THE ROLE OF REINFORCEMENT ON SECOND LANGUAGE LEARNERS' PERFORMANCE IN ENGLISH IN SELECTED SECONDARY SCHOOLS IN NAKURU TOWN, KENYA

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DECLARATION AND RECOMMENDATION

Declaration

This Thesis is my original work and has not been submitted for a degree in this or any other university.

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This thesis has been submitted with our approval as university supervisors.

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To my dear parents, Mr Peterson Ndegwa and Mrs Nelias Ndegwa for their love, support-both emotional and financial, encouragement and giving me the best education. May God bless them abundantly.

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ABSTRACT

Reinforcement of learners' performance has been regarded as of little or no consequence in Second Language Acquisition theory and practice. On the contrary, it has always been considered important in education theory and practice. The study investigated how reinforcement of learners may be a powerful tool in the improvement of performance in the English language in secondary schools hence increasing the opportunity of acquiring competence in the language. The study involved describing teachers' use of reinforcement in English language classes; establishing the effect of teachers' use of reinforcement on learners' performance in the English language and finding out the challenges that teachers face in the reinforcement of English language learners. The study was guided by Gardner and Lambert's Socio-Educational theory of second language acquisition. The study was carried out in selected secondary schools in Nakuru town. The study used descriptive research design. The accessible population for the study was teachers and learners of the English language in secondary schools in Nakuru town. Stratified random sampling was used to select the four schools while simple random sampling was used to choose two observation classes that are, one stream in form two, three and four, respectively in each school. It resulted in eight observational schedules. Three hundred and fifty-three learners and eight teachers were observed. Sixty students in form 2-4 and the eight teachers were purposively selected for interviews. The total sample size in the study was 413 learners and 16 teachers of English which added up to 429 participants. The study used interviews, audio recording and Structured Observational Schedules for data collection. The data was presented in the form of tables, figures and verbatim transcript excerpts for exemplification and illustration in a qualitative explication. The findings of the study revealed that second language learners' performance in English is greatly influenced by teachers' use of reinforcement. The findings also proved that teachers of English give unguarded praises, negative statements and criticisms to English second language learners. The study is an essential contribution to the field of Second Language Acquisition Theory and practice with regard to offering information and insight into reinforcement, motivation and attitudes in practical language acquisition and learning in the classroom situation. These findings are useful in the improvement of second language learners' performance in English. The findings also inform teachers of English to acquaint themselves with effective use of positive verbal reinforcement (general praise, ability praise and effort praise) which works as a driving and motivational force on learners' acquisition and use of English language.

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LIST OF ABBREVIATIONS AND ACRONYMS

AMTB   Attitude/Motivation Test Battery

EFL   English Foreign Language

ESL   English Second Language

FL   Foreign Language

K.C.P.E   Kenya Certificate of Primary Education

K.C.S.E   Kenya Certificate of Secondary Education

L2   Second Language

OSTIC   Observing Students and Teachers In Classrooms

PAQ   Praise Attitude Questionnaire

SLA   Second Language Acquisition

SOS   Structured Observational Schedule

UNESCO   United Nations Educational, Scientific and Cultural Organisation

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

The role of reinforcement on second language learners' performance in English is significant because it enhances the learning of a second language. English has a prestigious status and is the second language used by most communities worldwide (Crystal, 2015). In Kenya, it serves as an important tool to attain both national and curriculum goals of education as enshrined in Vision 2030 (Gathua, Kiptiony & Somba, 2012). In order to study English as a second language and be successful in it, learners must be facilitated to obtain the four language skills: listening, speaking, reading and writing (Wyatt, 2009).

According to Chitiyo and Wheeler (2009), the teacher improves student's behaviour by creating a supportive learning environment by positively reinforcing the desired behaviour. Reinforcement on the second language during classroom teaching is one of the significant factors which play a positive role in second language learning by enhancing the performance of the language (Fromkin, 2018).

Emotional bonding between students and teachers ought to be built. Students are anticipated to be at ease with their teacher of English and be certain that he/she will correct them if at all, they make mistakes (Zua, 2008). Boniecki and Moore (2010) further affirm that teachers have the ability to reinforce learners' behaviour extrinsically through praise or tangible prizes. Systems of formal praise enhance inherent motivation to develop learners' behaviours (Wheatley, West, Charlton, Sanders, Smith & Taylor, 2009).

The linguistic repertoire of secondary school students in Nakuru town is that of multilingualism. The multilingual students are the majority at 69.32 per cent that speak English, Kiswahili, Mother tongue and Sheng-slang (Oduor, 2016). English language in Kenya serves as lingua franca that enables communication among people depending on their exposure and level of education (Kaviti, 2018).

Students' oral proficiency in English is affected much by their communicative patterns. Students have expression difficulties in their spoken English because they mostly use Kiswahili and Sheng-slang in their verbal interactions in all the domains in which they are by themselves. Kiswahili and Sheng-slang significantly limit their opportunities to practice

speaking in the school setting. As a result, this affects their oral proficiency in the language (Oduor, Ibid).

Despite the importance of the English language in Kenya, performance in it as a subject in the national examinations has remained far below the expected standards. The percentage of learners who perform below average in English in the K.C.S.E examination in the town has been increasing over the years (Nakuru Town East and West Sub-County Education offices, 2018). Learners' performance in English subject is assessed, measured, and evaluated in the mastery of listening, speaking, reading, and writing skills tested in functional skills, comprehension, literally appreciation, grammar, imaginative composition, and essays based on set texts.

Table 1 indicates the learners' registered performance in English subject as a second language out of 12 points for five consecutive years. The performance is inconsistent, that is, improving in one year and deteriorating over the next. The status shows that as time goes the number of learners who fail in the subject increases. It is in this respect that the study sought to investigate the role of reinforcement on second language learners' performance in English in selected secondary schools in Nakuru town.

Table 1: K.C.S.E English Subject Performance

Year	**2017**	**2016**	**2015**	**2014**	**2013**
Mean score	5.484	6.346	5.633	6.118	5.695
Deviation	-0.862	+0.713	-0.485	+0.423	

Source: Ministry of Education, Science and Technology (2018).

1.2 Statement of the Problem

English is the language of instruction in Kenyan secondary schools; hence the performance in it determines the achievement in other subjects except for Kiswahili and other foreign languages. Despite that, there is a worrying trend of the poor performance of the English language in K.C.S.E examination in Nakuru town. There are few studies in Second Language Acquisition that have focused on the influence of reinforcement on second language learners towards the improvement of performance. Reinforcement has always been considered important in education theory and practice; however, it has been regarded as of little or no consequence in Second Language Acquisition theory and practice. Little focus worldwide has been given to reinforcement, especially in Second Language Acquisition research. It is for

this reason that the study assessed the role of reinforcement on second language learners' performance in the English language in selected secondary schools in Nakuru town, Kenya.

1.3 Research Objectives

The general objective of the study was to find out the role of reinforcement on second language learners' performance in English.

The specific objectives of the study were as follows;

i. To describe teachers' use of reinforcement in English language classes.

ii. To establish the effect of teachers' use of reinforcement on learners' performance in the English language.

iii. To find out the challenges that teachers face in the reinforcement of English language learners.

1.4 Research Questions

The study was guided by the following research questions.

i. How do teachers' use reinforcement in English language classes?

ii. What is the effect of teachers' use of reinforcement on learners' performance in the English language?

iii. What challenges do teachers face in the reinforcement of English language learners?

1.5 Justification of the Study

All teachers know about reinforcement, but most of them downplay it. Establishing the role of reinforcement on second language learners' performance in English is essential because many teachers of English take it for granted yet it has a significant bearing on learners' performance in the language. The findings of the study are essential to teachers of English just as the learners as the study sheds light on the role of reinforcement on second language learners' communicative competence in English and how verbal praises, negative statements and criticisms used by teachers affect learners' performance in the language.

The results of the study inform curriculum developers to come up with strategies to improve English language competence and performance of learners through teachers' enhanced reinforcement.

Further, the study findings contribute to the field of Second Language Acquisition Theory and practice about offering information and insight into reinforcement, motivation and attitudes in practical language acquisition and learning classroom situation.

1.6 Scope and Limitations of the Study

The study involved form two, three and four learners and their teachers of English in four selected secondary schools in Nakuru town. The town was preferred considering that it is the most cosmopolitan urban centre in Nakuru County characterized by linguistic heterogeneity. It is a representative of linguistic diversities origins across Kenya. The town is made up of two sub-counties. These are Nakuru Town East Sub-County and Nakuru Town West Sub-County. The two sub-counties also represent the two constituencies in the town.

Three hundred and fifty-three learners and eight teachers were observed. Sixty students and the eight teachers were purposively selected for interviews. The total sample size in the study was 413 learners and 16 teachers of English, which resulted in 429 participants. The study was limited to the role of reinforcement on second language learners' performance in English.

The observer's paradox was a limitation taking into account that the study used the non-participant observation method. The presence of the researcher in the English language classrooms may have been an influence on teachers and learners actions. To aid lessening in the observer's paradox, the researcher used the first day for preparation for data collection in addition to creating rapport with the respondents to enhance successful data collection.

1.7 Definition of Terms

Attitude- Refers to learned predispositions to teachers' reinforcement that direct a learner's positive or negative thoughts, feelings and actions towards English subject, teachers and speakers of the English language.

Developmental or personal motivation- This is when learners yearn to learn the English language for their improvement or satisfaction (Noels, 2019). In the context of this study developmental or personal motivation refers to learners' aspiration to competently use English second language for progression or personal contentment.

English language behaviours- These are learners' classroom activity habits that are reinforced by their teachers, for instance, paying attention, active participation, completion of assignments and responses to questions asked.

Extrinsic motivation- This is learners' urge to learn the English language because a teacher of English is going to praise them for actively participating in English class activities or improving performance.

Instrumental motivation- This occurs when learners' objectives for learning the second language are functional; for instance, they need the language to aid in getting a better job (Gardner and Lambert, 2007). In the context of this study, instrumental motivation refers to the desire to learn English second language for learner's essential practical goals.

Integrative motivation- This occurs when learners study a new language since they are interested in the culture and people of the target language (Gardner and Lambert, Ibid). In the context of this study, integrative motivation refers to learner's willingness and interest in promoting English through social interactions with the language group members who include Kenyans since it an official language.

Intrinsic motivation- This occurs when language learners are motivated from within through enjoyment of acquiring proficiency and the pleasure that the activities enhance in producing a new language. For instance, a learner who concludes an activity for his or her enjoyment without pressure from outside takes part in the task (Gardner and Lambert, Ibid). In the context of this study, intrinsic motivation refers to the aspiration to learn English by performing the language tasks due to the sense of accomplishment that comes from good work done.

Language skills- This is the knowledge and ability to use English linguistic rules in listening, speaking, reading and writing for effective communication.

Learner- Refers to somebody who is learning about a specific subject (Brockett and Hiemstra, 2018). In the context of this study a learner refers to a person who is learning English as a second language.

Learner's performance- Refers to learners' acquisition of language skills as well as being competent in using English in concrete situations like during classroom discourse and in academic achievement, particularly in tests and examinations.

Motivation- This is the learner's desire to actively participate in English learning activities during English lessons.

Negative motivation – This is the feeling a person gets when he/she expects punishment (Kiruja and Mukuru, 2018). In the context of this study, negative motivation refers to learners' feeling of negative remark expectation from their teacher of English during classroom learning activities.

Negative reinforcement- In negative reinforcement, a response or behaviour is strengthened by stopping, removing, or avoiding a negative outcome or aversive stimulus which causes either physical or psychological discomfort (Sutton and Barto, 2018). As used in this study, it refers to learners' increased probability in correcting or improving their English classroom learning activities after receiving negative statements or criticisms from their teachers when they answer questions incorrectly.

Positive motivation- This refers to the type of motivation a person feels when he/she expects a particular reward (Kiruja and Mukuru, Ibid). In the context of this study, positive motivation refers to learners' feeling of positive remark expectation from their teacher of English during classroom learning activities.

Positive reinforcement- refers to a condition where the introduction of a stimulus increases or maintains the likelihood of the recurrence of the same response (Sutton and Barto, Ibid). In the context of the study this refers to a positive verbal comment by teachers of English like praise when a learner in the classroom answers a question correctly or accurately as expected.

Praise- Refers to teachers' of English positive verbal evaluations given to English second language learners designated by praise markers such as "excellent, very good, well done, I believe you are able, you are a good reader, a good trial and you are improving."

Proficiency- Refers to learners' ability in command of English language skills.

Reinforcement- Refers to the process that increases the probability of English language behaviours occurring either by giving negative statements or encouragement using praise which enhance learning.

Second Language Acquisition- Refers to the process through which students learn English in a formal classroom environment after their first language.

The second language- Refers to the English language learned in addition to a learner's first language.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter covers a review of the literature to the study of the role of reinforcement on second language learners' performance in English. The review first explores the concept of reinforcement which further looks into positive reinforcement, negative reinforcement and schedules of reinforcement. Secondly, it discusses reinforcement of second language learners of English performance, thirdly, effects of teachers' verbal praise reinforcement on students' learning fourthly, effects of verbal praise reinforcement in motivating second language learners fifthly, challenges in teachers' reinforcement of learners and, lastly, critical review of Gardner and Lambert's socio-educational model in learning the second language. The theoretical framework on which the study is based is also discussed herein.

2.2 Reinforcement

Reinforcement in behavioural psychology refers to a consequence applied that will strengthen a person's future behaviour whenever that behaviour is preceded by a particular antecedent stimulus (Reeves, 2017). Reinforcement is vital in the achievement of academic excellence. More students of English as an essential second language can be inspired if teachers of English embrace important concepts of reinforcement. It is maintained that for a consequence to be called a reinforcer, there must be an indication that it strengthens behaviour for a specific individual. Reinforcement happens when an event following a reaction, raises an organism's propensity to make that response (Nnachi, 2007). The stimulus-response theorists believe that for language learning to occur, the teacher has to motivate students by the use of reinforcement techniques. This study established whether teachers' verbal praise is a reinforcer on second language learners' performance in the English language. In operant conditioning, reinforcement is classified into positive reinforcement and negative reinforcement.

2.2.1 Positive Reinforcement

Positive reinforcement involves a positive reinforcer which is the motivation that raises the possibility of behaviour happening when it is added to a condition. According to Diedrich (2010), positive reinforcement is the presentation of reward immediately following a desired behaviour intended to make the behaviour occur again in the future. For instance, when a learner exchanges jokes and the audience laughs, the more the behaviour of joking is

established. A study by Conroy, Sutherland, Snyder, Al-Hendawi and Vo (2009) found that teachers could advance their general classroom environment, in addition to raising positive interactions with learners by professionally implementing positive reinforcement. The current study investigated how positive reinforcement of learners may be a powerful tool in the improvement of performance in the use of the English language.

2.2.2 Negative Reinforcement

Negative reinforcement involves a negative reinforcer which is the stimulus that enhances the probability of a reaction or behaviour happening when it is removed from the state of affairs (Hoque, 2013). For instance, if a learner is relieved of his/her duties as a class prefect because these duties adversely affect his/her academic performance, subsequently, his/her academic performance surges enormously onward (Kemjika, 2014). It was worth finding out if negative reinforcement increases second language learners' probability in correcting or improving their English classroom learning activities after receiving negative statements or criticisms from their teachers when they answer questions incorrectly.

2.2.3 Schedules of Reinforcement

A schedule of reinforcement is a set of rules or procedures that a teacher during classroom activities follows when delivering reinforcers (Hirst, Lockenour & Allen, 2019). For instance, a learner can be reinforced after every accurate response to a question based on the protocol set by the teacher. Continuous schedule and intermittent schedule are the two types of reinforcement schedules.

A continuous schedule of reinforcement happens when reinforcement is delivered after every targeted behaviour while an intermittent schedule of reinforcement occurs when reinforcement is delivered after some behaviours or answers but by no means after each one. Additionally, continuous reinforcement schedules are frequently used by teachers when teaching new behaviours, while intermittent reinforcement schedules are commonly used by teachers when maintaining previously learned behaviours (Martin and Pear, 2016).

Nwankwo (2002) says that several schedules of reinforcement affect the learning and final performance level attained. Intermittent reinforcement schedule is resistant to extinction (Weiten, 2007). When teachers of English use intermittent reinforcement schedule, the students can keep making efforts to answer questions and maintain a high level of academic performance (Slavin, 2009).

Okpala (2000) notes that continuous and intermittent reinforcement schedules produce important differences in performance. These differences are most apparent at three stages in learning. First, during the initial development of a response, continuous reinforcement is preferable because it accelerates this early performance and produces high rates of response. The implication of the above in a second language situation is that if a teacher introduces an entirely new topic, he/she should employ continuous schedule to increase the arousal level of the students as it regards internalizing the topic. After students have been introduced to the topic, the teacher goes further to impart the various areas of the topic. He/she uses an intermittent reinforcement schedule for response maintenance because it increases resistance to extinction. Both continuous and intermittent reinforcement schedules play vital roles in learning English as a second language. These findings relate to the present study, which looked at the time second language learners received reinforcement and how it affected their level of performance.

2.3 Reinforcement of Second Language Learners of English Performance

Reinforcement is significant in the achievement of academic excellence worldwide. Chondhury (2014) states that the primary responsibility of all teachers of English is to help all learners in the development of their capability to write and speak the better language. Kotut (2016) researched factors influencing the performance of English as a subject in Kenya Certificate of Primary Education in Nakuru Town East sub-county. The findings indicated that the respondents agreed and strongly agreed that to improve students' attitude in learning of the English language, various rewards are given to excellent pupils. Majority of the respondents strongly agreed and approved (92.4%) that student's attitude in the learning of English, which is achieved through positive reinforcement by teachers of English, greatly determines their success in learning. It was in agreement that the teachers support weak students by building their motivation in learning English.

In a study on challenges and strategies for teachers and learners of English as a second language, Dhillon and Wanjiru (2013) studied the reinforcement strategies for teachers and learners of English in an urban primary school in Kenya. One of their outcomes showed that positive reinforcement was more significant used by a majority of teachers in their classroom management. In addition, the results of their study displayed that forms of rewards and appraisal are good in reinforcing learners. While their study looked into forms of rewards and appraisal, the current one sought to investigate teachers' verbal reinforcement.

Wafula, Wakhungu and Kafu (2011) carried out research on classroom management to determine the state of positive reinforcement in secondary education in Kenya. The study was carried out in public secondary schools in Eldoret Municipality. They established that positive reinforcement in the secondary school classroom in Kenya drives at inspiring students' positive academic achievement, teacher efficacy and effective teaching and learning. The results of their study confirm that incentives are good in comparison to those that incline to be material in nature. The latter should not be regularly used because some students might do everything they can to perform a chore for the sake of the reward. They established that positive reinforcements are indispensable techniques in classroom management. While their study was on general education classroom management, the present one focused specifically on English language behaviour management on second language acquisition and use in English.

Concerning the efficacy of reinforcement tactics, Oyo (2012) examined the use of a rewards system in Kenyan secondary schools. The study concentrated on the assessment of how rewards affect positive attitudes resulting in the advancement of school's standards in academics. The findings of his research revealed that most students prefer simple items like erasers, stickers and pencils as prizes and other classroom treats such as homework pass and computer time. Whereas the study was on prizes, the current one investigated the role of verbal reinforcement on second language learners' performance in English.

Kirui (2007) investigated the effect of teachers' use of praise and criticism in students' learning in Moiben Division of Uasin Gishu District, Kenya. She found out that though teachers use praise and criticism in the classroom; criticisms were commonly used compared to praise. Praise encouraged students to actively participate in class by attempting questions asked, paying attention to the teacher and putting more effort into their classwork. Criticism, on the other hand, had made the students get discouraged, hate the subject, and the teacher concerned, fear the teacher, get stressed, feel embarrassed, irritated, avoid questions and lack concentration. She concluded that praise enhanced learning while criticism hindered learning.

Kirui's study investigated learners in the following subject classes: English, Kiswahili, Mathematics, Chemistry, History, Business Studies and Agriculture. The current study focused specifically on English language classes. Additionally, her study was carried out in a linguistically homogeneous area while this study was conducted in a linguistically heterogeneous area. Hence the research gap is filled by the current study, which concentrated

specifically on the role of reinforcement on second language learner's performance in English in selected secondary schools in Nakuru town.

Njoroge (2013) looked into language learner performance and interpretation of teachers' written comments among primary school learners in Nakuru Municipality, Kenya. She found out that pupils interpret teachers' written comments in different ways. She established that a positive relationship exists between teachers' written comments and pupils' attitude and motivation towards learning and using the English language. It was worth considering the effect of teachers' use of verbal praise reinforcement on secondary school learners' acquisition and use of the English language, which was the concern in the current study.

2.4 Effects of Teachers' Verbal Praise Reinforcement on Students' Learning

Brophy (1981) contends that praise is a broadly recommended method of reinforcement by teachers. It enhances intrinsic motivation. Praise is typically seen as appropriate not only because it can be an operational reinforcer but due to its provision of encouragement to learners which help them to build self-esteem and enhance the teacher-student relationship. An additional specific potential advantage is that praise permits an undeviating statement of the contingency between behaviour and reinforcement. Anything characterized as positive reinforcer must increase the rate of behaviour; therefore, to the extent that praise is defined as a positive verbal reinforcer, it cannot have anything but enhancing effects.

Praise is correspondingly considered to have valuable effects on learners' motivation, performance and self-esteem. A group of researchers and teachers assert that usually a feedback message of praise upsurges motivation and leads to improvement in students' performance (Pintrich and Schunk, 2002). Ilies and Judge (2005) confirm that feedback which encompasses praise is more actual since it causes a positive emotional reaction, which is frequently associated with improved motivation and higher goals.

The effectiveness of praise is enhanced by the positive mood it creates or due to its capability to make people feel good about themselves (Jin, 2008). Additionally, due to the positive interpersonal dynamism that normally supplements praise, children may remain to display praised behaviour to withstand the attention and approval of the evaluator (Folse, 2009). In this case, motivational paybacks are purely extrinsic and quite transitory, dissipating as soon as the evaluator is no longer present to dole out approval (Chalak and Kassaian, 2010). Lastly, operant principles explain the positive influence of praise on motivation. Based on

these principles, praise is thought to upsurge the rate of behaviour because the positive know-how of being praised becomes connected with the behaviour that stimulated praise (O' Leary and O'Leary, 1977). Indeed, studies in this tradition of "The effects of praise on children's intrinsic motivation" have displayed that praising children for completing an assignment, following a rule, or paying attention to the teacher upshots in an increased rate of the desired behaviour (Drabman and Lahey, 1974). The current study looked into how teachers' reinforcement affects learners' motivation and frequency of their English language behaviours.

The researchers who stress the positive role of praise for students' learning denote to a number of theoretical mechanisms to clarify their results. One usually discussed variable, which is alleged to facilitate the effect of praise, is self-efficacy, defined as the belief that one has the capabilities to execute the courses of actions required to achieve desired outcomes (Bandura and Locke, 2003). Drawing upon a long line of research, Bandura (1997) proposed that individuals' self-efficacy is strongest when it arises from their own success, but coaxing can be effective in convincing individuals that they have the capability to prosper. In this circular process, praise can be used to make learners believe that they can prosper, which should, in turn, enrich self-perceptions of effectiveness and lead to greater academic attainment.

According to Lemlech (1999), a lot of teachers frequently use praise as a form of positive reinforcement for suitable behaviour and as a motivational tool. Many professionals agree that praising less is good since too much praise mostly unwisely applied such as praising for insignificant endeavours or weak efforts, especially in young learners' classes, can lessen student's self-motivation and suppress a student's natural curiosity. Davies (2003) states that actual praise necessities to be given genuinely and enthusiastically focused on the learners' effort in comparison to real achievement. It is agreed that it is vital to work on a positive style of praise which is more effective rather than a negative one like punishment (Cohen, Manion & Morrison, 2005). Genuine, natural and specific praise reassures positive self-esteem and acceptance of both self and among other learners in the classroom (Davies, Ibid). There is, therefore, the need for teachers of English to sincerely and credibly praise second language learners with correct responses which have affirmation and natural voice for their present effort and progress.

Occurrence of praise inclines to be positively correlated with self-perceptions of capability among school children (Abu-Mulhim, 2009). In another study by Deci (2000), grownups that were commended for a puzzle-completion chore spent a lot of time engaging in the same activity during a consequent free-choice session than those given no feedback. According to Baumeister, Hutton and Cairns (1990), praise has been displayed to increase adults' performance at skilled tasks as compared to the performance of a control group. The current study found out if the frequency of teachers' verbal praise reinforcement positively correlates with different self-perceptions of ability among secondary school students in language skills stressed in functional skills, comprehension, literary appreciation, grammar, creative composition and essays based on set texts.

2.5 Effects of Verbal Praise Reinforcement in Motivating Second Language Learners

Motivation is considered as one of the most vital factors in Second Language Acquisition (Sun, 2010). It is a kind of desire for learning. It is challenging to teach a second language in a learning environment if the learner does not desire to learn a language. Gomleksiz (2001) expresses that motivation is a fundamental factor in the second language acquisition process. He further stresses that a less able student who is highly motivated can achieve greater success than the most intelligent student who is not well motivated. Unmotivated students are insufficiently involved in L2 learning and, therefore, unlikely to develop their L2 skills (Engin, 2009). The current study assessed if a less able learner who was often praised for effort would become highly motivated and achieve greater success than the most intelligent learner who was seldom praised for his/her effort and was not motivated.

Effective teachers encourage their students' participation in classroom discussions, welcome their contributions, and motivate them (Cazden, 2001; Stipek, 2002). However, many educators often allow their less proficient students to remain silent or to participate less than their English-fluent peers (Wilhelm, Contreras & Mohr, 2004). Baumeister *et al*., (Ibid) presented evidence that praise can both facilitate and impede students' performance. The present study found out whether effective teachers' of English verbal praise reinforcement encouraged learners' participation in English language classroom learning activities, welcomed their contributions, or motivated them.

Motivation is extensively accepted as one of the main factors which affect the rate and success of second language learning (Folse, Ibid). Secondly, it considers how ready and willing students are to gain more information to enhance their capacity to comprehend, write,

and speak the L2 (Engin, Ibid). Thirdly, it offers the primary incentive to initiate learning the L2 and later the driving force to endure the long and tedious learning process (Huang, 2007). Fourthly, it defines the level of active personal taking part in L2 learning (Warden and Lin 2000). Finally, motivation unswervingly affects how regularly learners use L2 learning strategies, how much learners interact with native speakers, and how long they endure and maintain L2 Skills after language study is over (Wyatt, Ibid). The current study assessed if teachers' of English verbal praise reinforcement on learners in the English language directly affected their motivation, performance, or communicative use towards the establishment of competence.

2.6 Challenges in Teachers' Reinforcement of Learners

Factors that hamper implementation of positive reinforcement comprise impromptu activities given to students and the absence of guidance in learning tasks. Photini (2006) established that motivation pivots on learners' learning in Spain. Seventy students of middle-level grades were interviewed by the aid of questionnaires. The results showed that some of the limitations to learners' motivation in learning were: lack of teachers' knowledge of the learners' interests, lack of stimulation of students' imagination, poor perception of their capabilities to prosper and lack of gender sensitivity on the part of the teacher.

According to the UNESCO education report, examination results are prejudiced by factors other than teaching, including student skills, expectations, motivation, parental background, peer pressure, curriculum structure, school organizational resources, and culture. Teachers' influence on students' performance is cumulative, where their performance is influenced not only by current teachers but also by previous ones (Wanzala, 2017).

Elwell and Tiberio (1994) conducted a study in the high school environment with 620 New York students in response to their observation that little research exists on how students perceive teacher feedback and reward. They developed the Praise Attitude Questionnaire (P.A.Q.) based on the earlier work of Sharp (1985) who found that of 251 Australian high school students aged 12 to 16 years, 26% preferred to be praised loudly and publicly when they achieved on an academic task, 64% preferred to be praised quietly and privately, while 10% preferred teachers to say nothing at all. The present study found out whether second language learners of English in secondary schools in Nakuru town preferred being praised both loudly and publicly, quietly and privately, or said nothing at all.

Research links motivation to other types of learning outcomes. Some indications also support the existence of gender differences. For instance, Lange and Adler (1997) report that teachers ranked girls considerably higher than boys on basic motivation and mastery-oriented behaviours, even though achievement and class grades for these two groups were the same. Guay, Chanal, Ratelle, Marsh, Larose and Boivin (2010) found girls to have higher intrinsic motivation for reading and writing compared to boys' low intrinsic motivation. On the other hand, boys had higher intrinsic motivation for Mathematics than girls did. The present study found out if second language learners' of English gender differences influenced the effectiveness of teachers' use of reinforcement.

Kieti (2017) looked into factors influencing students' academic performance in public secondary schools in Matungulu sub-county, Machakos County, Kenya. The study found out that teachers' workload and qualification are critical in influencing learner performance. There was a need to establish whether teachers' qualification and workload affect the implementation of reinforcement in English language classes.

Njuguna (2012) investigated factors influencing the performance of the English language in public secondary schools in Bomet District, Kenya. The study revealed that some learners might have hearing and visual impairment, mental retardation or different learning speeds. A professional teacher must note learners' differences and tailor-make his/her lessons to be relevant to his/her divergent learners. The current study found out if learners had individual differences that teachers of English identified so that they could know the appropriate type of positive reinforcement to deliver to a specific student.

2.7 Critical review of Gardner and Lambert's Socio-educational Model
The model suggests the existence of two primary individual variance variables in language learning that is ability and motivation. Learners with advanced levels of ability (intelligence and language aptitude) tend to be more successful in learning the language than the students who are less "endowed". The current study found out whether learners' levels of ability and motivation could influence their acquisition and use of the English language.

The model claims that motivation to acquire an L2 requires a positive attitude towards the L2 community and a need to become a member of that community (Clement & Kruidenier, 1994). Through this idea, they presented two kinds of motivation, instrumental and integrative. They observed L2s as interceding factors between diverse ethnolinguistic

communities in multicultural settings. They deliberated the motivation to learn the language of the other community to be the main force responsible for enhancing or hindering intercultural communication and affiliation. People living and working in societies other than their own learn the target language for initiating and encouraging social interactions. In such situations, integrative motivation becomes a compelling factor for the successful acquisition of L2 (Crookes and Schmidt, 1991).

The other form of motivation, named 'instrumental motivation' in the acquisition of L2, is predominantly practical. The critical feature of instrumental motivation is to accomplish something from learning an L2 mainly, such as assisting people in their job or living (Hussain and Sultan, 2010). Instrumental motivation is concerned with its practical aspects, for example, meeting the requirements for one's education, finding jobs, higher salaries, or higher status in the community. Gardner and Lambert describe instrumental motivation as the desire to gain practical benefits (Clement & Kruidenier, Ibid). For instance, a person who wants to learn an L2 to better his/her future career with more job prospects and a higher salary would have instrumental motivation. Through their study, Gardner and Lambert concluded that integratively motivated students were more successful in learning an L2 than instrumentally motivated students. Students with positive attitudes towards the L2 community are more inclined to learn such language, therefore proving the applicability of Gardner and Lambert's integrative motivation theory to Canadian students learning French. Gardner claims, apart from measuring motivation, the Attitude/Motivation Test Battery assesses other individual variables. There was need to establish who would be more successful in acquiring and using English language between integratively and instrumentally motivated learners.

Qashoa (2006) researched motivation among Arabic learners of English in secondary schools in the United Arab Emirates. He investigated the integrative and instrumental motivation. The participants selected for the study were one hundred students from four state secondary schools in the Eastern region of the United Arab of Emirates. He used structured questionnaires and interview schedules. The questionnaire data were analysed through SPSS for analysis. The findings indicated the two types of motivation stimulate Emirati students to learn English and inspire them to get higher grades in English classes. The overall mean score of the students' responses to integrative motivation items on the questionnaire was 3.77, whereas the overall mean of their responses to instrumental motivation items was 4.15. These

numbers indicate the Emirati secondary school students were integratively and instrumentally motivated to learn English, and they had a higher level of instrumental motivation than integrative motivation.

Alnatheer's (2013) study looked into the role of motivation and motivational strategies in Saudi students' communicative competence in English. In the study, participants were from two different contexts: the Saudi context (a foreign language context) and the Australian study-abroad context (a second language context). Students' motivation was measured according to Gardner and Lambert's socio-educational model (2007), and teaching strategies supporting motivation were measured according to Guilloteaux and Dornyei (2008). The results indicated that participants measured and self-reported communicative competence differed in the two groups. The Australian group had higher levels of measured and self-reported communicative competence than the Saudi group. The findings also indicated that teaching strategies supporting motivation do not directly affect students' communicative competence but rather affect their motivation.

The strength of Gardner and Lambert's theory is that it was empirically tested and supported by strong evidence. Even though Gardner and Lambert (Ibid) claim that motivated integrative students are more successful in learning an L2 than motivated instrumental students, this conclusion has little relevance in today's FL classrooms. FL learners might not be exposed to native English speakers or the L2 regularly; however, there is an understanding that studying English could lead to an improvement in future careers (Warden and Lin, Ibid). Students, who live thousands of miles away from the closest L2 community, may not be motivated to integrate into that society. Nonetheless, they do possess the instrumental motivation to learn that language to promote career and or gain a higher salary.

On the other hand, Dörnyei (2003) believes that one can still be integratively motivated without having contact with the L2 community. He argues that, for FL learners, where there is no direct contact with the L2 and the language is mostly learned as a school subject, one can still be in some ways integratively motivated. Dörnyei and Ushioda (2011) believe that motivation to learn English is likely to be different in many ways from learning other second or foreign languages. They argue that English is a global language; its ownership does not rest with a precisely defined community. From the theory, therefore, positive reinforcement is as a way to motivate students, especially in L2 learning. Learners who are successful with excellent performance on a task are likely to continue to work.

Even though it was empirically evident, the main hindrance with the theory is that the research was only tested on second language learners. There is a significant difference to note between learning a second language and learning a foreign language. Learning a second language involves having some contact and interaction with the second language speakers, whereas learning a foreign language; students have less exposure to native speakers (Dörnyei, Ibid). Gardner and Lambert's conclusion is solely based on a specific group of subjects who were learning the second language in a second language setting. For this reason, their theory might not apply to foreign language learners.

2.8 Theoretical Framework

The theoretical foundation of this work was Gardner and Lambert's (2007) Socio-educational model of second language acquisition. Given that this study was looking into the role of reinforcement on second language learners' performance in English in selected secondary schools in Nakuru town, Kenya, the model was relevant. It was adopted in the study because it contains three main variables: 1. 'Integrative-ness', 2. Attitudes towards the learning situation, and 3. Motivational intensity (Figure 1).
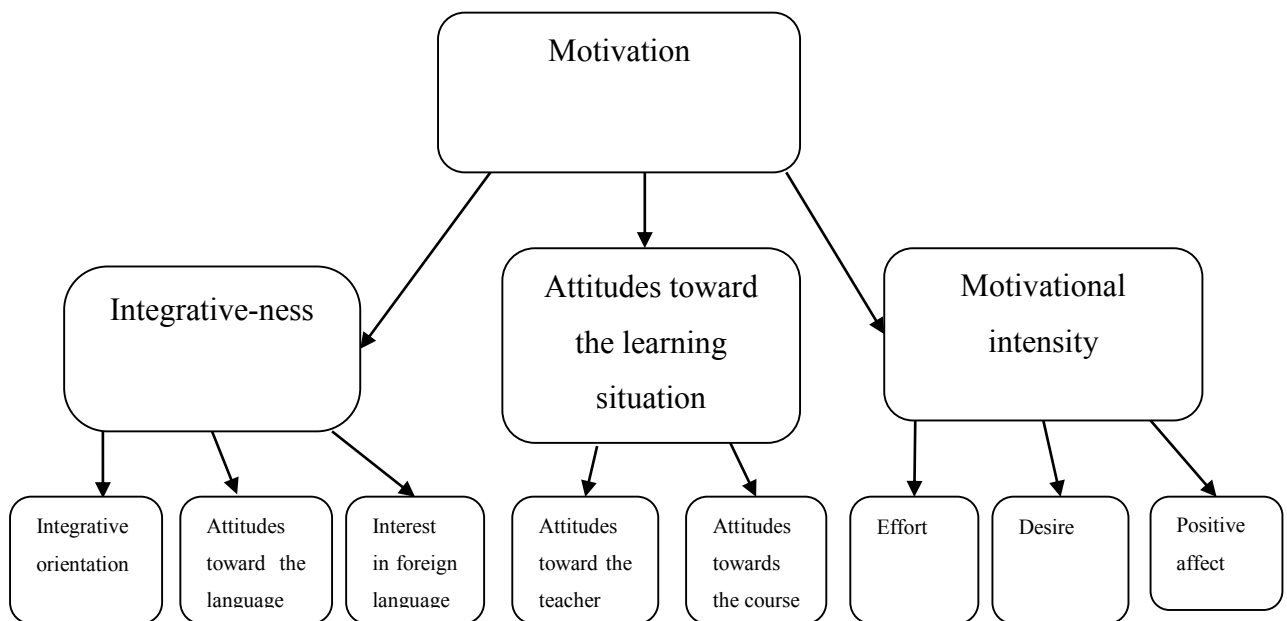
Figure 1: Socio-Educational Model of SLA (Gardner and Lambert, 2007)

The first variable related to motivation in the model is "integrativeness". Gardner and Lambert, (Ibid) established that success in language attainment hinges on the learners' tendency towards the target group. This led to the formation of the concept "integrative orientation," which denotes "a high level of drive on the part of the individual to acquire the

language of the valued second-language community to facilitate communication within the group." The second variable, "attitudes toward the learning situation" involves attitudes toward any aspect of the situation in which language is learned. These attitudes affect learners' motivation and could be directed toward the teacher and the course in general.

The third main variable is the motivational intensity which comprises three elements that are, effort, desire and positive affect. Effort refers to the time spent in studying the language and the drive of the learner. Desire indicates how much the learner wants to become proficient in the language. Positive affect illustrates the learner's emotional reactions with regard to language study. According to Gardner (2004) first, the motivated learner expends effort to learn the language by such things as giving correct responses during class discussions, completing assignments, doing accurate homework and improving test scores. The affirmative evaluation may later help learners increase their interest in learning English language and establish their self-confidence, which is normally considered as a crucial factor that contributes to successful learning. Secondly, the motivated learner wants to achieve the goal and express a desire to learn the language, strives to achieve success, and enjoys the task of language learning.

Given that this study was looking into the role of reinforcement on second language learners' performance in English in selected secondary schools in Nakuru town, Kenya, the model helped in assessing the correspondence between learners' motivation to learn and perform. It is following the current study because the findings discovered that teachers' verbal praise reinforcement has a significant positive impact on second language learners' motivation and subsequently, their performance in English.

Teachers' verbal praise reinforcement motivates learners and later increases their frequency of English language behaviour because of the positive experience they get. The model proceeds to point out the three variables which are related to motivation. The variables were valid into looking at the role of reinforcement on second language learners' performance in English. Following the model, teachers' verbal praise positive reinforcement directly affects learners' motivation. Finally, leaners need to ultimately display motivation, improve performance and communicative use towards the establishment of competence.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the study area, a research design that was used for this study, population, sample and sampling procedures and data collection tools. It also gives the procedure of data collection analysis and interpretation as well as the ethical considerations.

3.2 Study Area

The study was carried out in four secondary schools in Nakuru town. It is the fourth largest town in Kenya. The town was also preferred considering that it is the most cosmopolitan urban centre in Nakuru County characterized by linguistic heterogeneity. It is a representative of linguistic diversities origins across Kenya.

Nakuru Town is one of the largest urban centres in Nakuru County, Kenya. It is currently the headquarters of the County Government of Nakuru. The town is made up of two sub-counties. These are Nakuru Town East Sub-County and Nakuru Town West Sub-County. The two sub-counties also represent the two constituencies in the town. Figure 2 that follows is the area map of Nakuru Town and Selected Secondary Schools.
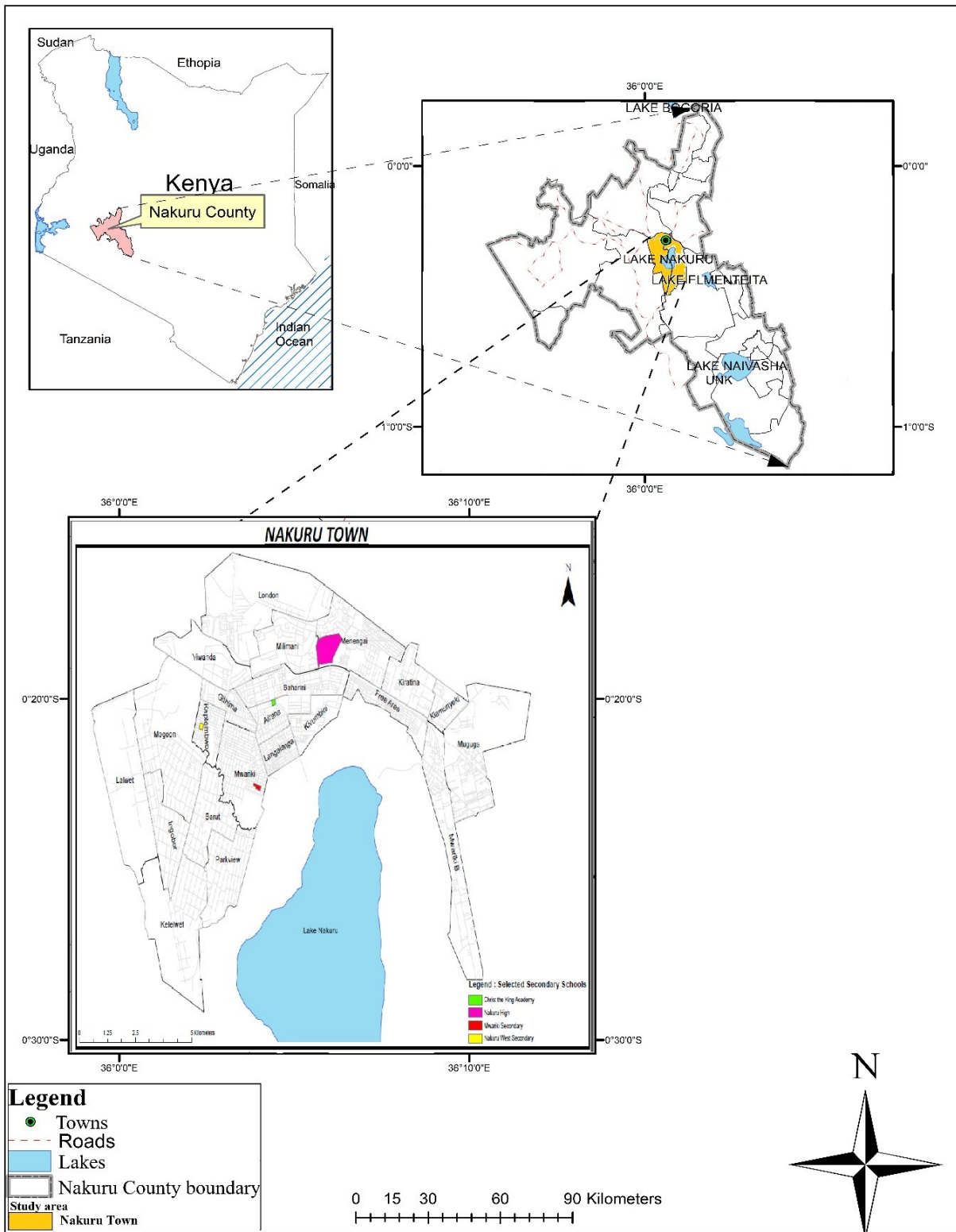
Figure 2: Area Map of Nakuru Town, Kenya

Source: Ministry of Lands, Housing and Physical Planning (2018)

3.3 Research Design

This study used a descriptive research design. The design was useful to the study since it allowed the researcher to observe and interview teachers and learners of English in a natural classroom environment. According to (Jackson, 2010) descriptive survey design is used on preliminary and exploratory studies to allow the researcher to gather the information, summarize, present and interpret data.

3.4 Population

The accessible population for this study was teachers and learners of the English language in secondary schools in Nakuru Town, Kenya. The town has a total number of 49 secondary schools which are classified into the mixed day, girls' boarding, boys' boarding and girls' day school with a student population of 22,507 (Ministry of Education, Science and Technology, 2018).

3.5 Sample and Sampling Procedures

The target population for this study was teachers and learners of the English language in four secondary schools in Nakuru Town. In this study, stratified random sampling was used to select the four secondary schools in the town. Nakuru West Secondary School and Mwariki Secondary School were chosen in the mixed day category, Nakuru High School in boys' boarding category and Christ the King Academy in girls' boarding category. The four schools were sampled for this study because large samples tend not to be necessary for linguistic surveys (Milroy and Gordon, 2003). This is due to the fact that linguistic behaviour has been observed to be more homogeneous than many other types of behaviours studied by surveys (Milroy and Gordon, Ibid; Hesse-Biber, 2011).

The researcher identified the strata and their proportions as they were represented in the population. Simple random sampling was used in choosing two observation classes that are, one stream in form two, three and four classes respectively in each school. Form one learners had just been admitted in school hence excluded from the study. Three hundred and fifty-three learners and eight teachers were observed. Sixty learners (5 learners in each form and 15 learners in each school) in form 2-4 and the eight teachers were purposively selected for interviews. The total sample size in the study was 413 learners and 16 teachers of English, which resulted in 429 participants. For instance, in Gordon's (2001) study of phonological changes in two small towns in Michigan aimed at investigating the Northern Cities Vowel Shift. He collected data from 16 speakers, equally stratified by age and gender in the towns,

one relatively close to Detroit and another approximately halfway between Detroit and Chicago.

The learners were sampled by performance to avoid errors and bias, (low-, average- and high scoring learners) plus their gender. Teachers' manual mark books and mark sheet records were the sources of learners' English subject performance in examinations (Appendix H). In purposive sampling, the researcher deliberately targets a group of people believed to be reliable for the study. Table 2 shows the eight classes that were observed.

Table 2: Observation Classes

| Secondary School | Category | Observation Class | Gender | | Total |
			Male	Female	
	Boys'	Form 2	52		52
A	Boarding	Form 3	54		54
	Girls'	Form 2		25	25
B	Boarding	Form 3		45	45
		Form 3	32		32
C	Mixed Day	Form 4		52	52
		Form 3	48		48
D	Mixed Day	Form 4		45	45
TOTAL			**186**	**167**	**353**

Table 2 indicates the specific streams of classes that were chosen. There were a total of 353 learners present during observation. The males were the majority at 186, while female learners were 167. In addition, eight teachers of English were observed. This resulted in eight observation classes, as shown in table 2. In mixed day secondary schools C and D, boys and girls were taught in separate classrooms within the same school. Table 3 shows interviewed learners in selected secondary schools in Nakuru town.

Table 3: Interviewed Learners

Secondary School	Category	Classes	Gender		Total	Total
			Male	**Female**		
	Boys'	Form 2	5		5	
	Boys'	Form 3	5		5	
A	Boarding	Form 4	5		5	15
	Girls'	Form 2		5	5	
	Girls'	Form 3		5	5	
B	Boarding	Form 4		5	5	15
		Form 2	2	3	5	
		Form 3	3	2	5	
C	Mixed Day	Form 4	2	3	5	15
		Form 2	3	2	5	
		Form 3	2	3	5	
D	Mixed Day	Form 4	3	2	5	15
TOTAL			**30**	**30**	**60**	**60**

Table 3 indicates that a total of 60 learners were interviewed that is, five learners in each form and fifteen learners in each school. Eight teachers were also interviewed. The learners were sampled by their performance to avoid errors and gender biases. Teachers' manual mark books and mark sheet records were the sources of learners' English subject performance progress in examinations. In mixed day secondary schools C and D, boys and girls were taught in separate classrooms within the same school, yet their performance was combined.

3.6 Data Collection Tools

Data collection tools used in this study included interviews, non-participant observation and audio recording. The researcher spent two days in each of the four schools. The first day was used for preparation for data collection in addition to creating rapport with the respondents to enhance successful data collection. The second day was used in carrying out the actual data collection.

3.6.1 Interviews

Structured interview questions were used for the learners' and teachers' interviews to ensure consistency in the questions asked. Sixty learners (5 learners in each form and 15 learners in each school) in form 2-4 and the eight teachers were purposively selected for interviews.

Interviewing builds a holistic snapshot, analyses words, and reports detailed views of informants. It also enables interviewees to "speak in their voice and express their thoughts and feelings" (Berg, 2007). The interviews were conducted outside the English classroom setting. The learners' interviews were carried out in the playground, dining hall, laboratory and recreation shade, whereas the teachers' one was in the staffroom and department offices. The questions (Appendix B and C) canvass a range of issues regarding the role of teachers' reinforcement on second language learners' performance in English language classrooms.

3.6.2 Non-Participant Observation

Non-participant observation method was conducted. The researchers' direct observations focused on learners' reactions and performance in language skills in response to teachers' reinforcement. The Structured Observational Schedules were filled in during the classroom observations. This schedule was based on Observing Students and Teachers In Classrooms (OSTIC) (Merrett and Wheldall, 1986), and was filled in to record academic-focused verbal reinforcement by teachers (Appendix A).

Simple random sampling was used in choosing two observation classes that are, one stream in form two, three and four classes respectively in each school. Three hundred and fifty-three learners and eight teachers were observed. It resulted in eight observational schedules for large samples were not necessary for this study. Labov (1981) researched field methods of the project on linguistic change and variation. The study described change and variation in the Philadephia speech community, their origins and use. For instance, the telephone survey in the Philadephia sample concentrated on six neighbourhood studies. These included two working-class neighbours that were predominantly Italian and Irish: a lower-class Puerto Rican neighbourhood: a lower-middle-class neighbourhood that was predominantly catholic with a fair variety of ethnic representation. In addition, they had access to data from several other neighbourhood studies that included working-class and middle-class neighbours, black and white.

The eight observation sessions were each 40 minutes in length. The observational schedules looked at the types of praise given by teachers. The three categories which were observed included: general praise, ability praise and effort praise.

The researcher also observed and noted teachers' non-verbal reinforcers and learners' non-verbal communication reactions from teachers' reinforcement. The non-verbal aspects of

teachers' and learners' interactions were important. The aspects were essential to look at reinforcement fully.

3.6.3 Audio recording

Audio-recording refers to the process of recording sound data through devices such as tape recorders which are paramount development in qualitative research (Falloon, 2018). The study employed the use of audio recorder in collecting, organizing, storing and presenting audio data (Mortensen and Hazel 2012). Audio data restricts to the verbal conversation. The observation process was audio recorded using a digital voice recorder. This assisted in capturing the exact teachers' verbal reinforcement that was under investigation. Simple random sampling was used in choosing two observation classes that are, one stream in form two, three and four classes respectively in each school. Three hundred and fifty-three learners and eight teachers were observed. It resulted in eight observation classroom sessions which were audio-recorded. The audio-recorded data greatly supplemented the filled in observational schedules.

Sixty learners (5 learners in each form and 15 learners in each school) in form 2-4 and eight teachers were purposively selected for interviews were also audio-recorded. All interviews were audio-recorded and the information transcribed under the headings of the questions. The audio-recording was done outside the English classroom setting. The learners' audio-recording took place in the playground, dining hall, laboratory and recreation shade, whereas the teachers' one was in the staffroom and department offices. The researcher conducted the teacher interviews, which were approximately 5-10 minutes each while the individual student interviews, took approximately 10-15 minutes each. During the interviews, learners' attitude motivation was assessed by adapting integrative and instrumental motivation, attitudes toward the learning and motivational intensity orientations from Gardner's (2004) AMTB, which were relevant to the study.

3.7 Data Analysis and Interpretation

Burns (2000) defines data analysis as categorising, manipulating and summarising of data to obtain answers to research questions. This study employed a qualitative method to analyse the recorded data collected from the field. The recorded speech data was transcribed using verbatim transcription and analysed. The transcription process involved edition for clarity and data reduction to have what was relevant to the study. The data was then examined by listening to the recorded data, getting acquainted with the transcript excerpts and observation schedules. Learners' feelings and mood were described and explained. Teachers' non-verbal reinforcers and learners' non-verbal communication reactions from teachers' verbal praise reinforcement were also interpreted. After being accustomed to the data, the information was reviewed and summarised under the heading of each question for proper analysis qualitatively.

3.8 Ethical considerations

This study was carried out among secondary school teachers and learners. The researcher wrote a letter to the Nakuru County Director of Education to seek consent to do the research in the town. Most learners were children below the age of eighteen years. Permission was sought to avoid breaching of the learners' rights and obtained from the Principals, Heads of English Language Department and class teachers before the research was carried out in the schools. The researcher assured the respondents taking part in the study that the research was for purely academic purposes, their names would remain anonymous, and the information collected from them would be treated with confidentiality. Permission to carry out the research was also sought and obtained from the National Commission for Science, Technology and Innovation. The research authorization letter and permit are attached as Appendix J and K, respectively.

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study. The study sought to investigate the role of teachers' reinforcement on second language learners' performance in English. The first objective was to describe teachers' use of reinforcement in English language classes. The second objective was to establish the effect of teachers' use of reinforcement on learners' performance in the English language, and the third objective was to find out the challenges that teachers face in the reinforcement of English language learners.

4.1.1 Interview Schedule for Teachers

Table 4 indicates that there were three male and five female teachers of English. The eight teachers were first observed in the classroom and later interviewed. The interview was carried out in the staffroom and department offices. The teachers had an average teaching load of twenty-seven lessons per week. They taught an average number of forty-nine learners in an English language classroom.

Table 4: Teachers' Biographical Information

Secondary School	Category	Teacher	Teaching classes	Number of lessons per week	Average number of learners in a class	Teachers' Gender Male	Female
A	Boys' Boarding	1	Form 1-4	28	50	Male	
		2	Form 1-4	28	50		Female
		3	Form 2-4	24	40	Male	
B	Girls' Boarding	4	Form 1,3,4	24	40		Female
	Mixed	5	Form 1-4	28	55	Male	
C	Day	6	Form 1-4	28	55		Female
	Mixed	7	Form 1-4	28	50		Female
D	Day	8	Form 1-4	28	50		Female
Total		**8**		**216**	**390**	**3**	**5**
Average				**27**	**49**		

Source: Teachers' interviews (2019)

4.1.2 Academic Qualification of Teachers

The following graph shows the academic qualification of the teachers of English who participated. The findings relating to the professional qualifications of teachers from the analysis are as presented in figure 3.
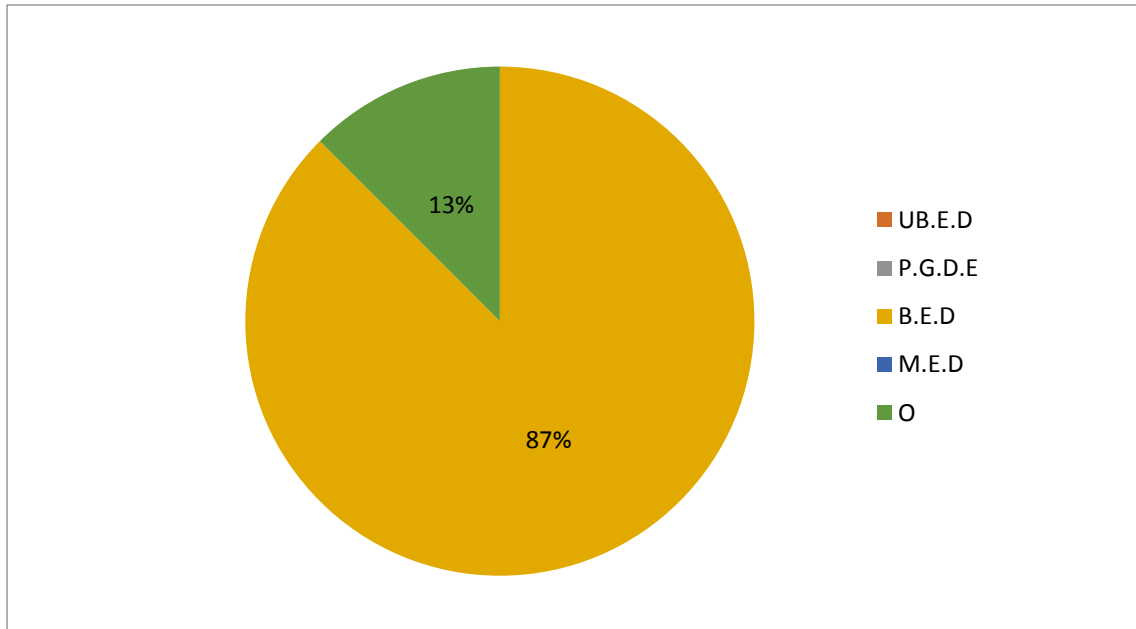
Figure 3: Professional Qualification of Teachers of English

The study revealed that 87 per cent of the respondents' utmost had a bachelor of education degree, while 13 per cent had a Masters degree. Therefore, a majority of the respondents had achieved the minimum requirement for teaching English and Literature in secondary schools. Most teachers being highly qualified means that there were quality teaching and content delivery which positively influences learners' performance in English. Teachers with competence and good profession qualification in the English language teach learners to acquire and use the language. The results of the study show that although the teachers of English had the right qualification, they had less time to positively reinforce learners since most of their time was spent on content delivery because 75 per cent of them had a heavy teaching load (Table 4). Teachers' reinforcement should be in tandem with content delivery.

4.2 The Description of teachers' Use of Reinforcement in English Language Classes

The first objective was to describe teachers' use of reinforcement in English language classes. Table 5 shows the frequency of praise used by teachers of English in classroom observation considering the learners' non-verbal communication reactions towards teachers' use of verbal praise reinforcement.

Table 5: Frequency of Praise Used by Teachers of English in the Classroom

Teacher	Secondary school	Category	Types of Praise	Total
Teacher 1	A	Boys' Boarding	General praise	10
			Ability praise	1
			Effort praise	3
Teacher 2			General praise	8
			Ability praise	1
			Effort praise	2
Teacher 3	B	Girls' Boarding	General praise	10
			Ability praise	0
			Effort praise	1
Teacher 4			General praise	7
			Ability praise	1
			Effort praise	0
Teacher 5	C	Mixed Day	General praise	2
			Ability praise	0
			Effort praise	1
Teacher 6			General praise	12
			Ability praise	1
			Effort praise	6
Teacher 7	D	Mixed Day	General praise	2
			Ability praise	0
			Effort praise	0
Teacher 8			General praise	6
			Ability praise	1
			Effort praise	2
	Total		**General praise**	**57**
			Ability praise	**5**
			Effort praise	**15**
	Total praises			**77**

Based on the observation results in table 5 teachers of English in the four secondary schools used general praise 57 times and effort praise 15 times compared to ability praise five times.

It is evident that teachers of English are conscious of the three categories of praise, but the majority used general praise.

The study found that teachers' reinforcement on the learners' four language skills influences their performance. They are expected to balance their reinforcement on each learner's four skills. Learners actively listened by showing interest during the lesson by leaning forward in eagerness for more learning, deliberately making the effort of listening by avoiding distractions and focusing on the topic or sub-topic being taught, maintaining eye contact with the teacher in order to maintain concentration and observing the teachers' gestures and facial expressions which enhanced their understanding.

When learners read efficiently, the teacher praised those who only moved their eyes down the page from left to right. Those who moved their head from left to right as they went over every line and pointed at the words or sentences they read with a finger, pen or ruler were slow readers who received negative statements. Some learners read passages and poems aloud to the class. Teachers praised learners who used their voice effectively by emphasizing on essential words or ideas with prominence, read audibly with sufficient volume and distinct enunciation, pronounced words correctly and varied the tone of their voice.

Learners' written essays based on imaginative compositions and set texts were read and marked by teachers of English. They praised learners who used acceptable English language while paying attention to, legible handwriting, grammar rules, punctuation marks, tense and sentence construction correctly.

Regarding the learners' non-verbal communication reactions from their teachers' verbal praise reinforcement, the findings revealed that most learners were pleased. These non-verbal reinforcers included; when the teacher looked around the classroom, he/she secured the trust of his/her learners and got their personal attention. Secondly, the teacher listened to them. Thirdly, nodding of the head meant that he/she said "Yes". Fourthly, smiling showed that the teacher was friendly and pleasant. The teacher's smile and hold on his/her thumbs up gave learners approval. He/she used praise statements accompanied by a large smile on his/her face. He/she wanted his/her learners to understand that he/she noticed when they did something right. When the teacher smiled genuinely at a learner, the learner smiled in return. The smile learners got from their teacher positively changed their emotional state. This made

his/her learners know that he/she valued their participation and contribution. It also helped them understand that their teacher was approachable, cooperative and trustworthy.

Besides, there was receiving claps from the teacher and all learners. In a particular instance, the teacher and all the class clapped for a learner who answered a question correctly. With this act, the dull learners also started participating in the classroom. They improved because classroom participation is crucial in learning. They felt that learning English is an exciting and happy experience. Also, physical touch by a pat on the back captured the learner's social attention; some teachers gave a bit of time to a learner when an answer seemed right at the moment. Finally, physical closeness applied by teachers of English suggested closeness of feeling and the learner paid attention to what he/she was saying.

The results of this study acknowledged that those learners who actively participated during the English language lessons were in a good mood happy, proud, grateful and contented. They implied that they had self-confidence, high self-esteem and a good teacher-student relationship. They thought more creatively and developed skills and mastery in the taught contents. They paid attention when the teacher taught them by; maintaining eye contact with the teacher which sustained their concentration. It also showed respect and gave the learner a feeling of comfort and genuine warmth during the lesson.

An appropriate posture like keeping the head both horizontally and vertically, standing straight with squared shoulders, focused look and a level chin, portrayed learners' confidence. Further, their interest in the lesson was shown by leaning forward in eagerness for more learning. Nodding again proved that they were really listening, present and genuinely engaged. Contrastingly, some learners were dissatisfied by teachers' negative statements like shaking of the head to say "No". They frowned when they were puzzled and raised eyebrows when they were surprised.

4.2.1 Categories of Praise Used in the Classroom

Table 6 shows the categories of praise used by teachers of English in classroom considering learners' reaction towards teachers' use of positive verbal reinforcement.

Table 6: Categories of Praise Used in the Classroom

Types of praise	Examples	
General praise	Good!	Okay!
	Very good!	Keep it up!
	Excellent!	Well done!
	Correct!	That's great!
	Fine!	Wonderful!
	Right!	Fantastic!
	Yes, that is right!	Superb!
Ability praise	I am sure you can do better than this.	
	I believe you are able.	
Effort praise	You have been working hard.	
	Your improvement in English reflects the great effort you put in.	
	You are improving.	
	A good trial!	
	Good effort!	
	You are on the right track.	

Based on the results in table 6, the study found that general praise was the most commonly used in the English language classrooms. It simply informs a learner that an answer is right, confirms correctness without adding distracting emotions, treats them as brilliant learners who prefer straight talk to overstatements and does not stir up emotions that might distract them from their intellectual work of learning. General praise typically expressed positive evaluations and feelings when the learners maintained or repeated English language behaviours. The following conversations indicate learners' reactions to teachers' of English general praises when they got the correct answers to questions.

"Yes. It informs me that an answer is correct." (Excerpt 1.)

"Yes. It treats me as an intelligent and dignified learner." (Excerpt 4.)

"Yes. It makes me feel proud of myself." (Excerpt 2.)

"Yes. It enabled me to stay on task, think actively and try my best." (Excerpt 8.)

Ability praise, as indicated in table 6, enables a learner to believe that he/she will be successful if he/she attempts to improve. Learners who reported receiving low levels of ability praise from their teachers had negative self-activities (English language behaviours)

and said that they performed poorly in English subject. Ability praise had positive consequences, particularly when followed by improved performance. The findings of the study revealed that learners whose English language classroom had a positive learning environment and a positive relationship with their teacher of English stated that he/she gave them a great deal of ability praise. The results of the study conform with the findings of the study done by Moore, Maggin, Thompson, Gordon, Daniels and Lang (2019) on evidence review for teacher praise to improve students' classroom behaviours where their study established ability praise enhances learner's performance. The following conversations designated learners' reactions to teachers' of English ability praises when they got the correct answers to questions.

"Yes. I feel confident and proud because it has made me develop a positive concept of myself as being competent and good in English." (Excerpt 2.)
"Yes. It accredits to my good performance." (Excerpt 8.)
"Yes. It enables me to stay on task, think actively and try my best." (Excerpt 9.)
"Yes. It empowers me to believe that I shall be successful if I attempt to improve." (Excerpt 1.)
"Yes. High levels of it boost my positivity in English classwork activities." (Excerpt 3.)

The results of the study in table 6 indicate that teachers of English used effort praise in the classrooms. Learners had a strong preference for receiving effort praise than ability and general praise. Those provided with effort praise reported performing well following a decline in performance. Therefore, it means that more effort than ability praise should be given to them.

The findings demonstrated that effort praise was related to learners' relationship with their teachers of English. Learners who reported a positive relationship with their teachers of English affirmed that their teachers gave them extensive effort praise and little negative statements. Effort praise was given publicly, which most learners did not prefer—some preferred private praise. Effort praise should be given to all learners of all academic abilities for improvement or attainment of a target. It should also be given to appreciate weak leaners when they give correct answers. Learners praised for their honest efforts were encouraged to perform better. The following conversations show the learners' reactions to teachers' of English effort praises when they got the correct answers to questions.

"Yes. It makes me perform well after a decline." (Excerpt 7.)

"Yes, I have developed a positive relationship with the teacher of English." (Excerpt 3.)

"Yes. It was done publicly when the whole class heard but I preferred it being done privately when I was alone." (Excerpt 12.)

"Yes. It has allowed me to apply more effort when a topic or sub-topic is difficult for me." (Excerpt 3.)

"Yes. It enables me to seek challenges in learning activities." (Excerpt 6.)

"Yes. It makes me set higher goals of scoring the best grade for myself." (Excerpt 5.)

"Yes, it motivates me to learn more." (Excerpt 12.)

Based on the findings of the study, effort praise directly affects learners' beliefs about their success. It leads to increased persistence, learning and improved motivation and performance. These findings are in agreement with Gardner and Lambert's (2007) socio-educational model of SLA.

4.2.2 Teachers' Constant Use of Reinforcement in the Classroom

Teachers of English were asked about their constant use of verbal praise reinforcement during the interview. Five responded that they use occasional praises while three use continuous praise. This study found out that teachers use both intermittent and continuous reinforcement schedules during instruction. This is in agreement with the study which was carried out by Kinyanjui, Aloka, Mutisya, Ndeke and Nyang'ara (2015) entitled classroom reinforcement schedules and their effectiveness in selected Kenyan primary schools. The study revealed that teachers use reinforcement schedules.

Schedule of reinforcement in this study involved a rule stating the basis on which reinforcements were delivered. Schedules of reinforcement were categorized by using time as a factor which is the period between which successive reinforcement was determined and by use of correct response as a factor which is the number of correct responses between which successive reinforcement was determined. Teachers reinforced their learners' correct or right responses. Schedules of reinforcement were represented by a specific arrangement of timers and counters.

Continuous reinforcement was given when a topic was introduced. Every instance of a correct response was given was positively reinforced. It led to high response rates and accelerated early performance. Extinction was experienced when no correct responses were reinforced. Extinction happened during English lesson development when many learners had already mastered the content being taught by their teachers of English. On the other hand,

intermittent reinforcement was given when not all correct responses were positively reinforced. In intermittent reinforcement, correct responses were maintained, and it was resistant to extinction. Variable interval and variable-ratio intermittent schedules were used in this study.

Variable interval reinforcement was given after varying lengths of time. The positive reinforcement in terms of verbal praise after correct responses was given at no specific time but varied randomly. Reinforcement was done at different times of the lesson. The following examples of reinforcement were given at time interval during a classroom observation. The time second language learners of English received reinforcement affected their performance. Table 7 is a sample of variable interval schedule that was used by a teacher of English in the classroom.

Table 7: Variable Interval Schedule

Teacher	Praise	Time Interval
1	Very good	11:09 am
		11:10 am
		11:28 am
	Correct	11:08 am
		11:13 am
		11:25 am
2	Good	12:40:02 pm
		12:40: 07 pm
		12:40: 20 pm
		12:40:25 pm

Variable ratio reinforcement was given at random with no specific response interval. For example, at the 4th correct response, reinforcement is given, followed at the 7th, again at 13th correct response, reinforcement is given. For example; Excerpt 1 indicates a learner's response to a difference of teachers' of English reinforcement to individual learners. "Yes, I did not receive praises to all correct answers I got. Sometimes I get praised after my 4th correct answer." The findings indicated that classroom reinforcement schedules are more effective in learning ESL because they were given at any moment. In addition, some learners maintained a high level of academic performance because of the occasional praises they received from their teachers of English.

4.2.3 English Language Behaviour of Learners

The results of the study indicated the things that learners do in English language classroom that make their teachers of English reinforce them. The following conversations indicate learners' of English language behaviours that made their teachers of English reinforce them.

Excerpt 13

"There are some of the things that my learners do in the classroom that make me reinforce them. First, when they actively participate in a lesson, secondly when they ask questions when things are not understood and thirdly when they attempt to questions asked."

Excerpt 14

"Some of the things that my learners do in English language classroom that make me reinforce them include first, paying attention. Another factor is when they have all English learning materials like the dictionaries and English textbooks, novels and plays. Also when they give correct answers during class discussions or lessons is another factor."

Excerpt 15

"Some of the things that my leaners do in the English language classroom that make me reinforce them entails trying their best. Secondly, contribution of their ideas during learning activities either in group discussions, presentations, dialogues, debates or role playing and seeking out opportunities to learn more."

Excerpt 16

"They comprise of doing extra work, completing assignments and improving in their examination scores."

From the above excerpts, teachers' verbal praise reinforcement intrinsically motivated learners which later increased the frequency of their desirable English language behaviours because of the positive experiences they got. Teachers' verbal praise managed English language behaviours of learners.

4.2.4 Teachers' Praises to Learners Inappropriate Answers

The purpose is to acknowledge learners' efforts. Teachers' praise informs learners that although the answer is not correct, the effort is commendable and the teacher appreciates. This strategy shifts from the answer itself to the process of thinking or to the willingness to risk speaking up, reading or writing, which is honestly commendable. Teachers of English should, therefore, balance any disappointment the learner might feel with positive effort

praise. It is often valuable for learners with shaky confidence. The goal is to motivate hard work.

The findings depicted that majority of the learners preferred being praised both loudly and publicly in general praise and quietly and privately in effort and ability praise. Teachers mostly positively reinforced individual learners. There were only two instances where the teacher reinforced the whole class and a group of learners in a particular column.

According to Appendix F from where this categorization has been picked, it is evident that the teachers' of English verbal praise reinforcements are essentially the same found in the four schools. They are categorized according to how they directly affect learners' of English motivation and later their performance. Learners' responses indicated how teachers' praise motivated them.

4.2.5 Negative Statements and Criticisms Used by Teachers in the Classroom
The findings from learners' responses affirm that there are negative statements such as "That is not what I wanted, not really and you are not serious". Negative statements reinforced them by working as a driving force which increased their probability to attempt other questions asked. The learners also felt that negative statements explicitly centred on English language behaviours informed them that an answer was not correct.

On the other hand, learners acknowledged that criticisms such as "today you are under the carpet, you are joking and where is your mind?" accused and targeted on their general classroom behaviour. They indicated a strong desire to learn. However, some teachers of English frustrated them by criticizing them. Criticisms made them cease to make other responses to questions asked. The study found out that learners can be interested in learning, but if the teachers cannot use positive reinforcement, they can suppress their morale. This is illustrated in appendix G, which provides a sample of teachers' criticisms and negative statements in English language learning classes.

The findings of this study also proved that those learners who did not participate and pay attention during the English language lessons were either in a bad mood, anxious, fearful, upset, sad, jealous or embarrassed. They lacked motivation, self-confidence, had exhibited low self-esteem and disliked their teacher of English. Their creativity suffered.

4.2.6 Difference of Teachers' of English Reinforcement to Individual Learners

Learners reported that some teachers of English gave different responses of positive verbal praise reinforcement to learners of various performance levels (low-, average-, and high-scoring). They said that they have individual differences and requested their teachers of English to identify each one of them so that he/she can know the appropriate type of positive reinforcement to deliver to a specific learner. For example, one learner stated, "No, but I would like our teacher to be using different words since we all perform differently." They also pointed out that a less able learner who often praised for effort became highly motivated and achieved improved performance than the most intelligent learner who was seldom praised for his/her effort and was not motivated. The following conversations indicate their reactions towards difference of teachers of English reinforcement to individual learners.

High-scoring learners

"Yes, I did not receive praise to all correct answers I got. Sometimes I get praised after my 4th correct answer". (Excerpt 1.)

"Yes, at times I get merited differently." (Excerpt 3.)

Average-scoring learners

"Yes. It makes me perform well after a decline." (Excerpt 7.)

Low-scoring learners

"Yes, I receive praise once I give a correct answer." (Excerpt 6.)

"Yes, once in a while I get appreciated which enables me to put in extra effort." (Excerpt 12.)

As it is evident in the preceding findings, there is a need for learners of all academic abilities to be given effort praise for the attainment of a target performance.

4.2.7 Teachers' Perceptions about Learners' Improved Performance

Teachers are in charge of facilitating reinforcement, motivation, encouragement and positive affect of enjoyment in learning. In the current study, learners accepted that their teachers were happy and excited when they improved in a grammar test or an exam. Teachers were found to have the primary responsibility of improving the levels of motivation in learners in English language classrooms. They also set good examples in their actions for learners to have a positive attitude towards the English second language community through building a good relationship with them as well as being friendly, helpful, and enthusiastic in the classroom.

4.3 The effect of Teachers' Use of Reinforcement on Learners' Performance in the English Language.

The second objective of the study was to establish the effect of teachers' use of reinforcement on learners' performance in the English language.

4.3.1 Importance of Learning English Language in School

Learners were asked during the interview to give the benefits of learning the English language in school. Most of the responses were repeated by many of them in school A, B, C and D. Additional benefits were derived from learners' justification that it is easy to learn English compared to Kiswahili and French. Among the four schools, form two learners reported that English is an international language, and it is the most spoken language throughout the world. Secondly, it is widely used by the global business community. Thirdly, it is the medium of communication in a majority of people's professional careers because most of them who work in offices communicate with their clients and each other in the English language. It is also the language of the internet, and social media handles like WhatsApp, Twitter, Facebook, Instagram, Linkedin and Snapchat.

Form three learners mentioned that acquiring English as a second language allows one to love and appreciate the culture of its speakers. It is crucial in education since most of the books on any subjects are written or translated to the English language. It is also the medium of instruction in education in most schools, universities and higher education institutions in Kenya and the whole world. Besides, it is essential for getting a good job and better earnings on account of global business organizations and many international corporations which request for people who are competent in English. Further, it is vital for sustaining international relations.

Form four learners said that English is the official language in a large number of countries, including Kenya. Again, if one masters English, he/she can enjoy travelling around the world. In addition, when one acquires English, he/she can get entertainment from around the world because most famous films, songs and cartoons are in English. Sports telecast live and their commentaries broadcasted in English. There are also very many both fiction and non-fiction texts from many countries around the world. Moreover, if one learns the language, he/she can visit most websites like google.com, youtube.com, wikipedia.org and yahoo.com. Lastly, English is the language of electronic media which is extensively spreading globally.

These findings show that many learners are enlightened about the significance of learning the English language. What remains as a matter of concern is that several learners' knowledge of English merits has not translated into their performance and communicative use towards the establishment of competence in the language. The following conversations show the second language learners' benefits of learning the English language. Additional benefits were derived from learners' justification that it is easy to learn English compared to Kiswahili and French.

School A.

"It is the most spoken language around the world." (Excerpt 1.)

"No. It is easy when I have the confidence while speaking it with other learners." (Excerpt 1.)

"English is important for world media and entertainment like in watching and listening to football." (Excerpt 2.)

"It helps me to read poems, novels and newspapers." (Excerpt 3.)

"No. I use it in google.com, youtube.com and twitter." (Excerpt 3.)

School B.

"English is an international language and it used in international relations." (Excerpt 4.)

"No. I communicate in English language in school." (Excerpt 4.)

"English is the official language in Kenya and in most countries in the world." (Excerpt 5.)

"English is the easiest language to learn because it is used in most television programmes and music." (Excerpt 5.)

"English is the medium of communication in majority of people's careers like journalism, law and teaching." (Excerpt 6.)

"No. I use it to communicate with my friends in yahoo, WhatsApp and Snapchat." (Excerpt 6.)

School C.

"English is important in education. We are taught in English language in all subjects apart from Kiswahili." (Excerpt 7.)

"English is essential for getting a job with good salaries." (Excerpt 8.)

"No. Most songs and movies are in English language." (Excerpt 8.)

"It gives me the confidence of participating in classroom activities which makes me improve and perform well in exams." (Excerpt 9.)

School D.

"English is widely used by international business community. (Excerpt 10.)

"English is the language of the internet and social media." (Excerpt 11.)

"English is the medium of instruction in schools, colleges and universities in Kenya and the whole world." (Excerpt 12.)

The study also found out that learners of English language differ significantly in the types of motivation. The instrumentally motivated learners were destined in their career, better earning, passing a test or examination by getting a good grade, furthering their studies and gaining more respect from people.

Integratively motivated learners were motivated to learn English in several ways. As a school subject, being comfortable with English speakers, meeting and conversing with more and varied people who speak the language, liking and appreciating the culture of English speaking community, wanting to learn, participating and communicating in it because it is an official language in Kenya. The study found out that instrumentally motivated learners had more desire to acquire and use the English language better than integratively motivated learners. Conversely, Gardner and Lambert (2007) claim that integratively motivated students are more successful in learning a second language than instrumentally motivated students.

Developmental or personal motivated learners liked listening to or watching songs sung in English language, listening to or watching English television programmes and films, reading both fiction (poems, stories, plays and novels) and non-fiction texts (textbooks, newspaper articles, magazines and editorials) and enhancing their status among their friends. Intrinsically motivated learners enjoy learning English because it is their favourite subject. Extrinsically motivated learners expressed the importance of English by their participation in class activities and improvement in their performance.

4.3.2 Learners' Comparison between Learning English and Other Languages
The study found out that the majority of the learners believe that English is an easier language in learning compared to Kiswahili and French. All learners in school A, B, C and D reported the usefulness and appreciated the value of learning the English language. Most of them stated all their reasons to justify that it is easy to learn English was as a result of motivation from their teachers' positive reinforcement. On the other hand, some criticized learners in school C and D were aware of reasons that justified their belief that the English language is more difficult than learning Kiswahili. They reported that it is difficult because it has lots of exceptions to rules, the order of words and adjectives, pronunciation, homophones and emphasis of certain words in a sentence could subtly change its meaning. (Appendix D)

4.3.3 Learners' Attitudes towards their Teachers of English

The findings indicated that learners liked their teachers of English. These teachers enabled them to develop a positive attitude towards English subject, motivated them, build a close teacher-student relationship, empowered them to believe that they had the ability to achieve their targets, build their self-esteem and self-confidence. On the contrary, learners did not like teachers who criticized them. The following conversations designate learners' representation that includes liking or disking of their teachers of English.

"Yes. She has enabled me to develop a positive attitude towards the subject." (Excerpt 1.)

"Yes. She motivates me." (Excerpt 10.)

"Yes. I have a good relationship with him and I feel comfortable asking him questions."
(Excerpt 5.)

"Yes. She enables me to believe that I have the ability of achieving my targets." (Excerpt 8.)

"Yes. She builds my self-esteem." (Excerpt 11.)

"No. She criticizes me." (Excerpt 7.)

4.3.4 Learners' Performance in English Language

Form two, three and four-second language learners of English in school A, B, C and D who were interviewed ranged from different learning abilities and conditions under which prior reinforcement had been given to them. They were sixty learners (5 learners in each form and 15 learners in each school). The researcher gathered results from both their previous and current examinations from teachers' of English manual mark book and mark sheet records indicating their progress. Table 8 shows the average performance in examination results in English subject.

Table 8: Average Performance in Examination Results

Classes	Secondary school			
	A	B	C	D
Form 2	72%	63%	52%	48%
Form 3	64%	59%	49%	46%
Form 4	66%	55%	50%	44%

Source: Teachers' of English manual mark sheet records (2019)

Grounded in the results in Table 8, only one form two class in school A had an average of seventy-two per cent. Two classes in school B and C scored above an average of fifty per cent while one class in school D scored below average. In form three classes, the best score

was sixty-four per cent in school A. Two classes, in school A and B recorded scores above the average of fifty per cent, while learners in school C and D scored below average. In form four classes, it is only school D that did not attain the average mark of above fifty per cent.

According to the results in table 8, it is only form two classes in school A that attained the best mark of seventy-two per cent. This indicates that learners in the selected secondary schools in Nakuru town did not perform well in English subject.

Learners' performance in various English subject examinations was essential to this study because it helped the researcher select a sample for the interviewees that cut across their performance. Through this, the study found out that some learners defied conventional wisdom by registering very good marks and grades out of proportion with their K.C.P.E (entry behaviour mark and grade). High scoring learners reported getting the right reinforcement which highly motivated them hence improving in their performance. The assumption of entry theory of some learners scoring marks and grades in proportion to their entry behaviour is demystified by their improved performance. Table 9 shows learner's performance in the English subject.

Table 9: Learner's Performance in the English Subject

		School: D	
		Learner: Number 11	
		Percentage	**Deviation**
Form 3	**Examination**	**%**	+/-
	K.C.P.E	48	
	End of Form 1	68	+20
	End of Term 1 Form 2	72	+4
	End of Term 2 Form 2	74	+2
	End of Term 3 Form 2	77	+3
	TOTAL AVERAGE	**68**	

Source: Teachers' of English manual mark sheet records (2019)

As shown in Table 9, a learner (number 11) in form three in school D scored 68 per cent and above in all examinations having joined the school with 48 per cent in English subject in K.C.P.E.

During learners' interviews, most low-scoring learners in form two, three and four reported receiving either criticisms, negative statements or no praise which demotivated them. In reference to appendix H, the study also established that less able and average learners who were often praised for effort became highly motivated and achieved improved performance than the most intelligent learners who were seldom praised for their effort and were not motivated.

Based on the learners' responses during the interview, the study found out that majority of their improved performance in an examination was as a result of their teachers' of English praise. It was also noted that specific learners maintained their high scores without positive reinforcement to back up their excellent performance. Appendix H shows examples of learners' improvement and decline from K.C.P.E (entry behaviour marks and grades) as a result of teachers' reinforcement. Table 10 shows learner's improvement in English language skills.

Table 10: Learner's Improvement in the English Language Skills

School	Interviewed learners	Listening skills	Speaking skills	Reading skills	Writing skills
A	15	14	12	10	10
B	15	15	9	15	13
C	15	13	7	13	7
D	15	11	5	10	5
TOTAL	**60**	**53**	**33**	**48**	**35**

Source: Learners' transcript excerpts (2019)

The results in Table 10 indicate that sixty learners (5 learners in each form and 15 learners in each school) were interviewed. The findings indicated that low, medium and high scoring learners of English language reported to have improved their mastery of listening, speaking, reading and writing skills tested in functional skills, comprehension, literary appreciation, grammar, imaginative composition and essays based on set texts. Results in Table 10 reveals that majority of the learners improved in their listening skills as a result of their teachers' positive reinforcement. Contrastingly, some learners cited that they did not improve in speaking, writing and reading skills respectively. The results of the study conform to the findings of the study done by Oduor (2016) which assert that most students prefer using

Kiswahili and Sheng-slang in speaking than English. This suggests the reason why some learners in the present study received limited or no reinforcement from the teachers of English especially in speaking skills.

The following conversations show learners' improvement in English language skills because of their teachers' verbal praise reinforcement.

"Yes. I have learnt to be keen and listen actively." (Excerpt 10.)
"Yes. I have gained the confidence of speaking during class and school debates." (Excerpt 2.)
"Yes. I have developed a habit of reading novels." (Excerpt 1.)
"Yes. I write legibly using punctuation marks correctly." (Excerpt 8.)
"Yes. I have improved my ability to write essays and functional skills." (Excerpt 4.)

The findings of this study revealed that in teaching English as a second language, achievement transpires when desired English language behaviours are appropriately reinforced. The following conversations from teachers' interviews show how they use of reinforcement in the language classroom affects learners' performance.

"When I praise them, they repeat the good things they do in the classroom." (Excerpt 14.)
"Learner's performance improves once I use positive reinforcement." (Excerpt 13.)
"Positive reinforcement enables learners to enhance their learning through active
  participation in the classroom." (Excerpt 15.)
 "Positive reinforcement helps learners to be competent." (Excerpt 16.)

4.3.5 Learners' Feelings in Efforts and Achievement when Rightly Merited
The findings indicated that learners of English felt confident and proud in the efforts and achievement in English language skills when they were rightly merited by their teachers for the things they did well. They were happy, proud and grateful. Their good mood of joy meant that things in the classroom went on so well. They reported that most of them were in a positive mood which encouraged them to maintain or repeat the desired English language behaviours. The following conversations indicate learners' feelings in efforts and achievement in English language skills when rightly merited by their teachers for the things they did well.

"Yes. I believe that I have a high self-esteem." (Excerpt 5.)
"Yes. I feel confident and proud because it has made me learn more and believe that I am competent
  in the language." (Excerpt 2.)

"Yes. It accredits to my good performance." (Excerpt 8.)

It is very important for the teacher to positively reinforce his/her learners and make them feel confident when they use English language correctly which will lead to improved performance. The sense of confidence which the teacher gives to his/her learners allow them to feel relaxed and concentrate more in efforts and achievements in English language skills. The results of the study conform with Gardner and Lambert's (2007) socio-educational model of SLA, teachers' of English verbal praise reinforcement directly affects second language learners' motivational intensity, attitudes towards English subject, their teacher and speakers of English language.

4.4 Challenges Teachers Face in the Reinforcement of English Language Learners

The third objective of the study was to find out the challenges that teachers face in the reinforcement of second language learners of English. Based on the results of the study the challenges that teachers encountered in the reinforcement of learners of English language included; difference in prior and current reinforcement, large class sizes, high teaching load and learners' individual differences.

Teachers of English from the four different schools indicated that they faced problems with some learners having low level of motivation and interest. Several of them failed to remember completely or partially what their teachers had taught performed poorly academically and had little or no desire to improve.

4.4.1 Difference in Prior and Current Reinforcement

The findings of learners' of English language subject performance in examination results (Appendix H) indicate a sample of learners' K.C.P.E (entry behaviour marks and grades). Teachers' records indicated learners' progress. It is evident that positive and negative deviations from their previous and current performance are affected by difference in prior and current reinforcement given to them. Teachers' impact on student performance is cumulative; a student performance is influenced not only by current teachers but also former ones (Wanzala, 2017).

Pointing a finger to a certain teacher of English for learners' poor performance does not help. The teacher being blamed at times might have taught the class for a term or a year. English language is learnt continuously and all teachers of English are expected to apprise themselves

with effective uses of positive verbal reinforcement techniques which lead to learners' maintenance or repetition of the desired English language behaviours hence improve their performance.

4.4.2 Large Class Size

Some teachers of English reported that they faced serious challenges in implementing classroom reinforcement strategies due to class size. The findings indicated that the average number of learners in the English language classroom was forty nine. The teachers reported that the class size or population of learners in classes affects the implementation of reinforcement in classroom teaching. The findings of the study agree with the findings of the study done by Chaffee, Briesch, Johnson and Volpe (2017) on meta-analysis of class-wide interventions for supporting student behaviour where the results of their study established that class size influence interventions for student behaviours which include reinforcement of learners. Some teachers handle larger class sizes of over forty-five learners and they find it difficult to reinforce individual learners effectively. Consequently, most of them result to the whole group or whole class reinforcement.

Reinforcing a large group of learners often is a problem because in such large classes, every learner cannot be performing well at the same time. Learners who do not actively participate in English classroom activities may feel confident that the teacher approves their progress. A small, carefully controlled segment of the class is preferable for effective reinforcement.

Kotut (2016) carried out a research on factors influencing performance of English as a subject in Kenya Certificate of Primary Education in Nakuru Town, East sub-county. The findings indicated that the respondents disagreed and/or strongly disagreed (51 per cent) that the class sizes of the school are small hence enhancing teacher student interaction in teaching. Conversely, teachers of English in the current study who had small class sizes agreed that it allows an individual learner to perform.

Class size has been acknowledged as a major determinant of academic performance. Further studies have shown that schools with smaller class sizes achieve superior academic performance than schools with bigger class sizes. Michael, Daniel and Steffi (2011) made a conclusion to the point that class sizes above forty negatively affect the achievement of students.

4.4.3 High Teaching Load

Reinforcement is essential to the effectiveness of teaching in terms of syllabus coverage. This study established that the teaching load affected the implementation of reinforcement in English language classes. Table 11 shows that six out of eight teachers of English had a high teaching load between 25-29 lessons per week. They reported that high teaching load at times hindered their implementation of reinforcement. For instance, in the following conversation; "The challenges that I face in the reinforcement of English language learners entail large class size of learners and high teaching load." (Excerpt 13.) Table 11 shows teachers' of English teaching load.

Table 11: Teaching Load

Teaching load per week	Frequency
19 lessons and below	0
20-24 lessons	2
25-29 lessons	6
30 and above lessons	0
TOTAL	**8**

4.4.4 Learners' Individual Differences

The current study also found out that learners' have individual differences. They differ in their levels of motivation. Some teachers of English indicated that they faced problems with some learners who had a low level of motivation and interest. The study confirmed that to prove learner's attitude and motivation in the learning of English, different responses to positive verbal praise reinforcement should be given to all learners of varying performance levels (low-, average-, and high- scoring) which would later show a significant increase in performance. For example, in the following conversation; "When some learners make an effort of improving, they don't like being praised when the rest of the class is listening. They prefer being called privately in the staffroom." (Excerpt 14). This study found out that some learners opted for whole class or group reinforcement while the majority of them preferred being praised both loudly and publicly.

Teachers should identify them so that they can know the appropriate type of positive reinforcement to deliver to each one of them. The study further established that a less able learner who was often praised for effort became highly motivated and achieved greater

success than the most intelligent learner who was seldom praised for his/her effort and was not motivated.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions and recommendations based on the findings and interpretations of the research. Additionally, the researcher provides recommendations for further research on the area and closes the chapter by providing insinuations for policy and practice that originate from the findings of the research.

5.2 Summary of the Research Findings

The main objective of this study was to find out the role of reinforcement on second language learners' performance in English in selected secondary schools in Nakuru Town, Kenya. The study came up with several key findings on describing teachers' use of reinforcement in English language classes; establishing the effect of teachers' use of reinforcement on learners' performance in the English language and the challenges that teachers face in the reinforcement of English language learners. The findings are summarized as per the research objectives.

The Description of Teachers' Use of Reinforcement

The first objective of the study was to describe teachers' use of reinforcement in English language classes. The findings of the study revealed that all teachers of English accepted using unguarded verbal praises, negative statements and criticisms which influenced second language learners' performance in English. They confessed that they were aware of the instances of the three categories of praise but unacquainted with their influence on learners. Teachers of English later credited that they have learned, at present conscious and would from then on be effective to make proper use of positive verbal reinforcement (general, ability and effort praise).

Based on the results of the study, the frequency of three categories of verbal praise which included: general praise, ability praise and effort praise were analysed. The amount of times teachers of English praised learners was established. The study found out that despite the teachers using the three categories of praise in English language classes, general praise was the most constantly used.

Learners acknowledged that teachers of English always said general praise expressions when they got the correct answers to questions asked. Again, they brought to light that ability and

effort praise are related to their positive relationship with their teachers of English. Learners of all academic abilities who were also praised for their honest efforts provided them with opportunities to perform better. Lastly, ability praise empowered them to believe that they would be successful if they attempted to improve.

On the other hand, the findings showed learners affirmed that negative statements centred on failing to give the correct answers to questions asked during English lessons informed them that an answer was not correct. These statements reinforced them by working as a driving force which raised their probability to attempt other questions asked. At the same time, they confessed that criticism accused and targeted on their general classroom behaviours which ended up frustrating them in their specific English language behaviours.

The results of the study confirmed that reinforcement schedules are effective in English second language classes. The time second language learners of English received reinforcement as a result of the use and number of their correct responses affected their performance.

The Effect of Teachers Use of Reinforcement on Learners' Performance
The second objective of the study was to establish the effect of teachers' use of reinforcement on learners' performance in the English language. The findings indicate that many learners are enlightened about the significance of learning the English language. Majority of them also believe that English is an easier language in learning compared to Kiswahili and French. Most of them stated all their reasons to justify that it is easy to learn English was as a result of motivation from their teachers' positive reinforcement. On the other hand, some criticized learners in school C and D were aware of reasons that justified their belief that the English language is more difficult than learning Kiswahili.

In addition, the results of the study acknowledged that learners liked teachers of English who enabled them to develop a positive attitude towards English subject, motivated them, build a close teacher-student relationship, empowered them to believe that they had the ability to achieve their targets, build their self-esteem and self-confidence. On the contrary, learners did not like teachers who criticized them.

The findings also indicated that low, medium and high scoring learners reported having improved their performance in the four English language skills (listening, speaking, reading and writing) as a result of their teachers' positive verbal reinforcement.

Learners were happy, proud and grateful in the efforts and achievement in English language skills when they were rightly merited by their teachers for the things they did well based on the findings of the study. They reported that most of them were in a positive mood which encouraged them to maintain or repeat the desired English language behaviours.

The Challenges that Teachers Face in the Reinforcement of Learners

The third objective of the study was to find out the challenges that teachers face in the reinforcement of English language learners. Based on the results of the study the challenges that teachers face in the reinforcement of English language to learners included; the difference in prior and current reinforcement, large class sizes, high teaching load and learners' individual differences.

5.3 Conclusions

The main objective of the study was to find out the role of reinforcement on second language learners' performance in English in selected secondary schools in Nakuru town, Kenya. The investigation has significantly been successful in accomplishing this target.

The study concludes that positive reinforcement given by teachers of English in the language classroom works as a driving and motivational force which increases their probability to use and acquire competence in the English language.

In addition, reinforcement used by teachers in language classes greatly influences learners' performance in English. Positive verbal reinforcement allows learners to justify the benefits of learning English in school, encourages them, builds their self-esteem, self-confidence, a close teacher-student relationship and improves their performance in the four language skills (listening, speaking, reading and writing).

Finally, teachers of English face challenges of difference in prior and current reinforcement, large class sizes, high teaching load and learners' individual differences in the reinforcement of second language learners of English.

5.4 Recommendations

The following recommendations were made based on the findings of the research objectives.

It is indicated from the findings of the study that positive reinforcement improves learners' performance in the English language in selected secondary in Nakuru town. It is necessary for secondary schools' administrators to encourage and support teachers of English to acquaint themselves with positive verbal reinforcement techniques (general praise, ability praise and effort praise) which lead to learners' maintenance or repetition of the desired English language behaviours hence improve their performance.

It is significant for learners to acquire all the four language skills (listening, speaking, reading and writing) in addition to being competent in using the English language in a variety of contexts in the modern world. As a result, reinforcing leaners to improve performance in English is to empower them to raise the standards of performance in national examinations and attain diverse educational, social, commercial, political and professional gains throughout their lives.

The Ministry of education through curriculum developers should also come up with the current teachers' reinforcement policies on teacher training inclined to the improvement of learners' competence and performance of English as a second language in secondary schools nationally.

The study recommends further research to be conducted in tertiary institutions and universities to examine the role of reinforcement on second language learners of English.

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Appendix A: Structured Observational Schedule

School _____   Class _____

No. of learners present_____   Girls _____   Boys _____

Teacher _____   Date _____   Time_____

Topic and sub-topic being taught   _____

Observer _____

Teacher's Reinforcement

ACADEMIC

General praise	Ability praise	Effort praise
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10

Totals

Appendix B: Interview Guide for Learners

These interview questions were designed to collect data on the role of reinforcement on second language learners' of English in selected secondary schools in Nakuru town.

Section I: General Instructions

i. Please respond to the following questions honestly and accurately as possible.

ii. All your responses will be treated as confidential and will be used for research purposes only.

iii. Kindly put a tick ☑ against the given alternative appropriate for you or by completing the space given for providing information.

Section II: Biographical Information:

1. What is your name?

   ………………………………………………………………………………………

2. Gender (kindly tick one) ☑

   Male ☐   Female ☐

3. What is the name of your school?

   ………………………………………………………………………………………..

4. Which form are you in?

   …………………………………………………………….........................

5. In what category is your school? (Tick ☑ as appropriate).

   Mixed Day ☐
   Boys Boarding ☐
   Girls' Boarding ☐

Section 111: Teachers' use of reinforcement in English Language classes

1. Which words does your teacher of English say when you fail to give the correct answers to questions during an English lesson? Do you feel like attempting to questions asked again or ceasing to make another response?

    …………………………………………………………………………………………

    …………………………………………………………………………………………

    …………………………………………………………………………………………

    …………………………………………………………………………………………

    …………………………………………………………………………………………..

2. What has your teacher of English always said when you got the correct answers to questions? Did you like it? Was the teacher's reinforcement different from what he/she said to the others in the class?

    …………………………………………………………………………………………

    …………………………………………………………………………………………

    …………………………………………………………………………………………

    …………………………………………………………………………………………

    …………………………………………………………………………………………

3. You just improved in a Grammar test or an exam: does your teacher of English feel happy and excited? What does she say?

    …………………………………………………………………………………………

    …………………………………………………………………………………………

    …………………………………………………………………………………………

    …………………………………………………………………………………………

    …………………………………………………………………………………………

Section IV: Effect of teachers' use of reinforcement on learners' performance in the English language.

1. Why do you think it is important to learn English language in school?

    …………………………………………………………………………………………
    …………………………………………………………………………………………
    …………………………………………………………………………………………

2. Do you think learning English language is more difficult than learning other languages? If yes, why? If no, why?

    …………………………………………………………………………………………
    …………………………………………………………………………………………
    …………………………………………………………………………………………

3. Do you like your teacher of English? If yes, why? If no, why?

    …………………………………………………………………………………………
    …………………………………………………………………………………………
    …………………………………………………………………………………………

4. How have you improved your language skills (listening, reading, speaking and writing)   because of your teachers' reinforcement?

    …………………………………………………………………………………………
    …………………………………………………………………………………………
    …………………………………………………………………………………………..

5. Do you feel confident and proud in efforts and achievement in English language skills when you are rightly merited for the things well done? If yes, why? If no, why?

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

Thank you for your cooperation.

Appendix C: Interview Guide for Teachers

The purpose of these interview questions was to solicit information on the role of reinforcement on second language learners' of English in selected secondary schools in Nakuru town.

Section I: General Instructions

  i.   Please respond to the following questions honestly and accurately as possible

 ii.   All your responses will be treated as confidential and will be used for research purposes only.

iii.   Kindly put a tick $\boxed{\checkmark}$ against the given alternative appropriate for you or by completing the space given for providing information.

Section II: Biographical Information:

1. Name:

   ……………………………………………………………………………………

2. Gender (kindly tick one) $\boxed{\checkmark}$

   Male $\boxed{}$ Female $\boxed{}$

3. What is the name of your school?

   ……………………………………………………………………………….

4. Which English classes do you teach?

   ....

5. How many English lessons do you teach in a week?

   ……………………………………………………………………………….

6. On average, how many students are in the classes that you teach English?

   ……………………………………………………………………………………

7. Which of the following grades indicates your highest professional qualifications?

   a. Undergraduate in Bachelor of Education $\boxed{}$

   b. Post- Graduate Diploma in Education $\boxed{}$

   c. Bachelor of Education $\boxed{}$

   d. Master of Education $\boxed{}$

   e. Others (specify) ……………………………………………….……………..

Section III: Interview Questions

1. How constant do you use verbal praise reinforcement in your classroom?

Type of reinforcement	Consistency of use	
Non-material	Never Sometimes Always	

2. Explain some of the things that your learners do in English language classroom that make you reinforce them.

   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

3. Explain how learner's performance in English language is affected by your use of reinforcement in the classroom.

   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

4. What challenges do you face in the reinforcement of English language learners?

   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

Thank you for your cooperation.

Appendix D: Sample Learners' Transcript Excerpts

School A

Excerpt 1

Key:

R- Researcher

L- Learner

Section 111: Teachers' use of reinforcement in English language classes.

1. R: Which words does your teacher of English say when you fail to give the correct answers to questions during an English lesson? Do you feel like attempting to questions asked again or ceasing to make another response?

    L: (*Shakes his head*) No, I feel like ceasing to make another response.

2. R: What has your teacher of English always said when you got the correct answers to questions? Did you like it? Was the teacher's reinforcement different from what he/she said to the others in the class?

    L: *(Smiling)* Very good!

    Yes. It informs me that an answer is correct.

    Yes, I did not receive praise to all the correct answers I got. Sometimes I get praised after my fourth correct answer.

3. R: You just improved in a Grammar test or an exam: does your teacher of English feel happy and excited? What does she say?

    L: Yes. (*Delightly*) You are improving.

Section IV: Effect of teachers' use of reinforcement on learners' performance in the English language.

1. R: Why do you think it is important to learn English language in school?

    L: (*Outretches hands and arms*) It is the most spoken language around the world.

2. R: Do you think learning English language is more difficult than learning other languages? If yes, why? If no, why?

   L: No. It is easy when I have the confidence while speaking it with other learners.

3. R: Do you like your teacher of English? If yes, why? If no, why?

   L: (*Nodding*) Yes. She has enabled me to develop a positive attitude towards the subject.

4. R: How have you improved your language skills (listening, reading, speaking and writing) because of your teachers' reinforcement?

   L: Yes. I have developed a habit of reading novels.

5. R: Do you feel confident and proud in efforts and achievement in English language skills when you are rightly merited for the things well done? If yes, why? If no, why?

   L: Yes. It enables me to seek more challenges by looking for questions and trying to answer them. It also empowers me to be believe that I be successful if I attempt to improve.

   R: Thank you for your cooperation.

Excerpt 2

Section 111: Teachers' use of reinforcement in English language classes.

   L: (*Rests hands on the table with a relaxed and open posture*)

1. R: Which words does your teacher of English say when you fail to give the correct answers to questions during an English lesson? Do you feel like attempting to questions asked again or ceasing to make another response?

   L: Try again!

   I feel attempting to questions asked again.

2. R: What has your teacher of English always said when you got the correct answers to questions? Did you like it? Was the teacher's reinforcement different from what he/she said to the others in the class?

   L: Right!

   (*Smiling with a focused look*) Yes. It makes me feel proud of myself.

   No. The teacher used similar words to all learners.

3. R: You just improved in a Grammar test or an exam: does your teacher of English feel happy and excited? What does she say?

   L: Yes. (*A serious look*) You seem to be smart in English.

Section IV: Effect of teachers' use of reinforcement on learners' performance in the English language.

1. R: Why do you think it is important to learn English language in school?

   L: English is important for world media and entertainment like in watching and listening to football.

2. R: Do you think learning English language is more difficult than learning other languages? If yes, why? If no, why?

   L: No. If one has positive attitude towards it, it becomes easy.

3. R: Do you like your teacher of English? If yes, why? If no, why?

   L: Yes. (*A focused look*) She articulates English words correctly.

4. R: How have you improved your language skills (listening, reading, speaking and writing) because of your teachers' reinforcement?

   L: Yes. (*Maintaining eye contact*) I have gained the confidence of speaking during class and school debates.

5. R: Do you feel confident and proud in efforts and achievement in English language skills when you are rightly merited for the things well done? If yes, why? If no, why?

   L: Yes. (*Looking composed*) I feel confident and proud because it has made me develop a positive concept of myself as being competent and good in English.

   R: Thank you for your cooperation.

Excerpt 3

Section 111: Teachers' use of reinforcement in English language classes.

1. R: Which words does your teacher of English say when you fail to give the correct answers to questions during an English lesson? Do you feel like attempting to questions asked again or ceasing to make another response?

    L: That is not right!

    I feel attempting to questions asked again.

2. R: What has your teacher of English always said when you got the correct answers to questions? Did you like it? Was the teacher's reinforcement different from what he/she said to the others in the class?

    L: Good!

    (*Smiling*) Yes. It makes me happy.

    Yes, at times I get merited differently.

3. R: You just improved in a Grammar test or an exam: does your teacher of English feel happy and excited? What does she say?

    L: Yes. I am sure you can do better than this. These recognition words boost my positivity in English classwork activities.

Section IV: Effect of teachers' use of reinforcement on learners' performance in the English language.

1. R: Why do you think it is important to learn English language in school?

    L: It helps me to read poems, novels and newspapers.

2. R: Do you think learning English language is more difficult than learning other languages? If yes, why? If no, why?

    L: No. I use it in google.com, youtube.com and twitter.

3. R: Do you like your teacher of English? If yes, why? If no, why?

    L: Yes. (*A focused look*) He gives me time to ask questions when I seeks clarification.

    I have also developed a positive relationship with the teacher of English.

4. R: How have you improved your language skills (listening, reading, speaking and writing) because of your teachers' reinforcement?

   L: Yes. (*Maintaining eye contact*) I nowadays give a speech confidently in the assembly.

5. R: Do you feel confident and proud in efforts and achievement in English language skills when you are rightly merited for the things well done? If yes, why? If no, why?

   L: Yes. (*Looking composed*) I feel confident and proud because it has allowed me to apply more effort when a topic or subtopic is difficult for me.

   R: Thank you for your cooperation.

Excerpt 4

Section 111: Teachers' use of reinforcement in English language classes.

1. R: Which words does your teacher of English say when you fail to give the correct answers to questions during an English lesson? Do you feel like attempting to questions asked again or ceasing to make another response?

   L: (*Frowns*) You are not serious.

   I feel like ceasing to make another response.

2. R: What has your teacher of English always said when you got the correct answers to questions? Did you like it? Was the teacher's reinforcement different from what he/she said to the others in the class?

   L: (*Smiles*) Fantastic!

   Yes. It treats me as an intelligent and dignified learner.

   Yes, sometimes the teacher tells the whole class to clap for me.

3. R: You just improved in a Grammar test or an exam: does your teacher of English feel happy and excited? What does she say?

   L: Yes. Your results in English reflect the great effort you put in.

Section IV: Effect of teachers' use of reinforcement on learners' performance in the English language.

1. R: Why do you think it is important to learn English language in school?

   L: English is an international language and it used in international relations.

2. R: Do you think learning English language is more difficult than learning other languages? If yes, why? If no, why?

   L: No. I communicate in English language in school.

3. R: Do you like your teacher of English? If yes, why? If no, why?

   L: (*Surprised by raising eyebrows*) No. Sometimes he says I am not serious.

4. R: How have you improved your language skills (listening, reading, speaking and writing) because of your teachers' reinforcement?

L: Yes, I have improved on functional writing.

5. R: Do you feel confident and proud in efforts and achievement in English language skills when you are rightly merited for the things well done? If yes, why? If no, why?

L: Yes. I have improved my ability to write essays and functional skills.

Excerpt 5

Section 111: Teachers' use of reinforcement in English language classes.

1. R: Which words does your teacher of English say when you fail to give the correct answers to questions during an English lesson? Do you feel like attempting to questions asked again or ceasing to make another response?

L: (*Shakes her head*) No, that is not what I want.

   I feel like attempting to questions asked again.

2. R: What has your teacher of English always said when you got the correct answers to questions? Did you like it? Was the teacher's reinforcement different from what he/she said to the others in the class?

L: Keep it up!

   Yes. It enabled me to think actively during the lesson.

   No, the teacher's reinforcement was not different from what he said to others in class.

3. R: You just improved in a Grammar test or an exam: does your teacher of English feel happy and excited? What does she say?

L: Yes.

   You are on the right track.

Section IV: Effect of teachers' use of reinforcement on learners' performance in the English language.

1. R: Why do you think it is important to learn English language in school?

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L: English is the official language in Kenya and in most countries in the world.

2. R: Do you think learning English language is more difficult than learning other

   languages? If yes, why? If no, why?

   L: (*Relaxes*) English is the easiest language to learn because it is used in most
   television programmes and music.

3. R: Do you like your teacher of English? If yes, why? If no, why?

   L: Yes. (*A broad grin*) I have a good relationship with him and I feel comfortable
   asking him questions.

4. R: How have you improved your language skills (listening, reading, speaking and
   writing) because of your teachers' reinforcement?
   L: Yes, I have improved.

5. R: Do you feel confident and proud in efforts and achievement in English language
   skills when you are rightly merited for the things well done? If yes, why? If no, why?

   L: Yes. I believe that I have a high self-esteem. It makes me set higher goals of
   scoring the best grade for myself.
   R: Thank you for your cooperation.

Excerpt 6
Section 111: Teachers' use of reinforcement in English language classes.
1. R: Which words does your teacher of English say when you fail to give the correct
   answers to questions during an English lesson? Do you feel like attempting to
   questions asked again or ceasing to make another response?
   L: Try again!
      You are not keen.

2. R: What has your teacher of English always said when you got the correct answers to
   questions? Did you like it? Was the teacher's reinforcement different from what
   he/she said to the others in the class?

L: Superb!

   Yes. It impresses me.

   Yes. I receive praise once I give a correct answer.

3. R: You just improved in a Grammar test or an exam: does your teacher of English feel happy and excited? What does she say?

   L: Yes. Keep it up!

Section IV: Effect of teachers' use of reinforcement on learners' performance in the English language.

1. R: Why do you think it is important to learn English language in school?

   L: .English is the medium of communication in majority of people's careers like journalism, law and teaching.

2. R: Do you think learning English language is more difficult than learning other languages? If yes, why? If no, why?

   L: No. I use it to communicate with my friends in yahoo, WhatsApp and snapchat.

3. R: Do you like your teacher of English? If yes, why? If no, why?

   L: Yes. He builds my self-esteem.

4. R: How have you improved your language skills (listening, reading, speaking and writing) because of your teachers' reinforcement?

   L: Yes. My handwriting has improved.

5. R: Do you feel confident and proud in efforts and achievement in English language skills when you are rightly merited for the things well done? If yes, why? If no, why?

   L: Yes. It enables me to seek challenges in learning activities. It also empowers me to believe that I shall be successful if I attempt to improve.

   R: Thank you for your cooperation.

School C

Excerpt 7

Section 111: Teachers' use of reinforcement in English language classes.

1. R: Which words does your teacher of English say when you fail to give the correct answers to questions during an English lesson? Do you feel like attempting to questions asked again or ceasing to make another response?

   L: (*scowls*) Watch your pronunciation!

   I feel like ceasing to make another response.

2. R: What has your teacher of English always said when you got the correct answers to questions? Did you like it? Was the teacher's reinforcement different from what he/she said to the others in the class?

   L: Well done!

   Yes, I did.

   (*Pause*) No. I would like her to be using different words since we all perform differently.

3. R: You just improved in a Grammar test or an exam: does your teacher of English feel happy and excited? What does she say?

   L: Yes. A good trial!

Section IV: Effect of teachers' use of reinforcement on learners' performance in the English language.

1. R: Why do you think it is important to learn English language in school?

   L: English is important in education. We are taught in English language in all subjects apart from Kiswahili.

2. R: Do you think learning English language is more difficult than learning other languages? If yes, why? If no, why?

   L: Yes. (*Fiddles the pen without maintaining eye contact*) I have a problem in spelling and pronouncing some words which are confusing.

3. R: Do you like your teacher of English? If yes, why? If no, why?

   L: (*Hesitation*) No. (*A shrug of the shoulders and a roll of the eyes*) She criticizes me.

4. R: How have you improved your language skills (listening, reading, speaking and writing) because of your teachers' reinforcement?

L: Yes, I have improved on my reading and speaking skills.

5. R: Do you feel confident and proud in efforts and achievement in English language skills when you are rightly merited for the things well done? If yes, why? If no, why?

L: Yes. It makes me perform well after a decline.

R: Thank you for your cooperation.

Excerpt 8

Section 111: Teachers' use of reinforcement in English language classes.

1. R: Which words does your teacher of English say when you fail to give the correct answers to questions during an English lesson? Do you feel like attempting to questions asked again or ceasing to make another response?

L: Correct your work!

Yes, I feel like attempting to questions asked again.

2. R: What has your teacher of English always said when you got the correct answers to questions? Did you like it? Was the teacher's reinforcement different from what he/she said to the others in the class?

Excellent!

Yes. (*A serious look*) It enabled me to stay on task, think actively and try my best.

Yes, it was different from what she said to others in the class.

3. R: You just improved in a Grammar test or an exam: does your teacher of English feel happy and excited? What does she say?

L: Yes. Excellent!

Section IV: Effect of teachers' use of reinforcement on learners' performance in the English language.

1. R: Why do you think it is important to learn English language in school?

L: (*Smiling*) English is essential for getting a job with good salaries.

2. R: Do you think learning English language is more difficult than learning other languages? If yes, why? If no, why?

   L: No. Most songs and movies are in English language.

3. R: Do you like your teacher of English? If yes, why? If no, why?

   L: (*Pleasantly looking*) Yes. She enables me to believe that I have the ability of achieving my targets.

4. R: How have you improved your language skills (listening, reading, speaking and writing) because of your teachers' reinforcement?
   L: Yes. I write legibly using punctuation marks correctly.

5. R: Do you feel confident and proud in efforts and achievement in English language skills when you are rightly merited for the things well done? If yes, why? If no, why?

   L: Yes. It accredits to my good performance.
   R: Thank you for your cooperation.

Excerpt 9
Section 111: Teachers' use of reinforcement in English language classes.
1. R: Which words does your teacher of English say when you fail to give the correct answers to questions during an English lesson? Do you feel like attempting to questions asked again or ceasing to make another response?
   L: No!
   I feel like ceasing to make another response.

2. R: What has your teacher of English always said when you got the correct answers to questions? Did you like it? Was the teacher's reinforcement different from what he/she said to the others in the class?
   L: Yes, that is right!
   Yes. It enables me to try my best.
   Yes, once in a while I

3. R: You just improved in a Grammar test or an exam: does your teacher of English feel happy and excited? What does she say?

   L: Yes. You are improving

Section IV: Effect of teachers' use of reinforcement on learners' performance in the English language.

1. R: Why do you think it is important to learn English language in school?

   L: It gives me the confidence of participating in classroom activities which makes me improve and perform well in exams.

2. R: Do you think learning English language is more difficult than learning other languages? If yes, why? If no, why?

   L: Yes. The topic on emphasis certain words in a sentence which changes meaning challenges me.

3. R: Do you like your teacher of English? If yes, why? If no, why?

   L: No . . . .

4. R: How have you improved your language skills (listening, reading, speaking and writing) because of your teachers' reinforcement?

   L: Yes. I have improved in my reading skills.

5. R: Do you feel confident and proud in efforts and achievement in English language skills when you are rightly merited for the things well done? If yes, why? If no, why?

   L: Yes. (*Looking composed*) I feel confident and proud because it enables me to stay on task, think actively and try my best.

   R: Thank you for your cooperation.

School D

Excerpt 10

Section 111: Teachers' use of reinforcement in English language classes.

1. R: Which words does your teacher of English say when you fail to give the correct answers to questions during an English lesson? Do you feel like attempting to questions asked again or ceasing to make another response?

   L: No. I feel like attempting to questions asked again.

2. R: What has your teacher of English always said when you got the correct answers to questions? Did you like it? Was the teacher's reinforcement different from what he/she said to the others in the class?

   L: Good!

      Yes, I did.

      Yes, it depends on who answers the question.

3. R: You just improved in a Grammar test or an exam: does your teacher of English feel happy and excited? What does she say?

   L: Yes. Good work!

Section IV: Effect of teachers' use of reinforcement on learners' performance in the English language.

1. R: Why do you think it is important to learn English language in school?

   L: English is widely used by international business community.

2. R: Do you think learning English language is more difficult than learning other languages? If yes, why? If no, why?

   L: Yes. (*Pause*) The order of adjectives sometimes confuses me.

3. R: Do you like your teacher of English? If yes, why? If no, why?

   L: (*Smiling*) Yes. She motivates me.

4. R: How have you improved your language skills (listening, reading, speaking and writing) because of your teachers' reinforcement?

L: Yes. I have learnt to be keen and listen actively.

5. R: Do you feel confident and proud in efforts and achievement in English language skills when you are rightly merited for the things well done? If yes, why? If no, why?

L: Yes. I am able to talk and socialize with my friends comfortably.

R: Thank you for your cooperation.

Excerpt 11

Section 111: Teachers' use of reinforcement in English language classes.

1. R: Which words does your teacher of English say when you fail to give the correct answers to questions during an English lesson? Do you feel like attempting to questions asked again or ceasing to make another response?

L: Not really.

   I feel like ceasing to make another response.

2. R: What has your teacher of English always said when you got the correct answers to questions? Did you like it? Was the teacher's reinforcement different from what he/she said to the others in the class?

L: Right!

   Yes . . . .

   No, it was not different from what she said to others in class.

3. R: You just improved in a Grammar test or an exam: does your teacher of English feel happy and excited? What does she say?

L: Yes. Good effort.

Section IV: Effect of teachers' use of reinforcement on learners' performance in the English language.

1. R: Why do you think it is important to learn English language in school?

L: English is the language of the internet and social media.

2. R: Do you think learning English language is more difficult than learning other languages? If yes, why? If no, why?

L: Yes. (*Hesitating*) English rules are hard like in some spellings and pronunciation.

3. R: Do you like your teacher of English? If yes, why? If no, why?

   L: (*Laughing*) Yes. She builds my self-esteem.

4. R: How have you improved your language skills (listening, reading, speaking and writing) because of your teachers' reinforcement?

   L: Yes. I listen actively. I never used to hear conversations while watching and listening to movies in English language but now I listen and understand what they say.

5. R: Do you feel confident and proud in efforts and achievement in English language skills when you are rightly merited for the things well done? If yes, why? If no, why?

   L: Yes. It makes me relaxed and concentrate more in class.

   R: Thank you for your cooperation.

Excerpt 12

Section 111: Teachers' use of reinforcement in English language classes.

1. R: Which words does your teacher of English say when you fail to give the correct answers to questions during an English lesson? Do you feel like attempting to questions asked again or ceasing to make another response?

   L: That is not right!

   I feel like ceasing to make another response.

2. R: What has your teacher of English always said when you got the correct answers to questions? Did you like it? Was the teacher's reinforcement different from what he/she said to the others in the class?

   L: Good!

   Yes.

   Yes. Once in a while I get appreciated which enables me to put in extra effort.

   It was done publicly when the whole class heard but I preferred it being done privately when I was alone.

3. R: You just improved in a Grammar test or an exam: does your teacher of English feel happy and excited? What does she say?

   L: Yes. You are improving.

Section IV: Effect of teachers' use of reinforcement on learners' performance in the English language.

1. R: Why do you think it is important to learn English language in school?

   L: English is the medium of instruction in schools, colleges and universities in Kenya and the whole world.

2. R: Do you think learning English language is more difficult than learning other languages? If yes, why? If no, why?

   L: Yes. English is difficult when it comes to homophones.

3. R: Do you like your teacher of English? If yes, why? If no, why?

   L: Yes. (*A focused look*) She teaches us well.

4. R: How have you improved your language skills (listening, reading, speaking and writing) because of your teachers' reinforcement?

   L: Yes. My speaking skills have improved.

   R: Do you feel confident and proud in efforts and achievement in English language skills when you are rightly merited for the things well done? If yes, why? If no, why?

   L: Yes. (*Looking composed*) I feel confident and proud because it motivates me to learn more.

   R: Thank you for your cooperation.

Appendix E: Sample Teachers' Transcript Excerpts

Excerpt 13

Key:

R- Researcher

Tr- Learner

<div align="center">Section III</div>

1. R: How constant do you use verbal praise reinforcement in your classroom?

Type of reinforcement	Consistency of use	
Non-material	Never Sometimes Always	

   Tr: Sometimes

2. R: Explain some of the things that your learners do in English language classroom that make you reinforce them.

   Tr: There are some of the things that my learners do in the classroom that make me reinforce them. First, when they actively participate in a lesson, secondly when they ask questions when things are not understood and thirdly when they attempt to questions asked.

3. R: Explain how learner's performance in English language is affected by your use of reinforcement in the classroom.

   Tr: Learner's performance improves once I use positive reinforcement.

4. R: What challenges do you face in the reinforcement of English language learners?

   Tr: The challenges that I face in the reinforcement of English language learners entail large class size of learners and high teaching load.

   R: Thank you for your cooperation.

Excerpt 14

<div align="center">Section III</div>

1. R: How constant do you use verbal praise reinforcement in your classroom?

Type of reinforcement	Consistency of use	
Non-material	Never Sometimes Always	

 Tr: Always

2. R: Explain some of the things that your learners do in English language classroom that make you reinforce them.

 Tr: Some of the things that my learners do in English language classroom that make me reinforce them include first, paying attention. Another factor is when they have all English learning materials like the dictionaries, English textbooks novels or plays. Also when they give correct answers during class discussions or lessons is another factor.

3. R: Explain how learner's performance in English language is affected by your use of reinforcement in the classroom.

 Tr: When I praise them, they repeat the good things they do in the classroom. Learner's performance improves once I use positive reinforcement.

4. R: What challenges do you face in the reinforcement of English language learners?

 Tr: They are made up of when some learners make an effort of improving but don't like being praised when the rest of the whole class is listening. Other leaners prefer being called privately to be reinforced in the staffroom.

 R: Thank you for your cooperation.

Excerpt 15

<div align="center">Section III</div>

1. R: How constant do you use verbal praise reinforcement in your classroom?

Type of reinforcement	Consistency of use	
Non-material	Never Sometimes Always	

   Tr: Always

2. R: Explain some of the things that your learners do in English language classroom that make you reinforce them.

   Tr: Some of the things that my leaners do in the English language classroom that make me reinforce them entails trying their best. Secondly, contribution of their ideas during learning activities either in group discussions, presentations, dialogues, debates or role playing and seeking out opportunities to learn more.

3. R: Explain how learner's performance in English language is affected by your use of reinforcement in the classroom.

   Tr: Positive reinforcement enables learners to enhance their learning through active participation in the classroom.

4. R: What challenges do you face in the reinforcement of English language learners?

   Tr: The challenge that I face in the reinforcement of English language learners is that previous reinforcement from former teachers varies and takes into account of my present reinforcement.

   R: Thank you for your cooperation.

Excerpt 16

Section III

1. R: How constant do you use verbal praise reinforcement in your classroom?

Type of reinforcement	Consistency of use	
Non-material	Never Sometimes Always	

Tr: Sometimes

2. R: Explain some of the things that your learners do in English language classroom that make you reinforce them.

    Tr: They comprise of doing extra work, completing assignments and improving in their examination scores.

3. R: Explain how learner's performance in English language is affected by your use of reinforcement in the classroom.

    Tr: Positive reinforcement helps learners to be competent.

4. R: What challenges do you face in the reinforcement of English language learners?

    Tr: The nature of content that I teach is different. Moreover, the way I reinforce learners in grammar is not similar to poetry.

    R: Thank you for your cooperation.

Appendix F: Sample Teachers' Verbal Praise Reinforcement in English Language Learning Classes.

From Observation Schedules and Learners' Interviews

Categories of Praise used by Teachers of English in the Classroom	
Types of praise	**Examples**
General Praise	Good! Very good! Excellent! Correct! Fine! Right! Yes, that is right! Okay! Keep it up! Well done! That's great! Wonderful! Fantastic! Superb!
Ability Praise	I am sure you can do better than this. I believe you are able. Julius, you are a good reader. You have good speaking skills. You seem to be very smart in English I can tell from this imaginative composition that writing is not a problem for you. I am sure you can do it. You are a really good student of English. I'm sure it's easy for you to answer the questions. Your argument is very clear. Your work is very accurate.
Effort Praise	A good trial. Good effort!

	You are on the right track.
	You have been working hard.
	Your improvement in English reflects great effort you put in.
	You work hard in reading.
	You are improving.
	Your argument is very clear.
	The answer was …………, but that was good thinking.
	Go on ….!
	That is a good answer, but it does not really apply to this situation. In this situation the answer would have been ………….
	You have the first part right, be sure you are on the right track. The complete answer is …………………

Appendix G: Sample Teachers' Criticisms and Negative Statements in English Language Learning Classes.

Criticisms	You are day dreaming.
	Where is your mind?
	Today you are under the carpet.
	You are joking.
	You are not serious.
Negative statements	No.
	No, that is not what I wanted.
	Not really.
	That is not right.
	You are not keen.
	You are not serious.
	Watch on your pronunciation.

Appendix H: Sample Learners' of English Language Subject Performance in Examination Results

SCHOOL A

LEARNER: 1

CLASS: FORM 2

FORM 2	EXAMINATION	PERCENTAGE %	DEVIATION +/-
	K.C.P.E	88	
	End of Term 1 Form 1 examination	84	-4
	End of Term 2 Form 1 examination	78	-6
	End of Term 3 Form 1 examination	76	-2
	TOTAL AVERAGE	82	

LEARNER: 2

CLASS: FORM 3

FORM 3	EXAMINATION	PERCENTAGE %	DEVIATION +/-
	K.C.P.E	60	
	End of Form 1 examination	64	+4
	End of Term 1 Form 2 examination	66	+2
	End of Term 2 Form 2 examination	66	0
	End of Term 3 Form 2 examination	68	+2
	TOTAL AVERAGE	65	

LEARNER: 3

CLASS: FORM 4

FORM 4	EXAMINATION	PERCENTAGE %	DEVIATION +/-
	K.C.P.E	95	
	End of Form 1 examination	89	-6
	End of Form 2 examination	74	-5
	End of Term 1 Form 3 examination	72	-2
	End of Term 2 Form 3 examination	70	-2
	End of Term 3 Form 3 examination	70	0
	TOTAL AVERAGE	78	

LEARNER: 4

CLASS: FORM 2

FORM 2	EXAMINATION	PERCENTAGE %	DEVIATION +/-
	K.C.P.E	66	
	End of Term 1 Form 1 examination	58	-8
	End of Term 2 Form 1 examination	62	-4
	End of Term 3 Form 1 examination	47	-15
	TOTAL AVERAGE	58	

LEARNER: 5

CLASS: FORM 3

FORM 3	EXAMINATION	PERCENTAGE %	DEVIATION +/-
	K.C.P.E	54	
	End of Form 1 examination	64	+10
	End of Term 1 Form 2 examination	66	+1
	End of Term 2 Form 2 examination	67	+1
	End of Term 3 Form 2 examination	68	+1
	TOTAL AVERAGE	64	

LEARNER: 6

CLASS: FORM 4

FORM 4	EXAMINATION	PERCENTAGE %	DEVIATION +/-
	K.C.P.E	96	
	End of Form 1 examination	73	-23
	End of Form 2 examination	69	-4
	End of Term 1 Form 3 examination	64	-5
	End of Term 2 Form 3 examination	68	+4
	End of Term 3 Form 3 examination	66	-2
	TOTAL AVERAGE	73	

LEARNER: 7

CLASS: FORM 2

FORM 2	EXAMINATION	PERCENTAGE %	DEVIATION +/-
	K.C.P.E	80	
	End of Term 1 Form 1 examination	78	-2
	End of Term 2 Form 1 examination	80	+2
	End of Term 3 Form 1 examination	84	+4
	TOTAL AVERAGE	81	

LEARNER: 8

CLASS: FORM 3

FORM 3	EXAMINATION	PERCENTAGE %	DEVIATION +/-
	K.C.P.E	50	
	End of Form 1 examination	46	-4
	End of Term 1 Form 2 examination	38	-8
	End of Term 2 Form 2 examination	32	-6
	End of Term 3 Form 2 examination	25	-7
	TOTAL AVERAGE	38	

LEARNER: 9

CLASS: FORM 4

FORM 4	EXAMINATION	PERCENTAGE %	DEVIATION +/-
	K.C.P.E	58	
	End of Form 1 examination	62	+6
	End of Form 2 examination	66	+4
	End of Term 1 Form 3 examination	68	+2
	End of Term 2 Form 3 examination	72	+4
	End of Term 3 Form 3 examination	74	+2
	TOTAL AVERAGE	67	

LEARNER: 10

CLASS: FORM 2

FORM 2	EXAMINATION	PERCENTAGE %	DEVIATION +/-
	K.C.P.E	45	
	End of Term 1 Form 1 examination	38	-7
	End of Term 2 Form 1 examination	26	-12
	End of Term 3 Form 1 examination	20	-6
	TOTAL AVERAGE	32	

LEARNER: 11

CLASS: FORM 3

FORM 3	EXAMINATION	PERCENTAGE %	DEVIATION +/-
	K.C.P.E	48	
	End of Form 1 examination	68	+20
	End of Term 1 Form 2 examination	72	+4
	End of Term 2 Form 2 examination	74	+2
	End of Term 3 Form 2 examination	77	+3
	TOTAL AVERAGE	68	

LEARNER: 12

CLASS: FORM 4

FORM 4	EXAMINATION	PERCENTAGE %	DEVIATION +/-
	K.C.P.E	52	
	End of Form 1 examination	48	+4
	End of Form 2 examination	56	+8
	End of Term 1 Form 3 examination	60	+4
	End of Term 2 Form 3 examination	54	-6
	End of Term 3 Form 3 examination	50	-4
	TOTAL AVERAGE	53	

Appendix I: Abstract Page of Publication from the Work

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The Description of Teachers' Use of Reinforcement in English Language Classes
Ndegwa Grace Kanyu, Dr. Lucy Wathika, Dr Josephine Khaemba

Abstract
The purpose of the study was to describe teachers' use of reinforcement in English language classes. The study was guided by Gardner and Lambert's Socio-Educational theory of second language acquisition. The study was carried out in selected secondary schools in Nakuru town. It used descriptive research design. Stratified random sampling was employed to select the four schools while simple random sampling was used to choose one stream in form two, three and four in each school for observation. It resulted in eight observational schedules. The study sample of 60 students in form 2-4 and 8 teachers of English was purposively selected for interviews. A total number of 353 learners were observed. The study used interviews, audio recording and Structured Observational Schedules for data collection. The data was presented in form of tables, figures and verbatim transcript excerpts used for exemplification and illustration in a qualitative explication. The findings of the study revealed that second language learners' performance in English is greatly influenced by teachers' use of reinforcement. Moreover, the findings of this study proved that teachers of English giveunguardedpraises, negative statements and criticisms to English second language learners.This study is an important contribution to the field of Second Language Acquisition Theory and practices with regard to offering information and insight into reinforcement, motivation and attitude in practical language acquisition and learning in the classroom situation. These findings are useful in the improvement of second language learners' performance in English. Teachers of English will also acquaint themselves with effective use of positive verbal reinforcement (general praise, ability praise and effort praise) which works as a driving and motivational force on learners' acquisition and use of English language.

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Appendix J: Research Authorization Letter

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Grace Konyu Ndegwa
Egerton University
P.O. Box 536-20115
NJORO

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"The role of reinforcement on second language learners' performance in english in selected Secondary Schools in Nakuru Town, Kenya"* I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for the period ending **1ˢᵗ February, 2020.**

You are advised to report to **the County Commissioner and the County Director of Education, Nakuru County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nakuru County.

The County Director of Education
Nakuru County.

Appendix K: Research Permit

THIS IS TO CERTIFY THAT:
MISS. GRACE KONYU NDEGWA
of EGERTON UNIVERSITY, 4194-20100
Nakuru, has been permitted to conduct
research in *Nakuru County*

on the topic: *THE ROLE OF REINFORCEMENT ON SECOND LANGUAGE LEARNERS' PERFORMANCE IN ENGLISH IN SELECTED SECONDARY SCHOOLS IN NAKURU TOWN, KENYA.*

for the period ending:
1st February, 2020

Permit No : NACOSTI/P/19/13370/27998
Date Of Issue : 1st February, 2019
Fee Recieved : Ksh 1000

....
Applicant's Signature

....
Director General
National Commission for Science,
Technology & Innovation

INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

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TEL: 020 400 7000, 0713 788787, 0735 404245
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REPUBLIC OF KENYA

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National Commission for Science, Technology and Innovation

RESEARCH LICENSE

Serial No.A 22959

CONDITIONS: see back page