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The Role of Reward in Enhancing EFL learners' Motivation

**Case Study of Second Year Middle School Students of Mokhtari
ELHadj Middle School, Tiaret.**

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in Diadactics.**

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DEDICATION

This work is dedicated to:

Our shining diamonds; to the one who gave birth and sacrificed for our happiness, to the persons who overwhelmed us with love and hope:

To our lovely Mothers who were of great help, especially during the whole period of our studies.

To our dear fathers who motivated and encouraged us all the way long.

To our sisters and brothers, for their everlasting love and support.

To all our friends, with whom we shared the University life with its lights and shadows,

To all our friends outside the university for their love and support.

To all our dear teachers.

To all those who love us and constantly pray for us.

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LIST OF ABBREVIATIONS AND ACRONYMS

EFL: English as a foreign language

FL: Foreign language

L1: Mother tongue

L2: Second language

TEFL: Teaching English as a foreign language

IM: Intrinsic motivation

EM: extrinsic motivation

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ABSTRACT

Motivation is a vital component that guarantees the continuity and quality of learning and it has been studied through various and distinct angles. The aim of this research is mainly focused on studying what kind of role/impact does rewarding have in enhancing the motivation of EFL learners, specifically, at the level of second year middle school pupils of Mokhtari Lhadj Middle School in Tiaret as a case study. The research is carried through the triangulation method: a questionnaire for the pupils, classroom observation, and an interview for the teachers to collect accurate and various data to bring new insights to this specific area of study and confirm the hypothesis suggesting that rewarding is of a significant importance in the teaching-learning process inside EFL classes for it does improve the learners motivation towards their learning process.

Key words:

Motivation, Rewarding, Enhancing Motivation, EFL, Learning Process.

General Introduction

1. Background of the Study

Motivating EFL students to develop the target language is quite complex. In many cases, these students face difficulties in learning English and are often demotivated to learn. Research in classroom motivation has found that certain strategies can help students adopt more positive attitudes and become more motivated in the learning process. Reward systems are often used by educators to enhance the student's EFL motivation, performance and/or appropriate behavior (Akin-Little & Little, 2004). The exchange of positive behavior and academic achievement for tangible reinforcement such as candy, toys, free time, and homework passes is an ongoing controversy among educators.

2. Research Problem

Motivation has been tackled several times from different angles. The importance of motivation in the learning process is essential to guarantee better interaction and communication between teachers and their students. However, some EFL learners may not be motivated in their learning process. Based on the experience of being EFL learners, it has been noticed that some students do not need to be reinforced by their teachers. This phenomenon, in turn, results from students to encounter difficulties in their learning motivation.

3. Research Rationale

Motivation is an important factor in the teaching-learning process, thus many studies have been carried out in order to improve learners' motivation. The teacher-student relationship is considered to as a crucial and of a great contribution to students' learning motivation. The researchers have run many searches for literature about enhancing EFL learners' motivation towards reinforcement (punishment/ reward) in the Algerian context but no contributions have been realized.

4. Research Objectives

- Check the teachers' attitudes towards the use of reward in enhancing EFL learner's motivation
- Check the students' attitudes towards the use of reward in enhancing EFL learning motivation.

5. Research Question

The attempt of this study is to answer the following research question:

- What are the teachers' and students' attitudes towards the use of reward in enhancing EFL learning motivation?

6. Hypothesis

The above stated research question led to formulating the following hypothesis:

- Both learners and teachers have positive attitudes towards integrating rewards in the teaching-learning process and think it is an efficient tool for enhancing motivation

Due to the nature of the research and in the light of what has been hypothesized an open ended questionnaire and an interview is used as a benchmark for investigating the attitudes towards the use of reward in enhancing E.F.L learners .

For the work plan, this research is based on three main chapters: chapter one touches the most important elements associated with motivation in teaching and learning. In relation to chapter two, chapter two draws and demonstrates the tight and unbreakable connection existing between motivations and rewarding. Finally, chapter three is about the data collection method, analysis and discussion of the findings.

By way of conclusion, it is ought to possibly key-note that the findings of this research need additional researches on the role of rewards in enhancing E.F.I Learners

This study has got some limitation basically interms of the sample population as it results that can not be generalized second some learners refuse to fill the questionnaire because of unknown reasons , despite thses limitations the presented study will pave the way for further researches for future investigators .

7. Definition of Key Terms

- **Motivation:** is the force that accounts for the arousal, selection, direction, and continuation of behavior.
- **Reinforcement:** is the responses from the environment that increase the probability of a behavior being repeated. Reinforcers can be either positive or negative. Presenting the subject with something it likes. e.g., Skinner rewarded his rats with food pellets.
- **Reward:** in the sense of removing or avoiding some aversive (painful) stimulus. e.g., Skinner's rats learnt to press the lever in order to switch off the electric current in the cage.

Chapter I

Perception of Motivation in EFL teaching

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Perception of motivation in EFL teaching

Introduction

1.1 Learning Motivation

1.1.1 Definition of Motivation

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Introduction

Some teachers fear that the use of extrinsic rewards will be harmful to students' intrinsic motivation to learn. Teachers determine the structure of the classroom which includes determining to which students the types of extrinsic motivation are exposed. It becomes necessary to examine the reasoning behind different methods used by individual teachers. So the effect reward systems have on students can be better understood. Prior research indicates the need for more studies to focus on teachers' perceptions of how extrinsic rewards are implemented in the classroom (Hoffman et al., 2009). This chapter is divided into two sections. The first section is about learning motivation which will be presented in two subsections: definition of motivation, the importance of motivation in Learning. The second section will shed light on the impact of using rewards in enhancing EFL learners' learning motivation

1.1 Learning Motivation

Motivation is derived from the word 'motive' which means needs, desires, wants or drives within the individuals. It is the process of stimulating people to actions to accomplish the goals.

1.1.1 Definition of Motivation

One of the most important functions of management is to create willingness amongst the employees to perform in the best of their abilities. Therefore, the role of a leader is to arouse interest in performance of employees in their jobs. Motivation is defined as the act or process of motivating; the condition of being motivating; a motivating force, stimulus, or influence; incentive; drive; something (such as a need or desire) that causes a person or student to act (Merriam-Webster, 1997); and the expenditure of effort to accomplish results (DuBrin, 2008; Williams & Williams, 2011, p. 2). Therefore, we can say that motivation is a psychological phenomenon which means needs and wants of the individuals and has to be tackled by framing an incentive plan.

In the late 1987s, according to Brophy motivation to learn is a competence acquired

“Through general experience but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by significant others (especially parents and teachers)”.

(Gregory, 2009, p. 2; Nukpe, 2012), offers some definition for motivation where, Cherry (2010) views motivation as

“The process that initiates, guides and maintains goal-oriented behaviours”.

Brennen, (2006, p.4) believes motivation to be

“... the level of effort an individual is willing to expend toward the achievement of a certain goal”.

Guay et al. (2010, p. 712) describes it simply as

“Reasons underlying behaviour”

Student's motivation is probably the single most important element of learning. Learning is inherently hard work; it is pushing the brain to its limits, and thus can only happen with motivation. Highly motivated students will learn readily, and make any class fun to teach, while unmotivated students will learn very little and generally make teaching painful and frustrating.

Fortunately, research shows that there is a lot, an instructor can do to motivate their students to learn. It is important to recognize that motivating learning is a central element of good teaching. Often, it is assumed that university students should be motivated to learn in every class, but that is not a reasonable expectation. Course requirements, assignments, and exams exist because students do not have the experience and wisdom yet to recognize which courses to take and what activities they need to complete in those courses to achieve appropriate educational goals.

For the same reason, a student cannot be expected to come into every course motivated to learn the material. If a student does not know the material in a course, how can they know it is important and fulfilling to learn ?

The instructor, an expert in the subject, is uniquely qualified to show students why the material is important, intellectually interesting, and valuable for them to learn. Conveying this message is an important goal of any effective instructor. What can an instructor do to motivate their students to learn? This is a subject that has been widely studied, and two excellent references are given below. While individuals vary, there are three elements that are consistently relevant to the motivation to learn: personal relevance, some control of the learning process, and a sense that one can master and--- is mastering—the material.

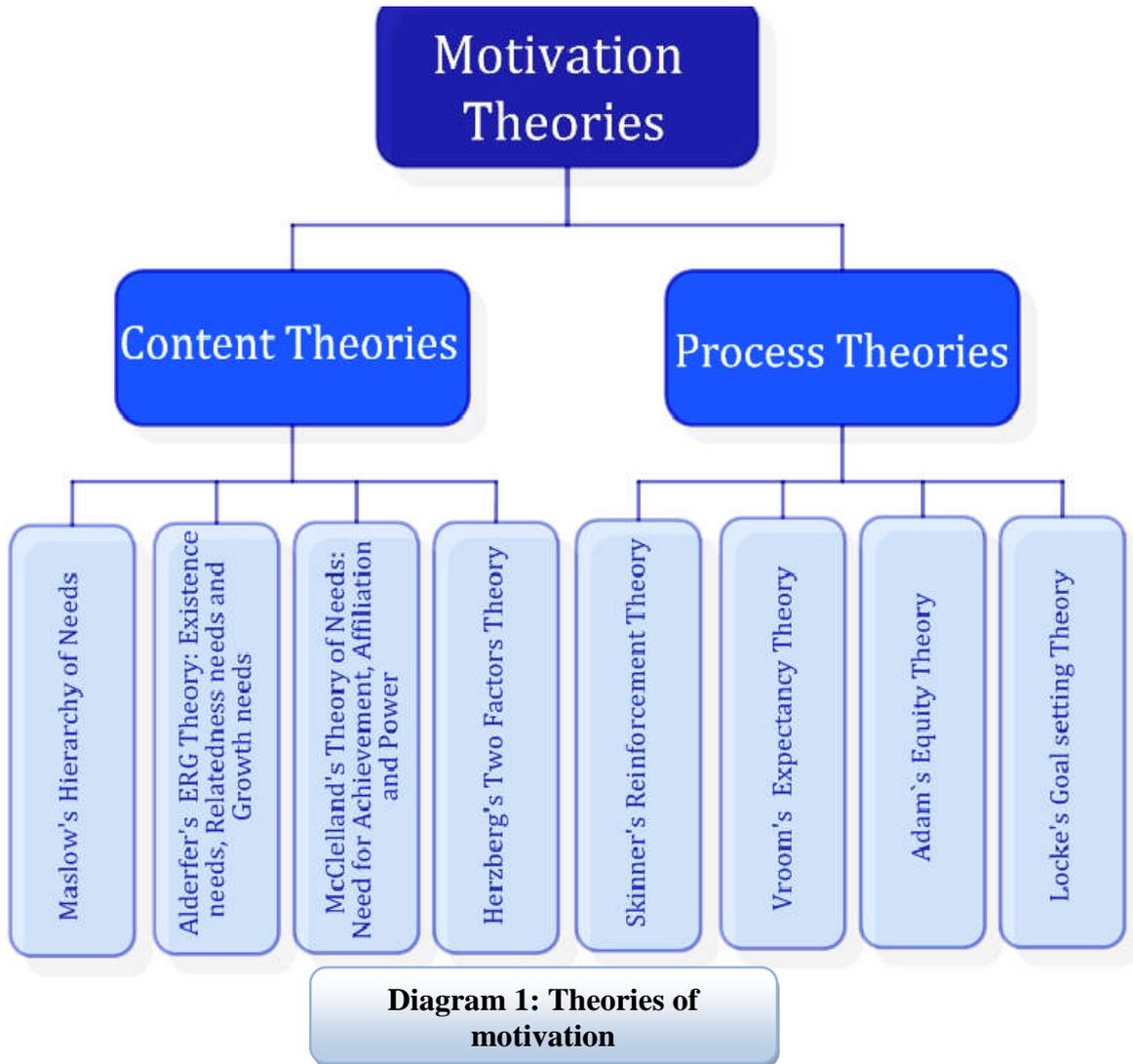
1.1.2 Theories of Motivation

We can distinguish between content and process motivation theories. Content theories focus on WHAT, while process theories focus on HOW human behaviour is motivated. Content theories are the earliest theories of motivation. Within the work environment they have had the greatest impact on management practice and policy, whilst within academic circles they are the least accepted. Content theories are also called needs theories: they try to identify what our needs are and relate motivation to the fulfillment of these needs. The content theories cannot entirely explain what motivates or demotivates us. Process theories are concerned with “*how*” motivation occurs, and what kind of process can influence our motivation.

✓ **The main content theories are:** Maslow’s needs hierarchy, Alderfer’s ERG theory, McClelland’s achievement motivation and Herzberg’s two-factor theory.

✓ **The main process theories are:** Skinner’s reinforcement theory, Victor Vroom's expectancy theory, Adam’s equity theory and Locke’s goal setting theory (Figure 1).

No single motivation theory explains all aspects of people’s motives or lack of motives. Each theoretical explanation can serve as the basis for the development of techniques for motivation.



1.1.2.1 Maslow - Hierarchy of Needs

The most well known and pioneering theory of motivation, is the Abraham Maslow's hierarchy of needs. According to Maslow's hierarchy of human needs, people are motivated by five basic needs. These needs are arranged in the order in which a person seeks to classify them. These needs are:

- Physiological needs - (food, clothing, shelter, etc...)
- The need for safety and security - (freedom from danger, job security, health-care etc...)
- The need to belong - (Acceptance by the group, friendships, love etc..)
- The need for esteem - (Recognition by others, feeling of achievement etc..)
- The need for self-actualization - (fulfillment of capacities)

The needs are arranged in order of importance under the assumption that a lower level need is satisfied before the next higher level need becomes a motivating factor. People try to satisfy their physiological needs first. When their basic needs are ensured, they seek security, belongingness, esteem and finally self-actualization. When one need is satisfied, next higher level need emerges to take its place. People are always striving to satisfy the new needs that emerge. Since the need hierarchy theory of Abraham Maslow is being the core of study, this theory is dealt in detail in chapter II separately.

1.1.2.2 Alderfer's ERG Theory

Clayton Alderfer reorganized Maslow's Need hierarchy into three levels of core needs: (1) Existence needs (2) Relatedness needs and (3) Growth needs -hence the label ERG Theory. Existence needs include both physiological and safety needs; it corresponds to the lower-order needs of Maslow's theory. Relatedness comprises love and belongingness needs. Growth incorporates both esteem and self-actualization needs. Relatedness and growth needs together comprise the higher order needs as set by Maslow. ERG Theory argues like that of Maslow that satisfied lower order needs lead to the desire for satisfaction of higher order needs. But Alderfer states that multiple needs can be operating as motivators at the same time. An employee frustrated in efforts to satisfy growth needs, for example, might be motivated to satisfy the lower level relatedness needs.

1.1.2.3 Herzberg's Two-Factor Theory

On the basis of extensive interviews with some 200 engineers and accountants employed in industries in an area around Pittsburgh, U.S.A., Frederick Herzberg and his associates developed a Two factors model of motivation. In the interviews they were asked about what kind of things on their job made them unhappy or dissatisfied and what things made them happy or satisfied. From the analysis they found that reported good feelings were associated with job content factors. Reported bad feelings, on the other hand, were associated with the peripheral aspects of the job-the job context factors. The intrinsic job content factors are the job satisfiers or motivators and the extrinsic job context factors are the dissatisfiers or hygiene factors. Taken together, they became known as Herzberg's dual factor theory.

1.1.2.3.1 Hygiene Factors

Company policies and administration, supervision, working conditions, security, status, salary, and interpersonal relations are considered as maintenance factors. They are not an intrinsic part of a job, but they are related to the conditions under which a job is performed. Maintaining a hygienic work environment will not improve motivation. He found that the presence of hygiene factors will prevent dissatisfaction but do not increase satisfaction or motivation and the absence of which, increases dissatisfaction with the job. Hence he called these factors as dissatisfies/maintenance factors.

1.2 Intrinsic vs. Extrinsic Motivation

Intrinsic and extrinsic motivations were originally used in searching for what exactly causes motivation in a variety of contexts. Recently it has been expanded to searching for the effective causes of motivation that produce success in L2 learning (Noels *et al.* 2003).

1.2.1 Intrinsic Motivation

Intrinsic motivation is an important factor when considering language learning. describes the characteristics as an individual being motivated to act on an activity for the pure joy that accompanies such activity without any external factors or motives (2003:502). For example, a student who completes an activity for his or her own enjoyment without pressure from outside sources to participate in the task could be considered to have intrinsic motivation. Language learners who possess intrinsic motivation are motivated because of the enjoyment of gaining competence and the pleas. The positive characteristics intrinsic motivation has to search for answers and study for one's own sake is significant factors to be a successful language learner. For students who possess this quality, there seems to be a chance to achieve autonomy and competence, as well as full-fill long-term goals. This is discussed in Ramage's study, which concluded that students who are motivated to learn an L2 for their own sake are more likely to continue with language studies in the future (1990, in Noels *et al.*, 1999:25). Thus, students with more intrinsic motivation have a higher chance of continuing their studies and furthering their L2 competence, or that the activities can produce a new language.

1.2.2 Extrinsic motivation

On the contrary extrinsic motivation refers to the motivation one has to participate in an activity not for the joy of it, but to accomplish some external goal (Ryan & Deci, 2000; Noels et al., 1999; Noels et al., 2003; Dornyei, 1998). For instance, an individual who participates in an activity to receive praise, money, or a reward, as well as avoiding punishment from an external figure is characterized as possessing extrinsic motivation. Extrinsic motivation does have short-term motivational characteristics. However, students extrinsically motivated do not necessarily have positive attitudes about the L2, and research shows that such students could be more likely to discontinue language studies. Ramage's study argues that students who took the language to fulfill an academic requirement are more likely to cease any future language learning classes (1990, in Noels et al., 1999:25). If the motivation to learn an L2 is to pass a class or receive an academic credit, then once completing this goal, there may be no point for an individual to continue studying after receiving their mark. In a school setting, Dornyei argues that students could lose their intrinsic interest if they have to meet extrinsic requirements (1994a:276). For example, required reading at school or mandatory language classes could cause loss of intrinsic motivation.

According to Brown, "In a language course, extrinsic pressures are most often manifested in foreign language requirements set by the institution and in established standardized test scores that must be achieved" (2007:181). In this type of L2 learning environment having these extrinsic pressures, I cannot blame them for losing intrinsic motivation. Many external pressures seem to prevent any enjoyment in the classroom, which is the primary factor of intrinsic motivation.

1.3 Motivation in Learning

It has already been experienced and proved that motivation plays an important and outstanding role in the area of learning. Al Othman and Shuquair (2013) stated that motivation has its own particular significance in upgrading and directing the knowledge gained through study in schools, colleges, universities, and other educational organizations. These authors argue that motivation is the pushing power in learning, and if there is no motivation, learning stops and seems unlikely to happen. Moreover, Gilakgani, Leong and Sabour (2012) suggest that it is motivation that energizes the students and brightens their gloomy points of view about learning. They believe that motivation is one of the most

important ways to success in the learning field. When there is lack of motivation you either get no results, or only poor results; whereas, when there is motivation, you achieve greater and better results and achievements. If we compare a student who lacks motivation and who hardly studies to a student who is highly motivated and who studies not so hardly, the motivated student will attain better results despite the fact that he/she does not study seriously. In addition to these authors, Bukhary and Bahanshal (2013) suggest the following ideas. Motivation directs behaviour towards particular goals. This means that motivation not only impels students to do something, but also guides the direction of their activities towards a particular goal. In other words, individuals set goals for themselves and direct their behavior accordingly, and it is motivation that determines the specific goals towards which the learners strive. When a particular student does not have motivation to study, it is certain that he/she does not have the goal in the direction of which, to struggle. However, a motivated student in the learning process will definitely have a specific goal, and directs all his/her strives toward it. Therefore, motivation affects the choices students make, whether to study a language to become an instructor, or to spend an entire evening completing a challenging homework assignment to receive rewards.

Motivation leads to increased effort and energy. Motivation increases the amount of effort and energy that learners expend in activities directly related to their needs and goals. It is experienced that not all students spend the same amount of physical and mental efforts doing a certain learning task because they have comparatively different levels of motivation. The more students are motivated, the greater amount of energy they are willing to spend in doing something. For instance, it is usual that almost all the students in a particular class, struggle to get satisfying results in the exam; however, those who have already experienced pleasing results, compel themselves to study as hard and rigid as possible. This is because the hard working students are already motivated and can realize the impact of hard studying, and this motivation pushes them from time to time to struggle more and more than they did before.

Motivation increases persistence in activities. When the learners are motivated through for example, internal satisfaction or external rewards, they are more likely to begin a learning task as soon as possible, and they enthusiastically desire to continue working on it until it is completed even though it requires much time to be accomplished. An intrinsically motivated student not only performs the education related tasks with great care, but also

enjoys from every single moment of doing something because he/she is pushed from the inside, which is the most important key to success in learning. Sometimes a particular student spends much time on doing something that in spite of being occasionally interrupted or frustrated, he does not give up until finishing it. Therefore, we can say that motivation is the fundamental provision of learning that causes the learner to catch triumph.

Motivation makes the students to study not only for the exam, but also for the subject's own importance. This can be done when students are more intrinsically than extrinsically motivated. An intrinsically motivated student, as mentioned earlier, has the innate interest in a particular subject, and studies for its own sake. When intrinsically motivated, a student undoubtedly studies not only for the examination, but also for his/her fortunateness and for the course's own significant. Deci and Flaste (1995), have also suggested that "rewards and punishments (extrinsic motivation) do not make the students to learn better; however, students have an innate energy, interest and excitement (intrinsic motivation) about the world that can be encouraged, and when they find greater satisfaction in what they do, they are more effective." (p. 104).

Motivation facilitates learning. Of all the effects that motivation lays over learning, the fact that it makes learning easily achieved is of at most importance. When there is motivation, there is absolutely either need or the natural inclination to learn, and when there is need or tendency towards something, there is achievement. For example, it is experienced that at the very beginning, the students want to do the required learning tasks, but they cannot, or do it with great difficulty because they do not have the satisfaction to do so. They may spend a considerably large amount of time and energy in performing a learning mission, and may possibly be frustrated or discouraged. After enduring a remarkable amount of troubles, it might be to some extent possible to achieve learning. This is because lack of motivation makes learning hard and tough, and usually preventing the learners from persistence or continuation in performance. On the other hand, working on a learning task with great enthusiasm, inside or outside satisfaction, and a fixed goal, which are the spirit of motivation, can make the students to reach to the acme of achievements easily.

Motivation determines which consequences are reinforcing and punishing. The student who is highly interested in a certain learning activity, in fact he/she extremely values the consequences that the activity encompasses. It is clear that the more learners are

motivated to achieve academic success, the more they will be proud of a satisfying grade and upset by a low grade. The more learners want to be accepted and respected by peers, the more they will value membership in the group and be distressed by the ridicule of classmates. To a teenage boy uninterested in athletics, making or not making the school football team is no big deal, but to a teen whose life revolves around football, making or not making the team may be a consequence of great importance.

Motivation makes the students active, more alert, and busy in the learning process. This can be overcome when students are allowed to talk, argue, and exchange their ideas during instruction. This condition will motivate the students to be constantly industrious and engaged in learning. If students in a particular class of learning are motivated to feel free, participate in the class, and exchange their thoughts with each other, they will count on them and believe that they are important members of the class, and will try their best to be constantly well prepared and produce excellent behavior. Conversely, if students are occasionally threatened and are not treated as real students, they will definitely lose interest in learning, and will therefore think that they are of no use. Consequently, being active, industrious, and conscious are the important keys to success in learning; while, being inactive, indolent, and unconscious are the keys to failure in the learning process. Above all, it is motivation that enables the students to become full of activity and hardworking, so it is appropriate to say that motivation is the most important key to success in learning.

1.4. Importance of Motivation

Students' lack of motivation is a serious issue that many educators face. A student who is not academically motivated may experience lower achievement levels. If students are not motivated to learn at the intermediate grade levels, an achievement gap between successful students and struggling students will likely widen as students enter middle school. Therefore this problem is significant because an elementary student's present level of motivation may be indicative of their future success at the upper grade levels.

Motivation is considered as one of the most important factor that educators can target in order to improve learning (Olson, 1997). Palmer (2007) reviews the

“Student motivation” as an essential element that is necessary for quality education. They pay attention, they begin working on tasks immediately,

they ask questions and volunteer answers, and they appear to be happy and eager.”

For instance, scholars support that; the student must have access, ability, interest, and value education. The teacher must be well trained, must focus and monitor the educational process, be dedicated and responsive to his or her students, and be inspirational. The content must be accurate, timely, stimulating, and pertinent to the student's current and future needs. The method or process must be inventive, encouraging, interesting, beneficial, and provide tools that can be applied to the student's real life. The environment needs to be accessible, safe, positive, personalized as much as possible, and empowering. According to Palmer, 2007; Debnath, 2005; D'Souza and Maheshwari, 2010:

“Motivation is optimized when students are exposed to a large number of these motivating experiences and variables on a regular basis. That is, students ideally should have many sources of motivation in their learning experience in each class”.

On the other hand, individuals who are motivated extrinsically rely solely on rewards and desirable results for their Eskja Vero, Edi Puka motivation, e.g., tests and GPA. (Lei, 2010). Students who are motivated externally are at a greater risk of performing lower academically than intrinsically motivated students. It is interesting to note that non traditional students report higher level of intrinsic motivation than traditional students (Dean and Dagostino, 2007; Daniels, 2010; Bye, Pushkar, and Conway, 2007; Afzal, et al., 2010). Various individual and social factors: Overall academic motivation is affected by various individual and social factors. For example, intrinsic motivation is affected by their reason for preferring the school, the probability of finding a job after graduation, the order of preference, the future expectation, the distinctiveness of testing and measuring activities at the school, and desire to complete a Masters' degree.

In the simplest terms, it is necessary to be motivated and to make an effort. Extrinsic motivation is significantly affected by the probability of finding a job, the attitude towards the teacher, the peer group, the level of income, the appropriateness of the classrooms, the adequacy of teaching materials, and the number of siblings. In particular, Shulman (1987, p. 8) calls the knowledge needed for effectively teaching a specific subject “pedagogical content knowledge” (PCK) which:

“represents the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction”.

We recall philosopher John Dewey who said that schools should not be a place of taking personal knowledge, where the teacher explains all the while a host of knowledge and the student remains at all times an individual liability, that is, without participating directly but he should be an active student.

According to Taylor (2012), the root word of the term motivation is *movere* (to move). In regards to learning, motivation generally involves inner forces, enduring traits, behavioral responses to stimuli, and sets of beliefs and affects. She said that the study of motivation can be broken down into two main categories: behavioural and cognitive theories. Behavioral theories “view motivation as a change in the rate, frequency of occurrence, or form of behavior as a function of environmental events and stimuli.

Teachers can shape student responses by conditioning the external environment. In contrast, cognitive theories stress the internal structures and processing of information and beliefs. Cognitive theories stress the importance of perceptions of competence, values, affects, goals, and social comparisons when measuring motivation. (Taylor, 2012, p. 1-2).

Every educator needs to be concerned about motivation. It is a quality that students, teachers, parents, school administrators, and other members of the community must have if our educational system is to prepare young people adequately for the challenges and demands of the coming century. Of course, the way these various groups of individuals generate and use motivation differs greatly.

Students need motivation to learn, parents need it to track the educational progress of their sons and daughters, teachers need it to become better teachers, and school administrators need it to ensure that every facet of the schools they manage continues to improve.

1.5. The Impact of Using Rewards in Enhancing EFL Learners' Motivation.

Festinger and Carlsmith (1959) found that the payment of money to college students to lie about enjoying a dull learning task did little to change the students' opinions of the task. Similarly, Deci (1971; 1972) discovered that money as a reward has detrimental effects on motivation. In addition, in 1972 Deci found that when a person perceives a reward to be more than what is warranted for a given situation, the person puts forth more effort in an activity. The type and amount of a reward have an effect on motivation and performance.

1.6. Rewarding EFL Learners who have Intrinsic Motivation.

Some believe that the source of motivation should not come from winning a prize. Others believe that extrinsic motivation can be beneficial in increasing student participation, achievement, and positive behaviors. Such teachers have also expressed concern over the students' lack of motivation to succeed in school. This has led to higher rates of behavioral incidents as well as lower academic achievement.

Intrinsic motivation is important to the development of life-long learners, but is often hard to see in many classrooms. Many teachers, in both general and special education have come to rely on rewards and incentive programs in order to manage behavior and learning. For example, a teacher may give a boy a treat for entering the room quietly with the hope that the reward will increase the chance that the boy will enter the room quietly the next time. The teacher may think that she is promoting a productive classroom environment, but the boy only learns what behaviors earn a treat. He does not learn about the value of a productive classroom environment. The field of behaviorism has contributed to the common use of rewards in the classroom. The field of study on motivation was also going through some changes beginning in the 1950's. Motivation researchers and dissonance theorists began to reject Freud's idea that man is motivated only by drives and instincts (Festinger and Carlsmith, 1959; White, 1959).

White went on to explain that motivation is man's attempt to change his environment, and then feel satisfied when the desired change occurs. These ideas, along with Deci's identification of intrinsic and extrinsic motivation led to the completion of many research studies on the effects of motivation on behavior. As a result, the idea began to emerge that extrinsic motivators may have a negative effect on a person's internal motivation. Since

many of the rewards given in school are extrinsic motivators, school became the setting for a large body of research. During the last 50 years researchers have thoroughly investigated the effects of rewards on all aspects of school. The timing of a reward also affects motivation. In a study done at a nursery school, Lepper, Greene, and Nisbett (1973) assigned 51 children with a high interest in drawing to one of three experimental conditions. One group of students agreed to complete a drawing activity for a reward of a certificate and star, one group completed the drawing activity and then received a surprise reward, and the third group completed the activity but received no reward. The authors then studied the amount of time subjects spent with the drawing supplies during free choice time. Lepper et al. (year) found that the subjects who received no award or an unexpected reward spent significantly more time drawing than subjects in the expected award condition. Rewards contract for before an activity begins appear to undermine interest in that activity. Later on, students in the unexpected reward condition still spent considerable time drawing during free time. In addition to the type, amount, and timing of a reward, researchers also studied the effect of rewards on the process of learning. Rewards have been shown to interfere with the quality of learning taking place. A study by Mokros in 1973 showed that a reward of food distracted the subjects from the learning task, and resulted in less learning. The subjects, nursery school students, were given pieces of candy for correct answers in learning tasks dealing with building blocks, while a control group was not given anything for correct answers. The group receiving candy proved to be slower in acquisition of the new skill, and tended to make more errors than the control group. This study supports the idea that the learning task just becomes a way to receive reward, like the boy entering the room quietly in order to get a piece of candy. Rewards in this case have no place in the classroom because they cause students to make more errors and become distracted. Using the learning task just to receive the reward has been seen in other aspects of learning also. Garbarino (1975) studied the effects of rewards on the behavior of tutors in a cross-age tutoring situation. Fifth and sixth grade girls tutored first and second grade girls on how to play a new game. Half of the tutors were told before hand that if the younger girl learned the lesson very well, then the tutor would receive a reward in the form of movie passes. The other half of girls were told nothing, and served as a control group. Garbarino analyzed the language interactions and the emotional tone of the session, and tested the young girls on their knowledge of the new game. He found that the young girls in the reward condition made more errors and demonstrated less learning than the girls in the no-reward condition. Tutors in the reward

condition tended to make more negative responses during the sessions, with the younger girls showing higher levels of frustration.

The emotional tone of the no-reward condition was seen as much more positive, with the tutors being more concerned about the learning of the younger student. External rewards also interfere with the choices children make about their own learning. To make the most of educational potential, a child must continually challenge himself to new and more difficult tasks. An intrinsically motivated child takes risks and chooses more difficult tasks, therefore increasing his learning.

1.7. Related Theories

Teachers can greatly influence the level of motivation in students by structuring the classroom so that students would want to be more productive. Some approaches that teachers use to motivate students include providing students with high expectations, positive feedback, choices, and also making students feel valued (Bowman, 2007). Previous research suggests that the use of extrinsic rewards is also an effective strategy for increasing student motivation (Reitmann et al., 2004; Wheatley et al., (2009). Regardless of the methods used, it is important to consider the way these systems are implemented in the classroom, and how student learning is impacted based on the teachers' decisions and opinions about student motivation. This researcher believes that if a teacher's perspective is not taken into consideration, key information about the use of extrinsic motivation may be overlooked.

1.7.1. Abraham Maslow's Theory of Motivation

Human behavior is goal-directed. Motivation causes goal-directed behavior. It is through motivation that needs can be handled and tackled purposely. This can be done by understanding the hierarchy of needs by the manager. The needs of individual serve as a driving force in human behavior. Therefore a manager must understand the "hierarchy of needs" Maslow has proposed "The Need Hierarchy Model".

The needs have been classified into the following order:

- **Physiological needs-** These are the basic needs of an individual which includes food, clothing, shelter, air, water, etc. These needs relate to the survival and maintenance of human life.

- **Safety needs-** These needs are also important for human beings. Everybody wants job security, protection against danger, safety of property, etc.
- **Social needs-** These needs emerge from society. Man is a social animal. These needs become important. For example- love, affection, belongingness, friendship, conversation, etc.
- **Esteem needs-** These needs relate to desire for self-respect, recognition and respect from others.
- **Self-actualization needs-** These are the needs of the highest order and these needs are found in those person whose previous four needs are satisfied. This will include need for social service, meditation.



Diagram2:The Need Hierarchy Model

1.7.2. Operant Conditioning Theory

When you consider discipline and reward you think about a response; however man has thought of hypotheses of why we do the things that we can do. Molding and learning is characterized as change in conduct, which is about by various sorts of practices and encounters. In this report the principle themes will be established molding, operant molding, psychological social learning, and neuroscience and advancement. Each time, we accomplish something great or awful the result decides our responses in future

circumstances. This learning procedure that is related between conditions boosts and conducts reactions.

Operant conditioning is a technique for discovering that happens through prizes and disciplines for conduct. Through operant molding, an individual makes a relationship between a specific conduct and a result (Skinner, 1938). Skinner trusted that we do have such an incredible concept as a psyche; however that it is basically more profitable to think about noticeable conduct instead of inside mental occasions. Crafted by Skinner was established in a view that traditional molding was excessively over simplified to be an entire clarification of complex human conduct. He trusted that the most ideal approach to comprehend conduct is to take a gander at the reasons for an activity and its results. He called this approach operant molding. Skinner is viewed as the dad of Operant Conditioning, yet his work was based on Thorndike's (1898) law of impact. As indicated by this rule, conduct that is trailed by charming outcomes is probably going to be rehashed, and conduct taken after by repulsive results is more averse to be rehashed. Skinner brought another term into the Law of Effect - Reinforcement. Conduct which is fortified has a tendency to be rehashed (i.e., reinforced). Separating the prizes framework you go along fortifies and supports. Both are great approaches to get an adapted reaction. First we essential reinforce, this expands the possibility since it fulfills a requirement for sex, nourishment, and water. Optional reinforces increment the likelihood of a response in view of significant worth, cash, and belonging through learning. Uplifting feedback is a reward that adds jolt to build odds of reactions. Encouraging feedback would be a paycheck for an occupation well done. Negative fortification is the correct inverse evacuating or making ceaselessly jolt of the move not happening once more. The two kinds of molding we are covering are established and operant. Molding is learning through redundancy of activities of prizes or discipline to get a reaction.

The pioneer researcher in established molding is Ivan Pavlov. Traditional molding is otherwise called a Respondent or Pavlovian Molding Established is likewise automatic which one of the significant contrasts of operant molding is. Traditional molding happens when an inconsequential reaction through relationship with a jolt that as of now makes a comparative or related reaction. A case of established molding is for a few people when you hear the sound of running water you have to utilize the restroom. Alternate sorts of molding are operant.

The field of behaviorism produced a theory in the 1950's that heavily influenced the use of rewards in schools. The theory of operant conditioning, developed by B.F. Skinner, works on the premise that if a reinforcer is delivered after a certain behavior is performed, then the strength of the behavior is increased (Cosgrove, 1982). A reinforcer is any stimulus given after a behavior that increases the chance of the behavior recurring. Past and present teachers are using the principles of operant conditioning when they give out stickers, treats, and praise. The powerful idea of operant conditioning is subject to cautionary statements. MacMillan (1973) states that many reinforcement techniques are targeted for use in populations with mild handicaps, and that care should be used when choosing reinforcement with a particular group. Even with the cautions, the principles of operant conditioning have seen a widespread implementation in education.

1.8.EFL Students and Motivation.

EFL (English as a foreign language) students are those who study English as a foreign language. Motivation is a must for such students to drive them towards achieving their goal. Bukhary and Bahanshal (2013) state that due to the huge popularity of the English language, it has been included in the curriculum of a large number of academic institutions all over the world, and English teaching has become a demand for human interaction. The people who learn English as foreign language actually need to do so. Therefore this need itself is the motivation since the literal and common meaning of motivation is „the enthusiasm and reason to do something“. Gangwer (2009) (as cited in Bukhary and Bahanshal, 2013) argues that “it is believed that all what are done in EFL classrooms are likely to reduce or preserve EFL learners“ motivation” (p. 193).

Furthermore, motivation is a driving force in all aspects of life, but it is connected to language learning in an inseparable relationship. According to Gilakjani and Leong (2012), when there is no motivation in a language learning classroom, there is no life in that class. This means that motivation has its own particular significance in upgrading and directing the knowledge gained through study in schools, colleges, universities, and other educational organizations. As a plain example, if you are a teacher in a certain school and want to realize the impact of motivation on student“s classroom learning, you can invite all the students and divide them into two groups. For a few days, you can support one of the two groups of

students with enough praising words and motivate them to do a certain learning task without letting the other group know. After some days, you can mingle both groups and evaluate them through a test. If the results of the students whom were already motivated were more satisfying than the results of the other group, you can draw conclusions that motivation affects EFL students' learning positively.

Jones (2006) (as cited in Challa, 2015) also states that at the very beginning, children have a strong desire of going to school, having school bags on their backs, associating with their classmates, and doing their home works with great enthusiasm. However, as children grow, their passion for learning frequently seems to shrink, and learning often becomes associated with drudgery instead of delight. A large number of students leave school before graduating, and many more are physically present in the classroom but largely mentally absent. Why does it happen? Absolutely because they become unmotivated. Sometimes these unmotivated learners turn to become interested back again in learning if they are motivated through various ways which will be discussed in the upcoming pages

1.9.Motivation in Language Learning.

Researchers have different views toward the different types of motivation. Lucas (2010) said that learners are intrinsically motivated to learn speaking and reading skills and are also intrinsically motivated through knowledge and achievements. According to Guthrie (1997), intrinsic motivation has a significant impact not only on reading comprehension but on the other aspects of reading such as reading breadth. Tercanlioglu (2001) stated that Turkish learners have positive attitudes towards reading because they read both for intrinsic and extrinsic motives.

According to Dital (2012), learners were highly motivated with positive attitudes towards learning English. They were both instrumentally and integratively motivated. Chang (2010) expressed that class group influenced learners' motivation and they felt relaxed with the motivated classmates. The other finding was that the inattentive learners de-motivated their classmates. Moskovsy and Alrabai (2009) said that instrumental motivation plays more important role than the integrative motivation in EFL learning. The other result of this study indicated that integrative motivation is more pertinent to ESL learning.

According to Moivaziri (2009), language learners were simultaneously motivated instrumentally and integratively. It was indicated learners were highly motivated towards

learning English. Al-Otaibi (2004) declared that motivated learners spend much of their time to gain aims in learning foreign language and motivated learners can also learn language more effectively than unmotivated ones. According to Al-Hazemi (2000), learners with strong desire to learn a language can obtain high level of competence in the target language. MacIntyre (1999) believed that a safe classroom climate is necessary for motivation and learners feel comfortable to learn a language in this idea condition. Good and Brophy (1994) stated that motivation cannot be developed in a difficult classroom and teachers should create an effective learning environment for their learners. They continued that effective language learning occurs in a relaxed and friendly class.

Ziahosseini and Salehi (2008) expressed that extrinsic motivation does not relate with the selection of language learning strategies. They emphasized that Iranian EFL learners are intrinsically motivated. Sadighi and Maghsudi (2000) examined the impact of two kinds of motivation, namely, integrative and instrumental on English proficiency of the EFL learners in Iran. The results obtained from this study demonstrated a significant difference between the means of the English proficiency scores of integratively motivated learners and the instrumentally motivated ones.

Conclusion

This introductory chapter mainly presents the definition of motivation and spots the light on its vital importance and significance in the teaching-learning process. All in all, to deeply explain the mechanisms of motivation, researchers and educators have formulated several theories: content and process motivation theories. However; no theory has been able to fully cover and explain all the aspects related to people's motivation or lack of motivation. Intrinsic motivation and extrinsic motivation are two main concepts signalling the two distinct types of motivation. So, EFL students can be motivated intrinsically (from within, on their own) or extrinsically (external motives, by teachers for example). Eitherways, teachers can use the rewards system to guarantee the constant circulation of motivation within their students and diminish its lack. Using rewards has been proved to have some acknowledged impact on students' attitudes towards the tasks they have in class in specific and towards the learning process in general.

Chapter II

Reward and its Impact on Motivation

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Introduction

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Conclusion

Introduction

In this chapter, relevant literature is presented to tackle the definition of reward, its types and its importance. Moreover, an overview of the debate for and against reward is provided. Finally, this chapter is culminated by the appropriate ways for dispensing reward and the connection between this extrinsic motivator and cooperative learning. It is practically acknowledged that there is a positive correlation between motivation and learning. Thus, comprehending the specific conditions that activate learners' behaviours becomes an inevitable component in teaching. The purpose of this chapter is to outline some literature pertinent to defining motivation, past and present motivational theories namely the psychoanalysis theory, the Maslow's need theory, the attribution theory and the self-determination theory. Finally, it is culminated by a discussion about the relationship between cooperative learning and motivation, and the impact of reward on motivation.

2.1. The Status of English in the Algerian Educational System

Nowadays, the necessity to know languages is increasingly recognized, as the world joins together in a 'global village'. Taking into account that the role of English in this ever shrinking global community is becoming increasingly important. English is primary the language of New Media (e.g. Satellite TV, and Internet). It is spoken by about 1,5 billion people and is the language of international communication in business, diplomacy, technology, sports, travel and entertainment. (Tiersky and Tiersky 2001) Therefore needless to say, the emphasis on teaching English is becoming a vital part of education all over the world. In the specific case of Algeria, the recognition of the Ministry of Education of the growing importance which English, nowadays plays in the world can be noticed. In 2001, The Ministry of Education announced the educational Reform and numerous changes have occurred concerning the situation of teaching English. While, English is still considered to be the second foreign language in the Algerian Educational System after French, it has received considerable attention within the educational Reform. Above all, English is introduced at the level of first year middle school (i.e. at the age of 11). It covers seven years - four of which at the middle school and three at the secondary school. This as part of a whole process consisting of designing new syllabuses, devising new textbooks and accompanying documents.

As a matter of fact, a new methodology of work was adopted this is the Competency Based Approach. As mentioned before, English is taught as a compulsory course starting from the first year middle school. However, being a second foreign language in the educational system, and due to historical and social reasons. English is primarily learned for educational reasons as to pass exams. It is mostly used in the formal classroom environment and there are few opportunities, other than in school, to use it for daily communicative purposes.

2.2. Definition of Reward.

An external reward is considered as an incentive for the sake of engagement in an activity or a task. Rewards can take many forms; monetary, symbolic, or feedback. It is a reward that holds the transmission of regulating knowledge to the individual. Burton *et. al.* (2003: 242) report that reward “refers to anything that promotes a behaviour being repeated in the future.” Brunnsmaet *al.* (1996) considers EM which is also labelled incentive motivation as an expectation of a reward for performance. According to Reynolds *et. al.* (1989), a reward is then an external motivator obtained through the accomplishment of an assigned task. External rewards such as candy, money, or free time have often a motivational function for children.

For Young (1936: 310), “The concepts of ‘reward’ and ‘punishment’ are interpretations based upon positive and negative behaviour, or upon pleasant and unpleasant feelings. Therefore, incentives which are unpleasant are potential punishments and those which induce satisfaction can serve as rewards”. The main goal behind using external rewards is to teach new behaviour. The learning of that behaviour leads to expect the necessity of reinforcers. External rewards can work to generate IM, mainly due to learners’ awareness that these rewards have induced their behaviours and led them to success.

According to Schultz (2007:1), “Rewards are objects or events that make us come back for more. We need them for survival and use them for behavioural choices that maximize them”. For Wise (2004), a reward is any object or event that elicits approach and is worked for. This alludes to the fact that rewards take two forms: tangible or intangible, and both types stimulate us to survive and persist on acting as potent agents. Schultz (*op. cit.*, 1) sees that:

Rewards are any objects stimuli or events that (1) increase the probability and intensity of behavioural actions leading to such objects (learning, also, called positive reinforcement), (2) generate approach and consummatory behaviour and constitute outcomes of economic decision-making, and (3) induce subjective feelings of hedonia. Rewards either concrete or abstract foster the occurrence of actions while pursuing them and generate feelings of satisfaction and joy. These feelings of satisfaction represent the fuel for individuals to underprop their actions and behaviours which are always flowing continuously rather than being erect at one point when reasons are strenuous enough to promote individuals to do so.

Witzel and Mercer (2003: 89) discovered that novice teachers rely on EM in their classroom. This EM is labelled by some researchers as bribes or incentives. Many teachers exploit incentives in the form of points for finishing a task, obtaining a good grade, or behaving in a befitting way. Parents also have the habit to bestow rewards/incentives/bribes to stimulate their children behave in a pertinent mode. Common incentives may encompass money or extra privileges. Students seem to lean more to ER (s).

2.3. Types of Reward

Rewards can be categorized into intrinsic and extrinsic rewards (IR/ER). IR (s) are those that prompt discernments of personal causation and those that generate recognitions of external causation are ER (s). For Rummel and Feinberg (1988), early experimental psychologists perceive that ER (s) prompt behaviours. External rewards can be tangible or verbal like praise, informational or controlling.

2.3.1 Tangible Reward

External rewards can take many forms like money, candy, scholarship, or grades. Whatsoever the form, external rewards are generally employed to bring forth the wished behaviour. Tangible rewards can be employed to express gratitude to students' good deeds or engagement, Ridnour (2006: 15) states:

“I also use the candy to say thank you when I catch everyone in the class doing a good job. Sometimes during a writing assignment I will look up and see everyone working. Pens and Pencils are flashing across white papers, and I can almost see the ideas flying. As they finish up, I

silently walk around the room placing a piece of candy on the corner of each student's desk. Most of them whisper a thank you or at least smile. Some even show their appreciation by continuing to write and eating the candy later".

So, what matters about rewards are the preceding actions the teacher performs, which reflect interest in what the students are doing. These actions induce feelings of involvement and importance for the learners and promote them to carry on accomplishing the task at hand.

Moreover, prizes can epitomize an effective incentive without being precious, Hauge (2001:12) States:

"Prizes can range from inexpensive items to a substantial cash reward. Prizes can include magnetic address books for e-mail address, picture frame magnets, paperback books, locker mirrors, school supplies, sports bottles, sports cards, gel pens, mousepads, bookmarks, lanyards, buttons, or stickers. Sport logo baseball caps and T-shirts also are popular. Gift certificates come in a wide variety of offerings. Students welcome for bookstores, shopping malls, and fast food restaurants"

The manifold instances of reward are good evidence that justifies its strenuousness. Such a variety reflects diversity in the learners' lean towards rewards and their types. This signifies that the adequacy of the reward does not lie in its expensiveness, but rather in the pertinent message that it holds and that meets learners' needs. Consequently, including rewards in the process of teaching coerces teachers to individualize affording them and to partake with the learners their interests and necessities. This is a clear indication that rewards are not bestowed randomly or nebulously, but based on purposeful rules whose determination compels the instructor to release his flowing power of meditation.

2.3.2 Praise

Praise is a form of reward that can be verbal or written afforded for accomplishing a particular task. Kamal and Gallahue (1980) proclaim that praise and criticism are used at a large scale to urge the wished behaviors and to transmit information. Praise can play

acrucial role in motivating students if we know well when and how to use it. Kegan and Lahey(2001: 92) argue that:

“We all do better at work if we regularly have the experience that what we do matters, that it is valuable, and that our presence makes a difference to others. We may know in our hearts that what we do matters, but it is certainly confirming to hear the words from others,we do not after all, work and live in a vacuum. Believing that what we do and how we do it makes a difference can also lead us to take additional care in performing our work.”

Even if people are competent enough, and they are aware of their competency, they feel theneed to be esteemed by others. As they belong to a social group and undergo a positive experience, they generate the internal emotional susceptibilities for being actively different and what they do induces a salient amelioration in the eyes of those around them. Such feelings are instinctive and universal to all the human beings; and although they are importantfor stimulating people, they need to be controlled to avoid exaggeration.

2.3.3Potent Praise

Brunette (2001; in Brophy, 2004: 165) contends that

"Most teachers enjoy deliveringpraise, and most students enjoy receiving it at least when it is delivered as a spontaneous, genuine reaction to an accomplishment rather than as a part of a calculated manipulationattempt".

Thus, for praise to have salient sequels, it has to hold feelings of appreciation and encouragement which assist in building learners' confidence thanks to the positive impressions we display through it. For this reason, Brophy (2004: 167) reports that:

"Therefore, it is important to phrase praise statements ascommunication of informative feedback rather than as evaluation. Effective praise expresses appreciation for students' efforts or admiration for their accomplishments, in ways that call attention to the efforts or accomplishments themselves rather than to their role in pleasing the teacher."

As a result such a praise interprets learners' real capacities and helps them to develop more confidence in their abilities and to consider it as a means to esteem their efforts and not as an end in itself because it is not controlling them or making them feel pressured, but rather it is transmitting facts about their talents and skills to make them achieve more success. This aim can only be achieved through the natural tone of voice and spontaneity when uttering praise which enrobes sincerity, and the more it is associated with para-linguistic elements, the more it becomes efficacious and leads the learner to meditate over the strategies he is employing either during the task or afterwards. It makes evident how further success can be reached. Giving enough consideration to learners' reflection about their strategies generate their active involvement in the process of learning. Thus, praise can create IM and induce learners' craving to perform tasks for their own sake.

We also need to internalize that praise is subject to individual achievements; consequently, various types and amounts of praise would be necessary for different individuals. Borphy (*ibid.*) clarifies that:

“Effective praise is genuine. Borphy and Everston (1981) found that teachers were credible and spontaneous when praising students whom they liked, often smiling as they spoke and praising genuine accomplishments. These teachers praised students whom they disliked just as frequently, but usually without accompanying spontaneity and warmth and often with reference to appearance or conduct rather than accomplishments.”

Ridnour (2006: 154) further says that "Although we don't want to shower our students with false praise, we don't want to chastise too freely either". Thus, sincerity is a key element that interacts with praise to complete the equation and to makes it effective since both counterfeit praise and punishment are not desirable decisions for teachers.

Brophy (*op. cit.*, 167-169) establishes seven bases for dispensing praise in a pertinent way that results in positive outcomes. These bases are ordered in the following way:

- ✓ Praise simply and directly, in a natural voice, without gushing or dramatizing.
- ✓ Praise in a straightforward, declarative sentence such as ("I never thought of that before") instead of gushy exclamations ("Wow!") or rhetorical questions.
- ✓ Specify the particular accomplishment being praised and recognize any worth effort, care, or perseverance ("Good! You figured it out all by yourself. I like the way you stuck with it without giving up" instead of "Good work"). Call attention to new skills or evidence

of progress ("I notice you've learned to use different kinds of metaphors in your compositions. They're more interesting to read now").

- ✓ Use a variety of phrases for praising students. Overused stock phrases soon begin to sound insincere and give the impression that you have not paid much attention to accomplishments you are praising.
- ✓ Combine verbal praise with nonverbal communication of approval. "Good job!" is much more rewarding when delivered with a smile and a tone that communicate appreciation or warmth.
- ✓ Avoid ambiguous statements that students may take as praise for compliance rather than for learning (e.g., "You were really good today." Instead be specific in praising their accomplishments ("I'm very pleased with your reading this morning especially the way you read with so much expression. You made the conversation between Billy and Mr. Taylor sound very real.")).
- ✓ Ordinarily, students should be praised privately. This underscores that the praise is genuine and avoids the problem of sounding as though you are holding the student up as an example to the rest of the class.

Therefore, being natural when praising students reflects sincerity and bestows the averment that what the student is doing is of paramount importance. This feature can not be in operational one. It requires immediacy and simplicity. This natural praise necessitates a declarative form to make it more direct and to facilitate grasping it by the receiver. Precision is also a pivotal element. It implies particularizing the praised accomplishment or effort in order to attract the learners' attention to the points of improvement. Depriving praise from variety orientates the students to feel the lack of genuineness and to believe that the teacher is giving counterfeit praise or is bribing them. In addition to variety, merging verbal praise with the adequate paralinguistic elements makes it more expressive and can transmit the assigned message to the learners to induce the assigned change, i.e., to be more precise and to specify the meant improvement. Moreover, instructors have to be more precise and to specify the mean to improvement. Ultimately, we have to individualize praising learners; that is to say, to orientate praise immediately to the learner in a private way to demonstrate genuineness.

As a conclusion, if praise is not subject to the previous measures, it will endanger the learners since it may undermine their IM and bring about students' reliance on ER(s). The

amount of praise may also risk reward efficacy. If students receive too much praise, they would lean toward easier tasks and avoid the challenging ones in order to get a lot of praise.

In doing so, their performance would be affected and deteriorated.

2.3.4. Informational reward

Informational reward transmits to the individuals facts revolving around their effectiveness in the environment. Koestner *et. al.* (1987) investigated the connection between praise involvement and IM. In this research, a hidden figure task is employed under two conditions; a test like condition and a game-like condition. Moreover, a type of verbal reward is given to the individuals as a response to their performance; either ability-focused praise, effort-focused praise, or no praise. Individuals under the game-like condition were more intrinsically motivated than those under the test-like condition. Furthermore, those who obtained the ability praise rewards displayed higher IM than those receiving effort rewards or no praise at all. Thus, it is the informational manner of reward rather than the comparative one which increases motivation. The way informational reward is introduced and the way it is interpreted influence individuals' feelings of competence.

2.3.5 Controlling Reward

ER(s) are tended to command human behaviour. In each situation, the rewardee's behaviour is controlled by the rewarder. The cognitive evaluation theory does not accuse the effectiveness of ER(s), instead, it endeavours to enhance the awareness about the uncalculated negative outcomes combined with the utilization of ER(s). Thus, a general conclusion was drawn stating that ER(s) induce a decrease in IM mainly caused by a swerve in self determination from internal to external. Therefore, the salience of the controlling aspect of reward causes a decrease in IM due to undermining autonomy. According to Zull (2002: 53), rewards are not negative "but rather that extrinsic rewards are aimed at the wrong target. They are aimed at things outside learning. They have no natural relationship to the internal life of learning." Consequently, the teacher needs to reward successful learning, but he must have a deep understanding of intrinsic motivation and rewards that are related to learning.

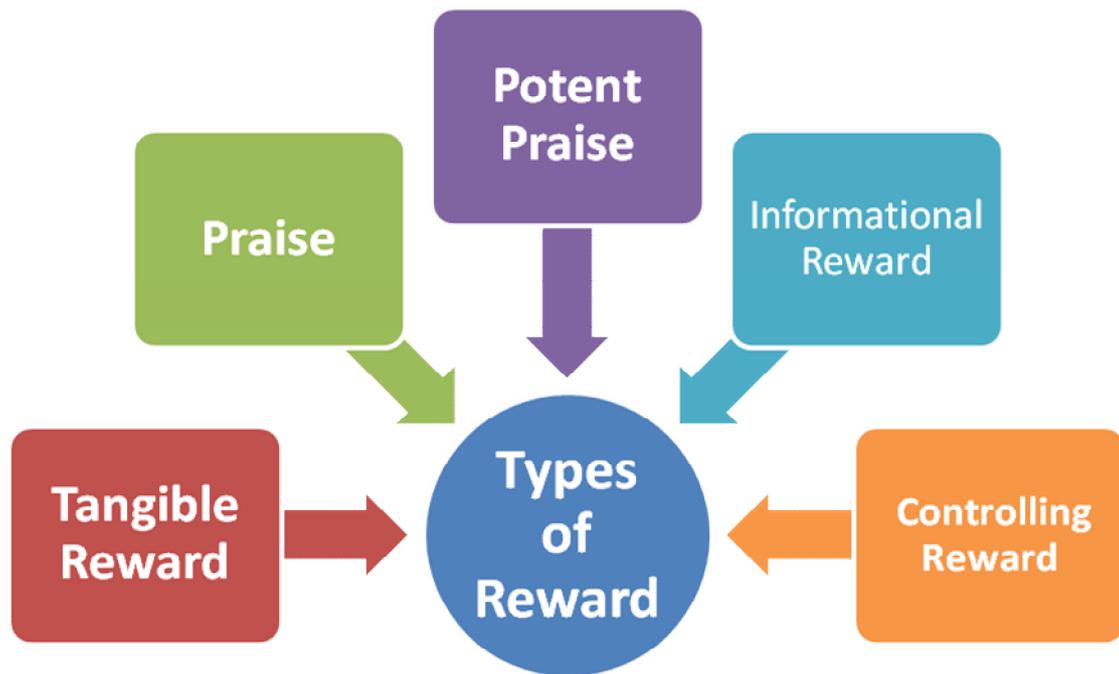


Diagram 3: Types of Reward

2.4. Importance of Reward

Reward can provide many useful benefits in motivating individuals to perform actions. The key issue is to search for incentives which produce the best results. Kelley (1997:17) states that:

“Rewards policies are useful in organizations in which no individual is responsible for meeting organizational goals, but where the service or products relies heavily on the work of many individuals and interactions among them, a situation characteristic of many organizations today, including schools.”

EM necessitates a kind of reward for performing a task. Thus, grades, cash, prizes, or other tangible rewards can be gained by students. These rewards can be labelled as incentives.

Incentives mirror their avail in motivating school students to write. But, the best solution lies in tracking out the pertinent incentives which hold within their folds the unsurpassed outcomes. Ridnour (2006: 153) claims that: “When a discussion or activity goes especially well, I make a point to thank the students at the end of class. It's something I do sparingly and only on those magical days. Kids know when praise is real, and when they got it, they just glow.” Praising students is of paramount importance since it is sincere. It activates the students' gleam as they progress through the learning process. Affording rewards such as candy enhances students' feelings that what they are doing makes a difference, and that they are active elements since they are not erect at one point of knowledge. Ridnour (*ibid.*, 154) further adds:

“I generally use the candy in the first semester only. By second semester, my kids are in the groove, behaving and reacting in class according to our class rules because they want to. They do not need an external reward because they have an internal one—pride.”

This implies that tangible rewards have to be temporal and withdrawn when not needed for students as the internal rewards prevail. However, Adocke *al.* (2006) showed that anticipated monetary rewards modulate activation in the mesolimbic and parahippocampal regions and promote memory formation prior to learning. Brophy (2004: 169), on the other hand, evinces that Henderlong and Lepper (2002), in their meta-analysis about praise, checked many of their principles. This research ended up by deciding that: Praise enhances intrinsic motivation and increases perseverance when it is received as sincere, encourages adaptive performance attributions, promotes perceived autonomy, provides information about competence without relying heavily on social comparisons, and conveys standards and expectations that are realistic for the student.

The significance of praise lies in the ruminative way of its implementation. Both of motivation, perseverance, performance attributions and autonomy can be positively affected by sincere praise. This leads to the deduction that the effectiveness of praise is more evident when it is interpreted as encouragement, and that praising students has significant strenuousness since it is sincere and not counterfeit. Thus, sincerity is a key element that dispenses praise its power to orientate learners toward the teacher's designed goals and to

stimulate their internal craving to achieve their own objectives while perceiving deeply that they are exploring, learning, producing and developing for themselves and not for the others.

Petty (2004: 183) reports that:

“Nothing motivates quite as the glow of satisfaction that a student gets when he or she answers a question correctly, and immediately gets warm praise from the teacher. Remember that psychologists studying stimulus response learning found that an immediate reward encouraged learning. Remember also that students are motivated by success. Questioning motivates students not just because they find it to be an interesting activity generally, but because it gives an immediate reward for their endeavour, and demonstrates success in learning.”

This implies that rewards have a salient role in inducing decision making since the orientation of the options is subject to these rewards. Moreover, calculating its positive and negative outcomes contributes in renewing anticipation that is necessary for the next decision. Reward joins the action which affords it a value. The choices we opt for determine the values of the action which form the basis of decision making. For Dickinson and Balleine (1994), reward can possess goal orientation when its presentation and behaviour as well as preparation and execution are simultaneous and when the particular action and the reward are connected regularly. Rewards stimulate a change in feelings such as pleasure and the consequential positive emotion. These feelings are powerful enough to generate an efficacious supporting impact on the target behavior. The target behavior receives the efficacious supporting impact of these feelings which are vigorous to the extent that they can generate it.

Berridge and Robinson (2003) display that recent theories postulate that rewards result in an insensible "wanting" where pleasure is out of consideration, and a gratifying "liking" of rewards. Consequently, the reward effect on feelings is prominent either consciously or unconsciously.

For Brophy (*op. cit.*, 158),

"effects of rewards might be considered with respect to immediate task effort or performance, changes in attitudes toward the task (e.g., finding it interesting) or changes in subsequent IM to perform the task.”

Hence, the importance of reward can be visualized through positive changes in effort or performance, perspective toward the assigned activities or through an enhancement in their IM.

2.5. The Debate for and Against Reward

The use of reward is a controversial issue among researchers and theorists. Witzel and Mercer (2003: 89) makes it clear that:

“Some researchers have concluded that extrinsic rewards may ruin the chance for a student to become intrinsically motivated. On the other hand, other researchers have concluded that some extrinsic rewards either do not affect intrinsic motivation or may provide students the opportunity to develop intrinsic motivation.”

For Witzel and Mercer, researchers who are against rewards perceive that if rewards become the only goal of the learners, it may be inadmissible for them to perform a task that is deprived from rewards because their IM is undermined. On the other hand, researchers who are for the uses of rewards assume that rewards do not have negative influences on IM or develop it. Brophy (2004: 154) states that:

“However, from the standpoint of most motivational theorists, this is control of behaviour, not motivation of learning...Some educators have always opposed extrinsic motivational methods on principle, viewing them as bribing students for doing what they should be doing anyway because it is the right thing to do or because it is in the best interests of themselves or of society.”

Thus, for motivational theorists, learners have to be internally motivated and have to internalize the fact that performing any task is either beneficial for them or for their society.

The era of the 1970s and 1980s represented a strong opposition toward ER(s). Results of the research demonstrated that rewards undermine IM. External elements like rewards often dictate control. Brophy (*op. cit.*) assumes that under the pressure of rewards, learners will be controlled by these rewards which make them opt for unchallenging tasks as

they are an accessible source for rewards. That is why, they lead to undermine learners' IM and that proponents of rewards overstate their efficacy. Moreover, Kohn (1999: 115-116) proposes that

“The trouble with rewards is not that we hand them out too easily, it is that they are controlling, ultimately ineffective, and likely to undermine intrinsic interest”.

Thus, for Kohn rewards control learners' actions and decisions to learn and weaken their IM. Deci, Koestner, and Ryan (1999a) assert that tangible rewards have a negative effect on IM; either they are designed for performing, finishing or surpassing the task. Shultz (2007: 6) states that *“Punishers have opposite valence to rewards, induce withdrawal behaviour and act as negative reinforcers by increasing the aversive outcome”*. Punishers devalue the use of rewards and their positive sequels and accentuate the idea that rewards are negative reinforcers since the result of the enhanced behaviour is the opposite. He (*ibid.*) believes that *“Punishers induce negative emotional states of anger, fear and panic.”* These mental states will enhance learner's anxiety and consequently hinder their readiness to learn.

Notwithstanding, Brophy (*op. cit.* 154) displays his averment that “For a time, it was thought that these undesirable outcomes were inherent in the use of rewards... Later work clarified that the effects of rewards depend on what rewards are used and especially on how they are presented”. Therefore, the way we afford rewards and determine the purpose for their use condition their efficacy. So, it is the user of rewards who shapes their positive sequels and determines the extent to which these rewards remain advantageous either for short or long terms. Brophy (*ibid.* 158) asserts that Eisenberger *et. al.*'s analysis in 1999 demonstrates the following results:

Rewarding people for performing a task will increase their perceived self-determination because the reward is a signal that the offerer does not control the person and thus the person is voluntarily accepting an invitation when agreeing to perform the task; the effect of reward on other aspects of intrinsic motivation are mostly positive or neutral; these effects depend mostly on the nature of the performance requirement.

As a result, rewards are, no longer, controllers of learners' personalities as they influence their perceived self-determination in a positive way, and as their impacts on IM are either positive or uninvolved. What makes rewards utile or not is the intervention of other factors

such as the learners' preference of the type of motivation, the nature of the task and the level of the students.

Some researchers contend that reward endangers dependence on such EM. Yet, little (1990: 7) points out that *"as social beings our independence is always balanced by dependence; total detachment is a principle determining feature not of autonomy but of autism"*. To this extent, since our dependence and independence go together and have to be relied on in an equitable way, the use of reward will not undermine IM, but rather, if combined with an intrinsic motivator, equilibrium will be an impressive avail. Voller (1997) also accentuates an exigent significance for inter dependence which contributes in a pivotal way for its development. Bond (1988: 29) makes necessary *"an unavoidable dependence at one level on authorities for information and guidance"*. Consequently, the way that orientates to independence is dependence itself on more possessors of knowledge.

Houfort et al. (2002) carried out two studies tackling the influence of rewards. Brophy (op.cit. 160) reports that:

"They found that performance-contingent rewards increased people's perception of competence (because being given the reward indicated that they had done well on the task); had negative effects on the affective aspects of autonomy (feeling pressured); and had no effect on the decisional aspect of autonomy (feeling free to decline the offer and do something else instead)"

Rewards are used to signal learners' good performance. They can impact learners' autonomy either negatively or positively. The negative aspect can be echoed through the resulting pressure; the positive one can be observed through the learners' freedom to reject the reward. Feeling under pressure leads to undermine learners' IM. Whereas feeling free results in enhancing it. Thus, both opponent perspectives seem to be underpinned by this final study.

For this reason, teacher's role becomes more strenuous to opt for the most pertinent way to give rewards that will not subvert learners' IM. Thomas (2000: 7- 8) reports that:

"Some early research on intrinsic motivation had an either/or flavour, believing that extrinsic rewards would drive out intrinsic motivation. But, later research shows that the two kinds of rewards often support each other."

This implies the necessity of both types of reward. Hence, integrating IR(s) and ER(s) seems to be the reasonable option for enhancing learners' motivation to pursue knowledge. Since learners' needs have to be met, we have to individualize affording rewards taking into account both types.

2.6. Dispensing Rewards

Rewards are not dispensed randomly to the students, but rather have to be subject to ascertain number of rules that are designed specifically for the purpose of making them potent elements in the learning process. Ignoring such basic rules leads to undermine learners' IM and sustains the claim that rewards are useless and generate dependent learners whose autonomy is fractured under the pressure of such extrinsic motivators. The clue to dispensing rewards effectively is to opt for the informational rewards, i.e. rewards that transmit to the learners' facts revolving around their effectiveness in the learning process. Such facts reflect the students' competence at a significant task and induce the feeling of responsibility for their competence. Brophy (2004: 165) states that:

"Deliver rewards in ways that provide students with informative feedback and encourage them to appreciate their developing knowledge and skills, not just to think about the rewards. If you offer rewards in advance as incentives, emphasize your major instructional goals in setting criteria for judging performance and determining reward credits. Reward students for mastering key ideas and skills (or showing improvement in their mastery levels), not merely for participating in activities or turning in assignments. Include provisions for redoing work that does not meet minimum standards."

We deduce from this quotation that informational rewards lead learners to esteem their talent and abilities and to raise their self-esteem. Moreover, bestowing rewards as incentives calls for accentuating the teaching goals in order to raise learners' awareness about learning as an end and reward as a means. In addition to this, orientating students to value such a mean simply affording it a great significance. This can only happen through rewarding critical progress in significant tasks. Eisenberger *et. al.* (1999, in Brophy; 2004: 159).

“concluded that there is no reason for concern about using rewards with low-interest tasks but that with high-interest tasks it is important to link delivery of rewards to accomplishment of specific (preferably challenging) performance criteria.”

Even if rewards are beneficial, their quantity has to be controlled by the instructor. Metsala (1996) assumes that the task and the goals of the task should be regarded when handing out incentives. The main rule for rewards to accomplish the enviable results is to be acquainted with the students' perceptions of the ER(s). Witzel and Mercer (2003: 91) argue that:

“If the student who is learning to read is truly intrinsically motivated, then the extrinsic reward of social time with the teacher is not important. The student will work hard to read even when a different teacher instructs him or her. Social time with a particular teacher may still be a bonus, but it does not sustain the activity.”

Applying it to writing, when IR(s) are exploited impertinently, they may induce the learners to manifest a reliance on rewards to accomplish any

2.7. Impact of reward on motivation

In some schools, language teachers use rewards to enhance motivation in language learning as suggested by Schunk (1983). Meyer (1995) argues that motivating students to become active readers requires a national program that rewards reading. Johnson (1995) refers to such programs as “Earning by Learning” (EBL). The program aims to motivate academically low achieving students to read by rewarding them with cash and adult

attention. Although educators favor intrinsic motivation, Old father (1995) argues for using extrinsic rewards to motivate those who are academically frustrated. Terrel and Rundulic (1996) also argue that rewarding students for completing a task improved self-esteem, which increases motivation. McNinch (1997) applied the EBL program in a summer program at an elementary school in a small American town and provided cash reward. Adult volunteers discussed readings with 20 participant children with academic problems. Findings indicate improvement in self esteem (84%), school grades (72%), reading levels (63%) and school attitudes (86%). McNinch (1997) concludes that providing students with environments rich with books, caring adults and rewards can improve reading motivation.

In the above section, we attempted to review some of the available literature on the topic. Most researchers seem to reach the same conclusion. A variety of materials should be available to students to cater for different learning styles, and perhaps differentiated instruction should take place. Courses geared towards teaching the target language across the curriculum should be offered. Classes should be student centered. This can be achieved through cooperative learning and use of technology to name a few ways. Learners have to be motivated to learn and become efficient in the target language. This can be achieved by promoting positive student attitudes towards the language.

2.8. Reward and Motivation

The effect of ER on IM has been the subject of research for many decades. The results have exhibited many significant findings and activated a continuous controversy. Two research teams seem to tackle the questions concerning the relationship between reward and IM. On the one hand, these are, Eisenberger and Cameron (1996) whose final conclusion displayed that, in certain cases, rewards do not undermine IM. On the other hand, Deci et al. (1999a) as cognitive researchers epitomizes the undermining effect of rewards on IM. Cameron (2001) found that rewards reliant upon solving problems, doing well, surpassing a score, finishing the activity, and meeting or exceeding the performance level of others revealed the positive effects of tangible rewards on IM when they are related to performance and success. Cameron's (2001) meta-analysis of 96 studies carried out in 1996 and another of 145 studies carried out in 1999 demonstrated that rewards have little or no negative effect on IM. He (ibid., 34) reports that "an implication of our findings is that rewards can be used to increase motivation and performance on low-interest academic activities." Good and Brophy (2000:39) state that "rewards and bribes should be minimized

in classroom.” They regard rewards as helpful to both teachers and learners if they are exploited in a proper way.

2.9. Attitudes toward Learning English

In order to be able to evaluate the students’ attitudes, some definitions of the term ‘attitude’ are presented. Al-Mamun, Rahman, Rahman, and Hossaim (2012) defined the term as a psychological construct which defines a particular behavior. Brown (2001) (as cited in İnal, Evin, & Saracaloğlu, 2005), attitude is characterized by a large proportion of emotional involvement such as feelings, self, relationships in the community. Learning could not come about easily unless students have positive attitudes toward it on one hand, and attitudes might originate from life experiences, on the other hand. As such, since attitude can influence success or failure in learning it plays a very crucial role. Ajzen (2005) believes like any personality trait, attitude is a directly unobserved hypothetical construct and must be inferred from measurable responses which reflect and evaluate positive or negative attitudes (as cited in Dehbozorgi, 2012). In this study, attitude is considered as an essential factor influencing language performance and received considerable attention from both first and second language learners. There are many reasons why students’ attitude toward language learning is important. For instance, Weinburgh (1998) believes that attitudes toward learning influence behaviours such as selecting and reading books, speaking in a foreign language. Generally, it is believed that learners’ attitudes dictate whether or not they will be able to absorb the details of language. In other words, achievement in a target language relies not only on intellectual capacity but also on the learner’s attitudes toward language learning. This means that learning language should be approached primarily as a social and psychological phenomenon rather than as a purely academic one. As Tella, Indoshi, and Othun (2010) investigated, negative attitude toward English is the most affective and psychological factor that results in the students’ poor performance in English. Besides the intellectual perspective, the nature of language learning has psychological and social aspects and depends primarily on the learners’ motivation and attitude to learning the target language (Padwick, 2010). The ability of students to master a second language is not only influenced by the mental competence or language skills but also on the students’ attitudes and perceptions toward the target language (Abidin et al., 2012). They also advocated that attitude concept could enhance the process of language learning, influencing the nature of student’s behaviors and beliefs toward the other language, its culture, and community, and

this will identify their tendency to acquire that language. It is said that language teachers, researchers, and students should acknowledge that high motivation and positive attitude of students facilitate second language learning. Thus, if a learner does not have the interest and tendency in acquiring the target language to communicate with others, this learner will possess a negative attitude and will not be motivated and enthusiastic in language learning. Therefore, learners' attitudes could incorporate in language learning because it may influence their performance in acquiring the target language. Students' attitude, i.e. feelings, beliefs, likes, dislikes, needs, should be considered, since their attitudes influence language learning. This study looks into the concept of attitude as one of the major affective factors for success in learning a foreign language. More specifically, it investigates freshmen EFL (English as a Foreign Language) students' attitudes of Kashan University toward learning English language, taking the three aspects of attitude i.e. Emotional, cognitive, and behavioural into consideration. Additionally, it attempts to determine the influence of students' gender on their attitudes toward learning English.

2.10. Improving Motivation

2.10.1. Setting a Good Example

The teachers must set a good example in their actions for students to have a positive attitude towards the L2 culture. For native-speaking teachers, it may be natural to have enthusiasm about their culture. Yet, it must be remembered that native teachers must encourage a positive attitude in their students, not force one. Native teachers can do this by building a good relationship with students, as well as being friendly, helpful, and enthusiastic in class. For non-native speakers, their roles might be slightly different. These teachers must maintain a positive outlook toward the L2 community setting a good example for their students. Non-native teachers can do this by showing interest and enthusiasm about the L2 community and sharing positive, personal experiences that they have had with the L2 community.

2.10.2. Familiar with L2 Culture

Students need to be familiar with the L2 culture in order to have a positive outlook. For English this 'L2 culture' has turned into a global community. So rather than familiarizing students with just traditional native-speaking countries, teachers can promote a general cross-cultural awareness. According to Dornyei, teachers should focus on cross-

cultural similarities not just differences to encourage positive attitudes (1994a:281). This suggests that the L2 community is not as foreign as one might think. Another idea is to invite native and non-native speakers of English to class and talk about their culture and how they use English in their daily lives. Having unique people come and talk to the class in person can encourage interest in the culture and a desire to want to learn more. Also, decorating the classroom with L2 paraphernalia and exposing students to authentic L2 materials can encourage a positive attitude as well. Being surrounded by the L2 will make the students feel that the culture is less foreign and can bring about enthusiasm in the students. Such approaches can put positive attitudes in the students' minds about this global community they can be a part of.

2.10.3. Relative to students' interests

To be motivated it is crucial that the students enjoy learning the L2. Teachers have the most influence in this. Classes should be interesting and teachers can do this by creating materials that are relevant to the students' interests. With these interests in mind, teachers can make games and activities that the students find challenging, yet enjoyable. Using materials and participating in activities that are relevant to their interests will bring about more enjoyment in the classroom and a greater motivation to learn the L2.

2.10.4. Postive image of ideal self

Teachers can help students create a positive image of their *ideal self* in their minds. Teachers and students can talk about where and what kind of person the students see themselves in the future. Then, by working together the teacher and student can set personal goals of how to attain this *ideal self* and make the achievement of these goals realistic. Small steps to reach these goals can show students that learning a language can be possible, as well as helping they manage their progress to avoid feeling overwhelmed by the expansiveness of the L2. Making goals together can increase motivation in students if such goals are believed to be attainable.

2.10.5. Learner autonomy

Teachers must try to steer clear of external pressures by encouraging learner autonomy. Dornyei points out that learner autonomy minimizes external pressures and encourages teamwork between teachers and students in organizing the learning process

(1994a:282). Teachers have to put the language learning responsibility into the students' hands so that the students can attribute their successes and failures to their own efforts rather than blaming external factors. To encourage learner autonomy teachers must show students strategies, study habits and create activities that develop analytical abilities. Despite these approaches that teachers can do to improve motivation, ultimately it lies in students' heads and no two students are completely the same. Therefore, it may not always be possible to motivate all students. In such cases teachers have to do the best they can to work with unmotivated students to achieve learning outcomes. However, this should never discourage teachers from trying to motivate students.

Conclusion

It is important to understand reward giving as a dynamic process which is subject to determined measures and not simply as the easiest way to control the learners. There is no single process for dispensing rewards that suits all the learners or all the situations. Hence, reward giving can be inevitably personal and individualistic. What works in terms of how one learner perceives rewards may be totally different from what works for another. Thus, the significant impact of rewards can be salient when they are well implemented; i.e., when they are informational and not controlling, when they are accompanied with spontaneity and sincerity and when they stimulate learners' feelings about their responsibility for success and achievement. Higher academic achievement and motivation to learn are tightly connected as a result of both EM and IM. However, the desire to learn will be more vigorous when IM is the dominant one. The fact that motivation is modifiable affords teachers more hope to try to induce a change. Teachers can establish a positive and safe classroom climate to motivate learners by providing equal individual attention and encouragement.

Chapter III

Data Collection and Analysis

Chapter III

Data Collection and Analysis

Introduction

3.1 Population

3.2 Data Analysis

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Conclusion

Introduction

This part of study is conducted to check the teachers and learners attitudes towards the use of reward in enhancing EFL learner's motivation.

We will check also if the teachers use rewards in the classroom and if it is reliable or not. As a first step we are going to introduce the population of the research and show the data analysis that we selected in our investigation. Second, we describe, analyze and interpret the questionnaire results of the pupils and teachers and present our research findings about the attitude of both teachers and learners regarding the use of rewarding in enhancing EFL Learner's motivation.

3.1 Population

This investigation was carried out with the participation of Mokhtari Lhadj Middle School pupils (200) participants to know their opinions and attitudes towards our current thesis with different questionnaires in both English and Arabic language. Also, there is an interview designed for teachers of the same school in order to know their interests and how they are dealing with it in their regular sessions.

3.2 Data Analysis

This research was conducted using a questionnaire for both pupils and teachers in order to collect logical, realistic and suitable information that reflect their views. The questions through which we collected the data were designed according to the format of both open-ended and close-ended questions, and the technique taken to examine our data is that of tables, graphs and comment illustrations for each question. Descriptive data can often be presented through the common technique. Second, we embraced the observation technique in the classroom to see how the teachers deal with their pupils when it comes to rewarding within EFL classroom, and whether the participat pupils are interested with it or not.

3.3 Questionnaire & interview

In the introductory part of this work, we stated that our interest is greatly directed towards discovering if the rewarding technique is used in middle school, especially second year pupils, and if it is the appropriate and sufficient tool to enhance pupils' and boost their motivation to gain learning abilities. To achieve this goal, we have designed an interview which is meant to be addressed to the teachers, as for pupils, we established a set of questions formulating a questionnaire.

3.4 Administration of the Questionnaire and interview

The questionnaire was administered at the Middle school in Tiaret. The first questionnaire is directed to pupils of second year in middle school. The participants were divided into five groups in the same middle school. Then, on the other hand, the second tool of investigation which is the interview, is handed to four middle school teachers of English in Tiaret.

3.4.1 Aims of the used investigation tools

We have designed a questionnaire for second year pupils of middle school in Tiaret. To obtain data about both attitudes of teachers and pupils toward the use of reward in enhancing EFL learners learning motivation. We aimed for pupils' attitudes towards the use of reward as a particular activity in the classroom and whether they see the reward as a technical way to enhance their learning abilities or not. In addition, we aimed to investigate if pupils see this act as an encouraging initiative made by the teachers, and examine the way it can enhance the level of learning abilities of pupils. Then, we moved on to interviewing for discussing and highlighting the main ambiguities that the teachers came across during the class sessions and trying to build a concrete idea which the teachers has set basis on when it comes to the matter of effective teaching methods; while we're proceeding in our investigation, we will try to interact with numerous teachers (both male and female) as a way of establishing a closer approach with them for the sake of founding different thought patterns and their perspectives and point of views. In addition, to confirm our hypotheses, we asked teachers about their opinions concerning the use of reward to enhance the learning abilities. Furthermore, the main goal behind the interviews is to know what are the actual

hidden reasons behind why the teachers use these kind of techniques to motivate their pupils.

3.4.2 Pupils ‘Questionnaire. First, we start with pupils’ questionnaire. It is designed as follow:

3.4.3 Description of the Questionnaire. The questionnaire has been divided into three sections:

➤ Section I:

Personal Information: It contains two questions, that aim to gather information about; pupils’ gender, age.

➤ Section II:

Rewarding: It consists of twelve questions. It aims to get information about the pupils’ attitudes towards the use of reward, and to know their reaction and the extent to which may pupils be able to make a noticeable progress during class sessions with motivational aids or without them, and we want to know what are the rewards that they prefer to have.

3.4.4 Analyse of the pupils’ Questionnaire:

This questionnaire aims to investigate pupils’ views on the role of reward in enhancing their motivation.

This questionnaire consists of twelve questions in English and Arabic and was addressed to second year of middle school (moukhtari EL Hadj) in Tiaret. Each question with its table and graphic will be analyzed and discussed separately.

- *Which type of questionnaires had been answered most?*

As we mentioned previously, our questionnaire was in both English and Arabic. So, we put firstly the results that shows the number of users of each kind ,however, and based on many reasons , not all of participants answered in English , therefore, we proposed to process this partial optional point in preparation for starting to analyze the questions that regarding questionnaire.

Language	English		Arabic		Mixed Languages	
	Number	Percentage	Number	Percentage	Number	Percentage
Male	3	3%	20	20%	28	28%
Female	4	4%	22	22%	23	23%

Table 01: Most Answered Questionnaire

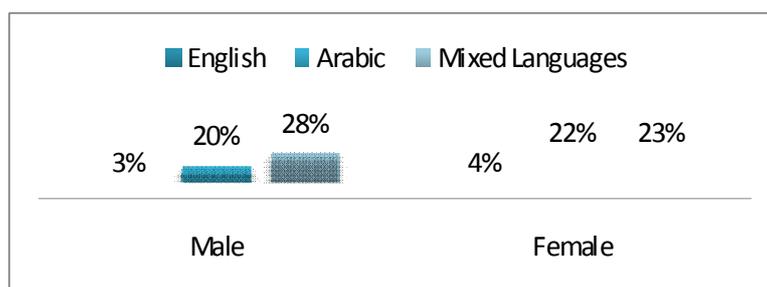


Figure 01: Most Answered Questions

According to the table, many of participants males or females chose answering with the languages: English and Arabic, the majority of participants which can be classified as 51 out of 100 (28 males and 23 females) put their opinions into two questionnaires, while 42 of 100 (20 males and 22 females) put their answers in Arabic field and less of them which are only 3 males and 4 females write in English part. As the following graphic, we can notice also many of participants 51% put their answers in 2 questionnaires, however, this fact indicates that are many difficulties to understand the English questions, this what it is noticed also 42% of all which prefer the Arabic one, while English questionnaire is the most less in answering of all 7%.

➤ Section One

Item 1: Gender Distribution.

Gender	Number	Percentage
Male	51	51%
Female	49	49%
Total	100	100%

Table 02: Gender Distribution

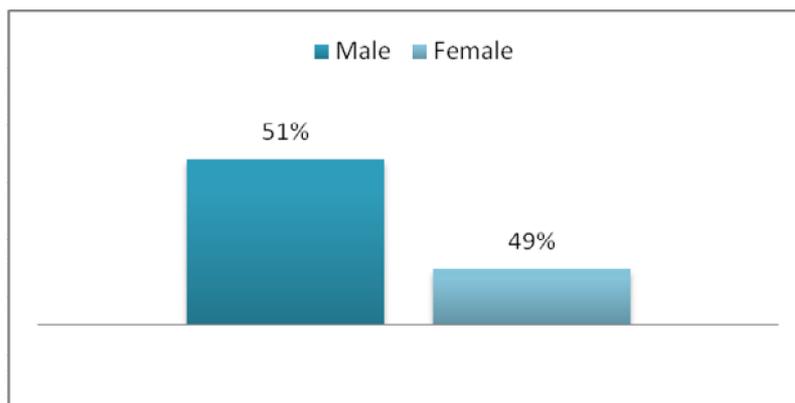


Figure 02: Gender Distribution

According to table above, we note that this medium has a slightly higher proportion of males compared to what is known in the Algerian schools, where either the proportion of male and female is balanced, which may give different result from previous studies thus we can determine the impact of the gender of the pupils in the quality of answers.

Item 2: Age Distribution

Age	Number			Percentage		
	M	F	Total	M	F	Total
11/13	17	28	45	17%	28%	45%
13/15	30	21	51	30%	21%	51%
Not Mentioned	3	1	4	3%	1%	4%
Total	100			100%		

Table 03 : Age Distribution

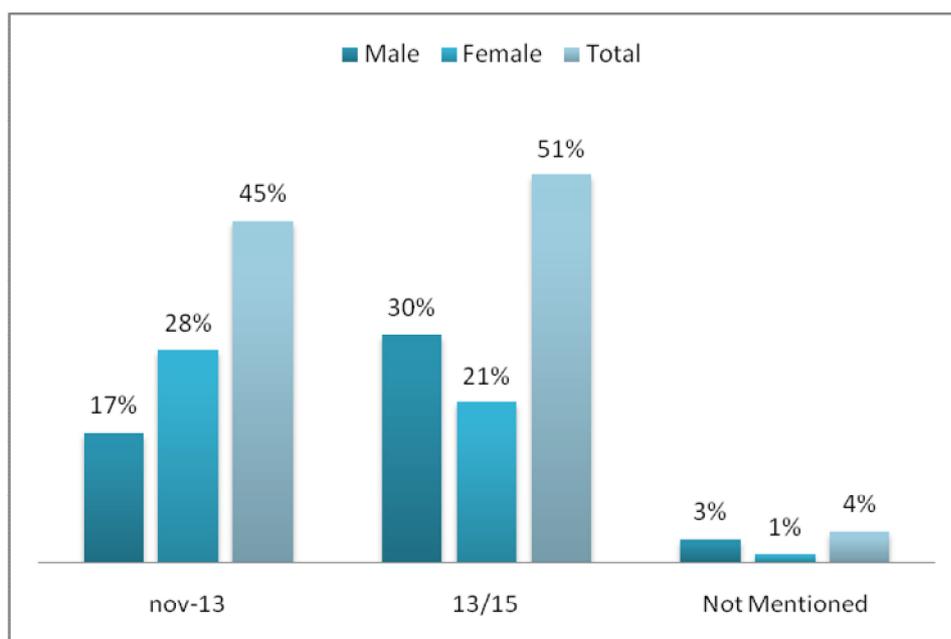


Figure 03: Age Distribution

According to this table, we can notice that the average age in the middle school between 11 and 15 (45 ones which divided into 17 males and 28 females in age of 11 to 13) years and this is explained by the following statistic indicated that there are 96 out of 100 in this ages are equal, in contrast a small percentage of pupils who did not want to put their ages are only 4: 3 males and only one female. The following graphic give the same results and shows that the proportion is greater than the participants are in adolescence which are between 11-15 years.

➤ **Section two :**

Item 3:How do you find learning English?

Optional	Number			Percentage		
	M	F	Total	F	M	Total
Easy	6	4	10	4%	6%	10%
Very easy	6	8	14	6%	8%	14%
Difficult	22	18	40	22%	18%	40%
Very difficult	17	19	36	17%	19%	36%

Table 04: learners perspectives towards learning English

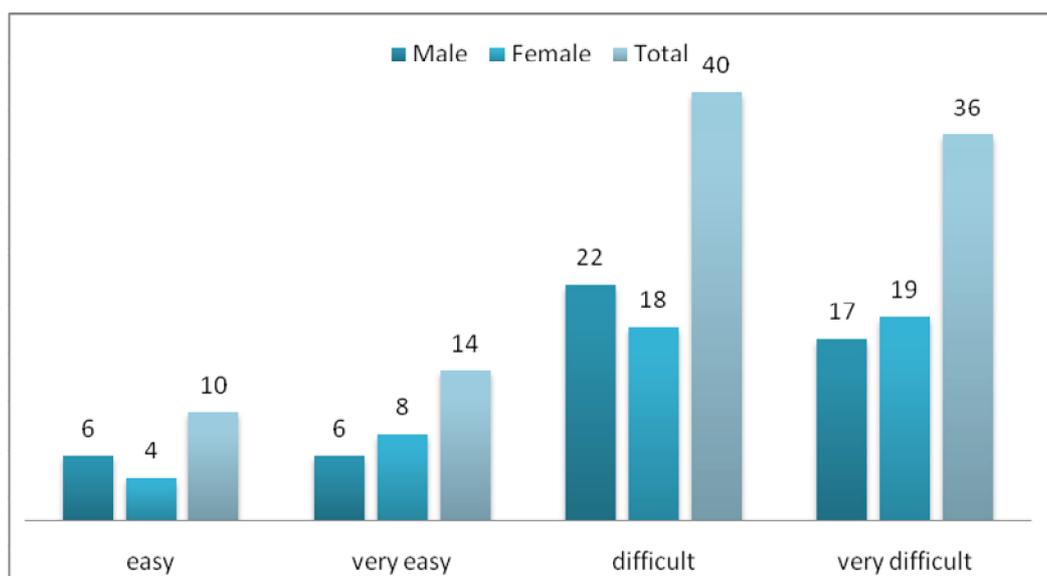


Figure 04: learner's perspectives towards learning English

Regarding students answers we notice that ten students among them six males (6 %) , and four females (4 %) responded that they find English learning is easy while six males (6 %) and eight females (8 %) answered that they find it very easy , in the other hand twenty two males (22 %) and eighteen females (18 %) replied that English learning is difficult , lastly seventeen males (17 %) and nineteen females (19 %) acknowledged that is very difficult to learn English so we notice that the number of learner's that consider English learning is difficult is slightly higher than the others who do not so females are most likely to have ease in learning English than males

Item4: How do you evaluate your level of English?

Optional	Number			Percentage		
	M	F	Total	M	F	Total
Average	19	24	43	19%	24%	43%
good	31	22	53	31%	22%	53%
excellent	1	3	4	1%	3%	4%

Table 5: self assessment

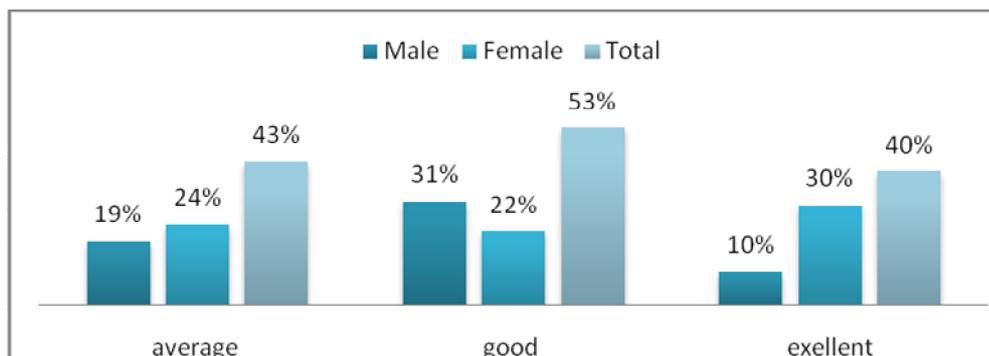


Figure 05: Self assessment

concerning the question of self-evaluation of learner's English level, the results indicate that 19 male learners choose to rank their level as average and 24 female ones that chose the same option but when it comes to English level is good we have 31 male learners decided to rate their level as good for only a 22 female ones lastly we have 3 female learners define their English level as excellent for only 1 male . In other figures 53 % of both male and female learners measure their level as good and 43 % as average and 4 % as excellent, we notice that the highest proportion of learners categorize their English level as good.

Item 5: In which area of language do you have difficulties?

Optional	Number			Percentage		
	M	F	Total	M	F	Total
Reading	1	0	1	1%	0%	1%
Speaking	15	14	29	15%	14%	29%
writing	14	18	32	14%	18%	32%
Grammar	12	17	29	12%	17%	29%
listennig	10	0	10	10%	0%	10%

Table06: language area difficulties

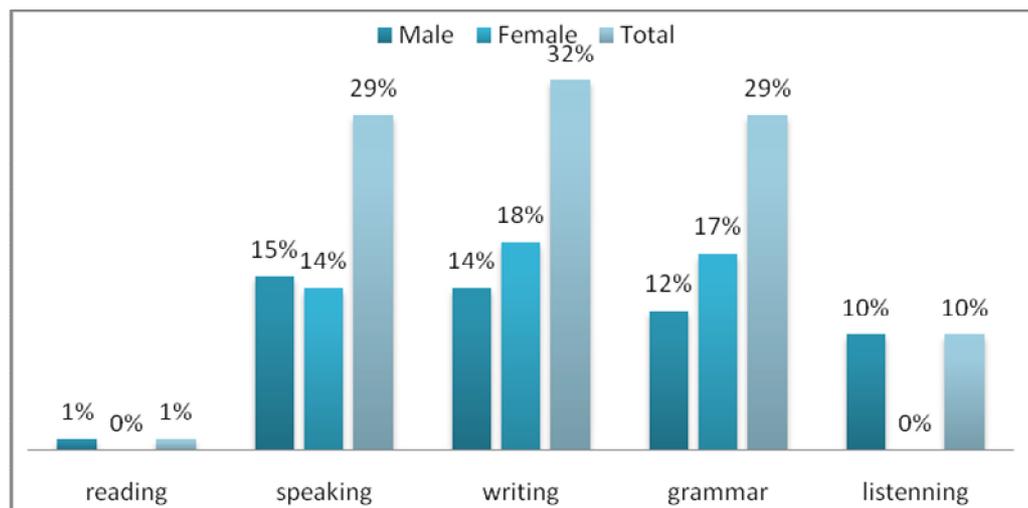


Figure06: language area of difficulties

When it comes to language area of difficulties results reveal that one male learner replied by facing difficulties in reading and an almost equal number of 15 male and 14 female state that they encounter difficulties in speaking, for writing skill we have 14 male learners and 18 female that experience difficulties, however for grammar 12 male learners and 17 female claimed to suffer from the most and lastly 10 male learners recognize listening is their area of difficulty where no female chose to encounter any difficulties

Item 6: Do you feel afraid when you use English in the classroom?

Optional	Number			Percentage		
	M	F	Total	M	F	Total
Yes	24	35	59	24%	35%	59%
No	27	14	41	27%	14%	41%

Table 07: learners issues in classroom

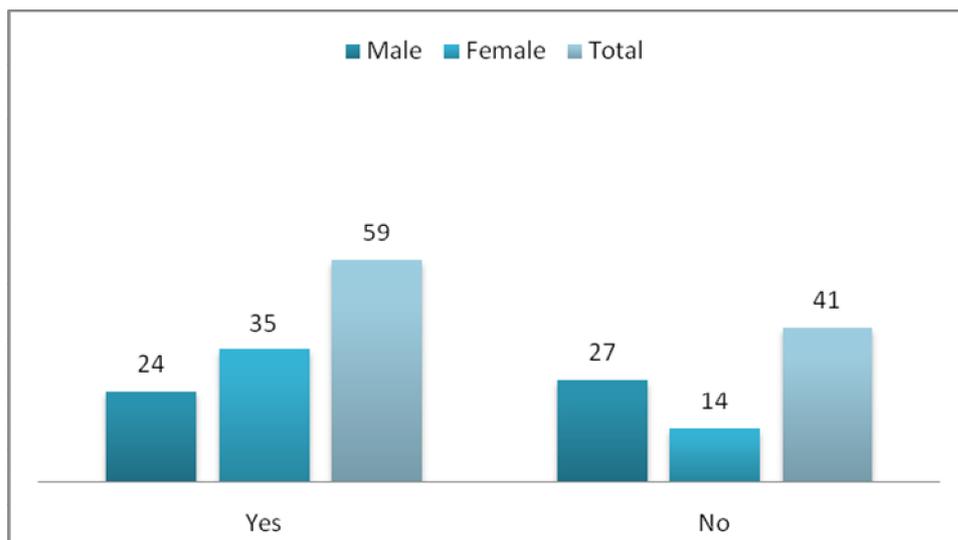


Figure 07: learners' issues in the classroom

Item 7: Does your teacher punish you when you make mistakes?

Optional	Number			Percentage		
	M	F	Total	M	F	Total
Yes	19	24	43	19%	24%	43%
No	31	22	53	31%	22%	53%
sometimes	1	3	4	1%	3%	4%

Table 08: Teachers punishment techniques

For item number 6 in order to have clear understanding of what issues learners face in classroom we asked learners if they feel afraid to use English in classroom, the result came out with a great number of 35 female learners responded by Yes next to 27 male and 14 male responded by No next to 14 female, the results indicates that female learner's proportion are higher than male.

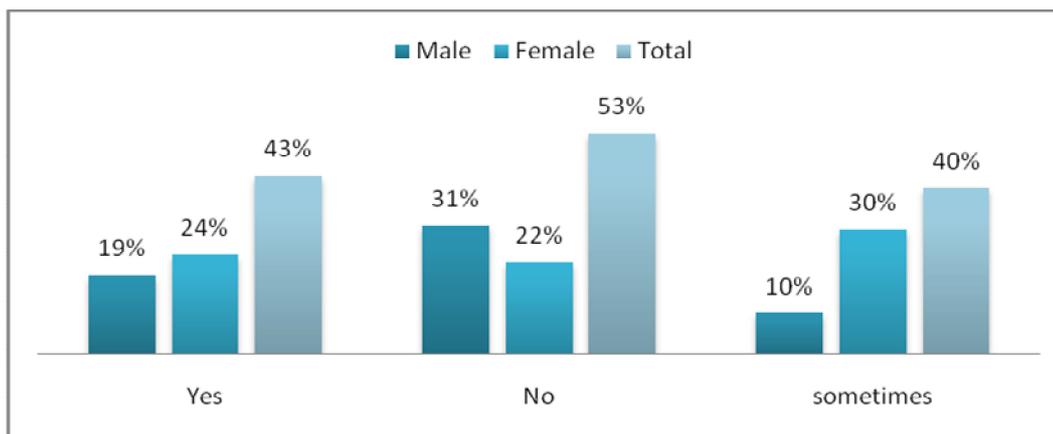


Figure 08: teachers' punishment techniques

Question number 8 deals with the reaction of the teacher towards learners when they make mistakes, so we asked learners if they are punished when they make mistakes. The feedback came with a total number of 43 learners responded by yes among them 24 female and 19 male where 53 learners responded by No 31 male and 22 female and only 3 female and 1 male said sometimes, we notice that 53 % of learners both gender agreed that they are not punished when they make mistake.

Item 8: Does your teacher use rewards to motivate you?

Optional	Number			Percentage		
	M	F	Total	F	M	Total
Yes	6	4	10	6%	4%	10%
No	6	8	14	6%	8%	14%
Rarely	22	18	40	22%	18%	40%
All time	17	19	36	17%	19%	36%

Table 09: Teachers' motivational techniques

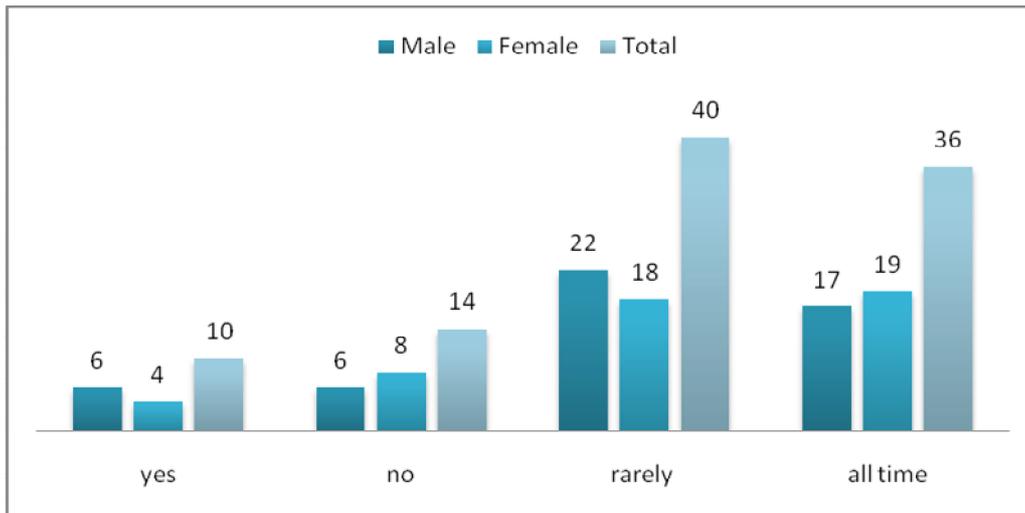


Figure 09: Teachers’ motivational techniques

After that, We asked them about if the teacher uses rewards to motivate them 10 % (6 male and 4 female) said yes in contrast 6 male and 8 female responded by No, However 22 male and 18 female declared that they are rarely rewarded and lastly 17 male and 19 female acknowledged that they are rewarded all the time, the results show that the highest proportion is 40 % of learners believe that the teacher reward them rarely.

Item 9: In your opinion does your teacher adopt ways to motivate the learners?

Optional	Number			Percentage		
	M	F	Total	M	F	Total
Yes	25	36	61	25%	36%	61%
No	19	13	32	19%	13%	32%
Don't Mentioned	7	0	7	7%	0%	7%

Table 10: learners point of views

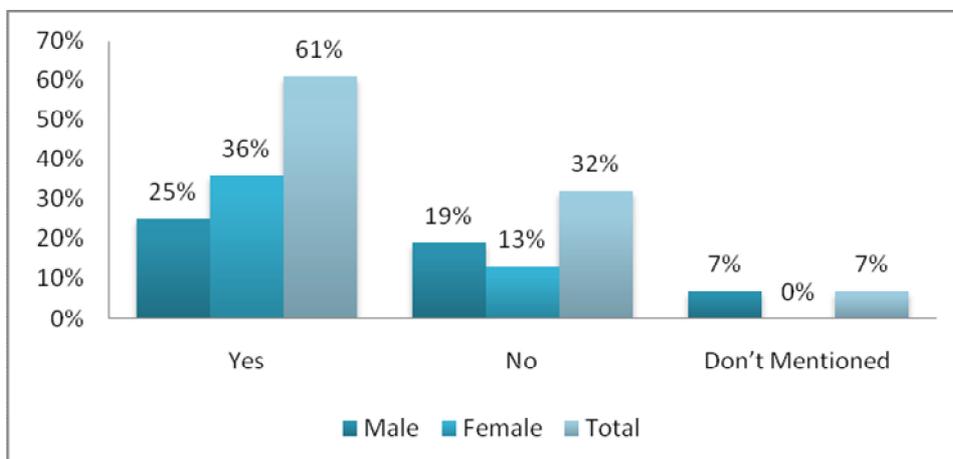


Figure 10: learners’ point of views

The data shows that 61 out of 100 (25 males and 36 female) said “Yes”, 32 of them (19 males and 13 females) said “No” .The rest did not mention (7 males and no female). While the graphic shows that the majority of participates (61%) have the ability to adopt methods to motivate the learners.

Item 10: Do you like the use of rewards in your educational attainment?

Optional	Number			Percentage		
	M	F	Total	M	F	Total
Yes	24	35	59	24%	35%	59%
No	27	14	41	27%	14%	41%

Table 11: the use of rewards in learning educational attainment

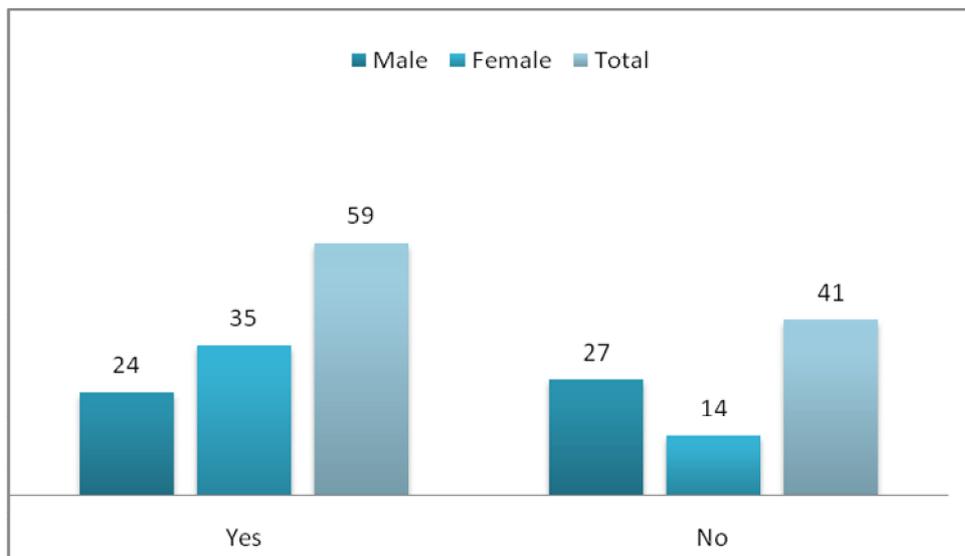
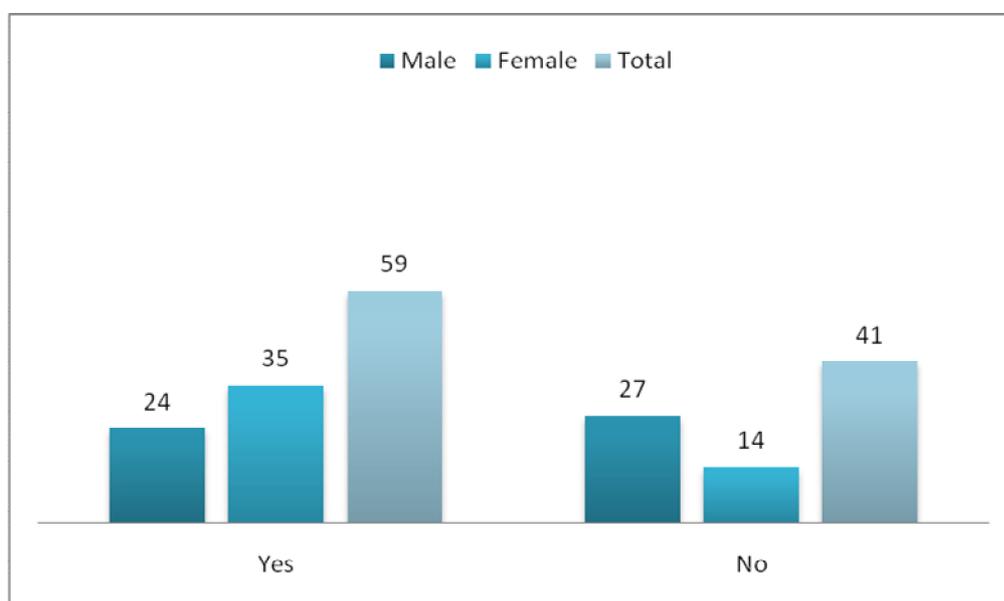


Figure 11: the use of rewards in learning educational attainment

The following question inquire if learners like the process of rewards in learning educational attainment 59 % (24 male- 35 female) said yes and 41 % (27 male-14 female) said no ,which indicates that the majority of learners prefer the use of rewards.

Item 11: Do rewards motivate you in your learning process?

Optional	Number			Percentage		
	M	F	Total	M	F	Total
Yes	24	35	59	24%	35%	59%
No	27	14	41	27%	14%	41%

Table 12: rewards motivational and learning**Figure 12:** rewards motivational and learning

This item was asked if learners do find rewards are motivating in learning process, the data shows as follows: the sum of 59 % of them agreed 35 female and 24 male, where 41 % disagreed 14 female among them and 27 males.

Item 12: Do we need rewards in enhancing EFL learners' motivation?

Optional	Number			Percentage		
	M	F	Total	M	F	Total
Yes	24	35	59	24%	35%	59%
No	27	14	41	27%	14%	41%

Table 13: learners perspectives and acquirement of rewards in enhancing EFL learners' motivation

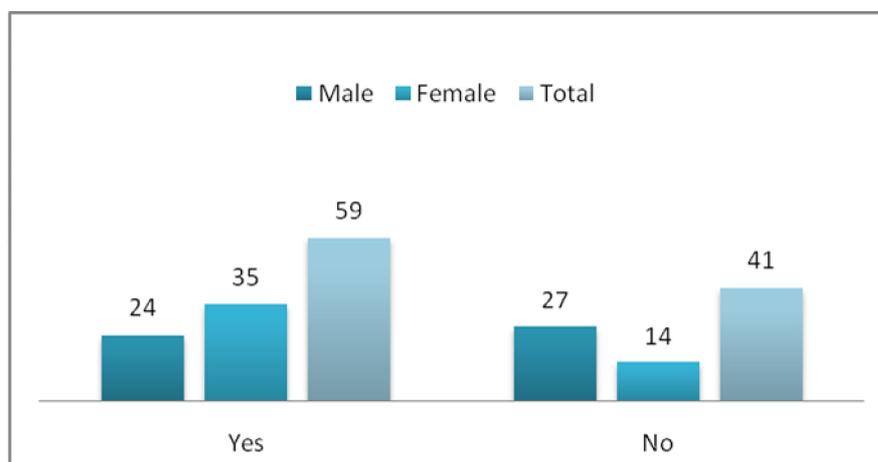


Figure 13: learners' perspectives and equipment

We also asked learners if we need rewards to motivate EFL learners motivation 59 % answered by yes while 27 male and 14 female which is a total of 41 % refused by saying No .

Item13: What kind of rewards do your teachers use??

Optional	Number			Percentage		
	M	F	Total	F	M	Total
Compliments	6	4	10	6%	4%	10%
Extra points	6	8	14	6%	8%	14%
Candy	22	18	40	22%	18%	40%
others	17	19	36	17%	19%	36%

Table 14: the kinds of rewards that teachers use

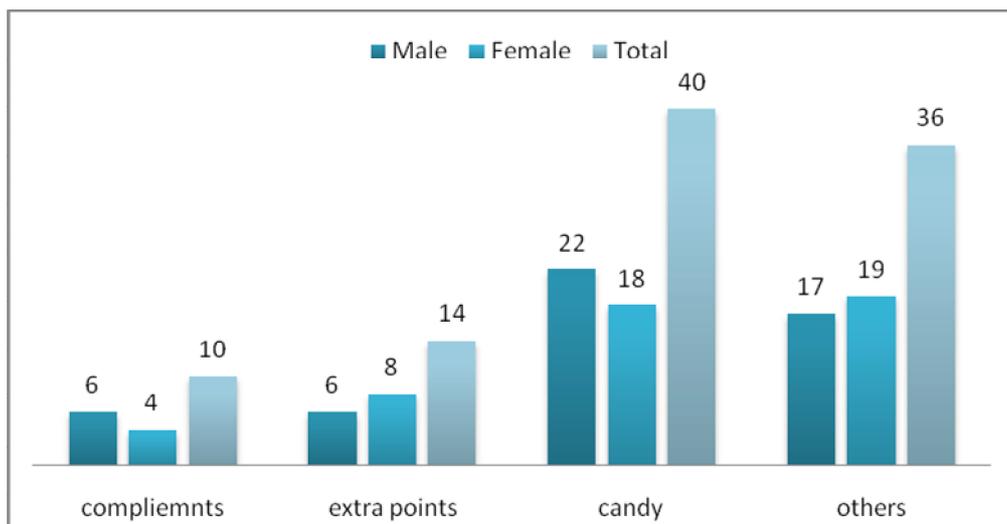


Figure 14: the kinds of rewards that teachers use

Here learners were also asked about the kinds of rewards do the teacher use we observe as shown in figure 14 that 10 % of learners (6 male and 4 female) said that they are rewarded by compliments , and 14 % (6 male – 8 female) responded that they are being rewarded by extra points , where 40 % (18 male 22 female) chose the option of being rewarded by candy , for last proportion we have 36 % (17 male – 19 female) state that they are rewarded by other forms .

Item 14: Do you feel that your English level is improving when the teacher use rewards in the lesson?

Optional	Number			Percentage		
	M	F	Total	M	F	Total
Yes	24	35	59	24%	35%	59%
No	27	14	41	27%	14%	41%

Table 15: learners opinions in rewards and improving English levels

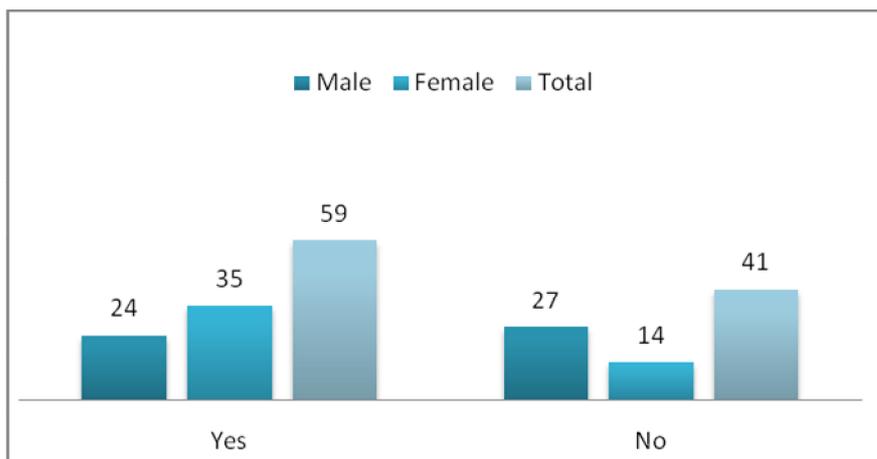


Figure 15: learner's opinions in rewards and improving English levels

We asked learners too about the impact of rewards in lessons whether if it improving their level or not , we where answered as follows : 24 male and 35 female where positive which makes it 59 % of learners said yes , and 41 % said no .

3.4.5 Interpretation of Results of the Pupils' Questionnaire:

A final view can be shaped through the analysis of the pupils' questionnaire:

As a start, the gender distribution in the sample population was almost balanced with the percentage of 51% males and 49 % females. However, gender surely has an impact on the quality of the answers.

° Q6 mainly evolved around whether the selected pupils have fears when they use English in the classroom or not. 59% of them clearly answered with "yes"; 24% of them were males and 35% of them were females. This means that students of middle school of middle school do have some problems when it come to the speaking skill inside the classroom; maybe face some barriers. Some may even know the answer but refuse to participate or communicate inside the classroom due to some reasons: being shy, unmotivated, or scared of giving a wrong answer.

° Q7 was meant to dig deeper concerning the pupils' fears of using English inside the classroom, so we asked them if they get punished by their teachers when they give a false answer. 53% of the participants agreed that they do not get punished by their teachers. So, overall, teachers' punishments can be overlooked as being one of the factors contributing to the pupils' fear of using the English language inside the classroom. ° In Q8, after stating that they do not get punished in case they make a mistake, most participants said that they rarely get rewarded when they are correct. This may suggest that pupils find no pleasure or benefit

after answering since they neither get rewarded if they are correct, nor do they get punished in case they are mistaken

° In Q10 and Q11, most participants (59%) stated that they like the use of rewards in their educational attainment (Q10) and that rewards actually motivate them in their learning process (Q11). This only point out that rewards do have an impact on the learners' behaviours and on the use of English inside EFL classrooms.

° The feedback collected through Q12 and Q14 only came to reinforce the importance of rewards in the EFL classrooms. Most students (59%) stated that rewards are indeed needed for enhancing their EFL learning motivation (Q12) and that their level does improve when the teacher rewards them. So extrinsic motivation by teachers using rewards has a positive impact on the pupils' learning motivation and betters their level of performance inside the classroom.

° Concerning the type of rewards the pupils prefer to get, in Q13, most students (40%) said that they prefer candy as a reward this can mainly be justified by the young age of the participants.

° To sum up with, the feedback collected through the pupils' questionnaire all fall under the rubric of that rewards are important for enhancing the motivation of EFL learners; pupils get motivated when they are rewarded and get encouraged to use the English language more inside the EFL classrooms.

3.5 The teacher's interview

This interview tries to shed light on the use of rewards in EFL classes, This interview is of a dual objective ; on one hand , it is investigating Teachers and Students Attitudes towards the use of Reward in Enhancing EFL Learners Motivation. On the other hand, we want to corroborate the facts of the quantitative findings provided by our respondents in the questionnaire and mainly to deepen our understanding of the area under research while meeting with in-service lectures at our section. In view of that, we would like to ask you some questions concerning our topic

3.5.1 The aim of the interview

Interview is a form of verbal questioning for data collection and it is one of the most popular techniques in educational research (Robson, 1990). In the study, the interview was expected to enable the researcher to obtain information from the teachers by presenting it

orally and in face-to face contact. We carried out this structured interview for teachers to explore their opinions concerning E.F.L and how learners approach it and what motivate them and also waht techniques are most 68olerable .the interview or face to face teacher questioning can give the researcher more insight and a clear vision concerning the E.F.I learning /teaching process , and in order to abtain directly answers from teachers and in a detailed manner ,also the interview seeek further walkthrough with what learners experience during class and if any suggestions can be provided by teachers about EFL and the impact of indulging rewards as one of many tools that can motivate learners .

3.5.2 Description of the interview

Teacher's interview consists of fifteen (15) open ended questions were the teachers were requested to give explanation or specifications. The interview was made with four well expienced teachers of middle school atTiaret (MoukhtariLhadj). Our interviewees were asked in the beginning about their currently held diploma to see whether the high degree is needed or just being a fluent speaker is enough to teach English as foreign language. Teachers were also asked about their teaching period in order to know about their experience in teaching ; added to this, they were asked about whether they provide learners with rewards and if it is mainly personal effort or if school colaborate, and if they can see some improvment if they can suggest other tools . In addition, teachers were asked about the reaction of learners when they are rewarded also, teachers were asked about the mainly what does motivation mean to them and how they see it. Moreover, the interviewees were asked about whether English is a culture or a service language, and what techniques to follow to motivate learners; thus, they were asked if rewards can be viewed as a must or a neccessity, and as teachers what is the attitude expected. Also this interview dealt with whether rewards do enhance the EFL teaching / learning process.

3.5.3Analysis of teacher's interview

Q1: What diploma (academicqualification) do you have?

- **Teacher 1:** Master
- **Teacher 2:** bachelor
- **Teacher 3:** Master
- **Teacher 4:** Doctorate

The majority of our interviewees are highly experienced since one teacher has the Doctorate degree, and two have Master degree, and only one of them has the bachelor degree who considered less experienced teacher.

Q2: How long have you been teaching English (including this year)?

- **Teacher 1:** 5 years
- **Teacher 2:** 6 years
- **Teacher 3:** 2 years
- **Teacher 4:** 10 years

Our interviewees do not only seem to possess higher degrees but also spent quiet time in the field of Teaching ranging between 5 to 10 years maximum with only one teacher of two years teaching experience, which the majority can be considered as well qualified and experienced.

Q3: Have you previously taught elsewhere? Where and how many?

- **Teacher 1:** Yes. I had, in small towns., twice
- **Teacher 2:** No.
- **Teacher 3:** Yes, in private schools.
- **Teacher 4:** No

According to the teacher's responses, we can notice that a couple of the interviewed teachers did teach elsewhere for a decent amount of time, in a different environment which can be very different and somehow have strict regulations than they used to with one teacher teaching in private schools and the second in small towns.

Q4: What does motivation mean?

- **Teacher 1:** is finding an activity that keeps you engaged and putting effort into it.
- **Teacher 2:** it is some sort of feeling that keeps one's integrated and connected.
- **Teacher 3:** it can be viewed as a mean to an end or as a tool.
- **Teacher 4:** it is an internal drive that activates behaviour and gives it direction.

From the results above each one of the teachers decided to define Motivation in his own words and none of them shared the same perspective or the same definition, first

teacher consider motivation as a sort of an activity , the second one went a bit further defining motivation as a feeling or as something that you feel but for the third teacher he sees motivation from functional or purpose angle and state that it is no more than a mean to an end ,However for the last teacher see it as something internal and more complicated that have a relation with behaviour .

Q5: What is the importance of EFL?

- **Teacher 1:** it is very important in nowadays culture
- **Teacher 2:** it is becoming a sort of requirements for any field of study
- **Teacher 3:** it is a necessity , it can be viewed as a paving material to the road of future higher educational purposes
- **Teacher 4:** In general EFL is a key to ease communication to solve ambiguous phenomena

All our interviewees agreed and respond that the importance of EFL is very high and crucial for what it serves whether in culture or communication and even for future studies regardless of any learner field of study , none of the teachers gave no respond or no way that they can see EFL not playing a role or a part in .

Q6: What are the techniques to follow to motivate the student?

- **Teacher 1:** varying the types of reward using the most relevant ones , and most preferred
- **Teacher 2:** student can be motivated easily it is up to the each teacher to find a solid connection with learners and understand what motivates them
- **Teacher 3:** Understanding learners and giving them the freedom to express themselves regardless of them using correct forms or not
- **Teacher 4:** Interaction with learners is the answer to all the surrounding question concerning motivation

As it is shown in above in the answers of question six, we notice that each interviewee have a strategy to follow in order to motivate students, varying the types of rewards and not relying on one type, building a connection with students and finding what really keeps them interested , providing learners with some space and freedom to express themselves and making students choose their own way and best preferred zone of motivation and interest

which can make them very understood by teacher, all the mentioned techniques are possible from the interviewed teacher perspective .

Q7: What are the attitudes of a teacher of a foreign language?

- **Teacher 1:** he should be understanding , thoughtful ,
- **Teacher 2:** teacher of a foreign language should be easygoing and familiar with culture of the taught language
- **Teacher 3:** on point with the language barrier of learners and aware with the learners area of difficulties
- **Teacher 4:** mostly playing both the role of learner and teacher creating a sort of partnership with learners

Our interviewees admitted that the attitudes of a foreign language should be understanding and thoughtful , and the teacher of any language can be very practical especially if he or she is well familiar with the taught language culture , and understanding learners area of difficulties and lastly playing the both role of learner and a teacher since there is always something new to learn and discover.

Q8: In your opinion, the English language is a culture or a service language?

- **Teacher 1:** it can be viewed as both culture and service language depending on each individual way of looking at it.
- **Teacher 2:** it is a culture language
- **Teacher 3:** it is only a service language because it still remains as a foreign language ,
- **Teacher 4:** without any further and deep processing the most suitable answer it is simply a service language.

For the eighth questions our interviewees do not agree whether English is a culture or a service language, with one teacher giving the responsibility to answer the question according to each individual and how he or she prefer to consider it, and the second stated that it is only a culture language , however two teachers contradict last teacher stating that English is mainly is a service language since it still remains a foreign language and it is a matter of use to not get in an unwanted complications .

Q9: Do you use rewards in EFL classes?

- **Teacher 1:** Yes, I do quite often.
- **Teacher 2:** Yes, most of the time.
- **Teacher 3:** Yes, rarely.
- **Teacher 4:** Yes, all the time.

From the previous answers of our interviewees, we notice all of them do really use reward in Efl classes and actually they never get rid of the technique , so we observe that learners based on our interviewees are constantly rewarded but not on the same scale meaning each teacher in particular way and frequency .

Q10: What kind of rewards do you use?

- **Teacher 1:** Teaching the learners a favorite game
- **Teacher 2:** Rewarding learners with candy
- **Teacher 3:** Allowing learners to sit with friends
- **Teacher 4:** Giving a pass to homework

The questioned teachers use different kind of rewards to motivate learners every one in particular, first teach reawrd learners by teaching them a favorite game but the second one replied that he providse candy as a form of reward; however, one teacher allows learners to sit with friends by their choice as a type of privellege when they earn it, for the last teacher he prefers giving a pass on activities like homeworks.

Q11: Do you think that rewards enhance the teaching/ learning process? How is that?

- **Teacher 1:** Yes, it definetly do , learners tend to be motivated next session when they were rewarded last one
- **Teacher 2:** Yes, there are many ways to motivate learners , all of them seem to be working and it is just a matter of effectivness , reward is one of the best
- **Teacher 3:**Yes, but not in long term learning scale.

- **Teacher 4:** Of course reward is if i can say should be in every teaching /learning sessions, because learners tend to feel that they should be appreciated and rewarded to compete with their colleagues , especially in younger learners.

Concerning the eleventh question all of our interviewees agreed and confirmed that rewards are definitely play a big role in enhancing teaching and learning process ,without any exception of any teacher denying that fact ,However only one teacher added one small detail that he does not see it suitable for long term use .

Q12: What is the student's reaction when you use rewards in the section?

- **Teacher 1:** they feel happy , surprised and they will enjoy the section
- **Teacher 2:** learners feel excited and interested and fully concentrated when rewarded
- **Teacher 3:** enjoyment , competitiveness and happiness
- **Teacher 4:** learners sometimes feel some sort of earning feeling when they are rewarded and they end up most likely preferring the idea

Based on the feedback from teachers about the reaction of students when rewards takes place in the section,teachersacknowledged that all learners show different reactions most of them are positive (joy.happiness , surprise), so what we observe here is that both of teachers and learners tolerate the process of reward and they see it as a beneficial plus .

Q13: In your opinion, are rewards a NECESSITY or a MUST in the learning /teaching process? Why or why not?

- **Teacher 1:** Rewards are highly recommended in teaching and learning process it can be rated as a must because based on previous studies it has a positive impact a long time ago
- **Teacher 2:** it is a must since it is just one tool among many other tools that can be adopted while learning and teaching , and a well teacher must consider many tools and techniques to ensure well balanced learning teaching process
- **Teacher 3:** rewards are not that important because it is somehow makes learners lazy and less proactive
- **Teacher 4:** Learners must be rewarded in a balanced way , the importance of reward must not be neglected

For when it comes to question number thirteen whether rewards can be viewed as a must or a necessity as providing a personal opinions from teachers it is some how interesting how they responded with three teacher end up declaring that it is a must with one teacher suggested that it should be balanced and only one participant do not see it as important and decided to not give it much concentration since it makes learners lazy and constantly rely on rewards to be motivated which will end making them less proactive , nonetheless the other three teachers answers and comments where convincing , that one point of view from that teacher who contradicted them are pretty catchy .

Q14: Do your school provide you with the necessary rewards or it's a personnel effort?

- **Teacher 1:** No, it does not , it is a personal effort
- **Teacher 2:** unfortunately not , it is mainly personal initiative
- **Teacher 3:** yes and no, sometimes the school does collaborate with teachers in rewarding learners providing teachers with some rewarding materials but not all the time.
- **Teacher 4:** Yes , the school takes a huge role providing teachers with necessary rewards

in this section for question fourteen we received answers from our teachers and the result came up with a 50/50 per cent calibration with two teachers admit that rewards are mainly a personal effort and other two teachers did get some help from school but some how it is not as it should be .

Q15: What is your advice for future students?

- **Teacher 1:** I hope that the up coming generation of students will do individual efforts.
- **Teacher 2:** Learners should have full ability and courage to express themselves and learn how to do that.
- **Teacher 3:** The important advice i can provide is learners should interact with teacher more in classroom and outside or from home if possible.
- **Teacher 4:** What I consider as important and very valuable advice to give for future learners is to learn the independency in expressing themselves and making correct choices without any influence of others.

3.5.4 Discussion of the teacher's interview Results.

The above interview data revealed that 2nd year EFL teachers who conduct lessons by applying the rewarding methods during their classroom sessions in order to enhance their students capacity for a better achievement and boost their motivation for learning in the middle school. The collected data from the interview confirmed our hypothesis. The role of rewarding and all its different techniques, plays a major catalyst in the teaching process, where both experienced middle school educators with many years career and higher diploma holders such as PhD and other similar degrees, has a direct effecting on the young target learners; according to the respondents, 2nd year middle school learners show a very positive attitude toward teachers rewards, where the majority of the respondents highly recommended rewarding an effective strategy in improving the student's learning skill. It gives for both students and teachers the chance to create a fruitful learning environment inside the classroom.

Additionally, results shown also that all the teachers apply classroom rewarding because, they find it a successful strategy to develop the student's learning motivation.

Conclusion:

This chapter, in the first place, is a documentation of the collected data during the field work we conducted; the data was collected through the use of the triangular method (Questionnaire, Interview and Classroom Observation). Second, it sheds the light on the results obtained from the gathered data. Basically, the results show that teachers do use the reward system in the EFL classrooms, and most students, in parallel, have positive attitudes towards being rewarded and think that rewards do enhance their motivation, thus improve their level of learning EFL. Concerning the types of rewards that students should be getting, teacher's responses revolved around one main idea that suggests that it is up to the teacher and how he/she communicates with his/ her students to determine the type of rewards that students should get for their efforts in the EFL classroom. On the other hand, most of the participant pupils of the sample population, said that they prefer their rewards to be concrete things like candy other than abstract ones like the teachers' compliments.

General Conclusion

It is undoubted that motivation is a vital component that ensures that students or any sort of learners will carry on with their learning process having a highly increased interest, positive attitudes and appropriate behaviours as the process of learning is on the run. Similarly, motivating EFL learners to develop and use the target language is of no less importance. With time, educators and researchers have come to distinguish between two main types of motivation. The first type is where learners are the ones responsible for their own motivation towards the learning process and it is called “intrinsic motivation”. The second type is, obviously, the opposite of the first where learners are motivated by external elements other than their inner motive; it is called “extrinsic motivation”. To help enhance the learners’ motivation and improve their performance, educators often tend to use the rewarding system where they, basically, encourage students by giving them tangible reinforcements (rewards) in exchange for their positive attitudes. This research is dedicated to investigate the impact of rewarding in enhancing the EFL learners’ motivation and is divided into three extended chapters.

The first chapter is a theoretical review that sheds the light on the different aspects of the motivation concept as a whole. It points out the vitality of motivation in the teaching-learning process, briefly discusses its types and mentions the theories that have been formulated to explain how motivation works and how rewarding proved to have an unignorable impact on the students’ behaviours and their motivation when it comes to learning.

The second chapter is the one that clearly draws and demonstrates the tight and unbreakable connection existing between motivation and rewarding. In addition to confirming the significant impact of rewarding on the learners’ motivation, this chapter tackles different insights and perspectives that strongly show and state that reward giving -as a dynamic process- is way more complicated than a lot may think of it. The concluding point here is that rewarding is inevitably individualistic, simply for the absence of a one single process of rewarding that suits and has the same impact on each and every learner it involves.

The third chapter represents the practical part of this comprehensive work. It basically deals with the way that the data have been collected through (triangulation method) along with the analysis and interpretation of the data. The main tool used for collecting both qualitative and quantitative data in this study is the questionnaire that was designed for the second year middle school pupils which mainly comes with the following feedback; concerning the pupils’ attitudes towards being rewarded, it is found that 59% of them like to

be rewarded and find it actually beneficial for enhancing their motivation and does indeed improve their level of learning and use the target language (English). Additionally, 40% of the participants stated that they like their rewards to be tangible objects like sweets other than emotional abstract ones. Through interview, it is found that the interviewees, being the middle school teachers, could not agree more on the efficiency of rewarding in motivating students, thus the hypothesis that has been set at the beginning of this research work is totally confirmed.

To sum with, it is worth saying that rewarding students for the sake of motivating them, improving their performance and making them gain positive attitudes towards learning has become crucial for the matter of producing autonomous and passionate learners that will carry on with their learning and inspire others to do so as well. However, educators and teachers should bear in mind that motivation is a relative concept and even more of a relative process where each individual of their learners can be motivated in a different way from the others, so they should always develop their motivational techniques more over their rewarding systems integrated in the classrooms.

Recommendations

The present study attempted to shed the light on classroom interaction and its role in motivating the student's learning skills. The results obtained from this research lead us to set some recommendations and suggestions for teachers in order to make them aware of the importance of reward in enhancing EFL learner's interaction in the classroom as strategy that pleads a better achievement.

Teachers need to take into consideration the importance of rewarding while teaching EFL learners especially the youngest ones, since it fosters participation which is the first lead to motivation, then later to student's skills development. EFL teachers need to set different and interesting interaction activities to engage their students in the learning process and get them motivated to learn and this may lead to a better teaching process.

Based on the results obtained from this research, we can provide the following recommendations and suggestions:

- EFL teachers need first to identify the nurture of their learners and their needs and wants. Teachers have to Make an attempt to understand what EFL learners want out of the teaching sessions and structure the format of teaching around these needs. This is to make the learning more relevant, intriguing and interesting, thus stimulating among the learners a genuine interest in the subject, hence intrinsic motivation.
- Encourage active participation from the students during the class. This makes learning more autonomous, makes it easy to provide feedback during discussion of ideas and increases feelings of relatedness among the other learners and with the teacher.
- Give emotional support Create an environment of emotional support for the students. Emotional support entails creating a warm, positive and sharing atmosphere in the classroom where students feel safe to express their feelings, doubts and questions. Having positive interaction with the teacher is likely to make students more interested in the subject matter. This feeling of 'relatedness' with the teacher supports the enhancement of intrinsic motivation of the students. It creates a community feeling and students may feel more committed to the learning process, because they now have the feeling of belonging which includes not only their teachers, but their fellow classmates as well.
- EFL teachers must be aware that rewards can act as motivators only for those students who believe that they have a chance to earn the rewards if they put forth reasonable effort.

For example, if the teacher offers a reward for the neatest paper, the sloppiest child in the class is unlikely to try to win the award.

- Another reason that must be added to the recommendations is praising. Teachers should praise their learners more often to boost their motivational and learning skills. Teachers need to know how to deliver praise that is effective. They may give general praise using phrases such as, “Great work!” or “Nice job, students!”
- EFL teachers should be alert of the disadvantages of the use of reward method before their learners’ starts to develop addiction to classroom rewards, which means that they won’t study without them.
- EFL teachers should also take into consideration of devaluation, because After a while rewards are no surprises anymore and they come as expected. They will lose their effect.
- Sometimes EFL learners focus more on finishing an assignment to win a classroom price, instead of learning what the lesson is meant to teach. Finishing it is more important than to actually understand it.
- The line between bribes and rewards is very thin. Rewards can lead to the idea of controlling the learners. Teachers might feel more powerful and use rewards as bribes. As the learners might feel they are manipulated and controlled by their teachers. This also teaches the student how to manipulate.

Final Note: Remember, what may seem like it would be motivational to one person, can actually be antimotivational for someone else.

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Appendices

Appendix N° 01

Appendix N° 02 :interview

Teacher's Interview

This interview tries to shed light on the use of rewards in EFL classes, This interview is of a dual objective ; on one hand , it is investigating Teachers and Students Attitudes towards the use of Reward in Enhancing EFL Learners Motivation. On the other hand, we want to corroborate the facts of the quantitative findings provided by our respondents in the questionnaire and mainly to deepen our understanding of the area under research while meeting with in-service lectures at our section. In view of that, we would like to ask you some questions concerning our topic.

1. What diploma (academic qualification) do you have ? In which specialty?
- 2.How long have you been teaching English(including this year)?
- 3.Had you previously taught elsewhere? Where and how many?
- 4.What does motivation mean ?
- 5.What is the importance of EFL?
- 6.What are the techniques to follow to motivate the student?
- 7.What are the attitudes of a teacher of a foreign language ?
- 8.In your opinion, the English language is culture or service language ?
- 9.Do you use rewards in EFL classes?
- 10.What kind of rewards do you use?
- 11.Do you think that rewards enhance the teaching/ learning process? **How is that?**
- 12.What is the student's reaction when you use rewards in the section?
- 13.In your opinion, are rewards a **NECESSITY** or a **MUST** in the learning /teaching process? **Why or why not?**
- 14.Do your school provide you with the necessary rewards or it's a personnel effort ?
15. What is your advice for future students?

Thank you very much for giving us from four time to complete this interview ,

it is highly appreciated

ملخص:

عل رغم السهولة و البساطة التي تبدو عليها عملية التعلم و التعليم فهي جد معقدة خاصة من ناحية الطلبة الذين يدرسون لغة أجنبية بحيث تتعامل مع لغة غير مؤلفة التي تتطلب فهم جيد لثقافة اللغة وهي تشمل عامة التواصل والتعامل مع أشخاص ذو خلفيات مختلفة ولطالما واصل العلماء و الباحثون مند عقود في البحث والقيام بتجارب عل خواص الإنسان مثل طريقة تفكيره وتصرفاته وكيف تكتسب المعرفة للعثور على أفضل طريقة لتسهيل عملية التعليم و التعلم في هادا العمل سيقدم دراسة على شكل بحث و أستطلاع بحيث يتعامل فيها مع طلبة حقيقيون وأساتذة مؤهلون في ثانوية (مختطاري الحاج) في السنة الدراسية الأكاديمية 2018/ 2019 بعينة من أربع أساتذة ومئة طالب للتحري حول دور التحفيز في دراسة الإنجليزية كلغة أجنبية مع أدماج أستعمال المكافئة كأداة تحفيز وفي هادا البحث أيضا سنتطرق للعديد من النظريات مثل نظرية أبراهام مالوز لتحفيز المتعلمين والتي تتكون من خمسة عناصر أساسية على شكل هرم ونظرية ثانية وهي نظرية التكييف الفعال وتم أيضا معالجة نقاش موجز بشكل عادل حول نقد ومدح توظيف أسلوب مكافأة وتم شرح أهميته وماهو الوضع أزاء دراسة الإنجليزية بشكل خاص وأيضا حول كيفية تطوير عامل تحفيز الطلبة.

Résumé

Peu importe la simplicité du processus d'enseignement et d'apprentissage peut sembler mais il est si compliqué en particulier pour les apprenants d'une langue étrangère, car il traite de la langue qu'il ne connaissait pas requis et la compréhension de sa culture et traite principalement des communications et des interactions avec des personnes de milieux différents, et pour les scientifiques et les chercheurs des dizaines d'années de recherche et d'expérimentation maintenus sur des critères humains tels que la façon de penser et le comportement et la façon dont les connaissances sont obtenues pour trouver la meilleure façon possible pour faciliter l'enseignement et l'apprentissage.

Dans le travail présenté une étude est développée sous la forme d'une recherche et d'un questionnaire traitant des apprenants réels et enseignants qualifiés au (Lhadj Mokhtari.) École secondaire pour l'année scolaire 2018/2019 avec un échantillon de quatre enseignants et cent élèves à examiner le rôle de la motivation dans la classe EFL surtout se livrer à l'utilisation des récompenses comme outil de motivation.

Dans ce travail, nous considérons de nombreuses théories de la motivation telles que la théorie d'Abraham Mallow de motivation qui se compose de cinq éléments principaux sous forme d'un diagramme (1 besoins physiologiques, 2 besoins de sécurité, 4 Besoins sociaux, 5 besoins d'estime, 6 besoins d'auto-actualisation)

Et aussi la théorie du conditionnement opérant

Nous avons aussi nous avons examiné un bref débat pour et contre des récompenses pour être juste et a expliqué l'importance des récompenses, et les attitudes envers apprentissage de l'anglais en particulier et la façon d'améliorer la motivation.