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How to Motivate Students to Speak by Rewarding

Case Study: Third Year Students at Chadli Bendjedid University

El Tarf

Dissertation Submitted in Partial Fulfillment of the requirement for the Degree of Master in Didactics of English

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Dedication

With gratitude and all of my love, this dissertation is dedicated to:

- The light of my life and apples of eyes, my parents.
- For both of my unconditional love, my beloved husband and daughter (Baraa’).
- For my beloved brother and sister.
- To my beloved niece (Lojain).
- This work is dedicated to the unforgettable grandmother may Allah bless her with his wide mercy.
- To all my family and my husband’s family.
- To everyone who helped me to realize this work.

ABSTRACT

Rewarding can be considered as one of the effective factors in increasing the speaking ability of students because it provides them with the opportunity to produce a good language and to play a crucial role in managing a speaking classroom. In order to investigate the present relationship between motivation by rewards and the speaking skill, we hypothesized that teachers of English as a Foreign Language at Chadli Bendjedid University have a limited attention toward the use of rewarding as a pedagogical mean to enhance students' speaking abilities, the second hypothesis put forward is that rewarding is one of most effective techniques that can promote students' motivation in developing their speaking skills in oral expression. To test the validity of our hypothesis, two questionnaires were delivered to a group of 26 third year students and 5 teachers from the Department of English at Chadli Bendjedid University. Consequently, the obtained results have shown that teachers are very interested in implementing the rewarding technique in oral sessions because it's helpful in achieving their course objectives and have an important role in boosting their students' motivation. Then, rewards are very effective in inducing students' speaking abilities because the students feel more enthusiastic believing that the reinforces used by the teacher encourage them to make serious efforts, and help them to overcome their speaking difficulties. In other words, the obtained results are not in agreement with the first hypothesis; however it approves the second one.

Key Words: *Rewards, Speaking, Motivation, Pedagogical Tool, Reinforce, Speaking Difficulties.*

الملخص بالعربية

تعتبر المكافآت واحدة من العوامل الفعالة في رفع القدرة على التعبير الشفهي للطلاب لأنها تعطي لهم الأولوية لممارسة لغة جيدة و لعب دور هام في إدارة حصة التعبير الشفهي. من اجل التحقيق في العلاقة الحالية بين التحفيز بالمكافآت و مهارة التحدث، ومن هنا افترض في هذه الدراسة أن أساتذة اللغة الانجليزية في جامعة الشاذلي بن جديد لديهم اهتمام محدود اتجاه استعمال المكافآت كوسيلة بيداغوجية لتعزيز مهارة التعبير الشفهي لدى الطلبة، و افترض أيضا أن المكافآت تعتبر من أكثر التقنيات الفعالة التي تمكن أن تعزز دافع الطلاب لتطوير مهارة التحدث لديهم . و لاختبار صحة الفرضيتين تم تسليم استبيان لعينة تحتوي على ستة و عشرون (26) طالب من السنة الثالثة و خمس(5) أساتذة من قسم اللغة الانجليزية لجامعة الشاذلي بن جديد ، أسفرت نتائج البحث أن الأساتذة يهتمون جدا بتنفيذ تقنية المكافأة في حصص التعبير الشفهي لأنها تساعد على تحقيق أهداف الدرس و مهمة أيضا في تعزيز تحفيز الطلاب . كذلك المكافآت لها فعالية كبيرة في تحفيز قدرات التحدث لدى الطالب لأنهم يشعرون بحماس أكثر لاعتقادهم أن المعزز الذي يستخدمه الأستاذ يشجعهم على بذل مجهودات جادة، و تساعدهم على تخطي صعوبات التحدث لديهم . بالتالي، لا تتفق النتائج التحصل عليها مع الفرضية الأولى و لكنه يتفق مع الفرضية الثانية.

الكلمات المفتاحية :المكافآت، التحدث، التحفيز،وسيلة بيداغوجية، المعزز، صعوبات التحدث.

Contents

Acknowledgements	I
Dedication	II
Abstract in English.....	III
Abstract in Arabic.....	IV
Contents.....	V
List of Tables.....	IX
List of Figures.....	X
Abbreviations.....	XII
General Introduction.....	1
Introduction.....	1
1-Statement of the Problem.....	1
2- Aims of the Study.....	1
3- Research Questions.....	2
4- Research Hypotheses:.....	2
5- Research Design and Data Gathering Tools.....	2
6-Structure of the Study:.....	2
Chapter One: Review of the Literature.....	4
Introduction.....	5
Section One: Overview of the Speaking Skill.....	5
1.1. Definition of the Speaking Skill.....	5

1.2. Definition of Speaking Class.....	8
1.3. The Role of Students in Learning to Speak.....	9
1.4. EFL Learners' Speaking Problems	10
1.4.1. Inhibition.....	10
1.4.2. Nothing to Say.....	11
1.4.3. Low or Uneven Participation.....	11
1.4.4. The Use of the Mother Tongue.....	11
Section Two: Overview of Motivation	12
2.1. Definition of Motivation.....	12
2.2. Theories of Motivation.....	13
2.2.1. Herzberg Theories.....	13
2.2.2: Social Cognitive Theory.....	13
2.2.3: Self Determination Theory	14
2.3. Types of Motivation.....	15
2.3.1. Intrinsic Motivation.....	15
2.3.2. Extrinsic Motivation.....	16
Section three: Overview of Rewards.....	17
3.1. Definition of Rewards.....	17

3.2. Types of Rewards.....	18
3.2.1. Controlling Rewards.....	18
3.2.2. Verbal Rewards	19
3.2.3. Tangible Rewards	19
3.3. The Impact of Rewards on Motivating Learners to Interact.....	20
Conclusion.....	20
Chapter Two: Methodology, Data Analysis and Discussion.....	21
Introduction.....	22
2.1. Population and Sample.....	22
2.2. The Choice of the Method	22
2.3. The Research Instruments.....	23
2.3.1. Questionnaire.....	23
2.3.1.1 The Students' Questionnaire:.....	23
2.3.1.2 The Analysis of The Students' Questionnaire.....	24
2.3.1.3 The Teachers' Questionnaire.....	36
2.3.1.4 The Analysis of the Teachers' Questionnaire.....	37
2.4 Discussion of the Results.....	45
2.4.1 Teachers 'Reaction to Rewards as a Pedagogical mean to Motivate their Students....	45
2.4.2 The Effectiveness of using Rewards on students' Speaking skills	46

Conclusion.....	46
Chapter three: Suggestions and Recommendations.....	48
Introduction.....	49
Suggestions.....	49
Limitations.....	50
Suggestions for Further Studies.....	50
Conclusion	51
General Conclusion.....	52
References.....	54
Appendices	

List of tables

Table.1. The Differences of Motivational Dichotomies	17
Table.2. Reasons why Students chosen Motivation and Anxiety	29

List of Figures:

Figure.1. The Four English Language Skills	6
Figure.2. Bottom-up and Top-down Processing.....	8
Figure.3. EFL learners' Speaking problems	12
Figure.4: Self-determination theory psychological needs.....	15
Figure.5. Students' interest in speaking English.....	25
Figure.6. Students' interest about the speaking class	26
Figure.7. Students' degree of interest in oral expression course.....	26
Figure.8. Students' assessment of their oral production.....	27
Figure.9. Students' amount of participation during oral class	27
Figure.10. Strategies used by students to get advantage in oral class.....	28
Figure.11. Factors that affect the students' speaking ability.....	29
Figure.12. The influence of good grades in oral class on students' motivational state.....	30
Figure .13. The influence of the kind of exercises and tasks in speaking class on students' motivational state	30
Figure.14. Factors that motivate students in oral classes.....	31
Figure.15. Students' feelings toward their teachers motivation in classroom.....	32
Figure.16. The effect of teacher's accent on students' motivation.....	32
Figure .17. Students' opinion about being praised in the classroom.....	33

Figure.18. Student’s attitude when being praised from the teacher.....	33
Figure.19. Student’s attitude toward making efforts in speaking task if they know they will be praised	34
Figure.20. Student’s opinion about rewarding on creating high self-esteem on them	35
Figure.21. student’s feeling toward a verbal reward.....	35
Figure.22. Teachers who had taught oral expression.....	38
Figure.23. Teachers’ attitude toward their students’ level in oral class.....	38
Figure.24. Students that face difficulties in speaking EFL.....	39
Figure.25. Teachers’ attitude about their students’ motivation.....	40
Figure.26. Teachers’ opinion about applying the construct of motivation in the speaking classroom.....	41
Figure.27. Teachers attitude toward extrinsic motivation.....	41
Figure.28. Teachers use of rewarding to motivate students to speak.....	42
Figure.29. The kind of rewards preferred by the teachers.....	42
Figure.30. Students’ attitude toward rewarding	43
Figure.31. Teachers attitude toward rewards in achieving course objectives.....	43
Figure.32. Teachers attitude toward rewarding.....	44

Abbreviations

CET: Cognitive Evaluation Theory.

ESL: English as a Second Language.

FL: Foreign Language.

L1 : First Language

Q: Question

SL: Second Language

SLT: Social Learning Theory.

SCT: Social Cognitive Theory.

SDT: Social Determination Theory.

U.S: United States.

General Introduction

English as a foreign language has a great importance to be taught and learned. Interestingly, it is the native language (L1) of many countries and the second Language (SL) or (FL) of almost the rest of the world. Speaking is a language ability by which learners are frequently judged, so that speaking is a skill which deserves attention every bit as much as literary skills, in both L1 and L2.(Martin bygate.1987). Improving the students' speaking skills has become more and more important because students with speaking disabilities are very often unmotivated, "When students are motivated to learn, they try harder to understand the material and thereby learn more deeply, resulting in better ability to transfer what they have learned to new situations" (Mayer, 2003, p.459). Simultaneously, the learners were emphasized as the cornerstone and axis of the teaching-learning process by pushing them to utilize the language successfully through various techniques such as rewards. Rewards then, works as reinforces on learning and learners' engagement, so that, it has a motivating impact on EFL learners, and the development of their speaking abilities.

1-Statement of the Problem

One of the problematic issues in the field of learning and teaching is how to motivate students to take part in classroom interaction and promote their speaking abilities. They need to be motivated enough to participate when the floor is open for discussion.

As a matter of fact, this research stems from the fact that little if no attention is paid to the use of rewarding as a motivating technique, even though it is considered as one of the most effective means to motivate students to speak.

2- Aims of the Study

This study aims mainly at investigating the effectiveness of using rewards as a mean of motivation in order to enhance student's speaking abilities, and then to encourage teachers to integrate the rewarding technique in their teaching method in order to easily achieve the

course objectives .

3- Research Questions

This research work attempts to answer the following questions?

- 1- Do teachers of third year from the department of English at Chadli Bendjedid University think that using rewards is effective to motivate their students during a speaking class?
- 2- How effective is the use of the Rewarding technique in motivating and developing students' speaking abilities?

4-Research Hypotheses

On the light of the previously stated questions the following hypothesis would be

formulated:

1-Teachers of third year from the Department of English at Chadli Bendjedid University have a limited attention toward using rewards as a motivating technique in oral classes.

2-Rewarding is one of the most effective techniques that can promote students' motivation to develop their speaking skills.

5-Research Design and Data Gathering Tools

In order to test the validity of the previously stated hypotheses, a case study was chosen to investigate a sample of 26 third year EFL students that has been randomly chosen from the Department of English at Chadli Bendjedid University (El Tarf), and five EFL teachers from the same department using a descriptive method which includes the use of both quantitative and qualitative data obtained from two questionnaires as the research instruments.

6- Structure of the study

In addition to a general introduction and general conclusion, this research work is composed of three interrelated chapters that are linked to enlighten the reader on this work. The first

chapter is divided into three main sections. The first one has been devoted to the theoretical background of the speaking skill, some of its definitions, the definition of speaking class, teaching speaking , the role of students in learning to speak and finally some of the EFL speaking problems. Then, the second chapter represents the practical part of this research work: analysis and interpretation of the results. The last chapter is concerned with the suggestions and recommendations. It introduces some effective tips and strategies in making use of the rewarding system to motivate EFL learners to speak , along with some suggestions for further studies.

Chapter one:
Review of Literature: Theoretical Framework

Review of Literature: Theoretical Framework

Introduction

Since English is the most dominating language in the world, learning and teaching it has become a necessity, and to be a good English speaker, English as a foreign language (EFL) learners need to be motivated in the process of learning in order to better engagement and good performance in the classroom.

The following chapter deals with the theoretical aspect of this research. It is divided into three sections. The first section is an overview of the speaking skill, the second is concerned with motivation, and the last section is devoted to rewards.

Section one: Overview of the Speaking Skill

Speaking is a communicative skill that enables people to express their ideas feelings and problems. It is a very important skill in foreign language learning to enable learners to communicate effectively through oral language and to develop their ability to use target Language for communicative purposes. This section will be a general overview on speaking skill by dealing with important elements. First of all, we will suggest some definitions to speaking in order to make it more understandable and further a definition of the speaking class will be discussed. Then, we will discuss the role of students in learning to speak. Finally we will shed light on speaking difficulties.

1.1. Definition of the speaking skill

Speaking is one of the four language skills (Listening, Speaking, Reading and Writing) that is considered as a productive skill. In almost any setting, speaking is the most frequently used language skill. As Rivers (1981) argue, speaking is used twice as much as reading and writing in our communication.

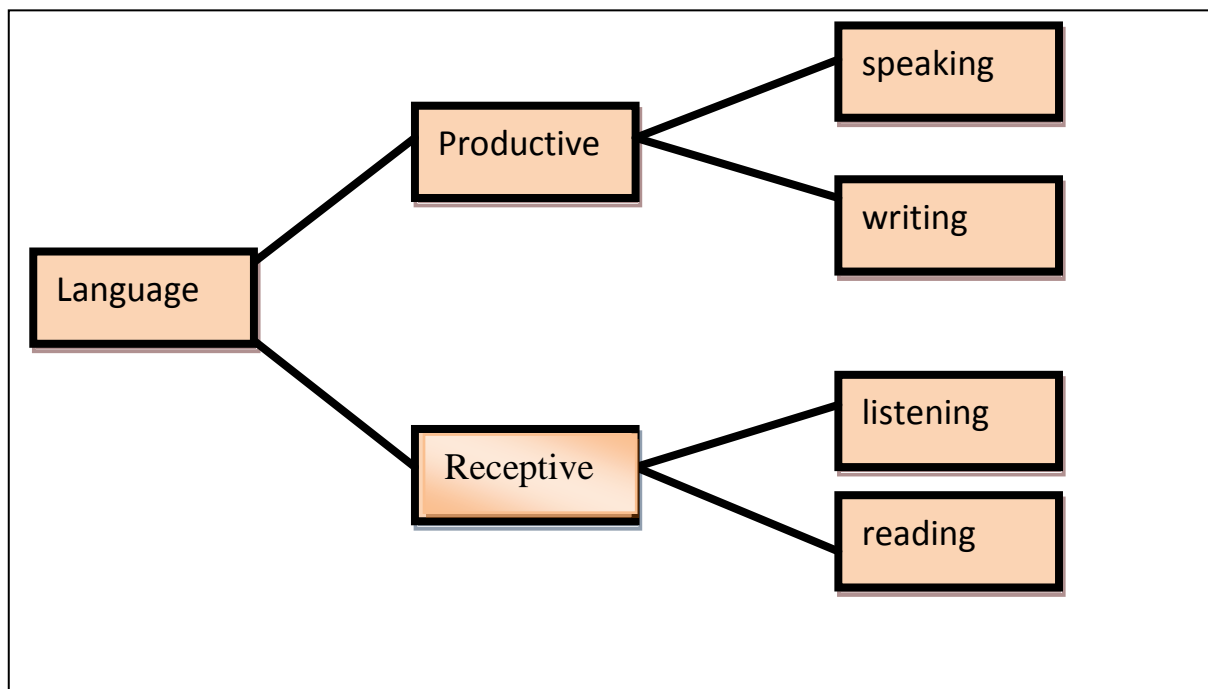


Figure 1: The English language four skills

Speaking has usually been compared to writing, both being considered "productive skills", as opposed to the "receptive skills" of reading and listening. Speaking also is closely related to listening as two interrelated ways of accomplishing communication. Every speaker is simultaneously a listener and every listener is at least potentially a speaker (Oprandy, 1994, p. 153 & EL Menoufy, 1997, p. 9).

Reviewing previous research related to defining speaking, it was noticed that two main approaches are adopted to define speaking, the bottom-up and the top down approach.

Explaining the bottom up view, Bygate (1987, p.5) points out that traditionally the focus in speaking was on motor perceptive skills. Within this context, speaking is defined as the

production of auditory signals designed to produce differential verbal responses in a listener.

It is considered as combining sounds in a systematic way, according to language specific principles to form meaningful utterances. This approach is adopted by audio-lingualism.

Eventually, in terms of teaching speaking, the bottom-up approach suggests that we should start with teaching the smallest units- sounds and move through mastery of words and sentences to discourse (Cornbleet & Carter, 2001, p.18)

Alternatively, Bygate (1998, p. 23) advocates adopting a definition of speaking based on interactional skills which involve making decision about communication. This is considered a top- down view of speaking. Adopting this view, Eckard & Kearny (1981), Florez (1999) and Howarth (2001) define speaking as a two-way process involving a true communication of ideas, information or feelings. This top-down view considers the spoken texts the product of cooperation between two or more interactants in shared time, and a shared physical context.

Thus, proponents of this view suggest that, rather than teaching learners to make well-formed sentences and then -putting these to use in discourse we should encourage learners to take part in spoken discourse from the beginning and then they will acquire the smaller units,

(Nunan 1989, p. 32).

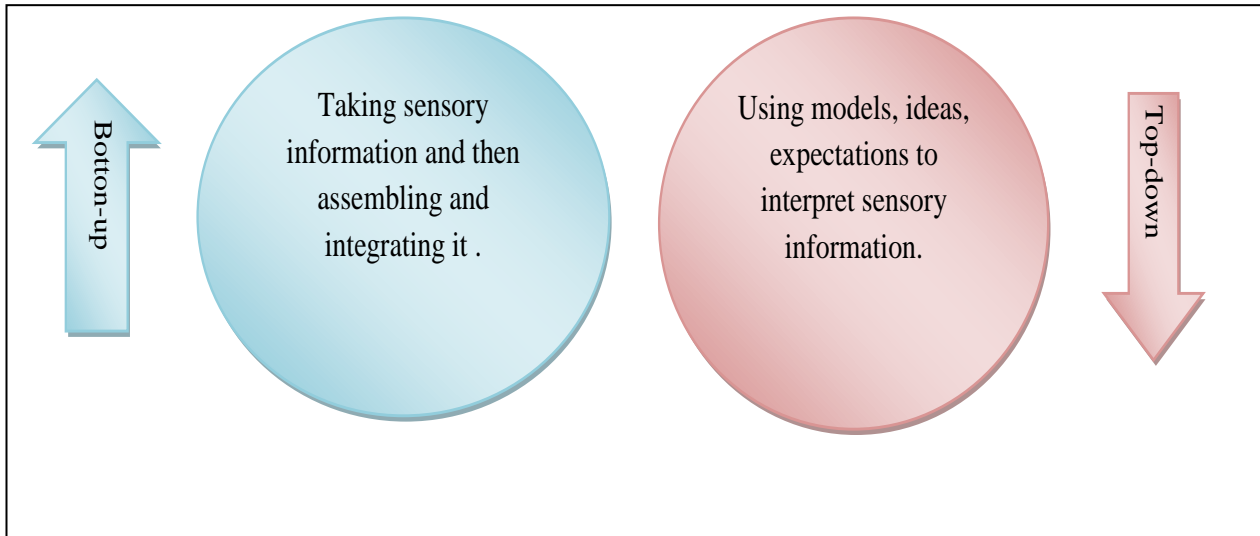


Figure 2: Bottom-up and top-down processing.

Murcia (2001, p.103) defines speaking “as an activity requiring the integration of many subsystems to make speaking a SL or FL a formidable task for language learners. McDonough and Shaw (2003, p.133).define speaking as not the oral production of written language, but involves learners in the mastery of a wide range of sub-skills, which added together, constitute an overall competence in the spoken language.

According to Ladouse (in Nunan, 1991, p.23), speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Wilson (1998, p.5) defines speaking as development of the relationship between speaker and listener.

Hedge (2000, p.261) defines speaking as: “A skill by which people are judged while first impressions are being formed”. In its simplest form, speaking may be defined as just reproducing sounds’ combinations which have been already heard or read. Speaking can be an

individual, a personnel, and social endeavor as reported by Miller (2001, p.16)

1.2. Definition of speaking class

Speaking is one of the four language skills that students must master in learning English. Besides, the class is a room where students take lessons. In addition, the class is known also as a learning facility. Furthermore, the speaking class is where the instructor teaches his students about speaking, hoping that they can speak English well, and further to be able to communicate with each other using English. In addition, (Richards, 2008, p.19) stated that in speaking, we tend to get things done, explore ideas, work on some aspects of the world, or just be together. If students can speak English fluently that can help them easily communicate and also explore ideas. Speaking English well also helps students to access the latest information in any field. And, the students have mastered all components of speaking skills to speak clearly and fluently.

1.3. The role of students in learning to speak

According to Brown, dividing several categories that can be used as the role of students in developing classroom speaking skills, namely as follows:

- a. Intensive - Goes beyond mimicking by including all show talk designed to practice
- b. Some of the phonological or grammatical aspects of the language.
- c. Responsive - Consists of short answers to teacher or student-initiated questions or comments.
- d. Transactional (dialogue) - Transactional language, carried out for the purpose of conveying or exchanging certain information, is an extension of responsive language.
- e. Interpersonal (dialogue) - This is done more for the purpose of maintaining social relationships than for the transmission of facts and information. This conversation is a little more complicated for the learner because it can involve some or all of the

following factors - regular lists, colloquial language, emotionally charged language, slang and sarcasm.

- f. Extensive (monologue) - Here registers are more formal and deliberative. Can be planned or impromptu. (Bahadorfar, Omidvar, 2014)

Based on the theories above, the researcher can conclude that speaking is a very important skill. The speaking class is a place for speaking interaction between teachers and students. The teacher's role as a guide, the teacher provides examples of speaking English, and the teacher also provides opportunities for students to interact and ask questions, or answer questions that the teacher has given. Then in the speaking class the students play the role of listening to the teacher, responding to what the teacher teaches, and interacting with each other to practice speaking skills. The indicators in the speaking class are as follows:

1. Responses
2. Opportunities to interact
3. Students participation
4. Compliment

1.4.EFL learners' Speaking problems

Since speaking is an anxiety provoking skill, EFL learners require a supportive environment to help them overcome challenges that arise during the learning process as they enhance their speaking abilities. Students who are more relaxed and at ease while learning are more confident in their ability to communicate in the target language. External factors such as family, social standing, and prior learning experience are not included in the scope of this study, but rather difficulties that directly affect students.

1.4.1. Inhibition

Most of the students suffer from anxiety when speaking in front of a group. Littlewood (1981) gives three reasons for inhibition: learners remain constantly aware

of their own state of ignorance in front of a teacher who possesses all relevant knowledge; they are to speak or act only in response to immediate stimuli or instruction ...whatever they say or do is expected in detail being made a focus for comment.

(cited in Layachi, 2010, p. 13).

Ur (199, p. 121) states that “learners are often inhibited about trying to say things in a FL in the classroom. Worried about making mistakes, fear, fearful of criticism or losing face, or simply shy of the attention that their speech attracts”. (cited in Layachi, 2010, p. 13)

1.4.2. Nothing to say

Another issue that occurs during an oral expression session, when students are asked to speak about a topic, they frequently claim that they are unaware of the subject. Some bored pupils remain silent, which is not good for them, but the worst part is that they are not learning anything. the impact on the others Their boredom or lack of interest might lead to disturbance and inappropriate behavior (Harmer, 2001) .What is required, then, is the discovery of a motivator that motivates students participate in the debate or discussion of the given topic. In another sense, students must feel free to express themselves.

1.4.3. Low or Uneven Participation

It is a problem with the amount of time each student spends in talking. Rivers (1968) believes that certain personality traits can influence FL involvement. As a result, the teacher must recognize them. Some students choose to talk only if they are certain that what they are going to say is proper, while others remain mute throughout the course, demonstrating no interest or participation. Others, on the other hand, have a tendency to be domineering and talk for virtually the entire class period. Harmer (2001) proposes that in order for weak participants to work together, they should be streamed into groups. They will not be able to hide behind strong participants in this instance, and the teacher will be able to achieve a high level of engagement.

1.4.4. The Use of the Mother Tongue

It is a problem that occurs most of the time without the teachers' encouragement and it is also widely spread among foreign language students of the same mother tongue. Harmer (2001, p. 13) provides many reasons as examples that clarify why FL students use their mothertongue in classes: language is required by the activity which in itself should be adequate to the students' level. When students are asked to do something that is higher than their capacities, they tend to prefer to use their first language to express their ideas.

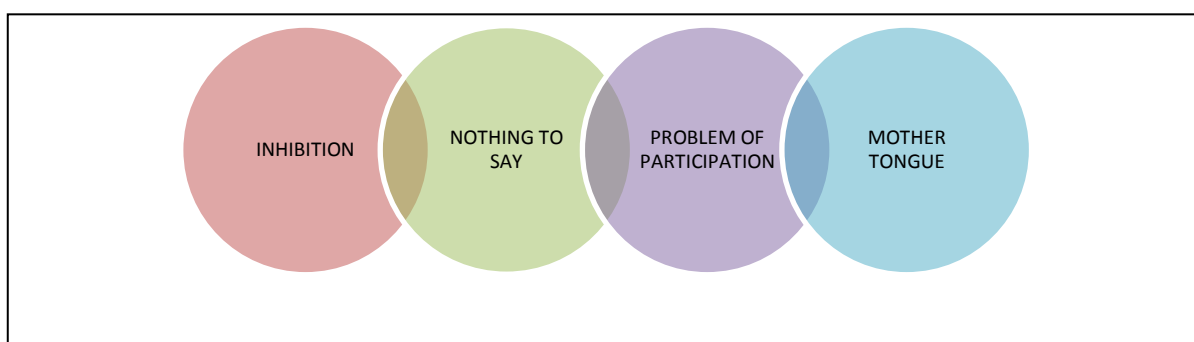


Figure 3: EFL learners' Speaking problems

Section two: Overview of Motivation

Motivation is one of the most important factors for learning a foreign/second language (L2). Poor student achievement is usually attributed to a lack of motivation and Students with learning disabilities are very often unmotivated. This section will give some definitions of motivation from previous researches, theories , kinds and finally The importance of motivation .

2.1. Definition of Motivation

The term of motivation has been defined by many experts, the following are some: Motivation is best seen as abroad umbrella term that covers a variety of meanings According to Dornyei (2001, p. 91), it “is one of the key factors driving language learning success”. Motivation involves a need, a desire and an effort in order to achieve a goal.

According to (Harmer, 2007, p.28) “Motivation is some kind of internal drive which pushes someone to do things in order to achieve something.” Furthermore, Dimiyati and Mudjiono (1994, p.75) stated that motivation is a driving force or that directs and mentally encourages human behavior. After that, motive can change to become active at any given time. Especially when that need is really needed in order to achieve a goal.

According to Gardner (1985, Pp. 50-51), motivation involves four aspects: *a goal*, effortful behavior, a *desire* to attain the goal and favourable *attitudes* towards the activity, and motivation is a diffuse concept and is often tied to other factors that influence the energy and direction of behavior factor such as *interest*, need, value, attitude, aspiration, and incentives. The teacher’s job is somehow to get the students engage in activities that will result in the desired learning. This process is an essential ingredient in both instruction and discipline, and we call this process motivation (Clark and Starr, 1986, p.74).

2.2. Theories of Motivation

2.2.1. Herzberg Theories

Motivational factors and hygiene factors are two models that are well-known in this theory. Motivational factors are intrinsic factors that support performance and come from within the individual (for example; demanding job; acknowledgment; and responsibility) and provide positive satisfaction. While hygiene elements are extrinsic factors that come from outside and influence one's attitude (e.g. healthy), they do not motivate if present, but demotivate if absent. (Joseph, E., 1997)

According to the foregoing explanation, the Herberg theory is a two-factor theory that is divided into intrinsic and extrinsic motivation. Intrinsic motivation, or motivation that comes from within a person, and extrinsic motivation, or drive that comes from outside stimulation, are two types of motivation.

2.2.2: Social cognitive theory

The Social Learning Theory (SLT) was the original name for social cognitive theory (SCT). It was developed in the 1960s by Stanford psychology professor Albert Bandura and has been used in a variety of sectors, including education, psychology, and communication. Knowledge is acquired by observational learning, interaction, experiences, and modeling media in SCT. (Bandura, 2001) SCT describes the link between environment factor, personal factor and behavior.

2.2.3: Self determination theory (SDT)

Self- Determination Theory is a theory developed by the American professor of psychology Edward L. Deci and the American professor in clinical psychology Richard Ryan in the eighties of the last century, it is a broad theory in psychology which deals with human motivation, personality development, and wellness, with relation to the innate psychological human needs (Ryan & Deci, 2017) SDT's initial focus was on why and how people make decisions and choices without the influence of external factors; this internal motif, known as "intrinsic motivation (IM)," that guides people, but it later expanded to include both intrinsic and extrinsic motivation, as well as new perspectives on well-being, vitality, life goals, and relationship quality. (Ryan & Deci, 2017)

According to the Self-determination model, there are three universal and innate psychological needs, which are Autonomy, Competence, and Relatedness, whenever these needs are satisfied, they lead to optimal motivation (Deci & Ryan, 2002)

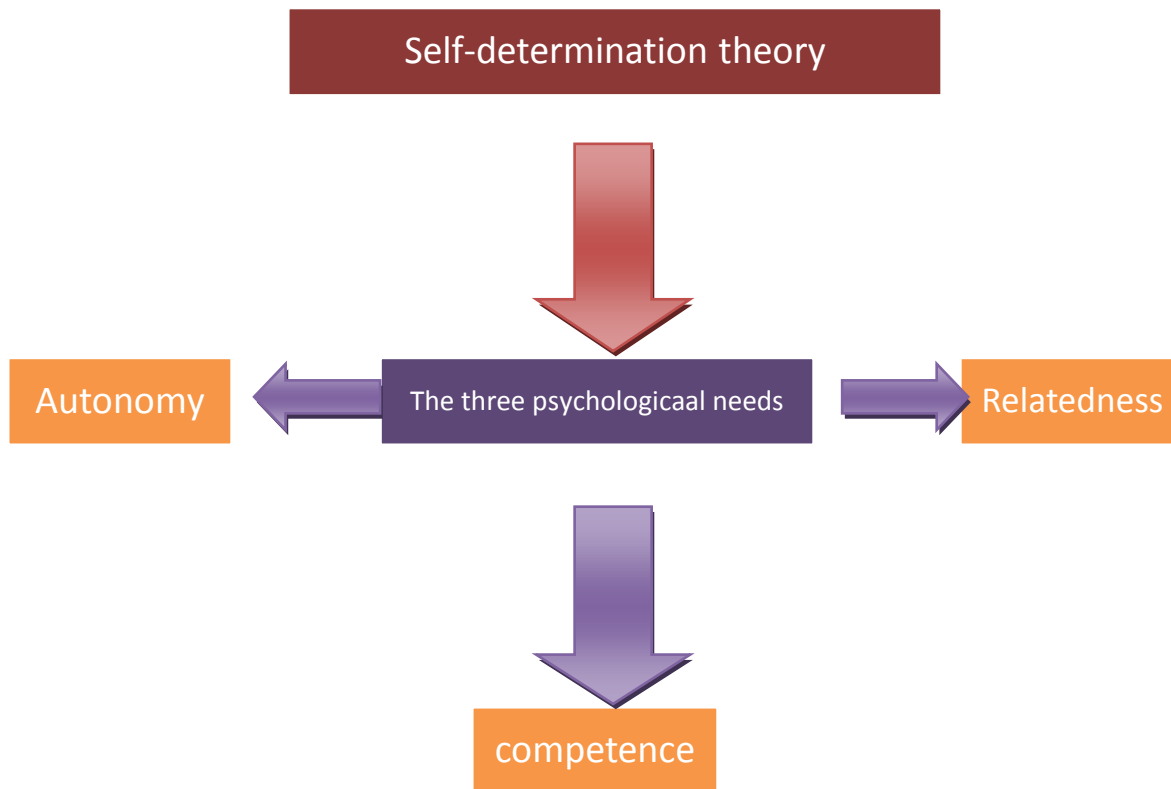


Figure 4: Self-determination theory psychological needs

2.3. Types of motivation

In the process of teaching and learning motivation is important because if the students are motivated to learn, activities will be more successful.

Then, based on the explanation of theories of motivation in this research, the researcher will focus on Herzberg theory. According to him motivation is divided into two types; intrinsic motivation and extrinsic motivation. Below is further explanation related to both of these types of motivation.

2.3.1. Intrinsic motivation

According to Santrock, intrinsic motivation is the internal urge to achieve something as a result of a desire or sensation that comes from inside. According to Gardner (1982), intrinsic

motivation is made up of three components. Effort, desire, and attitude. People engage in some activities because they enjoy it and it allows them to develop a skill that they desire.

"Intrinsic motivation comes from within the individual," writes Harmer (2001, p. 51). Thus, a person may be motivated by a desire to improve one's self-esteem or by the enjoyment of the learning process itself." Fontana (1955) argues that "[...] it is a drive that does not appear to be directed towards an apparent material end, but which prompts exploration and discovery from an early age". (cited in Bencharef, 2009, p. 39)

According to Istanti (2013), intrinsic motivation is general related to the talents and intelligence factors. Intrinsic motivation can emerge as a character since someone was born, so the motive is part of a trait that is driven by endogenous factors.

2.3.2.Extrinsic motivation

Extrinsic motivation, according to Harmer, is the outcome of a variety of external influences, such as the necessity to pass a test, the prospect of financial reward, or the chance of future travel. Furthermore, this form of motivation comes from the outside and has some effects on the individual, such as providing rewards, social pressure, and punishment (Harmer, 2007) it is the desire to perform and succeed in order to achieve a specific result. It is that drive which results from the influence of some kind of external incentives in the sense that, it results from the need to accomplish external outcomes behind the self wishes, such as, rewards, grades, and teachers' support. (cited in Bencharef, 2009, p. 40).

Extrinsic motivation, according to John W Santrock (Rahmawati 2012), is the drive to achieve something in order to earn an external reward or avoid punishment. Extrinsic motivation is a boost given to achievers by others, such as enthusiasm, praise, or counsel. Teachers, parents, and other people you care about. Based on statement above, it is assumed that extrinsic motivation is caused by factors from outside of students. It can be from teachers, parents, friends, environment, etc. Actually, that factor can influence upon students"

extrinsic motivation in the teaching and learning process.

In the following table we will explain the differences between Intrinsic and Extrinsic motivation.

.....**Table.1.** The differences of motivational dichotomies

Type	Intrinsic motivation	Extrinsic motivation
Integrative	Learner wishes to integrate with the L2 or target language culture (e.g., for immigration or marriage)	Someone else wishes the L2 learner to know the L2 for integrative reasons (e.g., Japanese parents send kids to Japanese language school)
Instrumental	Learner wishes to achieve goals utilizing L2 or target language (e.g., for a career or study achievement)	External power wants L2 learner to learn L2 (e.g., corporation sends Japanese businessman to U.S. for language training)

Section Three: Overview of Rewarding

3.1. Definition of rewards

Educators, parents, and tutors have utilized rewards as a technique of encouraging students' effort, performance, and good behavior for centuries. Researchers in educational psychology concentrated more and more on rewards and their impact on learners' performance at the end of the seventeenth and beginning of the eighteenth centuries, making rewards a troublesome subject in the field of educational psychology. (Cameron & Pierce, 2002).

Bilouk (2015) defined a reward as: “an external incentive for encouraging the engagement in an activity or a task. Rewards can be; monetary, symbolic, or as a verbal or nonverbal feedback. It is a reward that holds the transmission of regulating knowledge to the individual”

Another definition is given by Ryan and Deci (2000) which defines rewards as a factor that that influences learners' sense of competence, autonomy and relatedness positively nurtures intrinsic motivation. Intrinsic motivation, on the other hand, is thwarted by factors that affect the perception of the psychological needs of competence, autonomy and relatedness negatively.

Fareri and colleagues called reward-seeking an impetus; a motivating force of everyday

human behavior. They pointed out that, whereas early in life, behavior is motivated by immediate rewards that meet basic necessities such as food, later in life, long-term rewards such as a successful profession are valued more. (Fareri, Martin, & Delgado, 2008)

Based on the given definitions the researcher conclude that the definition of reward is giving something to the student as an appreciation of what the student achieve.

3.2. Types of Rewards

3.2.1. Controlling Reward

Controlling rewards are used to control, command, and monitor one's behaviour. Leaders of the cognitive evaluation theory (CET) believe that extrinsic rewards have a remarkable effectiveness on one's behaviour, performance and motivation. However, CET leaders wanted to raise the awareness about the negative outcomes from using external rewards, therefore, they concluded that rewards cause a diminution in intrinsic motivation influenced by a shift in self-determination from internal to external. Hence, the employment of ER's controlling feature undermines autonomy; this latter consequently decreases intrinsic motivation's level (Deci & Ryan, 2002). However, James.E. Zull (2002), has an opposed point of view which believes that that controlling rewards influence learners positively if they are aimed at the right target, the negative influences, appear because of the misuse of ER Without any relation to the internal life of learning. So, here the duty of the teacher is to have a deep understanding of intrinsic and extrinsic

motivation, self-determination, and various sorts of rewards, as well as their expected effects on learning. To regulate learning outcomes and improve learners' performance, they must properly apply extrinsic rewards.

3.2.2. Verbal Rewards

Deci, Koestner, & Ryan (2001) mentioned that:

Although we prefer to speak of "positive feedback" rather than "verbal rewards," we use that word here to include positive-feedback studies in the larger category of reward effects. CET predicts that verbal rewards will increase perceived competence and consequently intrinsic motivation since they often offer explicit positive performance feedback.

Put it differently, Verbal rewards may have a controlling feature which induces people to engage and participate in behaviours for the sake of gaining prizes. So verbal rewards may undermine intrinsic motivation, As a result, CET proposed that the interpersonal context or environment in which verbal rewards (or positive feedback) are used can be considered informative in terms of controlling behavior. According to Deci, Ryan, and Koestner, the context in which positive feedback is given refers to social situations such as classrooms, because it affects learners' motivation and self-determination (Deci et al, 2001)

3.2.3. Tangible Rewards

Unlike verbal rewards, tangible rewards are typically used to motivate people to engage in a desired behavior that they would otherwise avoid if not compensated. As a result, according to cognitive evaluation theory, tangible rewards would reduce intrinsic motivation due to the desire to utilize them as a control mechanism. People may, however, engage in a behavior for the sake of the reward, and they may need to anticipate that the behavior will result in the reward. Furthermore, and to avoid doing a task for the sake of rewards, and as a result decreasing intrinsic motivation, it is better to use unexpected rewards to praise for doing a task

because unexpected rewards lead to promote intrinsic motivation. However, expected tangible rewards can be managed through different contingences; they can be awarded in condition of the appearance of some kind of behaviors when people do a task.

3.3. The Impact of Rewards on Motivating Learners to Interact

In order to achieve the desired behavioral outcomes, it is critical to understand how learners perceive such external motivators before giving any form of reward. As a result, the manner in which rewards are presented to engage students in classroom activities influences whether they are good or negative effect.

Even though rewards as external incentives have been used for a long time, researchers continue to debate their effectiveness and appropriate use. For example, some believe that external rewards have a negative impact on a learner's intrinsic motivation; for example, if a learner receives a prize for participating in a classroom interaction, that learner is less likely to engage in the same task when no prize is offered. (Goslin, 2003). He also argued that extrinsic rewards have an effect on the learning process and when we say learning we also refer to interaction which is a part of the learning process.

Conclusion

We have seen in this chapter the variables of our research hypothesis which are: Speaking; Motivation; rewards. Firstly, we have dealt with definitions of speaking skill and speaking class, teaching methods and approaches, the role of students in learning to speak and some EFL learners' speaking problems. The second section of this chapter displayed motivation , it's definition, theories and kinds. We finished by rewards in the last section by discussing some definitions , kinds and its impact on motivating learners to interact.

Chapter two:

Methodology, Data Analysis and Discussion

Chapter two :Methodology, Data Analysis and Discussion

Introduction

This chapter is concerned with the practical part of this study .It is aimed to present the research design and data collection procedures. It seeks also to analyze both qualitative and quantitative data gathered by means of two questionnaires. The last part of this chapter is dealing with the discussion of the obtained results from both questionnaires.

2.1. Population and sample

The population chosen for our study covered a total of five teachers from the department of English and 26 third year students from the same department at Chadli Bendjedid University.

In our study we did not focus on the factor of gender but just on the total number of participants in general. We have chosen this level because student have sufficient awareness about their level of motivation in learning to speak and each have a clear attitude about rewarding.

2.2.The choice of the method

In this research, we used a descriptive method for data collection since it is the most suitable to describe the behaviors and attitudes of our sample population. Furthermore, it aims at making a relationship between rewards and motivation. We opted for the use of a questionnaire administered to learners as the suitable means to carry out our study.

Interestingly, the questionnaire aims at eliciting the attitudes of learners about the role of rewards in triggering off their motivation

2.3. The Research Instruments

2.3.1. Questionnaire

2.3.1.1 The Students' questionnaire

The student's questionnaire consists of 19 (nineteen) multiple choice, open-ended and closed Questions divided into three major sections:

Section one: students' attitude toward speaking (Q1-Q7)

This set of questions seek to know the overall impression of the students toward the speaking skill. Importantly Q1 aimed to know if they are interested in speaking the English language or not , Q2 and Q3 have nearly the same goal that is to know how do students consider the oral expression course , Q4 gives the students the opportunity to assess their oral production, Q5 aimed at knowing if the students are interested in participating in an oral class, Q6 ask pupils about the different strategies used in order to get advantage in an oral class and the last question in this section is aimed at knowing if the speaking ability of the students is affected more by anxiety or motivation.

Section two: students' attitude toward motivation (Q8-Q11)

This section is made up of 6 multiple choice questions on motivation. Q8 is meant to ask the pupils how often do good grades in oral class have a direct influence on their motivational state, Q9 always about the motivational state of the students and if it is influenced by the tasks and exercises they practice in speaking classes, Q10 is about the kind of activities usually practiced in oral class, Q11 gives three choices and it's up to them to choose which one is

more motivating for them, Q12 asks if their teachers are motivating them in oral sessions or not and the last question aimed at knowing if the teacher's accent affect their motivational state or not.

Section three: students' attitude toward rewarding (Q14-Q19)

The third section of the questionnaire deals with rewards and how effective they are in enhancing motivation in oral classes. Q14 and Q15 are about the feeling of students when they get rewarded in front of the class and how does rewarding pushes them to be active, Q16 explores whether they will make extra efforts in a speaking task if they know that they will be praised for that, Q17 enquires the impact of getting a reward on the pupils' self-esteem, Q18 asks about the feelings of the pupils if the teacher calls them excellent and the last question is about their further suggestions about strategies of motivation that helps them overcome their speaking difficulties.

2.3.1.2 Analysis of the students' questionnaire

Section one: students' attitude toward speaking

Q1: Are you interested in speaking English?

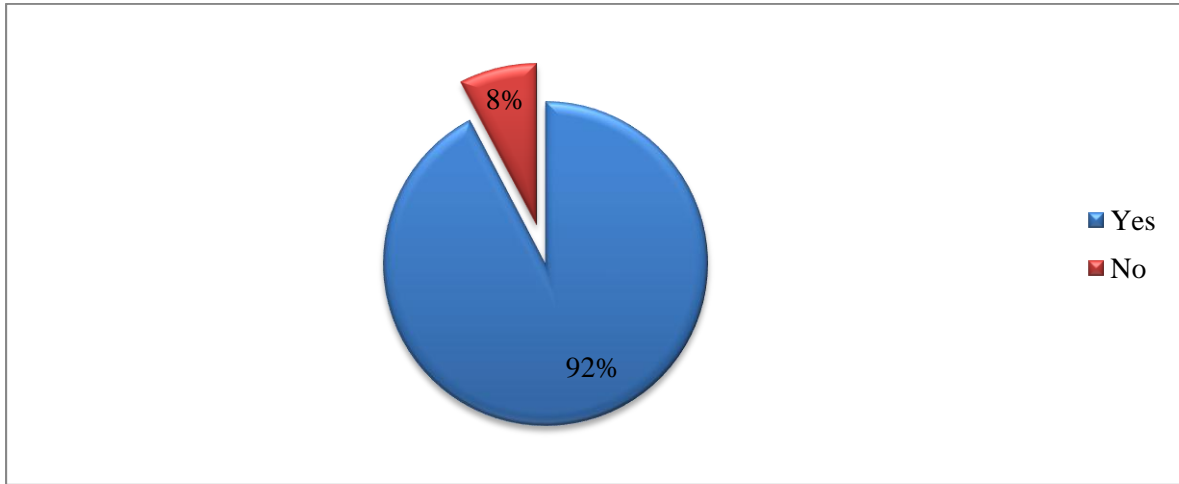


Figure 5: Students' interest in speaking English

As displayed in the above figure, 92% of the students showed that they are interested in speaking the English language. However, the rest 8% said the opposite.

Regarding their answers if yes or no we recommended for justification, students here have provided so many answers, we summarized them as the following:

- The English language is used world widely.
- producing a good English gives a good impression about the speaker.
- Students are interested in speaking because they want to develop their speaking abilities as well as being more fluent, and reinforce their communication in classroom.
- Some students said that they want to live a native English speaking society.
- Others claimed that speaking English increases the chance to get job in multinational companies.

Q2- How do you consider the oral expression course?

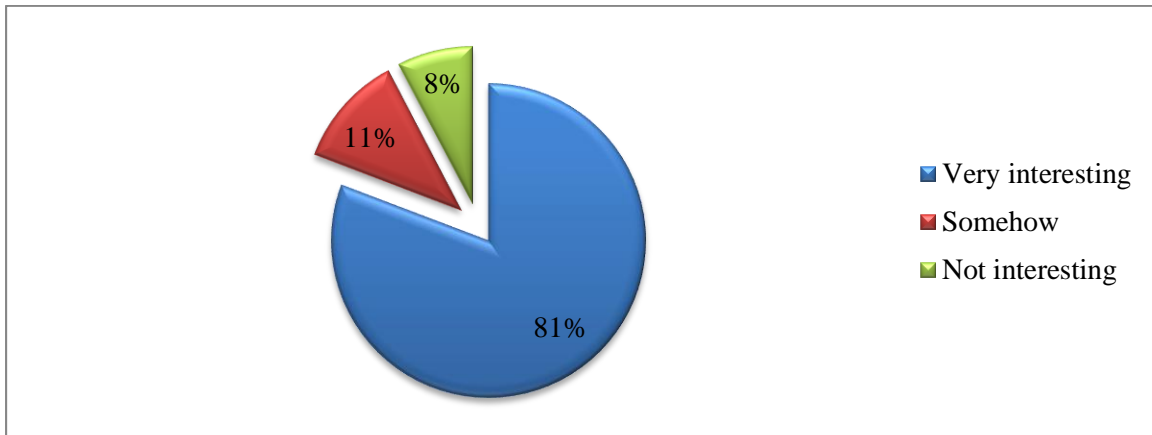


Figure 6: Students' interest about the speaking class

As it is shown in figure 6, the oral expression course is very interesting for (81%) of the participants, while (11%) find it somehow interesting, however the (8%) said that it's not interesting. This is a clear indication that the majority of students are interested about the oral expression course.

Q3- Your degree of interest in oral expression class is:

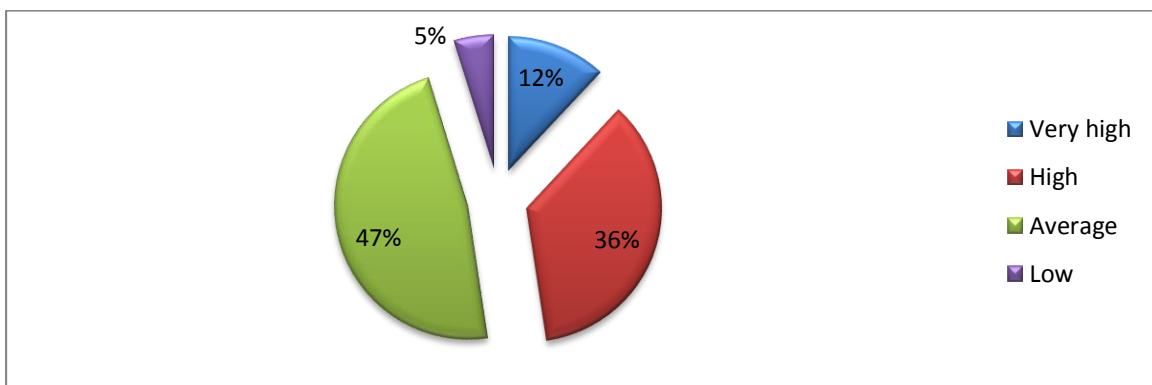


Figure 7: Students' degree of interest in oral expression course.

(47%) of the participant said that their degree of interest in oral expression course is average; while (36 %) of them claimed that they have a high degree of interest; (12%) revealed that

their degree of interest is very high and the last participants (5%) stated that their degree of interest in oral class is low.

Q4-How can you assess your oral production?

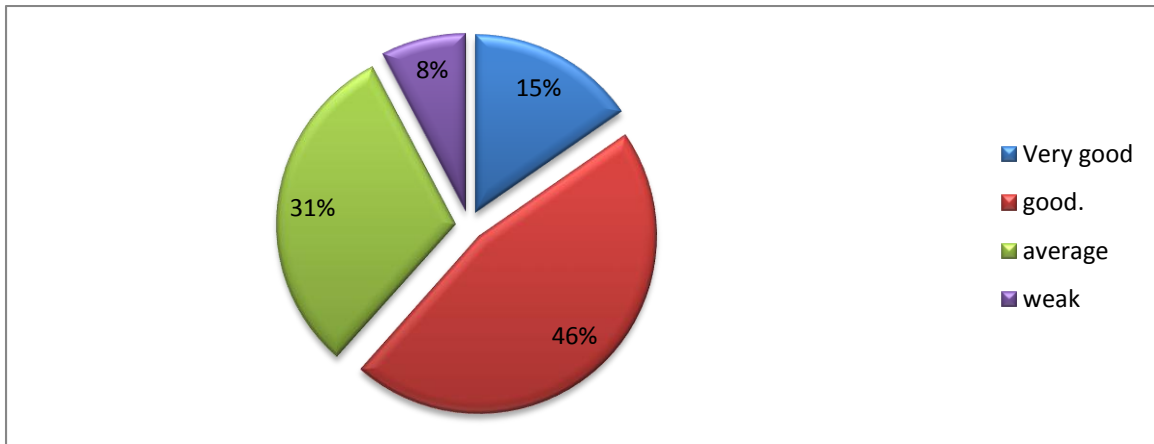


Figure8: Students' assessment of their oral production

(46%) of the students assess their oral production as good; others (31%) said that they are average; (15%) of them assumed that they are very good; the rest (8%) are weak.

Q5-How often do you participate during oral expression lesson?

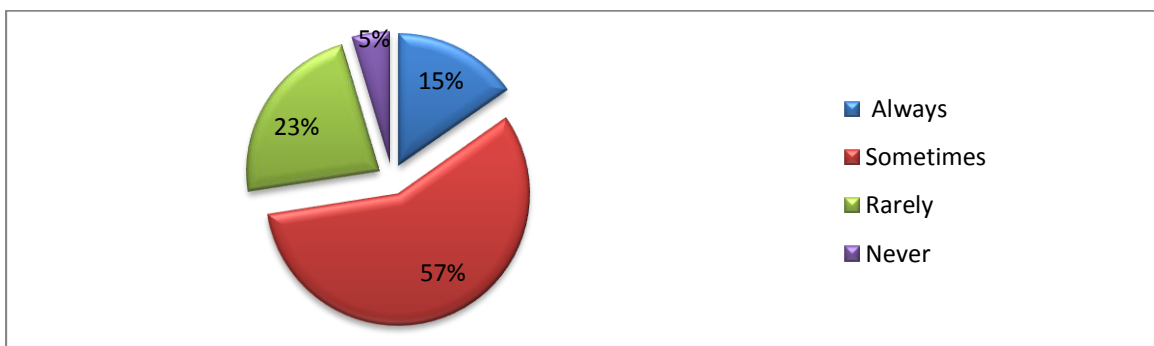


Figure 9: Students' amount of participation during oral class

The results shown in the above figure says that (57%) of the participants are sometimes

participating in oral sessions; (23%) are rarely participating; (15%) are always participating and

the last (5%) said that they never have been participating in oral expression course.

Q6-what are the strategies that you use to get advantage in oral class?

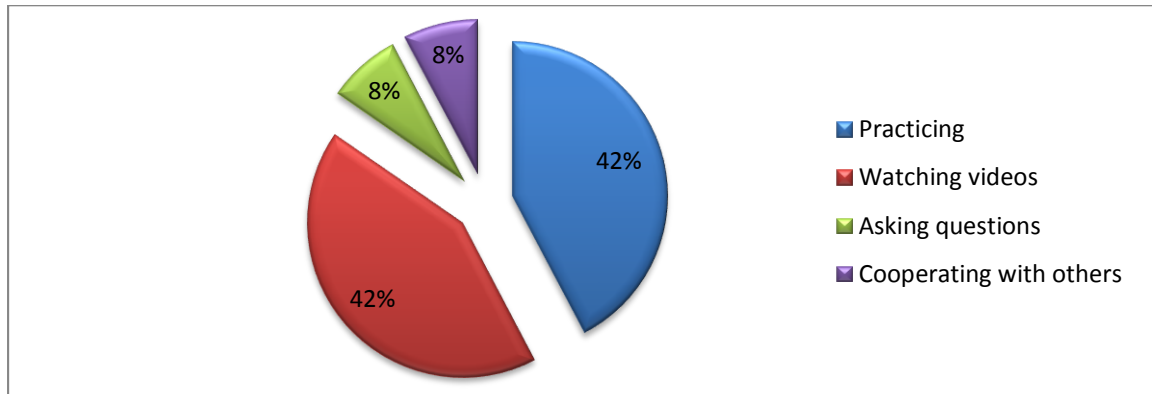


Figure 10: Strategies used by students to get advantage in oral class

The above figure shows different strategies used by the students in order to get advantage in oral class. (42%) said that practicing in a good strategy to get advantage in oral class; other (42%) have another strategy that helps them to be active in oral class which is watching videos;

(8%) cooperate with each other and the other (8%) said that asking questions is the most useful strategy.

Q7-What do you think affects more your speaking ability?

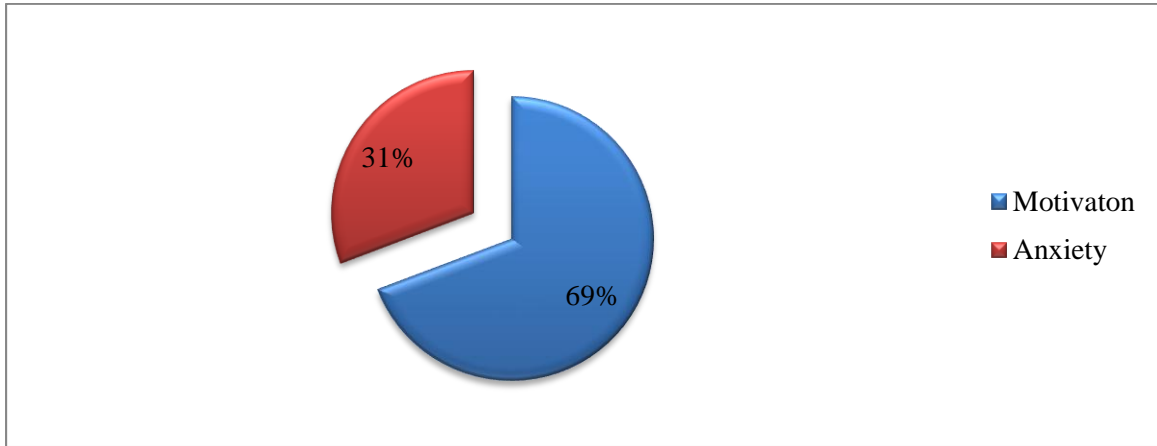


Figure 11:What affects more the students’ speaking ability

The figure below shows that (69%) of the participants argue that motivation is what affect more their speaking ability, (31%) said that their speaking ability is affected more by anxiety.

In the following table we will summarize the reasons behind choosing motivation or anxiety.

Table 2: Reasons why students chosen motivation and anxiety

Motivation	Anxiety
<ul style="list-style-type: none"> - Motivation is important to overcome stress and anxiety. - Motivation pushes students to perform better. - When students are motivated enough they become more risk takers than work avoidant. 	<ul style="list-style-type: none"> - Anxiety leads to the loss of thoughts and word which will affect the student’s performance negatively. - The fear of speaking in front of an audience (classmates and teacher) is a big problem that is hard to be solved.

Section two: students' motivational level

Q8- Do good grades in oral class have a very direct influence on your motivational state?

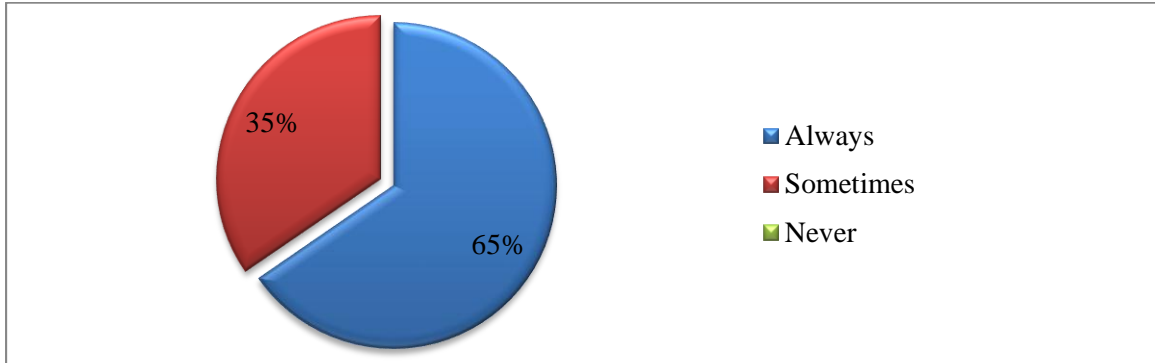


Figure 12: The influence of good grades in oral class on students' motivational state.

65% as shown in the figure claimed that good grades in oral class have always a very direct influence on their motivational state, the 35% voted for the option sometimes and no one had voted for the last option which is never.

Q9- Do exercises and tasks that you practice in speaking class influence your motivational state?

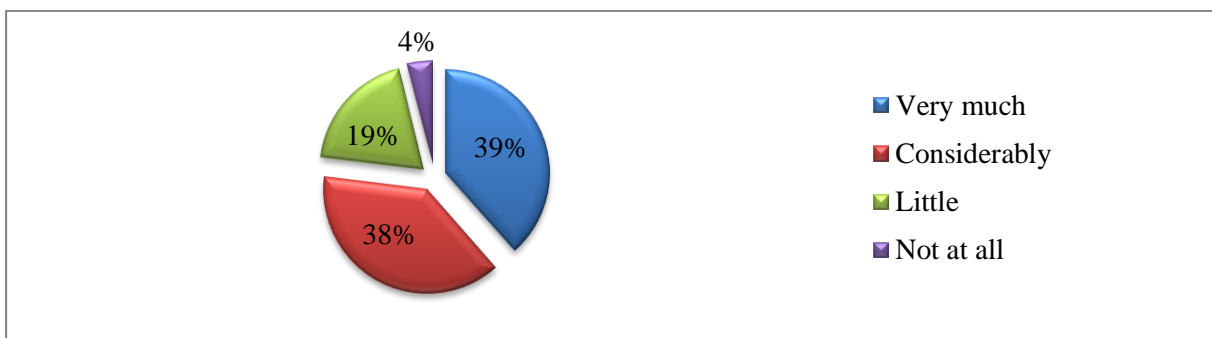


Figure 13: The influence of the kind of exercises and tasks in speaking class on students' motivational state .

In this figure we have four columns where the biggest one belongs to (39%) where students have chosen option one (very much) , means that the kinds of tasks and exercises chosen by the teacher in speaking class influence very much their motivational state; (38%) said considerably; (19%) chosen little and (4%) said not at all.

Q10-What are types of activities you usually practice in speaking class?

Students here mentioned some types of activities they usually practice in speaking class, we summarized them as following:

- Listening to English music and broadcasts, watching movies and native speakers’ videos.
- Sharing ideas and thoughts in an open conversations or debates with classmates and teacher.
- Try to take responsibility by presenting projects orally or explaining the lesson to classmates

Q11-Which one of the three choices does motivate you in oral classes?

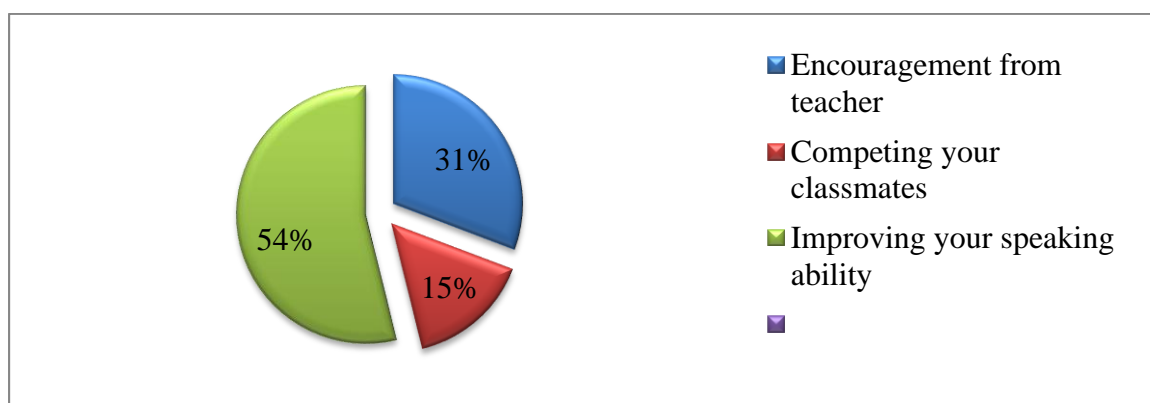


Figure 14: What motivates students in oral classes.

The most motivating fact in oral class is that students want to improve their speaking abilities, as it’s shown in the figure (54%) of the students said that. Others advocates that

encouragement from the teacher does motivate them to speak, the (15%) chosen competence with their classmates as a motivating tool in speaking class.

Q12-Do you feel that your teacher is motivating you in the classroom?

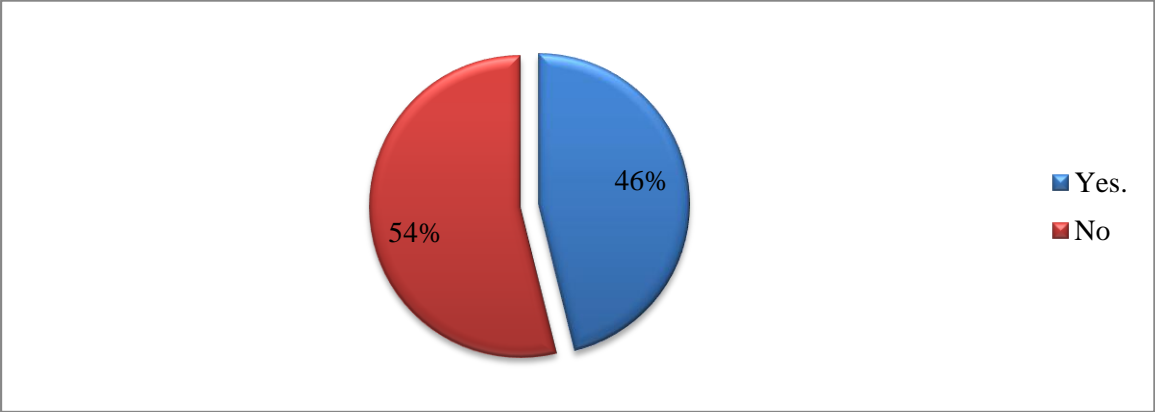


Figure 15: Students' feelings toward their teachers' motivation in classroom.

(54%) of the total participants argued that their teacher is not motivating them in the classroom, while (46%) said the opposite. Even though, he/she is the same teacher teaches the third level, this such big contradiction may be due to some individual differences.

Q13-Does the teacher's accent affect your motivation?

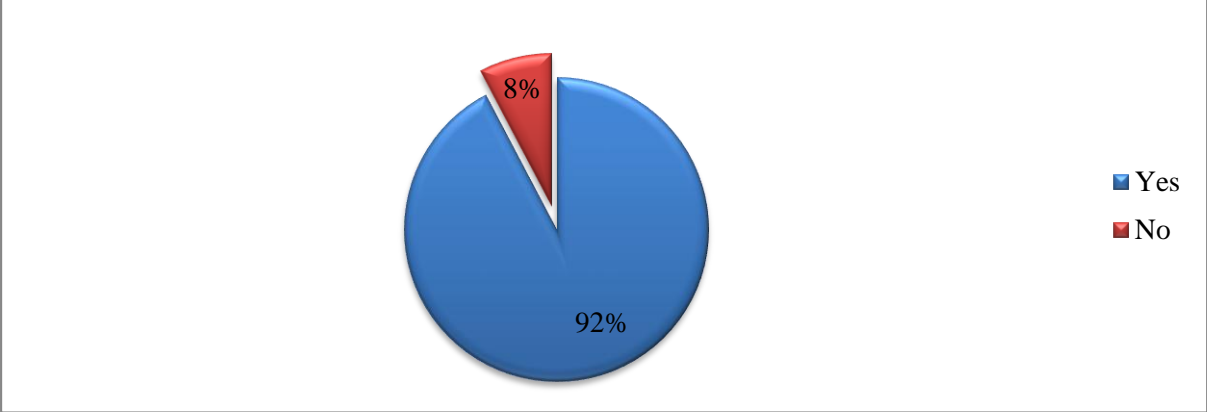


Figure 16: The Effect of Teacher's Accent on Students' Motivation.

The results reveal that 92% of the students nearly all of them selected the answer yes

the teacher's accent affect their motivational state while the few exceptions remaining 8% said no it does not.

Section three: students' attitude toward rewarding

Q14-Do you like to be praised in front of your classmates?

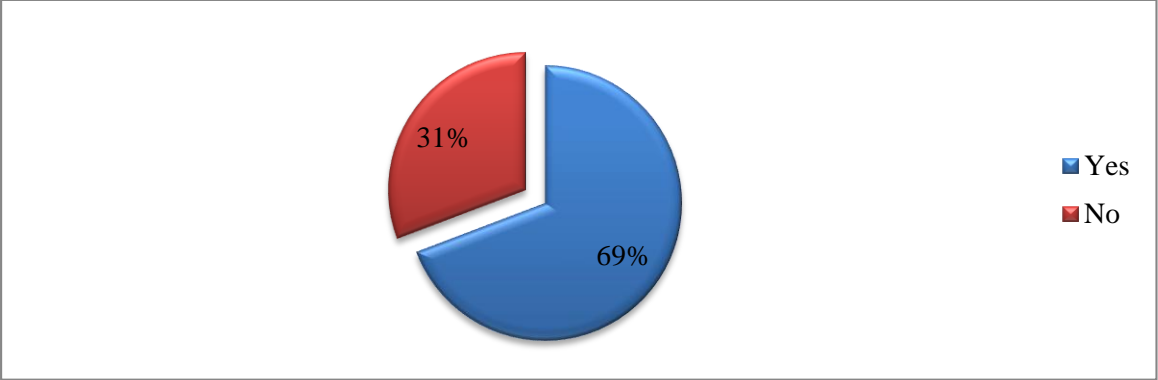


Figure 17: Students' Opinion About Being Praised in the Classroom.

The majority of the students (69%) said that they like to be praised in front of their classmates, however the rest (31%) don't like so.

Q15-Do you feel enthusiastic and motivated to participate in the class when the teacher praises you?

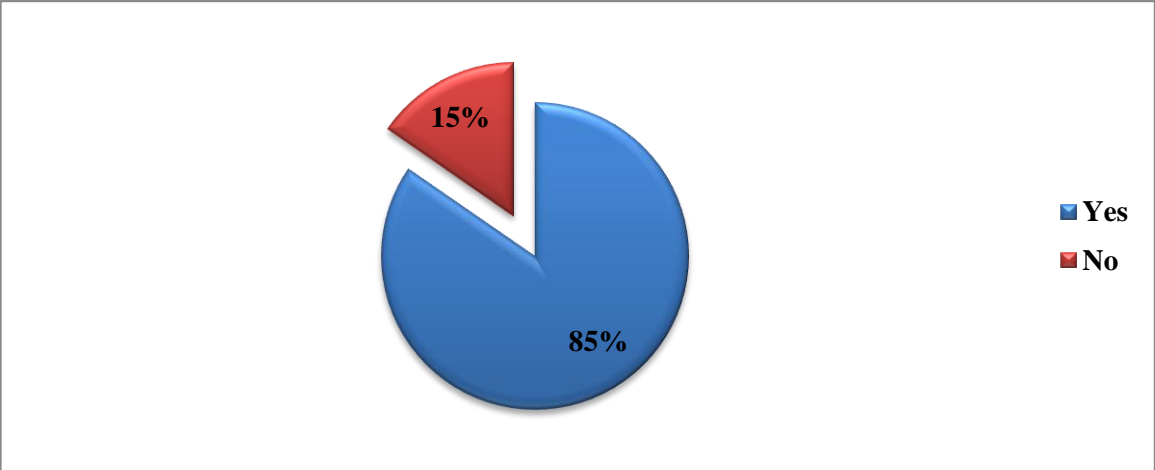


Figure 18: Student's Attitude when being praised From the Teacher.

(85%) is the percentage of those who argued that they feel enthusiastic and motivated to participate in the class when the teacher praises them. The other (15%) claimed that they are not motivated to participate even if they receive such oral reward from the teacher.

Q16-Will you make extra efforts in a speaking task if you know that your teacher will praise you for that?

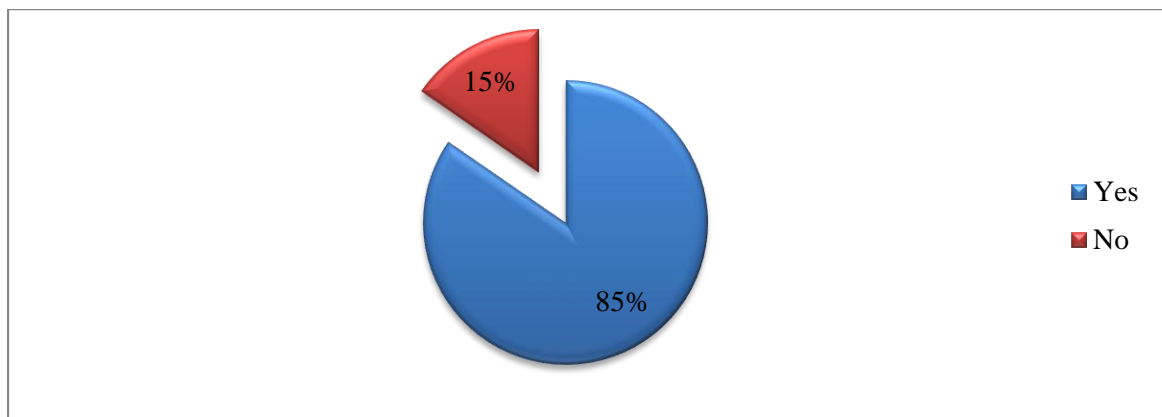


Figure 19: Student’s attitude toward making efforts in speaking task if they know they will be praised

Almost (85%) assumed that they will make extra efforts in a speaking task if they know that they will be praised for that, and only (15%) said that they won’t.

Q17-Do you agree that rewarding creates a high self-esteem on you?

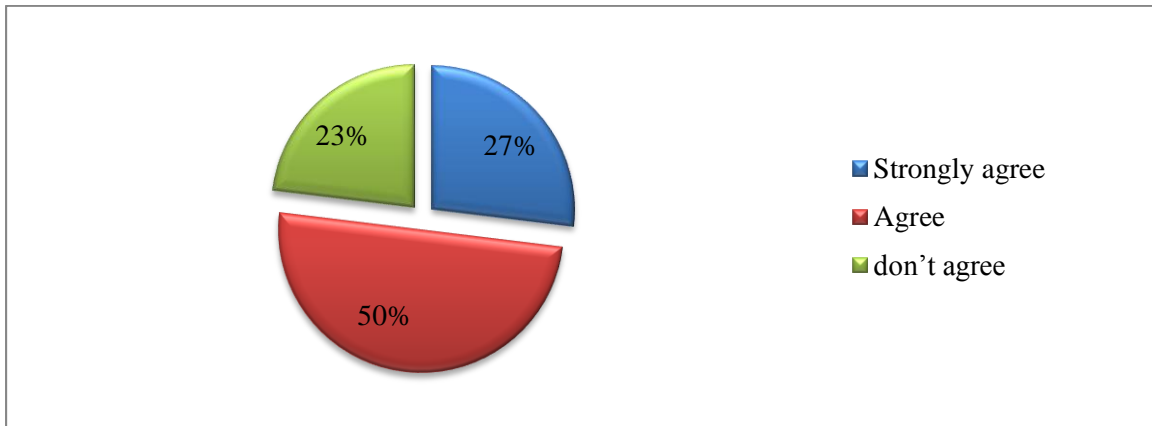


Figure 20: Student’s opinion about rewarding on creating high self-esteem on them

(50%) of the participants agreed that rewarding create a high self-esteem on them, while the others (27%) argued that they strongly agree and the rest 23% argued that they don’t agree.

Q18-How would you feel if your teacher characterized you as excellent?

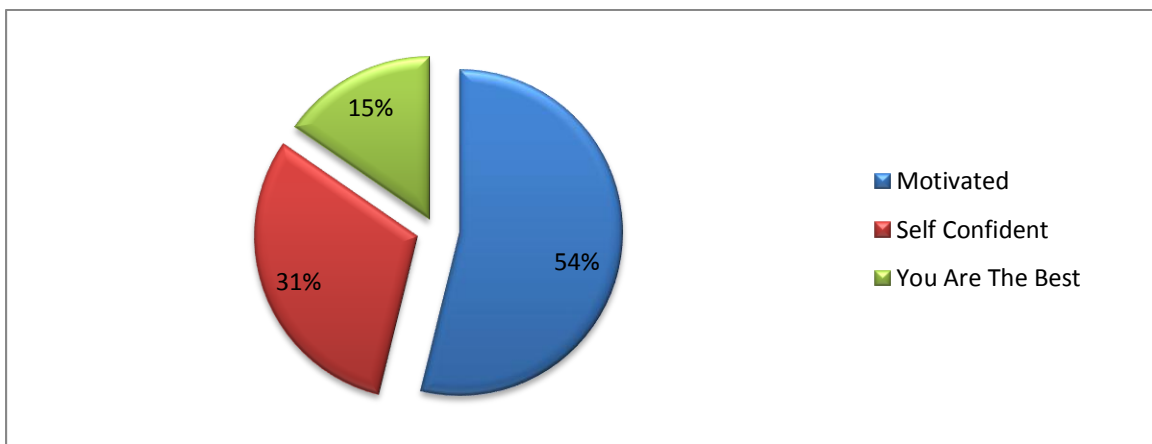


Figure 21: student’s feeling toward a verbal reward.

There is no doubt that students always want to be characterized as excellent from their teachers, in the figure above results show that 54% of the students feel motivated when they receive such compliment, other (31%) feel self confident , the 15% feel that they are the

best.

19-What are your further suggestions about strategies of motivation that helps you overcome speaking difficulties?

Just 6 participants chosen not to answer this question and the rest 20 have suggested some strategies of motivation that helps them overcome their speaking difficulties. We summarized them as following:

- Involve all the students in conversations and oral activities where the topic is of their interest.
- Treating the students equally and give much more attention to their positive sides keeps them motivated.
- Encouragement from the teacher makes students forget about their speaking problems.
- Extra-marks in tests also have a significant impact in overcoming the speaking problems among students.

2.3.1.3 Teachers' questionnaire

The teachers' questionnaire consists of 17 (seventeen) multiple choice, open-ended and closed questions divided into three major sections:

Section one: background information about the teacher (Q1-Q6)

By asking these questions we tend to know some general information about teachers and the during of their career as in the first question , second one asks if they taught oral expression

along their teaching period, Q3 Q4 Q5 are about their assessment of the level of their students in oral sessions and the difficulties they face on, last question in this section the strategies used by the teachers to induce participation among their students in a speaking activity.

Section two: Teachers' interest about motivation (Q7-Q9)

In this set of questions we try to check if teachers consider motivation important or not. 7th question asks if they think that their students are motivated enough to speak, 8th one is about their opinion about applying the construct of motivation in the speaking classroom, 9th question is about their point of view towards extrinsic motivation.

Section three: Teachers' attitude about rewarding (Q10-Q17)

the last 8 questions tended to know if teachers have used rewarding before, which type do they prefer, are they useful in achieving the course objectives, what was the reward if they have rewarded a student before, what's teachers' and students' attitude toward rewarding and finally we recommended for tasks teachers often use to motivate their students' to speak.

2.3.1.4 Analysis of the teachers' questionnaire

Q1-How long have you been teaching English?

The teachers who participate in this questionnaire have been teaching English between 11 and 30 years.

Q2-Have You Taught Oral Expression Before?

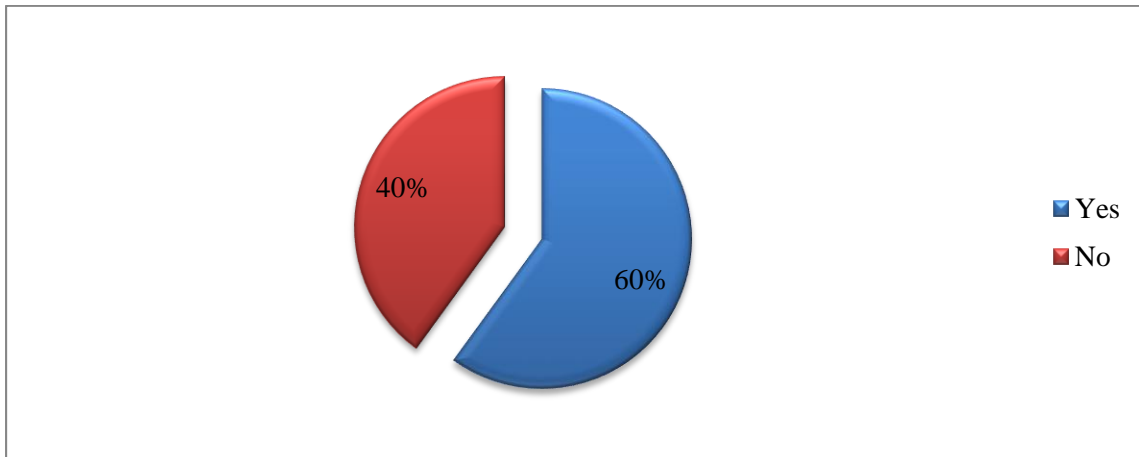


Figure 22: teachers who had taught oral expression.

The given figure shows that (60%) of the participants have taught oral expression but the other (40%) did not.

Q3-How do you consider the level of your students in oral class?

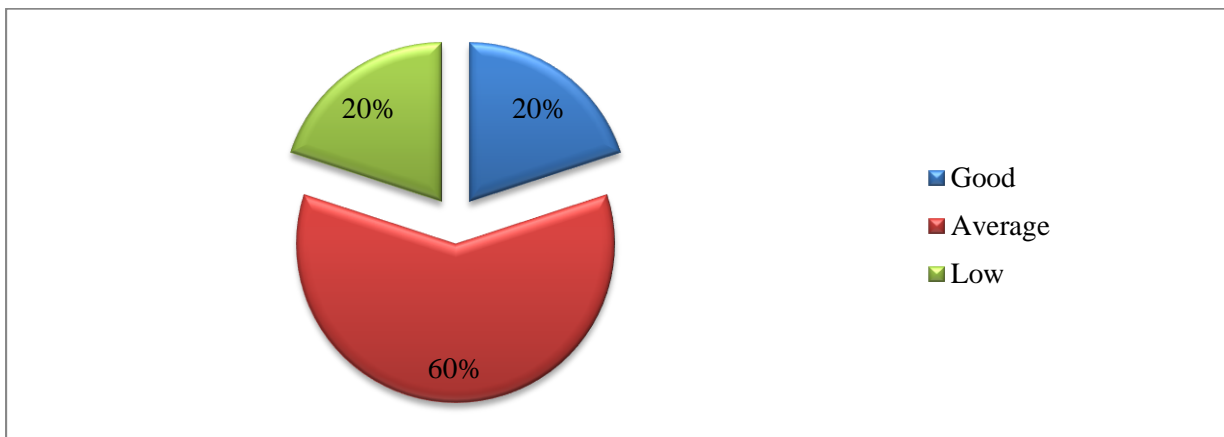


Figure 23: teachers' attitude toward their students' level in oral class.

(60%) of the teachers said that their students' level in oral expression is average, while (20%) of them are good and the rest (20%) are low.

Q4-Do students face difficulties in speaking EFL?

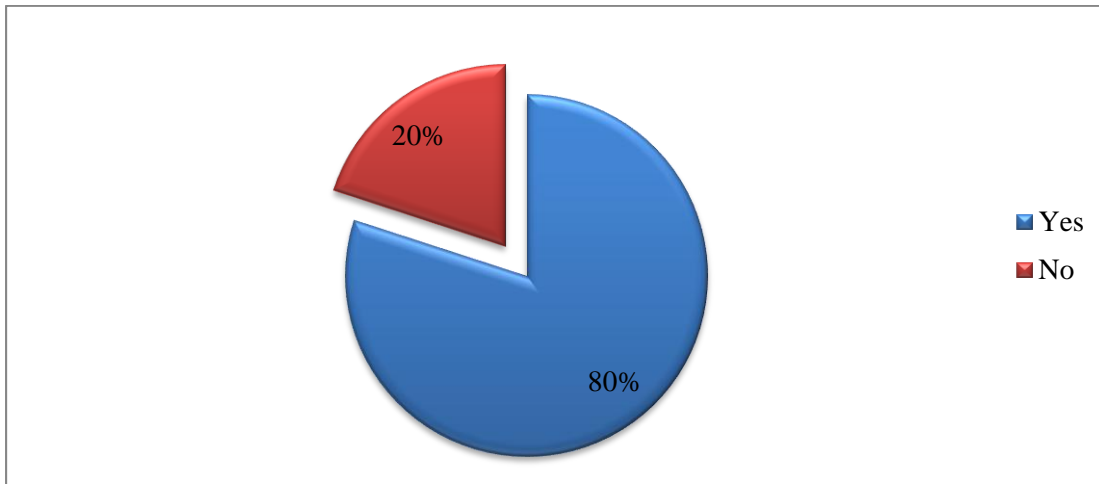


Figure 24: students that face difficulties in speaking EFL.

The results obtained show that 80 of the participants said that their students face difficulties in speaking EFL , however, the other 20 said that they don't.

Q5-If yes, please mention some difficulties students face in speaking.

According to their experience, teachers answer this questions by giving some difficulties their student's face in a speaking classroom, we had summarized them as following:

- Lack of vocabulary.
- Fear of public speaking.
- Fear of making mistakes.
- Thinking in L1.

Q6-How Do You Often Induce Interest And Participation Among Your Students In A Speaking Activity?

According to their answers, here are some strategies that the teacher often use to induce interest and participation during

an oral class:

- Choosing topics of their interest.
- Involving all of them and asking them by tern.
- Motivating them to talk in paramount task teachers are focusing on.
- Encouraging them to express themselves whatever the idea is.

Q7-Do you think that your students are motivated enough to speak?

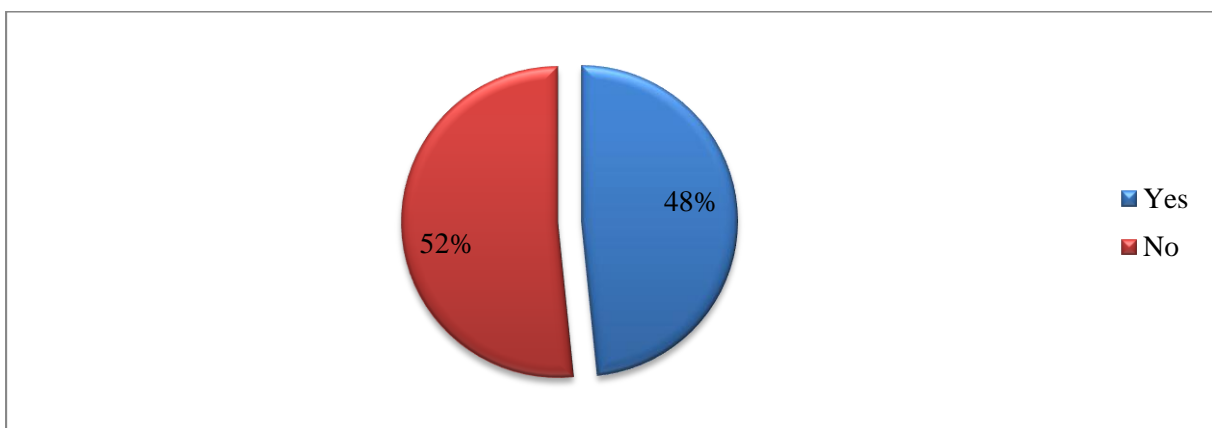


Figure 25: Teachers' attitude about their students' motivation

In this figure we noticed that almost half of the participants (52%) think that their students are not motivated enough to speak, (48%) think that their students are motivated enough to speak.

Q8-What do you think about applying the construct of motivation in the speaking

classroom?

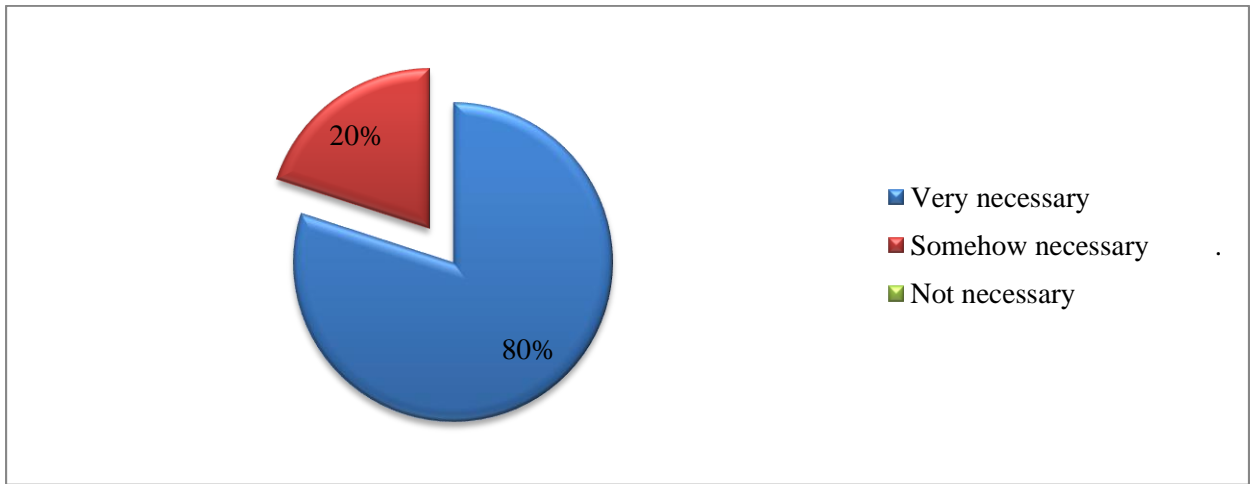


Figure 26: Teachers’ opinion about applying the construct of motivation in the speaking classroom.

The majority of the participants (80%) claimed that applying the construct of motivation in the speaking classroom is very necessary. (20%) of them argued that it’s somehow necessary.

Q9-What do you think about extrinsic motivation?

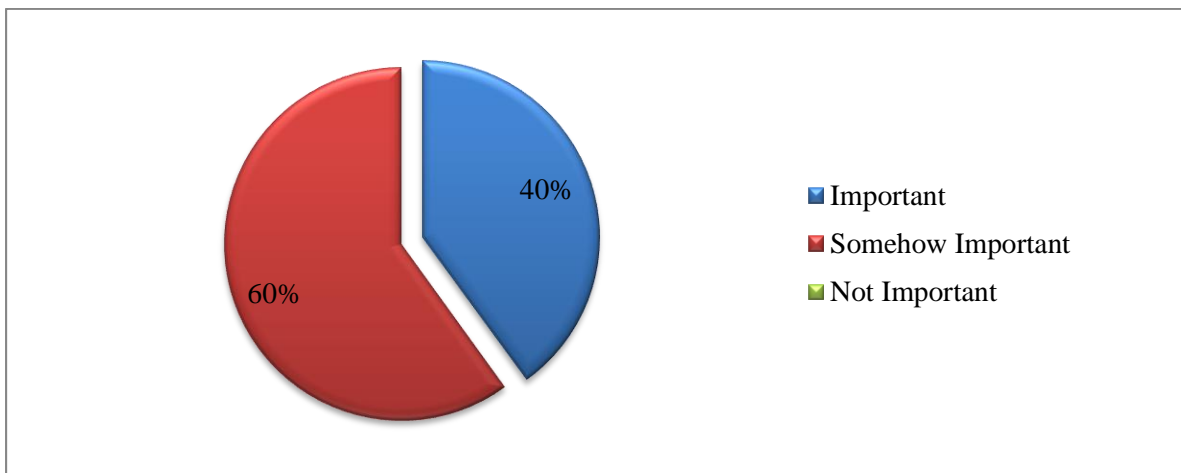


Figure 27: Teachers attitude toward extrinsic motivation.

As it is shown in the obtained results, (60%) of the participants said that extrinsic motivation is somehow important, the other (40%) said that it is important.

Section three: teacher’s attitude about rewarding.

Q10-have you ever used rewarding to motivate you students to speak?

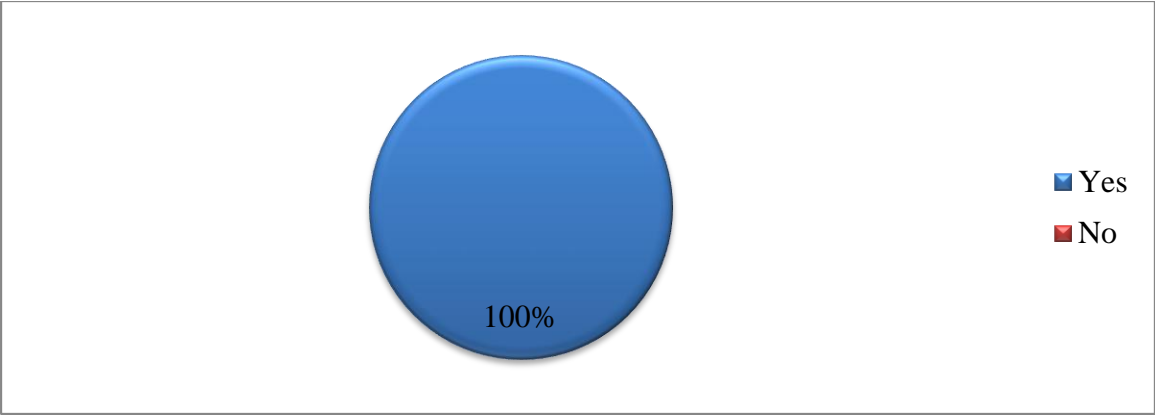


Figure 28: Teachers use of rewarding to motivate students to speak.

As it is noticed in figure 28, all the teachers said that they have used rewarding to motivate their students to speak.

Q11-If “yes”, which type of rewards do you prefer?

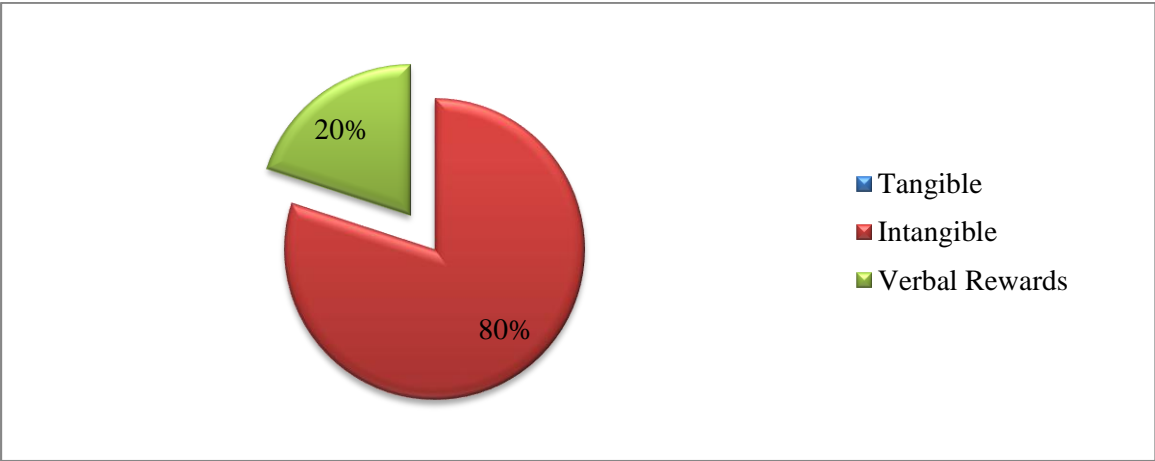


Figure 29: The kind of rewards preferred by the teachers.

In this figure we noticed that almost the majority of the teachers (80%) prefer intangible rewards and (20%) prefer verbal ones.

Q12-What’s your students’ attitude towards rewarding?

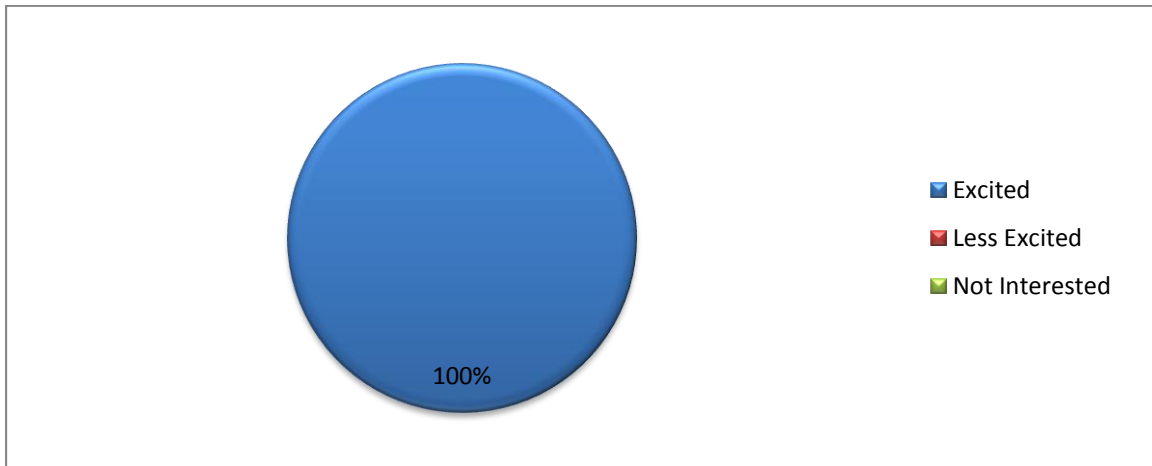


Figure 30: Students' attitude toward rewarding

The results shows that (100%) of the teachers said that their students are excited to be rewarded.

Q13-What do you think about rewarding in achieving the course objectives?

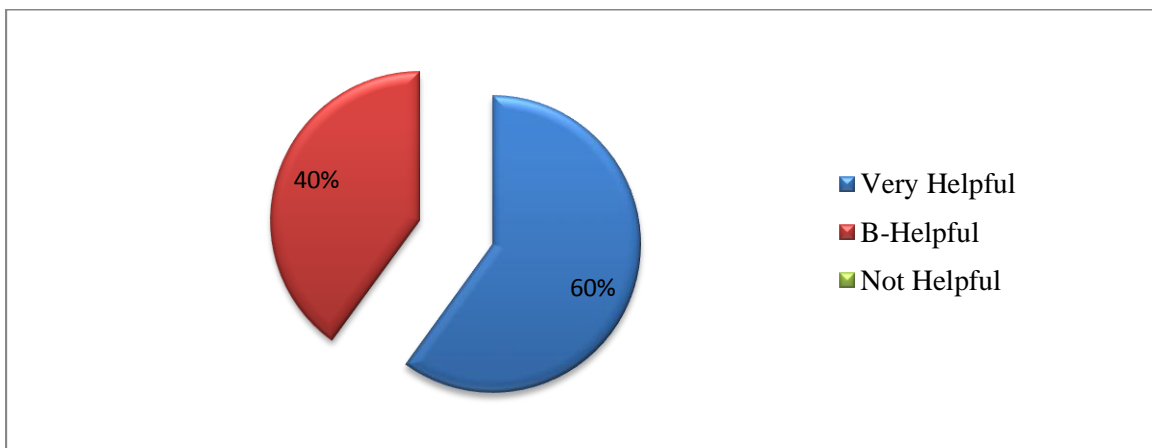


Figure 31: Teachers attitudes towards rewards in achieving course objectives.

The results mentioned in the above figure indicate that 60% of the teachers argue that rewarding is very helpful in achieving the course objectives, while 40% said that it is somehow helpful.

Q14-If you have rewarded a student before, what was the reward?

In answering this question teachers mentioned some rewards they have provided their students with Which are the following:

- Verbal rewards are the extrinsic motivators students' like to receive, saying excellent; good; very good play a significant part in boosting students' oral development.
- Adding extra-marks in test grades.

Q15-As a teacher what's your attitude towards rewarding?

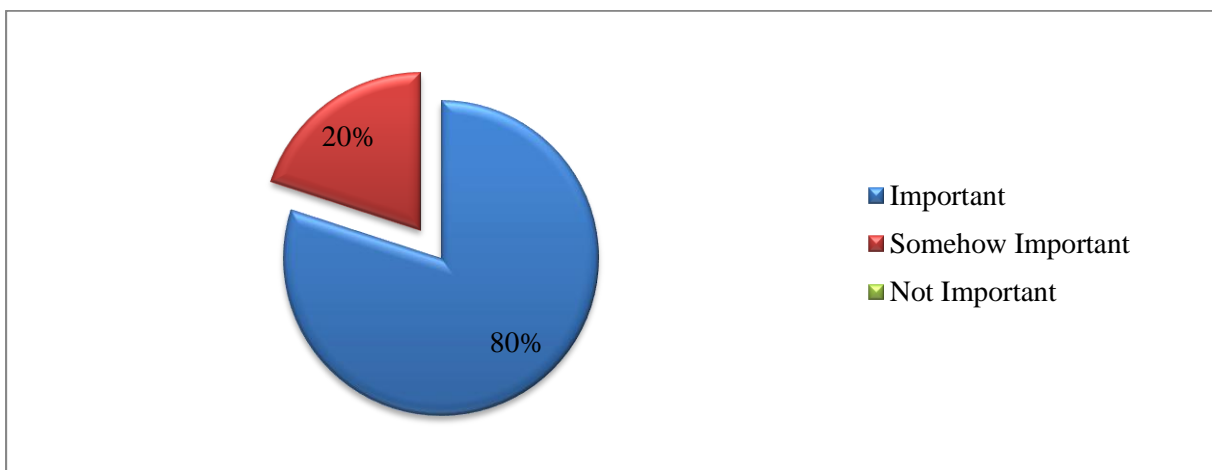


Figure 32: Teachers' attitudes toward rewarding.

The results shown in the figure 32 show that (80%) of the teachers find rewarding important, and the other (20%) find it somehow important.

Q16-Please feel free to suggest some kinds of rewards that need to be implemented in a speaking classroom in order to create a motivating and encouraging atmosphere to your students and help them to overcome speaking difficulties.

The following are some suggestions given by teachers about kinds of rewards that need to be

implemented in a speaking classroom in order to create a motivating and encouraging atmosphere and to help learners overcome speaking difficulties:

- Make students intrinsically motivated.
- If they are lucky enough to practice speaking with native speakers.
- Remind them always that learning involves making mistakes (advice).

Q17: If there are other tasks you use to motivate your student's to speak please mention them?

Teachers in the last question suggested some motivating techniques used in a speaking class, we summarized them as following:

- Providing them with videos and audio-tracks to listen.
- Let them record their voices when speaking.
- Listening to native speakers as possible as they can.
- Subjects for free speaking think; pair; share, open discussion.

2.4 Discussion of the Results

After analyzing the results collected from the students' and teachers' questionnaires, the results of this research will be discussed in relation to the following main research questions:

- 1- Do teachers of Third year of the department of English at Chadli bendjedid university think that using rewards is effective to motivate their students in a speaking class?
- 2- How effective is rewarding in motivating and developing students' speaking skills?

2.4.1 Teachers' reaction to rewards as a pedagogical means to motivate their students

This current study has been conducted at Chadli Bendjedid University and through which we

highlighted the teachers' and learners' perspectives concerning the use of rewards as motivators in a speaking classroom. Interestingly, the results obtained from the questionnaire indicated that all the teachers are interested in using rewards to help their students to be active in a speaking session. Also, teachers believe that their students are very excited and enthusiastic when they receive a reward whatever is it. In addition, they affirmed that rewarding is a very helpful tool in achieving the course objectives and then have a significant power in reducing students' speaking difficulties.

2.4.2 The effectiveness of using rewards on students' speaking skills

The findings of the questionnaire show that students like to be rewarded and that rewards raise their motivation to speak and participate more in the classroom, especially if it were for their well performance. They believe that such reinforcer from the teacher keeps them motivated and help them to get rid of their speaking difficulties, in the sense that they have the effect of reinforcing students' self-esteem. In addition, the results show that intangible and verbal rewards play an important role in the system of learning and teaching as well.

Conclusion

This study adopted a mixed method in which data were gathered from a sample of 26 students and 5 teachers from the Department of English at Chadli Bendjedid University. In this chapter we have dealt with the sample population, the chosen method and research instrument that is used to collect and analyze data. Indeed, the findings were discussed in order to improve or

reject the given hypothesis.

Chapter three: suggestions and recommendations

Chapter three : Suggestions and recommendations

Introduction

This chapter presents some pedagogical implications for the rewarding system and recommendations according to the findings of the current study. In order to raise teachers' awareness about the effectiveness of using rewards to motivate EFL learners to speak, the researcher provided some suggestions for both EFL teachers and learners along with recommendations for further studies.

Suggestions

Based on the findings of the study, the results encourage the implementation of rewarding system in order to enhance students' speaking skills. The suggestions of this research can be conveyed namely as follows:

- Teachers should be aware about the use of rewards and which type they should apply.
- Teachers also should be aware about when they have to provide their students with rewards
- Integrating rewarding in front of the different speaking activities that teachers used to provide their students with, would help keeping them enthusiastic and active during the task.
- The best way to increase students' extrinsic motivation and therefore enhancing students' speaking abilities is the administration of rewards, that is why teachers of EFL need not neglect the importance of making use of reward in speaking classroom.

The system of adding marks in students' grade as a form of reward to the students performance and classroom tasks was focused to be very much important for keeping the record of the students overall performance throughout the year rather than making the student either pass or fail only through final exam. For this reason, the system of giving marks (intangible rewards) on students' daily tasks should be adopted by EFL teachers.

Limitations

Several limitations are encountered during the completion of this research work. Firstly, the results cannot be considered as totally reliable because we cannot assert that they reflect what the students truly believe, putting into consideration that some of the students did not take the task assigned as serious as they should do while others just completed it because they were told so. Another limitation, is that the used reward strategies were not investigated directly, using classroom observation, but rather was based on perceptions of teachers and students (using questionnaires). Finally, this study is focused on only one level which is third year . Thus, the findings cannot be over generalized on the other levels.

Suggestions for further studies

The end of this study opens the doors to further research and despite the possible limitations mentioned, it has clear implications for future research. For this reason, we suggest that:

- 1- Researchers are recommended to try a different method such as an experimental design and an analytical method in order to get precise data about the effect of rewards on enhancing motivation. In other words, a pre-test and a post-test are required at that stage.
- 2- future research could profit from an investigation involving classroom observation to see if awarding the students during speaking classes is really effective in

motivating them or not.

3- We also recommend a comprehensive study that encompasses different learning levels including primary school, middle school, high school to have a better understanding on how rewards enhance students' speaking skills.

Conclusion

In this Chapter we provided suggestions for the implementation of the rewarding technique that may help teachers to develop their own pedagogy in teaching the speaking skills. As well as , for the students to overcome their speaking difficulties . Also, this chapter presents some recommendations for further researches.

General conclusion

Motivating the students has always been the overriding concern of many researchers in the field of EFL. Therefore, teachers started adapting various methods and strategies for the purpose of motivating students and giving them the chance to be actively involved in classroom interaction. One way to address this situation safely, is by granting rewards since they represent a goad for the students to get rid of shyness and hesitation and participate more. The present research is divided into three interrelated chapters. The first chapter is devoted to the review of the related literature, it is made up of three sections. The first section attempted to shed the light on the concept of speaking, its definition, speaking class, teaching methods and approaches, the role of students in learning to speak and some EFL learners' speaking problems. Then the second section dealt with an overview about Motivation displayed motivation , it's definition, theories and kinds. The last section of the first chapter is dealing with rewards by discussing some definitions , types and their impact on motivating learners to speak. The second chapter, on the other hand, is devoted to the practical part. It explored the means of research, the sample, the description of the questionnaire used, its analysis, data discussion, and a conclusion to the chapter. The third chapter as well presents some pedagogical implications along with some suggestions for both teachers and students and for further studies regarding the research findings , it discusses also some limitations that encountered when conducting this study.

All in all, the findings of this research work revealed that both teachers and learners reacted positively to the method of using rewards and were agreed upon as an effective method in boosting students' motivation to perform better in a speaking classroom. Also, the students believed that the rewards are effective in reducing their speaking problems, make them more enthusiastic and more risk takers to effectively take part in oral sessions as a result being more self-confident. Teachers also confirmed that they are interested in using reward in motivating their students to speak because it is a very helpful tool in achieving the course objectives and controlling students' behaviors as well. This leads to say that the results of the study are not in agreement with the first hypothesis while it approves the second one.

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Q5-How often do you participate during oral expression lesson?

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

Q6-what are the strategies that you use to get advantage in oral class?

- a- Practicing** **b- Watching videos** **c-Asking question** **d-Cooperating with others**

Q7-What do you think affects more your speaking ability?

- a- motivation** **b-anxiety**

Why?.....
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.....

Section two: students' motivational level

Q8- Do good grades in oral class have a very direct influence your motivational state?

- a- Always** **b-Sometimes** **c-Never**

Q9- Do exercises and tasks that you practice in the speaking class influence your motivational state?

- a- Very much** **b-Considerably** **c-Little** **d-Not at all**

Q10-What are types of activities you usually practice in speaking class?

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- a- Q11-**Which one of the three choices does motivate you in oral classes?
Encouragement from teacher **b-Competing your****classmates**
c- -Improving your speaking ability

Appendix B

Teachers' questionnaire

Dear teacher

This questionnaire is a part of research study carried at the department of English at Chadli Bendjedid University (El Tarf). It attempts to show the effectiveness of using rewards in motivating students and developing their speaking abilities. I would be very thankful if you answer the following questions. Please, tick the appropriate answer or provide full answers where needed.

Thank you in advance for your collaboration.

Section one: background information about the teacher.

Q1-How long have you been teaching English?

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Q2-have you taught oral expression before?

a- Yes **b-No**

Q3-How do you consider the level of your students in oral class?

a- Good **b-Average** **c-Low**

Q4-Do students face difficulties in speaking EFL?

a- Yes **b-No**

Q5-If yes, please mention some difficulties students face in speaking.

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Q6-How do you often induce interest and participation among your students in a speaking activity?

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Section two: teacher's interest about motivation

Q7-Do you think that your students are motivated enough to speak?

- a- Yes b-No

Q8-What do you think about applying the construct of motivation in the speaking classroom?

- a- Very necessary b-Somehow necessary c-Not necessary

Q9-What do you think about extrinsic motivation?

- a- Important b-Somehow important c-Not important

Section three: teacher's attitude towards rewarding

Q10-Have you ever used rewarding to motivate you students to speak?

- a- Yes B-No

Q11-If "yes", which type of rewards do you prefer?

- a- Tangible B-Intangible C-Verbal Rewards

Q12-What's your students' attitude towards rewarding?

- a- Excited B-Less Excited C- Not Interested

Q13-What do you think about rewarding in achieving the course objectives?

- a- Very helpful b-Helpful c-Not helpful

Q14-If you have rewarded a student before, what was the reward?

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Q15-As a teacher what's your attitude towards rewarding?

- a- Important b-Somehow important c-Not important

Q16-Please feel free to suggest some kinds of rewards that need to be implemented in a speaking classroom in order to create a motivating and encouraging atmosphere to your students and help them to overcome speaking difficulties.

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Q17. If there are other tasks you use to motivate your student's to speak please mention them?

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