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EXPLORING REINFORCEMENT STRATEGIES EMPLOYED BY ENGLISH LANGUAGE TEACHERS IN ESL TEACHING IN PAKISTANI COLLEGES

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ABSTRACT:

The current research aims to explore the reinforcement strategies and their implementation by English language teachers in Pakistani colleges. Reinforcement is defined as a behavioral principle that describes the direct relationship between behavior or action and the result of that action. The data of this research was collected by using research instruments such as interviews and observations. The site of the research was Okara City of Punjab Province in Pakistan and the data was collected from participants in four private colleges of Okara City. The interview questions were open-ended while an observation checklist was also used to observe the reinforcement aspects practiced in the English language classes. The results of the study show that teachers used both verbal and nonverbal (V&NV) reinforcement strategies including (positive, negative, gestural, contact & proximity) in English language classes. For positive reinforcement, teachers used appreciative words such as "good, well done, excellent, stunning, nice, that's right, smiling, nodding head, thumb up & sitting close with the students". For negative reinforcement, teachers used positive or negative punishment such as pointing out the student, calling name, giving warning, putting forefinger in front of lips, some mild physical punishment raise your hands & drill activities". The findings of the study reveal that positive reinforcement was considered more useful than negative reinforcement in helping the students become motivated and interested during the English language learning process.

1. INTRODUCTION

English is one of the compulsory subjects from the beginning of the primary level of education in Pakistan (Abbas & Bidin, 2022). However, English is more difficult than other subjects for students because of the failure of English language teachers to conduct classroom activities in effective ways. Teachers need to have effective learning strategies and classroom management as both of these are generally based on a positive classroom environment or good interaction between teacher and student. The quality of English language learning (ELL) encourages the development of students to develop themselves for challenging world situations in the future. A lot of teaching techniques are implemented by the teacher to achieve the set goals of learning. One of them is reinforcing students as reinforcement is provided to enhance students' learning interests. According to Sandrock (2011), reinforcement is an indicator of increasing the probability of occurring a behavior. The teachers' use of reinforcement in teaching English is integral and cannot be separated from the learning process (Ruthien, 1999). Reinforcement is valued by the instructors to ensure that the pupils pay close attention to the subject (as cited in Wahyudi, D., Mukhaiyar & Refnaldi, 2013). Reinforcement aims at making the students give their full attention to any subject they are learning. Reward as an effective reinforcement strategy can be used by the teacher to teach effectively because it will increase the students' interest in learning and the motivation to achieve satisfactory results. In this way, reinforcement is another way of motivation, it's a good strategy to build good behavior in students and motivate them to learn. According to Kinyanjui et. al. (2018), it is defined as any consequence that strengthens behavior. The current research will explore the positive and negative reinforcement that is employed by English teachers at the college level on students' behavior towards learning.

This research will help English language teachers in deciding how to implement positive or negative reinforcement in the classroom to maintain the students' positive behavior towards learning. Furthermore, this study is helpful for future students to be familiar with how to learn and build high motivation on class achievements including the goal of lessons. This research will also be beneficial for the researchers to find out positive reinforcement strategies as well as negative reinforcement strategies that are employed by English teachers at the college level. This study will also help us identify various kinds of reinforcement: such as verbal, gestural, contact, positive, and negative reinforcement used in the teaching and learning process of the English language.

2. REVIEW OF LITERATURE

Teacher-student relationship plays a vital role in learning the English language in the classroom and for this reason, teachers are very much concerned about the techniques and strategies that play an important role in creating a productive environment in the classroom. Interactive classrooms encourage the students to share their feelings, thoughts, and ideas in the target language and reduce the fear of language learning to get a command of it. This can be best achieved by the teachers when they use reinforcement as an effective teaching strategy. Reinforcement theory is applied in different studies such as the training of animals, growing up the child, and motivating employees. Reinforcement theory asserts that stimuli can contribute to shaping behaviors.

Different education specialists and psychologists describe reinforcement as a behavioral principle that describes the direct relationship between behavior or action and the result of that action. Slavin (2018) describes that the meaning of reinforcement is any consequence that builds the behavior of human beings. Reinforcement is a way to encourage the students towards good performance or to discourage them from learning by using different types of techniques during classroom activities or outside the school. The main purpose of reinforcement is to activate the interest of a student, to make them aware of their knowledge and also to inspire them not to make mistakes in the future. Therefore, it is the teacher who uses different kinds of reinforcement during ELL classroom performance to achieve the ultimate target of their classroom activities such as to ensure the practice of skills that seem to be achieved by their students after the primary school phase or the specific class.

Burrhus Fredric Skinner (20 March 1904-1990) developed the reinforcement theory (1953) which is based on behaviorism. The Reinforcement theory is one of the oldest theories of motivation which describe behavior and how we act. This theory can be called "behaviorism" or "operant conditioning" which is taught in today's world of psychology. This theory contends that an individual's behavior is a function of its consequences. Skinner saw no place for dwelling on a person's intentions or goals" (Gordan, M., & Krishanan, 2014), he was rather concerned with human behavior and the environment in which he was living. The reinforcement theory of motivation highlights the state of mind of a person; his emotions and feelings. The reinforcement theory of motivation is a powerful way to control the process of action and behavior in each person.

Kleinginna (1981) has collected different definitions and perspectives regarding motivation from different texts about this concept. Multiple perspectives exist so let's try to explore them and try to understand the concept of motivation and reinforcement along with its different types. The activating property of motivation, or activation, is most easily seen in the production of behavior. Though motivation is considered to be behaviorally activating, the behavior activated may not always be overt. Fortunately, for many motivational states, changes in motivation do lead to changes in overt behavior. Perseverance is another aspect of motivation. Hungry animals persist in their attempts to get food. Similarly, humans often persist in behaving in particular ways even when the chances of success are vanishing small. Observation of this continued persistence has led many psychologists to regard it as an index of motivation.

Direction is an important aspect of motivation as well. How do we decide to direct our behavior in one way rather than another? The specific way in which the directionality is achieved is debated by theorists; many psychologists have argued that motivation is involved. Directionality, then, is often considered an index of motivational state (Petri H. L., 1981). The term 'motive' is also applied in different contexts in simple and clear language to refer to motivation. In different meanings motives, are "a particular class of reasons, which are distinguished in two logical properties initiation and persistence" (Peters 1969). Teachers use different reinforcement strategies to facilitate the students which improves their English language learning abilities. There are mainly two basic types of reinforcement *verbal and non-verbal* (V&NV). If reinforcement is in

the form of words, it is called verbal reinforcement but if there are no words, then it is nonverbal which is when gestures or contact is used for reinforcement purposes. In subcategories, positive reinforcement (PR) and negative reinforcement (NR) are also brought under discussion in this section of the literature review. Furthermore, two other types of reinforcements namely gestural reinforcement as well as proximity and contact reinforcement are also introduced here. Different research scholars explained how positive reinforcement can happen in the context of class at a workplace, negative reinforcement also can happen in contrast. Both positive and negative reinforcement strategies can increase an accepted and positive behavior. English teachers used all reinforcement strategies including verbal reinforcement, non-verbal, and positive, and negative (symbolic rewards, tangible rewards, activity rewards, positive punishment and negative punishment). Giving reinforcement motivates students, but it also changes the students' behavior. It is believed that rewards could change someone's behavior and encourage cooperation without the destructive negative consequences that come with punishment. Teachers can help students who have bad habits in the classroom to be better or even the teachers can change their bad behavior by positively reinforcing them and giving them more attention during the learning process.

Positive reinforcement as a concept was introduced by the famous behaviorist psychologist named B.F. Skinner (1953). He believed that if a person was rewarded for acting positively, he would come to see that behavior as the most natural and advantageous way to act. It refers to introducing a new stimulus to the subject's environment to reward the desired behavior. Therefore, positive reinforcement brings a pleasant or desirable response and increases the possibility that the response will be repeated (Wood, Wood, & Boyd, 2005). Positive reinforcement can either be a reward for good behavior or simply a positive communication in the form of praise or encouragement.

Concerning the educational scenario, if a student works well, does so much hard work, and has some enthusiasm for his studies, the teachers will give a reward to encourage and motivate him. Similarly, if the student brings good marks, he/she will be awarded by the teacher. So, this positive reinforcement means that if someone gives a positive response to something or does some positive action he/she should be rewarded positively. If a teacher praises the students for entering the class on time this will have a positive effect on all the students who are sitting in the class and witnessing this behavior. There are different sub-examples of positive reinforcement that are used by the teachers; for example, a sweet smile, pat on the back standing, praise with words or sentences, etc.

Negative reinforcement is also a concept that has been found in Skinner's Operant Conditioning theory. According to Skinner (1953), negative reinforcement serves to discourage a disturbing behavior and encourage a certain positive behavior by taking away a negative stimulus. For instance, if a person learns that leaving for work earlier prevents him from getting stuck in traffic, he will do so and repeat this pattern with positive results. Therefore, negative reinforcement is giving an aversive stimulus when the response is not made or omitting the aversive stimulus when the response is made (Collins English Dictionary).

Gestural reinforcement (GR) is another type of reinforcement that has a positive impact on the student's learning process. This strategy makes sure that the students learn positively. According to Misra (2012), gestural reinforcement motivates the students to learn actively or happily. This strategy allows the students to take part in other classroom activities like being diligent as a leader and coordination between peer studies.

Sometimes, the teachers give the students reinforcement individually by coming close to them or putting their hands on the shoulders of students to praise or support them in learning. In this way, the relationship between the teacher and intelligent students becomes friendly. This is called proximity and contact reinforcement and according to different researchers, this reinforcement also helps the students to ask a question directly to the teacher. It creates a strong relationship between the teacher and students. This reinforcement strategy is also considered to have a positive impact to a great extent on students learning especially in English language classes.

Here is a summary of some important research studies in which the variable of reinforcement was explored by the researchers. Kurniasih (2022) explored that reinforcement might be in the form of verbal or nonverbal behaviour. Word reinforcement and sentence reinforcement were verbal reinforcement and gestures, proximity, activity, and tokens/symbols were non-verbal reinforcement. The study revealed that teachers used reinforcement as a strategy in their teaching to improve the good behavior of their students and to reduce their negative behavior. Words used as verbal reinforcement while teaching English were *good, very good, right* and *correct*. Sentences used as verbal reinforcement during teaching English were '*You are smart*', '*You are very smart student*', and '*You are a talented student*'. Furthermore, non-verbal reinforcement included gestures, proximity, activity and token/symbol used by teachers. The study by Kurniasih (2022) on the students of Junior High School 17 Kota Jambi concludes that reinforcement plays a positive role in students achieving success in increasing the levels of learning the English language.

In another study conducted by Fitriati, S. et al. (2020) the types of instructional reinforcement strategies used by English teachers during the teaching and learning process in Kikuyu District, Kenya, and the factors that influenced the implementation of reinforcement strategies were investigated. The study reported that praise was the most popular reinforcement strategy used in the classroom followed by tangible items, activities, and tokens in that order. Similarly, Stasia (2013) conducted a study about microteaching students' perception of the use of reinforcement skills in a microteaching class. The results revealed that microteaching students had a positive perception of the use of reinforcement skills in microteaching. Oktarine (2012) examined the effect of giving reinforcement on students' motivation in structured classes. The research showed that the students became more enthusiastic and confident about class activities and had better preparation to do their best. Similarly, other studies investigated the influence of reinforcement strategies on the students' success in the classroom. A study by L. Rumfola (2017) focused on how positive reinforcement positively helps students achieve the goals of the lesson. Students who are acknowledged for their efforts are more willing to put in effort for

future assignments.

Another important qualitative case study by Sri Wuli Fitriati et al. (2020) explored the use of reinforcement strategies by two English language teachers during classroom instructions. Two English teachers were observed in five different lessons and furthermore, the data was also collected by using interview as research instrument. Interviews with the teachers were conducted to know about their perception of using reinforcement strategies in the classroom. The results showed that the two English language teachers in the current study made use of three types of instruction reinforcement strategies in the class. The used reinforcement included praise or verbal reinforcement, token rewards, and tangible rewards. Positive reinforcement was considered more effective than negative reinforcement or punishment. The conclusion also implies that giving reinforcement to all students results in reducing a negative effect. The study concludes that reinforcement in the teaching of English as a foreign language will increase the motivational levels of the students in the Indonesian context.

Harmer (2001) also pointed out that extrinsic motivation is caused by a number of outside factors which can be best presented through reinforcement strategies. Fitriati et al. (2020) argued in their study that reinforcement is important to learning and may be in the form of praise, symbolic rewards, token rewards, tangible rewards, or activity rewards. It was called instructional reinforcement by Fitriati et al. (2020). Instructional reinforcement can be defined as a strategy used for desirable academic performance or efforts at the classroom level (K. Cotton 1888). This study by Jonaria et al. (2020) investigated the reinforcement strategies used by pre-service English teachers in a microteaching class during a case study. Observation, interviews, and videorecording were used to gather the data from Twenty-two students. The findings revealed that four types of reinforcement were used by pre-service English teachers in microteaching, namely positive reinforcement (81.93%), negative reinforcement (17%), punishment (3.36%), and extinction (2.94%). Moreover, the pre-service English teachers delivered reinforcement strategy by using warmth and enthusiasm expressions of praise, avoiding punishment, and using non-variety usage of positive reinforcement. Another important study conducted by Kurniasih, et al. (2022) focused on investigating the kinds of reinforcement employed by English teachers at Junior High School class VIII. This qualitative method of research selected two teachers from the school and conducted interviews and observations of these two English teachers. The results showed that the teachers used verbal and non-verbal reinforcement during teaching English in the classroom.

3. RESEARCH METHODOLOGY

In this study, the researchers described the reinforcement given by the teacher in teaching and learning of English language. Learning English cannot be separated from reinforcement as it motivates the students in the learning process. This study uses *qualitative research design* which focuses on components of reinforcement used in English language learning. The qualitative method was selected with the focus of helping the researchers gain insightful data. Qualitative research is best suited to address a research problem in which you need to explore the variables indepthly (Creswell, 2012). The site of the

research is Okara City of Punjab Province in Pakistan and the data was collected from participants enrolled in four private colleges in Okara City. The four private colleges (Kips, superior, Aspire & Punjab) of Okara were the research sites.

To obtain the data for the present study, the researchers used interviews and observations as research instruments. In the interview, the researchers collected data by asking verbal questions about what components of reinforcement were implemented by English teachers, how they implemented these reinforcement aspects in the classroom during language learning class and what were the impacts of reinforcement on students. A total of 8 interviews were conducted from English language teachers teaching in the selected colleges and two English teachers were selected from each college for expressing their opinion through interview. The selection criteria for the selecting of sample for interview was that the teacher must have at least 5 years of teaching English. The interview questions were arranged and validated by the experts in the field before conducting the interviews for data collection. In the current research, the researchers used semi-structured interviews, and data was collected by using an audio recorder. Because English is not the first language of participants, they were allowed to answer in Urdu or English. The data for the present research was also obtained using an observation checklist designed on binary responses in the form of a “Yes” or “No” checklist. A table that contained several kinds of reinforcement strategies with the technique used by the teacher during language learning class. The researcher put a checklist in the column “Yes” if that behavior appears and a checklist in the column “No” if that does not appear. The researchers observed the classes and the reinforcement strategies employed by English language teachers. A total of five classes were observed and observations were recorded by note taking during the conduct of classes.

In order to analyze the data collected in the present study, the analytical model given in the table 1 was applied. This table shows two basic categories of verbal & non-verbal reinforcement and the five sub categories.

Table 1: Analytical model of reinforcement strategies

Sr.No	Basic categories	Types of Reinforcement	Code	Sub- indicators
1	Verbal Reinforcement	Positive reinforcement	PR	With appreciated words & sentences
		Negative reinforcement	NR	With harsh sentences and punishment
2	Non-Verbal Reinforcement	Gestural reinforcement	GR	With Gestures & body language
		Contact reinforcement	CR	With a sweet smile eye contact

		Proximity reinforcement	PR	Engage with students, Token, symbols, and game activities
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Verbal reinforcement

It is one of the basic categories of reinforcement that is almost used by all teachers at one grade to graduation level. Based on a theoretical framework, verbal reinforcement is used in two distinct types; one is positive and the other one is negative. In positive, it is used as sub-indicators such as appreciated with words and sentences. Meanwhile, in negative it is used as harsh words and use of demotivated sentences in the classroom. Verbal reinforcement (VR) is the simplest way to reinforce the students that has the strength to build negative or positive behavior or attitude toward language learning in the classroom.

Nonverbal reinforcement

Nonverbal reinforcement (NVR) is expressed through practical activities such as gesture, expression, contact, & proximity by using body language i.e. hand movement, walking in the classroom, facial expression, sweet smile, keep eye contact with students. In proximity; engaged with students during the game activities, using symbols and demonstrations to keep the students focused on learning. So, nonverbal reinforcement is also capable of building the positive behavior of the students in the learning process as well as and it's also helpful for the teachers to keep the management & discipline in the language learning classroom. In Students, motivation & level of interest increased towards learning.

4. RESEARCH FINDINGS

The data was collected by using interview and observation checklist as research instruments from four private college of Okara city in Pakistan. The findings of the study show the various kinds of reinforcement used by English teachers in English language learning classrooms. According to Skinner's Theory, there are various kinds of reinforcement such as (*verbal and nonverbal*) reinforcement that was given by the English teachers during the learning process. The following results were drawn from the collected data:

4.1 Interview based Analysis

Table.2 Based on the interview, this table shows the findings of the types of reinforcement used by English teachers at private colleges in Okara. In response to the interview questions, the participants expressed their opinion which is summarized in Table 2 given below:

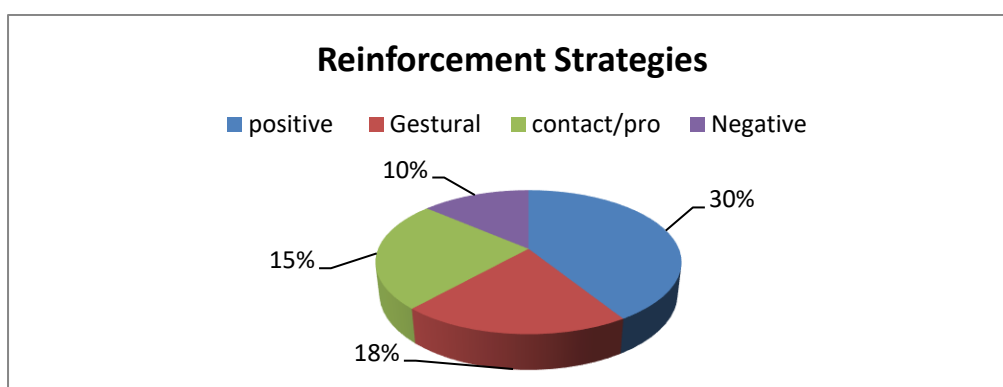
Table 2: Summary of Interview data

Name	Age /gender	Experience	Reinforcement	Possible Impact
Teacher A	22 F	5 years	Used positive reinforcement through appreciated words	Students become motivated and learn more.
Teacher B	31 M	6 years	Used positive reinforcement through words, prizes& different activities in the classroom.	They become happy and focused on their learning.
Teacher C	30 M	6 years	Used Positive reinforcement through inspirational stories as well as physical activities. Also, mild punishment when students did not take interest in studying.	They show their skills through activities, and increased creativity. When giving punishment to students by giving assignments twice or thrice, some students take it seriously and work regularly, but some take it with bad effects on their minds.
Teacher D	31 M	10 years	Also used positive reinforcement Through motivational sentences& creative writing.	It enhances the motivation in the students through sentences and students become more creative to do any task.
Teacher E	33 M	7 years	Used gestural reinforcement through aids, and hand gestures.	It is very helpful for metric students because they learn more through interesting methods.
Teacher F	27 M	5 years	Used gestural & positive reinforcement by giving good remarks.	It makes the students more energetic in learning and students give positive responses.
Teacher G	38 M	10 years	Used contact & proximity reinforcement by standing near students, facial expression and eye contact.	Contact reinforcement creates the frank behavior between the teacher & students.
Teacher H	26 F	5 years	Used positive reinforcement through words and sentences also used mild punishment like raise your hands, stand outside the classroom.	A positive attitude makes students passionate, on the other hand, negative punishment increases the depression & anxiety in students.

Teacher I	27 M	6 years	Used gestural reinforcement through symbols, applause and different objects.	Symbolic & object rewards increase the learning behavior of the students
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Based on interview data from teachers of private colleges of Okara, it was found that all teachers of the colleges of Okara used these five types of reinforcement benchmarked in table 1 during the teaching and learning process. These included positive, negative, gestural, contact and proximity categories of reinforcement which are given below in the pie chart.

Pie Chart 1



Based on the data presented in the above pie chart, it is seen that the use of teachers' reinforcement with positive words and sentences was 30%, gestural reinforcement was 15%, contact and proximity reinforcement was 18% while the use of negative reinforcement was found 10%.

4.2. Observation-based analysis

Based on observation, the following tables were drawn which show the findings of the types of reinforcement used by English teachers at the private schools of Renala Khurd (Okara). The researchers observed that during language teaching classes, the teachers used different reinforcement aspects to motivate the students as given below;

Table 3: Reinforcement with words

Indicator	Observed aspects	1	2	3	4	5	No use
Giving reinforcement with words	-Good					✓	
	-very Good			✓			
	-Well done		✓				
	-correct	✓					
	-excellent		✓				

The results reveal that there are various aspects of reinforcement with words that teachers used in classes during teaching. In the private schools of Renala Khurd, most teachers used words; like good, very good, and excellent to reinforce the students during lectures.

Table 4: Reinforcement with sentences

Indicator	Observed aspects	1	2	3	4	5	No use
Giving reinforcement with sentences	You are an intelligent student		✓				
	You present the well			✓			
	You are a hardworking student		✓				
	You are a well-disciplined student	✓					
	You are a talented student		✓				

Researchers found during class observations that teachers used positive sentences such as “you are a talented student”, “your presentation is well”, and “you are a hard-working student” to motivate the students to learn more. In this way, teachers motivated the students to take interest in learning of English language. It can be concluded that teachers expressed positive behavior in the form of praise sentences.

Table 5: Reinforcement with Gestures & body language

Indicator	Observed aspects	1	2	3	4	5	No use
Giving reinforcement with gestures & body language	Show his/her thumb	✓					
	Shakehand	✓					
	Clapping his/her hands		✓				
	Other hand demonstration			✓			
	Walking movement during the lecture			✓			

The findings of the study indicate that there were six aspects of reinforcement that the English teachers applied during class activities. Gestural and body movement was used by the teachers such as hand demonstration, applause and walking movement during delivered lectures. The observations confirmed that gestural reinforcement and body language were considered important in

enhancing the English language learning of the students. It was found to be very useful especially for the weak students in the classroom.

Table 6: Reinforcement with touch & facial expression

Indicator	Observed aspects	1	2	3	4	5	No use
Giving reinforcement with touch & facial expression	Raising student's hand	✓					
	Shakehand	✓					
	Tape the shoulder		✓				
	Giving sweet smile			✓			
	Nodding head		✓				

The collected data show that during class observations, the teachers of English language kept a positive attitude by facial expressions such as giving a sweet smile on their face. In some cases where students acted badly, the teachers used nodding their head to keep them away from bad acts or rude behaviours. In this way, the teacher tried to build positive behavior and moral ethics in the students. It can be concluded that teachers expressed positive behavior toward language learning as well as formed spiritual behavior & personality development of the students.

Table 7: Reinforcement by approaching students

Indicator	Observed aspects	1	2	3	4	5	No use
Giving reinforcement by approaching	Stand next to the students when they perform class activity	✓					
	Sitting next to the students during presentation evaluation		✓				

Based on data observation, the results signify that approaching reinforcement by teachers was used sometimes and these reinforcements included acts such as standing next to the students when the students were performing in the front of the class and sitting next to the students during class presentations to evaluate his/her grades. It can be noticed that the implementation of approaching reinforcement by teachers increased confidence and self-esteem in the students.

Table 8: Reinforcement with fun activities

Indicator	Observed aspects	1	2	3	4	5	No use
Giving reinforcement with fun activities	Games & skits					✓	
	Music	✓					
	Act out stories		✓				
	Painting & drawing			✓			
	Warm-up/fitness break		✓				

The results also show that there were physical activities such as games, skits, tablo, music, and characterization stories used as effective reinforcement strategy. Moreover, painting & drawing were also useful activities that enhanced creativity and refresh the students` minds during the learning process.

Table 8: Reinforcement in the form of symbols & objects

Indicator	Observed aspects	1	2	3	4	5	No use
Giving reinforcement in the form of symbols or objects	Give reward (chocolate, candy)			✓			
	Comment on notebook	✓					
	Cash reward		✓				
	Victory	✓					
	Clapping	✓					

The above table shows that the researchers explored the reinforcement given by English teachers in the form of objects, symbols and tokens. Object reinforcement given by the teachers was in form of tangible or intangible rewards (i.e. chocolate, candy, or cash reward). In Symbolic rewards used by teachers, good comments on notebooks, victory symbols and clapping was enlisted.

Table 9: Negative reinforcement

Indicator	Observed aspects	1	2	3	4	5	No use
Giving reinforcement with punishment	Stand outside the classroom	✓					
	Making assignment twice	✓					
	Give additional work						✓
	Out of the classroom for making noise			✓			

	Break time off	✓					
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The results also indicate that in the English classroom, teachers sometimes employed mild punishment for the naughty students who performed bad acts and violated the discipline and regulations of the classroom. The examples of such inforcement included making the students stand outside the classroom, asking them to put their fingers in front of the mouth or making them stay inside class during break time or teachers gave additional work and make them write assignments twice.

Table 10: Summary of all reinforcements

No	Indicators with observed aspects	Use in numbers	No use	Frequency
1	Reinforcement with words	5, 3,2, 1, 2	×	13
2	Reinforcement with sentences	2,3,2,1,2	×	10
3	Reinforcement with gesture & body language	1,1, 2,3,3	×	10
4	Reinforcement with touch & facial expression	1,1,2,3,2	×	9
5	Reinforcement by approaching	1,2	×	3
6	Reinforcement with fun activities	1,2,3,2	×	8
7	Reinforcement in the form of symbols & objects	3,1,2,1,1	×	8
8	Negative punishment	1,1, no,3,1	No use	6
Total	8	36	1	57

Based on observations, it was found that English teachers of the colleges of Okara used all the types of reinforcement aspects and components while teaching English. The above table shows that there are eight kinds of reinforcement observed during teaching classes. The data shows that a total of 36 aspects were recorded during the observations that the teachers used in the English language teaching classroom. The number and percentage of each kind of reinforcement is provided in the table above.

5. CONCLUSION

The research concludes that positive reinforcement is mostly used by the teachers in the classroom as shown in the findings of the study. English language teachers give positive responses to students by using appreciated words like *Good, Nice, excellent, well done and great work*. Most teachers appreciate the students for maintaining the rules of class discipline that motivate the students to learn English with interest. Some of the teachers also used negative reinforcement in the classroom like punishing the students, using harsh sentences, and giving mild punishment (i.e. standing up while holding the ear,

raising your hands & drilling activity). It was found that negative reinforcement was used by the teachers in the classroom to maintain classroom discipline during activities or to avoid the occurrence of disturbing behavior of students (i.e. use of cheap language in the classroom, incorrect answers to the questions, gossiping with friends, etc.) which may have a negative impact on students' learning behavior especially in English language classes. The findings of the study indicate that the teachers used gestural reinforcement such as smiling or nodding their heads to point out or make students realize their mistakes. The findings also suggest that another reinforcement employed by English language teachers was contact and proximity reinforcement. It is the fourth strategy that was used in the classroom to improve the learning behavior of students in the English language. In proximity reinforcement, the most commonly used component was standing beside the students or sitting close to the students to guide them. The findings also show that contact reinforcement was used by English teachers in the classroom to encourage students towards language learning such as having contact with brilliant students, greetings to achieve success, etc.

This study shows the reinforcement strategies used in English language learning employed by English teachers at private colleges of Okara. The findings of the study coincide with the model of reinforcement by Moore (2007) who described different types of reinforcement such as, verbal or nonverbal (positive, negative, gestural, proximity & contact) used by English teachers in classroom activities to build up the behavior of students in English language learning. From the findings of the observation checklist, it is concluded that most of the students agreed that positive reinforcement was the best way used by English teachers to encourage and motivate the students about learning. By the implementation of positive reinforcement, students feel appreciated and comfortable during classroom learning. It is also concluded that positive reinforcement was a useful strategy to increase the self-confidence of students in second language learning. For the negative reinforcement, the teachers used negative or positive punishment (harsh sentences, giving warning or mild punishment, pointing out the student's name, putting the forefinger in front of lips, and giving physical punishment) that eliminates students' unpleasant behavior or attitudes, causing them to increase their good or bad behavior in the future. Therefore, the negative impact of negative reinforcement is higher than the positive impact that affects the student's behavior negatively. Most of the teachers used positive reinforcement that inspired the students for effective learning. It is because positive reinforcement was considered more appropriate than negative reinforcement. It was observed that when the teacher offered the students a positive response (PR) to their class work, they got motivated to perform another task correctly. On the other hand, when a teacher offered a negative response (NR), they grew anxious. Therefore, it is implicated that positive reinforcement is more important to improve the student behavior towards English language learning.

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