on specific situations, in the case of students, they will feel more motivated, increase their participation in classes and be more responsible with their different tasks, in terms of institutions they will benefit from knowing that not only must motivate students but also teachers looking for ways to improve and prepare them better. Regarding the methodological benefits, this research will provide information about the effects of behavioral theory in current teaching, until its implementation can be beneficial or in what specific situations it would give more results.

The lack of knowledge regarding the application of pedagogical tools by the professionals of this area, makes the teaching repetitive, and thus you see that the students lose interest in learning a foreign language in this case the English language; and in the best of scenarios, it is difficult for them to learn the English language, preventing them from achieving the desired objectives, which is what this research argues. If you want to meet the new standards in education in Ecuador, it is necessary to use these tools not only promote, but also strengthen the leading role of the student. For all the above explained, this study propose a manual of procedures of different pedagogical tools based on behavioral theory in order to improve the teaching of English as a foreign language in the eighth grade students at Unidad Educativa Francisco de Orellana.

1.8 Scope and Delimitations of the Study

Table 1

Scope and Delimitations of the Study

Responsible unit	Unidad Educativa Francisco de Orellana
Researchers	Genesis Gaibor Josué Hernandez
Field	Education
Area	English Language Teaching

Population	8 th grade students at Unidad Educativa Francisco de Orellana. Distrito de educacion Ximena 2
Period of Execution	School year 2018-2019

Elaborated by: Gaibor, G & Hernandez, J. (2019)

The present study will be carried out in the Francisco Orellana school which is located in Cdla Las Acacias (5.58 km) Guayaquil. The programmed teaching of behavioral theory focuses exclusively on the area of English, (the language taught to all students of the Educational Unit). However, the population selected for the development of the following research is the basic eighth grade students enrolled in the 2018-2019 school year.

1.9 Hypothesis

The behavioral theory has a positive influence on teaching English as a foreign language to eight grade students at Unidad Educativa Francisco Orellana, during the school year 2018-2019.

1.10 Identification of Variables

Independent variable: Behavioral theory

Dependent variable: Teaching English as a foreign language

1.11 Lines of Investigation of the University

Based on the strategies thought for the students, which can also improve the ways of an English Teacher to perform in class, the present idea follows the direction that this University proposes about Teacher's performance and professionalization, with the sub-line of Communicative skills (since the present project seeks Language acquisition in L2) in teachers and students.

CHAPTER II

2.1 Literature Review

In this chapter, we will show some studies on the teaching of English as a foreign language and analyze each of them. These scientific research and studies have been developed based on improving the teaching of English by implementing techniques and strategies in order to improve the level of this language in different private and public institutions.

The next research talks about the following investigation *The Implementation of Listening Strategies to Facilitate the Language Learning Process in the Students of the First Course at the School of Languages at Universidad Laica Vicente Rocafuerte in Guayaquil* (Rodríguez Robles, 2012), this project sought to provide solutions for the auditory struggle that arises from the need to understand a language through the development of this skill and, of course, as the main objective was to discover how this skill develops in first-year students. Among its specific objectives we sought to identify the levels of listening comprehension that each student possesses. and second, to design different listening strategies to reinforce the needs of the students. The grammar-translation method does not focus on the development of listening skills because it is primary. The main objective is the analysis of the grammar rules and the translation of sentences to target language. Although widely used in the nineteenth century. It is not useful for the development of this work. However, it is mentioned here because it was the first method that was used in the teaching of a foreign language. In conclusion, it was observed that it is necessary for students to practice listening to the first ten minutes of each English class, or at least two or three times a week. In addition, the teacher must incorporate motivating activities to help students become familiar with the different sounds, tones of voice, etc. If you apply this type of activity, in the long term you will obtain better results because the students will acquire confidence and show the desire to learn.

The Role of Culture in Teaching and Learning of English as a Foreign Language (Choudhury, 2014). In this article it is mentioned the importance of learning a language since it allows the expression of feelings, thoughts and wishes, etc. all this through words, symbols or gestures a basic form of communication. Through a specific regulation of seeing things, making students aware of the importance of the objective culture, this helped them to realize that there are no such things as superior and inferior,

it was sought through interaction with native speakers or text that the students constructed their own meanings instead of that educators simply give information about people and their culture. As well as the relationship of culture and language; since the acquisition of a new language without knowing the culture to which it belonged, this acquisition is incomplete. Among the main objectives that are shown in this article is to define what culture is and its relation to language as well as the role that plays in teaching and learning English as a foreign or secondary language. That is, the importance of getting to teach in the classroom about the culture of the English language.

Technologies for Foreign Language Learning: a Review of Technology Types and their Effectiveness (Ewa M. Golonka, 2014). This research is about checking the effectiveness of the different technological tools focused on the teaching of English as a foreign language in order that these become a great support for the teacher at the time of teaching the classes, allowing them to be more attractive and dynamic for the student. The traditional teaching at the present time does not show the same effectiveness as before, the books fall into the background and it is the technology which can make possible the most enriching classes and with greater participation. Certain technological devices allow to practice the language through the recognition of the voice and interactive multimedia exercises, allowing students to pass from being passive to being active, finally the creation of different software allows teachers to create personalized tests to the needs of each student.

Theoretical Perspectives and New Practices in Audio-Graphic Conferencing for Language Learning (Walton Hall, 2003). This article mentioned different points that supported the use of conference systems in both teaching and learning languages. First, they analyzed different pedagogical theories that support this learning system as sociocultural theories of multimodality. The main objectives were to show the extent to which the use of audio-graphic conference systems in teaching language is beneficial and effective. In this system each student chose a partner from another university to interact once a week by video conference during a period of 30 minutes in which they had to discuss the subject that the teacher had assigned with anteriority. The students had to interact fifteen minutes in English and fifteen minutes in German to take note of what was discussed and then report to their teachers. Allowing the the student acquires the role of monitor of the process of learning the language of his partner. This system

uses this interactive technological tool that combines the use of video and communication technologies allows a collaborative learning between two students in different places in real time.

The research project previously mentioned showed different ways to improve the educational process of the foreign Language through the implementation not only of teaching strategies but also through the use of different technological tools that we currently have. In our study we attempt to enhance or improve the students learning quality through the creation of a procedure manual, which will allow teachers to choose the most suitable techniques, according to the students needs.

2.2 Theoretical Framework

2.2.1 Behavioral Theory Concept. "Behaviorists try to prescribe strategies that are more useful for building and reinforcing stimulus-response associations, including the use of 'clues' or 'indications' of instruction, practice and reinforcement. These prescriptions, generally, have proven to be reliable and effective in facilitating learning that has to do with discrimination, generalizations, associations, and chaining "(Newby, 1993).

"This theory of learning is based on the idea that all behaviors are acquired through conditioning. Conditioning occurs through interaction with the environment, behaviorists believe that our responses to environmental stimuli shape our actions" (Cherry, 2019). This theory of teaching can be studied in two ways both systematically and observably. In behavioral theory is observed: cognitions, emotions and moods. Behaviorists believe that anyone can be trained to perform any kind of task, regardless of personality traits and internal thoughts as long as it is within the limits of their physical capacity. It only requires the correct conditioning.

In behaviorism, the teacher is responsible for using proper stimuli to provoke to active the students faculties with correct motivation that is usually reduced to rewards and negative reinforcement to punishments (for which , in most cases, the ratings were used).

An example of the above would be: if the teacher continuously stimulates the students whenever they collaboratively practice, they learn that doing the activity helps them get higher grades. Otherwise, the teacher would have to apply reinforcement techniques, to ensure that the student learns the initial goal.

This theory has evolved to the point of not only helping the teacher to reinforce the behavior of students in the classroom, but also to use it as a pedagogical tool in the teaching of a new language.

2.2.2 History of Behavioral Theory. The history of Behaviorism dates back to approximately 1913. It was in this year when John Watson published his work known as "Psychology as Seen by the Behaviorist", which became the beginning of the new school of behaviorism, although previously it had already developed thanks to the different observations of behavior in animals. Behaviorism is focused on everything that can be seen in other words; studies, facts and behaviors that can be observed.

At the beginning of the 20th century, Watson declared observable behavior as an object of study that analyzes the connections between stimuli and responses which give rise to behavior. Works that were influenced mainly by that of the Russian physiologist Ivan Pavlov.

Over time, two behavioral variations emerge: one radical and one methodological. The first was developed by BF Skinner, which focuses mainly on the functional relationships established by different organisms with the surrounding environment in relation to the law of the effect, in other words, how the consequences of an action carried out regulate the emission of future behavior. The second was developed by Hull and Tolman, about how the basis of conditioned reflexes introduces an intervening variable that could be mental.

In a few words in this type of theory, only behavior and observable facts were studied, which replaced introspection as a research method. If you could determine the type of response of a person or an animal against a given stimulus, they thought that you would come to know the most important thing in the mind.

Psychology as seen by the behaviorist, is objective and experimental a branch of the natural sciences. Its objective is the prediction and control of behavior. In introspection does not depend on the scientific value of their data with which they lend themselves to interpretation in terms of consciousness

2.2.3 Types of Behavioral Theories

2.2.3.1 Classical Conditioning. "Classical conditioning is a form of learning whereby a conditioned stimulus (CS) becomes associated with an unrelated unconditioned stimulus (US) in order to produce a behavioral response known as a conditioned

response (CR). The conditioned response is the learned response to the previously neutral stimulus." (Pressbooks, s.f.)

As an example of classical conditioning during the middle childhood stage, a student has a fear of test taking. In the past, the student has always performed poorly when taking a test. The teacher is aware the student knows the material. The teacher could work with the student by giving him or her series of tests the student could pass. The teacher would provide positive feedback to the student to reinforce the good grade. The student would associate the test taking with positive feedback, and then the student would no longer have a fear of taking test. (ukessays.com, 2016)

In conclusion the use of classical conditioning is about creating a new behavior through the association between two elements, in this case between two stimuli an association is created, and therefore a new response is born in the individual.

2.2.3.2 Operant Conditioning. "Operant conditioning is a method of learning that occurs through rewards and punishments for behavior. Through operant conditioning, an individual makes an association between a particular behavior and a consequence "(McLeod, 2018).

For example, a teacher teaches personal pronouns in English and mentions that the next class to respond well will receive extra points. This acts as a stimulus which will motivate the students to study in order to receive not only the points but also the congratulations of the teacher (both of which are positive reinforcements).

The main objective of these schemes is to determine the teaching activities and learning experiences, based on the students' knowledge, in addition to evaluating the extent to which the desired objectives were achieved.

2.2.3.3 Connectionism Conditioning. "Learning is the result of associations forming between stimuli and responses. Such associations or "habits" become strengthened or weakened by the nature and frequency of the S-R pairings. The paradigm for S-R theory was trial and error learning in which certain responses come to dominate others due to rewards" (Culatta, 2020). This theory is based on three main laws: The first is the law of effect: responses to different situations, followed by a state of reward that is strengthened and become the usual responses to a specific situation, the second is the law of preparation which is a series of responses that can be linked to achieve a particular goal that will result in discomfort if it is blocked and the third is the law of

exercise, all connections are strengthened through practice and weaken when it is suspended the practice .

The classic example of Thorndike's theory is that a cat learns to escape from a "puzzle box" by pressing a lever that is inside the box. After many attempts of trial and error, the cat learns to associate by pressing the lever (S) with opening the door (R). This connection is considered as S-R because it results in a satisfactory state of affairs in this case the escape of the box. The objective of this exercise is to achieve the connection between S-R, this is known as the law of effect, as well as the formation of a unique sequence known as the law of preparation.

2.2.3.4 Contiguity Conditioning. “The Theory of contiguity is a psychological theory of learning which emphasizes that the only condition necessary for the association of stimuli and responses is that there be a close temporal relationship between them. It holds that learning will occur regardless of whether reinforcement is given, so long as the conditioned stimulus and the response occur together” (Britannica, 1998)

The theory of contiguity does not consider that rewards or punishment play an important role in learning, since they occur after the association between stimulus and response has been made.

Learning takes place in a single trial. Because each stimulus pattern is different, many trials may be necessary to produce a response. A principle that emerges from this is called "postremidad," which mentions that we always learn the last thing we do in response to a specific stimulus. It also suggests that the cause of forgetting is due to interference and not to the passage of time; All stimulus are associated with multiples answers. The role of motivation is the creation of a state of excitement and activity that produces responses that can be conditioned.

The paradigm for the theory of contiguity is that cats can learn to escape from a puzzle box. Guthrie used a box with glass panels which allowed him to photograph the exact movements of the cats. These photographs could show him that the cats were able to learn to repeat the same sequence of movements associated with his previous escape from the box. The improvement occurs because unnecessary movements are not learned in successive associations

2.2.4 Principles of Behavior

2.2.4.1 Learning is considered a behavioral change. From this perspective, learning must be defined as something that can be observed, that is, there is learning when there is a behavioral change. The teacher can determine if the student has understood the subject when they can show these changes, for example, in the notes of their exams. Teachers will not know if they have learned if they do not have concrete evidence.

2.2.4.2 The conduct is governed by laws. The conduct is governed by laws and is subject to environmental variables. External forces stimulate the individual to act in a specific way. The psychologist is considered a "behavioral engineer", which can handle environmental variables; He is also considered as a "researcher", who can study the different types of environmental variables that affect behavior.

2.2.4.3 Behavioral goals are specific. Behavioral goals must be specific and individual. The problems must be described in concrete terms. It is necessary to consider that external responses do not come from the same stimulus and that a stimulus can not produce the same response in two people.

2.2.4.4 Acquired behaviors can be modified. Behaviors are acquired through learning and can also be modified by learning principles. There is evidence of effective changes when manipulating the stimulus in the medium or changing the behavioral response. When there is a change in behavior, different changes in feelings and attitudes are reported.

2.2.4.5 Behavior is an observable phenomenon. The different internal responses can be measured by the observable behavior and this is modifiable. Behavioral psychologists believe that internal processes such as thinking, skills or even beliefs can not be observed or studied. Many behaviorists come to describe people as "black boxes."

2.2.5 The Main Representatives of Behaviorism. James Watson born on April 6, 1928 in Chicago, was one of the twentieth-century American psychologists known to be the founder of the behavioral psychological school. Watson recognized the importance of behavior trends but in later work he gave more importance to the environment that allows the formation of behavior. He mentioned that the social environment played a very important role in the maturation to adulthood. For Watson the laws that can

regulate emotional learning is the basis of other acquisitions and especially so-called habits. Watson developed Behaviorism, which is considered one of the main psychological trends and is widely used in many therapies with a high effectivity index.

Ivan Pavlov was born on September 14 in Russia, known for the formulation of the law known as "Conditional Reflection" that by an error in the translation of his work into English this was called as "Conditioned Reflection" Ivan Pavlov realized that the salivation of the dogs he used in his experiments occurred before the food or the experimenters themselves and that this could be the result of a psychological activity which is called a conditional reflex. Hence the difference in the conditioned term which refers to a state while the term conditional refers to a relationship. He came to consider that in human beings there is a capacity for self-conditioning and that the human being can react to stimuli that he generates and that he can transmit.

Burrhus Federick Skinner born on March 20, 1904 in Susquehanna was a pioneer in experimental psychology and one of the advocates of behaviorism. He believed that behavior is maintained by one condition to another through consequences or identical situations. In other words, behaviors are causal factors that can be influenced by consequences. Among his best known experiments we can mention the training of pigeons to play table tennis, this was known as the skinner box which is still used today for the conditioning of animals. A question that Skinner manages is the way we arrive at more complex sources of behavior for which he answered that once established, we look for variations that appear very close to what we want and so on until the animal shows behavior that was never given in ordinary life.

Edward Lee Thorndike born on August 31, 1899 in Williamsburg is considered an ancestor of American behavioral psychology. Among his main contributions were learning by teaching and error and the law of effect. Learning consists of a series of connections between the stimulus and the response, which are strengthened each time a state of affairs is generated that is satisfactory for the organism. He argued that even though animals do not reason, they learn in a more or less mechanical way starting from the method of trial and error. Also that the learning process can be reduced to several laws, among which the disposition law is mentioned, establishes the connection between the stimulus and the response, the law of the exercise establishes a connection between the stimulus and the response and this is reinforced by practice and, finally, the

law of effect that describes the process of trial and error produces a response followed by a satisfaction. This connection becomes strong, which in turn leads to learning.

Albert Bandura born on December 4, 1925 in Canada, Canadian psychologist who was recognized for his work on social learning and the evolution of the cognitivist partner. He has had a decisive influence between behaviorism and cognitive psychology. According to the theory of social learning, patterns of behavior can be learned from personal experience and by observing behavior in other people.

2.3 English Language Teaching

English is a language that crosses cultures, countries and industries. It is often used as a "common language" if none of the people is a native speaker. This means that teaching English to people can be truly rewarding since English learners will have many new opportunities and open doors thanks to their abilities.

Learning several languages is important, no matter where you are in the world. However, a language that is incredibly important to learn is English. While this may seem like an elitist point of view, it really is not; Due to the quantity and power of the countries that speak English, English has become the "language of international business". Due to the importance of business in our society, English has become incredibly important to learn.

Collins English Dictionary defines it as: “the practice and the theory of learning and teaching English for the benefit of people whose first language is not English” (HarperCollins, 2007). Based on this concept, the teaching of the English language teaching or ELT is based on the idea that the acquisition of language is communicative competence, which refers to the student's ability to use language in order to communicate successfully. Through the use of techniques and methods in the classroom in order to recognize and manage the communicative needs of English language students. The teaching of the English Language as Richard Nordquist defines it in the following way: “the use or study of the English language by non-native speakers in an English-speaking environment (it is also known as English for speakers of other languages.)” (Nordquist, 2018)

The teaching of the English to students with different languages the teachers can be either native speakers or non-native speakers of English. This can take place within the state or more private school system, in a language school or with a tutor in charge, this

can also be done in an English speaking country for people who have immigrated there either temporarily or permanent.

The teaching as a foreign language gives those who are learning English as a new language. They learn the basics of whatever level of schooling they are in, while they learn English. While this is more difficult and more challenging for these students, it is incredibly important to them. ESL is important as it is important to give all students the opportunity to learn, even if they do not have full command of the English language.

2.4 TEFL vs TESL

TEFL

Teaching English as a foreign language, or as TEFL is commonly known, involves teaching English as a foreign language in countries where English is not the primary language. To teach English as a foreign language you must be able to transmit the English language in an articulate and interesting way. TEFL educators encourage students to improve their English skills by improving listening, speaking, reading and writing are often used in TEFL course books, audiovisual aids and technology-based materials. In addition to formal instruction, also informal exercises, such as role-playing games or language games are implemented in class

TESL

TESL is an acronym for Teaching of English as a Second Language. It is the teaching of English in countries that use English as their everyday common language, but not as their native language. The teaching of English as a second language occurs in schools, both private and governmental. TESL generally falls under the faculty of education at the university TESL is not about knowing how good your English level is, but about your good teaching skills. More than just having the knowledge of the English language, it is necessary to have a passion for teaching, to make sure that your students learn as much as they can.

2.5 English Teaching Methods which are based on Behaviorism

2.5.1 Audio Lingual.

“The audio-lingual method consists of teaching the new language by reading a dialogue or text and performing oral repetition exercises. According to this method, learning a language consists in knowing its grammar and practicing it through different types of repetition exercises until new habits are created and the speech becomes spontaneous” (Aicart, 2015)

This method is based on programs developed by the army in order to teach language structure with an oral focus in the 40s and that reappears in the 50s due to the increased interest in teaching foreign languages in the United States, said method was developed by N. Brooks.

This teaching method is composed of the following elements:

This process begins when the students listen to a dialogue which serves as a model, in order to contextualize the structures that will be added in the different lessons, and illustrate in what situations they can be used. This dialogue will be repeated, in such a way that students memorize it focusing on the intonation and pronunciation.

The dialogues that will be repeated are selected and their grammatical structures are used in the creation of substitution tables, in which different ones will appear which will form a certain linguistic structure.

In this method, learning becomes inductive and constant practice is required so that among its multiple activities we can repeat the different grammatical structures, simulate different dialogues and memorize them. In the development of the linguistic audio method, the materials play an important role: since these will allow defining the curricular design.

After the creation of this replacement table, it gives way to the realization of different exercises of structural character. like those of repetition, those of transformation or those of holes, each one of these are used in order to acquire, identify and analyze these structures through repetition.

The role played by both the student and the teacher is important and will define whether the use of the method will have a positive or negative effect.

The student's role is always passive, which responds to stimuli, with which his decision-making power over the content is minimal. At first students are not asked to interact as this can lead to error, so they should only recognize, repeat and memorize. When students reach a more advanced level, they will increase not only their vocabulary but also achieve greater fluency.

Regarding the role played by the teacher is more active, since it is who controls the class in several aspects, such as the rhythm of the learning, the address, and is the one that checks and corrects the performance of each student. It is of great importance that

the teacher is attentive to each of his students while the exercises, tasks and tasks are varied and the most appropriate moment to explain the different grammatical structures must be chosen. It is also important to use the target language during the language class, it must introduce maintain, harmonize the learning of the four skills as well as the answers have been said by all students in the class.

The audio linguistic method is compatible with the multiple kinesthetic learning. In terms of learning, repetition is always used in sentences and basic words. In case complex vocabulary is studied, images are used, with this the student is asked to express words and sentences without any type of error. It also encourages students to practice the patterns of the different dialogues with which an automatic response is expected.

This learning method presents long and short-term objectives. With regard to the short-term objective, we can see the training in terms of oral comprehension, the recognition of the different graphic signs and the ability to produce them, and finally in the long term that the students achieve mastery and knowledge of English as a foreign language. its expression and use without any kind of problems.

2.6 Learning Quality.

Quality refers to the substance of learning, to what remains in the cognitive structure after the teaching-learning process. A quality learning is one that manages to capture the most important content and retain them in the long-term memory, because they are integrated in a meaningful way with previously acquired knowledge. (Fingermann, 2010)

In other words it can be considered that education has achieved quality when it comes to building knowledge, values and knowledge developed by critical, free and conscientious people. Therefore, the main objective of quality is the constant search in the improvement of the results referring to learning.

The main purpose in the quality of the learning of a foreign language is communication, that is, students can express their ideas in a fluent way without any type of problem in the language they have learned in this case English. But to achieve this goal the student during this process is required to acquire two important elements, which are the language skills and the language components.

These language skills or also known as communication skills are “a set of linguistic processes that develop during life, in order to participate with efficiency and dexterity, in all spheres of communication and human society. Speaking, listening, reading and writing are the language skills. From them, we develop in the culture and society, and through its development, we become competent communicatively”. (Segura, 2016)

In order for the student to communicate as appropriate, it is necessary to develop these four skills: speaking, writing, listening and reading. These skills in turn are divided into two groups which are coding and decoding. In this process it is necessary that you first learn to decode, that is, the essential ability to read and listen to a message received by the language you are learning. Then learn to encode, that is, the ability to express a response orally or in writing.

Of course not only developing these four skills will reach the main goal in the quality of English language learning, it is also necessary to learn the structure of the language or also called as components of language which are divided into four elements; phonology, spelling, vocabulary and grammar. The study of these elements allows knowing and coming to understand the different mechanisms that make up the learning of a language, the utility and importance that they have within the communication.

2.7 Characteristics of the States of Cognitive Development of Jean Piaget.

The Swiss psychologist Jean Piaget said that the growth of our cognitive abilities grew as fast as the human body in its first years of life and that this growth developed through different phases. Piaget pointed out that “the way in which children act, feel and perceive denotes not that their mental processes are unfinished, but rather that they are in a stage with different rules of the game, although coherent and cohesive with each other.” (Triglia, 2010)

With this statement made it clear that the way of thinking, feeling or even perceiving of a child changes and presents different processes depending on their stage of development, which in turn define their way of acting and thinking.

These stages of development are applied in four different stages depending on the age of the child in this case we will focus on the last two applied to students who would be in the eighth year of basic.

2.7.1 Stage of the Concrete Operations. One of the typical symptoms that a child has accessed the stage of specific operations is that it is capable of inferring that the amount of liquid contained in a container does not depend on the form that this liquid acquires, since it retains its volume. (Triglia, 2010)

Between seven and twelve years of age the child enters a phase of development of specific operations, this cognitive development begins to use logic in order to reach certain conclusions, as long as these are part of specific situations, classifying aspects from reality they become much more complex, and the way of thinking stops being egocentric.

2.7.2 Stage of Formal Operations. This stage of cognitive development appears from twelve years onwards, which continues to include adult life. It is in this phase you gain the ability to use logic to reach abstract conclusions different from the previous stage, which was linked to specific cases that are experienced firsthand. From here it is possible to think, analyze and manipulate different schemes of thought, and be able to use a hypothetical and deductive reasoning

2.8 Conceptual Framework

Cognitive: Relating to, being, or involving conscious intellectual activity (such as thinking, reasoning, or remembering), based on or capable of being reduced to empirical factual knowledge. (Merriam Webster, 2019)

Improve: To enhance in value or quality, make better. (Merriam Webster, 2019)

Motivated: Provided with a motive: having an incentive or a strong desire to do well or succeed in some pursuit. (Merriam Webster, 2019)

Intercultural: Occurring during the growing period between sowing and harvesting. (Merriam Webster, 2019)

Deliberate: To think about deliberately and often with formal discussion before reaching a decision. (Merriam Webster, 2019)

Pre-experimental: Of or relating to a simple study or plan for research that typically lacks randomization and inclusion of a control group. (Merriam Webster, 2019)

Deductive: Of, relating to, or provable by deriving conclusions by reasoning: of, relating to, or provable by deduction. (Merriam Webster, 2019)

Hypothetical: Involving or being based on a suggested idea or theory: being or involving a hypothesis : CONJECTURAL. (Merriam Webster, 2019)

Egocentric: Limited in outlook or concern to one's own activities or needs. (Merriam Webster, 2019)

2.9 Legal Framework

Different legal articles of the constitution of the republic and of the LOEI or Organic Law of Intercultural Education will be presented, both mentioning the importance of education and the teaching of English as a foreign language in our country. Below we will mention the following:

Artículo 26 de la Constitución de la República reconoce a la educación como un derecho que las personas lo ejercen a largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo; (Bustamante, 2016)

By constitutional mandate, education is a priority for the State, so the current government must direct the development of its public policies to the constant strengthening of inclusive education.

Hence, all Ecuadorians or foreigners can access without any discrimination the education system offered by the Ecuadorian State. Education, in Ecuador as in other countries, is dynamic insofar as it must adapt to the constant changes required by society. With globalization was born the need to communicate, and with it acquired the relevance of teaching new languages, such as English and French, which in principle were not part of the academic curriculum.

However, in recognition of the importance of teaching the English language as an indispensable tool in the globalized world, the Ecuadorian State chose to include said language in the education system.

Art. 42.- Nivel de educación general básica.- La educación general básica desarrolla las capacidades, habilidades, destrezas y competencias de las niñas, niños y adolescentes desde los cinco años de edad en adelante, para participar en forma crítica, responsable y solidaria en la vida ciudadana y continuar los estudios de bachillerato.

La educación general básica está compuesta por diez años de atención obligatoria en los que se refuerzan, amplían y profundizan las capacidades y competencias adquiridas en la etapa anterior, y se introducen las disciplinas básicas garantizando su diversidad cultural y lingüística. (Larrea, 2018)

In Ecuador, basic education from the age of five is mandatory, as this reinforces, deepens and develops skills and competencies necessary for the human being as part of the literacy process, which allows reading, writing, making calculations basic and have knowledge about some cultural concepts.

In other words, its purpose is to provide all students with a common formation that makes possible the development of individual motor abilities, of personal balance; of relationship and social action.

In Ecuador, basic education is made up of: preschool, primary and secondary school, up to 10 years of basic education, the last period in which the Government, as part of its State policies, grants free books, which address linguistic diversity as part of the constitutional guarantee.

LOEI ACUERDO 0052-14

Artículo 1.- DISPONER que la enseñanza de inglés, a partir del año lectivo 2017 – 2017 régimen Sierra y 2017 -2018, régimen Costa sea obligatoria desde segundo grado de Educación General Básica hasta tercer curso de Bachillerato para todas las instituciones públicas, fisco misionales y particulares del país. (Larrea, 2018)

Before the year 2017 the teaching of the English language was a privilege of certain private educational entities, so the students of the public institutions were at a disadvantage compared to the educational level that a student of a bilingual school or college had.

Therefore, in response to inclusive public policies and equal opportunities, through a ministerial agreement, the teaching of the English language was imposed on all institutions without any distinction. Hence, at present all institutions of the education system must meet the minimum parameters required for the subject of English.

Artículo 2.- DISPONER que las horas de clubes establecidas en la malla curricular expedida mediante el Acuerdo Ministerial 0041-14 del 11 de marzo de 2014 determinadas para los grados segundo a séptimo de Educación General Básica pueden

ser usadas para la asignatura de Inglés. En este caso, esta asignatura será evaluada tal como se determina en los artículos 193 y siguientes del Reglamento General de la Ley Orgánica de Educación Intercultural (LOEI). (Larrea, 2018)

One of the innovative projects in the educational system promoted by the State, was the development of clubs as part of the curriculum.

The clubs represented curricular activities that the student could choose according to their preferences. In this way the knowledge in the chosen student area was strengthened according to their preferences.

The educational institutions had different types of clubs, among which football, basketball, chess, mathematics, etc. stood out. With the reform of 2017, many institutions left the clubs as extracurricular activities, since the time that this activity demanded was computed to the teaching of the subject of English.

Artículo 3.- DISPONER que para la implementación de la asignatura de inglés las instituciones educativas públicas incorporen a su planta docente, personal con calificación mínima de B2 de acuerdo con la escala del Marco Común Europeo de Referencia para las Lenguas, y pongan a disposición de los estudiantes de recursos pedagógicos necesarios para garantizar el adecuado aprendizaje de la lengua extranjera. Al inicio de cada año lectivo la institución educativa deberá remitir a la respectiva Dirección Distrital un informe con el detalle de los grados han sido incorporados a la enseñanza del idioma inglés. (Larrea, 2018)

To teach the subject of English in Ecuador is not required to be licensed in languages, since it is enough with a B2 certification awarded by English academics respectively endorsed and registered by the Ministry of Education. This requirement represents a replica of the common European framework.

Artículo 4.- DISPONER que el Viceministerio de Educación coordine con el Instituto Nacional de Evaluación Educativa, la evaluación anual de los resultados del aprendizaje del idioma inglés en las instituciones educativas públicas, fiscomisionales y particulares, y que la Subsecretaría de Fundamentos Educativos establezca los estándares mínimo que deberán alcanzar los estudiantes, a partir del año 2016 – 2017, régimen Sierra. (Larrea, 2018)

Together with the new norms that established the obligatory nature of the subject of English, the control and certification of compliance was born, for this purpose all educational institutions had to undergo annual evaluations to establish the minimum parameters of the level of English required for each course.

Artículo 7.- DISPONER que todas las instituciones que se creen a partir de la expedición de esta normativa cuenten con la asignatura de inglés desde 2do. Grado de EGB hasta 3er. Curso de Bachillerato (Larrea, 2018)

At present no institution of the educational system can skip the subject of English, even its teaching is taught up to the students of 3rd year of Bachillerato. All this with the aim that the new generations can meet the demands of globalization, in terms of the communication system.

The relevance of imparting the subject of the English language arises with the social demand required by Globalization. The objective of imparting said language, does not respond to the simple strengthening of knowledge, but rather to the formation of an individual capable of developing in society.

Mastering the English language is not optional at present, thanks to trade, tourism, etc. They have made the English language the main communication tool. For this reason, the Ecuadorian State considers it necessary to impart this language to the new generations, in response to the social demands required.

CHAPTER III

Research Methodology

3.1 Methodology

This is a project of a scientific nature since the following steps were followed: first, observations were made to teachers and students in order to find possible reasons for the low level of English in the institution, the following questions were asked: What pedagogical tools of behavioral theory can be used to increase the level of English language learning in eighth grade students at Francisco Orellana school? What problems do the eighth grade students at Francisco Orellana School have in learning the English language? What are the most important pedagogical tools that can help students increase their competence in English?.

We proceeded to conduct research using different bibliographical sources, a hypothesis was formulated: "The contribution of behavioral theory influences the teaching english as a foreign language process".

Then, in order to test it, a controlled experiment was carried out using a pre-test to measure the students' current level of English with the traditional teaching method and after applying the proposal for the solution of the problem for a period of three months, a posttest was taken to establish the influence of the independent variable on the dependent. Finally, the data obtained were, saved, compared and analyzed.

3.2 Research Type

This is a descriptive research project since a complete characterization of the problem was given, a hypothesis was formulated, the acquired data were collected and analyzed in order to obtain an enlightening image of the state of the situation.

This project is in the field due to the fact that data collection techniques were applied, among which we can mention the interviews and the surveys through which the information was extracted directly from reality, in order to give answers to the different situations or the problem. that has been previously proposed, this method allows to expand knowledge in a concrete and accurate way

Additionally, this project is bivariate because it has two variables: behavioral theory (independent variable) and the teaching of English as a foreign language (dependent

variable). This study has been documented and supported by previous bibliographic research which allowed us to obtain valuable information about the research problem.

3.3 Approach

This project is qualitative and quantitative. It is qualitative since the data obtained initially were not quantifiable and were only based on observation and interpretation through the use of multiple tools in order to answer different questions about how or why the problem identified in this project occurs.

Quantitative, this project analyzes reality through different processes that contain numerical data in which tools such as surveys, pre-test and post-test were used, which gave rise to theories and hypotheses about the problem under investigation.

3.4 Techniques and Instruments

A survey of the students was carried out through the use of a questionnaire that provided important data for the analysis of possible causes concerning the research problem. Additionally, teachers were interviewed in order to obtain information about their experience, level of preparation, etc. For this purpose, an interview guide was used as an instrument.

Two class observations were applied which were focused on both teachers and students, finally a pre-test that allowed us to assess the current level of English in the group of selected students as well as a post-test that showed if the independent variable had any effect or not on the dependent variable.

The following grading scale was considered:

Excellent (A) 9.00-10.00

Very Good (B) 8.00-8.9

Good (C) 7.00-7.9

Fair (D) 6.00-6.9

Poor (F) 0-5.9

3.5 Population

The population used in this project belongs to the Francisco de Orellana school consisting of: (3) teachers and (30) students from the English area

3.6 Samples

The sample consists of: (3) teachers and (30) students who were selected from the 8th grade of basic education of the Francisco de Orellana School.

3.7 Analysis and Results

The results obtained from the surveys and interviews conducted with the students and teachers at “Unidad Educativa Francisco de Orellana”, were interpreted by means of statistical graphs and in the same way we proceeded to the analysis of the class observations, all of this information is shown below:

3.7.1 Student Surveys

A total of 9 questions were given to 30 students with the main objective of collecting data regarding their experience in English language learning, its importance and opinion about the educational process, as well as a small interpretation of each question.

Table 2

Question 1: Do you think learning english is important at the present time?

Alternatives	Frequency	Percentage
Yes	30	100%
No	0	0%
A Little	0	0%
Total	30	100%

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

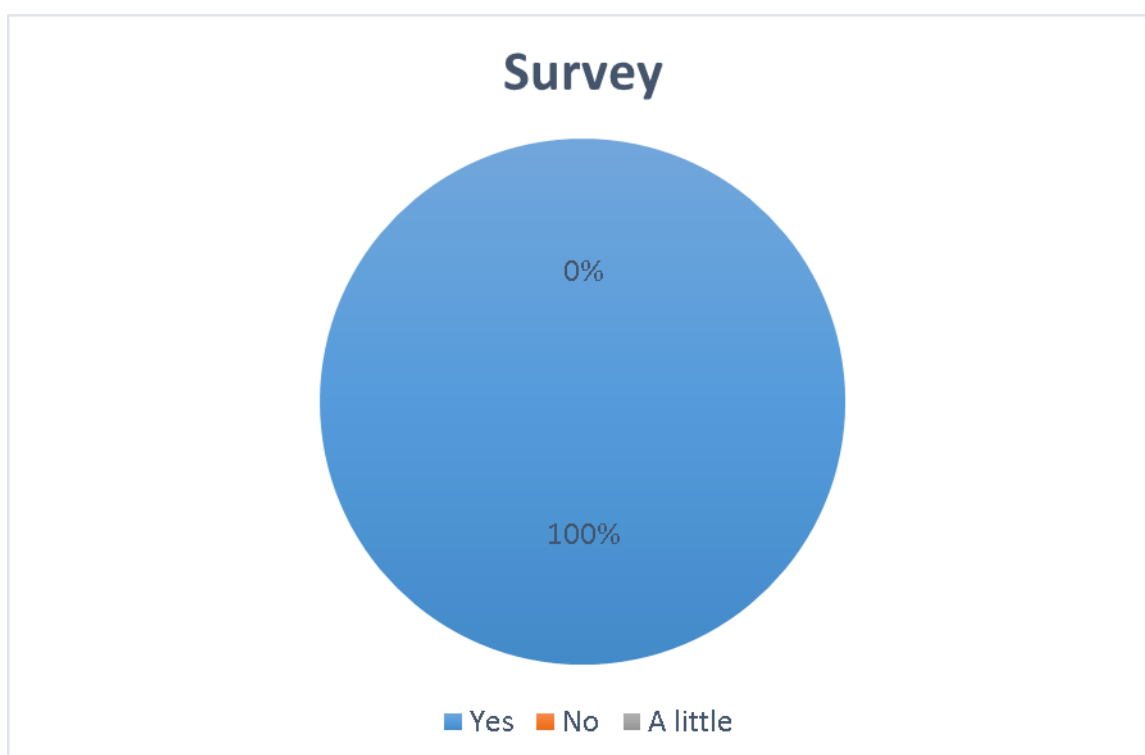


Figure 1

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

Analysis:

100% of students believe that English language learning is important nowadays, consequently we can conclude that students show interest in improving their experience in learning a foreign language.

Table 3

Question 2: Do you consider that the english lessons are interesting?

Alternatives	Frequency	Percentage
Yes	13	43%
No	3	10%
A Little	14	47%
Total	30	100%

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

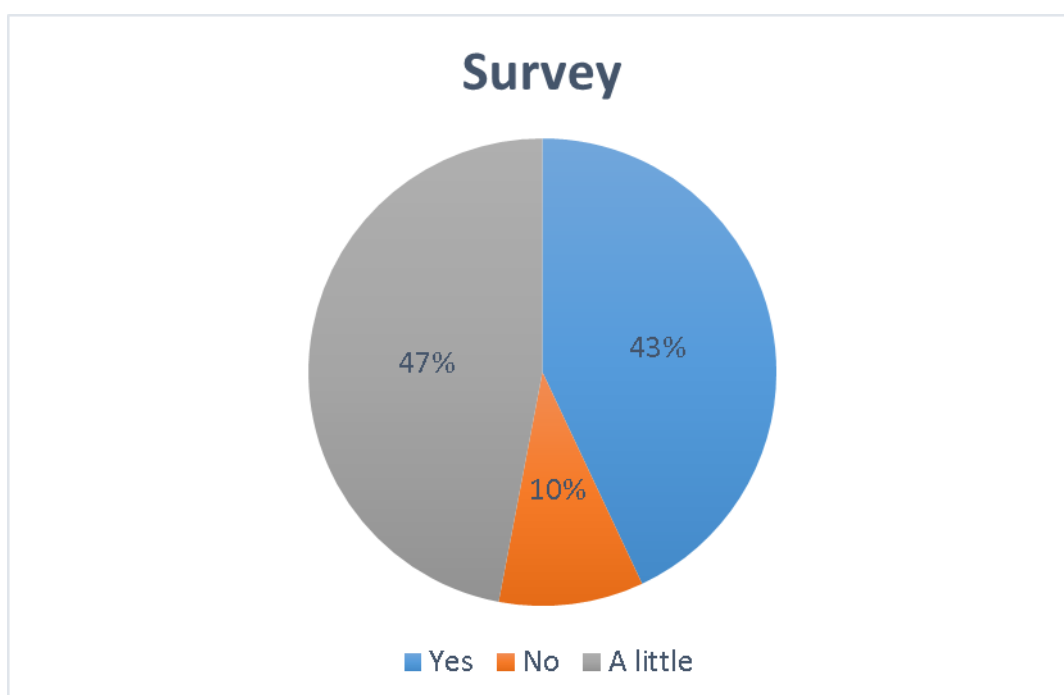


Figure 2

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

Analysis:

43% of students consider English lessons to be interesting because it allows them to learn new vocabulary which they put into practice through conversations and different dynamics with their classmates. 10% of the students disagree as they do not consider the lessons received interesting and 47% think that the lessons taught are only a little interesting.

Table 4

Question 3: When the Teacher explains a topic to you, do you understand him/her?

Alternatives	Frequency	Percentage
Yes	15	50%
No	2	7%
A Little	13	43%
Total	30	100%

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

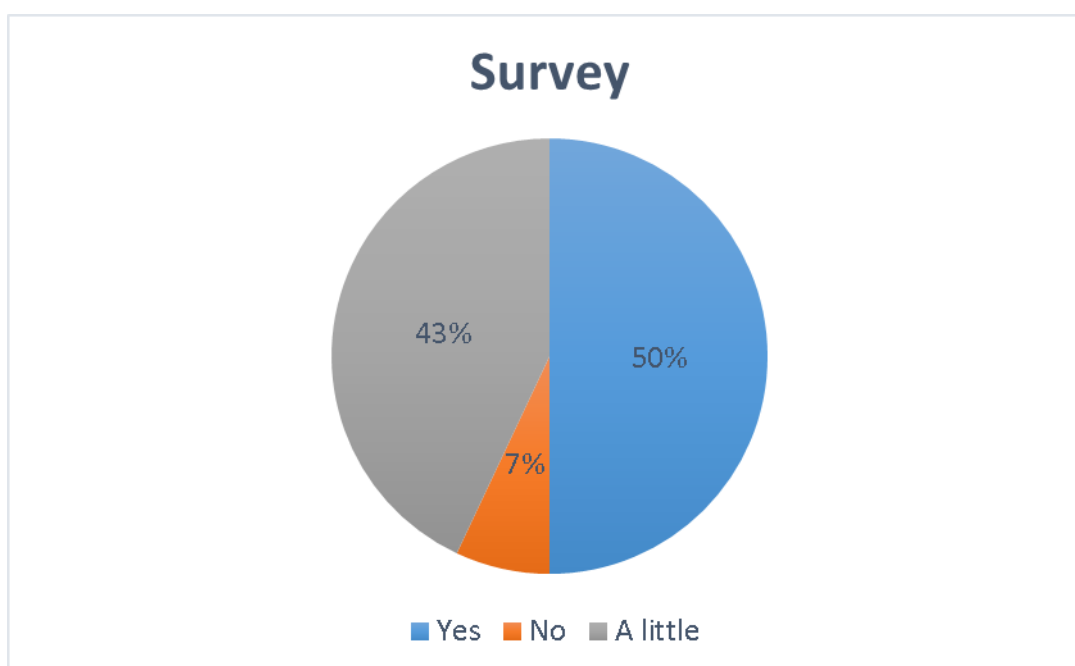


Figure 3

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

Analysis:

50% of the students think that the teacher at the time of teaching and explaining their lessons does it in such a way that they find it very easy to capture the information of the lesson received, instead 7% of the students think that the moment of receiving the lesson the teacher makes the explanations very fast making it difficult to understand as well as causing many doubts and finally 43% think that the teacher's explanations are sometimes easy to understand and sometimes not.

Table 5

Question 4: Do you feel motivated in your english class?

Alternatives	Frequency	Percentage
Yes	21	70%
No	5	17%
A Little	4	13%
Total	30	100%

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

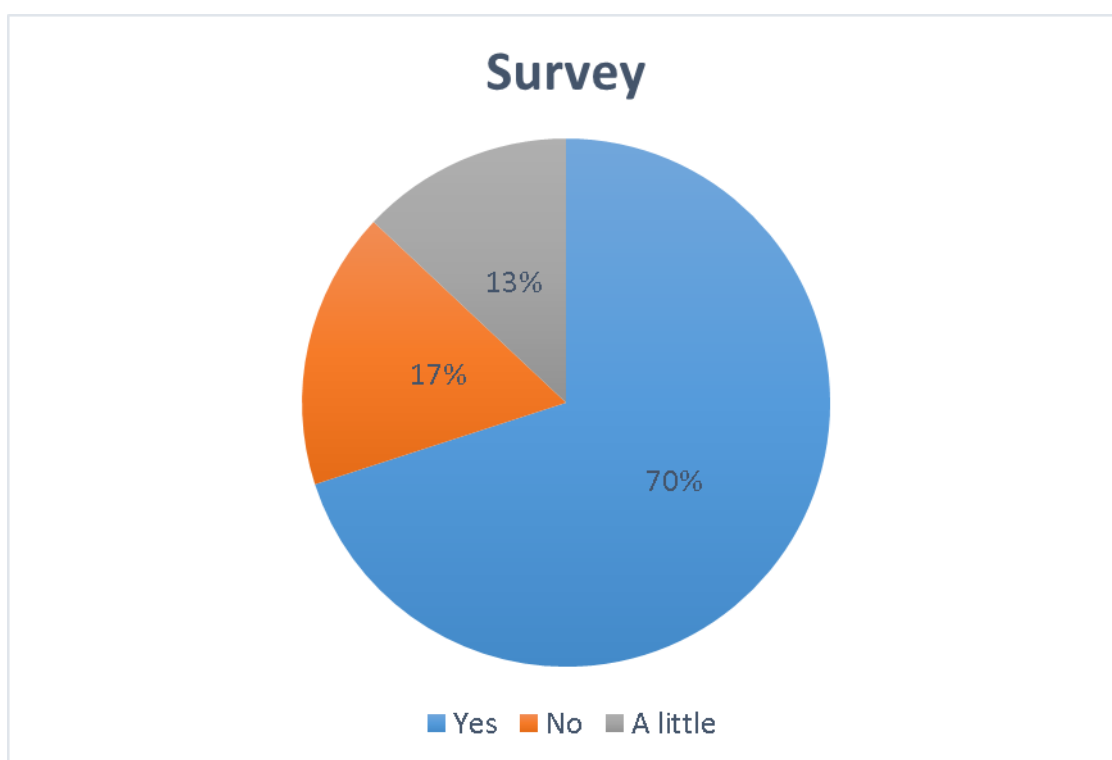


Figure 4

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

Analysis:

70% of the students feel motivated in the English classes thanks to the different dynamics that the teacher implements such as games, conversations or role plays, 17% do not feel motivated in any way in the classes received and the 13% only feel a little motivated just to practice what they learned in class but not to do it in their homes

Table 6

Question 5: When the teacher speaks english in class do you understand him/her easily?

Alternatives	Frequency	Percentage
Yes	11	37%
No	2	6%
A Little	17	57%
Total	30	100%

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

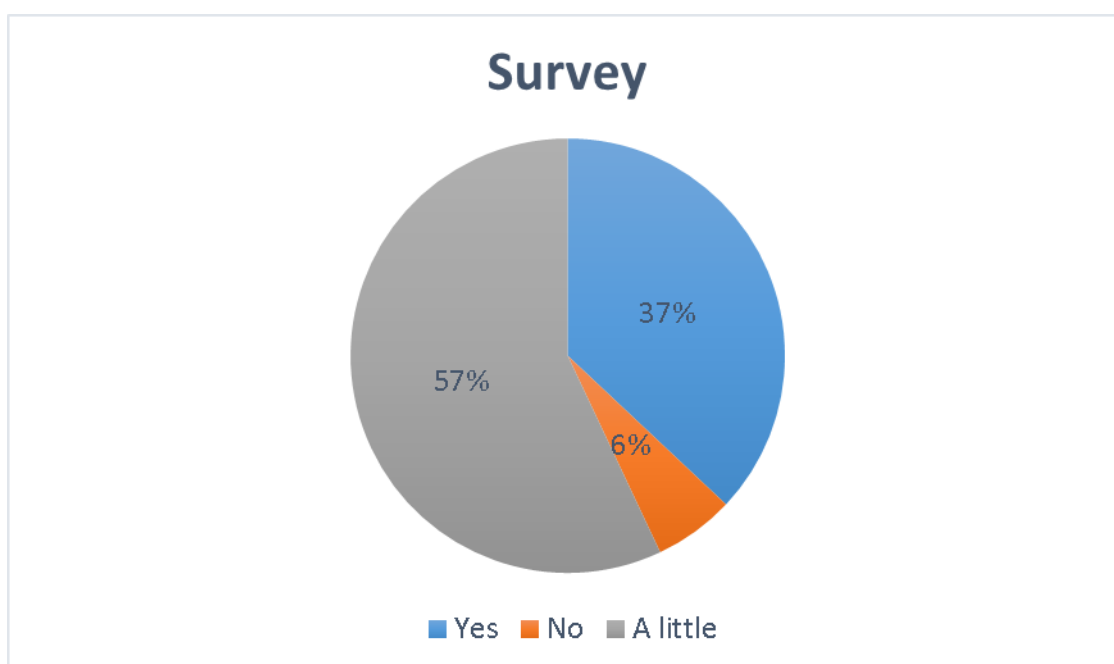


Figure 5

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

Analysis:

37% responded that they understand the teacher at the moment he speaks in the English language, since he does it in a slow and clear way, so the possible doubts on the part of the students during the class are minimal, 6% think otherwise they feel that the teacher speaks very fast so they find it difficult to understand what he says or tries to explain and finally 57% think that the teacher sometimes speaks quickly and sometimes not.

Table 7

Question 6: Do you feel comfortable when you speak english in class?

Alternatives	Frequency	Percentage
Yes	5	17%
No	7	23%
A Little	18	60%
Total	30	100%

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

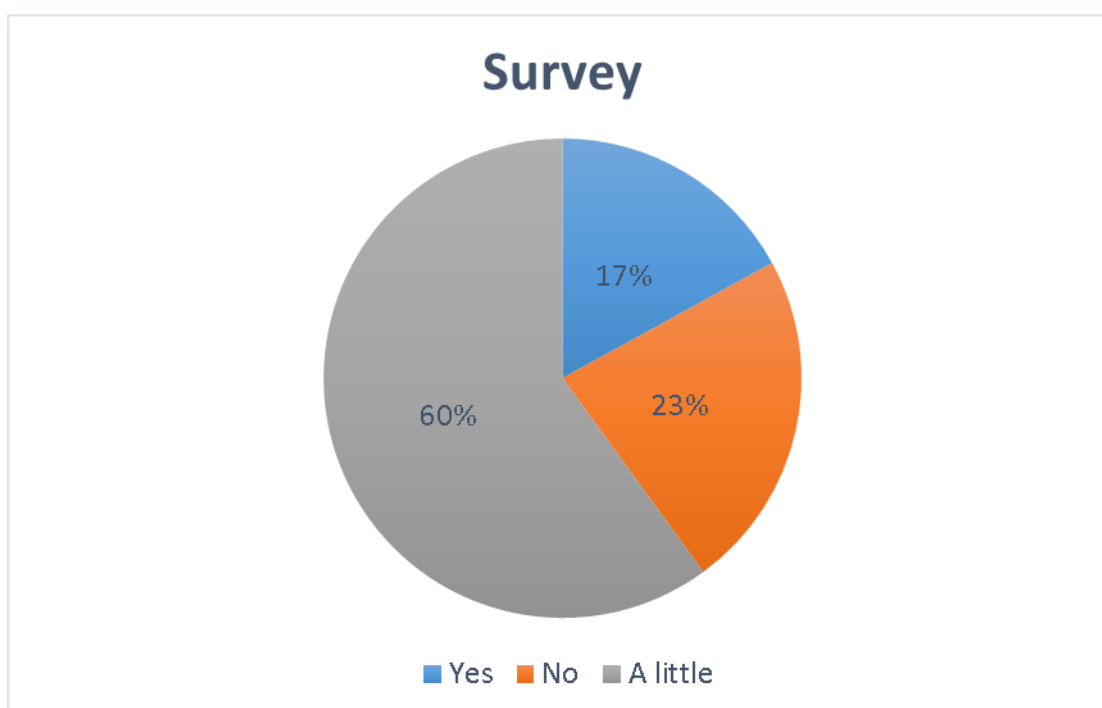


Figure 6

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

Analysis:

17% feel comfortable receiving English classes, they feel very confident when asking any questions as well as participating in different class activities, 23% think otherwise they feel that if they ask the teacher any questions his companions would make fun of them and finally 60% show indifference

Table 8

Question 7: Do you practice english at home?

Alternatives	Frequency	Percentage
Yes	13	43%
No	3	10%
A Little	14	47%
Total	30	100%

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

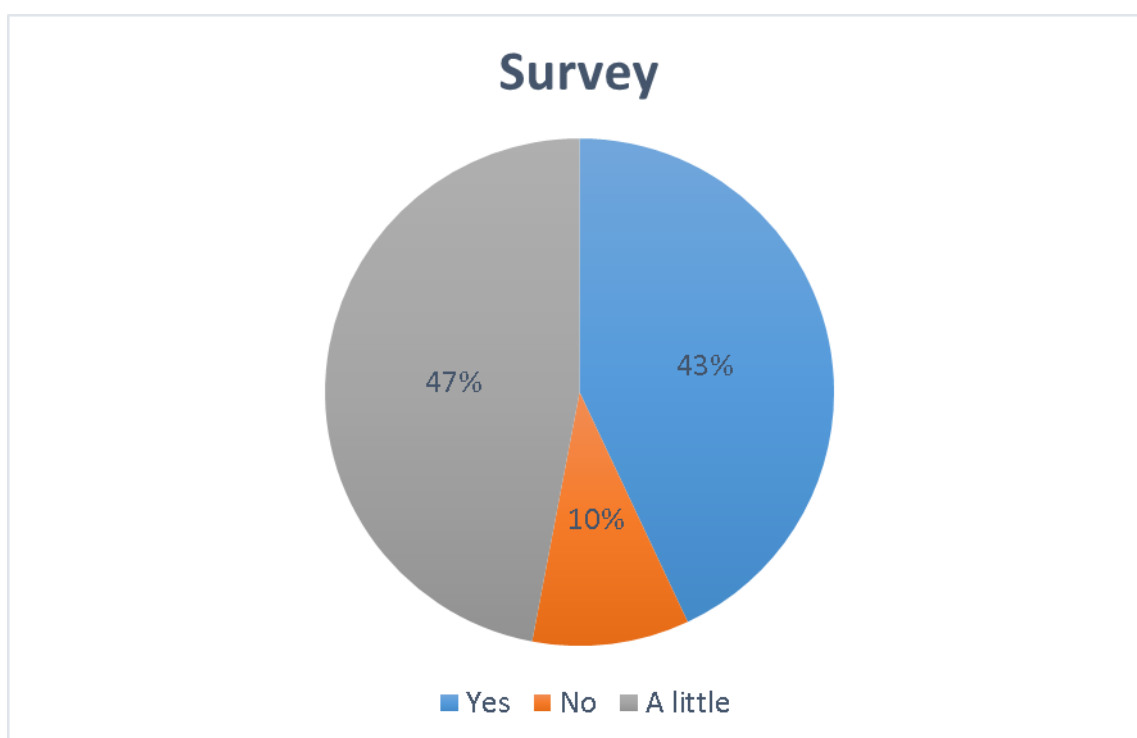


Figure 7

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

Analysis:

43% of the students practice in their homes what they have learned in class, such as vocabulary, pronunciation and grammar, 10% do not practice anything they have learned in class and 47% sometimes do not because of their own motivation, rather because of obligation so as not to lose grades or for some kind of lesson they will give.

Table 9

Question 8: Do you think the class activities are motivating?

Alternatives	Frequency	Percentage
Yes	20	66%
No	5	17%
A Little	5	17%
Total	30	100%

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

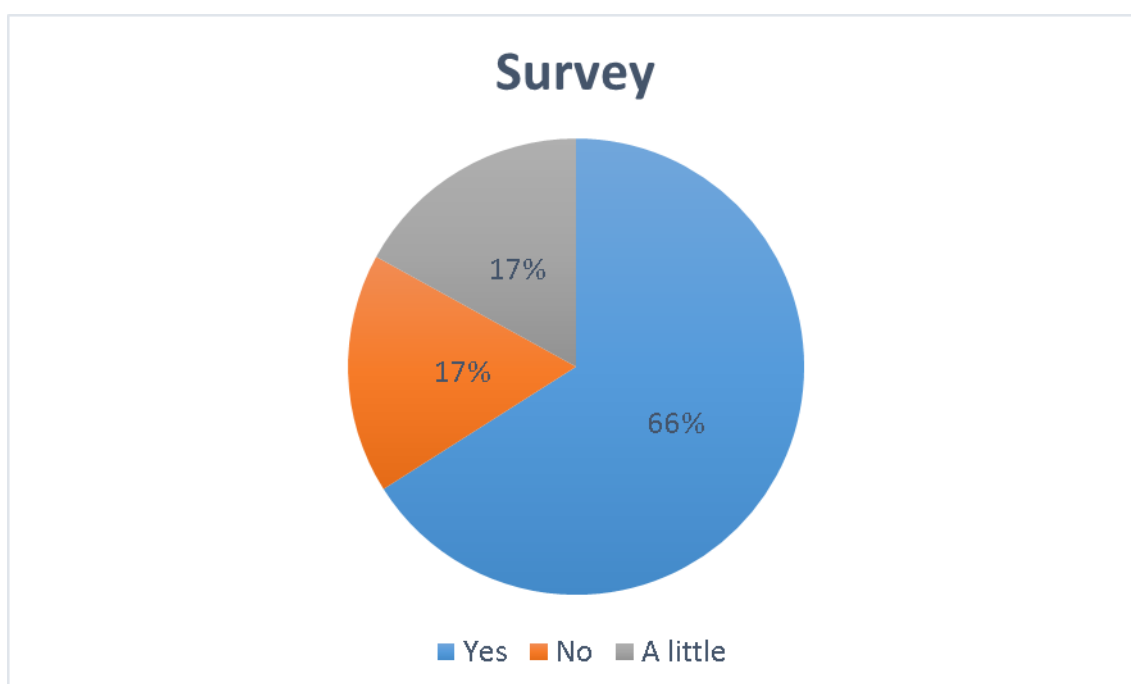


Figure 8

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

Analysis:

66% of the students affirm that the activities carried out by the teacher motivate them to participate more in class among these activities mentioned songs and friendly competitions between classmates, 17% think that the activities done in class are boring, they do not motivate them no way. Finally 17% feel that certain activities are fun but others boring.

Table 10

Question 9: Does the teacher use songs, games, videos in the english class?

Alternatives	Frequency	Percentage
Yes	12	40%
No	6	20%
A Little	12	40%
Total	30	100%

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

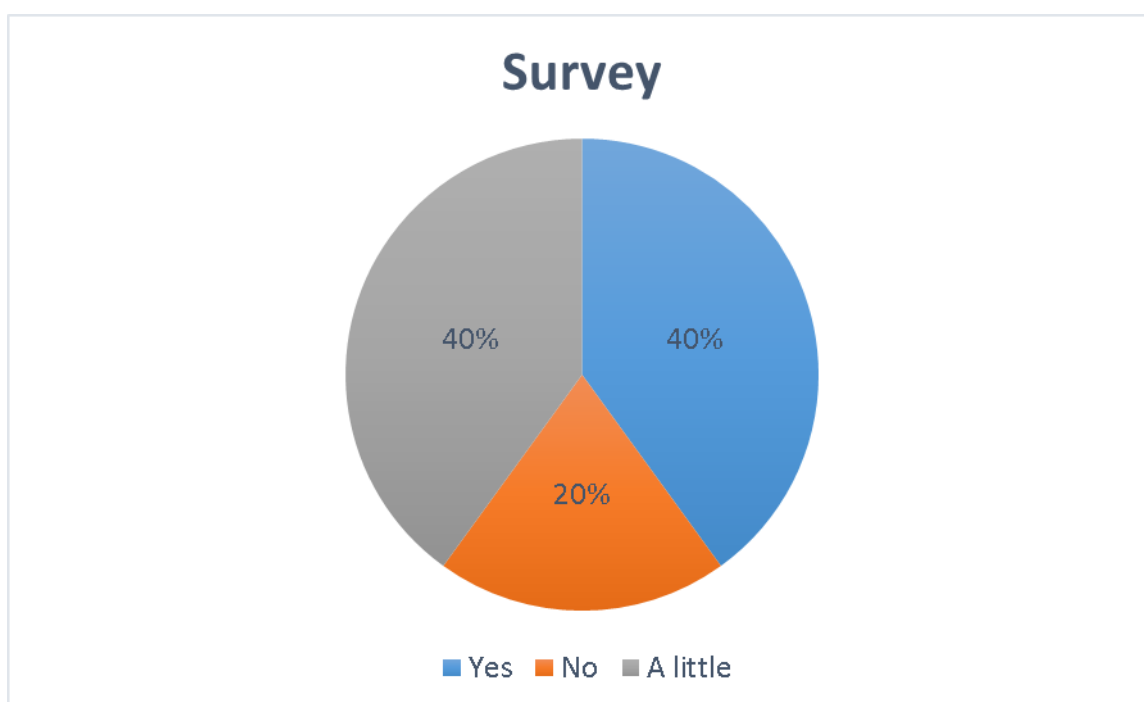


Figure 9

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

Analysis:

40% of students agree that activities such as songs, games and videos make the classes received more fun, 20% believe that the teacher uses the same activities each class which makes them monotonous and 40% think that certain activities are fun but you should change them or use new ones.

3.7.2 Teacher interviews

A questionnaire of 10 questions to three English teachers in order to collect information about their work experience as a teacher and their professional training.

Table 11

Question 1: ¿ Where did you learn English?

Alternatives	Frequency	Percentage
High school	0	0%
University	2	67%
English Academy	0	0%
Abroad	1	33%
Total	3	100%

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

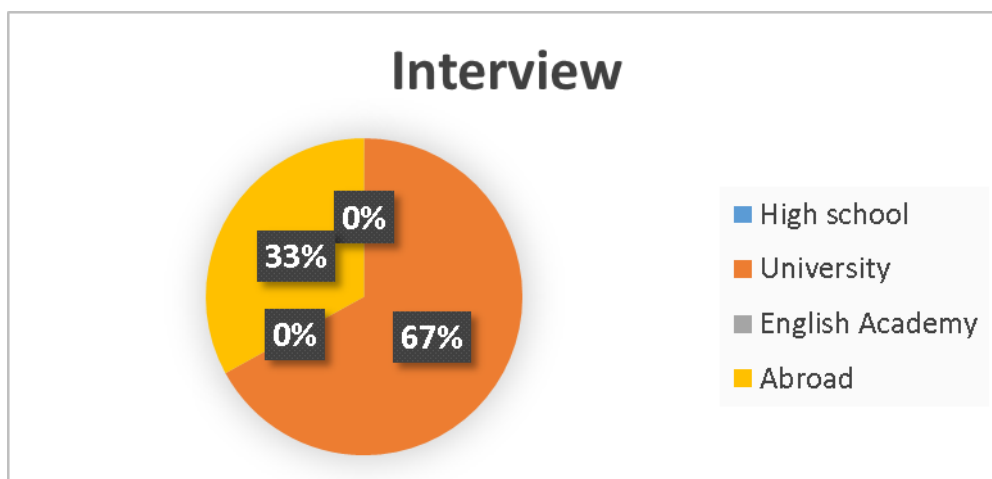


Figure 10

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

Analysis:

The previous table shows that two professors have studied in universities and one abroad. The teachers who work in this institution are prepared and more than qualified in the use of English as a foreign language not only when using it, but also in teaching it.

Table 12

Question: How long have you been working as a English teacher?

Alternatives	Frequency	Percentage
1-4 years	0	0%
5-8 years	3	100%
9-12 years	0	0%
More than 12 years	0	0%
Total	3	100%

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

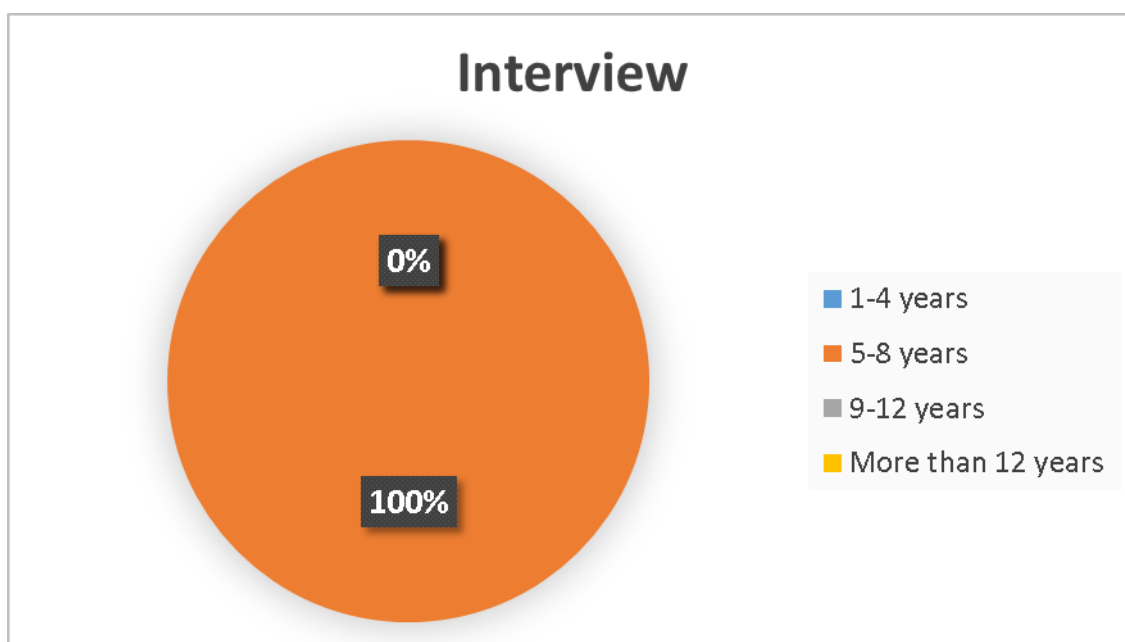


Figure 11

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

Analysis:

We can conclude that most teachers have an experience range of 5 to 8 years in active duty which shows that this type of teacher is more than prepared to face any type of challenge in the field of teaching

Table 13

Question: What level of English do you have?

Alternatives	Frequency	Percentage
A1	0	0%
A2	0	0%
B1	2	67%
B2	1	33%
Total	3	100%

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)



Figure 12

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

Analysis:

It shows that the teachers in the English area of the Francisco de Orellana School have an English level B2, which allows us to reach the conclusion that they are prepared in the use and teaching of the English language.

Table 14

Question: What is your level of education?

Alternatives	Frequency	Percentage
High school diploma	0	0%
Bachelor degree in TEFL	0	0%
Master degree in TEFL	2	67%
PHD in Education	1	33%
Total	3	100%

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

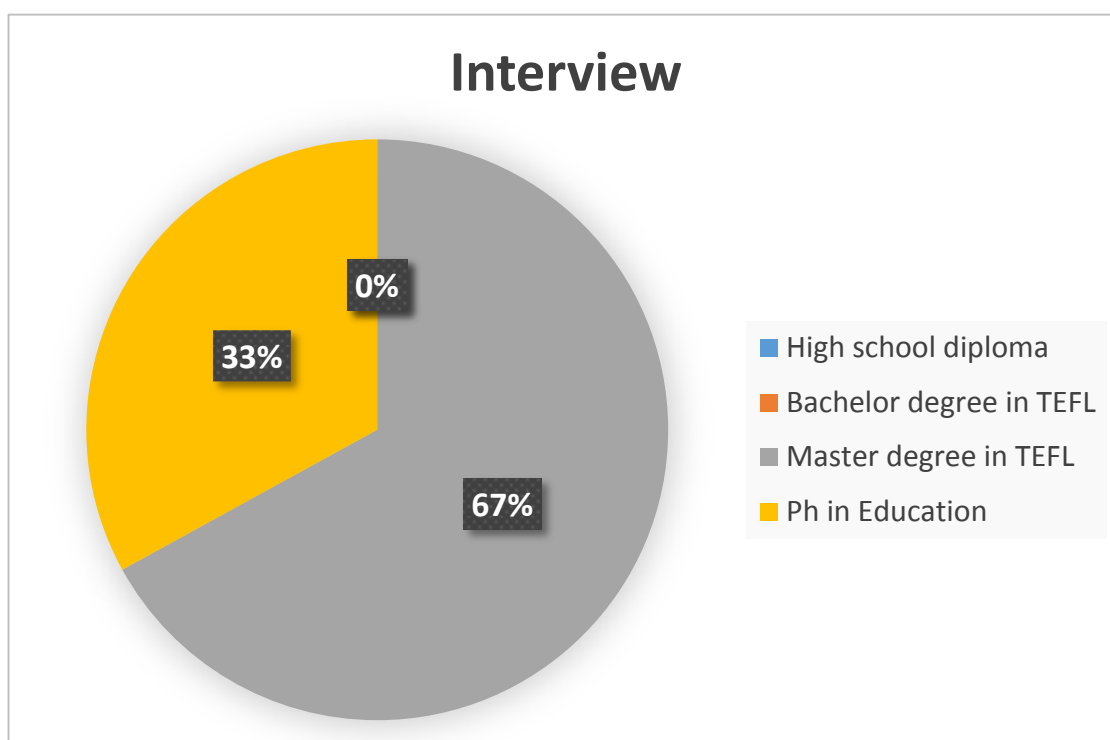


Figure 13

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

Analysis:

The previous table shows that teachers have a level of education between master degree and Phd, giving them a more structured way of learning English which shows to be more complete and a total command of the language

Table 15

Question: How often do you motivate your students in class?

Alternatives	Frequency	Percentage
Never	0	0%
Often	0	0%
Always	3	100%
Sometimes	0	0%
Total	3	100%

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

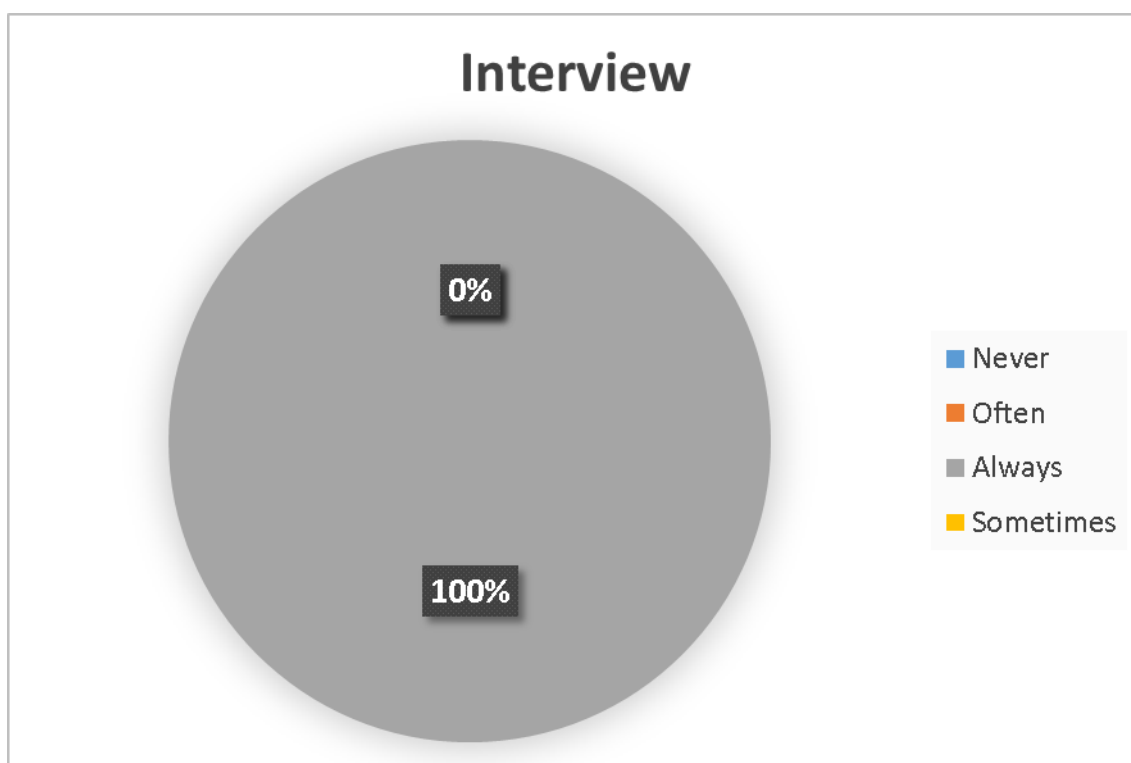


Figure 14

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

Analysis:

We conclude that the teachers of this educational unit motivate their students through dynamic activities such as song games either by presenting a new theme or new vocabulary as well as by reviewing what they learned in class.

Table 16

Question: How often do you participate in TEFL seminars or workshops?

Alternatives	Frequency	Percentage
Never	0	0%
Often	0	0%
Always	3	100%
Sometimes	0	0%
Total	3	100%

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

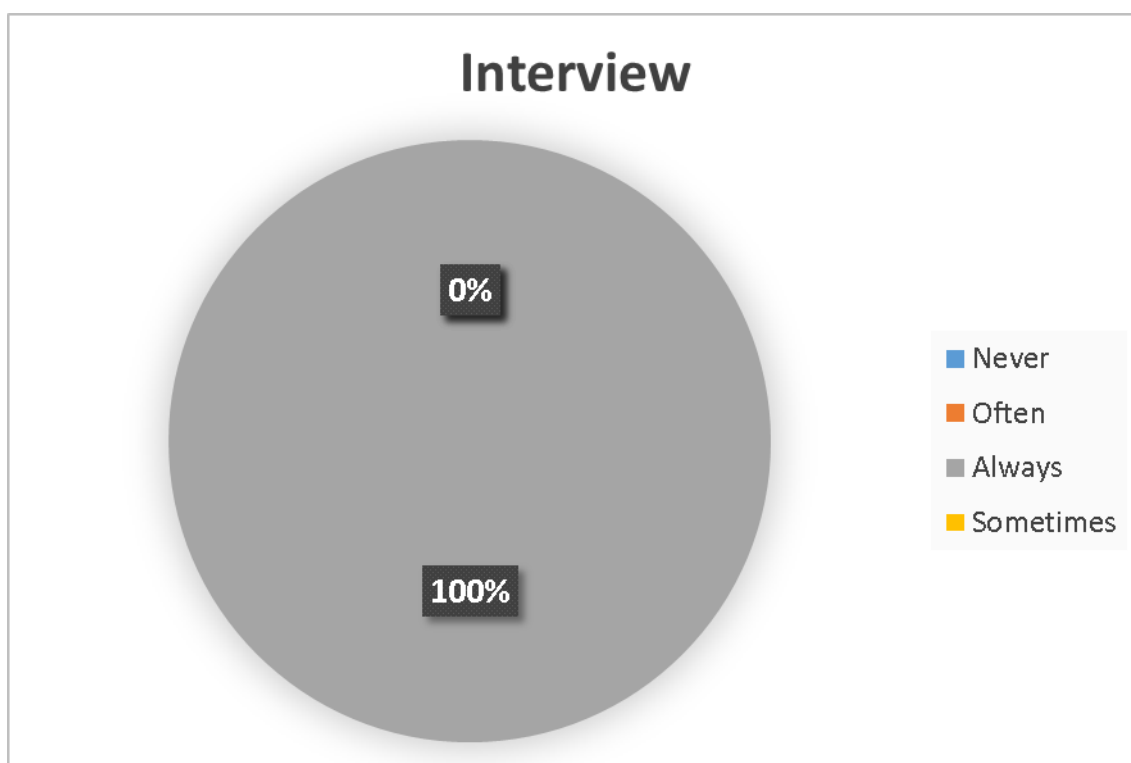


Figure 15

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

Analysis:

All teachers have actively participated in all seminars, courses that the institution has given them in order to train them to be updated in relation to current education.

Table 17

Question: Do you use games in class?

Alternatives	Frequency	Percentage
Never	0	0%
Often	0	0%
Always	0	0%
Sometimes	3	100%
Total	3	100%

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

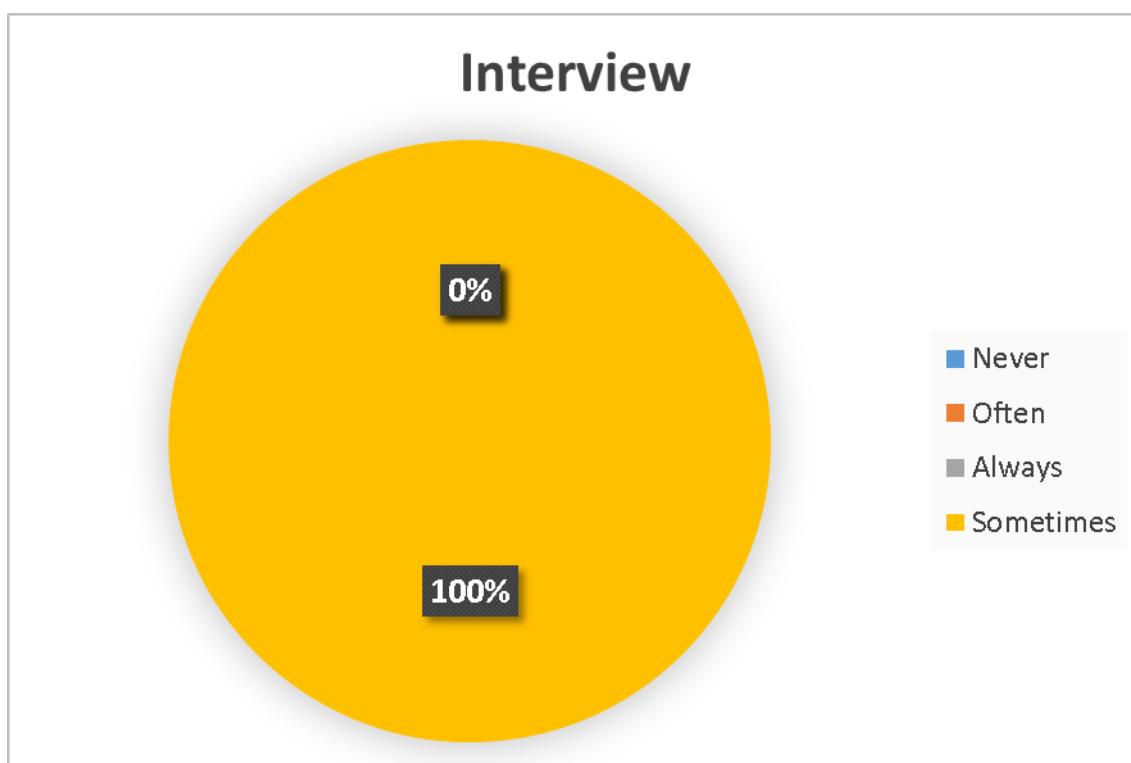


Figure 16

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

Analysis:

This chart shows that teachers use dynamic activities such as games rarely in the different English lessons taught to their students.

Table 18

Question: How would you rate your classroom management skills?

Alternatives	Frequency	Percentage
Very Good	3	100%
Good	0	0%
Not bad	0	0%
Need Improvement	0	0%
Total	3	100%

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

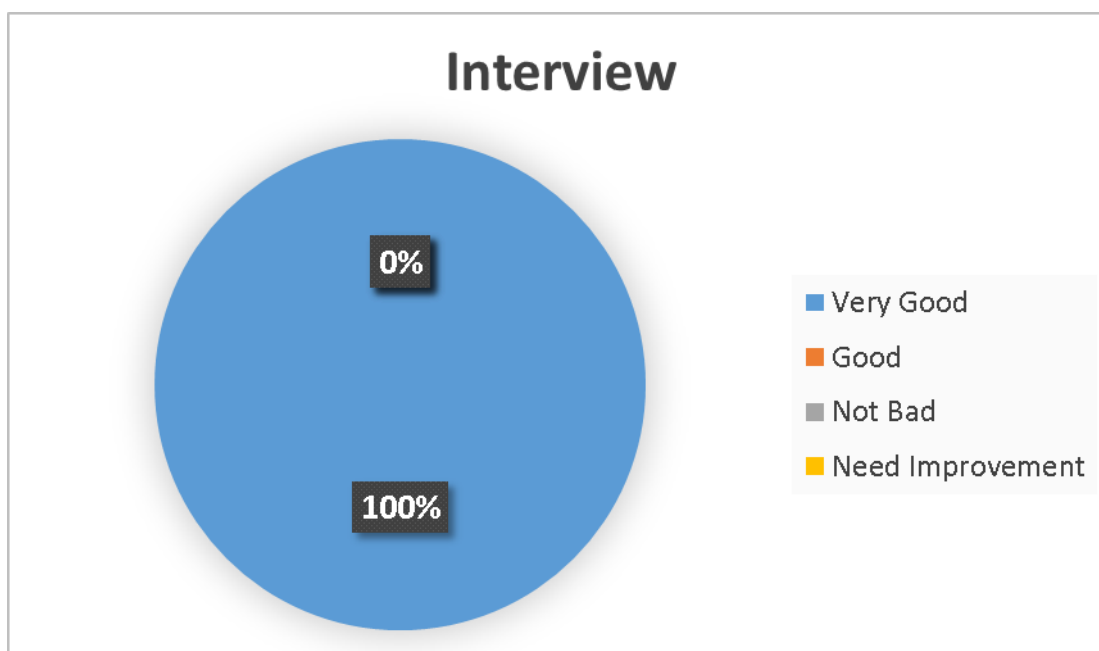


Figure 17

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

Analysis:

All teachers have shown a high level of management skills in the classroom, with them we not only refer to the time of teaching, but also their treatment of the students the mutual respect that exists which allows to create a suitable environment of teaching that is beneficial for both

Table 19

Question: How often do you use technology in your class?

Alternatives	Frequency	Percentage
Always	0	0%
Almost always	0	0%
Sometimes	3	100%
Never	0	0%
Total	3	100%

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

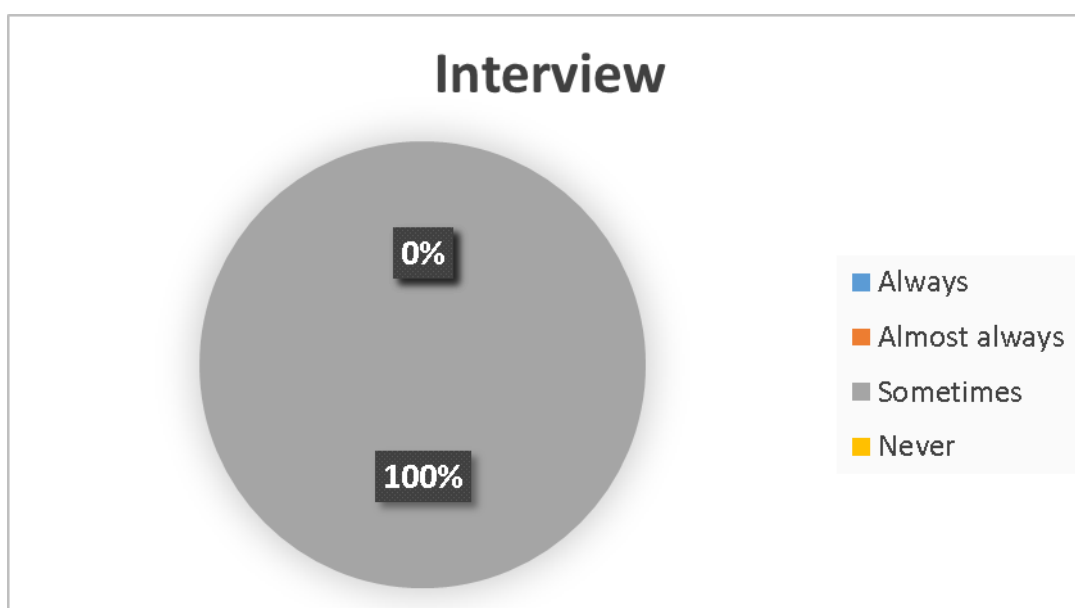


Figure 18

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

Analysis:

We can come to the conclusion that teachers use technology as many times as necessary, for example, in the reproduction of an audio conversation, an audiovisual aid when teaching vocabulary in order to reinforce everything learned in class.

Table 20

Question: Do you have an international certificate recognized by the Ministry of Education?

Alternatives	Frequency	Percentage
Yes	3	100%
No	0	0%
Total	3	100%

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

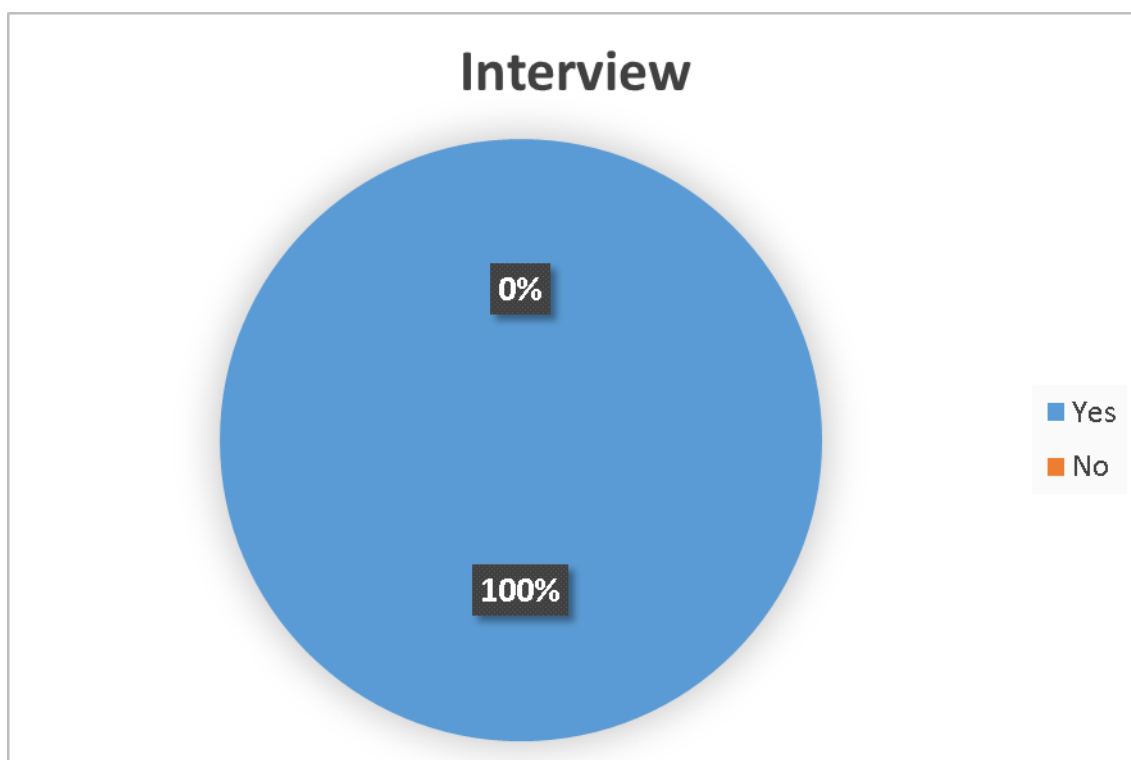


Figure 19

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

Analysis:

Teachers working in this school have an international certificate legalized by the Ministry of Education, which allows them to work in an educational institution.

3.7.3 Teacher Class Observation

In the observation of classes made to the Francisco de Orellana Unidad Educativa, which was focused on teachers, the following was found:

- The teaching materials selected by the teacher had an appropriate level, so that the students could perform the different activities independently.
- Regarding the activities carried out, it was observed that the teacher did not discuss the vocabulary with the students, he simply said its meaning.
- The implementation of activities in class was observed with the objective that the student speaks about the text read and reflects on what has been analyzed.
- The teacher had better plan the amount of activities that he implements in his class taking into account the time so that all students have the opportunity to discuss and share their different opinions about the activities carried out.
- In conclusion, the teacher needs a better plan to select the amount of activities to be implemented so that all students can participate and improve their English language development
- All activities presented by the teacher are not attractive to the student.
- The teacher did not use supporting material, after presenting the structure they were not asked to practice what they learned orally or in writing, so they had no homework to complete.

3.7.4 Student Class Observation

- Thirty students were observed in the eighth grade of the English area in the "Unidad Educativa Francisco de Orellana ". So the following aspects will be shown.
- As mentioned before, despite that the teaching activities were not attractive to the students, that they did not feel motivated, so most of the students in the class were talking and others showed an indifferent attitude to the lesson received.

- At the time of class observation, the students did not show a good attitude when the teacher asked them to be silent and pay attention to be able to start the different activities.
- The students were not motivated to participate in the different activities presented in class.
- In the observation made to the students it was noted that most of them were not interested in the lesson, so their role in classes was passive.

3.7.5 Pre-test Results

Table 21

Pre-test Results

STUDENT	GRAMMAR 4pt	READING COMPREHEN SION 2pt	WRITING 2pt	LISTENING 1pt	SPEAKING 1pt	TOTAL
S1	0	2	0	0.50	0.50	3
S2	0	0	0	1	0.75	1.75
S3	0	0	0	1	0.50	1.50
S4	0	0	0	0.50	0.25	0.75
S5	0	1	0	1	0.50	2.50
S6	0	1.50	0	1	0.50	3
S7	0	0	0	1	1	2
S8	0.80	0	0	1	0.50	2.30
S9	0.80	0.50	0	1	1	3.30
S10	0	2	0	1	1	4
S11	0.40	0	0	0.75	0.25	1.40
S12	0	0	0	1	0.50	1.50
S13	0.80	1	0	1	0.75	3.55
S14	0	0.50	0	0	0.50	1
S15	0	1	0	0	0.75	1.75
S16	0	0	0	0	0	0
S17	0	1	0	0.50	0.75	2.25
S18	0	1.50	0	0.50	0.50	2.50
S19	0	0	2	0.50	0.75	3.25
S20	0	1.50	0	0.75	1	3.25
S21	0	0	0	0.75	0.25	1
S22	0	1.50	2	0.75	0.75	5
S23	0	1	2	0.75	0.75	4.50
S24	0.40	1	0	1	0.75	3.15
S25	0	1	0	0.75	0.75	2.50
S26	0	0.50	0	0.75	0.25	1.50
S27	0	0	2	1	1	4
S28	0.80	0.50	1	0	0.25	2.55
S29	0	1	2	1	0.25	4.25
S30	0	1	0	1	1	3
Total	4	21	11	21.75	18.25	76
	3.33%	35%	18.33%	72.5%	60.83%	37.99

Elaborated by: Gaibor, G & Hernandez, J. (2019)

Tabla 22

Pre test result

Description	Percentage
Grammar	3.33%
Reading Comprehension	35%
Writting	18.33%
Listening	72.5%
Speaking	60.83%

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

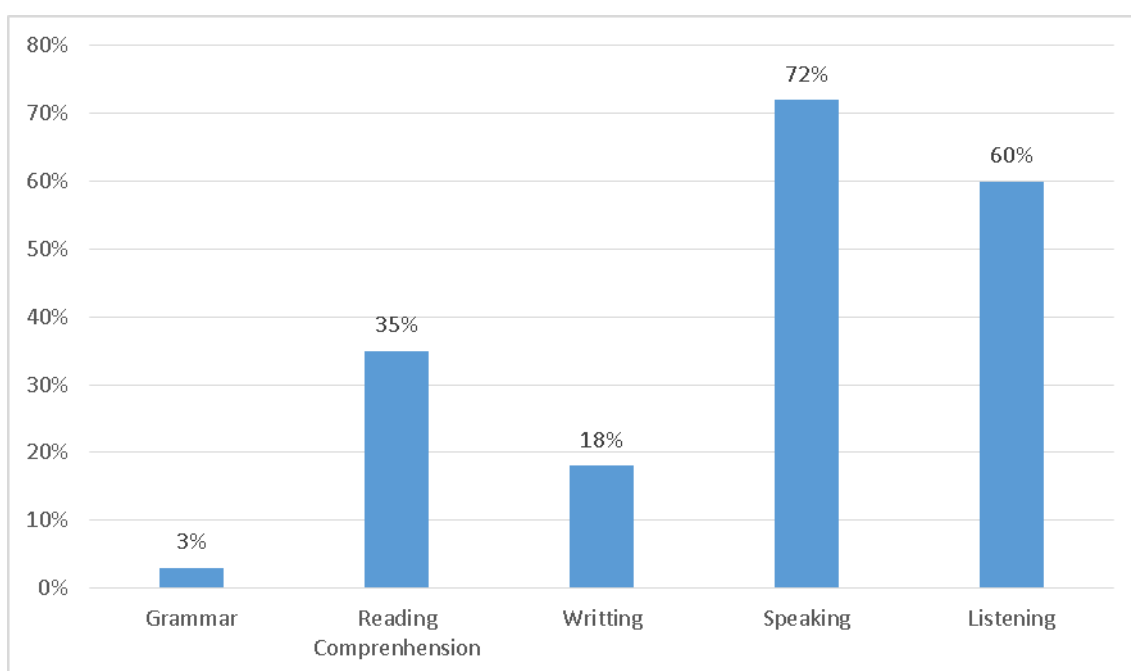


Figure 20 Results obtained from the pre-test

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

Analysis:

The graph shows that the 30 students of the Francisco de Orellana Educational Unit have poor performance in the English area which has been able to demonstrate in the different abilities that the language possesses the most affected areas are grammar, reading comprehension and writing which will be reinforced in the next three months in order to improve student performance in learning this new language.

After the application of the pre-test carried out to the students of the eighth grade basic education, by means of this test the lack of level of learning that they had acquired

through the classes received with the traditional method could be noted. For a period of three months, the proposal for this thesis research project was applied, which consisted in the creation of a procedure manual that helps teachers by providing activities that cover the different teaching skills such as: grammar, reading comprehension, writing, listening and speaking. These activities have as a main objective, a dynamic class, motivate the student and promote their participation in the classroom. Finally, to verify if the hypothesis of this research project of the thesis is true or false, we proceeded to apply a post test which showed the following results.

3.7.6 Post test Results

Table 23

Post-test Results

STUDENT	GRAMMAR 4pt	READING COMPREHEN SION 2pt	WRITING 2pt	LISTENING 1pt	SPEAKING 1pt	TOTAL
S1	4	2	1	1	1	9
S2	4	2	2	1	1	10
S3	4	2	2	1	1	10
S4	4	2	2	1	1	10
S5	4	2	2	1	1	10
S6	4	2	1	1	1	9
S7	4	2	2	1	1	10
S8	4	2	2	1	1	10
S9	4	2	2	1	1	10
S10	3	2	2	1	1	9
S11	4	2	1	1	1	9
S12	4	2	1	1	1	9
S13	4	2	1	1	1	9
S14	4	2	2	1	1	10
S15	3	2	2	1	1	9
S16	3	2	2	1	1	9
S17	4	2	2	1	1	10
S18	4	2	1	1	1	9
S19	4	2	1	1	1	9
S20	3	2	2	1	1	9
S21	3	2	2	1	1	9
S22	3	2	2	1	1	9
S23	3	2	2	1	1	9
S24	4	2	2	1	1	10
S25	4	2	1	1	1	9
S26	4	2	1	1	1	9
S27	3	2	2	1	1	9
S28	3	2	2	1	1	9
S29	3	2	2	1	1	9
S30	4	2	1	1	1	9
Total	110	60	50	30	30	280
	91%	100%	83%	100%	100%	94.8%

Elaborated by: Gaibor, G & Hernandez, J. (2019)

Tabla 24

Post test result

Description	Percentage
Grammar	91%
Reading Comprehension	100%
Writting	83%
Listening	100%
Speaking	100%

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

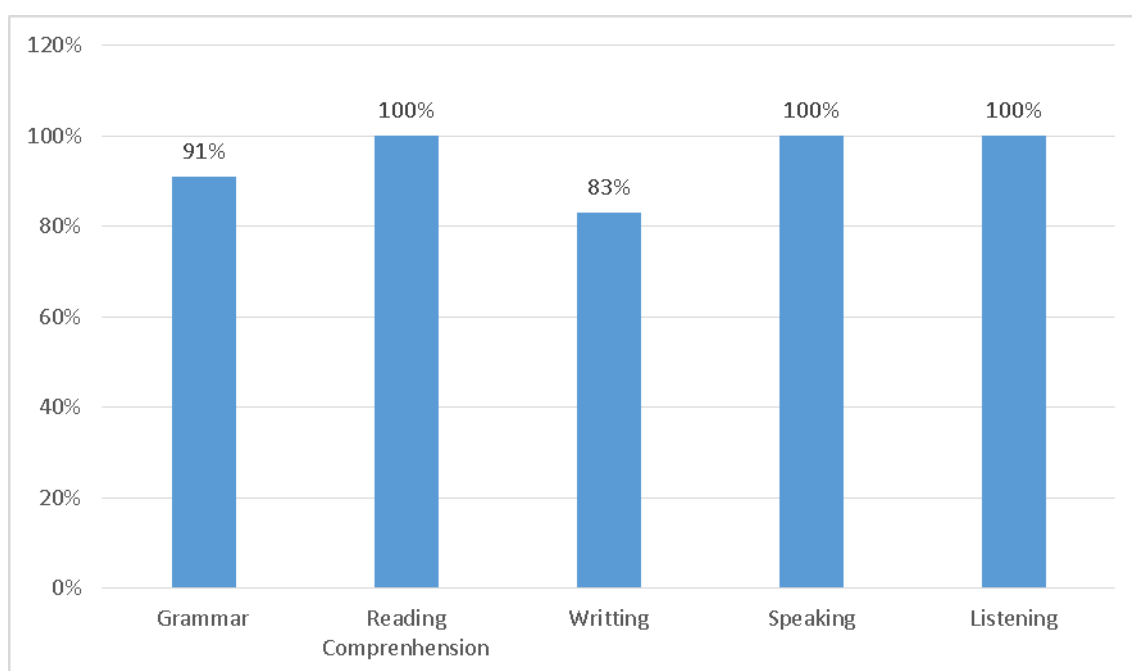


Figure 21 Results obtained from the post-test

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

Analysis:

The 30 students of the Francisco de Orellana Educational Unit after having applied our proposal over a period of three months have mostly improved in the different English language skills especially in grammar, reading comprehension and writing. Which initially was difficult for them to develop.

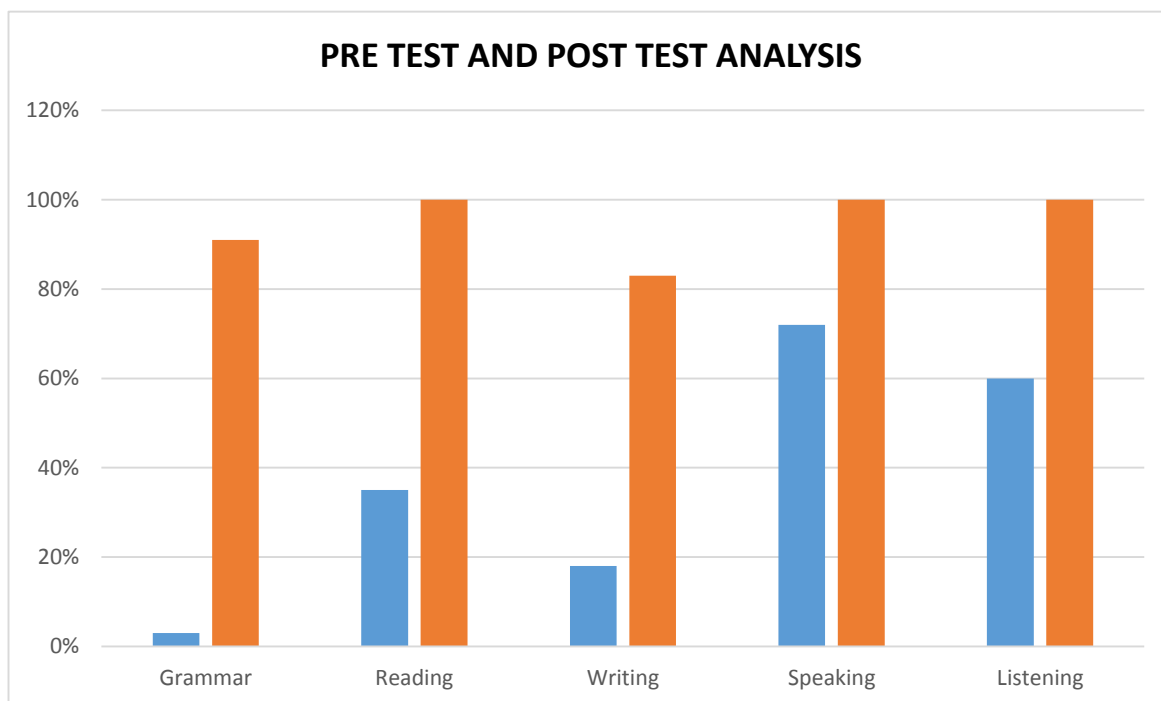


Figure 22

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

3.7.7 Pre-test and Post-test analysis

In the following comparative graph an analysis was made between pre-test and post-test performed. As you can see, the results of the analysis are shown, as well as its percentage and the difference between the result of the pre-test and post-test. This is a test to consider the quality of the test performed to the students of the 8th grade of basic education which takes in Count the five skills needed to learn English, Gramar, Reading Comprehension, writing, speaking and Listening. Which shows a considerable increase in the post test in grammar skills with 91%, reading with 100% and writing with 83%. In order to improve their shortcomings in these three skills in particular, the proposals of the research project of this thesis were applied, which consisted in the elaboration of a guide with activities that help reinforce and improve the development of the different skills of the new language.

CHAPTER IV

Proposed Project Plan

Topic

Activity guide based on behavioral theory at Unidad Educativa Francisco de Orellana.

Broad Objective

To develop a procedure manual based on behavioral theory to improve teaching English as a foreign language for the 8th grade students at Francisco de Orellana high school 2018-2019.

Specific Objectives

- To select a group of activities based on behavioral theory taking into account the students' ages, interests, levels and learning styles.
- To determine the best possible ways to apply these techniques in the EFL classrooms.

List of Contents

Listening Activity 1-3

- Repetition
- Replica
- Completion

Speaking Activity 4-6

- Tell us
- Transformation
- Expansion

Reading Activity 7

- Think-Pair-Share

Writing Activity 8-10

- Sight Word Activities

- Organization
- Integration

The proposal for this project was implemented in the month of September, October, November in the Francisco de Orellana High School in 2019. This guide consists of 10 activities based on behavioral theory, which seek to benefit students to improve, master the different skills that constitute an important part in the learning of the English language such as reading comprehension, writing, speaking, listening. The application of these activities will increase performance as well as keep them engaged when learning takes place in classes either in groups, couples or individually or if some extra work has been assigned.

The Proposal Development

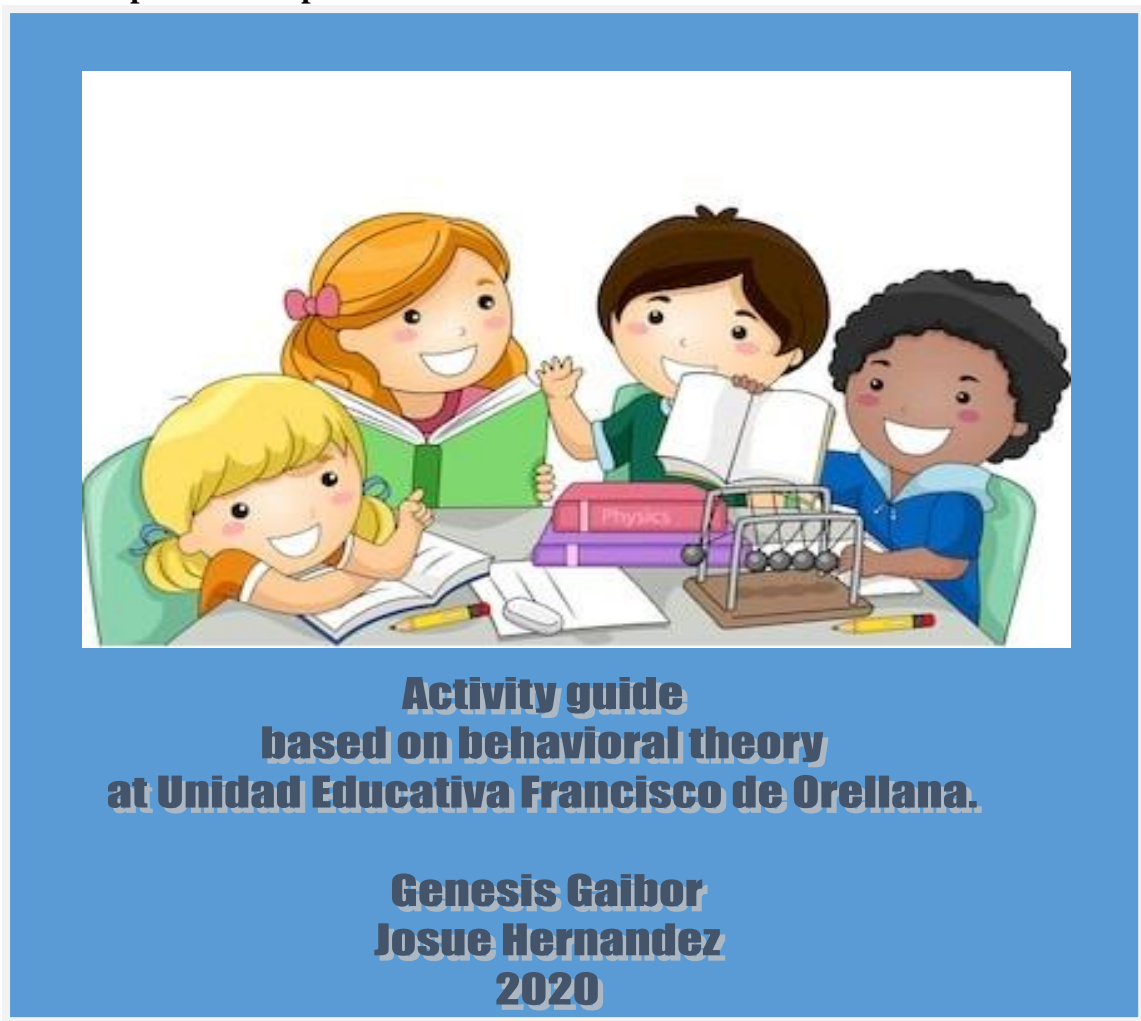


Figure 23

Source: Students from 8th grade at Unidad Educativa Francisco de Orellana

Elaborated by: Gaibor, G & Hernandez, J. (2019)

Listening: The ability to listen allows both to receive messages and to interpret them in the communication process. By not developing this ability the messages received could be easily misunderstood, by applying the following activities through repetition and correct pronunciation when carrying out these activities, students acquire auditory skills necessary to follow and understand conversations, and appropriate communication skills will be developed

Activity 1

Repetition

Objective: To acquire listening skills by repeating words and pronouncing them.

Development:

The student repeats a statement that the teacher has previously said the student performs this activity without looking at a printed text. The statement must be brief as to be retained by the ear. The sound of each word is important as well as the form and order.

Teacher: This is the best day.

Student: This is the best day.

After the student has repeated the statement, he can repeat it again and the teacher will add

A few words then repeat the entire sentence and continue adding more words.

Activity 2

Replica

Objective: to answer questions through different emotions.

Development:

The student makes a replica of 3 sentences given by the teacher who tells him in advance to respond in the following ways:

- Be polite
- Answer the question.
- Agree
- emphatically.

I'll thank you - you're welcome

Tomorrow there is no class - really!

Activity 3

Completion

Objective: For the student to learn to analyze sentences

Development:

The student hears an incomplete phrase, except for one word, then repeat the whole sentence.

Teacher: Make love and don't

Student: Make love and don't **war**

Teacher: ... can't buy life

Student: **Money** can't buy life

Speaking: This ability means talking, expressing thoughts and feelings in a spoken language. It also implies transmitting information within the communication process in an effective way, activities were used to help the students to acquire greater fluidity and precision, motivating them to interact with their own classmates sharing ideas, thoughts and in turn giving them the opportunity to practice grammatical and lexical and grammatical elements.

Activity 4

Tell us

Objective: To motivate the student to share ideas in class

Development:

For this activity you can use the m & m containing mini colored chocolates, each student will choose three random chocolates and depending on the colors they choose, they should talk 3 articles about themselves

RED: something about yesterday

ORANGE: something you do well

YELLOW: something about your childhood

BLUE: something you learned lastweek

BROWN: something you cannot live without

GREEN: something you watch/listen to

Activity 5

Transformation

Objective: To analyze ideas, sentences and transform them at the indicated times.

Development:

The teacher asks the student for ideas to make a prayer, in this way the student feels motivated to participate, the prayer made by the teacher becomes negative, interrogative or changes in time, mood, voice or modality all this depending on the topic that is being seen at that time, then the student will make their sentences with the time they are seeing in class.

- He knows my phone number.
- He doesn't know my phone number.
- Does he know my phone number?
- I used to know my phone number.
- If I had known my phone number.

Activity 6

Expansion.

Objective: To analyze words and sentences in specific sequences.

Development:

In this activity the student will analyze and add a word, which occupies a place in the sequence of the sentence.

- **Teacher:** I know him. (well)
- **Student:** I know him well.

Reading: This ability helps you improve and develop vocabulary as well as the ability to understand the language. This activities reinforce this ability of the reader and motivate him to be more active and participatory in compiling his ideas or opinions with the rest of the class.

Activity 7

Think-Pair-Share

Objective: To motivate the student to be more participatory in classes.

Development:

An activity in which the teacher stops reading to ask the student to consider a question (**think**), then work with his / her partner who has been chosen at the beginning of the class (**pair**), and finally discuss the answers they share with their partner (**share**).

Performing this activity allows multiple benefits such as:

- Motivates the student to be more active.
- It provides novelty.
- It allows for formative assessment.

Writing: This ability is the process by which symbols are used among which you can mention punctuations, letters, and spaces through which ideas or thoughts are made known, and acts in conjunction with the rest of the language skills, this activities improve and reinforce the writing skills, through analysis and reorganization of words that make up a sentence.

Activity 8

Sight Word Activities

Objective: To analyze and rearrange sentences.

Development:

The teacher will make word cards in sight and combine them with small toys to form different sentences.

It can also be used when writing sight words on a ball and practice throwing the ball and reading a word.

Applying this type of activity is a fun way for the student to learn new words from a vocabulary, as well as make sentences with them, this will also allow him to be more active and participatory.

Activity 9

Organization

Objective: To learn how to organize sentences with minimal changes.

Development:

The student receives a sequence of words that have been taken from a sentence that still have its basic meaning. the sentence is reorganized with minimal changes in its original form, which may be present, past or future.

Example:

students / wait / teacher – **The** students wait **for the** teacher.

Activity 10

Integration

Objective: To analyze and combine sentences or ideas.

Development:

The teacher will write two separate sentences which the student will analyze and look for ways to combine them to form a single sentence.

Example:

Teacher: They must be honest. It is correct.

Student: It is correct that they are honest.

CONCLUSIONS

The objective of this project is to improve the English language learning of 8th grade basic education students at Unidad Educativa Francisco De Orellana during the 2018-2019 school year, which benefited the students who felt more motivated, more Enthusiasts in classes and during the lessons taught in class, for which the teachers received a small guide that contains activities based on behavioral theory which cover the different activities of teaching a new language, among which we can mention grammar, reading Comprehension, writing, listening and speaking, the implementation of these skills is important during the development of English classes. After analyzing the results obtained, a conclusion could be reached.

First, the possible causes with respect to the low level of English language learning were evidenced in the results obtained through the previous application of a pre-test to the students, in which difficulties were observed in the different learning skills, specifically in the areas of grammar, reading comprehension and writing. They did not know how to activate their previous knowledge, difficulties in placing words in the right time, whether this past or future, organize information, identify main ideas to achieve a greater understanding of reading, organizing ideas and connecting Words when writing them.

All these problems mentioned above are due to a deficiency in the development of learning skills, use of ineffective strategies as well as activities that do not motivate or promote their development. Also several observations were made in both teachers and students, in the case of teachers the only thing to be taken into consideration is greater control in the activities they use in classes, and in the case of students several points were noted to be considered as a lack of attention to the different lessons received in classes, lack of motivation or interest in the development of activities proposed by the teacher and indiscipline towards docents or any authority of the institution.

As a consequence, based on the poor level shown, this project plan contains activities that seek to improve students' abilities to learn a new language. However, the difference between pretest and posttest results is very significant since it shows an increase in the areas that caused the most problems to students, grammar 3% to 91% reading comprehension 35% to 100% and writing 18% to 83% .

Second, an investigation of learning theory as well as activities based on it was carried out. After defining the theory, it was possible to select and propose appropriate activities in the implementation in class. The development of the theoretical framework provided the research with solid bases through which the proposal of such activities could be carried out that allowed to improve learning skills.

Third, the “Procedural Manual” proposal was created as a guide to apply a group of previously selected activities. This manual will help in the learning and teaching process, after the implementation of this proposal through the post-test a positive change in the students' abilities could be noticed.

Finally, it was possible to conclude that the proposed activities have a positive effect not only on the development of different skills, they have also been able to help the student by raising their interest in learning a new language.

RECOMMENDATIONS

The recommendations highlighted in this research project are the fulfillment of the different expectations, as well as the parameters required in this research format.

Regarding the contribution to this research project, it is largely due to the contribution of personal experiences of each of the students the precautions are closely related to the learning that each of them has received in the different activities carried out within of the classroom, as well as the results achieved that were achieved when carried out.

The activities in this procedure manual are aimed at serving as a guide to the teacher, as well as a means of evaluation, as well as allowing students to improve, reinforce and develop in a better way the different language skills, speaking, listening, reading and writing, that are necessary for a correct learning of English, also the application of this manual will allow students to have a greater participation, as well as the main role in the classroom, as well as in the different activities proposed, to reinforce the different language skills.

When using these activities, it is of great importance to always motivate the student, propose learning as a discovery, and focus the content of what is learned through practice, in this way students will be allowed to become more active and participatory.

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ANNEXES

Annex 1

Pre - Test

Name: _____

Dates: _____

Grammar (4 pt.)

1. - Complete the following passage using the verb in the word bank. Use the Simple Past Tense. (0.4x10)

develop	do	discover	revolutionize
find	create	work	make
contribute	become	invent	

I am a photographer and for obvious reasons the camera is my favorite invention. Many people **contributed** (ex.) to the creation of this magical device that _____ (a) the way we keep our memories. For example, in the Middle Ages, Alhazen _____ (b) the first camera “obscura”. In 1727, Johann Shultze _____ (c) out that silver nitrate _____ (d) dark in the presence of light, and experimented with chemical reactions and images. In 1827, Joshep Niepce _____ (e) the first photographic image with a pinhole camera. In 1839, another Frenchman, Louis Daguerre _____ (f) a method to help preserve the images; in fact, the daguerreotype is under his belt. Since, 1885 George Eastman _____ (g) hard to make paper film. Years later, he _____ (h) the celluloid film and he _____ (i) the Kodak camera. All of them sure _____ (j) a great job.

Reading Comprehension (2pt)

2. - Read the text and answer the following questions about the sequence of events in the story. (0.50x4)

A group of school students took a tour of a natural park for their summer vacations. The tour guide knew the trails of the region very well. In the afternoon, he invited the school kids to join him in an adventurous hike to a waterfall the kids screams of excitement did not let the guide finish his instructions on how to begin the trail and continue the climb to the waterfall. Some kids walked really fast when they reached a barbed – wire fence. One girl had a cut on her arm, so a teacher had to go back to the town with this girl to see a doctor. Then two other students took a shortcut and ended up lost, so the guide cancelled the trip to the waterfall to start the research along with the local police for these two students. In the evening, the authorities were looking for the two students while the group was walking back to the hotel. Three hours later, while the group was watching a video of the waterfall, the phone rang. They had found the missing students.

The police officers were searching for the kids while they were trying to set up a tent forest; it was midnight. They were fine, yet both were tired and scared.

A. What happened when some kids walked very fast?

B. What happened when two students took a shortcut?

C. What were the authorities doing while the group was walking back to the hotel?

D. What was the group doing when the phone rang?

Writing (2 pt)

3. - Write a personal narrative about a vacation incident you had. (45 words)

Write:

- How everything began
- What happened
- How the incident ended

A Vacation Incident

Listening (1 pt)

4. - Listen to a personal narrative about a travel mishap. Then check the option that best completes each statement. (0.25 x4)

- Where did the family travel for vacation?**
- To Jamaica.
- To Barbados.
- To Panama.

- What were the kids doing while the parents were at the pool?**
- The kids were playing in the room.
- The kids were riding their bikes.
- The kids were touring the hotel.
- What were the children doing when a woman screamed?**
- They were showering.
- They were playing video games.
- They were running around.
- What happened when the woman was making her bed?**
- A snake came out of a pillow.
- A snake slid down her sheets.
- A snake was creawling on the bathroom floor.

Speaking (1 pt)

4.- Answer the following questions

- **What is your name?**
- **How old are you?**
- **What is your favorite sport?**
- **Can you spell your family name?**
- **How many members of your family live with you?**
- **What would you like to be when you are grown up?**

Annex 2



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE
DE GUAYAQUIL**

Interviewer's name : _____

School: _____

City: _____ **Canton:** _____ **Date:** _____

Questionnaire for the Teacher

The goal of this questionnaire is to collect information about your experience and professional background as a part of a research Project in order to improve the English language teaching of the students.

Instruction:

Please circle the choice that you consider the best option. All this information will be used for academic purposes.

Thanks for your help

1.- Where did you learn English?

a.- High school b.-University c.-English Academy d.-Abroad

2. - How long have you been working as a English teacher?

a. - 1-4 years b.-5-8 years c.-9-12 years d.-More than 12 years

3. - What level of English do you have?

a.- A1 b.-A2 c.-B1 d.-B2

4. - What is your level of education?

a.- High school diploma b.-Bachelor degree in TEFL

c.- Master dregee in TEFL d.-PHD in Education

5.- How often do you motivate your students in class?

a.- Never b.-Often c.-Always d.-Sometimes

6.- How often do you particpate in TEFL seminars or workshops?

a.- Never b.-Often c.-Always d.-Sometimes

7.- Do you use games in class?

a.-Never b.-Often c.-Always d.-Sometimes

8.- How would you rate your classroom management skills?

a.-Very Good b.-Good c.- Not Bad d.- Need Improvement

9.- How often do you use technology in your class?

a.-Always b.-Almost always c.-Sometimes d.-Never

10.- Do you have an international certificate recognized by the Ministry of Education?

a.- Yes b.- No

Annex 3



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE
DE GUAYAQUIL**

Classroom Observation Form

School: _____ Grade: _____ Subject: _____

Period/Time: _____ Teacher: _____ Date: ____/____/____

Observer: _____

Rating Scale

4 - Outstanding; 3 - Good; 2 - Fair; 1 - Poor

PREPARATION	4	3	2	1
The instructor had a clearly discernible lesson plan				
There was an appropriate balance of structured and open-ended/communicative activities.				
The exercises and activities were introduced in context.				
The plan was geared toward real/authentic language use.				

LANGUAGE USE	4	3	2	1
The instructor used the target-language in the classroom appropriately.				
The instructor encouraged his students to use the target language.				

STUDENT ASSESSMENT	4	3	2	1
The lesson was presented effectively and clearly.				
There were smooth transitions between activities.				

The amount of teacher talk and student talk was appropriate.				
Cultural instruction was integrated into class activities.				

CLASSROOM MANAGEMENT	4	3	2	1
The use of small-group/pair work during each activity was evident.				
The seating arrangement facilitated learning.				
The instructor divided his attention among students appropriately.				
Student participation was on task.				

CLASSROOM ATMOSPHERE	4	3	2	1
Student participation was active and lively.				
The class atmosphere was nice and warm.				
The instructor was sensitive to students' difficulties and abilities.				

Annex 4



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Survey for Students

Dear students.

This survey has been developed for eighth grade students with the objective of determining the influence of the application of behavioral theory on English language learning at Unidad Educativa Francisco de Orellana. This information will be analyzed in a professional way in order to achieve the objectives of this work.

Thanks for your help.

Directions:

Read the following questions and check (✓) in the box according to your opinion. Please use the following key.

1 = Yes 2 = No 3 = A little

No	Questions	Yes	No	A little
1	Do you think learning English is important at the present time?			
2	Do you consider that the English lessons are interesting?			
3	When the teacher explains a topic to you, do you understand him/her?			
4	Do you feel motivated in your English class?			
5	When the teacher speaks English in class do you understand him easily?			

6	Do you feel comfortable when you speak English in class?			
7	Do you practice English at home?			
8	Do you think the class activities are motivating?			
9	Does the teacher use songs, games, videos in the English class?			