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**Rewards as a Motivational Strategy for Doing  
Grammar Tasks:**  
**the Case of Second Year Pupils at Ahmed Francis and Boulouika  
Mohammed Ben Lakhder Secondary Schools, Jijel**

A Dissertation Submitted in Partial Fulfilment for the Requirements of a Master  
Degree in Language Sciences

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# *DEDICATION*

*In the Name of Allah, the Most Gracious, the Most Merciful. All Praise is due to Allah  
alone, the Sustainer of all the Worlds*

I dedicate this work to the most precious people to my heart; the ones who gave me strength and hope, who helped me so much and give me their financial and emotional support; my dear **mother** and beloved **father** may Allah bless them.

My beloved grandmothers **Djamila** and **Hmama** may Allah bless them.

My beloved brothers and sisters: **Walid, Yasser, Didin, Bessma**, my close sister  
**Fariza**.

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and **Redouane NAILI**.

To all those who were there for me, I dedicate this humble work to you.

*Kehila nihed*

# *DEDICATION*

To my mother and my father, source of my happiness and success in life. May Allah bless them.

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## **ABSTRACT**

One of the most controversial issues in behaviour management has been the use of rewards to motivate and teach students to follow classroom rules and routines and to complete academic assignments. The present study aims at investigating the effectiveness of using rewards as a motivational strategy to enhance engagement in doing grammar tasks for pupils enrolling in the second year at secondary schools Ahmed Francis and Boulouika Mohammed Ben Lakhder, Jijel. The ultimate aim is to beat the routine that may be created by the repetitive nature of grammar tasks, and develop pupils' proficiency in learning grammar. A descriptive exploratory research design is followed by submitting questionnaires to a random sample of 180 pupils at the said schools as well as a teacher questionnaire for their 08 teachers of English. Pupils were requested information about their perspectives, preferences towards the use of rewards along grammar tasks and their effect, if any, on motivation for studying grammar. On the other hand, teachers provided insights about the reward system they usually rely on when teaching grammar to their learners. The results of the investigation have shown that pupils generally do grammar tasks under reward conditions and display an increase in their motivation. This positive outcome reflects the efficacy of integrating extrinsic motivators to respond to learners' needs and help to suggest some modest pedagogical implications related to incorporate and increase the frequency of using extra grades, private praise, positive written feedback on pupils' documents and presents to help teachers secure positive outcomes when teaching grammar and giving tasks to their pupils.

**KEY WORDS:** Rewards, Motivation, Grammar Tasks, CBA

## **LIST OF ABBREVIATIONS**

**FL:** Foreign Language

**EFL:** English Foreign Language

**IM:** Intrinsic Motivation

**EM:** Extrinsic Motivation

**SDT:** Self-Determination Theory

**ER:** Extrinsic Reward

**IR:** Intrinsic Reward

**CET:** Cognitive Evaluation Theory

**TBI:** Task-Based Instruction

**TBL:** Task-Based Learning

**TBLT:** Task-Based Language Teaching

**L2:** Second Language

**C-R:** Consciousness-Raising

**Q:** Question

**%:** percentage

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## **GENERAL INTRODUCTION**

### **Introduction**

1. Statement of the Problem
2. Research Questions
3. Aim of the Study
4. Hypothesis of the Study
5. Research Tools
6. Structure of the Dissertation

## **Introduction**

Grammar is an important aspect of language that learners need to master in order to communicate effectively by using correct and appropriate language patterns. English as foreign language learners in Algeria face serious problems concerning this field of Language. The reasons behind these problems could be many and different, but the main cause is probably the methods that teachers follow in teaching grammar lessons. The case is so because no one can deny that learners' improvement, with regard to grammar learning, is in the first place related to the teachers' strategies used to motivate them and to transfer knowledge to them in such an interesting way as to make them react positively.

As far as teaching the subject of English in the context of Algerian secondary schools is concerned, teachers can be said to be still following the traditional methods of teaching. Instruction is still teacher-fronted despite of the many claims that it should be learner-centred: teachers stand in front of their learners reading or writing long scripts of examples and rules, explaining them, or giving the chance to learners to discover the rules and apply them by themselves, suggesting both deductive and inductive methods of learning. In doing this, learners are always given exercises, to consolidate the learning points, and tests, to evaluate them.

The present study does not dismiss the current way of teaching grammar for the theoretical principles on which it is founded, but criticizes it for a set of other reasons. Hence, it is argued that students, taught this way, are subject to routine, absence of variety and motivation; they often feel bored, and lose motivation and concentration with both the teacher and the lesson. Additionally, it may be difficult to get them involved in doing grammar tasks. In turn, the situation may engender negative attitudes towards grammar, leading to weak academic achievement. For that and to teach grammar effectively, teachers should try to

provide for classroom conditions, based on the choice of the best techniques to avoid boredom, lack of motivation and disinterest in learning. The use of rewards is suggested in the present research for motivating learners to study grammar and get them actively involved in doing grammar tasks.

### **1. Statement of the Problem**

Learners of English as a foreign language in Algerian secondary schools find learning English problematic. This is demonstrated by the statistics of the Ministry of National Education which classifies English as a subject of failure in the curriculum, in general, and in the baccalaureate exam, in particular. What contributes to the difficulty of the subject of English is grammar. Pupils can neither demonstrate understanding of the grammatical rules nor do they apply them correctly and appropriately in different tasks. The reasons for this noticed failure can be attributed, among other things, to lack of practice by learners who, once they perceive difficulty and repetitive nature of grammar tasks, may withdraw from carrying them out, feel that they are a boring enterprise or lead them to develop negative attitudes towards learning English grammar. Thus, the need to look for creative ways to make learning grammar more interesting and motivational.

When the teachers' thinking is focused on how to implement the syllabus and transmit its content to their students, they often forget students' needs, among which is to be appreciated and to derive immediate and long term benefits from doing grammar tasks. The reward system which is currently in use in classes of English shares in the responsibility of students' failure in that it contributes to maintaining the status quo, and a new reward system should be put in place to change the boring and difficult atmosphere that the study of grammar may create. The challenge presented is to obtain a more enjoyable and interesting environment where learners show readiness and enthusiasm to actively participate in doing grammar tasks through engaging in discovery and practice.

## **2. Research Questions**

Questions need to be posed to address lack of motivation as the most noticeable source that leads our learners in secondary schools to experience failure in learning English grammar and to be reluctant to do grammar tasks. In this study, we are going to check whether using rewards, as a motivational technique, would have an effect on the motivation of secondary school students at Boulouika Mohamed Ben Lakhder in Ouled Askeur, and Ahmed Francis in Sidi Abd E laziz. The following questions are set to guide the study:

1. What types of rewards are being used by teachers in grammar tasks?
2. Is the current reward system considered adequate and effective for increasing students' motivation, as demonstrated by students' active involvement in doing grammar tasks?
3. How would students react to the suggestion of a new reward system in terms of attitudes, motivation and involvement in doing grammar tasks?
4. What other rewards are suggested, by both teachers and students, to be used to enhance motivation for doing grammar tasks?

## **3. Aim of the study**

The aim of the study is to shed light on the use of the different types of rewards as a motivational teaching strategy in order to raise learners' proficiency in grammar, by first getting involved in doing grammar tasks. It is based on the idea that learners need to do their tasks of grammar in a motivating climate which includes intrinsic and extrinsic motivators to cover all learners' motivational interests. Subsequently, the suggested reward system is tested for its potential efficacy in grammar classes while pupils are doing grammar tasks given by their teachers either in the classroom or at home. In other words, through this study, we will

attempt to show to what extent rewards provide for an optimal learning classroom atmosphere with regard to grammar.

#### **4.Hypothesis of the Study**

In this research, we are going to support our stand from the supposition that: if grammar tasks are done under the suggested reward conditions, pupils' motivation to do grammar tasks will be increased.

#### **5. Research Tools**

For the sake of understanding the impact of using rewards on learners' motivation to do grammar tasks, we rely on a descriptive study based on using a questionnaire as a tool by for collecting data. For the needs of the present study, two forms of questionnaires are used: the first one is designed for 180 second year students of both Boulouika Mohammed Ben Lakhder and Ahmed Francis secondary schools, and the second one is administered for the 08 teachers of English the same schools.

#### **6. Structure of the Dissertation**

This piece of research begins with a general introduction which is an overview of the topic, followed by four chapters. Chapter one 'Motivation in Foreign Language Learning' defines motivation in different linguistic and psychological schools and identifies various types of motivation. It highlights the importance of motivation in learning grammar and effective variables related to motivation.

Chapter two 'Rewards in Foreign Language Learning' focuses on the definition of reward and provides different types of rewards in pedagogical settings. It discusses reward application in grammar classes and its effects on learners' motivation.

Chapter three ‘Grammar Tasks and Motivation’ is devoted to grammar tasks and motivation starting with a definition of task, task features and types. It then turns to defining grammar, discussing ways the teacher presents and explains grammar in the classroom, as well as ways of teaching grammar, and the relation between grammar teaching and task-based language teaching.

Chapter Four, ‘Field Work’, includes the research methodology. It presents the population and the sample, the data collection procedures, data analysis and interpretation of the major findings.

Finally, a general conclusion will summarize what have been said in the whole research, and it will briefly present the most significant outcomes of the study. Pedagogical recommendations and further research suggestions are made, and limitations of the study are presented.

# **Chapter One: Motivation in Foreign Language Learning**

## **Introduction**

### **1.1. What is Motivation?**

### **1.2. Types of Motivation**

#### **1.2.1. Intrinsic Motivation vs Extrinsic Motivation**

##### **1.2.1.1. Intrinsic Motivation**

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#### **1.3.1. The Behavioural Theory**

#### **1.3.2. The Cognitive Theories**

##### **1.3.2.1. Attribution Theory**

##### **1.3.2.2. The Expectancy-Value Theory**

##### **1.3.2.3. Self-Worth Theory**

##### **1.3.2.4. Goal Theory**

#### **1.3.3. Humanistic Theories**

##### **1.3.3.1. Maslow's Needs Theory**

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### **1.4. Motivation and Other Affective Variables**

#### **1.4.1. Anxiety**

#### **1.4.2. Attitude**

#### **1.4.3. Emotions**

### **1.5. The Importance of Motivation in Foreign Language Learning**

## **Conclusion**

## **Chapter One**

### **Motivation in Foreign Language Learning**

#### **Introduction**

Motivation is a notion that exists at the heart of all human learning. Educators, the world over, agree upon its vital importance in the success or failure of individuals in achieving a specific task in general, and of learners in learning a language in particular. The complexity of this issue made educators perceive motivation from different perspectives. As a result of this, much ink was spilled and many theories have seen the light. In this chapter, we touch upon motivation in general, and the various theories that scholars put forward to explain the intricacy of this component and its vital importance in the human learning.

#### **1.1. What is Motivation?**

Motivation has been a centre of attention throughout the years because it constitutes the backbone of the learning process. Learning is a complicated and dynamic process, and learning in real sense gets completed through motivation. It is the pushing wheel of the learning vehicle that students ride to reach their educational objectives. Although it is a term frequently used in both educational and research contexts, it is rather surprising how little agreement there is in the literature with regard to the exact meaning of this concept.

To explain the notion of motivation, it necessary to make a link with the concept of adaptation in Piaget's theory of cognitive development and the process of learning a second language. In the first half of the 19<sup>th</sup> century, Piaget developed one of the most original theories of cognitive development. It is a notion that was introduced to clarify the process whereby individuals construct their knowledge during their early stages of mental development.



Piaget believes that all living organisms have “organizations” and “structures”. For survival, the living organisms “adapt” their existing structures depending on the new structures found in the living environment (Nicholls, 2004). During “adaptation”, some of the organisms’ structures may be modified and some other structures may emerge. Piaget believed that the intellect’s “organization” is the development of habitual actions, and “structure” is, for him, built in terms of “schemas” and “operations”. He defines schemas as being: “the internal representation of some specific action” ” (Mc Gruck in El-Bel Chelbi, 2010: 27), and operations as being: “an internal rule of knowing which has the distinctive characteristics of being reversible.” (ibid.27)

The key concept to the Piagetian theory is “adaptation”. To clarify this notion, Piaget identifies two aspects; assimilation and accommodation. Assimilation is: “the process whereby the organism applies present structures without modification to new aspects of the environment.” (ibid.28). In other words, the organism makes use of its existing structures without any modification to the new aspects of the environment. While accommodation is: “an outgoing process whereby the organism modifies existing structures to meet the demands of the environment.” (ibid.28). In different terms, accommodation is the process by which the organism changes the present structure to fit in the new environment.

These two seemingly different canals “adaptation” and “learning” make, in fact, one since they both relate “change in behavior” to “experience”. Learners pass through the same canal, for them, the foreign language is the new environment; while learning it, they tend to compare it with their mother tongue and try to modify the existing structures (schemas and operations) they have about the latter and let other new ones (structures) emerge to fit in the former. Whitman (1980) states that assimilation and accommodation are not constant; that is, they occur every now and then. For Haynes, accommodation in learning has to do with “modifications to spoken or written language to make it comprehensible for English language

learners.” (2007:145) and adaptation has to do with “modifications in materials and instruction made for English language learners.” (2007:145). The ability to accommodate with the new learning environment was noticed to be dissimilar from one learner to the other; some learners show a great deal of interest to learning the foreign language and are eager to reach the point to be able to communicate with this new tongue. Whereas, others show less interest and spend lots of time and effort to do so.

Motivation, according to Dornyei and Ushioda (2011) is a term derived from the Latin word ‘**movere**’ meaning ‘**to move**’ or “What moves a person to make certain choices, to engage in action, to expand effort and persist in action” (3). Graham and Weiner (1996) state, “Motivation is the study of why people think and behave as they do” (63). Motivation provides students with a direction to follow. It is a concept revealing the reasons why people act and think as they do. Thus, motivation is used to describe those forces that are acting either on or within a person to initiate behaviour (Keller, 1983:389; Maehr Meyer 1997, *in* Brophy, 2010:3). Evidently, motivated individuals display many characteristics. They are goal-directed, and must express effort in attaining their goal. This includes all wants, wishes, efforts, abilities, engagements, and the persistence to attain and reach that desired goal. These definitions and aspects of motivation are supported by Deci and Ryan (1985) in which they state that “motivation is the exploration of the energization and direction of behavior” (3). Energy, in motivation theory, is fundamentally a matter of needs that take into account both the needs that are innate to the organism and those that are acquired through interaction with the environment. Direction concerns the processes and structures of the organism that give meaning to internal and external stimuli, thereby directing action toward the satisfaction of the needs.

It is noteworthy to mention that the term ‘motivation’ differs slightly from the term ‘motive’. The term motive is usually explained as desires, needs, emotions or impulses that

make someone do something. Following this definition, motivation is the state of being incited to action. Brophy (2010), in his book 'Motivating Students to Learn' pens: "motives are hypothetical constructs used to explain why people do what they do" (3). In other words, motives are dispositions whereas motivation is a process that is possible only by the relationship between a disposition and a situation with an impulse. Motivation is the key to do any activity, without which it would be hard to complete anything and succeed in it. Similarly, Wlodkowski (1982:5) contends that motivation is a term used as a description of "those processes that can (a) arouse and instigate behaviour, (b) give direction or purpose to behaviour, (c) continue to allow behaviour to persist, and (d) lead to choosing or preferring a particular behavior." In this sense, motivation pertains to those processes that energise, orientate, and maintain behaviour.

Therefore, motivation is the process whereby goal-directed activity is instigated and sustained. It involves two essential components which are direction and effort. Gardner (1985: 50) proposes that "motivation involves four aspects; a goal, effortful behaviour, a desire to attain the goal, favorable attitudes toward the activity in question". Thus, motivation involves goals for a determined action with a particular direction, an action or an activity which can be either physical or mental, persistence and finally, a positive way of thinking toward the target activity.

Moreover, Webster (1991; in Bellon, 2002: 3) defines motivation as "something (as a need or desire) that causes a person to act." This denotes that motivation is an internal power that compels a person to perform a determined task. In language teaching contexts, teachers must be aware of how to enhance this power to make learning a desirable experience. Motivation has the potential to influence the what, the when, and the how of learning, and increases the likelihood of involvement in activities which are designed to improve learners' performance. The relationship between motivation and learning is a reciprocal one; that is to

say, motivation has an immediate positive impact on learning and performance; and what learners do and learn, in turn, influences their motivation (Lee, 2005). Accordingly, Okolo (1995 *in* Bouguerne, 2010: 93) describes students who are motivated to learn as those who:

- pay attention to the teacher and maintain interest in academic activities;
- volunteer answers in class;
- ask for guidance when needed;
- persist in trying to solve problems themselves;
- complete activities above and beyond those required for a grade; and
- take risks in order to improve their own skills or knowledge.

This implies that motivation has been used to refer to a range of meanings from a general readiness to do something, to the performance of tasks, direction, persistence of the behaviour and inclination to take risks.

In short, academic motivation is a psychological construct used to determine personality dispositions and external influences that impact students' behaviour. It is wanting to learn, showing a desire toward learning tasks, and affording school a great importance. It is an essential element for successful learning and a significant variable that requires consideration when developing, monitoring, and assessing instructional effectiveness.

## **1.2. Types of Motivation**

There are basically two types of motivation that theorists describe when trying to clarify how students learn and what can provide for the best classroom environment. The two types refer to intrinsic and extrinsic motivation. The root of extrinsic motivation comes from the behaviourist B.F. Skinner's research on behaviour modification and the systematic use of rewards. Whereas intrinsic motivation is characterized by autonomous and self-directed learning, where students are in control of their own learning. There is another classification of motivation types known as integrative and instrumental orientations as it will be explained.

## **1.2.1. Intrinsic Motivation vs Extrinsic Motivation**

### **1.2.1.1. Intrinsic Motivation**

Intrinsic motivation is deemed as the most important kind of motivation (Ryan and Deci, 2000). It is broadly defined as the desire to engage in an activity for its inherent satisfaction rather than for some separable consequences. According to Deci and Ryan's (1985) self-determination theory, people who are intrinsically motivated tend to: they experience interest and enjoyment, they feel competent and self-determined, they perceive the locus of causality for their behavior to be internal, and in some instances they experience flow." (1985:34) In other words, intrinsic motivation refers to the engagement in an activity for the pleasure and satisfaction of performing it .Similarly, Lee (2005:332) argues that: "An intrinsic motivation approach assumes that people have a natural tendency to seek experiences that increase their competence, elicit curiosity, and determined generally by their beliefs, desires, goals, feelings and abilities." It is basically related to one's personality and tendency.

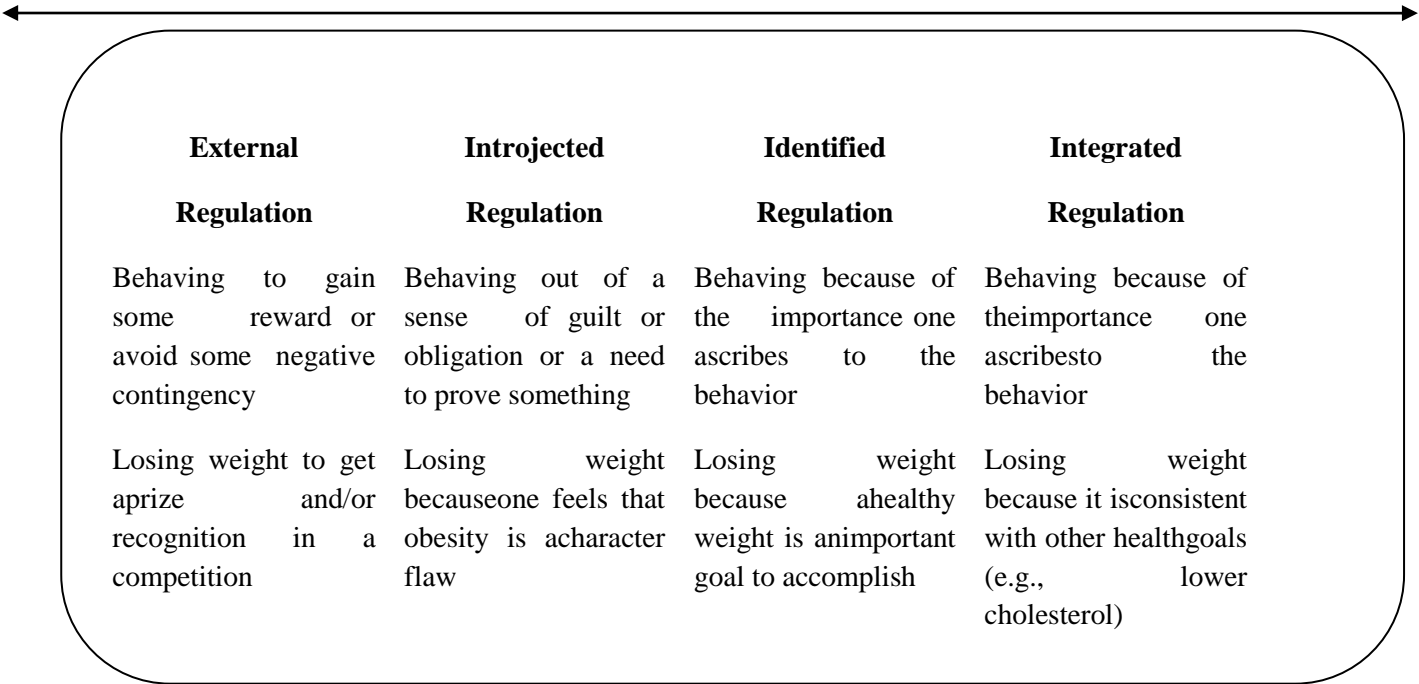
Moreover, Deci and Ryan (1985) and Vallerand and Bassonnette (1992), support the idea that intrinsic motivation is a global term that can be known in its three parts: knowledge, accomplishment, and experience stimulation. The first part of knowledge emphasizes the engagement of students in the activity for the pleasure of learning. Whereas the second part that relates to accomplishments refers to the students that complete their tasks successfully. The last part which concerns experience stimulation pertains to the motivation that leads the pupils to do the task because they find it interesting and enjoyable.

In language classes, teachers' efforts are lesser when working with intrinsically motivated learners. The teacher should not be worried about how to transmit the lesson or how to make his class motivated because this type of learners enjoy their studying and want to study the language for their own pleasure. Deci (1975, in Brown 2000:164) explains this point saying that: "Intrinsically motivated activities are ones for which there is no apparent reward

except the activity for their own sake and not because they lead to an extrinsic reward.” This entails that intrinsically motivated learners do not expect rewards from the external world (teachers) but perform on the basis of their own needs and to achieve self-satisfactory results.

**1.2.1.2. Extrinsic Motivation**

While intrinsic motivation focuses on internal factors, extrinsic motivation deals with external ones. According to Dornyei (2014:520) “extrinsic motivation, means pursuing something as means to an end (e.g. to receive some extrinsic reward such as good grades or to avoid punishment).” Extrinsic motivation is also viewed as a multidimensional construct (Deci and Ryan, 1985). Four types of extrinsic motivation are defined in the self-determination theory tradition namely: external regulation, introjected regulation, identified regulation, integrated regulation (Deci and Ryan, 2000 *in* Patrick & Williams 2012: 03) as it is shown and exemplified in the figure (1.1) below:



**Figure 1.1.: The Extrinsic Motivation Continuum** (Deci and Ryan, 2000 *in* Patrick & Williams 2012: 03).

If the students have the desire, will and engagement to achieve a goal that is not for the task or the activity itself, but for other external outcomes like rewards, prizes, the teacher’s and classmates’ support or even money, then motivation in this case is extrinsic. Extrinsic

motivation can be performed in the students' desire to pass the exam, to please their parents or to get rewards completing a task and avoid punishment. In this respect, Brown (2000: 164) points out that:

Extrinsically motivated behaviors, on the other hand, are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback. Behaviors initiated solely to avoid punishment are also extrinsically motivated even though numerous intrinsic benefits can ultimately accrue to those who, instead, view punishment avoidance as a challenge that can build their sense of competence and self-determination.

In foreign language (FL) learning, students may want to attain some goals such as success, to obtain high grades or to train abroad in a highly regarded university. Because students find that there is a reward for each success, they will always work hard and do the best to accomplish their achievement.

Teachers, on their part, may face problems of what types of motives they should include in order to make their EFL students more active and particularly in grammar classes. For secondary school pupils, if the teacher gives the chance to a student to answer first knowing that this student was not active, he will give him a feeling of appreciation. This may be considered as a good incentive (Lee, 2005).

### **1.2.2. Integrative Orientations vs Instrumental Orientation**

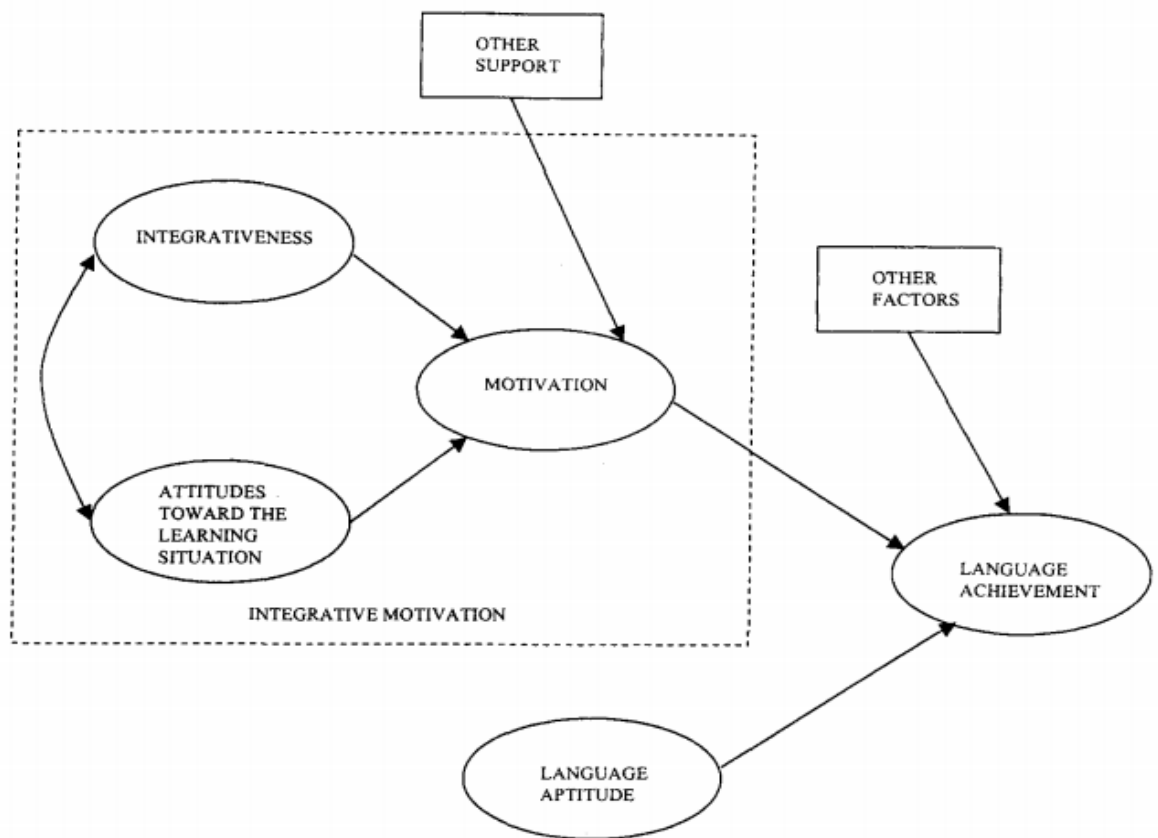
Theories and models of motivation began to appear in 1950s when Gardner and Lambert proposed the Socio-Educational model of language. A major feature of this model is the proposition that attitudes play a role in language learning through their influence on motivation (Gardner & Macintyre, 1991). Hence, motivation is assessed through the combination of the desire to learn and the attitudes toward the language learning. According to Crookes and Schmidt (1991), the term motivation has been identified as the learner's orientation with regard to the goal of learning a second language (L2). Therefore, there is a distinction between the two terms: orientation and motivation. Gardner and Macintyre (1991)

argue that orientations refer to the reasons for studying an L2, while motivation refers to the directed, reinforcing effort to learn the language. Thus, students were classified as integratively or instrumentally motivated depending on their reasons of learning an FL.

### **1.2.2.1. Integrative Orientation**

According to Dornyei (2001), integrative orientation reflects a positive attitude toward an FL and the desire to interact with similar to valued individuals in that country. Going in this sense, Gardner (1985) argues that this term is associated with some level of willingness to interact with other communities or the specific community in question. In another words, it is the willingness to speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used. In his socio-educational model, Gardner (1985) adds that integrative orientation is influenced by group related and context related attitudes, integrativeness and attitudes toward the learning situation, respectively, so that the interest in the FL and its community comprising the attitudes toward the teacher and the cause of learning. **Figure 1.2**.below is a summary of Gardner's Socio-Educational model of motivation:





**Figure 1.2.: Gardner’s Socio-Educational Model of Motivation ( Gardner, 1985: 165)**

Accordingly, integrativeness and attitudes toward the learning situation are two correlated variables which may influence motivation to learn an FL, and that motivation and language aptitude have an influence on language achievement. As it is shown also, there can be other supports for motivation not directly associated with integrative motivation. Hence, there may be instrumental factors contributing to motivation, and we could label this combination of instrumental factors and motivation as Instrumental Orientations.

### **1.2.2.2. Instrumental Orientation**

In contrast to integrative orientation, it has been said that instrumental orientation refers to the fact that learners want to learn an FL not because of the language itself and its culture, but the learners want to investigate a specific objective through learning this FL. Troike (2006) writes “instrumental motivation involves perceptions of purely practical value in learning the second language” (86). Similarly, Dornyei (2001) claims that it is an

orientation where language learning is primarily associated with potential pragmatics of an L2 proficiency such as getting a good position or a high salary.

While both integrative and instrumental motivations are essential elements of success, it is the integrative one which will assure long-term success when learning an L2. Gardner and Lamber (in Brown, 2006: 163) found that ‘Integrativeness’ generally accompanied higher scores on proficiency tests in an FL. Kang’s (2009) paper validates this in the Korean context as he observed integrative motivation to be the strongest motivational factor amongst Korean secondary students learning English.

In later studies, it appears that instrumental motivation is also a relevant factor. It has been found that, generally, students select instrumental reasons more frequently than integrative reasons for the study of language. One area where instrumental motivation can be proved to be successful is in the situation where the learner is provided with no opportunity to use the target language (TL) with members of the target group. Nevertheless, learners rarely select one form of motivation when learning an L2, but rather a combination of both orientations.

### **1.3. Theories of Motivation**

The subject of motivation has been presented in literature from the early beginnings of 20<sup>th</sup> century. Different theories have been developed and plenty of research has been conducted, but the topic about the factors that motivate people to perform well at work is still controversial. These theories are not contradicting each other, but completing one another to have clear view of what motivation means and how it works. There are three approaches of motivation: behavioural, cognitive, and humanistic theories.

### **1.3.1. The Behavioural Theory**

In the middle of the nineteenth century, Freud's theory was replaced by behaviourism. Watson (1913) who was known as the "father of behaviourism" defined motivation as behaviours that can be formed or influenced by external reinforcers. Watson believed that when reinforcement follows behaviour, this behaviour is likely to be repeated.

Behaviourist theories such as Pavlov's classical conditioning in 1927 and Skinner's operant conditioning in 1953 ignored the internal capacities of the mind in trying to define the reasons for actions. Skinner assumed that responses of the animals are shaped by external inputs from the environment and on previously learned responses. Therefore, the behaviourists are concerned with conditions or consequences that shaped behaviours. These consequences are categorized into two classes: rewards and punishments that serve as critical determinants of behaviour. This means that individuals are conditioned to take actions by rewards or punishments, which focus on and favour the external forces over the internal ones. In other words, the behaviourists accentuate the stimulus-response connections, and cause instead of need and reason, to determine people's actions.

According to the behaviourists, reinforcement is the key to behavioural control. When behaviours are reinforced, the likelihood that those behaviours will be repeated will increase. Yet, this interpretation for the importance of reinforcement in controlling behaviours fails to account for the role of cognition in taking decisions.

Earlier views on motivation were influenced heavily by behavioural theory and much of it is done on animals to comprehend how humans are motivated to learn. Consequently, behaviourists depicted humans as responsive to basic drives or needs. Later on, they shifted interest from drives and needs to focus on reinforcement as the primary mechanism for establishing and maintaining behaviour patterns

In this theory, motivation is seen as quite simply ‘the anticipation of reward’ (Brown, 2000: 160). Walker (1975) mentions that in Skinner’s terminology, goals, rewards and incentives may all be referred to as positive reinforcements (32). Thus, reward acts as a reinforcement. Schunk (2012:90) defines a reinforcement as “any stimulus or events following a response that leads to response strengthening”. Indeed, individuals behave in a certain way to respond to an external stimulus and events. In other words, providing positive incentives after a desired behaviour increases the probability of its repetition whereas punishments after an undesired behaviour would decrease the probability of its repetition. Students, for instance, perform according to prior experience with reward or teacher’s praise when giving a correct answer to win another positive comment or reward.

### **1.3.2. The Cognitive Theories**

Unlike the behavioural theory that views motivation in terms of the anticipation of reward, the cognitive view of motivation places much more emphasis on individual’s decisions, the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect (Brown, 2000:160). That is to say, people do not react on the events or others’ behaviour but on the interpretation of these events. This leads the theory to be broken down into sub-theories which are the attribution theory, the expectancy-value theory, the self-worth theory and goal theory.

#### **1.3.3.3. Attribution Theory**

In contrast to behaviourists, cognitive theorists are absorbed by defining and observing IM. Weiner is one of the prominent cognitivists and whose attribution theory deals with the causal clarifications provided for a particular event or behaviour. This theory postulates that an individual engages in the same inferring process to attribute his success or failure to determined causes for the sake of maintaining positive self-image.

This theory is concerned with how individuals interpret events and how this relates to their thinking and behaviour. Alderman (2004) defines ‘Attribution’ as “a cognitive theory that considers a person’s beliefs about causes of outcomes and how these beliefs influence expectations and behavior” (27). This denotes that attribution theory looks for explanations and excuses for success or failure. It assumes that people try to determine why they do what they do. According to Wiener (1974), there are four elements that are involved in the supposition of the success or failure of behaviours namely: ability, effort, task difficulty, and luck. In other words, failure on an exam, for instance, may be attributed to bad luck, difficult questions, low ability, or insufficient effort. Put otherwise, effort is the most useful because a strong belief in effort as the cause of success can translate into a willingness to engage in complex tasks and persist over time (51).

Weiner (1985: 260) further classifies these four reasons along three dimensions: locus of control, stability, and controllability. The first refers to the location of a cause, either within or outside of the actor. For example ability and effort are considered internal causes of success, whereas chance and help from others are construed external causes. Stability refers to the duration of a cause. Some causes, such as math aptitude, are perceived as constant, whereas causes such as chance are regarded unstable or temporary. Finally, a cause such as effort is personally controllable, whereas other causes cannot be changed and are regarded uncontrollable. Luck and aptitudes have this property (Elliot & Dweck, 2005).

Hieder (1985:98) suggests that attribution of success or failure at a task is linked to the perceived skill of the person in relation to the complexity of the activity. He argues that, in order to explain events, people need to make some kind of inference about either the person or the environment. He, therefore, proposes two ways to explain the causes of events, ‘Internal Attributions’ where the causes are attributed to factors within the individual (personal factors, e.g. ability, effort, and intention) and ‘External Attributions’ where the individual attributes

the cause to the environment or situation (task related factors like luck). In other words, the behavioural outcomes such as success and failure can be attributed to both personal and external factors.

In general, the attribution theory explores how people understand the reasons for their successes and failures. Under this theory, the causal attributions have been classified into: internal or external, stable or unstable, and controllable or uncontrollable.

#### **1.3.3.4. The Expectancy-Value Theory**

Psychologists and educators, among others, have long pondered how an individual becomes motivated and engaged in activities that are related to his/ her goal. A separate body of research within the study of motivation has focused on answering the question, do “I want to do this task and why?” Under this category, a theory called the Expectancy-value has been raised.

Expectancy-value frameworks theorize that individuals’ motivated decisions to engage in particular tasks and their performance and persistence can be explained by their expectations of how well they will do on the task and how much they value its achievement (Dornyei&Ushida, 2011). It is one of the most important views on the nature of achievement motivation (Wigfield, 1994). As its name suggests, the expectancy-value model has centred the importance of two components in promoting overall motivation: having an expectancy of being successful in a task and having a value for engaging in it.

The first model of this theory was developed by Atkinson in 1974. He hypothesized that achievement behaviours are determined by achievement motives, expectancies for success and incentive values (Eccles et al. 1998). Thus, students with high achievement are more likely to persist on tasks in the face of difficulty while those with low achievement are fearful of failure and are more likely to give up easily.

Wigfield et al. (1998) further refine the expectancy-value model of motivation. This model, which incorporates the work of many other motivation theorists, differs from Atkinson's model in that it also considers social and psychological influences on choice and persistence rather than cognitive perceptions alone. In the light of this, even if people are certain they can do a task, they may not engage in it (Eccles et al., 1998). According to them, the value of a given task or activity has three components: attainment value, which refers to the personal value of doing well on a task; intrinsic value, which refers to subjective interest or enjoyment of performing a task; and utility value, which refers to the extent to which task completion is perceived to facilitate current or future goals.

Feather's works on values has broadened Atkinson's conceptualization of value in large part by drawing on the work of Rokeach and tying that work to expectancy-value theory. Rokeach (1979 in Eccles et. Al. 1998) believes that values serve as standards or guides for action, and so argues that personal values might affect behavioural choices. He defines two kinds of these broad values: terminal values and instrumental values. The first refers the beliefs about life's ultimate goals or desired end-states like life freedom and happiness, and the second are the desirable ways of achieving the terminal values, such as courage, capability, and ambition.

To sum up, the expectancy theory claims that the individual's expectations of reaching a goal are influenced by his or her psychological, social and cognitive perceptions and the value of that goal to him/her would produce together motivational power for the learner.

#### **1.3.3.5. Self-Worth Theory**

Self-worth theory assumes that the search for self-acceptance is the highest human priority, and that in schools self-acceptance comes to depend on one's ability to achieve competitively (Covington, 1992). Going in this sense, Alderman (2004) believes that self-worth motive is based on the premise that a central part of all classroom achievement is the

need for students to maintain a positive image of their ability. Thus, this theory shows that the most significant thing to students is the quest for self-acceptance. It is the wish for everyone to be valuable and capable of doing tasks successfully. Covington (1992:74) explains:

...individuals are thought to be only as worth as their achievement. Because of this, it is understandable that students often confuse ability with worth. For those students who are already insecure, tying a sense of worth to ability is a risky step because schools can threaten their ability. This is true because school typically provide insufficient rewards for all students to strive for success. Instead, too many children must struggle simply to avoid failure.

From Covington's explanation of the interplay between human value and accomplishment, it seems that two factors, Achievement and Ability, dominate as the ultimate value in many students. The four main elements of this model, as it is apparent in Covington's view, are ability, effort, performance, and self-worth. Ability is considered as a central part in students' self-definition because they equate their ability to achieve academically with their self-worth. Students often believe that ability is the primary element for achieving success with high ability resulting in high self-worth and the lack of ability is the primary reason for failure. Effort is also a direct sense of self-worth, since a strong effort is sometimes rewarded, and it is generally recognized that hard work is a necessary component of successful performance. However, Covington and Omelich (1979) describe effort as "a double-edged sword". On one hand, "students must exert some effort to avoid teacher punishment and personal feelings of guilt" (Covington, 1984:10). Thus, when teachers are asked to predict which students will learn the most, they view ability, not effort, as the most important factor. On the other hand, trying hard puts students at risk because a combination of studying hard and eventual failure is compelling evidence for low ability. Consequently, students might engage in strategies to protect their sense of self-worth by ensuring that their performance is not a reflection of their ability but of their lack of effort.



Additionally, Covington (1992) identifies a number of strategies to protect self-worth: procrastination, unattainable goals, underachieving. Procrastination is when students irrationally put things off without good reason for a delay. For instance, if an individual studies at the last minute and does not have enough time to properly prepare for an exam, failure cannot be attributed to the lack of ability. Concerning the second strategy, Covington and Omelich (1979) point out that setting unattainable goals allows students to “fail with honor” (170). That is, if an individual selects a very difficult goal, failure is often assured. However, students are classified as underachievers when they tend to avoid testing their ability by refusing to work. Indeed, they take a sense of pride in their unwillingness to achieve and minimize the importance of work.

#### **1.3.3.6. Goal Theory**

The cognitive concept of ‘goal’ has largely replaced earlier concept of ‘needs’ or ‘drives’ as a factor that provides the direction of motivated action. A goal is “the object or aim of an action” (Locke, 1996:118). Early studies focused on two contrasting goal orientations, variously called learning vs performance goals or mastery vs performance goals (in Brophy, 2010:18). Although goal theorists use somewhat different language, they tend to agree in distinguishing learning goals from performance goals by defining mastery goals as focusing on the development of competence or task master while performance goals are defining goals as focusing on the demonstration of competence relative to others. Mastery goals focus on learning for the sake of learning, whereas performance goals emphasize high achievement. Mastery goals are associated with high perceived ability, task analysis and planning, and the belief that effort improves one’s ability. On the other hand, performance goals are associated with judgments about achieving, grades, or external rewards. As a result, the two goals represent different success criteria and different reasons for engagement in achievement activity.

During the past two decades, research attention has focused in particular on two key areas: goal-setting and goal orientation. Goal setting assumes that human action is directed by conscious goals and intentions (Locke & Latham, in Alderman, 2004: 105). This theory influences learning and motivation by providing students with opportunity to set their own “learning goals” and help them “perform” well in a specific activity. Goal orientations, however, have to do with students’ reason for engaging in academic tasks. Whereas some goals are related to what a student is trying to achieve (Wigfield & Eccles, 2002:197). Thus, goal orientation differs from goal setting in describing the actions of people regarding their primary aim.

Goals provide standards for knowing how well one is doing, thus activating a self-evaluation process. For language learners with learning goals, studying is an opportunity to gain competence in the FL, whereas learners oriented towards performance goals perceive studying as an opportunity to gain ‘positive judgments’ from their teachers or parents for their competence in the language.

#### **1.3.4. Humanistic Theories**

Humanism is a paradigm of philosophy and a pedagogical approach that views learning as a personal act to fulfil one’s potential. From a Humanistic perspective, to motivate means to look at the human as an entire individual who has many components and to make the links between these elements in order to understand human behaviours. The humanist’s stand point is that we (humans) control our own destiny; we are inherently good and have the best intentions to improve our world for ourselves and others, our paths and goals are our choice, and we possess unlimited potential for growth and development. To that end, teachers should provide positive learning environments in which students are confident. The Humanistic approach includes many theories such as Maslow’s Need Theory and Self-Determination Theory.

#### **1.3.4.1. Maslow's Needs Theory**

The humanist psychologist Maslow (1970) formulated his theory of human needs on the basis of physical, emotional, interpersonal and intellectual aspects of an individual to account for human motivation. This theory hypothesizes that an individual's ultimate aim is self-actualization. However, this goal relies on the achievement of lower needs such as those for survival, safety and comfort.

Abraham Maslow (1954) attempted to synthesize a large body of research related to human motivation. Before Maslow, researchers generally focused separately on such factors as biology, achievement or power to explain what energizes, directs and sustains human behaviour. Maslow proposed a theory that outlined five hierarchical needs based on two groupings: deficiency needs and growth needs. According to him one does not feel the second need until the demands of the first have been satisfied or the third until the second has been satisfied and so on. The different levels of needs of Maslow hierarchy are discussed as follows respectively: physiological needs, safety needs, needs for love, affection and belongingness, the esteem needs, and needs for self-actualization.

The first level of human needs is known as physiological needs. These are biological needs which consist of the needs for oxygen, food, water and a relatively constant body temperature. They are the strongest needs because if a person is deprived of all needs, it is these physiological ones that would come first in the person's search for satisfaction.

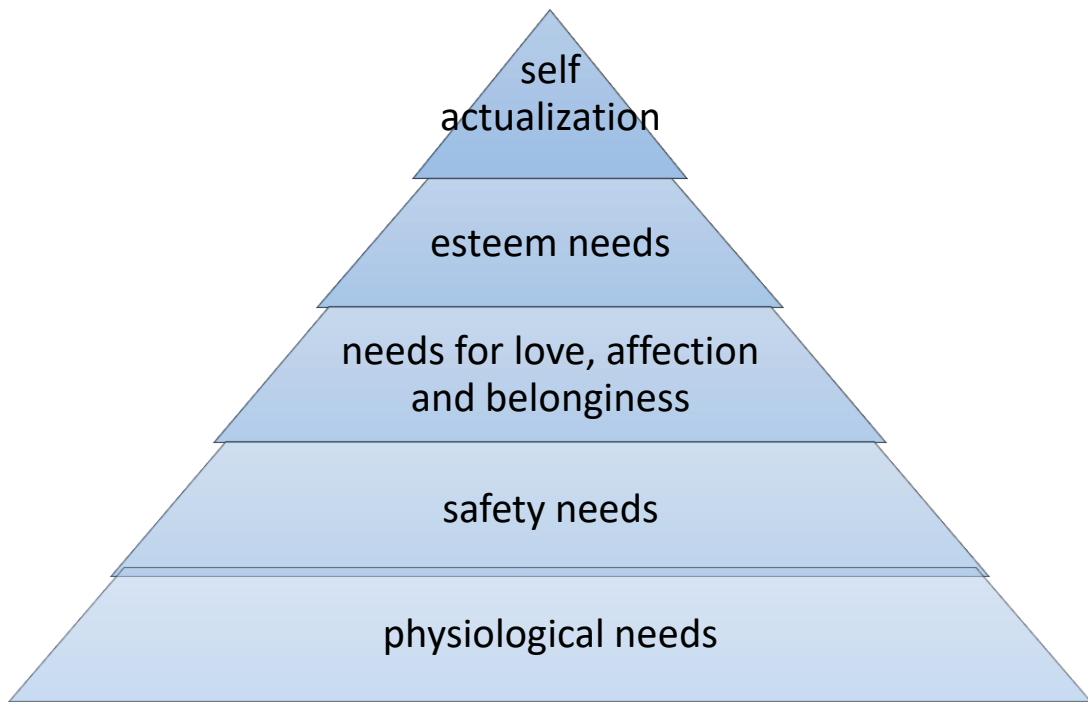
Safety needs present the second level in Maslow's theory. When all the physiological needs are met and are no longer controlling thoughts and behaviours, the needs for security can become active. While adults have little awareness of their security needs in times of emergency, period of disorganization in the social structure (such as widespread rioting), and children often display the signs of insecurity and the needs to be safe.

Third, when the needs for safety and for physiological well-being are satisfied, the next class of needs for love, affection and belongingness can emerge. Maslow states that people seek to overcome feelings of loneliness and alienation. This involves both giving and receiving love, affection and the sense of belonging.

When the first three classes of needs are satisfied, the needs for esteem can become dominant. These require needs for both self-esteem and for the esteem a person gets from others. Humans have a need for a stable, firmly based, high level of self-respect and respect from others. When these needs are satisfied and achieved, the person feels self-confident and valuable as a person in the world. When these needs are frustrated, the person will feel himself as inferior, weak, helpless and worthless.

Last, when all of the four mentioned needs are achieved, then and only then, the self-actualization needs will be activated. Maslow describes self-actualization as a person's needs to be and do that which the person was "learn to do" As stated by Maslow (1954: 22): "Unless the individual is doing what he or she individually, is fitted for... Artists must paint, poets must write if they are to be ultimately at peace with themselves. What humans *can* be, they *must* be."

These needs make themselves felt in signs of restlessness i.e. lacking something. If a person is hungry, unsafe, not loved or accepted or lacking self-esteem, it is very easy to know what the person is restless, as it is explained in **Figure 1.3**.below. However, it is not always clear what a person wants when there is a need for self-actualization.



**Figure 1.3.:** Maslow’s hierarchy of needs, *in* Jerome N. (2013: 41)

In classrooms, Maslow’ hierarchy implies that students who come to school tired or hungry are unlikely to become involved in lessons. Similarly, Brophy (2010) pens: “students who feel anxious or rejected are unlikely to take the intellectual risks involved in seeking to overcome confusion and even less likely to try to be creative when working assignments.” (5)

Ultimately, Maslow’s theory is considered as one of the most famous theories of motivation that highlighted psychological and cognitive components in human motivation. His theory is based on the division of the individual needs into five levels of needs and their order of gratification is the basis for human motivation.

#### **1.3.4.2. Self- Determination Theory**

During the 1970’s, the “Rochester School” on motivation in educational psychology has been set forth by Deci, Ryan, and their colleagues. Their work is crowned by a book in 1985 entitled ‘Intrinsic Motivation and Self-Determination in Human Behaviour’ which designed the basic concepts of the self-determination theory. This theory has been one of the

most influential theories of motivation that has been exploited to state the basics of motivation in relation to autonomy, competence, and relatedness.

It is a general theory of human motivation that emphasizes the extent to which behaviours are relatively autonomous (i.e., the extent to which behaviours originate from the self) vs relatively controlled (i.e., the extent to which behaviours are forced by interpersonal forces). According to Deci and Ryan (1985: 38) self-determination is: “a quality of human functioning that involves the experience of choice. “self-determination theory is founded on three factors: autonomy, competence, and relatedness. First, autonomy is defined as the sense of feeling free from pressure and to have the possibility to make choices among several courses of action. Second, competence implies a need for having an effect, for being effective in one’s interactions with the environments and bonds developed between individuals and is based on a fundamental striving for contact with others. Brophy (2010:7) says in this context:

Self- determination theory specifies that social settings promote intrinsic motivation when they satisfy three innate psychological needs: autonomy (self- determination in deciding what to do and how to do it), competence (developing and exercising skills for manipulating and controlling the environment), and relatedness (affiliation with others through prosaically relationships).

As pointed out previously, in self-determination theory there are three types of motivation: intrinsic and extrinsic and a motivation. Intrinsic motivation behaviours are those that are emerged in for their own sake, in other words, for the pleasure and satisfaction derived from performing them (Deci, 1971). On the other hand, extrinsic motivation is applied to a wide variety of behaviours where the goals are achieved when those inherent parts are available in the activity itself.

Different types of extrinsic motivation have been proposed by self-determination theory that can also be ordered along the self-determination theory continuum. From lower to higher levels of self-determination, these are external and identified regulations. External regulation occurs when behaviour is regulated by rewards or in order to avoid negative

consequences. Dornyei (1998) in this context says: “external regulations refer to the least self-determined from extrinsic motivation, coming entirely from external sources such as rewards or threats” (121). In contrast, identified regulations occur when a behaviour is perceived as being chosen by oneself. Yet, motivation is still extrinsic because the activity is not performed for itself but for an intention to an end. Deci, et al. (1991) point out that identified regulation occurs when “... the person does the activity more willingly. Motivation is extrinsic because the activity is performed primarily ... for the goal of improving math performance and succeeding in future endeavors, rather than because it is interesting.” (Deci, et al., 1991:329-330). Also, interjected regulation refers to the engagement in behaviour out of some sense of guilt or obligation or out of a need to prove something to oneself or others (i.e., enhance self-worth). Finally, integrated regulation refers to the most self-determined type of extrinsic motivation with regard to internalization. At this level, behaviour is still performed for external levels (extrinsic motivation), although is considered as part of the self and goal-directed behaviours may be consistently pursued. In relation to this context, Dornyei (1998:121) states: “the most developmentally advanced form of extrinsic motivation is integrated regulation which involves choicely behavior that is full assimilated with the individual’s other values, needs and identity.”

The third dimension of motivation identified in self-determination theory is a motivation which refers to the absence of a contingency between one’s actions outcomes. Deci and Ryan (1985) claim that motivation must be considered to fully understand human behaviour.

#### **1.4. Motivation and Other Affective Variables**

It has been generally proved in the research literature that motivation to learn an L2 or an FL is the most important factor for successful language learning. However, there are other

factors that have an impact on motivation itself and therefore influence the process of learning such as: anxiety, attitudes, and emotions.

#### **1.4.4. Anxiety**

Anxiety is an important factor in L2/FL learning. An easy definition of this term would be that of Scovel (1978) who states that “anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry” (*in* Brown, 2007: 161). Anxiety can be experienced in two different levels: trait anxiety that is permanent in the individual, and state anxiety which is related to some particular events or acts. It is experienced at various levels and affects learners in a good way or in an unpleasant way (Brown, 2007; Horwitz, 2001; and Oxford, 1999). Moreover, theorists such as Alpert and Haber (1960), Brown (2007), and Scovel (1987) emphasize the distinction between debilitating (negative) anxiety as the state of nervousness before giving a public speech and facilitative (positive) anxiety; feelings of pressure to get the job done. Additionally, Oxford (1999) uses the terms ‘harmful’ and ‘helpful’ to these two types of debilitating and facilitative anxiety, respectively. Anxiety is traditionally perceived to have a negative influence on language learners. However, what is missed is that this feeling is a drive that keeps the learner poised and alert; for example, the feeling of nervousness before passing an exam is often a facilitative anxiety and a symptom of just enough tension to work well (Brown, 2007).

#### **1.4.5. Attitude**

Attitude refers to the psychological process that determines an individual’s behaviour. Allport *in* Sadasivan, (2002: 65), defines attitude as “a mental and neutral state of readiness organized through experience exerting a directive or dynamic influence upon the individual’s response to all objects or situations with which it associated”.

The role of attitudes in grammar classes is no exception to it as the positive attitude of a learner provides imperatives for an individual’s response to all its tasks. The terms ‘attitude’



and ‘motivation’ are interchangeably used as evidenced in their coinage like ‘attitudinal motivation’ or ‘motivational attitude’. Although the concept of attitude remains controversial (Fishbein & Ajzen, 1975 in Lloyd (1987: 123)), there is agreement on two general points. First, attitude is an inference about a specific object (e.g., person, thing, event, task), and thus is distinguished from the more general concept of “mood” or “feeling”, which may or may not have a specific referent. Second, the attitude inference involves an evaluative aspect, and thus is distinguished from inferences of “belief” or “opinion” (Rokeach, 1992 in Lloyd (1987: 123)). Gardner and Lambert (1972) extensive studies are systematic attempts to examine the effect of attitudes on language learning, learning grammar. After studying the interrelationships of a number of different types of attitudes, they defined motivation as a construct made up of certain attitudes. The most important one is the attitude that learners have towards the cultural group whose language they are learning. It seems clear that language learners can benefit from positive attitudes and be affected by the negative attitudes that may lead to decrease their motivation. Teachers, on their part, need to be aware that everyone has both positive and negative attitudes (Brown, 2007).

#### **1.4.6. Emotions**

Emotions can be defined as affective responses to external stimuli or internal thoughts, such as: expectations, and self-perception (Russell and Barrett; in Larson, 2009). There is a common distinction between emotions that are positive (e.g. pride, enjoyment, hopes) and emotions that are negative (e.g. relief, hopelessness, depression). These two types are closely related to motivation: when emotions are positive they raise one’s motivation, and when they are negative they tend to reduce it. The importance of positive emotion exists in its powerful impact on academic success, by creating expectations to successes and protecting learners from stress and intrusive thoughts emerging from previous experiences (Larson, 2009).

### **1.5. The Importance of Motivation in Foreign Language Learning**

Motivation is an issue worthy of investigation because it seems implicated in how successful language learners are. It is also the answer that most researchers and teachers provide regarding efficient language learning. Most of them have widely accepted motivation as one of the key factors which influence the rate and success of FL learning. Moreover, motivation provides the primary impetus to initiate learning and later the driving force to sustain the long and often tedious learning process (Dornyei, 1998). That is motivation plays an important role in increasing the students' willingness to learn and determines the extent of active and the personal involvement in learning. Brophy (2010:1) in his book "Motivating Students to Learn" sees that: "Learning is fun and exciting, at least when the curriculum is well matched to students' interest and abilities and the teacher emphasizes hands-on activities when you teach the right things the right way, motivation takes place of itself". From his viewpoint, it is widely clear that a safe classroom climate is necessary for motivation. Brophy asserts the idea that motivation cannot be developed in a difficult classroom and the teacher should create an effective learning environment full of enjoyments and fun for motivation to be increased. Socket (1988) states: "Education is, at least, the endeavor to get people to do things they could not previously do, to understand things they did not previously understand, and perhaps, to become people they did not expect to become" (in Alderman,2004:.3). Socket's statement emphasizes the great role of motivation in fostering the progress and the development of students' potential and abilities.

Deborah (1996)believes that motivated learners always score higher than non-motivated ones by saying that motivated learners are supposed to be more actively engaged in the learning process; they are enthusiastic and optimistic when doing academic tasks. In fact, they have the desire that makes them able to challenge and satisfy achievements and become more successful. Conversely, students who are not motivated are passive and pessimistic; they

exert little effort and give up easily. Consequently, they do not enjoy school tasks and avoid them whenever possible.

## **Conclusion**

In a few words, light, in this chapter, is cast on the different theories of motivation in relation to the various schools of thought: the behaviourists who view motivation in terms of reinforcement, the cognitivists who believe that motivation has to do with decisions that individuals make about their own deeds, and the humanists who perceive motivation as needs to be satisfied. Not surprisingly, all the theories are different from one another, yet they all agree that motivation is the heart of all human learning. Moreover, motivation can take two forms; intrinsic motivation (the desire to achieve comes from within) and extrinsic motivation (individuals perform some tasks anticipating for an external reward). The difference between instrumental orientations (individuals' desire for achieving academic goals) and integrative orientations (the individuals' desire to integrate into the second language culture) is also clarified. Last but not least, examples of implementations in language classes as far as learners' motivation is concerned are suggested.

## **Chapter Two: Rewards in Foreign Language Learning**

### **Introduction**

#### **2.1. Definition of Reward**

#### **2.2.Types of Reward**

##### **2.2.1. Extrinsic Rewards vs Intrinsic Rewards**

###### **2.2.1.1.Intrinsic Reward**

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##### **2.2.2. Short-Term Rewards vs Long- Term Rewards**

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##### **2.2.3. Other Types of Rewards**

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#### **2.4. Rewards in Foreign Language Learning**

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## Chapter Two

### Rewards in Foreign Language Learning

#### Introduction

To assist in answering the research question and to gain insight into the academic effects rewards may have on students, this chapter presents some definitions of reward and discusses its types. Moreover, an overview of the behavioural and cognitive theoretical perspectives about rewards with a debate for and against the use of rewards is provided. Finally, this chapter highlights the importance of using rewards in FL learning.

#### 2.1. Definition of Reward

Educational researchers studying the behaviour of learners have found and suggested a variety of strategies which aim at increasing students' achievement in classroom settings. Slavin (2003) claims that experts in language teaching and learners' behaviour are asked to look for opportunities to facilitate the leaning process and to enhance pupils' motivation. As far as rewards are concerned behavioural theories have shown that the use of rewards play an important role in learning. According to this view, a positive behaviour is internally established in the learner if it receives some positive rewards; otherwise, it would be affected negatively.

The idea of rewards originates in one's childhood; when a child does something good or right, his/her parents give him/her some kinds of reinforcements (compensation) as a payoff for what he/she has done; these include cookies, chocolate, money, etc. It is these origins that give the reward its definition as a stimulant for the purpose of engagement in a task; it is a complex parameter within motivation and can take many forms either monetary, symbolic, or feedback. In defining reward, Burton *et. al.* (2003: 242) posit that it "refers to anything that promotes a behaviour being repeated in the future." According to Schunk (2009, *in* belmokhi & Rodouane, 2015:14) "rewards are the key components of reinforcement

theories, which contend that behaviors that are reinforced (rewarded) tend to be repeated”. Winnick and Murphy *in* belmokhi & Rodouane, 2015:14 concluded that “a reward in the form of grades traditionally represents the primary incentive for achievement”. The main goal behind using such external rewards is to teach new behaviour. In turn, the learning of that behaviour leads to expect the necessity of reinforcers.

### **2.3.Types of Reward**

Differences between learners lead to differences in their ways of learning. These differences can be explained in terms of many factors such as: intellectual abilities, personality factors and social and cultural background. Thus, they may differ in their ways of perceiving rewards. Learners who differ in how they learn a new material, also differ in what they enjoy doing and what motivates them more to take part in a given task and so to learn effectively.

Extroversion and introversion are two important affective elements in second language acquisition. Extroversion represents the portion of people who are sociable and outgoing, while introversion represents the portion of people who are generally shy and inhibited. Extroversion, as defined by Brown (2007: 166) is “the extent to which a person has a deep-seated need to receive ego enhancement, self-esteem, and a sense of wholeness from other people.” In other words, extroverts usually need the presence of others to feel good. Theorists highlight two elements of extroversion: “sociability” and “impulsivity”. They assume that sociability (more pertinent to the process of language learning) is a crucial constituent in language learning and that sociable learners are self-confident and risk takers; they participate in almost all language activities without caring much about making mistakes. Introversion is “the extent to which a person derives a sense of wholeness and fulfillment apart from a reflection of this self from other people.”(Brown, 2007: 167) In different terms, introverts do not need the presence of others to feel in a better state. Different from extroverts, introverts

are shy, inhibited and risk avoiders, they are all time silent and refuse any kind of participation in the classroom. Even though, introverts seem fragile, they have strength that extroverts do not have. For this, teachers should help them bring out this strength by engaging them in different language games and activities mainly role plays. Rewards, too, can be categorized into intrinsic and extrinsic rewards.

### **2.3.1. Extrinsic Rewards vs Intrinsic Rewards**

#### **2.3.1.1. Intrinsic Reward**

An *intrinsic reward* is an intangible award of recognition, a sense of achievement, or a conscious satisfaction. In other words, they are the motivated factors that are directly connected with the task itself. Because intrinsic rewards are intangible, they usually arise from within the person who is doing the activity or behavior like giving challenging tasks. So “intrinsic” in this case means the reward is intrinsic to the person doing the activity or behavior.

#### **2.3.1.2. Extrinsic Reward**

An *extrinsic reward* is an award that is tangible or physically given to someone for accomplishing something. It is a tangible recognition of one’s endeavour. It comprises elements such as giving prizes and verbal praises to learners. It is related to the extrinsic factors which are not connected to the task directly, but to what learners receive after the task. Because extrinsic rewards are tangible, they are usually given to the person doing the activity; as such, they are typically not from within the person. Therefore, an extrinsic reward means a reward that is extrinsic to the performer of the activity or behaviour.

## **2.3.2. Short-Term Rewards vs Long- Term Rewards**

### **2.3.2.1.Short-Term Rewards**

The idea of rewards is brought from the situations where children are given some kind of bonus by their parents as a payment for good things they do. In teaching, a word of praise from the teacher plays a vital role in motivating students, raising their level of achievement. When receiving appreciation from their teachers toward their performances, and in front of their peers (public praise), pupils are more likely to perform well in next sessions as a challenge for them.

Short-term rewards are any form of positive reinforcement learners receive directly after a correct answer or a good performance in the classroom. Honorary certificates and recognition badges when provided to the learner after a good performance can be very useful. Short-term rewards are important because they allow students to see the results of their efforts and abilities instantly and make them understand how their contribution in the class makes a difference. Verbal praise in the class, students' attention, and teachers' thanks are all necessary for learners to internalize positive behaviour and to maintain self-motivation which will induce them to learn and to perform well in the classroom.

### **2.3.2.2.Long- Term Rewards**

Although short-term rewards and long term rewards share several common points in terms of their usefulness in motivating the learners, they have one basic difference which distinguishes them. Unlike short- term rewards, long- term rewards do not necessarily occur directly after the learner's performance. In language learning/teaching situations, it is very beneficial for learners to organize some semester parties where excellent students are offered some presents and gifts. In school, parents can even be invited to witness the teachers commending their children's performances. Pupils can also receive some achievement



certificate in recognition of their efforts during the whole year for their good results. At the secondary school, the same certificate is also encouraging for learners. The teacher can also indicate the students' accomplishment in the day of the correction of the exam. A note from the part of the teacher towards the students praising his/ her work is very rewarding. The point system remains one of the most effective rewarding systems that makes learning a challenging experience and so very enjoyable and motivating. Students earn points during a given period of time where students try to do their best in order to accumulate them to win a more interesting prize. The point system is also used to help students win some extra marks as we will see in this research.

### **2.3.3. Other Types of Rewards**

There are 5 other basic types of rewards discussed in the literature as follows (Deci, Koestner, & Ryan, 1999): Task-Non contingent rewards, Engagement contingent rewards, Completion contingent rewards, Performance contingent rewards, and Unexpected rewards.

*Task-Non contingent rewards* are rewards given for just showing up for the study. In an experiment, a participant may be paid to just show up for the experiment, but they are not required to do anything. They could just sit around the entire time. Non-contingent rewards do not require participating in the task, completing the task, or performing well on the task, and they deliver no information about the person's competency. Therefore, it is predicted that they will not affect intrinsic motivation.

*Engagement contingent rewards* are rewards given for just participating in an activity, and not necessarily completing it. For example, an experimenter may pay a participant just to participate in an activity that involves making a puzzle, but they do not have to complete or perform well on the puzzle. By contrast, *Completion contingent rewards* are rewards given for completing a task. Both engagement and completion contingent rewards are

predicted to typically cause the highest decrease in intrinsic motivation. This is because they contain a high controlling aspect, but deliver no information about the competency of the individual. For example, you could be paid for participating in an activity, but whether you perform well or not, is irrelevant. Therefore, these types of rewards say nothing about the person's competency, and decrease their control.

*Performance contingent rewards* are rewards given for performance, usually based on a normative value. For example, doing better than 80% of the participants in a study. A sub category of performance contingent rewards are competitively contingent rewards. They involve rewarding individuals for defeating others. Performance contingent rewards convey a sense of competency. If the information aspect is more salient for performance rewards, it may be able to counteract the controlling aspect of the reward. Additionally, whether the message is portrayed as controlling or not will also determine whether the reward decreases intrinsic motivation or not. Therefore, these rewards will decrease intrinsic motivation less than engagement and completion contingent rewards do.

*Unexpected rewards* occur when participants receive a reward after performing a certain behaviour, but were not expecting to receive a reward. Unexpected rewards would not decrease intrinsic motivation, because the participant performed the task without knowledge of the reward; therefore, the controlling aspect of the reward would not be as salient, and participants would attribute their participation in the activity to an internal locus of causality. Because of the informational aspect, unexpected rewards may also enhance intrinsic motivation. But the administrator of the reward would have to give it based on high performance, and stress the informational aspect for it to be beneficial.

### **2.3. Rewards in Theories of Learning**

Rewards has been a central focus of two main schools or theories; the Behavioral Theory and the Cognitive Evaluation Theory. First, the behavioural theories, in the middle of the twentieth century, including Pavlov's Classical Conditioning and Skinner's Operant Conditioning, supposed that individuals' actions are restricted by reinforcement and punishment. According to Schunk (2012), reinforcement is responsible for response strengthening, increasing the rate of responding or making responses more likely to occur. Hence, reinforcement can be an occasion for things to become better than they were. Reinforcement can be broken down into two categories: positive reinforcement and negative reinforcement. Walker (1975) further explains that achieving goals, receiving rewards and incentives are positive reinforcement, and that escaping from unpleasant or dangerous situations is classified as negative reinforcement. Walker makes it clear that reinforcement is divided up according to whether it aims to making something good happen again, or something bad go away.

Deci (1975) adds that the aim of the rewarder is to control the person's behaviour and to make him continue to engage in acceptable behaviours. As a matter of fact, teachers should choose the effective and right reinforcement for their students, and the reward is given as a best example to develop the students' desirable behaviour rather than misbehaviour. On the other hand, negative reinforcement punishment should be distinguished from punishment as Walker (1975) argues: "Negative reinforcement fosters the target response as a means of escape, whereas punishment as a rule deters or suppresses response" (46). This means that punishment is designed to weaken or eliminate a response rather than increase it. Forms of punishment such as embarrassing or humiliating the students or giving them extra class work should be used only as the last option, and they should be avoided as much as possible.

Second, Deci (1972) proposed a Cognitive Evaluation Theory (CET) which concentrates on a person's perception of why he/she is doing the activity. It highlights that providing individuals with rewards of their participation in an already interesting activity will mark a shift in their locus of causality to a more external orientation, and consequently their intrinsic motivation decreases.

External rewards affect intrinsic motivation to the extent that they influence students' perceptions of competence. In this respect, Deci and Ryan (1985) state that: "Events that promote greater perceived competence will enhance intrinsic motivation, whereas those that diminish perceived competence will decrease intrinsic motivation" (63). When one, for example, succeeds or gets positive feedback, his or her perceived competence will be increased. Conversely, one's perceived competence is typically decreased when one gets negative feedback which, in turn, leads the person to perceive himself or herself to be responsible for the failure.

Rewards offer two separate functional aspects: informational, controlling. The informational aspect of a reward relies on information about a person's competency; they tell that the person receiving the reward is competent. Thus, a reward must be based on performance to enhance intrinsic motivation. Conversely, if a reward relays that the person is not competent, such as getting a last place reward in a competition, this will decrease intrinsic motivation. Informational rewards, according to Deci and Rayn (1985), provide students with useful feedback by saying, for instance, 'You have made very good progress on your science job'. This means that informational rewards should be offered for students who master the ideas in the lesson, show improvement or develop mastery level. By doing so, they lead students to develop further their skills and abilities and to raise the level of their self-esteem.

The second property of a reward is the controlling aspect. This has to do with a person's locus of causality. Locus of causality is the degree people perceive their behaviour to be freely determined or caused by other people. If a person feels his/her behaviour is caused by outside pressures from others, s/he would have an external locus of causality. If a person feels his/her behaviour is self-determined, or initiated, s/he would have an internal locus of causality. When a reward is perceived as controlling, people will attribute their behaviour to an outside source (an external locus of causality). Conversely, if people do not feel controlled by the reward, they will attribute their behaviour to self-determination (an internal locus of causality). The Cognitive Evaluation Theory predicts that if a reward is perceived as controlling, it will decrease intrinsic motivation, but if it is not perceived as controlling, and the person has an internal locus of causality, intrinsic motivation will be high. For instance, people who have an internal locus of causality, feel that they participate in an activity because they want to (high intrinsic motivation); whereas, people who have an external locus of causality, feel that they participate in an activity because of an external cause (i.e. playing for the money). Telling a kid, "if you clean your room, I'll give you five dollars," for example, makes the reward control the person's behaviour, rather than increase his self-determination.

#### **2.4. Rewards in Foreign Language Learning**

Rewards are important for both encouraging appropriate behaviour and preventing the encouragement of inappropriate behaviour. What the science of human behaviour teaches is that teachers should adopt the perspectives of learners when they plan how to select and deliver rewards. In other words, rewards are especially important first for helping to motivate pupils first to build early competence (fluency) with different study skills and encouragement, guidance, and then reward of the appropriate approximations of successful behaviour. Hence, the importance of reward can be visualized through positive changes in effort of performance, perspective toward the assigned activities or through an enhancement in their motivation. This

means that reward is a system that can provide many useful benefits in motivating students during the lesson as Kelley (1997 *In* Belmokhi& Rodouane, 2015: 18) states:

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

Affording rewards such as candy enhances students' feelings that what they are doing makes a difference, and that they are active elements since they are not erect at one point of knowledge. Ridnouer (2006: 154) further adds:

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

This implies that tangible rewards have to be temporal, and withdrawn when not needed for students as the internal rewards prevail. Brophy (2004: 169), on the other hand, evinces that Henderlong and Lepper (2002), in their meta-analysis about praise, check many of their principles. This research ends up by deciding that:

Praise enhances intrinsic motivation and increases perseverance when it is received as sincere, encourages adaptive performance attributions, promotes perceived autonomy, provides information about competence without relying heavily on social comparisons, and conveys standards and expectations that are realistic for the student.

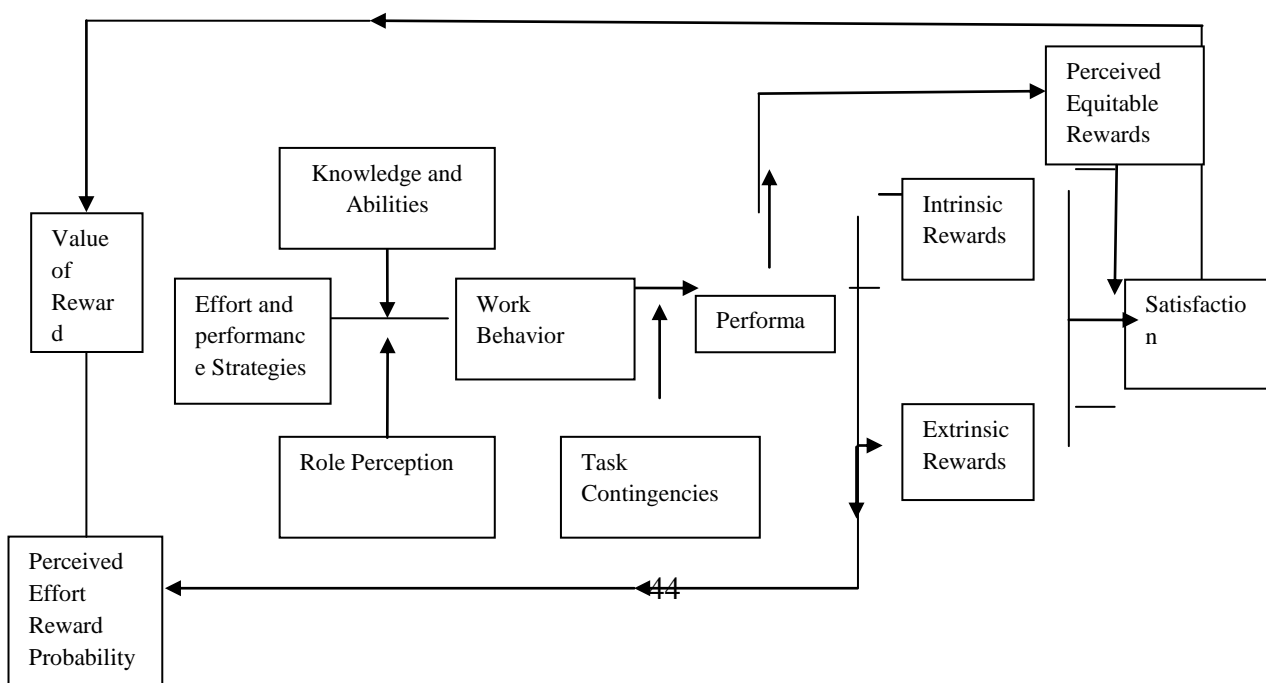
The significance of praise lies in the ruminative way of its implementation. Each of motivation, perseverance, performance attributions and autonomy can be positively affected by sincere praise. This leads to the deduction that the effectiveness of praise is more evident when it is interpreted as encouragement,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

they are exploring, learning, producing and developing for themselves and not for the others.

Petty (2004: 183) reports that:

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

This implies that rewards have a salient role in inducing decision making since the orientation of the options is subject to these rewards. Moreover, calculating their positive and negative outcomes contributes in renewing anticipation that is necessary for the next decision. For Brophy (2004:158), "effects of rewards might be considered with respect to immediate task effort or performance, changes in attitudes toward the task (e.g., finding it interesting) or changes in subsequent IM to perform the task." Hence, the importance of reward can be visualized through positive changes in effort or performance, perspective toward the assigned activities or through an enhancement in their IM. Porter and Lawler's model (1968) accentuates the impacts of rewards on personal performance. Hackman's model (1973) involved group processes and effects on individual behaviour. The integration of the two models results in the following model:



**Figure 2.01: Conceptual Model: How Rewards Impact Performance.** . (Adapted from Porter & Lawler, 1968 and Hackman, 1973 in Bouguerne, 2011: 80)

Under this model, the perception of the value of reward has a functioning role for the perceived effort needed. Awareness has to be raised about the fact that esteemed rewards take place under the condition of successful outcomes. Ultimately, subsequent performance will be impacted by the discernment that gratification and negative or positive perceptions result from equitable gained rewards.

### **3.4. Advantages and Disadvantages of Rewards**

The use of reward is a controversial issue among researchers and theorists. Witzel and Mercer (2003 *in* Bouguerne, 2011: 81)) make clear that:

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

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

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

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



The era of the 1970s and 1980s represents a strong opposition toward extrinsic rewards. Results of the research demonstrated that rewards undermine intrinsic motivation. External elements like rewards often dictate control. Brophy (*op. cit.*) assumes that under the pressure of rewards, learners will be controlled by these rewards which make them opt for unchallenging tasks as they are an accessible source for rewards. That is why, they lead to undermine learners' intrinsic motivation and that proponents of rewards overstate their efficacy. Moreover, Kohn (1999: 115-116) proposes that "The trouble with rewards is not that we hand them out too easily, it is that they are controlling, ultimately ineffective, and likely to undermine intrinsic interest". Thus, for Kohn rewards control learners' actions and decisions to learn and weaken their intrinsic motivation. Deci, Koestner, and Ryan (1999) assert that tangible rewards have a negative effect on intrinsic motivation; either they are designed for performing, finishing or surpassing the task.

Shultz (2007 *in* Bouguerne, 2011: 90) states that "Punishers have opposite valence to rewards, induce withdrawal behaviour and act as negative reinforcers by increasing the aversive outcome". Punishers devalue the use of rewards and their positive sequels and accentuate the idea that rewards are negative reinforcers since the result of the enhanced behaviour is the opposite. He (2007) believes that "Punishers induce negative emotional states of anger, fear and panic." These mental states will enhance learner's anxiety and consequently hinder their readiness to learn. (*in* Bouguerne, 2011: 90)

Notwithstanding, Brophy (2004: 154) displays his averment that "For a time, it was thought that these undesirable outcomes were inherent in the use of rewards...Later work clarified that the effects of rewards depend on what rewards are used and especially on how they are presented". Therefore, the way we afford rewards and determine the purpose for their use condition their efficacy. So, it is the user of rewards who shapes their positive sequels and determines the extent to which these rewards remain advantageous either for short or long

terms. Brophy (2004: 158) asserts that Eisenberger. al.'s analysis in 1999 demonstrates the following results:

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

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

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

Houfort et. al. (2002) carried out two studies tackling the influence of rewards. Brophy (2004: 160) reports that:

They found that performance-contingent rewards increased people's perception of competence (because being given the reward indicated that they had done well on the task); had negative effects on the

affective aspects of autonomy (feeling pressured); and had no effect on the decisional aspect of autonomy (feeling free to decline the offer and do something else instead).

Rewards are used to signal learners' good performance. They can impact learners' autonomy either negatively or positively. The negative aspect can be echoed through the resulting pressure; the positive one can be observed through the learners' freedom to reject the reward. Feeling under pressure leads to undermine learners' intrinsic motivation. Whereas feeling free results in enhancing it. Thus, both opponent perspectives seem to be underpinned by this final study. For this reason, teacher's role becomes more strenuous to opt for the most pertinent way to give rewards that will not subvert learners' intrinsic motivation. Thomas (2000: 7- 8) reports that "Some early research on intrinsic motivation had an either or flavour, believing that extrinsic rewards would drive out intrinsic motivation. But, later research shows that the two kinds of rewards often support each other." This implies the necessity of both types of reward.

Hence, integrating intrinsic rewards and extrinsic rewards seems to be the reasonable option for enhancing learners' motivation to pursue knowledge. Since learners' needs have to be met, we have to individualize affording rewards taking into account both types.

## **Conclusion**

In education, lack of students' motivation has been an ongoing concern for many years. Many researchers point out that teachers have an opportunity to positively impact their students' behaviour by providing rewards. A wealth of research based on B. F. Skinner's behavioural model has shown that a variety of extrinsic rewards (e.g. grades, verbal praise, and presents) can be used as elements to increase students' motivation and reinforce their positive behaviour towards learning. However, some cognitive and behavioural researchers have found somewhat different conclusions about the effects of extrinsic rewards on students' motivation. It is important to understand reward giving as a dynamic process which is subject

to determined measures and not simply as the easiest way to control the learners. There is no single process for dispensing rewards that suits all the learners or all the situations. Hence, reward giving can be inevitably personal and individualistic. What works in terms of how one learner perceives rewards may be totally different from what works for another. Thus, the significant impact of rewards can be salient when they are well implemented; i.e., when they are informational and not controlling, when they are accompanied with spontaneity and sincerity and when they stimulate learners' feelings about their responsibility for success and achievement.

## **Chapter Three: Grammar Tasks and Motivation**

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## **Chapter Three: Grammar Tasks and Motivation**

### **Introduction**

“Without grammar, language does not exist”, say Nassaji and Fotos (2011:1). Grammar is an important aspect of language that learners need to master in order to communicate effectively by using a correct and appropriate language patterns. However, this has not always been the case. One of the central debates in the field of language teaching has been the role of grammar to communicate effectively, so the ways of teaching it have varied significantly. During the time of the more traditional methods, the focus was clearly on form and accuracy, and learning a language basically meant learning its grammar. Today, most learners have a negative attitudes towards grammar. Still English grammar despite its importance in language learning, seems to be associated with boring rules, since the aim of language teaching changed more towards enhancing learners’ communicational skills. This thesis addresses some questions of grammar in the EFL classrooms.

In recent years, many researchers have been looking for ways of changing the traditional form of grammar instruction, and modern education tried to provide future teachers with a variety of tools by giving teaching grammar colour and variety. As a result, instead of exercises, tasks are recommended. Instructional tasks are important components of the language learning environment, and “hold a central place” in the learning process (Ellis, 2003:1). Task-based instruction is regarded as an alternative method to traditional language teaching methods in which communicative and meaningful tasks play central role in language learning. In this method, the grammatical forms are produced naturally without any focus on the form.

With the emergence of task-based language teaching, various questions have been raised whether to present grammar tasks either explicitly or implicitly, which method has to

be adopted (deductive or inductive) and how grammar tasks motivate students to learn English.

In this chapter, we are going to define grammar and identify its nature. We are going further to present different ways of teaching grammar, and how grammar is related to task-based language instruction with a focus on the research done with communicative grammar tasks. Finally, this chapter ends with a special focus on motivation at the level of classroom tasks' design.

### **3.1. What is Grammar?**

The teaching-learning process of a foreign language like English is not an easy task especially when it involves teaching grammar that is supposed to be an important aspect of any language. In spite of its importance, the concept of grammar is often misunderstood in the field of language teaching and learning. Consequently, giving a clear definition to the concept 'Grammar' is difficult to accomplish, since many grammarians gave multiple perspectives concerning its meaning.

For Ur (1988), "grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning" (4). In other words, it is the formation of words and the constructions of sentences and discourses in order to have a meaningful product. According to Thornbury (2002: 01), "grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence". Thus, grammar is a description of the rules that govern how language sentences are formed. It, then, tells how meaningful a sentence is.

In addition to this, many grammarians attribute the term grammar with a set of components: phonetics, phonology, morphology, syntax and semantics. These components

advocate the central role that grammar plays in the study of a language. Under this perspective, Bade (2008) said that grammar is:

“Everything speakers know about their language the sound system (phonology), the system of meaning (semantics), the rules of word formation (Morphology), the rules of sentence formation (syntax) As well as an appreciation of vocabulary” (p.174).

Differently, Rodman et Al. (2011:19) states that grammar refers: “... the explicit theory constructed by the linguist and proposed as description of speaker’s competence On the other hand; it refers to this competence itself”.It follows from this definition that grammar enables the speakers to enlarge their capacities of producing utterances. In this sense, grammar will undoubtedly allow them to express themselves in a more communicating way. The objective of it is then to teach those who use the language to express their thoughts accurately and correctly, either in speaking or writing.

It is obvious from all the previous definitions that, it is difficult to give a complete definition of grammar as people have different views concerning its meaning. Thus, these definitions lead to the fact that grammar consists of certain rules that govern the system of. For that reason, the study of grammar can help in communication as grammar can be seen as a system consisting on phonology, syntax, semantics and pragmatics.

### **3.2. Presenting and Explaining Grammar in the Classroom**

The term grammar has meant various things at various times and often several concepts at the same time. These types of grammar are different from each other according to the purpose of using grammar over time. Various methods exist in the literature on language teaching. These are mainly related to teaching grammar as rules, grammar as form and grammar as a functional resource.



### **3.2.1. Grammar as Rules**

Generally speaking, learning an FL implies learning its rules of grammar. Such rules constitute the cornerstone on which learners may “build their knowledge that will act as the generative base for them to express their ideas” (Woods, 1995:15). It follows from this definition that the concept of grammar is concerned with the rules that define how forms are composed, used and transferred to actual use. These rules state which combinations of words are possible in the language and which are not. e.g.: “Home computers are now much cheaper”: is a possible English sentence; whereas “Home computers now much are cheaper” is not, because ‘much’ is wrongly positioned.

Grammar rules may also be refer to the way a language combines words in order to form longer units of meaning. For example, in English the present form of the verb ‘to be’ in the third person has two forms: one (is) being used with a singular subject, and the (are) with a plural one. If the plural form (are) is combined with a singular subject, the result is unacceptable or ‘ungrammatical’; thus, sentences like: “This is a pen” is grammatical; whereas, “this are pen” is not. Therefore, there is a set of rules which govern how units of meaning may be constructed in any language. It can be said that a learner who ‘knows grammar’ is one who has mastered its rules to form an acceptable language. Language in use, then, can be analysed also at some forms in which the language takes place. The study of grammar consists, in part, of looking at the way these forms are arranged and patterned.

### **3.2.2. Grammar as Form**

Sentences are made up of words. The arrangement of these words into grammatical categories is called, according to Williams (2005:53), ‘form’ and “form means the external characteristics of language” (Chalker and Weiner, 1994), i.e., the structure of language. It has been said that in formal grammar, which has to do with the forms of language, little attention is given to meaning (semantics), use and context (pragmatics).

Traditionally, Grammar is partly the study of how a form can be possible in a language. It has been concerned almost exclusively with analysis at the level of the sentence. Thus, grammar is a description of rules that govern how language sentences are formed. This system of rules that cover the order of words in a sentence is called 'syntax'. According to Akmajian et.al. (1997), syntax is the study of "how words fit into the overall structure of sentences in which it can be used" (p.12). Syntax, therefore, focuses on the rules that underlay the building of sentences and utterances. The system of rules, however, that cover the formation of word is called "morphology". Thus, it is the study of "the internal structure of words" (Akmajian et. al:12).It studies the morphemes, which are the smallest meaningful parts of the word, and their combination to structure a word. For instance the term "interchangeable" is composed of three morphemes: "inter", "change", and "able" each one of them conveys a meaning and can no more be divided into other meaningful units.

As its heart, then, grammar consists of two fundamental ingredients: *syntax* and *morphology*. Together they help in identifying grammatical forms which serve to enhance the expression of meaning.

While many researchers believe that a language is synonymous with explicitly learning grammar as a rule and a form, others like Purpura (2004) confirmed that "a focus on grammatical form alone may not be enough in L2 educational contexts to determine if L2 learners have sufficiently acquired a structure to communicate effectively" (13). Consequently, the practitioner has to consider the teaching of grammatical meaning for the sake of helping learners to put the emphasis on what to do with language rather than on how language is arranged.

### **3.2.3. Grammar as a Functional Resource**

Grammar as a functional resource aims to make clear interaction between syntax (form), semantics (meaning) and pragmatics (use) (Woods 1995:9). In fact, Tarifa (2003:46) says that in functional grammar, language use precedes language rules; a language system is not an autonomous set of rules and the conditions of use determine this set of rules. To obtain a clear picture to this type of grammar, Woods (1995:9). He(1995:09) clarifies that Halliday's functional grammar:

- is designed to account for how the language is used;
- looks at the fundamental components of meaning.
- explains each element in language by reference to its function in the total linguistic system.

This study deals with the teaching of grammar under the task-based approach that integrates form, meaning and use together. Grammar can be seen as a means not as an end since it helps learners to communicate effectively.

### **3.2.4. Grammar as a Meaning Resource**

Many people think that grammar is no longer important. This is, after all, the age of e-mail and instant messaging, slang, rap music etc. but the importance of grammar can be observed when noticing that people who speak the same language are able to communicate because they intuitively know the grammar system of that language; i.e., the rules of making meaning.

As a matter of fact, grammar can be described as a means of expressing certain types of meaning through grammatical forms. The primary function of language is interaction and communication. For this reason, the teaching of grammar as a meaning resource is always presented in the field of language teaching and learning since it is considered as “the ability to

process language speedily and easily” (Thornbury, 1999:93). Grammar as a meaning resource can be achieved if the tutor succeeds at diverting students’ attention away from form by providing them with a set of activities including, for instance, ‘if clause’ form which expresses different meaning as in:

- If you suffer from headache, take medicaments. (It expresses advice).
- If David did not come, you must ring me. (It explains obligation).

In the light of what has been said so far, grammar lessons have meant learning the rules in certain circumstances, practicing the form in others, and helping students to convey meaning in other areas.

### **3.3. Direct and Indirect Presentation of Grammar in the Classroom**

The teaching of grammar is a concept fundamental to the history of language teaching. The teacher has at his/ her disposal a variety of methods to choose from and vary between. Methods also have principles, benefits and drawbacks which the teacher should be aware of. Deductive vs. inductive approaches, and explicit vs. implicit approaches to teaching grammar are presented in this section.

#### **3.3.1. Deductive vs. Inductive Teaching of Grammar**

The terms deductive and inductive are related to how grammar is presented and acquired. The deductive approach represents a more traditional approach in which the rule is applied and then the learners are asked to do a number of exercises through which they learn the use of the structure.

With an inductive approach, however, the teacher does not reveal the grammar rule or structure, but leaves it to the students to find out on their own. Here, the teacher’s job is to provide the students with sufficient selected linguistic input to help them determine the rule.

Of course, the provided input has to be comprehensible and has to contain examples of the topical structure if the students are to have a chance to recognize and identify it.

It has been said that the deductive approach has many benefits: it offers the students a clear explanation of the grammatical structure and its use; it speeds up the learning process, as well as saves time since the rules can be quickly explained by the teacher. As a result, more time is devoted for practice and application. On the other hand, the inductive approach gives the opportunity to learners to discover the rules by themselves in a given context. In this way, and according to many language specialists, learners become more involved in the process of evolving the language and thus, develop their own learning strategies because “induction or learning through experience is seen as the ‘natural’ route to learning...language data (or input) is best processed inductively”(Thornbury,1999:49).

Another benefit of the inductive approach is that students usually remember best what they themselves have found out. The grammar lessons become more ‘discovery’, and is often regarded less boring when carried out this way”. As a result, it develops the power of thinking, reasoning, and reflection.

Despite the fact that many advantages have resulted from the use of both deductive and inductive approaches, other disadvantages have seen from these two methods. For example, within deductive approach “learners might feel that they are getting too many lectures from the teacher which bear little relationships to their needs to be able to use the language” (Thornbury, 1999:54-55). In this sense, it might constitute a demotivating force among learners. The teacher is then required to be aware of the benefits and inconvenient of both deductive and inductive approaches in order to vary and organize his or her lessons as well as keep his or her learners motivating and interesting.

### **3.3.2. Explicit vs. Implicit Teaching of Grammar**

As regards explicit grammar teaching, it is a cognitive approach which helps students gain a conscious understanding of language rules. Widodo (2006) explains: “explicit grammar is the conscious knowledge that has the advantages of facilitating input and the benefit of monitoring the output” (125). By contrast, implicit grammar teaching refers to the teaching methods emphasizing that rules must naturally be acquired through context when learning grammar. It suggests that learners should be exposed to grammatical structures in a meaningful and comprehensible context in order to acquire grammar naturally. More recent studies in the 1990s go into more depth about the issues of whether grammar should be taught explicitly or implicitly.

The relationship between the explicit knowledge of grammar and implicit knowledge of grammar has been explored in a number of studies. The concept of “explicit and implicit learning” is often associated with “deductive and inductive learning”. According to Dekeyser (1995), these two pairs of words are related. Explicit learning is closely related to the concept of deductive learning which means, as we said before, that “rules are presented before examples are encountered” (380). Implicit learning, on the other hand, is often associated with the concept of inductive learning, which means that “examples are encountered before rules are inferred” (380).

Quite a number of studies conducted on the topic of explicit versus implicit or deductive versus deductive learning have discussed this position, showing that explicit learning is beneficial in some ways. The study conducted by Dekeyser (1995) lends support to the view that explicit-deductive learning is favourable for the learning of simple rules but more complex rules are better handled by implicit-inductive learning. Recent studies on implicit and explicit knowledge of grammar have found that these two complement and

influence each other. Ellis (2005) reviewed various psychological and neurological processes by which explicit knowledge form-meaning association's impacts upon implicit language learning. He suggests that implicit and explicit knowledge can be both separable and cooperative. While some other researchers have considered the two methods to be separable, others like Gasparini (2004) supports the possibility of re-directing implicit learning by some kind of explicit learning. He argues for the validity of constructivist models in which the implicit dimension of learning constitutes the initial step of a valid educational approach in teaching grammar, such as the pedagogical model of task-based learning.

### **3.4. Grammar Teaching and Task-Based Language Teaching**

The more recent research on formal instruction has gone beyond the argument of whether teaching grammar is beneficial for second language acquisition. By the 1990s and 2000s, there seemed to be some agreement among the researchers that formal instruction, which means teaching grammar, is beneficial in some way. The research focus, therefore, shifted to how a focus on form can be induced through different strategies and how it can be integrated into the commonly-practiced second language teaching approach, namely, *Task-based language teaching* (TBLT).

#### **3.4.1. How Grammar Relates to Task-Based Language Teaching**

Task-based instruction (TBI) can be defined as an approach in which communicative and meaningful tasks play central role in language learning. It is the approach in which the process of using language appropriately carries more importance than just the production of grammatically correct language forms. It has been developed since the early 1980's, and is based, as its named suggests, on tasks. A task is considered as a unit of analysis and emphasizes on meaning without any prior attention to forms (Willis & Willis, 2001). However, many scholars criticized task-based language teaching, arguing that if no focus on form is encouraged while performing a task, learners will develop a very low proficiency.

More recently, the generalization about negotiation of meaning has been modified so that within the use of tasks, there should be a focus on form (Skehan, 1996). Consequently, many studies have demonstrated that task procedures can be changed by inducing the use of specific features of language.

Subsequent to this concern which raised the idea that the attention to language form should have a secondary importance, this precedence of meaning over form is expressed by many researchers. Willis (1996) suggests that learners in task-based learning (TBL) are free to choose whatever language forms they wish to use to convey what they mean in the TL. Therefore, “it should defeat the purpose to dictate or control the language forms that they must use” (24). It seems that “meaning” and “form” are two inherently incompatible concepts in TBLT. However, Ellis (2003) adds a further qualification to his definition of a task which somehow contradicts Willis’ (1996) about TBL. He suggests that the liberty of learners to make use of their own linguistic resources is qualified by the condition that “the design of the task may predispose them to choose particular forms” (Ellis, 2003:16). This position gives a new aspect to the relationship between form and meaning in TBLT, as it enhances the importance of form in TBLT.

Communicative tasks are believed to provide opportunities for learners to practice using the language for communication. Learners when doing tasks do not automatically make appropriate use of the language, but their ability to achieve fluency, accuracy, and complexity in using the language depends also on their ability to use appropriate forms. Richards and Giblin(1999) pointed out this “grammar gap” in the development of linguistic competence results in fluency “marked by low level of linguistic accuracy” in foreign language classrooms (7).



In fact, FL learners may also avoid using certain forms that they are expected to use. This may also prevent them from achieving higher levels of complexity in the use of the language. To address this grammar gap, it became commonly accepted by the 1990s that there is a need to focus on form somehow within TBLT to facilitate effective communication. So, there is a tendency to integrate form-focus instruction within communication interaction. This attitude towards the relative positions of form and meaning has been expressed by Shehan (1998) who said that “the challenge of task-based instruction is to contrive sufficient focus on form to enable interlanguage development to proceed without compromising the naturalness of the communication that tasks can generate”(4)

To solve this conceptual confusion, a distinction can be made between the task-based teaching of grammar and teaching grammar in TBLT. The former involves using a task that fits into the definition with six criteria features. If such a task is used to teach grammar, the emphasis is naturally on having learners produce the target structure. In such a case, the possibility of avoiding the use of the target structure and the failure in drawing learners’ attention to the form are bounce back.

The latter approach, teaching grammar in TBLT, allows the use of activities which do not fit into the strict definition of a communicative task. It implies that grammar-based teaching approaches which can fit into the TBLT are acceptable. In other words, grammar teaching can be explicit and grammar-based, or more implicit and task-based. The tension between meaning and form is always there. If more emphasis is put on the explicit teaching of the form, it naturally follows that the activity is less task-based, or presents a weak version of TBLT. This all comes back to the fundamental issue of whether a strong form or a weak form of task-based teaching is adopted. If a weak form of task-based teaching is acceptable, it also means that a range of more explicit grammar teaching approaches can be permitted in TBLT.

### 3.4.2 .Definition of Task

Broadly speaking, the term ‘task’, which is one of the key concepts in task-based language teaching (TBLT), is defined in different ways. In everyday usage, this term refers to anything that people want to do or are asked to do in their daily life and which received a clear outcome. As Long (1985) said about the task:

“A piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test...”( in Nunan 1989: 05).

In second language education, the literature on TBLT gives no single, unanimously agreed on definition of task. Samuda and Bygate (2008) point out:

“While a widely agreed definition of the term is both desirable and necessary...arriving at such a definition is not straightforward –a considerable part of the second language task literature has been concerned with the search for a precise, yet comprehensive definition of ‘task’”(62).

Since there is no agreement over what constitutes an overarching definition of a task, every researcher has his own view. Nunan (1989: 10) defines task as a “piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form”. In the same vein, Ellis (2003) adds: “To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms.” (16)

Ellis (ibid.) outlines the key features of a task. He confirms that task is an activity in which the FL is used to communicate while the emphasis is on meaning. The task must be designed in relation to the real world and must cover all the four skills in addition to its engagement of cognitive processes like evaluating opinions and engaging in critical thinking.

In summary, tasks are classroom activities designed to engage students in meaningful communication, and not mere language drills.

Examining the ways that researchers define a task can shed light on the relationship between grammar and task-based language teaching. According to several researchers, finding activities that combine both grammar and focus on meaning is one of the current tasks of second language acquisition research. They suggest that the way to do so may be through the use of communicative grammar tasks. In their article “Communicating about Grammar: A Task-based Approach”, Fotos and Ellis (1991) believed that “formal instruction and communicative language teaching can be integrated through the use of grammar tasks designed to promote communication about grammar” (610). From this perspective, it is widely clear that grammar tasks have an important role in the learning process. To communicate effectively, grammar tasks aim to develop explicit knowledge about the second language grammatical features. They are not just concerned with the study of the grammar of a language; rather they deal with how to use this language effectively.

### **3.4.3. Types of Task**

In constructing tasks in TBI, designers have a variety of task types to choose from.

The table below shows partial lists of task types:

Task Designer	Types of Tasks
Pica, Kanagy, and Falodun (1993)	<ol style="list-style-type: none"> <li>1. Jigsaw</li> <li>2. information-gap</li> <li>3. problem solving</li> <li>4. decision-making</li> <li>5. opinion-exchange</li> </ol>
Willis (1996)	<ol style="list-style-type: none"> <li>1. Listing</li> <li>2. Ordering</li> <li>3. Comparing</li> <li>4. problem-solving</li> <li>5. sharing personal experiences</li> <li>6. creative</li> </ol>
Nunan (2001)	<ol style="list-style-type: none"> <li>1. real-world (target tasks)</li> <li>2. pedagogic</li> </ol>

**Table3.1: Summary of Task Types**

According to Pica, Kanagy, and Falodun (1993, in Richards & Rodgers, 2001), tasks are categorized into these groups: jigsaw, information-gap, problem solving, decision-making and opinion exchange tasks. Jigsaw tasks have learners construct a whole from different informational parts. Each part is held by a different group of students who cooperatively contribute to constructing the whole. Information-gap tasks encourage groups of students who have different sections of a text to share text information with each other in order to form a complete text. Problem-solving tasks provide a problem and some information and instruct learners to find a solution to a problem. In decision-making tasks, learners are given a problem with a set of solutions, and they attempt to make a joint decision by negotiating and discussing these solutions. Finally, opinion exchange tasks also promote discussions among

learners. Learners are expected to share their own ideas and understand others' opinions with regards to some topics. However, learners do not have to come to common opinion. Willis (1996) mentions six different types of tasks: listing, ordering, comparing, problem solving, sharing personal experiences, and creative tasks. In listing tasks, learners collectively try to generate a list according to some task criteria-countries of Europe, irregular English verbs, and world leaders. Task participants brainstorm, activating their own personal knowledge and experiences and undertake fact-finding, surveys, and library searches. Ordering and sorting tasks require four kinds of processes: ranking items or events in a logical or chronological order, sequencing them based on personal or given criteria, grouping given items and classifying items under appropriate categories not previously specified. In comparing tasks, learners are involved in three processes, matching to define specific points and relating them, finding similarities and differences. Problem solving tasks encourage learners' intellectual and reasoning capacities to arrive at a solution to a given problem. In sharing personal experience tasks, learners are engaged in talking about themselves and sharing their own experiences. Lastly, creative tasks are often viewed as those projects in which learners, in pairs or groups, are able to create their own imaginative products. Groups might create short stories, art works, videos, magazines, etc. Creative projects often involve a combination of task types such as listing, ordering and sorting, comparing and problem solving.

A somewhat different categorization of tasks is Nunan's (2001) description of task types as pedagogic and real-world tasks. Pedagogic tasks are communicative tasks that facilitate the use of language in the classroom towards achievement of some instrumental or instructional goal, whereas real-world tasks involve "borrowing" the TL used outside the classroom in the real world. In fact, successful completion of pedagogical tasks would enable learners to acquire the skills needed to master real-world target tasks. For instance, a target task might be:

- The learner will listen to a weather forecast and decide whether or not to take an umbrella and sweater to school.

Its related pedagogical task might be:

- The learner will listen to an aural text about the weather and answer questions afterwards on whether given statements are true or false.

As soon as learners master the pedagogical task, they would have developed the necessary skills to accomplish the target task. Ultimately, these newly developed skills could be used outside of the classroom.

#### **3.4.4. Characteristics of Grammar Tasks**

In task-based instruction, grammar tasks are differentiated according to the features that they focus on primarily. Among the various adaptations, grammar consciousness-raising tasks, form-focused and meaning-focused approaches are discussed below, in brief.

##### **3.4.4.1. Consciousness-Raising Tasks**

In everyday language, consciousness has several senses and it is often used ambiguously. Consciousness is as awareness. It is the state or the ability to perceive, to feel or to be conscious of events, objects...etc. More broadly, it is the state or the quality of being aware of something. To raise something to consciousness means to make someone aware of something. It is said that the immediate aim of grammar tasks is to noticing or consciousness-raising; to help learners notice something about the language that they might not notice on their own.

Going more deeply into the cognitive aspect of grammar instruction, the concept “consciousness-raising” has received a great deal of attention in recent research. This term as defined by its early proponents, Rutherford and Sharwood Smith (1985), refers to “the

deliberate attempt to draw the learner's attention specifically to the formal properties of the target language" (274). The concept of consciousness-raising and noticing has its origins from the learning theories of cognitive psychology and psycholinguistics. The cognitive theory of second language learning developed by Bialystok (1988) affirms that the language proficiency is described with reference to an *Analysed factor*. This analysed factor concerns the extent to which the language learner is aware of the structure of his or her linguistic knowledge.

A number of studies were conducted in the early 1990s using task-based approach in teaching grammar for achieving grammatical consciousness-raising (Fotos, 1993; Fotos & Ellis, 1991). From the 1990s to the 2000s, the concept of grammatical consciousness-raising received increasing attention in TBLT as an important means of focusing on form. The type of grammatical consciousness-raising tasks proposed by Fotos and Ellis are different from those which proposed by previous researchers, as grammatical structures are not really taken as the means of communication as in most communicative tasks; they are actually the content of communication itself (Fotos & Ellis, 1991). The study by Fotos and Ellis (1991) adopts a task-based approach for grammatical consciousness-raising. Results suggest that grammar task encouraged communication about grammar and enabled EFL learners to increase their knowledge of a difficult L2 rule.

#### **3.4.4.2. Form-Focused and Meaning-Focused:**

According to Skehan (1996), it is vital to set proper goals for TBI in order to support its effectiveness, and he suggests that TBI focuses on three main language learning goals: fluency, accuracy, and complexity. Fluency means to use the FL in real life situations, accuracy is related to the use of the FL in a rule-governed way, and complexity (restructuring) involves learners' commitment to expand basic competencies to use more challenging words, phrases and sentences. Hence, communicative grammar tasks cover all these areas and can be used to integrate both focus on meaning and focus on form. In fact, grammar tasks contribute

not only to language learners 'development of grammatical knowledge but also to their meaningful use of the language.

#### **4.5. Grammar Task and Students' Motivation:**

“Grammar is boring”; this statement is often connected to grammar learning and it is seen in the lack of student's engagement in doing grammar tasks. As grammar tasks are considered as the core of grammar instruction, the students' attitudes towards them are very important because they determine the students' willingness to engage in them. The lack of motivation is the answer that the researchers provide concerning this situation. Many emphasize the importance of motivation to the extent that they link the negative attitudes towards grammar tasks and the lack of students' engagement to the lack of students' intrinsic motivation. In this respect, Shadish and Fuller (1994) state that is “without intrinsic motivation, an individual either will not perform the activity at all or will do it in a way that simply satisfies the intrinsic goals” (320). Thus, intrinsic motivation is an important factor do the activity for its own sake not for just receiving some external rewards.

The role of teachers, therefore, is to provide their students with grammar tasks that are intrinsically motivating. Julkunen (1989) listed four (4) characteristics of motivating tasks. He suggested that a task is motivating when students enjoy what they are doing, get carried away, and do not regard it as a required activity. A task is also motivating when it stimulates students to communicate using the TL when doing the task. It is motivating when it stimulates students' feelings of competition in completing it. Generally, this motivating effect only happens to high achievers who have the opportunity to come out on the top in order to satisfy their expectation of success. Finally, a motivating task is a task that stimulates students' curiosity, a task that provides a gap between the knowledge that the students currently have and the knowledge to be learned.



As mentioned above, students' attitudes towards doing grammar tasks are linked to their motivation. Green (1993) says: "it is surprising that almost nobody seems to have actually asked language students to rate the extent to which they enjoy different classroom activities". In fact, the negative attitudes towards grammar will influence the students' motivation. For this reason, Green (1993) conducted a study in which he tried to determine to what extent the students enjoy certain classroom activities more than others, as well as to what extent thought these activities are effective for language learning. The result shows that communicative grammar tasks were considered more enjoyable than the non-communicative ones.

## **Conclusion**

This chapter provided some definitions given for grammar, its nature and some ways to teach it. In particular, it reviewed the literature on controversial issues on how grammar should be taught for the purpose of communication and presents various ways of focusing on form in task-based language teaching, which is primarily a meaning-focused teaching approach. In recent decades, there has been a tendency not to consider meaning and form as dichotomous and distinct concepts, but rather as complementary or even embedded concepts in second language teaching. More precisely, grammar tasks are good instructional tools to study the grammar in order to communicate effectively using the target language. Finally, this chapter presents how mainly the lack of students' motivation results in the lack of students' engagement in doing grammar tasks.

## **Chapter Four: Field Work**

### **Introduction**

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## **Chapter Four: Field Work**

### **Introduction**

The present chapter is devoted to the practical work which investigates whether using rewards, as a motivational technique, would have an effect on the motivation of secondary school students at Boulouika Mohammed Ben Lakhder in Ouled Askeur, and Ahmed Francis in Sidi Abd Elaziz. It aims to describe the procedures followed in collecting data, present, analyse and discuss the findings of the investigation. The latter consists in administering two questionnaires, a students' questionnaire is conducted with second year students at the said schools, and a teacher questionnaire is administered for teachers of English of the same schools. The objective of this investigation is to test the effects of using rewards on students' motivation to perform grammar tasks.

### **4.1. Data Collection Procedures**

Since the aim of our research is to investigate the use of rewards as a motivational tool for doing grammar tasks, two main tools are considered suitable: a questionnaire for students and another for teachers. First, the questionnaire is adopted to measure the effectiveness that rewards have on students and whether it increases their motivation or not. Second, the questionnaire which was addressed to the teachers of English aims to gain insights from teachers about whether the current adopted reward system is effective or not in increasing pupils' motivation for doing grammar tasks.

The questionnaires were handed directly to teachers and pupils in two weeks. Explanation of the items of the questionnaire was given to students in the process of filling it in while teacher had no questions and found the questionnaire clear and easy to respond to. One week was devoted to the first secondary school pupils' "Ahmed Francis" and the second

week for the pupils in the second school “Boulouika Mohammed Ben Lakhder” secondary school.

## **4.2. Population and Sampling**

The population targeted by the study is that of second year students at Boulouika Mohammed Ben Lakhder in Ouled Askeur, and Ahmed Francis in Sidi Abd Elaziz secondary schools. The sample, which was selected randomly from this population, consists of 180 students. These second year pupils belong to different streams (three Experimental Sciences classes, one Letters and Foreign Languages class, one Letters and Human Sciences class, and one Mathematics class). Our selection of population is based on the fact that second year students are more familiar with the syllabus and teachers of English at the secondary level than first years; they are also more interested in studying all subjects than their counterparts in the third year, who are rather selective in choosing which subjects to focus on, according to their coefficients in the baccalaureate examination. Second year pupils are also still interested in attending English classes and those of grammar in particular, in order to have grades, in which are interested and will be more motivated if they are rewarded. However, not all pupils were cooperative, which resulted in only 160 questionnaires being turned in. In addition, all the teachers of English at the two secondary schools are requested to answer a questionnaire designed for them.

## **4.3. Pupils Questionnaire**

### **4.3.1. Description and Administration of the Pupils Questionnaire**

The student questionnaire is made up of twenty three (23) questions that are classified under three parts, each focusing on particular aspects related directly or indirectly to our research. This questionnaire encompasses three types of questions: first, there are numeric questions, such questions about the background information of the teachers i.e. their work experience and the degree (s) held. Second, there are closed-ended questions that require the

teachers to answer by “yes” or “no” or to choose from a set of options; this type of questions are dominant in our questionnaire. Finally, the questionnaire contains open-ended questions, and in this type, pupils are required to give other options about the subject under study.

Section One, General Information (Q1-Q9), involves nine questions about the pupil gender (Q1), pupil age (Q2), study stream (Q3), and years of studying English (Q4). In addition, (Q5) measures the degree of pupils’ enjoyment of the English class, and (Q6) explores the reasons behind it. In the seventh question, (Q7), we asked about the pupils’ English level, and the factors that contributed to having such a level in (Q8). The last question asks pupils to state whether they considered their teacher more as a controller or guide (Q9).

Section Two, Grammar and Motivation (Q10-Q20), intends to collect information about the students' motivation to learn grammar and to do grammar tasks. It consists of eleven (11) questions. In this section, students are asked about their opinions on motivation to learn English grammar and doing grammar tasks under a rewarded atmosphere. In (Q10), we asked pupils about the level of importance they give to learning grammar, and in the following, (Q11), we moved to ask about the frequency with which they engage in solving grammar tasks in the classroom, and grammar tasks set as homework in (Q12). In (Q13), we sought to know pupils’ opinion concerning doing grammar tasks. The methods in which pupils want grammar to be presented by their teacher is explored in (Q14). In questions (Q15 and Q16) we asked pupils about the reasons that lead them to engage in doing grammar tasks and the reasons behind not doing grammar tasks. (Q17) asks about the frequency of teacher praise and (Q18) the frequency of giving extra grades to pupils when they participate during grammar tasks, get correct answers for grammar tasks, collaborate with others in grammar tasks, do grammar tasks in the classroom and when they do grammar tasks at home. (Q19) is designed to get pupils opinion concerning the frequency of their teachers’ giving them presents for

doing grammar tasks. The last question in this section, (Q20), examines which type of reward encourages more pupils to do grammar tasks.

**Section Three, Opinions and Suggestions (Q21-Q23)**, includes three questions dealing with pupils' opinions: whether they get sufficient rewards from their teacher (Q21), whether pupils are satisfied with their performance of grammar tasks or not (Q22), and last, give their own opinions about the conditions that grammar classes should contain in order for them to become more engaged in grammar tasks.

**4.3.2. Analysis of Students Questionnaire Results**

**Section One: General Information**

**Q1. Gender:**

- a. Female
- b. Male

Gender	N	%
a.	107	66.87
b.	53	33.12
<b>Total</b>	160	100

**Table 4.01: Pupils' Gender**

Female pupils outnumber males in actual fact; this is even the case with regard to the schools under study. We have recorded just (53) male subjects out of 160 (33.12%), whereas the rest is of a female gender, that is, 107 (66.87%). This may add to the question of motivation and seriousness, by predicting that girls are more interested and active in doing grammar tasks.

**Q2: Age:**

Age	N	%
16	14	8.75
17	84	52.50
18	24	15
19	27	16.87
20	9	5.62
21	2	1.25
<b>Total</b>	160	100

**Table 4.02: pupils' Age**

This table above shows that students are more or less homogeneous by age as 122 (76.25%) of them are aged between 16 and 18 years old varied because. Second year pupils of the age 17 occupy the highest percentage 52.5%.

**Q3: Stream:**

- a) Literature and Philosophy
- b) Letters and Foreign Languages
- c) Experimental Sciences
- d) Mathematics

stream	N	%
a.	29	18.12
b.	29	18.12
c.	73	45.62
d.	29	18.12
<b>Total</b>	160	100

**Table 4.03: Pupils' Stream**

We notice that 45.62% (73) of pupils study at the experimental sciences stream. An equal percentage (18.12%) is noticed for the three remaining streams (literature, letters and mathematics (29 pupils for each).

**Q4: How long have you been studying English (including this year)?**

<b>Years</b>	<b>N</b>	<b>%</b>
<b>6</b>	98	61
<b>7</b>	24	15
<b>8</b>	27	16.87
<b>9</b>	09	05.62
<b>10</b>	02	01.25
<b>Total</b>	160	100

**Table 4.04: Pupils' Experience in Studying English**

The majority of pupils(98) making up (61.25%) stated that they have been studying English for six years (06); this is believed to be the normal result of studying for four years in the middle school added to the two years at secondary schools. Other pupils have either studied English for seven years (15), eight years (16.87%) or nine years(5.62%), which means that they have failed once, twice or three times during the last six academic years.

**Q5. Do You Enjoy The English Class?**

- a. Very much**
- b. Much**
- c. Fairly**
- d. A little**
- e. Very little**



<b>Options</b>	<b>N</b>	<b>%</b>
<b>a.</b>	77	48.12
<b>b.</b>	21	13.12
<b>c.</b>	27	16.87
<b>d.</b>	21	13.12
<b>e.</b>	13	8.12
<b>No answer</b>	01	00.62
<b>Total</b>	160	100

**Table 4.05: Pupils’ Degree of Enjoyment of the English Class**

98 pupils (61.25%) of the whole population affirmed that they enjoy English much or very much; this confirms that they enjoyed English class because they are intrinsically motivated. Twenty seven (27) of the questioned pupils show that they fairly enjoy English class (16.87%), while negative statement about the enjoyment of English classes represents 21.25% of pupils or 34 pupils. This means that the latter are not really willing to study English or be in the class of English, so their intrinsic motivation is low. This, in turn, explains lack of motivation and thus, lack of interest.

**Q6: How much you enjoy English (question 5. Above) is due to:**

- a. English itself**
- b. School subject**
- c. The teacher**
- d. All of the above**
- e. Others, please specify**.....

<b>Reasons</b>	<b>N</b>	<b>%</b>
<b>a.</b>	53	33.12
<b>b.</b>	31	19.37
<b>c.</b>	48	30
<b>d.</b>	25	15.62
<b>No answer</b>	03	01.87
<b>Total</b>	160	100

**Table 4.06: Pupils' Opinions about Reasons behind Degree of Enjoyment of English Classes**

As far as this question is concerned, it aims at uncovering the participants' reasons behind enjoying English class (related to question 5). A ratio of 33.12% that is 53 pupils appeared to enjoy English class because of English itself for the sake to improve their levels. On the contrary, 48 informants, that is a percentage of (30%), have reported that the main motive is their English teacher. Next, the third reason namely, studying English because it is one of the mandatory school subjects is endorsed by 31 pupils (19.37%). With regard to the last suggestion: all the above, 25 pupil representing 15.62% appeared to be directed to it.

**Q7: How do you consider your level in English?**

- a. Advanced
- b. Intermediate
- c. Basic

<b>level</b>	<b>N</b>	<b>%</b>
<b>a.</b>	26	16.25
<b>b.</b>	99	61.87
<b>c.</b>	34	21.25
<b>No Answer</b>	01	00.62
<b>Total</b>	60	100

**Table 4.07: Pupils' Opinions about their Level in English**

With regard to this question, more than a half the pupils (99) representing 61.87% rated their level to be intermediate. Meanwhile 16.25% of them, that is, 26 pupils pointed out that their level is advanced. Furthermore, 34 pupils, a ratio of 21.25%, evaluated their level as basic. Students were told to determine their level according to how well they can understand and how easy they find learning English, but most of them made judgments according to the marks they obtained in exams.

**Q8: Your level in English is the result of:**

- a. Your motivation to learn it
- b. Your own study and practice
- c. The instruction you received at school

Reasons	N	%
a.	58	35
b.	48	30
c.	52	32.50
No answer	02	01.25
<b>Total</b>	160	100

**Table 4.08: Pupils' Justification of their Level in English**

More than a half of the sample (58%) believed that their motivation to learn is the reason behind their English level. Also, 32.5%, that is, 52 pupils are supporting the idea that their level is the result of the instruction they received at school, and this is also can be considered as a kind of motivation; whereas 30% think that their level is gained by their own study and practice.

**Q9: How do you describe your teacher?**

- a. A controller
- b. A guide

<b>Options</b>	<b>N</b>	<b>%</b>
<b>a.</b>	35	21.87
<b>b.</b>	121	75.62
<b>No answer</b>	04	02.5
<b>Total</b>	160	100

**Table 4.09: Pupils' Description of their Teacher**

Most pupils (75.87) perceive their teacher as a guide which reveals that the teachers is friendly, and does not impose himself/ herself on pupils in terms of urging them to study the subject.

## **Section Two: Grammar and Motivation**

**Q10: Do you think that learning English grammar is:**

- a. Very Important**
- b. Important**
- c. Little important**
- d. Not Important**

<b>options</b>	<b>N</b>	<b>%</b>
<b>a.</b>	82	51.25
<b>b.</b>	58	36.25
<b>c.</b>	07	04.37
<b>d.</b>	11	06.87
<b>No answer</b>	01	00.62
<b>total</b>	160	100

**Table 4.10: Pupils' Opinions about the Importance of Learning English Grammar**

This question is targeted towards diagnosing pupils' attitudes toward learning English grammar. Despite the fact that, the previous results showed great importance of learning

English in general, we aimed at having more details about the degree of importance in learning grammar. A huge number of the pupils agree that learning grammar is important or very important (140 pupils representing 87.50%). In contrast, only 18 representing 11.25% gave it little important or no importance at all; In general, therefore, pupils are highly motivated to study the English Grammar.

**Q11: How often do you engage in solving grammar tasks in the classroom?**

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

options	N	%
a.	41	25.62
b.	39	24.37
c.	40	25
d.	20	12.50
e.	20	12.50
<b>Total</b>	<b>160</b>	<b>100</b>

**Table 4.11: Pupils' Opinions about Frequency of Engaging in Solving Grammar Tasks in the Classroom**

This question attempts to uncover the frequency of pupils' engagement in grammar tasks in the classroom. A great proportion of learners, half of them, confirmed that they engage in solving grammar tasks in the classroom either always or often doing do (with 80 pupils representing 50%). Pupils answering 'sometimes' (with 40 pupils, 25%) can be said to be somehow active while the remaining 40% are not so.

**Q12: How often do you engage in solving grammar tasks set as homework?**

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Options	N	%
a.	15	9.37
b.	33	25.62
c.	40	25
d.	52	32.50
e.	20	12.50
<b>Total</b>	160	100

**Table 4.12: Pupils’ Opinions about Frequency of Engaging in Solving Grammar Tasks Set as Homework**

The question above collects data about pupils’ frequency in their engagement in solving grammar tasks set as a home work. A great number of pupils said that they engage in solving grammar tasks set as a homework either rarely (52 pupils, that is, a ratio of 32.5%) or sometimes (40 pupils representing 25%). Hence, though pupils seem divided on the matter, more tend to avoid doing homework related to grammar.

**Q13: In your opinion, doing grammar tasks is:**

- a. An interesting activity
- b. An obligatory activity
- c. A boring activity

<b>option</b>	<b>N</b>	<b>%</b>
<b>a.</b>	31	17.37
<b>b.</b>	59	36.87
<b>c.</b>	70	43.75
<b>Total</b>	<b>160</b>	<b>100</b>

**Table 4.13: Pupils' Opinions about Grammar Tasks**

With regard to this question that deals with the description of grammar tasks. Seventy 70 pupils representing (43.75%) of pupils classified grammar tasks as a boring activity in the first position. The results show that pupils lack motivation and interest. While fifty nine others (36.87 %) have put grammar tasks in the second place as an obligatory activity. The thirty one (31) remaining participants namely 19.37% described grammar tasks as an interesting activity. The latter are said to possess intrinsic motivation because they are already interested in grammar tasks.

**Q14: How do you like grammar to be presented by the teacher?**

- a. When the teacher asks you to do the task and discover the rules.
- b. When the teacher gives the rules, explains them and then gives you tasks.
- c. When the teacher changes the method every now and then.

<b>options</b>	<b>N</b>	<b>%</b>
<b>a.</b>	89	55.62
<b>a.+b.</b>	10	06.25
<b>b.</b>	30	18.75
<b>c.</b>	29	18.12
<b>No answer</b>	02	01.25
<b>Total</b>	<b>160</b>	<b>100</b>

**Table 4.14: Pupils' Preferences for Methods of Teaching Grammar**

With regard to this question, it investigates whether pupils prefer grammar to be presented inductively, deductively, or in both methods. Pupils preferences went to deductive methods with 61.87% of pupils' choices. [(a: 89) + (a+b: 10) = 99 pupils]; Second is b. representing the inductive methods with a quarter of pupils opting for it. A ratio of 18.12% (29 pupils) prefer when the teacher alternates between inductive and deductive methods.

**Q 15: When you engage in doing grammar tasks, is it because you:**

- a. are interested in doing grammar
- b. are not afraid of making mistakes
- c. like to try and make efforts
- d. want the teacher to praise you and have extra grades
- e. are preparing for the exams

Options	N	%
a.	27	16.87
b.	12	07.5
c.	43	26.87
d.	38	23.75
e.	39	24.37
No answer	01	0.62
<b>Total</b>	160	100

**Table 4.15: Reasons for Engagement in Doing Grammar Tasks**

The chief concern of this question is to search about pupils' reasons why they engaged in grammar tasks. The greatest number of the present research informants namely forty three pupils representing 26.87 % confirmed that do so because they like to try and make efforts; this confirms that pupils has an intrinsic motivation. A proportion of (24.37) that is, thirty nine (39) pupils showed that their engagements is the result of the preparation of exams. Thirty eight( 38) participants stand for (23.75%) have decided to engage in solving grammar tasks for the purely utilitarian purpose which coins in that they want the teacher to praise them and give extra grades; these two reasons gave us an idea that pupils have, beside intrinsic



motivation, an extrinsic one. Furthermore, twenty seven (27) participants represent 16.87 % have support the reason that they are interested in grammar tasks. Additionally, twelve (12) pupils answered that they are not afraid of making mistakes.

**Q 16. When you don't engage in doing grammar tasks, is it because:**

- a. You are not interested in grammar
- b. You are not interested in studying English altogether
- c. Your classmates would make fun of you
- d. The teacher would punish you if your answer is incorrect
- e. You don't like to answer when you are not sure

Options	N	%
a.	20	12.5
b.	21	12.12
c.	4	2.50
d.	6	3.00
e.	103	64.37
<b>No Answer</b>	2	1.25
<b>Total</b>	160	100

**Table 4.16:Pupils'Reasons for Disengagement from Doing Grammar Tasks**

Pupils' answers to this question demonstrated that one hundred and three (103) of them representing (64.37%) from the whole sample confirmed that the main reason behind not engaging in grammar tasks is because they do not like to answer when they are not sure. This percentage shows that pupils are either not encouraged by the teacher or are not motivated to answer when their answers are not correct. By way of contrast, twenty (20) learners claimed that they are not interested in English grammar altogether. What is more, a six (6) pupils stated that their teacher would punish them if their answer is incorrect, and four (04) participants declared that their classmates make fun of them, revealing that they have lack of self confidence.

**Q17. How often does your teacher praise you (saying: thank you, very good, excellent, well done, etc.), in each case below?**

	<b>a.</b> always	<b>b.</b> often	<b>c.</b> sometimes	<b>d.</b> Rarely	<b>e.</b> Never
<b>1) When you participate during grammar tasks</b>					
<b>2) When you get correct answers for grammar tasks</b>					
<b>3) When you collaborate with others in grammar tasks</b>					
<b>4) When you do grammar tasks in the classroom</b>					
<b>5) When you do grammar tasks at home</b>					

**1) Frequency of Teacher Praise during Participation in Grammar Tasks**

<b>1)</b>	<b>N</b>	<b>%</b>
<b>a.</b>	45	28.12
<b>b.</b>	39	24.37
<b>c.</b>	46	28.75
<b>d.</b>	14	8.75
<b>e.</b>	15	9.37
<b>No answer</b>	01	0.62
<b>Total</b>	<b>160</b>	<b>100</b>

**Table 4.17: Pupils' Opinions about Frequency of Teacher Praise during Participation in Grammar Tasks**

By this question we wanted to know the students' opinions about the teacher praise frequency during their participation in grammar tasks. Theorists and teachers in general

emphasize, that only motivated students always take the initiative to participate even when are not asked to do so, and praising them makes them motivated. The majority of pupils' answers are positive, stating that they generally receive teacher praise(140 answers, 87.50%, ranging from 'sometimes' to 'always'). On the other hand, 29 pupils seem not to receive or are not satisfied with the frequency with which they received praise from the teacher, stating that they 'rarely' or 'never' receive them. This may be a sign of inhibition, lack of interest and motivation.

## 2) Frequency of Teacher Praise for Answering Correctly in Grammar Tasks

2)	N	%
a.	82	51.25
b.	33	20.62
c.	26	16.25
d.	05	3.12
e.	13	08.12
No Answer	01	0.62
<b>Total</b>	<b>160</b>	<b>100</b>

**Table 4.18: Pupils' Opinions about Frequency of Teacher Praise for Answering Correctly in Grammar Tasks**

As regards teacher's praise to pupils when they get correct answers, a great proportion of learners confirmed that their instructor always uses verbal praise in response to their correct answers (with eighty two learners representing 51.25%). Thirty three (33) of the pupils, that is, 20.62% from the whole requested educators reported that their teacher 'often' does so, and 16.25% confirmed that verbal praise is sometimes used by their teacher. By contrast, negative answers are represented by 18 answers: 08.12% of students opted for

“never” and five (05) pupils representing (3.12%) stated that their teacher “never” applies a verbal praise system where their answers are correct.

### 3) Frequency of Teacher Praise for Collaboration in Grammar Tasks

3)	N	%
a.	32	20
b.	27	16.87
c.	55	34.37
d.	22	13.75
e.	24	15
<b>Total</b>	<b>160</b>	<b>100</b>

**Table 4.19: Pupils’ Opinions about Frequency of Teacher Praise for Collaboration in Grammar Tasks**

Group work is believed to have a strong effect on the learners. The purpose of this question is to see the frequency of the teachers’ use of verbal praise to his/her pupils for collaborating with others in grammar tasks. The highest frequency chosen by pupils is that of ‘sometimes’(34.37%), followed by that of ‘always’(20%) and ‘often’(16.87%), suggesting that the teachers values highly praise when collaborating in grammar tasks. Approximately one third of pupils stated that they either rarely or never (13.75% and 15%) get praised when working together in group.

#### 4) Frequency of Teacher Praise for Doing Grammar Tasks in the Classroom

4)	N	%
a.	16	10
b.	59	36.87
c.	41	25.62
d.	4	2.5
e.	39	24.37
No answer	01	0.62
<b>Total</b>	<b>160</b>	<b>100</b>

**Table 4.20: Pupils' Opinions about Frequency of Teacher Praise for Doing Grammar Tasks in the Classroom**

The results as shown in the table above reveal that the teachers reward doing grammar tasks in the classroom using praise more often than not. Hence, 36.87% of the pupils state that they are often praised verbally, 25.62% quantify praise as occurring 'sometimes' and 10% is the percentage obtained by the participants who opted for always. On the other hand, 24.37% of pupils opted for never and 2.5% stated that their tutor rarely praises them.

#### 5) Frequency of Teacher Praise for Doing Grammar Tasks at Home

5)	N	%
a.	26	16.25
b.	27	16.87
c.	27	16.87
d.	17	10.62
e.	63	39.37
<b>Total</b>	<b>160</b>	<b>100</b>

**Table 4.21: Pupils' Opinions about Frequency of Teacher Praise for Doing Grammar Tasks at Home**

As a matter of fact, praise is to motivation as fuel is to fire. It acts as a positive reinforcer that boosts the students' self-esteem and increases self-confidence in them. Pupils' opinions are divided perfectly equally on the matter. 39.37% of the participants (63 pupils) state that they have never been praised, added to a 10.62% who report never having been praised. This may explain, though partly, our results concerning that pupils rarely engage in solving grammar tasks set as homework because their teacher never praises them, thus contributes to their lack of motivation. While 'always', 'often' and 'sometimes' receive the percentages 16.87%, 16.87% and 16.25%, respectively.

In summary for all the situations for pupils' opinions of the frequency of receiving praise, the table below shows that the teachers generally praise pupils for engaging in doing grammar tasks, be it during the activity, during the whole session, in groups, at home or for answering correctly.

<b>Frequency of Praise</b>	Always	Often	Sometimes	Rarely	Never	No Answer	<b>Total</b>
<b>Situations 1) to 5)</b>	40.2	37	39	12.4	30.8	0.6	<b>160</b>

**Table 4.22: Summary for Pupils' Opinions about Frequency of Teacher Praise in Grammar Tasks**

**Q 18: How often does your teacher give extra grades, in each case below?**

	<b>a. always</b>	<b>b. often</b>	<b>c. sometimes</b>	<b>c. Rarely</b>	<b>d. Never</b>
<b>1) When you participate during grammar tasks</b>					
<b>2) When you get correct answers for grammar tasks</b>					
<b>3) When you collaborate with others in grammar tasks</b>					
<b>4) When you do grammar tasks in the classroom</b>					
<b>5) When you do grammar tasks at home</b>					

### 1) Frequency of Giving Extra Grades during Participation in Grammar Tasks

1)	N	%
a.	12	07.50
b.	31	19.37
c.	40	25
d.	20	12.50
e.	56	35
No answer	01	0.62
<b>Total</b>	<b>160</b>	<b>100</b>

**Table4.23: Pupils’ Opinions about Frequency of Giving Extra Grades during Participation in Grammar Tasks**

The most noticeable result, concerning giving extra grades to pupils when they participate in grammar tasks, is that fifty six (35%) pupils report that their teachers ‘never’ rewarded them at all, added to twenty (12.5%) who chose ‘rarely’. 40 pupils, making up (25%), said that teachers “sometimes” do so, 31 (19.37%) chose “often” and 12 (7.5%) said that they are always rewarded by their teachers when they participated in grammar tasks.

### 2) Frequency of Giving Extra Grades for Answering Correctly in Grammar Tasks

2)	N	%
a.	38	23.75
b.	37	29.12
c.	38	24
d.	11	6.87
e.	35	21.87
No answer	01	0.62

**Table4.24: Pupils’ Opinions about Frequency of Giving Extra Grades for Answering Correctly in Grammar Tasks**

As the table above shows, teachers value highly correct answers and reward them on so many occasions. 52.87% of teachers are reported to be offering extra grades on a regular basis (always and often). 28.74% of pupils said that they have never or rarely been given a raise in marks. The remaining 24% of pupils qualify the frequency of grade rewards as happening sometimes.

### 3) Frequency of Teacher Extra Grades for Collaboration in Grammar Tasks

3)	N	%
a.	16	10
b.	27	16.87
c.	51	32
d.	21	13.12
e.	44	27.50
No answer	01	0.62
<b>Total</b>	<b>160</b>	<b>100</b>

**Table 4.25: Pupils' Opinions about Frequency of Teacher Extra Grades for Collaboration in Grammar Tasks**

To the question of how often they get rewarded with grades when they collaborated with each other in doing grammar tasks, 31.87% of pupils state that they 'sometimes' get raises, 16.87% for 'often' and 10% for those saying that they always get extra marks. Negative statements attributing no or little benefit for collaborating on getting extra grades are represented by 13.12% for 'rarely' and 27.5% for 'never' as an answer to this question.

### 4) Frequency of Teacher Extra Grades for Doing Grammar Tasks in the Classroom



<b>4)</b>	<b>N</b>	<b>%</b>
<b>a.</b>	24	15
<b>b.</b>	29	18.12
<b>c.</b>	30	13
<b>d.</b>	29	18.12
<b>e.</b>	47	29.37
<b>No answer</b>	01	0.62
<b>Total</b>	<b>160</b>	<b>100</b>

**Table4.26: Pupils’ Opinions about Frequency of Teacher Extra Grades for Doing Grammar Tasks in the Classroom**

When the pupils were asked about how often they received extra grades from their teachers of English when they do grammar tasks in the classroom, the highest percentage (29.37%), 46 subjects, say “never”. The following percentage (18.12%) is shared between those choosing “often” and “rarely”, for each. The rest of pupils, 15%, state they “always” extra grades when doing grammar tasks in the classroom.

#### **5) Frequency of Teacher Extra Grades for Doing Grammar Tasks at Home**

<b>5)</b>	<b>N</b>	<b>%</b>
<b>a.</b>	28	17.50
<b>b.</b>	28	17.50
<b>c.</b>	27	17
<b>d.</b>	33	20.62
<b>e.</b>	43	26.87
<b>No answer</b>	01	0.62
<b>Total</b>	<b>160</b>	<b>100</b>

**Table 4.27: Pupils’ Opinions about Frequency of Teacher Extra Grades for Doing Grammar Tasks at Home**

As the table shows, the highest percentage, 26.87%, represents pupils who think that they do not get grades when they do grammar tasks at home. Equal percentages are shared between the frequencies ‘always’ and ‘sometimes’, with 17.5% for each. 33 participants forming a percentage of 20.62% opted for ‘rarely’.

In summary to all the situations for pupils’ opinions of the frequency of receiving extra grades, it can be said that the distribution of extra grades is not done so often because the number of pupils stating that they receive them ‘rarely’ and ‘never’ is bigger than those stating that they ‘always’ and ‘often’ receive them (67.8 vs. 56.4).

<b>Frequency of Praise</b>	Always	Often	Sometimes	Rarely	Never	No Answer	<b>Total</b>
<b>Situations 1) to 5)</b>	23.6	30.4	37.2	22.8	45	01	<b>160</b>

**Table 4.28: Summary for Pupils’ Opinions about Frequency of Teacher Extra grades in Grammar Tasks**

**Q 19: How often does your teacher give you presents for doing grammar tasks?**

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

<b>Options</b>	<b>N</b>	<b>%</b>
<b>a.</b>	14	8.75
<b>b.</b>	30	18.75
<b>c.</b>	21	13.12
<b>d.</b>	06	3.75
<b>e.</b>	89	55.62
<b>Total</b>	160	100

**Table 4.29: Pupils’ Opinions about Frequency of Receiving Presents for Doing Grammar Tasks**

The subjects were asked to say state how often their teacher gives them presents for doing grammar tasks. From the obtained results, it is apparent that the majority of the participants (55.62%) declared that their teacher “never” gives them presents, and only 18.75% of the whole population claimed that their teacher often provides them with presents. Moreover 13.2% of the whole population have chosen the item sometimes to describe their teacher frequency of using presents. As a result, we can conclude that students are not motivated enough by the use of presents.

**Q 20: Which type of reward encourages you more to do grammar tasks?**

- a. Presents
- b. Extra points
- c. Private praise (when the teacher praises you privately, no one else knows except you)
- d. Public praise (praise in front of all the class)
- e. Facial and body gestures showing acceptance
- f. Positive remarks on your copybook/sheet.

Options	N	%
<b>a.</b>	18	11.25
<b>b.</b>	111	69.37
<b>c.</b>	05	03.12
<b>b+d</b>	05	03.12
<b>B+f</b>	05	03.12
<b>A+b</b>	08	05
<b>B+d+e</b>	08	05
<b>Total</b>	160	100

**Table4.30: Pupils’ Opinions about the most Encouraging Types of Reward for Doing Grammar Tasks**

This question aims at finding specific types of reward that encourage more pupils to do grammar tasks. As revealed in the table above, 85.62% [b.:111+ (b.+d.):05 + (b.+f.):05+ (a+b): 08+ (b+d+e): 08= 137;85.62%] think that b., or extra points, are the one type that motivates them more to engage in doing grammar tasks. a., representing presents is chosen by 16.25% of pupils [a.:18+ (a+b): 08= 26; 16.25%]. Option d., representing public praise came at the third place with 13 responses (08.12%); facial and body gestures came fourth with 05% and last options c. and f., representing private praise and positive remarks on copybooks, with a 03.12% for each. From those results we can conclude that pupils are interested in rewards in general and, very specifically, they are driven by extra points in doing grammar tasks.

### Section Three: Opinions & Suggestions

**Q 21: Do you think that you receive sufficient rewards from your teacher?**

	Yes	No
<b>A-Verbal Reward (Good, Excellent, Thank You, Etc.)</b>		
<b>B-Direct Reward(Extra Points/ Presents)</b>		
<b>C-Non-Direct Reward(Facial Expressions, Gestures)</b>		

	Yes		No		No Answer	
<b>A-Verbal Reward (Good, Excellent, Thank You, Etc.)</b>	142	88.75	17	10.62	01	0.62
<b>B-Direct Reward(Extra Points/ Presents)</b>	55	34.37	103	64.37	02	1.25
<b>C-Non-Direct Reward(Facial Expressions, Gestures)</b>	86	53.75	72	45	02	1.25

**Table 4.31: Pupils' Opinions about Sufficiency of Direct, non-Direct and Verbal Rewards**

This question aims to validate and check the previous questions regarding whether pupils think that they receive sufficient rewards from their teacher or not. As far as option a. is concerned, the results show that the majority of pupils representing (88.75%) of the presents

population sample appeared to agree that their teacher gives them sufficient verbal reward. As for receiving sufficient direct rewards from their teacher, option b., it was chosen by the majority of pupils negatively as only 65.63% answered with a ‘No’; this confirms results in the previous question in which pupils said they are interested more in getting extra grades. Finally, for the last type of reward suggested (non- direct reward), it is an area on which pupils are divided, but with more subjects (53.75%) affirming that they actually receiving them in an acceptable rate.

**Q 22: Do you feel satisfied with your performance of grammar tasks?**

- a. Yes
- b. No

- Please, justify your answer?

.....  
 .....

Options	N	%
Yes	89	55.62
No	71	44.37
<b>Total</b>	160	100

**Table4.32: Pupils’ Satisfaction with their Performance of Grammar Tasks**

The main purpose of this question was to uncover whether pupils want to do better by spending more effort in grammar tasks. According to the obtained results, pupils are divided by opinions, with more expressing satisfaction (55.62%).

**Q23: In your opinion, you become more engaged in doing grammar tasks when grammar classes:**

- a) are full of fun
- b) are controlled by the teacher
- c) allow you to express yourself
- d) Are clear and comprehensible
- e) Full of rewards

**f) Others, please specify:**

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

<b>Options</b>	<b>N</b>	<b>%</b>
<b>a.</b>	24	15
<b>a.+e.</b>	15	09.37
<b>a.+c.+e</b>	07	04.37
<b>b.</b>	31	19.37
<b>b.+d.</b>	05	03.12
<b>b.+e.</b>	07	04.37
<b>c.</b>	30	18.75
<b>e.</b>	40	25
<b>f.</b>	01	0.62
<b>Total</b>	160	100

**Table4.33: Pupils’ Opinions about Motivating Factors for Doing Grammar Tasks**

This question invites pupils to give their own opinion about the way that motivate them more for engaging in solving grammar tasks. First in rank e. or when grammar class is full of reward is the one chosen by pupils as the main factor with 43.11% of pupils choices [(e:40)+ (a+e: 15)+ ( b+e:07)+ (a+c+e:07)=69 pupils; 43.11%]. Second is a. representing fun in the class with [(a:24)+ (a+e: 15)+ (a+c+e:07)=46 pupils; 28.75]. b. is chosen third, representing when pupils are allowed to express themselves, with choices [(b.:31)+ (b.+d.: 05)+ ( b+e:07) =43 pupils; 26.87%] while option c. representing when the grammar class is controlled by the teacher received 23.12% or 37 pupil choices. Last, one pupil said that “when all of the class participate in grammar tasks that is really encouraging me to do more efforts doing them,” meaning that she is encouraged by the group, and this is much like option a.

### **4. 3. 3. Interpretation and Discussion of Questionnaire Results**

The analysis of the students' questionnaire reveals that using reward does really influence the level of pupils' motivation toward doing grammar tasks. The pupils' answer in part two, demonstrated that when the teacher praises them using rewards, they are more motivated for doing grammar tasks in the classroom or at home. Furthermore, pupils' answers to Q6 confirmed their answers to Q5; the answers of the majority proved that pupils are motivated intrinsically for learning the English language. Also, pupils claim that they are more motivated when the teacher gives them different types of rewards, but in Q20, they have claimed that extra points are the ones which motivate them more for doing grammar tasks when they are doing well. Moreover, the majority of pupils in Q15 have said that their main reasons behind their engagement in grammar tasks is because they try to make efforts and want to get grades; this also proves that pupils have an intrinsic motivation as well as extrinsic motivation, and they want to have. However, answers to Q16 dealing with their reasons behind their disengagement for doing grammar tasks reveal that they do not do so because they are not encouraged by their teacher in grammar classes, and this also asserts what comes in Q19 in which the majority of them have reported that their teacher never rewards them by presents. Furthermore, results showed in Q18 that the teacher either never or sometimes gives them their preferred type of reward, 'extra points'.

The analysis of the third part's answers revealed that there is a strong link between the use of rewards and the pupils' motivation in grammar classes. For instance, Q22 shows that the population is divided between who are satisfied with their performance in grammar tasks, and those who are not, giving almost the same reasons that either they do not understand English grammar, or they want their work in grammar classes to be rewarded. The latter results are confirmed by Q23 dealing with the techniques that their teacher should follow in grammar classes, in which the majority of them have said that their preferred class is the one

which is full of rewards, where they are allowed to express themselves, or where the class is full of fun, is clear and comprehensible. From what is said, we conclude that students are more motivated when they are rewarded by their teacher in doing grammar tasks.

#### **4.4. The Teacher Questionnaire**

##### **4.4.1. Description and Administration of the Questionnaire**

Much like the pupils' questionnaire, the chief interest of the teachers' questionnaire is investigating whether the use of rewards motivates pupils in doing grammar tasks, on the one hand, and to check teachers' awareness about and attitudes towards the use of rewards with their different types, on the other hand, to conclude finally with some suggestions.

The questionnaire was given to eight (08) teachers of English at the previously mentioned secondary schools, namely, four (04) at Ahmed Francis secondary school, and four others at Boulouika Mohamed Ben Lakhder Secondary school. The eight questionnaires were distributed to all the teachers, but only seven were handed back.

The teacher's questionnaire is made up of 18 questions, classified under four (04) sections, each focusing on particular aspect related directly or indirectly to our research. This questionnaire encompasses three types of questions: first, there are numeric questions, such questions about the background information of the teachers i.e. their work experience. Second, there are closed-ended questions that require the teachers to choose from a set of options; these types of questions are dominant in our questionnaire. Finally, the questionnaire contains open-ended questions, and in this type, teachers are required to give their own opinion about the subject under study.

**Section One, General Information (Q1-Q4)**, involves four questions about the background information of the sample. In the first question (Q1), we asked about the teachers' experience. Next, the aim of the second question (Q2) is to get an idea about how often they



use the Competency-Based Approach to teach grammar. Question three (03) deals with the use of inductive and deductive methods in grammar. The last question in this rubric asks about the role teachers play when they teach grammar.

**Section Two, Motivation for Doing Grammar Tasks (Q5-Q10)**, is intended to collect information about motivation for doing grammar tasks. In (Q5), we asked about whether teachers consider that their pupils are interested in grammar tasks. In the following ones (Q6 and Q8), we wanted them to get the frequency of teachers' checking of their pupils work when they are assigned grammar tasks in the classroom as well as at home, and in the couple of questions (Q7 and Q9) their opinions concerning pupils' engagement in solving grammar tasks in the classroom and at home. The last question in this section (Q10), sought to know the potential reasons behind pupils' engagement in doing grammar tasks.,

**Section Three, The Use of Rewards in Grammar Classes (Q11-Q17)**, aims to obtain information from teachers about the use of rewards in grammar tasks and the rewards effect they see on their pupils. The teachers were asked about the frequency with which they provide the listed types of rewards in (Q11), while in the following one (Q12) they were asked how often they provide rewards in different cases involving pupils' participation during grammar tasks, getting correct answers, collaborating with others, doing grammar tasks in the classroom and at home. Next, (Q13) is designed to get teachers' opinion about the reward system necessity. In (Q14) we sought to know the teachers observation of the results of rewarding pupils for doing grammar tasks. (Q15) is related the previous question because it seeks to know the teachers' opinions concerning the effectiveness of the reward system. In the 16<sup>th</sup> question, teachers are required to specify the timing when they promise rewards to their pupils in grammar classes. Last but not least, (Q17) gives teachers the opportunity to show and explain whether and why the currently-adopted reward system proves effective or ineffective in increasing pupils motivation for doing grammar tasks.

**Section Five, Further Suggestions (Q18)**, asks in one question teachers for any other suggestions or recommendations concerning the use of rewards to motivate pupils for doing grammar tasks.

**4.4.2. Analysis of Questionnaire Results**

**Section One: General Information**

**Q1. How long have you been teaching English?**

.....year(s)

<b>Years of Experience</b>	<b>N</b>	<b>%</b>
<b>32</b>	01	14.28
<b>27</b>	01	14.28
<b>09</b>	01	14.28
<b>06</b>	01	14.28
<b>04</b>	01	14.28
<b>02</b>	02	28.57
<b>Total</b>	<b>07</b>	<b>100</b>

**Table 4.34: Teachers’ Experience in Years**

Teachers are firstly required to give in numbers how many years they have been teaching English i.e. their teaching experience. The most experienced teachers have been teaching English for 32 and 27 years (14.28% for each of them). Also, we have noticed that more than the half of the sample population has no more than 10 years of experience in the field of teaching, but have accumulated respectable experience. Finally, the highest percentage goes to teachers whose years of experience is two years two (02) teachers, that is, 28.57%, and who are considered new to the profession.

**Q2: How often do you use the Competency-Based Approach in teaching grammar?**

- a. Always**
- b. Often**
- c. Sometimes**
- d. Rarely**

e. Never

Options	N	%
b.	2	28.57
c.	5	71.43
<b>Total</b>	<b>7</b>	<b>100</b>

**Table4.35: Frequency of Using Competency-Based Approach in Teaching Writing**

This question has interest in uncovering the frequency of use of the Competency-Based Approach (CBA) in teaching grammar. Statistics obtained from this question demonstrated that teachers neither confirm that they always use the CBA nor do they disconfirm its use ('rarely' and 'never' are not selected). Two (02) teachers revealed that they use it often. However, the biggest proportion of informants namely 71.43% pinpointed that they sometimes use the CBA in grammar.

**Q3: How do you teach grammar?**

- a. Inductively
- b. Deductively
- c. Eclectically

Options	N	%
a.	03	42.86
b.	03	42.86
c.	01	14.28
<b>Total</b>	<b>07</b>	<b>100</b>

**Table 4.36: Deductive and Inductive Grammar Teaching**

In what regards this question, it further investigates the instructor's preferences of grammar teaching methods namely, inductive, deductive or eclectic ones.06 instructors were divided between three (03) representing 42, 85% preferring the inductive method, and 03 others

seeing it useful to use the deductive method while the remaining teacher showed he/she likes the eclectic method, varying between the lecturing mode and pupils' practice mode.

**Q4:What is the role that you play when you teach grammar?**

- a. A facilitator
- b. A guide
- c. A motivator
- d. Others, please specify :

.....  
 .....

Options	N	%
a.	01	14.28
b.	06	85.71
<b>Total</b>	<b>07</b>	<b>100</b>

**Table4. 37: The Teachers' Role**

In actual fact, in a communicative language teaching framework, teachers ought to play the role of guides, which is selected by 85.71% of teachers believing that their essential role is to help their learners. One teacher sees himself/ herself more as a facilitator. Interestingly, for the motivator role and for other potential ones, they were not endorsed by any of the seven teachers.

**Q5: Do you think that your pupils are interested in doing grammar tasks?**

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

Options	N	%
a.	01	14.28
b.	06	85.71
<b>Total</b>	<b>07</b>	<b>100</b>

**Table4.38: Teachers' Opinions about Pupils' Level of Interest in Grammar Tasks**

Teachers in this question are invited to express their agreement or disagreement concerning whether their pupils are interested in doing grammar tasks or not. The majority (85.71%) agrees with statement presented above. On the other hand, we have recorded one case (12.5%) of strongly agree. On the whole, all teachers agree that their pupils are interested in doing grammar tasks i.e., they are involved in doing grammar tasks, while no one opted for ‘neutral’, ‘disagree’ and ‘strongly disagree’ options. What needs to be said here is that the validity of these results have to be measured against how often the teachers check pupils’ engagement in doing grammar tasks, both in the classroom (Q6) and at home (Q8).

**Q6: How often do you check if your pupils are doing grammar tasks in the classroom?**

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Options	N	%
c.	02	28.57
d.	05	71.42
<b>Total</b>	<b>07</b>	<b>100</b>

**Table4.39: Teachers’ Opinions about Frequency of Checking Pupils’ Engagement in Doing Grammar Tasks in the Classroom**

This question was asked as a means to find out the frequency of checking whether pupils are doing grammar tasks in the classroom by teachers. A great proportion of teachers confirmed that they rarely do so (71, 42%); two other teacher said that they sometimes do that (28, 57%). However, teachers excluded “always”, “often” and “never” from the ways they control pupils’ work. This says that their answers to the previous question is purely subjective

and (Q7) is needed to discover the actual engagement of pupils when teachers have checked their progress and activity.

**Q7: How often do your pupils engage in solving grammar tasks in the classroom?**

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Options	N	%
a.	01	14.28
b.	04	57.14
c.	02	28.57
<b>Total</b>	<b>07</b>	<b>100</b>

**Table4.40: Teachers’ Opinions about Frequency of Pupils’ Actual Engagement in Solving Grammar Tasks in the Classroom**

More than half the informants 57.14% stated that their pupils often engage in solving grammar task in the classroom. 28.57% of the teachers’ stated that their pupils sometimes engage in solving grammar tasks in the classroom, and two teachers (14.28%) stated that pupils always do so. This suggests that pupils are generally active and motivated in doing grammar tasks in class.

**Q8: How often do you check if your pupils have done grammar tasks at home?**

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Options	N	%
a.	01	14.28
b.	03	42.85
c.	03	42.85
<b>Total</b>	<b>07</b>	<b>100</b>

**Table 4.41: Teachers’ Opinions about Frequency of Checking Pupils’ Engagement in Doing Grammar Tasks at Home**

Three participants representing 42.85% affirmed that they often check if their pupils have done grammar tasks at home and other three others (42.85%) declared that they sometimes do so. 14, 28 % noted that they always check pupils’ grammar homework. These frequencies seems inadequate in making pupils feel obliged, and hence externally motivated, to do grammar homework.

**Q9:How often do your pupils engage in solving grammar tasks at home?**

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

Options	N	%
b.	06	85.71
c.	01	14.28
<b>Total</b>	<b>07</b>	<b>100</b>

**Table4.42: Teachers’ Opinions about Frequency of Pupils’ Actual Engagement in Solving Grammar Tasks At Home**

Student in grammar classes are believed to engage in solving grammar tasks if they have already worked on them previously at home; 14.28% of the participants stated that their

students sometimes engage in solving grammar tasks set as homework, and the majority (85.71%) of the participants stated that pupils often do so.

**Q 10: When your pupils engage in doing grammar tasks is it because they:**

- a. Are interested?
- b. Are not afraid of making mistakes?
- c. Want you to praise them and have extra grades?
- d. Are preparing for the exams?
- e. Others, please specify:

.....  
 .....

Options	N	%
a.	02	28.57
a.+c.	02	28.57
c.	02	28.57
c.+d.	01	14.28
<b>Total</b>	07	100

**Table4.43: Teachers’ Opinions about Pupils’ Reasons for Engagement in Doing Grammar Tasks**

This question sheds light on the possible reasons why pupils engage in doing grammar tasks, taking the perspective of their teachers. It can be noticed that c., or the strive for teacher praise and extra grades, is the main motivator for pupils to carry out grammar tasks, with 05 teachers out of the seven surveyed choosing it (71.43%). Next, 04 teachers (57.14%) think that their pupils are interested in the first place, and only 01 teacher stated that students are moved by the goal of preparing for the exams, which is, in many ways similar to option c., but only is a long term goal. This means that pupils work is guided by the goal of achieving high grades in their final evaluation.



### Section Three: The Use of Rewards in Grammar Classes

**Q 11: How often do you give each type of reward below when pupils do grammar tasks?**

	a. Daily	b. More than once a week	c. Weekly	d. About every two weeks	e. About once a month	f. Less than once a month	g. Never
1)Extra points							
2)Private praise							
3)Public praise							
4)Facial and body gestures showing approval							
5)Positive remarks on pupils copybook/sheet							
6)Presents							
7)Others, please specify: ..... ...							

#### 1) Frequency of Extra points Rewards Type

1)	N	%
c.	02	28.57
e.	03	42.85
g.	02	28.57
<b>Total</b>	<b>07</b>	<b>100</b>

**Table4.44: Teachers' Opinions about Frequency of Giving Extra Points for Doing Grammar Tasks**

According to the data shown above, 42.57% of teachers said that they use extra points about every two weeks providing motivating atmosphere. Meanwhile, 28.57% of teachers provide rewards about once a month and the same percentage does that more than one a week. Hence, the paucity or rare frequency of supplying extra grades may lead pupils to disengage from doing grammar tasks especially that they and their teachers agree that grades are a primary motivator.

## 2) Frequency of Private Praise Rewards Type

2)	N	%
c.	03	42.85
e.	03	42.85
g.	01	14.28
<b>Total</b>	<b>07</b>	<b>100</b>

**Table4.45: Teachers' Opinions about Frequency of Giving Private Praise for Doing Grammar Tasks**

The teachers' use of private praise was used weekly and about once a month by an equivalent portion of teachers 42.85%. However, 14, 28% of participants never give private praise to their pupils. These results also show that teachers do not make rewards a daily or frequent practice.

## 3) Frequency of Public Praise Rewards Type

3)	N	%
a.	04	57.14
c.	03	42.85
<b>Total</b>	<b>07</b>	<b>100</b>

**Table4.46: Teachers' Opinions about Frequency of Giving Public Praise for Doing Grammar Tasks**

The table above shows that providing public praise by teachers is either a daily practice (57, 14%) or a weekly one (42.85%). In comparison with the previous two types, public praise seem to be common in teachers' practice.

## 4) Frequency of Using Approval Gestures Rewards Type

All teachers answered with ‘always’ to this question, suggesting that they think it is important to use facial and body gestures to show satisfaction, approval and encouragement for their students.

**5) Frequency of Positive Written Remarks Rewards Type**

5)	N	%
c.	02	28.57
d.	04	57.14
e.	01	14.25
<b>Total</b>	<b>07</b>	<b>100</b>

**Table4.47:Teachers’ Opinions about Frequency of Giving Positive Written Remarks for Doing Grammar Tasks**

In terms of positive remarks on pupils’ documents, more than half the teachers (57.14%) provide this type of reward about every two weeks. The remaining teachers do this once a week (28.57%) or once a month (14.25%). This type of reward is, therefore, moderately distributed.

**6) Frequency of Presents Rewards Type**

6)	N	%
e.	03	42.85
f.	02	28.57
g.	02	28.57
<b>Total</b>	<b>07</b>	<b>100</b>

**Table4.48:Teachers’ Opinions about Frequency of Giving Presents for Doing Grammar Tasks**

Presents were provided by 42.85% about one month despite the fact that presents take the attention of a lot of pupils, as shown by the pupils' questionnaire. Other teacher responses are rather negative, given that rewards are very rarely given (28.57%, less than once a month) or never used at all by 28.57% of teachers.

In summary for the frequency of rewards types given by the teacher the table below shows that 26.19% of rewards are supplied on a daily basis; however, this percentage is mainly contributed to by all the teachers (07) stating that they always show approving gestures. Therefore, the frequencies of 'weekly' and about 'once a month' are more descriptive of the teachers' rewarding behaviour.

<b>Frequency of Rewards</b>	<b>N</b>	<b>%</b>
Daily	11	26.19
More than once a week	0	0
Weekly	10	23.81
About every two weeks	04	09.52
About once a month	09	21.43
Less than once a month	03	07.14
Never	05	11.91
<b>Average</b>	<b>06</b>	<b>100</b>

**Table 4.49: Summary for Teachers' Opinions about Frequency of Their Rewards Types**

**Q 12: How often do you reward your pupils in each case below?**

	<b>a. Always</b>	<b>b. Often</b>	<b>c. Sometimes</b>	<b>d. Rarely</b>	<b>e. Never</b>
<b>1) When they participate during grammar tasks</b>					
<b>2) When they get correct answers for grammar tasks</b>					
<b>3) When they collaborate with others in grammar tasks</b>					
<b>4) When they do grammar tasks in the classroom</b>					
<b>5) When they do grammar tasks at home</b>					

### 1) Frequency of Rewards for Participation during Grammar Tasks

1)	N	%
b.	04	57.14
c.	03	42.85
<b>Total</b>	<b>07</b>	<b>100</b>

**Table 4.50: Teachers' Opinions about Frequency of Rewarding Pupils for Participation in Grammar Tasks**

The sample is divided into two with regard to the frequency of using rewards for their pupils when they participate during grammar tasks; 57.14% of instructors stated that they often give their pupils rewards when they participate. In addition, three others representing 42.85% sometimes give rewards.

### 2) Frequency of Rewards for Answering Correctly in Grammar Tasks

2)	N	%
a.	05	71.42
b.	02	28.57
<b>Total</b>	<b>07</b>	<b>100</b>

**Table 4.51: Teachers' Opinions about Frequency of Rewarding Pupils for Answering Correctly in Grammar Tasks**

This question aims to learn about the frequency of rewarding correct answers. A great proportion of instructors (71.42%) confirmed that they 'always' give rewards to their pupils when they do so. Two teachers, that is, 28.57% reported that they often do so.

### 3) Frequency of Rewarding Pupils for Collaborating with Others

3)	N	%
b.	02	28.57
c.	03	42.85
d.	02	28.57
<b>Total</b>	07	100

**Table4.52: Teachers’ Opinions about Frequency of Rewarding Pupils for Collaborating with Others in Grammar Tasks**

We believe that group work has a strong effect on getting learners to work on grammar tasks, and hence should be rewarded. Three teachers (42.85%) admitted that they sometimes give rewards to encourage efforts in group work, while 28.57% is recorded for each of those teachers stating that they often or rarely reward their pupils when working in a group.

**4) Frequency of Rewarding Pupils for Doing Grammar Tasks in the Classroom**

4)	N	%
b.	04	57.14
c.	03	42.85
<b>Total</b>	07	100

**Table 4.53: Teachers’ Opinions about Frequency of Rewarding Pupils for Doing Grammar Tasks in the Classroom**

Teachers as it was mentioned above have to encourage their students to do grammar tasks. The results as shown in the table above are described as follows: 57.14% of teachers stated they ‘often’ reward their pupils when they do grammar tasks in the classroom, and 03 others do that ‘sometimes’.

**5) Frequency of Rewarding Pupils for Doing Grammar Tasks at Home**

5)	N	%
c.	02	28.57
d.	05	71.42
<b>Total</b>	<b>07</b>	<b>100</b>

**Table4.54: Teachers’ Opinions about Frequency of Rewarding Pupils for Doing Grammar Tasks at Home**

Teachers reported in their majority (71.42%) that they ‘rarely’ reward their pupils when they do grammar tasks at home while 28.57% of the teachers opted for ‘sometimes’ to describe their behaviour. Teachers’ and pupils’ views are almost identical in this regard, and the fact that homework is not rewarded may be detrimental to students’ motivation to do grammar tasks.

In summary for the results obtained for Q12, the table below shows that teachers usually use rewards for the accomplishment of grammar tasks, at acceptable rates extending from ‘sometimes’ in the first place to ‘often’ and ‘always’.

Frequency of Rewards	N	%
Always	1.8	25.71
Often	1.6	22.86
Sometimes	2.2	31.43
Rarely	1.4	20
Never	0	0
<b>Average</b>	<b>07</b>	<b>100</b>

**Table 4.55: Summary for Teachers’ Opinions about Frequency of Rewarding Engagement in Grammar Tasks**

**Q 13: The use of rewards in grammar classes is:**

- a. Necessary

- b. Optional
- c. Obligatory

The results for this question show that all teachers (100%) considered the use of rewards in grammar classes as a necessary tool that should be used in order to motivate their pupils to do grammar tasks.

**Q14: When rewarding pupils for doing grammar tasks, what do you observe?**

- a. Pupils become more motivated
- b. Pupils remain at the same level of motivation
- c. Pupils become less motivated?

Instructors' answers to this question demonstrated that all of the seven teachers stated that when they give rewards, pupils become more motivated rather than remaining at the same level of motivation or become less motivated. This total agreement shows that rewards are very effective and they play a motivating role in doing grammar tasks.

**Q 15: How effective is each reward, listed in the table below, in to do grammar tasks?**

	a. Very effective	b. Effective	c. Somehow effective	d. Not effective	e. Not sure
1) Extra points					
2) Private praise					
3) Public praise					
4) Facial and body gestures					
5) Positive remarks on pupils copybook/sheet					
6) Presents					
7) Others, please specify ..... .....					



### 1) Effectiveness of Extra Points Rewards

1)	N	%
a.	05	71.42
b.	02	28.57
<b>Total</b>	07	100

**Table4.56: Teachers' Opinions about Effectiveness of Extra Points Rewards in Doing Grammar Tasks**

In the table above, teachers' answers show that (71.42%) of them see that extra points are very effective. Teachers are then aware of their importance, but they did not use them as a way that motivate their students more often (see question 11, they use extra points about every two weeks.)

### 2) Effectiveness of Private Praise Rewards

2)	N	%
a.	04	57.42
b.	02	28.57
c.	01	14.28
<b>Total</b>	07	100

**Table 4.57: Teachers' Opinions about Effectiveness of Private Praise Rewards in Doing Grammar Tasks**

As far as answers concerning the effectiveness of private praise, 57.14% of the teacher claimed that they are very effective. Despite this, they use it only either weekly or about once a month (Q11), and this is not very beneficial for pupils motivation and may considered a reason in their failure.

### 3) Effectiveness of Public Praise Rewards

3)	N	%
a.	05	71.42
b.	02	28.57
<b>Total</b>	07	100

**Table 4.58: Teachers' Opinions about Effectiveness of Public Praise Rewards in Doing Grammar Tasks**

Public praise is also considered very effective by the majority of teachers, which is five (05) teachers (71.42%) claim so. But, this time the majority of teachers said that they use it daily in Q11 too.

**4) Effectiveness of Facial and Body Gestures Rewards**

4)	N	%
b.	05	71.42
c.	02	28.57
<b>Total</b>	07	100

**Table 4.59: Teachers' Opinions about Effectiveness of Approval Gestures Rewards in Doing Grammar Tasks**

The item facial and body gestures are considered by 71.42% effective. And two (02) others see it somehow effective. However, they claimed that provided them daily in Q11 suggesting that they are more effective than they stated in this question.

**5) Effectiveness of Positive Remarks on Pupils' Copybook/Sheet Rewards**

5)	N	%
b.	02	28.57
c.	05	71.42
<b>Total</b>	07	100

**Table 4.60: Teachers' Opinions about Effectiveness of Positive Written Remarks in Doing Grammar Tasks**

Positive remarks on pupils' copy book/ sheet are considered of average effectiveness by 71.42% of pupils. May be that is the reason why the majority of them were claiming that they provide such a reward about every two weeks in Q11.

#### 6)Effectiveness of Presents Rewards

<b>6)</b>	<b>N</b>	<b>%</b>
<b>a.</b>	05	71.42
<b>b.</b>	02	28.57
<b>Total</b>	07	100

**Table 4.61: Teachers' Opinions about Effectiveness of Presents Rewards in Doing Grammar Tasks**

Presents in this question is considered very effective in motivating pupils in grammar classes. However, teachers previously claimed that they used them mostly about once a month. Pupils also expressed their preference for this kind of rewards.

In summary for results obtained for Q15, the table below shows that almost all teachers view that rewards are either very effective or effective for increasing engagement and motivation for doing grammar tasks.

<b>Effectiveness of Rewards</b>	<b>N</b>	<b>%</b>
<b>Very effective</b>	<b>26</b>	61.91
<b>Effective</b>	15	35.71
<b>Somehow effective</b>	01	02.38
<b>Average</b>	<b>07</b>	<b>100</b>

**Table 4.62: Summary for Teachers' Opinions about Effectiveness of Reward Types for Engagement in Grammar Tasks**

**Q16:When do you give or promise rewards to your pupils in grammar classes?**

- a. Before giving tasks
- b. For participation in tasks
- c. For completing the task (correctly or otherwise)
- d. For the good performance (being correct)

Options	N	%
a.	01	14.28
a.+d.	01	14.28
b.+d.	01	14.28
d.	04	57.42
<b>Total</b>	<b>07</b>	<b>100</b>

**Table4.63: Timing of Teacher Rewards in Relation to Grammar Tasks**

Most subject (85.71%) agree that the specific and, thus most suitable, time for dispensing rewards to their pupils in grammar classes after doing the tasks i.e., for good performance [d.: 04 + + (a.+d.: 01) + (b.+d.: 01)= 06; 85.71%]. Two other teachers go for giving and promising rewards before starting the tasks (28.57%).

**Q 17: Please, explain why your currently-adopted reward system is effective or not effective in increasing pupils’ motivation for doing grammar tasks.**

.....

.....

.....

This question was opened for teachers to provide their perspectives on the major reasons behind the effectiveness or ineffectiveness of their currently-adopted reward system in increasing pupils’ motivation for doing grammar tasks. Six instructors (85.71%) claimed that the reward system is effective because, as one teacher said, “Most pupils today are interested in obtaining grades; and extra points are the most motivating reward type in motivating pupils to do grammar tasks. Driven by this goal, pupils spend more time and

efforts to do the tasks provided by the teacher either in the classroom or at home.” Additionally, two other teachers’ reasons were approximately identical, saying that their reward system is very effective because it creates interests in them and encourages them to make more efforts. Two other teachers’ answer to this question can be summarized in that they see that pupils today are not motivated adequately, so as a way for motivating them they have suggested the use of rewards such as verbal praise and extra points. Unfortunately one tutor did not provide us with any answer concerning this question.

#### **Section Four: Further Suggestions**

The last question in the last rubric sheds the light on suggestions regarding the use of rewards to motivate pupils for doing grammar tasks. The proposed suggestions were made by two teachers only, and the others left a blank space in the slot for suggestions. Both teachers’ answers agreed on the fact that rewards can be used to motivate students and are very effective in raising their attention to do grammar tasks.

The first teacher said the following: “well, all types of rewards are effective in motivating pupils; this depends mainly on the pupils’ themselves and their interests in learning grammar. Some pupils are not and cannot be motivated even though they are rewarded. It is up to the teacher to find the best way to make them so and one of these ways is using rewards”. The other teacher said: “well, I think that we, as teachers, have to use rewards of any type since they are effective. As far as the two teachers’ answer we can conclude that the use of rewards is a way for motivating pupils, though rewards are not the only factor that creates learning and interest, suggesting that pupils need to be intrinsically interested too.

#### **4.4.3. Interpretation and Discussion of Questionnaire Results**

The analysis of the teachers’ questionnaire, much like the pupils’ one, affirms that the reward system is an effective method that promotes motivation and encourages learners to do

grammar tasks. Thus, teachers answers to Q4 reveal what comes in the analyses of pupils questionnaire that they play the role of a guide, implying that they are friendly, and do not impose themselves on pupils in terms of urging them to study the subject. Q13 revealed the total agreement among teachers that a reward system is necessary, suggesting that rewarding pupils for doing grammar tasks makes pupils more motivated. Unfortunately, the researcher was disappointed by the teachers' answers to Q11. Despite the fact that teachers agree that the different types of rewards are very effective in motivating pupils to do grammar tasks (see question 15), they do not give the pupils' two preferred types of reward (extra points, presents) very frequently; and this affects their level of motivation for doing any grammar task. Moreover, the majority of teachers reveals that the appropriate time for promising rewards to pupils in grammar classes is when pupils perform well in the class;. Finally, the analysis of the fourth part of the questionnaire gave the researcher a clear idea about the teachers' opinions concerning the use of reward considering it very effective in motivating pupils learning and particularly for doing grammar tasks showing that the rewards system helps both the teaching and the learning processes.

#### **4.5. Overall Analysis of Results**

As mentioned in the general introduction, the aim of the current study is to shed light on the use of the different types of rewards as a motivational teaching strategy in order to raise learners' proficiency in grammar. These main objectives were achieved by analysing the data collected using the instruments designed for the purpose of the study. The analyses focused on:

- Types of rewards used by the teacher in grammar tasks.
- Whether the current reward system considered adequate and effective for increasing students' motivation, as demonstrated by students' active involvements in doing grammar tasks.

- Students' reaction to the suggestion for a new reward system in terms of attitudes, motivation and involvements in doing grammar tasks.
- Other rewards that are suggested, by both teachers and students, to be used to enhance motivation for doing grammar tasks.

### 1. Types of Rewards Used by the Teacher in Grammar Tasks

**a. Teachers:** from the teacher perspective the most used reward types are facial and body gestures and public praise, , but concerning the remaining ones they do not use them very frequently despite the fact that they all agree on that the most effective ones are extra points, and presents in addition to positive remarks on pupils' copybook/sheet and private praise They adopt all types of rewards in grammar tasks but they use them at various rates and ways; facial and body gestures showing approval are used on a daily basis by all teachers; public praise is used by half of them (four teachers) daily too. However, extra points and positive written remarks on pupils' are used once about every two weeks, and presents were almost ignored by the teachers because they limit the use of presents to about once a month.

**b. Students:** from the pupils' perspective teachers do not provide them with those types of rewards that encourage them more to do grammar tasks. Referring to the students' questionnaire, the results show that the majority of them prefer the teacher to use extra points because this is the reward type that encourages them more for doing grammar tasks than the other ones (see question 20), but in question 18 the majority of them have asserted that their teachers seldom give them extra grades in the different cases. For instance when they do grammar tasks they have been never rewarded.

Teachers' answers and students' answers were almost the same and interrelated in that students' are in need to those preferred types of rewards, and they have claimed that their teacher do not reward them very frequently and this is proved by the interpretation of the

teachers questionnaire where teachers claim that they do not reward pupils using extra grades and presents in their current reward system

## **2. The Adequacy and Effectiveness of the Current Reward System for Increasing Students' Motivation for Doing Grammar Tasks:**

**a. Teachers:** analysing the teacher questionnaire has shown that the majority of them (85.71%) consider the current reward system as adequate and effective for increasing students' motivation giving various reasons; some of them have said that the reward system creates interest in pupils and encourages them to make more efforts. Others think that pupils today are sufficiently motivated and need more verbal praise and extra points. Moreover, teachers in their answers proved that when rewarding pupils for doing grammar tasks, they become more motivated and the use of rewards is very necessary; it encourages them to work more.

**b. Students:** from the students' analyses of the questionnaire the researcher have found that the majority of them engage in doing grammar tasks because they like to try and make efforts furthermore, pupils suggest that if grammar classes are full of rewards, their engagement in the different types of tasks will be increased when the teacher allows them to express themselves, or when the teachers combines the use of rewards and comprehensibility.

To sum up, both teachers and pupils considered the reward system effective in increasing students' motivation for doing grammar tasks, but that it should be supplied with more reward types with more frequencies..

## **3. Students' Reaction to the Suggestion for a New Reward System in terms of Attitudes, Motivation and Involvement in Doing Grammar Tasks.**

**a. Teachers:** from the teacher perspective, students' reactions to the suggestion for a new reward system in terms of attitudes, motivation, and involvement in doing



grammar tasks are different. When teachers were asked by the researcher about what they can observe when rewarding pupils (see question 14), they have claimed that pupils' level of attitude is positive, they are more motivated to do grammar tasks, and they are engaged to work more than before.

**b. Students:** students' questionnaire findings demonstrate that students' attitudes are positive as well as negative. First of all, Pupils' attitude are positive, because when the researcher asks them about reasons behind their engagements, the majority of them have asserted the idea that they want from their teacher to suggest a new reward method praising them. Furthermore, their motivation is viewed to be increased by the use of rewards especially extra points and presents without forgetting to say that their level of engagement is also increased. Secondly, negative attitudes are also present. Despite the fact that pupils have an intrinsic motivation to learn grammar and do its tasks, they do not engage in solving them, why? This question was asked to pupils and their answers demonstrate that they lack self-confidence and they are not encouraged by their teacher to take risks (see question16). From the pupils' perspective, pupils' level of motivation will always be increased when a reward system is suggested and their involvement is also get developed.

To sum it up, both teachers and students argued on the idea that their level of attitudes, motivation and involvements in doing grammar tasks is increased.

#### **4. Other Suggested Rewards to Be Used to Enhance Motivation for Doing Grammar Tasks:**

**a. Teachers:** It was found that the all subjects of the present study agreed on that rewards can be used to motivate students, and they are very effective raising their attention to do grammar tasks. One of the teachers said the following: "well, all types of rewards are effective in motivating pupils, this depends mainly on the pupils' themselves and their interests in learning grammar. Some pupils are not and cannot be motivated even though they

are rewarded. It is up to the teacher to find the best way to make them so and one of this ways is using rewards”. Another teacher said: “well, I think that we, as teachers, have to use rewards of any type since they are effective. This means that teachers are always with the use of the reward system. Analyzing teachers’ answers, the researcher found that some teachers add things saying that grammar should be taught in laboratories using multimedia and then the level of pupils’ motivation will be increased, so that teachers could use rewards to motivate them doing grammar tasks because rewards are very effective raising pupils motivation.

**b. Students:** pupils in the questionnaire considered that grammar is an obligatory activity. To avoid that problematic issue, the teacher should always provide them with new techniques that are correspondent to their level of thinking and push them to work more. Students’ questionnaire findings show that pupils want their grammar classes to be full of rewards, preferring the teaching to evaluate their work providing them with extra points and presents without rejecting public, private praise, with facial and body gestures showing acceptance, and positive remarks on their copybooks/books.

Between teachers’ suggestions and pupils suggestions, they is agreement rewards with their different types are effective in increasing pupils motivation to do grammar tasks and achieve new thing.

## **Conclusion**

The aim of this chapter was to investigate the frequency and effectiveness of using the different reward types to motivate pupils for doing grammar tasks. In this perspective, two questionnaires were analyses and compared. The analysis of both questionnaires showed that the current reward system is very effective and necessary for students to work more in grammar tasks. Moreover, students feel motivated when their teachers use the different types

of rewards especially the 'extra points' type. Additionally, results show that students' level of motivation is actually increased because while teachers reward them they become more motivated.

## **General Conclusion**

**1. Putting it altogether**

**2. Pedagogical Recommendations**

**3. Limitations of the Study**

**4. Suggestions for Further Research**

## **General Conclusion**

### **1. Putting it altogether**

Grammar is a major component of English; the language will not be acceptable if the structure is not correct. Learners, most often than not, feel it difficult, boring, and uncomfortable to deal with grammar tasks. Hence, it is said that intrinsic motivation is a significant variable to consider when learning grammar. Indeed, it is necessary for instructors to enhance intrinsic motivation so that learners can achieve more success and enjoy their learning experience by showing deep involvement. In order to minimize learners' problems towards grammar, the use of rewards is suggested as a good strategy to make learners more excited and engaged in grammar lessons. For this reason, it was hypothesized that if pupils are doing grammar tasks under reward conditions, their intrinsic motivation to do grammar tasks would be increased.

Basing our research on investigating this hypothesis, chapter one presented a common sense of motivation, its types, main theories that present its nature, and its affecting variables. Then, the chapter ended up by demonstrating the importance of motivation in foreign language learning. In the second chapter, we afforded a clear understanding of reward through defining it, exhibiting its types and aspects, presenting the theoretical foundations for this strategy and the debate made about it. Finally, this chapter highlighted the importance of reward and its motivational role in the teaching-learning process. In the third chapter, we presented theoretical literature about grammar and its nature, the ways of teaching grammar along with providing how grammar relates to task-based language teaching. More specifically, we add some definitions about tasks, its types and characteristics with a specific focus on motivation and grammar tasks.

The last chapter encompasses the field of investigation. The information was gathered through two questionnaires. One has been administered to pupils and the second one to the teachers of two secondary schools at Boulouika Mohamed Ben Lakhder in OuledAskeur, and Ahmed Francis in Sidi Abd Elaziz to check how their answers would serve our study. This was followed by analysis and interpretation of the results. The findings of both students and teachers questionnaires confirm our hypothesis. Results from the pupils questionnaire revealed that pupils generally imputed their level in English to their motivation to learn and that they are engaged more in doing grammar tasks when grammar classes are full of rewards. Similarly, when we asked teachers about what they observed when rewarding their pupils, all of them confirmed our hypothesis. In fact, the results reveal that the use of rewards is very effective to enhance students' motivation to do grammar tasks.

## **2. Pedagogical Recommendations**

After conducting the study, it is found that the delivery of rewards plays a vital role in increasing the pupils' motivation to do grammar tasks. On the basis of the findings, the following recommendations are made:

- 1) It would be useful to restate that the increase in learners' motivated behaviour resulting from motivational strategies, such as the use of rewards, in turn, translates into improved learning. There has been sufficient evidence in the literature that learner motivation and learning achievement are correlated, but it would be important to specify the best conditions for the awareness of this link.
- 2) Every teacher should find out what motivates their students most and should adjust the teaching strategies and techniques accordingly, always bearing in mind that it is long-term motivation which is crucial.
- 3) Teachers should provide tasks that are interesting in their nature. This, in turn, will enhance learners' intrinsic motivation to learn.

- 4) Learners must be constantly reminded that only the self-motivated students, with high self-efficacy and deep intrinsic motivation will achieve better results in education.
- 5) Reward is found to increase pupils' self-esteem and raise their motivation which is the best way of learning. So, in order to help in raising the students' self-esteem, reward is an important factor.
- 6) The use of reward helped in making creative learners which helped in providing positive effects in the teaching learning process. For this reason, teachers of English need not delay in making use of reward in the grammar classroom.
- 7) The system of giving marks as a form of reward to the students assignment and classroom tasks was found to be very much important for keeping the record of the students overall performance throughout the year rather than making the students either pass or fail only through final exam. For this reason, the system of giving marks to the students' daily tasks should be adopted by the secondary level English teacher.
- 8) Giving grades and rewards is found to be more effective in lower grades. As the level increases, the effectiveness of reward decreases and the effectiveness of verbal praise increases. Keeping these things in mind, a teacher needs to make use of the reward that suits the level of the students.
- 9) Teachers should apply the task-based instruction method in teaching grammar as an alternative to the traditional method to enhance their communicative competence and to make the grammar tasks more enjoyable and interesting.

### **3. Limitations of the Study**

Several limitations within this study are worth noting. First, not all students gave us responses to all the questions. This could be attributed to an unwillingness to share specific or personal information and this may contribute to the lack of validity of our questionnaire. Therefore, some significant findings may have been lost. Second, the number of teachers was

limited and, while all of them confirmed the importance of motivation in learning a foreign language, none of them sees himself/ herself as having the fundamental role of motivator. Next, not all types of rewards are suitable for learners, and there are some which may undermine pupils' intrinsic motivation. Finally, a major limitation is that the reward strategies used were not investigated directly, using classroom observation, but rather was based on perceptions of teachers and students (using questionnaires).

#### **4. Suggestions for further Research**

As a result, the end of this study opens the doors to further research in which a deepest comprehending of the aspects of rewards and the ones which satisfy all the students' needs when doing grammar tasks are offered which, in turn, helps secondary school pupils in engaging to do grammar tasks, achieving higher outcomes, and developing their grammar competence. Despite the possible limitations of this study, it has clear implications for future research. For this reason, we suggest that:

- a) Future research could profit from an investigation involving classroom observation to see if learners' behaviour changes occur as a result of using rewards and relating these observations to the teachers' and students' perceptions similar to those studied here.
- b) Research may be continued by making an experimental design to examine to what extent the anticipation of rewards in grammar classes can enhance learners' intrinsic motivation.
- c) This study can be continued by assessing how factors both within and outside the classroom affect Algerian learners' motivation and motivational strategies and as a result affect their language achievement.
- d) Because the results of this study concerning the relationship between grammar tasks, learners' motivation and the use of rewards, and because this study only examined one



motivational strategy, further research is necessary in other defined motivational strategy domains.

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## APPENDIX I

### PUPILS' QUESTIONNAIRE

**Dear pupils,**

You are kindly requested to fill out this questionnaire about your opinions concerning doing grammar tasks and your attitudes toward the use of rewards as a motivational tool. Your answers are very important to our research; they are not part of any test and will remain anonymous.

Please, fill in the blanks and tick (✓) the box that corresponds to your answer.

#### SECTION ONE: GENERAL INFORMATION

**1. Gender:**

Female

Male

**2. Age:..... years old**

**3. Stream:**

a. Literature and Philosophy

b. Letters and Foreign Languages

c. Experimental Sciences

d. Mathematics

**4. How long have you been studying English (including this year)?**

.....years

**5. Do you enjoy the English class?**

a. Very much

b. Much

c. Fairly

d. A little

e. Very little

**6. How much you enjoy English (question 5. above) is due to:**

a. English itself

b. School subject

c. The teacher

d. All of the above

e. Others, please specify: .....

**7. How do you consider your level in English?**

- a. Advanced
- b. Intermediate
- c. Basic

**8. Your level in English is the result of:**

- a. Your motivation to learn it
- b. Your own study and practice
- c. The instruction you received at school

**9. How do you describe your teacher?**

- a. A controller
- b. A guide

**SECTION TWO: GRAMMAR AND MOTIVATION**

**10. Do you think that learning English grammar is:**

- a. Very Important
- b. Important
- c. Little important
- d. Not Important

**11. How often do you engage in solving grammar tasks in the classroom?**

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

**12. How often do you engage in solving grammar tasks set as homework?**

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

**13. In your opinion, doing grammar tasks is:**

- a. An interesting activity
- b. An obligatory activity



c. A boring activity

**14. How do you like grammar to be presented by the teacher?**

a. When the teacher asks you to do the task and discover the rules.

b. When the teacher gives the rules, explains them and then gives you tasks.

c. When the teacher changes the method every now and then.

**15. When you engage in doing grammar tasks, is it because you:**

a. are interested in doing grammar

b. are not afraid of making mistakes

c. like to try and make efforts

d. want the teacher to praise you and have extra grades

e. are preparing for the exams

**16. When you don't engage in doing grammar tasks, is it because:**

a. You are not interested in grammar

b. You are not interested in studying English altogether

c. Your classmates would make fun of you

d. The teacher would punish you if your answer is incorrect

e. You don't like to answer when you are not sure

**17. How often does your teacher praise you (saying: thank you, very good, excellent, well done, etc.), in each case below?**

	always	often	sometimes	Rarely	Never
a- When you participate during grammar tasks					
b- When you get correct answers for grammar tasks					
c- When you collaborate with others in grammar tasks					
d- When you do grammar tasks in the classroom					
e- When you do grammar tasks at home					

**18. How often does your teacher give extra grades, in each case below?**

	always	often	sometimes	Rarely	Never
a- When you participate during grammar tasks					

<b>b-</b> When you get correct answers for grammar tasks					
<b>c-</b> When you collaborate with others in grammar tasks					
<b>d-</b> When you do grammar tasks in the classroom					
<b>e-</b> When you do grammar tasks at home					

**19. How often does your teacher give you presents for doing grammar tasks?**

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

**20. Which type of reward encourages you more to do grammar tasks?**

- g. Presents
- h. Extra points
- i. Private praise (when the teacher praises you privately, no one else knows except you)
- j. Public praise (praise in front of all the class)
- k. Facial and body gestures showing acceptance
- l. Positive remarks on your copybook/sheet.

**SECTION THREE: OPINIONS AND SUGGESTIONS:**

**21. Do you think that you receive sufficient rewards from your teacher?**

	Yes	No
<b>a-</b> Verbal reward(good, excellent, thank you, etc.)		
<b>b-</b> Direct reward(extra points/ presents)		
<b>c-</b> Non-direct reward(facial expressions, gestures)		

**22. Do you feel satisfied with your performance of grammar tasks?**

- a. Yes
- b. No

- **Please, justify your answer?**

.....  
.....

**23. In your opinion, you become more engaged in doing grammar tasks when grammar classes:**

- a. are full of fun
- b. are controlled by the teacher
- c. allow you to express yourself
- d. Are clear and comprehensible
- e. Full of rewards
- f. Others, please specify:

.....

**Thank you for your collaboration**

## APPENDIX II

### TEACHER QUESTIONNAIRE

Dear teacher,

This questionnaire designed to collect data for our research dealing with the use of rewards as a motivational tool for doing grammar tasks. We would be so grateful if you could spare some time to share your experience by answering the questions below. Your responses will be used for this research purposes only.

Please tick (✓) the appropriate answer and provide comments whenever necessary.

#### SECTION ONE: GENERAL INFORMATION

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

.....year(s)

**2. How often do you use the Competency-Based Approach in teaching grammar?**

- a. Always
- b. Often
- c. Sometimes
- d. Rarely
- e. Never

**3. How do you teach grammar?**

- a. Inductively
- b. Deductively
- c. Eclectically

**4. What is the role that you play when you teach grammar?**

- a. A facilitator
- b. A guide
- c. A motivator
- d. Others, please specify:

.....

**SECTION TWO: PUPILS' MOTIVATION FOR DOING GRAMMAR TASKS**

**5. Do you think that your pupils are interested in doing grammar tasks?**

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

	<b>Always</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>
<b>6. How often do you check if your pupils are doing grammar tasks in the classroom?</b>					
<b>7. How often do your pupils engage in solving grammar tasks in the classroom?</b>					
<b>8. How often do you check if your pupils have done grammar tasks at home?</b>					
<b>9. How often do your pupils engage in solving grammar tasks at home?</b>					

**10. When your pupils engage in doing grammar tasks is it because they:**

- a. Are interested?
- b. Are not afraid of making mistakes?
- c. Want you to praise them and have extra grades?
- d. Are preparing for the exams?
- e. Others, please specify:

.....

**SECTION THREE: THE USE OF REWARDS IN GRAMMAR CLASSES**

**11. How often do you give each type of reward below when pupils do grammar tasks?**

	Daily	More than once a week	Weekly	About every two weeks	About once a month	Less than once a month	Never
a-Extra points							
b-Private praise							
c-Public praise							
d-Facial and body gestures showing approval							
e-Positive remarks on pupils copybook/sheet							
f-Presents							
g-Others, please specify: .....							

**12. How often do you reward your pupils in each case below?**

	Always	Often	Sometimes	Rarely	Never
a. When they participate during grammar tasks					
b. When they get correct answers for grammar tasks					
c. When they collaborate with others in grammar tasks					
d. When they do grammar tasks in the classroom					
e. When they do grammar tasks at home					

**13. The use of rewards in grammar classes is:**

- a. Necessary
- b. Optional
- c. Obligatory

**14. When rewarding pupils for doing grammar tasks, what do you observe?**

- a. Pupils become more motivated
- b. pupils remain at the same level of motivation
- c. Pupils become less motivated?

**15. How effective is each reward, listed in the table below, in motivating pupils to do grammar tasks?**

	<b>Very effective</b>	<b>Effective</b>	<b>Somehow effective</b>	<b>Not effective</b>	<b>Not sure</b>
<b>a</b> -Extra points					
<b>b</b> -Private praise					
<b>c</b> -Public praise					
<b>d</b> -Facial and body gestures					
<b>e</b> -Positive remarks on pupils copybook/sheet					
<b>f</b> -Presents					
Others, please specify .....					

**16. When do you give or promise rewards to your pupils in grammar classes?**

- a. Before giving tasks
- b. For participation in tasks
- c. For completing the task(correctly or otherwise)
- d. For the good performance(being correct)

**17. Please, explain why your currently-adopted reward system is effective or not effective in increasing pupils' motivation for doing grammar tasks.**

.....

.....

.....

.....

**SECTION FOUR: FURTHER SUGGESTIONS**

**18. You are welcome to add suggestions regarding the use of rewards to motivate pupils for doing grammar tasks**

.....

.....

.....

.....

.....

**Thank you for your collaboration**

## Résumé

L'une des questions les plus controversées dans la gestion du comportement a été l'utilisation de récompenses pour motiver et enseigner aux élèves à suivre les règles et les routines de la classe et à compléter les tâches universitaires. La présente étude vise à étudier l'efficacité de l'utilisation des récompenses en tant que stratégie de motivation pour renforcer l'engagement à accomplir des tâches de grammaire pour les élèves s'inscrivant dans la deuxième année dans les écoles secondaires Ahmed Francis et Boulouika Mohammed Ben Lakhder, Jijel. Le but ultime est de battre la routine qui peut être créée par la nature répétitive des tâches de grammaire et de développer la maîtrise des élèves dans l'apprentissage de la grammaire. Une conception de recherche exploratoire descriptive est suivie de la soumission de questionnaires à un échantillon aléatoire de 180 élèves dans les dites écoles ainsi qu'un questionnaire d'enseignant pour leurs 08 enseignants d'anglais. Les élèves ont demandés des informations sur leurs points de vue, les préférences quant à l'utilisation des récompenses le long des tâches de grammaire et leurs effets, le cas échéant, sur la motivation pour l'étude de la grammaire. D'autre part, les enseignants ont fourni des idées sur le système de récompense qu'ils utilisent généralement lorsqu'ils enseignent la grammaire à leurs apprenants. Les résultats de l'enquête ont montré que les élèves font généralement des tâches grammaticales dans des conditions de récompense et affichent une augmentation de leur motivation. Ce résultat positif reflète l'efficacité d'intégrer les motivateurs extrinsèques pour répondre aux besoins des apprenants et aider à suggérer des implications pédagogiques modestes liées à incorporer et à augmenter la fréquence d'utilisation de notes supplémentaires, des éloges privés, des commentaires écrits positifs sur les documents et les cadeaux des élèves pour aider. Les enseignants obtiennent des résultats positifs lorsqu'ils enseignent la grammaire et donnent des tâches à leurs élèves.



## المخلص

واحدة من اكثر الصعوبات المثيرة للجدل في ادارة سلوك التلاميذ تتمثل في استخدام مكافآت لتحفيزهم لمتابعة قواعد الفصول الدراسية و استكمال المهام الاكاديمية. يهدف هذا البحث لدراسة فعالية استعمال الكافات كإستراتيجية محفزة لتلاميذ ثانوية احمد فرانسيس و بولويقة مجد بن لخضر لانجاز الواجبات المدرسية في قواعد اللغة الانجليزية . و الهدف النهائي هو التغلب على الروتين الذي ينشا عن الاستخدام المتكرر للتمارين النحوية و تطوير كفاءة التلميذ في تعليم قواعد اللغة و يتبع المنهج الوصفي من خلال تقديم المعلومات لعينة متكونة من 180 تلميذ و 80 اساتذة في المدارس المذكورة سابقا حيث طلبنا من التلاميذ ابداع وجهات نظرهم و رغباتهم نحو استخدام المكافآت خلال اداءهم للمهام النحوية و الى اى مدى تؤثر هذه المكافآت في دراسة قواعد اللغة. ومن جانب اخر الاساتذة مطالبون باستبيان انواع هذه المكافآت المطبقة خلال تعليم القواعد النحوية. و لقد بينت دراسة النتائج المتحصل عليها أنه بإمكان المكافئة ان تكون وسيلة جد فعالة في تحفيز الطلبة على انجاز الواجبات المدرسية في القواعد النحوية. هذه النتيجة الايجابية تعكس فعالية دمج المحفزات الداخلية و الخارجية كاستجابة للاحتياجات المتعلمين و المساعدة على وضع مقترحات متواضعة لمساعدة الاساتذة على تعليم و تقديم الواجبات في القواعد النحوية.

