

OFICINA DE POSGRADOS

Topic:

**POSITIVE REINFORCEMENT IN THE DEVELOPMENT OF
SPEAKING SKILLS AMONG YOUNG ADULT LEARNERS**

**Research Project prior to obtaining the master's degree on English
Pedagogy as a Foreign Language**

Line of research:

Innovative Pedagogies, Teaching Methods

Author:

Lic. Mishell Gabriela Salao Espinoza

Director:

Lic. Luis Antonio Paredes Rodríguez, Mg.

Ambato – Ecuador

Diciembre 2022

PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR
SEDE AMBATO
APPROVAL SHEET

Topic:

**POSITIVE REINFORCEMENT IN THE DEVELOPMENT OF SPEAKING SKILLS
AMONG YOUNG ADULT LEARNERS**

Line of research:

Innovative Pedagogies, Teaching Methods.

Author:

Mishell Gabriela Salao Espinoza



Firmado electrónicamente por:
**LUIS ANTONIO
PAREDES
RODRIGUEZ**

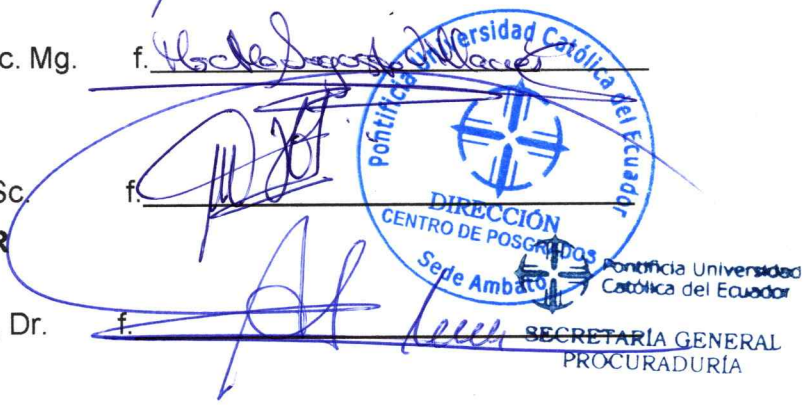
Luis Antonio Paredes Rodríguez, Lic. Mg. f. _____
MEMBER

Paola Vanessa Navarrete Cuesta, Lic. Mg. f. _____
MEMBER

María Augusta Villacrés Camino, Lic. Mg. f. _____
MEMBER

P. Juan Carlos Acosta Teneda, MSc. f. _____
POSGRADUATE COORDINATOR

Hugo Rogelio Altamirano Villarroel, Dr. f. _____
PUCESA SECRETARY



BIBLIOTECA

Ambato – Ecuador

December 2022

DECLARACIÓN Y AUTORIZACIÓN

Yo: **MISHELL GABRIELA SALAO ESPINOZA**, con **CC. 065015156-6**, autora del trabajo de titulación intitulado: "POSITIVE REINFORCEMENT IN THE DEVELOPMENT OF SPEAKING SKILLS AMONG YOUNG ADULT LEARNERS" previa a la obtención del título profesional de MAGISTER EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA, en la escuela de POSGRADOS.

- 1.- Declaro tener pleno conocimiento de la obligación que tiene la Pontificia Universidad Católica del Ecuador, de conformidad con el artículo 144 de la Ley Orgánica de Educación Superior, de entregar a la SENESCYT en formato digital una copia del referido trabajo de graduación para que sea integrado al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor.
- 2.- Autorizo a la Pontificia Universidad Católica del Ecuador a difundir a través de sitio web de la Biblioteca de la PUCE Ambato, el referido trabajo de graduación, respetando las políticas de propiedad intelectual de Universidad.

Ambato, diciembre 2022



MISHELL GABRIELA SALAO ESPINOZA

CC. 065015156-6

AUTHOR

DEDICATION

This work is dedicated with all my love to my parents, Carlos, Patricia, and siblings; but above all, it is dedicated to my greatest source of inspiration and strength, my beloved angel Juan Salao.

ACKNOWLEDGEMENTS

First, I would like to thank my tutor Mg. Luis Paredes who provided me with assistance in the completion of the project.

I would like to thank all the professors, coordinators, and principals of “Pontificia Universidad Católica del Ecuador sede Ambato”, who helped me providing the information and guidance needed for the project.

Last but not least, thanks to the authorities of “Universidad Nacional de Chimborazo” for trusting on me and authorizing the application of this research in this institution.

RESUMEN

La investigación versa sobre la aplicación del refuerzo positivo para el desarrollo de la habilidad oral en una muestra de adultos jóvenes de la “Universidad Nacional de Chimborazo” en el nivel B1. Inicialmente, se observó la existencia de dificultades en la capacidad comunicativa oral y baja motivación. Se optó por aplicar estrategias didácticas de refuerzo positivo de los tipos verbal, no verbal y de contacto. Se desarrolló un estudio pre-experimental con una muestra de 35 estudiantes de nivel B1, a quienes se les evaluó su comunicación oral mediante la aplicación de la prueba estandarizada preliminar B1 de Cambridge. Posteriormente se planificaron directrices estratégicas basadas en el refuerzo positivo a través de ocho lecciones implementadas durante cuatro semanas. Cada lección contenía actividades inherentes a los recursos gramaticales y léxico, la pronunciación, la comunicación interactiva y la gestión del discurso. El docente otorgaba un reconocimiento por el apropiado trabajo realizado mediante reforzamiento positivo. Se aplicó nuevamente la prueba de Cambridge para comparar la evolución de la habilidad oral una vez finalizada la fase de intervención. Los estudiantes alcanzaron un mejoramiento significativo (p -valor < 0.05) de todos los criterios evaluados mediante la prueba de hipótesis Student's t-test. Se aplicó una encuesta para conocer las percepciones de los estudiantes respecto al refuerzo positivo, cuyos resultados reflejaron un nivel de satisfacción. Finalmente, se planificó la socialización de los resultados obtenidos ante la comunidad de docentes de la modalidad regular de la “Universidad Nacional de Chimborazo”, para promover el refuerzo positivo en el proceso de enseñanza-aprendizaje.

Palabras clave: comunicación, habilidad oral, percepción, refuerzo positivo.

ABSTRACT

The research deals with the application of positive reinforcement in the development of oral skills in a sample of young adult learners at B1 level at “Universidad Nacional de Chimborazo”. Initially, it was observed that there were difficulties in speaking communication and low motivation. It was decided to apply didactic strategies involving positive reinforcement of verbal, non-verbal and contact types. A pre-experimental study was developed in which a group of thirty-five students of level B1 was taken as a sample. It was evaluated their oral communication by applying the Speaking section of the Cambridge Preliminary B1 standardised test. Subsequently, strategic guidelines based on positive reinforcement were planned through eight lessons implemented over four weeks. Each lesson contained activities to work on grammatical and lexical resources, pronunciation, interactive communication, and discourse management. It was provided recognition for appropriate work through the use of positive reinforcement. After the intervention phase ended, the Cambridge test was administered again to compare the evolution of speaking skills. The students achieved a significant improvement (p -value < 0.05) in all the criteria evaluated using the Student's t -test. A survey was applied to know the students' perceptions of positive reinforcement which reflected a level of satisfaction. The socialisation of the results obtained was planned for the community of teachers of the regular modality at “Universidad Nacional de Chimborazo”, with the aim of promoting positive reinforcement in the teaching-learning process.

Keywords: communication, speaking skills, perception, positive reinforcement

INDEX

PRELIMINARIES

AUTHOR OF THE RESEARCH WORK	III
DEDICATION	IV
ACKNOWLEDGEMENTS.....	V
RESUMEN	VI
ABSTRACT	VII
INTRODUCTION.....	1
CHAPTER I. STATE OF THE ART AND PRACTICE.....	6
1.1. Positive reinforcement.....	6
1.2. Development of speaking skills	20
CHAPTER II. METHODOLOGY	29
2.1. Type of research and research approach	29
2.2. Type of data collection	31
2.3. Research proposal.....	35
CHAPTER III. ANALYSIS OF THE RESULTS OF THE RESEARCH	54
3.1. Analysis of results	54
3.2. Hypothesis verification	58
3.3. Students' perceptions on positive reinforcement.....	60
3.4. Socialize how positive reinforcement improves speaking skills.....	62
3.5. Discussion.....	63
CONCLUSIONS	66
RECOMMENDATIONS	68
BIBLIOGRAPHY.....	69
ANNEXES	75

INTRODUCTION

Speaking is one of the language skills that requires a lot of effort and time when learning another language. Most students associate speaking with the idea of knowing a language, they do not consider the other skills, which is why they focus their attention and effort on speaking development. But speaking is not easy at all, on the path, students find difficult to produce it, then they feel frustrated. There is a range of factors that inhibit oral production, it is noticeable that over time, the lack of importance of internal and external motivation in the process of oral production when learning English as a foreign language (EFL) is recognizable. According to Riadil (2020) regularly, reinforcement is given, but doing it adequately and positively is not considered when oral production is assessed.

Oral production is an interactive process in which communication is formed through the production and reception of information. The complexity of speaking skills has important aspects to be considered: being able to express a coherent speech and use an appropriate syntax, are some of them. Being that the case, it is also worth mentioning that some affective factors influence learners' foreign language learning, for instance, attitude, motivation, age, anxiety, self-esteem, and so on. Another important aspect is that people have cognitive qualities and skills, so the speed of learning differs from one learner to another. So, teachers must adopt new methodologies in the classroom to get an effective teaching process.

In this sense, Suaza (2014) states that it is pertinent to apply educational strategies focused on flexible processes, which are open and include the active participation of students, to contribute to the effective development of oral communication in EFL. Arista et al. (2018) considers that positive reinforcement is one of the most effective, which consists of providing the learner with what is aurally pleasing to him/her after the desired reaction. Positive reinforcement stimulates effortfulness and the ability to detect learner's strengths.

The statements previously mentioned have generated the willingness to find out solutions for this issue. In this way, it is important to analyze how positive

reinforcement affects oral production among young adult students at “Universidad Nacional de Chimborazo”. Moreover, creating a suitable learning environment by using positive reinforcement in speaking is the main objective of this research. The research process involved the following methodology: the type of research was pre-experimental; the approach was quantitative; the depth level was descriptive and correlational. Also, this research belongs to the socio-educational modality and the applied techniques were test and survey. It was expected that students’ motivation gets enriched after implementing positive reinforcement.

Worldwide, oral production is a part of the curriculum in language teaching. However, Vargas (2015) indicates that the lack of knowledge about how to give adequate and positive reinforcement has produced demotivated students, consequently, neglecting speaking skills development. A study held by The British Council called English in Ecuador (2015) showed speaking performance is extremely low among young adult learners in Latin America and especially Ecuador, despite having studied English for many years.

The problem is that both parties (teachers and learners) engage in some practices that hinder the effective development of oral production. On the one hand, teachers need to change their methodology to help students to communicate orally, which means if they observe difficulties, they should offer the possibility of reinforcement activities for the skills in which the learners had problems. On the other hand, students must take responsibility for their language learning and develop autonomy in learning so that they can carry out tasks outside the classroom to help them develop speaking skills.

Students at the B1 level of English language learning at the Language Center at UNACH have difficulties in oral production, specifically in the dimensions of lexical and grammatical resource, discourse management, interactive communication, and pronunciation. This situation prevents them from developing communication with their peers, which has an impact on the process of mastering the English language. This fact means that traditional teaching methodologies do not help students to develop these communication skills. In response to the context of the existing situation, the problem statement is stated as follows:

What would be the influence of positive reinforcement in the development of speaking skills among young adult learners?

Complementarily the consequent scientific questions are the following: To what extent does positive reinforcement improve the speaking skills among young adult learners? How does the Positive reinforcement improve the speaking skills in young adult learners? and What is the relationship between positive reinforcement and speaking skill in young adult learners at UNACH – Language Center?

At the same time, the research hypothesis is stated as follows: Positive reinforcement influences on the speaking skill development in young adult learners at “Universidad Nacional de Chimborazo” – Language Center.

The general and specific objectives that guided the development of the research are as follows:

To evaluate the influence of positive reinforcement theory in the development of speaking skills among young adult learners.

1. To review literature regarding the way reinforcement theory is used in teaching speaking.
2. To assess speaking skills development before and after applying strategies based on positive reinforcement.
3. To produce a set of guidelines with useful information about positive reinforcement.
4. To socialize the findings regarding how positive reinforcement improves speaking skills.

Regarding the methodological aspect, this research aimed to use the positive reinforcement method to enhance speaking skills in young adult learners at UNACH. The research design was pre-experimental and the approach was quantitative. The students of the sample took part of the experimental group. A pre-test and a post-test were applied before and after the proposal. The statistical analysis of the results was made using the Student's t-test.

The population comprises thirty-five students at the B1 level of English language learning at the Language Center at UNACH. The results were obtained through the application of the speaking part of Cambridge B1 Preliminary exam to the experimental group to assess their speaking skill. The evaluation was conducted on the following four individual criteria: grammar and vocabulary, pronunciation, interactive communication, and discourse management.

Regarding the research justification, it is interesting to reflect on how students learn in the teaching-learning process. Teachers should treat students in a positive, caring, respectful and patient manner, using constructive criticism, avoiding shouting, and bad manners. The opposite would be likely to generate, in the student, feelings of insecurity, fear and possibly even rejection of what is being studied. In other words, the lack of effective treatment could condition the integral harmony for the development of an individual within the teaching-learning process. In this sense, positive reinforcement is an effective mechanism for achieving better student performance.

Stimulate the individual positively is to try to modify their behaviour, that is, to exponentially improve their development and results in the academic sphere, as well as on a personal level, increasing their self-esteem. All this will result in better integration of the person into society. The proposed work focuses on the study of positive reinforcement as a method applied to the teaching-learning process of the English language and with a focus on oral communication skills. The focus of this work is on fostering the motivational improvement of students by providing the learner with what is automatically pleasant after the desired reaction, such as praise from the teacher in response to a task well done by the learner.

This research promotes the application of positive reinforcement strategies and provides information about them. There are few studies conducted in Ecuador about positive reinforcement method although that method is a good option to promote to the development of speaking proficiency. In that sense, the development of this research is considered academically feasible and is expected to have a positive impact on student learning. The beneficiaries of the research will be the B1 level

students at UNACH, because they will strengthen their motivational aspect and be aware of the fact that they are capable of developing effective communication in the English language. In the future, the use of learning strategies will enable them to become competent in the language and consequently to be skilled professionals.

CHAPTER I. STATE OF THE ART AND PRACTICE

1.1. Positive reinforcement

Tan et al. (2022) state that reinforcement is defined as a “process of enhancing the rate or probability of a behavior in the form of a response by delivery either immediately or shortly after completing the activity” (p. 3). Learning a new language is a complex procedure that requires multiple stages. One crucial is assessment which plays an important role in the teaching-learning process. The use of adequate assessment, teachers can organize further lesson, classify, evaluate their students, and afford feedback.

Cowie and Bell (1999) say that assessment plays a vital role and has a positive impact in the education process as a result of the English language proficiency assessment, teachers are encouraged to think about whether they should continue using the same practices or make changes to the learning process. Furthermore, it is relevant to mention that testing is just one element of language assessment, teachers must have a firm understanding of how to conduct an assessment rather than concentrating exclusively on the outcomes of a final test. This aspect should be seen as a chance to improve the quality of the teaching methodologies.

Behavioral paradigm

Positive reinforcement is part of the behavioral paradigm, which had its origins in the first decades of the 20th century. J. B. Watson was its founder who exposed its program and conception from a seminal text written in 1913 called "Psychology from the point of view of a behaviorist". The behaviorist paradigm for Watson is based on the study of the human behavior's processes. He classified it within the positivist paradigm current and excluded from his research interest everything that was not observable, measurable and verifiable.

Morales and Irigoyen (2016, p. 27) say that under the vision described above, notions such as consciousness and phenomena such as dreams were excluded from behaviorist analysis. Therefore, its epistemological foundations corresponded to empiricism, ecologism, associationism, and anti-constructivism. According to

Morales and Irigoyen (2016, p. 28) the advantages of behaviorist pedagogy can be summarized in the following general assumptions:

- All individuals learn equally through equal methodologies.
- The designed didactic material should work in all sectors and regions in the same way.
- It is possible to establish standards of excellence statistically and the scales are applicable under the criterion that every population behaves in a "normal" way.
- Exceptions can be treated in a specific way (sub and supranormal tendencies). This pedagogy has, as an additional advantage, the lowering of educational costs per student, since teacher training, as well as didactic material and material conditions for learning can be standardized. In addition, it allows a massive approach to educational needs.

Behaviorism is inserted in the philosophical tradition of empiricism. According to this position, knowledge is a copy of reality, which is simply accumulated by simple associative mechanisms. The cognizing subject of empiricism is a passive entity in the classical epistemological problem of the subject and object of knowledge, where the deterministic contributions of the object are imprinted. According to empiricism, knowledge is composed of sensations (raw material of the impressions of the object), ideas (direct copy of the sensations), and the associations between them.

In any case, the origin of knowledge is in the sensations and impressions that are mere copies or reflections of reality which rules out the possibility that any rationalist redoubt has an active participation in the determination of the subject's behaviors. From the detailed study of the functional relationships between environmental and behavioral events, behaviorists have derived a series of principles that have been demonstrated experimentally with subhuman and human subjects. The following are some significant principles of behaviorism:

Suthaharan et al. (2021, p. 105) state principle of reinforcement implies that a behavior increases its frequency of occurrence if it is influenced by the positive consequences it produces. If the appearance of a consequent stimulus strengthens the occurrence of a response, one has a reinforcer, which can be positive or

negative, both have the power to increase the occurrence of the behaviors that precede them. In positive reinforcement, the stimulus-response mechanism is pleasant (a compliment, good grades, money, and so on) and produces a high probability that the behavior will occur again. While in negative reinforcement, the stimulus-response is something aversive or unpleasant, but the behavior increases in its presence, because it suppresses it (closing the window to prevent cold air).

Deivasigamani (2019, p. 3) declare that another procedure that has to do with non-reinforcement is called extinction, which consists of ceasing to present the positive reinforcing stimulus, which will cause the behavior to decrease in its occurrence. Finally, a principle partially associated with the previous one, which also causes a behavior to decrease in its frequency of occurrence, is punishment. It consists of the presence of an aversive stimulus following a behavior (sending a child to the principal's office, an aversive stimulus, for violating classroom rules, can cause him to decrease his misbehavior on future occasions, and so on).

Principle of stimulus control, according to Reynolds "each reinforcement, in addition to increasing the occurrence of an operant to which it follows, also contributes to that operant being under the control of stimuli that are present when the operant is reinforced" (p. 47). According to Meichenbaum (2017, p. 13) these discriminative stimuli can achieve the role of controlling behavior if the aforementioned conditions are met. An example of stimulus control would be when certain signals (ringing the bell, writing something on the blackboard, etc.) and not others are used by the teacher to make students perform certain behaviors such as playing, studying, and so on.

Principle of the reinforcement programs, a reinforcement program can be defined as the determined arrangement in which the reinforcing stimuli are provided to the behaviors of the organisms. When all the operant behaviors emitted by a subject are reinforced, a continuous reinforcement program is in operation. But on the other hand, when some responses are reinforced and not others, according to time or number of responses, then teachers are applying an intermittent reinforcement program.

According to these criteria, there are two types of intermittent reinforcement schedules which are ratio and interval schedules. The first, which in turn can be fixed or variable, specify time conditions for administering the reinforcing stimuli. Ratio schedules, which can also be fixed or variable, state that behaviors will be reinforced once a certain number of behaviors have occurred. The interval and ratio programs, in their two modalities each, have differential effects on the rate of occurrence of responses (variable ratio and variable interval programs are those that produce a greater number of responses per unit of time).

Principle of cumulative complexity, according to this principle, all complex behaviors are the product of the cumulative chaining of chains of responses. Meichenbaum, (2017, p. 14) indicates that complex behaviors, such as reading, writing, speaking, and so on, are therefore assumed to be underlain by the same learning process of response chaining. From these behavioral principles, a multiplicity of behavioral procedures and techniques have been derived and used extensively to teach (shaping, chaining), maintain (intermittent reinforcement schedules), increase (intermittent reinforcement schedules), control (stimulus control, physical guidance, sample matching), and decrease behaviors (extinction, reinforcement of alternative behaviors, time-out, and so on).

Operant conditioning

This same source states that operant conditioning establishes that the probability of occurrence of a response will increase if it is followed by a circumstance that is pleasant for the subject (positive reinforcement) or by the disappearance of a circumstance that is unpleasant for the subject (negative reinforcement). In the Psycho-pedagogical Encyclopedia (1998), operant conditioning is a stimulus-response theory that explains how and why behaviors are learned. Morales and Irigoyen (2016, p. 28) say that operant or instrumental conditioning is the process in which an action or behavior, followed by a favorable consequence (reinforcing stimulus), is consolidated, thus increasing the likelihood of its repetition. The favorable consequence or reinforcing stimulus is usually called reinforcement.

Both classical and operant conditioning theories employ the basic components of stimulus and response to explain learning but differ in the sequence and relationship between the two. In classical conditioning, the stimulus appears first and is believed to be the cause of the response. Whereas, in operant conditioning, a response is produced first and then a positive or negative reinforcing stimulus is dispensed. Generally, the responses are given by the participants and the stimulus by the teachers.

Depending on the type of reinforcement (negative or positive) the behavior is either increased or suppressed. Operant conditioning and reinforcement, within the framework of behaviorism, emphasize experimental methods, focus on observable, measurable, and manipulable variables, and reject everything subjective, internal, and unavailable. From operant knowledge, the human being as an organism operates constantly on the environment. The following is an outline of the operant conditioning theory:

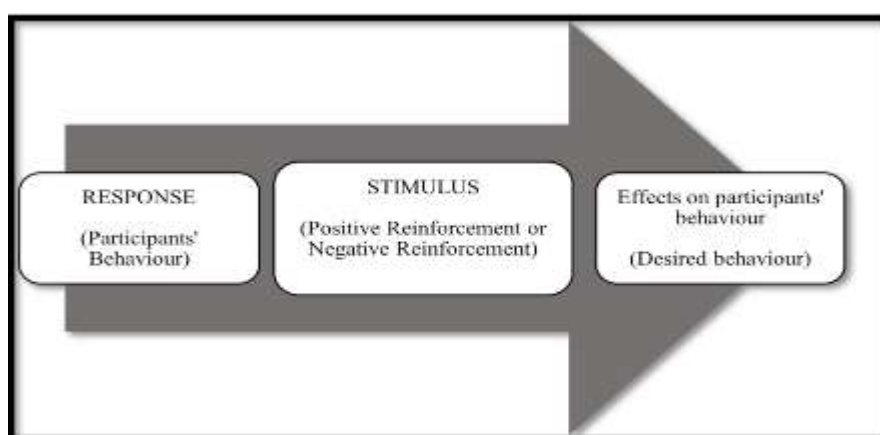


Figure 1. *Outline of the theory of operant conditioning.*

Source: Tan et al. (2022, p. 3).

Formative and summative assessment

In the sphere of education, Scriven (1967) stated that the two kinds of assessment, formative and summative, focused on how well students perform in relation to specified objectives. Formative assessment focuses on the growth of a particular educational process and aims to provide timely feedback to students. Formative

assessment, in theory, should have an impact on both teaching and learning by providing feedback to both teachers and students.

A relevant distinction is established regarding the intention and application of information. Summative assessment is used to assess learning in each module, semester, year, or program and does not contribute to the next phase of instruction; it measures the outcome of the process. On the other hand, formative assessment is when a teacher examines students' comprehension of a specific skill and uses the results to adjust the planning stage and provide further practice before going on to another activity.

Formal and informal assessment

Distinguishing between informal and formal assessment is one option to start solving the lexical problem created by distinguishing between exams, assessment, and teaching. Informal assessment can be manifested in many ways, ranging from spontaneous comments and reactions to guidance and other sorts of unplanned feedback to the learner. Saying Good work! That's excellent! an approving gesture or putting a smile on students' assignments are fitting examples of informal assessment.

Furthermore, a significant deal of an instructor's informal assessment is incorporated in classroom, tasks that are required to generate performance without recording outcomes or expressing fixed judgments about a student's competency. Remarks on papers, replying to a manuscript of a piece of writing, guidance on what to do to have a better pronunciation of a word, a recommendation of strategies for reading difficulty, as well as showing how to adjust a student's note-taking technique are all illustrations of this type of assessment.

Formal assessments are activities or procedures that are created to tap into a pool of abilities and knowledge, they are planned and controlled strategies designed to provide students and teachers with feedback on their achievements. According to Brown (2003), it is necessary to know if formal assessment is the same as a test. A

simple and concrete answer is that all tests are a way of formal assessment, but not all formal assessments are tests.

Diagnostic and achievement assessment

Several assessment tools provide both formative and summative results; however, it is essential to note the real purpose and usage of an assessment since it could influence the type of information that the activity should provide teachers with. A clear example of a formative assessment of speaking skills should inform teachers what students are struggling to understand so that the educator can choose on how to provide additional help. A collection of marks does not facilitate the teacher in choosing wisely, but instead an activity that tends to produce a summary of each student's development. The previous example illustrates the difference between assessing versus diagnostic achievement, which seeks to determine what a learner can do.

Self- assessment and peer assessment

Self-assessment involves students correcting or assessing their work, productivity, effort, and constant progress. This type of assessment should be part of an integral aspect of English language education, with each teacher determining how frequently they intend to conduct it. In the same way, when the teacher is guiding this assessment, he should consider some factors like level, group's needs, time, and age. Furthermore, it helps to increase students' self-confidence and autonomous work.

Based on what was mentioned before, Radosavlevikj (2015) said that self-assessment enables learners to be more independent and understand the effectiveness of the language learning process. Students can use self-assessment tools to keep track of their progress. They could, for instance, go over a checklist in which they can record their progress and, in some cases, they can ask the teacher for help, or keep records of their performance of speaking activities on their devices. The advantages of self-assessment are evident, but its implementation for different

students' language learners requires some carefully thought from teachers who guide this way of assessment.

Otherwise, peer assessment is a meaningful way for students' participation in the classroom; by providing feedback to their classmates, they get involved in the teaching-learning process. This feedback is intended to assist classmates in boosting their studies. Peer assessment is a learning activity that allows students to receive and make suggestions to their peers and as a result, their learning and motivation improve. Also, students increase their grasp of the lesson objectives, which enables them to analyze their progress.

Feedback

All responses to a student's work are considered feedback. It can be presented or expressed verbally, in writing, or as a symbol. Furthermore, feedback is not limited only to the end of an activity, task or educational unit; it can also take place at whatever time during the teaching-learning process. It is relevant to mention that feedback has to be focused on specific learning goals to ensure students' learning. Additionally, in the process of increasing students' motivation, the use of feedback plays a crucial role.

In this respect, Hattie and Timperley (2007) maintain that the "main purpose of feedback is to reduce the gap between current understandings and performance and a goal" (p. 86). In this way, the educator must interact with the students clearly and encouragingly. Therefore, it is necessary to ensure that the feedback is as comprehensive, meaningful, and significant as possible, taking into account the content of observation, as well as the level and tone of voice, pace, and body language. Thus, feedback is a powerful verbal pedagogical tool that influences continued engagement with learning, under the premise that it should always be given positively and constructively, with a view to academic improvement.

Reinforcement theory has been used in various fields like raising kids, animal training, and teaching students. When this theory is put into practice, results that

strengthen individuals' future behaviour are gotten. It focuses on aspects such as learning in the classroom that is more probable to happen again. Some types of reinforcers are used to motivate diverse learners, but it is valuable to make sure to the learner under what conditions a reward can be obtained.

Adding extra information, Cook (2000) said there are two forms of reinforcement, positive and negative reinforcement. By using positive reinforcement, educators can enhance their learners' motivation to behave appropriately. Social reinforcements like appreciation, interest, and appropriate praises are usually more gratifying than playthings or food for students. Moreover, the use of encouraging comments in front of others, a nod, or an approving smile can be really meaningful.

Positive reinforcement strategies

First, verbal strengthening is the common reinforcement conveyed by the use of words of praise, appreciation, approval, and act. Through these words, students will feel satisfied and encouraged to be more active in learning. The dynamic of classroom assessment has an impact on students' perspectives and engagement in classroom activities. Students should be in a safe environment where they feel free to interact and practice their language without being humiliated or afraid of making mistakes.

Teachers should provide this safe place by giving learners feedback with the use of positive reinforcers, which encourage students' behavior; in this way, students' motivation will be boosted, and they will participate more actively in further speaking tasks. Some expressions like listed below should be used when students are doing well:

- Brilliant!
- I love it!
- Good job!
- Great stuff!

- That's correct!
- That's it!
- That's nice!
- That right!
- Excellent!
- Well done!
- Marvelous!
- I'm impressed
- I'm very proud of you
- Keep up the good work
- Nothing can you stop you now
- You are getting better every day

Learning a language requires a lot of time and effort, and it is normal to make mistakes, so teachers should know how and when to correct them. Teachers can use positive reinforcement when believe that students need improvement, and, instead of saying that students are wrong, more friendly, and motivating language could be used to foster confidence. Some polite ways to express this idea are:

- Not exactly
- Good try but...
- That is almost it
- Lest try it again
- You are almost right
- I'm afraid that is not quite right
- One more time and you'll have it

Second, feedback is not given just by the use of words; nonverbal strengthening is another type of ensuring feedback to students, and it works as a complement to the verbal one. Additionally, it includes a bunch of clear, significant, and unconscious signals of body language, like a smile, wrinkle the forehead, thumbs up, sunny face,

clapping hands, a nod or shake of the head. The previous examples are organized into three categories, eye contact, facial expressions, and postures.

Geng (2011, p. 26) states that non-verbal communication is characterized by the expression of communicative signals or gestures aimed at positive reinforcement, among which there are some types, such as smiling, nodding, thumbs up, among others. To begin with, making eye contact with a student who is performing a speaking task can communicate that the teacher is interested in what the student is saying, so the student can increase his motivation and participate again, otherwise, if the teacher is looking around the room or doing another activity, the student can feel frustrated and his self-efficacy can decrease.

Facial expressions like a smile, thumbs up, and nods are a form of nonverbal language easily detected and significant for students' motivation, because it is understood that the teacher feels satisfied with what the student is doing. Furthermore, postures are a clear signal for students to know if the teacher is receptive or engaged to their message; a sitting or standing up straight posture and keeping the arms out show interest from the listener.

Gregersen (2015) stated that "nonverbal behavior substitutes, complements, regulates, and contradicts the spoken message". When a language instructor offers a thumbs-up gesture in a task to a student who correctly applies the verb tense, it is a clear example of substitution of a nonverbal message. Likewise, a complement example is when appraisal words such as "perfect job" or "you got it" are followed by the teacher's smile or sunny face in appreciating learners' work.

Expressions can also regulate the flow of a conversation, such as when a teacher nods the head while a student is speaking to encourage additional discourse, or when a learner in a group leans forward and inhales, indicating that it is his turn to speak. Finally, nonverbal signals contradict spoken messages when the verbal and nonverbal interpretations of the message are in opposition, as demonstrated by the language learner who explains that he feels comfortable with speaking tasks, but his face shows frustration.

Thirdly, with contact/touch, teachers can also show their approval and appreciation for students' efforts and performance by patting them on the shoulder or shaking hands. This positive reinforcement is always received in the form of praise or an expression of affection. Deivasigamani (2019, p. 3) says that the expected purpose of this reinforcement is that it helps pupils to learn, enjoy themselves, increase their self-esteem and their ability to develop as individuals, and, above all, to be happy.

Motivation

Motivation to learn is the form of stimulation that engages a learner in learning in and out of the classroom, even if the activities themselves are not interesting. It means the learner finds relevance and can benefit from any learning situation. Motivation within the English language teaching-learning process leads to the development of language skills, specifically speaking skills, through which the teacher has to enable the learner to control the production and learning to be motivating. Luna-Hernández (2016, pp. 33-35) considers that Motivation is not an observable variable; however, it exists if the learner is an active subject of learning and learning is revealing, which becomes an attitude. Therefore, motivation to learn implies quality and commitment in the teaching-learning process.

Intrinsic motivation

According to Álvarez and Rojas (2021, p. 40) intrinsic motivation is the internal stimulus that a person has to perform a certain activity that comes from a personal interest. This type of motivation occurs internally within the individual, without external factors influencing the decision to act. On intrinsic motivation, Kruglanski, quoted by Kafryawan (2019), points out that "when one is committed to the task as such, one seeks to master the knowledge, one learns in the opportunities that present themselves; learning is free, pleasurable and becomes an endogenous attribute". Ability and interest have a positive relationship. Once a learner who has ability applies to English language study, the learner acquires skills that become interest and generate the desire to act on his/her own.

This ability is instilled in the learner who does not need any extra motivation to engage in learning through study (p. 613). Therefore, this motivation is considered an internal cognitive pulse, which awakens their interest in knowing and learning something new. This aspect causes the person to achieve the intrinsic satisfaction of taking on the challenges that this new knowledge produces. Salehpour and Roohani (2020, pp. 45-46) state that consequently, intrinsic motivation is recognized as a mediating agent in the achievement of a goal, as it causes the individual's behavior to change in favor of that purpose. It also refers to the development of activity for the pleasure it can provide, without any kind of pressure.

Extrinsic motivation

Extrinsic motivation is the external stimulus that a person receives when performing an action or activity. Therefore, this motivation is related to external events that produce in the individual a certain attitude and empathetic aptitude to carry out some activity or action and to receive a reward for doing it. With respect to language learning, an external motivation that a person has is to achieve a good grade to pass the course. Salehpour and Roohani (2020, p. 46) also say this motivation appears that way because the individual directs this interest towards obtaining a reward. Therefore, the extrinsic stimulus is based on the benefits that the individual will receive as a result of perform a certain action or activity.

Extrinsic or instrumental motivation is when the individual studying English does so with the firm intention of achieving a skill that will provide a practical benefit. It is a consequence of student inability to interact in a specific language, or even more so when a learner does not want this to happen. Among the dissimilar interests of learners close to instrumental motivation are those who are interested in acquiring a foreign language, improving language skills, passing an exam, obtain an academic degree or teaching status, or to improve their economic situation. Luna-Hernández (2016, p. 36) indicates that attending university is motivating in itself, since at the end of university studies one will have acquired skills that will allow one to obtain a more comprehensive education, with a more advantageous future and social status.

This type of motivation causes students to seek recognition as a reward for making progress in English language learning. Here, the teacher ensures that this motivation comes to the fore when he/she mentions a series of incentives that will be given to those who manage to achieve the proposed items for the English class. For this reason, extrinsic motivation is configured on the basis of external situations that generate interest in people so that they participate in the activities, without them being a priority. Kafryawan (2019, p. 613) indicates the same thing happens with English language learning, a student participates in class activities only because there is a need that forces him/her to do so, otherwise, the student is not interested in participating.

Consequently, this motivation has incentives which can be rewards or punishments. It implies learners have to receive applause from others (family, friends, fellow students, or work colleagues), or to demonstrate to others that they are able to learn another language, such as English. Or in other cases, it means to avoid being scolded for not finishing and passing the course. In this motivation, the teacher's approval is relevant to the students that directly affects their response to this external stimulus. Even the recognition they may receive from their fellow students is also important, as they are people who come with other stimuli that affect this extrinsic motivational orientation, which will lead them to continue learning or to desist from continuing with the English course.

Extrinsic motivation does not appear on its own in students, as intrinsic motivation does. It makes this motivation subordinate to what happens in the learner's environment. Students will leave learning the language longer if there is no pressing need (graduation, passing the course, a promotion at work, and so on). This type of motivation makes such motivation not time-sustained on the part of the learners, but rather refers to a moment of need in their life which is not a priority for them.

1.2. Development of speaking skills

Bygates (1991) states that the ability to speak is the ability to assemble sentences in the abstract, which are generated following the circumstances of the moment. That affirmation means making quick decisions, integrating them appropriately, and adjusting them according to unexpected problems in conversation. Complementary, O'Malley and Valdez (1996) state that speaking skill is the ability to speak corresponds to the capacity to negotiate meanings in a conversation in a given context. In general, an oral production is an interactive process, since meaning is constructed by producing, receiving and processing information. Hanifa (2018, p. 232) considers additionally, the form and meaning depend on the context of the interaction.

It is essential to know how to produce oral messages to be competent in a foreign language, which is why the need to train professionals capable of communicating orally in English using their knowledge of the language to develop in their contexts of action is of vital interest. Communicative competence is the ability to establish an effective oral interaction in a given language. This fact involves respecting grammatical rules, lexical, phonetics, and semantics according to the socio-historical and cultural context of the scenario in which the communication is generated.

Communication is the main function of language that takes place through communicative interaction and the interpretation of utterances. Communication is the act of exchange between people to share information, feelings, opinions, and personal and professional experiences. Interaction takes place through a system of verbal and non-verbal symbols called language. Rojas et al. (2019) say that communication and communicative competence are closely related; the individual succeeds in conveying his/her message when he/she has developed an acceptable communicative competence. In other words, communication is possible when communicative competence is possessed.

Speaking skills require a range of learning activities, such as problem-solving, gap-filling, games, role-playing, puzzles, among others. Precisely, by performing multiple tasks, it becomes more feasible to achieve an improvement in students' communicative competence through the creation of meaning and the practice of oral communication. At this point, it is suggested to practice thinking aloud, as a technique that allows learners to verbally express their thoughts. Rico et al. (2016) state this technique allows enhancing cognitive processes and connecting meanings and understandings together with a given text. In this way, learners can communicate more naturally.

The establishment of an optimal climate of communication is a priority task in teaching because it not only facilitates learning but also stimulates the development of the learner's communication skills. In the case of English language teaching, encouraging communication becomes particularly important since learning a language is learning to communicate. One of the principles of the communicative approach is that foreign language learning arises or develops primarily through communicative interaction.

Assessment criteria

Four criteria have been established for assessing the English-speaking skills according to the Cambridge English language qualifications for B1 intermediate level based on the Common European Framework of Reference (CEFR). These criteria are grammar and vocabulary, pronunciation, discourse management, and interactive communication. At the same time, the B1 Preliminary assessment scales have six values from 0 to 5. An outline illustrating the function of each of these criteria is given below (Figure 2), followed by an individualised description:

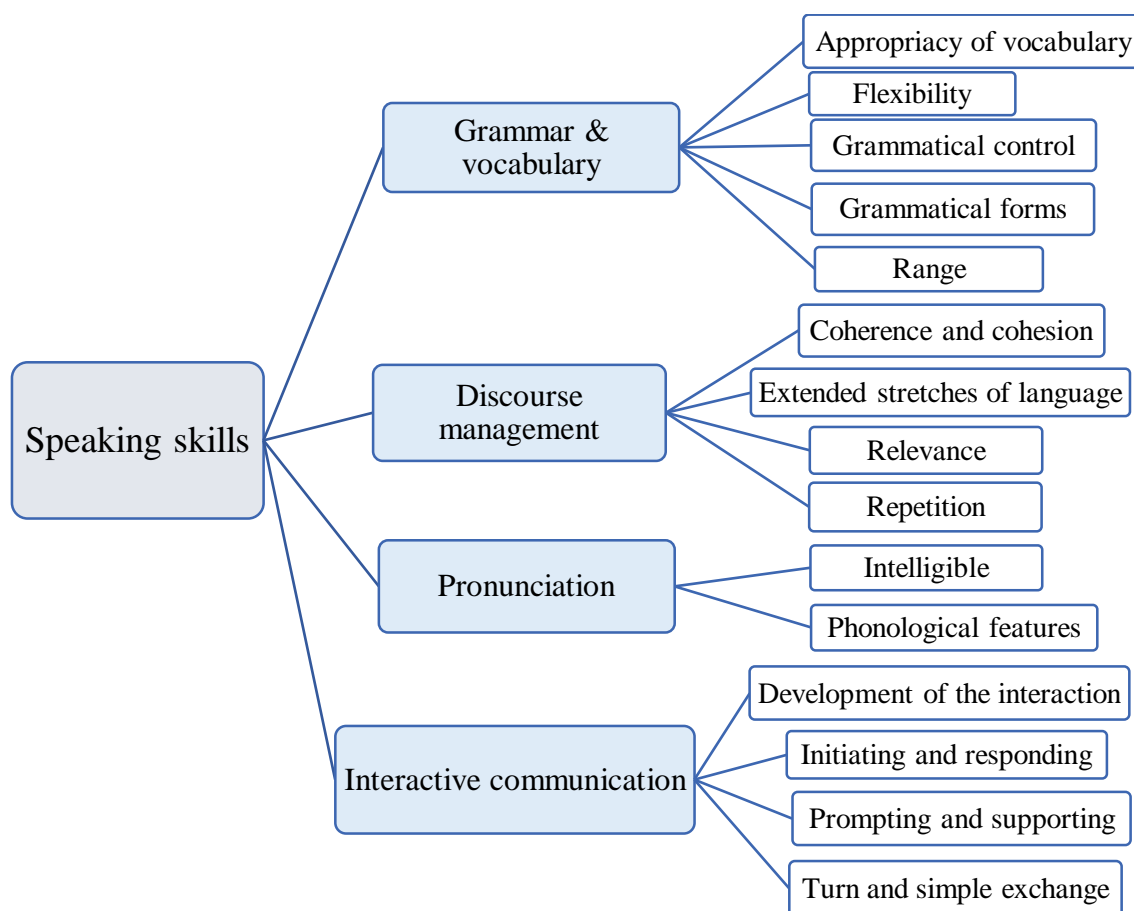


Figure 2. *Speaking skills assessment criteria.*

Elaborated by: Salao, M. (2022).

Source: Adapted from Cambridge Assessment English (2019, pp. 64-65).

Grammar and vocabulary

Vocabulary, also known as lexical resource, enables learners to communicate in a foreign language but a reality in curriculum design is that vocabulary, which is a key component of language learning, has received little attention. On the other hand, Krashen (1985) mentions that learners know that vocabulary is important as well as they recognize it as such because they carry dictionaries and not grammar books in communicative situations. It makes it clear that there is a need to include vocabulary teaching activities in the classroom.

Vocabulary is an essential component that enables fluent and coherent communication. Lack of mastery of vocabulary causes communication to be interrupted and makes it difficult to clearly express the ideas one wants to express.

Folse (2004) recommends that the teacher should be more aware of the vocabulary problems that students may have. Casimiro & Fuentes (2020, p. 92) Folse also proposes that the teacher should not only consider the vocabulary in the material in preparing discussion activities but also the vocabulary required for the task and this vocabulary should not be largely unknown to the learners.

In this sense, the conception of vocabulary teaching stems from the Lexical Approach proposed by Lewis (2000), whose basic principles are guided by the need for lexical inclusion in foreign language teaching. It reflects a change in the approach to both the conceived importance of the lexicon and the methodology to be employed to improve learners' lexical competence. Up to now, communicative language teaching has diminished the explicit teaching of lexis, believing that learners would learn it implicitly from context. However, recent research confirms that some explicit lexical study is necessary to become proficient in a foreign language.

Nation (1990) proposed a classification of vocabulary, in which explicit learning should be reserved for the two thousand most frequent words and technical vocabulary, while less frequent words should be learned indirectly or incidentally. Samodra and Faridi (2021, p. 394) state that the type of vocabulary (academic, technical, colloquial), number of words, frequency, coverage, origin, and implications of the vocabulary should be taken into account.

According to the author's presentation, teachers must consider that vocabulary has important nuances, such as the fact that at the academic level words are used in everyday life and colloquial language, which are only used occasionally, and vice versa. For this reason, teachers must strike a balance in the teaching of vocabulary, making room for colloquial and academic terminology.

In the proposed approach, Lewis concludes that the learner's attention should be directed to the word and complex lexical units so that words that often co-occur in a sentence (collocations or idiomatic expressions), or words that are often associated with a particular context, are noted together. Lewis' proposals are influenced by

Krashen's "comprehensible input" theories. Casimiro and Fuentes (2020, p. 93) express they emphasize receptive skills and advocate increasing the number of input learners receive to improve lexical acquisition.

In summary, the theory of the Lexical Approach encompasses four principles: Primacy of lexical teaching at the expense of grammar. Attention by teachers and learners to the recognition and memorization of lexical segments to improve learner fluency and accuracy as well as enable both single item learning and system learning to operate. The importance of syntagmatic or horizontal organization of words, co-text, and context, hence collocations. Finally, emphasis on the importance of incidental lexical learning.

Discourse management

The discourse management of English language learners in terms of speaking skills is measured through several indicators such as coherence and cohesion, related vocabulary, grammatical devices, discourse markers, extent of language, relevance, and repetition. Coherence and cohesion go together in discourse. Coherence refers to the manifestation of a logical discourse that can be clearly understood by a listener without major difficulty. The second refers to a unified and structurally organised stretch of discourse. Both are achieved in several ways, e.g., through cohesive devices, grammar, related vocabulary, discourse markers, among others.

Cohesive devices are sentences that establish relationships between utterances, among others addition, order of information, and consequence. At advanced levels, cohesion must go beyond words (but, finally, finally, then, then, or, and) to phrases that denote more complex meanings (therefore, moreover, on the other hand, however, as a result). Vocabulary comprises the use of several items from the same lexical set, e. g. bus station, bus, bus, platform, ticket, ticket, ticket, way, and access. Additionally, there are grammatical resources, such as pronouns of reference (this, it, it, one), and articles.

Runnels (2018) states that discourse markers are words or phrases that are used essentially in spoken language to add meaning to the interaction (actually, you know, I mean, like, anyway, well, basically, you see). The extent of language, the amount of language produced by the learner. Long turn tasks demand longer stretches of language, while discussion or question-answering tasks demand short answers. Relevance is an inherent contribution to the task and is not something else entirely. Repetition consists of reiterating the same idea rather than fitting other ideas together to develop a given theme.

Pronunciation

According to Muñoz-Mallén (2014) the CEFR phonological competence is: "the productive and perceptual knowledge and skill of a range of phonological categories and functions such as phonemes, sound realizations of these phonemes or allophones, distinctive features, a grouping of sounds into syllables, and prosody: stress, rhythm, intonation, and the phonetic reduction" (p. 104). Then phonological competence is part of linguistic competence, which in turn is one of the three elements that make up communicative competence.

Pronunciation comprises sociolinguistic, linguistic, and pragmatic components. Each of these components is assumed to comprise skills, abilities and knowledge. Linguistic competence includes lexical, phonological, and syntactic knowledge and skills, regardless of the sociolinguistic value of their variants and the pragmatic functions of their realizations. Rao (2019, p. 15) says that pronunciation is subject to the limitations of the critical period because it is the only aspect of language performance that has a neuromuscular basis and a physical reality.

In communicative language competence, therefore, six sub-competencies are distinguished: lexical, grammatical, semantic, phonological, orthographic, and orthoepic, and the progress the learner makes in each of them are graded by scales. However, the development of phonological sub-competence cannot be considered in isolation from the other language sub-competencies, but we understand

phonological competence as an interface between all the sub-domains of communicative competence.

Despite its cross-cutting nature, the CEFR does not stop presenting the interrelationships between phonological competence and the other non-linguistic communicative competencies, for example, sociolinguistic or pragmatic competence being of particular importance in understanding discourse. Muñoz-Mallén (2014, p. 104) considers the development of a good phonological competence means that the learner will be able to perceive and conveniently produce the linguistic system in its most external manifestation, which affects aspects of lexical, grammatical, orthographic and orthoepic competence.

The fact that phonological competence plays a decisive role in the achievement of other competencies, both in the general competence known as existential (knowing how to be) and in the different communicative competencies when these are expressed through the oral-auditory channel, is decisive in giving pronunciation didactics the importance it deserves, as pointed out by Mellado (2012). The phonological competence of the CEFR (2001) details quite precise contents of pronunciation described as follows: Phonological competence involves the production of:

- The units of sounds or phonemes and their realization in concrete contexts (allophones).
- The phonetic features which distinguish phonemes (distinctive features, e.g., sonority, nasality, occlusion, labiality, and so on).
- The phonetic composition of words (accentual sequence of words, syllabic structure, and so on).
- Phonetics of sentences or prosody: a) stress and rhythm of sentences; b) intonation.
- Phonetic reduction: a) vowel reduction; b) strong and weak forms; c) assimilation; d) elision. The Framework stipulates that knowledge of the phonological system (including segmental and suprasegmental features) and proficiency in its use is

part of the language skills necessary for fluent, accurate, and complex communication.

According to the above, the CEFR does not clearly describe didactic applications of pronunciation: although the Framework includes a fairly comprehensive pronunciation content, it does not include proposals for integrating pronunciation into the communicative classroom. According to Bartolí (2005), the most relevant problem is to conceive pronunciation as learning from the written language when the objective is the mastery of the spoken language. Learning must be based on the spoken language to trigger a process of acquisition of the phonological component.

Interactive communication

Interactive communication is one of the four speaking skills assessed at the B1 level which is made up of the development indicators of initiation, response, prompting, turn-taking, and simple exchange. Interaction development consists of actively developing the conversation, which can be done by expressing more than the minimum in response to a visual or written stimulus.

Initiating, consists of starting a new turn through a new idea on a given topic. Responding involves replying to what the other interlocutor has said in a communication. Prompting consists of making a gesture of support so that the candidate responds with a new contribution to the communication. Supporting involves providing assistance to the other person so that he/she can effectively continue the communication, for example, by helping him/her to formulate an idea. Turn refers to anything one person says before another speaks. Lubis and Hamuddin (2019, p. 47) indicate that simple exchange is a quick interaction through a question-answer.

Siemens (2002) presents the stages of interaction to be observed and that should happen continuously in the language learning process:

- Communication - conversation, discussion;

- Collaboration - sharing ideas, work, research;
- Cooperation - working together, but each with their own objective;
- Community - striving toward a common goal.

But to achieve this goal Anderson (2002) proposes an interesting perspective on how to achieve interaction between the various components of the process, listed by him and Garrison (1998) as: teacher-student, student-student, teacher-content, student-content. Considering these different aspects, the author presents a diagram, demonstrating the modalities of the interaction process at different levels in an interconnected way.

At the heart of the interaction is the concept of meaningful learning. The base is composed of the teacher and the content, which relate to each other and the student. Asatryan (2016, p. 16) states that the student in turn interacts with other students in an interchangeable process, just as the content and the teacher have interchangeable relationships. The differentiating point of the interaction process presented in the diagram is the presentation of the proposed teacher/teacher interaction. According to the authors, this interaction is important in the collaborative-learning process, that will be reflected in the interaction with the student, in the mastery of the content, and will contribute to meaningful learning.

CHAPTER II. METHODOLOGY

2.1. Type of research and research approach

A pre-experimental research design was established, which means a one-group pre-test and post-test design, in which a group of students, called the experimental group, were given teaching strategies based on positive reinforcement to improve their speaking skills. According to Dawson (1997), “pre-experimental designs are those in which there is no control group and/or have comparison groups that are formed nonrandomly” (p. 12). It is the simplest form of research design because follows the basic steps of an experiment.

The research approach was quantitative, according to Hernández et al. (2014) “the researchers use a specific design to analyze the certainty of the hypotheses formulated in a specific context or to provide evidence regarding the guidelines of the research” (p. 165). In this context, the development of speaking skills among young adult learners was assessed through the use of the standardized B1 Preliminary speaking test by Cambridge English Language Assessment, which has a duration of 12 minutes.

B1 Preliminary speaking test is also conformed of four parts and is developed with the simultaneous participation of an interlocutor and two evaluated students. In the same way, students’ perception of positive reinforcement was examined through a survey conducted by the author of the thesis, which consisted of ten closed questions with multiple-choice alternatives. The results obtained with the two instruments were measurable, so they were tabulated (Table 4 and 6), graphed (Graphs 1 to 6) and processed using descriptive and inferential statistics (Table 5).

Siedlecki (2020) indicates that the scope of the research was descriptive, this type of studies usually “use observation or survey data” and “the purpose of descriptive studies is to describe individuals, events, or conditions by studying them as they are in nature” (pp. 8-9). An analysis was made of the level of the young adult learners’ speaking skills at the grammatical resource, pronunciation, discourse management, lexical resource, and interactive communication, with the aim to describe their

communicative competence at the B1 level. The theory of positive reinforcement was also presented for its application in the process of teaching EFL.

The level of the research was also correlational, “in this scope of the research, the need arises to propose a hypothesis in which a relationship between two or more variables is proposed”, and when it is quantitative research, Ramos (2020) expresses that “the application of inferential statistical processes that seek to extrapolate the results of the research also arises” (p. 3). In the present case, a relationship was established between positive reinforcement and the improvement of speaking skills at the B1 level.

The criteria grammatical resource, lexical resources, pronunciation, discourse management, and interactive communication were assessed. From this correlational perspective, taking into account that the aim was to establish the relationship of the independent variable with the dependent variable, the effect of the application of didactic strategies based on positive reinforcement in the development of speaking skills among young adult learners was evaluated by comparing the results obtained in the B1 Preliminary speaking pre-test (Annex 1) and post-test (Annex 2).

The research modality was socio-educational, Di Lorenzo (2016) says it refers to “any activity that produces scientific knowledge in the field of social sciences and education, and which is currently in the eye of the storm” (p. 15). Based on that modality, strategies based on positive reinforcement were developed for application in the teaching-learning process in the subject of EFL. Thus, this research seeks to contribute to the academic evidence of the efficacy of the application of educational strategies regarding positive reinforcement when it comes to improving speaking skills among young adult learners.

In view of the fact that this is a pre-experimental study, although the researcher established the resources and instruments to be used, the sample participants were not selected according to the teacher's interest, but simply randomly considered the students in a course. McConnell et al. (2019) indicate a non-probability convenience

sampling was applied as a method based on available subjects. This research was performed with young adult students at the Language Center at UNACH.

Among all the B1 level courses, one course, in particular, was selected to apply the proposal and also to measure the effect of the treatment carried out. For this purpose, a sample of thirty-five students belonging to the B1 level class was selected as the experimental group as shown in Table 1, being an intact group, since each student belonging to parallel A at the Language Center at UNACH was included in the research process.

Table 1.

Sample.

Sample	Number of students
Experimental Group: Students from B1 classroom	35

Source: Salao, M. (2022).

2.2. Type of data collection

Information collection

The information collected allowed assessing the speaking skill of young adult learners. The techniques used for data collection were a test (Annex 1 and 2) and a questionnaire (Annex 4). In the first case, the B1 Preliminary speaking test by Cambridge English Language Assessment was selected to be applied twice (at the beginning and at the end of the experiment) at the Language Center of UNACH. The B1 Preliminary speaking test measured the next five criteria: grammatical resource, discourse management, pronunciation, lexical resource, and interactive communication. The test consisted of four parts which are summarized as follows:

Part 1 lasted 2-3 minutes and involved an interaction between two assessed students with an interlocutor, in which the interlocutor posed general questions to each assessed student. Part 2 lasted 2-3 minutes with an interaction between two assessed students and between one interlocutor and one assessed student, in which there was a discussion task with visual stimulus. Part 3 and 4 in a time of 6

minutes in which the interlocutor invited the two evaluated students to talk together about activities that could be realized in a particular imaginary situation.

Afterward, the interlocutor asked them five complementary questions about the proposed topic. The B1 Preliminary assessment scales is separated into six grades with integer numbers from 0 (the lowest) to 5 (the highest). Requirements specify what a student was expected to demonstrate at each level, and they are provided for grades 1, 3, and 5 for each criterion.

Part 1 and 2

In part 1, the interlocutor in turn asked factual and personal questions to each student assessed. The second part consisted of a thematic interview. The interlocutor set two short-answer questions to each candidate about their daily life, interests, likes, dislikes, and so on. The tested students responded directly to the interlocutor without conversing with each other. It was noted that the evaluated students presented a certain level of nervousness at the beginning of the oral expression test.

During the conversation, an effort was made to use simple language to facilitate the adaptation of the test takers to the exam. The students listened attentively to the questions and tried to provide relevant answers (without giving one-word answers), but tried to expand their answers with reasons and examples as much as possible. However, they did not provide overly long answers in this phase because the time was short (3-4 minutes). In addition, when the evaluated students did not understand the question, they asked the interlocutor for a more detailed explanation.

Part 3 and 4

In part 3, the students had to establish a joint conversation with each other. The interlocutor set the task without intervening in the conversation. This stage took the form of a discussion with five illustrations representing an appropriate topic, such as hobbies. The interlocutor invited the students to talk about activities that could be

done on an imaginary trip of students from a small town to the capital city or about the activities needed to help a stressed man relax. The two students had to engage in a joint conversation about the topic by saying what activities they thought would be appropriate to achieve the goal. The tested students discussed their ideas together, made and responded to suggestions, discussed alternatives, negotiated an agreement, and made recommendations.

Then, in part 4, the interlocutor asked questions related to activities, places or things, and the assessed students answered each one briefly. The interlocutor set up a follow-up discussion on the same topic as that covered in part 3. Each student was asked two questions. The assessed students looked closely at the visual cue illustrations and identified the activity, place, or thing that each represented. Additionally, they indicated which ones they liked and which ones they did not like, and the reason for their perception.

Students were encouraged to make their answers as detailed and comprehensive as possible, responding to each other's interventions. For example, students assessed gave their opinion on their partner's idea or posed a question to help keep the conversation going. There were several options for topics, including activities and places related to daily life, cities and towns, transportation, sports, leisure activities, travel, and vacations.

Processing and analysis of information

Once the data on the students' grades obtained in the pre-test and post-test were collected, the descriptive statistics: averages, standard deviations, medians, maximum values, and minimum values were represented using boxplots and tables according to each of the criteria in which the speaking skills were measured. A statistical software was used to generate the boxplots and tables. The following scores were obtained through the application of the B1 Preliminary speaking pre-test:

Table 2.

Mean obtained on the pre-test and post-test by groups.

Speaking skill Criterion	Pre-test	
	Mean	SD
General	11.86	3.28
Grammatical resource	2.29	1.18
Lexical resource	2.23	0.94
Discourse management	2.34	0.91
Pronunciation	2.49	0.85
Interactive communication	2.51	1.12

Elaborated by: Salao, M. (2022).

The grades obtained by the students in the pre-test were deficient, taking into account that the average of the course was lower than 50% of the maximum possible grade in the general evaluation of speaking skills as well as by each of the criteria (grammatical resource, discourse management, pronunciation, lexical resources, and interactive communication). The initial situation reflected the need to implement new didactic strategies to improve the speaking skills among young adult learners.

In addition, the statistical hypothesis test was performed by applying Student's t-test for related samples, and the results were also shown in tables with information on the calculated and tabulated t values, degrees of freedom, and one-sided significances. A one-sided significance level of 0.05 was considered to reject the null hypothesis and consequently accept the alternative. The summary of paired sample statistics is shown in Table 5, which contains the tabulated t-values, calculated t-value, degrees of freedom and one-sided significance.

On the other hand, about the survey applied to the students, a questionnaire was designed consisting of ten questions on a Likert-type scale, with five response options (very satisfied, satisfied, neither satisfied nor dissatisfied, dissatisfied, and very dissatisfied) as it is showed in Annex 4. The questionnaire was directed to examine the students' perceptions of positive reinforcement and applied at the end of the experiment, which means when didactic strategies based on positive reinforcement were completed. The questionnaire was subjected to an expert validation process, which is shown in Annex 5 of this document.

The validation criteria were sufficiency, relevance, clarity, punctuality, objectivity, strategy, consistency, and structure. A frequency table (Table 6) was prepared based on the results obtained from the survey of students' perceptions of positive reinforcement, showing the number of people who chose each response option and the corresponding percentages. An Excel spreadsheet was used to create the frequency tables.

Characterisation of the institution

This research was developed at the Language Center at UNACH, which is a public university in Ecuador, located in the city of Riobamba, province of Chimborazo. UNACH was created on August 31st, 1995 by legislative decree. The current administration of the institution focuses its work on creating cultural processes of evaluation, offering relevant careers, generating national and international relations with all public and private institutions. In order for students to graduate from UNACH, it is necessary for them to receive a certificate of proficiency in a foreign language (6 levels), which is issued by the Language Center. However, students are offered the possibility of taking the placement test. The Language Center is considered as a support center (UNACH, 2022).

2.3. Research proposal

This current research work aimed to apply some positive reinforcement strategies to develop the speaking skills among young adults at UNACH. An intervention through several activities based on the positive reinforcement method to improve English speaking skills development was carried out for this purpose. The scheme under the educational intervention proposal was developed is:

Topic: Set of guidelines with didactic lessons based on positive reinforcement strategies to develop speaking skills in young adult learners.

Background of the proposal

The proposal was based on bibliographic information and results of the pre-test assessment (Annex 1), which showed weaknesses that students from B1 level classrooms had in English speaking skills such as pronunciation, grammar and vocabulary, discourse management, lexical resource, and interactive communication. Strategic planning was performing based on the three main types of positive reinforcement strategies, according to Arista et al. (2018) these are verbal, non-verbal, and contact/touch with the aim to involve students in managing their learning.

Positive reinforcement is one of the psychological intervention techniques, based on behavioural psychology, aimed at modifying or changing certain previously defined work behaviours. Martínez (2015) indicates that the procedure of behavioural reinforcement has been known for several decades as part of the intervention repertoire of behaviour analysis and modification, so the experience of its application in education and particular in language teaching, is extensive. When behaviours are followed by consequences that the individual considers desirable, those behaviours are more likely to be repeated in the future. This behaviour is called reinforcement.

On the other hand, academic motivation is a factor that has an impact on the development of speaking skills in English language learning. Motivation is the process by which a learner pays attention, engaging interest in any activity for the knowledge acquisition, which involves paying attention to the teacher, performing assigned tasks, and aiming to improve continuously. Gil et al. (2019) state that when students have lack of motivation, this has an unfavourable effect on their learning. At this point, improving arises to implement didactic strategies that contribute to improve individual motivation, being positive reinforcement one of the most effective to be implemented in the classroom.

Justification

The teaching of a language does not imply only the transfer of information to other people but represents something more complex that demands the execution of a progressive process that goes through levels of learning. Students who do not master the ability to speak the English language cannot read certain terms and write simple sentences, noting that they do not have a good verbalization and communicate without fluency. In general, it is recognized that speaking English is complicated, becoming a big problem, which is a problem because nowadays English is the universal language. In the Ecuadorian environment, English is part of the curriculum, but it is still observed that the progress and mastery of the language has many limitations.

On the other hand, previous research has highlighted the role and importance of personal motivation in foreign language learning. For this reason, in the English classroom, teachers should apply positive reinforcement strategies to impel learners' interest in feeling able to progress in their proficiency in the language. For this reason, the present proposal represents a direct contribution aimed at benefiting students from B1 level at UNACH. In this way, it was intended to contribute to the improvement of their mastery of speaking skills.

Beneficiaries: Young adult learners in regular modality at B1 level.

Name of the institution to which the beneficiaries belong: Universidad Nacional de Chimborazo.

Department: Language Center.

Modality: Regular.

Level to which the beneficiaries belong: B1

Skill: Speaking.

Dimensions: Grammatical resource, pronunciation, lexical resource, discourse management, and interactive communication.

Time: Four weeks.

Proposal developer: Mishell Gabriela Salao Espinoza

Goals

General:

- To use strategic guidelines based on positive reinforcement for the development of speaking skills in young adult learners.

Specific:

- To define positive reinforcement strategies in verbal, non-verbal and touching/contact ways.
- To plan the implementation of the designed positive reinforcement-based strategies.

Proposal

A general planning of two units has been conducted according to the data in Table 3:

Planning

Table 3.

Positive reinforcement as a strategy for speaking skills in young adult learners from B1 level classrooms at UNACH.

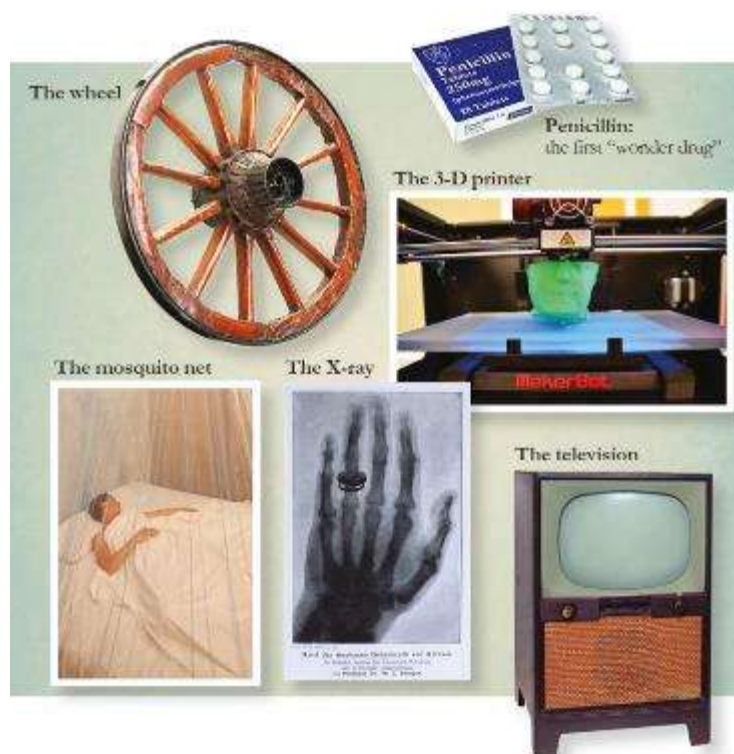
N° UNIT	TOPIC	LESSONS	STRATEGIES	ACTIVITIES	RESOURCES AND MATERIALS	FACILITATOR
1	Inventions and discoveries	Describe technology	Verbal	<ul style="list-style-type: none"> ○ Pair work ○ Conversation model ○ Conversation activator ○ Change partners 	Top Notch 3 Student's Book Pearson English Portal Zoom Platform	Teacher
		Take responsibility for a mistake	Non-verbal	<ul style="list-style-type: none"> ○ Pronunciation ○ Conversation activator ○ Change partners 	Top Notch 3 Student's Book Pearson English Portal Zoom Platform	Teacher
		Describe new inventions	Verbal Non-verbal	<ul style="list-style-type: none"> ○ Discussion ○ Group work 	Top Notch 3 Student's Book Pearson English Portal Zoom Platform	Teacher
		Discuss the impact of inventions / discoveries	Verbal Non-verbal	<ul style="list-style-type: none"> ○ Before you read ○ Find supporting details ○ Group report. Discuss the impact of inventions/discoveries 	Top Notch 3 Student's Book Pearson English Portal Zoom Platform	Teacher
2	Controversial issues	Talk about politics	Verbal Non-verbal	<ul style="list-style-type: none"> ○ Pair work ○ Pair work ○ Conversation activator 	Top Notch 3 Student's Book Pearson English Portal Zoom Platform	Teacher
		Discuss controversial issues politely	Verbal Non-verbal	<ul style="list-style-type: none"> ○ Vocabulary ○ Conversation activator ○ Change partners 	Top Notch 3 Student's Book Pearson English Portal Zoom Platform	Teacher
		Propose solutions o global problems	Contact/touch	<ul style="list-style-type: none"> ○ Activate language from a text ○ Critical thinking ○ Discussion 	Top Notch 3 Student's Book Pearson English Portal	Teacher
		Debate pros and cons of issues	Contact/touch	<ul style="list-style-type: none"> ○ Group work ○ Debate 	Top Notch 3 Student's Book Pearson English Portal	Teacher

Elaborated by: Salao, M. (2022).

POSITIVE REINFORCEMENT

LESSON ONE: Describe technology

Inventions and Discoveries



LEVEL	B1
OBJECTIVE	To apply positive reinforcement for the development of speaking skills in grammatical and lexical resources, pronunciation, discourse management, and interactive communication through the description of technology as part of human inventions and discoveries.
LANGUAGE SKILLS	
Grammatical resource Lexical resource Pronunciation Discourse management Interactive communication	
SUGGESTED VOCABULARY	New technology: High-tech, state of the art, cutting-edge. High quality: High-end, top of the line, first-rate. New ideas: Innovative, revolutionary, novel.
MATERIALS	
<ul style="list-style-type: none"> - Teacher's and student's book - Internet Connection - Top Notch 3 Teacher's and Student's Book - Pearson English Portal 	

- Zoom Platform
TIMING
Two days (180 min) Date of application: April 2022.
TYPE OF POSITIVE REINFORCEMENT
Verbal
ACTIVITY ONE: PAIR WORK (45 min)
Complete the statements. Then share them with your classmates and explain your statements. <ol style="list-style-type: none"> 1. If money were not a problem... 2. People would stop getting infected with diseases if... 3. I would stay up all night tonight if...
POSITIVE REINFORCEMENT
<ul style="list-style-type: none"> • If a student can complete an idea coherently, the teacher has to say sentences like: That right! That's it! That's nice!, Well done!, Good job!, Great stuff!, That's correct!, Keep up the excellent work or You are getting better every day. • If additionally, a student is able to introduce a new idea or a new development of the current topic, the teacher should say sentences such as: Brilliant! I love it! Excellent!, Marvelous!, I'm impressed, Nothing can you stop you now or I'm enormously proud of you.
ACTIVITY TWO: CONVERSATION MODEL (45 min)
Listen to a conversation about new technology. A: I just got a new car. B: No kidding! What kind? A: The Alva 500. The 500 model is top of the line. I thought I'd treat myself. B: Well, congratulations! If I had the money, I'd get a new car myself. Listen again and repeat, then practice de conversation model with a partner.
POSITIVE REINFORCEMENT
<ul style="list-style-type: none"> • If the dialogue in pairs is intelligible, the teacher has to say sentences like: That right! That's it!, That's nice!, Well done!, Good job!, Great stuff!, That's correct!, Keep up the clever work or You are getting better every day. • If the dialogue, in addition to being intelligible, includes good pronunciation of individual sounds, correct accentuation of words and phrases, good rhythm and intonation, the teacher should say sentences such as: Brilliant!, I love it!, Excellent!, Marvelous!, I'm impressed, Nothing can you stop you now or I'm very proud of you.
ACTIVITY THREE: CONVERSATION ACTIVATOR (45 min)
Role-play a new conversation with one of your classmates, changing the conversation model (Activity Two) for one of the products and adjectives in your notebook. Use the unreal conditional. Then switch roles.

A: I just got.....

B: No kidding! What kind?

A: It's..... I thought I'd treat myself.

B: Well, congratulations! If I, I'd.....

POSITIVE REINFORCEMENT

- If the dialogue in pairs is intelligible, the teacher has to say sentences like: That right! That's it!, That's nice!, Well done!, Good job!, Great stuff!, That's correct!, Keep up the excellent work or You are getting better every day.
- If the dialogue, in addition to being intelligible, includes good pronunciation of individual sounds, correct accentuation of words and phrases, good rhythm and intonation, the teacher should say sentences such as: Brilliant!, I love it!, Excellent!, Marvelous!, I'm impressed, Nothing can you stop you now or I'm very proud of you.

ACTIVITY FOUR: CHANGE PARTNERS (45 min)

Personalize the conversation again (Activity three), using other products. Discuss another product using other adjectives. Then ask questions about it:

What does it look like?

How does it work?

How [accurate/fast] is it?

Does it work well?

Is it guaranteed?

POSITIVE REINFORCEMENT

- If the dialogue in pairs is intelligible, the teacher will say sentences like: That right! That's it!, That's nice!, Well done!, Good job!, Great stuff!, That's correct!, Keep up the clever work or You are getting better every day.
- If the dialogue, in addition to being intelligible, includes good pronunciation of individual sounds, correct accentuation of words and phrases, good rhythm and intonation, the teacher will say sentences such as: Brilliant!, I love it!, Excellent!, Marvelous!, I'm impressed, Nothing can you stop you now or I'm very proud of you.

EXPECTED RESULTS

Understand information presented in English.

Express complete ideas about a particular topic.

Ability to engage a dialogue with a partner.

Use of fluent vocabulary, correct accentuation, and good intonation.

COMPLEMENTARY ACTIVITIES

You can also watch the next video:

Everyday English: Talking about technology

<https://www.abc.net.au/education/learn-english/everyday-english-talking-about-technology/9815822>

Source: ABC Education (2018).

LESSON TWO: Take responsibility for a mistake



LEVEL	B1
OBJECTIVE	To apply positive reinforcement for the development of speaking skills in grammatical and lexical resources, pronunciation, discourse management, and interactive communication by review the actions to take responsibility for a mistake.
LANGUAGE SKILLS	
Grammatical resource Lexical resource Pronunciation Discourse management Interactive communication	
SUGGESTED VOCABULARY	Nouns: Mistake, harm, mind. Adjectives: Ashamed, missed, busy. Auxiliar verbs: Had, would, did.
MATERIALS	
<ul style="list-style-type: none"> - Teacher's and student's book - Internet Connection - Top Notch 3 Teacher's and Student's Book - Pearson English Portal - Zoom Platform 	
TIMING	
Two days (180 min) Date of application: April 2022.	
TYPE OF POSITIVE REINFORCEMENT	
Non-verbal	

ACTIVITY ONE: PRONUNCIATION (60 min)

Contractions with 'd in spoken English. Listen to the pronunciation of the spoken contractions of did, had, and would.

1. Where did you go? Where'd you go?
2. Who did you see? Who'd you see?
3. It would be OK. It'd be OK.
4. If we had had a map, we wouldn't have gotten lost. If we'd had a map, we wouldn't have gotten lost.

Students repeat twice.

POSITIVE REINFORCEMENT

- The teacher has to gesture with a thumbs-up, a smile, clap hands, a nod, or an approving eye contact if students understand the use of auxiliary verb contractions and can pronounce them correctly.

ACTIVITY TWO: CONVERSATION ACTIVATOR (60 min)

Role-play a conversation with a partner, taking responsibility for a mistake. Use the ideas to begin the next conversation:

A: Sorry I....

B: What happened?

A: I'm ashamed to say I just.....

B: Don't worry. That can happen to anyone.

A: Well, if I....., I..... have

B: No harm done,

Ideas:

Some mistakes you can make

You forgot to do something.

You missed a meeting.

You were late for something.

You didn't call someone.

You didn't return someone's call.

Some reasons for a mistake:

You forgot to write something down.

You accidentally deleted an e-mail.

You wrote down the wrong date or time.

You just got too busy, and it slipped your mind.

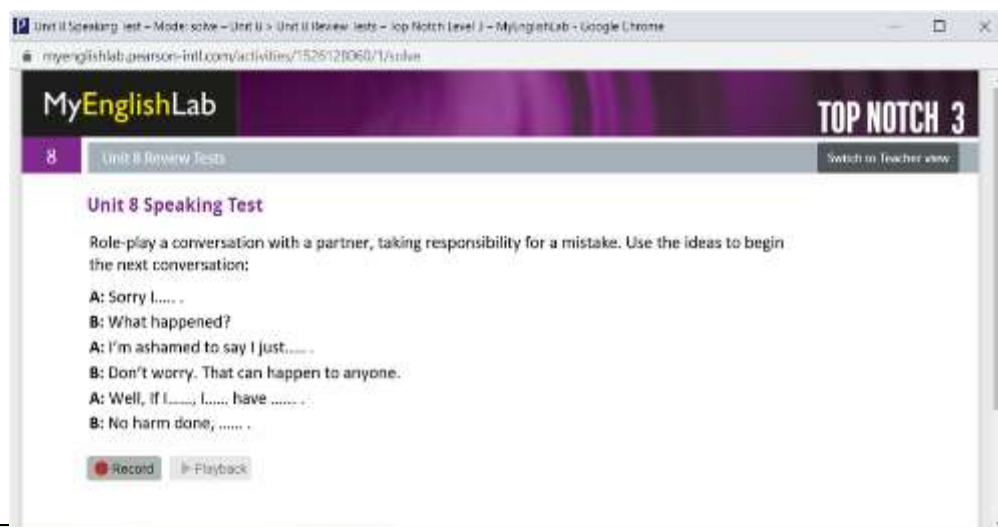
POSITIVE REINFORCEMENT

- The teacher has to gesture with a thumbs-up, a smile, clap hands, a nod, or an approving eye contact if a pair of students are able to make an intelligible dialogue, it includes good pronunciation of individual sounds, correct accentuation of words and phrases, good rhythm, and intonation.

ACTIVITY THREE: CHANGE PARTNERS (60 min)

Personalize the conversation again (Activity two) taking responsibility for another mistake.

Record the dialogue using the Pearson English Portal:



POSITIVE REINFORCEMENT

- The teacher randomly selects three dialogues recorded by three pairs of students and plays them in class. The teacher gestures with a thumbs-up, a smile, clap hands, a nod, or an approving eye contact if a pair of students are able to make an intelligible dialogue, it includes good pronunciation of individual sounds, correct accentuation of words and phrases, good rhythm, and intonation.

EXPECTED RESULTS

Understand information presented in English.
Express complete ideas about a particular topic.
Ability to engage a dialogue with a partner.
Use of fluent vocabulary, correct accentuation, and good intonation.
Ability to be creative and to maintain interactive communication.

COMPLEMENTARY ACTIVITIES

You can also watch the next video:

TEDx: Own your mistakes.

<https://www.youtube.com/watch?v=XmvpX1kIEBQ>

Source: Carrisi, Cristel (2017).

You can read the following post:

FULL FOCUS: How to Take Responsibility after a Major Mistake

<https://fullfocus.co/responsibility-major-mistake/>

Source: Hyatt, Michael (2022).

LESSON THREE: Describe new inventions



LEVEL	B1
OBJECTIVE	To apply positive reinforcement for the development of speaking skills in grammatical and lexical resources, pronunciation, discourse management, and interactive communication by describing new inventions.
LANGUAGE SKILLS	
Grammatical resource Lexical resource Pronunciation Discourse management Interactive communication	
SUGGESTED VOCABULARY	New technology: High-tech, state of the art, cutting-edge. High quality: High-end, top of the line, first-rate, efficient/inefficient, unique. New ideas: Innovative, revolutionary, novel, wacky.
MATERIALS	
<ul style="list-style-type: none"> - Teacher's and student's book - Internet Connection - Top Notch 3 Teacher's and Student's Book - Pearson English Portal - Zoom Platform 	
TIMING	
Two days (180 min) Date of application: April 2022.	
TYPE OF POSITIVE REINFORCEMENT	
Verbal and non-verbal	

ACTIVITY ONE: DISCUSSION (90 min)

Describe each of the inventions using adjectives from the vocabulary above. The teacher opens the topic for discussion in the classroom and students participate openly by giving their opinion on the topic in the classroom.

POSITIVE REINFORCEMENT

- If the student's participation is intelligible, includes good pronunciation of individual sounds, correct accentuation of words and phrases, good rhythm and intonation, the teacher should say sentences such as: Brilliant! I love it!, Excellent!, Marvelous!, I'm impressed, Nothing can you stop you now or I'm immensely proud of you.

ACTIVITY TWO: GROUP WORK (90 min)

Work in small groups. Select an invention from the chart of one of the classmates. Name it, draw a picture, and write an advertisement for it. Add in the advertisement real and unreal conditional sentences. (The inventions can be low-tech or high-tech or even impossible. The name of the invention can be funny). Presents your ads to the class.

POSITIVE REINFORCEMENT

- The teacher has to gesture with a thumbs-up, a smile, clap hands, a nod, or an approving eye contact if a group of students are able to make an intelligible speech, it includes good pronunciation of individual sounds, correct accentuation of words and phrases, good rhythm, and intonation.

EXPECTED RESULTS

Understand information presented in English.
Express complete ideas about a particular topic.
Ability to engage a dialogue with a partner.
Use of fluent vocabulary, correct accentuation, and good intonation.
Ability to be creative and to maintain interactive communication.

COMPLEMENTARY ACTIVITIES

You can also watch the next video:

10 NEWEST Inventions that are on another level

<https://www.youtube.com/watch?v=WcCHAPM7bhw>

Source: TechJoint (2021).

You can read the following post:

10 of the latest inventions to make life a little easier

<https://www.cbc.ca/kids/articles/10-of-the-latest-inventions-to-make-life-easier>

Source: CBC Kids team (2017).

LESSON FOUR: Discuss the impact of inventions / discoveries



LEVEL	B1
OBJECTIVE	To apply positive reinforcement for the development of speaking skills in grammatical and lexical resources, pronunciation, discourse management, and interactive communication by discuss the impact of inventions and discoveries.
LANGUAGE SKILLS	
Grammatical resource Lexical resource Pronunciation Discourse management Interactive communication	
SUGGESTED VOCABULARY	Nouns: Antibiotic, disease, bacteria, vaccine, virus, penicillium, plague, hepatitis, influenza, microscope. Adjectives: Ashamed, serious, safe. Auxiliar verbs: had, have, could, would.
MATERIALS	
<ul style="list-style-type: none"> - Teacher's and student's book - Internet Connection - Top Notch 3 Teacher's and Student's Book - Pearson English Portal - Zoom Platform 	
TIMING	
Two days (180 min) Date of application: April 2022.	
TYPE OF POSITIVE REINFORCEMENT	
Verbal and Non-verbal	
ACTIVITY ONE: BEFORE YOU READ (60 min)	
What do you think has been the most important medical discovery in history? Explain your reason(s).	

POSITIVE REINFORCEMENT

- If a student talks about an important medical discovery and explains it coherently, the teacher has to say sentences like: That right!, That's it!, That's nice!, That's good!, Well done!, Excellent job!, Great stuff!, That's correct!, Keep up the good work or You are getting better every day.
- If a student is able to talk about an important medical discovery and explains it coherently and additionally and also complements or refutes the views of other classmates, the teacher should say sentences such as: Brilliant!, I love it!, Excellent!, Marvelous!, I'm impressed, Nothing can you stop you now, Wow or I'm very proud of you.

ACTIVITY TWO: FIND SUPPORTING DETAILS (60 min)

Answer the next questions in your own words:

1. What is the benefit of antibiotics?
2. Why are antibiotics not effective against the common cold?
3. Why are antibiotics effective against strep throat?
4. What problem has overuse of antibiotics caused?

Explain your answers according to information in the reading.

Antibiotics

Today, vaccines can prevent some of the infectious diseases that in the past resulted in serious illness and death. Fortunately, for diseases caused by bacteria (tiny organisms that can only be seen by microscope), vaccines can make the difference between life and death.

What are antibiotics?

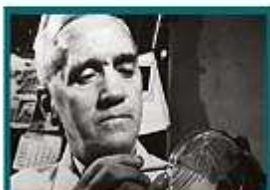
Antibiotics are substances that work in one of two ways. Some antibiotics, such as penicillin, kill disease-causing bacteria. Others, such as tetracycline, stop them from multiplying.

History

In 1675, Dutch scientist Antonie Van Leeuwenhoek, using a microscope, discovered the existence of microorganisms. However, it wasn't known that they could cause disease until French scientist

Louis Pasteur confirmed that approximately 200 years later. Finally, in 1928, British scientist Alexander Fleming noticed that a mold, penicillium, growing in one of his petri dishes, was capable of killing bacteria, and the development of antibiotics became possible. Fleming named the active agent in the mold "penicillin" but was unable to create a drug from it.

In 1940, during the Second World War, two scientists working at Oxford University, Ernst Chain and Howard Florey, were able to make an antibacterial powder from penicillin that was safe to use on humans. Penicillin was mass-produced for use on soldiers in the war. If there had been no penicillin, many would have died from bacterial



Fleming examines the behavior of penicillium in a petri dish.

infections caused by their injuries and wounds. Soon penicillin was used for serious diseases such as pneumonia and tuberculosis, which had always caused many deaths. Fleming, Florey, and Chain received the Nobel Prize in 1945. Antibiotics changed medicine and continue today to enable people to survive conditions that would have killed them before the antibiotic age.

Overuse of antibiotics

Since their discovery and widespread use, antibiotics have been considered a wonder drug. Many common diseases, however, are caused by viruses, not bacteria, and antibiotics are not effective against them. Nevertheless, too many people use antibiotics regularly, believing they will cure viral illnesses such as common upper respiratory infections, colds, and sore throats. Why is this a problem?

First, it is a waste of money to use antibiotics to treat viruses. Our body's immune system eventually combats most viruses, and we recover without treatment. Far more importantly, bacteria exposed to an antibiotic can become resistant to it, making the antibiotic less effective, or even useless. If antibiotics no longer work against infections and diseases, people will begin to die from them again.

If scientists had recognized that bacteria could develop resistance, perhaps they would have warned doctors not to use antibiotics unless a patient has a bacterial infection. Hopefully, worldwide awareness of this threat to an important class of drugs will convince us to avoid using them for conditions that don't require them.



Van Leeuwenhoek used a microscope to observe microorganisms.

Some diseases caused by bacteria	Some diseases caused by viruses
Tuberculosis	Influenza (or "the flu")
Plague	Poli
Perussis	AIDS
Streptococcal sore throat (or "strep throat")	The common cold
	Hepatitis

POSITIVE REINFORCEMENT
<ul style="list-style-type: none"> The teacher has to gesture with a thumbs-up, a smile, clap hands, a nod, or an approving eye contact if a student is able to answer a question in his/her own words coherently. It also includes good pronunciation of individual sounds, correct accentuation of words and phrases, good rhythm, and intonation.
ACTIVITY THREE: GROUP REPORT. DISCUSS THE IMPACT OF INVENTIONS/DISCOVERIES (60 min)
<p>Present a report on a specific invention or discovery to your classmates. Relate its impact on history using the unreal past conditional. Work in pairs.</p> <p>There is an example to help you:</p> <p>“After the plow was invented, farmers could plant large areas. If it hadn’t been invented, they couldn’t have planted enough food to sell...”</p>
POSITIVE REINFORCEMENT
<ul style="list-style-type: none"> If a pair of students present a report about an invention or a discovery coherently, the teacher has to say sentences like: That’s right!, That’s it!, That’s nice!, That’s good!, Well done!, Good job!, Great stuff!, That’s correct!, Keep up the good work or You are getting better every day. If additionally, the students are able to use correctly the past unreal conditional, the teacher should say sentences such as: Brilliant! I love it!, Excellent!, Marvelous!, I’m impressed, Nothing can you stop you now, Wow or I’m enormously proud of you.
EXPECTED RESULTS
<p>Understand information presented in English.</p> <p>Express complete ideas about a particular topic.</p> <p>Ability to engage a dialogue with a partner in the past unreal conditional.</p> <p>Use of fluent vocabulary, correct accentuation, and good intonation.</p> <p>Ability to be creative and to maintain interactive communication.</p>
COMPLEMENTARY ACTIVITIES
<p>You can also watch the next video:</p> <p>Why are Antibiotics and Vaccines Failing Us? https://www.youtube.com/watch?v=OfCNfmvWEio</p> <p>Source: Spark (2022).</p> <p>You can read the following article:</p> <p>The history of antibiotics https://microbiologysociety.org/members-outreach-resources/outreach-resources/antibiotics-unearthed/antibiotics-and-antibiotic-resistance/the-history-of-antibiotics.html</p> <p>Source: Microbiology Society (2021).</p>

Practice varying the stress in this statement: "Would you say you're an independent?"

Discuss the different meanings.

POSITIVE REINFORCEMENT

- If a pair of students say the phrase with an appropriate intonation, the sentence and word stress is accurately placed, and individual sounds are articulated clearly, the teacher has to say sentences like: That right!, That's it!, That's nice!, That's good!, Well done!, Excellent job!, Great stuff!, That's correct!, Keep up the good work or You are getting better every day.
- If a student is able to make a discussion of the differing meanings related to the sentence, the teacher should say sentences such as: Brilliant! I love it!, Excellent!, Marvelous!, I'm impressed, Nothing can you stop you now, Wow or I'm immensely proud of you.

ACTIVITY TWO: PAIR WORK (60 min)

Which political questions do you believe would be so much personal or controversial to ask? Chooses one and explain the reason:

- What advice would you like to give the president / prime minister / king / queen?
- What do you think about the president / prime minister / king / queen?
- What do you think about our government's policies?
- Are you liberal or conservative?
- Who are you voting for in the election?

POSITIVE REINFORCEMENT

- The teacher has to gesture with a thumbs-up, a smile, clap hands, a nod, or an approving eye contact if a student is able to explain coherently the reason why he/she thinks that political question is controversial to ask.

ACTIVITY THREE: CONVERSATION ACTIVATOR (60 min)

With a partner, change the conversation pattern to establish a controversial issue. Partner B can either answer or refuse to discuss the issue. Subsequently, switch roles.

A: Do you mind if I ask you a political question?

B: No problem. What would you like to know?

A: Well, ...?

B: Actually, ...

POSITIVE REINFORCEMENT

- If a pair of students are able to make a dialogue by coherently expressing ideas with good pronunciation of individual sounds, correct accentuation of words and phrases, good rhythm, and intonation, the teacher has to say sentences like That right!, That's it!, That's nice!, That's good!, Well done!, Good job!, Great stuff!, That's correct!, Keep up the good work or You are getting better every day.

EXPECTED RESULTS
<p>Understand information presented in English. Express complete ideas about a particular topic. Ability to engage a dialogue with a partner in the past unreal conditional. Use of fluent vocabulary, correct accentuation, and good intonation. Ability to be creative and to maintain interactive communication.</p>
COMPLEMENTARY ACTIVITIES
<p>You can also watch the next video:</p> <p>How to Discuss Controversial Topics Joseph Ruse TEDxKennesawStateUniversity https://youtu.be/l2yP8_RSVvQ Source: TEDxKennesawStateUniversity (2017).</p> <p>You can read the following post:</p> <p>The 30 Most Controversial Topics for Your Position Paper https://academicinfluence.com/inflection/controversial-topics/most-controversial-topics-today Source: Academic Influence (2022).</p>

The development of lessons 6, 7, and 8 are presented in Annex 6 of this document.

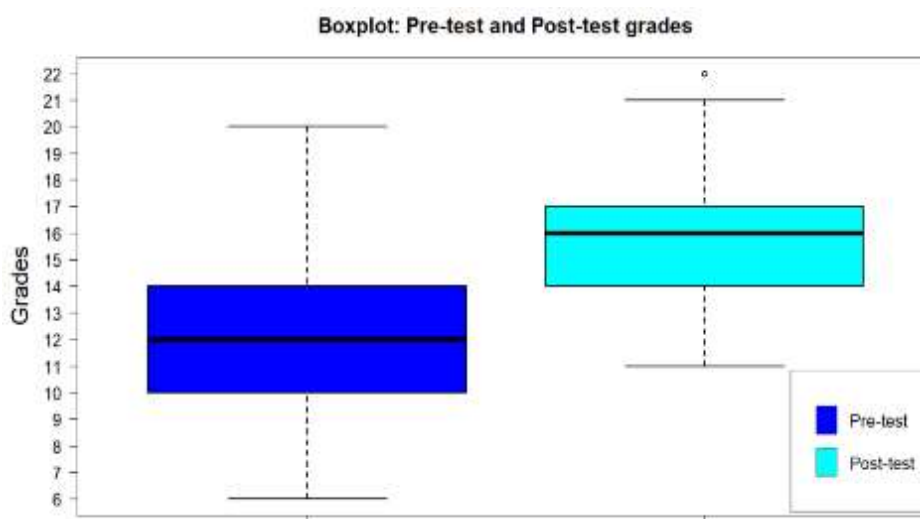
CHAPTER III. ANALYSIS OF THE RESULTS OF THE RESEARCH

3.1. Analysis of results

A pre-test was applied to the experimental group before the researcher uses the teaching strategies (Annex 7). Students received lessons based on positive reinforcement. After that, the researcher applied the post-test. An analysis of each speaking skill criteria was made, taking into account the tests applied to assess the speaking skill in young adult learners at UNACH – Language Center at level B1.

General

The global result of the B1 Preliminary speaking test was rated at 25 points (Annex 3). Graph 1 shows that students in the experimental group obtained a mean grade of 11.86 on the pre-test and 16.03 on the post-test. That means, the speaking skills were better after the use of the teaching strategies based on positive reinforcement.

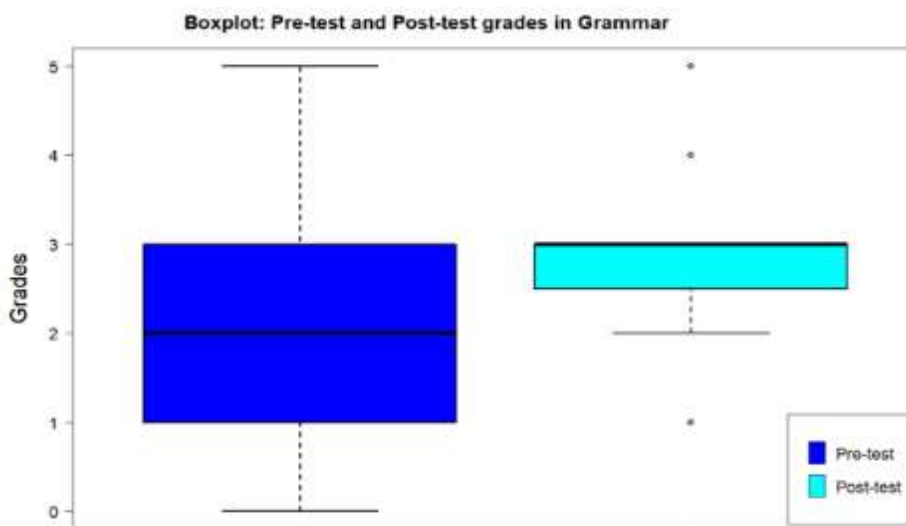


Graph 1. *Boxplot of pre-test and post-test grades of speaking skills.*

Elaborated by: Salao, M. (2022).

Grammatical resource

Grammatical resource was graded at 5 points. Graph 2 shows that students in the experimental group obtained a mean grade of 2.29 on the pre-test and 2.97 on the post-test. That implies, the Grammatical resource criterion was better after the use of the teaching strategies based on positive reinforcement.

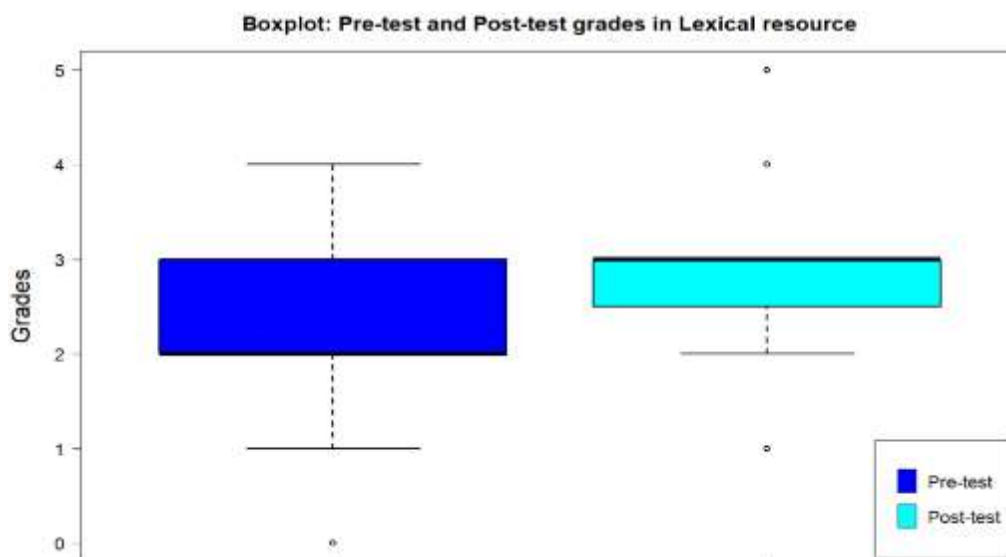


Graph 2. *Boxplot of pre-test and post-test grades of grammatical resource.*

Elaborated by: Salao, M. (2022).

Lexical resource

Lexical resource was also graded at 5 points. Graph 3 shows that students in the experimental group obtained a mean grade of 2.23 on the pre-test and 2.94 on the post-test. Therefore, the lexical resource criterion was better after the use of the teaching strategies based on positive reinforcement.

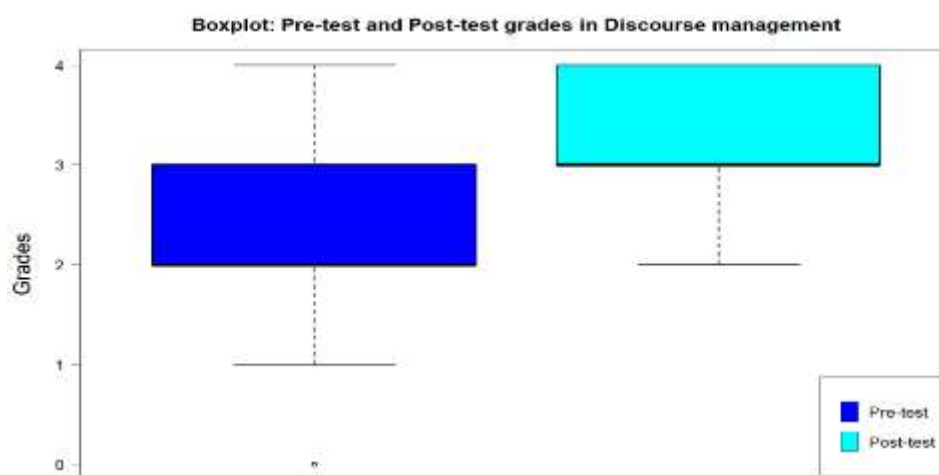


Graph 3. *Boxplot of pre-test and post-test grades of lexical resource.*

Elaborated by: Salao, M. (2022).

Discourse management

Discourse management was graded at 5 points. Graph 4 shows that students in the experimental group obtained a mean grade of 2.34 on the pre-test and 3.26 on the post-test. Hence, the discourse management criterion was better after the use of the teaching strategies based on positive reinforcement.

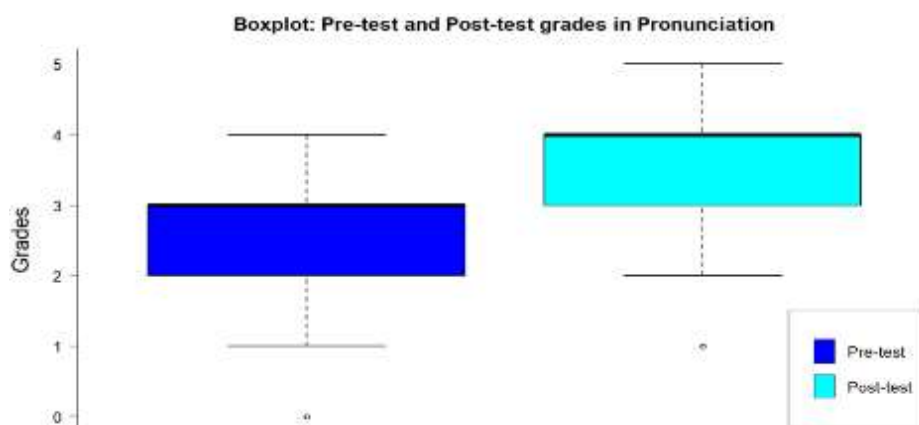


Graph 4. Boxplot of pre-test and post-test grades of discourse management.

Elaborated by: Salao, M. (2022).

Pronunciation

Pronunciation was graded at 5 points. Graph 4 shows that young adult learners in the experimental group obtained a mean grade of 2.49 on the pre-test and 3.46 on the post-test. Therefore, the pronunciation criterion was better after the use of the teaching strategies based on positive reinforcement.

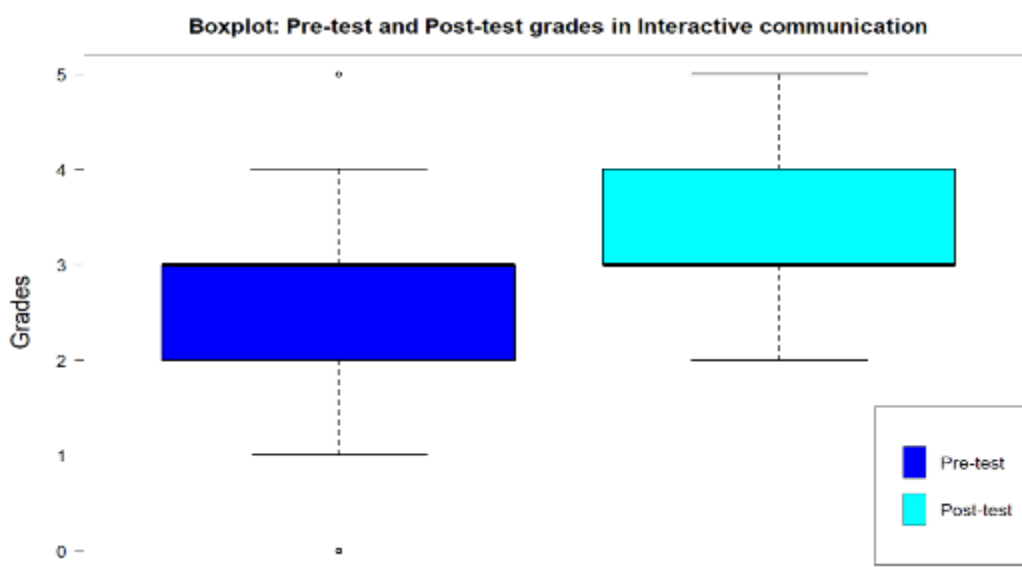


Graph 5. *Boxplot of pre-test and post-test grades of pronunciation.*

Elaborated by: Salao, M. (2022).

Interactive communication

Interactive communication was graded at 5 points. Graph 4 shows that young adult learners in the experimental group obtained a mean grade of 2.51 on the pre-test and 3.40 on the post-test. That means, the interactive communication was better after the use of the teaching strategies based on positive reinforcement.

Graph 6. *Boxplot of pre-test and post-test grades of interactive communication.*

Elaborated by: Salao, M. (2022).

The results are summarized as follows:

Table 4.

Mean obtained on the pre-test and post-test by groups.

Speaking skill Criterion	Pre-test		Post-test	
	Mean	SD	Mean	SD
General	11.86	3.28	16.03	2.42
Grammatical resource	2.29	1.18	2.97	0.82
Lexical resource	2.23	0.94	2.94	0.84
Discourse management	2.34	0.91	3.26	0.82
Pronunciation	2.49	0.85	3.46	0.98
Interactive communication	2.51	1.12	3.40	0.69

Elaborated by: Salao, M. (2022).

According to Table 4 there was an increase in the grades obtained by students in the post-test compared to the pre-test in all criteria. The general mean increased from 11.86 to 16.03, an increase of 35.2%. The mean grades increased by 29.7% in the grammatical resource, 31.8% in the lexical resource, 39.3% in the discourse management, 39% in the pronunciation, and 35.5% in the interactive communication.

3.2. Hypothesis verification

In order to identify whether the differences between the results of the post-test and the pre-test were significant, the statistical test of the research hypothesis was then conducted.

Hypothesis approach

Null Hypothesis H_0 : Positive reinforcement does not influence to the speaking skill development in young adult learners at Universidad Nacional de Chimborazo – Language Center.

Alternative Hypothesis H_1 : Positive reinforcement influences on the speaking skill development in young adult learners at Universidad Nacional de Chimborazo – Language Center.

Variables

Independent variable: Positive reinforcement.

Dependent variable: Speaking skill development.

An experimental group of thirty-five students at UNACH – Language Center was selected. The mathematical model of the paired Student's t-test is the next:

$$H_0: \mu_2 \leq \mu_1$$

$$H_1: \mu_2 > \mu_1$$

Where:

μ_1 = population mean in the pre-test.

μ_2 = population mean in the post-test.

A single-tailed statistical test of hypothesis was applied because the researcher aims to show whether the positive reinforcement enables students to obtain better in the Cambridge B1 Preliminary English Speaking Test. It implies that the post-test mean was higher than the pre-test means. The Student's t-test formula is:

$$t = \frac{\bar{x}_d}{\frac{S_d}{\sqrt{n}}}$$

Where:

t = Student's t-test from the data.

\bar{x}_d = differences average in the sample.

n = pre-test and post-test data number (35 data).

S_d = standard deviation of the differences.

In the Student's t-test distribution, the rejection region of the null hypothesis is located to the right of the t-value of the tables with the respective degrees of freedom. The value of the significance level is $\alpha = 0.05$ or 5%. The formula of degrees of freedom is the next:

$$df = n - 1$$

Where:

n = pre-test and post-test data number (35).

df = degrees of freedom.

$$df = 35 - 1$$

$$df = 34$$

The Student t-value is 1.6909 according to the selected level of significance and the degrees of freedom. Whereas the calculated t-values are summarized below, also with the degrees of freedom and p-values:

Table 5.

Summary of paired sample statistics.

Criterion	Test	Tabulated t-value	Calculated t-value	df	Sig. (unilateral)
General	Post-test - Pre-test	1.6909	14.9239	34	8.61×10^{-17} ***
Grammatical resource	Post-test - Pre-test	1.6909	4.6804	34	2.22×10^{-5} ***
Lexical resource	Post-test - Pre-test	1.6909	3.9384	34	0.00019***
Discourse management	Post-test - Pre-test	1.6909	7.7080	34	2.90×10^{-9} ***
Pronunciation	Post-test - Pre-test	1.6909	8.1344	34	8.68×10^{-10} ***
Interactive communication	Post-test - Pre-test	1.6909	6.0455	34	3.76×10^{-7} ***

Significance codes: p-value 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1.

Source: Test applied to students at UNACH – Language Center.

Elaborated by: Salao, M. (2022).

The unilateral significance level for the experimental group $p = 8.61 \times 10^{-17}$ was lower than $\alpha = 0.05$ (5 %) with 34 degrees of freedom. Hence, it was located in the null rejection region. It means the null hypothesis was rejected and the alternative one was accepted: “Positive reinforcement influences the speaking skill development in young adult learners at Universidad Nacional de Chimborazo – Language Center.”

3.3. Students' perceptions on positive reinforcement

A satisfaction survey was applied to measure the degree of students' satisfaction had with the use of didactic strategies based on positive reinforcement, which consisted of ten questions with Likert-type response options. This survey was applied after the implementation of the proposed didactic lessons based on positive reinforcement but before the application of the B1 Preliminary post-test. The results of which are shown below:

Table 6.

Students' perceptions on positive reinforcement.

Question	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	Total
1. How satisfied are you with the results obtained by the use of formative assessment (instant feedback) in oral production activities?	6 17.1%	14 40.0%	10 28.6%	4 11.4%	1 2.9%	35 100%
2. How do you feel about the self-assessment (checklist) and the peer assessment activities your teacher uses to promote the speaking skill in the English language?	9 25.7%	10 28.6%	9 25.7%	5 14.3%	2 5.7%	35 100%
3. How comfortable are you with the verbal communication strategies (perfect! amazing! excellent job! etc) your teacher uses to boost your pronunciation?	4 11.4%	12 34.3%	10 28.6%	7 20.0%	2 5.7%	35 100%
4. How satisfied are you with non-verbal communication strategies (smile, thumbs-up, nods, etc.) when increasing motivation at the moment of performing speaking tasks.	5 14.3%	7 20.0%	10 28.6%	8 22.9%	5 14.3%	35 100%
5. How comfortable are you with contact/ touch strategies (shaking hands, patting the shoulder, a hug, etc.) provided by the teacher when you finish successfully oral production activities?	5 14.3%	7 20.0%	8 22.9%	10 28.6%	5 14.3%	35 100%
6. How motivated do you feel when your teacher uses positive reinforcement strategies (verbal, non-verbal, contact/touch) to enhance your speaking skills?	6 17.1%	11 31.4%	10 28.6%	6 17.1%	2 5.7%	35 100%
7. How satisfied are you with the use of positive reinforcement strategies your teacher uses to help you improve your grammatical resource?	6 17.1%	10 28.6%	11 31.4%	6 17.1%	2 5.7%	35 100%
8. The use of positive reinforcement strategies the teacher considers helping you improve your discourse management makes you feel...	5 14.3%	7 20.0%	15 42.9%	6 17.1%	2 5.7%	35 100%
9. The use of positive reinforcement strategies the teacher uses to help you improve your pronunciation makes you feel...	7 20.0%	10 28.6%	11 31.4%	6 17.1%	1 2.9%	35 100%

Question	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	Total
10. The use of positive reinforcement strategies your teachers use to help you improve your interactive communication makes you feel...	8	12	9	4	2	35
	22.9%	34.3%	25.7%	11.4%	5.7%	100%

Source: Survey applied to students at UNACH – Language Center.

Elaborated by: Salao, M. (2022).

According to the information shown in the table above, in general terms, the students were satisfied with the positive reinforcement used to improve the deficiencies in their speaking skills. However, the aspects they were most satisfied with were the formative assessment (instant feedback), the self-assessment (checklist), the motivation they experienced when using positive reinforcement strategies, the improvement of their pronunciation skills, and their ability to engage in interactive communication.

3.4. Socialize how positive reinforcement improves speaking skills

Socialisation is the process through which communication takes place between the members of the educational community. In the present case, socialisation focused on the dissemination of the results obtained in the teaching-learning process of the English language from the application of the didactic proposal based on positive reinforcement. For this purpose, the following socialisation plan was established and was aimed at teachers of English in the regular modality at UNACH and representatives of the courses that are in force:

Beneficiaries: Young adult learners in regular modality.

Name of the institution to which the beneficiaries belong: Universidad Nacional de Chimborazo.

Time: Two days (120 minutes).

Disseminator: Mishell Gabriela Salao Espinoza

Goal: To disseminate the results and findings of the application of didactic strategies based on the application of positive reinforcement in the development of speaking skills among B1 young adult learners.

Socialization planning

The socialization plan for the proposal is shown in Table 7:

Table 7.

Socialization planning about positive reinforcement as a strategy for speaking skills.

DAY	TOPIC	ASPECT	RESOURCES AND MATERIALS	TIME	PARTICIPANTS	DISSEMINATOR
1	Positive reinforcement theory	Introduction Verbal reinforcement Non-verbal reinforcement Contact/Touch reinforcement	-PowerPoint Slideshow -Zoom Platform - Top Notch 3 Student's Book	60 min.	Teachers of English in the regular modality (20) One student per course	Mishell Salao
2	Positive reinforcement impact on speaking skills	Pre-test and post-test data Statistical test of hypothesis Interpretation of results and students' perceptions Suggestions for applying positive reinforcement in the classroom.	-PowerPoint Slideshow -Excel spreadsheet -Zoom Platform	60 min.	Teachers of English in the regular modality (20) One student per course	Mishell Salao

Elaborated by: Salao, M. (2022).

3.5. Discussion

The results obtained by young adult learners at the Language Center at UNACH in the regular modality in the speaking tests of the Cambridge Preliminary English B1 reflected the development of speaking skills after the application of the proposal based on the positive reinforcement implementation. Precisely, the post-test grades were significantly higher than the pre-test grades (p -value < 0.05).

In addition, it is noteworthy that the improvement was evident both at the level of overall speaking skills (grammatical resource, lexical resource, pronunciation, discourse management, and interactive communication). Having evaluated the

effectiveness of the application of positive reinforcement for the development of young adult B1 learners' speaking skills, the perceptions they had about positive reinforcement were also assessed through a survey. The results of the perception were favourable, representing that there was an acceptance of the teaching strategies.

Arista et al. (2018) applied five types of strategies: verbal, gestural, contact, activity, and token reinforcement with the aim to assess the improvement in motivation felt by EFL learners. The researchers found that among the benefits of using positive reinforcement is the fact that students felt more enthusiastic about learning. Students also felt more comfortable because they perceived that the teacher pays more attention to them, this aspect made students more motivated to learn and more active in class.

The researchers suggested that motivation should be a major concern of the teacher. Therefore, the use of reinforcement strategies should be implemented in a regular way to improve students' motivation to develop speaking skills. In the present research, the young adult learners showed that they were also satisfied and motivated to learn the English language. At the same time, the teacher said that his students paid more attention in class and reflected comfortably with formative assessment and self-assessment. This result is consistent with the study cited above.

On the other hand Samodra and Faridi (2021) assessed the correlation between positive reinforcement and speaking skills performance. They found that there was a directly proportional effect between positive reinforcement and speaking skill performance. The highest degree of correlation was found for token reinforcement, while verbal and gestural reinforcement had a similar impact on speaking skills development. In the present research, a favourable effect was also found from the application of positive reinforcement strategies, as they allowed the speaking skills of young adult learners to develop.

On the other hand, according to the teacher and students' perceptions, in the present intervention, verbal reinforcement had the best impact compared to the others (nonverbal and contact), since the stimulus generated was more direct. However, the other two types were also well received by the students. In general, the favorable effect of operant conditioning was evidenced, which was visualized in the response shown by the students to the positive reinforcement stimulus as a part of the behavioral paradigm. This result differs from the referred research since it mentions that the verbal and nonverbal (gestural) types are similar in terms of their impact on students' motivation. However, all types of positive reinforcement can be perfectly used because of the need to handle a wide variety of stimuli.

CONCLUSIONS

- Once the literature review was carried out, it was identified that there are three main types of positive reinforcement strategies, which are verbal, non-verbal, and contact/touch. These strategies can be applied in various forms within the classroom and even via virtual platforms. For this reason, those type of strategies were applied in present work.
- Based on the standardized Cambridge Preliminary English B1 pretest given to the participants, it was possible to conclude that the level of speaking skills among students was deficient. They had some troubles with grammar, lexical resources, pronunciation, interactive communication, and discourse management.
- Teaching strategies based on positive reinforcement were incorporated through the application of eight lessons of the verbal, non-verbal, and contact/touch types. The work developed allowed the students to increase their level of motivation for learning English. In this way, the young adult learners were able to develop their speaking skills, which was evidenced by the fact that their post-test grades were higher than their pre-test grades.
- In addition to improving the young adult learners' level of English language proficiency, particularly in speaking skills, they reported, by means of the questionnaire applied, that they were satisfied with the positive reinforcement strategies. They were most satisfied with formative assessment (instant feedback), self-assessment (checklist), and motivation level because they improved their pronunciation skills, and their ability to engage in interactive communication.
- A socialisation of the results obtained from the work was planned to disseminate the use of the application of positive reinforcement in English language teaching. After the dissemination, teachers benefited greatly because they understood the

benefits of positive reinforcement and felt that their students would be more motivated to learn in and out of the classroom.

RECOMMENDATIONS

- It is suggested to apply similar teaching strategies aimed at learners at other levels, especially at A1 and A2 levels, to promote motivation to improve all language learning skills.
- Teachers should develop didactic lessons based on positive reinforcement, but intended for use in online education, to evaluate whether they are as effective as those applied in the classroom.
- After the research Project has been concluded, it is highly recommendable to design didactic lessons focused on negative reinforcement to contrast its effect with the case of positive reinforcement, so that the advantages and disadvantages of each case can be known.
- It is suggested to evaluate English teachers' perceptions of their experiences in the application of positive reinforcement strategies, and to gather suggestions from teachers that could be useful in improving the teaching-learning process.

BIBLIOGRAPHY

- Álvarez, J. A., & Rojas, J. de J. (2021). *La motivación intrínseca y extrínseca en el aprendizaje del idioma inglés. Un estudio de caso en estudiantes universitarios de la ciudad de Medellín*. Atlante. Cuadernos de Educación y Desarrollo, 13(5), 38-47. <https://doi.org/10.51896/atlante/GEAI9779>
- Arista, D., Artini, L. P., & Ratminingsih, M. (2018). *The types of reinforcement strategies used by the teacher in motivating EFL students at KG B class in Bali Kiddy school*. Journal of Psychology and Instructions, 2(1), 9-15. <https://doi.org/10.23887/jpai.v2i1.13736>
- Asatryan, S. (2016). *Activities contributing a great deal to the Students' interactive skills in foreign language classes*. 16-22. <http://files.eric.ed.gov/fulltext/ED568139.pdf>
- Cambridge Assessment English. (2019a). *B1 Preliminary. Assessing speaking performance – Level B1*. https://leaceps.anta.nder.weebly.com/uploads/1/0/3/3/103300938/assessing_b1_speaking_skill.pdf
- Cambridge Assessment English. (2019b). *B1 Preliminary Handbook for teachers for exams from 2020*. <https://cambridge-exams.ch/sites/default/files/b1-preliminary-handbook-2020.pdf>
- Casimiro, L., & Fuentes, C. (2020). *Uso de tecnologías y enseñanza de vocabulario académico en inglés*. Revista Gestión I+D, 5(2), 83-110.

- Deivasigamani, T. (2019). *Presentation of Effective Non-Verbal Communication in a Classroom: A New Perspective*. International Journal of 360 Management Review, 7(3), 1-7.
- Di Lorenzo, L. (2016). *La investigación socio-educativa en las universidades argentinas: algunos nudos problemáticos*. Revista REDpensar, 5(1), 13. <https://editorialparmenia.com.mx/pub/media/wysiwyg/pdf/REDpensar5-1.pdf#page=14>
- Geng, G. (2011). *Investigation of teachers' verbal and non-verbal strategies for managing attention deficit hyperactivity disorder (ADHD) students' behaviours within a classroom environment*. Australian Journal of Teacher Education, 36(7), 17-30. <https://doi.org/10.14221/ajte.2011v36n7.5>
- Hanifa, R. (2018). *Factors generating anxiety when learning EFL speaking skills*. Studies in English Language and Education, 5(2), 230-239. <https://doi.org/10.24815/siele.v5i2.10932>
- Hernández Sampieri, R., Fernández Collado, C., & Baptista Lucio, M. del P. (2014). *Metodología de la Investigación* (6.^a ed.). McGraw-Hill Education. <http://observatorio.epacartagena.gov.co/wp-content/uploads/2017/08/metodologia-de-la-investigacion-sexta-edicion.compressed.pdf>
- Kafryawan, W. (2019). The Influence of Motivation on EFL Learners' Speaking Skills. *ELS Journal on Interdisciplinary Studies in Humanities*, 2(4), 612-619. <https://doi.org/10.34050/els-jish.v2i4.8846>

- Lubis, S. S., & Hamuddin, B. (2019). *Online Interactive Communication via Academic Blogging Activities among Indonesian EFL students*. REiLA: Journal of Research and Innovation in Language, 1(2), 46-54. <https://doi.org/10.31849/reila.v1i2.3131>
- Luna-Hernández, A. (2016). *Motivation and Its Influence on Oral Communication in the English Language in College Students*. Dominio de Las Ciencias, 2(2), 32-40.
- Martínez, C. (2015). *La Gestión de la Seguridad Basada en los Comportamientos. ¿Un proceso que funciona?* Revista Colombiana de Salud Ocupacional, 5(1), 5-12.
- Meichenbaum, D. (2017). *Teaching thinking: A cognitive-behavioral perspective. The Evolution of Cognitive Behavior Therapy* (1.^a ed., pp. 69-88). Routledge. <https://doi.org/10.4324/9781315748931-7>
- Morales, H., & Irigoyen, A. (2016). *El paradigma conductista y constructivista de la educación a través del decálogo del estudiante*. Archivos en Medicina Familiar, 18(2), 27-30.
- McConnell, M. M., Monteiro, S., & Bryson, G. L. (2019). *Sample size calculations for educational interventions: Principles and methods*. Canadian Journal of Anesthesia/Journal Canadien d'anesthésie, 66(8), 864-873. <https://doi.org/10.1007/s12630-019-01405-9>

- Muñoz-Mallén, A. M. (2014). *El tratamiento de la pronunciación en los libros de texto de nivel B1 y su valoración de acuerdo con los principios establecidos por el MCERL*. *Encuentro*, 23, 102-114.
- Ramos, C. A. (2020). *Alcances de una investigación*. *CienciAmérica*, 9(3), 1-6. <https://doi.org/10.33210/ca.v9i3.336>
- Rao, P. (2019). *The importance of speaking skills in English classrooms*. *Alford Council of International English & Literature Journal*, 2(2), 6-18.
- Riadil, I. G. (2020). *A Study of Students' Perception: Identifying EFL Learners' Problems in Speaking Skill*. *International Journal of Education, Language, and Religion*, 2(1), 31-38. <https://doi.org/10.35308/ijelr.v2i1.2256>
- Rico, J. P., Ramírez, M. S., & Montiel, S. (2016). *Desarrollo de la competencia oral del inglés mediante recursos educativos abiertos*. *Apertura, Revista de Innovación Educativa*, 8(1), 1-15.
- Rojas, O., Barceló, G., & Godínez, O. (2019). *La comunicación oral en inglés para la formación del profesional. Retos y contradicciones*. *Opuntia Brava*, 11(4), 199-207.
- Runnels, J. (2018). *Impact of the Common European Framework of Reference—A bibliometric analysis of research from 1990-2017*. https://www.academia.edu/40113731/Impact_of_the_Common_European_Framework_of_Reference_A_bibliometric_analysis_of_research_from_1990_2017

- Salehpour, G., & Roohani, A. (2020). *Relationship Between Intrinsic/Extrinsic Motivation and L2 Speaking Skill Among Iranian Male and Female EFL Learners*. *Bellaterra Journal of Teaching & Learning Language & Literature*, 13(1), 43-59. <https://doi.org/10.5565/rev/jtl3.803>
- Samodra, O. A., & Faridi, A. (2021). *The correlation of positive reinforcement, self-confidence, and speaking performance of English young learners*. *English Education Journal*, 11(3), 393-405. <https://doi.org/10.15294/eej.v11i1.45463>
- Siedlecki, S. L. (2020). *Understanding Descriptive Research Designs and Methods*. *Clinical Nurse Specialist*, 34(1), 8-12. <https://doi.org/10.1097/NU R.0000000000000493>
- Suthaharan, P., Corlett, P. R., & Ang, Y.-S. (2021). *Computational modeling of behavioral tasks: An illustration on a classic reinforcement learning paradigm*. *The Quantitative Methods for Psychology*, 17(2), 105-140. <https://doi.org/10.20982/tqmp.17.2.p105>
- Tan, K. H., Kasiveloo, M., & Abdullah, I. H. (2022). *Token Economy for Sustainable Education in the Future: A Scoping Review*. *Sustainability*, 14(2), 716. <https://doi.org/10.3390/su14020716>
- UNACH. (2022). *Universidad Nacional de Chimborazo*. Universidad Nacional de Chimborazo. https://www.unach.edu.ec/nosotros_ele/

Vargas, G. (2015). *Three communication difficulties of EFL students*. *Revista de Lenguas Modernas*, 23, 221-233.

ANNEXES

ANNEX 1:

PRE-TEST FORMAT

Contents	
Part 1	
General questions	
Part 2	Parts 3 and 4
1A Learning a new skill	1 School visit to a capital city
1B At home after school	

**B1 Preliminary for Schools
Speaking Test**

Part 1 (2–3 minutes)

Phase 1

Interlocutor

To both candidates Good morning/afternoon/evening.
Can I have your mark sheets, please?

Hand over the mark sheets to the Assessor.

I'm and this is

To Candidate A What's your name? How old are you?
Thank you.

To Candidate B And what's your name? How old are you?
Thank you.

Back-up prompts

B, where do you live?

Do you live in *name of town, city or region*?

Who do you live with?

Do you live with your family?

Thank you.

And **A**, where do you live?

Do you live in *name of town, city or region*?

Who do you live with?

Do you live with your family?

Thank you.

Phase 2

Interlocutor

Select one or more questions from the list to ask each candidate.

Ask Candidate A first.

Back-up prompts

Tell us about a teacher you like.

Which teacher do you like? (Why?)

How often do you use a mobile phone?

Do you often use a mobile phone?

How do you get to school every day?

Do you walk to school every day?

Which do you like best, the morning or the afternoon?
(Why?)

Which is better, morning or afternoon? (Why?)

Thank you.

1A Learning a new skill

Interlocutor Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

A, here is your photograph. It shows **someone learning how to do something**.

Place Part 2 booklet, open at Task 1A, in front of candidate.

B, you just listen.

A, please tell us what you can see in the photograph.

Candidate A

⌚ *approx. 1 minute*

.....

Back-up prompts

- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor Thank you. (Can I have the booklet please?) *Retrieve Part 2 booklet.*

1B At home after school

Interlocutor **B**, here is your photograph. It shows **someone at home after school**.

Place Part 2 booklet, open at Task 1B, in front of candidate.

A, you just listen.

B, please tell us what you can see in the photograph.

Candidate B

⌚ *approx. 1 minute*

.....

Back-up prompts

- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor Thank you. (Can I have the booklet please?) *Retrieve Part 2 booklet.*

1A



1B



Speaking Test 1 (School visit to a capital city)

Parts 3 and 4 (6 minutes)

Part 3

Interlocutor Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

Place Part 3 booklet, open at Task 1, in front of the candidates.


Some students from a small village school are going on a trip to their capital city.

Here are some activities they could do there.

Talk together about the different activities they could do in their capital city, and say which would be most interesting.

All right? Now, talk together.

Candidates

 *approx. 2–3 minutes*

.....

Interlocutor

Thank you. (Can I have the booklet please?) *Retrieve Part 3 booklet.*

Part 4

Interlocutor

Use the following questions, as appropriate:

- **Would you like to have more school trips? (Where would you like to go?)**
- **What do you need to take when you go on a trip?**
- **Do you prefer to go on trips with your friends or your family? (Why?)**
- **What do you think is the best time of year to visit a city? (Why?)**
- **Which do you think is more interesting: visiting the countryside or visiting a city? (Why?)**

Select any of the following prompts, as appropriate:

- **How/what about you?**
- **Do you agree?**
- **What do you think?**

Thank you. That is the end of the test.

A school visit to a capital city



ANNEX 2:

POST-TEST FORMAT

Contents	
Part 1	
General questions	
Part 2	Parts 3 and 4
1A Learning a language	1 Work and relaxation
1B At a party	

**B1: Preliminary
Speaking Test**

Part 1 (2–3 minutes)

**Phase 1
Interlocutor**

To both candidates Good morning/afternoon/evening.
Can I have your mark sheets, please?

Hand over the mark sheets to the Assessor.

I'm and this is

To Candidate A What's your name? Where do you live/come from?
Thank you.

To Candidate B And what's your name? Where do you live/come from?
Thank you.

Back-up prompts

B, do you work or are you a student?

Do you have a job?
Do you study?

What do you do/study?

What job do you do?
What subject do you study?

Thank you.

And **A**, do you work or are you a student?

Do you have a job?
Do you study?

What do you do/study?

What job do you do?
What subject do you study?

Thank you.

**Phase 2
Interlocutor**

*Select one or more questions from the list to ask each candidate.
Ask Candidate A first.*

Back-up prompts

How do you get to work/school/university every day?

Do you usually travel by car? (Why/Why not?)

What did you do yesterday evening/last weekend?

Did you do anything yesterday evening/last weekend? What?

Do you think that English will be useful for you in the future? (Why/Why not?)

Will you use English in the future? (Why/Why not?)

Tell us about the people you live with.

Do you live with friends/your family?

Thank you.

1A Learning a language

Interlocutor Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

A, here is your photograph. It shows **people learning a language**.

Place Part 2 booklet, open at Task 1A, in front of candidate.

B, you just listen.

A, please tell us what you can see in the photograph.

Candidate A

⌚ *approx. 1 minute*

.....

Back-up prompts

- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor Thank you. (Can I have the booklet please?) *Retrieve Part 2 booklet.*

1B At a party

Interlocutor **B**, here is your photograph. It shows **people at a party**.

Place Part 2 booklet, open at Task 1B, in front of candidate.

A, you just listen.

B, please tell us what you can see in the photograph.

Candidate B

⌚ *approx. 1 minute*

.....

Back-up prompts

- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor Thank you. (Can I have the booklet please?) *Retrieve Part 2 booklet.*

1A



1B



Speaking Test 1 (Work and Relaxation)

Parts 3 and 4 (6 minutes)

Part 3

Interlocutor Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

Place Part 3 booklet, open at Task 1, in front of the candidates.

A young man works very hard, and has only one free day a week. He wants to find an activity to help him relax.

Here are some activities that could help him relax.

Talk together about the different activities he could do, and say which would be most relaxing.

All right? Now, talk together.

Candidates
⌚ *approx. 2–3 minutes*

Interlocutor Thank you. (Can I have the booklet please?) *Retrieve Part 3 booklet.*

Part 4

Interlocutor *Use the following questions, as appropriate:*

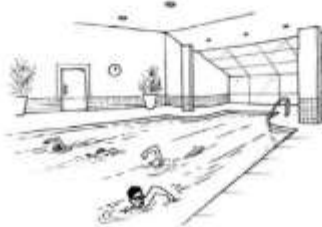
- **What do you do when you want to relax? (Why?)**
- **Do you prefer to relax with friends or alone? (Why?)**
- **Is it important to do exercise in your free time? (Why?/Why not?)**
- **Is it useful to learn new skills in your free time? (Why?/Why not?)**
- **Do you think people spend too much time working/studying these days? (Why?/Why not?)**

Select any of the following prompts, as appropriate:

- **How/what about you?**
- **Do you agree?**
- **What do you think?**

Thank you. That is the end of the test.

Activities to help the man relax



ANNEX 3:**RESULTS OF PRE AND POST TESTS**

ID	Speaking Pre-Test /25	Speaking Post-Test /25	Differences
1	7	14	7
2	13	17	4
3	15	21	6
4	11	14	3
5	16	19	3
6	7	13	6
7	20	21	1
8	8	14	6
9	13	17	4
10	10	16	6
11	14	18	4
12	8	14	6
13	13	16	3
14	11	15	4
15	14	18	4
16	11	15	4
17	12	16	4
18	15	16	1
19	7	14	7
20	12	16	4
21	6	11	5
22	16	17	1
23	12	14	2
24	12	17	5
25	12	17	5
26	10	13	3
27	7	14	7
28	12	15	3
29	14	17	3
30	14	17	3
31	17	22	5
32	9	15	6
33	16	19	3
34	11	15	4
35	10	14	4

ANNEX 4:

SURVEY TO EXAMINE THE STUDENTS' PERCEPTIONS OF POSITIVE REINFORCEMENT

Information:

Name:	
Course:	
Date:	

Indications:

In each of the following multiple-choice questions, choose the option that you consider to be the correct answer to the question. Do it by marking with an X or a tick in the corresponding box:

Question	Choice
1. How satisfied are you with the results obtained by the use of formative assessment (instant feedback) in oral production activities? a) Very satisfied. b) Satisfied. c) Neither satisfied nor dissatisfied. d) Dissatisfied. e) Very dissatisfied.	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. How do you feel about the self-assessment (checklist) and the peer assessment activities your teacher uses to promote the speaking skill in the English language? a) Very satisfied. b) Satisfied. c) Neither satisfied nor dissatisfied. d) Dissatisfied. e) Very dissatisfied.	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. How comfortable are you with the verbal communication strategies (perfect! amazing! excellent job! etc.) your teacher uses to boost your pronunciation? a) Very satisfied. b) Satisfied. c) Neither satisfied nor dissatisfied. d) Dissatisfied. e) Very dissatisfied.	 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Question	Choice
<p>4. How satisfied are you with non-verbal communication strategies (smile, thumbs-up, nods, etc.) when increasing motivation at the moment of performing speaking tasks?</p> <p>a) Very satisfied.</p> <p>b) Satisfied.</p> <p>c) Neither satisfied nor dissatisfied.</p> <p>d) Dissatisfied.</p> <p>e) Very dissatisfied.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p>5. How comfortable are you with contact/ touch strategies (shaking hands, patting the shoulder, a hug, etc.) provided by the teacher when you finish successfully oral production activities?</p> <p>a) Very satisfied.</p> <p>b) Satisfied.</p> <p>c) Neither satisfied nor dissatisfied.</p> <p>d) Dissatisfied.</p> <p>e) Very dissatisfied.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p>6. How motivated do you feel when your teacher uses positive reinforcement strategies (verbal, non-verbal, contact/touch) to enhance your speaking skills?</p> <p>a) Very satisfied.</p> <p>b) Satisfied.</p> <p>c) Neither satisfied nor dissatisfied.</p> <p>d) Dissatisfied.</p> <p>e) Very dissatisfied.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p>7. How satisfied are you with the use of positive reinforcement strategies your teacher uses to help you improve your grammatical resource?</p> <p>a) Very satisfied.</p> <p>b) Satisfied.</p> <p>c) Neither satisfied nor dissatisfied.</p> <p>d) Dissatisfied.</p> <p>e) Very dissatisfied.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p>8. The use of positive reinforcement strategies the teacher considers helping you improve your discourse management makes you feel...</p> <p>a) Very satisfied.</p> <p>b) Satisfied.</p> <p>c) Neither satisfied nor dissatisfied.</p> <p>d) Dissatisfied.</p> <p>e) Very dissatisfied.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p>9. The use of positive reinforcement strategies the teacher uses to help you improve your pronunciation makes you feel...</p> <p>a) Very satisfied.</p> <p>b) Satisfied.</p> <p>c) Neither satisfied nor dissatisfied.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>

Question	Choice
d) Dissatisfied.	<input type="checkbox"/>
e) Very dissatisfied.	<input type="checkbox"/>
10. The use of positive reinforcement strategies your teachers uses to help you improve your interactive communication makes you feel...	
a) Very satisfied.	<input type="checkbox"/>
b) Satisfied.	<input type="checkbox"/>
c) Neither satisfied nor dissatisfied.	<input type="checkbox"/>
d) Dissatisfied.	<input type="checkbox"/>
e) Very dissatisfied.	<input type="checkbox"/>

ANNEX 5:

VALIDATION OF THE SURVEY QUESTIONNAIRE

Information:

Name:

Academic degree:

Work occupation:

Instructions:

Mark with an x according to the degree of compliance with the content validity criteria, according to the scale:

1 = Deficient, **2** = Acceptable, **3** = Satisfactory.

No.	Criteria	1	2	3
1	Sufficiency: The questionnaire covers all aspects of perceptions on positive reinforcement.			
2	Relevance: It measures what it has to measure.			
3	Clarity: It is formulated in an appropriate and specific language.			
4	Timeliness: The questionnaire is appropriate at the time the instrument is applied.			
5	Objectivity: The content does not induce the respondent towards a particular answer.			
6	Strategy: The method responds to the purpose of the study.			
7	Consistency: The instrument adequately decomposes indicators of perceptions on positive reinforcement.			
8	Structure: Coherence in the order and grouping of items.			
	TOTAL			

Observation:

.....
.....

Signature:

.....

VALIDATION OF THE SURVEY QUESTIONNAIRE

Information:

Name:

Academic degree:

Work occupation:

Instructions:

Mark with an x according to the degree of compliance with the content validity criteria, according to the scale:

1 = Deficient, 2 = Acceptable, 3 = Satisfactory.

No.	Criteria	1	2	3
1	Sufficiency: The questionnaire covers all aspects of perceptions on positive reinforcement.			X
2	Relevance: It measures what it has to measure.			X
3	Clarity: It is formulated in an appropriate and specific language.			X
4	Timeliness: The questionnaire is appropriate at the time the instrument is applied.			X
5	Objectivity: The content does not induce the respondent towards a particular answer.			X
6	Strategy: The method responds to the purpose of the study.			X
7	Consistency: The instrument adequately decomposes indicators of perceptions on positive reinforcement.			X
8	Structure: Coherence in the order and grouping of items.			X
	TOTAL		24	

Observation: _____

Signature:



Lic. Tatiana Martínez Z. Mgs.
EFL Instructor

ANNEX 6:

LESSONS BASED ON POSITIVE REINFORCEMENT

LESSON SIX: Discuss controversial issues politely



ensorship of books and movies



compulsory military service



lowering the driving age



raising the voting age



prohibiting smoking indoors

Controversial Issues

LEVEL	B1
OBJECTIVE	To apply positive reinforcement for the development of speaking skills in grammatical and lexical resources, pronunciation, discourse management, and interactive communication through polite discussion of controversial issues.
LANGUAGE SKILLS	
Grammatical resource Lexical resource Pronunciation Discourse management Interactive communication	
SUGGESTED VOCABULARY	<p>Nouns: censorship, citizen, service, driver, legislator, punishment, voter.</p> <p>Verbs followed by an object before an infinitive: Advise, encourage, remind, urge, warn, allow, invite, request, permit, require, cause, tell, persuade, convince.</p> <p>Verbs cannot be followed by an object before an infinitive: Can't wait, need, pretend, refuse, seem, manage, learn, decide, deserve, can't afford, offer, agree, appear, hope, plan.</p>

MATERIALS
<ul style="list-style-type: none"> - Teacher's and student's book - Internet Connection - Top Notch 3 Teacher's and Student's Book - Pearson English Portal - Zoom Platform
TIMING
Two days (180 min) Date of application: April 2022.
TYPE OF POSITIVE REINFORCEMENT
Verbal and Non-verbal
ACTIVITY ONE: VOCABULARY (60 min)
<p>Listen some controversial issues and repeat:</p> <ul style="list-style-type: none"> - Censorship of books and movies. - Compulsory military service. - Lowering the driving age. - Raising the voting age. - Prohibiting smoking indoors.
POSITIVE REINFORCEMENT
<ul style="list-style-type: none"> • If a student say the phrases of controversial issues with an appropriate intonation, the sentence and word stress is accurately placed, and individual sounds are articulated clearly, the teacher has to say sentences like: That right!, That's it!, That's nice!, That's good!, Well done!, Excellent job!, Great stuff!, That's correct!, Keep up the good work or You are getting better every day.
ACTIVITY TWO: CONVERSATION ACTIVATOR (60 min)
<p>Discuss cordially with a partner a controversial topic, arguing your point of view. Use the above vocabulary and expressions of agreement and disagreement, such as:</p> <p>Agreement: That's exactly what I think, I couldn't agree more, I agree with you, I couldn't have said it better.</p> <p>Disagreement: Really? I have to disagree with you there, No offense, but I just can't agree; Well, I'm afraid I don't agree, Do you think so? I'm not sure I agree.</p> <p>Each pair of students have to explain the discuss in class.</p>
POSITIVE REINFORCEMENT
<ul style="list-style-type: none"> • If a pair of students are able to explain the controversial issue polite and coherently, the teacher has to say sentences like: That right!, That's it!, That's nice!, That's good!, Well done!, Good job!, Great stuff!, That's correct!, Keep up the good work or You are getting better every day. • If additionally, the pair of students in their dialogue use the vocabulary and the expressions of agreement and disagreement given above, the teacher should say sentences such as: Brilliant! I love it!, Excellent!, Marvelous!, I'm impressed, Nothing can you stop you now, Wow or I'm proud of you.

ACTIVITY THREE: CHANGE PARTNERS (60 min)

Discuss another issue, giving reasons to support your opinion.

POSITIVE REINFORCEMENT

- The teacher has to gesture with a thumbs-up, a smile, clap hands, a nod, or an approving eye contact if a student is able to explain coherently the reason why he/she thinks that issue is controversial.

EXPECTED RESULTS

Understand information presented in English.
Express complete ideas about a particular topic.
Ability to engage a dialogue with a partner in the past unreal conditional.
Use of fluent vocabulary, correct accentuation, and good intonation.
Ability to be creative and to maintain interactive communication.

COMPLEMENTARY ACTIVITIES

You can also watch the next video:

Controversial Issues - Turning disagreement into dialogue and understanding

<https://youtu.be/5MslZhYiJg>

Source: The Faith and Belief Forum (2020).

You can read the following post:

Tips for discussing controversial issues.

<https://annbradenbooks.com/resources/tips-for-discussing-controversial-issues/>

Source: Braden, A. (2022).

LESSON SEVEN: Propose solutions to global problems



Controversial Issues

LEVEL	B1
OBJECTIVE	To apply positive reinforcement for the development of speaking skills in grammatical and lexical resources, pronunciation, discourse management, and interactive communication by proposing solutions to global problems.
LANGUAGE SKILLS	
Grammatical resource Lexical resource Pronunciation Discourse management Interactive communication	
SUGGESTED VOCABULARY	Nouns: ethnic groups, racism, races, money, income, terrorism, politics, corruption, food, starvation, hunger, bribe, discrimination, domination, prejudice, poverty.
MATERIALS	
<ul style="list-style-type: none"> - Teacher's and student's book - Top Notch 3 Teacher's and Student's Book 	
TIMING	
Two days (180 min) Date of application: April 2022.	
TYPE OF POSITIVE REINFORCEMENT	
Contact/touch	
ACTIVITY ONE: ACTIVATE LANGUAGE FROM A TEXT (60 min)	
Based on the information in the reading below, select the word or phrase in each row that is not related to the others. Then try to explain your reasoning.	
1	people politics ethnic groups races
2	money property income racism
3	bribe corruption discrimination money
4	hunger starvation domination lack of food
5	racism business discrimination prejudice

The following issues were most frequently mentioned in a global survey about current world problems.

CORRUPTION People all over the world complain about the corruption of police, government officials, and business leaders. Two examples of corruption are:

- A police officer takes money (a "bribe") from a driver so he doesn't give the driver a ticket for speeding.
- A company that wants to do business with a government agency offers a public official money or a gift to choose that company for the job.

Some people feel that power promotes corruption and that corruption is unavoidable. But an independent media—for example, non-government-backed newspapers, television stations, and Internet blogs—can also play an important role in exposing corruption.

POVERTY Approximately one-fifth of the world's population, over 1 billion people, earns less than US \$1 a day. Each day, over a billion people in the world lack basic food supplies. And according to UNICEF, each day, 25,000 children under the age of five die of starvation or preventable infectious disease.

There are many causes of poverty, ranging from catastrophic natural events to bad economic and agricultural policies, so there's no one solution to poverty worldwide. Some people feel that wealthy nations must send aid to poorer nations, while others are concerned that nothing will help unless local corruption is reduced and bad government policies are changed.

TERRORISM Every day, we see or hear about suicide bombings and other violent acts committed against innocent people for religious or political reasons. Many ask why terrorism is on the rise.

Some social scientists believe that television and movies may contribute to growing anger. They claim that some people may feel frustrated and powerless when they measure their lives against the lives of extremely wealthy people they see in the media.

However, views about what causes terrorism can be very controversial, and many people disagree about its causes or possible solutions. While some feel that terrorism can be met with military force, others believe

that people's extreme poverty and powerlessness must be reduced to make a difference.

RACISM AND DISCRIMINATION Racism (the belief that one's own race or ethnic group is superior to others) and racial and ethnic discrimination (treating members of other groups unfairly) exist in many places. These two common problems cause human rights violations all over the world. In some cases a more powerful ethnic or racial group justifies the domination and, horribly, even the complete destruction of ethnic or racial minorities they consider to be inferior. When taken to this extreme, genocides such as the European Holocaust and the massacre in Sudan have threatened to wipe out entire peoples.

Can racism and discrimination be eliminated—or are these simply unfortunate features of human nature? Many people believe that education can help build tolerance of the "other" and may contribute to creating a more peaceful world.

POSITIVE REINFORCEMENT

- If a student is able to recognize well the word or phrase that is unrelated to the others and explains the reason coherently, the teacher shakes the student's hand or pats him/her on the shoulder.

ACTIVITY TWO: CRITICAL THINKING (60 min)

Discuss the following:

Reread the section on corruption again. Answer these questions: What do all acts of corruption have in common? Do you think it is possible to eradicate corruption or do you think it is part of human nature? Use specific examples during the discussion.

POSITIVE REINFORCEMENT

- If a student is able to discuss about corruption coherently, the teacher shakes the student's hand or pats him/her on the shoulder.

ACTIVITY THREE: DISCUSSION (60 min)

Discuss the solutions to the global problems. Do you believe all have the same concerns?

Consider the next global problems: poverty and hunger, terrorism, war, corruption, racism and ethnic discrimination, human rights violation.

POSITIVE REINFORCEMENT

- If a student is able to discuss about a particular global problem, the teacher shakes the student's hand or pats him/her on the shoulder.

EXPECTED RESULTS

Understand information presented in English.
Express complete ideas about a particular topic.
Ability to engage a dialogue with a partner in the past unreal conditional.
Use of fluent vocabulary, correct accentuation, and good intonation.
Ability to be creative and to maintain interactive communication.

COMPLEMENTARY ACTIVITIES

You can also watch the next video:

Students Can Solve Global Problems

<https://youtu.be/FbgNIGSuzoQ>

Source: The Paradigm Challenge (2019).

You can read the following post:

How do people solve global problems?

<https://news.uga.edu/how-do-people-solve-global-problems/>

Source: Cowart, K. (2021).

LESSON EIGHT: Debate the pros and cons of issues

Controversial Issues

1



2



3



4



LEVEL	B1
OBJECTIVE	To apply positive reinforcement for the development of speaking skills in grammatical and lexical resources, pronunciation, discourse management, and interactive communication by debating the pros and cons of issues.
LANGUAGE SKILLS	
Grammatical resource Lexical resource Pronunciation Discourse management Interactive communication	
SUGGESTED VOCABULARY	Nouns: habit, candidate, country, dictatorship, government, president, politics, vote. Adjective: active, corrupt, disgusting, hurting, realistic.
MATERIALS	
- Teacher's and student's book - Top Notch 3 Teacher's and Student's Book	
TIMING	
Two days (180 min) Date of application: April 2022.	
TYPE OF POSITIVE REINFORCEMENT	
Contact/touch	

ACTIVITY ONE: GROUP WORK (90 min)

From the list below select a topic you'd like to discuss:

- Banning text-messaging while driving.
- Decriminalizing the use of illegal drugs.
- Using the military to fight terrorism.
- Permitting people to say or write anything as long as it doesn't cause danger.
- Your own local or political issue.

Work in group of four students.

After that, discuss the chosen issue in class.

POSITIVE REINFORCEMENT

- If a group of students are able to discuss the chosen issue coherently and make an interactive communication, the teacher shakes the student's hand or pats him/her on the shoulder.

ACTIVITY TWO: DEBATE (90 min)

Divide the group of students into two teams, team 1 will take a position in favor of a particular issue, while group 2 will be against it. Alternately each team will present their points of view. Use the vocabulary above. The discussion should be alternating and respectful. Afterward, continue the debate using expressions like:

Agreement: I agree with you on that one, I couldn't agree more, I couldn't have said it better myself, that's exactly what I think.

Disagreement: Really? I have to disagree with you there, Do you think so? I'm not sure I agree; No offense, but I just can't agree; Well, I'm afraid I don't agree.

Controversies: Are you in favour of ____, I'm against / in favour of ____, I think / believe / feel it's wrong / right or it depends.

POSITIVE REINFORCEMENT

- If a group of students are able to discuss the issue coherently and make an interactive communication, the teacher shakes the student's hand or pats him/her on the shoulder.

EXPECTED RESULTS

Understand information presented in English.

Express complete ideas about a particular topic.

Ability to engage a dialogue with a partner in the past unreal conditional.

Use of fluent vocabulary, correct accentuation, and good intonation.

Ability to be creative and to maintain interactive communication.

COMPLEMENTARY ACTIVITIES

You can also watch the next video:

How to Debate confidently using pros and cons in English

<https://www.youtube.com/watch?v=EopxiSR9E0g>

Source: Advanced English with Mary Daphne (2020).

You can read the following post:

Complete Guide to Debating: How to Improve your Debating Skills

<https://virtualspeech.com/blog/guide-to-debating>

Source: Virtualspeech (2022).

ANNEX 7:

PRE-TEST APPLICATION



POST-TEST APPLICATION



VERBAL POSITIVE REINFORCEMENT

Lesson Six. Activity One: Vocabulary



ANNEX 8:

VALIDATION OF THE RESEARCH



Coordinación de
Competencias Lingüísticas
VICERRECTORADO ACADÉMICO



Riobamba, 2 de junio de 2022
Oficio No. 616-CCL-UNACH-2022

Licenciada
Mishell Salao
DOCENTE DE COMPETENCIAS LINGÜÍSTICAS
Presente

De mi consideración

Reciba un cordial y atento saludo, a la vez que en respuesta a su Oficio s/n de fecha 1 de junio 2022, mediante el cual me solicita *"...se me brinde el aval de haber aplicado mi proyecto de investigación de maestría titulado "POSITIVE REINFORCEMENT IN THE DEVELOPMENT OF SPEAKING SKILLS AMONG YOUNG ADULT LEARNERS" Con el curso 6G2 de la coordinación que usted preside, durante el tiempo correspondiente al segundo parcial del periodo académico Noviembre 2021- Marzo 2022."*, le hago conocer que esta Coordinación avala el trabajo realizado.

Particular que comunico para los fines consiguientes.

Atentamente



MAGDALENA INES
ULLAURI MORENO

Dra. Magdalena Ullauri, Ph.D.
COORDINADORA DE COMPETENCIAS LINGÜÍSTICAS

Con copia	Archivo
Realizado por:	Lcda. Yessenia Echeverría
Revisado por:	Dra. Magdalena Ullauri, Ph.D.