

CHAPTER-ONE

INTRODUCTION

1.1 General Background

Learning a language is not an easy process. It does not happen at a sudden change. The learners are required to practise a lot in course of achieving success in language learning. There are many factors which are directly or indirectly related to the learners' achievement of the language. In general, the learners are always in need of motivation. They might be different in nature, the way of learning, cognitive level, etc. These might be some reasons that cause the need for motivational factors to learn. To motivate means to arouse interest to do something.

Motivation is one of the influential factors in learning English. It is the key of success in learning process. Using motivational factors students will be enthusiastic in teaching learning process. They will be pushed to study English well. Every learner must have motivation in learning English. Without motivation, the goal of learning is difficult to be achieved. So, motivation is stimulus that comes from inside of individual, intrinsic motivation, and also can be influenced by external factor, extrinsic motivation. The motivation functions as a supporter or stimulus for students in learning English. So, the goal of learning can be attained easily.

The level of motivation that students possess influences the process and the success of learning process. For example, a learner who does not have motivation in learning English will be lazy to learn English because there is no any stimulus that drives him or her in learning English. In contrary, the student having high motivation will learn English hard. He will struggle to learn English.

Increasing student motivation is one of a teacher's responsibilities. Teachers must have strategies in increasing student motivation. The strategies which can

improve student motivation are giving interesting material, setting good goal and creating conducive learning situation. Keeping these strategies in mind this study is being carried out to find out some pedagogical implications in teaching learning with the help of rewards.

1.1.1 The Situation of English Language in Nepal

Nepal is a multilingual country where more than 123 languages having different status (according to 2011 national census) exist. Though our Government has not formally approved the use of the English language but it is a fact that informally it has been under the craze more than the Nepali language.

The credit to start English education in Nepal goes to the then Rana Prime Minister, Jung Bahadur Rana who established a school in Kathmandu, popularly known as Durbar High School in 1853 A.D.. It was the first step in the history of English education which was later transformed into a need for the Nepalese learners. Since then the craze over this language is increasing with the time. Now this language has been taught and learnt as a foreign language in schools and colleges of Nepal.

The English language is so widely spoken, it has often been referred to as lingua franca of the modern era and while it is not an official language in most of the countries, it is currently the language most often taught as a foreign language. So is the case in our context. In Nepal this language is taught as a foreign language. Willingly or unwillingly we are learning this language because we know the power of English. According to Bhattarai (2006, pp.11-16) - "Almost all university education, colleges and privately run academic institutions use English for all academic purposes- teaching, evaluation and research".

The spread of English is also getting support from the establishment of different NGOs, INGOs, privately run institutions and English-medium schools, etc. who prefer to use English as the means of communication.

The number of schools switching to English medium is increasing every year. It is just because people are well known to the potentiality of the English language that creates opportunities. This is the reason that everyone wants to have mastery over this language. We are compelled to learn this language as we know that it is the easiest way to get connected to the world.

According to Harmer (2007, p.18):

Nobody owns English anymore, whatever English we speak- Indian English, British English or Malaysian English-we have, or should have, equal rights as English users.

Now it has become a lingua franca which connects the people of one nation to the other. It is no more the language of so called Americans, British, etc. So it has gained the popularity of being a language of all speakers living in different parts of the world. In today's world if someone wants to get acquainted with new technology, information, means of entertainment s/he needs to have good English. English is one of the richest languages of the world and has become the language of science, trade and commerce and negotiations. Because, the spread of English has its wings on every field be it news, entertainment, knowledge, etc. the learners should keep themselves updated with the time.

1.1.2 Motivation and its Types

The word motivation derives from the Latin "motivus", a form of "movere", which means "to move" (creativetraining.com). It is thought to be responsible for why people decide to do something, how long they are willing to sustain the activities and how hard they are doing to pursue it. It is some kind of internal drive which pushes someone to do something in order to achieve something.

According to Mescon (1985):

The oldest technique used to motivate others is known today as the Carrot and Stick method. The name evolved from the stubbornness of donkeys who could only be moved by taunting them with a carrot (as cited in Anton, 2010).

Motivation is commonly thought of an inner drive, impulse, emotion, or desire that moves one to a particular action (Brown, 1994, p 152). It is taken as the positive energy which affects the nature of an individual's behavior, the strength of the behavior, and the persistence of the behavior. For instance: An individual has not eaten, he or she feels hungry, as a response he or she eats and diminishes feelings of hunger. To increase the level of motivation the teachers practice different ideas however, main focus should be on learners' improvement.

If we consider the classroom based practice we might get the materials, the teaching used, the constraints and the rewards involved as the influencing factors to create an effective learning (Harmer,1991,p. 5). To motivate learners to learn English language better, the teacher should pay due attention to these four factors of motivation.

Out of these four factors, reward is one of the crucial factors which helps the teachers to build desired behavior in learners. Rewarding does not need any kind of hard labor and it is an easy way to bring positive changes in the learners. Rewards have great effect on learners as they make them feel that their task has been recognized by the teachers. It makes them feel they are capable of doing something which works as a motivating factor for learners to learn more. When a learner is rewarded he is automatically encouraged toward learning. Reward always does not mean giving any monetary help rather it is a form of addressing learners' achievement, e.g. approval by the teachers can be proved to be effective in case of learners' performance. Rewarding the learners

mean a lot to them. It is human nature if we get any reward then next time also there is more possibility of good learning. Here is an example for more convenience: What motivates people to work? Why spend time and talent in the service of an organization when self-employed? The answer is: Because there is some 'reward' to do so. Once they get rewarded they try their level best to learn again.

Coon (1997) says:

Each time a response is made; it may be followed by a reward, by punishment, or by nothing. These results determine whether a response is likely to be made again (as cited in McConachie, 1999).

The purpose behind the application of motivation is to make the learners more attracted towards learning. To get achievement in learning English requires a great devotion towards the language. The learners may feel difficulty or lose positive attitude towards it. In such condition they need to be motivated in their learning. As we know all the learners may not be intrinsically motivated, in this case the role of motivation is highly preferred.

Some learners seem naturally enthusiastic about learning, but many need or expect their instructors to inspire, challenge, and stimulate them. Effective learning in the classroom depends on the teacher's ability to maintain the interest that brings the learners to the classroom. The level of motivation that the teachers bring to the classroom will be responsible behind the learners' better performance.

As Harmer (1991, p.5) discusses motivation as a strong factor affecting success in language learning with special focus on extrinsic and intrinsic motivation, here, the study was carried out relating to the factor which creates extrinsic motivation.

There are two types of student motivation.

i) Extrinsic Motivation

Bainbridge (2013):

Extrinsic motivation refers to motivation that comes from outside an individual. The motivating factors are external, or outside, rewards such as money or grades. These rewards provide satisfaction and pleasure that the task itself may not provide.

An extrinsically motivated person works on a task even when there is little interest in it because of the chances of getting some rewards. For example, an extrinsically motivated person who dislikes English may work hard if there are any conditions available for learning it.

Extrinsic motivation comes from outside. This is the motivation which gets you to plough on with something you don't like all that much ... because you know there'll be a reward at the end (Luke, 2010). This motivation is related to doing an action in order to receive an extrinsic reward or to avoid punishment. Here, the learners are forced to learn to achieve something. There might be little interest towards the subject matter but the learners are always in a mood to learn because there are rewards.

Extrinsic incentives can help children who avoid challenges to put in more effort, but only if the desired goal is within the child's reach (Smith, 2004, p.277). Extrinsic motivation encourages the learners to make an attempt while learning as it includes rewards and punishments. It gives strength to both the teachers and the learners to have more challenges. It is the motivation to perform and succeed for the sake of accomplishing a specific result or outcome.

Peneula (2013):

Sometimes, people think that extrinsic motivation is shallow or false – but it can be a very powerful force. Most difficult things become more bearable when you have got something to look forward to at the end.

Extrinsic motivation can help children who avoid challenges to put in more effort. They can be moved toward the success of learning as it assures them of achieving something at the end of learning. There are lots of choices to reward the learners like: trophies, medals, money, discounts, grades, entrance to programs or schools, etc can be proved to be effective to bring the learners within the goal of learning.

ii) Intrinsic Motivation

Intrinsic motivation occurs when we act without any obvious external rewards. We simply enjoy an activity (Cherry, 2013). Learners who show interest to learn themselves without the presence of any motivation are called intrinsically motivated learners. To be more precise, a student who is intrinsically motivated carries out an action solely for the purpose learning. The students who seem truly interested to carry out their tasks are intrinsically motivated.

Intrinsic motivation refers to engagement in an activity with no reason other than the enjoyment and satisfaction of engagement itself (Kaplan, 2010). It means if somebody completes a task with no regard to any rewards can be addressed as intrinsically motivated learner. Here, no rewards are in use to encourage him to do his task rather he has the positive feelings towards the learning. An intrinsically motivated student, for example, may want to get a good grade on an assignment.

Thompson (2011):

Intrinsic means internal or inside of yourself. When you are intrinsically motivated, you enjoy an activity, course or skill development solely for

the satisfaction of learning and having fun, and you are determined to strive inwardly in order to be competent. There is not external inducement when intrinsic motivation is the key to behavior or outcome.

Intrinsic motivation is about an action that is mainly done for the sake of getting satisfaction that comes with the completion of some sorts of tasks. Some common intrinsic rewards are task completion, feedback or result, acquisition of knowledge or skills, and a sense of mastery.

But this is not always possible in all learners. Because we know all the learners do not possess same perception towards learning that is why they seek motivation from their teachers. They depend on extrinsic factors to arouse interest toward learning.

1.1.3 Need of Motivation in Learning

Motivation is a process that elicits, controls, and sustains certain behaviors. Motivation is of particular interest to educational psychologists because of the crucial role it plays in student learning. Motivation is something which drives the learners to get more achievement in coming days. Motivating the learners mean you are trying to make them feel that they need to learn something in a way to get some achievement. Motivation in education can have better effects on students towards learning because it directs their behavior toward particular goals which later can be transformed into improved performance. Because students are not always internally motivated, they sometimes need situated motivation, which is found in environmental conditions that the teacher creates. All the learners may not have eagerness to learn the same thing in the same rate. It means their interest in learning differs from one person to another. This is the reason that seeks the presence of motivation in learning.

Pintrich and Schunk (1996, p.4):

Motivation is an important quality that affects all classroom activities because it can influence new behaviors and performance of previously learned behavior.

Teachers have a lot to do with their students' motivational level. A student may arrive in class with a certain degree of motivation. Student motivation refers to a student's interest, desire, compulsion, and need to participate in and be successful in the learning process. It is generally accepted that student motivation plays a key role in academic learning. Highly motivated students actively engage more in the learning process than less motivated students. Motivated students have a positive impact on learning. They take advantage of a given opportunity and show intense effort and concentration in the implementation of learning process. Also, they reveal positive emotions such as excitement, enthusiasm, interest, and optimism during learning.

On the other side, the less motivated learners are less interested in participating in the learning process. Most of the students are physically present in the class room but remain mentally absent. They often fail to actively engage themselves in the learning tasks. Such students are more likely to stop learning. Less motivated students should be guided so as to develop a favorable attitude towards the learning process.

Motivation can be created by the teachers considering those learners who are not intrinsically motivated towards learning. Many factors affect learners' motivation to work and to learn. There are many factors like: interest in the subject matter, perception of its usefulness, general desire to achieve, self-confidence and self-esteem, as well as patience, which are responsible for better learning. And, of course, not all learners are motivated by the same values, needs, desires, or wants. Some of the learners will be motivated by the

approval of others, some by overcoming challenges. Be it directly or indirectly, there is inevitability of motivation in every field.

Teachers should understand only providing those moral lessons do not work always. The way they teach the higher level students may not work in primary level as their age, interest, etc differ. They should consider some possible factors regarding the learners to bring changes in learning behavior. So we can say that to achieve success in language learning the learners should be within the reach of motivational factors.

1.1.4 Reward as a Factor for Motivation

Morgan et al. (1993, p.269) define the term motivation as “the driving and pulling forces which result in persistent behavior directed toward particular goals”. Motivation is not completely a new term. What is interesting about it is that it is commonly assumed to be a good thing that goes in influencing individual's behavior and performance at work. Student learning will occur in proportion to the effort that a student puts into learning. Therefore, a key task for the teacher is to encourage and promote student effort.

According to Ebata (2008):

It is motivation that produces effective second-language communicators by planting in them the seeds of self-confidence. It successfully creates learners who continuously engage themselves in learning even after they complete a targeted goal.

We know learners learning the same thing might possess different views towards the same subject matter. That is why it is very difficult to get same rate of achievement by all the learners. To improve student motivation, teachers use both intrinsic and extrinsic motivators. Intrinsic motivators rely on the value of the content and of learning to the student. Extrinsic motivators rely on the value of reinforcers or rewards to the student. In the classroom, these include

rewards, good grades, praise, and any other factor that can be introduced into the learning environment. All the learners are not intrinsically motivated. For those who are extrinsically motivated providing rewards will help them to be motivated extrinsically to achieve their desire. Learners like the feeling of accomplishment and recognition, and rewards provide a sense of recognition for a job well done. Extrinsic motivators can eventually produce intrinsic motivation through the sense of this recognition and accomplishment.

Cherry (2012):

Motivation is the process that initiates, guides and maintains goal-oriented behaviors. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge.

Rewards are defined as any contingently delivered consequence e.g., event, activity, object, associated with an increase in the future likelihood of a behavior in similar situations. Understanding rewards is of special importance because teachers not only want desirable behavior to be rewarded, but they also want to avoid rewarding undesirable behavior.

Rewarding someone means you have noticed someone who has got some positive changes in course of learning. One thing that should not be ignored is that whatever the rate of achievement is be sure that reward is for better learning. The days of the sticks to threaten the students for making them learn are no more applicable these days as increasingly, schools prefer to reward good behavior rather than punishments.

Children often have difficulty understanding the long-term benefits of many things they are expected to learn. It means each and every time they make achievement they should be appreciated with some rewards suitable to their age and interests. Do not count whether that is a big achievement or just an attempt.

The following are some basic guidelines in a way to reward the learners:

- i. Reward behavior not people. When rewards are provided be clear about the specific behavior that led to the reward.
- ii. Try to reward quickly because doing so tends to be more effective than delaying the reward.
- iii. Use rewards that are natural to the context, appropriate to the age of the learners, and easy to administer.

If a student knows they will receive certain rewards for learning or for certain classroom behaviors that can be a powerful reinforcer. For example, let there be a student who is struggling to learn the tense aspects in an English class. The teacher may offer a reward of a piece of candy every time the student correctly identifies the tense. While this motivates the student to learn the tense aspect, the motivation is for the extrinsic reward of the candy, which can act as a strong factor to lead the learners towards gaining intrinsic motivation in coming days.

There may be much more ideas to handle them but regarding this study the use of rewards were selected as a motivator for the learners. As we know rewards make them feel like they have got some remarkable achievement there is no question of getting them out of the track of learning. It can be fruitful to every learner, no matter what is their level and interest. The most and essential thing is that the teachers should regard the suitability of the rewards.

1.1.5 Role of Rewards in Teaching Primary Level Learners

Teaching learners is not easy as we assume it to be. Teaching means sharing knowledge, ideas, etc. in a convincing way. We know it is not easy to convince others. We need to practice a lot to be more clear ourselves for the purpose of convincing others. While teaching teachers should keep learners in their mind as the level, interest, etc. of the learners differ. Teaching should be in accordance to the learners' interest. They should apply different strategies regarding the learners.

Teachers want their learners to be intrinsically motivated to learn. They would probably dream of acquisition of knowledge being the reason enough for children to go to school and the achievement of academic success only incentive required keeping them interested and involved in learning. In real world, this is almost a dream, because we know every learner is different than other. In classroom, some students probably are unmotivated and uninterested most of the time; most students certainly are unmotivated and uninterested some of the time. To handle such situation teachers need to provide some extrinsic motivation, in the form of rewards in learning. Reward systems are an excellent way to engage young children in school lessons and homework.

Bradley (2011):

Keeping students motivated plays a huge role in their academic success.

For elementary school students, who are still establishing the foundation of their education, staying motivated is key to keeping them interested in school and in doing well.

Teachers often create reward systems to keep their students motivated by offering prizes and rewards for good behavior. There are many different systems that can be used, so it's up to the teacher to take age into consideration and decide which one works the best for their classroom. Most of these systems include recognizing well-behaved students and those who accomplish tasks such as turning in homework, arriving on time, answering questions correctly and playing fairly with their classmates. No matter what have you rewarded someone, the most important is that reward should be provided for making positive changes in learning behaviors.

Students who have something to work for will be happier, and the threat of losing rewards will help you do deal with behavioral problems. Rewards can be anything students like, such as books, stationary, or toys considering their age and interests. Rewards do not need to be elaborated as students will work for

almost any reward. If your school refuses to commit to buying prizes for the students, just get some cheap stickers. Students will work for any kind of prize, though better rewards will motivate them more.

Rewards are normally used as a type of motivational strategy designed to encourage students to complete a task efficiently. Classroom rewards systems are known to be a great option for teachers who want to keep their students in line. Since the student will benefit from a reward system, they are known to be very effective. To make reward system more effective amongst younger children reward system really needs to reflect day-to-day and week-to-week achievement in small, measurable steps. It is just because that the younger learners cannot have patience as those adult learners.

Kristina (2009):

To properly manage a classroom, I feel it is important that teachers use some form of positive reinforcement techniques. As stated in the Positive Reinforcement article, "Positive reinforcement is anything that occurs after a behavior that increases the likelihood that the behavior will reoccur.

Many teachers believe that reinforcing appropriate behaviors can have positive results since children tend to continue or repeat an action that is rewarded (Davies, 2004). Learners are always in need of some kind of motivational factors be it primary level or higher. It is easier for the teachers to build up desired behavior in them if they follow up the use of rewards in teaching. Teachers are not required to go for any kind of rewards that seek large investment rather they can go for some simple but effective rewards like: sweets, candies, toys, etc. regarding their age and interests.

Once you provide them rewards after getting their positive responses then the learning occurs without any hindrance. They will automatically be motivated to

learn as they are known to the fact that they will achieve something for making their learning better. So we can say that rewards provide better learning environment for the teachers and learners both.

1.1.6 A Glimpse of Action Research

Action research, propounded by Kurt Lewin, the American psychologist of the 1940s for the first time assuming to bridge the gap between the theoretical and applied research (Norton, 2009, p.51). Lewin argued that in order to understand and change certain social practices, social scientists have to include practitioners from the real social world in all phases of inquiry. This construction of action research theory by Lewin made action research a method of acceptable inquiry. Here, the researcher does something practically following the strategies of research.

Carr & Kemmis (1986, p. 165):

Action research is a process of concurrently inquiring about problems and taking action to solve them. It is a sustained, intentional, recursive, and dynamic process of inquiry in which the teacher takes an action purposefully and ethically in a specific classroom context to improve teaching/learning.

Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research (Ferrance, 2000). This research believes in the practical activities carried out in a classroom rather than providing just theories to the learners. The main aim behind carrying out an action research is to change the system for the purpose of introducing some influencing ideas to bring changes in the existing system. The aim of this research is to identify the problems in the

existing system and getting the proper solutions of them in a way to bring desired changes.

“Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research” (Ferrance, 2000, p. 1). In the field of education this research plays a significant role because here the researcher gets feedback from the learners in a collaborative environment where s/he gets an opportunity to improve practice and professional knowledge.

During the past few years, special attention has focused on one form of classroom-centered research which is called action research which is seen as being small scale and situational focused on a particular problem, to try to understand and perhaps solve some concrete problem in an individual teacher's classroom.

In empirical forms of research, the researcher does research on other people; in action research, the researcher does research on him or herself in order to bring about improvement and contribute to new knowledge. Action research places its emphasis on the solution of a problem here and now in a local setting. It is a systematic method of solving problem or making practices better.

Conducting action research in education can be a rewarding experience for teachers and can lead to new ideas and strategies to promote student success. Here we get chances to try out different ways of doing things in our classroom or in our school, until we find something that really works for us and for our students.

According to Carr and Kemmis (1986) the characteristics of action research are explained as follows:-

- i. Social practice: Since education is a social practice then positivism is

inappropriate because its methodology is derived from the physical sciences, and educational issues are inevitably messy and ill defines and take place in complex contexts.

- ii. Aimed towards improvement: It has the avowed intention of making things better than they were before.
- iii. Cyclical: Each cycle can be short – maybe just a few hours, days or weeks. What we have to be aware of is that action research is interpretive and needs to be thought of in terms of further refinements in following studies.
- iv. Systematic enquiry: Action research appears to be very flexible way of doing research and so is attractive to those who might not have complex or advanced research skills. We have to be even more careful about our research designs and analyses of our findings.
- v. Reflective: Since action research is both action and research oriented, the inquiry starts best with an initial question that is action oriented. Those involved in a particular piece of action research will have many different perspectives and expectations. In order to engage them, this starting question needs to reflect some common ground between all those perspectives and expectations.
- vi. Participative: Both the researcher and subject are active participants in the research process; There is no distinction made between those involved in the “action” and those involved in the “research”.
- vii. Determined by the practitioners: Those of us who are actively involved in the practice must decide on the topic of the research. It is driven from your own need to know why there is a problem or an issue in your

students' learning and what you might be able to do to improve matters (as cited in Norton, 2009, pp. 54-56).

Going through all these characteristics of action research we can be sure that for making positive changes in learning habits of the learners this research really provides a fruitful result. All these points which have been presented as the characteristics of this research are important to each other as they all fulfill the requirements of this research. Each and every point is meaningful to the researcher and the learners as well because we know they all carry the exact character of this research.

Tools used to carry out this research:

- i. Pre-test:- This is the first test administered to get acquainted with the learners' present level in the subject matter without the involvement of teaching and rewards. To carry out the pre- test a test item has been prepared with 50 marks (see Appendix-C).

- ii. Progress Tests: - These tests have been administered after introducing the reward system to record the improvement of the students in the presence of rewards. Each progress test has been administered after teaching for four days. These tests have carried 10 marks each (see Appendix-D, E, F & G).

- iii. Post-test:- It is the last test focused to measure the difference in terms of the results that they perceived before and after the use of rewards. The same test item has been used in both pre-test and post-test.

1.2 Review of the Related Literature

English is a foreign language for us. Everybody wants to possess good English because this is taken as the language of knowledge. By this we can assume how much has this language affected in the lives of people. To learn a foreign language needs motivation towards the language. It means motivation has a great role in learners' performance.

There are many researches which are carried out in the educational field regarding the role of motivation. The topic of this research is more or less related to the motivation as it is related to the factor that causes extrinsic motivation.

McConachie (1999) has carried out a research on "Breaking the Silence, A Mother's Personal Struggle With Selective Mutism". This research has focused on the objective of how a selective mute child can be moved towards speaking in the classroom. For this research, he has selected a child, Jynikka and her selective mutism. To accomplish his research he has followed the consistent reward system. Through this research, he has come to a point that building self-esteem and consistency in her life along with a "Reward System" has proven to be the most effective technique.

Bashyal (2000) has conducted a research under the Department of English Education on the topic "A Study on the Strategies Prevalent in Creating Motivation in Teaching English in Higher Secondary Schools in Palpa". He has carried out the study to find out the problems and techniques of motivation generally used by the teachers in Higher Secondary Levels in Palpa district. To get the required information he has followed the survey method. In his study he has concluded that the learners should be exposed to English language inside and outside of the class and the learning environment should be sound enough to let the learning occur.

Broussard (2002) has submitted a thesis entitled "The Relationship between Classroom Motivation and Academic Achievement" in first and third graders to

the graduate faculty of the Louisiana State University. The purpose of the study has been to determine if there is a relationship between children's classroom motivation and their academic achievement. Motivation data have been collected via child interviews using Harter's (1980, 1981) Scale of Intrinsic versus Extrinsic Motivational Orientation in the Classroom. The finding of this study has shown that as intrinsic motivation increased, academic achievement increased.

Chand (2007) has carried out a research on "Motivation Towards Learning English by the Teenagers in Nepal" trying to find out the motives and their attitudes towards English language which cause them to learn English language. For his research he has used motivation questionnaire form. The students have been asked to fill up those forms in a way to get the information for his study. The majority of students have been found learning English for different reasons: to get job, to pass exams, to gain prestige, to get good opportunities, etc.

Gyanwali (2007) has carried out a research on "English Teachers' Motivational Techniques". In his study he has tried to find out the motivational techniques followed by the teachers of Public Schools especially in Dang (Deukhuri) who are teaching in Grade-5. To find out the teaching techniques applied by the teachers he has observed the classes with the help of a checklist to get the required information for his research. He has suggested the teachers to follow teaching materials and warm up activities before beginning the lesson to motivate the students towards learning. He also has focused on pre-service training and in-service training for the improvement in untrained teachers.

Simpson (2008) has carried out a research on the topic "Self Determination in the Classroom". The purpose of this research project is to find out the better teaching style to improve academic achievement in math. To achieve the objective of his research he has let the students to use their own learning styles while learning math. The result of this study has demonstrated an overall

increase in self-efficacy, motivation, and academic achievement in math for all students.

Singh (2008) has conducted a research entitled “Role of Motivation in English Language”. The objective of his research is to find out the effectiveness made by instrumental and integrative motivation. In this research he has used motivation survey questionnaires and tests items to collect the required information. The findings of his research have proved that the instrumentally motivated students has higher proficiency in reading and writing in comparison to integratively motivated students.

Kirstein (2010) has conducted a research on the topic “The Role of Motivation in Human Resource Management: Importance of Motivation Factors Among Future Business Persons”. The main objective of his research is to find out the motivation factors which are seen as the most important by students considered as future business persons. For this research he has used the questionnaire where the respondents have been asked to rank thirteen motivation factors in the order of their importance. The findings of his study have indicated that interesting work and good wages are the most important factors for all students.

Sah (2010) has conducted a research on “Role of Intrinsic Motivation in English Language Learning” to find out the number of intrinsically motivated learners and to analyze the role of intrinsic motivation in English learning. To get the required information for her research, motivation observation form and close ended questions have been used. This research has showed that the number of intrinsically motivated students is higher and concluded that the intrinsic motivation has great significance in study as it makes the learners self aware of learning.

Research history of English Department of Education Faculty shows that many researches have been carried out considering the role of motivation in learning but there is no single research particularly done on the effectiveness of rewards in learning. So this study is an attempt to fulfill this gap. This study is different

from those in the sense that it is related to the role of rewards on primary level learners. It is hoped that this study will bring a fruitful result in the field of teaching. Here my focus was to analyze the role of rewards as a factor for motivating the primary level learners. Considering the purpose of the study I selected to go for an action research to complete this study. As we know typically action research is undertaken in a school setting this was the main cause that I had selected this research as a tool to carry out my study. I had selected this research as it deals with finding solutions of the problems with the help of action rather than dealing with the theoretical ideas.

1.3 Objectives of the Study

The objectives of the research were as follows:-

- i. to develop students' proficiency in English tense with the help of rewards, and
- ii. to provide some pedagogical implications.

1.4 Significance of the Study

This study is related to the use of rewards considering how to develop proficiency in English tense. This study makes teachers known to the positive results that rewards bring in learning. So it will especially be significant to the language learners, teachers, parents, subject experts and other researchers. It is beneficial for those who are interested in making changes to achieve success in learners' achievement with the use of rewards.

CHAPTER: TWO

METHODOLOGY

To carry out the research the following methodology has been used.

2.1 Sources of Data

Both primary and secondary sources of data have been used in this study.

2.1.1 Primary Sources of Data

The students of grade-five are the primary sources of data.

2.1.2 Secondary Sources of Data

The secondary sources of data have been collected from related books, journals, articles and related sites and other online resources related to this study; for example, Harmer (1991), Morgan, T.et.al. (1993), Pintrich. & Schunk (1996), Kumar (2005) and Norton (2009) are few to name.

2.2 Population of the Study

There are ten students of grade –five from Landmark International School as the population of this study.

2.3 Sampling Procedure

The sample population consists of ten students studying in grade-five. They have been purposively selected from a school of Kirtipur.

2.4 Research Tools for Data Collection

As research tools for this study there are test items: a pre-test, progress test-1, 2, 3, 4 and a post test based on the textbook from grade-5. These test items have been prepared with full marks of 10 for progress tests and 50 for pre-test and post test.

2.5 Process of Data Collection

I have gone to the purposively selected school and selected ten students from the grade-five. The following activities have been done to collect the data:

- i. A pre test has been administered without teaching and any motivational factor. This test has carried 50 marks (see appendix-c).
- ii. Intervention- An intervention is a combination of program elements or strategies designed to produce behavior changes or improve learning behavior of the students. Here, as an intervention rewards have been introduced, especially the physical rewards like sweets, stickers, chocolates, color pencils and coloring books just before administering the progress tests.
- iii. For each progress test students have been taught for four days on the basis of the lesson plan based on the text book of grade-5 (see Appendix- A & B).
- iv. Four different test items have been prepared for progress tests (see Appendix-D, E, F & G).
- v. At last, a post test has been administered using the same test item used before in pre-test.
- vi. The results obtained in pre test, progress tests and post test have been compared and the findings have been presented qualitatively and quantitatively to show the differences in their marks before and after rewards.

2.6 Limitations of the Study

This study is not a broad study. So it has some limitations like:

- i. The sample population includes only ten students of grade-5 from the school of Kirtipur, Kathmandu.
- ii. This is limited to the learning of English language not others.
- iii. This is limited to the tests held on the basis of textbook of grade-5.
- iv. The test items have focused on teaching tense aspect.

- v. Only four items have been selected to teach the students: a. Past Tense, b. Present tense, c. Future Tense, and d. Present Continuous Tense.
- vi. This study is limited only to the role of rewards in learning English tense.
- vii. This study follows the use of physical rewards like sweets, stickers, color pencils, coloring books and chocolates.

CHAPTER: THREE

ANALYSIS AND INTERPRETATION

In this chapter, the analysis and interpretation have been presented with the help of data collected mainly from the primary sources. To find out the role of rewards in teaching English to grade-5 students, pre-test, progress tests and post test have been used. The results obtained through these tests have been presented with the help of simple diagrams and tables for the purpose of analysis and interpretation.

The analysis and interpretation has been done both statistically and descriptively to make this study as fair as possible.

The collected data has been analyzed and interpreted as follows:

3.1 Holistic Analysis of the Pre-Test and the Post- Test

3.1.1 Analysis of the Result of the Pre-Test

It is the first tool administered to get acquainted with the students' present level in the subject matter from the textbook of grade-5. There is no involvement of teaching as well as no use of any rewards. For this test there is a test item with 50 marks. The test item has been prepared relating to simple past tense, simple present tense, simple future tense and present continuous tense. The following table shows the marks obtained by the students in the pre-test.

Table No.1

Marks Obtained by the Students in the Pre-Test

S.N.	S ₁	S ₂	S ₃	S ₄	S ₅	S ₆	S ₇	S ₈	S ₉	S ₁₀
O.M.	46.5	45	42.5	40	38.5	31.5	29.5	25	24	15
Full Marks=50		Total Marks =500			Obtained Marks=337.5			Percentage =67.5%		

The above table presents the result obtained in the pre test. The test has got the result of 337.5 out of 500 total marks (67.5%). This is the first test before introducing rewards in learning. Here the students have not been assured about any rewards.

3.1.2 Analysis of the Result of the Post-Test

Post-test, the final tool for this study has been carried out to find out the actual progress that students made after getting rewards. For the purpose of carrying out the post-test I have administered the same test item administered while carrying out the pre-test. It is the last test which is important as it is a tool to get known to the role of rewards in teaching to primary level learners. It has been administered after the students' participation in all those progress tests. The following table presents the students of grade-5 with their scores obtained in the post-test.

Table No.2

Marks Obtained by the Students in the Post- Test

S.N.	S ₁	S ₂	S ₃	S ₄	S ₅	S ₆	S ₇	S ₈	S ₉	S ₁₀
O.M.	50	50	50	50	50	49	49.5	44	46	38.5
Full Marks=50		Total Marks =500			Obtained Marks=477			Percentage =95.4%		

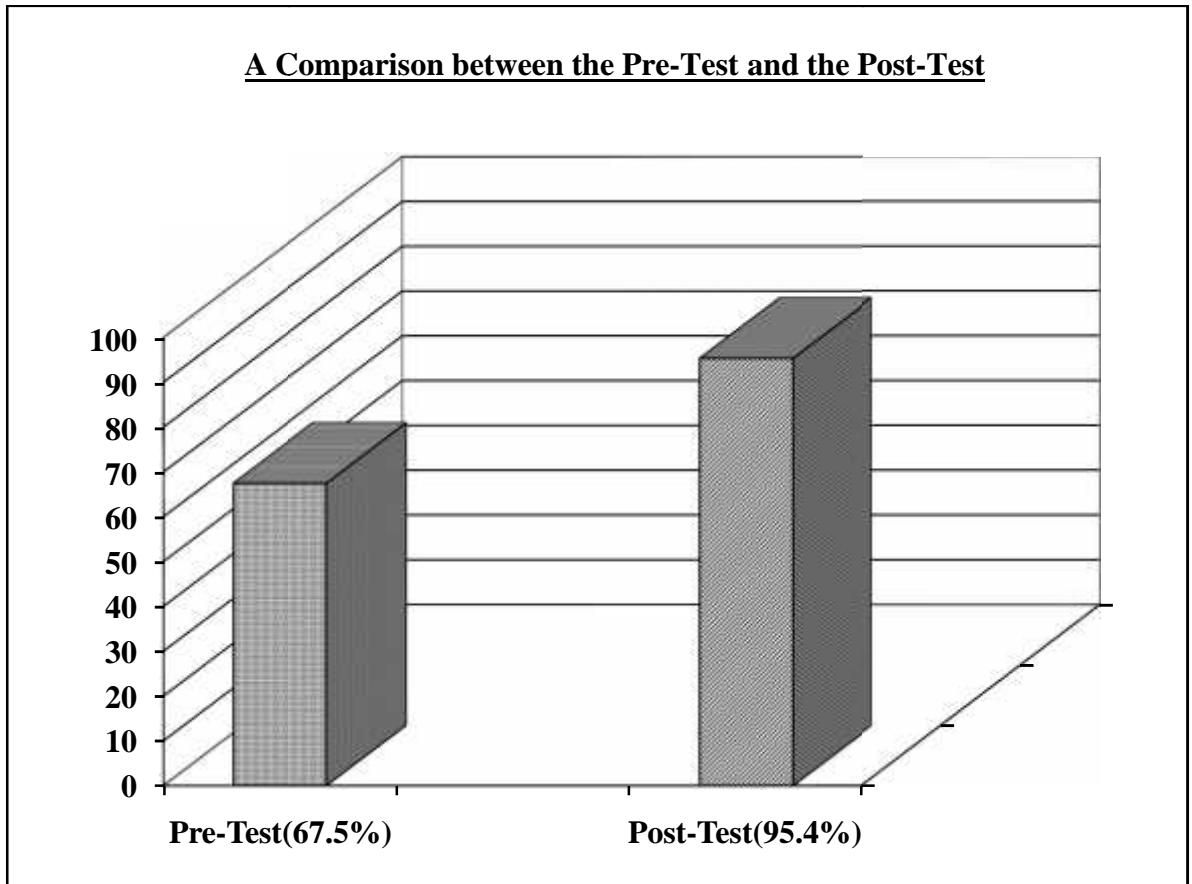
The scores obtained by the students show that the score is 477 out of total marks 500 (95.4%). In the pre test the result is 67.5% while the score in the post test is 95.4%. So, it has been proved that rewards are influential to bring change in their scores.

3.1.3 A Comparison between the Pre- Test and the Post Test

Pre-test is the first tool administered to get the required information for this study without the involvement of rewards. During this, a test item carrying 50 marks has been administered where the focus is on teaching different tense: simple present tense, past tense, present continuous tense and simple future tense. While administering this test the students have scored 67.5%.

Similarly, the post-test is another tool which has been administered with the help of same test item administered before in the pre-test. The difference between both the tests is that the previous one has been administered at the beginning of this study whereas the latter one has been administered at the end of this study. Besides this there is one more difference between these two tests, i. e., there is no use of teaching and rewards in the first test but the last one has been conducted in support of both the teaching as well as rewards. During this test the students have scored 95.4%. Here is a diagram that shows the comparison between the pre-test and the post-test as fair as possible.

Diagram No.1



The diagram mentioned above has presented the results obtained by the students in course of both the pre-test and the post-test. In the pre-test students are able to score 67.5% and in the post-test this percentage has been increased in to 95.4%. The difference in both the tests in terms of results has been caused due to the reward system which has been followed in course of the post-test.

3.2 Holistic Analysis of the Progress Tests

3.2.1 Analysis of the Result of Progress Test-1

This is the first test which has been administered just after introducing the reward system in learning. For this, the class has been taken for four days where the focus is on teaching present tense. There are three items included in this test: 1. Make any 5 sentences using present tense, 2. Choose the correct verb from the given brackets and, 3. Use the given verbs using present tense. Before holding this test the students have been made assured about the rewards

that they are going to get in case of obtaining better marks than the pre test. This test has been carried out with the test item of 10 marks where each of the students has been able to score the following marks presented in the table.

Table No.3

Marks Obtained by the Students in the Progress Test-1

S.N.	S ₁	S ₂	S ₃	S ₄	S ₅	S ₆	S ₇	S ₈	S ₉	S ₁₀
O.M.	10	10	9	7.5	7	7.5	7	6	6	6
Full Marks=10		Total Marks =100			Obtained Marks=76			Percentage =76%		

This is the first test after including rewards in learning. In this test the students are able to score 76 out of total marks 100 (76%). This time, stickers have been used as rewards. For the purpose of making all students active participants in remaining tests, I have rewarded all the students differing only in terms of quantity of the rewards.

3.2.2 Analysis of the Result of Progress Test-2

For the purpose of progress test-2, past tense has been selected as a teaching item. The test item includes two different types of items :1) Choose the correct verb form from the given box and 2) Write any 5 sentences on what you did yesterday using past tense. Following table shows the scores obtained by the students in course of progress test-2.

Table No.4

Marks Obtained by the Students in the Progress Test-2

S.N.	S ₁	S ₂	S ₃	S ₄	S ₅	S ₆	S ₇	S ₈	S ₉	S ₁₀
O.M.	10	10	9	8	8	8	8	7	8	7
Full Marks=10		Total Marks=100			Obtained Marks=83			Percentage=83%		

During this test the students are able to score 83 out of 100 marks in total (83%). Here, color pencils have been used as rewards. I have tried my level best to provide all the students with rewards hoping to activate them for further better learning. This is the second progress test which has the better scores in comparison to the progress test-1.

3.2.3 Analysis of the Result of Progress Test-3

This is the third test which is focused on teaching of future tense. The test item has been administered with full marks of 10. The given table presents the obtained marks in course of carrying out the progress test-3.

Table No.5

Marks Obtained by the Students in the Progress Test-3

S.N.	S ₁	S ₂	S ₃	S ₄	S ₅	S ₆	S ₇	S ₈	S ₉	S ₁₀
O.M.	10	10	9	10	8	8	9	8	9	8
Full Marks=10		Total Marks =100			Obtained Marks=89			Percentage=89%		

For the purpose of rewarding the students, I have used coloring books in this test. Each time I have tried to use those items which are attractive to them. The rewards provided in course of progress test-2 have been proved to be effective as they scored 89 out of 100 total marks (89%) in progress test-3.

3.2.4 Analysis of the Result of Progress Test-4

This is the last test under progress tests where the test item is focused on present continuous tense. There are two items included in this test: 1. Choose the correct verb form from the given box and, 2. Write any five sentences about what you are doing with the help of present continuous tense. The test item has been prepared with 10 marks where each student has scored the marks presented in the table

Table No.6

Marks Obtained by the Students in the Progress Test-4

S.N.	S ₁	S ₂	S ₃	S ₄	S ₅	S ₆	S ₇	S ₈	S ₉	S ₁₀
O.M.	10	10	10	10	9	8.5	8.5	9	9	9
Full Marks=10		Total Marks =100			Obtained Marks =93			Percentage =93%		

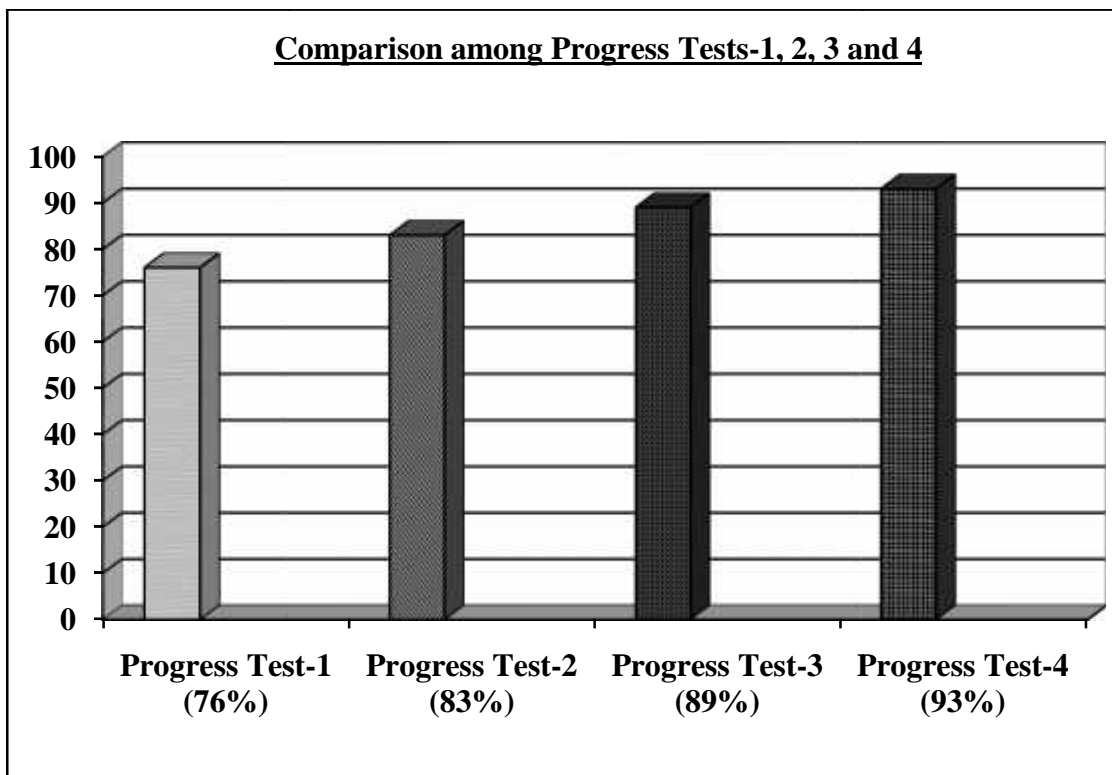
Here students' score is 93 out of total marks 100 (93%). This is the last test which has been administered to record their improvement in the presence of reward system. This is important as it is the final progress test which has been responsible to influence the test result of the post test.

3.2.5 Comparison among Progress Tests-1, 2, 3 and 4

After the completion of the pre-test, rewards have been introduced in the learning system as an intervention just before administering the progress tests.

The progress tests have been administered for four times. Each test has carried out with the full marks of 10 where the focus is on different tense aspect taught within a period of four days. To carry out the progress tests, physical rewards like chocolates, color pencils, stickers and coloring books have been used. The main objective to introduce rewards in the learning system is to check its role in the learning behavior of the students relating to their scores. The main purpose to administer the progress tests is to check the improvement of the students that they have been hoped to make in course of learning in the presence of reward system. Each time as these tests have been administered, the better results have been achieved from the students. Their participation in each test has been got better with the influence of those rewards.

Diagram No. 2



In the above mentioned diagram the improvement made by the students in course of these progress tests have been presented where each progress test has been compared with that of another progress test. If we compare these tests with one another then we can find the difference in their scores.

Here is a comparison of these four progress tests separately:

Progress Test-1: This is the first test under the progress tests which has been carried out after introducing the reward system in learning. To carry out this test a test item with full marks of 10 has been prepared where the test items have been selected relating to the simple present tense. During this test, the students have scored 76% which is better in comparison to the pre-test where they have scored 67.5%. This shows that the introduction of the rewards has been making positive influence on the part of the learners.

Progress Test-2: This is the second test after including rewards in learning. A test item has been prepared relating to the simple past tense. In this test, the students have scored 83%. This is again a better result than the previously obtained result. It can be said that the students are under the influence of rewards.

Progress Test-3: This test has been prepared with the selection of simple future tense where the students have scored 89%.

Progress Test-4: The final test under progress tests where the test items have been selected relating to the present continuous tense. This is the last test in which the students have scored 93%.

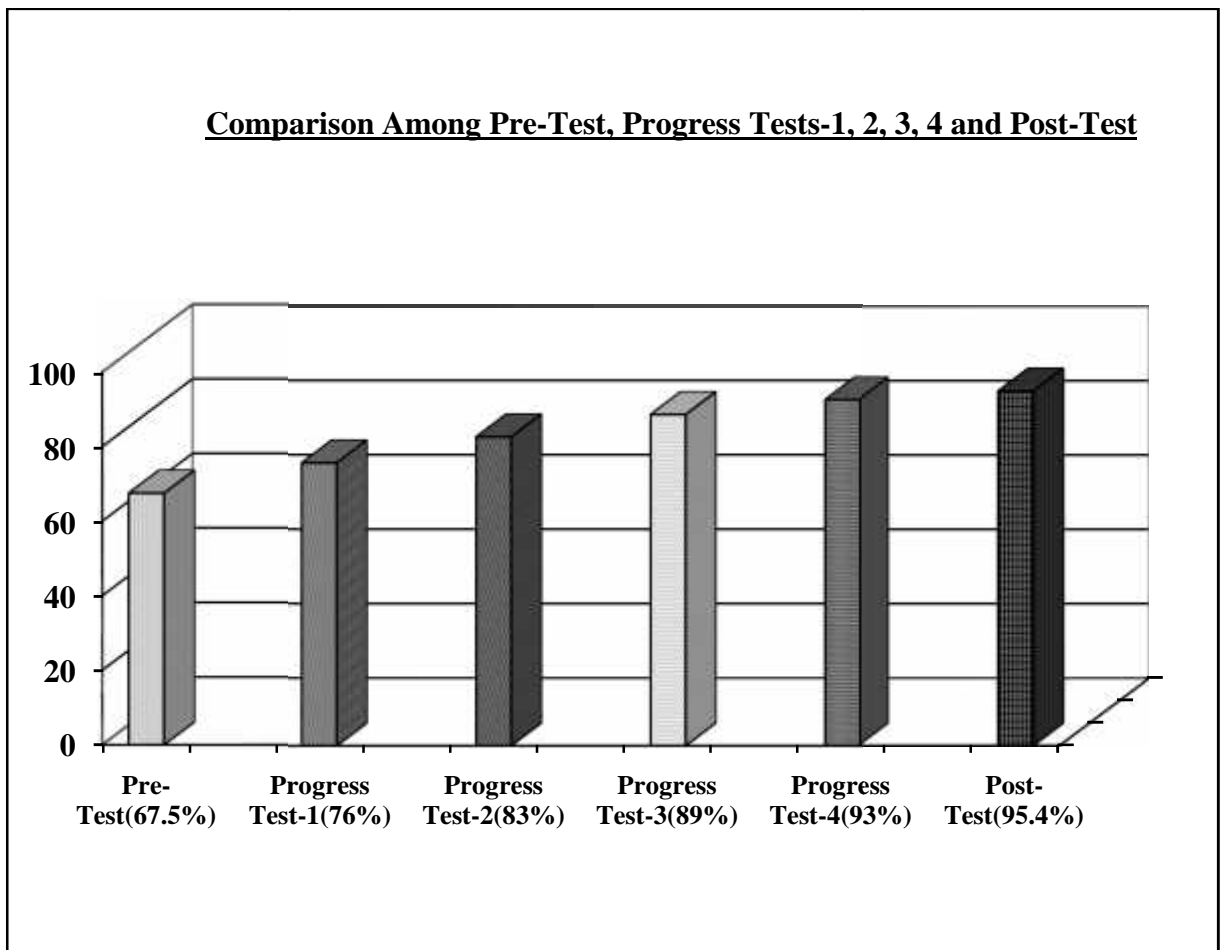
Throughout all these four progress tests, all the students seem making progress in each test. There is better result in each test in comparison to the previously held test. So it has been proved that rewards are good to include in learning as they try to make their learning better.

3.3 Comparison among Pre-Test, Progress Tests-1, 2, 3, 4 and Post-Test

The purpose behind presenting the data obtained in the pre-test, the progress test-1, 2, 3, 4 and the post-test in the given diagram is mainly to compare the improvement made in each test by the student in terms of obtained marks in the presence of reward system. I have presented the comparison in the given diagram to show the changes in learning that has been caused by the reward

system. With the help of the given diagram, students' performance in each test has been presented. It shows scores of students in each test. Here, the result of each test has been presented comparatively to make this study as fair as possible.

Diagram No.3



In this diagram the students' score in each test has been presented comparatively with one another.

The diagram shows the result of pre-test with the score of 67.5% which has been increased in to 76% in course of progress test-1. Progress test-1 is the test which has been administered just after introducing rewards in learning. This shows that students have been making progress in their scores in the presence of rewards.

After that progress test-2 has been administered where their score is 83%. This score is better than the progress test-1 where they have scored just 76%.

In course of progress test-3 they have been able to score 89%. The percentage is better in terms of score in comparison to the progress test-2 where their score is only 83%.

Progress test-4 has been administered just before administering the post-test. Here, the students' score is 93%. This result is also better in comparison to the progress test-3 where the score is 89%.

Here, students' scores in the pre-test, the progress test-1, 2, 3, 4 and the post test are 67.5%, 76%, 83%, 89%, 93% and 95.4% respectively. It shows in first test students score is not good in comparison to other tests as they are not within the reach of any motivational factor so their score is only 67.5%.

Whereas the scores has been raised up in course of four different progress tests which have been administered after introducing rewards in learning.

The above mentioned diagram shows a clear picture of their better performance in the presence of rewards. This shows better result in each test in comparison to the previous one. It is a satisfactory part as their score has been improved in comparison to the previously administered test. This shows that use of rewards is influential on the part of the students as they are motivated to score better in each test held after introducing the rewards.

CHAPTER-FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

After the in-depth analysis of the information obtained through the different tests held on the basis of textbook for grade-5, the followings have been drawn as the findings of this research:

- i. The holistic analysis of pre-test and post –test shows the score of 67.5% in the pre-test whereas the score in the post-test is 95.4%.
- ii. The score obtained in the progress test-1 is 76% whereas in the progress test-2 it is 83%.
- iii. In course of the progress test-3 the score is 89% which is better in comparison to the progress test-2 where the students are able to score just 83%.
- iv. Finally the progress test-4 has been administered where the students are able to score 93%.
- v. At the end of this study, a post test has been administered where the students have scored 477 out of 500 total marks. This test shows the results of 95.4%.
- vi. The scores obtained in the pre test, the progress test-1, 2, 3, -4 and the post test are 67.5%, 76%, 83%, 89%, 93% and 95.4% respectively.
- vii. Comparison of all these tests in terms of the scores obtained in each test have proved that the use of rewards is good to include in learning as it motivates the students to improve their learning.

4.2 Recommendations

On the basis of the above mentioned findings, the following recommendations are provided:

1. Teachers should include rewards in learning as they create more eagerness of the students to make a better effort in learning.
2. While teaching, teachers should make the students assured that there is something at the end if they improve in their learning than before.
3. The use of rewards should be frequent rather than making the students wait for them. Rewarding quickly tends to be more effective.
4. Teachers should have enough rewards for all the students.
5. While rewarding, teachers should go for the rewards that are less expensive as well as influential to the students.

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