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**The Effective Use of Rewards to Enhance Student's Motivation**  
**Case study: Second Year LMD English Students at Chadli Bendjedid University**

**Dissertation Submitted in Partial Fulfillment of the Requirement for the Master Degree  
in Didactic of English.**

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## *Dedication*

*This study is wholeheartedly dedicated to our beloved parents, who are our sources of*

*Inspiration and gave us strength once we thought of giving up, who provide*

*Their continuous moral, spiritual, financial support, and encouragement.*

*To our brothers, sisters, relatives, mentors, friends, and classmates who shared their words,*

*Advice, and encouragement to finish this study.*

*We dedicate this work to all of our loved ones to*

*all people with whom we share love and respect.*

*You are all our inspiration.*

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## ABSTRACT

EFL teachers face many problems in their teaching of English because not all of their students have the same desire and the same willingness to study. Motivation is an important factor that determines the success or failure of any complex task. For this reason, most of the teachers are trying to find solutions that may be methods or strategies that improve students' motivation. The present study is primarily conducted to examine how rewards affect student's motivation.

This study consists of a theoretical framework divided into two sections. The first one defines the term, types, theories of motivation. The second one is an overview that describes the implementation of giving rewards by a teacher to motivate students, the second chapter is a Practical part, which includes studying and analyzing the results presented. This work is conducted in university of Chadli Bendjedid, it has been hypothesized that teachers and students will hold positive attitudes about the use of rewards in motivating students

To confirm the hypothesis, we investigated the case of thirty second year EFL students . Using a descriptive method maintained by an online questionnaire administered for both teachers and students. The findings and the results obtained from this study support that both teachers and students are aware of the effective use of rewards in motivating students. For this reason; we can affirm that our hypotheses become validated. Results suggest that providing rewards to students has been considered an important method that improves English performance in a way that is meaningful for the students.

**Key words:** Motivation, Rewards, EFL students

## **Table of Contents**

Dedication.....	
Acknowledgements.....	
ABSTRACT.....	
List of Content .....	
List of Tables.....	
List of Figures and Diagrams .....	
List of Abbreviations.....	

## **General Introduction**

1- Statement of the Problem.....	1
2- Aim of the Study.....	1
3- Research Questions and Hypotheses.....	1
4- Research Methodology.....	2
5- Structure of the Research .....	2

## **Chapter One: General Framework of Motivation and Reward**

### **Section One: Motivation**

1. Introduction.....	5
1.1 Definition of Motivation.....	5
1.2 Theories ofMotivation.....	6.
1.2.1 Psychoanalysis Theory.....	6
1.2.2 Behavior Learning Theory.....	7
1.2.3 Maslow’s Need Theory.....	7

1.2.4 Attribution Theory.....	9
1.2.5 Self-Determination Theory .....	10
1.3 Common Types of Motivation.....	11
1.3.1 Intrinsic and Extrinsic Motivation.....	11
1.3.1.1 Intrinsic Motivation .....	12
1.3.1.2 Extrinsic Motivation.....	13
1.4 The relationship between Intrinsic and Extrinsic Motivation.....	15
1.5 Characteristics of Motivation .....	16
1.6 Ways for the Achievement of Students' Motivation. ....	17
1.7 Motivation and Reward.. ....	19
Conclusion .....	21
 <b>Section two: Rewards</b>	
2 Introduction .....	23
2.1 Definition of Reward .....	23
2.2 Types of Reward .....	24
2.2.1 Short-term Reward .....	25
2.2.2 Long-term Reward .....	26
2.2.3 Extrinsic and Intrinsic Rewards.....	26
2.2.4 Verbal and Tangible Rewards .....	27
2.3 Function of Rewards .....	27
2.4 Reward and Reinforcement.....	28
2.5 The Implementation of Rewards in Classroom .....	29
2.5.1 The Learner's Role .....	29

2.5.2 The Teacher's Role .....	30
2.6 The Effects of Rewards on Learners' Motivation.....	31
Conclusion.....	33
<b>Chapter Two: The Practical Part</b>	
Introduction.....	35
2.1 Participants of the Research.....	35
2.1.1 The Sample .....	35
2.2 Procedures of Data Collection .....	35
2.3 Teachers' Questionnaire .....	36
2.4 Students' Questionnaire .....	47
2.5 Analysis of the Questionnaires .....	37
2.5.1 Analysis of the teachers' Questionnaire .....	37
2.5.2 Analysis of the students' Questionnaire .....	47
2.6 Conclusion .....	56
<b>General Conclusion.....</b>	<b>57</b>
Pedagogical Implications and Recommendations.....	55
<b>References.....</b>	<b>58</b>
<b>Appendices.....</b>	<b>65</b>
Appendix 1.....	66
Appendix 2.....	71
French Summary.....	75
Arabic Summary.....	76

## List of Tables

<b>Table 01:</b> Years of Experience .....	37
<b>Table 02:</b> Teachers Attitudes towards the Way Students Benefit from the Motivational Strategies.....	39
<b>Table 03:</b> Situations Where Teachers Use Rewards.....	41
<b>Table 04:</b> Teachers Attitudes towards Students' Reaction after Receiving Rewards .....	43
<b>Table 05:</b> The Importance of the Teachers' Role.....	44
<b>Table 06:</b> Increasing Motivation through Using Rewards.....	45
<b>Table 07:</b> Students 'Choice to Study English.....	47
<b>Table 08:</b> The Most Useful Type of Motivation.....	48
<b>Table 09:</b> Most Helpful Type of Reward.....	49
<b>Table 10:</b> The Reasons Behind Giving Rewards .....	50
<b>Table 11:</b> Motivation in the Class.....	52
<b>Table 12:</b> Teachers' Trials in Motivating students.....	53
<b>Table 13:</b> .The Students Opinion about Rewards a Way of Motivation.....	53

## **Figures andDiagrams**

<b>Figure 01:</b> Teachers’ Gender .....	37
<b>Figure 02:</b> Teachers ‘use of strategies to motivatestudents.....	38
<b>Figure 03:</b> Teachers’ Use of Reward in Their Classroom.....	39
<b>Figure 04:</b> The Frequency of Teachers' Use of Rewards in the Classroom.....	40
<b>Figure 05:</b> The Type of Rewards Used in the Classroom.....	41
<b>Figure 06:</b> The Reasons behind Giving Rewards.....	42
<b>Figure 07:</b> The Effect of Motivation.....	43
<b>Figure 08:</b> The Effect of Reward on the Students’ Motivation.....	45
<b>Figure 09:</b> The most useful type of motivation .....	46
<b>Figure 10:</b> Reward Administration from Teachers.....	48
<b>Figure 11:</b> The Frequency of RewardAdministration .....	50
<b>Figure 12:</b> Students’ attitude toward giving Rewards.....	51
<b>Figure 13:</b> The Role of Motivation in the Class.....	52
<b>Figure 14:</b> The Students’ View about the Role of Rewards in Enhancing Motivation.....	54
<b>Diagram 1:</b> Skinner’s S-B-R Model of Learning (Wilkins 1972 :162) .....	28
<b>Diagram 2:</b> Maslow’s Hierarchy of Needs. ....	9

## **Abbreviations and Symbols**

**B+:** Positive Behavior

**B-:** Negative Behavior

**EFL:** English as a Foreign Language.

**LMD :** Licence Master Doctorate.

**Q :** Question.

**R+ :** Positive Reinforcement.

**R- :** Negative Reinforcement.

**Vs :** Versus.

**%:** Percentage.

**IM:** Intrinsic Motivation

**EM:** Extrensic Motivation

# **General Introduction**

## **General Introduction**

### **1- Statement of the Problem:**

In the classroom, there are many teaching strategies that can be applied by the teacher. All of these can be made to create the best learning process that they can achieve a good goal. The reward has proved to be one of the foremost important strategies used in the teaching of foreign languages that extend students' motivation and achievement within the class. The reward system in education is usually a good motivator. It proved to be important both for the encouragement of appropriate behavior and obstruction of the encouragement of appropriate behavior motivation. At the university, the students do not benefit from the reward strategy because not all the teachers apply this method. That's why the administration of rewards must be implemented cautiously and precisely to satisfy learner's needs. For this reason, teachers and researchers should focus on students' interests, social backgrounds, individual characteristics, and most significantly their motivation. So, more researches must be done to discover the different elements which are involved in learners' motivation.

### **2-Aim of the Study:**

This research aims at investigating the effective use of rewards in increasing second-year students' performance in classes and what type of rewards (scores, gifts, and praises) teachers administrate in motivating students without influencing the teaching/ learning process (in terms of content, time and students' behavior). This work also demonstrates to what extent is the use of rewards effective in motivating students.

## **3-Research Questions and Hypothesis**

### **a- Research Question:**

This study tries to answer the following question:

- What are teachers and students' opinions about the use of rewards in motivating students at Chadli Bndjedid in El Tarf University.

## **b- Hypothesis:**

**According to the questions mentioned above, we propose the following hypothesis**

- Teachers and students at ChadliBndjedid university hold positive attitudes about the use of rewards in motivating students

## **4- Research Methodologiey:**

To test our hypothesis and achieve our objectives in promoting EFL students' motivation through the use of reward, we depended on a descriptive study by administrating two questionnaires for both teachers and students. We have chosen a questionnaire because it is practical, effective and its results will be gathered easily and quickly.

## **5-Population:**

The target population is made up of second-year English EFLstudents at Chadli Benjdid University In El Tarf.The selection of the sample was based on the consideration thatsecond-year EFL students are more familiar with rewards rather than first- year students. Furthermore, most of them benefited from extra marks or some praising words.

### **a- Sample:**

We have chosen thirty (30) students from the second-year to be the representative sample in our research, and seven (07) teachers at Chadli Bendjedid University in El Tarf . Both of them are chosen from the English Department

## **Structure of the Research:**

Our research is divided into two chapters. The first chapter is the theoretical one that contains two sections. The first section is a brief study defines motivation from different linguistic and psychological schools and identifies various types of motivation .It highlights the characteristics and condition of motivations with different strategies to motivate learners in English learning. Chapter two focuses on reward, its definition, types, function, it's implementation in the EFL classrooms and its effects on learners" motivation. The second chapter is practical, in which we will discuss the different findings by analyzing

and interpreting the results of teachers and students' questionnaire in order to clarify the effect of giving rewards by teachers on students' motivation.

## **Chapter One: Reward and Motivation**

### **Section One: Motivation**

#### **1.Introduction**

#### **1.1 Definition of Motivation**

#### **1.2 Theories of Motivation**

##### **1.2.1 Psychoanalysis Theory**

##### **1.2.2 Behavior Learning Theory**

##### **1.2.3 Maslow's Need Theory**

##### **1.2.4 Attribution Theory**

##### **1.2.5 Self-Determination Theory**

#### **1.3 Common types of motivation**

##### **1.3.1 Intrinsic and Extrinsic Motivation**

###### **1.3.1.1 Intrinsic Motivation**

###### **1.3.1.2 Extrinsic Motivation**

#### **1.4 The relationship between Intrinsic and Extrinsic Motivation**

#### **1.5 The characteristics of motivation**

#### **1.6 Ways for the achievement of students' motivation:**

#### **1.7 Motivation and reward**

## **Section One: Motivation**

### **Introduction:**

The language learning process has been affected by numerous variables. These differences are often explained in terms of many factors such as: social, cultural background, intellectual abilities and personality factor, and motivation. This later has become more significant in the learning process ;especially in EFL classes. It is practically acknowledged that motivation may be addressed at several points in the cycle of learning.

The purpose of this chapter is to outline some literature pertinent to define motivation. Bring a theoretical base of motivation: psychoanalysis theory. Maslow's need, the attribution theory additionally self-determination. In expansion to the characteristics of propelling learners and what are the conditions, the different ways the teachers should apply to motivate their learners, and how rewards affect Motivation in enhancing English learning.

### **1.1 Definition of Motivation:**

As a worldwide language, learning English includes wide benefit, and totally different levels of instruction, but tragically; most of the understudies are not fulfilled with their capacities in English after examining it for a few a long time in their learning. Definitely, there are assorted reasons for this problem in which the point of motivation is one of the reasons, motivation has been broadly acknowledged by instructors and researchers as the key figure that impacts the rate and victory of foreign learning.

According to Cambridge Advanced Dictionary (2008), motivation is "the enthusiasm for doing something," while in Oxford Dictionary (2009). Motivation is outlined as "a reason or reasons for behaving in an exceedingly specific way" Motivation is an enclosed drive to fulfill desires and needs (Ugah, 2008) It has been considered as one of the foremost noteworthy factors that achieve an expectation or an objective.

Motivation may be a broad term that has no precise definition. William and Burden (1997), "The conception of motivation has passed through of difficult interpretations as twenty-four theories of psychological science have modified and the term has come to be used in different ways by different people" (p. 111). Motivation is the willingness to build a desire to learn through engaging in activities. Additionally, some second language acquisition researchers have outlined motivation in terms of those considerations.

According to researchers, Motivation is characterized as the force that causes people to attain goals, students can be motivated to fully complete assignments, read independently, or volunteer in class because they find inner satisfaction in that. About the classroom (Amrein & Berliner, 2003) argue: "Most educators agree that students who are motivated are those that concentrate to the teacher and maintain interest in academic activities, volunteer answers at school, raise guidance when needed, act trying to unravel problems themselves, complete activities above and beyond those required for the grade, and take risks to boost their skills"). Brophy (2004) views motivation as "the intention of acquiring knowledge or skills that the activities are supposed to develop" and a "willingness to interact in lessons and learning activities" (p.4). Brophy, J. (2004) also view that motivation definitions vary among researchers, in which teachers can relate to their classrooms,

## **1.2 Theories of Motivation:**

There are many competing theories which try to explain the character of motivation at least partially. So, it is valuable to create a quick review for the most foundational theories within the field of the motivational theory

### **1.2.1 Psychoanalysis Theory:**

Freud's psychoanalytical theory offers the most general and well-known conception of the dynamics of motivation. This conception is therefore wide, and it's insignificant to rise whether or not it is "correct" or "incorrect." Rather, some aspects of the theory are shown to possess cheap validity, alternative aspects don't have any empirical support in the slightest degree, and still, alternative propositions are on the far side empirical test.

Under this theory, Freud considered the id as the imperative source of human motivation. Marx and Tombaugh (1967: 31-32) state that "The id can be best understood if it is viewed as a kind of mental manifestation of all the physiological processes. Frequently, the id is referred to the situation of the instincts." Freud connected motivation to sexual improvement and complemented the oral, butt-centric, and genital stimulation.

Characteristics in this theory show that human beings are the effects of their physiological needs. However, the insufficiencies of this theory lie in its disappointment, therefore environmental, social, and cognitive components that account for human activities should be taken into consideration

## **1.2.2 Behavior Learning Theory**

Behavior is defined as the results of stimulus-response: All behavior, regardless of how complex, may be decreased to an easy stimulus-response association). Watson described the rationale for psychology as 'To predict, given the stimulus, what response will take place; or, given the reaction, and put what's the situation or stimulus is that has caused the reaction.' (1930, p. 11).

According to the behaviorists, motivation is related to the reinforcement, and reward motivation is simply a product of effective contingent reinforcement. That is to say, they emphasized the role of reward in raising motivation. According to Brown (2000), "motivation is viewed as the expectation of a reward. The more we have positive reinforcement; motivation is more likely to be increased" (p. 160-161). Watson (1913) who was known as the "father of behaviorism" defined motivation as behaviors that can be formed or influenced by external reinforcers. Teachers utilize extrinsic support in some forms to motivate students, although they may not realize that they are doing so and may not always use such reinforcement effectively. So, teachers need to use the specific kind of reinforcement in a specific situation. Watson believed that when reinforcement follows a behavior, this behavior is likely to be repeated.

According to the behaviorists, reinforcement is the important thing to behavioral control. When behaviors are reinforced, the likelihood that those behaviors will be repeated will increase. Yet, this interpretation for the importance of reinforcement in controlling behaviors fails to account for the role of cognition in taking decisions.

## **1.2.3 Maslow's Need Theory:**

The humanist psychologist Maslow (1970) formulated his theory of human needs based on physical, emotional, interpersonal and intellectual aspects of an individual to account for human motivation. This theory hypothesizes that human beings have a hierarchy of needs. For this reason, people act in a way that can address essential needs, before moving on to fulfill other, so-called higher-level needs.

Self-actualization; however, this goal is reliant on the achievement of lower needs such as those for survival, safety, and comfort. For Owens (2001: 352), the humanistic ideas are based

on the belief that “personal needs constantly grow and develop, to cultivate personal self-esteem and to have satisfying human relationships are exceedingly motivating drive.” This indicates that mental and cognitive factors are also included in human motivation.

In this theory, Maslow (op.cit., 19) states that:

It is a test reality as well as a theoretical one [i.e., an individual as “integrated, organized whole”] must be realized some time recently sound experimentation and sound motivation theory are conceivable. In motivation theory, this suggestion implies numerous particular things. For instance, it means the whole individual is motivated instead of just a part of him. In great theory, there's no such substance as a requirement of the stomach or mouth or a genital need. There is only the need of the individual. Furthermore, Satisfaction comes to the full individual and not a part of him. Food fulfills John Smith's starvation and not his stomach's starvation. This means that Maslow's theory overlapped the pure biological survival needs to involve self-direction, freedom of choice, positive self-concept, and self-enhancement.

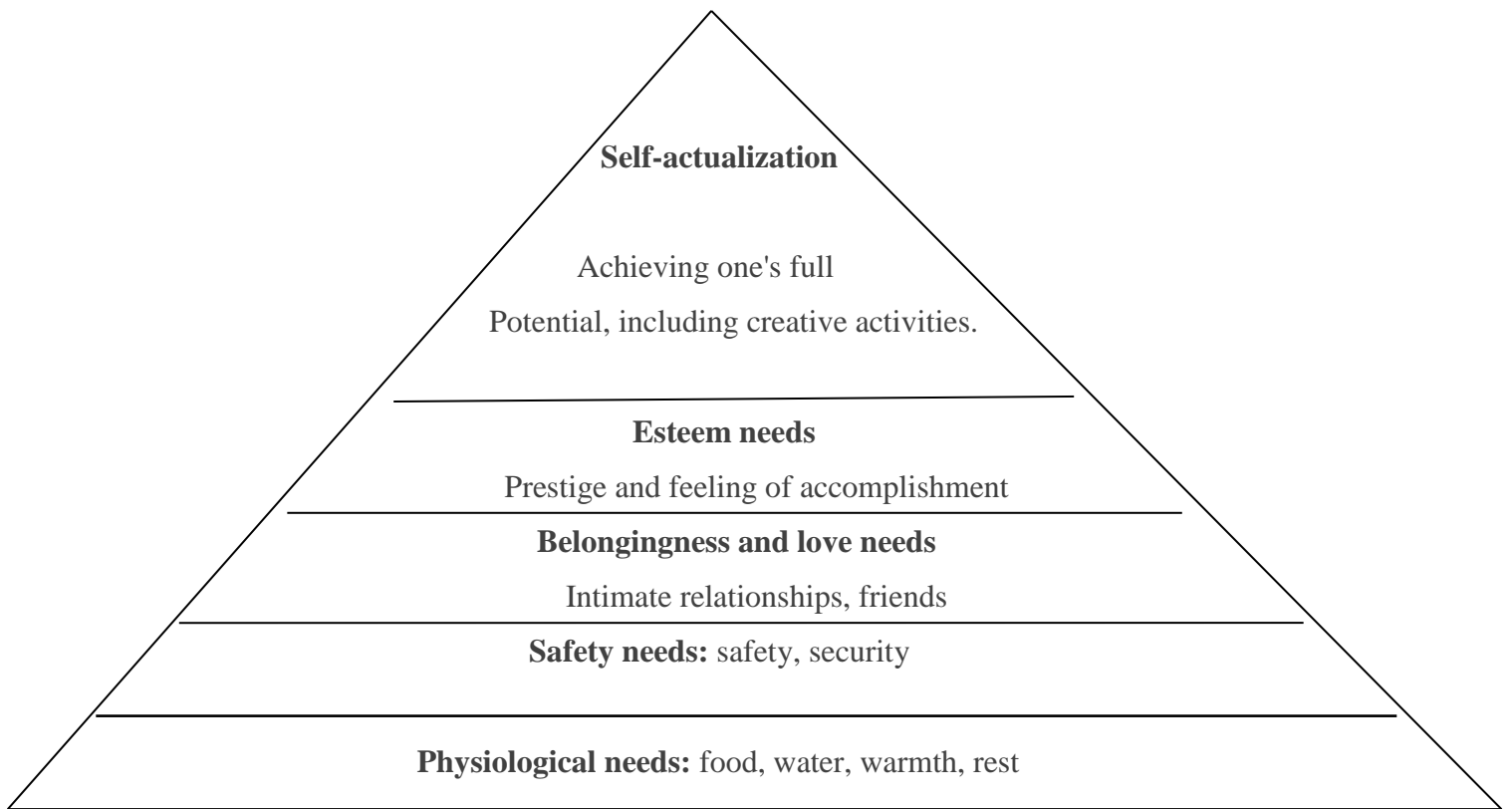
Maslow has deciphered motivation from the point of needs which are placed in a hierarchical order. The fulfillment of higher-level needs is conditioned by the lower ones. The hierarchy items are physiological needs, safety needs, love needs, esteem needs, and self-actualization needs. According to Owens (op.cit. 354), one of the critical concepts that Maslow has presented is the distinction between insufficiency needs and development needs.

Maslow (ibid., 1954: 146) reports that:

The safety requires is more grounded at that point the love need, since it rules the organism in different demonstrable ways when both needs are frustrated. In this sense, the physiological needs (which are themselves requested in sub hierarchy), which in turn is more grounded than the love needs, which in turn are more grounded than the esteem needs, which are more grounded than those peculiar needs we have called the need for self-actualization.

The most famous theories of motivation highlighted psychological and cognitive components in human motivation. Ultimately, Maslow (1943, 1954), as a researcher considered motivation as a very important factor because it identifies the people's needs, Maslow's hierarchy of needs is known as a motivational theory in psychology. It comprises five types of needs. According to him, people are motivated to achieve their needs and there are some needs which are more important than others. These types of needs are physiological needs, safety needs, social needs, or the need for love and belongingness. These three types are common between all

people and all of them can rich these needs. The fourth type is self- esteem or esteem needs and the last type is self- actualization.



**Diagram 2: Maslow’s Hierarchy of Needs**

## **2.4 Attribution Theory:**

Unlike to behaviorists, cognitive theorists that students’ thought guide their motivation. They emphasize or focus on the role of internal factors such as the role of the mind in making decisions and they disregard and neglect the role of external factors. Weiner (1986) is one of the prominent cognitive and whose attribution theory deals with the causal clarifications provided for a particular event or behavior. This theory postulates that an individual engages in the same inferring process to attribute his success or failure for the sake of maintaining a positive self-image.

Motivation, according to the cognitive theorist, is related to the person’s cognition changing as Keller (1983 )stated that “the choices people make as to what experiences or goals they will approach or avoid, and the degree of exertion they will apply in that respect” (cited in Brown, 2000, p. 168 )i.e. when there's a great motivated student, this related to their choices and their

effort they will make. Brown (2000) expressed that “in cognitive terms, motivation places much more emphasis on the individual’s decisions” (p.168). In a few words, the cognitivist believes that there is an important and big role of beliefs and thoughts in increasing motivation and they also emphasize the role of the mind in this process.

## **Self-Determination Theory**

During the 1970s, the “Rochester School” on motivation in educational psychology has been set forth by Deci, Ryan, and their colleagues. Their work is crowned by a book in 1985 entitled ‘Intrinsic Motivation and Self-Determination in Human Behavior’ which designed the basic concepts of the self-determination theory (SDT).

Self-determination theory explores the ability of a person to have personal initiative and regulation over one’s actions (Deci, Vallerand, Pelletier, & Ryan, 1991). Deci et al. (1991), states that the self-determination theory distinguishes between intrinsic and extrinsic motivation in language learning.

Deci et al. (1991) argued that the self-determination theory explains how people can create a condition or environment which can increase the level of motivation in the learning process rather than focus on how teachers in a classroom setting can motivate their students. According to Noels (2001), this theory sets outward motivation in line with the students’ needs and desires concerning the fulfillment of their instructive objectives and goals.

For Ryan and Deci (2002: 5), SDT is based on the guideline that there exists research support “in support of human tendencies towards active engagement and development which there is, as well, complex indications of fragmentation and conditioned responses.” This is great proof that people have normal inclinations toward both internal and external improvements. In this manner, it is well established that human beings are active, their engagement is built based on their intentional choice, and their striving for psychological growth leads to their development.

Conditions supporting the individual’s experience that SDT postulates that human behavior is motivated by three innate psychological needs. of autonomy, competence, and relatedness are contended to foster the foremost volitional and high-quality shapes of motivation and engagement for exercises, including enhanced performance, determination, and creativity. Jacobs and Eccles (2000: 413) refer to relatedness as a feeling of being “securely connected to the social world and to see oneself as worthy of love and respect.” It is being aware of being related to other individuals or groups of people. Deci and Ryan (1991: 243) report that

relatedness refers to “a person’s endeavoring to relate to and care for others, to feel that others are relating really to one’s self, to feel satisfied and coherent involvement with the social world. The need for competence encompasses one’s feeling of ability and confidence to reach desired results and to get rid of negative outcomes. Self-autonomy is concerned with the learner’s ability to control his or her cognitive processes, learning management, and learning content which is tightly connected to learner’s attitudes towards his or her freedom, responsibility, choice, decision making, critical reflection, and detachment.

According to Deci and Ryan (ibid.), the level of self-determination decides the individual’s motivational sort. They make the distinction between three wide types of motivation: IM, EM, and motivation. These types are situated on a continuum from self-determined to non-self-determined.

Accordingly, motivational orientations can be categorized into intrinsic and extrinsic motivation, and lie on a continuum from self-determined to non-determined. IM represents the most elevated level of self-regulation. The extrinsic category incorporates diverse four levels of regulation, though motivation epitomizes the lack of intrinsic or extrinsic factors for performing a particular task.

### **1.3 Common types of Motivation:**

Teachers are ordinarily depicted good students as dedicated, interested, and motivated (Spaulding, 1992). Motivation is a word heard over and over once again as crucial to a student's learning. Motivation is categorized into two categories: intrinsic vs. extrinsic motivation. Deci (1971;1972) describes an intrinsically motivated person as one who engages in an activity for the activity itself; the reward being the activity. Cherry (2018) defines extrinsic motivation as one’s psychological behavior that is compelled by external rewards like grades, praise, money, and fame.

#### **1.3.1 Intrinsic and Extrinsic Motivaartion**

##### **1.3.1.1 Intrinsic Motivation**

Nowadays, foreign languages in general and the English language, in particular, have become more learned by people even from younger ages. At the university or in private schools, people start to learn these languages. Having the desire and the willingness to learn or to study

this is what we call: intrinsic motivation. Ryan and Deci (2000) revisited the classic definitions of these kinds of motivation which are well adhered to in this study. As in the classification.

Intrinsic inspiration (IM) is the execution of action for its innate satisfaction without the thought of any result. In other words, intrinsic motivation is a response to needs that exist within the learner, such as curiosity, the need to know, and feelings of competence or growth. Another definition of intrinsic motivation is made by Cheryl L. Spaulding (1992), he argued that: intrinsic motivation “exists when someone works because of an inner desire to accomplish a task, whether it has some external value or not” (p.4). In other words, intrinsic motivation is when students like to engage in the learning activity for its own sake i.e., they have a strong interest and they are naturally motivated because they choose to engage in this activity and do this work; it was not imposed on them and do not suggest by other people. So, the person or the learner wants to study or to know the language and that is what intrinsic motivation means.

For Deci and Ryan (1985: 39), IM is seen as “motivation to lock-in in development since that movement is enjoyable and satisfying to do”. It is the undertaking of an activity for its purpose, enjoyment given, learning, or feeling of competence. When the main reason for acting or doing is to get something inside the action itself, then motivation is considered inherent. IM is the desire to require part in an activity simply for the contribution which stems from interest. It includes motives that are interior, connected, and fundamental to the resulting behavior.

According to Wigfield (2000: 141), intrinsically-motivated students “do activities for their purpose and out of interest within the activity.” It is the innate requirement for competence and self-determination (Ryan & Deci, 2000).

Intrinsically motivated activities are ones for which there's no clear reward but the activity itself. Individuals seem to lock in within the activity for their purpose and not since they lead to an extrinsic reward...Intrinsically motivated behaviors are pointed at bringing almost certain internally rewarding results, to be specific, sentiments of competences, and self-determination.

A supportive environment fundamentally includes instructors having high desires for students' learning capacities (Hinde-McLeod & Reynolds, 2007). This involves ensuring learning results fit inside a learner's Zone of Proximal Improvement (ZPD) (Vygotsky, 1978), meaning that instructors got to provide tasks that are challenging however, through the

mediation of quality support, are achievable. In a guided perusing session, for illustration, the instructor at first chooses writings that students may discover difficult independently but, through quality bolster and appropriate platform, the student can effectively peruse the content. Platform strategies such as addressing procedures can prompt students while they are reading (Killen, 2003). Through addressing the educator and students collaboratively talk about the meaning of the content, with understudies' locks in perusing, summarizing, clarifying, and predicting, whereas at the same time creating cognitive forms and higher-order thinking skills.

This type of motivation is a fundamental element in students' learning, with teachers influencing to implement learning experiences that allow students to see knowledge as worthwhile and take ownership of their learning. and success in their learning. Al-Mutawa and Kailani (1989) argued that: "empirical evidence has shown that there is a significant link between achievement or success in EFL learning and the pupil's willingness to learn" (p.6)

### **1.3.1.2 Extrinsic Motivation**

In contrast, extrinsic motivation has been adopted a different perspective by researchers: (1) when motivation is based on something extrinsic to the activity and (2) when motivation is based on something extrinsic to the person. They suggest that it can be sufficient to motivate individuals to select and Preserve in activities that are not intrinsically motivated. Sansone and Smith chapter 12, in contrast, agree with the primary definition of extrinsic motivation but propose a vital caveat. Particularly, Sansone and Smith suggest that this criterion may be difficult to identify a priori because the individual can flexibly define the activity, and he or she can be including factors that others would define as extrinsic. (Sansone & Smith. Chapter 15, pp.445-446).

William and Burden (1997) contended that "the reason for performing an act is to pick up something exterior the movement itself, such as passing an exam. The motivation is likely to be extrinsic" (p.123). We can say that students are extrinsically motivated when they work hard to win their parent's ' admiration or to gain their teacher's ' praise. So, the point here isn't learning the language to learn it but, instead of, learning for getting rewards and usually what Vanteenkiste et al. (2006) see. They believe that the reason behind learning is the anticipation of reward or punishment (cited in 31 Jafari, op. cit). That is to say, students have the

willingness to learn or to engage in certain activities only for getting rewards or avoiding punishment.

Ryan and Deci (2000) classified different sorts of EM. The levels of EM in education include external control, introjection, identification, and coordinate regulation. External regulation happens when the person is guided by external rewards or unmistakable benefits (Ayub, 2010). The second sort of EM is introjected regulation. The person performs the tasks due to pressure to achieve an activity. This can be not a self-determined activity since the individual is responding to pressure, not acting out of individual choice. A case of the last-mentioned is the perseverance of an L2 learner to keep him or herself from being publicly shamed for not being able to talk the L2. The third sort, recognized regulation, characterizes the most self-determined form of EM. In this case, the person performs tasks he or she has chosen for their esteem and importance. The keyword is the “importance” with which the person contributes to the tasks. For instance, the individual who is persuaded of the significance of competency in L2 would allow him or herself to persevere repetitive exercises (Noels et al., 2000). The final sort of extrinsic motivation is coordinated regulation. Having this kind of motivation, the L2 learner; now chooses to proceed with a certain action within the target language since it shapes a critical part of his or her individuality. This explains the focus is on how the chosen extrinsically motivated behavior fits in the rest of the person’s life exercises and esteemed objectives

Extrinsic motivation is a vital part of the division of motivation (Ryan & Deci, 2000). An individual is extrinsically motivated when the objectives of activities embraced go beyond those inherent within the movement itself. Therefore, EM said to be extrinsic when it was the reason for undertaking an activity is earning something external to the activity. The resulting behaviors are not autonomous as they are caused by factors of control existing outside the person. Wigfield (2000: 141) states that extrinsically motivated students “do activities for instrumental or other reasons such as receiving a reward.” extrinsic motivation, is also related to student achievement. The more the teacher administers external incentives, the more the students achieve their goals. It is very beneficial and effective not only for the student who gets the reward but also for the whole class, to push them to put an extra effort in their learning. According to Wigfield” it can be concluded that if students display an external interest in the activity or content, EM is the dominant one”.

## **1.4 The relationship between Intrinsic and Extrinsic motivation :**

Intrinsic and extrinsic motivations are two types of motivation that are very important in the learning process. Extrinsic motivation can be characterized as “it relates to a wide variety of behaviors that are locked in as it implies to a conclusion and not for their own sake” (Deci, 1975). Intrinsic motivation refers to being in an action for itself, and the pleasure and satisfaction determined from cooperation (Deci, 1975).

Brown (2000:162) emphasized the difference between the two concepts. He says:

Motivation is also commonly tested in terms of intrinsic and extrinsic motives of the learner. Those who research for their self-perceived desires and goals are intrinsically motivated, and those who pursue a goal best to receive external rewards from a person else are extrinsically motivated (noted in Guendouze, 2012. )

Another difference related to motivation is the distinction between extrinsic (externally regulated) and intrinsic (internally regulated) motivation. External motivation is influenced through some form of outside incentive which includes money, prize, grades, high-quality feedback (Brown, 2007: 172), the choice of college students to please parents, their wish to reach an outside exam, peer-group influences (Ur, 1996: 277). Intrinsic motivation, on the opposite hand, comes from the novices and their attitudes towards the language, their mastering aims and goals, their emotions, their ambitions, and so on. Deci (1975: 23) describes intrinsic motivation as follows: Intrinsically prompted activities are one for which there isn't an apparent reward except for the pastime itself. People appear to engage in the activities for their sake and because they lead to an extrinsic reward. Intrinsically influenced behaviors are geared toward bringing about sure internally profitable consequences, namely emotions of competence and self-determination.

In a study, students who're prompted by way of extrinsic elements entire activities to acquire an external reward. As a result, they do now not work out events on their own, but paintings most effective to receive a reward. External motivators are things given to the students using others like grades, candy, free time, and other things. Otherwise, an intrinsically motivated student's experience that they can attempt to produce trade in the environment, and sense assured that the trade will occur. DeCharms (1972)

Motivation types affect the performance of the students. Intrinsic and extrinsic motivation affects the achievements and goals of the student's performance. According to Husman and Lens (1999), highly intrinsically motivated students can simultaneously be

Extrinsic in terms of future goal orientations. Furthermore, students who are intrinsically motivated persist longer, conquer more challenges, and demonstrate accomplishments in their academic endeavors than those who are extrinsically motivated (Pintrich & Garcia, 1991).

Extrinsically motivated students tend to be conscious of earning higher grades, getting rewards, and recognition from peers. Researchers, for instance, Biehler & figure, (1990) trust that accidental psychological feature components diminish students' intrinsic motivation. Students' extrinsic motivational elements blended with positive future dreams can in reality facilitate their present price and intrinsic motivation (Van Calster, Lens, & Nuttin, 1987).

Vallerand and Bissonnette (1992) considered that the study reveals that intrinsically motivated students persisted with the course. whereas extrinsically motivated students were more likely to drop out.

## **1.5 Characteristics of motivation:**

Students' motivation is strongly influenced by the traits of the classroom gaining knowledge of the environment (Greene, et al., 2004; Hardré & Sullivan, 2008; Skinner & Belmont, 1993), including elements of trainer and peer support (Greene et al, 2004), and the instructor's interpersonal style of interplay and communication (Black & Deci, 2000; Deci & Ryan, 2002).

Motivated learners are those who have the desire and the willingness to learn and perform better. They make additional efforts to realize their aims. According to Neuman et al (1978, cited in Ur, 1996), showed that the most successful learners are those who possess certain characteristics that are associated with motivation. Ur (ibid.) lists the following characteristics:

1. Positive task orientation. The learner is willing to tackle tasks and challenges and has confidence in his or her success.
2. Ego-involvement. The learner finds it important to succeed in learning to maintain and promote his or her own (positive) self-image.
3. Need for achievement. The learner needs to achieve, to overcome difficulties, and succeed in what he or she sets out to do.

4. High aspirations. The learner is ambitious, goes for demanding challenges, high proficiency, top grades.

5. Goal orientation. The learner is very aware of the goals of learning, or specific learning activities, and directs his or her efforts towards achieving them.

6. Perseverance. The learner consistently invests a high level of effort in learning and is not discouraged by setbacks or apparent lack of progress.

7. Tolerance of ambiguity. The learner is not disturbed or frustrated by situations involving a temporary lack of understanding or confusion; he or she can live with these patiently, in the confidence that understanding will come later.

### **1.6 Ways for the achievement of students' motivation:**

Motivation is a giant contributor to student's academic motivation. However, seeking to inspire beginners to learn an overseas language is a hard project for teachers. Deitte and Howe (2003: 280) mention that "student motivation is a crucial aspect of successful scholar learning, but it's also one of the most challenging areas for teachers."

Lampert (2001: 1) directs consideration to the reality that:

*Teachers face some students who do not want to learn what they want to teach, some who already know it, or think they do, and some who are poorly prepared to study what is taught. They must figure out how to teach each student, while working with a class of students who are all different from one another. They have a limited amount of time to teach what needs to be taught, and they are interrupted often.*

According to many researches, the best way to motivate students is through high expectations. This approach is very effective in stimulating inexperienced persons in English learning. David Freeman and Yvome, S. Freeman (1978), stated that "Sometimes, our expectations about people purpose us to treat them in methods that lead them to respond simply as we predicted they would" (p. 35). That is to say, people's expectations and especially the teachers' expectations can strongly be effective on the students' motivation. Some researches demonstrate that teachers' expectations influence students' achievement. The more the expectations are high, the more the students achieve their goals. For example: when the

teacher says: « I know that you can solve these problems if you work at it. Now get started and I will help you if you face some difficulties». These words show that the teacher has confidence in his/her learners and support them. This helps them to perform and participate better.

Teachers should require knowledge about learners' perceptions of motivational tools like cooperative learning (CL). Classroom goal structures can be described as being cooperative, competitive, or individualistic. For many researchers, the prevalence of cooperative gaining knowledge is attributed to the merchandising of more IM and its preferred results on the learner's motivation. According to Deci (1975, in Sharan and Sharan, 1992: 61):

*"Intrinsically motivated behaviors will be of two general kinds. When there are no stimulation people will seek it. A person who gets no stimulation will not feel competent and self-determining; he will probably feel "blah". So, he seeks out the opportunity to behave in ways which allow him to feel competent and self-determining. He will seek out challenge. The other general kind of intrinsically motivated behavior involves conquering challenges*

The third way is creating a relaxed and positive learning climate. Richards and Theodore (1988), said that "climate is significant because it builds an environment that encourages both achievement and motivation" (p.52). From the view of Maslow's hierarchy theory, a relaxed and positive learning atmosphere should be provided for students because they need to feel safe and secure. In this atmosphere, students will feel comfortable and of course, their motivation will be increased.

### **1.7 Another way is starting a Rewards Program:**

Rewarding college students reinforce positive behavior, and college students subsequently internalize a choice for learning. A rewards program includes giving rewards to college students for completing assignments and being energetic members in schoolroom activities.

In addition to other ways like using various and interesting activities involving new , and effective techniques, cooperative activities, providing opportunities for students to experience success, and other ways are strongly influencing the students' motivation.

### **1.8 Reward and motivation:**

Reward anticipation can increment students' motivation as Beal (2011, p. 2) claimed. Inspiration is characterized by Wilson (2006, p. 1) As "intensity and heading of efforts." i.e, the quantity and the space of these endeavors that every student can do in position to attain something. This strategy makes the student more comfortable and the most important thing is being more motivated. Many researchers have proved that the classroom rewards are very beneficial. Deci, Vallerand, Pellitier, and Rayn (1991, p. 335) said that: Rewards such as prizes and money are often used in homes and schools as a means of motivating desired behaviors....the uses of promised rewards or threatened punishment is a ubiquitous motivational strategy.

Cameron (2001) found that rewards reliant upon solving problems, doing well, surpassing a score, finishing the activity, and meeting or exceeding the performance level of others revealed the positive effects of tangible rewards on IM when they are related to performance and success. Cameron's (2001) meta-analysis of 96 research achieved in 1996 and another of 145 studies done in 1999 demonstrated that rewards have a very little negative effect on IM. He (ibid., 34) reports that "our findings imply that rewards may be used to boom motivation and performance on low-hobby educational activities.". Good and Brophy (2000:39) viewed that "rewards and bribes should be minimized in the classroom." They regard rewards as helpful to both teachers and learners if they are exploited properly.

Deci (1971; 1972) found that money as a reward has detrimental results on motivation. Intrinsically stimulated college students became less inspired whilst paid cash as praise. On the opposite hand, while intrinsically motivated students had been given rewards as praise, their motivation was enhanced. Also, in 1972 Deci observed that whilst someone perceives a reward to be greater than what's warranted for a given situation, the character places forth extra effort in an activity. The kind and quantity of praise have an impact on motivation and performance.

Gagne and Deci (2005: 332) argued that not all rewards are detrimental to motivation. They displayed that “when rewards are given unbiased of specific mission engagement [...] or when the rewards were no longer anticipated [...], tangible extrinsic rewards did now not undermine intrinsic motivation.” Robbins (1998: 70) states that fine incentives or rewards will encourage college students to display modeled behavior. Positive reinforcement leads individuals pay more attention to the reinforced behaviors, to learn them better, and to perform them in an improved way.

Rewards are shown to interfere with the standard of learning happening. A study by Masters and Mokros in 1973 showed that a souvenir of food distracted the themes from the learning task, and resulted in less learning. The themes, nursery school students, got items of candy for proper answers in learning tasks handling building blocks, whereas an impact cluster wasn't given something for proper answers. The cluster receiving candy tested to be slower in the acquisition of the new talent, and cared-for building a lot of errors than the management cluster. This study supports the concept that the educational task simply becomes how to receive a reward, just like the boy getting into the area quietly to get a piece of candy. Rewards during this case ;don't have any place within the schoolroom as a result of they cause students to create a lot of errors and become distracted.

According to the behavior learning theories, reward and motivation are two sides of the same coin because the more the behavior is rewarded or reinforced the more the student repeats this behavior. According to Brown (2000, p. 22) “If a selected response is strengthened, it then becomes habitual or conditioned”. An effective behavior modification system within the classroom often includes rewards. They have a great effect on the shy and introvert students. They always need some encouragement and some reinforcement to overcome this shyness and to become more extrovert students, they are motivated to achieve and conform to appropriate behaviors when either intrinsically or extrinsically rewarded. Those students who prefer intrinsic motivation enjoy praise, personally challenging projects, and accomplishing educational tasks just for the love of learning. An alien approach needs additional tangible rewards such as pencils, erasers, stickers, and generally candy. The kind of reward given to students should be fair and consistent for all students however additionally must vary for every task.

## **Conclusion**

As we have been saying, Motivation is a very important factor that is used in EFL classes. The majority of the teachers try to motivate their students as much as they can. The administration of reward is a very beneficial strategy because it has a positive effect on the improvement and the achievement of the students' motivation. That is why; all teachers need to apply this strategy.

## **Section two: Rewards**

### **2 Introduction**

#### **2.1 Definition of Reward**

#### **2.2 Types of Reward**

##### **2.2.1 Short-term Reward**

##### **2.2.2 Long-term Reward**

##### **2.2.3 Extrinsic and Intrinsic Rewards**

##### **2.2.4 Verbal and Tangible Rewards**

#### **2.3 Function of Rewards**

#### **2.4 Reward and Reinforcement**

#### **2.5 The Implementation of Rewards in Classroom**

##### **2.5.1 The Learner's Role**

##### **2.5.2 The Teacher's Role**

#### **2.6 The Effects of Rewards on Learners' Motivation**

#### **2.7 Conclusion**

## **Section two: Rewards**

### **Introduction:**

Rewarding students for good performance or a good behavior isn't an easy task at all. The Reward administration could be a strategy teacher prefer to depend on, because of its effectiveness. Rewards proved to be helpful in increasing motivation, encouraging students' efforts and creativity in education, and help them to develop their aims and achieve better performance. It's practically acknowledged that rewards may be addressed at several points in the cycle of learning. Therefore, it's the teacher's role is to settle on which type of reward that ensures success in education.

The purpose of this chapter is to outline some literature to define rewards, to describe the kind of rewards does the teacher give to motivate students, to describe the implementation of giving rewards by a teacher, and to highlight how the rewards affect motivation in enhancing English learning.

### **Definition of Rewards:**

Reward is a technique that can be used in many domains. It can be used often in business, within the workplace, and in education. Educators apply the reward strategy and consider it as a reinforcement that ought to be used in classrooms for promoting the students' successful behavior in order to strengthen their performance, according to Horner (2009: 1) reward refers to any contingent that may deliver a consequence like an activity, event, or any object. Rewards proved to be important both for the encouragement of appropriate behavior and obstruction of the encouragement of inappropriate behavior.

Reward is defined as an action or the behavior to regard students having good performance and participation, doing the activities well (Slavin, 1991: 89). Sometimes students grow up with less worship and attention. Reward and punishment are typically applied to build student's motivation toward the learning process and to extend its effectiveness and efficiency, especially in the English Education Department.

Basically, the concept of reward has equivalent principles. Lepper, Greene, and Nisbett (1973: 129) carried many experiments to review the effects of rewarding learners for doing a given task. Rewards proved to be an effective element in increasing motivation and achievement

within the class for most students attempt to avoid negative judgment and seek to realize positive judgment from the teacher for their abilities and efforts.

The reward system in education is usually a good motivator. That must be implemented cautiously and precisely to satisfy learner's needs.

### **Types of Rewards:**

Differences between learners cause differences in their ways of learning. These differences are often explained in terms of many factors such as: social, cultural background, intellectual abilities and personality factor. Thus, they'll differ in their ways of perceiving rewards. Learners who differ in how they learn new material, also differ in what they enjoy doing. As an example, some students wish to be praised by the teacher and they wish to see the results of their efforts right within the classroom without paying attention to what comes later. Generally, these students are extrovert students who wish to gain the attention of their teacher and their classmates alike in order to satisfy some internal needs. Brown (2000: 155) describes these students within the following terms:

*"Extroversion is the extent to which an individual features a deep-seated need to receive ego enhancement, self-esteem, and a way of wholeness from other people as opposed to receiving that affirmation within oneself. Extroverts actually need others in order to feel "good". But extroverts aren't necessarily loudmouthed or talkative. they may be relatively shy but still need the affirmation of others."*

Actually, this affirmation should be provided for them by the teacher who may use some short-term rewards as a way to encourage them and arouse their self-esteem. However, some other students don't wish to be within the center of the class, and they would probably wish to benefit from less direct sorts of rewards generally represented during a good score in a given test or an additional point in the exam. Unlike extroverts, these students are almost reserved, silent and quiet. Unlike, "Introversion is the extent to which an individual derives a way of wholeness and fulfillment apart from a reflection of this self from people." Brown (ibid.).

### **Short-term Rewards:**

Short-term rewards are any sort of positive reinforcement the learner would receive directly after an accurate answer or a good performance. Short-term rewards are important because they permit students to see the results of their exertions and efforts instantly and make them understand how their contribution within the class makes a difference. It's vital to supply the student with a sense of pride within the classroom. This sense is almost enhanced by a sense of accomplishment. Nothing can create such a way of achievement like a word of praise from the teacher in the classroom. The student who perceives appreciation from the teacher towards his/her performance is considered as a kind of 'competitor' for each other is more likely to perform well within the next sessions. In a classroom, where students are non-native speakers of English, any proper use of the second language is considered by the student as an achievement. Thus, an achievement must be compensated when the form of rewards occurs after the activity is completed directly by the learner, it'll gain a more reinforcing value and so, it becomes more efficient. During this framework, Wilkins (1972: 166) argues that:

*"Reinforcement, to be effective, should follow the response as quickly as possible. in the classroom, it might take the form of approval from the teacher or satisfaction by the pupil that he has got his response right... There might be discouragement of any technique which cannot provide for immediate reinforcement. One sometimes meets the argument that homework shouldn't be set, since the teacher cannot see it until long after it was done and by the time it's returned to the learner any reinforcement is lost."*

Concerning this type of rewards, we should always know that it's not only the teacher's responsibility to introduce some form of rewards within the class. Learners also may organize rewards for them to make their learning more enjoyable and more practical, the older they have grown the more responsible they should be in the learning experience. At the university, students are responsible enough to develop their own "study habits" to foster their learning either within the class or at home. Rewards are one of the foremost important study habits students have as they take more responsibility for the learning process. According to Fontana, "the student can build small rewards, as reinforcers; into a work schedule, like a cup of coffee

and a five-minute break after every hour of solid work. He or she should be strong enough to withhold the reward if it fails to be earned." Fontana (1995:155).

### **Long- term Rewards:**

Long- term Rewards are considered also as a good way of motivation; they do not necessarily occur directly after the learner's performance. In language learning/ teaching situations, it's very beneficial for learners to organize some earning rewards, where excellent students are invited to receive presents and gifts as a kind of appreciation. Learners also can receive some achievement certificates in recognition of their efforts during the entire semester. The point system remains one of the most effective; rewarding systems that makes learning experience very challenging and so very enjoyable and motivating.

Students earn points during a given period of time where students attempt to work hard in order to win a more interesting prize. Long-term Rewards also are used to help students win some extra marks as we will see in this research. Some universities and institutions provide college scholarships for the scholars with the best academic outcomes. It is definitely considered a good way of motivation. Margaret Raymond (2008) conducted a similar experimentation to examine the effects of rewards on student's behavior. She confirmed that a promise or probability of future scholarships is very effective to pursue longer-term education goals and maintain motivation.

### **Extrinsic and Intrinsic Rewards:**

Extrinsic and Intrinsic Rewards are considered also a good way of motivation. Extrinsic rewards are rewards given by teachers to their students to develop and reinforce their performance. They are called extrinsic because they come from the outside of the students, whereas intrinsic rewards are mediated within the person. We say a person is intrinsically motivated to perform an activity if there is no apparent reward except for the activity itself or the feelings which result from the activity. Deci (1971) makes the case that rewards are often either extrinsic or intrinsic. First, an extrinsic reward is the receiving of something physical (e.g., money, token, verbal praise, status) for the performance of an activity. Second, intrinsic reward is the performance of an activity as it relates to the need for feelings of competence, self-confidence, and self-determination.

### **Verbal and Tangible Rewards:**

Wilson (2006) states two other sorts of rewards: verbal rewards and tangible rewards. First Verbal Rewards are brief expressions used by teachers to transmit a message to students; it consists of complimenting students when they behave in a way that is positive. Second, physical rewards or tangible rewards which means giving someone money, food or something physical this sort of tangible rewards is usually given when the student moves from one grade to a different.

Students' perception of reward differs from one student to a different, and these differences determine the motivational value of any reward. Therefore, the teacher is the only one who can judge which type of reward is more appropriate for a specific student. What is essential here is the role of teachers in choosing carefully the rewards anticipated in the classroom and in deciding whether rewards to use, since it is not impossible for the teacher to understand the character of the student and his/her major personal characteristics of his/her behavior within the classroom.

### **Function of Rewards:**

Rewarding students proved to be very beneficial and important in promoting student's performance, and increasing their motivation to learn. The more students receive extrinsic rewards the more their desire to reach their goals will be increased and the more their learning and the performance will be better. For example: saying excellent to a student who answered correctly. Rewards are proved to be helpful for students by pushing them to learn more and more, increasing their desire, and improving their goals, for instance; in the beginning, the aim of an EFL student is to participate within the classroom discussion even if the answer is wrong, but afterward, the students will develop the concept from participation to speaking and communication using the correct form of target language. Also, it creates a very good relationship between the teacher and his students that's why teachers prefer to use rewards, actually they are established when students behave a good behavior or have a good performance. Receiving a reward after a good behavior or good performance proved to be a motivational way in increasing student's feeling of satisfaction; it is considered as a significant factor in reinforcing achievement behavior, which renders satisfaction a major component of motivation.

Motivational strategies aiming at increasing learner satisfaction usually focus on allowing students to display their work, stimulating them to be proud of themselves, and celebrate success (Covington, 1999, p. 127). Therefore, the teacher should reward students in a way that

students highly evaluate what is offered to them as a compliment or a gift for what they have done (Brophy, 1998). Like a child, the learner who performs different activities within the class must be reinforced; otherwise, the likelihood of getting further performances decreases.

### Reward and Reinforcement:

The application of reward endeavor in the educational system has its origins in Skinner's theories. Skinner theory remains one of the most controversial theories which have a great impact on the language teaching methodology. He distinguishes three main stages that are involved in the learning process: stimulus or situation (S), behavior (B), and reinforcement (R). A stimulus is a situation in which the learner's performance will take place. Behavior is the performance itself. Reinforcement refers to any reaction from the part of the teacher towards the learner's behavior. Like a child, the learner who performs different activities in the class need to be reinforced; otherwise, the possibility of having further performances decreases. Wilkins (1972: 162) emphasizes the importance of reinforcement in a learning situation " The piece of language will not be learned if such reinforcement doesn't occur " Chen and Wu (2008, p. 1) argued that rewards are administered in the pedagogical setting in order to increase performance and motivation, So student will repeat what he did and improve himself , when he or she receives some kind of reward but if the teacher punishes or judged him or her negatively, he or she will not repeat it. The following diagram will summarize the basics of this theory:

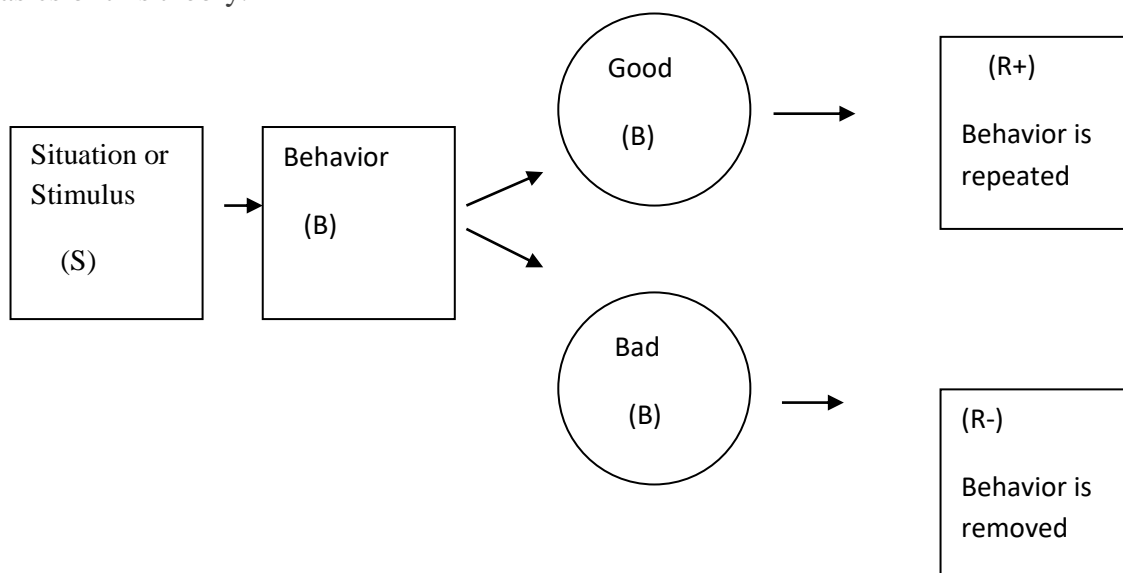


Diagram 1. Skinner's S-B-R Model of Learning (Wilkins 1972 :162)

## **The Implementation of Rewards in Classroom:**

Rewards usually have a vital role in the classroom in this framework Willingham (2008) states “rewards can motivate students to attend class, to behave well, or to supply better work” (p. 160). If the teacher gives students some rewards, an efficient behavior will increase and learners will produce more, participate more, which encourages them to learn and to respond better. The teacher’s role is to settle on the acceptable type of reward and appreciate the work of the student, but this is often not enough. The most important thing to be done is by the student, who is obliged to make efforts because reward without effort doesn't lead to any positive results. As many researchers and teachers argue for the great effect and positive results of using rewards in classrooms.

## **The Learner's Role:**

Recent research in second language learning has always figured out various methods in order to involve the students in the process of learning, and making them emotionally engaged. For the aim of promoting student’s motivation and making the training experience rewarding in itself, some strategies must be created, so that learners will be more involved in the learning operation. Learners should go back from time to time to examine the objectives designed to them right in the beginning to compare them with what they have actually learned in order to check to what extent the objectives are realized.

Learners should understand that co-operation between them is one of the most useful educational practices, which allows students to interact and to assist each other, As well as for teachers which encourages their active role of being a facilitator within the classroom. Learners should be a part of the learning process by increasing their communicative skills and their interaction in the class, which provides them with positive attitudes towards other learners. As well as, to develop their independent strategies in education. In this sense learners should adopt new choices to create their own individuality and to develop their communicative skills. According to Littlewood (1981: 93): The improvement of communicative skills can only take place, only if learners are motivated to learn, and have the opportunity to express their own identity and to relate with the people around them. In this context Johnson and Paulson (1976) argues with the fundamental issue of learners' role in

creating a good atmosphere for learning. Therefore, creating a good atmosphere for learning gives students a sense of security and value as individuals.

## **Teacher's Role**

Teachers play an enormous role in their students' engagement and motivation (Hill & Rowe, 1996). Research has found that teachers play an active role in their student's motivation and engagement. Thus, teacher challenge is to engage all students to eliminate their carelessness toward learning, and to avoid any attractive distractions which result in demotivating students.

Student's enthusiasm, involvement, and willingness to participate affect the quality of class discussion as an opportunity for learning. Therefore, the teacher challenge is to engage all students, keep them talking to each other about an equivalent topic, and help them make insights into the material (Davis, 1993).

Students' motivation is additionally vital to the teachers since it provides a perfect environment for them to work better. If a teacher experiences that the classroom is motivated for optimal learning, he or she tends to participate more than expected in the process of teaching, administration, and the overall improvement of the school (Ofoegbu, 2004). According to Alison (1993), a fundamental element is to determine a relationship of mutual respect and trust with the learners, by means of talking with them on a personal level. This mutual trust could lead on to academic interests. Further, keeping good relations with teachers proved to be helpful on enhancing social, cognitive, and language development in younger children (Kontos & Wilcox-Herzog, 1997).

In order to motivate students and push them to work dynamically on the assigned tasks, first the teacher should set a significant goal, it is important to clarify the significance of learning, performance, and improvement, and use the incentives as markers for mastering key concepts or improving skills.

The teacher's role has become of great importance in the language classroom practices, and in some cases his/ her role requires a good deal with teaching strategies to ensure a good presentation. Therefore; teachers should be talented enough to grasp the diversity of roles provided for them. The teacher should consider that rewarding attendance may influence students' outcomes in the class, and increase learner's motivation for example; a teacher can offer a prize to the student who has been present during the entire semester or at least to the

student with the best attendance. The teacher counts students' absences for every month, and at the end of every month, the student with no or fewer absences may benefit from a prize. However, rewards need to be used carefully, since even rewards can have a negative impact on subsequent motivation. Deci and his associates (Deci & Ryan, 1985; Ryan & Deci, 2000) have recommended a cognitive evaluation theory as a part of their self-determination theory to clarify the reducing of intrinsic motivation by extrinsic rewards. According to Alfie Kohn (1987) rewarding students for activities that are intrinsically motivating can be demotivating for students. Therefore, teachers should use rewards only when they realize that their students are not intrinsically motivated.

For most people, there is also some satisfaction in rewards that are contingent upon performance in the task. The balance of these intrinsic and extrinsic sources of satisfaction varies from one person to another and between different situations. Some people indeed are highly motivated by both intrinsic interest and extrinsic rewards (Beswick, 2007). The teacher should also encourage learners to participate in several activities that take place in the classroom, and so to help them to get involved in teaching-learning.

Finally, teachers should allow students to work autonomously, enjoy learning with peers, and feel they are competent to achieve their goals. Allowing students to work autonomously and with others, develop their sense of competence ends up in increasing student motivation. This focuses on the cultivation of intrinsic motivation fosters self-determination that leads to engagement. Motivational techniques aiming at increasing students' satisfaction usually focus on allowing learners to display their work, stimulating them to be proud of themselves, and celebrate success (Covington, 1999, p.127). Therefore, the teacher should reward students in a way that students highly evaluate what is offered to them as a compliment or a reward for what they have done (Brophy, 1998).

### **The Effects of Rewards on Learners' Motivation:**

As we have said before, reward implementation can increase the student's motivation as Beal (2011, p. 2) Claimed. Motivation is defined by Wilson (2006, p. 1) As "intensity and direction of efforts." i.e., the direction and the domain of these efforts that each student can do in order to reach something. This strategy makes the student more comfortable and the most significant thing is being more motivated. Many researchers have proved that the

classroom rewards are very beneficial. Deci, Vallerand, Pelletier, and Ryan (1991, p. 335) claimed that: Rewards such as prizes and money are often used in homes and schools as a means of motivating desired behaviors... the uses of promised rewards or threatened punishment is a doubtless motivational strategy.

Analysis of Cameron's (2001) studies demonstrated that rewards have little or no negative effect on intrinsic motivation. According to (ibid. 34) the implication of their findings proved that rewards are often used to increase motivation and performance on low-interest academic activities. Good and Brophy (2000:39) stated that "rewards and bribes should be minimized in the classroom." They regard rewards as helpful to both teachers and learners if they are exploited properly

In 1972 Deci found that when an individual perceives a reward for a given situation, the person will put forth more effort in an activity. The kind and amount of a reward have an impact on motivation and performance. Robbins (1998: 70) states that positive incentives or rewards will impel students to display modeled behavior. Positive reinforcement leads individuals pay more attention to the reinforced behaviors, to learn them better, and to perform them in an improved way. Rewards have been related to the quality of learning taking place.

According to behavior.Learning theories, motivation is hugely linked to reward and reinforcement. As an example, in a learning situation if the teacher says an excellent for a student who has just finished an activity; the same student will be more motivated to do the following tasks. In this regard, Brown claims that: "If a specific response is reinforced, it then becomes habitual, or condition. Thus, children produce linguistic responses that are reinforced." (2000: 22). The teacher's praise may act as an efficient reinforcer particularly for a student who has made efforts in answering an issue or completing a difficult assignment.

During a learning situation, positive self-esteem ;indeed is enhanced by some form of reward. When students do well in an activity, they need to be compensated for his or her efforts and they feel that they deserve a reward; especially if they believe that success is a result of their own efforts. In particular cases, rewards become very necessary. For instance, shy and introverted students keep silent in the class and they always watch for encouragement and reinforcement by the teacher.

## **Conclusion:**

A significant number of studies have been conducted in the educational endeavor to review the various factors that contribute to the development of students' motivation. Reward has proved to be one of the foremost important strategies used in the teaching of foreign languages that extend students' motivation and self-esteem. Therefore, teachers should focus on the individual differences, variables between learners in the application of rewards, and most significantly their motivation to get all the scholars engaged in the learning process.

# Chapter Two

## **Chapter Two: The Practical Part**

### **2 Introductions**

#### **2.1 Participants of the Research:**

##### **2.1.1 The Sample**

#### **2.2 Procedures of Data Collection**

#### **2.3 Teachers' Questionnaire**

#### **2.4 Students' Questionnaire**

#### **2.5 Analysis of the Questionnaires**

##### **2.5.1 Analysis of the teachers' Questionnaire**

##### **2.5.2 Analysis of the students' Questionnaire**

#### **2.6 Conclusion**

### **General Conclusion**

### **Pedagogical Implications and Recommendations**

### **List of References**

### **Appendices**

#### **Appendix 1**

#### **Appendix 2**

### **French Summary**

### **Arabic Summary**

## **Chapter Two: The Practical Part**

### **Introduction**

This part is adopted to identify the effective role of rewards in EFL classes and whether this strategy has a positive effect on students' motivation or not. In order to carry out our research, we obtained a descriptive survey method by means of two questionnaires for both teachers and students. First, we started by introducing the study and the sample used to collect the data. Then, describing, analyzing, and interpreting the questionnaire results by means of numbers and percentages displayed on tables and graphs.

### **2.1 Participants of the Research:**

The investigation is carried out in the Department of English at Chadli Ben Djedid University. The first category of the participants involved are teachers. The second category of the participants involves the second-year students. The number of second-year students was selected randomly.

#### **2.1.1 The Sample:**

Our sample is derived from second-year 'LMD' students at the department of English at Chadli Bendjedid in El Tarf University; we attempted to select a representative sample in an objective and random way.

### **2.2 Procedures of Data Collection:**

To collect data related to our research, we have used two questionnaires; one for the teachers and another one for second-year students.

#### **2.4 Teachers' Questionnaire:**

The questionnaire designed for teachers contains 15 questions; it is a mixture of multiple-choice, close and open-ended questions. The questionnaire is divided into four sections. The first section is about the background information about the teachers. The second section (Q3-Q10) deals with rewards, its use, the reasons of its use and its benefits for students. The third



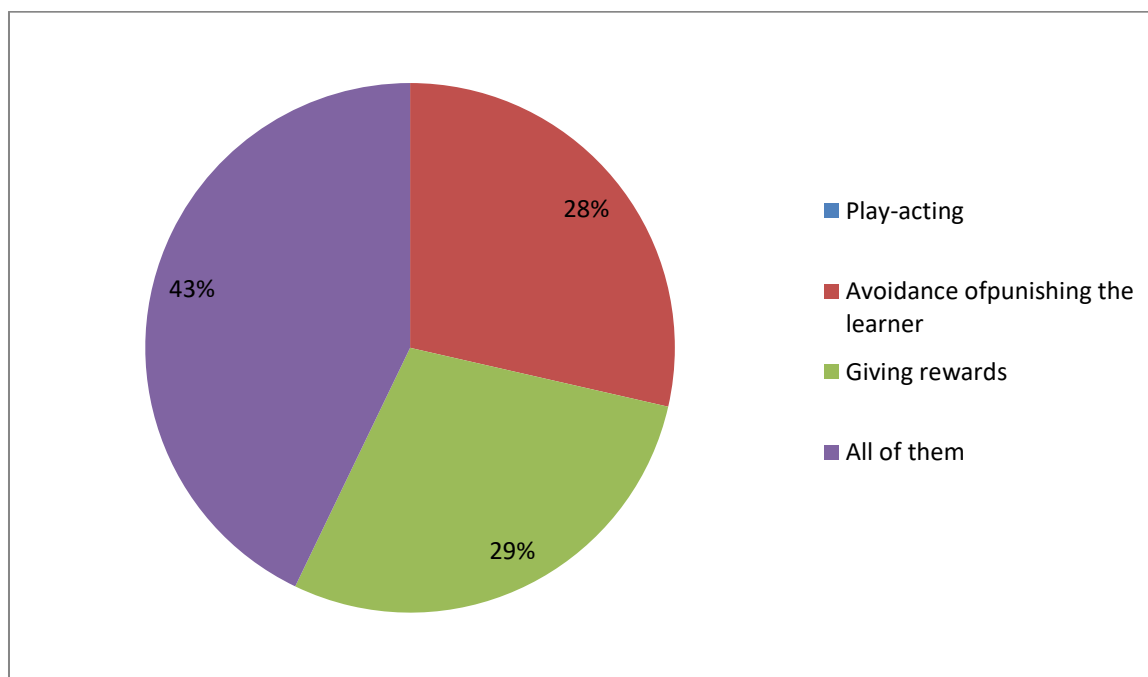
%	29	28	43	100
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We notice that 43% of the teachers have been experiencing teaching English more than 10 years . 29% of the teachers affirmed that they have been experiencing teaching English for 5 to 10 years ; While; 28% of teachers affirmed that they have been experiencing teaching English just for a few years for 1 to 5 years .

**Section Two: Teachers’ Attitudes towards Rewards :**

**Q3.** During your teaching experience, did you adopt specific strategies to motivate your learners to learn?

- a- Play-acting
- b- Avoidance of punishing the learners
- c- Giving Rewards
- d- All of them



**Figure 02 : Teachers ‘ use of strategies to motivate students**

The Figure reveals that the strategies used in the classroom differ from one teacher to another. 28,6 % of teachers prefer to use rewards. While 28,6 % of teachers avoid punishing the learners, while the majority of them making 42,9 % prefer to use all of the strategies to motivate students.

**Q4.** If yes, do you think that your learners benefit from them?

a- Yes

b- No

Option	Yes	No	Total
Number	07	00	07
%	100	00	100

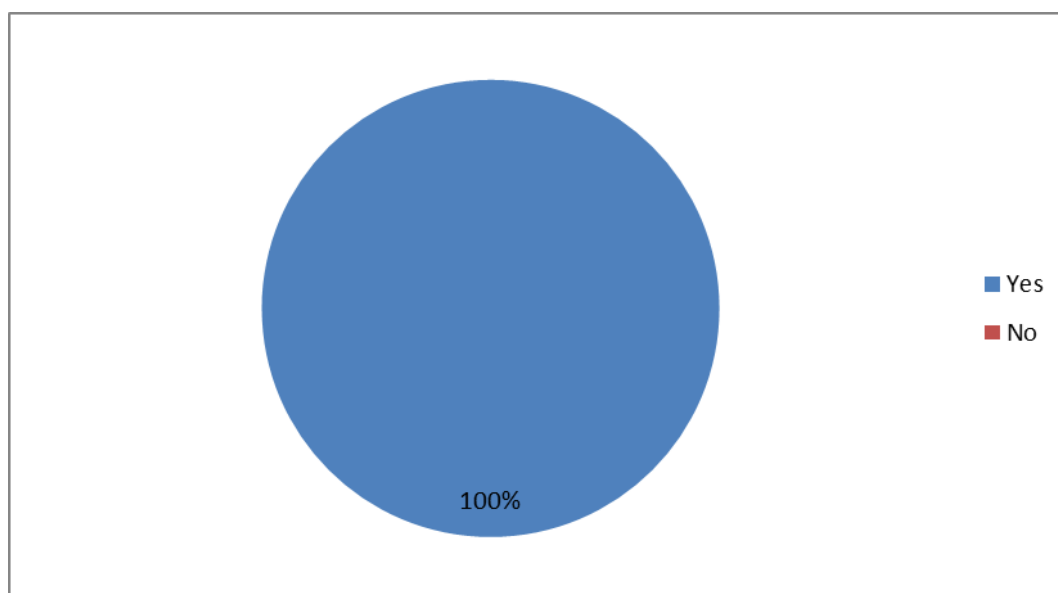
**Table 02: Teachers Attitudes Towards the Way Students Benefit from the Motivational Strategies**

The majority of teachers making up 100% answered with ‘yes’. Most of them stated that giving rewards for motivating students is good and effective that help students to develop their aims, achieve better performances as well as to increase their creativity and motivation

**Q5.** Do you use reward in your classroom?

a- Yes

b- No



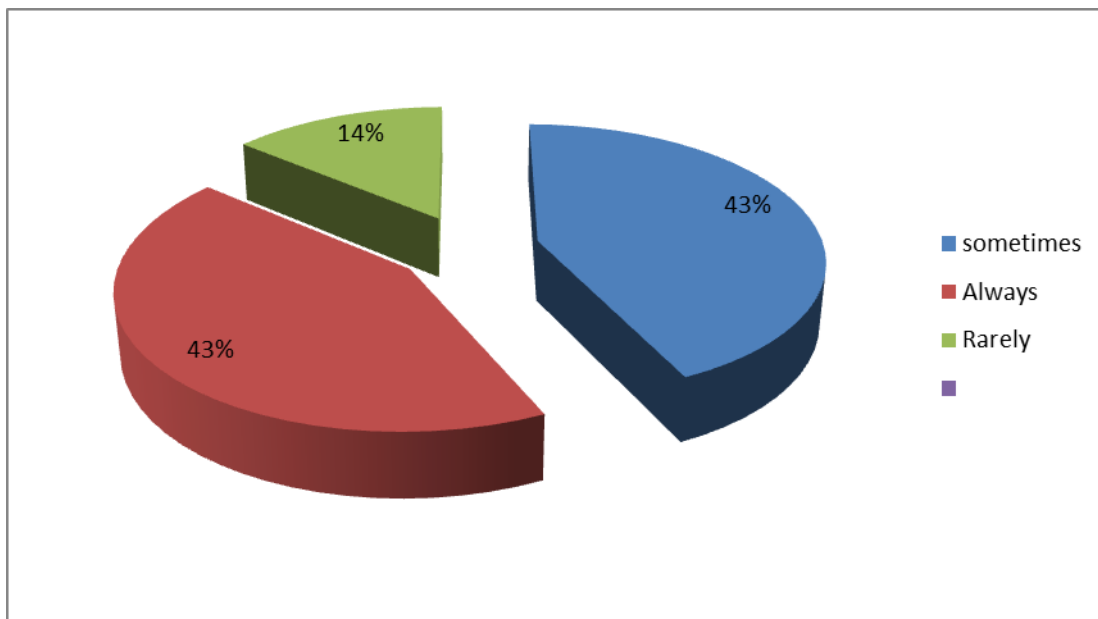
**Figure 03: Teachers' Use of Reward in Their Classroom**

The majority of teachers making up 100% answered with 'yes'. They use this helpful strategy in their classrooms because they know its importance and effectiveness in raising students' motivation.

**Q6.** How often do you use rewards?

- a- Always                      b- Rarely                      c- Sometimes

**Figure 04: The Frequency of Teachers' Use of Rewards in the Classroom**

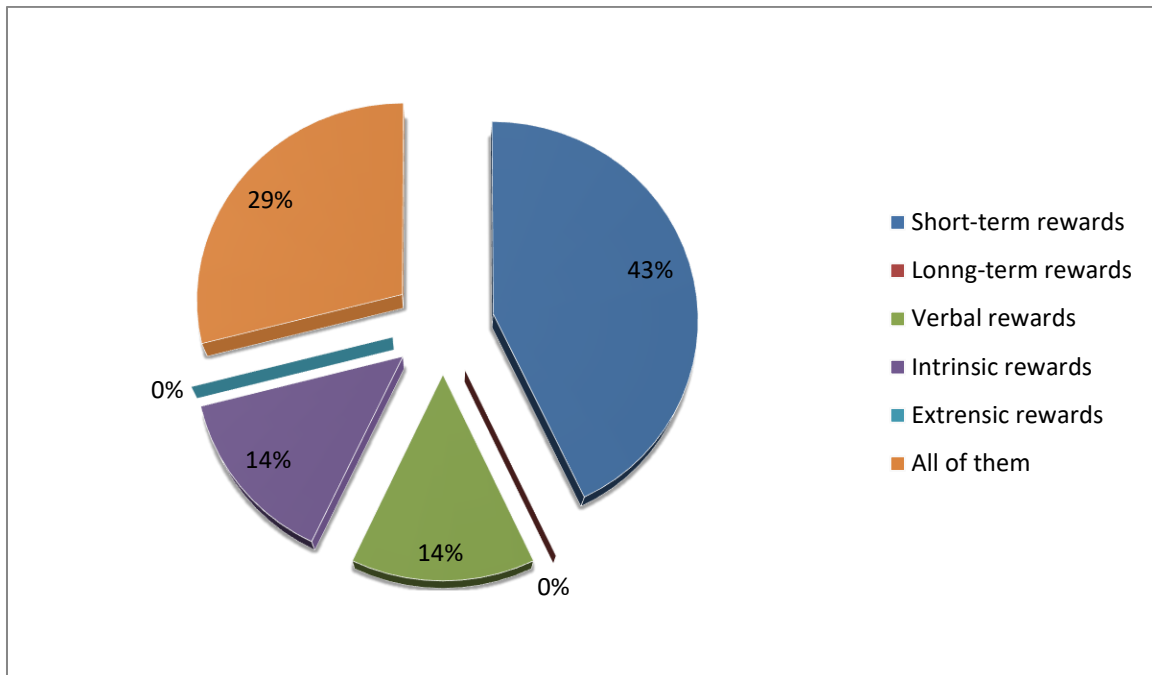


This question seeks to determine the frequency of teachers' use of rewards in the classroom. The figure presents that 43% of teachers sometimes use rewards in their classrooms. 14% of teachers rarely use rewards in their classrooms. While 43% of teachers always use the reward system, which means that teachers like to reward their students in order to have better outcomes.

**Q7.** Which type of rewards do you use?

- a- Short-term rewards (like scores)
- b- Long-term rewards (Learners can receive some achievement in recognition of their efforts during the whole semester)
- c- Verbal rewards (e.g. good, perfect, excellent)
- d- Intrinsic rewards (include things like pride, satisfaction, enjoying tasks)
- e- Extrinsic rewards (include things like money, praise, promotions)
- f- All of them

**Figure 05: The Type of Rewards Used in the Classroom**



This question seeks to identify the most useful rewards in EFL classrooms. The Figure reveals that the much more types of rewards used are short-term rewards (43%). 14% of teachers use verbal rewards and intrinsic rewards. The rest of the teachers making 29% use all types of rewards to motivate students. Here, it is mentioned clearly that each teacher prefers to reward his students with a specific type of rewards.

**Q8.** When do you give rewards?

- a- After a good behavior
- b- After a good performance
- c- After a correct answer
- d- After participation

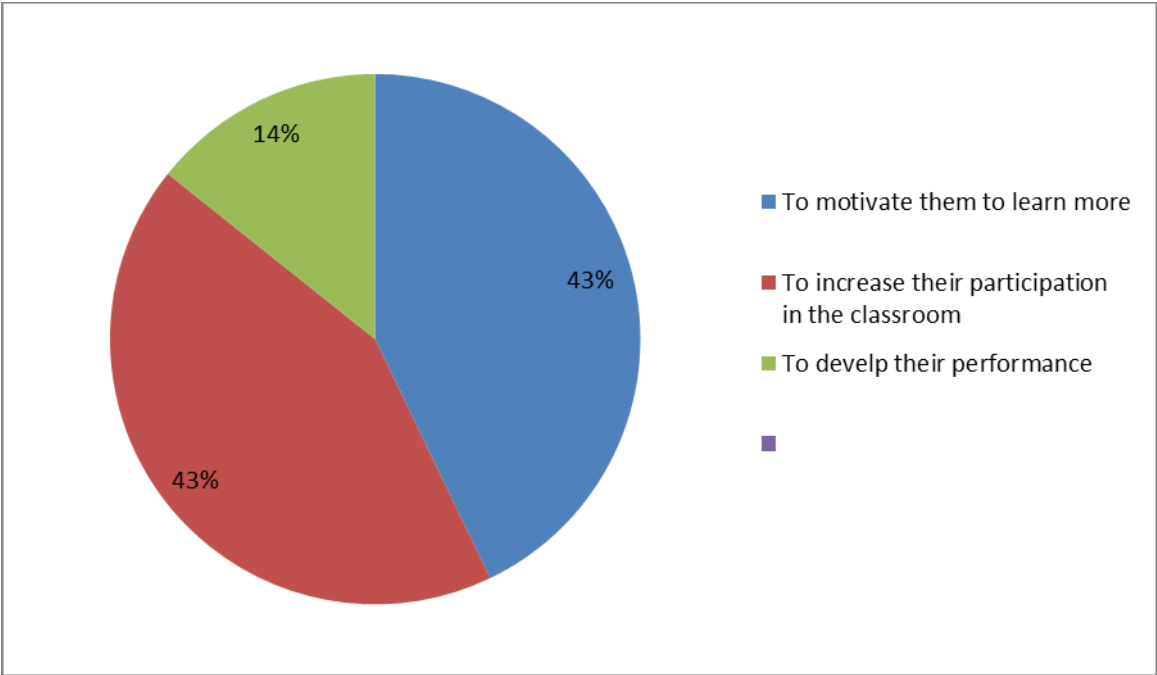
**Table 03: Situations Where Teachers Use Rewards**

Option	After a good behavior	After a good performance	After a correct answer	After participation	Total
Number	00	01	05	01	07
%	00	14,3	71,4	14,3	100

According to the results, the majority of teachers making up 71,4% give rewards to their students after a correct answer; we assume that giving extra marks is very helpful and effective that's why teachers use it more than the other types. 14,3% of teachers answered by "after participation" and the other 14,3% of teachers answered by "after a good performance" in order to encourage them to participate more.

**Q9.** For what reason you give rewards to your students?

- a- To motivate them to learn more
- b- To increase their participation in the classroom
- c- To develop their performance



**Figure6: The Reasons behind Giving Rewards**

The majority of teachers making 43% use rewards for two main reasons. One reason is to motivate them to learn more. Another reason is to increase their participation in the classroom. While the minority if teachers making 14% use rewards to develop their learner's performance

**Q10.**How do your students react when they receive rewards



(100%) from the teachers, think that motivation affects the students' participation. The more the student is motivated, the more he/she is going to participate.

**Q12.** Do you agree that the teacher's role is an important factor in increasing the students' motivation?

Agree Disagree Neutral

<b>Option</b>	Agree	Disagree	Neutral	Total
<b>Number</b>	06	00	01	07
<b>Percentage</b>	85.7%	00%	14.3%	100%

***Table05: The Importance of the Teachers' Role***

85.7% from the teachers affirm that the teachers' role is considered as a very motivating factor, while 14.3% affirm that the teachers' role is considered as a neutral.

If you agree, how do teachers motivate their learners according to their role?

The teachers motivate their learners through:

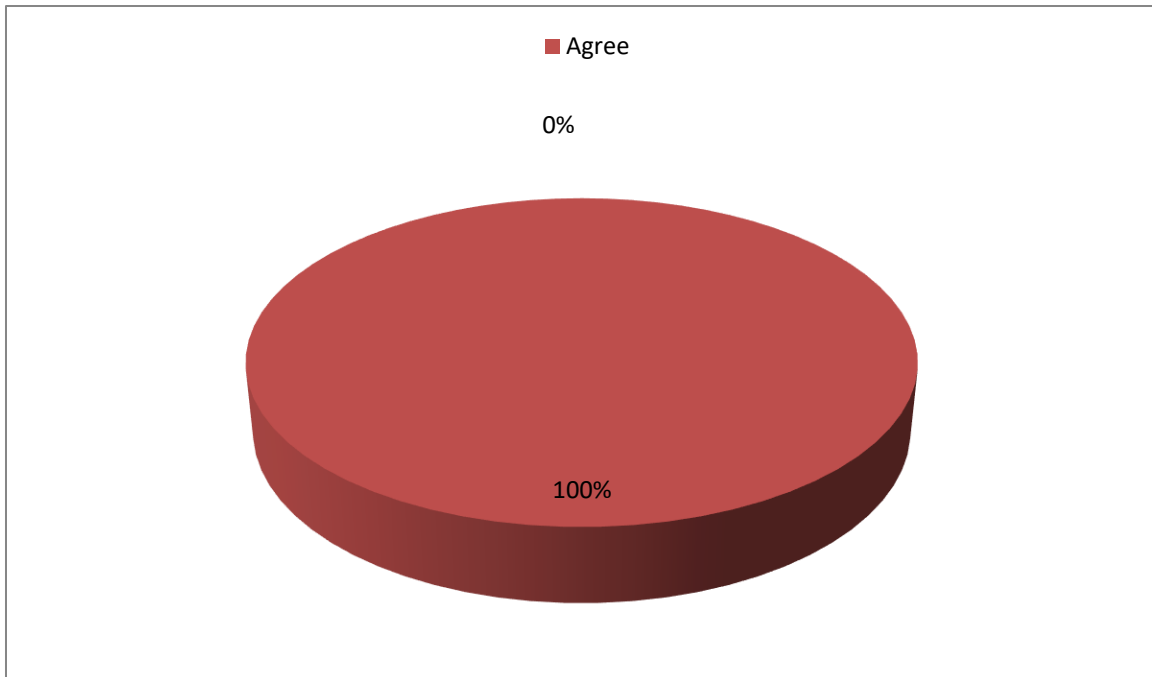
- Engaging them in the learning and teaching process.
- Rewarding them and avoiding punishments by increasing them and listening to them.
- Start giving them the space to speak in class and monopolize that. Also by appreciating their participation and praising them in front of their peers

**Q13.** Do you agree that using the reward strategy is contributing in enhancing the students' motivation?

a- Agree

b- Disagree

c- Neutral



**Figure 08: The Effect of Reward on the Students' Motivation**

All the teachers which make (100%) affirm that rewards have a positive effect on the students' motivation.

**Q14.**In the class, does students' motivation increase when you give them rewards?

a- Yes

b- No

Option	Yes	No	Total
Number	07	00	07
Percentage%	100%	00%	100%

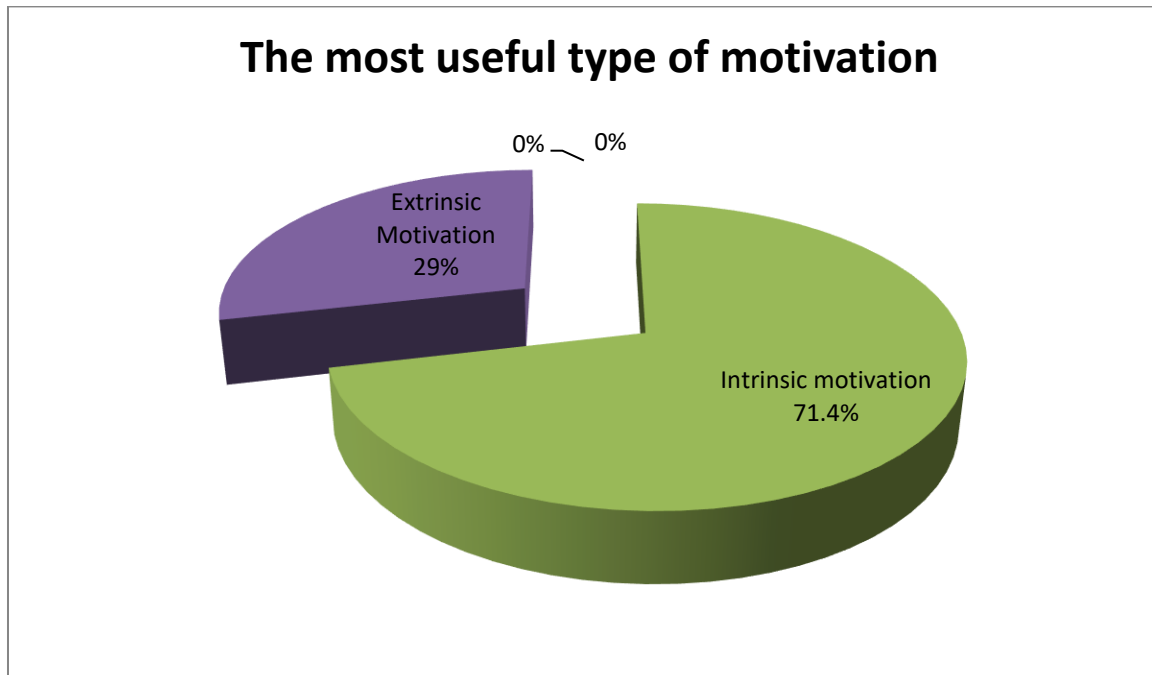
**Table06: Increasing Motivation through Using Rewards**

(100%) from the participants, affirm that rewards enhance students' motivation. That is why; we advise all the teachers to apply this strategy.

**Q15.**According to you, which type of motivation is very useful for the students to achieve the process of learning?

Intrinsic Motivation

Extrinsic Motivation



**Figure09: The most useful type of motivation**

(71.4%) from the participants affirmed that intrinsic motivation is more useful to achieve the process of learning and for increasing students' motivation than extrinsic motivation in which few teachers (28.6) see the extrinsic one is useful to achieve the process of learning.

**Section four: Further Suggestions and Comments:**

We found: rewards is an effective tool in raising EFL Learners motivation which results in enhancing their language proficiency.

**Conclusion**

From the data we have collected from the teachers' questionnaire, we can conclude that reward as a strategy increases the students' motivation. That is why; we can confirm our hypothesis, because 100% from the participants affirm that their students react positively while receiving rewards as well as all of them said that rewards increase students' motivation.

To conclude, we can say that providing students with rewards would really increase their motivation.

## 2.3 Students' Questionnaire:

The questionnaire designed for students contains twelve (12) questions; it is a mixture of multiple-choice, close and open-ended questions. The questionnaire is divided into four sections. The first section is about the background information of the participant. The second section (Q2-Q7) deals with the concept of reward and to know if the students receive rewards from their teachers and which type of rewards is very beneficial. The third section (Q7-Q12) deals with the concept of motivation. It aims to identify students' opinions about motivation and whether rewards affect students' motivation or not. The last section is designed for further comments or suggestions.

### 2.5.1 Analyses of the Students' Questionnaire:

1-Your choice to study English is:

Option	N	%
Personal	26	86,7
Imposed by the administration	1	3,3
Imposed by parents	3	10
Total	30	100%

**Table 07 : Students ' choice to study English .**

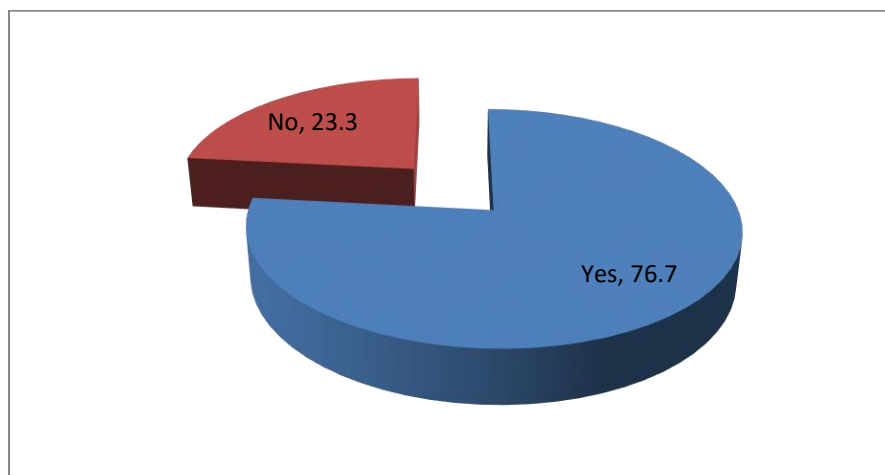
As table (01) shows, 86,7 of the students personally choose to study English; whereas only 10% of the students were compelled to study English by their parents. The minority 3,3% left has been compelled to study English by the administration.

## Section Two: Reward

2- Do you receive reward from your teachers:

- Yes

- No



**Figure10: Reward Administration from Teachers**

The majority of students that makes 76, 7 % answered by “yes”, they receive reward from their teachers. So, they have already experienced this strategy and its benefits in the development of their level while the other 07 participants that are the minority, making up 23, 3% did not receive any kind of reward from their teachers. We assume that only this majority will be motivated to do well in English and develop themselves.

3-What type of reward you most receive?

a- Extra marks

b- Verbal praise

c- Certificates

Option	Extra marks	Verbal praise	Certificates
N	18	11	01
%	60	36,7	3,3

**Table 08: The Most Useful Type of Reward.**

18 participants make 60% affirm that they receive extra marks;we assume that giving extra marks is very helpful and effective that's why teachers use it more than the other types. Most teachers usually use verbal praise as 11 participants affirmedmaking 36,7% , This plays an important role in motivating them to do well in English and develop their performance , whereas one student affirmed that he receives a certificate from his teachers making 3,3% .

4- According to you, which type is more helpful?

- a- Extra marks                      b- Verbal praise                      c- Certificates

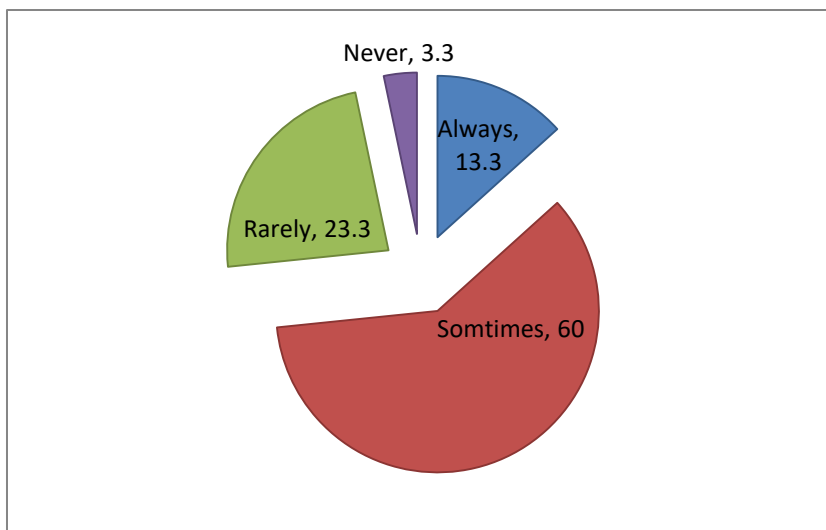
<b>Option</b>	Extra marks	Verbal praise	Certificates
<b>N</b>	16	10	04
<b>%</b>	53,3	33,3	13,3

**Table 09 : Most helpful type of Reward**

16 students making up 53,3% affirmed that they are motivated to do well in English when they receive extra marks. According to 10 participants making 33,3% claimed that the most beneficial type of reward is "verbal praise". This type is considered as a very effective type because it supports and encourages the students to learn English as well as it raises the students' self-esteem and self- achievement. 04 participants making 13,3% claims that this type of giving certificates is beneficial because it makes students very proud.

5- How often students receive rewards from teachers in the class?

- a- Always                      b- Sometimes                      c- Rarely                      d- Never



**Figure 11: The Frequency of Reward Administration**

From the data gathered, we can see that the majority of the students 60% answered that they sometimes receive rewards from their teachers .07 participants making 23,3% answered that they rarely receive rewards, while 04 participants making 13,3% claimed that they always receive rewards. While only one participant answered with never. Teachers always or sometimes use a reward because they know their effectiveness in the development of students' levels.

6- For what reason did you receive rewards?

a- Good behavior                      b- Good performance                      c- Correct answer

Option	Good bavoir	Good performance	Correct answer
N	5	11	14
%	16,7	36,7	46,7

**Table10: The Reasons behind Giving Rewards**

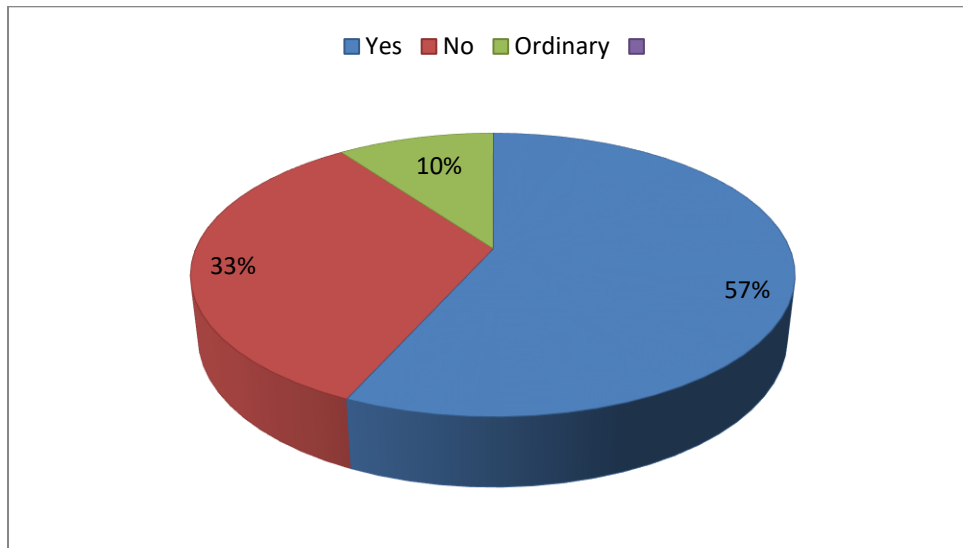
The majority of students (14) making 46, 7% affirmed that their teachers reward them for a correct answer, while 11 students making 36, 7% affirmed that their teachers reward them for good performance, while only 05 studentsmaking 16, 7% have chosen a good behavior .Teachers generally rewardstudents because they know that rewarding performance increases students' motivation and encourages them to do their best to do better and more.

7- Do you feel more diligent in learning English after getting a reward from your teacher?

a- Yes

b- No

c- Ordinary



**Figure12: Students' attitude toward giving Rewards**

The majority of students making 56,7% affirmed that they feel diligent in learning after getting rewards from teachers , while 10 participants making 33,3% affirmed that they ordinary feel diligent in learning but they did not participate more actively in class after getting rewards from the teacher , while only 03 students making 10% answered that they do not participate more actively in learning after getting rewards from their teachers .According to students' opinion, most of them stated that teachers' strategy of giving rewards for motivating them is good and effective , they stated that giving rewards have an important role that increases their motivation , and help them to develop their aims , and to achieve better performance .

### Section Three: Motivation

Q7: Are you motivated in your class?

A-Yes

b- No

<i>Option</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
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<i>Number</i>	<i>17</i>	<i>13</i>	<i>30</i>
<i>Percentage</i>	<i>56.7</i>	<i>43.3</i>	<i>100</i>

**Table11: Motivation in the Class**

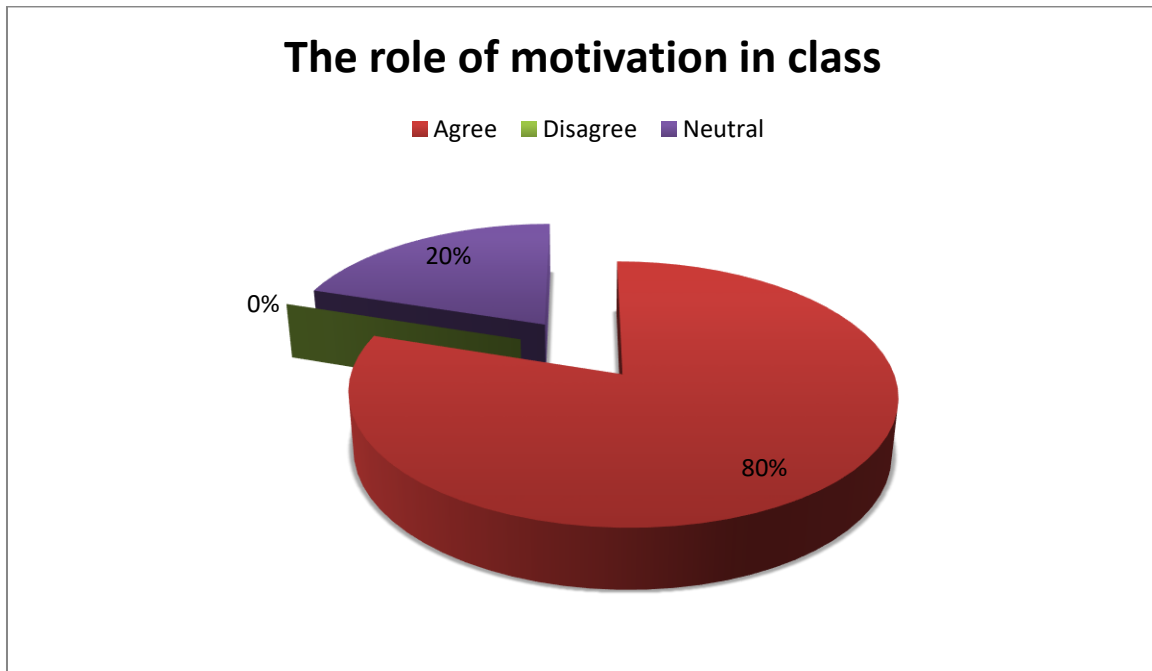
As table 07 shows that 17 of the participants making (56.7%)are fully motivated in their class. Whereas, 13 of the participants ;which make (43.3%), do not feel motivated while learning because they do not show any interest in studying English.

Q8: Do you agree that motivation is an important factor in your success?

a-Agree

b-disagree

c-Neutral



**Figure13 : The Role of Motivation in the Class**

After collecting the data, we end up with (80%) of participants affirmed that motivation is an important factor in the students' success, and (20%) of the participants affirmed that they are

neutral toward the importance of motivation in raising the success of the class. That is why; before any English's teaching process, teachers should first increase their students' motivation.

Q9: Do your teachers motivate you in the class?

a- Yes

b-No

<i>Option</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
<i>Number</i>	<i>16</i>	<i>14</i>	<i>30</i>
<i>Percentage</i>	<i>53.33</i>	<i>46.7</i>	<i>100</i>

**Table12: Teachers' Trials in Motivating students**

16 of the participants that make (53%) affirmed that their teachers try to motivate them in the class by encouraging them to do better, get them involved, and offer incentives;also, they draw connections to Real Life. Whereas, 14 of them that makes (47%) affirmed that their teachers do not motivate them. For this reason; we are advising teachers to develop their learner's performance, they should apply various ways and follow different techniques of motivation and the favorite one could be the administration of rewards.

Q10: Teacher use differentways in order to motivate you in the process of learning, Are rewards one of them?

a- Yes

b-No

<i>Option</i>	<i>Yes</i>	<i>No</i>	<i>Total</i>
<i>Number</i>	<i>24</i>	<i>6</i>	<i>30</i>
<i>Percentage</i>	<i>80%</i>	<i>20%</i>	<i>100%</i>

### Table13: The Students Opinion about Rewards a Way of Motivation

The majority of the participants that make (80%) affirmed that their teachers use rewards in the class. That is why; we think that teachers use this strategy because it has a positive impact on the students' motivation. Whereas, only (20%) of the participants said that their teachers do not use rewards in the class.

Q11: Do you agree that rewards promote students' motivation?

a-Agree

b-Disagree

c-Neutral

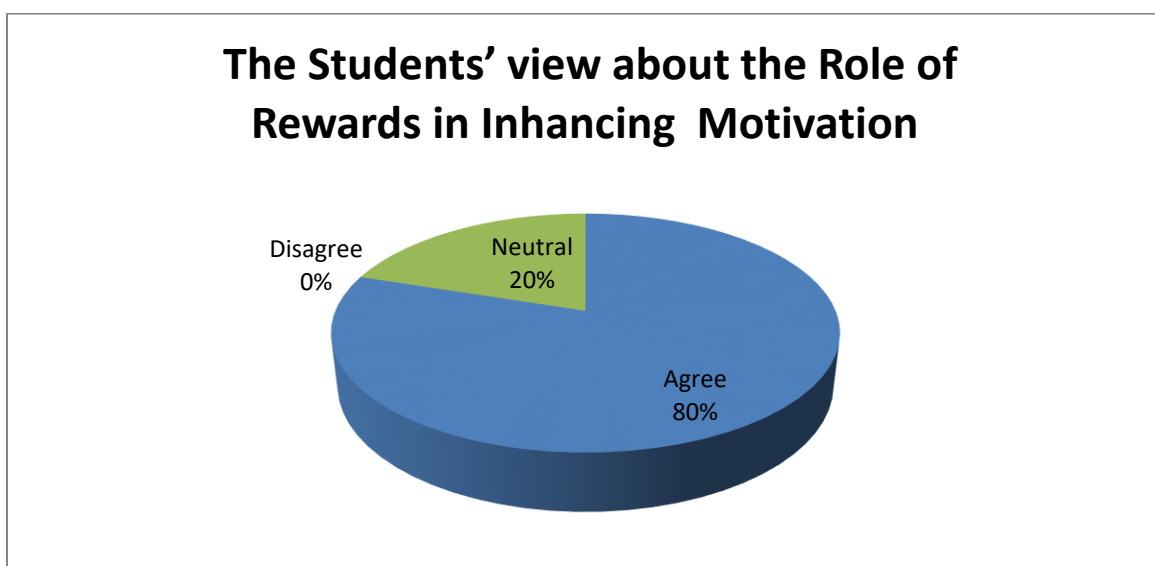


Figure14: The Students' View about the Role of Rewards in Enhancing Motivation

The majority of the students that make (80%) agreed that rewards increase students' motivation which in turn pushes them to work hard. While the minority of the students that makes (20%) from the participants felt neutral while receiving rewards. On the other side, no one of them disagrees that rewards affect the students' motivation. As a result, we can confirm that rewards have a positive and great effect on the students' motivation.

### Section Four: Further Suggestions and Comments:

Students are very aware when they go with motivation, because it is a very important factor in the learning and the teaching process that increases the performance of the student without a doubt.

## **Discussion of the Results:**

The analysis of students' questionnaire has revealed that rewards are very useful, helpful, and effective strategy that has to be used in the EFL classrooms. It affects students' motivation. Speaking in the level of reducing fears, raising self-confidence, self-esteem and motivation through the implementation of rewards in the classroom. The students' answers for the (Q 01) show that those (86, 7 %) who really wanted to study English, show great interest to the field. Most of the students answered the question (03) that asks them about the most useful type of rewards, the majority of them making 70% affirmed that they receive extra marks, We assume that giving extra marks are very helpful and effective that's why teachers use it more than the other types. The question (04) that asks them about the most helpful type of reward, 16 students making up 53,3% affirmed that they are motivated to do well in English when they receive extra marks. According to 10 participants making 33,3% claimed that «verbal rewards" are more beneficial. This type is considered as a very effective type because it supports and encourages the students to learn English as well as it enhances the students' self-esteem and self-development. 04 participants making 13,3% claims that this type giving certificates are beneficial because it makes students very proud.

The application of rewards in the educational system is used by more than half of the teachers, not always but on some occasions. Short-term and verbal rewards are the much more used types of rewarding strategies preferred by most of the teachers, hence; scores and praises are the more frequently used rewarding techniques.

Students' answers also affirmed the role of using rewards in increasing students' motivation. The majority of the students ;which make (80%) agreed that rewards increase the students' motivation. According to students' opinion most of them stated that teachers' strategy of giving rewards for motivating them is good and effective, they stated that giving rewards have an important role that increases their motivation, and help them to develop their aims and to achieve better performance.

## **Pedagogical Implications and Recommendations:**

From the analyses of students' and teachers' questionnaire, it is recommended that:

- 1- To reinforce student's behavior, teachers should be aware of the implementation of rewards and what type they should apply.

- 2- Teachers should provide students with different types of rewards and do not use just one type.
- 3- Many students can misunderstand the goal behind giving rewards that's why the teacher has to be careful because giving too many rewards might be harmful in the sense that students will focus on receiving rewards rather than solving the task.
- 4- Rewards are a very effective device that creates a good relationship between the teachers and students, in the sense that students feel informative rather than controlled by the teacher ;which makes them feel more confident not controlled, and obliged to do something to get rewarded.
- 5- Rewards are a very effective and helpful strategy that develops students' performance and raise their motivation. Therefore, teachers are recommended to use this strategy.

## **Conclusion**

This study is adopted to investigate the results of both teachers and students' questionnaires used in the research concerning their attitudes about the effectiveness of the use of rewards. After discussing the results, we have confirmed the stating hypothesis. That teachers and students hold positive position towards the use of rewards in motivating students. That is why; we have concluded that the administration of rewards is a very effective strategy because rewards proved to be an effective element in increasing motivation and achievement within theclass, since most students attempt to avoid negative judgment and seek to realize a positive judgment from their teacher for their abilities and efforts. The reward system in education is usually a good motivator that should be implemented cautiously and precisely.

## **General Conclusion**

This study aims at investigating the effective use of rewards to promote second year students 'motivation at Chadli Bendjedid University. We found that reward has an important strategy in developing students' level. Teachers need to use these effective methods to help their students. The findings of the practical study confirmed what we suggested at the beginning of the research, i.e.; rewards reduce students' fears, increase self-confidence, and motivation.

## **Limitations of the Study**

Due to the pandemic of COVID 19, there were some difficulties we face when observing students' motivation, we depended on a descriptive study rather than the experimental one. However, our research reached positive results and our hypothesis is confirmed, but the experimental method can be more helpful and its results can be more valid Also it was difficult to reach most of the Chadli Bendjedid University Teachers ; therefore we relied on with an others teachers from other universities to answer the online questionnaire and to confirm the formed hypothesis. Also; some administrative obstacles and some other difficulties, the present work has some limitations. However, it has enabled us to suggest some insights that may be helpful in future pedagogical studies.

## **Suggestions for Further Research**

Since we finish our research, we propose the following suggestions:

Creating a healthy and enjoyable atmosphere in the classroom is important to reduce the students' fears and help them to be risk-takers by using the appropriate technique or strategy that motivates the students to learn.

- As we know in the learning process, motivation is an important factor, that's why teachers have to provide their students with appropriate rewards strategies that may help them to increase their learning process.

- Learners should take part in the learning process for meaningful reasons since the educational context demands meaningful learning.

- Further research should investigate the effective use of rewards on students 'motivation

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# Appendices

## Appendix 1

### Teachers' Questionnaire

Dear teachers,

Our study is about the use of rewards in EFL classes and their effect on the students' motivation. We would be very grateful if you would answer this questionnaire. Your answers will help us and they will be used only for the research purpose.

Please, tick the appropriate box (boxes) or answer with a complete statement when necessary.

**Section One: General Information:**

1. Gender Male  Female

2. How long have you been teaching at the university?

- Less than 5 years
- 5-10 years
- More than 10 years

**Section Two: Teachers' Attitudes towards Rewards :**

In this questionnaire we define a reward in language classroom as a tool or a strategy that teachers use to try to reinforce and encourage students to complete a task efficiently.

3. During your teaching experience, did you adopt specific strategies to motivate your learners to learn?

- Play-acting
- Avoidance of punishing the learners
- Giving Rewards
-

Free writing

All of them

4. If yes, do you think that your learners benefit from them?

Yes

No

5. Do you use reward in your classroom?

Yes

No

6. How often do you use rewards?

Rarely     Sometimes     Never     Often     Always

7. Which type of rewards do you use?

Written rewards (like scores)

Written rewards (Learners can receive some achievement in recognition of their effort during the whole semester )

Verbal rewards (eg. good, perfect, excellent) .

Intrinsic rewards (include things like pride, satisfaction , enjoying tasks)

Extrinsic rewards (include things like money ,praise ,promotions )

All of them

8. When do you give rewards?

good behavior

good performance

correct answer

participation

9. For what reason you give rewards to your students?

To  motivate them to learn more

To increase their participation in the classroom

To  improve their performance

Other reasons , please explain

.....

.....

.....

.....

10- How do your students react when they receive rewards?

Neutrally  Negatively

### Section Three: Motivation

12-According to you, does motivation affect the students' participation?

a- Yes

b- No

13-Do you agree that the teacher's role is an important factor in increasing the students' motivation?

AgreeDis utral

If you agree , how do teachers motivate their learners according to their role?

.....  
.....  
.....

14-Do you agree that using the reward strategy is contributing in enhancing the students' motivation?

a- Agree  b- Disagree  c- Neutral

15-In the class, , does students' motivation increase when you give them rewards?

a- Yes  b- No

16-According to you, which type of motivation is very usefull from the students to achieve the process of learning?

Intrinsic Motivation  Extrinsic Motivation

Other(s) .....

**Section Four: Further Suggestions**

Please, you can add any other comment(s) or suggestion(s)

.....  
.....  
.....

**«Thank you for your cooperation**

## **Appendix 2**

### **Students' Questionnaire**

**Dear students,**

Our study is about the use of rewards in EFL classes and their effect on the students' motivation. We would be very grateful if you would answer this questionnaire. Your answers will help us, and they will be used only for the research purpose.

Please, tick the appropriate box (boxes) or answer with a complete statement when necessary.

**Section One: General Information:**

1 -Your choice to study English is:

by administration

by parents

**Section Two: Students' Opinions about the Use of Rewards:**

In this questionnaire we define a reward in language classroom as a tool or a strategy that teachers use to try to reinforce and encourage students to complete a task efficiently.

2- Do you receive reward from your teachers?

Yes

No

3- What type of reward you most receive?

Extra marks  Verbal praise ificates

Further example:

.....  
.....

4- According to you, which type is more helpful?

Extra marks se      Certificate

Others, please explain

.....  
.....  
.....

5- How often students receive rewards from teachers in the class?

Always                       Sometimes   
Rarely                       Never

6- Do you feel more diligent in learning English after getting a reward from your teacher ?

Yes                       No                       Ordinary

If yes, say how?

.....  
.....  
.....

**Section three: Motivation:**

7-Are you motivated in your class?

Yes                       No

8-Do you agree that motivation is important factor in your success?

Agree

disagree

neutral

9-Do your teachers motivate you in the class?

Yes

If yes ,say how?

.....  
.....  
.....

10-Teacher use many ways in order to motivate you in the process of learning, Are rewards one of them?

Yes

No

11-Do you agree that rewards promote students' motivation?

Agree

disagree

neutral

If yes, please explain

.....  
.....  
.....

**Section Four: Further Suggestions**

Please, you can add any other comment(s) or suggestion(s)

.....  
.....  
.....

**«Thank you for your cooperation**

**Résumé:**

Les enseignants d'anglais comme une langue étrangère sont confrontés à de nombreux problèmes dans leur enseignement, car tous leurs élèves n'ont pas le même désir et la même volonté d'étudier. La motivation est un facteur important qui détermine le succès ou l'échec de toute tâche complexe. Pour cette raison, la plupart des enseignants essaient de trouver des

solutions qui peuvent être des méthodes ou des stratégies qui améliorent la motivation des élèves. La présente étude est principalement menée pour examiner comment les récompenses affectent la motivation des étudiants. Cette étude comprend deux chapitres. Le premier chapitre est lié à la revue de la littérature. Il se compose de deux sections. La première section définit le terme, les types, les théories de la motivation et les types les plus courants. La deuxième section est un aperçu qui décrit la mise en œuvre de récompenses par un enseignant pour motiver les étudiants, le deuxième chapitre est ce que l'on appelle la partie pratique, qui comprend l'étude et l'analyse des résultats présentés. C'est au moyen de deux questionnaires, l'un présenté aux professeurs d'anglais et l'autre présenté aux étudiants de deuxième année LMD du département d'anglais de l'université Chadli Bendejdid. Les conclusions et les résultats obtenus à partir de cette étude soutiennent que les enseignants et les étudiants sont conscients de l'efficacité utilisation de récompenses pour motiver les étudiants. Pour cette raison ; nous pouvons affirmer que nos hypothèses sont validées. Les résultats suggèrent que l'octroi de récompenses aux étudiants a été considéré comme une méthode importante qui améliore les performances en anglais d'une manière significative pour les étudiants.

## الملخص:

يواجه أساتذة تعليم اللغة الإنجليزية العديد من الصعوبات في تعليمهم هذه اللغة لأنه ليس لدى جميع الطلبة نفس الحافز أو الرغبة في الدراسة. يعتبر الدافع عامل مهم لتحديد نجاح أو فشل أي مهمة صعبة، لهذا السبب يحاول أساتذة هذه اللغة إيجاد حلول عبارة عن استراتيجيات وأساليب لتحسين أداء الطلاب وتحفيزهم.

أجريت الدراسة الحالية بشكل أساسي لفحص كيفية تأثير المكافآت على تحفيز الطلاب. تتضمن هذه الدراسة فصلين الفصل الأول: هو ما يعرف بالفصل النظري والمقسم إلى محورين. المحور الأول: يتضمن التعريف بظاهرة التحفيز ومختلف الاستراتيجيات ونظريات التحفيز الأكثر شيوعا واستعمالا لتحفيز الطالب. المحور الثاني: هو نظرة عامة تصف تنفيذ إعطاء المكافآت من قبل الاساتذة لتحفيز الطلاب. اما الفصل الثاني: هو ما يعرف بالفصل التطبيقي والذي يتضمن

دراسة وتحليل النتائج المقدمة في استمارتين واحدة قدمت للأساتذة اللغة الإنجليزية والأخرى قدمت للطلاب السنة الثانية LMD في قسم اللغة الإنجليزية بجامعة الشاذلي بن جديد الطارف .

تدعم النتائج التي تم الحصول عليها من هذه الدراسة أن كل من الاساتذة والطلاب على دراية بالاستخدام الفعال للمكافآت في تحفيز الطلاب. تشير النتائج أيضا إلى أن تقديم المكافآت للطلاب قد تم اعتبارها طريقة مهمة ومفيدة لتحسين وتطوير أداء اللغة الإنجليزية للطلاب. إذا؛ يمكننا التأكيد من صحة فرضيتنا .