Investigating the Impact of Rewards on Raising Introvert Students’ Classroom Participation

The Case of Second Year LMD Students of English at Larbi Ben M’hidi University

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences and Teaching English as a Foreign Language

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2015-2016
Dedication

This work is specially dedicated to my parents who support me with their encouragement and prayers.

To my sisters Zamen, Chaima, Malek and my brother Zin el din

To Mr. Hamza REHAILI and to everyone who helped me.

To all my friends
To all my teachers
You are all my inspiration.
Acknowledgement

First of all, thanks to Allah for helping me to complete this work.

My sincere appreciation goes to my supervisor Mrs. Samira ARROUF for her patience and guidance throughout doing this research.

Special thanks to Mr. Toufik ZEGHOUD for giving me feedback and help.

My sincere thanks goes to Ms. Sara MEZREG for her effort in correcting the final work.

I would like to express my appreciation and gratitude to my parents for their support and encouragement during the whole educational period.

My gratitude, also, goes to all teachers and students who participated in this study.
Abstract

It is really difficult for teachers to make all students participate in the classroom. They tend to use different strategies to enhance the learning process. The present study investigates the impact of rewards on raising introvert students’ classroom participation. The following questions are going to be raised: Do rewards increase introvert students’ classroom participation? To what extent do rewards enhance introvert students’ classroom participation? It is hypothesized that rewards are effective in raising introvert students’ classroom participation. A descriptive method has been used for the data collection; there are two questionnaires which were administered to 16 teachers and 50 second year LMD students, at the English department, university of Larbi Ben M’hidiOum El Bouaghi to examine their perceptions and attitudes towards the topic being investigated. Thus, the results show that the research hypothesis is confirmed; that is to say, rewards are effective in raising introvert students’ classroom participation.

Key Words: Rewards, Introvert Students, Classroom Participation
List of Abbreviations

EFL: English Foreign Language
FL: Foreign Language
LMD: Licence Master Doctorate
N: Number
Q: Question
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General Introduction

Participation has a vital importance in EFL classroom it helps students to express their opinions, practice and learn the target language at the same time. It also helps teachers to know whether or not students have understood what is said, but there is an obstacle that both teachers and introvert students suffer from. It is about introverts’ reluctance to participate in the classroom. They do not join in the discussion unless they are called on or have an important idea to add. This issue is due to some reasons such as, insufficient time to think, fear of public speaking, and inadequate preparation for the lesson. Many teachers try to use rewards in order to raise students’ participation, in general, and introverts’, in particular. Rewards are considered as positive reinforcements that make students accomplish a given activity or task. Thus, they are necessary in the teaching and learning process.

1. Statement of the Problem

Creating a healthy atmosphere in the classroom improves the learning process. This enables students to negotiate meanings, ask questions and share ideas with the teacher and classmates. However, not all students take part in the discussion. Introvert students tend to be quiet and calm, even if they have the right answer they do not participate, their reluctance to participate in the classroom is due to some reasons such as, fear of public speaking. Therefore, teachers try to find solutions for this issue through the use of rewards in EFL classrooms, introvert learners may be encouraged to participate. Thus, their participation difficulties may reduce. This study includes all types of rewards that can be used in a classroom setting. So when introvert learners are rewarded, positive results may occur.

2. Research Aim

The aim of this study is to examine whether or not the use of rewards improves introvert students’ participation in the classroom.

3. Research Questions

The research seeks to answer the following questions:
Q1: Do rewards increase introvert EFL students’ classroom participation?
Q2: To what extent do rewards enhance introvert EFL students’ classroom participation?
4. Research Hypothesis

It is hypothesized that rewards are effective in raising introvert EFL students’ classroom participation.

5. Methodology

The research is conducted at Larbi Ben M’hidi University, English department with second year LMD students because they are already familiar with the modules. However, they have low classroom participation level especially, introverts. 50 students out of 211 and 16 teachers out of 38 are randomly selected. The sample size is chosen according to Gay (as cited in Yount, 2006. p. 7-4) who “suggests 10% of large populations and 20% of small populations as minimum”. In order to find out whether rewards have an influence on introvert learners’ classroom participation, we administered two questionnaires; one for students and the other for teachers. The questionnaires include four main sections: the first section is devoted to some general information about the participants. The second section is designed to know students’ and teachers’ perspectives about classroom participation and introversion. The third section provides us with information about reward system in the classroom, and the last one deals with the effect of rewards on improving introvert students’ classroom participation.


The present study consists of two chapters: The first chapter is the theoretical part, divided into two sections: section one deals with classroom participation and introversion, section two is about reward system in the classroom. Additionally, the second chapter includes the description of both questionnaires and the analysis of the findings.
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Introduction

In any classroom situation teachers play an important role in developing the learning and teaching process. This section comprises in particular the definition of personality and classroom participation. It consists of the common personality types, the value of participation, also introvert students’ needs in EFL classes will be emphasized. It describes teachers and students talking time. In addition to the factors that affect EFL students classroom participation.

1.1.1 Definition of Personality Types

According to Eysenck (as cited in Funda, 2006), the term personality comes from the Latin word ‘persona’ which means “the outward indication of person’s character”. Personality is defined as the ‘characteristics and qualities’ of an individual that differentiate him or her from others (p. 12).

1.1.2. Common Personality Types

Tieger, and Tieger (2002) state that “personality type refers to a system for understanding human behaviour”. It is claimed that personality type does not change overtime, but it is human behaviour that changes. So teachers should try to change students’ behaviours in the classroom. The focus is on introvert students because they are the core of the study (p. 12).

1.1.2.1. Extrovert and Introvert Personality Types

For Felder and Brent (2005), introverts “focus on the inner world of ideas”, however, extroverts “focus on the outer world of people” (p. 59). So introverted students get energy from being alone because they “are drained by people”, however, extroverted ones get energy from social interaction and “they are drained by being alone” (Burruss., & Kaenzig, 2008. p. 2). Silverman (as cited in Gifted and talented education: Professional development package forters, n.d) states that introverts are reflective individuals who are “oriented towards the subjective world of thoughts and concepts”. So they are interested in their own ideas and thoughts (p. 27). Thompson (2012) adds that introversion is “innate temperament beginning at birth that reveals itself in a collection of preferences in behavior”. Which means that students’ behaviours reflect their personality type (p. 6).
Jung (1989) states that extroversion is seen as an “attitude-type characterized by concentration of interest on the external object” (p. 394).

According to Burruss, and Kaenzig (1999), “introversion is not a pathological condition; it is not an abnormal response to the world. It is simply a personality trait found in small percentage of the total population”; that is, introversion does not refer to a study of disease, but it refers to a person’s character (p.1).

Henjum (as cited in Burruss, & Kaenzig, 1999) suggests that introverts belong to two different groups:

“**Group A:** Self-sufficient, confident, hardworking, with firm goals, self-actualizing, reserved, preferring activities that involve inner experience and introspection; and

**Group B:** Shy, timid, withdrawn with low self concept, lacking in communication skills, demonstrating fear of people, dread of doing things in front of others” (p. 2).

Burruss, and Kaenzig (1999) argue that when introverts receive criticism about not being social, elements in group b will be the result.

### 1.1.2.2. The Difference between Extroverts and Introverts

There are some characteristics that differentiate an extroverted person from introverted one. According to Gifted and talented education article (n.d), the difference between extroverts and introverts is the following:

“**Extroverts tend to:**

- get energy from interaction with people
- have a single-layered personality; they are much the same in public and in private
- be comfortable quickly in new situations
- make friends easily and have a lot of friends
- be easily distractible
- be impulsive
- be risk takers in groups

**Introverts tend to:**

- get energy from inside themselves
- feel drained by people
- have an ‘inner self’ and ‘outer self’ (multilayered)
- need privacy
- mentally rehearse what they are going to say before they start speaking
- dislike being the centre of attention
- learn by observing rather than doing
• be uncomfortable with changes
• have a few very close friends rather than a wide circle of more casual friends
• be capable of intense concentration
• be reflective
• dislike being in large groups
• be quite in groups for fear of embarrassment or humiliation” (p. 28).

According to Condon, and Ruth-Sahd (2013), introverted learners differ from extroverted ones in their behaviour, ‘information processing’, and ‘preferences’. He states that “there is no question that introversion confers valuable strength: introverts tend to be better than extroverts at thinking before they act, taking in and processing information thoroughly, remaining on task, and working more accurately”, which implies that introvert students are not passive (p. 503).

1.1.3. Classroom Participation
The concept of classroom participation seems familiar to everyone, however, researchers provide several definitions of the term.
According to Burchfield, and Sappington (1999), participation is defined as “the number of unsolicited responses volunteered”, which means that it refers to students’ ‘volunteered’ answers in the classroom (p. 290).
Burnett (as cited in Phillips, Smith, & Modaff, n.d) states that “classroom participation includes hand raising, head nodding, sharing opinions, asking questions and generating new ideas” (p. 81).
For CDIR Bulletin (as cited in Diaz-Ducca, 2014), classroom participation is also known as students oral production, it “helps instructors see how the students have understood the course material, and it also helps to promote further students learning” (p. 329). Jaasma (as cited in Phillips, Smith, & Modaff, n.d ) links educational success with classroom participation. Phillips, Smith, and Modaff (n.d) see that classroom participation is measured in two ways: “the number of times each person spoke and how many minutes each spoke” (p. 83).
Byrne (as cited in Phillips, Smith, & Modaff, n.d) claims that participating in EFL classroom involves a productive skill that is speaking and a receptive skill of understanding which is listening. Lee (2005) also defines classroom participation as “students’ speaking in class. When students are able to ask and make comments and participate in the class discussion” (p. 1). However, Beng (2003) argues that classroom participation “is not just being there or saying something, but it is a process that students
are encouraged to be actively engaged”, he clarifies that actively engaged indicates that “students should be able to ask questions, provide insights to support arguments, personal views, opinions, experiences, explore perspectives, clarify materials” (p. 1).

Garcia (2008) suggests that classroom participation is a way to measure students’ progress. “It is important to evaluate how well students are doing in the learning process” (p. 12).

1.1.4. The Importance of Participation in EFL classroom

According to Berdine, Dancer, and Kamvounias (as cited in Rocca, 2010), participation has a great importance in EFL classroom. First, it creates opportunities for students to develop their participation skills. For example, when a student is asked to provide arguments to defend his or her opinion, s/he will develop some skills through the clarification provided. Second, Cohen (1991) reports that classroom participation process makes students active, and improves the educational level through bringing life to FL classroom. Furthermore, Smith (as cited in Rocca, 2010) claims that when students participate in classroom conversations, they will understand better. Thus they do not need to memorize the lesson because it is already interpreted. Moreover, participation allows learners to test their new vocabulary. Liu (as cited in Arafat, 2012) states: “participation in verbal interaction offers language learners the opportunity to follow up new words and structures to which they have been exposed during language lessons and to practice them in context” (p. 18). Additionally, Garcia (2008) suggests that “students also should be aware because participation in the classroom is helpful for them. They need it for themselves, not only for the development of their personal academic ability, but also for their professional life” (p. 11). So students should join in the discussion because it is beneficial for them. Finally, Crone, and Garside (as cited in Rocca, 2010) assert that students’ oral production enables them to use their critical thinking. So the importance of participating in EFL classes is undeniable.

1.1.5. The Needs of Introvert Students in EFL Classrooms

Introvert students rarely participate in classroom discussion. The fact that makes it hard for teachers to know whether they have understood the lesson or not (Condon, & Ruth-Sahd, 2013).

According to Burruss and Kaenzig (1999), Modern education focuses more on extrovert students’ needs and forget about introverts’ one because it takes place in a large group. The authors do not ‘advocate’ specific classrooms for introverts, but ‘an awareness’ about their needs. They state that “there is nothing wrong with being an introvert. It does not need to be
cured. It simply needs to be understood and accepted” (p. 4). Additionally, Zimmermann (2014) reports that “introvert learners has not only been neglected but actually ignored”, which should not be done in academic learning situations (p. 1).

A practical teaching technique for introverts is to give them enough time to think before answering the question because they need much time than extroverts in order to organize their thoughts. Condon, and Ruth- Sahd (2013) state that “introverts recall thoughts stored in their long-term memory for the purpose of building more complex associations. Thus, introverts need more time to develop their ideas before they feel comfortable expressing them”. This represents the reason behind taking much time thinking (p. 507). Then, their responses will be “much richer and more detailed that satisfy both the teacher and the students” (Gifted and talented education: Professional development package for teachers, n.d. p. 29).

Introvert students can be humiliated by interrupting them before they complete the explanation of a particular statement, which makes them lose their ideas. If there is something wrong in the classroom, teachers should address the behaviour not the student. Introverted learners also should not be embarrassed in public, of course it should be applied with all students, however, the emphasis is on introverts because they are sensitive.

Do not push introverts to make lots of friends because they may face ‘rejection’ of being different from them which may lowers their self-confidence ‘to approach’ others. Teachers also should respect students’ introversion and not trying to make them extroverted because “they will have enough people giving them this message; they don’t need their teachers and parents joining the choir” (Gifted and talented education: Professional development package for teachers, n.d. p. 30).

In sum, teachers should encourage introverted students to participate in EFL classes and change their behaviour not their personality type.

1.1.6. Who Does the Talking in Class?

According to Harmer (2012), in some classrooms instructors tend to speak most of the time, however, the students are the ones who really need to practice the target language. He provides two terms for both teachers and students classroom interaction which are “Teacher Talking Time (TTT)” and “Students Talking Time (STT)”. He adds that when teachers take too much time talking, students will not have the opportunity to participate in the classroom. So offering students opportunities to discuss topics, share ideas and negotiate
meanings are necessary for the learning process. Language teaching will take place spontaneously because students learn the language via using it.

For Garcia (2008), “instructors have this responsibility that all students should be engaged and not be limited in their ability to learn”, that is, they should pay attention to this factor (p. 11).

He also claims that teachers should encourage “students to change their rate of participation as a source for their future success. Since English is the most spoken language in the world they need to have an active participation in EFL classes, which can help them in the future”, that is to say, learners should be active participants in EFL classrooms in order to develop their levels and learn the target language easily (Garcia, 2008, p. 11).

1.1.7. Problems that Affect EFL Students’ Classroom Participation

There are several difficulties that may face EFL students learning process. Brown (as cited in Riess, Jimenez, & Rincon, 2012) has found that the major problem that influence students’ learning English as a foreign language is the low level of classroom participation.

He mentioned that this lack of participation in the classroom is related to the characteristics of personality such as introversion and extroversion. Personality factors influence students when they use the foreign language in the classroom, thus participation is considered a great challenge for them. Many scholars share this point of view, Riess Jimenez, and Rincon (2012) state that “introversion is said to have a negative impact related with the development of communicative skills” (p. 4). Participating in classroom discussion is really hard for introverts “even if they are familiar with the material to be addressed, discussion involves contributing on the fly, with no time for editing. Also, topics can be changed quickly during discussions and introverts can not switch their attention from one thing to another”, that is to say, teachers should help every student to engage in discussion and create a good atmosphere that makes them feel comfortable (p. 507).

According to Cazden (as cited in Riess, Jimenez, & Rincon, 2012), introversion influences learners’ oral performance of English language. Furthermore, Senel (as cited in khamkien, 2010) argues that “introvert students would not prefer to participate in classroom activities. Leading to the lack of any opportunities to make full use of phonological activities” (p. 759). Lafont (as cited in Rises, Jimenez, & Rincon, 2012) asserts that when it comes to English oral discussion, introvert student's disadvantage appears. Brown (as cited in Rises, Jismenez, & Rincon, 2012) clarifies some evidence about personality factor, he states
that extroverted learners participate more in the classroom than introverts. So there is a relationship between personality and high or low levels of students’ participation.

Baron (as cited in Phillips, Smith, & Modaff, n.d) reports that research proves that students with high levels of self-esteem are more confident than those with low self-esteem, thus the level of participation in the classroom will be affected by this factor.

Harmer (2012) suggests that there is a type of students who needs a special encouragement in order to raise personal self-esteem.

For Witherspoon, Long, and Nickell (as cited in Phillips, Smith, & Modaff, n.d), communication apprehension could be another factor that inhibits learners’ participation in the classroom. According to Phillips, Smith, and Modaff communication apprehension indicates that when learners are motivated and familiar with the topic being investigated they do not participate because of fear of speaking.

Moreover, failure may make students demotivated. So succeeding in learning a language plays a role in raising learners’ motivation in the classroom (Harmer, 2012).

Also Kao, and Gansneder (1995) found that students who learn English as a second or foreign language were less likely to participate because they did not “know the material well” (p. 136).

Finally, Arafat (2012) reports that lack of preparation is another factor that inhibits students from participating in English class. When students participate without preparation, they get nervous.

In short, classroom participation is affected by many variables that influence the learning process of English foreign language.

**Conclusion**

To sum up, students learn in different ways the fact that makes them participate differently in EFL classrooms. There are some students who like to share ideas, negotiate meanings and ask questions and others who prefer just to listen and take notes. Classroom participation has a significant role in the educational system, thus EFL teachers want to promote students’ participation especially, introvert ones because it helps teachers to measure students understanding of the topic or the lesson. So classroom participation is very important in learning a foreign language.
Section Two

Reward System in EFL Classroom

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Section Two

Reward System in EFL Classroom

Introduction

Educational psychologists have recognized the importance of using rewards in the classroom to support students’ learning. This section tackles the definition of rewards, both types of rewards, short-term and long-term rewards, that should be used appropriately in order to have good results. Additionally, the three different ways of offering rewards are included. Also the benefits and disadvantages of reward system used in the classroom are mentioned. Finally, due to the lack of information that tackles the relationship between both variables, the effect of using rewards on enhancing EFL students oral production generally and introvert EFL students’ classroom participation specifically is dealt with in this section.

1.2.1. Definition of Rewards

The reward system is an educational strategy used to improve students’ performance. As Burton, Ray, and Mehta (2003) state that a reward “refers to anything that promotes behavior being repeated in the future”, which indicates that teachers may use rewards in the classroom to enhance the behaviour (p. 241). Similarly, Minden (1982) defines a reward as “any behavior followed immediately by a positive reinforcer is strengthened. That is, such behavior is more likely to occur again than a behavior which has not been strengthened. A positive reinforcer is, in essence, a reward”, so reward system has a positive impact on behaviour (p. 138).

According to Reynold, Salend, and Behan (1989), rewards are considered as external motivators that are given to students for the accomplishment of any activity. For example, the teacher may encourage the students to take part in classroom conversations via adding pluses. For Geller, Cooper, Herond, and Heward (as cited in Ostmeyer, Scarpa, n.d), rewards can be offered to make someone satisfied of oneself. Finally, Centra (2006) states that “rewards can be as simple as saying a student’s response was good, or mentioning the names of contributors” (p. 88).
1.2.2. Types of Rewards

There are two types of rewards which are short-term and long-term rewards.

1.2.2.1. Short-Term Rewards

According to Raymond (2008), short-term rewards are any form of positive reinforcement which are given to students directly after a good performance. For instance, when a student has finished doing a particular activity in a correct way the teacher praises him or her for the good work.

1.2.2.2. Long-Term Rewards

Long-term rewards are considered as positive reinforcements which can be given to students for good performance in a particular period of time (Raymond, 2008). So this type of rewards does not necessarily occur directly after performing well. Whenever learners receive long-term rewards, they become more interested and encouraged to do the best work. For instance, the point system makes learners active participants in each classroom session they try hard to earn bonus. It can be said that long-term rewards make learners do more efforts to have better results.

1.2.3. Forms of Offering Rewards

According to Reeve (2014) there are three different ways of offering rewards in the classroom, which are expected versus unexpected, tangible versus verbal, and contingent versus noncontingent.

1.2.3.1. Expected Versus Unexpected

Reeve (2014) argues that expected reward is “given on a prearranged and contingent basis, such as, if you turn in your homework, then you can expect two bonus points. An unexpected reward is given without a preannounced, prearranged contingency or contract” (p. 503). This implies that the teacher can choose the appropriate form of reward that works best.

1.2.3.2. Tangible Versus Verbal

Reeve (2014) states that tangible refers to a “reward that the student can touch, smell, see, or taste, such as food or prize. A verbal reward is one of symbolic value, such as praise or positive feedback” (p. 503). For Marlatt (2015), verbal rewards are the most useful and beneficial in a classroom setting than tangible rewards.

1.2.3.3. Contingent Versus Noncontingent
According to Reeve (2014) contingent reward is “given in exchange for carrying out a requested behavior or task... noncontingent reward is given irrespective of whether the student actually engage in the behavior or task” (p. 503). According to Marlatt (2015), the first one includes telling students that they will receive rewards if they do something. However, the second one is introduced to learners for task accomplishment ‘as a surprise’, that is, they do not know about the reward, something that is similar to expected and unexpected rewards.

1.2.4. Benefits of Using Rewards in EFL Classroom

Rewards use in EFL classrooms has a number of benefits. Cotton (1988) and Centra (2006) claim that classroom encouragement is very beneficial to raise students self-confidence. For example, when learners use doubtful tones while answering a question or they have low participation levels, positive reinforcements will solve the case.

According to Huffman, Huff, Patterson, and Neitfield (as cited in JSU & Crest Students, 2015), rewards can encourage students in academic learning environment. Also Reeve (2014) demonstrates that rewards use gives students feedback about their ‘competence’ in doing the activity. For example, when the teacher says ‘well done’ to his or her student, he indicates that his or her answer is correct. This will help students to know about their abilities and capacities to learn.

Furthermore, Cotton (1988) claims that “reinforcement does not undermine intrinsic motivation when the recipient perceives it as a symbol of success rather than an attempt to control his or her behavior” (para. 19). This means that the effect of rewards depends on individuals' perceptions which is a strong argument given for those who are against using the reward system in EFL classrooms. He also defines the use of rewards as “instructional reinforcement”, that is to say, it supports the leaning and teaching environments (Para. 5). As Reeve (2014) adds to this point, this strategy helps in “developing good habits of the mind which leads to success in school and life” (p. 7).

For Good, and Brophy (as cited in Rahal, 2010) and Reeve (2014), rewards are considered the key to support students’ motivation to learn because they raise learners’ interest, curiosity and creativity in the classroom. In addition, Kong (2009) and Laily (2016) argue that reward system empowers the learning process of English foreign language. It changes students’ state from being passive to being active. It is really useful in EFL classrooms to achieve better results.

Moreover, reward system encourages students to maintain the good work and improves their behaviour. So the use of rewards develops students’ achievement in the classroom
(Haycraft, 1978 & Willingham, 2008). Therefore, Reeve (2014) states that “a student offered an attractive enough reward will willingly engage in almost any teacher- requested behaviour” (p. 496). Additionally, Deci (as cited in Baranek, 1996) states that “when a person perceives a reward to be more than what is warranted for a given situation, the person forth more effort in an activity”, which indicates that teachers’ rewards in the classroom have a positive influence on students’ achievement so that their ability to learn will be increased gradually (p. 2). Thompson (as cited in Widiyatmika, 2008) summarizes the benefits of using rewards in EFL classroom in three points:

1. Encourage students to repeat the desired behaviour.
2. Create enthusiasm in the classroom.
3. Push students to have good thoughts.

Terrel and Rundulic (1996) assert that the use of rewards improves students’ self-esteem, thus they will be more satisfied with their own capacities. As a consequence, it is clearly stated that positive reinforcements can improve the target language learning.

1.2.5. Disadvantages of Using Rewards in EFL Classroom

Some researchers (Tapp& Lively, n.d) argue that the use of rewards could be detrimental. Row (as cited in Tapp& Lively) claims that praise lowers students’ self-confidence and even verbal participation.

Furthermore, positive reinforcements decrease students’ self-motivation and make them reward dependent, ‘the message’ that is conveyed from giving students rewards is that learning is not interesting and enjoyable unless there is a reward. So learners will engage in doing classroom activities only to obtain rewards which undermine the learning capacities (Stipek, n.d). Moreover, Reeve (2014) summarizes the above arguments as the following: “The more teachers use extrinsic rewards to control students’ behavior, the more motivational, educational, and developmental damage these offering produce” (p. 504).

This means that rewards decrease intrinsic motivation, and affect the learning process negatively.

Additionally, offering rewards such as praise has become something habitual in teaching process. Much use of them “carry little meaning or no meaning for students” (Bennett, 1989. p. 13). This implies that either you use rewards in the classroom or not, there is no positive effect at all because they are used daily.

In a study reported by Ambile (as cited in Stipek, n.d) showed that students who expected to be graded were less creative than those who did not, he asserts that classroom rewards narrow students’ attention, which means that rewards use in EFL classrooms can be harmful.
1.2.6. Do Rewards Work in EFL Classrooms?

The effect of rewards in EFL classrooms depends on the users. Teachers who use them appropriately will have positive outcomes. Willingham (2008) states that rewards “can be both beneficial and harmful. It is the right application of rewards on the part of educators which will have positive effect on learners” (p. 1). He reports that rewards should not be used randomly, they should be done for a clear reason and in an appropriate way. Hence, Marlatt (2015) also agrees that rewards can be effective or ineffective, they only depend on the type and the form of reward used. In addition to the reason behind offering the reward and how often they are given to students in the classroom.

1.2.7. The Importance of Rewards on Improving EFL Students’ Classroom Participation

Since there are no studies conducted before about the impact of rewards on raising introvert students’ classroom participation, we tackle the effect of reward system on enhancing students’ classroom participation in general.

Clarizio (1980) claims that teachers recognize the importance of using rewards in EFL classrooms to change students’ behaviours, the amount of rewards given has a great impact on students’ learning English. Diaz-Ducca (2014) states: “a positive and active attitude by the teacher as provider of oral encouragement (positive feedback), would help increase Manual’s motivation as a result his total time of participation in the classroom ... self-confidence will be positively influenced as a language learning and speaking professional”.

Since some students have low self-confidence motivating and rewarding them will have a positive impact on increasing their oral production (p. 327).

He also claims that there is a strong relationship between the following three concepts: motivation, participation and self-confidence in that each one promotes the other. So the teacher can use these concepts to enhance the target language use (Diaz-Ducca, 2014).

Harmer (2012) argues that teachers “will take great care to respond to each individual student in a way that is appropriate for that student”. In other words, teachers should use the appropriate strategy that suits the learners’ characters and makes them able to engage in the learning process (p. 97). Teacher’s positive reinforcement helps learners, especially introverts to overcome classroom participation difficulties. As Kong (2009) claims that giving supportive statements in the classroom such as telling the student that he can ‘solve’ some issues if he ‘works at it’ gives him the desire to learn. He states that “these words show the teacher’s emotional support and confidence in the student’s abilities and as a result the student who is especially introverted and shy to speak in class tries his or her best to
overcome the problems” (p. 148). In addition, teachers should give every student the opportunity to take part in classroom discussions (McGonigal, 2005). Also Ormrod (1988) reports that teachers should encourage learners to make comments, and answer questions through “holding high expectations for everyone” (p. 179).

For Centra (2006), “some students seem naturally enthusiastic about learning, but many need or expect their instructors to inspire, challenge and stimulate them”, that is, the first category represents extroverted students and the second one represents introverted ones. So teachers should invite them to participate in the classroom via using rewards (p. 85).

Offering rewards to English foreign learners raise their motivation to practice the target language in the classroom. So students’ motivation can be affected by the strategy the teacher uses (Harmer, 2012). Bergquist, and Phillips (1975) claim that if students are rewarded, they will participate more in the classroom.

Furthermore, establishing good rapport between the teacher and his or her students is very important because when teachers are interested in what the students say and value their opinions, they will be satisfied of their work and will do more efforts. Harmer (2012) asserts that teacher-students relationship has a great value that makes students concentrate more on the lesson. In addition, Chowdhury (2014) argues that learners may remain silent until they are exposed to the target language so that they can use it effectively, however, some students who are willing to speak even if they commit errors. So teachers should facilitate the process for both learners.

In a recent study (Arafat, 2012), researchers find that “teachers also recognize the fact that students will not produce answers unless they are called on. It is not surprising to find out that students often know the answer, but do not volunteer to say them. They are reluctant to participate in classroom discussion”. In this case, encouraging students’ oral production may improve the learning process, that is, their rate of participation will be increased (p. 18).

Laily (2016) conducts a study in which he tries to find the effect of rewards on students’ achievement in learning English as a foreign language. This ‘classroom action research’ is done in three cycles which is composed of six meetings. It has been found that when students are rewarded with food, such as a bar of chocolate, they become interested and motivated to learn, their classroom participation percentage in the first meeting is seventy nine percent (79%), but in the following meeting when EFL learners are given the same reward, it decreases to forty seven percent (47%). When the researcher uses another form of rewards which is scores, students’ participate actively in each meeting. For instance, in the third
meeting the percentage of students’ participation is about seventy nine percent (79%) and it increased to eighty five percent (85%) in the fourth meeting. So learners find it a challenge or a competition to get the ‘best score’. In the last two meetings, the best three students are rewarded by scores and certificates, thus their classroom participation percentage is one hundred percent (100%), which means that students do not like food rewards, but they prefer non-food rewards. Laily (2016) states that “the use of food as rewards has a short term positive effect on students’ motivation in learning English. It is proved by the decrease of students’ participation ... However, giving score to students as rewards for their active participation has a long term positive effect on students’ motivation and achievement in learning English. It is proved by the increasing of students’ participation”, that is to say, the positive effect of ‘edible’ rewards take a short period of time, however, non-food rewards take a longer one (para. 31). He concluded that “rewards can promote students’ motivation, participation, and achievement in learning English ... As long as the students try to be active and participate in their class, they will ignore their feeling of shame and fear”, that is to say, rewards use helps introvert students to overcome classroom participation difficulties such as their fears of speaking in public (para. 31).

All in all, it can be said that rewards use in EFL classrooms is very important to raise students’ classroom participation, generally, and introverts’, particularly.

Conclusion

In conclusion, rewards are positive reinforcements given to students in order to make them accomplish an activity or task. The fact that teachers are the ones who decide when and how to use it, if it is used appropriately positive outcomes will occur directly. So when students focus on getting more knowledge rather than rewards, it will be good for them. The following chapter will provide a clear insight about the impact of rewards on enhancing introvert students’ classroom participation.
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Chapter Two
Field Work

Introduction
The chapter is designed to answer the research questions concerning the impact of rewards on enhancing introvert students’ classroom participation at the English department Larbi Ben M'hidi University Oum el Bouaghi.

The instrument chosen to gather data is the questionnaire which is administered to both teachers and students. The descriptive method is chosen because it is easy to analyse in statistical terms. These questionnaires aim at examining whether or not the use of rewards raises introvert students’ classroom participation. This chapter includes the analysis and the discussion of both questionnaires.

1. Students’ Questionnaire
1.1. The Sample
The questionnaire was distributed to fifty (50) second year LMD students at the department of English, University of Larbi Ben M'hidi Oum El Bouaghi at the academic year 2015-2016. It was designed in order to obtain their perceptions about the rewards use in EFL classrooms to enhance introvert students’ participation. The sample size is chosen according to Gay (as cited in Yount, 2006. p. 7-4) who “suggests 10% of large populations and 20% of small populations as minimum”. They were chosen randomly among the whole population (211 students). The selection of the sample was based on the consideration that second year LMD students are already familiar with the modules, but they do not participate in classroom discussions especially, introverts.

1.2. Description of the Questionnaire
Students’ questionnaire consists of fourteen (14) questions which are arranged from general to specific. All of them are reference questions that require from learners to choose “yes” or “no” answers or to select from the given options in addition to provide their suggestions, if any.

The questionnaire is divided into four sections. The first section is concerned with students’ background information; their age (1), gender (2) and English level (Q3). Section two is devoted to knowing about classroom participation and Introversion. In question four (Q4) students are asked to identify whether they are introverts or extroverts. Question five (Q5) is designed to determine students’ perspectives towards the importance of classroom participation in the learning process. In question six (Q6) introverted students are asked about their participation rate in EFL classrooms, the following question (Q7) is designed for
introverts in order to know the reason behind their lack of participation in the classroom. The third section deals with the reward system in the classroom. How often teachers use rewards (Q8), The types of rewards used in the classroom (Q9), students are requested to choose whether they like to be rewarded or not (Q10), in addition to choose whether or not rewards use is beneficial in the classroom or it depends on the situation (Q11). The final section intends to see if there is any change in the frequency of introverts’ classroom participation when rewards are used (Q12), whether or not their use raises introvert learners’ self-confidence (Q13). In the last question (Q14) students are asked if the use of rewards could improve introverts’ classroom participation or not.

1.3. Administration of the Questionnaire

As we have mentioned before, fifty (50) second year LMD students were selected randomly for this study because it is difficult to deal with the whole population. The students were given some explanation before they start answering the questionnaire. Students took ten (10) minutes to complete answering the questionnaire.

1.4. Analysis of the Results

For the sake of investigating the impact of rewards on introvert students’ classroom participation, we provided students with options for each question.

1.4.1. Section One: General Information

1. Age:

Table 1: Students’ Age

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 – 21</td>
<td>39</td>
<td>78</td>
</tr>
<tr>
<td>22 – 23</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>More than 24</td>
<td>01</td>
<td>02</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>
Figure 1: Students’ Age

The table represents students’ age which is between 20 and more than 24 years old. It shows that the majority (78%) of students are between 20 and 21 years old which means that most of them are not repetitive. Then, (20%) of students are between 22 to 23 years old, and only one student whose age is more than 24 years old who may study English to get a second diploma.

2. Sex:

Table 2: Students’ Gender

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>07</td>
<td>14</td>
</tr>
<tr>
<td>Female</td>
<td>43</td>
<td>86</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>
The results show that the majority (86%) of students who participated in this study are girls, only (14%) represents boys which may indicate that boys mostly opt for technical studies, they rarely choose to study foreign languages.

Q3: Is your English level:

**Table 3: Students’ English Level**

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>02</td>
<td>04</td>
</tr>
<tr>
<td>Good</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>Average</td>
<td>37</td>
<td>74</td>
</tr>
<tr>
<td>Poor</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>
Figure 3: Students’ English Level

Most students (74%) have average level in learning English language. About (22%) of students have good level, and few (4%) learners mentioned that they have very good level. This implies that they like to learn English, It may be their own choice to study this language.

1.4.2. Section Two: Classroom Participation and Introversion

Q4: Are you:

Table 4: Students’ Personality Types

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>An introvert student</td>
<td>33</td>
<td>66</td>
</tr>
<tr>
<td>An extrovert student</td>
<td>17</td>
<td>34</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>
Figure 4: Students’ Personality Types

The question seeks to determine that students have different personality types. As shown in table 4, the largest percentage (66%) represents introverted students. Whereas extroverted ones represents (34%) of the sample. This indicates that students have special needs.

Q5: Is classroom participation necessary for the learning process?

Table 5: Students’ Attitudes Towards the Importance of Classroom Participation in the Learning Process

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>
**Figure 5:** Students’ Attitudes Towards the Importance of Classroom Participation in the Learning Process

The aim of this question is to know whether or not students are aware about the importance of classroom participation in the learning process. The results show that all students (100%) agree that classroom participation is necessary for the learning process, Which means that both extroverted and introverted students are aware about the vital importance of classroom participation, however, their rate of participation differs.

Q6: If you were an introverted student, how often would you participate in the classroom?

**Table 6:** The Frequency of Introverts’ Participation in the Classroom

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Often</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Sometimes</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Rarely</td>
<td>22</td>
<td>44</td>
</tr>
<tr>
<td>Never</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>66</td>
</tr>
</tbody>
</table>
The question is directed only to introvert students (66%) because we need to know the frequency of their participation in EFL classrooms. The results show that the majority (44%) of introverted students rarely participate in the classroom. However, others (22%) declared that they never take part in the discussion. This means that introverts need teachers’ help because they know that participation is important, but they are hesitating.

**Q7:** If you were an introvert, what would be the reason behind your avoidance of classroom participation?

**Table 7:** The Reason Behind Introvert Students’ Avoidance of Classroom Participation

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Insufficient time to think</td>
<td>06</td>
<td>12</td>
</tr>
<tr>
<td>b. Fear of public speaking</td>
<td>07</td>
<td>14</td>
</tr>
<tr>
<td>c. Inadequate preparation</td>
<td>02</td>
<td>04</td>
</tr>
<tr>
<td>a+b</td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>66</td>
</tr>
</tbody>
</table>
Figure 7: The Reason Behind Introvert Students’ Avoidance of Classroom Participation

This question is designed for introverts (66%) in order to know the hidden reason behind their avoidance of classroom participation. The results indicate that the majority (36%) of introverted students do not participate in the classroom because they have a fear of public speaking, and the insufficient time given to think and organize the thoughts. (14%) of respondents stated that their reluctance of participation is related to having fear of taking part in classroom discussions. Whereas (12%) of them argue that the time allowed by the teacher to answer the question is not sufficient. Only (4%) participants stated that their lack of classroom participation is due to the lack of preparation. They also provided one reason that push them to avoid participating in EFL classrooms, which is lack of self-confidence. This indicates that they need special attention and patience on the part of teachers.

1.4.3. Section Three: Reward System in the Classroom
Q8: How often do teachers use rewards in the classroom?
Table 8: Students’ Perceptions Towards the Use of Rewards in the Classroom

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>27</td>
<td>54</td>
</tr>
<tr>
<td>Often</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>Sometimes</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Rarely</td>
<td>01</td>
<td>02</td>
</tr>
<tr>
<td>Never</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 8: Students’ Perceptions Towards the Use of Rewards in the Classroom

The response to this question is needed to know the frequency of rewards use in EFL classrooms. More than half percent (54%) of students declared that rewards are always used by teachers. Also (24%) of students declared that they are often used. Others (20%) mentioned that reward system is sometimes useful, however, only one student (2%) stated that it is rarely used. So there are different students’ perspectives concerning the use of rewards in the classroom.

Q9: What rewards do teachers use in the classroom?
**Table 9:** Students’ Perceptions Towards the Types of Rewards Used in the Classroom

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Verbal praise</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>b. Point system</td>
<td>22</td>
<td>44</td>
</tr>
<tr>
<td>a+b</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

**Figure 9:** Students’ Perceptions Towards the Types of Rewards Used in the Classroom

This question aims to find out the most useful rewards in EFL classrooms. The majority (44%) of learners opted for the point system as the most useful reward by teachers. Then, (30%) of respondents reported that both verbal praise and point system are used in the classroom. Additionally, (26%) of them mentioned that verbal praise is also useful in classroom setting. Students did not add any suggestion concerning other types of rewards that are applied by the teacher. However, tangible rewards like magazines, books, and certificate can be offered in EFL classrooms in order to enhance the teaching learning process.

Q10: Do you like to be rewarded in the classroom?

**Table 10:** Students’ Feeling Towards the Use of Rewards
Through this question we tried to identify whether or not students like to be rewarded. Most (92%) of students like to be rewarded in the classroom, which indicates that rewards make them feel happy. Whereas (8%) of participants do not like so still, their view point is absolute. Q11: Is reward system:

Table 11: Students’ Attitudes Towards the Effect of Rewards in the Classroom
Since each reward strategy has its' drawbacks, this question seeks to investigate the effect of rewards in the classroom. As it is mentiond in table 11, most(82%) students declared that reward system is beneficial. While (18%) of the sample stated that the effect of rewards depends on the situation in which they are used, that is to say the appropriate use leads to good results and vice versa.

1.4.4. Section Four: The Effect of Using Rewards on Improving Introvert Students’ Classroom Participation

Q12: If the teacher uses rewards, how often will an introvert student participate in the classroom?

Table 12: Students’ Attitudes Towards the Frequency of Introvert Students’ Classroom
The aim of asking this question is to know if there were any changes in the frequency of introverts’ classroom participation when rewards were used. The majority (64%) of participants indicated that through the use of rewards, introvert students often participate in the classroom. Also (24%) of them declared that reward system sometimes pushes introverts to participate in the classroom. Additionally, (12%) of the respondents stated that the presence of rewards leads introverted learners to be always active participants. So there is a progress that can be observed when comparing their rate of participation before
and after offering rewards.

Q13: Does the use of rewards raise introvert students’ self-confidence?

**Table 13:** Students’ Attitudes Towards the Effect of Rewards on Introvert Students’ Self-Confidence

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>48</td>
<td>96</td>
</tr>
<tr>
<td>No</td>
<td>02</td>
<td>04</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

**Figure 13:** Students’ Attitudes Towards the Effect of Rewards on Introvert Students’ Self-Confidence

This question aims at finding out the effect of rewards on students’ self-confidence. The vast majority (96%) of students confirmed that the use of rewards raise introvert students’ self-confidence. However, (4%) participants declared that they do not think so it may be because they do less efforts when rewarded.

Q14: Do Rewards improve introvert students’ classroom participation?

**Table 14:** Students’ Attitudes Towards the Impact of Rewards on Improving Introvert
Students’ Classroom Participation

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>48</td>
<td>96</td>
</tr>
<tr>
<td>No</td>
<td>02</td>
<td>04</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

**Figure 14: Students’ Attitudes Towards the Impact of Rewards on Improving Introvert Students’ Classroom Participation**

The question is proposed in order to investigate whether rewards affect introvert students’ classroom participation or not. The results show that the vast majority (96%) of students affirmed that reward system improves introvert students’ classroom participation, but few (4%) participants indicated that they do not think so. It can be said that rewards help introverts to overcome their participation difficulties.

**1.5. Discussion**

The findings obtained from analysing students questionnaire show that more than half percent (66%) of students are introverts (Q4), which means that most of them need their teachers’ help in order to be able to engage in classroom discussions. Although all students are aware about the importance of classroom participation (Q5), some of them rarely or never participate (Q6). This is due to some reasons and problems such as insufficient time to think, fear of public speaking, and inadequate preparation for the topic. However, when
reward system is applied, introvert learners participate more than before (Q12). This implies that it has a positive influence on their rate of participation, that is to say, the vast majority (96%) of students affirmed that reward system improves introvert students' classroom participation (Q14). Thus, the more introverted students are rewarded, the more they participate in classroom discussions.

2. Teachers' Questionnaire

2.1. The Sample

This questionnaire was administered to sixteen (16) teachers at the English department, University of Larbi Ben M'hidi Oum El Bouaghi to obtain their perceptions about the impact of rewards use on raising introvert students’ participation. The sample size is chosen according to Gay (as cited in Yount, 2006, p. 7-4) who “suggests 10% of large populations and 20% of small populations as minimum”. They were chosen randomly from the total number of population (38 teachers) in order to have credible and valid results.

2.2. Description of the Questionnaire

Teachers’ questionnaire includes fourteen (14) questions, presented in four sections. All the questions are reference questions which require from teachers to choose “yes” or “no” answers or to select the appropriate answer from the options given and in some situations to give their suggestions.

Section one is devoted to get general information about the chosen sample. The first question is about teachers’ gender while the second one deals with the degree that teachers possess. Moreover, the second section aim is to investigate teachers knowledge about classroom participation and introversion. The following question (Q3) is concerned with teachers’ evaluation of their students’ level. Teachers are asked whether there are introvert students in the classroom or not (Q4), the importance of classroom participation in the learning process (Q5), and The frequency of introvert students’ participation in the classroom (Q6). In addition to the reason behind their avoidance of participation in EFL classes (Q7). The following section is about reward system in the classroom. It intends to examine how often teachers use rewards (Q8), the types of rewards used in the classroom (Q9), teachers’ perceptions towards students feeling when they are rewarded (Q10), and teachers’ attitudes towards the effect of rewards in EFL classrooms (Q11). The final section deals with the effect of rewards on improving introvert students’ classroom participation. It aims at finding whether there were any changes in the frequency of introvert students’ classroom participation when the teacher uses rewards (Q12), the
impact of reward system on introvert students’ self-confidence (Q13), also teachers’ point of view about the effectiveness of rewards on enhancing introverts’ participation in the classroom (Q14).

2.3. Administration of the Questionnaire

The questionnaire was administered to sixteen (16) teachers at the department of English. It took more than four days to hand the questionnaire back.

2.4. Analysis of the Results

For the sake of investigating the impact of rewards on introvert students’ classroom participation, we provided teachers with options for each question.

2.4.1. Section One: General Information

1. Sex

Table 15: Teachers’ Gender

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>03</td>
<td>18.75</td>
</tr>
<tr>
<td>Female</td>
<td>13</td>
<td>81.25</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 15: Teachers’ Gender
According to the results, (81.25%) participants are females and (18.75%) of them are males. This implies that they will have different perspectives.

Q2: Which degree do you have?

**Table 16: Teachers' Degree**

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD degree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Magister degree</td>
<td>16</td>
<td>100</td>
</tr>
<tr>
<td>Licence degree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

**Figure 16: Teachers' Degree**

As a response to this question, all teachers (100%) stated that they have the magister degree.

2.4.2. Section Two: Classroom Participation and Introversion

Q3: What is the level of your students?
Table 17: Teachers’ Evaluation of Students’ Level

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Good</td>
<td>03</td>
<td>18,75</td>
</tr>
<tr>
<td>Average</td>
<td>13</td>
<td>81,25</td>
</tr>
<tr>
<td>Poor</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

The results in table 16 revealed that the majority (81%) of teachers stated that students have average level, and (18,75%) of them indicated that EFL learners have good level, which means that they are interested in learning the language.

Q4: Are there introvert learners in your classroom
Table 18: Teachers’ Attitudes Towards the Presence of Introverted Students in EFL Classroom

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>16</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 18: Teachers’ Attitudes Towards the Presence of Introverted Students in EFL Classroom

The results show that (100%) of teachers claim that there are introverted learners in their classrooms. This is a clear interpretation that teachers pay attention to all students in the classroom in order to develop the learning process.

Q5: Is classroom participation necessary for the learning process?
Table 19: Teachers’ perceptions about the Importance of Classroom Participation in the Learning Process

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>16</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 19: Teachers’ perceptions about the Importance of Classroom Participation in the Learning Process

This question seeks to determine teachers’ opinion about the importance of classroom participation in the learning process. The results obtained from table 19 point out that all teachers (100%) agree that participation is necessary in EFL classrooms. This implies that all students should participate in the discussion because it is really important.

Q6: How often introvert students participate?
Table 20: Teachers’ Attitudes Towards the Frequency of Introvert Students’ Participation in the Classroom

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Often</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Sometimes</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Rarely</td>
<td>14</td>
<td>87,5</td>
</tr>
<tr>
<td>Never</td>
<td>02</td>
<td>12,5</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 20: Teachers’ Attitudes Towards the Frequency of Introvert Students’ Participation in the Classroom

This question is asked in order to know teachers' opinions about the rate of introvert students' classroom participation. The majority (87,5%) of participants declared that introverts rarely participate in classroom discussions. Whereas, (12,5%) of them indicated that they never participate.

Q7: What is the reason behind introvert students’ lack of participation in the classroom?
Table 21: The Reason Behind Introvert Students’ Lack of Participation

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Insufficient time to think</td>
<td>03</td>
<td>18.75</td>
</tr>
<tr>
<td>b. Fear of public speaking</td>
<td>12</td>
<td>75</td>
</tr>
<tr>
<td>c. Inadequate preparation</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>b+c</td>
<td>01</td>
<td>6.25</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 21: The Reason Behind Introvert Students’ Lack of Participation

This question aims at finding the reason behind introvert students’ lack of participation. As shown in table 21, there are some reasons that inhibit introvert students from participating in the classroom. (75%) of teachers declared that introverts’ lack of participation is due to fear of public speaking, whereas (18.75%) of respondents mentioned that those students need much time to think before giving their answers. Additionally, one teacher (6.25%) stated that introverted learners avoid classroom participation because of fear and inadequate preparation for the topic. So they need teachers’ attention, encouragements and interest. Some teachers suggested the following reasons:

- Introverts do not feel the need to share their thoughts with the others. For that reason, they prefer to keep calm.
- They have some psychological problems such as fear of making mistakes, the fear from others, and anxiety.
2.4.3. Section Three: Reward System in the Classroom

Q8: How often do you reward your students?

**Table 22: The Frequency of Teachers’ Use of Rewards in the Classroom**

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>14</td>
<td>87,5</td>
</tr>
<tr>
<td>Often</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Sometimes</td>
<td>02</td>
<td>12,5</td>
</tr>
<tr>
<td>Rarely</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Never</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

**Figure 22:** The Frequency of Teachers’ Use of Rewards in the Classroom

This question seeks to determine the frequency of teachers’ use of rewards in the classroom. Table 22 presents that (87,5%) of teachers always use rewards in their classrooms. Also (12,5%) participants stated that they sometimes use the rewards system, which means that teachers like to reward their students in order to have better outcomes.

Q9: What rewards do you use in the classroom?
Table 23: The Type of Rewards Used in the Classroom

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Verbal praise</td>
<td>05</td>
<td>31.25</td>
</tr>
<tr>
<td>b. Point system</td>
<td>05</td>
<td>31.25</td>
</tr>
<tr>
<td>a + b</td>
<td>06</td>
<td>37.5</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 23: The Type of Rewards Used in the Classroom

This question seeks to identify the most useful rewards in EFL classrooms. Table 23 presents that (37.5%) of teachers use both verbal praise and grades to encourage students’ learning. Others (31.25%) prefer to use verbal praise in their classrooms. Also (31.25%) participants like to reward their students via bonuses. This denotes that rewards have significant importance in EFL classrooms which have been proved by their use. Teachers did not provide any suggestion concerning other rewards.

Q10: Do students seem happy when you reward them?
Table 24: Teachers’ Attitudes Towards Students’ Feeling When They Are Rewarded

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>16</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 24: Teachers Attitudes Towards Students’ Feeling When They Are Rewarded

Through this question we tried to identify teachers’ perspectives towards the positive impact of rewards on students’ feeling. The results above point out that all respondents (100%) agree that learners feel happy when rewarded, the fact that push them to do more efforts in the learning process.

Q11: Is reward system:

Table 25: Teachers’ Attitudes Towards the Effect of Rewards in the Classroom

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beneficial</td>
<td>11</td>
<td>68.75</td>
</tr>
<tr>
<td>Harmful</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>It depends on the situation</td>
<td>05</td>
<td>31.25</td>
</tr>
</tbody>
</table>
The question is asked in order to know teachers’ opinions towards the effect of reward system in the classroom. According to the results stated above, (68.75%) of teachers reported that reward system is beneficial. Whereas, others (31.25%) indicated that the effect of rewards depends on the situation. That is to say, if rewards are used appropriately, positive results will occur and vice versa.

2.4.4. Section Four: The Effect of Rewards on Improving Introvert Students’ Classroom Participation

Q12: When you use rewards, how often do introvert students participate?

Table 26: Teachers’ Attitudes Towards the Frequency of Introvert Students’ Classroom Participation When Rewards Are Used
The aim of this question is to discover if there were any changes in the frequency of introvert students’ participation when rewards were used in the classroom. Table 26 indicates that their rate of participation increased through the use of reward system. (56.25%) of teachers argue that introvert learners sometimes participate in the discussion when rewards were offered, and about (43.75%) of them stated that they often take part in the classroom. That is to say, this strategy helps introverts to overcome their fears and share their thoughts with the others.

Q13: Does the use of rewards raise introvert students’ self-confidence?

Table 27: Teachers’ Attitudes Towards the Effect of Rewards on Introvert Students’ Self
This question is asked to EFL teachers in order to determine the effect of rewards on introvert students’ self-confidence. All the respondents (100%) agree that the use of rewards raises introverts’ self-confidence, thus they will engage in doing classroom activities easily.

Q14: Are rewards effective in raising introvert students’ classroom participation?

Table 28: Teachers’ Attitudes Towards the Effect of Rewards on Raising Introvert Students' Classroom Participation
Table 28: Teachers’ Attitudes Towards the Effect of Rewards on Raising Introvert Students’ Classroom Participation

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>16</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 28: Teachers’ Attitudes Towards the Effect of Rewards on Raising Introvert Students’ Classroom Participation

Through this question we tried to investigate the impact of rewards on improving introvert students’ classroom participation. As shown in table 28, all teachers (100%) affirmed that reward system is effective in raising introverts’ participation. This denotes that it facilitates the learning process for both introvert learners and teachers.

2.5. Discussion

The research findings obtained from teachers’ questionnaire have provided us with a clear insight about the research variables. In question four, all teachers mentioned that there are introvert learners in their classrooms, that is, they know their students’ personality types through some characteristics that are related to behaviour, information processing, and preferences. That is to say, they pay attention to them all the times. All instructors (100%) declared that classroom participation is necessary in the learning
process (Q5). This implies that it helps them to measure students’ comprehension and abilities. Moreover, all students are aware about its’ importance, but according to teachers’ responses introverts rarely or never participate in the classroom (Q6). This issue leads us to discover the reason behind their reluctance to participate in discussions. The results show that the majority (75%) of teachers think that introverts have fear of speaking in public (Q7). Thus, they will avoid participating as much as possible. So they need their teachers’ attention and encouragement to be able to express their thoughts. In question twelve, more than half percent (56.25%) of teachers notice that when they use rewards, introverts’ participation increases, that is to say, they will sometimes participate in doing classroom activities. Additionally, all teachers (100%) affirmed that rewards are effective in raising introvert students classroom participation. This denotes that reward system is the solution to overcome participation difficulties of introverts. Also it can be said that it is a successful strategy that can be used by teachers to welcome students’ participation in general, and introvert learners’ participation in particular.

3. Comparison between Students’ and Teachers’ Questionnaires

After making the analysis of students’ and teachers' questionnaires, there should be a comparison between their answers for the sake of knowing students’ and teachers' attitudes towards the impact of rewards on raising introvert learners' classroom participation, and to see whether their answers are similar or different.

First, both students and teachers agree that participation is necessary for the learning process. However, introverted learners rarely participate in classroom discussions. For introverts the major reason that makes them avoid participating in discussion is fear of public speaking and insufficient time to think while most of teachers see that introverts’ reluctance to join in the discussion is because of fear that enables them to express their thoughts in front of the others.

Second, it is suggested that rewards use in the classroom raises their rate of participation. For that reason, we try to know which types of rewards that are used by teachers. Students’ questionnaire show that the point system is the most useful in EFL classroom. Whereas the majority of teachers stated that they use both verbal praise and the point system to reward their students. This implies that learners pay more attention when teachers use grades and little attention when verbal praise is used. Then, the majority of participants mentioned that reward system is always used. Also they affirmed that the use of rewards is beneficial in learning situations.

Finally, teachers and students reported that introverts’ rate of participation
increases when rewards were used, that is to say, reward system encourages introvert learners to share their ideas with the others.

In sum, the comparison between both questionnaires shows that there are similar results. That is, teachers and students agree that rewards are effective in raising introverts’ classroom participation.

**Conclusion**

As a conclusion to this chapter, it can be said that teachers’ and students’ questionnaires demonstrate that the use of rewards in learning a foreign language encourages introverts to join in the discussion and forget about their fears. Moreover, to analyse teachers’ and students’ questionnaires, an Excel spreadsheet was used. Also, participation plays an important role in the classroom. For that reason, teachers use various rewards to develop the learning process and suit students’ needs, in general, and introverts, in particular. So introverts’ participation difficulties disappear when rewards are used appropriately, which means that the research hypothesis is confirmed.
**Pedagogical Implications**

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

- Teachers should consider each student personality type in order to determine introverts’ needs.
- Teachers should use rewards appropriately to enhance introverts’ participation in the classroom.
- Teachers should give each student the opportunity to take part in the discussion. When some students are reluctant to participate, teachers should try to ask them, for instance, whether they agree with such answers or not.
- Introvert learners should not participate only when they have an important idea to add, but they should provide their answers in order to benefit from each other.
General Conclusion
Participation is an important variable to consider in the teaching and learning process. Students’ participation in EFL classrooms allow teachers to see students’ level, comprehension and abilities. The focal problem is that some students do not participate in discussion. For instance, introvert learners do not engage in classroom conversation unless they are called on or have an important idea to add, their reluctance to participate is due to some reasons, such as fear of public speaking, insufficient time to think, and lack of preparation. Thus, the main aim of the present research is to examine whether or not the use of rewards improves introverts’ classroom participation. It is hypothesized that rewards are effective in raising their rate of participation. In order to examine rewards effectiveness on raising introvert students’ classroom participation, two questionnaires were designed, one for teachers and the other for second year LMD students at English department, Larbi Ben M’hidi university, The conclusion drawn from this research has confirmed the proposed hypothesis. So the more teachers offer rewards the more introvert students engage in discussion.
Limitations of the Study

The limitations of this study can be summarized as the following:

• Time constraints, that is, long period of time would allow us to do better work than this one and choose a larger sample because the more it is large the more representative will be.

• The experimental method would be more beneficial for this study because its’ results would be more valid and reliable than the outcomes of the questionnaire which may not reflect students’ real answers.

Further Suggestions for the Research

For further research, we suggest to researchers to use an experimental method because it will be more appropriate and reliable. Also, to devote a long period of time for carrying out the research.
References


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Appendix 1

Students' Questionnaire

Dear students,

We kindly ask you to take few minutes to fill this questionnaire for the sake of gathering information about the effect of using rewards on improving introvert students’ classroom participation.

Please, tick (√) the appropriate box (es).

Definition of Key Terms

Rewards: are external motivators given to students to make them accomplish an activity or promote their behaviours.

Extroverted Students: are students who get their energy from social interaction.

Introverted Students: are the ones who get their energy from being alone, they are interested in their own ideas.

Classroom Participation: involves asking questions, negotiating meaning and sharing ideas with the teacher and classmates.
Section One: General Information
1. Age:
   - 20-21
   - 22-23
   - More than 24
2. Sex:
   a. Male
   b. Female
Q3: Is your English level:
   a. Very good
   b. Good
   c. Average
   d. Poor

Section Two: Classroom Participation and Introversion
Q4: Are you:
   a. An introvert student
   b. An extrovert student
Q5: Is classroom participation necessary for the learning process?
   a. Yes
   b. No
Q6: If you were an introverted student, how often would you participate in the classroom?
   a. Always
   b. Often
   c. Sometimes
   d. Rarely
   e. Never
Q7: If you were an introvert, what would be the reason behind your avoidance of classroom participation?
   a. Insufficient time to think
   b. Fear of public speaking
   c. Inadequate preparation
   d. Others, specify, please……………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
Section Three: Reward System in the Classroom

Q8: How often do teachers use rewards in the classroom?
   a. Always  
   b. Often   
   c. Sometimes
   d. Rarely  
   e. Never   

Q9: What rewards do teachers use in the classroom?
   a. Verbal praise
   b. Point system (add pluses)  
   c. Others, specify, please…………………………………………………………………
   ………………………………………………………………………………………………

Q10: Do you like to be rewarded in the classroom?
   a. Yes    
   b. No     

Q11: Is reward system:
   a. Beneficial
   b. Harmful
   c. It depends on the situation

Section Four: The Effect of Using Rewards on Improving Introvert Students’ Classroom Participation

Q12: If the teacher uses rewards, how often will an introvert student participate in the classroom?
   a. Always
   b. Often   
   c. Sometimes
   d. Rarely  
   e. Never   

Q13: Does the use of rewards raise introvert students’ self-confidence?
   a. No  
   b. Yes
Q14: Do rewards improve introvert students’ classroom participation?

a. Yes  
   
   b. No  
   
Thank you for answering this questionnaire
Appendix 2

**Teachers' Questionnaire**

Dear teachers,

We kindly ask you to take few minutes to fill this questionnaire for the sake of gathering information about the effect of using rewards on improving introvert students’ classroom participation.

Please tick (√) the appropriate box(es).

**Definition of Key Terms**

**Rewards**: are external motivators given to students to make them accomplish an activity or promote their behaviours.

**Extroverted Students**: are students who get their energy from social interaction.

**Introverted Students**: are the ones who get their energy from being alone, they are interested in their own ideas.

**Classroom Participation**: involves asking questions, negotiating meaning and sharing ideas with the teacher and classmates.
Section One: General Information

1. Sex:
   a. Male
   b. Female

Q2: Which degree do you have?
   PhD degree
   Magister degree
   Licence degree

Section Two: Classroom Participation and Introversion

Q3: What is the level of your students?
   a. Very good
   b. Good
   c. Average
   d. Poor

Q4: Are there introvert learners in your classroom?
   a. Yes
   b. No

Q5: Is classroom participation necessary for the learning process?
   a. Yes
   b. No

Q6: How often do introvert students participate?
   a. Always
   b. Often
   c. Sometimes
   d. Rarely
   e. Never
Q7: What is the reason behind introvert students’ lack of participation in the classroom?

a. Insufficient time to think  

b. Fear of public speaking  

c. Inadequate preparation  

d. Others, Specify, please………………………………………………………………….  
……………………………………………………………………………………………………

Section Three: Reward System in the Classroom

Q8: How often do you reward your students?

a. Always  

b. Often  

c. Sometimes  

d. Rarely  

e. Never  

Q9: What rewards do you use in the classroom?

a. Verbal praise  

b. Point system (add pluses)  

c. Others. Would you please specify them……………………........................................  
……………………………………………………………………………………………………

Q10: Do students seem happy when you reward them?

a. Yes  

b. No  

Q11: Is reward system:

a. Beneficial  

b. Harmful  

c. It depends on the situation  
Section Four: The Effect of Rewards on Improving Introvert Students’ Classroom Participation

Q12: When you use rewards, how often do introvert students participate?
   a. Always
   b. Often
   c. Sometimes
   d. Rarely
   e. Never

Q13: Does the use of rewards raise introvert students’ self-confidence?
   a. Yes
   b. No

Q14: Are rewards effective in raising introvert students’ classroom participation?
   a. Yes
   b. No

Thank you for your cooperation.
Résumé

تناولت هذه الدراسة تأثير المكافآت على زيادة مشاركة الطلبة الانطويين في القسم. وقد تم استخدام المنهج الوصفي لجمع الاستبيانات حيث تم توزيع استبيانين على استاذة و طلاب السنة الثانية قسم اللغة الإنجليزية، جامعة لعربي بن مهيدي الواقية. وهذا البحث ينقسم إلى فصول رئيسيين، أول فصل هو الجانب النظري الذي يدور حول قسمين. القسم الأول فيه معلومات حول المشاركة في القسم و الالتماء أما القسم الثاني فيخصص نظام المكافأة وما يتعلق به. الفصل الثاني هو الجانب التطبيقي و يحتوي على وصف و تحليل الاستبيانات الخاصة بكل من الأساتذة والطلاب بالإضافة إلى بعض الآثار التربوية والقيود المفروضة على هذه الدراسة. ثم إن الفرضية المطروحة أثبتت صحتها.