

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohamed Boudiaf University of M'sila



Domain: Foreign languages

Stream: English language

Option: Linguistics

Title:

**Rewards as a Motivational Strategy for Enhancing EFL
Learning: Case Study of First year at M'sila University**

Dissertation submitted to the Department of Letters and English Language in partial
fulfilment of the Requirements for the Degree of Master

Candidates:

Ms. Bouchaiba Fatima Zahra

Ms. Achour Saida

Board of Examiner:

Ms. Omri Dalel

University of M'sila

Supervisor

Dr. Karima LOUIDJI

University of M'sila

Chairperson

Dr. Fadhila ABADOU

University of M'sila

Examiner

Academic Year: 2021/2022

DEDICATION

In the name of God, most gracious. Most merciful, all the praise is due to Allah alone, the sustain of all the worlds.

We dedicate this dissertation work to our great parents who stood by us during our work. Their prayers, moral support and kind word of great inspiration during doing our work.

To all our beloved sisters and brothers for their love and support to our families, the symbol of love.

To all our best friends to all our dearest English teachers, who always push us to hold on and never give up.

To all those who love us.

Acknowledgement

“Praise be to Allah, the cherisher and the sustainer of the worlds”

Foremost, praises and thanks are owed to Allah, the almighty, who gave us strength and patience to fulfill this work successfully.

We would like to express our sincere gratitude to Ms.Dalel.Omri, our teacher and supervisor for her comprehension, helpful suggestions and guidance.

We are enormously thankful to the members of the jury, who read and correct our work with an extreme good will.

We would like to express thanks to all the teachers and students who have accepted to answer the questionnaire.

We also want to show our deepest gratitude to all our friends for their continuous encouragement and support.

Abstract

Motivation is considered as an important factor in learning process. That is why EFL teachers do the best to make their students comfortable and more motivated through following specific ways and methods. The present work attempts to investigate the use of rewards for enhancing EFL learners' motivation at the English language Department of Mohamed Boudiaf University of Msila. More specifically, it is carried out to know which types of rewards were used by teachers at the university. Two questionnaires were distributed to ten teachers and thirty-five first year LMD students. The results confirm the hypothesis that the rewards technique is considered as an effective strategy for enhancing students' motivation. The finding revealed that teachers and learners hold a positive attitude towards the use of rewards at the university. Furthermore; both students and teachers confirm that the most motivating type of rewards is tangible rewards.

Key terms: rewards, motivation, EFL learners.

List of Abbreviations and Symbols

B+: positive behavior.

B- : Negative behavior.

CLL: Computer assisted call language learning.

EFL: English as a foreign language.

E.g.: Example.

LMD: License Master Doctorate.

Q: Question.

R+: Positive reinforcement.

R-: Negative reinforcement.

S-B-R: Stimulus/Behavior/Reinforcement.

SDT: Self-determination Theory.

VS: Versus.

%: Percentage.

List of Tables

Table 1: The Learning Experience of Students	40
Table 2: Students' choice to study English	41
Table 3: Students' opinion about rewards in the middle and secondary school	42
Table 4: Students' opinion about rewards at university	43
Table 5: Kinds of Rewards	44
Table 6: Rewards Types those are most beneficial	45
Table 7: Rewarding Reasons	46
Table 8: The frequency Of Receiving Rewards	47
Table 9: Reactions of students about receiving rewards	48
Table 10: Students Motivation in class	49
Table 11: The importance of motivation for success	50
Table 12: Teachers Trails in motivating students	51
Table 13: Students views on rewards as motivational strategy	51
Table 14: The most motivating rewards types	52
Table 15: Opinions of students about the role of rewards in raising students motivation	53
Table 16: Teachers' experience in Teaching English at the University	54
Table 17: The use of rewards in class	55
Table 18: The Frequency of Using Rewards in the Class	56
Table 19: Cases where teachers use rewards	58
Table 20: Causes behind Giving Rewards	59
Table 21: The Most Useful Type of Reward	60
Table 22: The Most Beneficial Type of Reward	61
Table 23: Students attitude after getting rewards	62
Table 24: The effective role of motivation on students participation	63
Table 25: The importance of the teachers' role in EFL classes	64
Table 26: The Effect of Reward on the Students' Motivation	65
Table 27: Raising students' motivation by rewards	66

List of Figures

Figure 1: The reinforcement and punishment process	17
Figure 2: Orientation Subtypes along the Self-Determination Continuum	30
Figure 3: The Learning Experience of Students	40
Figure 4: Students' choice to study English	41
Figure 5: Students' opinion about rewards in the middle and secondary school	42
Figure 6: Students' opinion about rewards at university	43
Figure 7: Kinds of Rewards	44
Figure 8: Rewards Types those are most beneficial	45
Figure 9: Rewarding Reasons	46
Figure 10: The frequency Of Receiving Rewards	47
Figure 11: Reactions of students about receiving rewards	48
Figure 12: Students Motivation in class	49
Figure 13: The importance of motivation for success	50
Figure 14: Teachers Trails in motivating students	51
Figure 15: Students views on rewards as motivational strategy	52
Figure 16: The most motivating rewards types	53
Figure 17: Opinions of students about the role of rewards in raising students motivatio	54
Figure 18: Teachers' experience in Teaching English at the University	55
Figure 19: The use of rewards in class	56
Figure 20: The Frequency of Using Rewards in the Class	57
Figure 21: Cases where teachers use rewards	58
Figure 22: Causes behind Giving Rewards	59
Figure 23: The Most Useful Type of Reward	60
Figure 24: The Most Beneficial Type of Reward	61
Figure 25: Students attitude after getting rewards	62
Figure 26: The effective role of motivation on students' participation	63
Figure 27: The importance of the teachers' role in EFL classes	64
Figure 28: The Effect of Reward on the Students' Motivation	65
Figure 29: Raising students' motivation by rewards	66

List of Diagrams

Diagram 1: Skinner's S-B-R Model of Learning	8
---	---

LIST OF CONTENT

DEDICATION	I
ACKNOWLEDGMENT	II
ABSTRACT	III
LIST OF APPREVIATION	IV
LIST OF TABLES	V
LIST OF FIGURES	VI
LIST OF DIGRAMS	VII
TABLE OF CONTENT	VIII

GENERAL INTRODUCTION

Introduction	1
Statement of the Problem	2
Research Objectives.....	3
Research questions	3
Research Hypotheses	3
The Significance of the Study	3
Research Methodology	4

THEORITICAL PART

CHAPTER ONE: Rewards and Motivation	5
SECTION ONE: Rewards	6
Introduction	6
1.1.1. Definition of Rewards	6
1.1.2. Types of Rewards	9
1.1.2.1. Tangible Rewards	9
1.1.2.2. Verbal Rewards	9
1.1.2.3. Intrinsic Rewards	10
1.1.2.4. Extrinsic Rewards	10
1.1.3. Rewards expectancies (Expected or Unexpected).....	12
1.1.4. The Importance of Rewards	12
1.1.5. Rewards in classroom	13
1.1.6. The Advantages of Rewards in classroom	14
1.1.7. Rewards and Reinforcement	16
1.1.8. The Effect of Rewards on EFL students' motivation	17
Conclusion	18
SECTION TWO: Motivation of EFL Learners	19
Introduction	19
1.2.1. Definition of motivation	19
1.2.2. The main theories of motivation	21
1.2.2.1. Psychoanalysis Theory	21
1.2.2.2. Behavior learning theory.....	22
1.2.2.3. Maslow's need theory	23
1.2.2.4. Attribution theory	24
1.2.2.5. Self-determination Theory	25

1.2.3. Sources of motivation	26
1.2.4. Types of motivation	27
1.2.4.1. Intrinsic and Extrinsic motivation	28
1.2.4.2. Integrative VS Instrumental Motivation	30
1.2.5. The Importance of motivation in enhancing EFL Learning.....	32
1.2.6. How to motivate learners in English learning.....	33
1.2.7. Rewards and Motivation	34
Conclusion	35
CHAPTER TWO: Field of Work	36
Introduction	37
2.1. Research Methodology	37
2.2. Research Design	37
2.3. Setting and Participants	38
2.3.1. Teachers Sample	38
2.3.2. Students Sample	38
2.4. Data Collection	38
2.5. Description of the Questions	39
2.5.1. Teachers Questions	39
2.5.2. Students Questions	39
2.6. Data Analysis and Discussion	40
2.6.1. Analysis and Discussion of Teachers Questionnaire	40
2.6.2. Analysis and Discussion of Students Questionnaire	54
Conclusion	66
LIMITATIONS OF THE STUDY	
GENERAL CONCLUSION	68
References	69
Appendix1	72
Appendix2	74

GENERAL INTRODUCTION

Introduction

Teaching English as a foreign language is very important and difficult, that is why some learners and teachers face serious problems towards this language. The main purpose from learning the English language to EFL learners is helping them to communicate with each other without hindrances. The reasons behind these difficulties could be different, but the main cause is probably the absence of students' motivation.

Teaching adolescents can be challenging them teaching younger in this regards, Sidin (2021, p. 251.) said "The adolescents' identity transition state and the complexity of English subjects have made more burdens for teachers in dealing with the students". Therefore, teachers have to discover ways on how to motivate their students in the classroom. The rewards strategy is considered as one of the strategies that can increase students 'motivation, interests and achievement in learning to achieve success. Moreover, rewards strategy is an important factor for teachers to consider in their work through providing their students with the appropriate reinforcement to engage them in learning. Slavin(1997)defined rewards as an action or attitude to respect in order to ensure that students successfully participate and perform well(as cited in Sidin 2021).

Rewards have been defined as clear positive performance feedback that is administered morally as attribution of well done work which has received the intention of many scholars and psychologists (e.g., Brophy, 2004, 2010, Deci 1971, Deci and Ryan, 2008). Moreover, the psychological factor may influence the students learning. That is to say those happy students would lead to successful students. It is generally understood that the reward system would come with a sense of pride among students. This positive atmosphere would lead to achievement among students.

While it's generally known that rewards are used at middle and secondary school, it's still not clear when it comes to the situation at university. So, the intended research is designed specially to highlight the necessity of rewards in motivating students and how effective the use of rewards reinforcement in enhancing EFL learning.

Statement of the problem

English language has become more and more important part of EFL learning. English becomes the most interested language for many students, they try to share it frequently without facing hindrances, not all students are willing to learn it ; so what should teachers do in order to make the students of EFL classes more motivated to learn English language.

EFL learners need to be more motivated to learn and master English language, they sometimes do not have opportunity to use it out classes and not all the student have the same desire to study English, that is why teachers try to apply different strategies to motivate their student to learn English language.

Motivation of students contribute to the success of the learning process and rewards May or can increase. According to Pitchard(2009), rewards are defined as anything that strengthens a certain behavior and increases the likelihood that the behavior will occur again.

In fact, it is what is given to the student by their teachers after good behavior and good performance; teachers consider the rewards system as a positive reinforcement to make their student more motivated. This situation made us pose the following problematic statement: may we consider rewards system as a motivation strategy for enhancing EFL learning.

Research objectives

This work aims to:

- 1- To identify teachers and students attitudes towards using rewards as a motivation strategy for enhancing EFL learning.
- 2- To know the importance of the use of different types of rewards as a motivation strategy of EFL classes.

Research questions

The research addresses the following questions:

- 1- What are teachers and students attitudes about the effect of using rewards as a motivation strategy for enhancing EFL learning?
- 2- What is the most effective type of rewards used by teachers in EFL classes?

Research hypothesis

On the basis of the questions mentioned before, it is assumed that:

- 1- Teachers and students hold positive attitude towards the effect of using rewards as a motivation strategy for enhancing EFL learning.
- 2- Teachers use different type of rewards for students' motivation.

The significance of the study

This study deals with describing the effects of rewards on EFL learners. First, it clarifies the effective role of rewards in increasing first-year students' motivation and what type of rewards teachers can apply in EFL classes in order to help them enhance their achievement.

Research methodology:

In order to fit the previous objectives of our research, a descriptive study will be adopted; questionnaires are used as a data collection tool: one for the first year English language students (35) and one for their teachers (10) at the department of English at Mohamed Boudiaf University in M'sila

The student questionnaire is distributed to a sample of student that will be randomly selected out of the study population of the first year LMD students in order to know their opinion towards the effect of using rewards as a motivation strategy for enhancing EFL learning, on other hand, teachers questionnaire is distributed to the teachers to investigate their opinion towards using rewards as a motivation strategy for enhancing EFL learning. To analyze the obtained data SPSS is used.

CHAPTER ONE

REWARDS AND MOTIVATION

SECTION ONE: REWARDS

Introduction

For decades, psychologists and educational practitioners have studied the relationship between the effect of rewards, extrinsic motivation and intrinsic motivation in different learning settings (e.g., Deci, 1971). The role of teacher is advancing students' achievements because not all students are successful learners or have the desire to learn particularly in foreign language classes (EFL). Motivation plays an important role in the learning and teaching process and is considered as the key element for students' success; for that EFL teachers try to motivate their students by applying different methods and techniques; one of the most useful strategies is the administration of rewards, many scholars and psychologists (Brophy, 2010; Chance, 1992; Deci, 1971; Deci & Ryan, 1985; Deci & Ryan, 2009; Flora, 2004; Kohn, 1993; Sullo, 2009) have been questioning about the role and the effects of rewards in learning.

In the first part of this chapter, definition of rewards, rewards types and rewards expectations are elaborated. After that a review about the advantage and the importance of rewards is stated in addition to rewards in classroom and rewards and reinforcement. Finally, the end of this chapter is devoted to the effect of rewards on students' motivation.

1.1.1. Definition of rewards

Rewards as a concept has been discussed from different perspectives by different researchers in many domains. Rewards were defined in a number of ways, according to Sharma, N. and Sharma, R. (2006), the literary meaning of rewards is "what is given to someone as a payment of his good behavior" (p.196). That is to say rewards is given after doing good behaviors, in other hand Wilson (2006, p.6-7) stated that "based on his research, the current author suggests that a reward can be defined as an external agent administered

when a desired act or task is performed, that has controlling and informational properties. While rewards are typically delivered to increase the probability of a response, they can increase or decrease the probability of an event occurring, depending on the saliency and direction of the controlling and informational aspects of the reward... Rewards can come in the form of verbal rewards (i.e. telling someone “good job!”), physical rewards (i.e. a pat on the back), or tangible rewards (i.e. giving someone money, food or a medallion), among others” (as cited in Gendouze, 2011, p.211). It can be said that rewards is given when people do good things or behave well. On other hand Deci 1972 assert that a reward is a gift, money, or other tangible or intangible item given to a student in recognition of his or her achievement or effort in the classroom; it mean that there are concrete rewards and inconcrete rewards . According to Burieva (2020), rewards refer to anything which can offer to students. In addition to that Bates et al (2007) said that academics could be motivated to contribute to a repository by offering rewards.

Giving rewards is very important in every domain ; we shed the light to education , in every class teachers apply different strategies to raise students motivation and rewards is one of them ; rewards is considered as a way of reinforcing students in classroom . In this regard, Cotton (1998) stated that the giving of verbal, symbolic, tangible or other rewards for desired academic performance or effort at the classroom level is known as instructional reinforcement. That is to say, any type of rewards can help pupils improve their performance and increase their motivation to learn. Therefore, the best method to raise student motivation is the application of rewards. Rewards are also taking place in workplace According to Danish and Usman (2010), said that after completing given tasks, organizations offer prizes as a recognition of certain conduct in the form of monetary and non-monetary incentives. In supporting to that, Chen and Hsieh (2006) everything that employees regard as a fair return

for their efforts and time spent at work is considered a reward.(as cited in Guylani and Sharma 2018,p.4)

Rewards strategy is considered one of the most important concepts of the behaviorism theory of learning as Nasir (2020, p.237) said that “Positive reinforcement is essential in education as it strengthens their behavior by presenting a desired stimulus (rewards)". Similarly, According to Burieva (2020, p.231) ,"positive reinforcement is any action by the teacher that encourages the students to behave in the desired way ". That is to say , When the teacher recognize such behavior as a positive behavior (B+) and reinforce it (R+), the learner will repeat it. If the teacher does not approve and support their learners’ behavior, i.e. unacceptable behavior, (B-) if he does not reinforce it with an (R-), the learner will not repeat it. Therefore, Rewards are given when there is a good behavior.

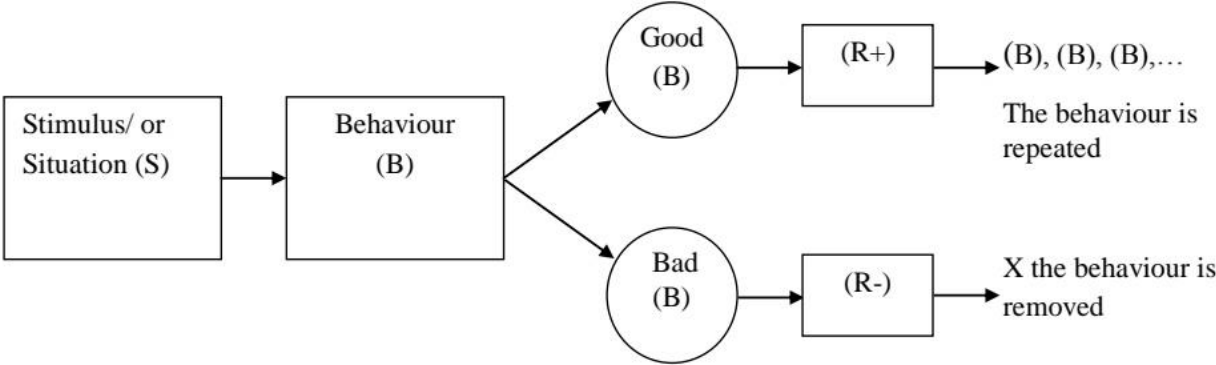


Diagram 1: Skinner's S-B-R Model of Learning (Wilkins, 1972:162 as cited in Guendouze, 2012)

Fontana (199:144) said that:

“Such reinforcement can best be thought of by the teacher as the results that follow on from B. Obviously, these results can either be favorable to the learner (in which case they are

known as positive reinforcement or R+), or they can be unfavorable (in which case they are known as R-). R+ increases the likelihood of the learner producing the same piece of behavior again in the future, while R- decreases the likelihood “ (cited in Guendouze, 2011:p.35).

1.1.2. Types of rewards

Researchers and scholars classify rewards into different kind's categories; we have tangible rewards, verbal rewards, intrinsic rewards and extrinsic rewards.

1.1.2.1. Tangible Rewards

Tangible rewards is a type of rewards performed in the form of extra points , certifications , prizes , money , trophies , candy , books and other symbolic rewards . In this framework, Deci, Koestner, Ryan (2001, p.3) stated that people are frequently offered incentives to engage in behaviors that they might not otherwise engage in. That is to say tangible rewards are something concrete given by the teacher in order to raise students' motivation. Therefore, this kind of rewards is very necessary to increase students' motivation but sometimes became something negative because it decreases intrinsic motivation. So, the teacher should be selective. They must choose the appropriate reward at the appropriate time.

1.1.2.2. Verbal Rewards

They are motivational expressions used by the teacher to motivate student or in other word is a positive comment used by the teacher after good performance such as: nice, good, great and excellent. According to Sidin (2021, p.253),” verbal praise offered to students by the teachers; it means applauding the students when they act in a positive way”. “Most teachers enjoy delivering praise and most students enjoy receiving it”(Brophy, 2004, p. 165). Praise is a type of rewards used by teachers to increase student's motivation and to help them achieve their goals. Similarly, according to Kelsey (2010) praise or a reward is intended to provide positive feedback for doing something properly or for achieving a goal .In Deci's (1971)

experiment, participants were instructed to solve a puzzle, and the experimental group was vocally praised each time one was completed, using phrases such "that's really good, that's the fastest anyone has solved this one." The outcomes imply that the experimental group was innately more motivated than the control group. Deci (1971) considered positive feedback to be a facilitator of intrinsic motivation because it develops a sense of competence. In this regard, Deci, Koestner, Ryan (2001, p.3) argued that although we normally refer to verbal rewards as "positive feedback," we do so here to include positive-feedback studies in the larger category of reward effects. Positive Feedback is very important method in helping student achieving their goals and it takes place when students finish the task.

1.1.2.3. Intrinsic Rewards

They are called intrinsic because they originate from the student's own mind, or from within the student. An intangible prize of acknowledgment, a sense of accomplishment, or conscious satisfaction is an intrinsic reward. Other rewards, such as grades in school or praise from a parent or teacher or monetary rewards are unrelated per se, and therefore extrinsic to the learning task. (Goslin, 2003). According to Sidin (2021, p.252) "intrinsic means that the reward is inherent to the person performing the activity or behavior" .Intrinsic rewards include feelings of pride in one's work and a sense of accomplishment. Achievement or being a member of a group.

1.1.2.4. Extrinsic Rewards

Extrinsic incentives are conceptually distinct from the specific behaviors required to learn a skill or acquire knowledge (Goslin, 2003). Teachers present these to their students as incentives to improve and reinforce their performance. Extrinsic rewards are those that come from outside of the students. This method is based on the operant learning theory, which claims that rewards and punishments motivate people to learn. Extrinsic and tangible rewards

are about giving something concrete to student to reinforce them (books, candy, gold stars and class parties).

Other things that Function as Extrinsic rewards

Interpersonal rewards: Perhaps the most powerful type of exterior rewards includes interactions between the learner and significant others, along with parents, specific family members, teachers, and peers, who have critical relationships to the learner. Such rewards embody quite number types of praise, attention, encouragement, positive judgments about the learner's performance, and other expressions of support. (Goslin, 2003)

Feedback on Performance: Another type of extrinsic rewards includes more formal performance ratings, such as grades in school or takes a look at scores or the awards for competition in school, on the athletic field, or in some other arena. Both this and the foregoing class of rewards are especially important because they relate more or less without delay to specific studying tasks and activities. (Goslin, 2003)

Market incentives : Almost anything that has tangible price to the student can serve as a reward for engagement in a mastering task, including cash or prizes, being excused from a homework assignment, going to the movies or any other distinct privileges inside the family or school.(Goslin,2003)

Goal-based rewards : The success of short- or long-term goals-getting a suitable grade in mathematics, making the honor roll, achieving an excessive grade point average, graduating from excessive school, gaining admission to college, or acquiring an exact job-set with the aid of or for the learner can do characteristic as extrinsic rewards.(Goslin,2003)

Avoidance of punishment: The avoidance of punishment can have the impact of a positive incentive, according to one way of thinking about punishment's involvement in motivation. As a result, credible threats of punishment from parents or teachers might inspire students to engage in learning tasks, homework completion, or piano practice. (Goslin, 2003)

1.1.3. Rewards Expectancies (Expected or Unexpected)

In EFL classes, we have expected rewards and unexpected rewards; unexpected rewards are not announced before the task or the activity unlike expected ones are announced before the task. According to Cameron and Pierce (2002) , state that unexpected rewards do not decrease individual's intrinsic motivation since individuals do not know whether they will be rewarded for taking part in the activity and when exactly. However, expected rewards control behavior because people expect the engaging in the behavior necessarily entails receiving reward (as cited by Bilouk 2016, p.63). Rewards are the only motive behind engaging in the activity in contrast to unexpected tangible rewards. The effects of expected tangible rewards are more harmful than expected ones (Deci, et al, 2001). When the learner receives a reward immediately after completing an action, it has a higher reinforcing value and hence is more efficient. Wilkins (1972: 166) in this framework:" 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 ...One sometimes meets the argument that homework should not be , since the teacher cannot see it until long after it was done and by the time it is returned to the learner any reinforcement is lost .(as cited in Gendouze , 2011,p.40).

1.1.4. Importance of Rewards

Rewards as strategy basically are used to increase students' motivation and help students to achieve their goals. Rewards play an important role in classroom, according to Sidin (2021, p.253) "reward is intended to make students do all they can to raise the score more faithfully. Rewards can be a successful way to inspire students to do so which motivate the students to become involved in learning". In this area , Goslin (2003,p.70) said that rewards are essential in getting students interested in the learning process in the first place, as well as maintaining their interest and motivation to study over time .That means , teachers in their classes apply

this strategy for many reasons; first ,teachers may use rewards as strategy to help students to behave well, raise students motivation, in addition to that rewards have the ability of creating relationship between teachers and students based on respect . According to Goslin (2003), rewards are important in engaging students in the learning process at the outset and maintaining their interest and willingness to learn over time. It means that rewards play an important role in motivating learners ; in addition to this Goslin in his book “Engaging Minds,2003” has shed a great light on the importance of extrinsic rewards in the learning process in the following terms:

“Extrinsic rewards are conceptually separable from the specific activities involved in learning a particular skill or acquiring knowledge (...) These extrinsic rewards obviously vary in their relevance to the learning tasks , as well their proximity in time to the specific behaviors for which they serve as a reward . Praise from a teacher for paying attention in class or answering a question correctly, or from a parent for completing one’s homework are rewards that are both related to the task and closely connected in time to the specific activities, they are intended to motivate. Research suggests that this is one of the reasons for their power to motivate behavior. (Goslin, 2003).

From this quotation we understand that rewards have a unique ability to encourage and are an excellent method of motivating learners to study. We may conclude that using rewards in the classroom is a very good and successful strategy or technique because it enhances students’ motivation while also assisting them in achieving their goals.

1.1.5. Rewards in Classroom

Rewards system plays an important role in classroom because it makes students highly motivated, reinforce their positive goal; in addition to that it is more practical because it helps students to learn more, participate more and do more efforts. Brophy (2004, p. 154) stated that

“rewards are proven way to spur students to put forth effort “. According to Deci, khostner and Ryan (2001, p.3-4) ,Verbal rewards have the potential to impair intrinsic motivation since they can have a major controlling aspect, causing people to participate in behaviors specifically to obtain praise. That is to say by using or giving rewards the students will give their best in accomplishing the tasks. Moreover, the important thing is that teachers should figure out which type of rewards should be used and when to use them. According to Everston et al (2003), some teachers utilize awards as incentives to inspire learners; these rewards can help interest and excitement while still encouraging positive behavior, and they can be intrinsic or extrinsic. These incentives and rewards can help in the development of a positive classroom environment while also discouraging negative behavior. (As cited in Allison 2018)

According to Nacir (2020), the lack of motivation and rewards will be used to investigate the reasons behind the pupils' lack of interest in studying. As a result, lecturers must place a strong emphasis on reward recognition in order to ensure that successful learning continues. In this regards Cotton (1998), When students are rewarded (in any way) for good grades, their on-task behavior improves and disturbances are reduced. Decharms (1968) argued that “the motivation to perform a task undertaken originally as a result of the desire to demonstrate causation will suffer if an extrinsic reward is offered “(p.329).(as cited in Black and Allen 2018).

When rewards are invested incorrectly, they can devalue learning if the teacher does not insist on the effectiveness of the finding; they may have a detrimental impact on student initiative and performance.

1.1.6. Advantages of Rewards

Rewards are actually administrated when someone behave in a good way. Within the classroom, a successful behavior adjustment approach frequently includes rewards. When students are either intrinsically or extrinsically rewarded, they are motivated to succeed and

conform to suitable actions. Students that favor intrinsic motivation appreciate receiving praise, working on individually challenging projects, and completing educational assignments just because they enjoy learning. More physical rewards, such as pencils, erasers, stickers, and occasionally candies, are required for an extrinsic strategy. Jones and Skinner (1939) states that there are several benefits of rewarding students in teaching, including: firstly student will be happy to learn second, teachers and students have a good relationship to make students feel comfortable learning. Third, it trains students to be more enthusiastic to study. Fourth, it improves student's competence and skills. (As cited in Sidin 2021, p.252)

- **Appropriate behavior**

Giving students a reward encourages them to behave in a pleasant and proper manner in your classroom. Following class rules, being polite to one another, and prioritizing safety are just a few of the positive behaviors that may be demonstrated in your classroom through rewarding students. Teachers can focus on lesson content and interactive activities to engage students in learning rather than classroom punishment because of good student behavior.

- **Increased motivation**

Finding the right technique to excite EFL students in the classroom is a major challenge for teachers. When pupils are given projects or homework, they show little enthusiasm and do not put forth their best effort to complete them. As a result, in order to resolve this issue, Teachers utilize the rewards system because it helps students improve their grades. Participation in every task and activities, as well as a greater level of interest. Providing rewards to Students also assist them in giving and putting forth their best effort in completing the work.

- **Completed homework and projects**

Teachers assign homework to their students in order to reinforce and strengthen the subject matter; nevertheless, students will not gain from their comprehension unless they do these

chores. Students will work harder if teachers give a reward for each finished job or project. Or for completing their projects independently or in groups.

- **Happy Students**

Successful students are happy students, and teachers can use a reward system to create a classroom full of happy learners. Administering rewards for students encourages them to be productive in their studies at home and at school. Students are more likely to be productive if they receive rewards that make them feel proud and accomplished.

1.1.7. Rewards and Reinforcement

When talking about rewards, it is important not to forget about reinforcement, which is an occurrence that reinforces and encourages excellent behavior. When pupils act well, teachers can encourage them to continue in that manner. Rewards are stimuli that are thought to be positive events. A reinforcer is an occurrence that increases the frequency of a behavior that has not been proven to strengthen it. Incentive systems are intended to boost motivation through reward or reinforcement. Because of these disparities (between reward and reinforcement), this review divides research that look at the effects of reward from those that look at the effects of reinforcement on intrinsic motivation. According to Timothy et al (2006) reinforcement is an effect, and hence a specific "positive reinforcer" can only be adequately described when its situational application is proved to systematically increase the occurrence of a specified behavior. According to Pitchard (2009) this refers to anything that reinforces a particular behavior and increases the likelihood of the behavior occurring again. Positive and negative reinforcement are the two types of reinforcement.

- **Positive reinforcement**

Positive reinforcement is a very effective tactic or technique that helps teachers control and promotes their students. It is a strong strategy for managing both animal and human behavior

Positive reinforces for people might be as fundamental as food, drink, acceptance, or even something as seemingly simple as attention. Praise and house points are used in classrooms. Or the options to pick an activity are all employed as incentives in various situations. Behavior. (Pitchard, 2009, p.8).

Figure 1. The Reinforcement process



The Punishment process



(**Figure 1.** in Woolfolk, 2005, pp.204-205) (As cited in Bilouk, 2016, p.55)

- **Negative reinforcement**

Negative reinforcement is not related to punishment because Negative reinforcement aims to increase behavior while punishment aims to decrease it. In this regard, Pitchard, (2009, p.8) stated that negative reinforcement is a technique for reducing the chance of a behavior by associating it with an unpleasant 'follow-up.'

1.1.8. The effects of Rewards on EFL Student Motivation

Classroom awards have been shown to be an effective approach to encourage positive behavior in students and keep them motivated in class. In this regards, Deci, et al. (1991) stated that Prizes and money are frequently used to motivate desired actions in homes and schools... The employment of threatening punishment or promising rewards is a common motivational strategy.

The teacher's praise can be a powerful motivator, especially for pupils who have worked hard to accomplish something difficult. Maslow conducted various researches in the 1970s that focused on motivation in terms of work.

In some circumstances, rewards are absolutely necessary. For example, timid and introverted pupils remain silent in class and rely on the teacher for support and reinforcement. Some lessons may be repeated by the teacher. Urging phrases that reinforce one another. In this regard, Al-Mutawa and Kailani (1989, p. 146) say that: "Some pupils are evasive, or afraid to ask or speak for fear of making errors. The teacher's duty is to encourage such pupils to talk in English and to praise their performance and progress, no matter how limited it maybe. This encouraging attitude will create a pleasant atmosphere and make English classes lively and enjoyable". (As cited in Gendouze, 2011, p.59)

Conclusion

Using rewards has proven to be one of the most effective ways for increasing students' motivation and self-esteem when teaching foreign languages. However, when using rewards to get all students involved in the learning process, the teacher should take into account the specific differences of learners.

SECTION TWO: MOTIVATION

Introduction

Many students may fail in their studying especially EFL learners, because of various factors such as background education, teachers strategies or lack of motivation. Motivation has a great impact on students' level, according to Bridgeland, Dilulio, & Morison (2006) the absence of student's motivation is one of the reasons behind students dropping out, in 2006, a survey examined the causes of failed students of high school 69% unsuccessful students said that they were unmotivated.

Motivation plays an important role in EFL learning process, it helps individuals to achieve specific goals in general and learners to learn foreign language in particular without facing any hindrances, as we know if the learner does not have the desire to acquire foreign language they will not learn it ; in this regard Guerrero(2015,P.96) stated that “ motivation is usually associated with commitment , enthusiasm , and persistence to achieve goals “. Thus, motivation is based on students' objectives, desire and efforts to achieve their goals.

In this section we will deal with the important elements of motivation in general and various theories that researchers conducted towards to provide an overview to explain the concept of motivation, it is important and its relationship with the reward system in enhancing EFL learning.

1.2.1. Definition of Motivation

Motivation is a concept frequently used in education, business and research context. It is a very important factor in learning and teaching in general and in EFL class in particular; to achieve a high performance among students, teachers try to motivate their students by specific strategies. Motivation does not only depend on physical attendance but also mental presence should be there, it is considered as the main objective that teachers try to achieve in

the teaching process for improving EFL learning as we know learners need a motive to push them to their activities in appropriate way that is why it is the central factor in classroom.

Motivation is not an easy task to define; it is attracted by many researchers to discuss. According to Filgona (2020, p.19) “motivation is what causes a person wants to know, act, understand, believe or gain particular skills “. That is to say that the motivated person is the one who has the desire and the ability to learn particular language.

According to Ryan&Deci, (2000a, p. 54)"to be motivated means to do something.A person who feels no impetus or inspiration act is thus characterized as unmotivated whereas someone who energized or activated toward an end is considered motivated ". That is to say, there is a force that pushes individuals to be motivated, but it is not equal at all individuals.

In the teaching process, motivation is a basic factor in language learning that teachers should take into consideration during their teaching through following a specific systems and strategies. Espirar&Ortiga (2015, p. 127) said that "motivation will be understood as what encourage students to freely devote their time to a specific activity. It encourages students not only to initiate the activity but also to continue working on it throughout their lives". That is to say that motivation is an important factor that encourages students to achieve their goals. In addition, that the lack of motivation affects or the achievement of learners. Masgoret and Gardner (2000) said that motivated learner is responsible about his goal, and it helps them to be engaged in learning process, we find also according to Ekis and kulmetoo. The succesful learner at learning foreign language is the more motivated learner. Moreover, to motivate learner to learn foreign language is not an easy job. Because we know that the students' motivation is not only influenced by teachers but also the environment conditions impact it. Such as technological learning tool, demographic factor. The teachers try to cover all those conditions to improve the learning process in general and EFL learning in particular.

finally, from the above various definition, it is clear that motivation is the vital part of EFL learning process as well as we see that teachers try to motivate their student by their strategies through pushing them to the direction they want them to go in order to achieve results and improve EFL learning.

1.2.2. The main theories of motivation

In the last decade, motivation has become more attracting factor for researchers than other individuals differences, Not only because of its importance in understanding language learning, but also because of its potential for success (Ellis,2004,p.536). Motivation is not an easy task to explain that is why there are many theories about it in the field of EFL learning.

1.2.2.1. Psychoanalysis Theory

Psychoanalysis Theory offers the most general and well known conception of the dynamics of motivation. (Weiner, 1985). It was developed by Sigmund Freud. He explains that human behavior is influenced by three components: Id, ego and super ego. These components influence our inner development and personality.

Sigmund Freud considered that the id is the important source of human motivation. Willmott et al(2018,p, 230)stated that "the Id, exists within the unconscious psyche and operating primary process thinking in accordance with The pleasure principle, impulsively and often irrationally seeks immediate gratification of innate drives". In other word, id is a central operate the basic process of thinking impulsively and in line with the pleasure principle. In addition Sigmund Freud claimed that social and environmental factors influenced motivation through the ego and super ego structure (willmott et al, 2018).

Finally, the assumption that human beings are motivated by physiological demands and respond positively to meet them is central to this philosophy.

1.2.2.2. Behavior Learning Theory

The emergence of the idea of behaviorism was in the late of ninetieth and early twentieth centuries. John B. Watson is the proponents of behaviorism theory. It involves the reinforcement of some behavior which occurs as response to a particular stimulus as well as it is called the method of learning conditioning. It is categorized into classical and operant conditioning (Pritchard, 2009). In attempting to define the reasons for actions, behaviorist theories such as Pavlov's classical conditioning in 1927 and Skinner's operant conditioning in 1953 neglected the mind's internal capacities. Skinner was commonly known for his experiment with animal behavior, his operant conditioning is the most important type of behaviorist learning, it involves reinforcing a behavior by rewarding. In this framework Brown (2000) stated that skinner claimed that the behaviors, is controlled by its consequence, when consequences are rewarding, behavior is increased and repeated but when consequences are punishing the behavior is weakened and finally extinct. Therefore, the behaviorists are concerned with conditions or consequences that shaped behaviors. They believe that individuals are conditioned to take actions by rewards and punishments, which focus on and favor the external forces over the internal ones. The behaviorists accentuate the stimulus-response connections, and cause instead of need and reason, to determine people's actions.

Motivation is simply defined as the expectation of reward. According to Watson (1913) motivation is the behaviors that can be formed by external reinforcers, he believed that when a behavior is followed by reinforcement, the behavior is more likely to be reinforcement, the behavior is more likely to be repeated. That is the use of reinforcement may increase students motivation, but teachers should know the specific type of reinforcement and the specific situation. Thus, rewards acts as reinforcement, it is used to repeat the good behavior and motivate the students.

1.2.2.3. Maslow's Need Theory

Maslow a humanist psychologist developed his theory of human needs based on an individual's physical, emotional, interpersonal, and intellectual characteristics to explain human motivation. According to this view, an individual's ultimate goal is to self-actualization. This goal, however, this goal is reliant on the achievement of lower needs such as those for survival, safety and comfort.

Maslow (1954) proposed that there are five different levels of need people have to seek for satisfaction, he ranks these need from the lowest level to the highest level as following: physiological need, safety need, need for love affection and belongingness, the esteem need and need for self-actualization. The first level of human need is physiological need, it is the starting point of motivation theory. These needs are considered as a biological need which related to the body need as food, oxygen, water and sleep. Physiological needs are the most influential of all needs and it comes the first need in the person's research for satisfaction. The second lowest level of human needs is security need; it is about feeling safety in a society. Needs for security can become active. While adults have little awareness of their security needs in times of emergency, period of disorganization in the social structure, and children often display the signs of insecurity and the needs to be safe. Love and belonging needs are the third level of Maslow's hierarchy, if both physiological and the safety need are gratified the love and belonging need will emerge. These needs are about the acceptance by all people around him/her, and constructing a good relationship with his/her friends. When the physiological, security, love and belonging needs are satisfied, the needs for esteem become dominant, according to Maslow(1943,p. 10)"- All people in our society (with a few pathological exceptions) have a need or desire for a stable, firmly based, (usually) high evaluation of themselves, for self-respect, or self-esteem, and for the esteem of others". That is people need for a stable, firmly based, high level of self-respect and respect from others.

The achievement and the satisfaction of self-esteem needs lead to people to feel self-confident but the frustration of these need, make people feel as inferior, weak and helpless.

Finally, when the previous needs are achieved the self- actualization need will appeared. In this framework Maslow (1954,p22)stated that "Unless the individual is doing what he or she individually, is fitted for artists must paint, poet, must write if they are to be ultimately at peace with themselves. What human can be, they must be, it refer to self-fulfillment and to the tendency to become. Thus, the satisfaction of higher level needs is conditioned by the lower ones, that is to say Maslow in his theory makes it clear that to pass from any need to the next is constrained by the satisfaction of the previous one.

Maslow's theory is one of the well-known motivation theories that cover psychological and cognitive factors in human motivation.

1.2.2.4. Attribution theory

Attribution theory is concerned with determining why people do what they do and understanding causal determinants of other's behavior. M.C. Leod (2012, p.1) said “attribution theory is considered with how ordinary people explain the causes of behavior and events” .This denotes that attribution theory looks for explanation of events and behaviors and excuses for success or failure. According to weiner (1985) the main causes of success and failure share three common dimensions: locus, stability and controllability. The first dimension refers to the location of the cause i.e. that is the cause of behavior refers to same internal characteristics of a person such as his/her personality ability and effort or external characteristics of person such as task difficulty and the lack of the person. The second property is concerned with the duration of the cause i.e. how stable the cause is overtime? Some causes may be perceived as stable as people’s ability and task difficulty while individuals’ chances are considered as unstable. The last dimension is controllability causes, it

is about all the causes that can control such as effort, and skills while aptitude, mood and other's actions are uncontrollable causes.

Weiner (1974) based his attribution theory on four important factors for success and failure; they are ability effort, task difficulty. In other word individual achievement can be attributing to these factors. Therefore, students with low achievement tend to attribute their failure to either external, uncontrollable factors as task difficulty or internal, unstable controllable factors as effort. Individuals can interpret their future achievement out comes and motivation through their efforts and abilities.

In conclusion, the attribution theory is about understanding the main reason for individual past experience, successes or failure. Under this theory, the causal attribution has been classified into internal or external, stable or unstable and controllable or uncontrollable.

1.2.2.5. Self-Determination Theory

Self-Determination Theory is one of the most important theories of motivation. Deci and Ryan designed a book in 1985 entitled "Intrinsic Motivation and Self-Determination in Human Behavior" which talked about the main concepts of the self-determination theory (SDT). For Ryan and Deci, SDT begins to embrace the assumption that all individuals have innate tendencies and construct to develop an ever deeper and unified sense of self that is SDT is based on the principle which is a good evidence that individual have an innate inclinations towards both internal and external development, SDT is based on fundamental psychological need each one has how to be important for integrating a variety of empirically illuminated phenomenon. These needs are: competence, relatedness and autonomy.(2002,p.5)

According to Deci and Ryan (1991, p. 243) relatedness refers to "a person striving to relate to and care for other, to feel that others are relating authentically to one's self to feel satisfying and coherent involvement with the social world" is that relatedness when person's effort

relating, caring for others and feeling that others relate authentically to oneself, feeling satisfactory and consistent involvement with the social world. "Competence involves understanding how to attain various external and internal outcomes and being efficacious in performing the requisite actions" and "autonomy refers to being self-initiating and self-regulation of one's own actions (Deci et al 1991, p. 327), in other words, the need for competence covers the feeling of skills to achieve the desired results and to eliminate a negative consequence, while autonomy refers to a person who has the ability to control his/her cognitive process and learning content which are tightly connected to learner's attitude towards his/her responsibility, interests and choices.

In addition, Deci and Ryan (1985) identified that extrinsic motivation is divided into four types: external, introjected, identified and integrated forms of regulation (as cited by Deci et al, 1991). In this regard, Dornyei (1998) stated that external regulation occurs when behavior is regulated by external factors as rewards or threat; while, introjected regulation refers to the engagement in behavior out of guilt or out of need to prove something to oneself or others. The third regulation is identified regulation; it is about engaging in activity due to the individual's highly valued values. Finally, integrated regulation, which incorporates choiceful behavior that is fully assimilated with the individual's other values as well as it is the most developmentally advanced kind of extrinsic motivation.

1.2.3. Sources of Motivation

Knowing the sources of motivation is a very important factor in EFL learning, teachers should know the real sources of student's motivation and which procedure to adapt for making their students more motivated. As we know teachers play an important role in EFL learning, they may be considered as the first source of student's motivation because of their strategies in the teaching process. Harmer (2001, p. 51-52) argued that "it is worth pointing out that

his/her attitude to the language, and the task of learning will be vital. An obvious enthusiasm for English and English learning, in this case, would seem to be prerequisite for a positive classroom atmosphere". In other word teacher is the key factor in the classroom, he can apply different role such as a manager, a controller and good motivator.

Teachers' methods are considered as a source of student's motivation. They have to use the appropriate strategies and methods to meet student's needs; they should use several methods in order to make the session enjoyable, successful and not boring. In this regard Harmer (2001) stated it is critical that both the teacher and the students have some confidence in the methods employed for teaching and learning; when either loses this confidence, motivation suffers, but when both are comfortable with the method, success is much more likely. It means the appropriate use of methods is very important in improving students' motivation.

In addition, students' society is also sources of motivation. Harmer (2001) said "outside any classroom there are attitudes to language learning and the English language in particular" (p. 52) that is, people do not have the same opinion and attitude towards learning English language. To conclude, teachers, students 'society and teachers methods and are various source of students motivation.

1.2.4. Types of Motivation

Motivation differs from person to another according to his/her learning style, intelligence and interest towards learning the foreign language these elements are consider as internal factors, while the strategies that are used by teachers to motivate learners are called the external one, that is why we can say that motivation is categorized into two categories: intrinsic and extrinsic, integrative and instrumental motivation, each category has its characteristics.

1.2.4.1. Extrinsic Motivation VS Intrinsic Motivation

Intrinsic Motivation

Intrinsic motivation is a kind of motivation and a necessary factor that learners should have when they try to learn and improve foreign language. Intrinsic motivation is an innate desire to learn something. According to Ryan and Deci. (2000, p. 54), "intrinsic motivation remains an important construct, reflecting the nature human propensity to learn and assimilate" .This entails that intrinsic motivation is the basic construction that reflects individuals ability to learn. Intrinsic motivation is not created by external factor; it is natural individual value to know something and to discover knowledge.

Intrinsic motivation is broadly defined as the curiosity, the need and the willingness to learn something to achieve self-satisfaction results. Hayamizu (1997) stated that intrinsically motivated behavior have been defined as those that are carried out primarily for the enjoyment and satisfaction of the individuals .In other word intrinsic motivated person is the one who acts for the pleasure rather than other external factors. Moreover the intrinsic motivated learner is the one who has a desire and ambition to learn foreign language and challenge all the hindrances that may face him /her during the learning process. In this regard , Lee (2005, p. 332) argues that "An intrinsic motivation approach assumes that people have a natural tendency to seek experiences that increase their competence, elicit curiosity, and determined generally by their beliefs, desires, goals, feelings and abilities." that is to say that intrinsic motivation refers to the tendency to engage in an activity because of inherent satisfaction ability and feeling to achieve specific purposes.

In language classes intrinsic motivation is considered as the important kind of motivation. Deci and Ryan (2000) stated that intrinsic motivation enables learners to engage learning process without psychological effort because they are already motivated.

Extrinsic motivation

Extrinsic motivation is a type of motivation that occurs when individuals are motivated to perform a behavior or engage an activity to hear something such as rewards or avoid punishment. According to Hayamizu (1997) extrinsic motivation refers to the behavior that is carried out in the absence of self-determination in order to achieve a goal; that is to say extrinsic motivation is not about personal interest and self-satisfaction of the learners but it is done when there is a reinforcement around the learner also its allows learners to be part in activities for external factors as rewards.

Extrinsic motivation is based on internal and external factors. The extrinsically motivated learner is the one who engages the activity for something done. Such as getting grade or rewards. In this regard, Deci (1972, p. 113) said that extrinsic motivation "refers to the performance of an activity because it leads to external rewards (e.g., status, approval, or passing grades)". In other words, the external factors control the extrinsically motivated learner.

Self-determination theory proposes that extrinsic motivation has four types: external, interjected, identified and integrated regulation. The first regulation is a classic type of extrinsic motivation; it occurs when there is a reward to earn or punishment to avoid. The second one is when the individuals begin to know the reasons behind their activities as well as it pressures people to behave for feeling worthy. The identified regulation is about knowing the importance of the behavior because the behavior is more congruent with their personal purposes. The last type is integrated regulation, it occurs when the behavior is consistent with individual self-concept (Gagne and Deci 2005). These types can be ordered a long a self-determination theory as shown in the figure below.

languages, and this is what we call integrative motivation. It is when students learn second language to be individual within the society of the target language rather than other purposes. For Dornyei (2005, p.5) integrative motivation is “positive interpersonal affective disposition toward the L2 group and the desire to interact with and even become similar to valued member of that community; in other words, integrative motivation is when learners of foreign language respect for the other society, because they have the desire to be member within their community. (As cited by Zareian and Jodaei, 2015, p.299)

Moreover, integrative motivation occurs with positive attitudes towards the community of the foreign language .According to Crookes and Schmidt (1991,p.472)” integrative motivation is identified with positive attitude toward the target language group and the potential for integrating into that group , or at the very least an interest in meeting and interacting with members of the target language group “. Thus, integrative motivation is when the learner learn foreign language because of positive feeling towards the community that share the target language.

Instrumental motivation

In contrast to integrative motivation, there is instrumental motivation; it refers to the fact that learners acquire foreign language not because of the language itself. Rather, they learn it for investigating particular purposes. Instrumental motivation is another construct of Gardner's socio educational model. According to Gardner (2001), instrumental motivation is learning a foreign language for his/her future carries or better education. (As cited in Zareian and jodaei, 2015)It means those instrumental motivated learners think that the English language will be helpful for them and they are not interested in the language itself but their purpose behind learning foreign language is getting a job.

Crookes and Schmidt(1991,p.472) imply that “instrumental motivation refers to more functional reasons for learning a language : to get a better job or promotion , or to pass a required examination” that is to say , instrumental motivation is about learning foreign language to achieve specific purposes in the future as getting a career .

There is a strong relationship between the integrative and instrumental motivation because whatever the purpose behind learning foreign language students will learn it.

1.2.5. The importance of Motivation in Enhancing EFL learning

Motivation plays a significant role in EFL learning. According to Vergo and Puka (2017, p. 58)" motivation is probably the most important factor that educators can target in order to improve learning ". It means that motivation is the main issue in education context. It is taken into consideration by many teachers because of its important in enhancing EFL learning, most of them have widely accepted that it is the most important factor that influence the rate and the success of second language, furthermore motivation provides the main impulse to initiate learning L2 and then the driving force to sustain the language and often tedious learning process.

Motivation is considered as the vital that pushes learners to be successful in learning second language. In this regard , Zareian and Jodaei (2015) said that motivation is the most useful factor to explain the failure or the success of learners as well as motivated learners are those who take part in the classroom activities . That is to say, students who are highly motivated are active and responsible to be part in the learning process. Similarly, according to Filgona et al (2020, p.26) “motivation increases the speed of work that a learner is putting to achieve a goal “. Thus, motivation has a great impact on students’ achievements.

1.2.6.How to motivate learners in English learning

Learning foreign language is not an easy profession ; it needs effort and patience for both teachers and learners, teachers try to make their students more interested in learning foreign language. As we know students motivation is the main factor that leads learners learn language. It is the desire and the wailings to achieve particular goal, but not all the students have the same desire. Kong (2009) said that English teachers play an important role in increasing students' inclination to perform an actively desire on English learning through following several ways.

Using various and interesting activities

It is effective and functional to apply various and interesting activities with moderate challenge to attract students to English learning. Games are highly motivating since they are amusing and at the same time challenging. They employ meaningful and useful language in real contexts and also encourage and increase cooperation

Involving new and effective techniques.

Teachers can use a variety of methods to stimulate students' intrinsic motivation, such as CALL (computer assisted language learning), multimedia, using Internet and educational software. These methods are innovative, interesting, practical and effective with vivid pictures, vivid information and effective interaction that arouse students' curiosity and interest.

High expectation and using rewards appropriately

High expectation and using reward appropriately are effective methods as outward power to stimulate students in English learning on the basis of extrinsic motivation theory. Students need to be refueled by outward energy such as teachers' high expectations, praise and rewards. Research shows that teacher expectations influence student achievement. Teachers can ask

students to answer questions more often and give more time for them to answer them in a more complete and accurate way.

Create a relaxed and positive learning climate.

A relaxed and positive learning climate should be provided for students while learning English. In English learning, students need a great deal of practice to speak in class. Teachers should ensure they make sufficient use of practice time and at the same time, make them feel safe and comfortable.

Cooperative activities

- Teachers should use cooperative activities in English teaching rather than competition, which is relatively effective, according to psychologists. In cooperative activities, students can decrease fear of failure while communicating and exchange information effectively. This method is suitable for higher level of students to communicate with each other in English.

Providing opportunities for students to experience success.

The most important use of learning English is to communicate with people by using the target language, but not all learners are active to use English. The more ways we are to keep all our students motivated and successful the better based on the theory of needs and beliefs.

1.2.7. Motivation and Rewards

Motivating students to learn foreign language is part of challenges that teachers face in the teaching content, they motivate their students through using rewards system, which is an effective way that pushes learners to engage in learning process. As well as it is what is given after a good behavior or good performance. According to Sidin (2021) is one of the strategies that teachers could use to increase their students' motivation in class through raising their

participation and interest in learning to achieve success . In other words , rewards is the motive that induces learners to be part in activity and enhance their performance .

Teachers should know the appropriate type of rewards for achieving her/his goal, because they deal with various learning style and abilities. So knowing the type of rewards will help them to create well motivated students in this framework Cameron (2001,p.29) said that "many teachers used gold stars, recognition, bonuses, access to preferred activities or other type of rewards". Teachers are responsible about students 'behavior. When rewards are used for unsuitable behaviors, they may stimulate them to show negative behaviors and decrease participation in classroom but when they are used for appropriate behaviors, they encourage students to show interests and good behaviors.

From the previous investigation rewards play an important role on students' performance through increasing their motivation in classroom.

Conclusion

As we have seen motivation is the supporting elements for the educational goal in general and EFL learning in particular. EFL learners need to be motivated because if they are not motivated learning outcomes will not reach the target. Therefore, teachers try to find ways to motivate their students as much as possible. Rewards strategy is an influential factor that teacher use to enhance students' motivation.

In this chapter we shed the light on all the aspects that have relation with motivation concept: the main theories of motivation, motivation types, sources of motivation, the importance of motivation and the ways to motivate learners. Moreover, we provide the reader with the relationship between student's motivation and the administration of reward for enhancing EFL learning.

CHAPTER TOW

FIELD OF WORK

Introduction

This present work deals with the practical part that is intended to study the effects of using rewards as motivational strategy for enhancing EFL learning.

In the previous chapter we have presented the literature review about rewards and motivation. This chapter is related to the presentation and the analysis of data obtained from the data gathering tool (questionnaire) employed in this research. First, it provides the readers with the research design and methodology. Then it introduces the setting and participants that is used to collect data. It is devoted to data analyses of both teachers and students questionnaire. To conclude, we have dealt with discussion of the data and conclusion.

2.1. Research Methodology

This research is mainly descriptive using the qualitative and quantitative approach to gather data by means of two questionnaires the first is designed for first year EFL students at the English department of M'sila University and the second is devoted for teachers of English language. The descriptive method enables us to identify and describe the effect of using rewards as motivational strategy for enhancing EFL learning

2.2. Research design

The aim of this study is to investigate the use of rewards as a motivational strategy for enhancing EFL learning. In order to carry our research, to collect information from different instrument, a descriptive design was used, it helps to provide answer for questions of what, when, where and how associated with a particular research problem. In addition, all the calculated data were presented through tables and graphs for better visualization. Thus, the data will be collectively analyzed to identify patterns as well as details.

2.3. Setting and participants:

The investigation is carried out in the department of English at Msila University during the academic year (2021/2022). The participants of our research are both the students and their teachers. The first category of the participants involves teachers of first year. The second category of the participants involves the students of the first year.

2.3.1. Teachers Sample

In the current study, ten teachers of first year students at Msila University were selected randomly in order to know their opinion about the use of rewards system as a motivational strategy for enhancing their students' motivation, and which types of rewards they like to use.

2.3.2. Students Sample

Our sample is derived from first year LMD students at the department of English at Mohammed Bodiab University in M'sila during the academic year 2021/2022. The participants were (35) students from the total population about 300 students in the English department. In this study the students were randomly selected in order to know their opinion about the effect of using rewards as motivational strategy.

2.4. Data collection

Data collection is an important step that enables researchers to gather valid and reliable data. The aim of our research is investigate the use of rewards as a motivational strategy for enhancing EFL learning. The appropriate tool for our study is a questionnaire for both students and teachers. First, students, questionnaire is adopted to know the effectiveness of rewards on their motivation. Second, teachers' questionnaire aims to gain insights from teachers about whether the rewards system is an effective and motivational strategy in enhancing EFL learning or not. The questionnaire was handed directly after the end of first

semester to both teachers and students in two weeks. Some explanation of the items of the questionnaire was given to students in the process of filling it.

2.5. Description of the Questionnaire

2.5.1. The teachers' Questionnaire

The teachers Questionnaire contains 15 questions divided into four sections. Section one is about the researcher background. Section two is about the use of rewards system during teaching process, when and for what reason they use it. The third section is about motivation, we want to know, if it is an important factor in the learning process and how rewards affect students' motivation. While the last section is designed for further suggestions that may be used in the future. This Questionnaire includes closed questions which necessitate ticking one or more options and open-ended questions for the purpose of collecting qualitative data from teachers.

2.5.2. Students' questionnaire

The questionnaire designed for students contains seventeen (17) questions, and it is divided into four (4) sections. The first section consists of two questions which are about the background information of students learning experience of English language and their choice to study this language .The second section (Q3-Q11) is concerned with the concept of rewards; that is to say to know if the students receive rewards from their teachers and which type is very effective according to them. Moreover, the third section (Q12-Q17) is devoted to students' opinion about motivation and whether rewards affect students' motivation or not. Furthermore, the last section is concerned with further comments or suggestions .This questionnaire includes both closed-ended and open-ended questions.

2.6. Data analyses

2.6.1. Analyses of students questionnaire

Section one: Background Information

Q1- How long have you been studying this language?

//	Frequency	Percent
7-years	7	20.0
8-years	19	54.3
9-years	5	14.3
10-years	4	11.4
Total	35	%100

Table 1: The Learning Experience of Students

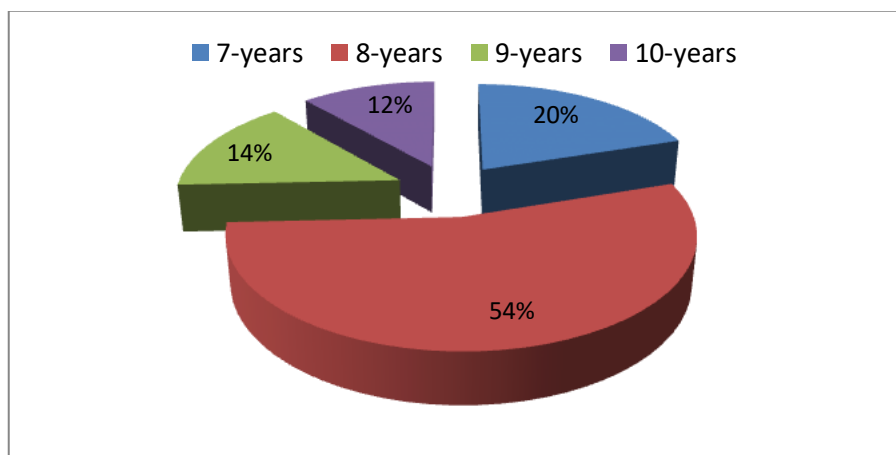


Figure 3: The Learning Experience of Students

We ask this question how long you have been studying this language. To know the learning experience of the students, from the table above we noticed that the majority of students have been studied English for 8 years (54, 3%). 7 participants (20%) have been studied English for 7 years. 5 participants (14,3%) have been studied English for 9 years . 4

participants (11,4%) have been studied English for 10 years . Those who answered by 9and 10 years they may study English with repetition.

Q2-Your choice to study English is

//	Frequency	Percent
Personal	29	82.9
Imposed by administration	1	2.9
Imposed by parents	5	14.3
Total	35	%100

Table 2: Students’ choice to study English

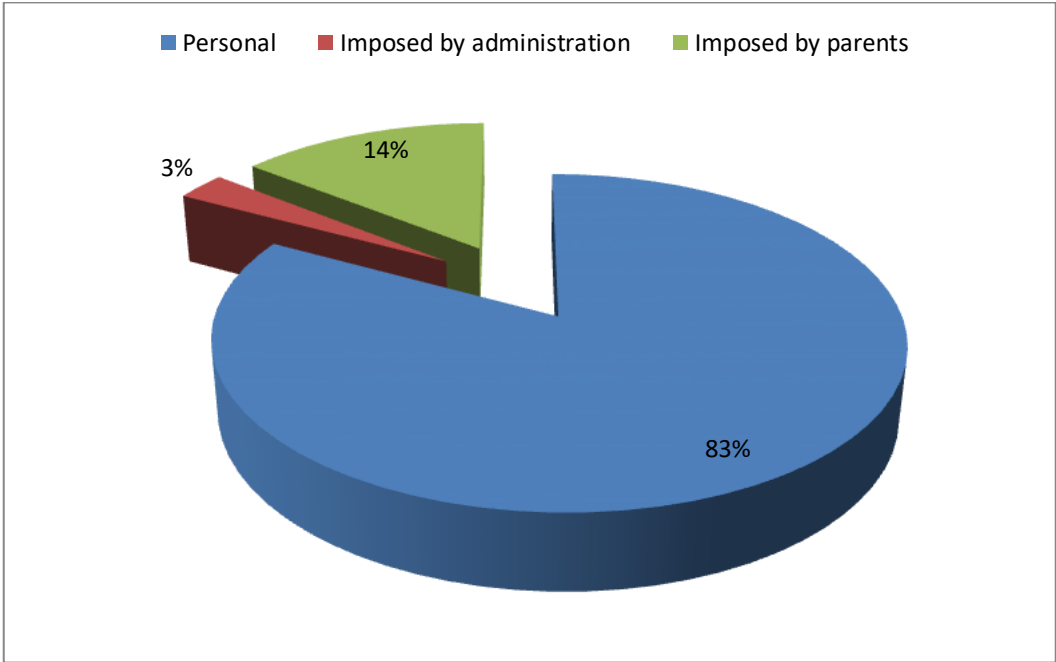


Figure 4: Students’ choice to study English

The researchers of the current study used thus question to know students’ choices to study English, from the graph above we notice that the majority of student (82, 9%) personally chose to study English. While only (14, 3%) were imposed by their parents to study English. The minority (2, 9%) left were imposed by administration to study English language.

Section two: Rewards

Q3-Did you receive rewards (what is given after a good behavior or a good)

Performance) in the middle and the secondary school

//	Frequency	Percent
Yes	29	82.9
No	6	17.1
Total	35	%100

Table 3: Students’ opinion about rewards in the middle and secondary school

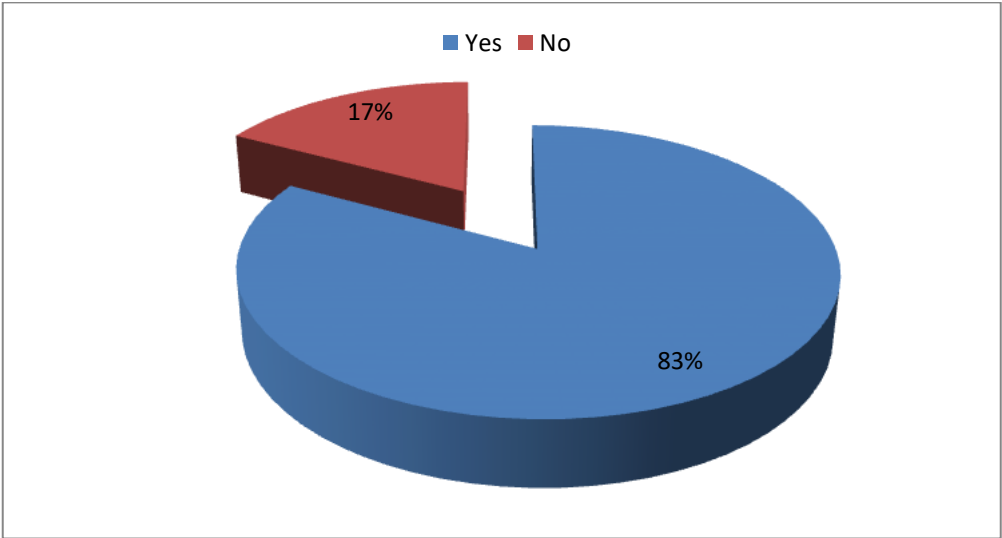


Figure 5: Students’ opinion about rewards in the middle and secondary school.

The researchers of the current study used this question mainly to know students' opinion about the use of rewards in the middle and secondary school. 29 participants (82.9%) answered by “yes”. This means that rewards are used as a strategy to motivate students in the middle and secondary school because they show more importance to studying English. Only 6 participants (17.1%) answered by “no”, which means that they do not receive rewards from their teachers because they did not have the desire to study English. Thus, we can say that the main factor of receiving rewards is having interest in studying English.

Q4-What about the university?

//	Frequency	Percent
Yes	12	34.3
No	23	65.7
Total	35	%100

Table 4: Students' opinion about rewards at university

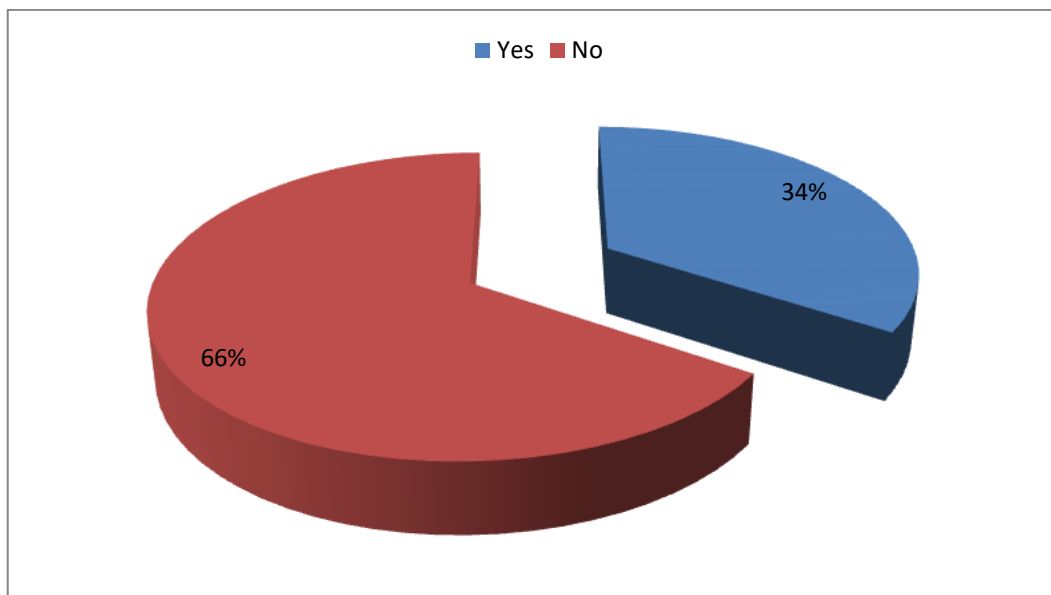


Figure 6: Students' opinion about rewards at university

From the graph above, the majority of students 23 participants (64,7%) said “no” they did not receive rewards at university. While, 12 participants (34,3%) answered by “yes”. This means that they receive rewards in university by their teachers to encourage them.

Q5- If No, Why?

Most of the learners did not answer this question but some of them said that they did not receive rewards because they are in first months at university; also they did not have good performance and they think that they are not good students'. In addition to that they are interested to study English.

Q6- If yes, which type of reward?

//	Frequency	Percent
Extra marks	23	59.0
Certificates	6	15.4
Verbal praise	10	25.6
Day off from work (concerning the whole class)	0	0
Others	0	0
Total	39	%100

Table 5: Kinds of Rewards

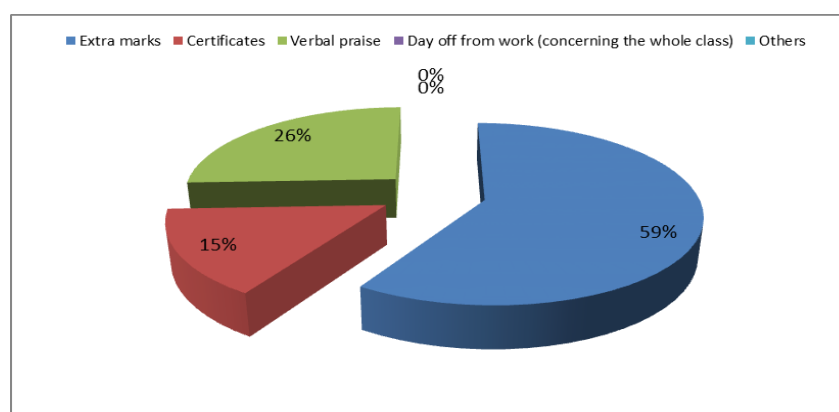


Figure 7: Kinds of Rewards

We ask this question to know which type is more useful at university. The majority of the students (59%) ticked the option of “extra marks “ as the most used type of rewards at the university ; after good performance or correct answers teachers add extra marks or points in order to motivate them to do better work . (25,6%) of students said that the most used type is “verbal praise” ; teachers give them positive comments (nice,well,good,excellent) after correct answer in order to reinforce them .Only (15,4%) ticked the option of “certificates” ; this type of rewards is rarely used in university because it is mainly used at the middle and

secondary school .No one selected the last type “day off from work “.Thus, the different type of rewards is used according to the teacher personality or according to the case .

Q7-According to you, which type is more beneficial?

//	Frequency	Percent
Extra marks	21	55.3
Certificates	8	21.1
Verbal praise	9	23.7
Total	38	%100

Table 6: Rewards types that are most beneficial

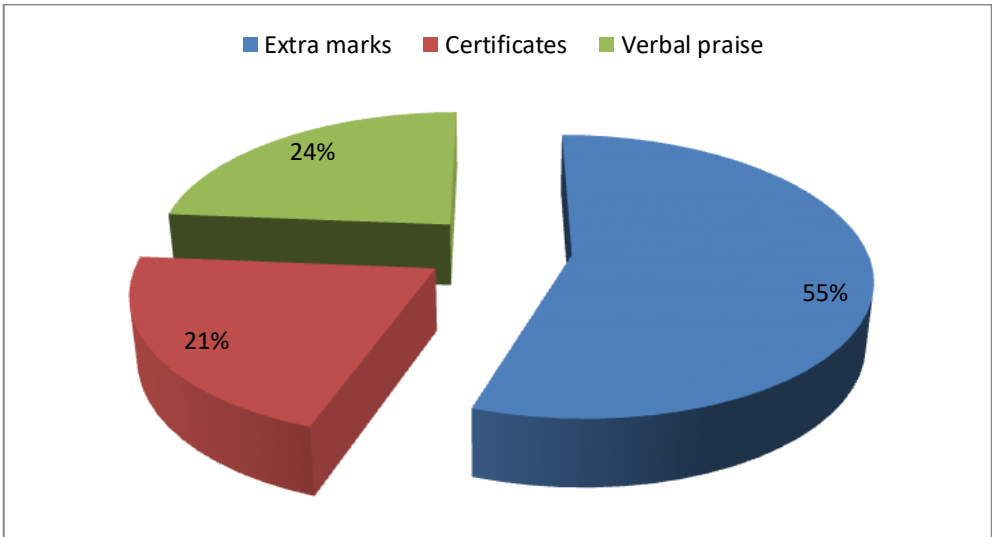


Figure 8: Rewards types those are most beneficial

We ask this question to know which type is more beneficial according to students. From the graph above, we noticed that (55, 3%) of students answered by “extra mark” they confirm that their motivation raise when receive extra marks. (23, 7%) of students said that the most beneficial type of rewards is “verbal praise” because according to them verbal praise encourages them to do better or to work harder. Whereas, only (21, 7%) of students said that the most beneficial type is “certificate” because receiving rewards make them more proud.

Q8-Whatever your answer please justify?

The most helpful kind of reward, according to some students, is extra marks (55, 3%). This type, they believe is a highly motivational method. Students are more motivated to study and contribute when they receive more marks. Others consider verbal praise (23, 7%) to be a very good kind of rewards because they believe that the positive comments given by the teacher is very valuable because it boosts the students' confidence and motivation. Other Students believe that certificates (21, 7%) help them feel good about themselves, even if they have completed their studies.

Q9-For what reason did you receive rewards?

//	Frequency	Percent
Good behavior	14	28.0
Good participation	18	36.0
Correct answer	18	36.0
Other	0	0
Total	50	%100

Table 7: Rewarding reasons

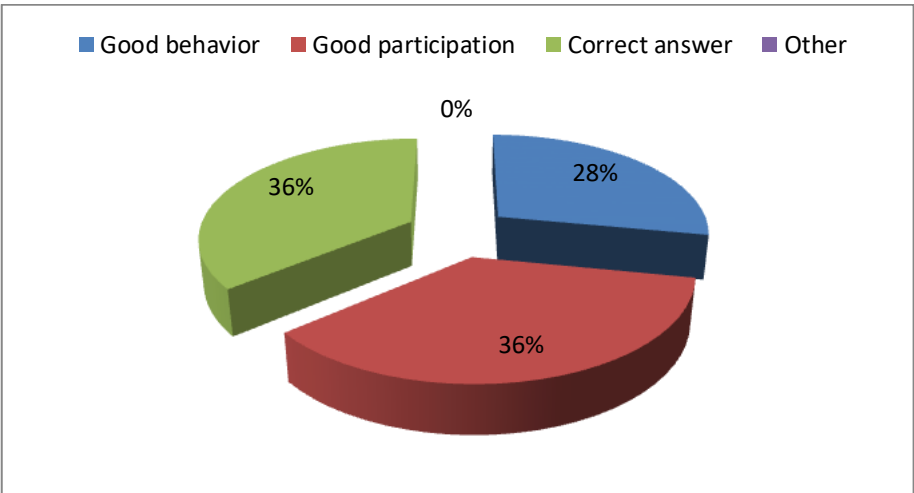


Figure 9: Rewarding reasons

We ask this question to know the reasons behind giving rewards, from the graph below we notice that teachers give rewards to students after good participation and after correct answer, both of them have the same percentage (36%) . While, (28%) of students said that they give them rewards after good behavior; behaving well considered as a teacher respect.

Q10-How often students receive rewards from teachers in the class?

//	Frequency	Percent
Always	9	25.7
Often	5	14.3
Sometimes	16	45.7
Rarely	5	14.3
Never	0	0
Total	35	%100

Table 8: The frequency of receiving rewards

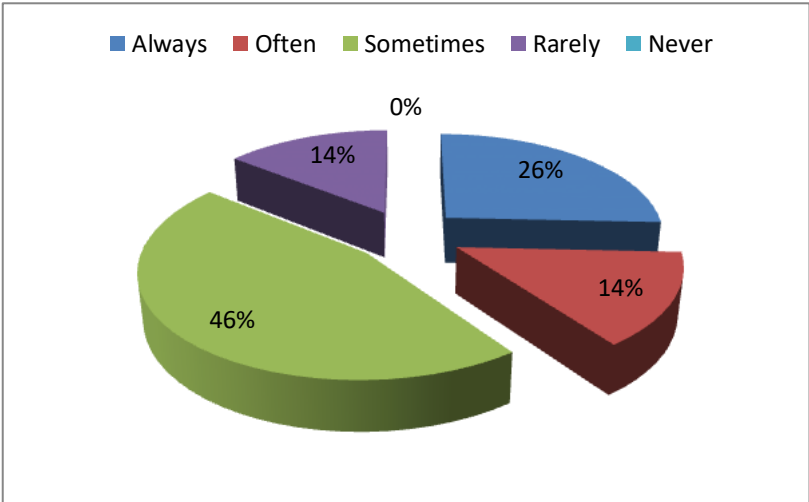


Figure 10: The frequency of receiving rewards

16 of the participants (45, 7%) answered by “sometimes” ; which means that teachers give rewards to students according to the situation . 9 of the participants(25,7%) said that teachers “always” use rewards as strategy in their classes to motivate students. “Often” and “rarely”

have the same percentage (14, 3%) because may be of their level and performance teachers do not give them rewards. No one of the participants tick on the option of “never”. That is to say that teacher at university considers rewards as motivational strategy for enhancing EFL learning.

Q11- How did you feel when you receive rewards?

//	Frequency	Percent
Enjoy the learning process	13	34.2
More motivated	19	50.0
Neutral	6	15.8
Total	38	%100

Table 9: Reactions of students about receiving rewards

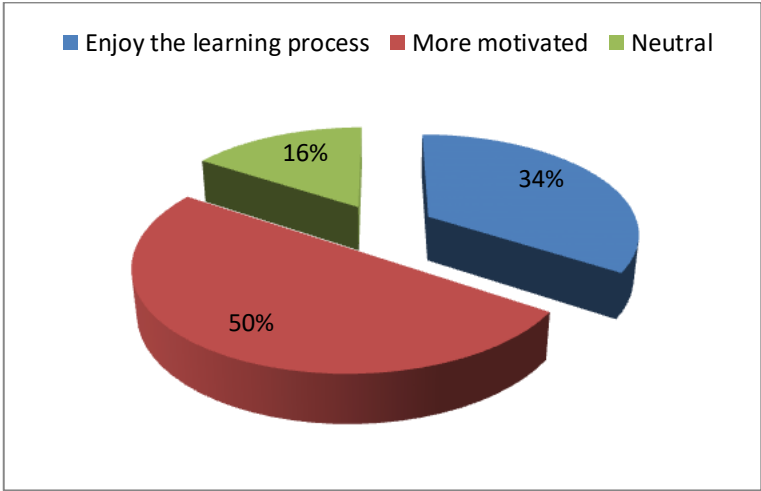


Figure 11: Reactions of students about receiving rewards

We ask this question mainly to know students reactions towards receiving rewards. From the graph above we notice that 19 participants (56%) said that they became more motivated when they receive rewards from their teachers. Therefore, we assume that the biggest role of rewards is motivation rather than any other role. On the other hand, 13 participants (34, 2%) tick the option of “enjoy the learning process”; that is to say students feel comfortable when

studying English language. Only 6 participants (15, 8%) answered by “neutral” because they think that rewards do not affect students’ motivation.

Section Three: Motivation

Q12-Do you feel motivated in your class?

//	Frequency	Percent
Yes	21	60.0
No	14	40.0
Total	35	%100

Table 10: Students motivation in class

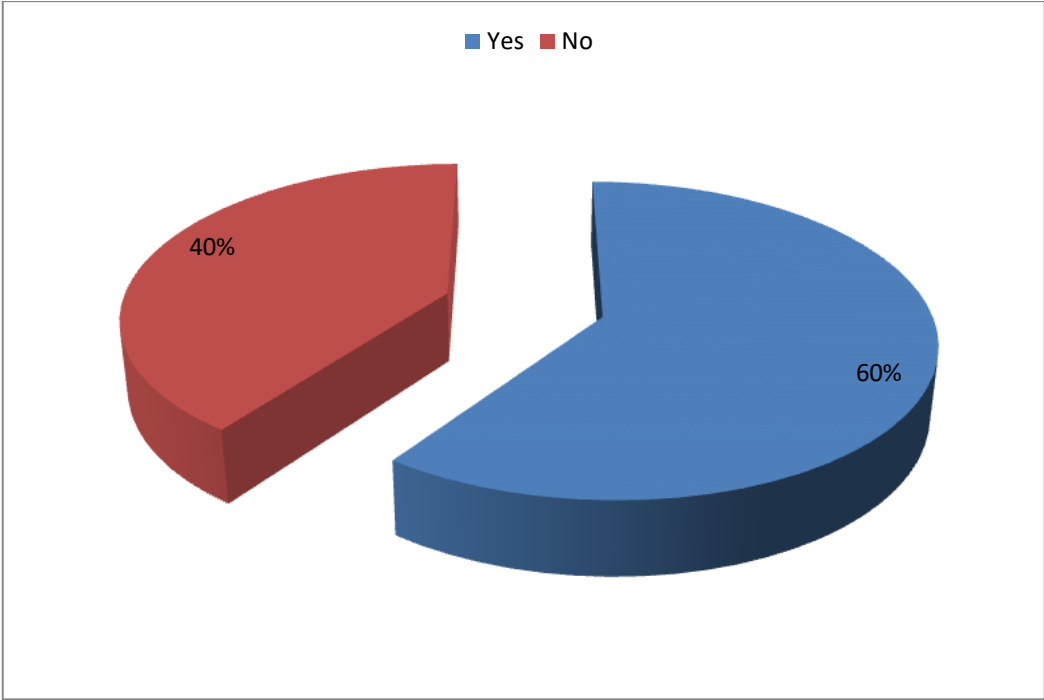


Figure 12: Students motivation in class

21 of the participants (60%) feel motivated in class. Whereas, 14 participants (40%) do not feel motivated in the learning process because they do not like to study English or they are imposed to study it.

Q13-Do you agree that motivation is considered as an important factor in your success?

//	Frequency	Percent
Agree	29	82.9
Disagree	1	2.9
Neutral	5	14.3
Total	35	%100

Table 11: The importance of motivation for success

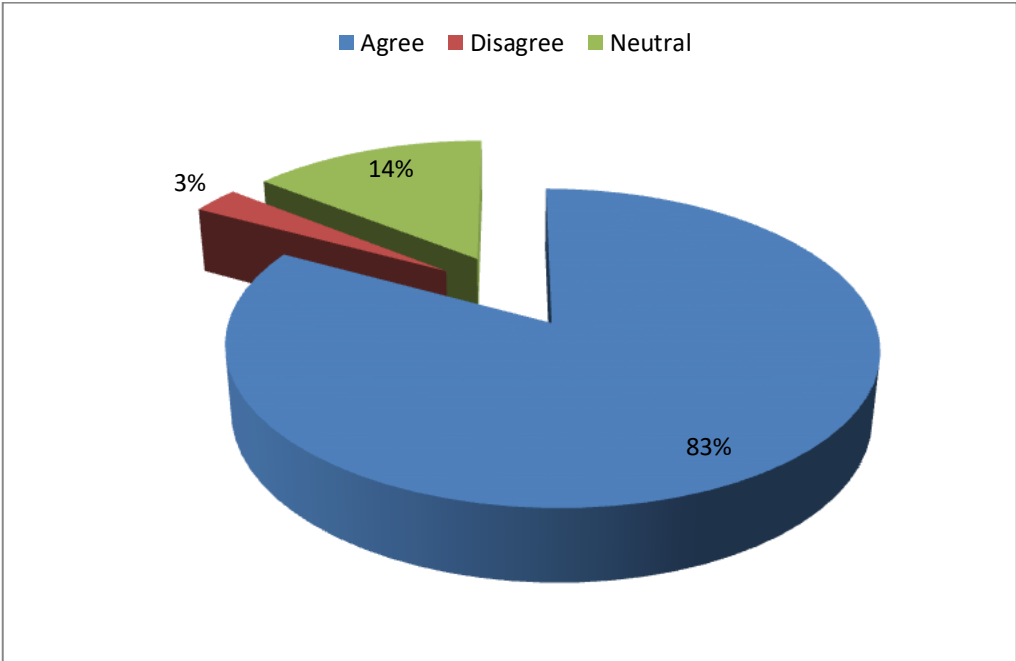


Figure 13: The importance of motivation for success

29 participants (82, 9%) affirm that motivation is an important element for students’ success. That is why teachers should administrate different methods to increase students’ motivation. 5 participants (14, 3%) affirm that they are neutral. Whereas 1 participant (2, 9%) ticked on the option of “disagree” he think that motivation is not an important factor in students’ success.

Q14-Do your teachers try to motivate you in the class?

//	Frequency	Percent
Yes	22	62.9
No	13	37.1
Total	35	%100

Table 12: Teachers trails in motivating students

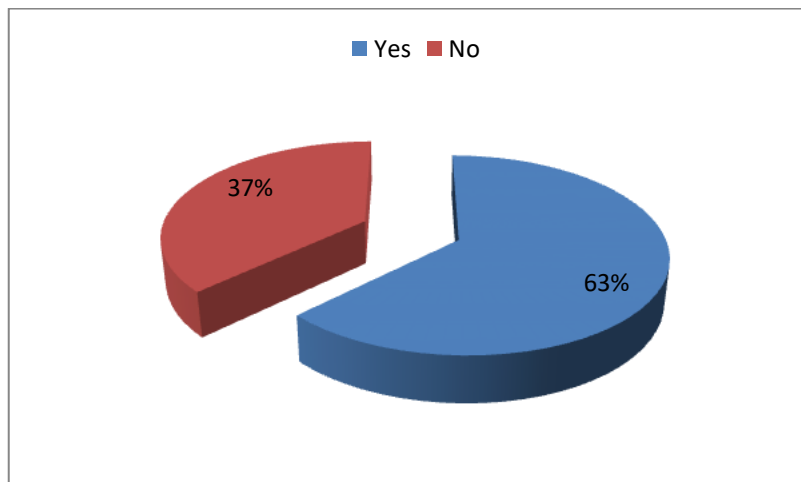


Figure 14: Teachers trails in motivating students

We ask this question to know if the teachers try to motivate their students or not. from the graph above we notice that 22 participants (62,9%) said that their teachers try to motivate them in class by giving different types of rewards especially verbal praise to push to do more. While, 13participants (37, 1%) said that teachers do not try to motivate them.

Q15-Teachers use several ways to motivate their learners. Are rewards one of them?

//	Frequency	Percent
Yes	25	71.4
No	10	28.6
Total	35	%100

Table 13: Students views on rewards as motivational strategy

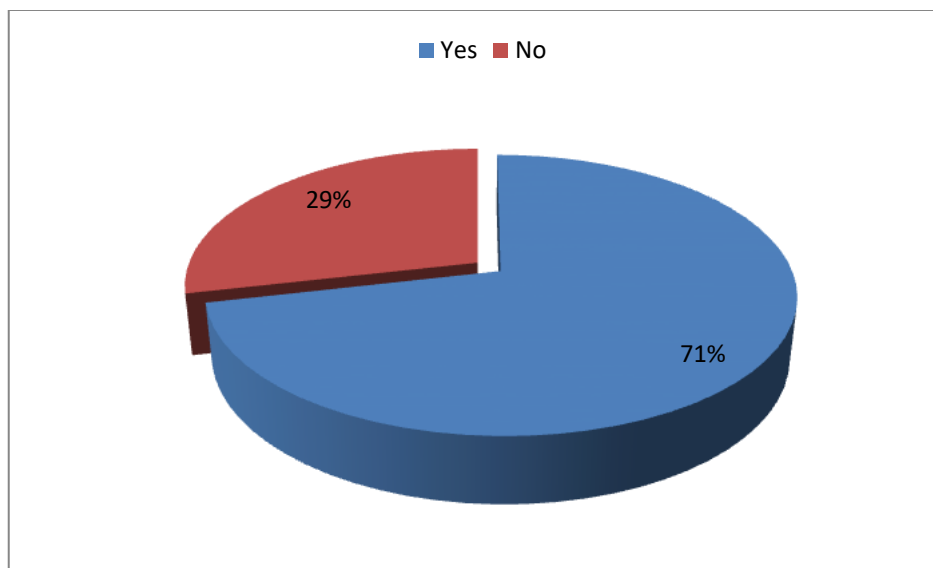


Figure 15: Students views on rewards as motivational strategy

The majority of students (71, 4%) affirm that their teachers use rewards in classroom to raise their motivation. That is why teachers should use rewards as strategy in class because it is an effective way for raising students' motivation. Whereas, only 10 participants (28, 6%) answered that their teachers do not use rewards in their classes.

Q16-According to you, which type of reward, is very motivating?

//	Frequency	Percent
Tangible rewards(extra points or certificates)	22	51.2
Extrinsic rewards (giving something concrete to the students).	7	16.3
Verbal rewards	12	27.9
Intrinsic rewards	2	4.7
Total	43	%100

Table 14: The most motivating rewards types

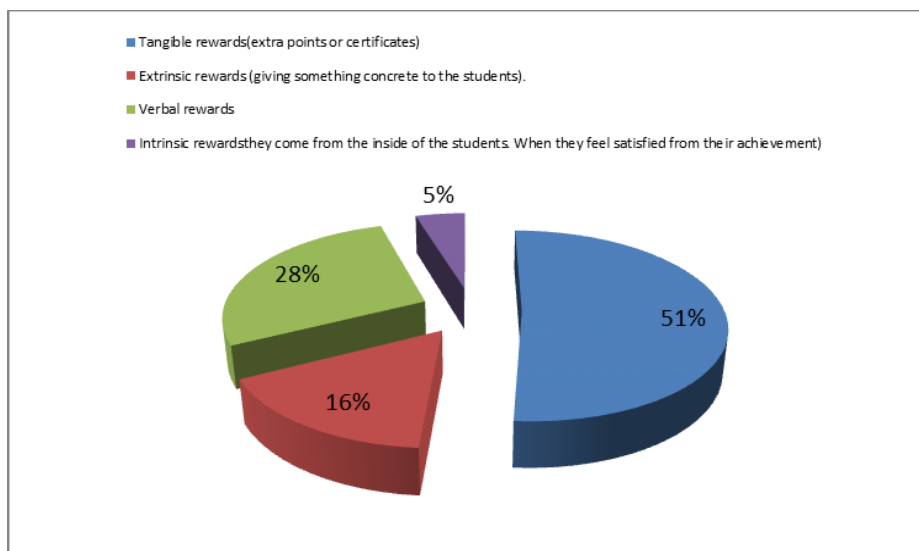


Figure 16: The most motivating rewards types

We ask this question to know which type of rewards is most motivating according to students. Thus, from the graph below we notice that we find different results; 22 participants (51,2%) said that tangible rewards is the most motivating type of rewards. 12 participants (27,9%) said that verbal rewards such as positive comment (nice, well and good) is the most motivational rewards type. 7 participants (16,3%) said that extrinsic rewards and 2 participants ticked on intrinsic rewards. Therefore, we can say that positive comments and tangible rewards (extra marks) raise both students' motivation and self-confidents.

Q17-Do you agree that rewards increase students' motivation?

//	Frequency	Percent
Agree	27	77.1
Disagree	2	5.7
Neutral	6	17.1
Total	35	%100

Table 15: Opinions of students about the role of rewards in raising students' motivation

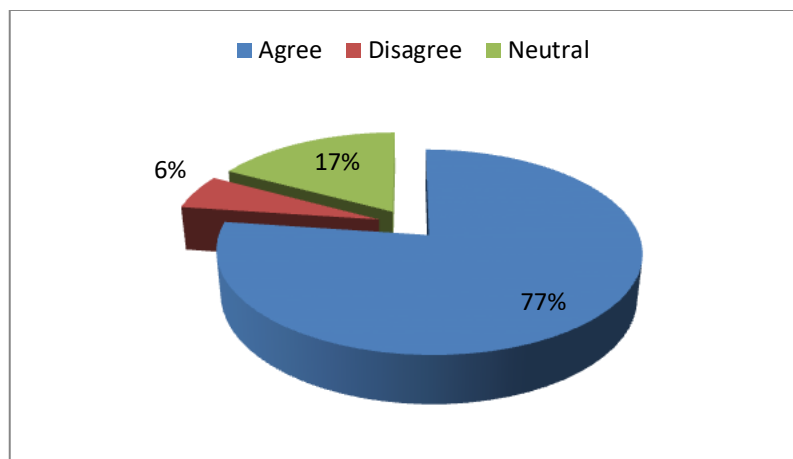


Figure 17: Opinions of students about the role of rewards in raising students’ motivation

The majority of students (77,1%) said “yes” that is to say they agree that rewards is very important strategy in increasing students motivation . 6 participants (17,1%) they feel neutral about rewards . While, 2 participants (5, 7%) tick on “disagree” this means that rewards according to them did not affect students’ motivation. Thus, rewards are an important strategy for raising students’ motivation.

Section Four: Further Suggestions

Students recommended teachers to use rewards in classroom to motivate their students because they understand that motivation is an important component of the learning and teaching process.

2.6.2. Analyses of Teachers Questionnaire

Section one: Background Information

Q1-How long have you been teaching at University?

//	Frequency	Percent
Less than five years	3	30.0
Five years	1	10.0
More than five years	6	60.0
Total	10	%100

Table 16: Teachers' experience in Teaching English at the University

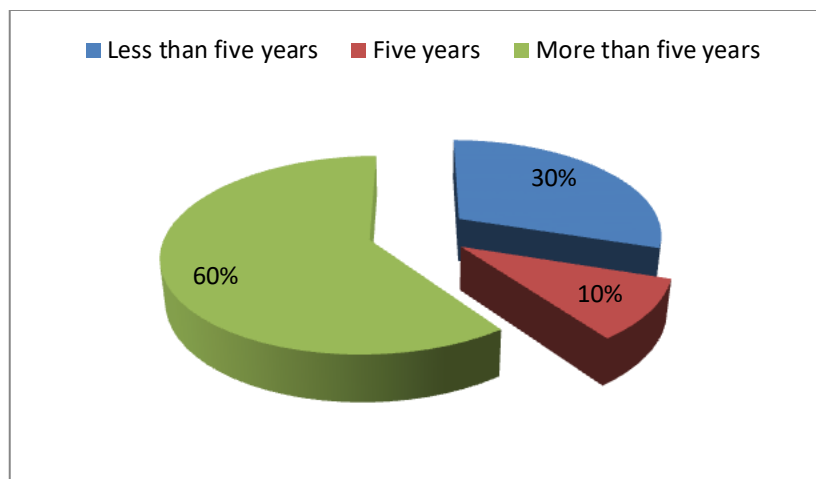


Figure 18: Teachers' experience in Teaching English at the University

The researchers of the current study used this question to know Teachers' experience in Teaching English at the University. The graph below shows that 3 of the participants (30%) have less than five years in teaching. Whereas, one teacher (10%) answered by five years and 6 of them (60%) have more than five years in teaching at university.

Section Two: Rewards

Q2-Do you use reward as a strategy in your class?

//	Frequency	Percent
Yes	9	90.0
No	1	10.0
Total	10	%100

Table 17: The use of rewards in class.

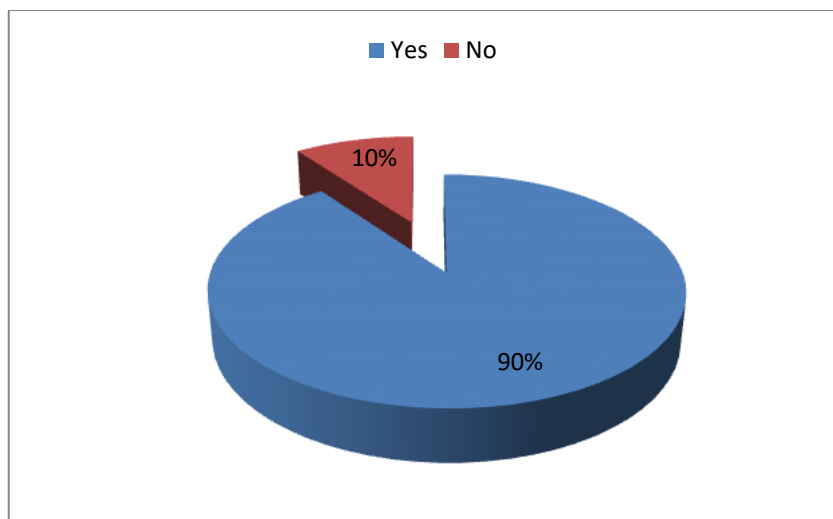


Figure19: The use of rewards in class.

As illustrated in the graph, we recorded that 9 of the participants (90%) said that they use rewards in class to motivate their students. On the other hand, one teacher (10%) do not use rewards in class. So, after the analysis we can say that most teachers use rewards to motivate their students.

Q3-If yes, how often do you use it?

//	Frequency	Percent
Always	1	10.0
Often	1	10.0
sometimes	8	80.0
Rarely	0	0
Never	0	0
Total	10	%100

Table 18: The Frequency of Using Rewards in the Class

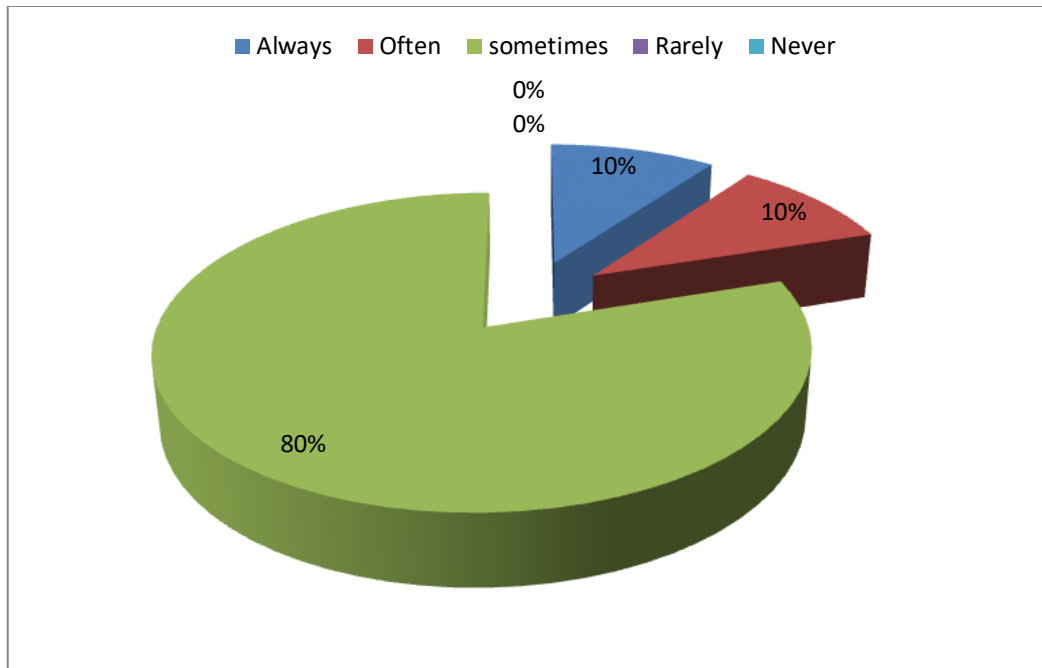


Figure 20: The Frequency of Using Rewards in the Class

This graph shows the frequent use of rewards in class to motivate students. We recorded (10%) for those who always use rewards in classroom and the same rate for those who responded by "often". Whereas, 8 of participants (80%) said that they sometimes use rewards in class, they use them according to the situation. To conclude, teachers differ from each other in the frequency of using rewards because it has relation with teachers' teaching style.

Q4: Please, justify?

Some teachers like using rewards in classroom because; first, Rewards motivate learners through keeping them focused and concentrated, it makes learners eager to learn. Second, Rewards is helpful strategy to raise learners' awareness about learning process. Third, this strategy plays a positive role to encourage students to do better and give more.

Q5-When do you give rewards?

//	Frequency	Percent
After a good behavior	2	10.0
After a good performance	8	40.0
After a correct answer	5	25.0
After participation	5	25.0
Total	20	%100

Table 19: Cases where teachers use rewards

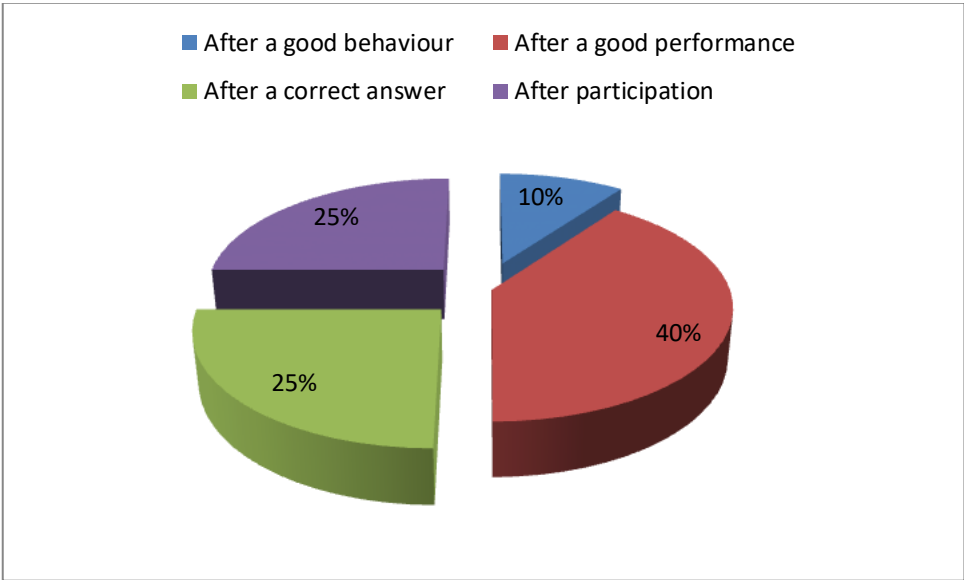


Figure 21: Cases where teachers use rewards

The graph shows the cases where teachers use rewards. From the results we found that the majority of teachers (40%) use rewards after a good performance because they want to rise student' achievement. Whereas, giving rewards after both a correct answer and participation represent (25%) from participants. In this case teachers' objectives are to increase participation and attendance of learners. (10%) from the instructors, ticked the option "after a good behaviour"because techers'role not just teaching but also managing the student's behaviors in class.

Q6-For what reason you give rewards to your students?

//	Frequency	Percent
To motivate them to learn more	6	30.0
To increase their participation in the classroom	9	45.0
To develop their performance	4	20.0
Other reasons	1	5.0
Total	20	%100

Table 20: Causes behind Giving Rewards

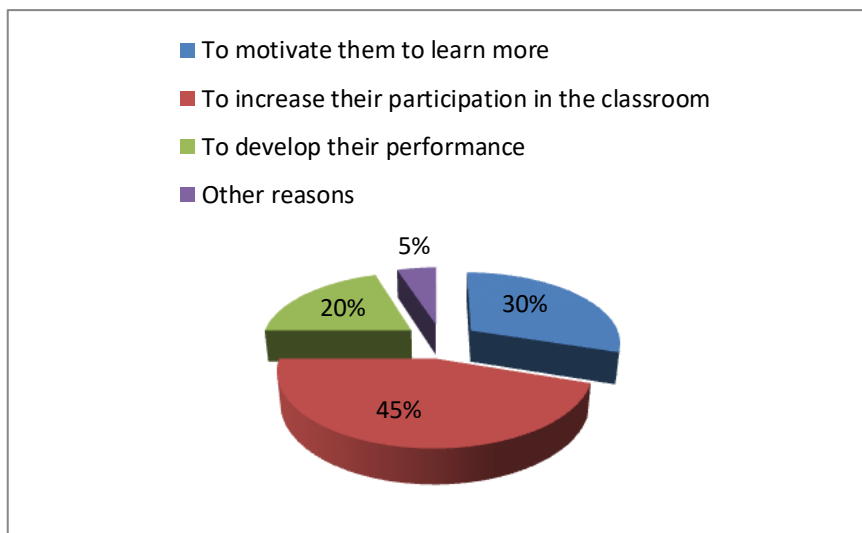


Figure 22: Causes behind Giving Rewards

This question is asked to know the reasons behind giving rewards in class. (45%)from participants answered that they give rewards to increase students ‘participation. Whereas, (30%) from instructors use rewards to motivate them and (20%)of teachers affirm that they use rewards to develop their performance. In addition, we recorded (5%) from teachers who responded by "other reasons" They use rewards to have students involved in learning process. To conclude, we can say that learner’s participation, motivation and performance are an importance factor in class that is to say, teachers use rewards to ensure these elements among their students.

Q7-Which type of reward do you use?

//	Frequency	Percent
Tangible rewards(gifts)	4	26.7
Verbal praise	6	40.0
Both of them	5	33.3
Total	15	%100

Table 21: The most useful type of reward

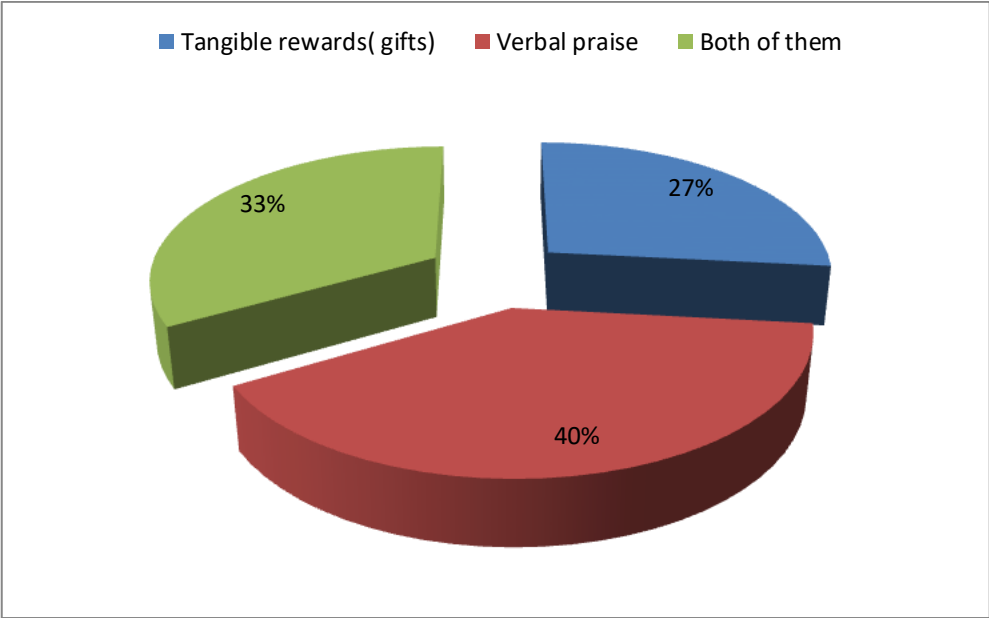


Figure 23: The most useful type of reward

The majority of participants said that they use verbal praise (40%) in class because it is the most effective and useful type in university. While, using tangible rewards represent (26%) of participants, this indicates that the use of concrete rewards (tangible rewards) is low at university because teachers deal with adolescent and (33%) from teachers responded that they use both tangible rewards and verbal praise to motivate their students; this is due to teachers' ways of teaching.

Q8-According to you, which type is more beneficial?

//	Frequency	Percent
Tangible rewards	7	41.2
verbal rewards	5	29.4
Intrinsic rewards	2	11.8
Extrinsic rewards	3	17.6
Total	17	%100

Table 22: The most beneficial type of reward

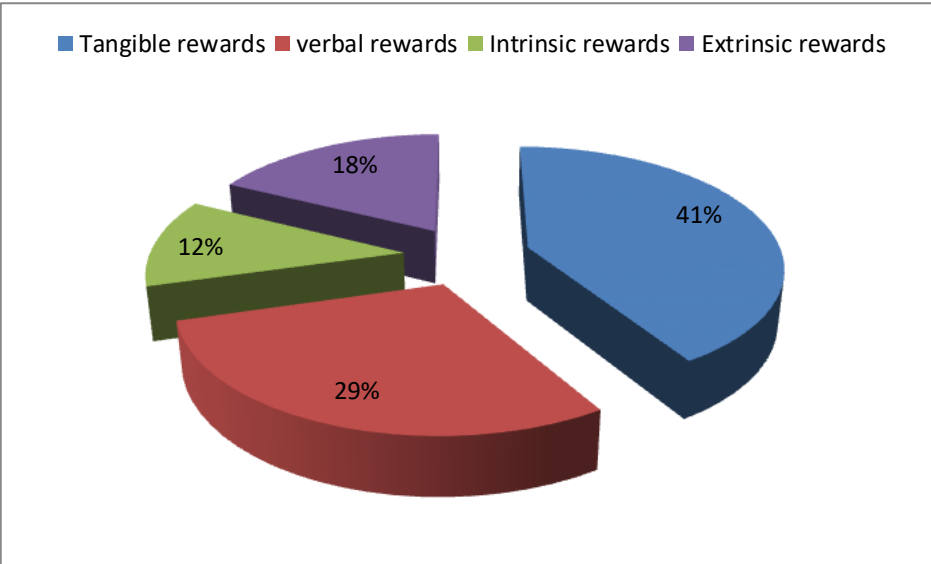


Figure 24: The most beneficial type of reward

The graph below represents the most beneficial type of reward, we recorded (41, 2%) for those who answered "tangible rewards" because they think that tangible rewards attract learners to be more motivated. Whereas, (29, 4%) of participants answered by "verbal rewards" that is to say, despite verbal rewards is the most useful in class but, they are not beneficial. Also, we found (17.6 %) of participants who think that using extrinsic reward is more beneficial and (11%)for those who said that intrinsic rewards are beneficial one. Thus, the majority of learners are attracted by something concrete (tangible rewards).

Q9- Whatever your answer is, please explain?

Teachers think that verbal rewards are the most beneficial type because. Verbal rewards raise students’ self-confidence and their motivation. Also they use them to pushes students to work hard and to repeat the good behavior in class.

Q10- How do your students react when they receive rewards?

//	Frequency	Percent
Positively	10	100
Negatively	0	0
Neutrally	0	0
Total	10	100%

Table 23: The students’ attitude after getting rewards

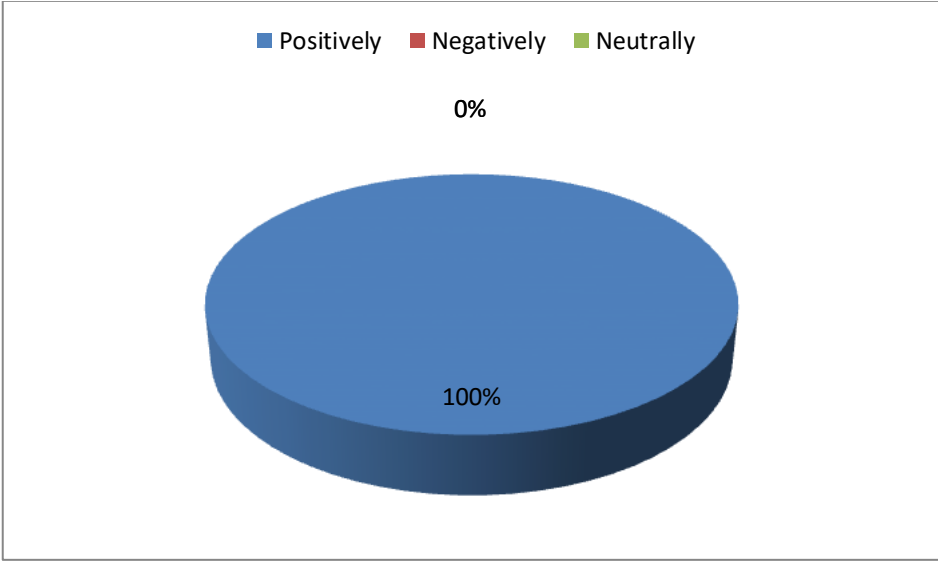


Figure 25: The students’ attitude after getting rewards

In this question we notice that the majority of participants (100%) responded that the students react positively. This indicates that most students like rewards and they show positive attitude towards using them.

Section Three: Motivation

Q11- According to you, does motivation affect the students' participation?

//	Frequency	Percent
Yes	10	100
No	0	0
Total	10	100%

Table 24: The effective role of motivation on students' participation

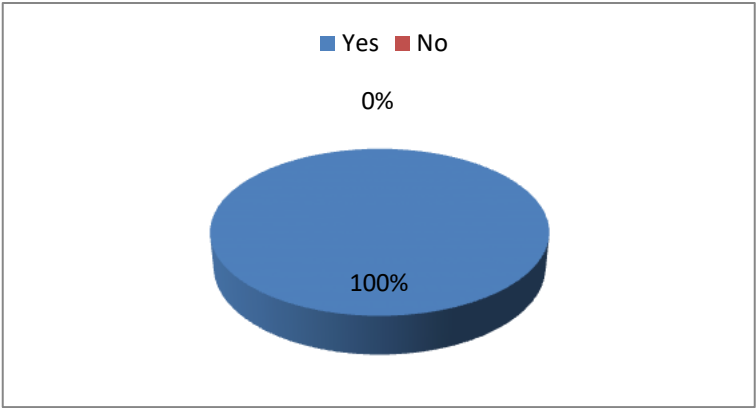


Figure 26: The effective role of motivation on students' participation

This graph shows the effective role of rewards in class. We notice that the majority of teachers which represent (100%) responded that the student's participation is affected by motivation.

Q12- Do you consider the teacher's role as an important factor in increasing the students' motivation?

//	Frequency	Percent
Yes	10	100
No	0	0
Total	10	100%

Table 25: The importance of the teachers' role in EFL classes

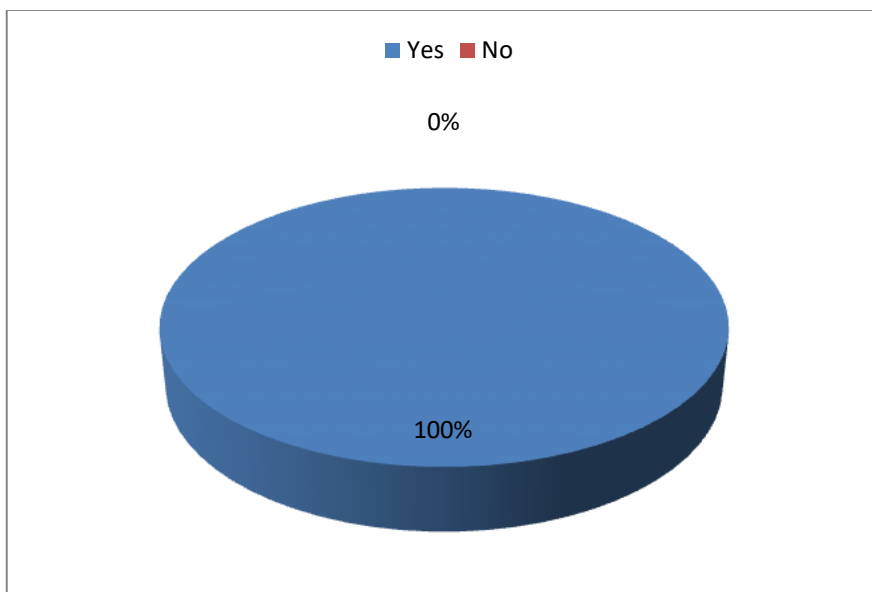


Figure 27: The importance of the teachers' role in EFL classes

As shown in graph below we found that (100%) from participants responded that they play an important role in increasing students' motivation.

Q13- If yes, how teachers motivate their learners according to their role?

As we have said teachers play an important role in class; they motivate their students through using particular type of rewards as tangible and verbal rewards. Also teachers give them support and feedback when they face difficulties. In addition, they praise them out load in the lass this will help them to raise their self-esteem and create feeling of glory as they deserve it after hard work.

Q14- Do you agree that using the reward strategy increases the students' motivation?

//	Frequency	Percent
Agree	10	100
Disagree	0	0
Neutral	0	0
Total	10	100%

Table 26: The effect of reward on the students' motivation

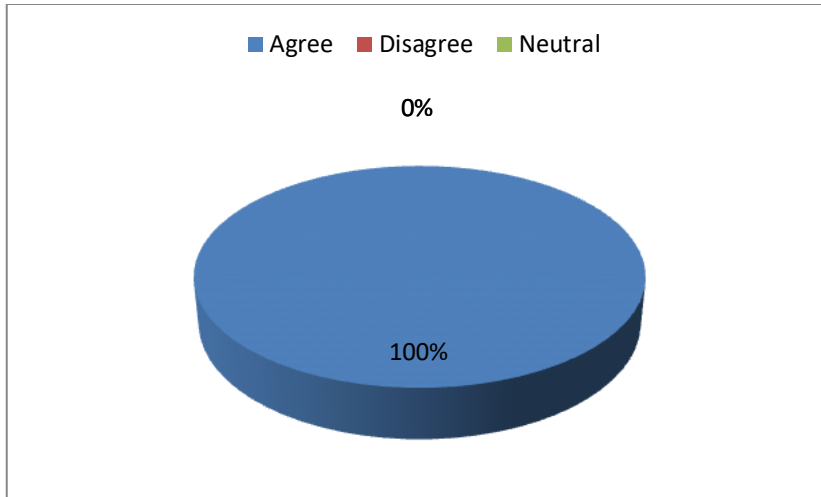


Figure 28: The Effect of Reward on the Students' Motivation

(100%) from participants responded that the rewards affect students 'motivation. Thus, rewards have a positive effect on increasing student achievement.

Q15- In the class, when you give rewards, does students' motivation increase?

//	Frequency	Percent
Yes	10	100
No	0	0
Total	10	100%

Table 27: Raising students' motivation by rewards

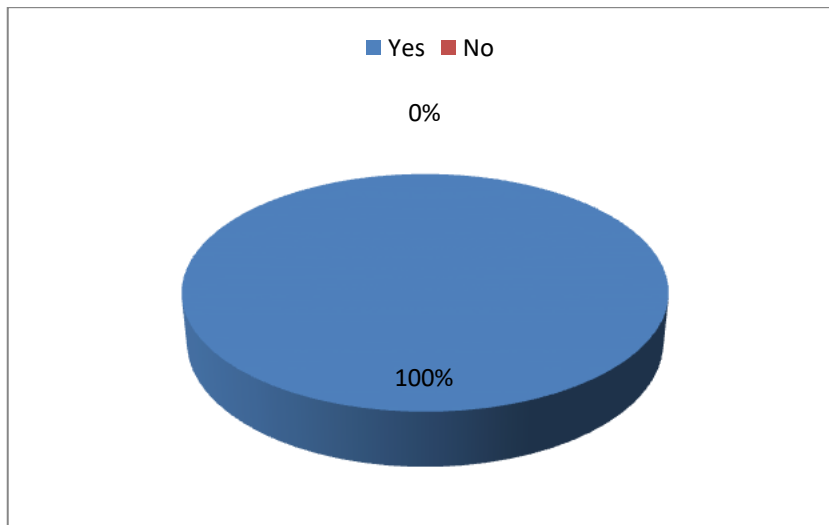


Figure 29: Raising students' motivation by rewards

In this question, all teachers (100%) responded that students' motivation increases when they receive rewards that is to say rewards is considered as a motivation strategy to raise students motivation.

Section four: Further Suggestions and Comments:

To ensure a successful education in general and teaching foreign languages in particular, teachers suggest maintaining a good relationship with their learners. Also, telling them a nice word makes wonders in students. Moreover, teachers' should treat students as children. Finally, Never under-estimate any student but rather to rewards excellent participation and encourage others to work hard to get their chance in being praised and motivated.

Conclusion

This chapter has presented the finding and the discussion of the obtained data from the two questionnaires that we have used; which are the questionnaire addressed for teachers and students of first year at the department of English at Mohammad Boudiaf University in M'sila .The results were represented in graphs.

After the analyses of the previous data from the two questionnaires; we conclude that learners show positive attitude toward using rewards in EFL classes because when they receive rewards their motivation, achievement and performance increase. Also, teachers use rewards to raise students' motivation.

Therefore, the results confirm our hypotheses that both teachers and students hold positive attitude towards using rewards as motivational strategy for enhancing EFL learning.

Limitations of the Study

During this study we faced several Limitations. First, not all students answered the questions; this may contribute to the lack of validity and reliability of our questionnaire. Second, when we distribute the two questionnaires, we did not clarify to them whether to select one choice or multiple choices this lead to difficulties in statistics. Finally, due to the spread of the pandemic (covid19), students were not all present at the university

General Conclusion

The present study was designed to determine the effective role of rewards in motivating students in EFL classes and which type of rewards were used by teachers at the department of English of Mohammad Boudaif University in M'sila . Moreover, it investigated whether this strategy has positive effect on students' motivation.

Our study was carried out using two questionnaires for both students and teachers; the participants consist of ten (10) teachers and thirty-five (35) first-year students. The hypotheses said that both teachers and students have positive attitude about the use of rewards in EFL classes. Also , teachers should select the appropriate type of rewards to motivate their learners .So, the obtained results after analyzing the two questionnaires support and confirm our hypotheses.To conclude, we can say that the application of rewards in EFL classes is very effective way to raise students' motivation.

REFERENCES

- Black, S. & Allen, J. D. (2018). Part 7: Rewards, motivation, and performance. Insights from Educational Psychology.
- Bilouk, I. (2016). The impact of short stories, as an Extrinsic rewards, in an intensive Reading environment on learners intrinsic motivation, Reading motivation and performance. Unpublished Doctorate dissertation: Mentouri University Constantine.
- Bridgeland, J. M., Dilulio, J.J., & Morison, k, B (2006). The silent epidemic: perspectives of high school dropouts. Washington, D. C: CiVic Enterprises, LLC.
- Brophy, J. (2004). Motivating students to learn (1 st Ed). Lawrence Erlbaum Associates.
- Brown, H. (2000). Principles of language learning and teaching. New York: Longman.
- Burieva, R. (2020). The effectiveness of teaching writing to the students with the technique "Rewards and Reinforcement". Academic Research in Educational sciences Vol.1 No.1 ,230_231.
- Cameron, j. (2001). "Negative Effects of Rewards Intrinsic Motivation-A Limited phenomena: comment on Deci, Koestner, and Ryan (2001)". Review of Educational Research, 71, 29-42.
- Cotton, K. (1998). Instructional reinforcement. School Improvement Research Series.
- Crookes, G., & Schmidt, R. (1991). Motivation: Reporting the research agenda. Language Learning, 41(4), 469-512.
- Danish, R. Q., & Usman, A., (2010). Impact of Reward and Recognition on job Satisfaction and Motivation: An Empirical Study from Pakistan. International Journal of Business and Management, 5 (2), 159-167.
- Deci, E.L. (1971). Effects of externally mediated rewards on intrinsic motivation. Journal of personality and social psychology, 18, 105_115.
- Deci, E. L. (1972). "Intrinsic Motivation, Extrinsic Reinforcement and Inequity". Journal of Personality and Social Psychology, 22, 113-120.
- Deci, E. L., Vallerand, R. J., Pelletier, L. G., & Ryan, R. M. (1991). Motivation and education: The self-determination perspective. The Educational Psychologist, 26, 325-346.
- Deci, E. L., Koestner, R., & Ryan, R. M. (2001). Extrinsic rewards and intrinsic motivation in education: Reconsidered once again. Review of Educational Research, 71, 1-27.
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. New york, United states: Cambridge University Press.
- Ekiz, S., & Kulmetov, Z. (2016). The Factors Affecting Learners' Motivation in English Language Education. Journal of Foreign Language Education and Technology, 1(1).
- Espinar Redondo, R., & Ortega Martín, J. L. (2015). Motivation: The road to successful learning. PROFILE Issues in Teachers' Professional Development, 17(2), 125-136. <http://dx.doi.org/10.15446/profile.v17n2.50563>.

- Filgona, J., Sakiyo, J., Gwany, D. M., & Okoronka, A. U. (2020). Motivation in learning. *Asian Journal of Education and Social Studies*, 10(4), 16-37
- Gaatha Gulyani, Tanuja Sharma, (2018) "Total rewards components and work happiness in new ventures: The mediating role of work engagement", *Evidence-based HRM: a Global Forum for Empirical Scholarship*, <https://doi.org/10.1108/EBHRM-12-2017-0063> Permanent link to this document <https://doi.org/10.1108/EBHRM-12-2017-0063> .
- Gagne, M., and Deci, E. L. (2005). "Self-Determination Theory and Work Motivation". *Journal of Organizational Behavior*, 26 (4), 331-362.
- Goslin, D. A. (2003). *Engaging Minds (Motivation and Learning in America's Schools. USA: Library of Congress Cataloging.*
- Guendouze, M. (2011). *The Effect of Anticipation Rewards on Students' Motivation in Learning Grammar. Unpublished Magister Dissertation: Mentouri University: Constantine.*
- Guerrero, M. (2015). Motivation in second language learning: A historical overview and its relevance in a public high school in Pasto, Colombia. *HOW*, 22(1), 95-106.
- Harmer, J. (2001). *The practice of English language teaching (3rd Ed). London: Longman*
- Hayamizu, T. (1997)"Between intrinsic and extrinsic motivation: Examination of reasons for academic study based on the theory of internalization. *Japanese Psychological Research*, 39, 98-108.
- Kelsey, Julie (2010) "The Negative Impact of Rewards and Ineffective Praise on Student Motivation," *ESSAI: Vol. 8, Article 24*. Available at: <http://dc.cod.edu/essai/vol8/iss1/24>
- Kong, yuan. A brief Discussion of motivation and ways to motivate students in English language. *International education students*, 2.2(2009):-145-49.
- Lee, S. W. (2005). *Encyclopedia of School Psychology. Sage Publications, Inc.*
- Masgoret, A. M., & Gardner, R. C. (2003). Attitudes, motivation, and second language learning: A meta-analysis of studies conducted by Gardner and Associates. *Language Learning*, 53(1), 167–210.
- Maslow, A. H. (1954). "A theory of human originally published in *psychological Review*, 50,370-396.
- Maslow, A. H. (1954). "A Theory of Human Motivation". In G. Murphy (Ed.), *Motivation and Personality* (pp. 80-106). New York: Harper & Row.
- McLeod, S. (2012). Attribution theory. *Simply Psychology*. Retrieved from <http://www.simply-psychology.org/attribution-theory.html>.
- Meanie Bates, Steve Ludington, Sue Manuel & Charles Oppenheim (2007) Attitudes to the rights and rewards for author contributions to repositories for teaching and learning, *ALT-J*, 15:1, 67-82, DOI: 10.1080/09687760600837066.
- Nasir, J. S. M. (2020). Reinforcement of Rewards as Motivation for Students in Art Learning: A Case Study at a Local University. *Proceedings of the International Conference of Innovation in*

- Media and Visual Design (IMDES 2020): Advances in Social Science, Education and Humanities Research, Volume 502, 237–241.
- Pritchard, a (2009). *Ways of Learning. Learning Styles and Learning Theories in the classroom.* (2nd edn). London and New York.
 - Ryan, R. M and Deci, E. L. (2000). "Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions". *Contemporary Educational Psychology* 25, 54–67.
 - Ryan, R. M., and Deci, E. L. (2002). "Overview of self-Determination Theory: An Organismic Dialectical Perspective". In E. L. Deci & R. M. Ryan (Eds.), *Handbook of Self-Determination Research* (pp. 3-33). Rochester, NY: University of Rochester Press.
 - Sharma, N., & Sharma, R. (2006). *Child psychology.* New Delhi: Authentic Publishers and Distributers.
 - Sidin, S.A. (2021). The Application of Reward and Punishment in Teaching Adolescents. *Proceedings of the Ninth International Conference on Language and Arts (ICLA 2020)*, 539(Icla 2020), 251–255. <https://doi.org/10.2991/assehr.k.210325.045> .
 - Stevens, Allison, "Positive Discipline as a Part of Effective Classroom Management" (2018). *Honors Theses.* 2973. https://scholarworks.wmich.edu/honors_theses/2973 .
 - Timothy J. Landrum, James M. Kauffman. 25 Jan 2006, *Behavioral Approaches to Contemporary Issues* Routledge Accessed on: 13 May 2022 *Classroom Management from: Handbook of Classroom Management, Research, Practice, and* <https://www.routledgehandbooks.com/doi/10.4324/9780203874783.ch3> .
 - Vergo, E, & puk, E. (2017) the importance of motivation in an Educational Environment. *Formasion& Insegnamento* XV, 15(1), 57-66 petrieved from <https://ojs.pensanultimedia.it/index.php/siref/article/view/2164/1973> File /2164/1973.
 - Watson, J. B. (1913). "Psychology as the Behaviorist Views it". *Psychological Review.* 20, 158-177.
 - Weiner, B. (1974). *Cognitive Views of Human Motivation.* Los Angeles: California.
 - Weiner, B. (1985). *An attributional Theory of Achievement motivation and Emotion.* (VOL.92. 548-573). Los Angeles: California.
 - Weiner, B. (1985). *The Psychoanalytic Theory of Motivation.* In: *Human Motivation.* Springer, New York, NY. https://doi.org/10.1007/978-1-4612-5092-0_2.
 - Willmott, D., Ryan, S., sherretts, N., Woodfield, R., and Mc Dermott, D.(2018). "Motivation: A Critical Consideration of Freud and Rogers' Seminal Conceptualizations". *Polish Psychological Bulletin.* vol. 49(2) 229–234 DOI - 10.24425/119490.
 - Zareian, G and Jodaei, H. (2015). *Motivation in second language Acquisition: Astate of the Arts Article.* *International J. Soc. Sci. &Education* vol. 5Issue 2, ISSN. 2223-4934E and 22227-393 X print.

- c- Correct answer
- d- Other

-
-
- 10- How often students receive rewards from teachers in the class?
- a- Always
 - b- Often
 - c- Sometimes
 - d- Rarely
 - e- Never

- 11- How did you feel when you receive rewards?
- a- Enjoy the learning process
 - b- More motivated
 - c- Neutral

Section Three: Motivation

- 12- Do you feel motivated in your class?
- a- Yes
 - b- No
- 13- Do you agree that motivation is considered as an important factor in your success?
- a- Agree
 - b- Disagree
 - c- Neutral
- 14- Do your teachers try to motivate you in the class?
- a- Yes
 - b- No

If yes, say how?

-
-
-
- 15- Teachers use several ways to motivate their learners. Are rewards one of them?
- a- Yes
 - b- No

- 16- According to you, which type of reward is very motivating?
- a- Tangible rewards(extra points or certificates).
 - b- Extrinsic rewards (giving something concrete to the students).
 - c- Verbal rewards (positive comment used by the teacher after the good performance such as: nice, very good, excellent, great).
 - d- Intrinsic rewards they come from the inside of the students. When they feel satisfied from their achievement).

- 17- Do you agree that rewards increase students' motivation?
- a- Agree
 - b- Disagree
 - c- 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 »

Appendix2

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: Background Information

- 1- How long have you been teaching at University?
a- Less than five years b- Five years c- More than five years

Section Two: Rewards

- 2- Do you use reward as a strategy in your class?
a- Yes b- No
- 3- If yes, how often do you use it?
a- Always b- Often c- sometimes
d- Rarely e- Never
- 4- Please, justify

.....
.....

When do you give rewards?

- a- After a good behaviour
b- After a good performance
c- After a correct answer
d- After participation
- 5- 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
d- Other reasons

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

- 6- Which type of reward do you use?.
a- Tangible rewards(gifts) b- Verbal praise c- Both of them
d- Others

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

- 7- According to you, which type is more beneficial?

- a- Tangible rewards
- b- verbal rewards
- c- Intrinsic rewards
- d- Extrinsic rewards

8- Whatever your answer is, please explain

.....

.....

.....

How do your students react when they receive rewards?

- a- Positively
- b- Negatively
- c- Neutrally

Section Three: Motivation

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

- a- Yes
- b- No

10- Do you consider the teacher's role as an important factor in increasing the students' motivation?

- a- Yes
- b- No

11- If yes, how do teachers motivate their learners according to their role?

.....

.....

.....

12- Do you agree that using the reward strategy increases the students' motivation?

- a- Agree
- b- Disagree
- c- Neutral

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

- a- Yes
- b- No

Section Four: Further Suggestions

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

.....

.....

.....

.....

«Thank you for your cooperation»

Students' Questionnaire

Dear Students,

You are invited to be a part of our research work which is entitled «rewards as motivational strategy for enhancing EFL learning : case of first year at M'sila university ». This questionnaire is designed to investigate your attitudes towards the use of rewards in the class and their effects on your motivation. We will really appreciate if you answer the following questions. Your answers will only be used for the research purpose.

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

Section One: Background Information

- 1- How long have you been studying this language?
.....0.5..... years
- 2- Your choice to study English is
 - a- Personal.
 - b- Imposed by administration.
 - c- Imposed by parents.

Section Two: Rewards

- 3- Did you receive rewards(what is given after a good behavior or a good performance) in the middle and the secondary school?
 - a- Yes
 - b- No
- 4- What about the university?
 - a- Yes
 - b- No
- 5- If no, Why? According to you
.....
.....
.....
- 6- If yes, which type of reward?
 - a- Extra marks
 - b- Certificates
 - c- Verbal praise
 - d- Day off from work (concerning the whole class)
 - e- Others
.....
.....
- 7- According to you, which type is more beneficial?
 - a-Extra marks
 - b-Certificates
 - c- Verbal praise
- 8- Whatever your answer please justify.
You feel motivated and it encourages you to do even better.
.....
.....
- 9- For what reason did you receive rewards?

- a- Good behavior
- b- Good participation
- c- Correct answer
- d- Other

- 10- How often students receive rewards from teachers in the class?
 a- Always b- Often c- Sometimes
 d- Rarely e- Never
- 11- How did you feel when you receive rewards?
 a- Enjoy the learning process b- More motivated c- Neutral

Section Three: Motivation

- 12- Do you feel motivated in your class?
 a- Yes b- No
- 13- Do you agree that motivation is considered as an important factor in your success?
 a- Agree b- Disagree c- Neutral
- 14- Do your teachers try to motivate you in the class?
 a- Yes b- No
- If yes, say how?
by praising our hard work with compliments and pushing us to do more research about what we are dealing with
- 15- Teachers use several ways to motivate their learners. Are rewards one of them?
 a- Yes b- No
- 16- According to you, which type of reward is very motivating?
 a- Tangible rewards(extra points or certificates).
 b- Extrinsic rewards (giving something concrete to the students).
 c- Verbal rewards (positive comment used by the teacher after the good performance such as: nice, very good, excellent, great).
 d- Intrinsic rewards they come from the inside of the students. When they feel satisfied from their achievement).

- 17- Do you agree that rewards increase students' motivation?
 a- Agree b- Disagree c- Neutral

If yes, please explain?

because it makes feel up and do more work

Section Four: Further Suggestions

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

Good luck guys, we appreciate your
hard work, you deserve rewards!!

« Thank you for your cooperation »

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: Background Information

1- How long have you been teaching at University?

- a- Less than five years b- Five years c- More than five years

Section Two: Rewards

2- Do you use reward as a strategy in your class?

- a- Yes b- No

3- If yes, how often do you use it?

- a- Always b- Often c- sometimes
d- Rarely e- Never

4- Please, justify

*It depends on the level of understanding, when
use. I found that the students are best, if by making*

5- When do you give rewards? *them through rewards.*

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

6- 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
- d- Other reasons

.....

.....

.....

7- Which type of reward do you use?

- a- Tangible rewards(gifts)
- b- Verbal praise
- c- Both of them
- d- Others

.....

.....

.....

8- According to you, which type is more beneficial?

- a- Tangible rewards
- b- verbal rewards
- c- Intrinsic rewards
- d- Extrinsic rewards

9- Whatever your answer is, please explain

Verbal rewards have double advantages for both the target student and his classmate as it give more confidence to the student and encourage the others to do the same -

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

- a- Positively
- b- Negatively
- c- Neutrally

Section Three: Motivation

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

a- Yes

b- No

12- Do you consider the teacher's role as an important factor in increasing the students' motivation?

a- Yes

b- No

13- If yes, how do teachers motivate their learners according to their role?

through... Creating the right atmosphere for
acquiring knowledge. It also depends on
Teacher Personality

14- Do you agree that using the reward strategy increases the students' motivation?

a- Agree

b- Disagree

c- Neutral

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

a- Yes

b- No

Section Four: Further Suggestions

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

Rewards is an important element in learning process.
Student should be treated like children. The more
you give them rewards (gifts, extra points) the
more they work

«Thank you for your cooperation»

المخلص

التحفيز عامل ضروري في تحسين مستوى الطالب أثناء تعلمه واكتسابه اللغة الإنجليزية، لذلك يعمل الأساتذة على توفير الامكانيات التي تجعل الطالب أكثر تحفيزاً وراحة أثناء تعلمه، ومن بين هذه الامكانيات: استخدام المكافآت التي تعتبر مصدر مهم لتحفيز الطالب، وجعله أكثر اهتماماً باللغة الإنجليزية غير أنّ نوع المكافآت يختلف باختلاف طريقة تدريس الأستاذ، كونه يتعامل مع الفروق الفردية للتلاميذ. فهناك من يستعمل كلمات تحفيزية أو حتى دعم مادي وغيرها. وبالتالي فإنّ دراستنا تهدف إلى: تحديد تأثير المكافآت على تحسين مستوى متعلم اللغة الإنجليزية، وموقف كل من الأساتذة والتلاميذ حول استعمال المكافآت كحافز لرفع مستوى متعلمي اللغة الإنجليزية. من أجل إثبات أو نفي صحة الفرضية التي تنص على أن المكافآت لها تأثير إيجابي على تحسين مستوى الطالب، قمنا بتوزيع استجوابين على طلبة اللغة الإنجليزية سنة أولى ل م د بجامعة محمد بوضياف في المسيلة وأساتذتهم. بعد تحليل النتائج المتحصّل عليها تم إثبات صحة الفرضية. وفي الأخير نقترح على أساتذة اللغة الإنجليزية استخدام المكافآت في القسم لأنها تلعب دور فعال في تحسين مستوى الطلبة وتعزيز ثقتهم ورغبتهم في التّعلم، و تتناسق أيضاً مع الفروق الفردية للطلبة.