EFFECTIVENESS OF REINFORCEMENT IN LANGUAGE CLASSROOM

A Thesis Submitted to the Department of English Education

in Partial Fulfillment for the Master of Education in English

Submitted by

Manoj Prasad Paudyal

Faculty of Education

Tribhuvan University

Surkhet Campus (Education)

Birendranagar, Surkhet, Nepal

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Manoj Prasad Paudyal** has prepared the thesis entitled "**Effectiveness of Reinforcement in Language Class Room"** under my guidance and supervision.

I recommend this thesis for acceptance.

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DECLARATION

I hereby declare that to the best of my knowledge that this thesis is original; work far from any sort of plagiarism. No part of it was earlier submitted for candidate of research degree to any university.

Date : 2068 / 8 /18

Manoj Prasad Paudyal

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ABSTRACT

The present research study entitled 'Effectiveness of Reinforcement in Language Class Room' aims to find out the main objective of this study was to determine the effectiveness of reinforcement in language classroom. For, this Shree Ne. Ra. H. S. School Karaikhola, Surkhet was selected purposively. Thirty students studying in grade 8 were the primary source, since the primary data for the study were obtained by administering tests among them. At the entry point, a pre-test was administered among them. Then, they were divided into two groups on the basis of result of the test to make equal level of proficiency of both the groups and were termed as 'controlled' and 'experimental'. Both the groups were taught the selected items for the equal length of time by the researcher. But the controlled group was taught without using reinforcement, except the textbook and blackboard, whereas, the experimental group was taught using reinforcement. At the end of the classroom teaching, a post-test was administered with the same set of items used in the pre-test. The obtained data were compared, analyzed and interpreted to determine the effectiveness of reinforcement in language classroom. By this study, it was found that the reinforcement has very high positive effect on teaching English, since the experimental group performed better in all the areas in post-test. Controlled group had performed lowly in all the areas in post-test with lower progress rate in comparison to that of 'experimental' group. Using tight instruction as well as using punishment and stick was not effective to teach English. Students could not give attention to study English using negative reinforcement.

This thesis comprises four chapters. Chapter one deals with the introduction of reinforcement with the short history of their use in teaching the English language in Nepal. It also includes the review of the related literature, objectives of the study and significance of the study. Chapter two deals with the sources of data, population and sampling procedure, process of data collection, and limitations of the study. The researcher has made use of both the primary and secondary sources of data.

The third chapter is devoted to the interpretation and analysis of the data collected. To analyze the data, the average scores were tabulated and the difference between pre-test and post-test was calculated in terms of average scores and percentage. The group which had higher progress rate was regarded better group. Chapter four deal with the findings and recommendations of the study. The findings have been outlined on the basis of the analysis and interpretation of the data, and appropriate recommendations and pedagogical implications have been made.

TABLE OF CONTENTS

LIST OF TABLE

LIST OF ABBREVIATIONS

CDC   : Curriculum Development Centre

D   : Deviation

D%   : Percentage of Deviation

DEO   : District Education Office

ELT   : English Language Teaching

e.g.   : For example

etc   : Etcetera

IMs   : Instructional Materials

MDPs   : Markovian Decision Processes

SD   : Standard Deviation

SEDU   : Secondary Education Development Unit

S.N.   : Serial Number

TG   : Teacher's Guide

%   : Percentage