

Behaviorism as External Stimuli: Improving Student Extrinsic Motivation through Behavioral Responses in Algerian College Education

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Abstract

The dismissal of various impediments an individual may face in life can be related to improving understanding and appreciation of human behavior. In a language learning class, this can occur through studying behavior through psychology of learning within situational interactions and external environment. This can help learners change their behavior as a result of a particular experience and typically leads to learning. Essentially, there are plenty of theories which can lead to achieving this continuous process of learning. In this vein, it is argued that Behaviorism is implemented in Language teaching and learning classrooms through which learning can occur when independent knowledge is acquired through changes in behavior and stimulus and response relationship. The target study was intended to examine the extent to which behaviorism is goal directed in improving learner's motivation and strengthening learning achievement in class. In order to reach this aim and affirm the hypothesis of the study, a survey has been administered to three teachers of English at Laghouat Higher College to obtain mixed data of both qualitative and quantitative nature.

Index terms— behavioral responses, EFL learners, extinction, higher education, motivation.

1 Introduction

permanent change in the individual's behavior can happen due to experience, environment, and surroundings; this is literally how learning occurs. Learning is generally a change which happens to the behavior of an individual as a result of experiencing or acquiring knowledge. In the late 19th century, theorists around the world came with conventional theories which tempted to signify a broader prospect of the flow of the learning process in classroom. In fact, Greek philosophers made assumptions about the human behavior and mental processes. As Aristotle believed that individuals have rational souls and Plato claimed that the human brain is the seat of mental processes.

However, the Greek philosophy Rene Descartes claimed that the human soul and body are separate entities, the body is a physical entity with scientifically measurable behavior and the mind is a spiritual entity which cannot be measured. Locke and Hobbes reacted as the body and mind are the same and all individual experiences are physical processes which occur inside the brain. These Ancient Greek philosophers were the early founders of thought who managed to uncover the nature of learning and how knowledge is acquired by an individual. They tempted to theorize the fact that any attempt of maintaining the learning process cannot be afforded without considering the element of soul.

At the beginning of the 19th century, psychology as the study of human behavior appeared as a science with Wilhelm Wundt who founded the first laboratory of psychology in 1879. He assumed that understanding the human mind is associated with the study of conscious thought. As the human consciousness is related to the human's thoughts, feelings, and emotions when reacting to a particular stimulus, the parts of consciousness

3 REVIEW OF LITERATURE A) BEHAVIORISM BETWEEN PHILOSOPHY AND THEORY

43 are related to each other and can interact with each other in a physical environment. A gap has been bridged
44 between the ancient thought and modern theories of learning. This claim has been adopted to develop the school
45 of Structuralism which studies the structure of the conscious mind through introspection method. Structuralism
46 claimed that mental processes must be observed, in terms of observed facts. As an early school of thought,
47 Structuralism emphasized the diversity of change that an individual go through to the objective sensations and
48 subjective feelings.

49 This school of psychology has been criticized by Functionalism school which studies the function of the mind
50 and how the mental elements can change according to the environment and life situation, and how can an
51 individual adapt with the learning environment. Later, Behaviorism is another school which was founded by
52 Watson, Pavlov, and Skinner who argued that human behavior is affected by a particular stimulus and experiences.
53 This theory of learning had a great influence on education which contributes to helping learners to respond to
54 a particular stimulus so that their behavior changes and learning occurs. According to behaviorists, learning
55 occurs when the learner receives a particular stimulus which can lead them to change their behavior. This can
56 go through adapting to a stimulus, then responding to it, and then adopting a change of behavior for achieving
57 coaching practice in learning and improve academic achievement as well.

58 This study aims at providing a comprehensive investigation of the relationship between behaviorism theory and
59 students' extrinsic motivation. The main research question addressed is about the extent to which is behaviorism
60 an adequate predictor of learner extrinsic motivation and achievement. The problem of the research can be
61 explored through the fact that EFL learners can generally be self-guided and independent through making
62 independent choices, setting goals and objectives, as well choosing their own right learning strategies to accomplish
63 tasks. Nowadays, learners do not need and external factor or external stimuli to monitor their own progress.
64 According to behaviorist theory of learning, changes in behavior are caused by external stimuli as the teacher's
65 role is to help learners construct knowledge and reflect on and use a variety of learning strategies.

66 For the sake of efficiency in handling the matter at hand, the researcher needs to set a reasonable guess after
67 identifying the problem of the study in order to elicit information and data which may resolve the problem of the
68 research. As, behaviors can be increased by teachers who tempt to apply a variety of behaviorist principles to
69 achieve efficiency in learning, extrinsic motivation which is a type of motivation aiming at developing behaviors
70 only to get rewards. It is the opposite of intrinsic motivation which encourages learner autonomy and allows
71 students to make responsible and independent choices; although extrinsic motivation doesn't encourage self-
72 directed learning, it contributes a lot to changing behavior by being repeated as a result of rewards.

73 2 II.

74 3 Review of Literature a) Behaviorism between Philosophy and 75 Theory

76 It has been argued that education is the major key element in constructing the individual's ability to adapt to their
77 surroundings. Basically, education has been influenced by significant theoretical facets which have gone along with
78 the learning process which is the ideal basis of education. Ultimately, theories of learning have been developed
79 since the ancient Greek thoughts and education about the acquisition of knowledge to the modern theories which
80 psychology as a science of observable behavior developed through rigorous experimentation. Psychology is a
81 science which aims at controlling the behavior of the organisms of individual; it is referred to as the science of
82 behavior and experience ??Kumari, Sundari & Rao, 2006).

83 Educational psychology is the applied branch of psychology which studies human behavior in educational
84 settings. The development of learning strategies, teaching and learning situations, are developed by psychological
85 principles and laws which are applied in the area of education and which are responsible for studying the
86 individual's learning, through behavioral and cognitive aspects. According to Peel 'educational psychology helps
87 the teacher to understand the development of his pupils, the range and limits of their capacities, the process by
88 which they learn and their social relationships' (Manichander, 2015).

89 Educational psychology is the study of how individuals learn and used concepts and research tools to promote
90 teaching, learning, and development of the learner (Berliner, 2006) As (Lefrancois, 1994) views it as the study of
91 human behavior in an educational setting. It associates psychological concepts such as behavior, mind, memory,
92 thought, human growth and development, learned behaviors, individual differences, intelligence, and principles
93 of learning. In the area of educational psychology, there are some theories which explain the development and
94 growth of individuals, how learning occurs, and how memory is maintained. These theories are derived from
95 research which is the cornerstone of educational psychology. Educational psychology deals with human behavior
96 and development in educational settings. This can be signified through allowing learners to learn independently
97 by being self-directed learners. For that, teachers usually need to be aware of how learners develop and receive
98 learning through changing behavior through educational psychology. Banks & Thompson (1995).

99 Learning is the major issue in the educational process which begins from the child's birth and continues
100 throughout his life time. This process of learning occurs through direct or indirect experiences; it is not directly
101 observable and can be seen in the actions and reactions of the individual as it depends on practice and experience.
102 Learning is viewed as "an enduring change in behavior, or in the capacity to behave in a given fashion, which

103 results from practice or other forms of experience” ??Barry & King, 1998 p.19) Most theories of learning are
104 based on research, which have different perspectives on learning. There is no best or bad theory that someone
105 follows and psychologists have found out a suitable way of using it and differentiate between the aspects of
106 the individual’s personality; as they are not aware enough about developing these theories and their role in
107 maintaining human behavior and mental processes.

108 Learning is a continuous process which has continuity and is carried in various steps. This continuity can
109 help educators find ways to direct learning into productive straits without strangling creativity. Theories of
110 learning can help learners achieve their desired goals and can be categorized as behavioral (classic and operant
111 conditioning), cognitive (cognitive and social learning), and cognitive and eclectic (amalgamation of behavioral
112 and cognitive theories). These learning theories are typically opposed and reacting to each other. The behaviorists
113 and the cognitivists are applied according to their explanation and view of the human behavior through varied
114 perspectives.

115 It has been emphasized that Psychology is a science of behavior and it is not concerned with the science of
116 the mind. It emphasizes that the mind does not contribute to acquire knowledge in a particular environment
117 from which a stimuli of behavior comes. Leahey (2000) the organisms of human behavior are studied in
118 particular environments, and the relation between behavior and environment then will be created. Behavior
119 is mostly used for actions which can be observed from external surroundings. Behaviorist learning approach
120 mostly focuses on how behaviors are acquired; and the Behaviorist approach claims that learning can develop
121 by means of establishing a relation between a stimulus and behavior, and that any behavior can be changed
122 through reinforcement. ??Bacanli) Behaviorism as a theory of learning is majorly concerned with observable and
123 measurable aspects of behavior. Changes in human behavior are emphasized by behaviorist learning theories
124 behavior that and they typically result from the association of stimulus and response made by the learner. The
125 individual’s behavior is directed by stimuli when the individual chooses one response as a result of an experience
126 and psychological forces at the moment of learning. This response is rewarded and signifies behavior sometimes
127 cannot be learned, and can be replaced by new behaviors. This response of learned behaviors must be rewarded
128 so that learning can take place (Parkay & Hass, 2000).

129 Behaviorism is a theory of learning which emphasizes human behavior as a result of the interaction between
130 stimulus and response. As it can be defined by ??Reber, 1985) as ‘an approach to psychology which argues that
131 the only appropriate subject matter for scientific psychological investigation is observable, measurable behavior’
132 (p.86) Behaviorism is majorly related with observable and measurable aspects of human behavior. As Parkay &
133 Hass (2000) claims that changes in behavior are emphasized by behaviorist learning theories which occurs after
134 the association of a stimulus and response made by the learner. This can occur by selecting a response because
135 behavior is directed by particular stimuli and is often called response in the science of behavior. It is something
136 an organism performs at particular time and space. It is viewed by (Lazzeri, 2014) as ‘behavior is said in at
137 least four ways: as the occurrence of an organism’s action or reaction; as a class or pattern; as group behavior;
138 and as a change or movement of an object ?? (p.78) The behaviorists believed that the behaviors which are
139 learned are measurable and are much used in health settings. The behavior must first be observed then measured
140 and it can be modified during the treatment of a particular illness. They yet claimed that behavior must be
141 changed as a result of a reason. This reason can be signified through a stimulus, and a response is the behavior
142 that occurs as a reaction to this stimulus. According to John Watson, a behaviorist who believed that human
143 behavior occurs as a result of stimuli which gathered certain responses. His basic claim was that findings about
144 the individual’s development are associated with observation of plainly seen behavior instead of contemplation
145 about subconscious motives or cognitive processes (Shaffer, 2000).

146 Watson’s perspective about learning emphasized the studies of Ivan Pavlov who is known for his classical
147 conditioning theory of learning. This theory indicates that learning occurs when a neutral stimulus is associated
148 with a stimulus which naturally causes behavior to occur. On the other hand, Skinner is another behaviorist who
149 believed that behavior occurs through rewards and punishment. He argued that human behavior is predictable
150 and that behavior is repeated. As Watson who is also a major originator of the behaviorist theory of learning.
151 He believed that behavior resulted from particular stimuli to produce particular responses.

152 4 Operant Conditioning

153 5 Reinforcement Punishment Increase behavior

154 Decrease behavior

155 6 Positive

156 7 Negative Positive Negative

157 Watson’s basic argument was that conclusions about the development of individuals should be based on
158 observation of behavior rather than estimation about cognitive processes or consciousness. (Shaffer, 2000) the
159 theory of Operant Conditioning is about the individual’s change in behavior as a result of consequences. It argues
160 that behavior may change in frequency, strength, and structure and relies on reinforcement and punishment to
161 change the individual’s behavior.

8 b) Behaviorism in the English Language Classroom

In educational settings, behaviorism has adequately embraced a system of rewards and punishments in language classrooms by rewarding desired and wanted behaviors and punishing inappropriate and unwanted behaviors. As behaviorists argue that behaviors can be measurable and observable as it must have a drive and desire which leads to the behavior change which is the stimulus and also needs a response which is the behavior which happens as a reaction to the stimulus; generally, the model of behaviorism can be as follows.

As methods for managing a language classroom, behaviorist philosophy can be used to change behavior in addition to certain strategies and methods. As each learner's stimulus and response are related to the change of their behavior and their learning achievement depends on associations made by each of the learners. Behaviorist principles have long been applied in language teaching to foster behavior which is aspired and discourage everything which is not. Among the tools used within the behaviorist learning theory for classroom management use are consequences, reinforcement, extinction, and behavior change.

In effect, there are certain classroom behaviors which can be employed in the language classroom to enhance education and increase attention for learning. Pavlov's theory of classical conditioning generally occurs when a conditioned stimulus which is a neutral stimulus, is linked with an unconditioned stimulus. It can be a sound of a tuning fork, while the US is biological such as the taste of food. Also an unconditioned response paired with Unconditioned stimulus is an unlearned response like salivation, after pairing is repeated learning may occur. This can be seen in the experiment of Pavlov who rang a bell and then gave food to the dog, and then the dog started to salivate by responding to the bell.

The bell is referred to as the conditioned stimulus because the change of behavior occurs as a result of its association with food; whereas food is called the unconditioned stimulus because its effects did not rely on circumstances or previous experience. This theory involves the association of a stimulus and the production of a response under certain conditions with a neutral stimulus, with the neutral stimulus obtaining a response when handed out alone. Pavlov's theory of Classical conditioning is distinctive from Operant conditioning, a theory developed by Skinner in which a behavior is strengthened or weakened as a result of behavioral consequences such as reward or punishment. Operant conditioning is about how an organism works with this operation, behavior and consequences. As revealed in the following model of Pavlov of Operant Conditioning theory which illustrates the steps and development of behavior. In operant conditioning, behavior operates on the environment and is maintained by conditioning of behavior. Behavior is changed depending on conditions while classical conditioning is maintained by its consequences. As (Skinner, 1972) argues that:

9 Stimulus Response

Behaviors conditioned through a classical conditioning procedure are not maintained by consequences. They both, however, form the core of behavior analysis and have grown into professional practices. His model was based on the premise that satisfying responses are conditioned, while unsatisfying ones are not. Operant conditioning is the rewarding of part of a desired behavior or a random act that approaches it. Skinner remarked that the things we call pleasant have an energizing or strengthening effect on our behavior (p. 74)

On the other hand, Edward Thorndike also conducted his learning experiment with hungry cats put in a puzzle box made several responses. Then the cats discovered that pressing a lever would help them get out them from the box and get access to the food outside. Based on his experiment, Thorndike introduced his principles of learning among which the Law of Effect which is typically based on the emotional reaction and feeling of the learner. According to this principle, a satisfying feeling contributes to strengthening learning and learning can be weakened by a feeling of anger and frustration.

As (Thorndike, 1911) claims: "several responses made to the same situation, those which are closely accompanied or closely followed by satisfaction to the animal will, other things being equal, be more firmly connected with the situation, so that, when it recurs, (the behaviors) will be more likely to recur" (as cited in Mcleod, 2018, p. 01) as he yet asserts that:

10 Puzzle box Pull loop Food

11 SituationResponseOutcome

12 StimulusResponse Association

Of several responses made to the same situation those which are accompanied or closely followed by satisfaction to the animal will, other things being equal, be more firmly connected with the situation, so that, when it recurs, they will be more likely to recur; those which are accompanied or closely followed by discomfort to the animal will, other things being equal, have their connections to the situation weakened, so that, when it recurs, they will be less likely to occur, the greater the satisfaction or discomfort, the greater the strengthening or weakening of the bond. (Dabell, 2018, p 01). Generally, behavior is affected by its consequences when a stimulus leads to a particular response which is reinforced, or leads to reinforcement. The stimulus for Thorndike's cats was the box and response was the action of pressing the lever, as reinforcement was food. Operant conditioning is applied to this form of behavior change after extending the concept with rats. In the box suggested by Skinner, rats learned to press a lever when a stimulus was present like a sound or light, the lever press resulted in the delivery of food

221 which causes reinforcement. Applying this to behavior, the stimulus, response, and reinforcement association
222 parallels the Antecedent Behavior Consequences (ABC) model that is used to change and behavior.

223 In the language classroom, behavior can be shaped or maintained in an operant manner for enhancing learning.
224 Stimulus is given by the teacher to the learner who will receive it and make response through his reactions to the
225 stimulus as processes happening between stimulus and response cannot be observed or measured. (Sarah, 2006)
226 However, (Fauziati, 2016) claims that stimulus is given by the teacher response is accepted by the students which
227 should be observed and measured through measurement theory which regulates the change in behavior.

228 Operant conditioning can be employed to promote learning and change behaviors in class. It can be used as
229 a behavioral management which may increase attention for learning. Behavioral contracts can be used in school
230 as well as at home. This can typically occur through behavioral partnership between the teacher and the learner
231 to achieve the desired goal for learning. For instance, a learner can receive negative punishment for not doing
232 a home work or for having their phone on. In the classroom, the learner can have efficient learning results by
233 viewing the direct consequences of their use.

234 Teachers can familiarize learners with a task and ask them to use their own strategies of learning. Generally,
235 the positive feedback learners receive from the teacher or having a higher grade is a positive reinforcement. If they
236 get a lower grade or negative feedback from the teacher, they will receive a negative reinforcement. Giving extra
237 marks or praising learners is due to their good use of learning strategies for example or having good language skills
238 which will construct their behavior. The consequence immediately comes after the behavior of the learner. For
239 instance, a learner who makes more efforts and spend much time in revision will have more chance for receiving
240 a positive reinforcement due to the fact of being more engaged in shaping their behavior.

241 Shaping behaviors will be stronger when learners receive reinforcement and will decrease when it is weaker. If a
242 learner shows a change in behavior, they are supposed to have learned something. Learning through behaviorism
243 theory is typically based on stimulus response integration and it is efficient through the impetus of input and
244 output relationship. Alissa (2003) the behavioral consequence should come right after a behavior which can be
245 positive or negative, immediate or long-term, extrinsic or intrinsic, emotional or unconscious.

246 After the behavior is shaped, a positive or negative reinforcement may be received. Positive reinforcement
247 is presenting a stimulus which increases the probability of a response to occur recurrently in the language
248 classroom. A positive reinforcement may be offered directing learners through a home work or praising their
249 projects. However, negative reinforcement increases the probability of a response which tempts to prevent a
250 counter condition.

251 This type of behavioral consequence increases the probability of a shaping behavior, but it denotes removing
252 a consequence which is unpleasant for learners. For example, rewarding a home work pass with According to this
253 law, the relation of stimulus and responses is not bounded for learning to occur. Reinforcement is required for
254 learning to occur. This is that when a behavior is followed by a reward, it tempts to repeat itself, while when it
255 is followed by a punishment the prospect of its repetition decreases.

256 Thorndike tried to explicate learning by associating stimuli and responses. He claims that the most distinctive
257 issue of science in humans and animals is learning by errors and trials. This is vital when the learner faces
258 obstacles which must be solved and investigated. perfect participation or attendance, also submitting a task
259 lately will result in a lower grade. On the other hand, punishment implies the presentation of a strong stimulus
260 which decreases the recurrence of a significant response and promptly banishes undesirable behavior. For instance,
261 giving the grade of zero to those who submit a home work after the deadline or excluding those who have weak
262 attendance in the classroom.

263 **13 c) Behavioral Dogmatism of Motivation**

264 Motivation is deeply related to the learner's extrinsic behavior. This is the perspective of behaviorism as a way
265 of thinking about the learning process. Behaviorism focuses on what can be directly seen or heard about the
266 learner's behavior. Motivation refers to reducing the distinction between the energy of learners, and the outward
267 behaviors that express this energy. Performing a learned behavior results in reinforcement when this behavior
268 increases in recurrence. Within the frame of motivation, response is equivalent to motivation and reinforcement
269 acts as a motivator. In the classroom, learners can learn through operant conditioning through discussions and
270 answering questions, they can be rewarded for each right answer when the teacher praises their work. This will
271 reinforce their behavior and their motivation increases as a result of the praise of the teacher who is the motivator.

272 Intrinsic motivation derives from inside of individuals and not as an effect of external desire so that the
273 learner accomplishes a task because of its importance because they are intrinsically motivated. (Edwards, &
274 Johansen, 2015) Learned behavior can be lowly reinforced which results in extinction. This extinction is about
275 a decrease in recurrence of performance and subsequently leads to loss of motivation. Behaviorists argue that
276 lack of reinforcement is equivalent to deprivation of motivation. ??DeGrandpre, 2000) For instance, (Seifert &
277 Sutton, 2009) argue that "the distinction between "inner" motives and expressions of motives in outward behavior
278 do not disappear just because a teacher or a psychological theory chooses to treat a motive and the behavioral
279 expression of a motive as equivalent. Students usually do know what they want or desire, and their wants or
280 desires may not always correspond to what a teacher chooses to reinforce or ignore" (p. 32) learners may receive
281 a reward by the teacher for their behavior through reinforcing it; this can be a motivating issue for them as a
282 result of external reinforcement.

17 A) INSTRUMENTS AND PROCEDURES

283 Motivation can be intrinsic which is viewed by (Legault, 2016) as "engagement in behavior that is inherently
284 satisfying or enjoyable. IM is non-instrumental in nature, that is, intrinsically motivated action is not contingent
285 upon any outcome separable from the behavior itself" (p.01) and it can be supported by operant conditioning
286 theory so that reinforcement of a particular action can be the task itself. For example, if learners write a
287 paragraph, they can be reinforced by the writing itself by being intrinsically motivated. However, respondent
288 conditioning can promote both intrinsic and extrinsic motivation of learner in one instant. (Seifert & Sutton,
289 2009) For, if a learner is extrinsically motivated, their reinforcement derived from an experience or consequences
290 not only from a part of the behavior itself which can be observed within the individual.

291 Extrinsic motivation is about performing behavior and this behavior is 'fundamentally contingent upon the
292 attainment of an outcome that is separable from the action itself. In other words, EM is instrumental in nature.
293 It is performed in order to attain some other outcome' (Legault, 2016, p.01) Extrinsic motivator's role can
294 promote action for a behavior which is not intrinsically attractive such as doing a home work or memorizing as
295 it can contribute to developing selflearning and autonomous behavior. (Kohn, 1999) This motivation is about a
296 large sort of motivations which originate from an internal perceived situation causal situation. (Deci and Ryan
297 1985) for instance, even if an activity is intrinsically motivated, it may then be internally adapted. The stigma
298 of motivating learners through managing classroom human motivation according to whom motivating learners
299 doesn't need an external stimuli.

300 Fostering internalization of values and behavioral regulations is typically addressed which refers to a process
301 of taking in a regulation through integration in which learners can transform the regulation into their own
302 self. Internalization is about how motivation of learners for behavior can derive from unwillingness to active
303 personal adherence. Extrinsic rewards can undercut intrinsic motivation often enough that they can to be
304 applied effectively and rigorously. (Deci, Koestner, & Ryan, 2001) extrinsic rewards are offered by managers to
305 their employees, such as salary and promotions, and benefits are called extrinsic because they are external to the
306 work itself. (London, 2009) III.

307 14 Materials and Methods

308 15 a) Participants

309 The design of the study was carried out with the role of behaviorism in developing learners' extrinsic motivation. It
310 uses a triangulation data collection method and adapts a survey for achieving the aim and proving the hypothesis
311 of the study. The study used purposive sampling which consists of three teachers of English at Higher College of
312 Laghouat. The researcher tempts to conduct an empirical study to put this problem under investigation. Though
313 incorporating Behaviorism theory of learning, the participants in this study are supposed to recall and prove the
314 extent to which behaviorism is efficient in learning and how can learning strategies and behaviorist principles
315 help in changing behavior and make it considerable though answering a set of questions about the classroom
316 methodology and explain how learners can deal with the task.

317 For the sake of validating the research hypothesis and answer the research question, the researcher induced
318 two research variables which are behavioral consequences and extrinsic motivation. Tempting to classify these
319 variables through an ordinal scale measurement to measure their causal relationship and consider the impact of
320 one variable over the other.

321 IV.

322 16 Results and Discussion

323 17 a) Instruments and Procedures

324 The researcher has opted for a survey tool through which she can be conductive to the rigidity of the research
325 design and get adequate interpretation of the findings. A survey research is viewed by ??Kerlinger, 1973 ??&en,
326 1950) as "a social scientific research and focuses on people, the vital facts of people, and their beliefs, opinions,
327 attitudes, motivations and behavior' as 'the social scientific nature of the survey research is revealed by the nature
328 of its variables which can be classified as sociological facts, opinions and attitudes" (as cited in ??athiyazhagan
329 & Nandan, 2010, p.34) The methodology adopts a flow plan to outline the design and investigation of the survey
330 starting with objectives and ending with research solution. To enrich the analysis process, the researcher longs to
331 identify aspects, and then conduct an inquiry of certain aspects for interpreting the findings through triangulation.

332 The motivation and academic achievement motivation were measured using close ended questions and a
333 likert scale to which EFL teachers responded to. Aspects of Behaviorism based on Skinner theory of Operant
334 conditioning have been implemented to complete the survey. The researcher first asked teachers about learning
335 through principles of behaviorism in class and what they use when they reward or punish their students after
336 the consequences which first reinforce the desired behavior before being arranged to follow the desired behavior
337 during the accomplishment of the task. Teachers are represented as T1, T2, and T3. T2 claims that she ignores
338 bad behavior and doesn't pay attention to it; she only pays attention to the good behavior so that it receives a
339 reward via reinforcement like giving extra marks for attendance or verbal public praise. Finally, most of them
340 claim that each student can receive a particular reinforcer according to the nature of the task and particularly on
341 their behavior. Sometimes a meaningful reinforcer depends on the nature of the environment which can influence

342 the students' behavior so it should be favorable and allow him behave well. Determining what is a meaningful
343 reinforcer for each student. T1, T2, T3

344 On the other hand, the participants answered the question of their attitudes towards the use of reinforcement
345 and its effects on learning. The three teachers have been given characteristics of the use of this type of behavioral
346 consequences in operant conditioning theory adapted from Belsky (2008), participant teachers are asked to rate
347 and answer the following question by claiming their level of agreement about the following statements. The table
348 below reveals the answer of the participants in a numerical way. . When a student is learning a new skill, giving
349 reinforcement often keeps them motivated and committed.

350 **18 (100?) 0 (0?)**

351 . Students seem self-sufficient and still need the teacher's approval

352 . Encouraging a student's preferences can enhance motivation by introducing a choice and therefore fostering
353 a sense of autonomy.

354 With teenagers giving more privileges or increasing responsibilities can also be a very effective form of reward.

355 **19 (67?) 1 (33?)**

356 . Monitoring progress is crucial so adjustments can be made based on the student's preference for the type of
357 rewards. 0 (0?) 3 (100?)

358 Data from question three reveal that teachers' views varied and this is typically due to their personality
359 differences and teaching direction. All participant teachers are familiar with offering descriptive encouragements
360 to their students as reinforcement which they usually use in their language class so that their students can be
361 motivated. Participants also share the claim that reinforcement contributes to academically motivating students
362 when they learn a new language skill. T1 and T3 believe that students seem self-sufficient when receiving positive
363 reinforcement and keep waiting for another approval and praise from the part of their teacher while T2 doesn't
364 agree anymore.

365 Besides, two respondents disagree with the statement of inducing a student's preferences can enhance
366 motivation by fostering autonomy, while T1 agrees with this claim. Generally, for achieving learner autonomy, the
367 student requires full responsibly and independent choices without the need of the teacher's praise, encouragement,
368 or approval. Two respondents share their agreement about increasing responsibilities can also be a very effective
369 form of reward since this will build self-confidence in students, increase their motivation, as well as promoting
370 their self-guided learning.

371 Finally, all respondents disagree with the fact that so adjustments can be made based on the student's
372 preference for the type of rewards, as the student is affected by the type and degree of rewards, they also
373 can be meta-cognitively active without the need of rewards. For instance, self-reflection, selfassessment, and
374 monitoring are strategies used by students to increase their motivation and independent learning without the
375 need of the teacher's approval or reward to perform well in class.

376 The coming question is addressed to be answered which is about the effects of punishment on student's learning
377 adapted from Punishment is yet another type of behavioral consequences which can be used in the language
378 learning class to decrease the students' behavior through punishing them using certain techniques and principles
379 by teachers. Using positive punishment, the teacher can give unpleasant response to the student's behavior. For
380 instance, punishing a student because they chew gum in class, which is forbidden in class, the teacher indeed tries
381 to disciplining them publically in front of their peers, while taking away a positive reinforcement in response to
382 a behavior refers to negative punishment. . Punished behavior is not necessarily forgotten, it may return when
383 the punishment is no longer used. 2 (67?) ?? (33?) . Allow students to provide input on any behavior plans
384 being developed by accepting any punishments they earn. 0 (0?) ?? (100?) . Students would be raised with
385 both reinforcement and punishment receiving rewards for good behavior and being corrected for bad behavior.

386 **20 (100?) 0 (0?)**

387 . Students are given a good reason to behave more appropriately in the future by having been given an opportunity
388 to do so. 3 (100?) 0 (0?)

389 Data from table (4) show that the answers of the respondents partially vary in content. All respondents do
390 agree that punishment as a type of behavioral consequences which decreases the students' behavior can encourage
391 them to build their social and academic skills. Students can learn from any punishment they receive by raising
392 fears which generalize to other situations, also participants agreed that reinforcement and punishment evolve
393 with students as they receive rewards for good behavior and being corrected for bad behavior. On the other
394 hand, all respondents disagreed that punishment helps students to provide input on any behavior plans being
395 developed by accepting any punishments they earn.

396 Ultimately, language teachers need to think about what they can do to allow their students achieve higher level
397 of motivation achievement. The researcher familiarizes the participants with techniques of increasing students'
398 motivation and assists them to become more self-directed learners through using principles of behaviorism. The
399 table below shows the level of agreement and disagreement among the three participant teachers about the extent
400 to which changing behavior affects achievement motivation of students and also improving their learning.

21 V. CONCLUSION AND RECOMMENDATIONS

401 Respondents agreed that students become aware of their strengths and limitations once their behavior is
402 increased or decreased. They also argue that students can be independent learners by making independent
403 choices and chose their own learning strategies. As they claim that students can be assisted to be able to set and
404 achieve reasonable goals and objectives for their learning themselves.

405 The Classroom behaviorism theory is becoming highly incorporated in the language classroom as teachers
406 tempt to apply behaviorist principles to change behaviors and encourage the use of mechanisms for the sake
407 of increasing attention for learning and dealing with classroom behaviors. According to Skinner's Operant
408 Conditioning, praise, positive or negative feedback, or reward can contribute to changing and correcting behavior
409 in the classroom based on environmental effects on students' behavior. Skinner's theory involves reinforcement
410 which increases behavior while punishment tempts to decrease it; as ??ergel (2011) claims that "punishment
411 that bring painful or undesirable consequences will be suppressed. But they could reappear if reinforcement
412 contingencies change. For example, penalizing late students by withdrawing privileges will likely stop their
413 lateness" (as cited in Omomia, 2014, p. 02) Skinner's theory of reinforcement is based on reward and punishment;
414 this can impact the flow of teaching and learning. It has been applied recently in most educational establishments.
415 The students' educational achievements and motivation can be improved due to positive reinforcement as a means
416 of feedback to them. Efficient feedback should be provided by teachers to improve their output, as learners
417 should be rewarded in order to improve their academic motivation. Yet, the teaching and learning processes in
418 the language class can be positively enhanced if the learners are motivated enough through rewards.

419 By applying reinforcement schedules with students whose behavior requires the teacher's intervention as
420 external stimuli to reinforce positive behavior through a system of positive incentives. This could be done by
421 rewarding positive behavior before punishing negative behavior; this positive reinforcement should be immediately
422 applied to be associated with the already rewarded positive behavior. Positive reinforcement tempts to make
423 behavior be repeated not like negative reinforcement which contributes to increasing and motivating behavior to
424 get rid of unwanted outcomes. ??iffith (2006) claims that behaviorism deals with the consequences of observable
425 and measurable behavioral responses which affects learning process and classroom management. As ??Kohn,
426 2004) views that "rewards and extrinsic motivation yields compliance, which is not, as Skinner suggested, a
427 natural behavior devoid of willful choice" (p.23) He means that rewards helps students achieve high motivation
428 and the more students receive rewards, the more they become adjusted with them and want them.

429 These behavioral consequences majorly contribute to increasing efficiency in the teaching which can contribute
430 to the professional growth and reflective practice of the teacher. Learners can be guided and instructed by teachers
431 by being able to cope with different circumstances they may face in their language classroom. Also, learners
432 who are well guided and advised perfectly come to know how to deal with directions and strategies done by their
433 teachers; they can be academically motivated through higher desirable growth needs.

434 21 V. Conclusion and Recommendations

435 This investigation has tempted to set up coaches with putting light on the role and contribution of behaviorism
436 in dealing with behavioral responses of students in the class for the sake of managing their learning and highly
437 motivating them. The process of classroom methodology and evaluation, role of the teacher, student performance,
438 and learning process are all based on the implementation and use of the appropriate theories geared towards
439 language teaching and learning. Behaviorism has become a vital issue of great importance in addressing the
440 future needs of learners and helps them cope with the difficulties and learning complexities they face adequately.

441 It is necessary to know about the complexities the learners may face in learning regarding their stages of
442 development and growth. Teachers of language may be aware of classroom environment, learners' needs and skills,
443 classroom obstacles, classroom management techniques, effective methods of teaching, assessment, curriculum,
444 and mental health of learners. All these items can contribute to maintaining positive attitudes, high level
445 of motivation, and facilitates professional growth, change attitudes, and change observable and measurable
446 behaviors of students. This entirely will result in making learning convenient and results in high academic
447 motivation achievement.

448 The application of behaviorism theory in the language class can be rewarding for both learners and teachers.
449 When learners learn something, they will change their behavior as a result of an experience which can be based on
450 their feelings. The change in their behavior can satisfy desirable wants and needs. As Parkay & Hass (2000) claim
451 that learners tempt to avoid behaviors associated with their unpleasantness and develop their behaviors which
452 are habitually repeated. Once the behavior is changed it is typically learned as it sometimes can be unlearned
453 if it is unrewarded or put out when it is undesired and unwanted. Among the classroom study strategies in
454 addition to punishment and reinforcement are consequences, contracts, and extinction. If the teacher doesn't
455 react through either reward or punishment, the behavior is eliminated.

456 Considering the research question of the study of the role of behaviorism in the achievement of selfdirected
457 learning and in processing of learning in language classes, the findings advocated that the students who receive
458 reinforcement and punishment when accomplishing a learning task can highly achieve fundamental and high level
459 of extrinsic motivation. Once they receive a reward, their behavior is repeated through wishing more rewards
460 from the part of the teacher. They have been directed to changing their behavior through receiving external
461 stimuli, which is the teacher's reward or punishment. This will effectively contribute to changing their behavior
462 and helped them pursue a high level of motivation as illustrated in the results of the teacher's survey.

463 The study resulted in the fact that behavioral consequences, namely reinforcement and punishment contribute
464 a lot in developing students' language and skills, self-reflection and meta-cognitive abilities. Thus, by being
465 extrinsically motivated, learners continue to developing good behaviors once they are usually rewarded by their
466 teacher, at the same time it prevents them from making independent choices and make them rely more on external
467 stimuli and environment.

468 Finally, the findings of the study stimulated to be highly functional and dynamic compared to other research
469 findings in the language teaching and learning setting which assured and validated the high benefit of behaviorism
470 and behavioral consequences in encouraging behavior change and extrinsic motivation of learners in Algerian
471 higher education. The study has overturned the protocol for further research in learning spots including the
472 process of knowledge acquisition, modeling and behavior, observational learning, Selfefficacy Theory, Moral
473 development theory, sociocultural theory, experiential learning theory, and self-regulation in the ELT classroom,
474 as the study offered myriad practical implications for educationalists and EFL learners to achieve independent
475 learning through intrinsic motivation under the Constructivist theory in a language class. Over and above,
476 researches and investigations should hence reflect how these matters are examined and practiced in the learning
477 progress and educational curriculum.

478 Behaviorism theory is not only a means of increasing a desired behavior in the learning arena. Behavior change
479 mechanisms are used by language teachers to assure efficient learning of students in the class and even outside;
480 although, Behaviorism has been criticized for being applied only to change behaviors within an environmental
481 and external input namely, the teacher presence; and with absence of an internal psychological and mental
482 processes. Behaviorism was developed as a reaction to the introspective method which emphasizes on internal
483 input, self-monitoring and self-reflection and metacognition.

484 Extreme behaviorism can be bounded and plays more a vital role in emphasizing the psychological development
485 of the scientific persecution of knowledge and acclaim about human behavior. Though, the relation between
486 stimulus and response is not just a direct causal relationship, the stimulus can play the role of determining and
487 identifying a response; as, human behavior requires the inclusion of the external stimuli, physical side, and the
488 inner state of the mind.

489 22 Conflicts of interest

The researcher declares that there is no conflict of interest.

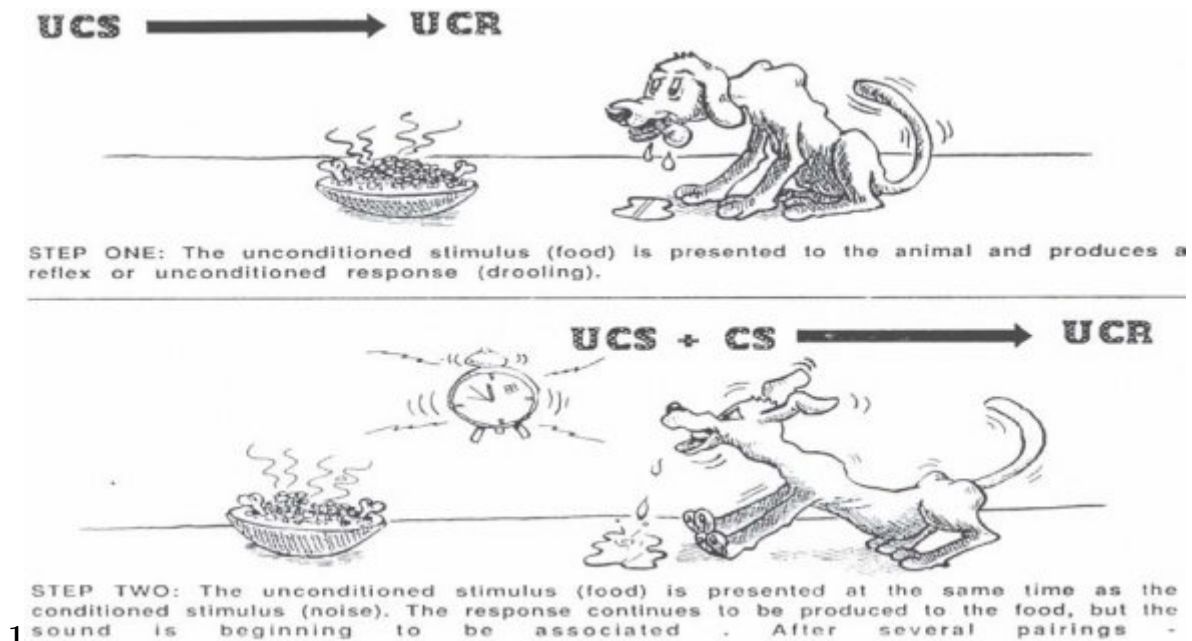
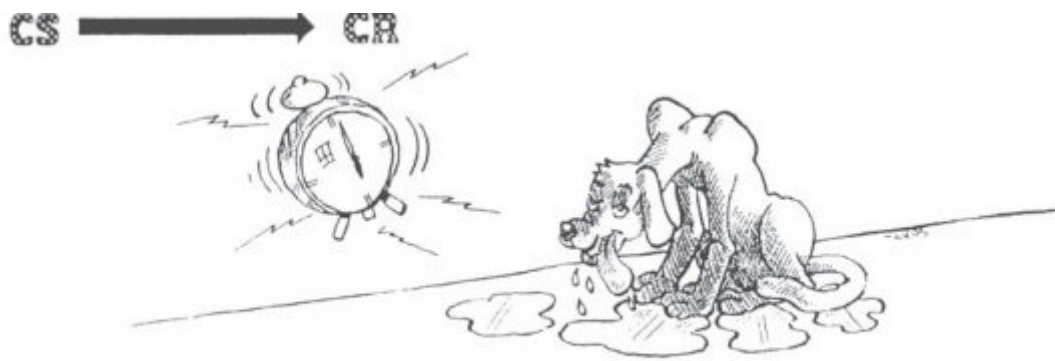


Figure 1: Figure 1 :



2 The conditioned stimulus presented alone causes the animal to drool. Because this is a learned response, the response is now called a conditioned response.

Figure 2: Figure 2 :

Figure 3:

1

Aspects and principles of Behaviorism	
Drills and Rote Learning	T2
Extra points	T1, T2
Verbal Reinforcement	T2
Establishing Rules	T2

Figure 4: Table 1 :

3

Items	Agree	Disagree
. Descriptive encouragements are powerful motivators	3 (100?)	0 (0?)

Figure 5: Table 3 :

4

Agree	Disagree
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Figure 6: Table 4 :

5

Agree	Disagree
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Figure 7: Table 5 :

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