A Dissertation Submitted to the Faculty of Letters and Languages, Department of English, in Partial Fulfilment of the Requirements for the Degree of Master in Language Sciences and Teaching English as a Foreign Language

By

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**Dedication**

In the name of God, the Most Merciful, Most Compassionate.

I dedicate this work to:

The soul of my father, I hope you are with us to be proud of me.

To the most important person in my life, the source of tenderness, my mother without whom I would not be who I am.

Sorry Mom, words cannot interpret my gratitude for your patience, understanding and love.

To my brother Abdelkader, you kept pushing me forward to make it.

To my brother Abdelwaheb and his wife Amina.

To my sisters: Fatiha, Mouna, Lynda, Amel and Farida, thank you for your support and help you provided along the path of learning.

To the most beautiful girls in the world my nieces: Rahma and Alaa.

To my nephews: Anis, Amin and Amir.

To Slimane, Mohammed, Fouzi and Abdallah.

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Abstract

Students of English suffer from a real problem which is lack of motivation that is an important factor in the learning process. That’s why teachers are always searching for an effective strategy to be used in their EFL classrooms in order to motivate their students and help them to develop their oral fluency. This dissertation shed light on one strategy that is proved to be effective in raising motivation that is the reward strategy that is originated from the theory of the behaviourists. The dissertation contains two main chapters aimed at investigating teachers’ and students’ attitudes towards the use of rewards in the English as a Foreign Language classrooms and seeing whether or not rewards have any significant impact on promoting EFL students’ oral fluency at Larbi Ben M’Hidi University, department of English. Seventy (70) third year LMD students and twenty (20) teachers at the English department were chosen to participate in this work. The students were randomly chosen from third year English LMD students of the academic year 2013-2014. To answer the questions of the study that ask about whether or not rewards have any significant effect on promoting EFL students’ oral fluency and about the most helpful type of reward, two questionnaires were distributed for both teachers and students. The results of the present study show that the reward strategy with its two types tangible and verbal is a very useful, helpful and effective strategy that raises students’ self confidence and self esteem, reduces their fears and motivates them to speak fluently especially when it is verbally administered.

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List of Abbreviations

**B+**: Positive Behaviour

**B-**: Negative Behaviour

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

**ER**: External Reward.

**FL**: Foreign Language.

**IM**: Intrinsic Motivation

**Q**: Question.

**R+**: Positive Reinforcement.

**R-**: Negative Reinforcement.

**TC**: Target Culture.

**TL**: Target Language.

**Vs**: Versus

**%**: Percentage.
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General Introduction

1 Statement of the Problem

We all notice that in EFL classrooms there are some students who have important and considerable abilities, but unfortunately they are hidden especially in the oral session. We can notice these abilities in the writing sessions. They are considered as good and effective writers, but not good speakers at all. When they speak, they cannot express themselves easily and intelligibly. In addition to this we feel too much hesitation in their speech because they stop and take breath after pronouncing each word. These students are called non-fluent speakers who need some encouragement and support from the teacher in order to achieve their goal and speak fluently. The problem of the absence of fluency in students’ speech may be because they are shy, they are not self-confident in their own capacities, or they fear from the reaction of the teacher when making mistakes in speaking, they stop to think or take a breath after each word. So when fluency is absent from students’ speech, the teacher is obliged to find a useful and effective strategy that can help these students to express themselves easily and show their abilities. The best strategy to be used here is the reward strategy.

1 Aims of the Study

This study aims to investigate teachers’ and students’ attitudes towards the use of rewards in promoting EFL students’ oral fluency. Also, it aims to develop an understanding of the role of using reward in promoting EFL students’ oral fluency. It can be beneficial for many teachers to discover how to get their students to speak fluently.

2 Research Questions and Hypothesis

a. Research Questions

The main questions raised here are:

Q1- Do Rewards have any significant impact on promoting EFL students’ Oral Fluency?

Q 2- What type of reward to be used in order to deal with the problem of the absence of fluency in students’ speech?
b. **Research Hypothesis**

On the basis of the problem stated before we hypothesize that:

If we administer some reward to students in EFL classrooms, we can get them to speak fluently. So, we can say that students can speak easily, rapidly, and without too much of hesitation when they receive some kind of positive reinforcement from the teacher especially when it is a verbal reward.

## 3 Research Methodology

In order to test our hypothesis and achieve our objectives in promoting EFL students’ oral fluency through the use of reward, we depended on a descriptive study by administrating two questionnaires for both teachers and students. We have chosen a questionnaire because it is practical, effective and its results will be gathered easily and quickly. We designed two questionnaires, one is for EFL students and the other is for EFL teachers.

### a. Population

Our population is third year English LMD students at Larbi Ben M’Hidi University in Oum El Bouaghi. We have chosen third year because in this year teachers focus more on fluency unlike in first and second year where teachers focus on accuracy, and most students had a chance to speak. Normally, most of them benefited from extra marks or some praising words.

### b. Sample

We have chosen seventy (70) students from third year for the students’ questionnaire to be the representative sample in our research, and twenty (20) teachers at Larbi ben M’Hidi University in Oum El Bouaghi. Both of them are chosen randomly.

## 4 Structure of the Dissertation

The dissertation consists of two separate chapters to clarify our topic. The introductory orientation includes: statement of the problem, aims of the study, research questions and hypothesis, research methodology, and structure of the dissertation. The first Chapter is the theoretical part which includes two sections. In the first section we
talked about Oral Fluency by defining it and relating it to the speaking skill. In the second section we talked about reward, its definition, types, importance and application in the EFL classrooms. The second Chapter is the practical part which includes a description and analysis of the two questionnaires given to both EFL students and teachers.
CHAPTER ONE

Oral Fluency and Reward

Introduction

Speaking is the most important and difficult skill in any language. It is important because through it we can raise communication through which we express ourselves. And it is difficult because it involves using the components of the language correctly, making the right sounds, choosing the right words and getting constructions grammatically correct. Also, when students come to practice this skill they face many obstacles as Floriasti (2012) said. These obstacles can be resulted from some external and internal reasons like fearing from making mistakes, lack of self-confidence and lack of practice.

Speaking English is not a dream that cannot be achieved as some people think. It is the ultimate goal of all learners to be attained. This is the case of all English learners who make a difference between knowing a language and speaking it. Many learners know the language. They have a very good package of vocabulary and know all grammar rules, but they can not speak fluently may be as we have said before because they fear from making mistakes. So, they stop too much to think whether what they will say is right or wrong. There are many ways or strategies that can be followed in order to promote fluency in speaking. In this chapter, we will talk about fluency in details and shed light on one of the strategies English teachers have to depend on in order to help their students achieve their goal in speaking fluent English that is the Reward strategy.

Section One: Oral Fluency

1.1 Definition of Speaking Skill

Speaking is a communicative skill that is used in everyday life activities. It is an important skill because it is the useful one when interacting with others at home, at work, and in society. Nunan defined Speaking as “a productive aural/ oral skill and it consists of producing systematic verbal utterances to convey meaning.” Also, it is defined as “the way in which we express or exchange thoughts and feelings through using language” (cited in Dash, 2013, p. 67). Widhiatama (2011) defined speaking as “a
productive skill which enables someone to produce words as a means to communicate with others” (Widhiatama, 2011, p. 3). So, we can say that speaking is a process that is used to build and share meaning through the use of language.

No one can deny that speaking is the very important skill that becomes the most demanding of the four skills especially for second or foreign language learners that most of them see it as the central skill (Celce-Murcia, 2001, p. 103).

### 1.2 Qualities of Speaking

By quality we mean the feature we can notice in people’s speech. There is more than one quality that reflects the speaking level of everybody, they tell us whether the speaker is a good one or not yet. Among these qualities we have accuracy and fluency as Knapp and Antos (2009, p. 409) assumed that they are “commonly associated with performance.” These qualities are considered as the measures of success of the language teaching method as Hammerly (1991) assumed.

Accuracy is the most important and difficult quality which means speaking without making any grammar, vocabulary or pronunciation errors. So, being accurate or not depends on how much the speakers know the language. According to Hammerly (1991, p. 12), accuracy is “the ability to use the language according to its systematic characteristics.” He assumed that teachers have to give much importance to accuracy right from the beginning of the year and it should be the emphasis of all classroom activities in order to develop this important quality of the spoken language (1991, p. 86, 122).

Fluency is the second quality of speaking that is too important. It is defined by Segalowitz (2003) as “an ability in the second language to produce or comprehend utterances smoothly, rapidly, and accurately” (cited in Knapp & Antos, 2009, p. 409). According to Hammerly (1991, p. 34), fluency is a long-term goal that can not be reached without attaining a series of short-term goals that will be built gradually and this is what Taher Bahrani (2011, p. 164) talked about when he said that in order to acquire speaking fluency in EFL contexts, there are many things to be done by the learners and the teachers. In addition, he gave an importance to the instructed materials used by the learners. According to Widhiatama (2011, p. 3), a good speaker is “someone who is able to anticipate and then produce the expected patterns of specific discourse
situation. Besides, he also has to manage discrete elements such as turn-taking, rephrasing, providing feedback or redirecting”. He argues that if these abilities can be linked to another one that lies in giving “direct responses with the right pattern”, the speaker will be judged as a fluent speaker.

1.3 Definition of Fluency

Fluency is defined by many researchers that were and still having a debate over its definition. Every one defines it from his point of view. It is defined as “a component of particular levels of achievement” (McCarthy, 2010, p. 9). Also, it is defined as “the ability to speak or write a specified foreign language with facility” (cited in Paterson, 2013, p. 2). According to Wolfe Quintero, Inagaki and Kim (1998, p. 13), fluency is “the processing of language in real time.”

Fluency is defined by Raine (2011, p. 1) as an area of language that is related to speed, ease, and smoothness in the learners’ performance that can be related to all the four skills. So, it is not a fifth skill to be added to listening, speaking, reading and writing; it is the “orchestration” of them as Brand and Brand (2006) call it. It can be developed if the language user uses routines like chunks that their use becomes easy for him. Also, they claimed that it can not be developed if students will not have opportunities to speak, read and write.

We can say that fluency is a quality that is related to speaking, writing and also reading that lies in the facility in using the language in order to communicate.

1.4 Definition of Speaking Fluency

Fluency is more closely associated with speaking. This is what everybody agrees on, but what cannot be agreed on is how it can be defined in relation to speaking. Hammerly (1991, p. 23, 53), in his definition of fluency, emphasizes three main characteristics which are rapidity, smoothness of speech and speaking confidence not as most English speakers who are thinking that fluency means just rapidity, smoothness and accuracy.

Hedge defined it as “the ability to link units of speech together with facility and without strain or inappropriate slowness, or induce hesitation” (Hedge, 2000, p. 54). So, according to her fluency is no more than having one ability that lies in having no
difficulties in putting words together and pronouncing them without having to stop each
time and think of what to say.

Richards (2006, p. 14) defined fluency as: “a natural language use occurring when a
speaker engages in meaningful interaction and maintains comprehensible and ongoing
communication despite limitations in his or her communicative competence.”

1.5 Kinds of Fluency

There are four types or kinds of fluency. Each one is defined as having a specific
ability that makes this kind of fluency unique as Fillmore, Kempler and Wang (1979)
report:

- One kind of fluency is simply the ability to talk at length with few
  pauses … Some of the best examples of this kind of fluency can be
  found among the people who make their living as disk jockeys or
  sport announcers.

- A second kind of fluency is the ability to talk at length in
  coherent, reasoned, and “semantically dense” sentences … William
  Backley is one example of the kind of speaker I have in mind. Naom
  Chomsky is another.

- A third kind of fluency is the ability to have appropriate things to
  say in a wide range of contexts … A good public example of this kind
  of fluency might be Barbara Walters.

- A fourth kind of fluency is the ability some people have to be
  creative and imaginative in language use, to express their ideas in
  novel ways, to pun, to make up jokes, to attend to the sound
  independently of the sense, to vary styles, to create and build on
  metaphors, and so on. The impression you have with this kind of
speaker is that he does very rapid preediting of what he says, that he is quickly able to look over a large range of alternative ways of responding to a situation and chooses the one that sounds most sonorous or clever. My memory of the Harvard linguist Joshua Whatmough is that he was like this, Mort Sahl, in a very different way, is another example of what I have in mind. (Fillmore, Kempler and Wang, 1979, p. 93)

The problem with these definitions of Fillmore, Kempler and Wang is that they have limited fluency to just one or two characteristics for each type. These characteristics are: speed and continuity for the first kind, coherence for the second kind, context knowledge for the third type and creativity for the fourth kind of fluent speakers. As we have said that each of these types has one or two of these characteristics, but according to them there may be an exception of a maximally fluent speaker who is the one who does not have only one or two of these abilities, but he is the one who has all these abilities. He can speak easily for a long time without stopping too much in order to think of what to say and without finding any difficulties because he is able to find the right words to say in the suitable context, and the last characteristic is that he is imaginative and creative.

1.6 The Importance of Fluency

We live at a time where the ability to speak a FL fluently becomes a must. Many EFL learners know that speaking fluency is something which is very important. Whidhhatama (2011, p. 4) claims that students know that they have to be fluent, because when being so, they feel themselves too confident, i.e, if students lack this quality, they lack their confidence and can not communicate effectively, because it is the core of effective communication as Madhok (2013, p. 1) said. A fluent speaker makes the discussion very interesting and meaningful. Also, Whidhhatama (2011) proclaims that speaking fluency “is not an absolute value that learners have or do not have. It is a degree-based characteristic all learners should achieve some degree of fluency” (Whidhhatama, 2011, p. 3). Al-Sibai (2004) states that making mistakes is better than being non-fluent because the speaker who speaks too slowly generally makes the
discussion very boring (cited in Widhiatama, 2011, p. 4). In this case the listener feels himself obliged to concentrate more and more and listen carefully to the speaker in order to combine the separate words said by the speaker and get the meaning. Also, he gave another reason why fluency is important. He said that it is important because it is a very useful criterion and the subject of assessing students’ level of speaking.

1.7 Measures of Fluency

Although fluency is somehow complex and many researchers till now do not agree on one particular definition of this speaking quality, it can be measured, i.e. we can judge a speaker as being fluent or not depending on some parameters or perceptions. In order to test fluency and measure it we have to depend on its components as Lesson (1975) did. He divided it into three different components: “a phonological component, a syntactic component, and a semantic component” (cited in Ascione, 1985, p. 10), but Thornbury (2005) shed light on the perceptions the listener can notice. We can say that these perceptions are only noticed in the fluent speaker’s speech. According to him, the most important feature on these perceptions is “pausing”. This perception is defined by Gorsuch (2011, p. 3) as “periods of silence of two seconds or longer”. “Uh”, “Um” and “I mean” are examples of pause fillers. It is something that can be considered as normal because no one can pronounce very long sentences without stopping to take breath, but what is abnormal and can be noticed in non-fluent speakers’ speech is too much pausing, i.e. stopping too much, may be after pronouncing just one or two words. For example, a fluent speaker may say “yesterday I met a person who is very clever. Really, he made my day”, but a non-fluent speaker can say it like this “yesterday/ I met a person/ who is/ very clever./ Really, he made my day”. As the second factor in the perception of fluency we have the placement of pauses. The placement of these pauses is the second feature on the perceptions of fluency. Most of the time “pauses occur at phrasal or clausal boundaries, and at the ends of sentences” (cited in Gorsuch, 2011, p.3). Length of runs is the third feature Thornbury (2005) talked about. This feature is defined by Perfetti & De Jong (2011, p. 538) as “the number of syllables produced between pauses”. Thornbury (2005) said that “the longer the runs, the more fluent the speaker sounds”, i.e. a fluent speaker does not pause after a very small number of
syllables, he tries to use the minimal pauses he can. The following example is an example of a single run from Thornbury (2005).

They’re off and racing now and one of the best out was Speedy Cheval coming out at number two from El Red and also Florlis Fella’s away fairly well, a little wider on the track the favourite Race Ruler, Twilight Time is in behind those. (Thornbury, 2005, p. 7)

1.8 Techniques to Promote Oral Fluency

All English learners have an ultimate aim they want to achieve. This aim lies in developing themselves, promoting oral fluency and speaking good English. There are many ways or techniques teachers and even parents have to follow and depend on in order to help the student to develop himself and promote oral fluency of the Foreign Language he is learning. Also, the student himself has to do many things in order to develop his L2 or FL. These techniques are stated by Ascione (1985, p. 15, 16, 55, 56) as follows:

1- The student must have the opportunity to participate in the classroom discussion to speak as much as he can. Also, he has to read aloud in order to improve his pronunciation, and learn by heart some texts the teacher has to select, because this technique helps the student to learn the language structure. Of course knowing the right pronunciation and all language structure help the learner to speak with long runs and less pauses.

2- The best sitting arrangement that is very beneficial and helpful is when students are sitting in a circle, because like this students will have opportunities to speak and practice. The teacher here, is not neutral, he plays the role of the monitor and supervisor.

3- The teacher should create a healthy environment and enjoyable climate to reduce the students’ fears and train them to be risk-takers. Allen and Valette (1977) gave us an idea about how to improve the class climate as cited in Ascione (1985, p. 56):
The climate is warm and accepting; the teachers often smile, praise, and joke; there is more laughter in their classes; the teachers personalize the content; student behaviour is very seldom criticized; teachers before and after class; students speak to the teachers exhibit patience; when correcting student errors, the teachers do so gently. (Ascione, 1985, p. 56)

4- The teacher should have a positive attitude toward the TL and TC and students as well.

5- Parents have to show care and support their children to learn a FL because like this they will enjoy the learning process and develop their aims in this domain.

Section Two: Reward

2.1 Definition of Reward

Reward is a strategy that can be used in many domains. It can be used in business, in workplace and in education. This strategy is defined by Glimcher et al. (2009, p. 324) as “positive outcomes that have specific magnitudes and occur with specific probabilities”, and defined by Wilson (2006, p. 6) as “an external agent administered when a desired act or task is performed, that has controlling and informational properties.” So, rewards should be given after the student performs the task in order to thank him for his performance and encourage him to make efforts in order to develop his aims and achieve better performance. Craighead, Casdin and Mohney (1981) define Rewards as “some offering given in return for another person’s service or achievement” (cited in Evertson & Weinstein, 2006, p. 646). Each time the person does something that is considered as good behaviour or as an achievement in education, he will benefit from reward offered by the teacher or another person. Carnegie and other psychologists define it as “the most powerful reinforcer of behaviour we know” (cited in Hase, 2010, p.1) because it pushes and promotes him to repeat a good behaviour or perform well. Schultz defined it as “objects or events that make us come back for more” (cited in Bouguerne, 2011, p. 69).
The idea of reward does not come from nothing; it comes from the behaviourism theory of learning as Carnegie assumed that “Every act you have ever performed since the day you were born was performed because you wanted something” (cited in Hase, 2010, p.1). If the child does something that is considered as a positive behaviour (B+) and received a positive reinforcement (R+) from his parents, automatically he will repeat it, and if he does something that is not supported by his parents (R-) who are considering it as unacceptable (B-), automatically he will not repeat it in order to avoid negative judgment. Rewards are considered as reinforcers administered to increase the possibilities of a positive behaviour to happen as it decreases the possibilities of an unacceptable behaviour to happen. Chen and Wu (2008, p. 1) argued that rewards are administered in the pedagogical setting in order to increase performance and motivation. So, when the student receives some kind of reward, he will repeat what he did and improve himself, but if the teacher punishes him or judged him negatively, he will not repeat it. The following diagram will summarize the basics of this theory:


2.2 Aspects of Reward

According to Wilson (2006, p. 7), there are two aspects of reward the controlling and informational aspects:
2.2.1 Controlling Aspect of Reward

This aspect means that every reward given to students should be controlled by the rewarer who is generally the parent or the teacher. Deci, Koester and Ryan (2001) claim that Controlling rewards tend to increase intrinsic motivation because it undermines autonomy. It has to do with a person’s locus of causality that is defined by Wilson (2006, p. 6) as “the degree people perceive their behaviour to be freely determined (self determined) or caused by other people.” So, reward is caused either by an external locus of causality or an internal locus of causality. We can say that it is caused by the external one if the behaviour is not self determined, i.e, it is caused by the pressure of another person unlike the one that is caused by an internal locus of causality. The latter does not have any relation with other persons because it is self determined. The following diagram will conclude how this aspect works:

![Diagram 2. Controlling Aspect of a Reward (Wilson, 2006, p. 5)](image)

2.2.2 Informational Aspect of Reward

Informational reward is the second aspect that “transmits to the individuals facts revolving around their effectiveness in the environment” (cited in Bouguerne, 2011, p. 76). Wilson (2006) claims that it gives information about the competence of the learner. The one who receives verbal rewards has an ability that helps him to perform the task in a very good manner, but the cognitive evaluation theory claims the opposite, that the informational reward should be given to performance rather than competence, because rewarding students’ competence can decrease intrinsic motivation. So, according to this theory the teacher should inform the student about his performance, how good it is. Wilson (2006) claims that verbal rewards should be informative rather than controlling. If the student receives a positive information about his performance, his intrinsic
motivation will be increased, but if he receives a negative one, the opposite will happen and his intrinsic motivation will be decreased. The following diagram will conclude:

<table>
<thead>
<tr>
<th>Positive information of competence</th>
<th>Increased perceived competence</th>
<th>Intrinsic motivation increases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative information of competence</td>
<td>Decreased perceived competence</td>
<td>Intrinsic motivation decreases</td>
</tr>
</tbody>
</table>

Diagram 3. Informational Aspect of a Reward (Wilson, 2006, p. 5).

2.3 Types of Reward

According to Deci, Koester and Ryan (2001), there are two main types of reward: tangible and verbal rewards.

2.3.1 Tangible Rewards

Tangible Rewards refers to “the strategies that you can use to provide students with concrete symbols or tokens for appropriate behaviour” (Marzano, pickerin & Pollok, 2005, p. 43). The teacher has to be careful in using this type of reward because students can misunderstand the goal behind it that is increasing students’ motivation and inducing them to do certain behaviour as Deci, Koester, and Ryan (2001) claimed. Tangible Rewards can be expected or unexpected, from the meta-analysis Deci, Koester, and Ryan (2001, p. 4) claim that unexpected tangible rewards do not have any negative effect on motivation unlike the expected ones. Task-non contingent rewards, task-contingent reward, performance-contingent rewards, completion-contingent rewards and engagement-contingent rewards are the contingencies tangible rewards can be administered through. Task-non contingent rewards are “rewards given for just showing up for the study” (Wilson, 2006, p. 7). Here the teacher promises for a reward, but he does not expect the student to participate in the activity practiced in the classroom. Task-contingent rewards are rewards given to the student expecting him to do or complete the task. Performance-contingent rewards are rewards given for
performance, usually based on a normative value” (Wilson, 2006, p. 7), i.e., the student is rewarded because he performed well in a given activity. Completion-contingent rewards are “rewards given for completing a task” (Wilson, 2006, p. 7), i.e., the student completes the task in order to get the reward. They should be more controlling. The last one is the engagement-contingent rewards are “rewards given for just participating in an activity, and not necessarily completing it” (Wilson, 2006, p. 7). The meta-analysis affirm that engagement-contingent rewards may have negative effects on intrinsic motivation, i.e., they may decrease it as Deci, Koester, and Ryan (2001, p. 5) said. Tangible Rewards may vary into two levels; elementary and secondary grade levels.

### 2.3.1.1 Tangible Rewards-Elementary Grade Levels

This type of tangible reward is more used by elementary school teachers. Points, light charts, Friday fun club and class posters are examples of this elementary grade type of tangible reward. Points are the easiest way to reward students for doing something good. For example giving an extra point to every student participated in the classroom discussion.

### 2.3.1.2 Tangible Rewards-Secondary Grade Levels

This type of tangible rewards is always given when the student moves from one grade to another. i.e., from the elementary to the secondary school as Marzano, Pickering and Pollok (2005, p. 44) claimed that they are generally delayed rather than immediate. Certificates and reward field trips are two common ways of secondary grade levels of tangible rewards. Teachers use Certificates in order to encourage both behaviour and study achievement and use field trips to support the student and show the improvement of the students’ grade level because of the efforts they did.

### 2.3.2 Verbal Rewards

Verbal Rewards are brief expressions used by teachers to transmit a message to students. Through this message the teacher marks his presence and support and encouragement to his students, he uses this type of rewards in order to say “I am with you, please go on”. It is proved by Hagger and Chatzisarantis (2005, p. 54) to have a positive effect on intrinsic motivation, because “they tend to affirm personal competence. They should be structured avoiding such “pressuring language” because they are administered in order to inform the student that his performance was good. Verbal Rewards can be administered in two forms: positive feedback and verbal praise.

#### 2.3.2.1 Positive Feedback
Positive feedback is a term used to refer to a way of dispensing verbal rewards. It is defined by Flower (1979) as the input from the teacher to a student with the effect of providing him with information for revision” (cited in Ouskourt, 2008, p.110). Also, he claimed that it is a very beneficial strategy for learners because it helps them to be aware of improving themselves and achieve their aims in the learning process. Hagger and Chatzisarantis (2005) proclaimed that it is administered to the student immediately after completion of a task in order to reward him for doing well. In order to know how the positive feedback is administered, Deci, Koester and Ryan (2001, p. 3- 4) claimed that we have to refer to the “interpersonal context” that refers to the setting within which the positive feedback is administered, such as classrooms. It can be either controlling or informational. Positive feedback is preferred to be informational rather than controlling, because the latter may decrease intrinsic motivation.

2.3.2.2 Verbal Praise

Praising is a way to reward students. People engage in repeating good behaviours or achieving better performance in order to benefit from praise. “Most teachers enjoy delivering praise and most students enjoy receiving it” (Brophy, 2004, p. 165). For instance, the teacher can say “thank you John, I really liked your story.” Or “Marry you did a very good job.” Here, the reward of the teacher is a kind of appreciation of the work of these two students. His words indicate that he was listening well and paying attention to everything said by the student, and of course this is going to build a very good teacher-student relationship that is based on appreciation and respect. In order to administer effective praise, it is very important for the teacher to “phrase praise statements as communication of informative feedback rather than as evaluation” (Brophy, 2004, p. 166). This supports the idea of Deci, Koester and Ryan (2001) when they said that verbal rewards should be informative rather than controlling, because the latter tends to undermine motivation. As we have said that verbal praise should include appreciation of the performance of the student because like this the teacher is doing two things in parallel, he is rewarding students for their work and teaching them how to “attribute their efforts to their own intrinsic motivation rather than to external incentives supplied by the teacher” (Brophy, 2004, p. 166).

Brophy (2004, p. 168) differentiated between effective and ineffective praise in the following table:
Table 1
Guidelines for Effective Praise (Brophy, 2004, p. 168)

<table>
<thead>
<tr>
<th>Effective praise</th>
<th>Ineffective praise</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is delivered contingently.</td>
<td>1. Is delivered randomly or unsystematically.</td>
</tr>
<tr>
<td>2. Specifies the particulars of the accomplishment.</td>
<td>2. Is restricted to global positive reactions.</td>
</tr>
<tr>
<td>3. Shows spontaneity, variety and other signs of credibility; suggests clear attention to the student’s accomplishment.</td>
<td>3. Shows a bland uniformity that suggests a conditioned response made with minimal attention.</td>
</tr>
<tr>
<td>4. Rewards attainment of specified performance criteria (which can include effort criteria, however).</td>
<td>4. Rewards mere participation, without consideration of performance processes or outcomes.</td>
</tr>
<tr>
<td>5. Provides information to students about their competence or the value of their accomplishments.</td>
<td>5. Provides no information at all or gives students information about their status relative to peers.</td>
</tr>
<tr>
<td>6. Orients students toward better appreciation of their own task-related behavior and thinking about problem solving.</td>
<td>6. Orients students toward comparing themselves with others and thinking about competing.</td>
</tr>
<tr>
<td>7. Uses student’s own prior accomplish-</td>
<td>7. Uses the accomplishments of peers as the context for describing</td>
</tr>
</tbody>
</table>
When praising students, the teacher should take many things into consideration. He should be aware of his praise that should contain real appreciation of the students’ work and efforts as it should be sincere, encouraging adaptive performance attributions, promotes autonomy, informational and realistic because like this the teacher will be sure that his praise is going to be effective and of course effective praise will promote students and help them to increase their motivation and achieve better performance and good results.

<table>
<thead>
<tr>
<th>Statements as the context for describing present accomplishments.</th>
<th>student’s present accomplishments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Is given in recognition of noteworthy effort or success at difficult (for this student) tasks.</td>
<td>8. Is given without regard to the effort expended or the meaning of the accomplishment.</td>
</tr>
<tr>
<td>9. Attributes success to effort and ability, implying that similar success can be expected in the future.</td>
<td>9. Attributes success to ability alone or to external factors such as luck or (easy) task difficulty.</td>
</tr>
<tr>
<td>10. Fosters endogenous attributions (students believe that they expend effort on the task because they enjoy the task and/ or want to develop task-relevant skills).</td>
<td>10. Fosters exogenous attributions (students believe that they expend effort on the task for external reasons—to please the teacher, win a competition or reward, etc.).</td>
</tr>
<tr>
<td>11. Focuses students’ attention on their own task-relevant behavior.</td>
<td>11. Focuses students’ attention on the teacher as an external authority figure who is manipulating them.</td>
</tr>
<tr>
<td>12. Fosters appreciation of, and desirable attributions about, task-relevant behavior after the process is completed.</td>
<td>12. Intrudes into the ongoing process, distracting attention from task-relevant behaviour.</td>
</tr>
</tbody>
</table>
The following table contains some examples to make these clearer:

Table 2
Types of Extrinsic Rewards (Evertson & Weinstein, 2011, p. 654)

<table>
<thead>
<tr>
<th>Type of Reward</th>
<th>Definition and Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected vs Unexpected</td>
<td>Reward given in a prearranged and contingent basis, such as “If you turn into your homework, then you can expect two bonus points.” An unexpected reward is given without a preannounced contingency.</td>
</tr>
<tr>
<td>Tangible vs Verbal</td>
<td>Reward that one can touch, smell, see, or taste such as food or a prize. A verbal reward is one of symbolic value, such as praise, or positive feedback.</td>
</tr>
<tr>
<td>Task-contingent vs Noncontingent</td>
<td>Reward given for an exchange for carrying out a requested behavior or task. For instance, teacher gives students a reward for completing a worksheet assignment. A non-contingent is given irrespective of whether the student actually completes the task. For instance, teacher gives students a reward merely for coming to class (rather than for completing an assignment).</td>
</tr>
<tr>
<td>Engagement contingent</td>
<td>Reward given in exchange for participating in, or working on, but not necessarily completing, a requested task. For instance, teacher gives students a reward for trying hard.</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Performance contingent</td>
<td>Reward given in exchange for performing well, such as surpassing a specified performance level. For instance, teacher gives a gold star to all those students who score 80% or higher on a quiz.</td>
</tr>
</tbody>
</table>

### 2.4 The Importance of Rewards

As we have said before, reward anticipation can increase students’ motivation as Beal (2011, p. 2) claimed. Motivation is defined by Wilson (2006, p. 1) as “intensity and direction of efforts.” i.e, the quantity and the domain of these efforts that every student can do in order to achieve something. The more students receive ER the more their desire to achieve their goals will be increased and the more their learning and performance will be better. For example; saying very good to a student who answered correctly. Rewarding students push them to learn more and more and increase their desire and improve their goals, for instance; at the beginning the aim of an EFL student is to participate in the classroom discussion even if the answer is wrong, but later on he will develop the aim from participation to speaking and communication using correct English. Also, it creates a very good relationship between the teacher and his students that’s why teachers prefer to use. Evertson and Weinstein (2006, p. 646) assumed that the use of rewards “enlivens positive emotion and facilitates behaviour because it signals an upcoming opportunity for a personal gain.” In practice, the offering of reward means, to students, that personal gain is imminent and that the classroom script has taken an unexpected turn for the better.

Brophy (2004, p. 158) states:
- 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 effects of reward on other aspects of intrinsic motivation are mostly positive or neutral. (Brophy, 2004, p. 158)

Rewards are proved to be very beneficial and important in helping students in the performance of tasks as Ridnouer (2006) claims:

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. (Ridnouer, 2006, p. 153)

2.5 The Application of Reward in the Classroom

Rewarding students for a good performance or a good behaviour is not an easy task at all. Reward’ administration is a strategy teachers choose to depend on, because of its effectiveness. As we have said before, rewards are proved to be helpful in increasing motivation, encouraging students’ efforts and creativity in education, and help them to develop their aims and achieve better performance. From the previous definitions of reward, we understand that it is a very beneficial strategy that can be used because it can promote performance and this supports the idea of Ascione (1985) when claiming that praising students is a useful strategy that promotes fluency. By rewarding students we are reducing their fears and encouraging them to be more risk-takers. The teacher’s role is to choose which type of reward that suits the situation and ensure success. Guendouze (2011, p. 209), said that “the teacher’s approval may act as a powerful reinforcement” in teaching all modules. If the student benefits from reward, we expect him to be an effective participant in all the coming activities. Wilkins (1972) argues that “the justification for making correct responding easy is that the pupil does not learn by making mistakes but by having correct responses properly reinforced” (cited in Guendouze, 2011, p. 210). Brophy (2004, p. 154) argues that “rewards are one proven way to spur students to put forth effort.” The role of the teacher is to choose the suitable
type of reward and appreciate the work of the student, but this is not enough. The most important thing to be done is by the student who is obliged to make efforts, because reward without effort does not lead to any positive results. As many researchers and teachers argue for the effectiveness and positive results of using rewards in classrooms, others claim that we should not forget about its negative effects. Students may misunderstand the aim behind its use and consider it as a bribe. Brophy (2004, p. 154) sees that even when they consider it as a bribe, it is good, because it is” a bribe for students from teachers to do what they should be doing. This is not wrong, because it is the right thing to do or because it is in the best interests of themselves or of society.”

**Conclusion**

In the preceding chapter we reviewed oral fluency as an important quality of the speaking skill. We provided its different definitions, its importance, its measures, its different kinds given by Fillmore. This chapter also covered the different techniques and strategies that can be used in order to promote students’ oral fluency. This is what the first section tackled. In the second section we shed light on one of these strategies that help in developing oral fluency, it is the reward strategy and its importance in reducing students’ fears, raising their self-confidence and motivating them to be fluent English speakers.
CHAPTER TWO

The Practical Study

Introduction

This chapter is devoted to the presentation and the analysis of the data obtained through the implementation of the present research. The present study is designed to test whether or not the use of reward helps the student in developing his oral fluency. This research examines two main questions which are:

- Do rewards have any significant effect on promoting EFL students’ oral fluency?
- Which type of reward to be used in order to deal with the problem of the absence of fluency in students’ speech?

In order to test our hypothesis and answer the questions, a descriptive study has been established. We have administered two questionnaires for both teachers and students.

1 Participants of the research

1.1 The students

The population we have selected is third year English LMD students at Larbi Ben M’Hidi University. We dealt with a sample of 70 students randomly selected from a total population that consists of 300 students.

1.2 The teachers

Teachers at Larbi Ben M’Hidi University make up the whole population that consists of 27 teachers. We dealt with 20 teachers most of them are teaching oral expression.

2 Description of the questionnaire

In order to test our hypothesis and answer the two questions of this study, we administered two questionnaires for both teachers and students. The two questionnaires are a mixture of closed and open ended questions.
2.1 The Students’ Questionnaire

The students’ questionnaire contains 18 questions for the purpose of gathering qualitative data from students. It contains five sections; the first section (Q 1- Q 2) deals with background information about the students, the second section consists of 9 questions (Q 3- Q 11) to know to what extent students receive rewards from their teachers and when they can gain them. Section number three (Q 12- Q 13) contains two questions to know what fluency means for each student. Section number four (Q 14- Q 17) deals with the strategies that help students to develop oral fluency and the relation between the latter and the reward strategy. The last section (Q 18) is designed to receive any comments or suggestions from students.

2.2 The Teachers’ Questionnaire

The teachers’ questionnaire consists of 24 questions for the purpose of gathering qualitative data from teachers. It consists of five sections. The first section (Q 1- Q 2) deals with background information about the teachers. The second section (Q 3- Q 17) consists of 15 questions about reward, its use, the reasons of its use and its benefits for students. The third section (Q 18- Q 20) consists of three questions about fluency and what does it mean for each teacher. The fourth section (Q 21- Q 23) consists of three questions, it deals with the different strategies that teachers use or advise students to use in order to develop their fluency and its relation with reward. The last section (Q 24) is designed to receive further comments or suggestions from the teachers.

3 Analysis of the Students’ Questionnaire

Section One: Background Information

Question 1: Do you like English?

- Yes
- No
Table 3

The Students’ Feelings towards The English Language

<table>
<thead>
<tr>
<th>Options</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>55</td>
<td>15</td>
</tr>
<tr>
<td>Percentage %</td>
<td>78.57 %</td>
<td>12.42 %</td>
</tr>
</tbody>
</table>

Figure 1. The Students’ Feelings towards The English Language

55 participants, making up 78.57 % opted for “yes”. They affirm that they like English. We can say that the majority of the participants are giving too much interest to this field. This interest will lead them to do their best in order to develop themselves and all their skills while only 15 participants 21.42 % opted for “no”. They do not like English. This can explain their lack of interest.

Question 2: Was it your choice to study English?

- Yes  
- No
### Students’ Choice for Studying English.

<table>
<thead>
<tr>
<th>Options</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>45</td>
<td>25</td>
</tr>
<tr>
<td>Percentage %</td>
<td>64,28 %</td>
<td>35,71 %</td>
</tr>
</tbody>
</table>

**Figure 2. Students’ Choice for Studying English**

45 participants, making up 64,28 % answered by “yes” while only 25 participants making up 35,71 % answered by “no”. The majority of students that forms 64,28 % have chosen to be specialized in this field. We assume that their love to this field and their choice oblige them to do their best in order to benefit from all available things that may help them in their learning process unlike those who feel obliged to study English, they were not really willing to be specialized in. So, they will lack interest in this field.
Section Two: Reward

Question 3: Do you receive reward from your teachers?

- Yes
- No

Table 5

Reward Administration from Teachers

<table>
<thead>
<tr>
<th>Options</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>57</td>
<td>13</td>
</tr>
<tr>
<td>Percentage %</td>
<td>81.42 %</td>
<td>18.57 %</td>
</tr>
</tbody>
</table>

Figure 3. Reward Administration from Teachers

57 participants, i.e. the majority of students that makes 81.42 % answered by “yes”, they receive reward from their teachers. So, they have already experienced this strategy and its benefits on the development of their level while the others 13 participants that are the minority, making up 18.57 % did not receive any kind of reward from their teachers. We assume that only this majority will be motivated to do well in English and develop themselves.
Question 4: What type of reward you most receive?

a. Praise
b. Positive feedback
c. Extra marks

Table 6

The Most Useful Type of reward

<table>
<thead>
<tr>
<th>Options</th>
<th>Verbal Praise</th>
<th>Positive feedback</th>
<th>Extra marks</th>
<th>Verbal praise + positive feedback</th>
<th>Verbal praise + extra marks</th>
<th>Verbal praise + positive feedback + extra marks</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>22</td>
<td>10</td>
<td>8</td>
<td>1</td>
<td>4</td>
<td>25</td>
<td>70</td>
</tr>
<tr>
<td>Percentage (%)</td>
<td>31,42 %</td>
<td>14,28 %</td>
<td>11,42 %</td>
<td>1,42 %</td>
<td>5,71 %</td>
<td>35,71 %</td>
<td>100 %</td>
</tr>
</tbody>
</table>
Figure 4. The Most Useful Type of Reward

25 participants making up 35.71% affirm that they receive all types of reward. This plays an important role in motivating them to do well in English and develop their performance. Most teachers use only verbal praise as 22 participants affirm when choosing just this type of verbal reward. Also, 10 participants have chosen positive feedback. We assume that verbal praise are very helpful and effective that’s why teachers use it more than the other types.

Question 5: According to you, which type of reward is more helpful?

a. Verbal praise
b. Positive feedback
c. Extra marks

Table 7

The Most Helpful Type of Reward
22 students making up 31.42% affirm that they are motivated to do well in English when they receive verbal praise, and according to 21 students (30%), receiving all types of reward is more helpful. Also, positive feedback is very beneficial for them. We assume that verbal praise is a very effective type of reward that supports and encourages the student to do well in English. It acts as a positive reinforcer that boosts the students’ self esteem.
Question 6: Whatever you answer is, please say why?

Table 8

Students’ Justifications to The Most Helpful Type of Reward

<table>
<thead>
<tr>
<th>Options</th>
<th>Verbal praise</th>
<th>Positive feedback</th>
<th>Extra marks</th>
<th>Verbal praise + positive feedback</th>
<th>Verbal praise + extra marks</th>
<th>Verbal praise + positive feedback + extra marks</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Percentages %</td>
</tr>
<tr>
<td>Justifications</td>
<td>Verbal praise raise self confidence</td>
<td>Positive feedback</td>
<td>Having good marks + having a chance to participate in the classroom discussion</td>
<td>Reduce students’ fears and raise self esteem</td>
<td>Verbal praise encourages the student to do well and get extra marks to raise students’ marks</td>
<td>Encourage the student and make him aware of improving himself in the learning process</td>
<td>31,42 %</td>
</tr>
<tr>
<td>Percentage</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Question 7: How often your teachers give rewards?

a. Always                b. Often                c. sometimes

d. Rarely                e. Never

Table 9

The Frequency of Reward’ Administration

<table>
<thead>
<tr>
<th>Options</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>25</td>
<td>10</td>
<td>30</td>
<td>3</td>
<td>2</td>
<td>70</td>
</tr>
<tr>
<td>Percentage</td>
<td>35,71 %</td>
<td>14,28 %</td>
<td>42,85 %</td>
<td>4,28 %</td>
<td>2,85 %</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Figure 6. The Frequency of Reward Administration

By this question, we wanted to know the frequency of reward administration in the EFL classrooms. Most of the students have chosen always 35,71 % and sometimes 42,85 % while only 14,28 %, 4,28 % and 2,85 % students have chosen often, rarely and never respectively. Teachers always or sometimes use reward because they know its effectiveness on the development of students’ level.
Question 8: Do you consider this strategy as being:

a. Help from the teacher  
b. Bribe to do something

Table 10

Teachers’ Intention from Giving Rewards

<table>
<thead>
<tr>
<th>Options</th>
<th>Help from the teacher</th>
<th>Bribe to do something</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>70</td>
<td>0</td>
<td>70</td>
</tr>
<tr>
<td>Percentage (%)</td>
<td>100 %</td>
<td>0 %</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Figure 7. Teachers’ Intention from Giving Rewards

All the participants have chosen the same answer. They consider reward as being help from the teacher not a bribe to do something. Students understand well the teachers’ aim and intention behind the use of reward.
**Question 9:** Do teachers inform you that you are going to be rewarded?

- Yes
- No

**Table 11**

**Informing Students before Rewarding**

<table>
<thead>
<tr>
<th>Options</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>36</td>
<td>34</td>
<td>70</td>
</tr>
<tr>
<td>Percentage (%)</td>
<td>51,42%</td>
<td>48,57%</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Figure 8. Informing Students before Rewarding*

The majority of students that makes 51,42 %) affirm that their teachers inform them before being rewarded and 34 participants making up 48,42 % affirm that their teachers do not inform them before rewarding.
Question 10: You benefit and your motivation will be increased if the reward is:

a. Expected
b. Unexpected

Table 12

The Most Beneficial Type of Reward

<table>
<thead>
<tr>
<th>Options</th>
<th>Expected reward</th>
<th>Unexpected reward</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>33</td>
<td>37</td>
<td>70</td>
</tr>
<tr>
<td>Percentage (%)</td>
<td>47,14 %</td>
<td>52,85 %</td>
<td>100 %</td>
</tr>
</tbody>
</table>

37 students that make the majority of the participants 52,85 % prefer the unexpected reward while just 33 students making up 47,14 % of them have chosen the expected reward. We assume that students benefit from the unexpected reward because it raises their self confidence in their capacities and help them to develop themselves.

Figure 9. The Most Beneficial Type of Reward
**Question 11: For what reason your teachers give rewards?**

a. For doing a good behaviour  
b. For a good performance  
c. Every time you participate

**Table 13**

**The Reasons behind Giving Rewards**

<table>
<thead>
<tr>
<th>Options</th>
<th>For doing a good behaviour</th>
<th>For a good performance</th>
<th>Every time you participate</th>
<th>For a good performance + every time you participate + For doing a good behaviour</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>0</td>
<td>45</td>
<td>0</td>
<td>25</td>
<td>70</td>
</tr>
<tr>
<td>Percentage (%)</td>
<td>0 %</td>
<td>64,28 %</td>
<td>0 %</td>
<td>35,71 %</td>
<td>100 %</td>
</tr>
</tbody>
</table>

![Figure 10. The Reasons behind Giving Rewards](image)

The majority of students (45 students) affirm that their teachers reward them for a good performance while just 24 students making up 35,71 % have chosen the three reasons: good behaviour, good performance and participation. Teachers generally...
reward good performance because they know that rewarding performance increases students’ motivation and encourages them to do their best to do better and more.

**Section Three: Oral Fluency**

**Question 12: Do you consider yourself as a good English speaker?**

**Table 14**

<table>
<thead>
<tr>
<th>Options</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>30</td>
<td>40</td>
<td>70</td>
</tr>
<tr>
<td>Percentage (%)</td>
<td>42.85%</td>
<td>57.14%</td>
<td>100%</td>
</tr>
</tbody>
</table>

![The Students' Consideration to their Oral Fluency](image)

**Figure 11. The Students’ Consideration to their Oral Fluency**

The majority of students making up 57% do not consider themselves as fluent English speakers while 43% opted for “yes”. They consider themselves as fluent English speakers. We assume that those who do not consider themselves as fluent English speakers know very well the different characteristics of a fluent English Speaker. They opted for “no” because they do not have all these characteristics.
Question 13: According to you, what do we mean by oral fluency?

Table 15

Definition Of Fluency

<table>
<thead>
<tr>
<th>Option</th>
<th>Speaking rapidly</th>
<th>Speaking easily</th>
<th>Speaking rapidly + speaking easily + without hesitation</th>
<th>Speaking rapidly + speaking easily + without hesitation + speaking without too much pauses</th>
<th>Speaking rapidly + speaking easily</th>
<th>All of them</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>5</td>
<td>5</td>
<td>12</td>
<td>30</td>
<td>8</td>
<td>10</td>
<td>70</td>
</tr>
<tr>
<td>Percentage (%)</td>
<td>7,14 %</td>
<td>7,14 %</td>
<td>17,14 %</td>
<td>42,85 %</td>
<td>11,42 %</td>
<td>14,28 %</td>
<td>100 %</td>
</tr>
</tbody>
</table>
We obtained six different answers to the definition of fluency. Each one defines it from his point of view. 5 students making up 7,14 % define it as speaking rapidly, and also 7,14 % define it as speaking easily, but 17,14 % of students have linked these two characteristics in one definition adding speaking without hesitation while the majority of students making up 42,85 % see it as more complex and relate the four characteristics (rapidly, easily, without hesitation and without too much pauses) to each other in one definition.

Section Four: The Relation between Oral Fluency and Reward

Question 14: Which one of these strategies your teachers use and you benefit from in promoting your fluency?

a. Sitting in a circle
b. Having a chance to speak
c. Listening to native speakers
d. Being rewarded
Table 16

Strategies that Help in Promoting Oral Fluency

<table>
<thead>
<tr>
<th>Options</th>
<th>Listening to native speakers</th>
<th>All techniques</th>
<th>Speaking + listening to native speakers + reward</th>
<th>Speaking + reward</th>
<th>Speaking + listening to native speakers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>6</td>
<td>11</td>
<td>30</td>
<td>15</td>
<td>8</td>
<td>70</td>
</tr>
<tr>
<td>Percentage</td>
<td>8,57 %</td>
<td>15,71 %</td>
<td>42,85 %</td>
<td>21,42 %</td>
<td>11,42 %</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Figure 13. Strategies that Help in Promoting Oral Fluency

Here, we are searching for the most helpful technique in promoting oral fluency. From the table we notice that we have got five different answers. We notice that the high percentage that is 42,85 % is for those who have chosen speaking, listening to native speakers and reward, after this 21 % to those who have chosen speaking and reward. The high percentages are for speaking, listening and reward. We assume that students have already experienced the use of these techniques and benefited from their use.
Question 15: How does reward help you to develop your oral fluency?

Table 17

Students’ Answers on The Way Reward Develops Oral Fluency

<table>
<thead>
<tr>
<th>Answers</th>
<th>Reducing my fears and shyness and raising self confidence</th>
<th>No answer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage %</td>
<td>71,42 %</td>
<td>28,57 %</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Question 16: Do teachers reward you when speaking fluently?

Table 18

Rewarding Fluency

<table>
<thead>
<tr>
<th>Options</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>25</td>
<td>45</td>
<td>70</td>
</tr>
<tr>
<td>Percentage %</td>
<td>35,71 %</td>
<td>64,28 %</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Figure 14. Rewarding Fluency
When asking students whether or not their teachers reward them when speaking fluently the majority of them 64.28% answered by “no” while 35.71% answered by “yes”. The majority of teachers do not reward fluency. We assume that their students will not develop their aims in promoting their fluency.

**Question 17:** have you benefited from the use of reward in developing your aims and promote your fluency?

**Table 19**

**The Importance of Reward in Promoting Oral Fluency**

<table>
<thead>
<tr>
<th>Options</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>37</td>
<td>33</td>
<td>70</td>
</tr>
<tr>
<td>Percentage %</td>
<td>52.85%</td>
<td>47.14%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Figure 15. The Importance of Reward in Promoting Oral Fluency**

The majority of students making up 53% affirm that they benefited from reward in developing their aims and promoting their oral fluency. This is because of teachers who reward oral fluency unlike those teachers who do not reward fluency so their students will not benefit from.
4 Analysis of Teachers’ Questionnaire

Section One: Background Information

Question 1: How long have you been teaching English?

Table 20

Years of Experience

<table>
<thead>
<tr>
<th>Options</th>
<th>1 – 5 years</th>
<th>5 – 10 years</th>
<th>More than 10 years</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>6</td>
<td>10</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Percentage %</td>
<td>30 %</td>
<td>50 %</td>
<td>20 %</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Figure 16. Years of Experience

We notice that half of the teachers have been experiencing teaching English from 5-10 years. 30 % of the participants affirm that they have been experiencing teaching English just for few years while 20 % noted that they have started their teaching career early and they have been teaching for more than 15 years. The majority of teachers 50 % have been teaching English for 5-10 years. They experienced many types of students, their problems and found a way or another to deal with these problems.
Question 2: Do you like teaching English?

- Yes
- No

Table 21

Teachers’ Feelings towards Teaching English

<table>
<thead>
<tr>
<th>Options</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>18</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Percentage %</td>
<td>90 %</td>
<td>10 %</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Figure 17. Teachers’ Feelings towards Teaching English

18 teachers (90 %) opted for “yes”. They like teaching English. We assume that this positive feeling towards their job will lead them to do their job in a good way while just 10 % (2 teachers) affirm that they do not like teaching English.
Section Two: Reward

Question 3: Do you consider reward as a helpful strategy that can be used in the EFL classrooms?

Table 22

Reward as a Helpful Strategy in The EFL Classrooms

<table>
<thead>
<tr>
<th>Options</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>20</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>Percentage %</td>
<td>100</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure18. Reward as a Helpful Strategy in The EFL Classrooms

All the participants (20 teachers) that make 100 % opted for “yes”. All of them consider reward as a helpful and useful strategy in the EFL classrooms.
Question 4: Do you use reward in your classroom?

Table 23

Teachers’ Use of Reward in Their Classroom

<table>
<thead>
<tr>
<th>Options</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>18</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Percentage %</td>
<td>90 %</td>
<td>10 %</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Figure 19. Teachers Use of Reward in Their Classroom

The majority of teachers making up 90 % opted for “yes”. They use this helpful strategy in their classrooms while 10 % of them do not use it in their classrooms. The majority of teachers 90 % use reward because they know its importance and effectiveness in raising students’ motivation.
Question 5: Whatever your answer is, please justify.

Table 24

Teachers’ Justifications for The Use or Non-use of Reward

<table>
<thead>
<tr>
<th>Options</th>
<th>The use of reward</th>
<th>The non-use of reward</th>
<th>Total</th>
</tr>
</thead>
</table>
| Justifications | - It is an effective strategy that has to be used in the EFL classrooms.  
- It increases motivation, raises self confidence and self esteem.  
- It urges students to develop themselves and make their performance better. | - The notion of reward will not actually be feasible because this might be best apply to younger learners rather than adults in case it is a tangible reward. | |
| Percentage % | 90 % | 10 % | 100 % |
Question 6: For what reason you give rewards?

a. To get students participate in the classroom discussion effectively
b. To get them just participate
c. For a good performance

Table 25

Reasons behind The Use of Reward

<table>
<thead>
<tr>
<th>Options</th>
<th>To get students participate effectively</th>
<th>To get students just participate</th>
<th>For a good performance</th>
<th>To get students participate effectively + For a good performance</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>5</td>
<td>1</td>
<td>4</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Percentage</td>
<td>25 %</td>
<td>5 %</td>
<td>20 %</td>
<td>50 %</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Figure 20. Reasons behind the Use of Reward

The majority of teachers making 50 % use reward for two main reasons. One reason is to get students participate effectively in the classroom discussion. Another reason is to reward them when doing good performance while the minority making 5 % affirm
that they reward their students in order to get them just participate. 20 % of the participants said that they use reward for the students’ good performance and 25 % teachers use this helpful strategy in order to encourage their students and get them participate effectively in the classroom discussion.

**Question 7: What type of reward you most use?**

- a. Tangible reward
- b. Verbal reward

**Table 26**

**The Most Useful Type of Reward**

<table>
<thead>
<tr>
<th>Options</th>
<th>Tangible reward</th>
<th>Verbal reward</th>
<th>Both types</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>4</td>
<td>9</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>Percentage %</td>
<td>20 %</td>
<td>45 %</td>
<td>35 %</td>
<td>100 %</td>
</tr>
</tbody>
</table>

**Figure 21. The Most Useful Type of Reward**
9 participants making 45% use verbal rewards while just 20% use tangible reward and 35% use both types. The high percentage is for the use of verbal rewards. We assume that teachers use it most because of its effectiveness on the development of students’ level.

**Question 8: Which of the following is more helpful?**

a. Praise as a verbal reward  
b. Positive feedback as a verbal reward  
c. Extra marks as a tangible reward

**Table 27**

**The Most Helpful Types of Reward**

<table>
<thead>
<tr>
<th>Options</th>
<th>Verbal praise</th>
<th>Positive feedback</th>
<th>Extra marks</th>
<th>Verbal praise + positive feedback</th>
<th>Verbal praise + extra marks</th>
<th>All of them</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Percentage %</td>
<td>20%</td>
<td>0%</td>
<td>10%</td>
<td>30%</td>
<td>20%</td>
<td>20%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**The Most Helpful Type of Reward**

- praise
- positive feedback
- extra marks
- praise + positive feedback
- praise + extra marks
- all of them

[50]
Figure 22. The Most Helpful Type of Reward

30% of teachers (6 participants) consider verbal rewards (verbal praise and positive feedback) as being more helpful. 20% of teachers consider extra marks as the most helpful type of reward and other 20% consider extra marks and verbal praise as the two most helpful while other 20% affirm that all types are helpful without any exception. The minority of participants (10%) see that only extra marks can help students in their learning process. The high percentages are for verbal praise and positive feedback. Verbal rewards are more helpful because they affect the students' self-confidence and motivation positively.

Question 9: Do you promise before giving rewards?

- Yes
- No

Table 28

Promising before Rewarding

<table>
<thead>
<tr>
<th>Options</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>9</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>Percentage %</td>
<td>45%</td>
<td>55%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Figure 23. Promising before Rewarding

More than half of the participants making 55 % do not promise before rewarding while less than the half making 45 % affirm that they promise their students and inform them that they are going to be rewarded. The majority of teachers 55 % do not inform their students that they are going to be rewarded because they know that expected rewards can affect intrinsic motivation negatively.

**Question 10: Which one is more helpful?**

a. Expected rewards  
b. Unexpected rewards

**Table 29**

**The Most Helpful Type of Reward**

<table>
<thead>
<tr>
<th>Options</th>
<th>Expected reward</th>
<th>Unexpected reward</th>
<th>Both of them</th>
<th>Can’t judge</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>6</td>
<td>11</td>
<td>2</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Percentage %</td>
<td>30 %</td>
<td>55 %</td>
<td>10 %</td>
<td>5 %</td>
<td>100 %</td>
</tr>
</tbody>
</table>

**Figure 24. The Most Helpful Type of Reward**
From the table, we notice that according to 55% of our participants, unexpected rewards are more helpful that’s why they do not promise before rewarding and according to 30% of them expected rewards are more helpful, but according to two teachers both of them can be helpful. One teacher said that he can not judge, it depends on the situation. Unexpected rewards are more helpful because the expected ones can undermine students’ intrinsic motivation.

**Question 11: Whatever your answer is, please explain.**

**Table 30**

**Teachers’ Justifications for The Most Helpful Type of Reward**

<table>
<thead>
<tr>
<th>Options</th>
<th>Expected rewards</th>
<th>Unexpected rewards</th>
<th>Both of them</th>
<th>Can’t judge</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justifications</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>They motivate students to do their efforts in order to get rewarded</td>
<td>- They are better to make students’ participation valuable and motivate them for more initiative efforts. - The unexpected is better because it tends to create more joy and interest.</td>
<td>Expected rewards are more helpful when it is a tangible reward</td>
<td>No justification</td>
<td></td>
</tr>
<tr>
<td>Percentage %</td>
<td>30 %</td>
<td>55 %</td>
<td>10 %</td>
<td>5 %</td>
<td>100 %</td>
</tr>
</tbody>
</table>
Question 12: Your students are motivated to perform well by verbal reward when it is?

   a. Informational                    b. Controlling

Table 31

The Most Helpful Aspect of Reward

<table>
<thead>
<tr>
<th>Options</th>
<th>Informational reward</th>
<th>Controlling reward</th>
<th>Both of them</th>
<th>No answer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>6</td>
<td>4</td>
<td>8</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Percentage</td>
<td>30 %</td>
<td>20 %</td>
<td>40 %</td>
<td>10</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Figure 25. The Most Helpful Aspect of Reward

Both aspects of reward can motivate students to perform well. This is according to 8 teachers (40 %), but according to 30 %, students are motivated when the verbal reward is informational unlike those 20 % who see that controlling rewards are helpful in increasing students’ motivation. Two teachers did not answer the question and they wrote “what do you mean by controlling verbal rewards.”
Question 13: Whatever your answer is, please justify.

Table 32

Teachers’ Justifications for The Most Helpful Aspect of Reward

<table>
<thead>
<tr>
<th>Options</th>
<th>Informational reward</th>
<th>Controlling reward</th>
<th>Both of them</th>
<th>Did not answer the question</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justifications</td>
<td>It is a reinforce and informant at the same time</td>
<td>No justification</td>
<td>Situations differ, and these determine the type of reward</td>
<td>They did not understand what is meant by controlling verbal rewards.</td>
<td></td>
</tr>
<tr>
<td>Percentage</td>
<td>30 %</td>
<td>20 %</td>
<td>40 %</td>
<td>10 %</td>
<td>100 %</td>
</tr>
</tbody>
</table>
Question 14: Do you offer verbal rewards to:

- Encourage the student?
- Make the student aware of improving himself?
- Inform the student about his performance?

Table 33

Reasons for The Use of Verbal Rewards

<table>
<thead>
<tr>
<th>Options</th>
<th>Encourage the student (a)</th>
<th>Make the student aware of improving himself (b)</th>
<th>Inform the student about his performance (c)</th>
<th>a + b</th>
<th>a + c</th>
<th>b + c</th>
<th>a + b + c</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>5</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Percentage %</td>
<td>25 %</td>
<td>0 %</td>
<td>10 %</td>
<td>20%</td>
<td>15%</td>
<td>5%</td>
<td>25%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 26. Reasons for The Use of Verbal Rewards
In this question, we have got seven different answers. The first answer is given by 5 teachers making 25 %. They affirm that they use verbal rewards for the three different reasons. One reason is to encourage the student, another reason is to make the student aware of improving himself, and the last one is to inform the student about his performance. Just one teacher said that he uses it for both making the student aware of improving himself and inform him about his performance. Also, 25 % of the participants affirm that they use it just to encourage the student. So, teachers inform students about their performance to raise their self confidence and make them aware of improving themselves.

**Question 15: Controlling verbal rewards can decrease students’ intrinsic motivation.**

a. Agree  

b. Strongly agree  

c. Disagree  

d. Strongly disagree

**Table 34**

The Effects of Controlling Verbal Rewards on Students’ Intrinsic Motivation

<table>
<thead>
<tr>
<th>Options</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>No answer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>Percentage</td>
<td>25 %</td>
<td>20 %</td>
<td>25 %</td>
<td>15 %</td>
<td>15</td>
<td>100 %</td>
</tr>
</tbody>
</table>
25 teachers agree with the statement saying that “controlling verbal rewards can decrease students’ intrinsic motivation” and 20 % strongly agree with it, but 25 % of them disagree with the statement and 15 % strongly disagree. According to them controlling verbal rewards can not decrease students’ intrinsic motivation. If its effect is not positive, it may be neutral. 10 % of the participants have not answered the question. they wrote” I have not understood what do you mean by controlling verbal reward” and one teacher said I can not judge. The majority of teachers who have answered agree and strongly agree with the statement because they know that controlling verbal rewards can undermine autonomy.

Figure 27. The Effects of Controlling Verbal Rewards on Students’ Intrinsic Motivation
Question 16: Do you offer verbal reward

a. Before the performance?
b. Immediately after the performance?
c. After the performance at any time?

Table 35

Time of Offering Verbal Reward

<table>
<thead>
<tr>
<th>Options</th>
<th>Before the performance</th>
<th>Immediately after the performance</th>
<th>After the performance at any time</th>
<th>Immediately after the performance + After the performance at any time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>2</td>
<td>14</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Percentage %</td>
<td>10 %</td>
<td>70 %</td>
<td>5 %</td>
<td>10 %</td>
<td>5 %</td>
</tr>
</tbody>
</table>
Figure 28. Time of Offering Verbal Reward

The majority of teachers 70% affirm that they reward immediately after the performance. Two teachers said that they give it before and just one teacher said that he can give it after the performance because students are evaluated after checking their performance, but at any time. Also, one teacher said that it depends on the situation I may use it in the three different times. The teacher said “I generally begin by raising my students’ motivation and continue using rewards whatever the answer produced by learners to make sure that their motivation keeps raising till the end of the performance.”

Question 17: Whatever your answer is, please justify.

Table 36

Teachers’ Justification for Time of Offering Verbal Rewards
<table>
<thead>
<tr>
<th>Options</th>
<th>Before the performance</th>
<th>Immediately after the performance</th>
<th>After the performance at any time</th>
<th>Before the performance + Immediately after the performance + After the performance at any time</th>
<th>Immediate% after the performance + After the performance at any time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justifications</td>
<td>No justification</td>
<td>To make the student feel of much improvement on his level.</td>
<td>No justification</td>
<td>I generally begin by raising my students’ motivation and continue using rewards whatever the answer produced by learners to make sure that their motivation keeps raising</td>
<td>Students are evaluated after checking their performance but it can be immediately after the performance or at any time.</td>
<td></td>
</tr>
<tr>
<td>Percentage</td>
<td>10 %</td>
<td>70 %</td>
<td>5 %</td>
<td>5 %</td>
<td>10 %</td>
<td>100 %</td>
</tr>
</tbody>
</table>

[61]
Section Three: Oral Fluency

Question 18: Do you consider your students as good English speakers?

Table 37

Teachers’ Perceptions of their Students’ Level of Speaking English

<table>
<thead>
<tr>
<th>Options</th>
<th>Yes</th>
<th>No</th>
<th>Somehow</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>4</td>
<td>5</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>Percentage %</td>
<td>20 %</td>
<td>25 %</td>
<td>55 %</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Figure 29. Teachers’ Perceptions of their Students’ Level of Speaking English

The majority of teachers (55 %) consider their students as good English speakers, but to some extent while 20 % consider them as good English speakers and to a great extent. 25 % of the participants do not consider their students as good English speakers. The evaluation differs from one teacher to another because the definition of fluency also differs from one teacher to another.
Question 19: Do you expect them to speak fluently in the last year of their Licence?

Table 38

Teachers’ Expectations of their Students’ Fluency

<table>
<thead>
<tr>
<th>Options</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>12</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>Percentage %</td>
<td>60%</td>
<td>40%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 30. Teachers’ Expectations of their Students’ Fluency

12 teachers (60 %) opted for “yes”. These teachers expect their third year students to speak fluently because during this year they themselves focus more on fluency while 40 % opted for “no”, they do not expect them to speak fluently.
Question 20: According to you, what do we mean by fluency?

Table 39

Definition of Fluency

<table>
<thead>
<tr>
<th>Options</th>
<th>Speaking easily</th>
<th>Speaking rapidly + easily + without hesitation</th>
<th>Speaking rapidly + easily + without hesitation + without too many pauses</th>
<th>Speaking without hesitation + without too much pauses</th>
<th>G: all of them</th>
<th>Speaking easily + without hesitation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>3</td>
<td>2</td>
<td>12</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Percentage %</td>
<td>15 %</td>
<td>10 %</td>
<td>60 %</td>
<td>5 %</td>
<td>5 %</td>
<td>5 %</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Figure 31. Definition of Fluency
From the table, we notice that we have got six different answers, but the majority making 60% have linked the four characteristics in one definition saying that fluency means speaking rapidly, easily, without too much pauses, and without hesitation. There is no clear definition of fluency. It differs from one teacher to another.

**Section Four: The Relation between Oral Fluency and Reward**

**Question 21: What are the most useful techniques to promote EFL students’ oral fluency**

a. Giving students the chance to speak  
b. Sitting in a circle  
c. Advising them to listen to native speakers  
d. Rewarding students

**Table 40**

<table>
<thead>
<tr>
<th>Options</th>
<th>Listening to native speakers</th>
<th>Listening to native speakers + Rewarding students</th>
<th>Rewarding students</th>
<th>All of them</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>3</td>
<td>8</td>
<td>4</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Percentage %</td>
<td>15 %</td>
<td>40 %</td>
<td>20 %</td>
<td>25 %</td>
<td>100 %</td>
</tr>
</tbody>
</table>

[65]
The majority of teachers (40%) give an importance to speaking, listening and reward in developing oral fluency. 25% have said that all techniques (speaking, listening, reward, sitting in a circle) are helpful and 20% give the importance just to the reward strategy. The minority (15%) said that it is all about listening to native speakers. So, reward, speaking and listening to native speakers are the most helpful techniques that teachers can use in order to develop oral fluency.

**Question 22: Do you really expect rewards to be a very useful and helpful technique to promote EFL students’ oral fluency?**

**Table 41**

| The Importance of Reward In Promoting Oral Fluency |
|---------------------------------|--------|--------|--------|
| Options                        | Yes    | No     | Total  |
| Number                         | 17     | 3      | 20     |
| Percentage %                   | 85 %   | 15 %   | 100 %  |

[66]
The Importance of Reward in Promoting Oral Fluency

Figure 33. The Importance of Reward In Promoting Oral Fluency

The majority of teachers making 85 % expect reward to be a useful and helpful strategy to promote EFL students’ oral fluency while 15 % do not expect it to be a useful and helpful strategy in promoting EFL students’ oral fluency.

Question 23: Reducing students’ fears through the use of verbal praise is the main reason behind the improvement of students’ oral fluency.

   a. Agree        b. strongly agree        c. Disagree       d. strongly disagree

Table 42

The Role of Verbal Praise in Reducing Students’ Fears

<table>
<thead>
<tr>
<th>Options</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>11</td>
<td>6</td>
<td>3</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>Percentage %</td>
<td>55 %</td>
<td>30 %</td>
<td>15 %</td>
<td>0 %</td>
<td>100 %</td>
</tr>
</tbody>
</table>
Figure 34. The Role of Verbal Praise in Reducing Students’ Fears

11 teachers agree with the statement saying that ‘reducing students’ fears through the use of verbal praise is the main reason behind the improvement of students’ oral fluency.’, and 30 % strongly agree. The minority making 15 % disagree with the statement. The agreement of the majority is because they know very well that verbal praise act as a reinforce that helps in reducing students’ fears an promote oral fluency.
5 Discussion of the Results

The analysis of the two questionnaires reveals that Reward is a very useful, helpful, and effective strategy that has to be used in the EFL classrooms. It affects the students’ speaking in the level of developing oral fluency through reducing fears, raising self-confidence, self esteem and motivation. The students’ answers for the (Q 2) show that those (64.28 %) who really wanted to study English show a great interest to the field. They really want to benefit from every available thing that may help them in developing themselves. Most of the students making 71.42 % answered the question (15) that asks them about how reward helps them to develop their oral fluency because their teachers use it and they already experienced this helpful strategy and its importance in the learning process, but the majority of them (52.84 %) affirmed that they benefit more when the reward is verbally administered in the (Q 5). By verbal rewards here, we mean not just verbal praise or just positive feedback, but the two. According to 31.42 % of the students in (Q 15), verbal praise reinforces their development and raises their confidence in their own capacities and makes them aware of improving themselves in terms of developing oral fluency. The teachers’ answers also affirmed the role of using rewards in increasing students’ motivation and encouraging them to be more risk-takers and at the same time aware of improving themselves and developing their oral fluency. Also, 20 % of teachers in (Q 8) affirmed that verbal rewards are more helpful. The majority of teachers making 85 % in (Q 23) agree that reducing students’ fears and raising their self confidence and motivation is the main aim behind the improvement of the students’ oral fluency. So, they confirm both; the positive effect of using rewards on the students’ level and that verbal praise is the effective type that helps students to promote their oral fluency.
6 Pedagogical Implications

The results obtained from the two questionnaires indicated that our hypothesis is confirmed, that is to say, that using rewards in the EFL classrooms would motivate students and raise their confidence in their own capacities and help them to speak fluently. Depending on our theoretical part and on the analysis of the two questionnaires, we are going to give some suggestions about the reward strategy and how to use it effectively.

1- Many students can misunderstand the aim behind giving rewards that’s why the teacher has to be careful. He has to reward performance because here the aim is clear for both the teacher and his students, especially when it comes immediately after the performance.

2- Rewards are a very effective and helpful strategy that creates a good relationship between the teacher and his students. Also, they show that teachers appreciate the students’ efforts.

3- Verbal praise is a very useful and effective type not just for beginners, but for all levels. It should not be alone, but it should go behind other types.

4- Teachers have to phrase praise statements in the sense that students feel informative rather than controlled by the teacher. They should inform them about their good performance and make them feel confident not controlled and obliged to do something in order to get rewarded. Of course, it can be good but it can undermine autonomy.

5- Rewards are a very effective device that teachers should use to develop their students’ performance and raise their motivation. Only skilled and experienced teachers have the capacity to do so. It should be done carefully and fairly because all students should benefit from, if not we may fall in problems of segregation.
Conclusion

This chapter is the practical part of the research. We collected data about students and teachers’ attitudes and opinions about the use of reward in the EFL classrooms and check its effects on students’ oral fluency. We depended on two questionnaires administered for both teachers and students. We provided a description of the two questionnaires, their analysis, then the discussion of the results obtained from the two questionnaires. Also, we presented some pedagogical implications about the reward strategy and its application in the EFL classrooms.
General Conclusion

This study aims at investigating teachers’ and students’ attitudes towards the use of reward to promote EFL students’ oral fluency in third year English LMD students at Larbi Ben M’Hidi University. We found that reward has an important role in developing students’ level. It is important for teachers to use this effective device to help their students. The findings of the practical study confirmed what we suggested at the beginning of the research, i.e., rewards reduce students’ fears, increase self-confidence and intrinsic motivation and encourage them to be risk-takers in order to speak fluently.

Limitations of the Study

Because of time constraints and some difficulties we may face when testing oral fluency we depended on a descriptive study rather than the experimental one. However our research reached positive results and our hypothesis is confirmed, but the experimental method can be more helpful and its results can be more valid.

The reward strategy suits beginners, but because we investigated its effects on the students’ oral fluency, we have chosen an advanced level. We do not expect secondary school pupils or first or second year LMD English students to speak fluently.

Suggestions for Further Research

After finishing our research, we propose the following suggestions:

1. Teachers of English should be able to create a healthy and enjoyable atmosphere in the classroom to reduce the students’ fears and help them to be risk-takers by using the appropriate technique or strategy that suits the learners.
2. As we know motivation is an important factor in the learning process, that’s why teachers have to provide their students by everything that may help them to be motivated.
3. Speaking is an important skill because through it we communicate, we express our ideas and show our capacities that’s why teachers should give students the opportunity to speak.
4. Further research should investigate the effects of using rewards on students’ initiation.
List of References


Appendix A.

Teachers’ Questionnaire

Dear teacher,

You are invited to participate in a research project entitled “Teachers’ and Students Attitudes towards Using Rewards To Promote EFL Students’ Oral Fluency”. The study is designed to see the effects of using rewards in the EFL classrooms in terms of promoting Oral Fluency. This questionnaire aims at finding out whether rewards have any significant effect on promoting EFL students oral fluency. We will really appreciate if you could take part in. Your responses will be taken into consideration, without them this research of my master dissertation cannot be carried out.

Please answer the following questions by ticking the appropriate box(or boxes) and giving a complete answer when necessary.

Definition of some concepts used in the questionnaire:

**Tangible Reward**: refers to the strategies that you can use to provide students with concrete symbols or tokens for appropriate behaviour.

**Verbal Rewards**: are brief expressions used by teachers.

**Positive feedback**: is a strategy used by the teacher to provide the student with information.
Section One: Background Information

1. How long have you been teaching English?
   ............. years

2. Do you like teaching English?
   - Yes ☐ - No ☐

Section Two: Reward

3. Do you consider Reward as a helpful strategy that can be used in the EFL classrooms?
   - Yes ☐ - No ☐

4. Do you use reward in your classroom?
   - Yes ☐ - No ☐

5. Whatever your answer is, please justify.
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

6. For what reason you give rewards?
   a. To get students participate in the classroom discussion effectively ☐
   b. To get them just participate ☐
   c. For a good performance ☐
   d. Further suggestions:
      ……………………………………………………………………………………………
      ……………………………………………………………………………………………
      ……………………………………………………………………………………………

7. What type of reward you use most?
   a. Tangible rewards ☐ b. Verbal rewards ☐

8. Which of the following is more helpful?
   d. Praise as a verbal reward ☐
   e. Positive feedback as a verbal reward ☐
   f. Extra marks as a tangible reward ☐
9. Do you promise before giving rewards?
   - Yes ☐  - No ☐

10. Which one is more helpful?
    a. Expected rewards ☐  b. Unexpected rewards ☐

11. Whatever your answer is, please explain.
    ……………………………………………………………………………………………
    ……………………………………………………………………………………………
    ……………………………………………………………………………………………
    …

12. Your students are motivated to perform well by verbal rewards when:
    a. It is informational ☐  b. It is controlling ☐  c. Both of them ☐

13. Whatever your answer is, please explain.
    ……………………………………………………………………………………………
    ……………………………………………………………………………………………
    ……………………………………………………………………………………………
    …

14. Do you offer verbal rewards to:
    d. Encourage the student? ☐
    e. Make the student aware of improving himself? ☐
    f. Inform the student about his performance? ☐

15. Controlling verbal rewards can decrease students’ intrinsic motivation.
    a. Agree ☐  b. Strongly agree ☐
    b. Disagree ☐  d. Strongly disagree ☐

16. Do you offer verbal rewards
    a. Before the performance? ☐
    b. Immediately after the performance? ☐
    c. After the performance, at any time? ☐

17. Whatever your answer is, please say why?
    ……………………………………………………………………………………………
    ……………………………………………………………………………………………
    ……………………………………………………………………………………………
    ……………………………………………………………………………………………

[79]
Section Three: Oral Fluency

18. Do you consider your students as good English speakers?
   - Yes □  - No □  - Somehow □

19. Do you expect them to speak fluently in the last year of their Licence?
   - Yes □  - No □

20. According to you, what do we mean by fluency?
   a. Speaking rapidly □
   b. Speaking easily □
   c. Speaking without too much pauses □
   d. Speaking without hesitation □
   e. Filling time with speaking □
   f. All of them □

Section Four: The Relation between Oral Fluency and Reward

21. What are the most useful techniques to promote EFL students’ oral fluency?
   a. Giving students the chance to speak □
   b. Sitting in a circle □
   c. Advising them to listen to native speakers □
   d. Rewarding students □
   e. All of them □
   f. Further suggestions:
      ……………………………………………………………………………………………
      ……………………………………………………………………………………………
      ……………………………………………………………………………………………
      ……………………………………………………………………………………………
  22. Do you really expect rewards to be a very useful and helpful technique to promote EFL students’ oral fluency?
   - Yes □  - No □
  23. Reducing students’ fears through the use of verbal praise is the main reason behind the improvement of students’ oral fluency.
   a. Agree □  b. Strongly agree □
   b. Disagree □  d. Strongly disagree □
Section Five: Further Suggestion

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

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

Thank you for your Cooperation
Dear student,

You are invited to participate in a research project entitled “Using Rewards To Promote EFL Students’ Oral Fluency”. The study is designed to see the effects of using rewards in the EFL classrooms in terms of promoting Oral Fluency. This questionnaire aims at finding out whether rewards have any significant effect on promoting EFL students oral. We will really appreciate if you could take part in. Your responses will be taken into consideration, without them this research of my master dissertation can not be carried out.

Please answer the following questions by ticking the appropriate box (boxes) and giving a complete answer when necessary.

**Section One: Background Information**

1. Do you like English?
   - Yes ☐ - No ☐

2. Is it your choice to study English?
   - Yes ☐ - No ☐

**Section Two: Reward**

3. Do you receive reward from your teachers?
   - Yes ☐ - No ☐

4. What type of reward you most receive?
   a. Praise ☐
   b. Positive feedback ☐
   c. Extra marks ☐
   d. Further examples:
      ……………………………………………………………………………………………
      ……………………………………………………………………………………………

5. According to you, which type is more helpful?
   a. Praise ☐ b. Positive feedback ☐ c. Extra marks ☐
6. Whatever your answer is, please say why?
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................

7. How often your teachers give rewards?
   a. Always □  b. Often □  c. Sometimes □
   e. Rarely □  d. Never □

8. Do you consider this strategy as being:
   a. Help from the teacher □  b. Bribe to do something □

9. Do teachers inform you that you are going to be rewarded?
   - Yes □  - No □

10. You benefit and your motivation will be increased if the reward is:
    a. Expected □  b. Unexpected □

11. For what reason your teachers give rewards?
    a. For doing a good behaviour □
    b. For a good performance □
    c. Every time you participate □

Section Three: Oral Fluency

12. Do you consider yourself as a fluent English speaker?
    - Yes □  - No □

13. According to you, what do we mean by oral fluency?
    a. Speaking rapidly □
    b. Speaking easily □
    c. Speaking without too much pauses □
    d. Speaking without hesitation □
    e. Filling time with speaking □
    f. All of them □

Section Four: The Relation between Oral Fluency and Reward

14. Which one of these strategies your teachers use and you benefit from in promoting your fluency?
    a. Sitting in a circle □
b. Having a chance to speak

c. Listening to native speakers

d. Being rewarded

e. All of them

15. How does reward help you to develop your oral fluency?

16. Do teachers reward you when speaking fluently?
   - Yes ☐  - No ☐

17. Have you benefited from the use of these rewards in developing your aims and promote your fluency?
   - Yes ☐  - No ☐

Section Five: Further Suggestion

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

Thank you for your Cooperation
Résumé

Les étudiants de la langue anglaise comme une langue étrangère souffrent d’un problème réel qu’il est manque de motivation c’est pour ça les enseignants sont toujours en recherche d’une méthodologie qui permet d’encourager et faciliter la maîtrise de leurs étudiants. Cette étude vise à étudier les opinions des enseignants et des étudiants de l’usage de la récompense dans les classes d’anglais comme une langue étrangère au niveau de parler la langue anglaise facilement. Pour tester notre hypothèse et répondre aux questions qui sont:

- Est-ce que la récompense à des effets sur le niveau des étudiants ?
- Quel type de récompense est plus utile?

Nous avons distribué deux questionnaires pour les étudiants et les enseignants d’anglais. Soixante-dix étudiants au niveau de troisième année LMD et vingt enseignants ont été choisis au hasard dans le département d’anglais de l’université Larbi Ben M’Hidi d’Oum El Bouaghi.

L’analyse des deux questionnaires a confirmée notre hypothèse que l’usage de la récompense dans les classes d’anglais comme une langue étrangère à des effets positif sur la maîtrise des étudiants au niveau de parler la langue anglaise facilement, rapidement et sans fautes grammatical ou vocabulaire.
ملخص

يعاني طلبة اللغة الإنجليزية كلغة أجنبية من مشكلة حقيقية ألا و هو عدم توفر التحفيز. أساتذة اللغة الإنجليزية هم في بحث دائم من أجل إيجاد منهجية و إستراتيجية مثلية لتحفيز الطلاب و تشجيعهم على التعلم و نطق اللغة الإنجليزية بطريقة سهلة و صحيحة. هذه المذكرة تسلط الضوء على واحدة من هاته الاستراتيجيات التي أثبتت أنها جد فعالة ألا و هي إستراتيجية التحفيز.

تهدف هذه الدراسة إلى استقصاء آراء كل من الطلبة و الأساتذة حول تأثير استعمال الحوافز و المكافآت في أقسام اللغة الإنجليزية كلغة أجنبية على تمكن الطالب من اللغة الإنجليزية و استعمالها بطريقة سهلة.

من أجل دراسة الفرضية و الإجابة على السؤالين الذين يبحثان عن ما إذا كان لإستراتيجية التحفيز دورا في تطوير الطالب و عن نوع التحفيز الأكثر فعالية فمثنا بتوزيع استجوابين لكل من الطلبة و الأساتذة حيث تم اختيار سبعون طالبا من السنة الثالثة و عشرون أستاذًا اختيارًا عشوائيا بمعهد اللغة الإنجليزية بجامعة العربي بن مهدي لولاية أم البواقي.

أوضحت النتائج المتحصل عليها من تحليل الاستجوابين و مناقشة النتائج أن مكافآة الطلاب و تشجيعهم يزيد من ثقة الطالب بنفسه و بقدراته و يزيد رغبته في تطوير نفسه ليتمكن من استعمال مكتسباته اللغوية بطريقة صحيحة و من التعبير عن أفكاره بسهولة و التكلم من دون كثرة التوقف لا سيما إذا كان التشجيع شفاهيا.

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