

**USE OF REWARDS IN DEVELOPING PROFICIENCY IN  
ENGLISH TENSE**

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

**Submitted by  
Bhawana Gurung**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2013**

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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.

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**Date: 23<sup>rd</sup> July 2013**

## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Bhawana Gurung** has prepared this thesis entitled **“Use of Rewards in Developing Proficiency in English Tense”** under my guidance and supervision.

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# **DEDICATION**

**DEDICATED**

**to**

**“MY MOTHER”**

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**Bhawana Gurung**



## **ABSTRACT**

The present research work entitled **“Use of Rewards in Developing Proficiency in English Tense”** has been carried out to find out the role of rewards in learning. For this, I have used both primary and secondary sources of data to collect the required information for this study. The whole class has been selected as there are only ten students sufficient for this study. For the collection of primary data twenty two days have been spared with the students where the test items based on the text book of grade-5 have been administered. The test items have focused on teaching tense aspect especially past tense, present tense, future tense and present continuous tense. There are a pre-test, four progress tests and finally a post-test. The secondary sources of data include various books, articles and websites related to the study. As per the title of this research I have used rewards (physical rewards: chocolates, color pencils, stickers and coloring books.) to motivate the students. The study has found learners’ improvement in comparison to the previous learning after providing them the motivation in the form of rewards. This study has proved that as much as the learners get rewards the better they are motivated which results in better learning. The results obtained in course of pre test, progress tests and post test are well enough to prove that reward system really brings changes in learners.

This research work consists of four chapters. Chapter one consists of introduction, general background, the situation of English language in Nepal, motivation and its types, need of motivation in learning, reward as a factor for motivation, role of rewards in teaching primary level learners and a glimpse of action research. Chapter two deals with the procedure adopted to carry out the research. It contains information on the sources of data, sampling procedure, tools and process of data collection and limitations of the study. Chapter three consists of analysis and interpretation of the data collected through tests held on the basis of textbook of grade-5. Chapter four deals with the major findings of the study on the basis of analysis and interpretation of the data obtained and

it also deals with some recommendations made on the basis of findings of the study. Finally, chapter four is followed by references and the appendices.

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