

Unlocking ESL Learners' Speaking Potential by Integrating a Reward System as a Component into Lesson Planning: A theoretical approach

Arokia Immaculate Sheela S and Joy Christina Sara Jayakodi

ABSTRACT

The main focus of the paper is on including a reward system as a component in lesson planning to help ESL learners develop their speaking abilities. This paper aims to improve learners' speaking abilities by motivating and engaging them within the context of a particular lesson. The usefulness of incorporating a reward system is examined in the study, along with some useful advice for its implementation. The literature study demonstrates the various ways that reward systems affect motivation and performance in educational contexts. Notably, no prior research has particularly investigated the inclusion of a reward system as a COMPONENT in lesson plan to maximise the speaking abilities of ESL learners. Therefore, adding a rewards system to lesson planning is an innovative strategy in this situation. The study underlines the value of setting clear goals, choosing suitable rewards, keeping track of progress, and giving feedback. Teachers can create a stimulating and engaging learning environment that strives to boost students' confidence in speaking English and reinforce desired behaviour by introducing a reward system into lesson planning. The main idea emphasises how the reward system not only encourages students but also enables teachers to track and evaluate the accomplishment of specific objectives within a given class and a particular lesson. The article ends by highlighting the need for additional study to examine how generalizable this approach is in various ESL learning environments.

Keywords: Reward system, Component, Lesson Planning, ESL learners, Speaking skill

Introduction

In the past, not all frameworks for lesson planning have expressly included a reward system as a component. Traditional lesson planning primarily focuses on learning objectives, content delivery, activities, and evaluation strategies. However, individual teachers or educational institutions may decide to use a reward system as a matter of pedagogy in order to raise student interest and involvement in the particular lesson learning process. Reward systems can be a useful tool

for teaching ESL students to speak the language more fluently. Reward systems can offer learners constructive criticism and motivation, assisting in involving them in speaking activities and enticing them to practise and advance their speaking ability. According to research, reward systems can positively affect ESL students' motivation and engagement, which will boost their participation and improve their performance. Teachers can instil a sense of achievement and encourage students to take speaking risks by including rewards in the planning of lessons. Over time,

this can lead to considerable improvements in students' speaking abilities.

Literature Review

(Abdullah & Abdullah, (2021) in their study determined whether introducing reward cards in an ESL classroom can increase students' motivation to learning. Over the course of five weeks, the action research was carried out with 18 Form 2 students from a Perak semi-urban school. The researchers implemented a reward card technique in the classroom and gathered information via questionnaires, interviews, and reward cards. The data were analysed by calculating the percentage of students' ratings on each questionnaire item and reward card, as well as through the analysis of audio recordings from students' interviews. The findings revealed that the use of reward cards motivated students to actively participate in the classroom and encouraged them to compete with their peers in collecting stamps as tokens. The research demonstrates that the implementation of reward cards effectively improved students' motivation during English language lessons. This article is relevant to the current study as It offers valuable insights into how integrating a reward system can create a positive and engaging environment, encouraging students to actively participate and develop their speaking skills during English language lessons. The findings support the effectiveness of using rewards to unlock ESL learners' speaking potential in lesson planning.

(Javed& Muhammad, 2021) aimed to investigate teacher perceptions about rewards in the classroom. It included all the teachers from the public primary schools in district Toba Tek Singh as the population. A questionnaire with a five-point rating scale was used to collect the opinions of the respondents. From 100 public primary schools, a sample of 200 teachers (100 male and

100 female) was selected. Data analysis was conducted using SPSS, employing t-test, mean, and standard deviation. The findings revealed that a majority of the teachers agreed that rewards positively influence students, encouraging them to make progress. Moreover, the rewards system was found to significantly contribute to learner achievement. Additionally, the study confirmed that many teachers improved their performance in implementing rewards, leading to a positive impact on achieving the targeted objectives. The findings from the article support the potential benefits of incorporating a reward system to enhance ESL learners' speaking skills, making it valuable for the current study's approach.

(McLaughlin, Weber, & Arkoosh, (2009) contends-Javed & Muhammad, (2021) aimed to investigate in a paper entitled "The Effects of Motivational/Reward System and a Spelling Racetrack on Spelling Performance in General Education: A Case Report" The effectiveness of a spelling racetrack in improving spelling performance for a 7-year-old student with low spelling abilities in a large urban school in eastern Washington. The research employed an ABAB single case replication design, where the participant's spelling tests were assessed daily, focusing on the number of correct and error words. The spelling racetrack was introduced as part of an ongoing motivational system in the classroom. The findings consistently showed that the implementation of the spelling racetrack significantly increased the number of correct words spelled while reducing errors each time it was in effect. The modified racetrack procedure proved to be both effective and motivating, leading to notable improvements in spelling performance. The study's relevance to the current context lies in its demonstration of the positive impact of a reward system on student performance, which can be applied in ESL lesson

planning to foster learners' speaking potential.

Olszewski, Dunn, and Brewer (2006) published a paper titled "Extrinsic Reward and Intrinsic Motivation: The Vital Link between Classroom Management and Student Performance" The article aims to explore the connection between intrinsic motivation, student achievement and extrinsic motivation. It conducts a comprehensive analysis of the long term and short term impacts of extrinsic rewards on learners motivation and performance by synthesising existing research. Additionally, the article highlights the importance of understanding the contextual aspects of extrinsic rewards, including potential negative consequences and crucial motivating factors. The primary purpose of the paper is to assist teacher educators in identifying and avoiding the drawbacks of poorly designed reward systems. By gaining insights into the dynamics of extrinsic rewards, educators can devise effective classroom management strategies that foster both immediate performance and sustained intrinsic motivation among students. The article is relevant to the current study as it explores the connection between extrinsic rewards, student motivation, and performance. By understanding the impact of extrinsic rewards on intrinsic motivation, educators can incorporate well-designed reward systems in the ESL lesson plans, motivating primary rural ESL learners to actively participate and improve their speaking skills. Additionally, considering potential negative consequences, educators can create reward systems that foster sustained intrinsic motivation for long-term language learning interest among students.

Wilson and Corpus (2001) conducted a study titled "The Effects of Reward Systems on Academic Performance," debates surrounding intrinsic and extrinsic motivation in motivating middle-level students to achieve academically.

The study delved into the use of reward systems in classrooms and examined the limitations and ineffectiveness of behaviourist models in promoting academic achievement. It focused on understanding how rewards and punishments impact students' academic performance. The article highlighted the connection between rewards, motivation, and academic success, while also acknowledging potential negative effects. It emphasised the advantages of well-designed reward systems, including increased motivation and improved academic outcomes. Furthermore, the paper offered valuable insights and guidance for educators and researchers on setting up rewarding systems to enhance motivation and foster successful academic results. The article's insights are relevant to the current study on creating lesson plans for developing speaking skills in the primary rural ESL classroom. By understanding how rewards can influence motivation and academic success, educators can incorporate well-designed reward systems into the lesson plans to enhance students' speaking engagement and skill development in the ESL classroom.

Gap and Analysis

After evaluating the available literature on the effects of rewards systems on academic achievement, it is clear that incorporating a reward system as a component into lesson preparation is a good approach. Although the precise title may not have been mentioned in the literature review, the results of the research given support the idea that well-designed reward systems can have a favourable impact on students' motivation and subsequent academic success. Teachers can create a dynamic and interactive learning environment that motivates and engages students in improving their speaking skills by implementing a well-designed reward

system as a component into lesson planning.

Additionally, including a reward system in planning lessons improves student motivation and enables efficient tracking of course development and student accomplishments. Teachers can give students real incentives to actively participate in speaking activities and work towards improvement by defining clear goals and praising students' progress and achievements in their speaking skills. However, it is crucial for educators to keep in mind the proper ratio of internal drive to extrinsic rewards. The literature review has cautioned against the possible drawbacks of relying only on extrinsic rewards, as doing so could eventually lead to a decline in intrinsic motivation. It is essential to create reward systems that encourage students' internal motivation to enhance their speaking abilities as well as outward recognition.

Implications: Incorporating a reward system into lesson planning involves key considerations that teachers must keep at the forefront

1. Defining Objectives: It's imperative to distinctly outline the lesson's goals for students. Clear objectives act as a guiding map, directing learners on what they should accomplish to earn rewards.
2. Choosing Appropriate Rewards: Select rewards that align with each learner's unique needs and interests. These rewards can vary, from physical tokens like stickers to non-tangible ones like praise and encouraging remarks. The significance and relevance of these rewards to students must remain paramount.
3. Setting explicit reward criteria: Teachers should clearly define the criteria for rewards, such as participation in speaking activities or

reaching specific speaking objectives. These could include fluency, a wide vocabulary, accurate pronunciation, and the capacity to explain ideas logically, among other speaking skills. This can help to make sure that awards are won via effort and success rather than by merely attending class.

4. Monitor progress: Progress should be monitored, and teachers should give regular feedback to help students become more effective communicators. Teachers can find out where their pupils excel and where they need extra help by regularly tracking their development. This approach entails assessing elements including pronunciation precision, vocabulary utilisation, fluency, and the capacity to effectively communicate ideas. This may help students stay engaged and motivated throughout the lesson.
5. Evaluation of the reward system's efficacy: Assessing the effectiveness of the reward system is crucial for educators. Tracking learners' progress, their attitudes toward tasks, and motivation levels are essential measures. Gathering feedback from learners is valuable to comprehend how the reward system meets their needs, enabling necessary adjustments for improved efficacy. This strategy aids in maximising Specific benefits of adding a reward system in lesson planning and ensuring the accomplishment of its intended objectives.

Specific benefits of adding a reward system in lesson planning

1. Engagement and Motivation: A rewards system gives ESL students another reason to be engaged and motivated. Students are encouraged to actively participate and take part in speaking activities by adding rewards

into lesson design. The learner's curiosity may be piqued by the possibility of receiving a reward, which will make the target lesson's learning process more engaging and fun.

2. **Setting goals and monitoring progress:** The reward system allows for clear goal setting and monitoring progress. Learners have a concrete goal to work towards when establishing specific language objectives and associated rewards, learners have a tangible target to work towards. This helps them monitor their progress, celebrate achievements, and see the direct correlation between effort and rewards, fostering a sense of accomplishment.
3. **Boosted Confidence:** Implementing a reward system within lesson plans can bolster students' confidence in conversing in English. This approach encourages a greater willingness to engage in discussions, take risks, and freely express ideas in English, fostering an environment where students feel less inhibited by the fear of errors. As they receive recognition and positive reinforcement for their efforts, This increased confidence contributes to their overall language speaking development.
4. **Sustained Interest and Focus:** Incorporating rewards into lesson design aids in maintaining students' attention and concentration throughout the learning process. Students are more likely to actively listen, participate, and contribute during speaking exercises when rewards are offered. This constant interest promotes a positive atmosphere for learning and improves the overall learning experience
5. **Reinforcement of Desirable Behaviour:** A reward system reinforces desirable behaviour and motivates ESL students to regularly work

on their speaking abilities. When students are rewarded for participating actively in the target lesson they are more likely to repeat these behaviours, which causes their speaking skills to gradually develop.

6. **Fun and Enjoyment:** Implementing a reward system in lesson design makes the learning environment more enjoyable and exciting. Learners are more motivated to join and engage in speaking activities making language learning interactive and entertaining. This positive environment can encourage a love of language learning and have a long-lasting effect on students' speaking skill development.

Finding a balance between inner and extrinsic motivation is essential when adopting a reward system as a part of lesson design. It is crucial that rewards are viewed as instruments for improving learners' speaking abilities and fostering intrinsic motivation. It is more important to prioritise high intrinsic motivation over high extrinsic drive. The benefits should be viewed as a way to boost students' communication abilities and promote intrinsic motivation. The incentive system could be seen as a way to improve learners' speaking abilities and motivate learners to learn the language more fluently rather than concentrating exclusively on external benefits.

Limitations

1. **Potential Overemphasis on External rewards:** Relying only on external rewards may accidentally reduce internal motivation for developing speaking skills. If learners become overly focused on gaining rewards, their focus may shift away from the intrinsic enjoyment of speaking and the desire to develop their skills and towards just obtaining the monetary rewards. It is crucial to achieve a balance

between using rewards to boost intrinsic motivation and encouraging learners to actively participate in speaking activities for skill development.

2. **Individual differences in response to rewards:** This refers to how different learners may respond to the use of external rewards to enhance the learners speaking abilities. Some learners may be driven by intrinsic factors like a desire for better communication or personal improvement, while other learners may be motivated by external circumstances. Therefore teachers must have a thorough understanding of individual differences in response to rewards, when creating a reward system that successfully stimulates and promotes the development of speaking abilities for all learners, taking into consideration their specific preferences and motivations.
3. **Potential Equity Issues:** When implementing a reward system for improving speaking abilities, equity issues should be taken into account. Others may be driven solely by their own desire for development, while some learners may respond more favourably to rewards from outside sources. Teachers should make sure that the reward structure does not produce inequities or disadvantages to certain learners, but rather encourages a welcoming learning atmosphere where everyone has an equal chance to improve their speaking abilities.
4. **Generalisation to different contexts:** This paper focuses specifically on incorporating a reward system into lesson planning to enhance the speaking skills of ESL learners. The applicability and the effectiveness of Reward systems may not be applicable or successful in certain situations due to differences in age groups, competence levels, or cultural backgrounds. This study's findings might not adequately represent the dynamics of reward systems in other learning settings or across different learner groups, necessitating further investigation for broader generalisation.
5. **Potential Focus Shift:** By introducing a reward system, it's possible to unintentionally change the learning process from honing speaking skills to purely pursuing rewards. Instead of concentrating on actually improving their speaking skills, learners could start to worry more about getting rewards. Teachers must constantly stress the value of good speaking skills for effective communication and personal development in order to counteract this and ensure that students continue to show a sincere interest in enhancing their speaking skills.
6. **Limited Long-Term Effect:** A reward system can immediately increase motivation and engagement in speaking activities, but its long-term effects on the development of speaking skill may be limited. The impact of the rewards may decline if learners grow accustomed to rewards over time. In order to maintain long-term motivation and performance, it is important to gradually shift learners from extrinsic rewards to intrinsic motivation, building a genuine enthusiasm for developing their speaking abilities outside of the reward system.

Conclusion

Integrating a system of rewards as a component into lesson planning proves to be a tactic for unlocking the speaking capabilities of ESL learners. By establishing goals, selecting rewards, setting criteria, monitoring progress and evaluating effectiveness, teachers can cultivate

an environment that motivates and captivates learners. Rewards should be seen as tools that enhance the learning process and inspire the development of speaking skills by striking a balance between extrinsic and intrinsic motivation. By implementing a designed reward system teachers can encourage learners to engage in speaking activities, take risks, and steadily enhance their speaking abilities. However it's important to acknowledge that the decision to incorporate a reward system into lesson planning may vary depending on context, student age groups and teaching philosophies. While some teachers find reward systems in motivating students others may prefer approaches that emphasise intrinsic motivation or other strategies for student engagement. Ultimately the inclusion of a reward system in lesson planning is a choice that can be customised to meet the needs and dynamics of each classroom. A thoughtful and balanced approach to rewards fosters an enjoyable learning environment where ESL learners thrive and unlock their potential in speaking skills.

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Mr. Arokia Immaculate Sheela S, PhD
Research Scholar, Sacred Heart College
(Autonomous), Tirupattur, India. Email:
arokiaimmaculatesheela@gmail.com

Dr. Joy Christina Sara Jayakodi, Assistant
Professor, Sacred Heart College
(Autonomous), Tirupattur, India.