PRACTICE OF REWARD IN THE ELT CLASSROOM

A Thesis Submitted to the Department of English Education

In Partial Fulfilment for the Master of Education in English

Submitted by

Yam Kant Kharel

Faculty of Education,

Tribhuwan University,

Kirtipur, Kathmandu, Nepal

2012

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DECLARATION

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

Date: 22-07-2012   …………………

Yam Kant Kharel

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Yam Kant Kharel** has prepared the thesis entitled **Practice of Reward in the ELT Classroom** under my guidance and supervision.

I recommend this thesis for acceptance.

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DEDICATION

Dedicated

to

my parents

who even under a very difficult situation,

devoted a great span of their entire life

in making me what I am today.

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Date: ……………..

Yam Kant Kharel

ABSTRACT

The present study entitled **Practice of Reward in the ELT Classroom** is an attempt to study the practice of reward in the teaching of English to the speakers of other languages (TESOL) classrooms by the secondary level English teachers and its effectiveness in the TESOL context like Nepal. This research is based on data analysis of the responses obtained from the respondents, classroom observation and experiment done providing one group with reward and another without reward. Similarly, it is concluded that practice of reward brings positive consequences in the teaching learning process.

The study is divided into four chapters. Chapter one includes general background, review of related literature, objectives and significance of the study. Chapter two deals with the methodology adopted for the study. It consists of sources of data, population of the study, sampling procedure, tools for data collection, process of data collection, and limitations of the study. Chapter three includes analysis and interpretation of the data. The collected data were analyzed and interpreted descriptively and comparatively using simple statistical tools. Chapter four consists of findings and recommendations followed by references and appendices.

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SYMBOLS AND ABBREVIATIONS

TESOL	:	Teaching of English to the Speakers of Other Language
NESP	:	National Education System Plan
NEC	:	National Education Commission
NNEPC	:	Nepal National Education Planning Commission
ARNEC	:	All Round National Education Commission
HLEC	:	Higher Level Education Commission
CIP	:	Curriculum Implementation Plan
%	:	Percentage
e.g.	:	For example
ELT	:	English Language Teaching
i.e.	:	That is
Prof	.:	Professor
S.N.	:	Serial Number
T.U.	:	Tribhuvan University
No.	:	Number
O.U.P	:	Oxford University Press
C.U.P	:	Cambridge University Press
Dr.	:	Doctor

CHAPTER-ONE
INTRODUCTION

1.1 General Background

Reward is the thing that is given to somebody for doing something good or worked hard. It may be some amount of money or anything else which attracts the person towards the activity. When one is rewarded for the task s/he had performed, s/he is likely to be doing the task giving more interest towards the task assigned the next time. Regarding the teaching learning process, reward is the thing that is given to the students for their splendid deeds. Hill (1965, p. 253) regarding reward writes:

> Rewards may be symbolic (gold stars, medals, or honor rolls), materials (a piece of candy, a sum of money or the right to participate in the student activities or to hold office), or psychological (knowledge of progress, recognition of adequacy or growth towards adequacy).

Rewards, by ensuring safety, indicating esteem, and leading to belongingness, have their place in motivating the pupil in his initial contacts with an area of knowledge. Because contact is required to build an interest in an activity, idea or person, rewards are commendable in the role of making introductions. Hill (ibid) further says "Rewards for learning should be such that after serving in introductory roles, they lead students to learning activities outside the classroom".

Reward creates interest among the students and motivates them towards the learning. We cannot imagine of achieving the fruitful results of our teaching learning process without making the students interested and motivated towards the teaching learning process. So there is a dire need for making the students interested and motivated towards the task or the

subject matter we are dealing before them. Among various ways of creating interest and motivating the students towards the learning, rewarding for their good deeds is one. Reward makes the classroom activities interesting and increases the feeling of competition among the students. Aggrawal (2005, P. 213) writes "Rewards provide incentive for healthy emulation among individuals and group of individuals".

When one is rewarded for the work s/he has performed, it is for sure that it makes one happy and another is likely to be motivated towards the learning in the name of getting reward as well. Not only the students but also the parents become happy if their child does better in his/her studies; holds any position and brings any sort of reward provided by the school or the teacher. Aggrawal (ibid) further says "It gives happiness to the parents when their children get prizes. They encourage their children to put in all the more labour".

1.1.1 Practice of Reward

Practice of reward during the time of teaching learning is of tremendous importance for creating interest in the students and motivating them towards the learning. Thorndike's concept of reward acts as a strengthener of S-R connection. Reward brings satisfying consequence. According to him, reward is a motivator in learning. Similarly, Skinner agrees with Thorndike's reward. According to him, reinforcer acts as a motivator of the operant behavior which he presented in rat's bar pressing experiment. Any stimulus which reduces the need of the organism is a reinforcer or motivator. Hull has given importance to the positive incentive which he said an adient behaviour. Tolman regards

reward and punishment as a regulator of performance. They also serve as 'emphasizer' and confirmed by the goal objectives.

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According to Hilgard (1977, pp. 500-501) the initial observations on the reward effect were made by Olds and Milner (1954). Hilgard (ibid) further says Deutsch and Howarth (1963) have advanced a theory about brain stimulation reward which attempts to handle many of the pertinent facts. The gist of the theory is that the electrical stimulation in these "reward" experiments is actually serving two functions: reward for the immediate response and motivation for the next response in the series. In the experiment carried out by Deutscal suggested that the motivational pathway had a lower threshold than the reward pathway.

A number of experiments yielded data which Thorndike interpreted as showing that the effects of reward and punishments are not equal and opposite, as had been implied on the effects of satisfiers and annoyers. Instead, under several conditions reward appeared to be much more powerful than punishment. This conclusion, if it ever confirmed, would be of immense social importance in such fields as education and criminology. Thorndike claims that if a child is rewarded for learning new things, s/he is likely to develop a stronger motive for knowledge than the child who is frequently scolded for asking a foolish question. In achievement motive when a child receives a good grade, his parents reward him with approval. Thorndike's concept of reward acts as strengthener of S-R connection. Reward brings satisfying consequence. According to him, reward is a motivator in learning. A positive reinforcer is a reward. It is a stimulus like any food which strengthens the response of the learner. A negative reinforcer is that stimulus which strengths the learner's response when it is removed. So, negative reinforcer has aversive properties and the learner tries to avoid it. Such stimulus also can be used for substituting punishment to the learner. To quote Mackey (1961, p. 125) "The more and better the motivation, the

better the learning than an incentive of reward is to be performed to one of punishment; that a hope of success is a better motivation than fear of failure".

Current research on learning gives much support to learning situations in which the learner is presented with many more items than he can learn and these vary in their monetary value, when learned. According to Hilgard (1977, p. 48)

> The person might be presented with a number of paired associates to study and told for each one how much money he will receive if he can remember that pairing on a later cued recall test. In such a situation, recall will vary directly with the expected payoff for remembering a given items. However, it appears likely that this is largely due to more rehearsal time allotted by the subject to the high-payoff items to the determined of the low-payoff ones.

In the TESOL classroom the teacher is a modifier of students' expectations of success. He may warn the students if they lack motivation to reach the expected level of success. He should give details of the techniques by which immediate or ultimate goal can be attained. He should help students in becoming more optimistic and effortive. Teachers' role is to guide the learners in the development of their adequate self-concept and to make them high achievement oriented. He should encourage the activities to express intelligence, initiatives, creativeness and success, among the learners. The teachers can use different incentives-external incentives as rewards and punishments, intrinsic incentives such as learners' own need-for-achievement and self-enhancement in promoting their learning. The role played by rewards, punishments, praises and free comments in catalyzing the learning process is of tremendous importance. Really, incentives are goal

objectives or symbols which the teacher uses to encourage students' vim and vigor. Grades also have much incentive value. By obtaining higher grades a student increases his frequency of effort. The teacher should suppress the undesirable or unexpected response of the learners using punishment. No doubt, punishment is unsuccessful tool for motivating senior students of the degree level.

English is one of the major languages in the world battling it out for position and it is an all embracing world language. Millions of people in the world use English as their second language and different countries have figured out different educational plan to enhance the English language. In Nepal English is taught as a core subject from grade one to bachelor level since Rana Regime to the present Republication Nepal. In Nepal , formally English entered with establishment of Durbar High School, the first school in the Kingdom in 1910 B.S. Different efforts in the name of various commissions and plans were undertaken to enhance the teaching and learning process in Nepal. Implementation of NESP(1971), brought a great alternation in English Curriculum and allocated 100 full marks for English subject at the school level, specially grade four onwards, including the provision of optional English. Besides, some more contributions were made to enhance the teaching and learning process by several commissions in Nepal, such as NNEC (1956), ARNEC (1961), CIP (1981), NEC (1992) and HLEC (1997), MOE (1971, pp. 15-24).

1.1.2 Language Teaching

According to (Stern 1991, p. 9) in language teaching we use such terms as language learning, language acquisition, second language, foreign language, bilingualism. We have already known our first language which

is informally or formally acquired, but in case of second language learning we need formal environment, curriculum, etc. Therefore, language teaching means teaching second language or other languages. Language teaching can be defined as "the activities which are intended to bring about language learning"(ibid) in language teaching formal instructions or methods of training are included. Teaching language is a set of performance skills in the learners' social and cultural awareness on the formation of objectives. So we have to choose the language according to personal, social objectives. The important thing for language teaching is the methodology of teaching.

Teaching cannot be defined apart from learning. Gage (1964, p. 269) noted that "to satisfy the practical demands of education, theories of learning must be 'stood on their head' so as to yield theories of teaching". Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Your understanding of how the learners learn will determine your philosophy of education, your teaching style, your approach, methods, and classroom techniques. Brown (1993, pp. 7-8) referring to Skinner writes:

> If we look at learning as a process of operant conditioning through a carefully paced program of reinforcement, we will teach accordingly. If we view second language learning basically as a deductive rather than an inductive process, we will probably choose to present copious rules and paradigms to our students rather than let them "discover" those rules inductively.

As mentioned in Brown (1993, p. 8) Jerome Bruner (1966b, pp. 40-41) noted that a theory of instruction should specify the following features:

I.   The experiences which most effectively implant in the individual a   predisposition toward learning.

II. The ways in which a body of knowledge should be structured so that it can most readily be grasped by the learner.

III. The most effective sequences in which to present the materials to be learned.

IV. The nature and pacing of rewards and punishment in the process of learning of teaching.

In the past, grammar translation method was used to teach language, but in course of change of time it cannot be existed so long and other alternative methods came to exist as direct method, audio-lingual method, communicative language teaching etc. The world of English language teaching has entered in to 'anti-method era' but we are still attached with out-dated methodology. Long (1989) stated that "methods do not exist". Brown (1991) opined that "the era of methods is over" and Woodword (1996) noted that the profession is now in a period of post method thinking (in Sharma and Phyak (2006).

1.1.3 Motivation, Reward and Reinforcement

Motivation is probably the most frequently used catch-all term for explaining the success or failure of virtually any complex task. It is easy to figure that success in a task is due simply to the fact that someone is "motivated". It is easy in second language learning to claim that a learner will be successful with the proper motivation. Such claims are of course not erroneous, for countless studies and experiments in human learning have shown that motivation is a key to learning.

Motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action. According to Brown (1983, p. 152) motivation refers to "the choices people make as to what experiences or goals they will approach or avoid and the degree of effort

they will exert in that respect". Similarly, Richards et al; (1985, p. 185) motivation means "the factor that determines persons desire to do something".

Motivation is something that can, like self-esteem, be global, situational or task oriented. Learning a foreign language clearly requires some of all three levels of motivation. For example, a learner may possess high "global" motivation but low "task" motivation to perform well on, say, the written mode of the language. Motivation is also typically examined in terms of the intrinsic and extrinsic orientation of the learners. Those who learn for their own self-perceived needs and goals are intrinsically oriented and those who pursue a goal only to receive an external reward from someone else are extrinsically motivated. Brown (1987, pp. 155-156) referring to Edward Deci (1975, p. 23) writes:

> Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward.... Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely; feelings of competence and self-determination.

On the contrary, extrinsically motivated behaviors are carried out in anticipation of reward from outside and beyond the self. Typical extrinsic rewards are prizes, grades and certain types of feedback: positive feedback.

The intrinsic-extrinsic continuum in motivation is applicable to foreign language classroom around the world. Regardless of the cultural beliefs and attitudes of learners and teachers, intrinsic and extrinsic factors can be quite easily identified. Schunk (1996, p. 275) writes "When people

work on a task to obtain a reward, they are likely to view their behavior as extrinsically motivated". According to behaviorist, motivation refers to the anticipation of reinforcement. They do stress the role of reward in motivating behavior which in turn serves to reinforce behavior, to cause it to persist. The reinforcement theory, propounded by the behaviorist psychologists like Skinner, Watson to name a few is a very powerful concept for the classroom.

Scholars are concerned about this when they speak of extrinsic and intrinsic motivation. Extrinsic motivation arises from factors outside the individual, whereas intrinsic motivation arises from the general personality of the individual. It is possible that extrinsic rewards (high marks, parental approbation, helping the class or school gives a good reputation) may lead to intrinsic motivation. That is the knowledge gained may be pursued after the extrinsic motivators have waned or ceased to exist. Sometimes this effort ceases as soon as the possibility of extrinsic reward disappears.

Schedules of Reinforcement (Reward):

B.R. Hergenhahn and Matthew Holson (1997, pp. 97-101) referring to Ferster and Skinner, (1957) gives the following schedules of reinforcement:

1. *Continuous Reinforcement Schedule*: Every correct response during acquisition is reinforced (rewarded).

2. *Fixed Interval Reinforcement Schedule*: Reinforcement is given for a response made only after a set interval of time. For example, only a response following a three minutes interval is reinforced.

3. *Fixed Ratio Reinforcement Schedule*: every nth response is reinforced. For example, every fifth response

4. *Variable Interval Reinforcement Schedule*: Reinforcement is given for responses made at the end of time intervals of variable durations.

5. *Variable Ratio Reinforcement Schedule*: Reinforcement is given after making a specific number of responses, say five. The Reinforcement is given on the average of every five responses.

6*. Concurrent Schedule and Matching Law*: A Schedule involving two alternative responses each of which is maintained by an independent schedule of reinforcement.

7. *Concurrent Chain Reinforcement Schedule*: On such a schedule the responses during an initial phase determine what response alternatives and what reinforcement schedules are available during the terminal phase. From the above discussion we can conclude that reward or reinforcement is a motivating factor in the learning process. We can now easily claim that reward and or reinforcement is a type of motivation; extrinsic motivation. Practice of reward brings positive consequences in learning process.

1.1.4 Non- reward and Extinction

The law of reinforcement, or law of effect, is one of the more important principles in all learning theory. It is a rule for shaping behavior by the use of rewards (reinforcers). Along with developments in the contemporary conception of reinforcement and a law of effect, there have also been changes in the interpretation of non reward and extinction with animal subjects, although it is presumed that similar ideas apply to at least some types of human learning. Certain interpretations of non reward of a previously rewarded response had assigned to it and essentially passive role. For example Tolman supposed that non reward served simply to disconfirm and weaken an S-R-SG expectancy. As mentioned in Hilgard (1977, pp. 600-601) in a fertile series of research papers and

books, Bandura (1962, 1965, 1969, 1971a, 1971b) has pointed out the ubiquity and efficiency of observational learning in humans and has emphasized its unique features not found in the standard paradigms of shaping an instrumental conditioning. In the typical experiment, a kindergarten child sits and watches some person (the model) perform a particular behavior sequence. Later a subject is tested under specific conditions to determine to what extent his behavior now mimics that displayed by the model. A number of factors can be varied in this situation, and many are shown to affect the extent of imitative behavior performed by the subject. We list a few of those studied by Bandura:

I. Weather the model's behavior is rewarded, punished or "ignored" (neither reinforced nor punished) by other agents in the drama is varied. Rewarded behaviors of the models are more likely to be imitated.

II. Instructions given to the subject before he observes the model provide him with high or low motivation to pay attention to and learn the model's behavior. High motivation might be produced by telling the subject that he will be rewarded commensurate with how much of the model's behavior he can reproduced on a later test. Under minimal instructions, learning is classified mainly as "incidental".

III. The subject will adopt self-reward standards similar to those of the model. Also the subject will imitate the type of moral standards exhibited by an adult model. Techniques of self-control can be transmitted in this manner.

As mentioned above, the models behavior is more often imitated when the model has been rewarded then punished.

Language is a fundamental part of total human behaviour and behaviorists have examined it as such sought to formulate consistent theories of first language acquisition. The behaviourist approach focuses on the immediately perceptible aspects of linguistic behaviour- the publicly observable responses- and the relationships or associations between those responses and events in the world surrounding them. A behaviorist might consider effective language behavior to be the production of correct responses to stimuli. If a particular response is reinforced or rewarded, it then becomes habitual, or conditioned. Thus children produce linguistic responses that are reinforced or rewarded. One learns to comprehend an utterance by reacting appropriately to stimuli and by being rewarded for that reaction.

One of the best-known attempts to construct a behaviorist model of linguistic behavior is embodied in B.F Skinner's (1957) classic, Verbal Behavior. Skinner is commonly known for his experiments with animal behavior in "Skinner's boxes," but he also gained recognition for his contributions to education through teaching machines and programmed learning. Skinner's theory of verbal behavior is an extension of his general theory of learning by operant conditioning. Operant conditioning refers to conditioning in which the organism (in this case, a human being) emits a response, or operant (a sentence or utterance), without necessarily observable stimuli; that operant is (maintained) (learned) by reinforcement (for example, a positive verbal or non-verbal response for another person). Brown (1993, p. 23) referring to Skinner B.F writes:

> Verbal behavior, like other behavior, is controlled by its consequences. When consequences are rewarding, behavior is maintained and is increased in strength and perhaps frequency. When consequences are punishing, or when there is lack of

reinforcement entirely, the behavior is weakened and eventually extinguished.

Similarly, Schunk(1996, p. 276) says- "Once the reward contingency is no longer in effect, there is nothing compelling them to work at the activity so their interest declines".

From the above discussion what we can say is reward is a motivating factor for the teaching learning process to be continued. If reward is removed or not provided to the students for their works their interest in their learning is sure to for extinction. So reward is a must factor for teaching learning to be successful.

1.1.5 Instrumental Versus Integrative Motivation

Motivation in language learning plays a vital role. It is a motivation that produces effective second language communicators by plating in them the seed of self –confidence. It has a great intuitive appeal and makes sense that individuals who are motivated will learn a language faster and to a greater degree. Gardener and Lambert (1959) divided the motivation to learn a language into two types, viz; instrumental motivation and integrative motivation. According to Gardener's socio-educational model, an integrative motivation involves an interest in learning an L2 because of a sincere and personal interest in the people and culture represented by the other language group (Lambert 1974, p. 98). It contrasts with an instrumental motivation which concerns the practical value and advantages of learning a new language. Similarly, Brown (1994, p. 153) states that:

> Instrumental motivation refers to motivation to acquire a language as a means for attaining instrumental goals: furthering a career, reading technical materials, translation and so forth. An integrative motive is employed when learners wish to integrate themselves

within the culture of the second language group to identify themselves with and become a part of that society.

Motivation largely determines the level of effort which learners expand at various stages in their L2development, often a key to ultimate level of proficiency. Krashen (2000, p. 22) defines instrumental motivation as:

> The desire to achieve proficiency in a language for utilitarian or practical reasons. It may also relate to proficiency. Its presence will encourage performer to interact with L2 speakers in order to achieve certain ends. Integrative motivation, in contrast is defined as the desire to be valued member of the community that speaks the second language. It is predicted to relate to proficiency in terms of the two functions. The presence of integrative motivations should encourage the acquirer to interact with speaker of the second language out of sheer interest, and thereby obtain intake.

We assume that the learners who have the positive view toward target language and its culture; that is who are integratively motivated often outperform in an L2 or foreign language acquisition. To quote Stevic (1976), "The integratively motivated performer will not feel a threat from the other group and will thus be more prone to engage in receptive learning (acquisition) rather than defensive learning"(as sited in Krashen 2002, p. 22). Similarly, Krashen (ibid) further says "while the presence of integrative motivation predicts a low affective filter, the presence of integrative motivation predicts a stronger one" (p. 22). With instrumental motivation, language acquisition may cease as soon as enough is acquired to get the job done. When the practical value of L2 proficiency is high and frequent use necessary, instrumental motivation may be powerful predictor of second language acquisition. Likewise, the common assumption is that motivation is the case of L2 achievement. However, it

is also possible that the motivation is the result of learning; that is, learners who experience success in learning may become more or in some contexts less motivated to learn. Green (1993, p. 2) in his article Learner Drives in Second Language Acquisition writes "Instrumental motivation is engaged and sustained by extrinsic forces such as job getting, promotion enhancement, or passing examinations, while the integrative type is generated intrinsically by positive perceptions of the target-language culture and its people".

From all above discussions, we can have a claim that instrumental motivation is the type of motivation that is generated by extrinsic rewards or forces and integrative motivation is generated intrinsically because of intrinsic rewards.

1.2 Review of Related Literature

A few studies have been carried out on ELT in the Department of English Education. They are somehow related to this research work. So I have tried to grasp some idea from them. These research studies are briefly mentioned below.

Gyanwali (2007) conducted a research on 'English Teachers' Motivational Techniques' and the objective of the study was to explore the existing techniques of teachers to create motivation in the English language classroom. The study was based on the primary data, i.e. five teachers and forty students who were involved in English language teaching and learning at grade five in Dang district and it was concluded that most of the teachers have been found unable to motivate the students while teaching due to the lack of training as to how to motivate the students while teaching. Rather the students are de-motivated due to the

lack of proper motivational techniques, proper management of the classroom and lack of exposure inside and outside the classroom.

Chand (2008) conducted a research entitled 'Motivation Towards Learning English by the Teenagers in Nepal' and the objective of his study was to investigate the teenagers' motivation towards learning English. The study was based on the primary data, i.e. one hundred students of different campus and institution of Kathmandu district. The findings of this research work are that the students learn English for different purpose like: to get good job, to pass exam, to be a complete person because English is an international language.

Bhandari (2008) conducted a research on the 'Role of Feedback in Teaching English Language'. The study tried to find out the ways of giving feedback to the students by the secondary level English teacher's and students' perception on feedback. To carry out the study the researcher selected ten secondary level English teachers and eighty grade ten students from ten different schools of Morang district and concluded that most of the secondary level English teachers take feedback as a support for the teaching learning process and take it as a means of motivating the learners and the student perception towards the teachers' feedback was positive. They think that teachers' feedback both positive and negative, is for their improvement and betterment. The students not only took the feedback from the teachers, positively but also accepted the feedback from their friends.

Singh (2008) carried out the research on the 'Role of Motivation in the English Language Proficiency' and the objective of the study was to explore the students English language proficiency and to analyze the role of motivation in English language learning. The study was based on the primary data, i.e. twenty-five students of Bachelor first year from the

faculty of education and it was concluded that motivation has some sort of positive and direct role in language proficiency. The instrumentally motivated students have higher proficiency in reading and writing than integratively motivated students.

Although a number of researches have been carried out in teaching English but I did not find the research works carried out on the practice of reward in the ELT classroom. Here, I have made an attempt to carry-out the research study on the practice of reward in the ELT classroom, especially in TESOL context. So, it can be a new and innovative venture in itself.

1.2 Objectives of the Study

The objectives of the study were as follows:
  I. To find out the practice of reward and its effectiveness in the TESOL classroom at the secondary level.
  II. To identify the techniques used by teachers to reward the students in the TESOL classroom.
  III. To suggest some pedagogical implications of the findings.

1.4 Significance of the Study

English is an essential part of today's life and a part of school curriculum. So every student should study it and gain better achievement in future. This study would be useful for those who are involved in the field of language teaching, especially in TESOL situation. It would be very important for teachers, supervisors, students,researchers, curriculum planners, subject specialist and other concerned personnel.

CHAPTER-TWO
METHODOLOGY

To fulfil the objectives of the study, the following methodology was adopted:

2.1 Sources of Data

For this research study, I used both primary and secondary sources for the data collection.

2.1.1 Primary Sources of Data

The students and teachers who were learning and teaching English in private schools at secondary level in Tulsipur Municipality of Dang district were the primary source of data.

2.1.2 Secondary Sources of Data

Secondary source of data were books, theses, journals and articles related to the present research to facilitate the research works. Some of them were Brown (1994), Schunk (1996), Hilgard (1977), Harmer (2001), Mackey et al. (2007).

2.2 Population of the Study

The population of my research was the secondary level one hundred twenty students and ten teachers of private schools from Tulsipur Municipality of Dang district who were involved in teaching and learning English.

2.3 Sampling Procedure

The sampling procedure to this research was non-random sampling. Ten schools were selected purposively from different parts of Tulsipur

Municipality of Dang district. I selected one teacher and ten students of grade nine from each school for class observation and twenty students from one of the schools for an experiment that I did have to carry. All together there were ten teachers and one hundred twenty students. Among hundred students there were 50 boys and 50 girls and all the teachers were male.

2.4 Tools for Data Collection

I used questionnaire and observation as the tools for collecting the data.

2.5 Process of Data Collection

I adopted the step-wise methodological procedure to collect the required data. For this, I visited the schools and after getting permission from the concerned authority, I contacted the teachers and the students and established rapport with them. Then after I interviewed the teachers and students, provided questionnaire to them and collected questionnaire from them. Similarly, I observed forty-five classes of the teachers and I myself carried out the experiment of twenty classes providing one group with reward and another without reward.

2.6 Limitations of the study

The study had the following limitations

   I. The study was limited to ten private schools from Tulsipur Municipality of Dang district.

  II. Only one hundred twenty students from grade nine were included as samples of this study.

 III. The study was limited to the response of only ten male English teachers of private schools from Dang district.

 IV. The study was limited to the learning of English in a classroom setting.

V. The study was limited only to the practice of reward.

VI. VI. The study was limited to the observation of forty-five classes and experiment of twenty classes in each group.

CHAPTER-THREE
ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of the data. The data were collected from the teachers and students of grade IX through semi-structured interview and observation. Similarly, the data were collected during the experiment that I myself did providing one group with reward and another without reward. The responses were converted in to percentage and analyzed and interpreted descriptively. I had analyzed and interpreted the data in to different groups on the basis of respondents; teachers' responses and students' responses on the basis of open-ended and close ended questions through the use of semi-structured interview. Similarly, the data were analyzed and interpreted being based on the information I myself collected during the experiment conducted in twenty students, providing reward to one group and removing the reward in another.

3.1 Analysis and Interpretation of the Secondary Level English Teachers' Open-Ended Responses.

The data were collected from the teachers who were teaching English in private schools at Tulsipur Municipality of Dang District. The analysis and interpretation of open-ended responses obtained from the teachers goes like this:

1. Why do you reward your students for their works?

I have asked this question to draw the information why the teachers reward their students for their works. Regarding this question, the informants gave different views. The views given by the informants can be listed as follows:

To motivate them.

To encourage them in their task.

To inspire them.

To make them laborious.

For better results.

To arouse interest towards learning.

Although the informants seemed to have given different views, they are similar to the view that reward has positive impact in teaching learning.

2. Why do you think it is good to reward students during class?

This question was asked to draw the information whether it is good to reward students during class at the time of teaching learning or after the class outside the classroom. Regarding this question, most of the informants argued for giving reward during the class hour rather than after class hour while some of them argued for giving reward both during and after class hours. On the basis of the information given by the informants the reward given to the students helps for making the classroom activities smooth. Their views can be listed as follows:

To persuade them in their learning.

Others get inspired in different classroom activities.

To inspire them for fu rther study.

To encourage them in l earning.

They will feel proud if they are rewarded among the students.

If the reward is not given at the time of teaching learning there is no use of giving reward.

From this what we can say is reward during and after class helps students to have the feeling of competition among them which helps for better learning. Although the informants seem to have given different views they are similar to the central view that reward during and after class hour

is one of the factors that fosters the teaching learning process encouraging the students in their learning activities. Here, the informants seem to have different views only in the use of language but the central idea is the same thing that reward is one of the motivating factors in teaching learning process.

3. What impact of the reward did you find in the learning process?

This question was asked to draw the information whether the reward given to the students during teaching learning process does have any impact in their learning or not and what sort of impact does it have. Every respondent agreed that the reward given during teaching learning process does have some sort of impact. Here, I would like to quote one of the informants; informants VIII who says, "*Reward encourages or helps the students to do better than before*". The informants gave the views as follows:

Gives better output.

Students become active in learning process.

Good and positive.

Makes the teacher happy seeing the students' activities.

Students share their problems.

Students compete with their great effort.

Students have curiosity in learning.

Helps the students to do better than before.

From the information drawn from the informants what we can conclude is reward given during the process of teaching learning does have positive impact. In the name of achieving reward students work hard, concentrate their mind in classroom activities which helps them in fostering their learning.

4. Why do you think it is good or bad to introduce reward during the teaching learning process?

This question was asked to draw the information whether it is good or not to introduce reward during the process of teaching learning, and if it disturbs the learning process if it is introduced during the process of teaching learning. Regarding this question, most of respondents agreed on giving reward during the process of teaching learning but only few of them disagreed on introducing reward during the process of teaching learning. Here, I would like to quote informants III who says "*It will be the source of extra energy and strength for them to give continuity in their work*". Similarly, informant VI says *"It may not encourage them in the way they need to be encouraged if it is introduced during the process of teaching learning"*. One of the informants gave an unexpected answer as introducing only is not enough but giving reward is important thing. Regarding this view what I found is he had had the wrong information about the question. The views given by the informants can be listed as follows:

It becomes effective if it is instant and students get encouraged.

To increase the students' concentration in their study.

It has to be conceptualized through inductive process.

It becomes the source of extra energy that strengthens them to continue their study.

Students may not be encouraged if it is introduced before.

To foster the learning process.

To let the students know that they have done something good.   Students will be attentive and competitive in their study.

Being based on the information drawn from the respondents what we can conclude is some gave importance on rewarding the students during

teaching learning process and only few disagreed on introducing reward during the process of teaching learning. But all of them agreed on giving reward to the students for their works which helps them to improve their learning.

5. What effect do you see on the student if they are rewarded for their works?

I had prepared this question to draw the information whether the reward given by the teacher to the students does bring any change in the activities of the students in the classroom. Similarly, this question aimed to draw the information what sorts of change does reward bring in the students' performance. Regarding this question, different informants gave different information. Although they did give different information the central idea of their information was the same, that if the students are rewarded for their works they become laborious and competitive which helps to increase the level of the students. Here, I would like to quote some informants. Informants II says "*They become happy laborious and active*". Similarly, informant IX says "*If the students are rewarded for their works they can take part actively in the classroom activities*". Most of the information given by the informants was that the students actively take part in the classroom activities which ultimately makes the teaching learning process fruitful. Similarly, one of the informants argued that it not only enhances the teaching learning process but also brings improvement in the teacher- students' relationship. The response obtained from the informants can be listed as follows:

Improvement in study and student teacher relationship.

Students become happy, laborious and active.

Result oriented.

They try hard to achieve success.

Positive towards learning and their participation in classroom activities increased

Students' level increased.

Feeling of competition among the students increased as a result teaching learning is enhanced.

From all the above discussion what we can conclude is if the students are rewarded for their works that brings positive effects in the teaching learning process which ultimately gives the better output.

6. What sort of changes have you seen in learning English through reward?

Regarding this question, every informant did have different opinions. Although they did have different opinions, they were not different from the view that reward brings positive changes in the learning process. To quote informant IX who says, *"Reward is a key factor to assist students in learning English. If the students are rewarded for their work curiosity is created in them and learning becomes more effective"*. Similarly, informant X says *"Students are interested to learn more"*.

The information given by the students can be listed as follows:

A great deal of improvement.

It makes students active inside the classroom as outside the classroom.

Students care their study, encouraged in their study.

Good, positive and result oriented.

Lazy students started reading.

Change in the feeling of inferiority.

Become laborious and competitive.

Students started to work hard.

Curiosity is created and learning becomes more effective.

Students were interested to learn more.

3.2 Analysis and Interpretation of the Secondary Level English Teachers Close-Ended Responses.

I have asked twelve close-ended questions to the secondary level English teachers along with the open-ended questions that I have analyzed in the previous section, i.e. 3.1. Here, in this section I have made an attempt to analyze and interpret the information collected from ten informants. Those informants were the Secondary Level English teachers of private schools from Tulsipur Municipality of Dang District. Their responses are analyzed as follows

1. Do you reward your students for their works?

This was the first and foremost question that I have asked to the informants. This question aimed to draw the information whether they (teachers) do reward their students for their works or not. For giving response to this question only two of the following options were given:

> (a)Yes
>
> (b) No

The following table shows the views of the informants.

Table No. 1

Informants	Option Opted	Percentage
I, II, III, IV, V, VI, VII, VIII, IX & X	a	100%
	b	

The table above shows that every informants opted for the first option, i.e. 'yes'. None of the informants were found to give the answer 'no'. This shows that every teacher ten out of ten rewarded their students for their works. From this what we can conclude is reward is an important thing that is to be introduced during the process of teaching learning.

2. How often do you reward them?

This question was asked to draw the information how often they do rewarded their students. For the response to this question the following options were given:

(a) Sometimes

(b) Always

(c) Rarely

(d) Never

(e) Often

The table below shows the response given by the informants.

Table No. 2

Informants	Option opted	Percentage
I, VI	e	20%
II, IV, V, IX, VIII, X	b	60%
III, VII	a	20%
	c	
	d	

The above table shows that three informants opted for option (a) i.e., sometimes, six opted for option (b), i.e. always and two opted for option (e), i.e. often. None of the informants were seen to opt for options (c) and (d), i.e. rarely and never respectively. From the information drawn from the ten respondents I have found that ten out of ten did reward their students, some rewarded always while others rewarded sometimes and often. From this what we can infer is, we need to reward our students during the process of teaching learning.

3. When do you reward them?

This question was asked to draw the information whether the teachers reward the students at the time of teaching learning inside the classroom or after the teaching learning outside the classroom. Regarding this question the following two options were given to be opted:

(a) During class hour

(b) After class hour

The table below shows the response given by the informants.

Table No. 3

Informants	Option opted	Percentage
I, IV	b	20%
I, II, III, IV, V, VI, VII, VIII, IX, X	a	100%

Regarding the question above, eight out of ten informants opted only for first option, i.e. during class hour and two informants opted for both first and second option, i.e. during class hour and after class hour respectively. From this we can now make a claim that we need to reward our students both during and after the class according to the situation.

4. When do you think it is good to reward students?

For giving response to this question only two of the following options were given:

(a) During class

(b) After class

The table below shows the views of the informants regarding the above question.

Table No. 4

Informants	Option opted	Percentage
I, IV	b	20%
I, II, III, IV, V, VI, VII, VIII, IX, X	a	100%

The table above shows that eight informants out of ten opted only for the first option, i.e. during class or at the time of teaching learning inside the classroom and two of the informants opted for both the first and second option, i.e. during class and after class. This shows that two informants thought that it is not only during teaching learning process but also after the teaching learning outside the classroom is good to reward students.

5. Did you find any impact of reward in the learning process?

This question was asked to draw the information whether the teachers did find any impact of reward in the learning process of students or not and for giving response to this question only two of the following options were given:

    (a) Yes

     (b) No

The table below shows the views of the informants regarding the above question.

Table No. 5

Informants	Option opted	Percentage
I, II, III, IV, V, VI, VII, VIII, IX, X	a	100%
	b	

The table above shows that every respondents opted for the first option i.e. yes which means the reward given to the students brought positive impact in the learning process of the students. None of the informants were found to give the answer no , that means every teachers thought that students need to be rewarded at the time of teaching learning which has positive impact in the learning of the students.

6. How did the students react to the reward provided?

This question was asked to the informants to draw the informant whether the students reacted positively or negatively after they were rewarded. For giving response to this question only two of the following options were given:

    (a) Positively
    (b) Negatively

The table below shows the views of the informants regarding the above question.

Table No. 6

Informants	Option opted	Percentage
I, II, III, IV, V, VI, VII, VIII, IX, X	a b	100%

The table above shows that ten out of ten respondents opted for the first option, i.e. positively. From this what we can claim is we need to reward our students for their works which may then make our teaching learning fruitful.

7. Were they happy?

This question was asked to the informants to draw the informant whether the students were happy or not after they have been rewarded. For giving response to this question only two of the following options were given:

    (a) Yes

    (b) No

The table below shows the views of the informants regarding the above question.

Table No. 7

Informants	Option opted	Percentage
I, II, III, IV, V, VI, VIII, IX, X	a	90%
VII	b	10%

The table above shows that nine out of ten informants opted for the first option, i.e. 'yes'. In response to the same question one informant opted for the second option, i.e. 'no'. At the same time I asked the why question to the informant to opt the second option and in response he gave the answer as, "Only the students to receive the reward are happy but others are not happy".

8. Did they try for more reward?

This question was asked to draw the information whether the students started laboring hard to obtain another reward once they were rewarded. For giving response to this question only two of the following options were given:

    (a) Yes

(b) No

The table below shows the views of the informants regarding the above question.

Table No. 8

Informants	Option opted	Percentage
I, II, III, IV, V, VI, VII, VIII, IX, X	a	100%
	b	

The table above shows that ten out of ten informants opted for the first option, i.e. 'yes'. None of the informants opted for the second option. This means the students started to labor hard to obtain other rewards ultimately that made them laborious. So we need not delay to reward our students.

9. Is it good to introduce reward during the teaching learning process?

This question has been prepared to draw the information whether the reward introduced during the teaching learning process disturbs the classroom activities or it increases the feeling of competition among the students that helps to achieve the desired objectives of the lesson. For giving response to this question only two of the following options were given:

    (a) Yes

    (b) No

The table below shows the views of the informants regarding the above question.

Table No. 9

Informants	Option opted	Percentage
I, II, III, V, VII, VIII, X	a	70%
IV, VI, IX	b	30%

In response to the question above seven out of ten respondents opted for the first option, i.e. 'yes' which means it is good to introduce reward during the process of teaching learning while three out of ten respondents opted for the second option, i.e. it is not good to introduced reward during the process of teaching learning. Seven of the respondents claim that it makes the classroom interesting increasing the feeling of competition among the students while three of them claimed on disturbing the classroom activities.

10. Does it foster the learning process?

This question has been asked to draw the information whether the reward given to the students for their works does foster the learning process or it simply does nothing to the teaching learning process.For giving response to this question only two of the following options were given:

(a) Yes

(b) No

The table below shows the views of the informants regarding the above question.

Table No. 10

Informants	Option opted	Percentage
I, II, III, IV, V, VI, VII, VIII, IX, X	a	100%
	b	

The table above shows that ten out of ten respondents opted for the first option, i.e. it does foster the learning process. None of the respondents opted for the second option, i.e. it does not foster the learning process. All of the respondents claimed that the reward presented to the students does foster the learning process positively.

11. Do you agree that giving reward fosters good teacher- students' relationship?

This question was asked to draw the information whether the reward given by the teachers to the students does foster for good teacher-students relationship or not. For giving response to this question the following options were given:

    (a) Agree

    (b) Strongly agree

    (c) Disagree

    (d) Totally disagree

The table below shows the views of the informants about the question.

Table No. 11

Informants	Option opted	Percentage
I, II, IV, V, VI, X	b	60%
III, VII, VIII, IX	a	40%
	c	
	d	

In response to the question above the informants opted for only two of the first options out of the four options given. The respondents were given four options to choose. Out of the ten respondents four respondents opted for the first option, i.e. agree and six respondents opted for the second option, i.e. strongly agree. None of the respondents were found to

disagree with the statement that the act of giving reward to the students fosters the good teacher-students relationship.

12. How often do you give verbal reward?

This question was asked to draw the information how often do the English teachers give verbal reward to the students and for giving response to this question the following options were given:

   (a) Sometimes

   (c) Always

   (d) Never

   (e) Rarely

The table below shows the views of the informants regarding the above question.

Table No. 12

Informants	Option opted	Percentage
I, II, IV, V, IX, X	b	60%
III, VI, VII, VIII	a	40%
	c	
	d	

Regarding the question the table above shows that four out of ten respondents opted for the first option, i.e. sometimes the teacher used to give verbal reward for their students for the works they have done. Similarly, six informants were found to opt for the second option, i.e. the teacher always used to reward the students for their works. But none of the respondents agree in not giving the verbal reward to the students and in giving reward rarely to the students for the works they have done. From this what we can infer is we need to reward our students for the works they have done regarding the teaching learning process.

3.3 Analysis and Interpretation of the Grade IX Students Open-Ended Responses.

I collected the data from the students who were studying at grade IX. The data was collected from hundred students who were studying in private schools of Tulsipur Municipality at Dang District. Out of hundred students fifty were boys & fifty were girls. Those students were from ten different boarding schools. I asked the students eight different open ended question for collecting the data. The analysis and interpretation of the information collected from the students is as follows:

1. How often do you have test of English subject?

Regarding this question I explored that 10% of the students used to have oral test once a week. Similarly, 20% of the students were given written test once a week, 10% were given twice a month and 70% of the students were given test in English subject once a month.
This shows that most of the schools used to take written tests and only a few schools used to have both written & oral test regarding the English subject.

2. Does your teacher reward you for your work?

This question was asked to drawn the information whether the students were given reward by their English teacher for the works they have done regarding the English subject. In response to this question hundred out of hundred respondents had given response yes, that means 100% of the students were given regard by their English teacher for the works they have done.

3. What sort of reward does your teacher give you?

I had asked this question to draw the information if the English teachers are practicing reward in their ELT classroom, what sort of reward they are practicing to reward their students. In response to this question thirty students were found to have given verbal reward, twenty students were given verbal reward as well as marks and grades, thirty students were given verbal and material reward and twenty students were given material reward. From this information what I can say is nearly 80% of the students were given verbal reward by their English teacher and only 20% of the students were given material reward. Similarly, 20% of the students were found to have given marks and grades as form of reward. Here, I asked the students what sort of verbal rewards do give the English teachers to them. In response to this question the students had the response like thanks, congratulations, well done, good etc. Similarly, some sorts of suggestions were also given to the students by their teacher. Likewise, material reward like book, copy, and pen were given to the students for the works they have done.

4. What sort of reward do you expect from your teacher?

This question was asked to draw the information what sort of reward do the students want from their English teacher so that they will have the desire for learning more and more English. In response to this question the students expected different thing like, praise and suggestions, economic help, scholarship, materials like informative books, exercise copy and pens. Regarding the same question most of the students expected materials reward like informative book related to English subject. Similarly, verbal reward & suggestions that could help to improve their English were also expected by more than 50% of the

students. Likewise only of few students expected economic help from their teacher that may help for their study.

5. How do you feel when you get reward from your teacher?

Regarding this question I have found different responses from the respondents. They have given the responses like feeling happy, satisfied, excited, heartful and enjoyment. To quote one of the respondent who says "I feel very excited & happy when I get reward from my teacher". Anyway none of the respondents were seem to be unhappy by the reward provided by their teacher. From this what we can infer is reward should be given to the students during teaching learning process to make the students happy. Without making the students happy & satisfied we cannot even imagine of running the teaching learning process smoothly. Similarly, if the students feel unhappy at the time of teaching learning it is for sure that our teaching learning process goes in vain. So in order to make the teaching learning process fruitful achieving the objective of the curriculum reward is seen as a most factor to be introduced before the students.

6. How do you feel when you get reward from your friends?

This question was asked to draw the information how the students feel when their friends reward them. Similarly, this question was asked to find out whether they feel much happier than at the time of being rewarded by their teacher. Regarding this question almost all the informants gave the information of being happy, full of joy, comfortable, proud etc. when they get reward from their friends. One of the informants says "I feel full of joy when my friends reward me". Similarly, another informant says "I feel proud of myself when I get reward from my friends". From all the above information drawn from hundred respondents we can infer that not

only the reward given by the teacher but also given by their friends is the motivating factor for making the learning fruitful.

7. Do you like being rewarded? Why?

This question was asked to draw the information whether the students like being rewarded or not. If they do why do they like being rewarded? Regarding this question, hundred out of hundred students argued for having a like for being rewarded. None of them were found not to like being rewarded. Similarly, in response to the why question they gave different responses. One of the informants says "Yes, I like being rewarded because reward always encourages and motivates us to do more good works. This helps to enhance our personality". Similarly, another respondent says "Yes I like being rewarded because it inspires me for my future endeavors." Likewise, another says "Yes because it encourages us to do better than before".

From all the information drawn from hundred respondent what I came to the conclusion is, reward is one of the motivating, inspiring and encouraging factor not only in the teaching learning process but also in other sectors of life as well. So, we teachers need to provide reward to our students at the time of conducting teaching learning.

8. Do you think that only material reward given to the students of the level like yours is good?

This question was asked to draw the information about the effectiveness of material reward given to the students of secondary level. Similarly, this question was asked to draw the information to which level material reward is more effective. Regarding this question almost all the

informants gave the response that material reward brings effectiveness in the learning process but not only material reward is enough to the students of secondary level. The informants claimed that along with material reward some sort of suggestions, praise, help and friendly behavior of the teacher is much more effective to the students of secondary level. Regarding the same question the respondent claimed that material rewards like, pencil, copy, chocolate, money etc. are more effective to the students of lower classes. The students claimed that as the level of students decreased the effectiveness of material reward increased and vice versa. One of the informants says "I think material reward and suggestion should be given to the students of the level like ours. Material reward may be more effective to the students of lower classes". Similarly, another informant says, no, praise and suggestions should be given to the students of the level like ours. Material reward is important to small children".

3.4 Analysis and Interpretation of Grade XI Students Close-Ended Responses.

I have asked four different closed ended questions to hundred students during the time of data collection. The analysis and interpretation of the data collected from the respondents goes like this;

1. 'Test is humiliating to the students', do you agree?

In response to this question I found that twenty five informants out of hundred agreed to it and seventeen students strongly agreed. Similarly, thirty one students disagreed and thirty seven students totally disagreed. This show that more than 50% of the students take test positively and they take test as chance of improving themselves. They think that the test

given to them time and again at the time of teaching learning usually make them competent because such test provide them with the chance of repeating the things they have studied.

2. Do you agree that teacher should give reward to their students for their works?

Regarding this question, I have given four options to the informants. Out of four options, forty four informants out of hundred opted for the first option, i.e. agree and fifty six informants opted for the second option, i.e. strongly agree. On the contrary none of the informants were found to opt for rest of the two options, i.e. disagree and totally disagree. From this information what we can infer is students always welcome the reward given to them by their teacher at the time of teaching learning which helps to enhance their learning.

3. Do you think that reward increases the feeling of competition among the students?

This question was asked to draw the information whether the reward given to the students increases the feeling of competition among themselves or not. Regarding this question, I have given only two options to the informants; either yes or no. in response to this question ninety nine out hundred opted for the first option, i.e. reward increases the feeling of competition among the students.
On the contrary only one out hundred informants disagreed on reward increasing the feeling of competition among the students.

4. Does the reward given by your teachers and friends motivate you in your learning?

I have asked this question to draw the information whether the reward helps in motivating the students in their learning or not. Regarding this

question almost all the informants opted for the first option, i.e. yes. None of the informants were found to disagree on the statement that reward motivates the students in their learning.

3.5 Analysis and Interpretation of the Data Obtained from Classroom Observations.

I have observed forty five classes of ten English teachers from ten different boarding schools. I did not have prepared the observation form in advance for observing the classes as my concern was to see the practice of reward by the teacher at the time of conducting teaching learning process, if they were practicing how they were doing so. Similarly, I had tried to observe the effectiveness of the practice of reward in the ELT classes. The analysis and interpretation of the data obtained from the classroom observations goes like this.

Teachers' Command over Subject Matter

Regarding the teachers' command over subject matter they were dealing the days I observed their classes, some teachers were found not to be sequenced while dealing about the subject matter. Although, they did have the knowledge about the subject matter they were dealing, they were found to be unsystematic. Majority of the teachers were so systematic that the classes were so interesting and the students were seen to be curious and active in the classroom activities.

Teachers' Personality

Dealing about the teachers' personality, majority of the teachers were found to be very good. Only few teachers were found to be neglecting their personality. Out of ten teachers one of the teachers was not found to be well dressed and another one was found not to have a good command over language during the class hour. Being a English teacher one of the

teachers was found dealing the subject matter using Nepali language. In average the teachers' personality was to be good.

Teachers Activity

Regarding the teachers activity inside the classroom, majority of the teachers' classes were found to be student cantered. One of the teachers' was found giving lecture to the students while dealing about the subject matter. The teachers were found giving responses to every questions of the students. Similarly, except one teacher others were found asking questions frequently to the students and if the students failed to give the correct answer, next student was asked the same question. If none of the students able to give the correct answer then only the teachers gave the answer. Majority of the teachers were found thanking the students if they gave the correct response. One of the teachers giving lecture rarely thanks the students if they gave the correct response. He only used to give a smile to the students if he or she gave the correct response and that was very rare. One of the teacher was found saying "I am poor listening" if the students gave the wrong answer and the students used to repeat the same thing at the same time for the correct response. After giving the answer if the students happened to hear I am poor in listening from the side of the teachers, they immediately used to correct their response. Some teachers were found alerting their students about the final exam. None of the teachers were found introducing material reward before the students at the time of teaching learning process.

Students Activity

In majority of the classes students were found so much discipline. Students were being actively engaged in the teaching learning process. They were responding to the teachers question frequently. Similarly, the

students were seen as an active participant in the learning process as they were frequently asking question to the teachers. Some students were just gossiping while the teachers was correcting their work or if the students were free, they just did nothing if they did they started whispering to each other. Sometimes the murmuring sound of the students was heard while the teachers were out of the classroom giving them some task. In majority of the classes students were found being engaged in solving the questions from SLC question bank as their exam was approaching nearer and nearer

Types of Reward Used by the Teachers

During the time of classroom observation different teachers used different rewards. Almost all the teachers used to use the phrases like well done, thank you, good, nice, keep it up etc. after the students gave the correct responses to the teachers question and for the works they have done. Some teachers were found giving some sort of praises and suggestions to the students regarding their study. I have taken all these suggestion, praises and other phrases like well done as a form of reward that helped the students in their learning. Similarly, one teacher was found giving marks to the students after correcting the assignment. The system of giving marks is also a type of reward for the works done by the students. This system is found to enhance the learning of the students making them careful while doing their homework. Any way teachers were found giving only verbal praise, suggestions and mark to the students at the time of teaching learning inside the classroom. None of the teachers were found introducing any type of material reward during my classroom observation in forty five classes.

3.6 Analysis and Interpretation of the Data Obtained During the Experiment.

I myself have experimentally practiced the effectiveness reward in the TESOL classes at grade nine. I carried out the research in twenty periods in each group i.e. experimental and control, spending thirty minutes to each period and to each group. The analysis and interpretation of the data obtained during experiment goes like this:

1. The first day, as I started the teaching learning process the students were as silent in both the group as I was a new teacher to them. I only provided the student in experimentally group with verbal reward and nothing to the students in control group.

2. During the second lesson, I introduced the prize; copy to the students from experimental group. Giving them class work I told them that the first student to come up with the correct answer will get the price; copy. Then the students started their works, the class was pin drop silent. After sometimes one of the students came up with wrong answer in a hurry and others stop their works but in the control group the students did the task taking helps from each other.

3. In the third lesson, I introduce the prize; pen to the students from experimental group but the students were unknown about that.

4. In my fourth lesson, the students did their task and the students from experimental group asked for the prize at the end of the lesson.

5. During the fifth lesson, I told the students that they will get special prize after the class works. The students were unknown about the prize. The students from experimental group actively participated

in the class room activities. They were doing the works being so much interested than the students from control group.

6. At the time when I started my sixth lesson, I introduced the prize pen and copy in advance. I told the students that they will be given the prize pen and copy if they would be able to obtain twenty out of twenty in their class work. For this I will give you five full marks question each day and in the fourth day the one to obtain twenty out of twenty will get the prize. While the students were given the class work they did not show their work to each other and at last they were asking about the marks they obtained but the students from control group shared their work to each other. After the seventh lesson, the students asked for the next days' lesson they have to study. In the seventh day also the students from experimental group did not take help from each other. Similarly, the same thing happened in the eighth lesson, but that day I told the students from experimental group about their next days' lesson. Then, when I conducted the class the students from experimental group gave the better performance than the students from control group. As the students from experimental group were pre informed about the next days' topic.

7. As none of the students was able to obtained twenty out of twenty, the same process started from the tenth lesson to the thirteenth lesson. During the time of teaching learning in those four lessons the students from experimental group made more mistakes in comparison to the students from control group. The students from experimental group were not sharing the ideas to each other and the class was so much silent but the students from control group shared their ideas to each other. Sometimes the students from control group were found talking about irrelevant matter.

8. While I was conducting the fourteenth lesson, the students from experimental group did not share each other's work and there were some grammatical problems. In comparison to experimental group, control group made fewer mistakes as they shared each other's ideas.

9. At the time while I was conducting my fifteenth lesson, the students thought that they will not be given any prize and they started sharing each other's ideas. In that lesson, the students from experimental group gave much better performance than ever before. Everybody got the prize pencil at last and they were seemed to be happy.

10. The sixteenth lesson, was giving the description of best friend. The students prepared the description of their own best friend taking help from each other and one of the students from experimental group to prepare the best description was rewarded with three pencils. Here as well the students from experimental group gave a better performance than the students from control group.

11. In the seventeenth lesson, the students were not given any material reward. Although the students were not given any material reward, the students from experimental group were seen taking part in the class room activities actively than the students from control group.

12. In the eighteenth lesson, I told the students from experimental group that they will get a prize after the class. I divided them in three different groups and gave them the class works. The class was seen so much interesting as the students were taking part in the activities. The students from control group were not so interested. Only few students were seen being engaged in the class room activities.

13. In the second last lesson, the student from experimental group was rewarded with a diary, he was very happy after gating the prize. The students were unknown about that.

14. After finishing the lesson, i.e. twentieth lesson, the students from experimental group raised a question for reward. During that lesson the students from experimental group were so much disciplined and silent while doing the task thinking that they will get some sort of reward after their class.

From all the above data obtained during the experiment I came to the conclusion that reward is one of such thing that helps to motivate the students towards their learning creating interest, curiosity and feeling of competition if it is introduced properly.

Scores obtained by students in different test

I myself took three different test to the students on whom I did my experiment. I took pre, while and post- test to the students from each group. The score obtained by the students was as follows:

Table No. 13

Group	Total score in pre test	Total score in while test	Total score in post test
Control	88.5	86.5	84.5
Experimental	89.5	92	91.5

The above table shows that the total score obtained by the students in control group is 88.5 in pre- test. Similarly, the score of the experimental group is 89.5. This shows that the experimental group has only one mark score more than that of the control group. In the same way control group obtained 86.5 and experimental group obtained 92 in the while test. This

shows that the total marks score obtained by control group is decreased by two marks and the marks score obtained by the students in experimental group is increased by 2.5. Now the difference in marks obtained by control and experimental group has increased to 5.5 from one. This statistic shows that the experimental group had made some improvement in their total marks score while the control group has obtained fewer marks than before. Likewise, the total marks score obtained in post-test by the students of control group are 85.5 and that of experimental group is 91.5. This shows that the difference in marks has increased to six from one. This statistic shows that the experimental group has made improvement in total marks score than before, although the marks in post-test has decreased by 0.5 than in while test in the experimental group. The total marks score in control group has decreased by two marks in the second test and again in the third test it decreased by one mark than in second test. Altogether the score decreased by three marks.

From the above statistic what we can infer is the practice of reward plays an important role in the teaching learning process.

CHAPTER-FOUR
FINDINGS AND RECOMMENDATIONS

4.1 Findings:

The present study tried to find out the practice of reward in the ELT classroom by the secondary level English teachers and its effectiveness in the teaching learning process. On the basis of analysis and interpretation of the information obtained the following findings have been drawn. The findings are followed by the recommendations for pedagogical implications.

1. Almost all the secondary level English teachers took reward as a motivating factor for the teaching learning process

2. Majority of the teachers were found using verbal reward frequently and few teachers were found using rarely but none of the teachers were found using material reward at the time of teaching learning.

3. The teachers were found rewarding the students inside the classroom at the time of teaching learning for encouraging the students in their learning.

4. Reward was found to bring positive impact in the teaching learning process as the students take reward positively given by their teachers.

5. Practice of reward was found to create the feeling of competition among the students. It makes the students active participant of the classroom activities.

6. Almost all the teachers were found to agree on the practice of reward for fostering the good teacher-student relationship.

7. It was found to be effective if the students were rewarded in front of the class rather than outside the classroom from which others

were also seem trying for that which made the teaching learning fruitful.

8. In the name of getting reward, students were found paying attention to their teachers at the time of teaching learning.

9. Regarding the students response, they were found claiming that reward motivates them in their learning. So, their teachers should give them reward. If they were rewarded they felt happy, excited and proud of themselves.

10. The students claimed that the use of materials reward was more effective to small classes but the use of verbal suggestions and praise along with materials reward would be more effective to the students of their level.

11. In majority of the schools scholarship, free-ship and some books and copies were given to class toppers as a form of reward.

12. From the experiment that I myself carried out I found that reward helped in maintaining the classroom discipline, it made the students active in the classroom activities which ultimately gave the fruitful result. Similarly, the students had the habit of studying at home in advance before the teacher dealt the matter inside the classroom. That helped in forming the habit of self-study which is one of the best ways of learning.

13. The students from experimental group gave better performance than the students from control group which showed that the practice of reward in the ELT classes was effective and fruitful.

4.2 Recommendations:

After conducting the study it is found that the practice of reward plays a vital role in TESOL at secondary level. On the basis of the findings, the following recommendations are made.

1. Both the secondary level English teachers and students take reward as a motivating factor for the teaching learning process. So that the English teachers should make proper use of reward in the TESOL classes.

2. Students were found expecting different types of reward from their teacher for improving their learning. So, in order to enhance the learning of the students a teacher needs to understand the needs and desire of the students for conducting the teaching learning process smoothly.

3. Material reward is found to create interest and feeling of competition among the students. Similarly, it made the classroom activities interesting which ultimately gave fruitful result. So that the English teachers should make proper use of the material reward along with verbal praise and suggestions.

4. The system of giving marks as a form of reward to the students assignment and classroom activities was found to be very much important for keeping the record of the students overall performance throughout the year rather than making the students either pass or fail only through final exam. So the system of giving marks to the students' daily activities should be adopted by the secondary level English teacher.

5. Reward is found to foster the teacher-student relationship. Without good teacher-student relationship we cannot even imagine for making our teaching learning process fruitful. So, in order to make

the teaching learning process fruitful a good teacher-student relationship need to be established by the English teachers through the use of reward in the TESOL classes.

6. Reward is found to develop the habit of self-study among the students which is the best way of learning. So, in order to help in the students self-study reward is an important factor.

7. We can achieve the fruitful result only of the students are happy and satisfied. So, in order to achieve the fruitful outcome of the teaching learning we need to reward the students.

8. The use of reward helped in making the students laborious and independent learners which helped in providing positive effects in the teaching learning process. So the English teachers need not delay in making use of reward in the TESOL classroom.

9. Material reward is found to be more effective in lower classes. As the level increases the effectiveness of material reward decreases and the effectiveness of verbal praise and suggestions as a form of reward increase. Keeping these things in mind a teacher needs to make use of the reward that suits the level of the students.

10. Reward should be taken as a catalyst of the teaching learning process which could then bring drastic change in the performance of the students.

11. Use of material reward is seen to be expensive. So, the English teachers should knock the door of the authority concerned for the management of material reward which could be of immense importance in the teaching learning process.

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