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**Exploring the Advantages of Using  
Positive Reinforcement in Language  
Acquisition: The Case of First-Year EFL**

**Dissertation Submitted to the Department of English in partial fulfillment of  
the Requirements for the Degree of Master in Linguistics**

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## **Declaration**

We, hereby solemnly declare that the work we are going to present in this thesis entitled **Exploring the Advantages of Using Positive Reinforcement in Language Acquisition: The Case of First-Year EFL** is our own to the limits of our knowledge, have not been submitted before to any other institution or university or degree, and all sources that we have used and quoted from have been indicated by means of complete references. This work is to be carried out and completed at Mohamed Boudiaf University M'sila, Algeria.

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Date: May 20<sup>th</sup>,2024

## **Dedications**

First of all, I am thankful and grateful to Almighty Allah for his guidance in finishing this work.

I dedicate this dissertation to

- the source of my success in life, my beloved parents, for their continued love, encouragements, and prayers. Special feelings of gratitude go to my father and my husband for the sacrifices they made for lightening my path.
- To my friends and relatives who supported me in this work.
- To my teachers and classmates

Mrs Chettouh

## Dedications

This work is dedicated to

First, and foremost, to Almighty Allah for providing me with blessings and patience to finish this work.

- To my lovely parents
- To my lovely sisters
- To our lovely brothers
- To my lovely friends that I will never forget. Those who sincerely supported me with their prayer, kindness, and effort.
- To all of you, I gladly dedicate this work and these words

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## Abstract

This study investigates the advantages of utilizing positive reinforcement in language acquisition, focusing on first-year English as a Foreign Language (EFL) students in tertiary education. The aim is to explore how positive reinforcement strategies contribute to enhancing linguistic competence, motivation, and overall learning outcomes among first-year EFL learners. Through a mixed-methods approach, including surveys administered to both students and teachers, the study examines the perceptions and experiences of 30 first-year EFL learners regarding the use of positive reinforcement in their language learning journey. Additionally, teacher perspectives are gathered to gain insights into the implementation of positive reinforcement strategies in the classroom. The data collection tools consist of surveys designed to assess students' and teachers' perceptions of the effectiveness of positive reinforcement techniques in language acquisition. The findings of this study provide valuable insights into the benefits of positive reinforcement in EFL education and offer practical implications for educators aiming to create a supportive and empowering learning environment for first-year EFL students.

**Key Terms:** Positive Reinforcement : Self – esteem , Motivation , Learners' competence

## List of Abbreviations and acronyms

**EFL:** English as a Foreign Language

**PR :**Positive Reinforcement

**LA :** Language Acquisition

**Sap :**Student Academic Performance

**.LD:** Language Development

**.LC :**Leaners' Competence

**.PF:** Positive Feedback

**EC** Educational Context

**SLL:** Student's Language Learning

**OC :**Operant Conditioning

**PB :**Positive Behavior

**SP:** Student's Performance

**SAD:** Student Academic Development

**SAA:** Student Academic Achievement

**PRS :**Positive Reinforcement Strategies

**LC :**Learners' Confidence As Academic Success

**LC:** Linguistic Challenges

**SM:** Student Motivation

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## **General Introduction**

### **Introduction**

The realm of language acquisition, the methods employed in teaching English as a Foreign Language (EFL) are continually evolving to enhance effectiveness and learner engagement. Among these methods, positive reinforcement stands out as a powerful tool in fostering language acquisition, particularly at the tertiary level where learners embark on their journey of English proficiency. This paper delves into the advantages of employing positive reinforcement strategies in the context of first-year EFL education at the tertiary level. By examining the theoretical foundations and empirical evidence surrounding positive reinforcement, this study aims to elucidate its pivotal role in enhancing linguistic competence, motivation, and overall learning outcomes for first-year EFL students.

Language acquisition, especially in a foreign language setting, is a multifaceted process influenced by various internal and external factors. At the heart of effective language instruction lies the intricate interplay between pedagogical approaches and learner psychology. While traditional methods often rely on correction and criticism to rectify linguistic errors, the application of positive reinforcement offers a paradigm shift towards a more empowering and motivational learning environment. By focusing on rewarding desired behaviors and accomplishments, positive reinforcement not only cultivates a supportive atmosphere but also nurtures learners' confidence and intrinsic motivation to engage with the language.

In this paper, we embark on an exploration of the theoretical underpinnings of positive reinforcement within the framework of language acquisition. Drawing from prominent theories such as operant conditioning and social cognitive theory, we elucidate how positive reinforcement

mechanisms contribute to shaping language learning behaviors and cognitive processes. Moreover, we examine the empirical evidence from educational research, highlighting the tangible benefits of incorporating positive reinforcement strategies in first-year EFL classrooms. Through a synthesis of theoretical insights and empirical findings, this study endeavors to provide a comprehensive understanding of the efficacy of positive reinforcement in enhancing language acquisition outcomes.

In light of the growing importance of English proficiency in today's globalized world, the significance of effective EFL instruction cannot be overstated. By unraveling the advantages of positive reinforcement in the context of first-year EFL tertiary education, this study seeks to inform pedagogical practices and guide educators towards adopting innovative approaches that foster a conducive learning environment. Ultimately, the insights gleaned from this exploration aim to contribute to the continual refinement of EFL pedagogy, empowering both educators and learners in their pursuit of linguistic excellence and cross-cultural communication skills.

## **2.Problem Statement**

Classroom challenges faced by teachers may vary. However, the most common teaching issues may include a lack of student involvement in the classroom, disruptive behavior, and ineffective classroom management that affect students' academic performance. This study aimed to determine whether using positive reinforcement can enhance student engagement in the classroom, behavior management strategies, and social and emotional learning development.

## **3.Research questions :**

Regarding the aforementioned literature , researchers aimed to investigate the effect of the positive reinforcement on EFL learners' competence .

The following research questions and hypothesis will be answered in this research :

1. To what extent does positive reinforcement affect learners 'competence ?
2. Does positive reinforcement play a big role in gathering positive results ?
3. what are the benefits of the positive reinforcement ?

#### **4. Research objectives :**

The study was guided by the following objectives :

1. To explore the role and benefits of reinforcement in learning acquisition .
2. To examine the advantages of the positive reinforcement
- 3.To investigate the impact of positive reinforcements on learners' competence.

#### **5. Hypothesis :**

Since this research aims to explore the theory of positive reinforcement ; Thus , researchers hypothesize *that reinforcement with its types would influence EFL learners' creation positively* .

#### **6. Literature Review :**

There have been countless researchers explored the great effect of positive reinforcement on learners' competence and their educational results . Many researchers conducted that positive reinforcement is one of the strongest factors influencing student's learning within classroom environment ( Bella journal 2017 ) . Most early studies and current research focus on shifting from punishment toward positive reinforcement to increase and shape positive behaviors in any learning environment ( Douring 114 ) . Therefore through reinforcing positively students acceptable behaviour whether academically , behaviorally , socially , and emotionally . ( Marican 182 ) and other article stated that should be applied within the academic context verbal prize positive

feedback , positive notes or certificates and rewards ( using positive reinforcement in classroom while learning 9 may 2023 ) .

According to cooper Heron and Heward ( 2007 reinforcement ) is something that occur when a stimulus in presented ...removed following response and in the future increases the frequency of that behaviour in similar circumstances . According to courtney E and archerman (2019) positive reinforcement refers to the introduction of desirable pleasant stimulus reinforce the behavior making it more that the behaviour will occur Skinner's model of operant conditioning is based on the assumption that studying behaviour cause and consequence is the best way to understand regulate it .

This theory stated that a behaviour that is followed by pleasant or desirable consequences is likely to be repeated ( Mcleod 2018 ) . Learner's competence defined as a mastery of learning by student through their demonstration of knowledge , attitudes , values , skills , and behaviors

The previous literature related to the effects of positive reinforcement in classroom but unfortunately no speech research has been conducted in relation to its effects on EFL learners 'competence to examine the impact of positive reinforcement on EFL learner's at university this research is conducted to remove the deficiency of research in this specific area .

## **7.Research Methodology :**

This research adopts the descriptive method through which the data are collected and analyzed both quantitatively . As a choice of the method is determined by the nature of the subject to be treated the aim of the research , the sample under investigation , and the data collected . In this study , the method used is the descriptive one because it seems appropriate for this study and the context where the study takes part , Since the research aims to determine the impact of the positive reinforcement on EFL learners ' competence in M'sila educational context and its big role in

enhancing their learning and motivation through describing it without any interference of experimental manipulation .

Also , the choice of this method can be justified by the fact that it can provide us with comprehensive information and valid results in what concerns the study of psychological elements

. In this study classroom observation and questionnaire are two data collected tools that will be used to collect data . The observation of classroom will provide an idea about in which cases exactly impacts reinforcement EFL learners 'competence . A questionnaire will be administrated to students to find out some of the students 's views and attitudes about the effect of the positive reinforcement of the data will help to reach the aim of the study and confirm of decline the hypothesis .

Furthermore , the sample population in this work is First year L.M.D students ( males and females ) in the Department of letters and English language , Faculty of letters and languages . M'sila university 30 students were selected randomly to participate in this study .

### **8.Dissertation Structure :**

Following an introductory part , in which the aim of the research is expressed , the hypothesis is identified , and the tools of research are discussed , this dissertation is divided into two main chapters and each chapter is divided into sections .the first chapter reviews the related literature .the second chapter deals with the practical part of the study .

The first chapter outlines some of the theoretical issues related to the study . it is divided into two sections which are positive reinforcement and learner's competence .

The first section : reinforcement includes a number of definitions , an overview about learner's competence , the great role of reinforcement in the process of learning , in addition to the benefits of reinforcement in EFL learning context .

The second section deals with the clear impact of the positive reinforcement on learner's attitudes and their competence in general . The third section is devoted to the application of Positive Reinforcement in a First-Year EFL Class

The second chapter is divided into two main sections as well . The first section deals with research methodology and design ; it discusses the methodology , the research design , and the procedures for collecting and analyzing data . It also includes the description , analysis , and interpretation of data collected from student's questionnaire and also from results , it interprets the data collected and discusses the main findings of this study .

Additionally , this section provides some pedagogical implications , limitations and recommendations for further research . Moreover , some conclusions are drawn in the final section

### **9. Significance of study :**

This study is significant and worthy to be conducted because it attempts to highlight the idea that positive reinforcement can affect student's attitudes and their educational process . That is to say , positive reinforcement should be recognized to be the most important variable in the field of EFL learning . In other words this study is beneficial for both teachers and learners since it is an attempt to give clear idea about the advantages of implementing positive reinforcement in EFL classes and creating a healthy environment . On the other hand it is important for other researchers who are interested in this topic to explore facts in details

## **10 . Key Terms**

**Positive Reinforcement :** Is a technique used in behavioral psychology to increase the likelihood of a desirable behaviour by following it with a rewarding stimulus .

**Self – esteem :** Refers to an individual's overall sense of personal value and self – worth .  
such as , competence , capabilities and effects on how individuals perceive and interact with the world around them .

**Motivation :** Is a psychological process that guides and sustains goal – oriented behaviour , it is the driving force behind actions , desires and even needs .

**Learners' competence :** This term refers to their ability to effectively understand , apply and extent knowledge and skills in different contexts

## **Chapter One: Literature Review**

### **Section One: Positive Reinforcement and Learners' motivation**

#### **Introduction**

Language acquisition refers to the process through which individuals develop the ability to understand and use a language. In educational settings, language acquisition is a central focus, particularly in second language learning contexts such as English as a Foreign Language (EFL) instruction. This process involves various factors including exposure to the target language, interaction with peers and teachers, practice through meaningful activities, and feedback on language use. Understanding the dynamics of language acquisition is crucial for educators in designing effective instructional approaches that support learners' linguistic development and proficiency.

Positive reinforcement plays a vital role in facilitating learning processes across various domains, including language acquisition. By providing learners with positive feedback, rewards, or encouragement following desired behaviors or achievements, positive reinforcement enhances motivation, engagement, and learning outcomes. In language learning contexts, positive reinforcement not only reinforces desired language use but also fosters a supportive and conducive learning environment where learners feel motivated to actively participate and take risks in their language learning journey. Recognizing the importance of positive reinforcement can inform educators' instructional practices and strategies to create an enriching and empowering learning experience for students.

The thesis statement sets the direction and focus of the study, which is to investigate the benefits of incorporating positive reinforcement techniques in first-year EFL instruction. This entails examining how positive reinforcement strategies such as praise, rewards, and encouragement can

contribute to enhancing learners' motivation, engagement, and language acquisition outcomes. By exploring the advantages of positive reinforcement in the specific context of first-year EFL instruction, the study aims to provide insights into effective pedagogical approaches that promote a positive learning environment and facilitate students' language learning progress.

## **1.Theoretical Framework**

### **1.1.Definition and Explanation of Positive Reinforcement**

#### **1.1.1.Definition: What is positive reinforcement?**

Positive reinforcement was introduced by the behaviorist B.F. Skinner. His theory is known as operant conditioning. Skinner argued that if a person or a child were rewarded for acting in a positive way, that treatment could change their behavior, and they would consider it the most natural and advantageous way to act (McCarthy, 2010).Positive reinforcement intends to increase the desired behavior by adding a favorable stimulus immediately after it occurs. It is a reward for students to behave in a certain way, and this reward encourages them to do so again (Li, 2022). Positive reinforcement is a universal principle in effect regardless of a child's age, gender, culture, or disability (Maag, 2001, p. 174).

Positive reinforcement is a fundamental concept in behaviorism, which involves the presentation of a desirable stimulus or reward following a desired behavior, with the aim of increasing the likelihood of that behavior recurring in the future (Skinner, 1938). In the context of language acquisition, positive reinforcement can take various forms such as praise, encouragement, rewards, and recognition, all of which serve to reinforce language learning behaviors and promote motivation (Deci & Ryan, 1985).

### **1.1.2. Theoretical Perspectives on Positive Reinforcement in Language Acquisition**

From a psychological standpoint, positive reinforcement operates on the principle of operant conditioning, as proposed by B.F. Skinner (1938). According to this theory, behaviors that are positively reinforced are more likely to be repeated, leading to learning and behavior change. In language acquisition, positive reinforcement is believed to strengthen the association between language use and positive outcomes, thereby motivating learners to engage more actively in language learning activities (Cummins, 1979).

The purpose of using desirable stimuli after a performance is to reinforce that positive behavior and make it occur again in the future (Nickerson, 2022). Staddon and Cerutti (2003) stated that Skinner's behavior theory is controlled by its consequences. If a behavior is followed by a positive consequence (reinforcement), that behavior is more likely to occur again, but if the behavior is followed by a negative consequence (punishment), it is less likely to occur again. Therefore, Skinner contended that explaining the behavior requires external motivation and observable causes rather than internal motivation (Staddon & Cerutti, 2003)

### **1.1.3. Previous Research on the Effectiveness of Positive Reinforcement in Education and Language Learning**

Numerous studies have demonstrated the effectiveness of positive reinforcement in promoting motivation and learning outcomes in educational settings. For example, a meta-analysis by Hattie and Timperley (2007) found that feedback, a form of positive reinforcement, was consistently associated with improved student achievement across various subjects. As a result, positive reinforcement clearly has a significant impact on students' academics.

Khattak and Ahmad (2018) conducted research to examine the effects of positive reinforcement on students' academic performance. The study focused on students with the same

socioeconomic background and no cultural differences. The study's findings showed and suggested that positive reinforcement affects student academic achievement. So, teachers can therefore utilize positive reinforcement to improve classroom strategies and boost students' academic development.

Another study regarding the effectiveness of positive reinforcement on student performance was conducted by Dad, et al. (2010). The study's purpose was to compare the Positive Reinforcement frequency and effectiveness of positive and negative reinforcement practices deployed by schoolteachers. According to the findings of this study, rewards and punishment reinforcement can be effective tools for increasing student academic achievement and developing desired behavior in the classroom.

Student academic engagement is one of the strongest predictors that teachers employ to measure students' performance. However, that requires students' self-regulation skills to control their behavior. One of the teaching strategies teachers can use to ensure and provide appropriate learning environments where students feel safe and supported academically, socially, and emotionally is positive reinforcement through encouraging and building positive relationships (Otero & Haut, 2015).

Eremie and Doueyi-Fiderikumo (2018) conducted research to investigate the effects of positive reinforcement on student academic achievement. In particular, the study focused on students in secondary schools by using a survey design methodology. The research result showed that positive reinforcement can be important in improving students' academic achievement.

Furthermore, the researchers recommend that teachers at all levels use positive reinforcement in their learning environments. Therefore, school districts and sites may provide appropriate

training for teachers and staff on how to apply and implement positive reinforcement in the classroom. In the specific context of language learning, research has shown that positive reinforcement strategies such as praise and rewards can enhance learners' motivation and engagement (Dörnyei & Ushioda, 2011). Additionally, studies have highlighted the importance of providing specific and timely feedback to reinforce desired language learning behaviors (Ellis, 2009).

These theoretical perspectives and empirical findings underscore the significance of positive reinforcement in fostering motivation and facilitating language acquisition among learners

#### **1.1.4. Effects of positive reinforcement on student academic performance**

##### **1.1.4.1. Enhanced Motivation and Engagement:**

Research by Dörnyei and Ushioda (2011) suggests that positive reinforcement stimulates learners' intrinsic motivation by associating language use with positive outcomes such as praise, rewards, or recognition. This motivation leads to increased willingness to participate and a positive attitude towards language learning overall. When learners receive positive feedback for their language learning efforts, they are more likely to feel motivated and engaged in language learning activities.

This motivation can lead to increased willingness to participate, improved attention and focus, and a positive attitude towards language learning overall. As a result, learners are more likely to invest time and effort in practicing and using the language, leading to enhanced proficiency and fluency over time.

##### **1.1.4.2. Increased Confidence and Self-Esteem:**

According to Deci and Ryan (1985), positive reinforcement helps to build learners' confidence and self-esteem by validating their language learning efforts and achievements. This

boost in confidence encourages learners to actively participate in language learning tasks and communicate in real-life situations. When learners receive positive feedback and encouragement, they develop a sense of competence and self-efficacy in their language abilities. This boost in confidence encourages learners to take risks, make mistakes, and engage in communicative activities without fear of failure. As learners become more confident in their language skills, they are more willing to actively participate in language learning tasks and communicate in real-life situations, leading to further language development and proficiency.

#### **1.1.4.3. Facilitation of Language Production and Fluency:**

Ellis (2009) suggests that positive reinforcement promotes language production and fluency by providing opportunities for learners to practice and use the language in meaningful contexts. This continuous practice helps learners to develop fluency, accuracy, and communicative competence.

When learners receive positive feedback for their language output, they are encouraged to continue speaking and expressing themselves in the target language. This continuous practice helps learners to develop fluency, accuracy, and communicative competence. Positive reinforcement also reinforces correct language use, helping learners to internalize grammatical structures, vocabulary, and pronunciation patterns more effectively.

#### **1.1.4.5. Improvement in Retention and Transfer of Linguistic Knowledge:**

Hattie and Timperley (2007) found that positive reinforcement enhances learners' retention and transfer of linguistic knowledge by reinforcing successful language learning behaviors. This promotes long-term retention and transfer of language skills, enabling learners to use the language accurately and confidently in various situations. When learners receive positive feedback for using

newly acquired language skills, they are more likely to remember and apply those skills in future contexts.

Positive reinforcement also helps to establish connections between different language components (e.g., vocabulary, grammar, pronunciation), facilitating the integration of new linguistic knowledge into learners' existing language repertoire. By reinforcing learning successes, positive reinforcement promotes long-term retention and transfer of language skills, enabling learners to use the language accurately and confidently in various situations.

These advantages highlight the significant impact of positive reinforcement on learners' motivation, confidence, language production, and retention of linguistic knowledge, ultimately contributing to more effective language acquisition outcomes.

## **Conclusion**

In conclusion, the relationship between positive reinforcement and learners' motivation, as well as its effects on student academic performance, is undeniable and profound. Through a comprehensive examination of theoretical frameworks and empirical research, this study has illuminated the pivotal role of positive reinforcement in fostering motivation and enhancing academic outcomes among students. By providing incentives, recognition, and support for desired behaviors and achievements, positive reinforcement not only cultivates a conducive learning environment but also stimulates learners' intrinsic motivation to excel. Furthermore, the findings underscore the positive correlation between the implementation of positive reinforcement strategies and improvements in student academic performance across various educational settings.

Moving forward, it is imperative for educators and policymakers to recognize the significance of integrating positive reinforcement techniques into pedagogical practices. By harnessing the motivational power of positive reinforcement, educators can create dynamic learning

environments that inspire students to actively engage in the learning process and strive for academic excellence. Additionally, fostering a culture of positive reinforcement within educational institutions can contribute to the holistic development of students, equipping them with the confidence, resilience, and motivation necessary for success in both academic and real-world endeavors. Ultimately, the insights gleaned from this study underscore the transformative potential of positive reinforcement in enhancing learners' motivation and academic performance, paving the way for future advancements in educational practice and student achievement.

## **Chapter One: Section Two: Advantages of Using Positive Reinforcement in Language Acquisition**

### **Introduction**

In the landscape of language acquisition, the utilization of positive reinforcement emerges as a transformative approach to enhancing learning outcomes and learner engagement. This paper delves into the myriad advantages of employing positive reinforcement strategies in the process of language acquisition, transcending linguistic barriers and empowering learners to attain proficiency. From bolstering motivation to reinforcing desired behaviors, positive reinforcement serves as a catalyst for facilitating language acquisition across diverse educational contexts. Through an exploration of its theoretical underpinnings and practical applications, this study endeavors to shed light on the efficacy of positive reinforcement in nurturing linguistic competence and fostering a conducive learning environment.

“To teach is to engage students in learning; thus, teaching consists of getting students involved in the active construction of knowledge” (Christensen, et al., 1991, p. xiii). Teacher’s can provide their students with a sense of caring, respect, and appreciation that can increase their participation in the learning process and classroom activities (Wang & Eccles, 2012). If a student is rewarded for doing an excellent job, the chances of him or her continuing engaging behavior may increase (Hawes, 2018).

#### **1.2. Increased Motivation and Engagement:**

Positive reinforcement stimulates learners' intrinsic motivation by associating language use with positive outcomes such as praise, rewards, or recognition (Dörnyei & Ushioda, 2011). This motivation leads to increased willingness to participate and a positive attitude towards language learning overall. When learners feel motivated and engaged, they are more likely to invest time

and effort in practicing and using the language, ultimately leading to enhanced proficiency and fluency over time.

### **1.2.1. Improved Self-esteem and Confidence:**

Positive reinforcement helps to build learners' confidence and self-esteem by validating their language learning efforts and achievements (Deci & Ryan, 1985). This boost in confidence encourages learners to actively participate in language learning tasks and communicate in real-life situations. As learners become more confident in their language skills, they are more willing to take risks, make mistakes, and engage in communicative activities without fear of failure, leading to further language development and proficiency.

### **1.2.2. Enhanced Language Acquisition and Retention:**

Positive reinforcement promotes enhanced language acquisition and retention by reinforcing successful language learning behaviors (Hattie & Timperley, 2007). When learners receive positive feedback for using newly acquired language skills, they are more likely to remember and apply those skills in future contexts. Positive reinforcement also helps to establish connections between different language components, facilitating the integration of new linguistic knowledge into learners' existing language repertoire.

### **1.2.3. Reduced Anxiety and Stress:**

Positive reinforcement can help reduce anxiety and stress associated with language learning by creating a supportive and encouraging learning environment (Dörnyei & Ushioda, 2011). When learners receive positive feedback and encouragement, they feel more confident and less anxious about making mistakes or facing challenges in their language learning journey. This positive

learning environment promotes a sense of safety and psychological well-being, allowing learners to focus more effectively on language acquisition tasks.

These citations provide evidence from reputable sources to support the advantages of using positive reinforcement in language acquisition, highlighting its impact on motivation, confidence, language acquisition and retention, as well as reduction of anxiety and stress.

## **Conclusion**

In conclusion, the advantages of employing positive reinforcement in language acquisition, particularly within the first-year EFL tertiary level, are manifold and significant. Through a synthesis of theoretical foundations and empirical evidence, this paper has underscored the pivotal role of positive reinforcement in enhancing linguistic competence, motivation, and overall learning outcomes for EFL students. By fostering a supportive and empowering learning environment, positive reinforcement strategies not only nurture learners' confidence but also cultivate intrinsic motivation, thereby facilitating the acquisition of English proficiency. Moving forward, it is imperative for educators to leverage the insights gleaned from this exploration to inform pedagogical practices and propel the continual refinement of EFL instruction.

## **Chapter One: Section Three-Challenges faced by first year EFL students in Tertiary education**

### **Introduction**

Students learn English as a foreign language to develop their background and be able to speak , discuss different topics and even participate fluently and accurately inside the classroom . The importance of participation is obvious , but the first year Efl learners suffer from different obstacles and challenges that hinder them from participating in class which lead them to lose interest and motivation to learn and achieve academic success . For instance , linguistics and psychological barriers are the factors that prevent students to take a part and participate in class .

### **1 .3. linguistic Barriers :**

Generally , First year Learners want to speak , interact and participate fluently and accurately , but when they try to express themselves and share ideas they faced some linguistics difficulties . such as , lack of vocabulary , Grammar and pronunciation problems then poor listening all of these factors impact negatively on their participation inside the class .

#### **1.3.1 lack of vocabulary**

Lack of vocabulary is a crucial problem that faced first year EFL students . Thornbury , 2005 stated that " *Spoken a language also has a relatively high proportion of words and expressions* " ( p . 22 ) . To learn a language student needs to have linguistic package that allow them to express themselves freely . students are not able to introduce themselves or express their opinion. They find it difficult to put their ideas into proper word . So , they prefer to keep silent and avoid intervening in the conversation as well as they produce influent speech embedded with mistakes and pauses so they started repeating words and lines which they had uttered before .

### **1.3.2.Poor Grammar**

Grammar is needed in spoken language in order to arrange the correct sentences that grammatically correct . Grammar describes the speaker's knowledge aa Carmen Perez Liantada who asserted that " *knowledge of English grammar is necessary in order to communicate , accurately , meaningfully and appropriately* " . However , students prefer to keep silent in order not to produce ungrammatical structures and being ridiculed by their classmates and the teacher . Grammar is the basic of any language and if students do not acquire it , they will face problem in participation , there will be no interaction, no engagement in discussion and this issue makes the learners be silent all the time because they feel of afraid of producing ungrammatical and incorrect sentences or get negative feedback from teachers .

### **1.3.3. Poor pronunciation**

Pronunciation is the way certain words are produced or articulated . It is the most important and difficult problem that non – native English speakers face when studying . speaking a language means to have a good pronunciation and learners have to be familiar with the rules , stress , and intonation of English pronunciation . Bada . Gence and Ozkan , 2011 focused on the importance of pronunciation in speaking " *in speaking , they compete with limited time to recall words , and also take care of their pronunciation level* " . ( p . 122 ) . lack of pronunciation can lead to negative impression , when students talk to each other in classroom or in real life their way of speaking is the first thing that students are judged . learners avoid to participate in order to avoid misunderstanding and ineffective communication among each other .

#### **1.3.4. poor listening practice**

According to Wallace " *listening skills are essential for learning since they enable students to acquire insight information and to achieve success in communicating with others* " ( p . 13 ) .

Accurately and fluently students must have good listening skill otherwise their communication will be almost impossible , It is due to the lack of concentration , students cannot focus on teacher's speech or maybe they have low level of intelligence which make them need more time to comprehend , understand , speak or participate . So , this problem can be added to the challenges that prevent students , they should develop this skill because good speakers are the production of good listener .

#### **1.3.5. Psychological Barriers**

In addition to the linguistic challenges First year EFL students may have other problem that affects negatively on their educational level which are the psychological dilemmas . Anxiety , lack of motivation , self – confident , fear of making mistakes and lack of interest are most of the psychological challenges that students confronted .

##### **1.3.5.1. language anxiety**

Anxiety is another essential factor that frustrates the learners speaking ability which is defined by Scovel ,1978 as " *It is associated with feelings of uneasiness , frustration , self – doubt , apprehension or worry* " . ( p . 134 ) . In fact , all human beings particularly at the beginning of their activities in different domains show signs of anxiety because it is normal and natural reaction . So , whenever students face a given task and find it difficult they will feel uncomfortable and doubt about their achievements toward that task since anxiety impacts negatively on their performance it can influence the quality of oral production and them less fluent and passive

### **1.3.5.2. lack of Motivation**

Motivation plays a great role in the process of learning since it is a crucial element in determine the success of failure . according to Dornyei , 2001 stated that " *without sufficient motivation . however , even the brightest learners are unlikely to persist long enough to attain real useful language* " ( p . 05 ) . In EFL classroom , the lack of motivation can be considered as the main aspect that prevents students from participation with their teachers or being active with them and even decrease their interest due to its bad effects on their engagement in classroom activities . Hence , learners have no goals to reach and they have weak desire learn .

### **1.3.5.3 lack of confidence**

It is one of the major psychological problems that lead the students to hesitate to intervene in classroom discussion . Jones ,1999 has advocated that " *such confidence can only be built by having students work together , so that when they have to talk with strangers in English in real life . they will feel less scared and they will be more prepared for real conversation* " ( p . 15 ) . It is the believe that students can achieve success and competence too based on the abilities to produce and speak a language . Students who are not self – confident are always questioning their abilities being shy or fear of making mistakes . Moreover , they prefer to avoid challenges and take risk as a result their chances of speaking and participating will be reduced .

### **1.3.6.Application of Positive Reinforcement in First-Year EFL**

In first-year EFL instruction, various instructional strategies can incorporate positive reinforcement to enhance learning outcomes. These strategies may include:

### **1.3.6.1. Providing specific and timely feedback:**

Teachers can give students constructive feedback on their language use, highlighting their strengths and areas for improvement. Positive feedback can include praise for correct responses, encouragement for effort, and recognition of progress made. According to Ellis (2009), feedback is a crucial component of language learning that can enhance students' understanding of language rules and structures. By providing specific and timely feedback, teachers can reinforce correct language use and facilitate students' language acquisition process.

### **1.3.6.2. Implementing reward systems:**

Teachers can establish reward systems where students earn points, stickers, or other incentives for demonstrating desired language learning behaviors, such as participation, active engagement, and improvement in language skills. Dörnyei (2001) emphasizes the importance of motivation in language learning and suggests that reward systems can effectively increase students' motivation and engagement in learning activities.

Positive reinforcement tools may vary. However, there are four major types of positive reinforcers that can be used to encourage students' behavior and develop their emotional intelligence, depending on the individual and the situation (Cherry, 2022). These include the following:

1. Natural reinforcers are those that occur directly because of the behavior. For example, students pay attention in class and work hard on the exams. As a result, they earned great points.
2. Social reinforcers are expressions of approval for a behavior, such as a teacher saying or writing “excellent work” to a student.

3. Tangible reinforcers refer to touchable rewards such as candy, treats, toys, money, and other desired objects.

4. Token reinforcers are points or tokens that are awarded for performing certain actions. Then these tokens can be exchanged for something of value.

#### **1.3.6.3. Using praise and encouragement:**

Praise, also known as positive reinforcement, is derived from the operant learning theory, which focuses on the influence of consequences on subsequent actions (Tauber, 1991). Teachers can verbally praise and encourage students when they demonstrate effort, perseverance, or improvement in their language learning journey. Positive reinforcement through verbal encouragement can boost students' confidence and motivation to continue learning. Deci and Ryan (1985) argue that providing verbal praise and encouragement can promote learners' intrinsic motivation and self-determination in their language learning journey.

#### **1.3.6.4. Incorporating cooperative learning activities:**

Cooperative learning activities, such as group discussions, pair work, and collaborative projects, provide opportunities for students to support and reinforce each other's language use. Positive reinforcement can be utilized within these activities to acknowledge and celebrate collaborative efforts and successful communication. Johnson, Johnson, and Holubec (2008) suggest that cooperative learning activities foster positive interdependence among students and promote a supportive learning environment where positive reinforcement can be effectively utilized.

# **Chapter Two**

## **Practical Part**

### **Research Methodology and discussions of Results**

## **Chapter Two: Research Design and Methodology**

### **Introduction**

The present study is about the impact of Positive Reinforcement . This chapter is designed to analyze the results obtained through investigating the effective role of positive Reinforcement on learners' competence . we have presented a brief review of literature related to positive Reinforcement and its great impact as a useful technique for obtaining educational goals . the following step is to move to something more practical based on procedures to collect data like the questionnaire . However , in our present work , we have used one questionnaire for the students since they represent the main variable on our study and their opinions help us to confirm whether the hypothesis is true or not .

The students' questionnaire aims to reveal how positive Reinforcement affects positively on EFL learners . we have chosen to work with First year LMD English students at the English department at M'sila University .

This chapter is composed of the analysis of data collected from the questionnaire which contains questions given to students of English in order to gather information about the effects of positive Reinforcement. It also deals with the data analysis and interpretation of the findings of each instruction . Next step is providing a general discussion in which the results of the questionnaire as an effective tool will be combined and then related to previous studies . the chapter ends by giving some suggestions and pedagogical recommendations on the light of the main results obtained .

## **Section One : Research Design**

The focus of this section is on the research design and Methodology used in this investigation . Researchers attempts to tackle the research design chosen for this study which is the descriptive research . Moreover , the section describes the tools used to collect data collectively the questionnaire . At least , further details are presented concerning procedures and analysis .

### **2.1. Research Variables**

Sekran (2003) suggested that dependent variables are the variables of primary interest to the researcher . Instead independent variables are those that influence the dependent variables in either a positive or negative way ( as cited in Othman , 2009) . Therefore , The dependent variable for this study is the language acquisition . while the independent variable is positive Reinforcement .

### **2.2. Research Methodology**

This research adopts the descriptive method which the data are collected and analyzed both qualitatively and quantitatively . As the choice of the method is determined by the nature of the subject to be treated , the aim of the research , the sample under investigation , and the data collected . In this study , the method used is the descriptive one because it seems appropriate for this study and the context where the study takes part ; since the research aims to investigate the impact of Positive Reinforcement on learners 'competence in M'sila educational context and its great role for enhancing their learning and motivation through describing it without any interference of this method can be justified by the fact that it can provide us with consistent and comprehensive information and valid results in what concerns the study of psychological elements

### **2.2.1. Research Sample and population**

The sample population in this work is First year L.M.D students ( males and females ) in the department of Letters and English Language Faculty of Letters and Languages , M'sila University . The total number of the students during the University year 2023 – 2024 is ~ 282 scattered over 6 groups . Furthermore , only 30 students are selected in order to participate in this study .

### **2.2.2. Data collection Tools**

The data collected tool that is used in this research work is the questionnaire.-a questionnaire had been administered to first year EFL learners and teachers in order to collect data about their perspectives and views about using positive reinforcement in language acquisition. The choice of this research method depends entirely on the subject of the research , the sample, the population and the aim.

### **2.2.3. Data collection procedures**

This research investigates the advantages of using positive reinforcement in language acquisition from the perspectives of both first year EFL learners and teachers . The data collected from the questionnaires were analyzed and integrated quantitatively and qualitatively . After collecting the data from first year EFL learners and their respective teachers , the data is analysed , organized and illustrated in pie charts , graphs and tables .

### **Conclusion :**

In this section , the researcher attempts to describe the research design including the research variables , population , sample and data gathering tools used in this study (i.e. questionnaire ) , and procedures of data collection and analysis .The next section will deal with the findings and discussions of the results.

## **Section Two : Findings and Discussions of Results**

### **Introduction**

This section is devoted to analyze and interpret the data obtained from students 'questionnaire . the results and findings obtained have been discussed by the researchers according to the objectives of the study .

#### **2.2.1 Students 'Questionnaire Results and Discussions**

For the present study , the questionnaire is composed of a set of questions given to a specific population ; it was addressed to First year EFL learners at M'sila University . the main purpose of using questionnaire for students it that it is useful for collecting a large amount of data in a short amount of time from larger portions of participants .

##### **2.2.1.1 The Aim of the Students 'Questionnaire**

This questionnaire is mainly intended to shed light on the impact of Positive Reinforcement on learners' outcomes , for this reason , the questionnaire is divided into two parts . where is the first part researchers attempt to know the attitudes , points of view and perspectives of learners about their motivation and engagement in EFL classes . Additionally ,the second part of the questionnaire aims to explore the great impact of positive Reinforcement on EFL learners' competence .

##### **2.2.1.2 Descriptive of the Students' Questionnaire**

The whole questionnaire consists of (09 ) questions divided into two sections : the first section is about learners' Background information ; the second one is about the influence of of positive Reinforcement on learners' competence . These questions are designed for First year English

students at the Departement of M'sila University of the academic year 2023 / 2024 . it was not possible to include all of them in the study because of the lack of time ; for this reason , we have chosen a sample which consists of 30 participants , they were chosen randomly to investigate the effect of Positive Reinforcement on learners' outcomes .

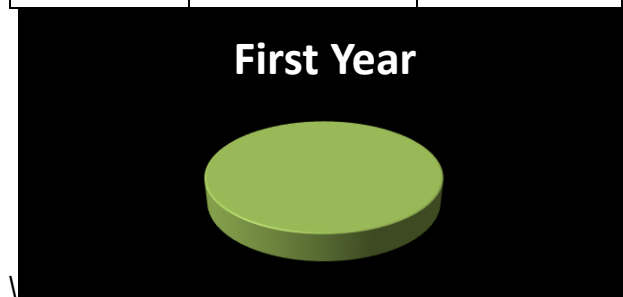
## Part One

### 2.2.1.3 Preliminary students' Questionnaire Results and Discussions

#### **Section One: Background Information**

**Table 1: The Distribution of Learners' Level**

Level	Participants	Percentage
First Year	30	100%

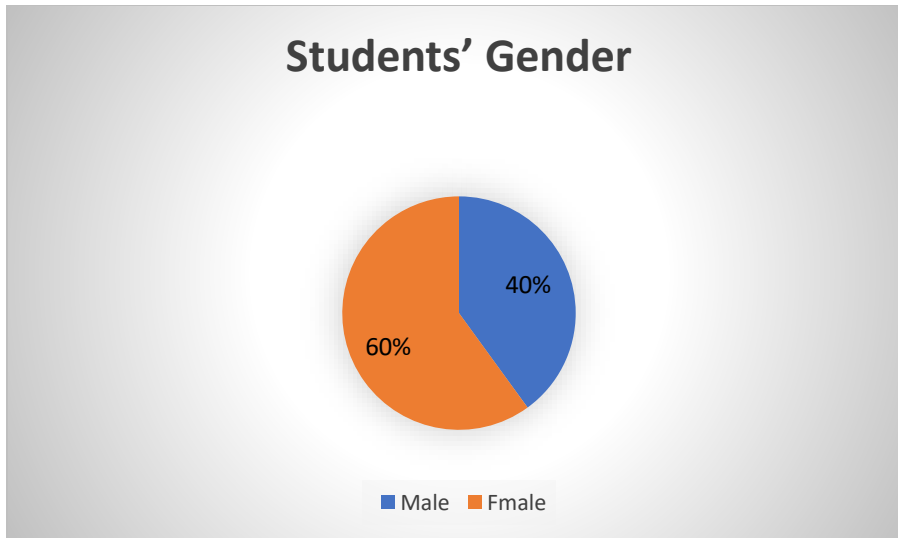


**Fig 1: Overall distribution of First year**

**Table 2: Students' Gender**

Male	%	Female	%	Age	Experience learning English
12	40%	18	60%	18-20	8

**Total: 30 students**



**Fig 2: on Students' gender**

**Comment:**

The class is composed of 18 females against 12 male ,an indication that Females enjoy studying English. Hence, making a rate of 60% against 40%.The average age ranges between 18-20 with a general experience learning English of eight years.

**Section Two:**

**Q1.Do you think that Positive Reinforcement is important in the classroom?**

**Table 3: On students' perception of the importance of Positive Reinforcement**

<b>Students' Perceptions on Positive Reinforcement</b>	<b>selections</b>	<b>%</b>
<b>a.</b> Positive reinforcement plays a crucial role in boosting student motivation. When students receive praise, rewards, or recognition for their efforts and achievements, they are more likely to stay motivated and engaged in their learning activities.	<b>26</b>	<b>86,6%</b>
<b>b.</b> Implementing positive reinforcement helps to promote and reinforce desirable behaviors and learning habits	<b>3</b>	<b>10%</b>

c. Positive reinforcement significantly contributes to building students' confidence and self-esteem	01	3,3%
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**Comment**

In fact , positive Reinforcement is a way of encouraging and promoting a special behaviour through systems of positive responses , it is an effective method to motivate learners to practice positive behaviour by incentivizing their good choices and even it is a superior technique for establishing a conducive learning environment . This question aims to investigate that great role and notice whether students can benefit from positive Reinforcement inside their classroom or no .

we can observe from these results shown that 26 students ( 86 , 6 % ) said that positive Reinforcement plays a crucial role in boosting student while only 03 students ( 10 % ) agree with the point of implementing positive Reinforcement helps to promote and reinforce desirable behaviors and learning habits . On the other side we found that just One student ( 3,3%) selected this idea of positive Reinforcement significantly contributes to building students' confidence and self- esteem . Therefore , positive Reinforcement is a motivated method due to it's valuable role in the learning process .

**Q.2.Do your teachers provide you with positive energy inside the classroom?**

**Table 4 : On students' scaffolding in class**

Options	Participants	Percentage
Yes	25	83%
No	5	17%

**Comment**

The positive energy that provided by teachers can significantly inspire students to take an active interest in the subject matter and pursue learning with greater dedication and even the supportive

feedback and positive attitude from teachers can boost students' self-esteem , helping them to believe in their abilities and take on challenges more confidently . the finding of this question indicated that 25 students ( 83%) benefit from their teachers and get that chance whereas 5 students ( 17%) did not get it which means that this category was not provided with anything by their teachers . As a consequence , Results reveal that the majority of teachers like supporting their students and focused on their mental awareness

**Table 5:** on students' extrinsic/Intrinsic motivation to learn English

Questions on	intrinsically	%	extrinsically	%
<b>Q.3.Are you extrinsically or intrinsically motivated to learn English as a Foreign Language?</b>	<b>25</b>	<b>83,3%</b>	<b>05</b>	<b>16,6%</b>

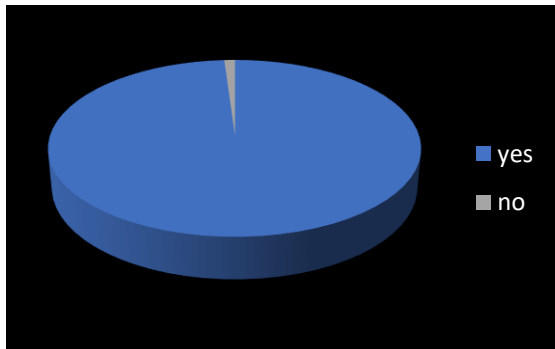
Comment:

Intrinsic motivation ( IM ) is an inner engagement that is satisfying and enjoyable for the learner . Also it is the non -instrumental in nature . that is , a learner who is intrinsically motivated always has an inner impetus that pushes him to learn the language while Extrinsic motivation ( EM ) is performed in order to get a specific outcome a reward or having grades . It is instrumental in nature and influenced by external factors . this question is to know the most pioneered type of motivation among the First year learners whether they are extrinsically motivated learners who learn English by their inner willingness , or they are extrinsically motivated by outer factors . 05 students out of 30 that represent 16,6 % from the sample said that they are extrinsically motivated ; whereas , 25 students ( 83,3 % ) said that they are intrinsically motivated . According to learners' answers there is a huge disparity in answers , the bigger proportion of learners' answer that they are intrinsically motivated . Results show that learners are learning the English language by their inner willingness .

**Question 4: Have any of your secondary or Middle school teachers encouraged you to learn English?**

**Table 6 : Students' encouragement to learn English**

Options	Participants	Percentage
Yes	25	83%
No	5	17%



**Figure3: Students' encouragement to learn English**

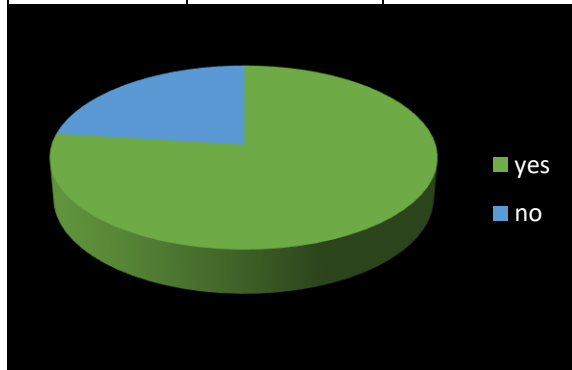
Comment:

Effective Teachers can have an important effect on learners' lifelong educational career aspirations . these effective teachers also have a direct influence in enhancing student learning . make students feel good about school and learning also their work actually results in increasing students' achievement and good choice of specialty . this question is to know if really teachers can have an influence on learners' encouragement to learn English as a foreign language and choose it as a specialty at the University . Results shown that 25 students out of 30 ( 83% ) appear to rank affirmative answers as there is a positive impact of Secondary or Middle school on learners' influence . Whereas , few number 05 students (17 % ) gave an opposite view . the results reveal that highly proportion of students were influenced by their secondary or middle school teachers .

**Question5: Do you think that the lack of confidence plays a great role in the process of Learning?**

**Table 7: On lack of confidence and its importance in the learning process**

Options	Participants	Percentage
Yes	23	77%
No	7	23%



**Figure 4: On lack of confidence and its importance in the learning process**

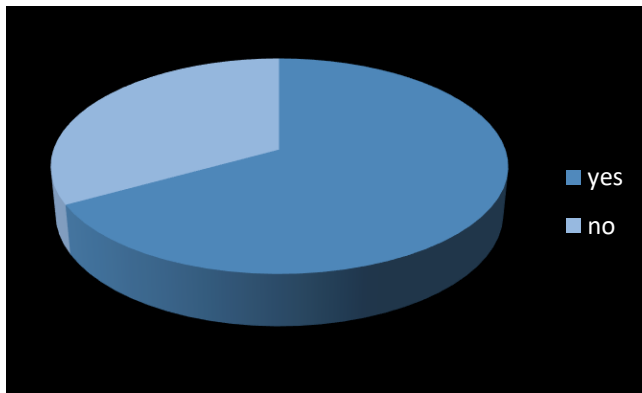
**Comment:**

Generally , a lack of confidence can significantly impacts learning process since it can increase Anxiety , especially in evaluative situations like tests or presentations . In addition to that , confident students are more likely to view challenges and failures as opportunities for growth , whereas those lacking confidence may see them as confirmations of their perceived inadequacies . this can result in giving up more easily when faced with difficulties .According to learners 'answers we can observe that 23 students (77%) out of 30 appear to rank affirmative answers as a lack of confidence can affect negatively on students 'competence .whereas , few number 7 students (23%) said that there is no influence . After analyzing the participants 'answers of this question , we conclude that highly proportion of students agree with this idea of the lack of confidence plays a great role in the process of learning .

**Question 6: Are praises and encouragements effective factors for obtaining positive school results?**

**Table 8. On praises as effective factors for positive school results**

Options	Participants	Percentage
Yes	20	67%
No	10	33%



**Figure 5: On praises as effective factors for positive school results**

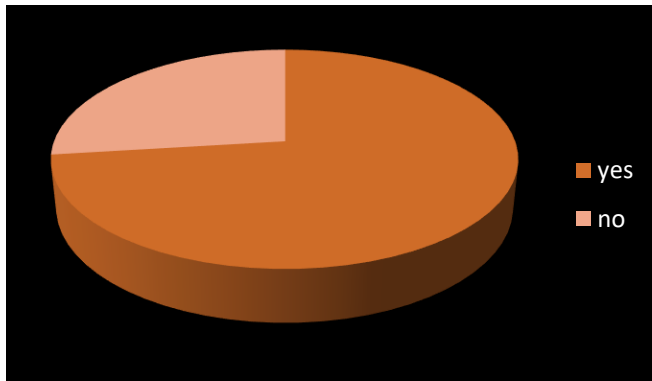
**Comment:**

There is no doubt that praises and encouragement can be highly effective factors for obtaining positive school results . but their effective depends on how they are used . they help students to booster motivation to learn and succeed and even they create a knowledgeable learning environment to reduce anxiety and make a space where students feel safe to express themselves . Moreover , they enhance teacher-student relationship that positive interactions between teachers and students strengthen their relationship . The results obtained show that the great majority of learners (67%) answered yes , while (33%) answered with No . From the answers obtained regarding this question it was concluded that most of learners think that praises and encouragement are helpful concepts for getting positive school results .

**Question 7:** Do you think teachers are giving appropriate interest to positive Reinforcements in the class?

**Table 9: On Teachers' Positive reinforcements in class**

Options	Participants	Percentage
<b>Yes</b>	<b>22</b>	<b>73%</b>
<b>No</b>	<b>8</b>	<b>27%</b>



**Figure.6: On Teachers' Positive reinforcements in class**

**Comment :** Positive Reinforcement is an effective strategy in the classroom to encourage desirable behaviors and enhance students learning and engagement . This question aims to discover whether teachers are providing their learners the appropriate interest to positive Reinforcement in the class or no . According to these results we observed that 22 participants (73%) agree with this point since they benefit from their teachers that helpful interest to improve their learning levels well . whereas 8 of them (27%) said the opposite . In short , we think that giving a positive energy to the learner is the best support to help him for being knowledgable .

## Part Two

### Analysis of the Teachers' questionnaire

#### 1. Aims of the Questionnaire

The aim behind this questionnaire is to gather information about the teachers' experiences with positive reinforcements in language acquisition.

#### 2. Description of the Questionnaire

The teachers' questionnaire was administered to a total of ten (10) teachers. The questionnaire featured two question types: closed-ended questions, demanding "yes" or "no" responses, and open-ended questions and MCQ questions where students are requested to give an explanation, justification, or suggest other alternatives to their answers.

##### 2.2.1. Analysis of Teachers' 'Questionnaire

The questionnaire is divided into two sections, teachers' questionnaire consists of ten (10) questions to be answered.

#### Section one :Background Information

##### Q.1/ How many years have you been teaching?

**Table 01:** Participants' Period Spent In teaching the English Language

Teachers 'years of experience	Frequency	Percentage %
From 05 to 10 years	8	80%
From 10 to 15 years	1	10%
From 15 to 20years	1	10%

<b>Total</b>	<b>10</b>	<b>100%</b>
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Comment

The data mentioned in table 1 represent participants period spent in teaching the english language 80 % of them have been teaching english from 5 to 10 years ; 10 % of them have been teaching english from 10 to 15 years ; 10 % of the participant have been teaching english from 15 to 20 years . Therefore , the majority of the participant spent form 5 to 10 years teaching english language .

**Table 2: Teachers' interest**

<b>Teachers' interests</b>	<b>Numbers</b>	<b>%</b>
a. research methodology and academic writing	<b>05</b>	<b>50%</b>
b. Study and communication skills	<b>02</b>	<b>20%</b>
c. educational psychology and TEFL	<b>03</b>	<b>30%</b>

Comment :

Teachers possess a diverse range of interests and abilities that contribute to their effectiveness.the table indecates that 50 percent of the teachers are interested in research methodology and academic writing ;20 percent are interested in study and communication skills and 30 percent are interested in educational psychology and TEFL ,so half the participant are interested in research methodology and academic writing .

**Table 3: Teachers' degree held**

<b>Teachers' degrees</b>	<b>Numbers</b>	<b>%</b>
a. Assistant lecturer (Maitre de conference B))	<b>05</b>	<b>50%</b>
b. assistant (Masters)	<b>02</b>	<b>20%</b>
c. Senior assistant lecturer (PhD MCA)	<b>03</b>	<b>30%</b>

Comment :

There are several types of degree for teachers , the table shows the most common educational degrees. The data indicates that 50 percent of the teachers hold the degree of assistant lecturer (Maitre de conference B ) ; 20 percent hold the degree of Assistant (Masters) and 30 percent are Senior Assistant lecturer ( PhD. MCA ) .

## **Section two :Teachers' Experience and familiarity with Positive Reinforcement**

### **Q1. Does Positive Reinforcement motivate EFL Learners?**

**Table 4: Positive Reinforcement and Students' Motivation**

<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
<b>Yes</b>	08	80%
<b>No</b>	02	20%
<b>“Yes” Justifications</b>		
<b>1. Positive reinforcement encourages EFL learners to engage more actively in the learning process.</b>		
<b>2. Positive reinforcement helps build learners' confidence in their abilities.</b>		
<b>3. Positive reinforcement contributes to creating a supportive and encouraging classroom atmosphere</b>		

Comment :

Positive Reinforcement is a highly effective strategy for motivating English as a foreign language ( EFL ) learners . it can increase engagement through recognizing students 'progress and encourages an active participation and even creates a supportive learning environment since

it fosters a supportive environment where students feel safe . This question aims to explore the great role of positive Reinforcement for motivating EFL learners , we found that 80% of students said that this effectiveness is existing , while only 20% gave another point of view . therefore , we can say that positive Reinforcement can lead to a more motivated , engaged , and successful group of EFL learners .

**Q.2.Do you think that Positive Reinforcement is helpful in overcoming Learners’ Barriers?**

**Table 05: Positive reinforcement and learners’ barriers**

Teachers	Number	%
yes	8	80%
No	02	20%

Comment

Positive Reinforcement is needed a helpful tool in overcoming various barriers that EFL learners face . such as , it can reduce Anxiety and fear of failure and helps build self- esteem by acknowledging small successes and improvements and even it can make learning more interactive and enjoyable . The finding of this question reveal that 80% of the participants believe that positive Reinforcement really is an effective way to overcome learners’ barriers , only 20% of them said that there is no helpful impact of positive Reinforcement on students’ obstacles .

**Q03: Does Positive Reinforcement impact EFL Learners Performance?**

**Table 06: positive Reinforcement and its impact on EFL learners' Performance**

Options	Participants
Yes	08 80%
No	02 20%
<b>“Yes” Justifications</b>	
1. Positive reinforcement helps to build learners' confidence and self-esteem	
2. Positive reinforcement, such as praise, rewards, or encouragement, can significantly boost learners' motivation	
3. Positive reinforcement can lead to better retention of language skills and knowledge.	

Comment

In fact , positive Reinforcement is a helpful technique for inhancing students' educational level .this questions investigates the percentage of teachers'opinions of using that strategy for impacting EFL learners 'performance . Results appear that 08 participants (80%) agree with this point while 02 of them (20%) disagree , they didn't accept this idea and for them it doesn't help students during tgeir educational career well . According to their justifications they affirmed that positive Reinforcement hepls to build learners'confidence and self esteem . Also , it can lead to better retention of language skills and knowledge . therefore , positive Reinforcement inspires learners well and improves their performance .

**Q.4. Does Positive Reinforcement affect positively on EFL learners' self-confidence and engagement in class?**

**Table 07:Positive Reinforcement and its effects on learners' self-confidence and engagement**

Options	Participants	Percentage
Yes	06	60 %

No	04	40 %
----	----	------

Comment

The effective use of positive reinforcement Can have a positive influence on learners confidence and engagement in class. positive Reinforcement make student feel good about school and learning also it increases their engagement within learning environement .We Can notice fromage the results shown in the table that 60 % of the participants agree that positive reinforcement affects positively on learners confidence and engagement however 40 % disagree . To conclude ,

**Q.5.Do you implement Positive Reinforcement with your first Year EFL classes?**

**Table 8:Teachers’ Positive reinforcement implementation in class**

Options	Participants	Percentage
Yes	07	70%
No	03	30%

Comment

Positive Reinforcement is a suuccessful method for educators to create implement Positive Reinforcement as a strategy for their teaching process , Whereas other teachers neglect the use of Positive Reinforcement in their class . The data represents in table 08 indicates that 70% of teachers said that they implement Positive Reinforcement in their class , 30% of them said that they do not implement it .

**Q.6. How important is it that teachers can use positive reinforcement as an effective way of engaging students in learning?**

**Table 9: Teachers’ use of positive Reinforcement to engage students’ in learning**

<b>Q.6. How important is it that teachers can use positive reinforcement as an effective way of engaging students in learning?</b>
--

very important	important	moderately important	slightly important	unimportant
07 70%	00	03 30%	00	00
<b>Q.7.How important is it to utilize positive Reinforcement for motivating and inspiring students' academic growth?</b>				
3 30%	4 40%	02 20%	01 10%	00
<b>Q.8.How important is it to manage the classroom effectively by applying positive reinforcement strategies?</b>				
08 80%	02 20%	00	00	00
<b>Q.9.What type of positive Reinforcement do you respond to?</b>				
verbal praise	written praise	tokens/ rewards		public recognition
03 30%	4 40%	02	20%	01 10%

### **Question:.6**

#### **Comment**

The utilization of positive Reinforcement in classroom make students feel motivated and engaged in language learning activities . This question is asked to find the importance of using positive Reinforcement as an effective way of engaging students in learning . 70% of the participants said that it is necessary to use positive Reinforcement as an effective tool for engaging students in learning whereas 30% of them said that it is moderately to use positive Reinforcement as n helpful method .

#### **Q .7 Comment**

Positive Reinforcement plays a crucial role for motivating and inspiring students 'academic growth , it supports desired behavior through reinforcing the likelihood that they will repeat these behaviors . this can lead to better study habits , increased participation , and improved academic performance . Also , it boosts confidence and self-Esteem when students receive positive Reinforcement feedback ,it boosts their confidence ans self'-esteem . Feeling capable and valued encourages them to take on new challenges . This question discovers the

importance of using this effective technique for enhancing learners' academic growth , results shown that 4 teachers have chosen that the average of using positive Reinforcement is 40% while 3 teachers have selected 30% . On the other hand , 2 of them with the degree of 20% and only one participant said that he uses it 10% inside the classroom . According to these results we observed that it is necessary to utilize positive Reinforcement for motivating students 'academic prosper .

**Q.8. Comment**

Positive Reinforcement is a superior technique that can establish order and safety in classroom . we can observe in table 09 data indicates that 80% of the participants consider the application of positive Reinforcement to manage the classroom effectively is very important , only 20% of them consider the opposite .

**Q.9. There are four types of positive Reinforcement that can be used in class ( verbal praise ,**

written praise , token praise , and public recognition ) . this question is asked to find the preferable kind that is selected by participants . the data indicates that 30% of participants respond to verbal praise , 40% respond to written praise , 20 % respond to tokens / rewards and 10 % respond to public recognition .

**Question 10:Do you agree/ Disagree that Positive Reinforcement can improve learners' speaking, writing and the other linguistic aspects?**

**Table10.Positive reinforcement improvement to learners' speaking, writing and other skills.**

Option	Number	Percentage
agree	10	100%
disagree	00	00%
Total	10	100%

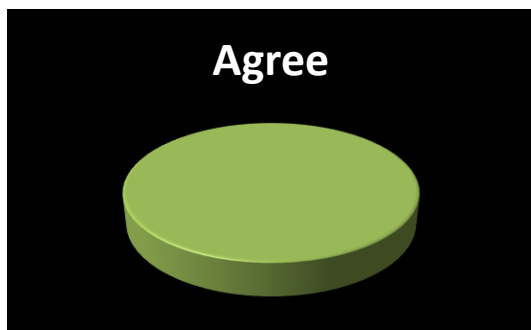


Fig7: Positive reinforcement improvement to learners' speaking, writing and other skills.

**Comment:**

Positive Reinforcement can significantly improve learners 'speaking , writing and the other linguistic aspects by encouraging the consistent practice and the use of language skills . For instance , concerning speaking it immediates praise since it provides verbal praise rapidly after a learner speaks correctly . while writing , it publishes work , displaying students 'work on a bulletin board or a classe website to give them a sense of achievement . this question aims to investigate the improvement of positive Reinforcement on students'speaking and witing and the other skills . The consequences appeare that all the teachers agree with this point and they confirmed their opinion with the percentage of 100% . therefore , Positive Reinforcement has an effective role for ameliorating the learners ' linguistic skills .

## **Discussion of how positive reinforcement can be effectively integrated into EFL instruction.**

### **Discussion and Recommendation**

#### **Integrating Positive Reinforcement into EFL Instruction**

##### **Introduction**

Positive reinforcement is a powerful tool in education that can significantly enhance the learning experience, particularly in English as a Foreign Language (EFL) instruction. By strategically incorporating positive reinforcement, teachers can motivate students, improve classroom behavior, and foster a more engaging and supportive learning environment.

Providing immediate positive feedback for correct responses or efforts is crucial. This can be in the form of verbal praise, such as "Well done!" or "Great job on using the past tense correctly!" "Immediate feedback helps students understand what they did right and encourages them to continue using the language confidently.

Tangible rewards, such as stickers, certificates, or extra points, can be used to recognize student achievements. These rewards should be given for specific accomplishments, such as completing a difficult assignment, showing improvement, or actively participating in class discussions.

It is important to acknowledge not only success but also effort and progress. Students who put in effort, even if they struggle, should receive positive reinforcement to motivate them to keep trying. Statements like "I can see you worked really hard on this essay" can encourage perseverance.

Recognizing students' achievements in front of their peers can boost their confidence and motivation. This can be done through announcements, a 'student of the week' board, or showcasing excellent work on a classroom wall. Public recognition helps create a culture of appreciation and motivation in the classroom.

Encouraging students to provide positive feedback to each other can foster a supportive classroom community. Peer reinforcement can be as simple as classmates applauding after a presentation or giving positive comments on each other's work. This peer interaction enhances collaborative learning and builds a positive learning environment.

Setting clear, achievable goals for students and providing positive reinforcement when these goals are met can help students stay motivated and focused. Goals should be specific and tailored to each student's level, ensuring that they are challenging yet attainable.

Using games and interactive activities that incorporate positive reinforcement can make learning more enjoyable and engaging. For example, language games where students earn points for correct answers can make practice fun and rewarding.

Positive reinforcement boosts students' intrinsic motivation to learn English. When students feel their efforts are recognized, they are more likely to stay engaged and committed to learning.

Regular positive reinforcement builds students' confidence in their language abilities. Confident students are more likely to take risks, participate in discussions, and practice speaking English without fear of making mistakes.

A classroom that consistently uses positive reinforcement is typically more positive and supportive. This environment reduces anxiety and encourages students to participate actively and collaboratively. Positive reinforcement helps students remember and apply what they have learned.

When students receive positive feedback, they are more likely to remember the correct usage and apply it in future contexts.

## **Conclusion**

Integrating positive reinforcement into EFL instruction is highly effective in creating a motivating, supportive, and dynamic learning environment. By using strategies such as immediate feedback, tangible rewards, recognition of effort, public praise, positive peer feedback, achievable goals, and interactive activities, teachers can significantly enhance their students' learning experience. This approach not only improves language acquisition but also fosters a positive and engaging classroom culture that benefits both students and teachers.

## **General Conclusion**

Positive reinforcement is a fundamental component of effective teaching strategies, particularly at the first-year tertiary level. Its importance lies in its ability to enhance motivation, promote positive behavior, and build student confidence, all of which are critical for academic success.

Positive reinforcement serves as a powerful tool to encourage desired behaviors and academic performance. It enhances student motivation by providing immediate and tangible rewards for their efforts, thus encouraging continuous engagement and persistence in learning activities. Furthermore, it helps in establishing a supportive classroom environment where positive behaviors are consistently recognized and reinforced, leading to the development of productive learning habits and attitudes.

For first-year tertiary students, who are often projecting the transition from high school to a more independent learning environment, positive reinforcement is particularly beneficial. It can help mitigate the challenges and anxieties associated with this transition by providing a structured and supportive framework. Positive reinforcement helps these students develop self-regulation skills, build resilience, and foster a growth mindset, which are essential for their long-term academic success and personal development.

Teachers generally perceive positive reinforcement as an effective strategy to manage classroom behavior and enhance student learning. They recognize that positive feedback and rewards can create a more engaging and dynamic classroom atmosphere. By employing positive reinforcement, teachers can foster stronger relationships with their students, which in turn promotes a more collaborative and inclusive learning environment.

From the students' perspective, positive reinforcement is often seen as a source of motivation and encouragement. Students appreciate recognition of their efforts and achievements, which boosts their self-esteem and confidence. This acknowledgment helps them stay focused and motivated, encouraging them to take more initiative and responsibility for their learning.

In short, the strategic use of positive reinforcement in the classroom, especially at the first-year tertiary level, offers substantial benefits. It enhances motivation, promotes positive behaviors, and builds student confidence, thereby creating a conducive learning environment that supports academic success and personal growth. Both teachers and students value the role of positive reinforcement in fostering an engaging and supportive educational experience.

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# Appendices

## Appendix A

### Questionnaire For First year EFL students

*Dear Students*

This a questionnaire for Master Two Dissertation on Exploring the Advantages of Using Positive Reinforcement in Language Acquisition: The Case of First-Year EFL. Please answer the questions below. Your answers will be kept confidential.

#### **Section one : Background**

1.level: .....

2.Gender:.....

#### **Section Two: First year EFL learners and positive Reinforcement**

**1 : Do you think that positive Reinforcement is important in classroom ?**

Yes  No

If yes elaborate(explain more)

.....  
.....

**2 : Do your teachers provide you with positive energy inside the classroom ?**

yes  No

If no, why?

.....  
.....

**3 : Are you extrinsically or intrinsically motivated to learn English as a foreign language ?**

extrinsically  intrinsically

**4 : Have any of your Secondary or Middle school teachers encouraged you to learn English ?**

yes  no

In both cases say how?

.....  
.....

**5 : Do you think that the lack of confidence plays a great role in the process of learning?**

Yes

No

**6 : Are praises and encouragements effective factors for obtaining positive school results?**

Yes

No

**If yes, to what extent? (elaborate on this)**

.....  
.....

**7 : Do you think that teachers are giving appropriate interest to positive Reinforcement in the class ?**

Yes

No

**Section Three: would you ,please, tell about your Perceptions and suggestions about Positive reinforcements and its effects on Learning in class**

.....  
.....  
.....  
.....  
.....  
.....

**Thank you for your Cooperation**

## Appendix B

### EFL Teachers ' Questionnaire

Dear Teachers,

We greatly thank you if you devote some of your time completing this questionnaire meant for Master 2 Dissertation study on Exploring the Advantages of Using Positive Reinforcement in Language Acquisition .Your answers will be fully kept confidential.

#### Section One: Teachers' Background Information

Teaching experience: .....  Degree:.....

Teacher's interest: .....

#### Section Two : Teachers' experience and Familiarity with Positive Reinforcement

**1 : Does positive Reinforcement motivate EFL learners ?**

yes  No

If yes, tell us more

.....  
.....

**2 : Do you think that positive Reinforcement is helpful in overcoming learners barriers ?**

yes  No

**3 : Does positive Reinforcement impact EFL learners performance ?**

yes  No

If yes, in what way?

.....  
.....

**4 : Does positive Reinforcement effect positively on EFL learners self-confidence and engagement in class ?**

Yes  No

**5 : Do you implement positive Reinforcement with your first year EFL classes?**

Yes  No

**Question 6 : How important is it that teachers can use positive Reinforcement as an effective way of engaging students in learning ?**

- 1. very Important
- 2. Important
- 3. Moderately Important
- 4. Slightly Important
- 5. Unimportant

**Question 7 : How important is it to utilize positive Reinforcement for motivating and inspiring students ' academic growth ?**

- 1. Very Important
- 2. Important
- 3. Moderately Important
- 4. Slightly Important
- 5. Unimportant

**Question 8 : How important is it to manage the classroom effectively by applying positive reinforcement strategies ?**

- 1. Very important
- 2. Important
- 3. Moderately Important
- 4. Slightly Important
- 5. Unimportant

**Question9 : what type of positive reinforcement do you respond to :**

- 1. Verbal praise
- 2. written praise
- 3. Tokens / rewards
- 4. public recognition

**Question 10 : Do you agree/ disagree that positive Reinforcement can improve learners ' speaking , writing and the other linguistic aspects ?**

agree  disagree

## الخلاصة

تبحث هذه الدراسة في مزايا استخدام التعزيز الإيجابي في اكتساب اللغة، مع التركيز على طلاب السنة الأولى في اللغة في التعليم العالي. الهدف هو استكشاف كيف تساهم استراتيجيات التعزيز الإيجابي في تعزيز (EFL) الإنجليزية كلغة أجنبية الكفاءة اللغوية والتحفيز ونتائج التعلم الشاملة بين متعلمي اللغة الإنجليزية كلغة أجنبية في السنة الأولى. من خلال نهج متعدد الأساليب، بما في ذلك الدراسات الاستقصائية التي يتم إجراؤها على كل من الطلاب والمعلمين، تدرس الدراسة تصورات وتجارب 30 من متعلمي اللغة الإنجليزية كلغة أجنبية في السنة الأولى فيما يتعلق باستخدام التعزيز الإيجابي في رحلة تعلم اللغة الخاصة بهم. بالإضافة إلى ذلك، يتم جمع وجهات نظر المعلمين للحصول على رؤى حول تنفيذ استراتيجيات التعزيز الإيجابي في الفصل الدراسي. تتكون أدوات جمع البيانات من استبيانات مصممة لتقييم تصورات الطلاب والمعلمين حول فعالية تقنيات التعزيز الإيجابي في اكتساب اللغة. توفر نتائج هذه الدراسة رؤى قيمة حول فوائد التعزيز الإيجابي في تعليم اللغة الإنجليزية كلغة أجنبية وتقدم آثارًا عملية للمعلمين الذين يهدفون إلى خلق بيئة تعليمية داعمة وتمكينية لطلاب اللغة الإنجليزية كلغة أجنبية في السنة الأولى.

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