

Teachers' Perceptions and Practice of Punishment in ELT Classes

**A Thesis Submitted to Department of English Education
In Partial Fulfillment for Master of Education in English**

**Submitted by
Pradip Khatri**

**Faculty of Education
Tribhuvan University, Kirtipur,
Kathmandu, Nepal
2023**

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Declaration

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 30/06/2023

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Recommendation for Acceptance

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Dedication

Dedicated

To

My parents

Who devoted their entire life for my study and making me what I am now.

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Abstract

This study is on teachers' perceptions and practice of punishment in ELT classes. The main objectives of this study were to explore the teachers' perceptions on punishment in ELT classes, to find out the forms of punishment which have been in existence in ELT classes and to examine the effect of punishment in English classes. The researcher used non-random sampling method and collected the data from 8 basic level English teachers of Lalitpur metropolitan city. It is a survey research design. The study used in-depth interview as the tool for collecting data. It used content analysis approach for data analysis and interpretation. The study showed that teachers used punishment in classroom to control and shape students' behaviors. It was found that they perceived academic punishment as the most powerful forms of punishment to improve students' learning. Similarly, it showed that they were against physical punishment as it was not effective forms of punishment to control students' undesirable responses or behaviors and it caused them to feel physical mental and psychological problems and side effects like sadness, anxiety, low self-esteem, fear, helplessness and lack of interest in learning.

This study consists of five chapters. The first chapter comprises of the background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter deals with review of the related theoretical literature, review of the related empirical literature, implications of the review for the study and conceptual framework. Third chapter incorporates research design, population, sample and sampling strategy, sources of data, data collection tools and techniques, data collection procedures and ethical considerations. The fourth chapter is about the analysis and interpretation of the result. And the fifth chapter is all about the conclusion and implications of the study. It is followed by reference and appendices.

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Chapter 1

Introduction

The current study is on teachers' perceptions and practice of punishment in ELT classes. This chapter includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and definition of the key terms.

Background of the Study

Punishment and reward are two integral concerns of a classroom. Teachers often use reward and punishment for different purpose in the classroom. There is no exact date of the origin of punishment. The term 'punishment' developed with human civilization. In ancient time, punishment was like a social costume (Sterns, 1936, pp. 219-22). Laws were designed to guide and control human behaviors. These laws were stated in the forms of punishment. They reflect the cultural and social norms of a given people. During ancient time, some buildings such as temple or a church were designed to keep accused offenders.

Historical crime and punishment claim that giving punishment to criminals is to do in favor of god committing a crime in the society is equal to sin. Aquinas believes that crimes have negative impact on both the victims and the criminals. He claims that some people claims that prison for criminals is not an effective way to prevent crime. Some other believes that prison for them is a comfortable way to punish them. The main five forms of the punishment system during ancient period were tattooing, amputation of the nose or feet, removal of the reproductive organs and death. The forms of punishment were used for accused offenders who committed crime or criminal activities and bad behaviors in society (Williams, 1830, pp 3-10).

Punishment is an act of punishing someone for crime. According to Gershoff, (2002 p. 339) punishment is an unpleasant stimulus or penalty for eliminating undesirable behaviors of human beings. Teachers use punishment as a strategy of managing disruptive behavior of the students. They also use it as a technique to concentrate students' attention in the study. Punishment supports teachers to direct students in learning by creating a sort of fear or force. In the process of teaching and learning practices inside the classroom, we can see several forms of punishment like

physical, emotional, social and academic punishment that have been practicing for humiliation, isolating, discriminating, threatening to students in any language classroom. According to (Azrin and Holz, 1966, pp. 380-47), "Punishment is defined as a procedure in which certain responses have consequences and those responses that decrease in frequency and the decrease in frequency occur because of response - consequences relation." I chose this topic to explore the teachers' perceptions on corporal punishment in ELT classes and to find out the effect of corporal punishment in students' learning, behaviors and achievement. So, here I want to observe and find out the effect of corporal punishment.

Punishment is a kind of strategy applied in ELT classes to control and shape the students' behavior. (Kilimci, 2009, pp. 242-51) reported that "children are the victim of corporal punishment at elementary schools. The study's observations and the interviews proved that children's rights were abused." Punishment causes the students to feel many problems and side effects such as low self-esteem lack of interest in learning, dropping out of school, shyness, psychological trauma, physically and mentally weak. For this reason, this research focuses on the perception of teachers on effectiveness of corporal punishment in ELT classes. Punishment lowers students' confidence level, capacity and self-esteem. As a result, the feeling of helplessness may be developed. Those students who are punished badly by teachers and parents, this may cause them to feel angry, helpless, powerless, guilt or ashamed. Furthermore, physical punishment can cause troubles on students' mind. The students who receive corporal punishment usually have lower intellectual power than those who do not receive corporal punishment. Sometimes, this type of `punishment may lead into alcohol and drug abuse. As a result, this situation creates long term problem or effects to the students' learning.

Punishment is an appropriate technique to control students' behavior and discipline. According to Brown (2009, pp. 107-20), punishment is one of the strategies applied by teachers to control the students' disruptive behavior or ill disciplinary behaviors. It is necessary to handle the behavior of students. Punishment helps to eliminate their undesirable responses. It is very important to use punishment if they have committed the mistake. Some theorists claim that physical punishment should not be used for students in classroom. If teachers use punishment regularly,

their student' learning is not effective and long lasting. If they want to use punishment, there should also be positive reinforcement for appropriate behavior to be controlled. They should think of the impact of positive and negative punishment on students' learning. They should reward good behavior and punish bad behavior according to situation. Sometimes punishment may create fear to students while teaching and learning in the classroom. If the students feel fear while teaching and learning, they can't learn and understand the subject matter delivered by the teachers effectively. So, they should create good environment in the classroom. On the other hand, if the teachers use punishment without understanding students' knowledge, skill, level, educational and social background, students lacks interest in learning. They may drop out and bunk the class gradually. So, the teacher should understand their educational, social and cultural background.

Punishment is given to the students to perform expected and well-disciplined behaviors in the classroom. Some educators and schools' administrators' claim that discipline is one of the important things that helps to produce well-educated and disciplined pupils (Crookes, 2013). Teachers always want students to keep punctual, regular, discipline and sincere. The reason for giving punishment to the students is their irregularity, undisciplined and their bad and vulgar activities. Here, teacher tries to handle the classroom by using different forms of punishment like verbal, corporal, academic and emotional punishment. Punishment is against the right of the children. Many students don't like physical punishment. The punishment gets them shy, nervous, fearful and inactive. For this reason, teachers should focus on proper form of punishment to the students that doesn't harm their education, psychology, interests and thoughts. They should create good environment in the classroom so that students can learn any subject matter freely without tension. They shouldn't use corporal punishment in the classroom as far as possible. School is a miniature of society which reflects cultural and environmental aspects of society. There is diversity in school. So, a good teacher should teach the students equally according to their age, level, gender and socio cultural factors. He/she should observe students habits and behaviors and make plan how to teach them using both reward and punishment according to situation of the classroom. He/she should reward the students in every correct response and punish incorrect response. Teacher should think of their physical and mental aspects while punishing them. If the punishment decreases the rate of learning,

he/she should use punishment in different way. Instead, they can use positive punishment and reward.

Discipline is one of the important things in students' life. Students need to be disciplined in each and every field. Teaching and learning process becomes effective and long lasting if they are disciplined in classroom. Discipline helps to build up good rapport among them. There are different rules and regulations in school. The students have to follow the rules used by teachers and school administration. They are punished using different forms of punishment such as corporal punishment, verbal punishment, emotional punishment, academic punishment if they break rules.. Although physical punishment is banned in Nepal, some teachers are still using corporal punishment especially at basic level to control students' behavior in school (Jeevan Khanal, 2013, pp 1-6). Some teachers claim that corporal punishment should not be avoided completely. Some others claim that it should be banned completely. They further claim that there are some alternatives to corporal punishment. Punishment is an offensive, violence and unwanted act in a classroom (Cameron, 2006, pp. 219-28). There are various ways to control the behaviors of the students. Some of them are improving classroom environment, guidance and counseling, positive reinforcement, behavior management and rewards. A good teacher should use these alternatives if the students feel fear of punishment in a classroom. They help to improve students' learning, behavior and achievement.

Statement of the Problem

This research tries to find out what actually there is practice regarding punishment in the field of English language teaching. Perceptions on punishment are different from teacher to teacher in ELT classes. My interest is on teachers' perceptions and practice of punishment in ELT classes. The issues I have raised in this study are: How do teachers perceive punishment in classroom teaching?, What do they view on the effect of punishment in English classroom?, What different forms of punishment do they use in their classroom? And why do teachers use punishment in classroom? It is quite difficult to say how to use punishment to students if they misbehave in the classroom without having interaction with the stakeholders. Thus in this study, I aim to explore teachers' perceptions and practice of punishment in ELT classes. In my experience, some teachers have used corporal punishment and some

others used verbal and emotional punishment. So, I want to see whether these forms of punishment exist in ELT classes or not throughout the study. In the same way, there are very little research works in the field of punishment in our contexts. I want to bridge such gaps with this study. My main focus in this study is to find out teachers' perceptions and practice of punishment in ELT classes. I chose this topic considering its importance to be studied about punishment in English language classes along with its effects. Teacher's motivation is an important concept in every institution especially in school. If teachers are motivated in their productivity, education process will be in higher by influencing directly in their job with pupils and collaborative with their schools. Motivated teachers look at teaching through a different lens. Motivation helps to energize, direct and sustain positive behavior over a long period of time. It also helps to drive curiosity, sparing the desire needed for students to learn more. A motivated student will feel genuine pride in the work they have done which is an important feeling to carry throughout life.

Although some countries supporting the use of corporal punishment to students, some psychologists and educators believe that corporal punishment to students should not be used at any cost (Santrock, 2004). In school, corporal punishment is given to the wrongdoers. The system of providing corporal punishment in classroom can be seen from past to present. There are less research works regarding how teachers perceive punishment in ELT classes. In case of Nepal, I have seen private school teachers use corporal punishment more in comparison to government schools. My concern is to dig out teachers' perceptions and practice of punishment of the schools of Lalitpur metropolitan city. Some teachers believe that corporal punishment helps to improve students' learning and achievement. Some others believe that it hampers students learning and achievement. Some stakeholders are in favor of corporal punishment. They claim that it is useful to correct and modify students' behavior and improve the quality of education. On the other hand, some others claim that using corporal punishment is child abuse which leads to aggression, violence, and depression. Furthermore, it hampers students' learning and decreases the quality of education (Sanders, 2018, p. 7).

Objectives of the Study

The objectives of the study were as follows:

1. To explore the teachers' perceptions on punishment in ELT classes.
2. To find out the forms of punishment which have been in existence in ELT classes.
3. To examine the teachers' perceptions on effect of punishment in English classes.

Research Questions

The research questions of the study were as follows:

1. How do teachers perceive punishment in classroom teaching?
2. What do they view on the effect of punishment in English classroom?
3. What different forms of punishment do they use in their classroom?
4. Why do teachers use punishment in classroom?

Significance of the Study

There are less research works regarding teachers' perceptions on corporal punishment in the field of English language teaching. So, the gaps in research can be addressed to some extent by this study. This study is very necessary to find out whether corporal punishment is appropriate or not. It helps to find out whether corporal punishment has negative or positive impact on the students' learning, behavior and achievement. It helps to find out the relation between corporal punishment and learning. This study is important on critically examine teachers' perceptions on punishment. It helps to find out the teachers' perceptions on effect of corporal punishment in English language class. This research can be beneficial for curriculum and syllabus designer to design all activities related to corporal punishment. It can provide new techniques and guidelines for those researchers who are going to study in the field of punishment practicing in English language classroom. This study enables teachers to be aware of using corporal punishment in ELT classes. It is helpful to schools to understand the impact of punishments on their

students. Furthermore, this research is beneficial to those researchers who will study on this topic or related topics.

Delimitations of the Study

Every research has its own limitations. Considering the time and expense, this research has following limitations:

1. The study was confined to find out teachers' perceptions and practice of punishment in ELT classes.
2. The data for the study was collected by using in-depth interview.
3. The study was limited to the data from 8 English teachers of Lalitpur metropolitan city.
4. The study was based on basic level English teachers.
5. This study followed qualitative survey research design.

Definition of the Key Terms

Punishment: An unpleasant stimulus or penalty for eliminating undesirable behaviors of human beings

Corporal punishment: Corporal punishment can be defined as reasonable physical contact or the use of physical force by a principal, assistant principle, teacher or assistant teacher for the protection of the students from disruptive students, to enforce a rule, maintain classroom decorum, enforce school rules, or to self-protect.

Motivation: Eagerness to work or act, or the process of creating willingness in someone to do something or complete an action

Perception: The way in which something is regarded, understood, or interpreted.

Reinforcement: An act performed to strengthen approved behavior

Response: A reaction to various kinds of stimulus

Stimulus: Something that encourages activity in people or thing

Stakeholders: People who are committed to the success of a school and those who invest their money, effort and time into the school

Ethics: Moral principles that govern a person's behavior or the conducting of study

Chapter 2

Review of the Related Literature and Conceptual Framework

This chapter is basically concerned with theoretical literature, review of empirical literature, implication of the review for the research and conceptual framework. At last, the whole summary of the research is shown in a framework.

Review of the Theoretical Literature

The theoretical literature includes the discussion of punishment and interrelated things.

Punishment. Punishment refers to an act of punishing someone for wrong doing. According to (Gershoff, 2002, p. 339), "Punishment is an unpleasant stimulus or penalty for eliminating undesirable behaviors of human beings." There are two kinds of punishment positive punishment and negative punishment. Both these punishments help to eliminate the rate of certain undesirable behavior. We know that good punishment minimizes bad behavior. Both positive and negative punishment helps to reduce the target behavior or habit of human beings and animals. Positive punishment deals with minimizing unexpected and undesired habit or behavior by giving certain negative consequence. On the other hand, negative punishment deals with minimizing the amount of undesired habit or behavior by avoiding certain favorite or desired item from the human being.

Punishment is done to change students' behavior in the future by preventing them from doing something they want to do and encouraging students to do something better. "Punishment is defined as a producer in which certain responses have consequences those responses that decreases in frequency and the decrease in frequency occur because of response consequences relation." (Azrin and Holz, 1966, pp. 380-477) Punishment can have both positive as well as negative impact on students learning. It forces students to do something better. Regarding the effects of punishment, many child psychologists, educationists and behaviorists focus on how to examine students' behavioral problem and solving them through positive activities rather than using corporal punishment as a tool for maintaining discipline in ELT classes. The perceptions of teachers on punishment depend on their environmental, educational and socio-cultural factors. Secondary level students are normally

teenagers. Many studies show that many teenagers have been compelled to face emotional and behavioral problems due to punishment given by teachers in ELT classes. They use punishment without understanding their students' psychological, social and educational background.

Early philosophers Plato and Aristotle have played a significant role in the field of punishment and its impact on society. They helped in how to use and look at punishment. Their philosophy helped us to understand the importance of punishment in society and school. They believe in the relationship between punishment and crime. Plato believes that people commit crime because of a lack of guidance, knowledge and education. He further assumes that those people who are uneducated, illiterate and uneducated they commit more crime in comparison to those who are educated, literate and civilized. He claims that any crime in the society should be punished. Aristotle believes that everyone in the society tries to be good. He also believes that the natural pleasure of human beings is neither good nor bad. He further claims that retributive justice or punishment for wrong doings or crimes is similar to civil courts. Crimes bring bad and negative impact on society and these crimes should be punished (Williams, 1830, pp. 3-10).

Corporal punishment. There is no exact date of the early history of corporal punishment. But the use of corporal punishment began in the 10th century BC. It was firstly used in Greece, Rome and Egypt for judicial and educational discipline. Corporal punishment was frequently used as a punishment. In the Medieval times, churches in Europe supported corporal punishment as a means of self-discipline. During this period, churches were used as schools (Pereus, 2014, p. 11). In the eleventh century, Saint Anselm, Archbishop of Canterbury, was against using corporal punishment to children. From sixteenth century onwards, Roger Ascham discouraged the use of corporal punishment to children. Likewise, the philosopher John Locke criticized the use of corporal punishment to children in the field of education.

In the late 19th century, the principles and practice of teaching and class management claimed the use of corporal punishment to “induce him voluntarily to put forth his efforts” (Middleton, 2008, pp. 253-75). Teachers used most of the times corporal punishment to students. They would strike them with the cane on the palms

of the hands. During this period, children were being forced in the workplace to exploit and abuse them (Williamson, 2011, p.5).

Corporal punishment is regarded as one of the best method to control and correct children by educated and uneducated people (Hussain, 2006, p.25). It refers to any kind of punishment in which physical force is used and intended to cause discomfort, pain, and hurt to someone who is criminal and wrongdoer. It includes kicking, scratching, pinching, biting, pulling hair, forcing g a child to stay in uncomfortable position etc. Corporal punishment at school level includes punishing students for their wrongdoings. Generally, it is inflicted on certain parts of the body like buttocks, chicks, hands and legs.

There have been both positive and negative arguments, regarding the corporal punishment. Corporal punishment may cause severe psychological, physical and social problems. The exercise of it is considered as an outdated form of obedience. (Hess, 1985, pp.19-29) observed the negative impact of corporal punishment which hampers the children's personality development by visualizing an association between corporal punishment and learning process which promotes the absenteeism and drop-out rate of children. He further claims that there is contributory role of physical punishment in behavior control or other disciplinary matter. Corporal punishment can increase hesitation on children. It can destroy the normal development of social relation. (Nash, 1963) claims that those students who are the victim of corporal punishment can create obstacles in their normal personality development.

Corporal punishment must be used for the purpose of obedience (Kennedy, 1995, pp. 53-64). (Rose, 1989, pp. 43-53) claims that the implementation of soft corporal punishment produces positive and effective results to correct student's bad attitude and behavior. It must be given to control the deviant behavior of children. It helps to correct students' bad behavior and attitude. Different thinkers support the use and practice of corporal punishment for different purposes. It helps to deter inappropriate behavior of human beings. It is also useful to keep students in discipline. Many theorists believe that corporal punishment is one of the convenient and effective ways of dealing with problematic behavior and attitude of children at schools.

Forms of punishment. Punishment is a kind of strategy applied in ELT classes to control and shape the students' behavior. There are various forms of punishment applied in ELT classes. They are presented as below:

Physical punishment. Physical punishment is using physical force to cause some degree of pain or discomfort. It is one of several forms of punishment applied in ELT classes. It is a punishment which is intended to cause physical pain. It is sometimes called corporal punishment. It includes slapping, kicking, hitting, spanking, shaking, punching, choking, confinement in small spaces, excessive exercise, and fixed postures for long periods. Physical punishment may influence behavior in the short-term. However, it can result bullying other children, being aggressive, behavioral problems, fearing his or her parents, poor self-esteem, thinking that hitting is okay, increased risk of depression, anxiety, and personality problems etc. It leads to more severe and abusive behavior towards children. It can lead to students being more aggressive and anti-social as well as mental illness. It teaches children that physical aggression is okay. It does not help them develop positive, effective coping skills to manage negative emotions and situations. It creates harmful psychological and physiological responses. Children not only experience pain, sadness, fear, anger, shame and guilt, but felling stress and the activation of neural pathways that support dealing with danger (Hussain, 2006, p.25).

Verbal punishment. It is another forms of punishment applied in ELT classes. It is the use of derogatory, negative language to harm another person. It is a type of emotional abuse. It can be used to harass people by humiliating, insulting, criticizing, or demeaning using words. It includes blaming, condescension, criticism, humiliation, judging, manipulation, name-calling, ridicule, threats, withholding etc. It can cause to feel anxiety, change in mood, chronic stress, decreased self-esteem, depression, feeling of shame, guilt, and hopelessness, post-traumatic stress disorder, social withdrawal and isolation, substance use. Verbal punishment is given to the students to perform expected and well-disciplined behaviors in classroom. Teachers use the punishment to eliminate their undesirable responses or behaviors. Verbal punishment is necessary to control and shape their behaviors (Gordon, 2022, pp. 16-25).

Emotional punishment. It is a form of punishment applied in ELT classes which involves controlling students by using emotions to criticize, embarrass, shame,

blame etc. It can take several different forms including shaming or blaming, constantly arguing or opposing, criticizing, gaslighting, isolating the individual from their family and friends. Research indicates that the consequences of emotional abuse are just as severe as those of physical abuse. The wounds caused by emotional abuse are invisible to others, hidden in the self-doubt, worthlessness, and self-loathing. Emotional abuse can impact friendships because emotionally abused people often worry about how people see them and if they truly like them. It is given to the students to perform expected and well-disciplined behaviors in the classroom. Teachers always want them to keep punctual, regular, discipline and sincere. The reason for using this form of punishment to them is their irregularity, undisciplined and their bad and vulgar activities (Dar, 2023, pp. 10-13).

Effect of punishment. Punishment is an act of punishing someone. It is a kind of strategy applied in ELT classes to control and shape the students' behavior. It is an appropriate technique to control their behavior and discipline. Punishment can have both positive and negative effect in ELT classes. Positive and negative effect of punishment depends on how they make use of it and what forms of punishment they use in classes. Positive and negative effects of punishment are explained below:

Positive effect of punishment. Punishment is one of the strategies applied by teachers in ELT classes to control the students' disruptive behavior or ill disciplinary behaviors. It is necessary to handle the students' behavior. It helps to eliminate their undesirable responses. It is very important to use punishment in if they commit mistake and do wrong activities in classes. It can help students to discourage or repeat those actions which are harmful or unacceptable in classrooms. It helps them to be punctual, regular, disciplined and civilized in classrooms. It can be used to ensure the safety in classrooms. Academic punishment like one or two page handwriting, asking to write questions answers, writing summary of the lesson, reading and writing the text etc helps to increase the students' rate of learning. It arouses their interest in learning. They become active, interested and motivated towards learning. Furthermore, teaching learning process becomes effective, interesting, meaningful and long-lasting (Okesina and Famolu, 2022, pp. 174-87).

Negative effect of punishment. Teachers use punishment to direct students in learning by creating a sort of fear or force. In the process of teaching and learning

practices inside the classes, several forms of punishment like physical, emotional, social and academic punishment have been practicing for humiliation, isolating, discriminating and threatening them. Physical punishment causes the students to feel many problems and side effects such as low self-esteem, lack of interest in learning, dropping out of school, shyness, psychological trauma, physically and mentally weak. It lowers their confidence level and learning capacity. It lowers the rate of learning and thinking capacity and analytical powers. It may lead them into alcohol and drug abuse. As a result, this situation creates long-term problems or effects towards the students' learning. Some negative effects of punishment are fear and anxiety, decreased trust and cooperation, negative emotional associations, inhibition of creativity and problem-solving, escalation of aggression, negative impact on relationships and focus on avoidance rather than learning (Bordin and Paula, 2006, pp.290-96).

Operant conditioning theory. This theory is basically concerned with a psychologist B.F Skinner's theory of operant conditioning (1904-1958). This theory focuses on instrumental learning. Skinner claims that internal thoughts and motivations can't be applied to explain behavior. Instead, we should look external, observable causes of human behavior. Skinner believes that operant conditioning is a way of learning that adopts both reward and punishment for any individual habits and behaviors. According to the theory, language learning is the matter of habit formation. It is the chain of stimulus, response and reinforcement. Skinner believes that positive punishment helps to suppress unwanted and undesirable behaviors of animals. He focuses on the outcomes of a parents' action and its impacts on their habits and behavior.

In B.F. Skinner's theory of learning, reinforcement plays a significant role in behavior development. Skinner says teachers should use reinforcement in the classroom. They observe students behavior in the classroom and use reward and punishment to increase the desired actions. His theory of learning says that stimulus elicits response. Then, the response is reinforced. Reinforcement helps to shape behavior. According to B.F. Skinner, punishment can also play a role in the learning process. Punishment includes scolding, spanking, beating etc. Some student can learn quickly while others can't learn quickly. Skinner believes that the best way to learn

something is to create device which helps to shape behavior. Skinner believes that through machine learning, students acquires new skills. The process is known as programmed instruction. Skinner's theory of learning claims that reinforcement and punishment plays a vital role in students learning and behavior modification. A behavior which is followed by a punisher is less likely to be repeated in similar situation in the future (Woolfork, 2001).

Thorndike's theory of learning. Thorndike (1905) developed the concept of reinforcement. Thorndike's theory of learning focuses on three law of learning including the law of readiness, law of exercise and law of effect.

Law of readiness: According to Thorndike, law of readiness is the first primary law of learning. Here, readiness means a preparation for action. Thorndike believes that if someone is not prepared and eager to learn, learning can't be possible. So, he believes that to learn something someone should be prepared. Unprepared person can't be success in learning. He/she should be physically and mentally prepared. Good preparation helps someone to learn something more effectively. He/she can learn automatically without any tension. This law of learning plays a significant role to motivate the students and to arouse interest in the field of education.

Law of exercise: Law of exercise is Thorndike's second law of learning. Exercise means practice that helps learner to learn something effectively. Thorndike believes that the connections between stimulus and response are strengthened if drill or practice is continued and the connections are weakened if drill or practice is discontinued. The law of exercise is understood as the law of use and disuse. A good exercise helps to learn basic skills of something effectively and to make a man perfect in life. So exercise plays a vital role in learning. This law of learning helps students in formation of good habits, eradication of bad habits, improvement in handwriting, development of skills etc.

Law of effect. The third law is law of effect. A psychologist Edward Thorndike has founded the law of effect. Thorndike developed the concept reinforcement in 1905. To develop this concept, he did experiment with cats in puzzle box. The law of effect is a type of trial and error learning. In the law of effect, actions are followed by desirable outcomes are likely to be repeated. According to Thorndike, the action

which is followed by undesirable outcomes is less likely to be repeated. The law of effect signifies that the response which is satisfactory, it is learnt and selected while the response which is not satisfying is eliminated. Therefore, teaching and learning should be pleasing. In the classroom, teachers should think of student's interest towards learning. If the satisfaction is stronger in students, they are definitely motivated to learn. On the other hand, if the satisfaction is less strong, they are less motivated to learn. Thus, it is clear that the actions which are followed by punishment are not likely to be repeated. The law of effect contributes a lot in formation of good habits and attitude in the field of education. It provides pleasant experience, emotions, praise and encouragement.

Theories of punishment. There are mainly five theories of punishment retributive, deterrent, preventive, expiation and reformative which describe punishment in regard to learning (Karim, 2020, pp. 471-89). The five theories of punishment are discussed below:

Deterrent theory. According to retributive theory, punishment satisfies the feelings of revenge. Punishment is regarded as a method of protesting society. This theory is gradually losing ground in modern times. Deterrent theory deters the criminal for committing crime in future. It creates fear in the mind of wrongdoer. Deterrent theory of punishment claims that if other people see or hear severe punishments given to offenders, they will refrain from doing that offence in future. It believes that punishing a student violently in front of others will be the lesson to other students. In classroom, teachers tend to provide severe punishment to those who commits offence. The main objective of this theory is to prevent war by creating a sense of fear to maintain balance and avoid crime in the society. This theory helps to prevent quarrel, conflict, war and wrong activities in the society. It is important to understand this theory for avoiding unnecessary criminal activities and behaviors.

Preventive theory. Preventive theory serves as a preventive measure in commission of crime. This theory helps to deter the particular problem or issue that occurs or reoccurs time and again. It is also helpful to identify and address problems or issues before they become more serious and difficult and manage. Preventive theory and deterrent theory are similar in most of the aspects but there is a slight difference between them. Both theories help to prevent crime but way or method of

preventing crime is different between them. Deterrent theory is the theory that prevents crime by creating sense of fear and by warning with the help of severe punishments whereas preventive theory prevents crime by disabling offenders' or wrongdoers' physical power to commit the offence.

Expiation theory. Expiation theory is one of many theories that seek to explain the justification of punishment. It takes punishment as a kind of expiation. This theory believes that people commit crime and the crime should be punished and forgive them they realize their mistakes. It is based on morals. This theory also claims that punishment is necessary for purifications of offender. It focuses on individual rehabilitation and social reconciliation. According to this theory, giving punishment for offenders is not to deter future crime or protest society but to give an opportunity for them to correct and eliminate their mistakes or crime and restore moral balance.

Reformative theory. In reformative theory, the purpose of the punishment is rehabilitation of wrongdoer. Here, reformative means to restore person back to the society as good citizen. This theory claims that punishment is only possible way to reform or recreate an individual. It believes that punishment has corrective effects to learning. This theory assumes that punished person will not pretend to repeat misbehaving. Reformative theory claims that offenders can be reformed in society through proper education and vocational training. This theory believes that punishment alone cannot prevent criminal activities and behaviors of offenders. Instead, we should find out the causes of their crimes. The causes may be poverty, illiteracy, physical and mental causes and lack of proper training and education of the offenders. Reformative theory is different from retributive theory in the sense that retributive theory emphasizes on punishment and deterrence rather than rehabilitation but reformative theory focuses on rehabilitation (Tiwari and Kumar, 2020, pp. 2335-38).

Retributive theory. This theory is based on the law of retaliation. According to this theory, punishment satisfies the feelings of revenge. Punishment is regarded as a method of protesting society. This theory is gradually losing ground in modern times. This theory believes that if corporal punishment results into injury or death, the situation will reinforce rebellion and revenge to the victims. It claims that severe punishment may cause negative relationship between a student and the teacher.

Retributive theory adopts punishment as a means of seeking justice. The main objective of this theory is to restore the balance in the society by punishing the offender for their crime. This theory helps to provide appropriate punishment for an offender. In ancient societies, punishment was used to balance social norms, values and order. This theory believes that offenders should be punished for their wrongdoing to ensure legal justice is served.

Review of Empirical Literature

I have reviewed some empirical works related to punishment.

Kaylor(2005) conducted a research on "relationship of corporal punishment and anti-social behavior by Neighborhood". The main objective of his research was to examine in the relationship of corporal punishment with children behavior problems while accounting for neighborhood context and while using stronger statistical methods than previous literature in this area. Regarding methodology, he used longitudinal cohort study. He collected data derived from the NLSY - that has conducted in home interviews with a representative sample of young men and women. The major findings of his article were the association of corporal punishment and children's externalizing behavior problems was not dependent on neighborhood context and no discernment and internalizing behavior problems. The research found no discernible relationship between corporal punishment and internalizing behavior problems. Parental use of corporal punishment was associated with 0.71 increase ($P < .05$) in children's externalizing behavior problems even when several parenting behaviors, neighborhood quality, and all time-invariant variables were accounted for.

Bordinand Paula (2006) conducted a research on 'Severe physical punishment and, mental problems in an economically disadvantaged population of children as adolescents'. The main objective of his research was to estimate the prevalence of severe physical punishment of children adolescents in a low- income community, and to examine child mental health problem as a potential correlate. Regarding methodology he used a cross- sectional pilot study. A probabilistic sample of cluster including all eligible house hold (women 15-49 years, so/ daughter 18 years) was evaluated. One mother – pair was randomly selected per household. He used standardized questionnaire tool to collect data. The major finding of his research were

severe physical punishment of children/adolescents is frequent in the steadied community, the victim have a higher probability of become future perpetrators, when interfamilial violence occurs, child adolescent mental health maybe compromised. The results have shown that the great majority of informants (98.9%) were biological mothers, and 13.5% of children were living in single mother homes. When the mother had a husband/partner residing in the household in the past 12 months, he was the child's biological father in 89.6% of cases. A residing grandparent was present in 16.7% of single mother homes compared to 7.2% in households were the mother had a residing husband/partner.

Kilimci (2009) conducted a research on ' Teachers' Perceptions on Corporal punishment as a method of Discipline in Elementary School'. The main objective of the study was to assess or investigate teachers' perceptions on corporal punishment as a tool for providing discipline in education. Regarding methodology she used qualitative research method. She used interview as a tool to collect data. The total population of the study was 112 where 7 were principles and 105 were teachers. The major findings of the study were given the seriousness of students' violent behaviors, teachers claim to spend most of their time on behavior problems not instruction and children are the victims of corporal punishment at school. The result of the earlier study investigating the teachers' and administrators' attitude towards the students at schoolyards as regards children's rights revealed that the administrators and teachers using violence such as hitting, spanking, kicking, scolding, and insulting as a disciplinary tool. It was also found that violence was more widely resorted to at the schools in low income neighborhoods when compared with that in middle and high income neighborhoods.

Khanal (2013) carried out a research on 'Corporal Punishment in Nepalese Private Schools: Perceptions of teachers'. The main objective of this research was to explore the teachers' perception on corporal punishment of private schools. Regarding methodology, he used quantitative research design. He used questionnaire, observation, focus group discussion and interview tools to collect data. The study was guided by the social learning theory, discipline theory, power theory and zero tolerance theory. This research concluded that traditional teaching style and methods were practicing in the private schools. The environment of learning is not conducive

for them. To control children, teachers used hard punishment instead of looking for the means to motivate them for learning. The culture of non-participatory teaching learning process was also creating the violence. Students were seen powerless in front of the teachers and teachers were seen powerless in front of principal in private school of Nepal.

Mwai, Kimengi and Kipsoi(2014) conducted a research on ' Perception of Teachers on the Ban of Corporal Punishment in Pre-primary Institution in Kenya'. The main objective of this research was to investigate perception of teachers on the ban of corporal punishment in pre-primary institution. Regarding Methodology they used a descriptive survey design. They used questionnaire tool to collect data. The total population of the study was all teachers of the pre-primary schools in UasinGishu country. They used stratified sampling and simple random sampling techniques to select sample. The major findings of the study were 70% agreed that reasonable corporal punishment is beneficial to the pre-school learners, 80% of the pre-school teachers used corporal punishment to maintain order in the classroom; Teachers perceived negatively the outlawing of corporal punishment; the level of teachers' education had no influence on the use of corporal punishment. The teacher trainee ought to be exposed to other methods of behavior modification and these methods should have their own content and well researched.

Invocavity (2014).conducted a research on 'The effects of corporal punishment in Discipline among students in Arush Secondary Schools'. The main objective of this research was to assess gender differences in perceptions of the effect of corporal punishment on student discipline. Regarding methodology he used survey research design. He used interview and questionnaire tool to collect data. The total population was 288 students, the minimum number of 20 teachers from each school. The major findings of this research were corporal punishment can be administered to students with care in its administration and management and teachers should get training on how they can manage students disciplinary problems in school. Teachers that worked less than 05 years were 47, those worked from 05-10 years were 24, those who worked from 10-15 were 17, those range from 15-20 are 7 and those who have worked more than 20 years were 8. In this study, it shows there are more teachers who

have less than five years of experience, this is due to expand of both private and government colleges.

Rahimi and Karkami (2015) conducted a research on ‘The Role of Teachers’ Classroom Discipline in Their Teaching Effectiveness and Students’ Language Learning Motivation and Achievement: A Path Method. The main objective of this research was to investigate the role of EFL teachers’ classroom discipline strategies in their teaching effectiveness and their students’ motivation and achievement in learning English as a foreign language. Regarding methodology, they used quantitative research design. They used questionnaire tool to collect data. The total population of the study was one thousand and four hundred eight students. The results showed that EFL teachers reward and praise students for good behavior and they are not very authoritarian. The results of path analysis showed that those teachers who used involvement and recognition strategies more frequently were perceived to be more effective teacher: however, students perceived teachers who used punitive strategies lowered students’ motivation.

Khaliq, Dounaand Ahan (2016) carried out a research on ‘The Role of Reinforcement or Punishment in Learning English Language’. The purpose of this study was to find out the role of reinforcement or punishment in learning English language. The population of the study was the students of secondary classes in different schools of Dera Ghazi Khan, Southern Panjab Pakistan. A few point linkert scale questionnaire tool was used to collect the data from the target population. Participants responses favored the statement that punishment server is motivational force in learning language. It is noted from the participants’ responses that they are in favor of teachers roles. It is concluded that teacher can enhance the learning process by using reinforcement of applying punishment according to the situation. Therefore a teacher most play the role of a facilitator in providing all guidance with related material in the same time most play the street role as require according the situation. Results show that majority of the participants is in favor of learning through motivation.

Upreti (2016) conducted a research on ‘Alternatives to Punishments for the School Children: The Stakeholders’ Perspectives’. The main objective of this research was to examine the perspectives held by teachers, students and stakeholders on

alternatives to punishment. Regarding methodology, he used qualitative research design. He used different qualitative tools focus group discussion, in-depth interview and observation tools to collect data. This research show that many parents legitimate the beating their children in home but if teacher or school management gives some punishment, they strongly oppose and sometimes react violently while some parents take this normal as it happens every day in their homes. Teachers know the consequences of physical punishment but they do not want to reform it as they are habituated to conventional system. All demanded more assignments as the best alternative. The inclusion of all stakeholders in rules making process, substituting old practices by counseling and system of continuation of teachers by the evaluation of students are the best alternative strategies to be followed.

BassanE, Marianne, Rabbaa and Gerbaka (2018) carried out a research on ‘Corporal punishment of children: Discipline or abuse?’ The main objectives of this research were to determine the knowledge of pediatricians in Lebanon regarding corporal punishment, their preventive, educational and legal role. Regarding methodology, they used a cross- sectional, descriptive study. They conducted this research on 153 pediatricians out 300 Lebanon. They used a questionnaire tool that distributed at the 12th Annual congress of the Lebanese pediatric society ant the north Lebanon society. The major findings of this research were less than 50 % and less than 60% of pediatricians know that effects of physical punishment on the physical and psychic health of the child respectively. About 74.2% and 23, 2% of pediatricians disagree with article 186 of the Lebanese criminal cod3 and Lebanon law 422/02 (articles 25) respectively. Only 76.2% of Lebanese pediatricians always advise the abandonment of corporal punishment and 4.7% advise its use for discipline. Only 31.1% and 30.5% of pediatricians always discuss with parents, child rearing practices, and positive forms of discipline, respectively. While 6% of them, never do.

Bastola (2018) conducted a research on ‘Being in Pain’: Student’s Experience on Corporal Punishment at Institutional School in Nepal’. The main objective of this research was to explore students experience on corporal punishment at institutional school in Nepal. Regarding methodology, he used qualitative research design. He used unstructured interview with open ended questions tool to collect data. This study consisted of the students, studying in grade eight, nine and ten in two institutional

schools. The results show that the participants are not in favor of corporal punishment which is practiced in the institutions. Students are victimized and felt embarrassed whenever they are punished by the teachers. Apart from the corporal punishment, students prefer a scheduled counseling and motivational classes to enhance positive discipline in the school where all the participants expected to have positive and moral appreciation from teachers.

Rajalakshmi (2018) conducted a research on 'A Review of the Effects of Corporal Punishment on Brain Development in Young Children'. The main objective of this research was to investigate the effects of corporal punishment at school and at home on brain development in young children. Regarding methodology, the researcher used both quantitative and qualitative research design. The researcher used questionnaire and semi-structured interview tools to collect data. The total population of the study was forty five. The study showed that between twenty to eight percent of children in all the four countries reported that they had experienced corporal punishment in school at the age of eight years. In two samples from Peru and Vietnam it was found that higher levels of corporal punishment was correlated with lower scores in math and decreased vocabulary scores.

Kabungo and Munsaka (2022) conducted a research on 'Parents', Teachers' And Head-Teachers' Views on Abolishment of Corporal Punishment in Selected Secondary Schools in Kasama Urban of Northern Zambia'. The main objective of the study was to establish views of parents, teachers and head-teachers on the abolishment of corporal punishment in schools. Regarding methodology they used a descriptive design using qualitative research approach. They used semi-structured interviews as a tool to collect data. The total population of the study was 28 where 3 were head-teachers, 15 were teachers and 10 were parents. The major findings of the study were the authority of teachers was drastically reduced and affected by the policy and the study recommended incorporation of parents on the school disciplinary committee and strengthen counseling services in schools. Loco parentis among teachers who taught at the day secondary schools did not exist while it existed at a boarding school due to the nature of the school. In light of these findings, the study recommended incorporation of parents on the school disciplinary committee and strengthen counseling services in schools.

Poudel (2022) conducted a research on 'Punishment in English Language Classroom: Forms and Effects'. The main objective of the research was to find out the forms of punishment and their effects on students' learning of English. Regarding methodology he used phenomenological research design using the qualitative interpretative method. The total population of the study was nine altogether eight students (four male and the equal number of female students) and one basic level English teacher. He used interview and focus group discussion as a tool to collect data. The major findings of the study were teachers' exercised punishment on the students in the form of scolding, slapping, disguising, threatening and advising and the students experienced that their teacher was not friendly to them as he exercised punishment to control their behavior. Both the students and the teachers realized the formative and destructive role of the punishment tools according to the situation. The results enabled us to conclude that although teachers and educators prefer learner-centered pedagogy in basic level classes, still they are using punishment. As a strategy to take control over the class and to discourage the students' misbehaviors.

Okesina and Famolu (2022) conducted a research on 'Perceived Effectiveness of Students' Punishment by Teachers in Osun State, Nigeria'. The main objective of the research was to assess teachers' perceived effectiveness of punishment on students. Regarding methodology they used survey research design. They used questionnaire tool to collect data. The total population of the study was 200 teachers. The major findings of this research were teachers in Osuna State perceived punishment on students as highly effective and students who are unruly can be subjected to positive punishment to prevent deviant behaviors from developing. No statistical difference was found in the participants responses based on age and years of teaching experience. It was recommended that teachers should be aware of the positive ways of executing punishment for it to be effective by attending trainings, talk shows, seminars, and workshops. The finding also revealed a significant difference in the teachers' perceived effectiveness of punishment on students in Osun state based on years of teaching experience. Another finding showed a statistical difference in the teachers' perceived effectiveness of punishment on students in Osun State based on age.

Fauziddin, Kusumawati and Ananda (2023) conducted a research on ‘The Impact of Reward and Punishment on the Extrinsic Motivation of Elementary School Students’. The main objective of this research was to describe the impact of reward and punishment on students’ extrinsic motivation. Regarding methodology, they used a qualitative descriptive method. They used observation, interviews and documentation tools to collect data. The total population of this study was the fourth grade’s homeroom teachers and three students. The results of this research show that giving rewards and punishment has an impact on student development if it is done properly and appropriately. Rewards are given to instill good values, which are done by habituation and appreciation when doing positive things, but when the students do negative things, the teacher provides appropriate punishment for them as it aims to prevent them from repeating unacceptable and undesirable actions. The effectiveness of reward and punishment as an educational tool to get feedback is gained if they are delivered appropriately.

Implications of the Literature Review

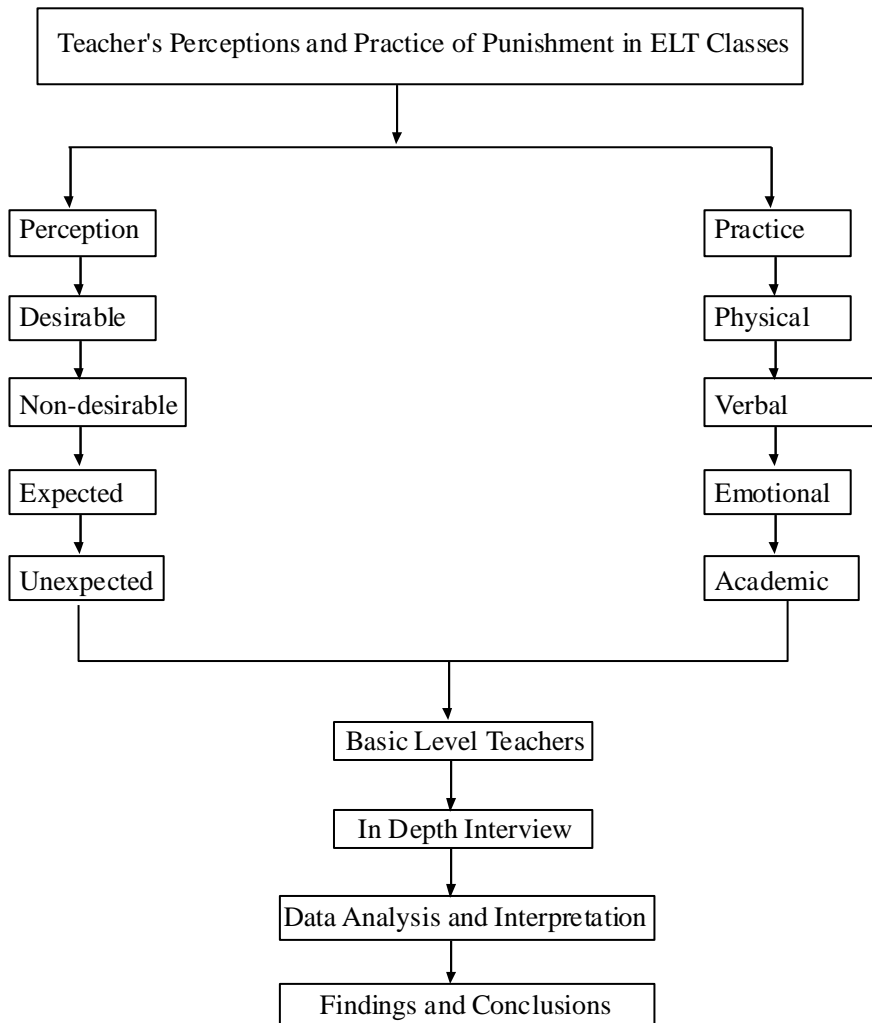
Literature reviews are very useful and important for researcher. All aforementioned theoretical and empirical literature reviews played significant role for this study. These studies had included objectives, population, sample, sampling strategy, methodology, research questions and findings. They were very useful to examine what had been said in the past about my research topic Teachers’ Perceptions on Punishment in ELT Classes. They helped me to develop conceptual framework. These research studies also helped me to set objectives, methodology, sampling procedures, research tools and also provides ideas on how to collect, analyze and interpret data systematically.

For this study, I reviewed all aforementioned empirical literatures related to my topic ‘Teachers’ perceptions and practice of punishment in ELT Classes’. The reviewed tasks helped me to provide both theoretical and methodological knowledge. From these empirical literature reviews I got new ideas about teachers’ perceptions and practice of punishment in ELT classes. Here, Bassan E, Marianne TB, Rabbaa LK and Gerba B (2018) had given a clear concept and ideas about corporal punishment of children: Discipline or Abuse? That was related to this study. The review supported to find out the positive and negative effects of punishment. Similarly Khaliq A, Dounan,

M.S.R., Ahan, M. (2016), Kayler, A.G. (2005), Inovocavity,(2014) and Bordin, A.S.(2006) have contributed a lot in the field of punishment. They also contributed a lot in the role of punishment, its positive and negative effect, different forms and theories of punishment. I reviewed all these empirical literatures related to this study and got a lot of ideas about perception, concept, role, positive and negative effects of punishment in English language classroom. So, all these reviews were very useful and important for this study.

Conceptual Framework

Conceptual framework is a researcher' map that represents the way of thinking about a study. It is a set of ideas and concepts that are used to guide research. It is used to show relationships between ideas. It is an overall system of concepts, assumptions, expectation, believes and values. The conceptual framework of the study is presented as below:



Chapter 3

Methods and Procedures of the Study

This chapter includes design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical consideration.

Design and Method of the Study

This research is useful to dig out teachers' perceptions on punishment in ELT classes. Conducting this research, it is necessary to use appropriate research design. Research method refers to the procedures or the ways of carrying out the study in order to achieve the objectives efficiently within the fixed time frames. According to Kerlinger (1996, p.279) "A research method is a plan structure and strategy of investigation, so convinced as to obtain answer to the research problems and questions." Qualitative research design is the best and the most applicable for the study as it is carried out to find out Teachers' Perceptions on Effect of Corporal Punishment in ELT Classes. It's very helpful for gathering the specific data from participants and easy to assimilate the result of the study in real fields.

This present study was based on qualitative research design. This study had used in-depth interviews of 8 different schools from Lalitpur metropolitan city. I selected respondents using non-random purposive sampling strategy. And then, I took the interview asking various questions related to teachers' perceptions on corporal punishment by creating good environment. Next, I collected natural data through this tool. Finally, I read them extensively and intensively.

Population, Sample and Sampling Strategy

Population, sample and sampling strategy of this study are given below:

Population. The target population of the research included all basic level English teachers of Lalitpur metropolitan city.

Sample. The representative proportion of the population is called sample. The sample populations of this study were 8 basic level English teachers from Lalitpur metropolitan city.

Sampling strategy. Sampling strategy is the process by which a relatively small number of individuals, objects or event is selected and analyzed in order to find out something about the entire population. In this research, the researcher used purposive non-random sampling strategy to elicit the data.

Data Collection Tools and Techniques

Tools are the instruments that the researcher uses to collect the data. This study used in-depth interview as a tool to collect data. In this study, In-depth interview was appropriate to find out the teachers' perceptions and practice of punishment.

Sources of Data

To obtain the required data, this study used both primary and secondary sources of data.

Primary sources of data. The primary sources of data of this study were collected by in-depth interview of 8 basic level English teachers from Lalitpur metropolitan city.

Secondary sources of data. The secondary sources of data of this study were collected by consulting various books, articles, journals related to corporal punishment. Furthermore, I consulted the article of Bassan E, Marianne TB, Rabbaa LK and Gerba B(2018) Khaliq A, Dounan, M.S.R., Ahan, M.(2016), Kayler, A.G. (2005), Jlnovocavity,(2014) and Bordin, A.S.(2006)

Data Collection Procedures

The primary was collected through in-depth interviews. For data collection, I visited 10 different schools of Lalitpur metropolitan city. First of all, I asked for permission from school administration and the respondents. I selected 8 basic level English teachers adopting purposive non-random sampling strategy. After that I presented the topic and the purpose of the study. Then, I focused on rapport building and make them ready for in-depth interview. And then, I took the interview by asking various questions related to teachers' perceptions and practice of punishment by creating good environment. Next, I collected natural data through this tool. I read them extensively and intensively. Finally, I thanked them for the co-operation.

Data Analysis and Interpretation Procedures

This section includes the analysis and interpretation of the collected data. The researcher used content analysis approach in the process of analyzing and interpreting collected data. So, in this study, the obtained data from in-depth interview were analyzed and interpreted in a descriptive way.

Ethical Considerations

Ethical consideration is very important in every research. It is a common values and principles in every aspects of human life. Each research is guided by code of conducts. Being an honest is a basic ethical norm in research. If the research data are misinterpreted it may lead to misconception. On the other hand, if the data are exaggerated, the research may lose integrity, trust and fairness towards research.

Researcher should consider some basic ethical norms and values. Regarding ethical consideration for this research, I went to the related field and ask for permission from the school administration and respondents. I build up rapport with respondents and explained them the purpose of the study. I considered privacy, social norms and values, socio-cultural and educational background. I made sure them that the findings of the study didn't harm their personal career. I avoided their real name. I made commitment for not using the collected data for other secondary purposes. I followed school's norms and values and didn't harm the reputation of respective institution. I assured them that I kept their personal information secret.

Chapter 4

Result and Discussion

Analysis of Data and Interpretation of Results

This chapter includes teachers' views on punishment in ELT classes, forms of punishment that have been in existence in ELT classes and effects of punishment in ELT classes.

Teachers' Views on Punishment in ELT Classes

Punishment is an act of punishing someone. It is a kind of strategy applied in ELT classes to control and shape the students' behavior. It is an appropriate technique to control their behavior and discipline. It is an unpleasant stimulus or penalty for eliminating students' undesirable behaviors or responses.

During the interview, I asked different teachers to reflect their ideas on punishment in ELT classes. Here, teacher 'A' responded, "*Punishment is an act of giving consequence of penalty on someone as a result of their wrong doing. It is an act of punishing someone for wrong doing. It is one of the methods to control students' behaviors or habits.*"

In the above excerpt teacher 'A' said that punishment is an act of punishing someone for wrong-doing. He further claims that punishment is one of the methods to control students' behaviors and habits.

Similarly, I asked teacher 'B' to reflect ideas on punishment. Here, teacher 'B' reported that Punishment is a kind of action that has a positive and negative impact on the mind of children. It is a process by which any teacher motivates the students to do positive things improving negative things. Upon asking teacher 'C' to reflect ideas on punishment, he responded that Punishment is an act of punishing someone. Punishment is an act of improving students' learning, activities, behaviors and habits. It is a kind of strategy applied in ELT classes to control and shape students' behavior.

Likewise, I asked Teacher 'D' to express views on punishment, he reported that punishment is a process of bringing bad students to the right place. It is an act of punishing someone for their wrong doing. It is a technique to concentrate students'

attention towards the study. Likewise, Upon asking teacher 'E' to reflect ideas on punishment, he said, "*Punishment is a process of eliminating students' undesirable responses.*" He further claims that punishment is an unpleasant stimulus or penalty for eliminating students' undesirable behaviors or activities. It may be used in a positive or negative way in classroom. Similarly, teacher 'F' responded, "*Punishment means to punish someone for wrongdoing.*" He further claims that It is one of the important techniques applied by teachers to correct students' undesirable and unintended responses or behaviors in classroom.

Upon asking teacher 'G' to express views on punishment, he responded, "*Punishment is an act of punishing someone.*" It is one of the important acts applied by teachers to bring expected and desirable changes in students' learning, behavior and achievement. Similarly, teacher 'H' claimed, "*Punishment means to react or behave someone rudely or violently. It is a useful tool for teachers to control students in an effective way in classroom.*"

The above excerpt from the interview shows teachers' different views on punishment. On the basis of their view, it is clear that punishment is an act of punishing someone for wrong doing. It is an unpleasant stimulus or penalty for eliminating students' undesirable behaviors or responses. It can be used both in a positive or negative way in classroom. It is a process given by the teachers to the students to give up bad habits or responses. It focuses more on what not to do than what to do. It helps to bring bad students in the right place. It is an act of improving their learning behavior and achievement.

Forms of punishment that have been in existence in ELT classes

Punishment is an unpleasant stimulus or penalty for eliminating students' undesirable behaviors or responses. There are various forms of punishment that teachers have been using in classroom. While interviewing the teachers, I asked them to express their views regarding forms of punishment that have been in existence in ELT classes. All teachers responded differently about the forms of punishment that they have been using in classroom.

Academic punishment. It is one of several form of punishment. It is the form of punishment which tries to control and shape students' behaviors or responses by

giving some extra academic works. It includes writing summary of the lesson, reading and writing the text, asking question answer, one-two page handwriting etc. This form of punishment is mostly used in ELT classes to control students' behavior and discipline without creating a sense of fear upon students. Upon asking teacher 'A' to tell the form of punishment which he used in classes, he responded, *"I have been using each and every form of punishment according to situation. I don't use physical punishment as far as possible in classroom. If I need to use punishment, I rarely use physical punishment in classroom. I often use academic punishment in classroom. As academic punishment, I ask students to tell word meaning, reading lesson asking questions answers, writing one page handwriting, asking them to do some other extra-class work."*

In the above excerpt teacher 'A' reported that he had been using each and every form of punishment according to situation. He further claimed that he didn't use physical punishment as far as possible in classroom. If he wanted to use punishment, he rarely used physical punishment in classroom. Furthermore, he attuned that he often used academic punishment in classroom. As academic punishment, he asked students to tell word meaning, reading lesson asking questions answers, writing one page handwriting, asking them to do some other extra-class work.

Academic punishment is one of the best forms of punishment which is mostly used by teachers in ELT classes. I continued asking questions about the forms of punishment that the teachers were using in classes. Upon asking teacher 'B' to tell the form of punishment that he used in classes, he reported, *"I often use academic punishment in classroom. To control and shape students' behavior, I rarely use physical punishment in classroom as this school don't allow teachers to use physical punishment on students. I use punishment as a motivator tool to help their learning capacity. As academic punishment, I ask students to tell 5-10 words related to topic within a minute. Not only this, I also ask them to tell the brief summary of the lesson."*

In the above excerpt teacher 'B' attuned that he often used academic punishment in classroom. He further responded that to control and shape students' behavior, he rarely used physical punishment in classroom as this school didn't allow teachers to use physical punishment on students. He told that he used punishment as a motivator tool to help their learning capacity. Furthermore, he said that as academic

punishment, he asked students to tell 5-10 words related to topic within a minute. Not only this, he also asked them to tell the brief summary of the lesson.

Similarly, upon asking teacher 'C' to tell the form of punishment that he used in classes, he responded that he used punishment in classroom according to the rules of school. He further claims that he never used physical punishment in classroom. In our school, using physical punishment on students was extremely prohibited. He attuned that he didn't use punishment in classroom as far as possible. If it was must, he used academic punishment like telling or writing the brief summary of the lesson, one page handwriting, reading the related text as a punishment. Likewise teacher 'D' reported that he never used physical punishment in classroom. He further explained that he used punishment in classroom according to situation. As a punishment, he rarely used verbal punishment like scolding, yelling, derogating etc. Furthermore, he said that among various forms of punishment, academic punishment was one of the best forms of punishment. So, he often used academic punishment like reading and writing text, asking questions related to the text, one or two page hand writing etc. in classroom.

Similarly, teacher 'E' responded, "*Among various forms of punishment, I often use academic punishment in classroom.*" He further reported that he never used physical punishment in classroom as it was not allowed in our school. He said that as an academic punishment, he asked students to write one-page handwriting, read the lesson, asking questions answers related to the text and ask them to tell a brief summary of the related text or lesson. Likewise, upon asking teacher 'H', he responded, "*I often use academic punishment like reading, one-two page handwriting, question- answer, picture description etc in classroom.*" He said that academic punishment was one of the best forms of punishment which helped teachers to control students in classroom. He further reported that he rarely used physical punishment to control students in classroom, although this school didn't allow teachers to use physical punishment.

Verbal punishment. It is another forms of punishment applied in ELT classes. It is the use of derogatory, negative language to harm another person. It is a type of emotional abuse. It can be used to harass people by humiliating, insulting, criticizing, or demeaning using words. It includes blaming, condescension, criticism, humiliation, judging, manipulation, name-calling, ridicule, threats, withholding etc. Verbal

punishment is given to the students to perform expected and well-disciplined behaviors in classroom. Teachers use the punishment to eliminate their undesirable responses or behaviors. Verbal punishment is necessary to control and shape their behaviors. *Regarding forms of punishment, teacher 'F' said, "I never use physical punishment in classroom. I often use verbal punishment in classroom."* He reported that he also used academic punishment like reading and writing text, asking questions related to the text, one or two page hand-writing in the classes. He further responded that among various forms of punishment, verbal punishment is one of the best forms of punishment to control students in classes.

Emotional punishment. It is a form of punishment applied in ELT classes which involves controlling students by using emotions to criticize, embarrass, shame, blame etc. The wounds caused by emotional abuse are invisible to others, hidden in the self-doubt, worthlessness, and self-loathing. Emotional abuse can impact friendships because emotionally abused people often worry about how people see them and if they truly like them. It is given to the students to perform expected and well-disciplined behaviors in the classroom. Teachers always want them to keep punctual, regular, discipline and sincere. The reason for using this form of punishment to them is their irregularity, undisciplined and their bad and vulgar activities. I continued interview by asking about the forms of punishment which the teachers had been practicing in ELT classes. Upon asking teacher 'G', he responded, *"Among various forms of punishment, I often use emotional punishment like anger, aggression, ignoring, showing unusual behavior in classroom."* He further reported that he never used physical punishment in classroom as it was not allowed in their school. Furthermore, he said that he also used academic punishment in classroom such as ask students to write one-page handwriting, read the lesson, asking questions answers related to the text, ask them to tell a brief summary and ask them to describe pictures.

On the basis of above teachers' responses, it is clear that they used various forms of punishment like physical, verbal, emotional and academic according to situation in classroom. They used punishment as a quick way to prevent unwanted behaviors or responses of students. Regarding forms of punishment, most of the teachers used academic punishment on students to control their behaviors or responses. Only one of them has used physical punishment in classroom. On the basis

of their responses it is clear that most of them never used physical verbal and emotional punishment in classroom.

Effects of Punishment in ELT Classes

There are various effects of punishment. It can have either positive or negative effects on students learning, behavior and achievement. If teachers use punishment in a positive way in classroom, teaching learning process becomes meaningful, interesting and long lasting. If it is not used in a good manner, teaching learning process becomes boring, meaningless and ineffective. Punishment is an act of punishing someone. It is a kind of strategy applied in ELT classes to control and shape the students' behavior. It is an appropriate technique to control their behavior and discipline. Punishment can have both positive and negative effect in ELT classes. Positive and negative effect of punishment depends on how they make use of it and what forms of punishment they use in classes.

Punishment is one of the strategies applied by teachers in ELT classes to control the students' disruptive behavior or ill disciplinary behaviors. It helps to eliminate their undesirable responses. It can help students to discourage or repeat those actions which are harmful or unacceptable in classrooms. It helps them to be punctual, regular, disciplined and civilized in classrooms. It can be used to ensure the safety in classrooms. Academic punishment helps to increase the students' rate of learning. It arouses their interest in learning. They become active, interested and motivated towards learning. Furthermore, teaching learning process becomes effective, interesting, meaningful and long-lasting.

In the process of teaching and learning practices inside the classes, several forms of punishment like physical, emotional, social and academic punishment have been practicing for humiliation, isolating, discriminating and threatening them. Physical punishment causes the students to feel many problems and side effects such as low self-esteem, lack of interest in learning, dropping out of school, shyness, psychological trauma, physically and mentally weak. It lowers their confidence level and learning capacity. It lowers the rate of learning and thinking capacity and analytical powers. It may lead them into alcohol and drug abuse. As a result, this situation creates long-term problems or effects towards the students' learning.

During the interview, I asked teachers to express their views and experiences about effects of punishment in ELT classes. Upon asking teacher 'A' he responded, *"Punishment has both positive and negative effects. It can have positive effects, if it is used positively and it can have negative effects, if it is not used positively. In classroom, I use academic punishment as it is one of the most effective ways to punish students. If this form of punishment is used in classroom, teaching learning process becomes interesting, meaningful and long lasting."*

In the above excerpt teacher 'A' attuned that punishment had both positive and negative effects. He further reported that it could have positive effects if it is used positively and it could have negative effects if it was not used positively. Furthermore, he responded that he used academic punishment as it was one of the most effective ways to punish students. He said that if this form of punishment was used in classroom, teaching learning process becomes interesting, meaningful and long-lasting. If other forms of punishment like physical, verbal and emotional were used in classroom, teaching learning process becomes boring, meaningless and ineffective. Sometimes, physical punishment caused to feel many problems and side effects such as low self-esteem, lack of interest in learning, dropping out of school.

I continued interview asking teachers to express their views on the effect of punishment in ELT classes. Regarding the effect of punishment, teacher 'C' said, *"Effects of punishment in classroom depend on its form. There are various forms of punishment like physical, verbal, emotional, academic etc. Among various forms of punishment, physical punishment is not effective for controlling and shaping student's behavior."* He argued that physical punishment lowered students' confidence level, capacity and self-esteem. He further reported that it caused them to feel angry, helpless, powerless, guilt or ashamed. They became physically and mentally weak. Furthermore, the students who received physical punishment usually had lower intellectual power than those who do not receive it. Similarly, upon asking teacher 'D' to express views on the effect of punishment in ELT classes, he responded, *"It is not effective to punish students physically. It may cause to feel a sense of fear and anxiety on their mind."* Here, teacher 'D' responded that physical punishment was not good for students. He further claimed that it might cause to feel many physical, mental and psychological problems. He attuned that those students who received physical

punishment in classroom could not attract their attention towards teaching learning activities. Furthermore, he reported that if it needed to change and control students' behaviors and responses, academic punishment was better to use in classroom. It might not cause them to feel fear, discomfort, shy and physically and mentally weak. It helped students to realize their mistake and make them curious, active and interested in teaching learning activities.

I continued interview asking teachers to express their views on the effect of punishment in ELT classes. Upon asking teacher 'E', he responded, "*Punishment can have both positive and negative impact on students' learning. Among various forms of punishment, physical punishment is not effective for them. It brings physical, mental, psychological and emotional problems.*" Here, he reported that physical punishment was not effective for student as it brought many problems and side effects. He further reported that it hampered their learning. He said that it lowered their confidence, self-esteem, reading, writing, analytical and critical thinking. Furthermore, academic punishment such as extra class work, asking to tell question answer, reading and writing the text etc. helped to improve their learning. It aroused their interest in learning. They never felt physical, mental, psychological pressure.

Upon asking Teacher 'F' to express view on the effect of punishment, he said, "*Punishment can have both positive and negative impact on ELT classroom. It depends on its form used by teachers. Among various forms of punishment like physical, verbal, emotional and academic, physical punishment has negative impact on students' learning.*" He reported that punishment could have both positive as well as negative effect for students. He further attuned that physical punishment was not effective in ELT classes. It decreased the rate of learning, capacity and self-esteem. Furthermore, it caused them to feel pain, anxiety, angry, helpless, powerless, guilt or ashamed etc. He claimed that they became physically and mentally weak. But verbal punishment helped to improve learning capacity, behavior and achievement. Students realized their mistakes and took verbal punishment as a good form of controlling them in classroom. Regarding the effect of punishment, teacher 'G' responded that among various forms of punishment like physical, verbal, emotional and academic, emotional punishment like anger, aggression, ignoring, showing unusual behavior could have positive impact on students' learning, behavior and achievement. He further reported

that it helped to control classroom in a comfortable way. But physical punishment never supported to improve learning, behavior and achievement. Rather, it caused them to feel fear, anxiety, ashamed, panic etc. He further reported that academic punishment such as ask students to write one-page handwriting, read the lesson, asking questions answers related to the text, ask them to tell a brief summary and ask them to describe pictures helped to improve reading, writing, knowledge, skill, learning etc.

Likewise, upon asking teacher 'H' to express view on the effect of punishment, he responded, *"Punishment can have both positive and negative effect. It depends on how teachers make use of it. If it is used in an effective way, it can have positive effects. If it is used in a incorrect or improper way, it can have negative effect. I often use academic punishment like reading, one-two page handwriting, question- answer, picture description etc in classroom."*

In the above excerpt, teacher 'H' reported that punishment could have both positive and negative effect. It depended on how teachers make use of it. He further responded that if it was used in an effective way, it could have positive effects. If it was used in a incorrect or improper way, it could have negative effect. He said that he often used academic punishment like reading, one-two page handwriting, question-answer, picture description etc in classroom as it was one of the best forms of punishment which helped teachers to control students in classroom. He said that It had positive impact in ELT classroom and improved their learning, behavior and achievement. But physical punishment could have negative impact on ELT classroom. It caused students to fell many physical, mental and psychological problems like pain, fear, anxiety, panic, sadness, helplessness, shyness etc.

Likewise, Upon asking teacher 'B' to express views on the effect of punishment in ELT classes, he reported that punishment had positive effects on students' learning. He further reported that it was an appropriate technique to control and shape students' behavior and to maintain discipline in classroom. It helped to eliminate their undesirable responses or behavior. He said that punishment helped to direct students in learning by creating a sort of fear or force. Without fear, they never attracted their attention towards study. Teachers should punish those students who are corrupt, undisciplined and bad tempered. If we punished the students for wrong doing, they

realized their mistakes and they get chance to correct their mistakes and eliminate undesirable responses. As a result, they became interested towards teaching learning activities and pay their attention towards study.

The above data from interview showed that punishment could have both positive and negative effects on students' learning. Among various forms of punishment like physical, verbal, emotional and academic, physical punishment was not effective in classroom. Most of the teachers claimed that physical punishment can have physical, mental and psychological problems. It lacked students' interest in learning. Teaching learning is not effective, meaningful and long lasting. Not only this, it caused them to feel fear, anger, panic, ashamed, nervous, lonely, helplessness etc. On the other hand, the above data showed that academic punishment such as reading and writing the test, asking to tell question answer, asking to tell a brief summary of the lesson was effective in students' learning. It aroused their interest in learning. Furthermore, teaching learning became effective, meaningful and long lasting. They became free, active, interested, and motivated towards learning. Not only this, they also became free from physical, mental and psychological pressure.

Chapter 5

Conclusion and Implications

This chapter deals with the major findings, conclusion and recommendations of the research based on collected data. It consists of some pedagogical implications for policy level, practice level and further research based on the findings of the study.

Summary of the Findings

On the basis of the analysis and interpretation of the collected data, researcher has drawn following findings:

- All the teachers were in favor of using punishment in classroom.
- They perceived academic punishment as the most powerful forms of punishment to improve students' learning.
- Teachers perceived punishment as an act of punishing someone for wrong doing.
- They realized both positive and negative effects of punishment in class. However, it depends on how and what forms of punishment were used by teachers in classroom.
- It was found that majority of the teachers were against physical punishment as it was not effective forms of punishment to control students' undesirable responses or behaviors.
- Most of the teachers punished their students according to the rules applied by their school
- They punished students for wrong doing, bad behavior and undesirable responses or behavior.
- All the teachers used punishment in classroom to control and shape their students' behaviors.
- The data showed that teachers used various forms of punishment according to the rules of school.
- The data showed that If academic punishment was used in classroom, teaching learning process became interesting, meaningful and long lasting. If other forms of punishment were used in classroom, teaching learning process became boring, meaningless and ineffective.

- Physical punishment caused to feel many problems and side effects such as low self-esteem, lack of interest in learning.
- All the teachers believed that physical punishment caused physical, mental and psychological problems on students.
- Teachers claimed that students bunked the class and dropped out of school due to afraid of having physical punishment.
- The data showed that academic punishment was mostly applied by teachers in schools to control undesirable responses of the students.
- Majority of the teachers reported that students liked those teachers who used academic punishment while they didn't like them if they used physical punishment.
- The data showed that students followed the rules of school regularly if they were being punished by academic punishment like one page hand-writing, reading and writing the text, asking question answer, asking to tell a brief summary of the lesson etc.

Conclusion

This research has explored teachers' perceptions on punishment and forms of punishment that have been practicing in ELT classroom. The data obtained from the interview has shown that teachers use various forms of punishment like physical, verbal, emotional, academic etc in ELT classes. Teachers give punishment to the students to realize their mistakes, change their bad habits, wrong activities and undesirable responses. Majority of the teachers have used academic punishment to control and shape students' behaviors or responses in classroom. The data from interview showed that punishment can have both positive and negative effects on students' learning. It depends on teachers' way of punishing students. Among various forms of punishment like physical, verbal, emotional and academic, physical punishment is not effective in classroom. Most of the teachers have claimed that physical punishment can have physical, mental and psychological problems. It lacks students' interest in learning. Teaching learning is not effective, meaningful and long lasting. Not only this, it causes them to feel fear, anger, panic, ashamed, nervous, lonely, helplessness etc. The data showed that academic punishment such as reading and writing the test, asking to tell question answer, asking to tell a brief summary of

the lesson is effective in students' learning. It arouses their interest in learning. Furthermore, teaching learning becomes effective, meaningful and long lasting. They become free, active, interested, and motivated towards learning. Not only this, they also become free from physical, mental and psychological pressure. So, on the basis of the interview about teachers' perception on punishment in ELT classes, I came to know that teachers should use academic punishment in classroom which is very useful and effective for the students to realize their mistakes, to decrease their undesirable responses or behaviors and to get active participation in teaching learning activities.

Implications

On the basis of results and findings of the research, some important implications have been drawn in policy level, practice level and further research.

Policy related. The findings showed that that majority of the teachers were against physical punishment as it was not effective forms of punishment to control students' undesirable responses or behaviors. It caused to feel many problems and side effects such as low self-esteem, lack of interest in learning. It also caused physical, mental and psychological problems on students. So, some implications for policy level are presented below:

- Policy maker should be aware of positive and negative impact of punishment while making policy.
- Curriculum designers and concerned authorities should be aware and determine appropriate forms of punishment while using punishment.
- All the stakeholders related to education sectors should recommend appropriate forms of punishment for ELT classes.
- Punishment should arouse students' interest in learning. It should be used in a positive way.
- Physical punishment should be banned at any cost in the field of education.
- Among various forms of punishment, academic punishment should be used in education institution.

Practice related. The findings showed that that majority of the teachers were against physical punishment as it was not effective forms of punishment to control students' undesirable responses or behaviors. It caused to feel many problems and side effects such as low self-esteem, lack of interest in learning. So, some of the implications at practice level of this research are presented as follows:

- The teachers should not use physical punishment in classroom.
- Learners should get benefits from the use of punishment
- Teachers should use academic punishment in classroom.
- Teachers should use the form of punishment which can make teaching learning process easy, comfortable, interesting and long-lasting.
- Teachers should replace the form of punishment that causes students to feel angry, panic, fear, anxiety, shy, sad and physical, mental and psychological problems

Further research level. Every research has its own purposes and findings. This research is conducted to discover teachers' perceptions on punishment in ELT classes. This research is only limited to English teachers from lalitpur metropolitan city. Some of the implications at further research level of this research are presented as below:

- Various forms of punishment applied by ELT teachers
- Teachers' perceptions on punishment
- Impact of punishment in ELT classes
- Positive and negative effects of punishment in ELT classroom.

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Appendix-A
Interview Guidelines

1. How do teachers perceive punishment in classroom teaching?
2. What do they view on the effect of punishment in English classroom?
3. What different forms of punishment do they use in their classroom?
4. Why do they use punishment in classroom?
5. What do students feel after punishment by teachers?
6. What changes do teachers find in students after being punished in classroom?
7. What problems do students face while punishing in classroom?
8. What forms of punishment do teachers think the best in classroom?

Appendix-B
Data from in-depth interview

Teachers' Views on Punishment in ELT Classes

How do you perceive punishment in classroom teaching?

Teacher 'A' responded,

"Punishment is an act of giving consequence of penalty on someone as a result of their wrong doing. It is an act of punishing someone for wrong doing. It is one of the methods to control students' behaviors or habits."

Teacher 'B' said,

"Punishment is a kind of action that has a positive and negative impact on the mind of children. It is a process by which any teacher motivates the students to do positive things improving negative things."

Teacher 'C' responded,

"Punishment is an act of punishing someone. Punishment is an act of improving students' learning, activities, behaviors and habits. It is a kind of strategy applied in ELT classes to control and shape students' behavior."

Teacher 'D' responded,

"Punishment is a process of bringing bad students to the right place. It is an act of punishing someone for their wrong doing. It is a technique to concentrate students' attention towards the study."

Teacher 'E' said,

"Punishment is a process of eliminating students' undesirable responses. It is an unpleasant stimulus or penalty for eliminating students' undesirable behaviors or activities. It may be used in a positive or negative way in classroom."

Teacher 'F' responded,

"Punishment means to punish someone for wrongdoing. It is one of the important techniques applied by teachers to correct students' undesirable and unintended responses or behaviors in classroom."

Teacher 'G' responded,

"Punishment is an act of punishing someone. It is one of the important acts applied by teachers to bring expected and desirable changes in students' learning, behavior and achievement."

Teacher 'H' responded,

"Punishment means to react or behave someone rudely or violently. It is a useful tool for teachers to control students in an effective way in classroom."

Teachers' view on forms of punishment

What different forms of punishment do you use in classes?

Teacher 'A' responded,

"I have been using each and every form of punishment according to situation. I don't use physical punishment as far as possible in classroom. If I need to use punishment, I rarely use physical punishment in classroom. I often use academic punishment in classroom. As academic punishment, I ask students to tell word meaning, reading lesson asking questions answers, writing one page handwriting, asking them to do some other extra-class work."

Teacher 'B' responded,

"I often use academic punishment in classroom. To control and shape students' behavior, I rarely use physical punishment in classroom as this school don't allow teachers to use physical punishment on students. I use punishment as a motivator tool to help their learning capacity. As academic punishment, I ask students to tell 5-10 words related to topic within a minute. Not only this, I also ask them to tell the brief summary of the lesson."

Teacher 'C' responded,

"I use punishment in classroom according to the rules of school. I never use physical punishment in classroom. In our school, using physical punishment on students is extremely prohibited. I don't use punishment in classroom as far as possible. If it is must, I use academic punishment like telling or writing the brief summary of the lesson, one page handwriting, reading the related text as a punishment."

Teacher 'D' responded,

"I never use physical punishment in classroom. I use punishment in classroom according to situation. As a punishment, I rarely use verbal punishment like scolding, yelling, derogating etc. Among various forms of punishment, academic punishment is one of the best forms of punishment. So, I often use academic punishment like reading and writing text, asking questions related to the text, one or two page hand writing etc. in classroom."

Teacher 'E' responded,

"Among various forms of punishment, I often use academic punishment in classroom. I never use physical punishment in classroom as it is not allowed in our school. As an academic punishment, I ask students to write one-page handwriting, read the lesson, asking questions answers related to the text and ask them to tell a brief summary of the related text or lesson."

Teacher 'F' responded,

"I never use physical punishment in classroom. I often use verbal punishment in classroom like scolding, yelling, derogating etc. Among various forms of punishment, it is one of the best forms of punishment to control students in classroom. Sometimes, I also use academic punishment like reading and writing text, asking questions related to the text, one or two page hand writing etc. in classroom."

Teacher 'G' responded,

"Among various forms of punishment, I often use emotional punishment like anger, aggression, ignoring, showing unusual behavior in classroom. I never use physical punishment in classroom as it is not allowed in our school. Furthermore, I also use

academic punishment in classroom such as ask students to write one-page handwriting, read the lesson, asking questions answers related to the text, ask them to tell a brief summary and ask them to describe pictures.”

Teacher ‘H’ responded,

“I often use academic punishment like reading, one-two page handwriting, question-answer, picture description etc in classroom. It is one of the best forms of punishment which help teachers to control students in classroom. Sometimes, I also use physical punishment to control students in classroom, although this school doesn’t allow teachers to use physical punishment.”

Teachers’ view on the effect of punishment in ELT classes

What is your view on the effect of punishment in ELT classes?

Teacher ‘A’ responded,

“Punishment has both positive and negative effects. It can have positive effects, if it is used positively and it can have negative effects, if it is not used positively. In classroom, I use academic punishment as it is one of the most effective ways to punish students. If this form of punishment is used in classroom, teaching learning process becomes interesting, meaningful and long lasting. If other forms of punishment like physical, verbal and emotional are used in classroom, teaching learning process becomes boring, meaningless and ineffective. Sometimes, physical punishment causes to feel many problems and side effects such as low self-esteem, lack of interest in learning, dropping out of school.”

Teacher ‘B’ responded,

“Punishment has positive effects on students’ learning. It is an appropriate technique to control and shape students’ behavior and to maintain discipline in classroom. It helps to eliminate their undesirable responses or behavior. Punishment helps to direct students in learning by creating a sort of fear or force. Without fear, they never attract their attention towards study. Teachers should punish those students who are corrupt, undisciplined and bad tempered. If we punish the students for wrong doing, they realize their mistakes and they get chance to correct their mistakes and eliminate

undesirable responses. As a result, they become interested towards teaching learning activities and pay their attention towards study.”

Teacher ‘C’ said,

“Effects of punishment in classroom depend on its form. There are various forms of punishment like physical, verbal, emotional, academic etc. Among various forms of punishment, physical punishment is not effective for controlling and shaping student’s behavior. It lowers their confidence level, capacity and self-esteem. Not only this, it may also cause them to feel angry, helpless, powerless, guilt or ashamed. They become physically and mentally weak. The students who receive physical punishment usually have lower intellectual power than those who do not receive it.”

Teacher ‘D’ responded,

“It is not effective to punish students physically. It may cause to feel a sense of fear and anxiety on their mind. Those students who receive physical punishment in classroom cannot attract their attention towards teaching learning activities. If it needs to change and control students’ behaviors and responses, academic punishment is better to use in classroom. It may not cause them to feel fear, discomfort, shy and physically and mentally weak. It helps students to realize their mistake and make them curious, active and interested in teaching learning activities.”

Teacher ‘E’ responded,

“Punishment can have both positive and negative impact on students’ learning. Among various forms of punishment, physical punishment is not effective for them. It brings physical, mental, psychological and emotional problems. It hampers their learning. Not only this, it also lowers their confidence, self-esteem, reading, writing, analytical and critical thinking. On the other hand, academic punishment such as extra class work, asking to tell question answer, reading and writing the text etc. helps to improve their learning. It arouses their interest in learning. They never feel physical, mental, psychological pressure.”

Teacher 'F' said,

“Punishment can have both positive and negative impact on ELT classroom. It depends on its form used by teachers. Among various forms of punishment like physical, verbal, emotional and academic, physical punishment has negative impact on students' learning. It decreases their rate of learning, capacity and self-esteem. Furthermore, it may also cause them to feel pain, anxiety, angry, helpless, powerless, guilt or ashamed etc. They become physically and mentally weak. On the other hand, verbal punishment helps to improve learning capacity, behavior and achievement. Students realize their mistakes and take verbal punishment as a good form of controlling them in classroom.”

Teacher 'G' responded,

“Among various forms of punishment like physical, verbal, emotional and academic, emotional punishment like anger, aggression, ignoring, showing unusual behavior can have positive impact on students' learning, behavior and achievement. It helps to control classroom in a comfortable way. But physical punishment never supports to improve learning, behavior and achievement. Rather, it may cause them to feel fear, anxiety, ashamed, panic etc. On the other hand, academic punishment such as ask students to write one-page handwriting, read the lesson, asking questions answers related to the text, ask them to tell a brief summary and ask them to describe pictures helps to improve reading, writing, knowledge, skill, learning etc.”

Teacher 'H' responded,

“Punishment can have both positive and negative effect. It depends on how teachers make use of it. If it is used in an effective way, it can have positive effects. If it is used in a incorrect or improper way, it can have negative effect. I often use academic punishment like reading, one-two page handwriting, question- answer, picture description etc in classroom. It is one of the best forms of punishment which help teachers to control students in classroom. It has positive impact in ELT classroom. It improves their learning, behavior and achievement. On the other hand, physical punishment can have negative impact on ELT classroom. It can cause students to fell many physical, mental and psychological problems like pain, fear, anxiety, panic, sadness, helplessness, shyness etc.