THE EFFECTS OF ANTICIPATION REWARDS ON STUDENTS' MOTIVATION IN LEARNING GRAMMAR

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"People do not die when they are buried but they die when they are forgotten."

To the soul of my brother Moussa,

Rest in Peace.

Dedication

To my dear parents without whom I would not be who I am. I hope they are now proud of me.

To my husband for all the help and encouragement he provided me with. He is the best person I have ever met.

To my daughter Malak Errahmane, the source of happiness in my life, for being the main motivation for accomplishing this work in the last months.

To my sisters: Nadjette, Karima, Sara, Nassima, Fatima, Razika and Zhaira.

To my nieces and nephews, especially Lina, Rayen, kawthar and Mohamed.

To my friends: Lamia, Hasna and Naziha.

To my family.

To everyone I love in my life, I dedicate this work

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Abstract

Teaching grammar, as teaching other modules in English, has become a difficult work since many teachers of English complain about motivating their students in the class. It has been noticed that most students are not motivated to learn because they consider the grammar class as uninteresting it fails to attract their attention. Thus, the question rises here as to what extent the teacher is able to lower students' anxiety in grammar classes and to increase students' motivation in return.

In order to answer the question above, we have assumed that lack of motivation is due to the lack of rewards in the class. For this reason, the reward system was introduced in grammar teaching to see to what extent the learning process can be more effective, and thus students' outcomes can be better. This research work aims at explaining how motivation can be increased through the anticipation of rewards in grammar classes. It studies the effects of rewards on learners' results in Second Year Grammar classes at Mentouri University, Constantine. In this research, 123 students participated in the main study; they have been randomly chosen to take part in the experiment. One group was designed as the Control Group and the two other groups as two experimental groups. Students in the Control Group have been taught within the usual grammar instruction, while students in the two experimental groups have been subject to the new reward strategy introduced by the researcher. The fact that we have selected two experimental groups aims at validating the assumed results of the experiment.

The researcher has observed the behaviour of the participants in the three groups during the training period, and after the administration of the post-test, a comparison of the pre-test results and the post-test results was made in the three groups. In fact, the participants in the two experimental groups were noticeably different from those in the Control Group. In

other words, they have become more enthusiastic, more active, and they participate more in the class. However, in the Control Group, students showed no special development in their behaviour. In addition to this, the improvement means in the three groups showed that the marks of the students in the two experimental groups in the post test are much better than those obtained in the pre-test. However, in the control group; the development of the students' marks in the post-test was so tiny and of a little importance. The analysis of the results and the interpretation of the researcher's observations showed how rewards can be very effective in raising students' motivation in grammar classes and in increasing their potential to learn new grammatical items.

List of Abbreviations

Adj.: Adjective

Adv.: Adverb

Arti.: Article

B: Behaviour

CG: Control Group

Conj.: Conjunction

D: Determiner

EFL: English as a Foreign Language

E.g.: Example

EXP. G1: The First Experimental Group

EXP. G2: The Second Experimental Group

FL: Foreign   Language

F S: Future Simple

LMD: Licence Master Doctorate

N: Noun

N°: Number   Note: you have used this abbreviation.

P Condi.: Past Conditional S

P Perf. : Past Perfect

Pr. Condi. S: Present Conditional Simple

Pr. S: Present Simple

P S: Past Simple

Prep.: Preposition

Pron.: Pronoun

R: Reinforcement

R+: Positive Reinforcement

R-: Negative reinforcement

S: Stimulus / Situation

S-B-R: Stimulus /Behaviour /Reinforcement

V: Verb

%: Percentage

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INTRODUCTION

1– Statement of the Problem

Learning a language mainly refers to the mastery of its grammar. Whatever the meaning assigned to the word, grammar remains one of the most important elements in the teaching/ learning process. Al-Muttawa and Kailani (1989: 69) emphasize the role of grammar which they consider as the internal organization of the language. According to them, a language cannot be learned without learning its grammar since grammar is responsible for making meaning in language use. Grammar has always been part of language teaching syllabuses as it represents an important element of any language. The goal of most language teachers is to make learners of a foreign language achieve proficiency through the mastery of the grammatical system of that language.

At the university level, teaching English as a foreign language includes the teaching of language skills (listening, speaking, reading and writing) and language elements (grammar and vocabulary). The question is not whether to teach grammar in language classrooms or not, because grammar is considered as very important. The issue with grammar lies in the method of teaching and the attitudes of both students and teachers towards it. That is why, teachers of English often wonder about the reasons that make grammar lessons less lively and consequently the students less motivated to learn it. The major questions here are: How do we make learners more motivated to take grammar lessons and what is the proper motivation which may raise learners' enthusiasm for learning grammar?

Having no clear reason and no obvious purpose to learn another grammatical system (that of the foreign language), students become less motivated, and therefore they are likely to fail in the acquisition of a second grammar. Such students are unlikely to make what is expected from them in terms of effort. For this reason, teachers and researchers should focus

on students' interests, social background, individual characteristics, and of course their motivation. So, major work should be done to discover the different elements which are involved in learners' motivation. However, researches on language learning motivation have revealed that there is no single model that accounts for all cases of language learning; consequently, there is no universal prescription for improving student and teacher attitudes or increasing student motivation. (Oxford and Shearin 1994).

Yet, one should believe that there exists a possible way to increase learners' motivation to learn grammar; and perhaps the best of all these ways is the immediate administration of rewards by the teacher in grammar sessions. In fact, the anticipation of reward is one of the most powerful factors in human behaviour in relation to second language acquisition. It is not only a means of increasing motivation, but it is also considered as being one aspect of motivation.

At the university level, because of time constraints and other administrative obstacles, most students do not benefit from any kind of rewards in grammar classes. That is why; we have assumed that students' outcomes in grammar would be strongly increased if the reward strategy is introduced into the grammar syllabus.

1— Aims of the Study

This research aims at identifying the effects of rewards anticipation on the performance of learners in grammar classes. First, it clarifies the teacher's role in increasing learners' motivation and how the teacher can administer rewards in grammar sessions without influencing the teaching/ learning process (in terms of content, time and students' behaviour). This work also highlights the usefulness of the anticipation rewards for learners and their mastery of grammar and demonstrates to what extent the anticipation reward is related to motivation.

The research also aims at comparing three groups which share approximately the same characteristics and who receive the same teaching method and the same content under the same conditions, with a difference in the organization of the anticipation rewards.

3— Hypothesis

On the basis of the observations mentioned before, we hypothesise that if we administer rewards for students and encourage them to participate in class and if we respond positively to their answers, learners' motivation to learn grammar will increase and their results will be better. In the process of confirming or rejecting this hypothesis, we set to find out whether the anticipation reward has a direct impact on learners' proficiency in the foreign language through increasing motivation and how can the teacher encourage the students using specific words or some prizes to increase their desire to learn grammar, and therefore to raise their motivation and improve their marks.

4- Means of Research

In order to find out about whether the reward system has an effect on learners' results in grammar, the research will be conducted under an experimental method at the University Mentouri, Constantine. In this study, we have three groups of 123 students: 37 students in the control group; 47 students and 39 students represented in the first experimental group and the second experimental group respectively. The three groups are given the same pre-test at the beginning of the year and the same post-test at the end of the year. The focal point of this study is to administer direct rewards in grammar classes for participants in the two experimental groups and to see the effects of these rewards on learners' motivation in grammar sessions and on their results. By reward here, we mean verbal reward (praise) in case of correct answers and concrete rewards that are represented by a good mark (the point system) for students who perform well in the class and therefore deserve these rewards. At the

end, we compare the three groups in order to see the efficiency of this strategy in the learning process.

5- Structure of the Dissertation

This dissertation consists of five chapters. Chapter one defines motivation in different linguistic and psychological schools and identifies various types of motivation. It highlights the importance of motivation in learning grammar and provides teachers with different strategies of raising students' motivation in the class.

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

Chapter three is devoted to the collection of data used in this research, and clarifies the different steps followed by the researcher to confirm or reject the hypothesis. It presents a detailed description of the pre-test and the post-test and the instruction used by the teacher during the training period.

In chapter four, the researcher presents the analysis of the results obtained from the experiment and the interpretation of these results. In this chapter, we have general observations about students' behaviour with a comparison between the participants in the two experimental groups and the control group.

Chapter five provides some suggestions and pedagogical implications of this study on the teaching of grammar in order to raise students' motivation and to improve their results.

CHAPTER ONE

MOTIVATION IN LEARNING GRAMMAR

Introduction

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Introduction

It has been noticed that on the whole, students tend to be somehow 'bored' with grammar courses. Our debate at this level is: How can grammar lessons be interesting and enjoyable and how can students be enthusiastic to attend their classes to have good results at the end of the year? Answering these questions does not lie in one specific area of research, since many recent language studies have resulted in a diversity of techniques and terms explaining to teachers how to motivate the students and how to involve them in the process of learning and how to make them aware of its different steps and objectives so that they become interested and more motivated to learn new grammatical rules. All the researches carried out in the last decades aimed at making learning in the class an enjoyable activity and at increasing students' willingness to study and to achieve their goals. In order to get rid of 'uninteresting' grammar classes and to have successful learners willing to study, to participate and to learn new grammatical items, focus of teachers and researchers should be on increasing students' motivation in grammar classes.

1.1 Definition of Motivation

In the late 60's and early 70's, the world witnessed a development in the field of psychology and education. Psychology has become a separate science. Besides, education has developed, and it has been established as a separate discipline. One of the most frequent issues raised in these two related fields is the effectiveness of learning through motivating students. Classroom practices have investigated the question of how increasing motivation and reducing anxiety which is "viewed by researchers as an intermediate stage between motivation and personality" (Bouras 2007: 120).

Motivation is a general term used in different fields, but in education, it is virtually related to the psychology of learners in terms of personal, affective and cognitive factors.

Generally speaking, motivation is said to be an internal process which takes place in the mind and which helps to satisfy our needs. Many psychologists have been interested in language attitudes and language learning and have carried out several studies in the field. Gardner (1985) was one of the most influential psychologists who have continued this line of inquiry. He has provided us with significant definitions. He argues that "motivation refers to the combination of desire and effort made to achieve a goal; it links the individual's rationale for any activity such as language learning with a range of behaviors and degree of effort employed in achieving goals". (Gardner 1985; in Mc Groarty 1996: 5). Johnson and Johnson (2003: 137) state that "Motivation is the driving force, the energy that moves people towards their desired outcomes". According to them, motivation is mainly linked to the achievement of goals.

> Motivation is inherently aimed at achieving goals. Motivation and goals are two sides of the same coin. Committing oneself to achieve a goal creates motivation and motivation is aimed at achieving goals…When a goal is formed, a tension system is created in the person that motivates the person's actions until the goal is achieved or abandoned. If there are no goals, there can be no motivation. Johnson and Johnson (ibid.: 137,138).

Furthermore motivation is perceived as an internal process that maintains human behaviour and advocates it. It is the reason which stimulates someone to do something and gets him/her involved in it. In his book entitled "*Psychology and the Teacher*", Child (2004) states that motivation consists of internal processes and external incentives which work together to satisfy some need. In the same context, he adds that the importance of motivating students does not only aim at engaging them in academic activities but at determining how much students will learn from the different tasks they perform and from the information provided to them. According to Child, motivated students use higher cognitive processes in

learning a given topic and they remember it more than those who are not motivated. Motivation can also be defined as a feeling of curiosity within learners, which becomes a need or desire to engage in a given task in order to achieve a goal. It may be the result of positive competition between students in the classroom (since students are never satisfied with their results), that is how motivation is created.

Brown (2000:160, 161) tackled the issue of motivation in language teaching classes and proposed three definitions of motivation according to the various historical schools of thought: behaviorism, cognitive psychology and constructivism. The following table explains these definitions.

The Behavioristic School	The Cognitive School	The Constructivist School
Motivation is seen as the anticipation of reward. The more we have positive reinforcement; motivation is more likely to be increased.	Motivation is related to the individual's decisions and underlying needs to reach a given goal.	Motivation is linked to social context in order to satisfy fundamental physical necessities and also to fulfill community needs, security, identity and self-esteem.

Table 01: Brown's Three Definitions of Motivation (2000: 160, 161)

Despite the fact that motivation has various definitions, and regardless of the differences between those definitions, we shall agree in our current research that motivation refers to ' pedagogical motivation' (Al-Mutawa and Kailani, 1989). In foreign language (FL) settings, pedagogical motivation implies that learners have a strong feeling (of curiosity,

interest and desire) to reach an aim. This means that the learner wants to learn a particular item in the FL. Al-Mutawa and Kailani provide us with the following definition:

> This [pedagogical motivation] refers to the ability to arouse in the pupils a desire to learn the language and a feeling that the language they are learning is useful. Failure to do this will impose a severe limitation on the process. (1989: 156).

Taking into account the definition which considers motivation as an internal process, teachers should focus on the psychological side of learners in order to work with language researchers to know how learners' anxiety can be reduced and how interest and motivation can be increased in return. Moreover, motivation is not only a psychological factor that influences the language teaching; it is probably the most important element in the whole process of learning a FL. Yet, many teachers and professionals in the field of teaching English do not pay much attention to it. Teachers often teach without having received special training to motivate students.

The next three- stage model of motivation may be very beneficial to teachers in order to understand this internal process and consequently to help learners achieve their goals and learn effectively through increasing motivation in the classroom.

Stage 1	Stage 2	Stage 3
- Emotional or cognitive reasons for doing a given task	- A conscious decision to act. - deciding to engage in the task	- To give rise to sustaining the effort or persisting
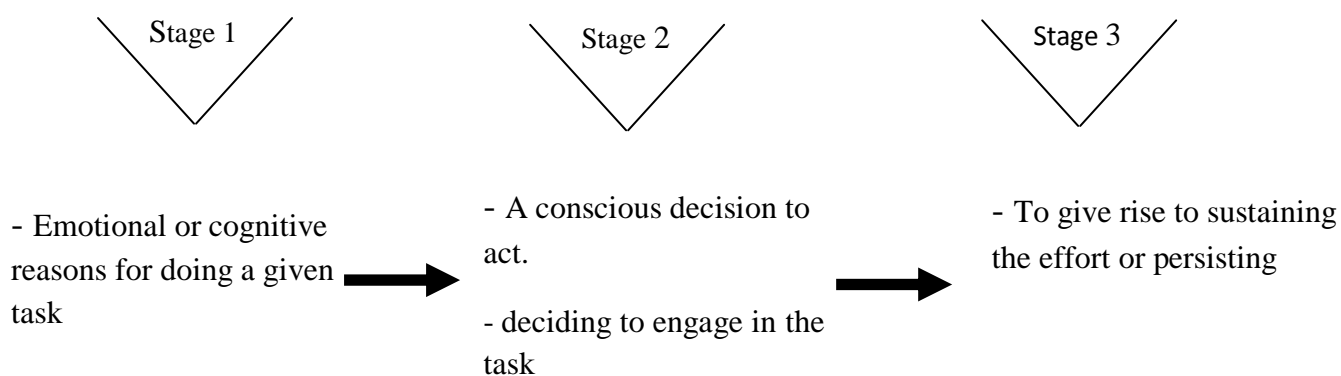
Diagram 01: The Three- Stage Model of Motivation

The three stages are interrelated; each stage does not take place until the previous one is completed. Besides, the third stage gives rise to a period of sustained intellectual and /or physical efforts in order to attain a previously set of objectives.

1.2 Types of Motivation

Gardner did not only provide us with precise definitions of motivation, he also contributed with his colleague Lambert (1972) to several studies concerning motivation and its types which he called orientations. Such studies have resulted in the development of Intrinsic versus Extrinsic Motivation and Integrative versus Instrumental Motivation.

1.2.1 Intrinsic Motivation versus Extrinsic Motivation

Success in a FL class is due to internal factors as well as external ones. The former include students' abilities, individual differences and students' attitudes toward the language. External factors however refer to elements which are not related to the learner himself like teachers' behaviours and the different strategies they opt for in the teaching process.

1.2.1.1 Intrinsic Motivation

Teachers of English as a FL now try to focus their efforts on the psychological factors influencing the process of learning. Intrinsic motivation is one of these factors. "…teachers learned more and more about…how to capitalize on learners' intrinsic motives to learn." Brown (1991:334). In some English as a Foreign Language (EFL) classes, there is no problem of motivation; students are naturally motivated and their interest is high. For instance, in private schools and some special institutions where English is taught for specific purposes, motivation comes from the learners themselves because they have chosen to study English; it was not imposed on them. In such situations, learners want to study the language for their own pleasure because it is their choice. This type of motivation which comes from within is

known as intrinsic motivation. So, teachers do not worry about motivating learners because the students take the pleasure to study and they enjoy their studying. As mentioned by Deci (1975, in Brown 2000: 164):

> Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activity for their own sake and not because they lead to an extrinsic reward… Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self- determination.

The role of the teacher here is to put learners' individual intrinsic motives at the center of teaching pedagogy to ensure that they are learning the FL effectively. The teacher should be interested in students' homework, exam papers and any other written or oral performance on the part of the learners. This would certainly increase their self-esteem and it would encourage them. It would also motivate them by raising attention and a contagious interest in learning. The more the teacher is interested in the language and its teaching, the more students are interested in the different items presented to them, and the more they feel confident in their study. In some language classroom contexts where students' intrinsic motives are not strong, it is more appropriate for teachers of grammar to present it following an inductive approach. Learners tend to benefit from this approach more than any other approach. Introducing grammatical items inductively is very helpful in grammar teaching because it is challenging for students to give them several examples and let them try to discover and guess the hidden rules. First, learners will never forget the rules they have found themselves. Second, they will feel that they have achieved something when they induce grammatical structures on their own. This challenging feeling arouses students' interest and motivates them. Brown (ibid.: 365) argues that: "it [inductive approach] builds more intrinsic motivation by allowing students to discover rules rather than being told them."

Some psychologists believe that this type of motivation, 'intrinsic motivation', also includes an internal desire for achievement and risk-taking. In this perspective, Ames and Archer (1988) suggested that an intrinsically motivated learner is internally reinforced by a feeling or desire to hold up a given experience, to take part in classroom activities and to participate in the whole process of learning. The desire to do all this is basically oriented by a desire to experience success which depends on the learner himself. This feeling or desire is also called 'achievement motivation' because it motivates the learner to achieve a particular goal. In the same context, Al-Mutawa and Kailani (1989: 6) state that:

> Empirical evidence has shown that there is a significant link between achievement or success in EFL learning and the pupil's willingness to learn. That is satisfactory results are produced by motivated pupils irrespective of their sex and age.

1.2.1.2 Extrinsic Motivation

Intrinsic motivation is based within the individual; it is related to internal factors whereas extrinsic motivation is based on an individual's perception of external rewards that will accrue from some action; it is related to external factors. Brown (2000: 162) explains the difference between both types:

> Motivation is also typically examined in terms of **intrinsic** and **extrinsic** motives of the learner. Those who learn for their own self- perceived needs and goals are intrinsically motivated, and those who pursue a goal only to receive an external reward from someone else are extrinsically motivated.

While intrinsic motivation is based within the learner, extrinsic motivation comes from external factors. When we talk about extrinsic motivation, we mainly refer to external incentives which are very essential for the teacher in order to help students and to engage them in the learning process with a high self-esteem. Al-Mutawa and kailani (1989: 147)

argue that: "since not all pupils are motivated to learn the foreign language, the teacher must devise incentives to arouse interest."

Unlike in private schools, students at the university are not always motivated, and they are often complaining about their conditions because it was not their own choice to study English or because they attend classes where there is lack of motivation. When students are not interested in the language and in the learning process, teachers may face difficulties in creating a highly motivating atmosphere for learning. Teachers also find it difficult to convince learners of the usefulness of the whole instruction in general and grammar in particular. In such circumstances, teachers should try to arouse students' interest and therefore to increase their extrinsic motivation because teachers often interfere to provide students with incentives aiming at inducing them to learn more effectively. (Al-Mutawa and Kailani, 1989). If the teacher of grammar notices that the students are not motivated, s/he should use various motivational strategies to arouse their curiosity and to get them motivated by having 'grammar celebrations' from time to time where students can read a composition or a story they wrote on their own to the whole class for applause and comments.(Slavin, 2003).

Many teachers may wonder about what type of incentives is more appropriate in EFL classes and particularly in grammar classes. For young learners, if the teacher asks one pupil to read his /her assignment to the whole class may be considered as a good incentive. The teacher's appreciation of pupils' answers is also an incentive. Symbolic presents also have a strong impact on learners' motivation. For adult learners, incentives have a more reinforcing value considering the great influence they have on students' motivation. Al-Mutawa and Kailani say in this context:

> … the problem of motivation turns into the problem of creating
> the desire among pupils to learn English. Lack of motivation

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(i.e. external motives) might turn into a hostile attitude towards
the foreign language and the FL teacher. (ibid.: 29).

When the material presented to students interests them intrinsically, it provides them with a motivating power that enables them to learn in the best way under the best conditions. However, if the material lacks interest, it will influence the students' motivation for learning and will have bad effects on their results. In this case, the teacher may find it problematic to create motivation since most students do not find grammar tasks interesting in themselves. The role of the teacher then is to link the material with other external elements in the language teaching which has always represented the underlying principle of extrinsic motivation. In agreement with this, Wilkins (1972: 183) says that:

In much teaching, not only of languages, we anticipate that
pupils' personal motivation is unlikely to be strong, so we set out
to motivate them through the learning process itself. Teaching is
planned so that learning becomes an interesting, even at times an
entertaining process.

The importance of using incentives in the classroom lies in the fact that they make the learners feel that they can achieve something. The idea of achievement helps in the development of extrinsic motivation in the learners through the use of incentives or rewards. This type of motivation also includes the social motivation for collaborative learning. Students who work in collaboration with other students are more likely to see the grammar classes as a desirable learning environment and to enjoy the learning experience. Rewards are very important to maintain motivation and to create a positive feeling (for learners) about learning a FL. Unlike intrinsic motivation, extrinsic motivation is directly related to the anticipation of reward. Rewards come from outside and beyond the self, and they take different forms. Brown says in this context:" Typical extrinsic rewards are money, prizes, grades; and even certain types of positive feedback." (2000: 164).

1.2.2 Instrumental versus Integrative Motivation

One of the major problems that teachers often encounter in second language classrooms is the issue of motivation. Some students are highly motivated, others are poorly motivated, and some others are not motivated at all and may consider the whole instruction as being useless. This difference in students' level of motivation is mainly due to the reasons for which the students are learning the FL. The same reasons have led us to distinguish between two types of motivation: integrative versus instrumental motivation. Integrative motivation is the desire to be like and interact with speakers of the target language. Instrumental motivation refers to the desire to learn a language in order to achieve some other goal such as academic or occupational success. Mc Groarty (1996: 7).

Gardner and Lambert (1972) carried out significant research in second language learning about students' motivation, after several years of intensive experimentation in the field; they distinguished two separate types of motivation: instrumentality and integrativeness. Brown (2000: 162) explains that:

> Motivation was examined as a factor of a number of different kinds of attitudes. Two different clusters of attitudes divided two basic types of what Gardner and Lambert at that time identified as "instrumental" and "integrative" motivation.

1.2.2.1 Instrumental Motivation

Considering the different purposes behind students' engagement in learning a FL, motivation, as we have seen before, may be integrative or instrumental. Instrumental motivation refers to the fact that learners want to learn the FL not because of the language itself or its culture, but because of other reasons mainly because the learner wants to achieve a particular aim. At the university, learners choose to study English for different reasons. For instance, one student may say that s/he is studying it because s/he had no other choice to opt

for. Another student may say that English was his/her choice which s/he will use in his /her future occupation. Another one says that English would help him/her in studying another subject. In other words, the English language in all these cases has been studied just because it is a means to help in reaching a given aim.

1.2.2.2 Integrative Motivation

We talk about this type of motivation when students really desire to learn the language. This desire may even be reinforced by an admiration of the language and its culture. Some learners for example study English because they want to immigrate to a foreign country (speaking English of course) in order to work or to live there. Some others may have a positive feeling towards the language and they admire its people and culture and therefore they want to integrate into this culture. Wilkins summarized these differences saying: " the person may be studying a language 'because he wants to', another 'because he has to." (1972: 183). Moreover, "The instrumentally motivated learner requires the language as a means to some other end, whereas for the integrative learner the language and all that it brings by way of culture is an end itself."(ibid.: 162). In the same perspective, Brown (2000: 162) claims that:

> The **instrumental** side of the dichotomy referred to acquiring a
> language as a means for attaining instrumental goals: furthering
> a career, reading technical material, translation, and so forth.
> The **integrative** side described learners who wished to integrate
> themselves into the culture of the second language group and
> become involved in social interchange in that group.

It is necessary to mention that instrumental motivation and integrative motivation were first introduced as two different types of motivation. However, Gardner and Mac Intyre (1991) pointed out that this dichotomy was a merely case of orientation. Brown clarifies this

point: "…dependency on whether a learner's context or orientation was (a) academic or career-related (instrumental), or (b) socially or culturally oriented (integrative), different needs might be fulfilled in learning a foreign language." (ibid.: 163). These orientations left the door open for psychologists to decide which type is more appropriate in EFL settings. First, integrative motivation was said to be more effective in learning a FL and it resulted in high scores on proficiency tests. "The conclusion from these studies was that integrativeness was indeed an important requirement for successful language learning." Brown (ibid.: 163). Later studies carried out by Yasmeen Lukmani (1972) and Braj Kachru (1977, 1992) showed that instrumentally motivated learners perform better in tests of English proficiency. Moreover, the language is well acquired and success in its learning can be a result of only instrumental reasons. Brown discussed the issue and found that regardless of the differences between instrumentality and integrativeness, both orientations are of a primarily importance in the learning process, and they are not necessarily contradictory. He goes further to link between the two types of motivation in the same learning situation.

> Such variable findings in empirical investigations do not necessarily invalidate the integrative-instrumental construct. They point out once again that there is no single means of learning a second language: some learners in some contexts are more successful in learning a language if they are integratively oriented and others in different contexts benefit from an instrumental orientation. The findings also suggest that the two orientations are not necessarily mutually exclusive. Second language learning is rarely taken up in contexts that are exclusively instrumental or exclusively integrative. Most situations involve a mixture of each orientation. (ibid.: 163).

Al-Mutawa and Kailani also tackled this issue and summarized all the points discussed above in one single statement saying: "Both integrative and instrumental motivation are of primary importance in learning." (1989:30).

1.3 Learning Grammar

1.3.1 Motivation to Learn Grammar

Mc Groarty states the importance of all types of motivation in the learning process. Studies in the educational field proved that in some situations, integrative motivation is the main reason for classroom success. However, other researchers found that all types of motivation are important for achievement. "For adults interested in job success, instrumental motivation could be just as or even more powerful than integrative motivation."(Gardner and Mac Intyre in McGroarty 1996: 8).

In learning a FL like any other task, learners need to satisfy some psychological needs to help them maximize achievement in the class. Deci, Vallerand, Pelletier, and Ryan (1991) identify three basic psychological needs that should be fulfilled: competence, relatedness and autonomy. According to them, the importance of motivation lies in the fact that only motivated people can satisfy these needs. "Opportunities to satisfy any of these three needs contribute to people being motivated (as opposed to amotivated)." (1991: 327-328).

Motivation is considered as the most important factor in learning any subject because motivated students have clear views about what they learn and they already know the previously set of objectives designed to them and so they work hard to realize them. Moreover, motivated students can see the results of the learning process in general, and they can also understand the benefits of spending much time in studying grammar and grammatical rules of a foreign language.

" For example, Vallerand (1989) found that students who had greater intrinsic motivation and identified regulation showed more positive emotions in the classroom, more enjoyment of academic work, and more satisfaction with school than did students whose motivational profiles were less autonomous." Deci, Vallerand, Pelletier, and Ryan (ibid.: 332).

In the same perspective, Al-Mutawa and Kailani also claim that:

Motivation is a basic element in foreign language teaching and learning. Empirical studies indicate that highly motivated pupils learn faster and better than the ones who find the study of the language distasteful. (1989: 156).

Some specialists in the educational field and language teaching emphasize the importance of motivation to the extent that they link it with any achievement realized by learners in EFL classes. In this regard, Brown (2000: 160) explains that:

Motivation is probably the most frequently used catch-all terms for explaining the success or failure of virtually any complex task. It is easy to assume that success in any task is due simply to the fact that someone is "motivated". It is easy in second language learning to claim that a learner will be successful with the proper motivation.

Learning any language involves the mastery of its grammar, vocabulary and the four skills (listening, speaking, reading and writing). In spite of the great importance given to all language components, focus on grammar has become one of the most crucial elements in foreign language instruction. Thornbury (1999) dealt with the issue and referred to it as grammar revival. He says that:

There is a widespread belief that the introduction of Communicative Language Teaching, attention to grammar was eclipsed by an emphasis on experimental learning and purely

communicative goals. This is only partly true: syllabuses did appear in the 1970s that appeared to marginalize grammar in favour of functions. But … a closer look at these syllabuses shows that they often had a strong grammar basis. (1999: 23).

Thornbury suggests three main conditions that contribute to the success of the grammar teaching/learning process: attention, understanding and memory. More importantly, grammar has always been linked with motivation as Thornbury (ibid.: 26) argues that:

None of these conditions [attention, understanding and memory], however, will be sufficient [in learning grammar] if there is a lack of motivation and, in the absence of some external motivational factor (for example, an examination, or the anticipation of opportunities to use the language), it is the teacher's job to choose tasks and material that engage the learners. Tasks and materials that are involving, that are relevant to their needs, that have an achievable outcome, and that have an element of challenge while providing the necessary support, are more likely to be motivating than those that do not have these qualities.

Motivating students theoretically seems easy; but in practice, diversity in learners' level, personality and their way of learning usually leads to differences in their cognitive potential. Moreover, thinking that increasing motivation is the duty of the teacher alone seems to be inappropriate because of learners' individual differences mentioned above. What is interesting and highly motivating for a student may not be so for another one. In some extreme cases, a course which is interesting for a learner may be so boring and distasteful for another. That is why, learners themselves should acquire new tasks (in addition to what they learn in the classroom) training them to arouse their own self-esteem. Furthermore, learners should be aware of their intellectual and affective capacities to use them. In addition, they should know what is expected from them. As a result of these conditions, students would understand how

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they should study different subjects and learn more effectively. So, they become more likely to work hard and to achieve their goals. When students' awareness is increased, motivation becomes an issue which concerns the learner as well as the teacher, and then it becomes challenging for both of them. In this perspective, Khelef (2007: 77) says that:

> The lack of motivation to learn and the unsuitable materials used by the teacher in addition to the style of presentation, if they do not attract learners, will lead to committing errors. The absence of the motive on the part of the learner and the teacher means automatic failure.

Learners have always been considered as receivers in the class, they have never participated in what took place there, except some few reactions (verbal answers or short written activities). However, in recent EFL methodology, learners have gained more importance in terms of their role in the teaching/learning process. Now, teaching grammar is seen as a two-sided process since students are more likely to understand a lesson in which they are involved and so, they are likely to remember it. If the teacher and the learners share responsibility in the class, and they divide the work between them, learners will be more enthusiastic and their motivation will certainly increase. For example, in a grammar class, the teacher may ask the students to give examples explaining some grammatical structures. S/he may also ask them to write something on the board, to read a story they have written or to discuss a given topic. In such settings, the possibility of having good marks in exams is high, and students would certainly benefit. Success in these cases is not only a result of motivating strategies but it becomes an essential element that contributes to the development of motivation in the class. In this regard, Willis (1996: 14) states that:

> Success and satisfaction are key factors in sustaining motivation.
> If students feel they have achieved something worthwhile,

through their own individual effort, they are more likely to participate the next time.

Empirical studies have shown that motivated students learn better since they have great capacities and effort for concentration. Motivation plays an important role in establishing a good classroom atmosphere that helps students to concentrate and to achieve the desired goals. For this reason, many recent researches aim at studying motivation and the different strategies to maintain it in EFL classes in order to facilitate the process of acquisition. In this framework, Pinheiro (1996) points out the importance of motivation in learning grammar and writing, and she also explains to teachers how to increase it in learners in order to learn how to write well and to do class activities (including grammar tasks). She says: "It is extremely important that your students feel motivated when doing the activities." (1996: 128, 129). That is why in designing the material to be taught in EFL classrooms, she took into consideration students' motivation as a central question. Furthermore, she identifies three important criteria to be followed by teachers in planning their lessons.

— Teachers should know the nature of students, and so the topics should be interesting to them.

— Students should feel that each activity has a purpose and should always be given positive feedback.

— The activities should be challenging and bring new information; students should understand that their success depends on their working together. Pinheiro (ibid.: 149).

1.3.2 Attitudes towards Language and Language learning and Motivation

Students who get high scores in tests or good grades in schools are more enthusiastic to attend their classes and to learn new matters in the FL. That is why it is very common to see students in the bus or in the street discussing what they have just learned in the class. For FL

learners, any new information they learn in the target language is considered as a fulfillment. The idea of fulfilling a given task provides them with a feeling of pride and joy, and therefore they deserve to show off in front of all the other people. Achievement here reveals students' positive conceptions which affect their attitudes towards the process of learning.

Students' attitudes are linked to their motivation. Thus, teachers should know that attitudes of learners towards the learning process highly influence their potential for learning the language, and so it helps in increasing their motivation. Dubin and Olshtain (1986: 14) argue that:

> Positive attitudes towards the language will reflect a high regard and appreciation of both the language and the culture it represents. Positive attitudes towards the acquisition process will reflect high personal motivation for learning the language, a feeling of self fulfillment and success and an overall enthusiasm about the language course. A combination of positive group attitudes towards the language with positive individual attitudes towards the process is believed to bring about the best results in terms of language acquisition.

In fact, positive attitudes towards the FL help students to engage more in classroom activities and to face difficult situations in the whole instruction. For this reason, language teachers and educators draw attention to co-operative learning since it is one of the most important language practices that enhance positive students' opinions about the language and language learning. Littlewood (1981: 30) states that:

> The experience of cooperating through the new language ... can help to produce more positive relationships between learners and more positive attitudes toward the foreign language as a means of resolving difficulties.

Teachers should help learners to cope with the learning environment, and to communicate with each other, and to develop positive attitudes towards second language classroom methodology in order to increase their motivation. According to Wilkins, "Motivation has to do with the reasons for learning and with attitudes – attitudes towards the language, towards the group that speaks the language as a mother tongue, and towards bilingualism itself." (1972: 183). More precisely, students of English should understand that the language they learn is an important means for furthering their education and for offering them a high position in their society. Dubin and Olshtain claim that: "The main objective in learning an additional language is to allow for personal growth and enrichment." (1986: 24). In fact, once the role of the English language is clear for learners, their positive attitudes towards the learning process would emerge and thereby students' achievement would increase. "Positive attitudes about language and language learning may be as such the result of success as the cause". McGroarty (1996: 4).

If positive attitudes towards the language affect the learning process, negative attitudes would also have a bad influence on learners' motivation. Dubin and Olshtain deal with the topic and explain this bad influence in the following terms:

> Negative individual attitudes may have their initial roots in negative group attitudes, but these can become intensified by negative experience with the acquisition process such as classroom anxiety, feelings of discrimination, and the like. The combination of negative group attitudes with negative personal feelings will result in the lowest level of acquisition. Negative attitudes, whatever their roots, create psychological distance between the learner and the subject matter and are, therefore, of vital significance in the learning – teaching process… Learners' negative attitudes can be detrimental to the success of the language program. (1986: 14).

1.3.3 Ways of Achieving Motivation

In EFL classes, motivation like other personal factors needs to be developed in the students in order to arouse their self-esteem and their interest, and so to improve their level in the language. Increasing motivation is not an easy task for the teacher because of the diversity in learners' personalities and abilities, and the differences between their ways of learning. Students need first to have confidence in their own capacities; and second to know why they are learning the FL. Students who do not know the main objectives of their study cannot see the results of their efforts and they cannot either understand the aim of doing so much work. Moreover, this type of learners can even be hopeless because they do not see any usefulness in studying and wasting so much time in doing exercises, homework and assignments without getting benefit from. Thus, trying to increase motivation and to establish a desirable learning environment becomes more than a necessity. Language teachers and specialists in the field usually wonder if it exists an appropriate way to increase motivation in the learners.

1.3.3.1 Strategies to Increase Motivation

Because of the remarkable growth in the field of education, many researches resulted in the investigation of such educational problems like how to increase motivation of learners in the classroom. In practice, no method and no technique is applicable and useful for all types of learners and in all teaching situations. In this context, Nunan (1991: 228) says that:

> It has been realized that there never was and probably never will be a method for all, and the focus in recent years has been on the development of classroom tasks and activities which are consonant with what we know about second language acquisition, and which also in keeping with the dynamics of the classroom itself.

So, there is no unique way to motivate the students. As it has been mentioned, diversity in students' levels, personal characteristics and their ways to perceive the second language instruction leads us to think about various learning strategies and techniques to increase motivation.

─ Co-operative Learning

As opposed to individual work, co-operative learning gives students the opportunities to exchange immediate feedback. Working in groups encourages students to participate in and share the activities designed to them. It is also very useful because it lowers anxiety in the class, maintains motivation and enhances learners' motives to do a given task since they can see at the end of the task the desired outcomes. In this perspective, Johnson and Johnson argue (2003: 149) that:

> Motivation increases when one's goals are interdependent with those of significant others. When a person joins a co-operative effort in which people they admire and respect and wish to be with are participating, the significance of the goal increases… Motivation [also] increases in co-operative efforts because they allow for the simultaneous accomplishment of multiple goals.

From her own experience in language teaching, Fujiwara (1996: 164) explains the importance of group work and its influence on learners' motivation in a co-operative learning situation:

> One interesting thing that came out in the feedback from my final course evaluation… was how much the students learned from each other, not only from the group projects but just from the stimulation of being with a motivated and active group of learners. Judging from their essays and our first two classes, this year's group seems even more motivated and sophisticated, and I

think they will act as "worthy rivals" for one another, as one student put in her essay.

— Communicative Activities

Communicative strategies provide learners with whole task practice through several kinds of communicative activities and tasks. Students do not like grammatical drills because all what is expected from them is mechanical answers. Littlewood (1981: 17) states that: "Drill tasks where students are asked to put in practice the different grammatical rules they have just learned in the class are not so interesting for them."

Unlike this type of drills, communicative tasks are of great importance in order to maintain motivation. They evoke students' interest and satisfy their needs to use the language for immediate communicative purposes and thus, they promote the feeling of achievement. Littlewood argues that:

> The learners' ultimate objective is to take part in communication
> with others. Their motivation to learn is more likely to be
> sustained if they can see how their classroom learning is related
> to this objective and helps them to achieve it with increasing
> success. (ibid.: 17).

In the same context, Dubin and Olshtain (1986) focus on the role of communicative activities in learning a foreign language; they suggest a specific type of classroom activities which they called 'workouts'. According to them, workouts

> enhance the learner's overall acquisition process, providing
> planners and teachers with a variety of ways through which to
> make this process engaging and rewarding… warm ups
> /Relaxers are motivational workouts which add an element of
> enjoyment and personal involvement. They can be used at

various points during the session, especially when a relief of
tension or a change of pace is called for. (1986: 22).

1.3.3.2 Guidelines for the Development of Motivation

Motivating students has always been of great importance in second language
classroom methodology. In this perspective, Deci, Vallerand, Pelletier, Ryan (1991: 325-326)
argue that:

> Ideal school systems are ones that succeed in promoting in
> students a genuine enthusiasm for learning and accomplishment
> and a sense of volitional involvement in the educational
> enterprise. It is this interest and volition, we suggest, that lead
> students to display greater flexibility in problem solving, more
> efficient knowledge acquisition, and a strong sense of personal
> worth and social responsibility.

Teachers may opt for a specific method in order to maintain motivation in their classes,
and some others teach following their usual methods of teaching but they take individual
decisions about motivating students. According to the specific teaching situation the teacher
finds himself in, s/he may choose to apply particular rules about learning factors like interest,
enthusiasm and motivation. These are some guidelines for teachers to follow in order to
increase learners' motivation.

(a) When we talk about achieving motivation, we should first acknowledge the importance
of teachers' motivation in settling a good motivating atmosphere in grammar classes. The
teacher must be motivated to teach in order to present the lesson in the best way s/he could.
Teachers' motivation is as important as learners' motivation. Teachers' motivation is
contagious and unfortunately, teachers' low self-esteem is also contagious. A dull lifeless
bored teacher would easily transmit this negative energy to the students.

(b) One of the main points in motivation is the fact that learners should be given the objectives of the lessons and those of the whole course (both short-term objectives and long-term objectives). Learners who know what is expected from them and why they are going to do it are the ones who will desire to fulfill it. In a grammar class for example, the more the objectives are selected clearly right from the beginning, the more students understand what is to be done, why and which result they would get in the end. Thus, they will be more motivated to take part in the different grammatical tasks designed to them in the class and at home.

(c) Meaningful learning is one of the most important cognitive principles in grammar learning. It lies in the association of the different items which are studied in the classroom with concrete purposes in their real life. In order to develop learners' motivation and make them enjoy the learning experience, students need to see the usefulness of the learning process in the development of their social and intellectual skills.

(d) When the teacher finds that a task or a part of the lesson is boring and lifeless, s/he can include other interesting items. If an activity seems to increase learners' boredom, it may be omitted and replaced by a more lively activity. Moreover, the teacher may also vary the learning activities that take place in the class without following a particular pattern during the whole year. Varying the activities arouses students' attention and interest. "He [the teacher] also varies his techniques and teaching strategies to motivate pupils and facilitate the learning process." (Al-Mutawa and Kailani 1989: 148).

(e) Positive reactions on the part of the teacher towards students' performances are very useful. The teacher who praises the students' answers and shows approval of their correct responses would certainly encourage them to participate more in the classroom interaction. In recent empirical studies, reward ─ in its different forms ─ has been proved to be very

effective in increasing students' motivation and their self-esteem about English grammar. Students, who attend classes where the teacher uses rewards, are more likely to have good results.

Conclusion

Motivation has been discussed in the educational field for several decades, and it has always been a complicated issue because of the different factors that contribute to its development. In EFL classes, a variety of strategies and techniques has been provided for teachers of grammar in order to help them raise students' motivation and engage them effectively in the learning process. However not all strategies are good for all learners, it is necessary to point out that it is the duty of the teacher to opt for the appropriate strategies and to take the right decisions according to the specific characteristics of the learning situation in order to create well motivated students.

CHAPTER TWO

REWARD IN EDUCATION AND ITS APPLICATIONS IN THE CLASSROOM

Introduction

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Introduction

Recent researches in FL teaching have always aimed at studying the learner in order to provide him/her with the appropriate devices and steps to be followed in his/her career. Many studies carried out in the last decades have also focused on effective mastery of the FL and learners' success, and the elements which contribute to it.

Learners' individual characteristics and personality factors have proved to be of a vital importance in the learning process because teachers alone, however proficient they are, cannot solve all the problems evoked in the class and create a good environment for learning. Thus, success is not always guaranteed especially if learners are not well involved in the process. For this reason, language experts emphasize the role of both teachers and learners in addition to the appropriate strategies used to manage the class in the best way learners can possibly have in their studies. What is important now is not only what to teach and how to present it (for teachers) but also what to learn and how to learn it (for learners).

It is worth mentioning that the different procedures that take place in EFL settings are no more considered as a teaching process, but they are often referred to as a teaching-learning process. In fact, a variety of strategies and classroom practices have been provided for teachers to explain ways of presenting data and to learners to receive them effectively.

2.1 Definition of Reward

Studying human behaviour has resulted in a variety of strategies which aim at increasing students' achievement in FL learning settings. Slavin (2003) claims that experts in language teaching and learners' behaviour were asked to provide teachers with ideas about the nature of the learning process and how the influence of motivation on this process. Behaviour learning theories proved that there is a strong link between reward and goal achievement in learning. According to him, behaviour is internally established in the learner if it receives

some kind of positive reward; otherwise it would be eliminated. Some students have considerable academic abilities, but because they are shy, quiet, or isolated in the class, they are often uninterested and withdrawn and their capacities are hidden. Such type of learners cannot engage in the different learning-teaching procedures, and their participation is therefore inhibited by lack of motivation. In these cases, reward may be of a vital significance for teachers in order to induce learners in the learning process.

Reward is an essential strategy used by teachers in order to prompt students' motivation in the learning process and to increase its effectiveness and efficiency. Originally, the idea came from when a child did something good and received some kind of compensation. In education, the concept of reward has basically the same principles. Lepper, Greene and Nisbett (1973) conducted many experiments to study the effects of rewarding learners for doing a given task. Rewards proved to be an effective element in increasing motivation and achievement in the class since most students try to avoid negative judgment and seek to gain positive judgment from the teacher for their abilities and efforts.

The application of reward systems in the educational endeavour has its roots in Skinner's theories. In fact, the American psychologist Skinner (1904-1990) was one of the first psychologists who investigated the process of language acquisition in terms of language behaviour. His theory remains one of the most controversial theories which still have their impact on the language teaching methodology. Among the various theories of language acquisition and language learning, the theory of operant conditioning remains one of the most influential principles in language teaching methodology. Skinner and other behaviourists carried out several investigations concerning learning. In his theory, Skinner distinguishes three main stages that are involved in the learning process: the stimulus or situation (S), the behaviour (B), and the reinforcement (R). Stimulus is the situation in which the learner's performance will take place. Behaviour is the performance itself. An utterance may be

considered as behaviour since a language response may be produced in a single utterance. In this context, Wilkins (1972: 162) argues that:

> Every utterance and every part of an utterance is produced as the result of the presence of some kind of 'stimulus'. The stimulus, to which the utterance forms a 'response', may be physically present in the situation; it may be verbal, since language can be produced as a response to other language.

Rreinforcement refers to any reaction from the part of the teacher towards the learner's behaviour. Fontana (1995: 144) explains this stage saying that:

> Such reinforcement can best be thought of by the teacher as the results that follow on from B. Obviously these results can either be favourable to the learner (in which case they are known as positive reinforcement or R+), or they can be unfavourable (in which case they are known as R-). R+ increases the likelihood of the learner producing the same piece of behaviour again in the future, while R- decreases the likelihood.

Like a child, the learner who performs different activities in the class needs to be reinforced; otherwise, the possibility of having further performances decreases. Wilkins (1972: 162) deals with this topic and emphasizes the importance of reinforcement in a learning situation: "If such reinforcement does not take place…the piece of language, the response, is not learned." He also emphasizes the importance of the sequence of the three stages in Skinner's theory.

> Only if a response is repeated can it be fully learned. Indeed strength of learning is measured in terms of the number of times that a response has been made and reinforced. A word that has been uttered thirty times is better learned than one which has been said twenty times. The notion of repetition is therefore extremely important. More important still is the fact that a

response that is not made cannot be repeated and reinforced and therefore cannot be learned. It is the making of the response that is the learning process. If there is no reinforcement, the learning is then extinguished. (ibid.).

The main principles underlying Skinner's operant conditioning or S-B-R theory are illustrated in the following diagram.
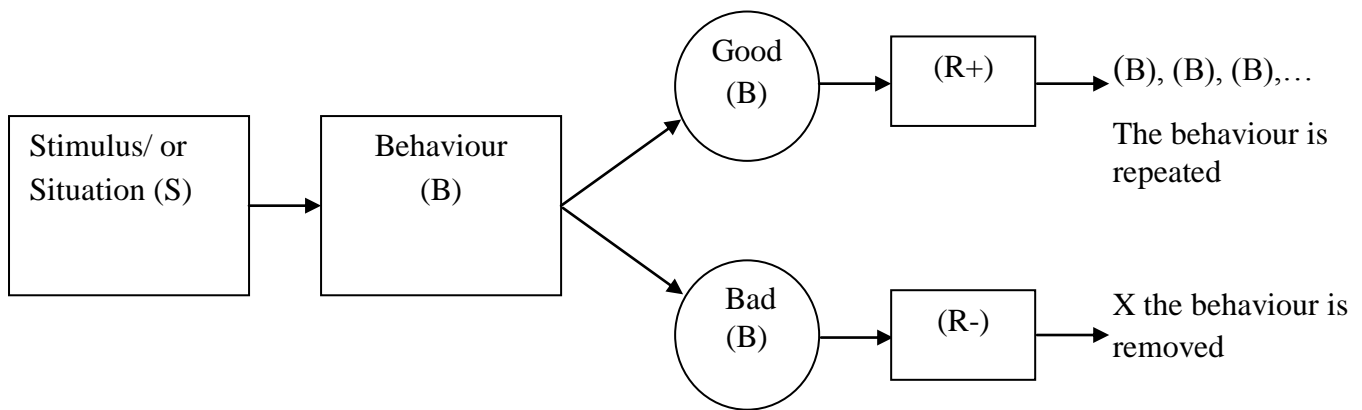
Diagram 02: Skinner's S-B-R Model of Learning (Wilkins, 1972: 162)

Obviously, the learner who gives correct answers and performs different tasks and then receives positive reinforcement (R+) is more likely to answer correctly and perform other tasks. In this sense, the learner who gives answers which are incorrect and his performance is low should receive (R-) in order to remove his wrong responses. For more explanation, Fontana (1995: 144) provides us with this straightforward example:

─ A boy is asked by the teacher to give the present participle of the French verb "avoir". (S).

─ The boy answers: "ayant". (B).

─ The teacher says: correct. (R) Which is in this case (R+).

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According to Fontana, the likelihood of giving the same correct answer increases because the learner has received (R+), whereas, the learner who would receive (R-) would not offer the same answer again.

In spite of its crucial importance in language teaching methodology, Skinner's operant conditioning was criticized by Bruner (1973) who

> sees learning not merely as a passive unit of behaviour elicited by a stimulus and strengthened or weakened by reinforcement, but an active process in which the learner infers principles and rules and testes them out. Fontana (ibid.: 145).

Bruner holds that Skinner's S-B-R model gives little importance to the learner's behaviour which is considered as a complex activity involving the major processes of: acquisition of information, manipulation of information into an appropriate language situation or task, and testing the adequacy of this information. (Bruner and Anglin, 1973; in Fontana 1995: 145). In fact, Bruner does not totally ignore the influence of reinforcement in second language classroom methodology but he emphasizes the point that a stimulus may construct internal hypotheses and models which help the learner in future predictions in the learning operation, moving away from a basic concentration on immediate forms of reinforcement (in Skinner's S-B-R theory) to less direct forms of rewards (in Bruner's model). In this context, Fontana summarizes this important point: "the learner can become increasingly independent of reinforcement (R) and work towards long term goals since such goals are essentially the anticipatory categories which he or she predicts will give the greatest satisfaction." (ibid.: 146).

Whether the emphasis is put on direct reinforcement of Skinner's model or on anticipatory categories of Bruner's description of learning, Skinner remains one of the first psychologists who introduced the concept of reward in language learning through his S-B-R

model, and "both [Skinner and Bruner] have their place in helping the teacher to plan learning experiences at different levels." Fontana (ibid.: 147).

2.2 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. For instance, some students like to be praised by the teacher and they like to see the results of their efforts right in the classroom without paying attention to what comes later. Generally, these students are extrovert students who like to gain the attention of their teacher and their classmates alike in order to fulfill some internal needs. Brown (2000: 155) describes these students in the following terms:

> Extroversion 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 as opposed to receiving that affirmation within oneself. Extroverts actually need other people in order to feel "good". But extroverts are not necessarily loud-mouthed or talkative. They may be relatively shy but still need the affirmation of others.

In fact, this affirmation should be provided for them by the teacher who may use some short- term rewards in order to encourage them and arouse their self-esteem. However, some other students do not like to be in the centre of the class, and they would probably like to benefit from less direct forms of reward mainly represented in a good score in a given test or an additional point in the exam. These students, unlike extroverts, are almost silent, quiet and reserved. "Introversion, on the other hand, is the extent to which a person derives a sense of

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wholeness and fulfillment apart from a reflection of this self from other people." Brown (ibid.).

2.2.1 Short-term Rewards

It is very important to provide the student with a feeling of pride in the classroom. This feeling is almost enhanced by a sense of achievement. Nothing can create such a sense of achievement like a word of praise from the teacher in the classroom. The student who receives appreciation from the teacher towards his/ her performance in front of the other students who represent a kind of 'competitor' for each other is more likely to perform well in next sessions. In a class, where students are non-native speakers of English, any correct use of the target language is considered by the student as an achievement. Thus, an achievement needs to be compensated. Positive comments from the part of the teacher may be of great importance for learners. Ferris (1997) dealt with the issue of rewarding the students in the class through positive comments. She provided us with important steps to be followed in order to make teachers' commentary more effective and more rewarding. Ferris found that when teachers (a) requested specific information and (b) made summary comments on grammar, more substantive student revisions ensued than when teachers (a) posed questions and (b) and did not make comments. H.D.Brown (1992: 340).

Short-term rewards are any form of positive reinforcement the learners would receive directly after a correct answer or a good performance in the FL. 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. Adult learners usually prefer social rewards in favour of material presents because they affirm their worth as independent useful individuals. 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.

When the form of rewards occurs directly after the activity done by the learner, it will gain a more reinforcing value and so, it becomes more efficient. In this framework, Wilkins (1972: 166) argues that:

> Reinforcement, to be effective, should follow the response as quickly as possible. In the classroom it might take the form of approval from the teacher or satisfaction by the pupil that he has got his response right… One sometimes meets the argument that homework should not be set, since the teacher cannot see it until long after it was done and by the time it is returned to the learner any reinforcement is lost.

When we talk about this type of rewards, we should know that it is not only the teacher's responsibility to introduce some form of rewards in the class. Thus, the learners may organize rewards for themselves to make their learning more interesting and more effective, the older they have grown the more responsible they should be in the learning experience.

At the university, students are adult enough to be capable of developing their own "study habits" to improve their learning either in the class or at home. Fontana points out the fact that rewards are one of the most important study habits students have as they take more responsibility for the learning process. According to him, "the student can build small rewards, as reinforcers; into a work schedule, like a cup of coffee and a five minute break after every hour of solid work. He or she should be strong enough to withhold the reward if it fails to be earned." Fontana (1995: 155).

2.2.2 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 semester. At the university, 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.

One of the most traditional systems of rewarding students for their positive results is the college scholarships that are organized in some universities and institutions for the students with the best academic outcomes. Margaret Raymond (2008) conducted a recent experimentation to examine the effects of the use of incentives and rewards on students' behaviour. According to her, a promise or probability of future scholarships is very effective to maintain motivation and to pursue longer term education goals.

2.2.3 Short-term Rewards and Long-term Rewards

Students' expectations for reward differ from one student to another, and these differences determine the motivational value of any reward. It is therefore only the teacher who can judge which type of reward is more appropriate for a particular student since it is not impossible for the teacher to understand the nature of the student and his/her major personal characteristics from his/her behaviour in the classroom.

What is important here is the fact that the teacher should be careful in choosing the rewards anticipated in the classroom and in deciding whether to anticipate short-term rewards or long-term rewards. The teacher should also be careful in distinguishing between the students in terms of their individual differences. Brown claims that:

> We need to be sensitive to cultural norms, to a student's willingness to speak out in class, and to optimal points between extreme extroversion and introversion that may vary from student to student. (ibid.: 156).

EFL teachers usually note differences between learners in terms of their aptitudes and needs. What is useful for one student is not necessarily useful for another one. What some learners consider as highly motivating, others may not consider it so. For instance, when a teacher asks a student to go to the board to read an assignment to the whole class and asks the other students to applaud him/her, this might be very rewarding for a student who is striving toward positive judgment or competitive grading. However, it might be even punishing for a student who is shy and does not like to gain the class's attention. Because of the individual differences that exist between learners in terms of their learning styles, it is more appropriate to administer both types of reward in the classroom in order to ensure that every learner benefits. As we have seen above, a wide variety of rewards can be used by the teacher to provide learners with positive reinforcers for their academic performance. It is the role of the

teacher to anticipate appropriate rewards according to students' characteristics. The teacher therefore should know what are the alternative rewards provided for the students and then to choose what is more appropriate for a particular student.

2.3 Reward Application in Grammar Classes

Rewarding students in the classroom for a positive behaviour does not only imply the administration of direct rewards, it also involves some significant ideas concerning the role of the learner and the teacher in order to reinforce important study habits in the learner. These ideas are directly related to: the learner himself and his/ her role in the learning process, and to teachers implying the different strategies and techniques the use in the classroom.

2.3.1 The Learner's Role

Recent research in second language learning has always worked out various methods and strategies in order to get the students involved in the process of learning English grammar, and to make them emotionally engaged. In order to increase motivation and to make the learning experience rewarding in itself, some strategies should be taken into consideration so that learners are more involved in the learning operation.

First, learners should take part in the learning process for meaningful reasons since grammar educational context demands meaningful learning (as opposed to learning for display). Many teachers ask students to write a paragraph or to fulfill a given task but not to write an email or a letter to a friend speaking English. What most teachers know but often neglect is learners' need to understand the benefits from learning a whole foreign grammatical "block". When the learner sees that s/he can write in English and can use the language for real life purposes, s/he would certainly appreciate the English language.

Second, learners should go back from time to time to check the objectives designed to them right in the beginning to compare them with what they have actually learned in order to see to what extent the objectives have been realized. It is very motivating for learners to check the objectives and to understand the reasons behind any failure to learn some elements because they will try to avoid them in future situations.

Third, learners should fight the "position of inferiority" which they usually occupy in a language classroom. They have to integrate the language learning and to know that they are co-participants in all the tasks presented to them. If learners think so, they will feel more secure.

Fourth, students should understand that co-operation between learners is one of the most useful educational practices. It allows students to interact and to help each other. Co-operation between the teacher and learners is also necessary because it encourages the role of the teacher being a facilitator in the classroom.

Fifth, students have to opt for new choices to create their own individuality and to develop communicative skills. However, only motivated students can realize this. In this context, Littlewood (1981: 93) argues that:

> The development of communicative skills can only take place if
> learners have motivation and opportunity to express their own
> identity and to relate with the people around them. It therefore
> requires a learning atmosphere which gives them a sense of
> security and value as individuals.

Learners should contribute to the learning process through their independent strategies and communicative interaction in the class which provides them with positive attitudes towards other learners. Thus, the learners can develop an independent personality in their education. So, they can be responsible for their learning and take appropriate decisions and express their

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ideas and opinions freely. In such circumstances, "learning becomes to a large extent the learner's responsibility." Dubin and Olshtain (1986: 76). Dubin and Olshtain discuss the importance given to the learner in recent language approaches in order to engage him/her into the learning process and to increase motivation in the class. They suggest a new role for learners as "players" to ensure their participation in all the pedagogical practices that take place in the classroom. According to them, the role of player provides the learners with more opportunities to demonstrate their capacities and potential.

> As a player, one must participate actively. At the same time, one must concentrate by observing what others do. Players take part in all of the interactional configurations which are important in a communicative language course: as individuals, in pairs, in small groups, and in whole group displays. (ibid.: 81).

Johnson and Paulson (1976) deal with the same issue of learners' role in creating a good atmosphere for learning, and they summarize all the elements discussed above in the following five points:

1– Learners plan their own learning program and thus ultimately assume responsibility for what they do in the classroom.

2– Learners monitor and evaluate their own progress.

3– Learners are members of a group and learn by interacting with others.

4– Learners tutor other learners.

5– Learners learn from the teacher, from other students, and from other teaching sources. (Johnson and Paulson 1976; in Richards and Rodgers 1986: 23).

2.3.2 The Teacher's Role

We often hear students talking to each other using the term "good teacher" to describe one of their teachers. People including students, parents and some teachers themselves tend to judge other teachers who are (they believe) good and helpful. According to them, a good teacher is tolerant with the students, is very generous in giving them good marks regardless of their real level.

In the educational field, a good teacher is the one who:

▬ is ingenious, gifted and skilled.

▬ has the ability to motivate students and make them more interested to learn and to attend his/her classes.

▬ is talented enough to make the lessons enjoyable, fun and interesting.

▬ has the ability to manage the lesson in a clever way in which students can master the new information provided for them.

These are not the only criteria that should be required in any language teacher. It depends on the teacher's personality, the approach s/he follows and the methods and strategies underlying his/her work. Whatever are the qualities of a good teacher, a successful EFL teacher should at least ensure that the students acquire the different items of the whole program. Moreover, a great number of the students should get high grades and succeed at the end of the year.

The following practices can encourage learners to get involved in the learning process with confidence and high self-esteem. First, the teacher should pay much attention to students' oral answers and praising the student in case where s/he answers correctly and performs well in interactional tasks.

Written papers and homework should be given a great importance. A student who makes effort to do a given assignment hopes to get the teacher's attention and to be at the center of the whole class's attention. Attention may be very rewarding for the student in this case and ignoring this positive behaviour would deprive him/her of such kind of reward.

The teacher should take into consideration that rewarding attendance may influence students' outcomes in the class. It may even increase learners' motivation; a teacher can offer a prize to the student who has been present during the whole semester for example or at least to the student with the best attendance. The teacher counts students' absences for every month, and at the end of every month, the student with no or less absences may benefit from a prize. In the same context, Slavin (2003) claims that "Another [teacher] may reward the student whose attendance is most improved, on the theory that it is poor attenders who most need incentives to come to class."

Most language studies and learning researches have emphasized the role of the teacher in the class in order to increase students' motivation and engage them in the learning process. They have specified that the more teachers are flexible and tolerant with students, the better their results are. In this perspective, Deci, Vallerand, Pelletier and Ryan (1991: 337) claim that:

> Of course, teachers' orientations influence the general classroom climate, and the results revealed that students in classrooms with autonomy-supportive teachers displayed more intrinsic motivation, perceived competence, and self-esteem than did students in classrooms with controlling teachers.

The teacher's role has become of a great importance in language classroom practices. The teacher is sometimes asked to focus on learners' characteristics to motivate them, and in some cases, his/ her role requires a good deal with teaching strategies to ensure good

presentation. Teachers therefore should be talented enough to understand the diversity of roles provided for them.

The teacher should also emphasise students' psychological factors that influence the learning process would help him to understand them and their motives to learn. It is good to remind the learners from time to time of their own interest in learning and their benefits. This would give them confidence in their own capacities to master English grammar. They should help students to understand the learning process and to become aware of their potential in order to create their own set of strategies for the acquisition of new difficult grammatical structures. They should also encourage learners to participate in the different activities that take place in the classroom, and so to help them to get involved in the teaching- learning operation. Teachers should lower students' anxiety about ambiguous or difficult elements in the FL. In this respect, "over correction" of students' speech errors is not advised. It is more appropriate to consider errors as a part of the whole process of learning even if it seems to be contradictory to teachers' pedagogical role.

Finally, Students should be given the opportunities to use the FL in real life settings (through writing letters to their friends for example) and showing them the importance of learning this language in their real life. That is why; recent textbooks avoid controlled written grammar exercises since they do not allow much creativity on the part of the learner.

The grammar teacher has to remember that his/her role is no longer that of an authoritative leader; it must be facilitative in the sense that students have the opportunity to develop their own ideas and so their self-esteem. For this reason, some of teachers' behaviour is considered as positive and another as negative in relation of how students perceive it as it is illustrated in the following table.

Positive Behaviour	Negative Behaviour
— Create competition between classmates. — Give students more responsibility in the class — Approve what learner write — make positive comments	— Pay little or no attention to students written papers and home work — Judge students' ideas without giving them time to explain what they mean. — Focus on every mistake in pronunciation, spelling and grammar especially in oral performance

Table 02: Teacher's Positive versus Negative Behaviour

Littlewood (1981) summarized the role of the teacher in communicative activities in the following points which are applicable to most recent EFL situations including competency-based teaching situations.

— If there is a creative activity, the teacher should avoid unnecessary interventions. The latter may prevent students' creativity and engagement in the activity. It may also hinder the development of their skills and their self-esteem.

— The teacher may offer advice and provide language item if necessary or when students need help.

— In some situations, the teacher can monitor students' strengths and weaknesses and s/he can take appropriate decisions accordingly. Littlewood (1981: 19).

Following these points, the teacher is more likely to maintain a "moderate" role without becoming dominant. This role enables him/her to give guidance and stimuli from inside the

activity. Thus, the teacher's role is recognized as less dominant in order to allow group work activities in which learners can interact independently of the teacher. This independence is very helpful to increase motivation and self-esteem. In addition, the teacher's place as a "co-communicator" is more favourable to break down tension and pressure between teacher and learners and therefore to lower anxiety. (Littelwood, 1981).

Because of the various classroom procedures and the different teaching principles underlying them, the teacher occupies more than one position in the class depending on the language approach and the methods to be followed in the classroom and the set objectives to be attained in a given course. The needs of the learner are also an important factor that determines which role the teacher should play in a specific teaching situation. Dubin and Olshtain claim that the teacher's role has changed, and according to them, this change is mainly due to the recent attitudes of both teachers and educators towards the learning process.

> Affective /humanistic attitudes towards language learning have expanded the role of the teacher/facilitator in many directions. The teacher plays additional roles; as a resource person who provides students with materials beyond the textbook and as an evaluator, matching learners' needs with those set out in the program or curriculum in order to bring the two closer together. (Dubin and Olshtain 1986: 48).

The teacher's contributions remain very important in classroom interaction in order to create a good atmosphere for learning regardless of the various roles assigned for him. Providing students with appropriate device to learn more effectively is very crucial, and motivating them is as important as teaching them the different items of the program. Al-Mutawa and Kailani (1989) pointed out some characteristics of the successful teacher. According to them, the ideal teacher should be a motivator, an evaluator and s/he should have a friendly attitude towards the language, the pupils and the colleagues.

2.3.3 Guidelines for Responding to Learners' Performance

2.3.3.1 Evaluation and Assessment

Teachers should use the appropriate strategies of evaluation that are aligned with learners' characteristics and the lessons' objectives. They should also respond to learners' different performances appropriately. Any reaction from the part of the teacher is significant and students' attitudes develop accordingly.

Since writing differs from speaking, students' written errors are different from oral errors too. Teachers therefore should put in mind that error treatment is not the same in all teaching situations. When students write, they have the time to think and to organize their ideas. They can revise and rewrite what they have written. Unlike writing, speaking does not include such an extensive planning and revising stages. Moreover, when they speak in the classroom, students feel themselves under pressure because their audience does not only include the teacher (as in writing) but they talk to a large number of listeners.

Teachers' responses to students' oral interaction should be tolerant, teachers should be very careful because their comments may evoke a kind of "shame" for sensitive students. That is why teachers should opt for more flexible forms of evaluation as it is illustrated in the following points.

— Ideal oral responses are often short and precise.

— It is sometimes more appropriate to ignore minor grammatical mistakes unless if they become systematic in the learner's speech.

— Major mistakes can be corrected either directly or indirectly (by repeating the sentence including the mistake).

— In writing, students are free to write their ideas even if we do not agree with them; since they are relevant to the topic.

In written papers, teachers feel more "free" to indicate students' mistakes; to comment on sentence structures and to show irrelevant ideas. They can even cross some inadequate terms and expressions and replace them by more appropriate ones. Learners should know the mistakes they have done in writing in order to avoid them not only because of the time available to them in writing a given paper, but also because the learner is the only person who will read his/ her own paper after the correction. The student will get feedback which will provide him/her with useful comments and corrections that are very necessary in the learning process. In this perspective, Brown (1992: 358) states: "In your evaluation of students writing the most instructive evaluative feedback you can provide is your comments."

When the teacher assigns homework to the students, it is important that the teacher sees the homework, corrects it and includes its mark to the final grade. In other word, students' activities should be given importance just like any exam paper so that students feel enthusiastic and motivated to do their best on any paper assigned to them. Teachers may even provide them with additional marks for extra work. In this context, (Graves 1996) states that in a classroom setting, not only official examinations are important for learners' acquisition; informal tests and homework are also of a vital significance. She identifies two types of evaluation: formal tests and exams, and informal assessments. "Teachers build in some form of student evaluation when developing a course, ranging from formal tests to informal assessments." (1996: 30). Slavin deals with the same point of assessment and he emphasizes its importance in EFL classes. He says: "A teacher must be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the students." (2003: 23).

Students need to know that any homework, any task and any paper assigned to them is an essential part in the whole instruction, and therefore, they would not wonder every time about the effectiveness of doing such "extra" work. The importance of homework and informal testing does not only lie in motivating the learners, but they also serve as a reference to their errors from which they can learn a lot. Therefore, the mark obtained in a given exam is less important than the analysis of the strengths and weaknesses of the students' answers. (Slavin, 2003). Research on homework finds that it generally does increase achievement, particularly if teachers check it and give comments to students. Cooper, Keith, Reimers, Fehrman, Pottebaum and Aubey in (Slavin: 2003).

After a given period of instruction, the teacher needs to evaluate students' achievement and to see to what extent the course objectives have been realized. Hughes (1989) emphasizes the importance of evaluation in a teaching situation and states four main purposes for testing:

— measure proficiency,

— diagnose specific strengths and weaknesses,

— place students in a course or program,

— assess their achievement in a course or a program. (Hughes 1989 in Graves, 1996: 30).

2.3.3.2 Teachers' Feedback

In classroom settings, teacher's feedback is as important for learners as any other element in EFL methodology. Feedback has a reinforcing value because it gives the learners the impression that they can write something which is read and corrected by the teacher. Students who receive feedback on their academic performance and use it are said to learn more effectively and benefit from more motivational value since it provides them with a positive feeling tor achievement.

The teacher who opts for discussion groups, co-operative learning, projects and assignments has more opportunities to provide students with immediate feedback about their ideas, skills and capacities. Feedback in group work is more significant for learners because of the competition that exists between them in the class. In fact, feedback is essential for the learner to see to what degree s/he was successful in a given activity. In agreement with this, Littlewood claims that: "Feedback provides learners with knowledge of how successful their performance has been." (1981: 90). Learners need to feel that their ideas are corrected with 'respect' by the teacher. Positive feedback provides them with confidence in their work and with high self-esteem. Wentzel argues that:

> … teachers who are well liked by students model social motivation, as they rated as willing to treat children's ideas with respect, give their time and resources unstintingly, and providing positive encouragement and feedback. (Wentzel in Johnson and Johnson; 2003: 151).

Talking about the importance of positive feedback should not lead us to think that teachers must not indicate learners' miss-performances. This is not true since negative feedback ‒ in appropriate situations ‒ may also act as an essential element in the learning process since it helps students to correct their errors and avoid them in future situations. In this framework, Thornbury claims that:

> Negative feedback is simply indicating No, you can't say that when a learner makes an error. Positive feedback, on the other hand, is when learners are told they are right. If the only messages learners get are positive, it may be the case that there is no incentive to restructure their mental grammar. (1999: 117).

It is necessary sometimes, not to ignore students' mistakes. Some mistakes if they are not corrected become systematic errors. Some teachers usually wonder how can learners master

correct grammatical structures if feedback is not provided for them. "Correction can provide the feedback the learner needs to help confirm or reject a hypothesis, or to tighten the application of a rule that is being applied fairly loosely." Thornbury (ibid.: 115).

Teachers' Feedback is related to errors of the learners; Thornbury summarizes this point saying that:

> … learners' errors offer the teacher a rich source of data with which to monitor language. At the same time, learners need feedback on their production. This suggests that teachers should deal with at least some of errors that arise. To do this, they have a wide range of feedback options available. (ibid.: 119).

2.3.3.3 Correcting Students' Errors

In second language classroom methodology, responding to students' errors has always been a thorny issue. Many teachers believe that errors must be corrected otherwise the learning process would be fossilized. Moreover, students cannot learn if they do not know what their mistakes are. If a student commits an error which is not corrected by the teacher, the error is more likely to be repeated by the same student or by other students. However, other EFL teachers strongly believe that errors should not be corrected since their correction would inhibit learners for further participation in the classroom. Thornbury dealt with the topic and selected different statements expressing the following differences in teachers ' attitudes towards errors.

‒ "The student should be trained to learn by making as few mistakes as possible… He must be trained to adopt correct learning right from the start." (from First Things Fast by L.Alexander).

— "Getting things wrong is only good practice in getting thing wrong." (from Success with English, Teacher's Handbook 1 by Barnett et al).

— "Provided students communicate effectively, they should not be given a sense of failure because they make mistakes." (from The Cambridge English Course, 1, Teacher's Book by Swan and Walter.)

— "Don't expect learners to go straight fro; ignorance to knowledge. Learning takes time and is not achieved in one go. Be prepared to accept partial learning as in important stage on the way to full learning." (from Project English 2, Teacher's Book by Hutchinson).

— "Making mistakes is an important and positive part of learning a language. Only by experimenting with the language and receiving feedback can students begin to work out how the language works." (from Blueprint Intermediate, Teacher's Book by Abbs and Freebairn).

In recent EFL methodology, teachers' attitudes towards the mistakes made by the learners have changed. Errors are no longer considered as being problematic in the learning process; students can never learn a FL without making errors. In this context,   Dubin and Olshtain say that:

> Another important shift in current thinking about language
> learning theory is the attitude towards learner' errors. If in the
> 1960s errors had to be avoided at all costs, today errors are
> viewed as an integral part of the language- learning process from
> which we can gain very significant insights. (1986: 74).

For some kind of students, correcting errors every time may be seen as an obstacle to the learning experience and it may also hinder their participation and decreases their motivation. Willis (1996: 7) explains to teachers why focusing on students' errors is often disagreeable. He claims that:

> If you actually tried to correct every error, including those of
> stress and pronunciation, the lesson would become demotivated.
> Many students say they won't risk speaking in or out of class
> because they are afraid of making mistakes or being corrected in
> public.

In agreement with this, Al- Mutawa and Kailani also claim that: "The teacher should not correct mistakes in English made during the activity. Correcting errors may discourage or inhibit pupils in their attempts to use the language freely." (1989: 147). In addition, it is very disapproving for learners if they talk and then they are interrupted by the teacher to receive correction of some mistakes they have done because it would disturb their ideas and influence their concentration. According to Al-Mutawa and Kailani; "Nothing is less encouraging than constant correction of mistakes when the pupil is concentrating on his ideas." (ibid.)

2.4 The Effects of Rewards on Learners' Motivation

In the classroom, when the student benefits from one of the previous forms of rewards (verbal praise, teacher's approval, rewarding attendance and the point system), s/he will certainly gain a strong feeling of confidence. Thus, s/he will be more motivated to engage in the learning experience, s/he is more likely to answer a new question or to take part in a given activity. Classroom rewards have proved to be an effective way to encourage learners' positive behaviour and to maintain motivation in the class. In this regard, Deci, Vallerand, Pelletier and Ryan (1991: 335) say that:

> Rewards such as prizes and money are often used in homes and
> schools as a means of motivating desired behaviours… The use
> of promised rewards or threatened punishment is a ubiquitous
> motivational strategy.

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According to behaviour learning theories, motivation is directly linked to reward and reinforcement. In a learning situation, behaviour that has been reinforced by the teacher is more likely to be repeated than a behaviour that has not been reinforced or that has been punished. For instance, if the teacher says 'well done' for a student who has just finished an activity; the same student will be more motivated to do the next tasks. In this regard, Brown claims that: "If a particular response is reinforced, it then becomes habitual, or conditioned. Thus, children produce linguistic responses that are reinforced." (2000: 22). The following diagram illustrates this ongoing process of motivation-achievement- reward.
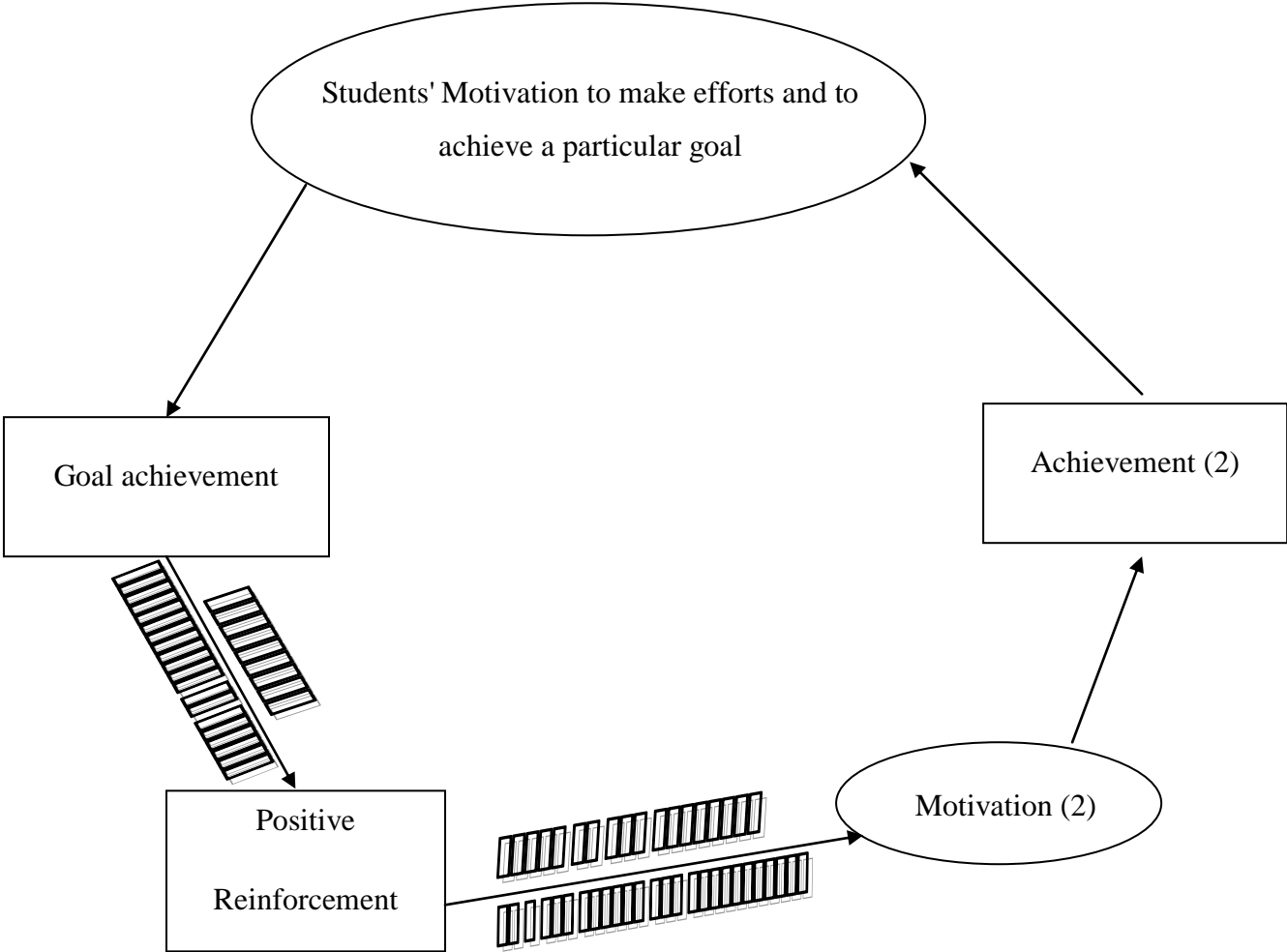
Diagram 03: Ongoing Achievement Process

The teacher's praise may act as an effective reinforcer particularly for a student who has made efforts in answering a question or completing a difficult assignment. In the 1970s, Maslow carried out several studies which dealt with the issue of motivation in terms of needs. The maintenance of positive self-esteem is one of these basic needs learners must satisfy in order to attain their goals. In a learning situation, positive self-esteem indeed is enhanced by some form of reward. When students do well in an activity, they want to be compensated for their efforts and they feel that they deserve a reward especially if they believe that success is a result of their own efforts and abilities.

In some particular cases, rewards become very necessary. For instance, shy and introvert students keep silent in the class and they always wait for encouragement and reinforcement by the teacher. The teacher here may repeat some urging expressions that have reinforcing value. In this regard, Al-Mutawa and Kailani (1989: 146) say that:

> Some pupils are evasive, or afraid to ask or speak for fear of
> making errors. The teacher's duty is to encourage such pupils to
> talk in English and to praise their performance and progress, no
> matter how limited it maybe. This encouraging attitude will
> create a pleasant atmosphere and make English classes lively
> and enjoyable.

Conclusion

In the two last decades, a significant number of studies have been conducted in the educational endeavour to study the different factors that contribute to the development of students' motivation. Reward has proved to be one of the most important strategies used in the teaching of foreign languages in order to increase students' motivation and self-esteem. The

teacher should take into account the individual difference variables between learners in the application of rewards to get all the students engaged in the learning process.

CHAPTER THREE

DATA COLLECTION AND EXPERIMENT PROCEDURE

Introduction

3.1 The Sample

3.2 Means of Research

3.2.1 The Test

3.2.1.1 Characteristics of the Test

3.2.1.2 Correction Procedure

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3.3.1 The Control Group

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3.3.2.1 Long-term Rewards: The Point System and the Rewarding Attendance

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Conclusion

Introduction

This work is intended to study the different effects of reward anticipation on learners' outcomes in grammar classes. For this reason, a full account of the instruction identifying the different steps and strategies designed to the participated in the experimental groups and the control group during the whole period of training is provided in this chapter.

3.1 The Sample

Our sample is derived from a population of 1200 Second Year LMD students at the department of English at Mentouri University, Constantine. These students are inscribed in twenty groups of about 45 students each. Students at the English Department represent Algerian adult learners of the English language since the department receives students from different parts of the country, mainly the East and the South East: Constantine, Guelma, El Oued, Mila, Jijel, Skikda, Oum El Bouaghi, Tebessa, Khanchla.

Among the number of second year LMD students (about 1200 students), the three groups we were teaching during the year (2009-2010) were chosen to participate in the study with an average of 40-50 students in each group. Because of the problem of repetitive students who are third year but they attend some second year classes, we have been careful to make sure that only second year students who attend the grammar class during the whole academic year (which is the same period of training) took part in the study. In other words, the main study of this work involves the students who took both the pre-test and the post-test.

The number of students in the three groups (123) represents one fifth of the whole population mentioned above taking into consideration that repetitive students were not counted. Students in all groups are not selected but they are taken at random with no specific criteria, and the choice of these three groups was also random since the administration selects which groups a given teacher would teach. One group has been randomly planned to be the

control group CG and the other two groups as being the first experimental group EXP. G1, and the second experimental group EXP. G2.

The age of the students who participated in the study varies between 27 and 33 years old as it is shown in the following table.

Age / Number	19	20	21	22	23	24	27	29	30	31	33	Total
CG	12	06	05	03	04	02	01	00	02	01	01	37
EXP. G1	08	13	08	03	05	04	01	02	00	02	01	47
EXP. G2	11	03	07	06	02	04	00	02	01	03	00	39

Table 03: **Students' Age**

The number of female participants in the sample is 109 which represent 88.62 % of the total number. Male participants' number is 14 which represent 11.38 % of the sample. This majority of female participation in the study is completely normal since it is almost a standard phenomenon in the whole population. Comparing the participants in the study to students in the whole population, the sample of the study seems to be homogeneous and representative of second year students of English in Constantine University. The following table shows gender distribution in the sample in the CG, EXP. G1 and in EXP. G2 separately.

	Total Number of Students	Number of Female Students	Precentage	Number of Male Students	Precentage
CG	**37**	**32**	**86.49 %**	**05**	**13.51 %**
EXP. G1	**47**	**43**	**91.49 %**	**04**	**08.51 %**
EXP. G2	**39**	**34**	**87.18%**	**05**	**12.82 %**
Total	**123**	**109**	**88.62 %**	**14**	**11.38 %**

Table 04 : Gender Distribution

3.2 Means of Research

3.2.1 The Test

3.2.1.1 Characteristics of the Test

The test consists of a text which is composed of 343 words (a medium size text). Because the test involves only one activity, the chosen text was of a considerable length with three paragraphs and 27 blanks. It is a cloze test (cloze procedure) in which we have deleted 27 words and the deleted words were replaced by a standard blank. The participants, in the two experimental groups and in the CG, were asked to fill in the blanks by putting the appropriate words in the spaces provided for them.

The cloze test was chosen as a test because of the following reasons:

— **Validity**: This test is valid since it measures the appropriate items in terms of objectives, i.e., it measures adequately the overall achievements in grammar in general involving different grammatical aspects.

— **Reliability**: It is highly reliable. The researcher makes a table in which all the correct answers and all the other accepted answers are written, so, the correcting process results in the same results if the test is scored by a different teacher. It is also reliable because the text involves different grammatical items (nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, determiners and verbs in different tenses).

	The Grammatical Item	Frequency
1	Arti.	03
2	Prep.	04
3	Adj.	02
4	Conj.	04
5	V	05
6	Adv.	02
7	Pron.	03
8	N	03
9	Det.	01
	Total	27

Total 05: Frequency of the Grammatical Items

— **Practicality**: On the one hand, it is very practical and easy to administer this type of tests within the possible time and capacities of the teacher. On the other hand, the participants have been familiar with this type of tests (cloze procedure) because their exams in grammar are of the same nature.

The text is a narrative text of a suitable level of difficulty. We have avoided any difficult words or ambiguous expressions to make sure that all students understand the text and they would not feel hindered by a vocabulary difficulty.

The same text was used for the pre-test and the post-test. We kept the same test for the following reasons:

● to ensure the objectivity of the results obtained in the two tests,

● to make sure that the students' results in the post-test would not be influenced by external factors related to the test itself like the level of difficulty of the text,

● to see to what extent the participant can remember and retain the information they read in the pre-test,

● to see whether the participants were interested enough to check the answers and learn from their mistakes.

The test was administered in a whole session of one and half an hour. The students were asked to read the text and to fill in the blanks by finding the appropriate words. The teacher read the text and gave the following instructions to the students in the three groups.

● Fill in your name and your group.

● Read the text carefully before filling in the blanks.

●The blanks take either: V, Adv., Adj., Prep., Arti., Conj., Pron., N or Det.

●Do not copy on the exam paper until you have finished everything on the rough paper.

The fifth instruction was written on the blackboard so that students would check their answers.

3.2.1.2 Correction Procedure

From my short experience as a teacher of grammar in the department, and since we used to have the same type of test in the grammar examination, we have noticed that students may find some answers which are not the same as those in the original text(model answers) but these answers are still correct and grammatically accepted. So, for the sake of objectivity of the test, we have copied down all the possible answers. These answers have been carefully studied according to the context in which they are used and according to their grammatical nature. After these steps of careful study, we have selected every correct answer even if it was not mentioned in the original text and for which the participant would gain a full mark.

For the scoring activity, the participant would gain one point for each correct answer when the missing word is to be a content word (adjectives, verbs, adverbs, and nouns). When the missing word is to be a function word (articles, prepositions, conjunctions and pronouns), the participant would have half a point for each correct answer with the exception of one case in which the participant would gain a full point for a function word (determiner) for the sake of the organization of the correcting process (in order to have a total number of marks 20/20). In the following table, we have a detailed description of the deleted words, the context in which they occur, their grammatical nature, and their scoring.

	Deleted Words	Context	Grammatical Nature	Mark
1	the	I learnt that **the** plane from Cairo	Arti.	0.50
2	at	had been delayed **at** Paris…..	Prep.	0.50

3	late	was expected to be an hour **late**	Adj.	01
4	quite	I can pass the time **quite** happily	Adv.	01
5	but	**but** that evening I had a headache	Conj.	0.50
6	of	the noise **of** the engines	Prep.	0.50
7	decided	I **decided** therefore, to walk around	V	01
8	quickly	To make the time pass **quickly**	Adv.	01
9	I	First of all, **I** went back to the place	Pron.	0.50
10	car	I left my **car** to make sure	N	01
11	in	The walk **in** the fresh air	Prep.	0.50
12	entered	as I **entered** the main airport building	V	01
13	way	I made my **way** to the restaurant	N	01
14	a	I ordered **a** cup of blank coffee	Arti.	0.50
15	at	**at** the counter	Prep.	0.50
16	some	**Some** passengers were obviously anxious	Det.	01
17	and	**and** kept looking at their watches	Conj.	0.50
18	had	to see that they **had** tickets	V	01
19	easy	it was **easy** to tell	Adj.	01
20	who	a woman **who** burst in to tears	Pron.	0.50
21	had come	friends who **had** come to see her off	V	01
22	when	**When** I had finished my coffee	Conj.	0.50
23	Would make	which **would make** the time pass	V	01
24	myself	and made **myself** confortable	Pron.	0.50
25	magazines	to open one of my **magazines**	N	01

| 26 | an | It was **an** old friend | Arti. | 0.50 |
| 27 | until | **until** the arrival of my brother's plane | Conj. | 0.50 |

Table 06: Context and Grammatical Nature of the Deleted Words

3.3 Instruction

At the beginning of the academic year (2009-2010), all the students in the three groups were given the same test which is a proficiency test in order to evaluate the students on the basis of the level of their performance. In fact, the test was a part of the usual instruction designed to all second year students in grammar syllabus.

After the correction of the students' papers in the pre-test, we have found that the answers of the participants in the three groups were so similar, and the comparison of those results has shown that it was a close test in the sense that differences in students' results in the three groups was not significant. The distinction of degrees of proficiency of the participants has also proved that the learners in the three groups are at the same level. Thus, the CG was randomly identified and the two remaining groups were designated as EXP. G1 and EXP. G2.

3.3.1 The Control Group

Students in the CG did not benefit from any special treatment or organization of reward in grammar sessions. They received no specific strategies of teaching in grammar class. However, students in the two EXP. groups benefited from different types of rewards during the whole academic year. While the teacher used a new method in grammar in the two EXP. groups applying various motivational factors, the same teacher used to explain the lesson in the traditional way in the CG. In this context, traditional does not refer to any school

of grammar; but we mean by traditional the same usual method of teaching used with the other second year LMD students without any innovations in the techniques and strategies of presenting grammar lessons during the whole year. At the beginning of the year, all the students were given the same pre-test and after the training period they were given the post-test to see whether there is any difference in the results of the students in the CG and those in the two EXP. groups.

─ A Model Lesson (in the CG)

The Title of the Lesson: *Conditional Sentences*

This lesson was done in three hours (two sessions).

Session One

─ The title of the lesson is written on the blackboard.

─ The teacher asks the students about the conditional.

─ Some students raise their hands to answer and the most common answer is something like: "a conditional sentence is a sentence which the word if".

─ The teacher defines the conditional sentence and identifies its two parts:

1ˢᵗ part   → condition (if)   →   reason

2ⁿᵈ part   →   consequence   →   result

─ The teacher explains the following point with examples:

● We have generally the condition then the result. Eg. If you come, I will tell you.

● We can have the result then the condition.eg: I will tell you if you come.

— The teacher asks the students to give examples illustrating the definition and the two previous cases.

— The teacher identifies the four (4) situations according to which the tense used in the conditional sentence is determined.

— The teacher explains the situations and the students are asked to give an example for each situation.

Situation One:

●The condition expresses a general fact, a rule. The tense used in the two parts is the **Pr.S**

Eg: If you **heat** ice, it **melts**.   Ice **melts** if you **heat** ice.

Situation Two:

●The consequence of the condition is in the future.

    — The tense used in the condition is the **Pr.S**

    — The tense used in the consequence is the **FS**

Eg: If it **rains**, I **will use** my umbrella.   I **will use** my umbrella if it **rains.**

Situation Three:

●The consequence of the condition is hypothetical (probable) in the future.

    — The tense used in the condition is the **PS**

    — The tense used in the consequence is the **Pr. Condi. S**

Eg: If I **saw** a lion, I **would run**.   I **would run** if I **saw** a lion.

Situation Four:

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●The reason of an action in the past was not fulfilled.

— The tense used in the condition is the **P Perf. S**

— The tense used in the consequence is the **P Condi. S**

Eg: If I **had woken** up early, I **would** not **have missed** the train.

I **would** not **have missed** the train if I **had woken** up early.

— The teacher summarizes the four points and asks the students about any ambiguous point.

— The teacher dedicates two exercises and asks the students to accomplish them at home.

<u>Session Two</u>

— The teacher recapitulates the major points studied in the previous session.

— The teacher and the students together answer the first exercise using the appropriate tense in sentences one by one.

— If the student's answer is wrong the teacher moves to another student until they find the appropriate tense.

— The students are asked to justify their answers to make sure that they have understood the lesson.

— The teacher asks the students to answer the second exercise.

— The students give their answers and the teacher corrects the mistakes in case of wrong answers.

— The teacher gives them the model answers and makes a recapitulation of the different parts covered in the whole lesson.

3.3.2 The Experimental Groups

It is necessary to mention that the fact that we have assigned two EXP. groups does not mean that these two groups have received different strategies and techniques of teaching. Both groups indeed received exactly the same treatment during the period of the experiment. After the administration of the pre-test, students in the EXP. groups were exposed to several types of rewards and incentives. Reward schemes were incorporated into grammar program for learners in the EXP. groups in order to see to what extent they would help to improve students' academic achievement. Reward schemes refer to the administration of many incentives in grammar classes. The different steps the researcher has followed in the training period are illustrated according to the type of rewards designed to the participants in the EXP. groups as summarized in the following points.

3.3.2.1 Long-term Rewards: The Point System and the Rewarding Attendance

‒ The Point System

The point system is the main idea in this experiment. The students' names were listed in a table and in front of each name there is a space where the teacher puts a small dash or mark (-) in case of correct answer which represents ⅕ of a point. In other words, five (05) dashes represent a full point gained by a given student for any positive behaviour. In fact, the student is rewarded for each of the following achievements in grammar class.

● When the student does his/her homework or exercise regardless of the correctness of the answers.

● When s/he answers correctly any written assignment given by the teacher in the class.

● When s/he answers correctly some difficult oral questions asked by the teacher.

– The Rewarding Attendance

The teacher counts the number of each student's absences during the whole semester. The students in the two EXP. groups were told right from the beginning of the year that the students with absolutely no absence would gain two (02) points. Students with only one absence during the whole semester would gain one (1) point and students with two absences would gain half a point (½).

3.3.2.2 Short-term Rewards: Positive Comments and Praise

If the teacher would reward the students for any correct answer with a dash or a point, the point system will become a kind of obstacle to the teaching operation. Because of time constraints, we cannot imagine a teaching situation where the teacher gives a point to the student after any good performance in the class. Yet, the students who participate in a consistent way and they perform well in the different tasks that take place in the classroom should be encouraged by the teacher. That is why, it is the teacher's genius to distinguish between difficult answers and tasks which deserve long-term rewards and easy answers for which the teacher should only make positive comments, verbal praise and appreciation.

As we have seen in Chapter Two, these positive comments and praise (recognition) represent short-term rewards. Renchler (1992: 11) emphasizes the importance of recognition in classroom environment. He says that:

> There should be extensive use of recognition and rewards in the school setting. Goals should be established that will provide opportunities for all students to be recognized, recognize progress in goal attainment, and emphasize a broad array of learning activities. Strategies include "personal best" awards and recognition of a wide range of school-related achievements.

In this experiment, students in the two EXP. groups benefited from a combination of the two types of rewards according to different situations. The researcher decides which assignment receives long-term rewards and which answer receives short-term rewards as it is illustrated in the following cases.

● When the student raises his/her hand to be a volunteer in any assignment to be done in the class, the teacher praises this student which provides him/her with a sense of achievement and encourages him/her to take part in further assignments.

● When the student answers correctly any oral question, the teacher shows appreciation towards his/her answers.

● When students miss use the language or perform wrong answers in grammar, the teacher does not punish or insult them. The teacher just identifies the mistakes and corrects the answers considering the mistakes or the miss performances as a part of the learning operation.

▬ A Model Lesson (in the EXP. Groups)

The Title of the Lesson: *Conditional Sentences*

This lesson was done in three hours (two sessions).

Session One

▬ The title of the lesson is written on the blackboard.

▬ The teacher asks the students about the conditional.

▬ Some students raise their hands to answer.

▬ The teacher listens to all the students who raised their hands and she replies to their answers as follows:

"Yes, good"

"Very good!"

"It is not exactly the answer, try again."

"Good, this is an interesting answer!"

"It is almost an ideal answer, have you read it somewhere?"

— The teacher gives a clear definition of the conditional and asks the students to give examples.

— The teacher chooses the best examples given by the students and writes them on the blackboard.

— The teacher identifies the two parts of the conditional sentence:

1st part → condition (if) → reason

2nd part → consequence → result

— The teacher explains the following point with examples:

● We have generally the condition then the result.   Eg: If you come, I will tell you.

● We can have the result then the condition.   Eg: I will tell you if you come.

— The teacher asks the students to give examples illustrating the definition and the two cases.

— The teacher appreciates the good answers and praises the students with good performances.

— The teacher selects one example and writes it on the board .

If she succeeds, I will give her a good present.

I will give her a present if she succeeds.

— The teacher identifies the four (4) situations according to which the tense used in the conditional sentence is determined.

— The teacher explains the situations and the students are asked to give an example for each situation

Situation One:

● The condition expresses a general fact, a rule. The tense used in the two parts is the **Pr.S**

Eg: If you **heat** ice, it **melts.**   Ice **melts** if you **heat** ice.

— In addition to the examples given by the teacher, the students write some other examples selected by the teacher from their own answers. After each answer, students benefit from some positive comments especially if the answer is correct.

Situation Two:

● The consequence of the condition is in the future.

            — The tense used in the condition is the **Pr.S**

            — The tense used in the consequence is the **FS**

Eg: If it **rains**, I **will use** my umbrella.   I **will use** my umbrella if it **rains.**

— Again, the teacher asks the students to give their own examples and chooses the best ones to write them on the board.

Situation Three:

●The consequence of the condition is hypothetical (probable) in the future.

─ The tense used in the condition is the **PS**

─ The tense used in the consequence is the **Pr. Condi. S**

Eg: If I **saw** a lion, I **would run**.   I **would run** if I **saw** a lion.

─ Student now are very motivated and the do their best to have their answers written on the board.

Situation Four:

●The reason of an action in the past was not fulfilled.

─ The tense used in the condition is the **P Perf.S**

─ The tense used in the consequence is the **P Condi. S**

Eg: If I **had woken** up early, I **would** not **have missed** the train.

I **would** not **have missed** the train if I **had woken** up early.

─ Before the teacher asks them to give examples, the students raise their hands to answer. The teacher chooses some examples and explains to them that all the answers are good.

─ The teacher summarizes this part of the lesson and asks the students about any ambiguous point.

─ The teacher dictates two exercises and asks the students to do them at home.

Session Two

─ The teacher controls the students and checks that they have all done both exercises. Every student who does the two exercises benefits from a dash (-) in the point system.

─ The teacher recapitulates the major points studied in the previous session.

— The students are asked to answer the first exercise using the appropriate tense in the sentences one by one.

— Every student who raises his /her hand and answers correctly benefits from a dash.

— If the student's answer is wrong the teacher moves to another student until they find the appropriate tense.

— Any student answers wrong does not benefit from a dash but receives no punishment.

— The students are asked to justify their answers to make sure that they have understood the lesson.

— The teacher asks the students to answer the second exercise.

— The students give their answers and the teacher corrects the mistakes in case of wrong answers.

— The teacher gives them the model answers and makes a recapitulation of the different parts covered in the whole lesson.

Conclusion

In this chapter, we have given a detailed report of the data collection procedure and the conditions under which the main study has been made. A model lesson is provided in order to demonstrate the teaching method used in the control group and the new strategy used in the experimental groups. Thus, the analysis and the interpretation of the results got from the experiment are presented in detail in the next chapter.

CHAPTER FOUR

ANTICIPATION REWARDS AND MOTIVATION

DATA ANALYSYS AND RESULTS INTERPRETATION

Introduction

4.1 Analysis of the Results of the Test

4.1.1 The Pre-test

4.1.1.1 The Control Group

4.1.1.2 The Experimental Groups

4.1.1.3 A Graphic Comparison of the Results of the Control Group and of the Experimental Groups

4.1.2 The Post-test

4.1.2.1 The Control Group

4.1.2.2 The Experimental Groups

4.1.2.3 A Graphic Comparison of the Results of the Control Group and of the Experimental Groups

4.2 Observation of Students' Behaviour

4.3 Overall Analysis of the Results

4.3.1 The Control Group

4.3.2 The Experimental Groups

Conclusion

Introduction

Since the corpus analysis aims mainly at identifying any improvement in the students'
behaviour and in their results, the data analysis is presented in two ways: a concrete analysis
and interpretation of the results is provided to enable the researcher to validate the hypothesis
or not, and general observations of students' behaviour in the class to determine to what
extent the reward strategy is effective in EXP. G1 and EXP. G2.

4.1. Analysis of the Results of the Test

4.1.1 The Pre-test

	Central Tendency		Dispersion			
Group	Mean	Mode	Low	Fr	High	Fr
C	07.85	10.5	02.5	01	13.5	01
EXP. 1	08.24	08.5	02.5	01	13	01
EXP. 2	08.73	07.5	02	01	16.5	01

Table 07: The Pre-test General Observations

Table 07 demonstrates the performance of the participants in the CG and in the two
EXP. groups. Both EXP. groups have shown approximately similar behaviours with slight
differences. Taking into account the Central Tendency and its calculations, the mean of EXP.
G1 is lower than that of EXP. G2 (8.24 <8.73) and the mode displayed by EXP. G1(08.5
occurring 06 times) is higher than that of EXP. G2 (07.5 occurring 05 times). The mean of the

CG (07.85) is lower than those of EXP. G1 and EXP. G2; however the mode displayed by the CG (10.5 occurring 05 times) is higher than those displayed by EXP. G1 and EXP. G2.

In the second part of the table, the dispersion indicators show that the lowest mark scored in EXP. G1 is 02.5 obtained by only one participant which exactly the same case in the CG. The lowest score in EXP. G2 is nearly the same; 02 obtained also by one participant. The highest score in EXP. G1 is 13 obtained by one participant, and the highest score in EXP. G2 is 16.5 obtained by one participant. For the CG, the higher score is 13.5 obtained by one participant. From these results, we notice that the two EXP. groups displayed similar performances which are better than the performances of the CG in terms of the mean indicator. However, the CG seems to perform better than EXP. G1 and EXP. G2 in terms of the mode indicator. We can say that the three groups displayed similar performances as it is shown in the global analysis in table 07 with slight differences that can be explained in terms of individual differences between the participants and their intellectual capacities.

4.1.1.1 The Control Group

Group		CG	
N°	Deleted words	Correct Answers	%
1	the	32	86.49
2	at	/	/
3	late	03	08.11
4	quite	27	72.97
5	but	08	21.62
6	of	27	72.97
7	decided	09	24.32

8	**quickly**	**34**	**91.89**
9	**I**	**34**	**91.89**
10	**car**	**09**	**24.32**
11	**in**	**15**	**40.54**
12	**entered**	**06**	**16.22**
13	**way**	**04**	**10.81**
14	**a**	**17**	**45.95**
15	**at**	**06**	**16.22**
16	**some**	**26**	**70.27**
17	**and**	**19**	**51.35**
18	**had**	**16**	**43.24**
19	**easy**	**02**	**05.41**
20	**who**	**13**	**35.14**
21	**had come**	**15**	**40.54**
22	**when**	**23**	**62.16**
23	**Would make**	**01**	**02.70**
24	**myself**	**14**	**37.84**
25	**magazine**	**18**	**48.65**
26	**an**	**19**	**51.35**
27	**until**	**05**	**13.51**

Table 08: Achievement in the Pre-test (CG)

Table 08 represents the scores displayed by the participants in the CG under the pre-test conditions. For the sake of organization, the analysis of the results obtained by the participants in the pre-test is done through the analysis of the deleted words (the blanks) one by one. For each blank, a table is provided to illustrate the detailed results in the control group.

BLANK 1

	CG	
Blank 1	**Number of Correct Answers**	**%**
the	**32**	**86.49**

Table 09: Pre-test Results CG (Blank1)

Table 09 shows that 32 students in the CG found the right word in the blank. The remaining students answered wrongly putting the indefinite Arti. "a" or leaving the blank empty.

BLANK 2

	CG	
Blank 2	**Number of Correct Answers**	**%**
at	**/**	**/**

Table 10: Pre-test Results CG (Blank 2)

In the CG, no students could find the appropriate word. This could be due to the fact that they are not familiar with the V "to delay" in this context.

BLANK 3

	CG	
Blank 3	**Number of Correct Answers**	**%**
late	**03**	**08.11**

Table 11: Pre-test Results CG (Blank 3)

Table 11 reveals that only 03 students found the right word in the blank. The others answered wrongly; they even put a verb instead of the Adj. "late".

BLANK 4

Blank 4	CG	
	Number of Correct Answers	**%**
quite	**27**	**72.97**

Table 12: Pre-test Results CG (Blank 4)

The majority of students (27/37) found the right word or put another accepted answer like "very".

BLANK 5

Blank 5	CG	
	Number of Correct Answers	**%**
But	**08**	**21.62**

Table 13: Pre-test Results CG (Blank 5)

Only 21.62% of the students answered correctly in this blank, even if the word in this context, but, is not very difficult.

BLANK 6

Blank 6	CG	
	Number of Correct Answers	**%**
of	**27**	**72.97**

Table 14: Pre-test Results CG (Blank6)

Like blank 4, 27 students in the CG found the right word. The other students answered wrongly; they put other Prep.s or Vs.

BLANK 7

Blank 7	CG	
	Number of Correct Answers	%
decided	09	24.32

Table 15: Pre-test Results CG (Blank 7)

Only 9 students in this group found the right tense. The other students could neither find the V nor the appropriate tense.

BLANK 8

Blank 8	CG	
	Number of Correct Answers	%
quickly	34	91.89

Table 16: Pre-test Results CG (Blank 8)

Because of the grammatical nature of the deleted word, an Adv., and the context in which it occurs; the majority of students answered correctly.

BLANK 9

Blank	CG	
	Number of Correct Answers	%
I	34	91.89

Table 17: Pre-test Results CG (Blank 9)

Table 17 reveals exactly the same results as for the previous blank.

BLANK 10

	CG	
Blank 10	**Number of Correct Answers**	**%**
car	09	24.32

Table 18: Pre-test Results CG (Blank 10)

A large number of students could not provide the right word here. A plausible explanation is that this mistake is due to lack of concentration.

BLANK 11

	CG	
Blank 11	**Number of Correct Answers**	**%**
in	15	40.54

Table 19: Pre-test Results CG (Blank 11)

In this blank, less than half of the students answered correctly.

BLANK 12

	CG	
Blank 12	**Number of Correct Answers**	**%**
entered	06	16.22

Table 20: Pre-test Results CG (Blank 12)

Table 20 shows that only 06 students found the right word. However the remaining students could neither find the V nor the appropriate tense.

BLANK 13

Blank 13	CG	
	Number of Correct Answers	**%**
way	04	10.81

Table 21: Pre-test Results CG (Blank 13)

Again in this blank, only 04 students in the whole group found the appropriate answer.

BLANK 14

Blank 14	CG	
	Number of Correct Answers	**%**
a	17	45.95

Table 22: Pre-test Results CG (Blank 14)

Table 22 reveals that less than half of the students answered correctly and found the appropriate Arti.

BLANK 15

Blank 15	CG	
	Number of Correct Answers	**%**
at	06	16.22

Table 23: Pre-test Results CG (Blank 15)

Table 23 shows that only 06 students found the right word. However, the remaining students could not find the Prep. "at".

BLANK 16

Blank 16	CG	
	Number of Correct Answers	**%**
some	**26**	**70.27**

Table 24: Pre-test Results CG (Blank 16)

In this blank, a considerable number of students (26) found the right word.

BLANK 17

Blank 17	CG	
	Number of Correct Answers	**%**
and	**19**	**51.35**

Table 25: Pre-test Results CG (Blank 17)

According to table25, approximately half of the students (19) answered correctly.

BLANK18

Blank 18	CG	
	Number of Correct Answers	**%**
had	**16**	**43.24**

Table 26: Pre-test Results CG (Blank 18)

Less than half of the students in this group (43.24%) answered correctly in this blank.

BLANK 19

	CG	
Blank 19	**Number of Correct Answers**	**%**
easy	**02**	**05.41**

Table 27: Pre-test Results CG (Blank 19)

Table 27 reveals that only 02 /37 students in the CG could find the appropriate Adj. "easy".

BLANK 20

	CG	
Blank 20	**Number of Correct Answers**	**%**
who	**13**	**35.14**

Table 28: Pre-test Results CG (Blank 20)

Again, less than half of the students in this group (35.14%) answered correctly in this blank.

BLANK 21

	CG	
Blank 21	**Number of Correct Answers**	**%**
had come	**15**	**40.54**

Table 29: Pre-test Results CG (Blank 21)

Table 29 reveals that the majority of students in the CG did not find the appropriate verb and the appropriate tense, which could be due to the fact that most students complain about tenses and find them problematic.

BLANK 22

Blank 22	CG	
	Number of Correct Answers	%
when	23	62.16

Table 30: Pre-test Results CG (Blank 22)

In this blank, the majority of students (23) answered correctly.

BLANK 23

Blank 23	CG	
	Number of Correct Answers	%
Would make	01	02.70

Table 31: Pre-test Results CG (Blank 23)

Table 31 reveals a striking information; only one student out of 37 found the appropriate verb and the right tense. This could also be due to the fact that most students complain about tenses and find them problematic.

BLANK 24

Blank 24	CG	
	Number of Correct Answers	%
myself	14	37.84

Table 32: Pre-test Results CG (Blank 24)

In this blank, 37.84% of the students answered correctly.

BLANK 25

	CG	
Blank 25	**Number of Correct Answers**	**%**
magazines	**18**	**48.65**

Table 33: Pre-test Results CG (Blank 25)

Table 33 shows that less than half of the students found the correct answer.

BLANK 26

	CG	
Blank 26	**Number of Correct Answers**	**%**
an	**19**	**51.35**

Table 34: Pre-test Results CG (Blank 27)

In this blank, 19 students in the CG found the appropriate word, which is the Arti. "an".

BLANK 27

	CG	
Blank 27	**Number of Correct Answers**	**%**
until	**05**	**13.51**

Table 35: Pre-test Results CG (Blank 27)

Only 13, 51% of the students in CG found the right word in this blank.

4.1.1.2 The Experimental Groups

N°	Deleted Words	EXP. G1 Correct Answers	%	EXP. G2 Correct Answers	%
1	the	45	95.74	36	92.31
2	at	/	/	01	02.56
3	late	09	19.15	12	30.77
4	quite	25	53.19	27	69.23
5	but	08	17.02	08	20.51
6	of	38	80.85	29	74.36
7	decided	11	23.40	07	17.95
8	quickly	41	87.23	37	94.87
9	I	45	95.74	36	92.31
10	car	18	38.30	09	23.08
11	in	23	48.94	22	56.41
12	entered	07	14.90	04	10.26
13	way	07	14.90	07	17.95
14	a	33	70.21	21	53.85
15	at	02	04.26	01	02.56
16	some	36	76.60	33	84.62
17	and	28	59.60	28	71.79
18	had	25	53.19	20	51.28
19	easy	03	06.38	10	25.64
20	who	27	57.45	27	69.23
21	had come	23	48.94	16	41.03
22	when	34	72.34	26	66.67
23	would	/	/	/	/
24	myself	17	36.17	11	28.21
25	magazines	18	38.30	19	48.72
26	an	21	44.68	27	69.23

27	until	06	12.77	08	20.51

Table 36: Achievement in the Pre-test (EXP. Groups)

Table 36 above represents the scores displayed by the participants in the experimental groups under the pre-test conditions.

BLANK 1

Blank 1	EXP. G1		EXP. G2	
	Number of Correct Answers	%	Number of Correct Answers	%
the	45	95.74	36	92.31

Table 37: Pre-test Results EXP. G1 & EXP. G2 (Blank 1)

In EXP. G1; 95.74% of the students answered correctly. Similarly in EXP. G2, 92.31% of the students found the right word.

BLANK 2

Blank 2	EXP. G1		EXP. G2	
	Number of Correct Answers	%	Number of Correct Answers	%
at	/	/	01	02.56

Table 38: Pre-test Results EXP. G1 & EXP. G2 (Blank 2)

Among the whole number of the students in the two EXP. groups, only one student in EXP. G2 found the right word which is the Arti. "at".

BLANK 3

Blank 3	EXP. G1		EXP. G2	
	Number of Correct Answers	%	Number of Correct Answers	%
late	09	19.15	12	30.77

Table 39: Pre-test Results EXP. G1 & EXP. G2 (Blank 3)

In this blank, 09 and 12 students in EXP. G1 and EXP. G2 respectively answered correctly.

BLANK 4

Blank 4	EXP. G1		EXP. G2	
	Number of Correct Answers	%	Number of Correct Answers	%
quite	25	53.19	27	69.23

Table 40: Pre-test Results EXP. G1 & EXP. G2 (Blank 4)

Table 40 reveals that 25 and 27 students in EXP. G1and EXP. G2 respectively found the adequate answer.

BLANK 5

Blank 5	EXP. G1		EXP. G2	
	Number of Correct Answers	%	Number of Correct Answers	%
but	08	17.02	08	20.51

Table 41: Pre-test Results EXP. G1 & EXP. G2 (Blank 5)

The same number of students (08) in each of the two EXP. groups answered correctly.

BLANK 6

Blank 6	EXP. G1		EXP. G2	
	Number of Correct Answers	%	Number of Correct Answers	%
of	38	80.85	29	74.36

Table 42: Pre-test Results EXP. G1 & EXP. G2 (Blank 6)

According to table 42, 38 and 29 students in EXP. G1 and EXP. G2 respectively found the appropriate Prep. , which is "of".

BLANK 7

Blank 7	EXP. G1		EXP. G2	
	Number of Correct Answers	%	Number of Correct Answers	%
decided	11	23.40	07	17.95

Table 43: Pre-test Results EXP. G1 & EXP. G2 (Blank 7)

According to table 43, only 11 and 07 students in EXP. G1 and EXP. G2 respectively found the right verb in the right tense.

BLANK 8

Blank 8	EXP. G1		EXP. G2	
	Number of Correct Answers	%	Number of Correct Answers	%
quickly	41	87.23	37	94.87

Table 44: Pre-test Results EXP. G1 & EXP. G2 (Blank 8)

Table 44 reveals that the two EXP. groups displayed similar percentages of correct answers (87.23% and 94.87% in EXP. G1 and EXP. G2 respectively).

BLANK 9

Blank 9	EXP. G1		EXP. G2	
	Number of Correct Answers	**%**	**Number of Correct Answers**	**%**
I	**45**	**95.74**	**36**	**92.31**

Table 45: Pre-test Results EXP. G1 & EXP. G2 (Blank 9)

Again in this blank, the two EXP. groups displayed similar percentages of correct answers (95.74% and 92.31% in EXP. G1 and EXP. G2 respectively).

BLANK 10

Blank 10	EXP. G1		EXP. G2	
	Number of Correct Answers	**%**	**Number of Correct Answers**	**%**
Car	**18**	**32.30**	**09**	**23.08**

Table 46: Pre-test Results EXP. G1 & EXP. G2 (Blank 10)

Table 46 shows that only 18 and 09 students in EXP. G1 and EXP. G2 respectively answered correctly.

BLANK 11

Blank 11	EXP. G1		EXP. G2	
	Number of Correct Answers	**%**	**Number of Correct Answers**	**%**
in	**23**	**48.94**	**22**	**56.41**

Table 47: Pre-test Results EXP. G1 & EXP. G2 (Blank 11)

The two EXP. groups displayed similar percentages of correct answers (48.94% and 56.41% in EXP. G1 and EXP. G2 respectively).

BLANK 12

Blank 12	EXP. G1		EXP. G2	
	Number of Correct Answers	**%**	**Number of Correct Answers**	**%**
entered	**07**	**14.90**	**04**	**10.26**

Table 48: Pre-test Results EXP. G1 & EXP. G2 (Blank 12)

Table 48 shows that only 07 and 04 students in EXP. G1 and EXP. G2 respectively answered correctly.

BLANK 13

Blank 13	EXP. G1		EXP. G2	
	Number of Correct Answers	**%**	**Number of Correct Answers**	**%**
way	**07**	**14.90**	**07**	**17.95**

Table 49: Pre-test Results EXP. G1 & EXP. G2 (Blank 13)

The same number of students in both groups (07) found the appropriate word in this blank.

BLANK 14

Blank 14	EXP. G1		EXP. G2	
	Number of Correct Answers	**%**	**Number of Correct Answers**	**%**
a	**33**	**70.21**	**21**	**53.85**

Table 50: Pre-test Results EXP. G1 & EXP. G2 (Blank 14)

Table 50 reveals different scores; 70.21% of the students in EXP. G1 answered correct; however, only 53.85% of the students in EXP. G2 could find the appropriate Arti.

BLANK 15

Blank 15	EXP. G1		EXP. G2	
	Number of Correct Answers	%	Number of Correct Answers	%
at	02	04.26	01	02.56

Table 51: Pre-test Results EXP. G1 & EXP. G2 (Blank 15)

Table 51 shows that 02 students in EXP. G1 and only 01 student in EXP. G2 answered correctly.

BLANK 16

Blank16	EXP. G1		EXP. G2	
	Number of Correct Answers	%	Number of Correct Answers	%
some	36	76.60	33	84.62

Table 52: Pre-test Results EXP. G1 & EXP. G2 (Blank 16)

According to table 52, 36 and 33 students in EXP. G1 and EXP. G2 respectively found the appropriate word.

BLANK 17

Blank17	EXP. G1		EXP. G2	
	Number of Correct Answers	%	Number of Correct Answers	%
and	28	59.60	28	71.79

Table 53: Pre-test Results EXP. G1 & EXP. G2 (Blank 17)

The same number of students in both groups (28) found the appropriate word in this blank.

BLANK 18

Blank18	EXP. G1		EXP. G2	
	Number of Correct Answers	%	Number of correct Answers	%
had	25	53.19	20	51.28

Table 54: Pre-test Results EXP. G1 & EXP. G2 (Blank 18)

The two EXP. groups displayed similar percentages of correct answers (48.94% and 56.41% in EXP. G1 and EXP. G2 respectively).

BLANK 19

Blank19	EXP. G1		EXP. G2	
	Number of Correct Answers	**%**	**Number of Correct Answers**	**%**
easy	**03**	**06.38**	**10**	**25.64**

Table 55: Pre-test Results EXP. G1 & EXP. G2 (Blank 19)

In this blank, only 03 students in EXP. G1 and 10 students in EXP. G2 answered correctly.

BLANK 20

Blank20	EXP. G1		EXP. G2	
	Number of Correct Answers	**%**	**Number of Correct Answers**	**%**
who	**27**	**57.45**	**27**	**69.23**

Table 56: Pre-test Results EXP. G1 & EXP. G2 (Blank 20)

In this blank also, we have the same number of students in both groups (27) who found the appropriate word in this blank.

BLANK 21

Blank21	EXP. G1		EXP. G2	
	Number of Correct Answers	**%**	**Number of Correct Answers**	**%**
had come	**23**	**48.94**	**16**	**41.03**

Table 57: Pre-test Results EXP. G1 & EXP. G2 (Blank 21)

According to this table, the two EXP. groups displayed similar percentages of correct answers (48.94% and 41.03% in EXP. G1 and EXP. G2 respectively).

BLANK 22

Blank22	EXP. G1		EXP. G2	
	Number of Correct Answers	**%**	**Number of Correct Answers**	**%**
when	**34**	**72.34**	**26**	**66.67**

Table 58: Pre-test Results EXP. G1 & EXP. G2 (Blank 22)

In this blank, a high number of students in each group (34 and 26 in EXP. G1 and EXP. G2 respectively) found the right word.

BLANK 23

Blank23	EXP. G1		EXP. G2	
	Number of Correct Answers	**%**	**Number of Correct Answers**	**%**
would make	/	/	/	/

Table 59: Pre-test Results EXP. G1 & EXP. G2 (Blank 23)

In this blank, no student in the two EXP. groups could find the right verb in the appropriate tense.

BLANK 24

Blank24	EXP. G1		EXP. G2	
	Number of Correct Answers	**%**	**Number of Correct Answers**	**Percentage%**
myself	**17**	**36.17**	**11**	**28.21**

Table 60: Pre-test Results EXP. G1 & EXP. G2 (Blank 24)

Table 60 shows that 17 students in EXP. G1 and only 11 students in EXP. G2 answered correctly.

BLANK 25

Blank25	EXP. G1		EXP. G2	
	Number of Correct Answers	%	Number of Correct Answers	%
magazines	18	38.30	19	48.72

Table 61: Pre-test Results EXP G1 & EXP. G2 (Blank 25)

This table reveals that 18 students in EXP. G1 and 19 students in EXP G2 found the appropriate word "magazines".

BLANK 26

Blank26	EXP. G1		EXP. G2	
	Number of Correct Answers	%	Number of Correct Answers	%
an	21	44.68	27	69.23

Table 62: Pre-test Results EXP. G1 & EXP. G2 (Blank 26)

Table 62 reveals different scores; 44.68% of the students in EXP. G1 answered correctly however; 69.23% of the students in EXP. G2 could find the right word.

BLANK 27

| Blank27	EXP. G1		EXP. G2	
	Number of Correct Answers	**%**	**Number of Correct Answers**	**%**
until	**06**	**12.77**	**08**	**20.51**

Table 63: Pre-test Results EXP. G1 & EXP. G2 (Blank 27)

Table 63 shows that only 06 students in EXP. G1 and 08 students in EXP. G2 answered correctly.

4.1.1.3 Graphic Comparative Analysis of the Results

In the following section, the analysis of the results obtained by the participants in the CG and in the two EXP. groups under the pre-test conditions is done through comparison of the results in the three groups CG, EXP. G1and EXP. G2. The data is shown graphically, describing with details the main differences in performance between the participants. For each blank, a graph is provided to illustrate the results in the three groups.
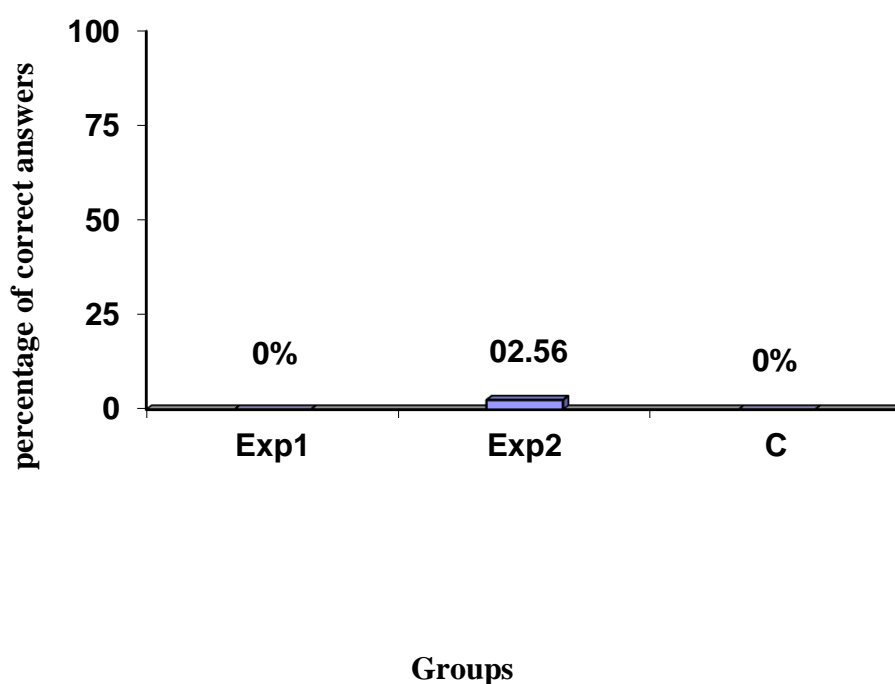
BLANK 1

In the two experimental groups the majority of students (95.74 % and 92.31%) found the appropriate word which is the article "the". Only two students in EXP. G1 and three students in EXP. G2 put the indefinite article "a". Similarly in the CG, 86.49 % of the students answered correctly, which shows that the level of the students in the three groups is approximately the same. The majority of the students did not have a problem to find the appropriate article in the sentence "I learnt that the plane from Cairo…" For some reasons (lack of concentration or lack of motivation), the few remaining students answered wrongly, putting the article "a" instead of "the".
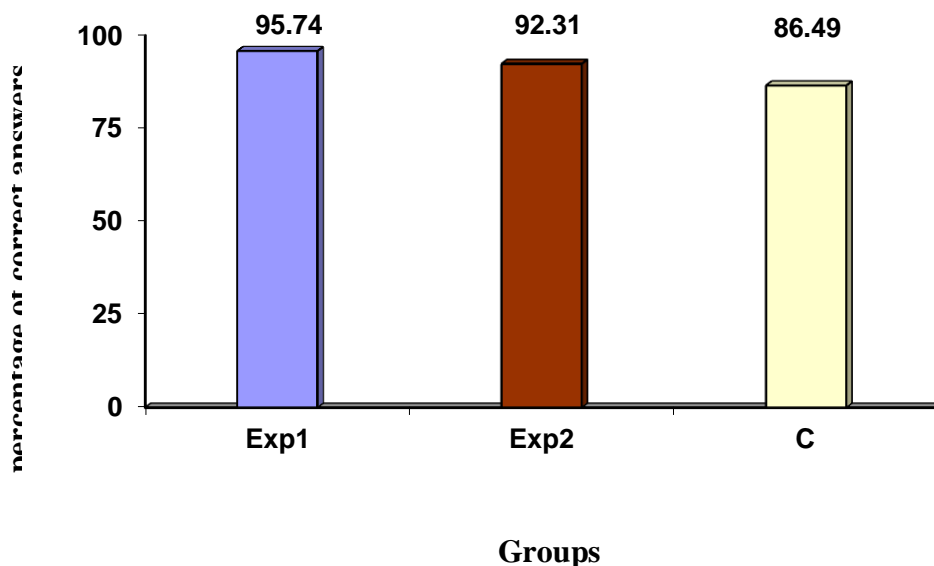
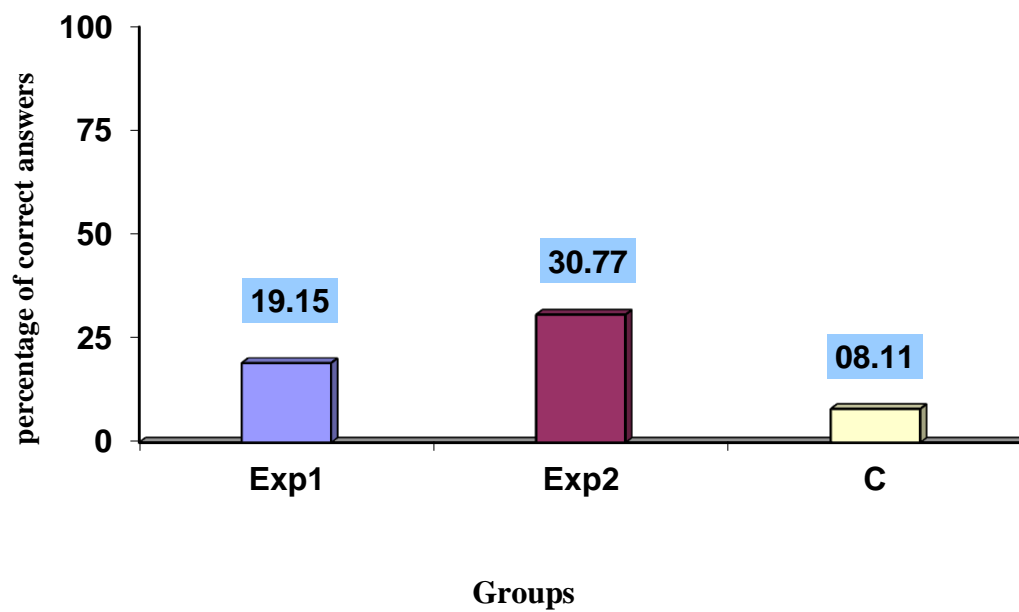**Graph 01: Percentage of Correct Answers (Pre-test / Blank1)**

BLANK 2

Among the 123 students in the three groups, only one (01) student in EXP. G2 answered correctly. All the other students could not find the preposition "at". The verb "to delay" is less frequent used in the second year students' language, which may explain the fact that students did not find the appropriate preposition.

Groups

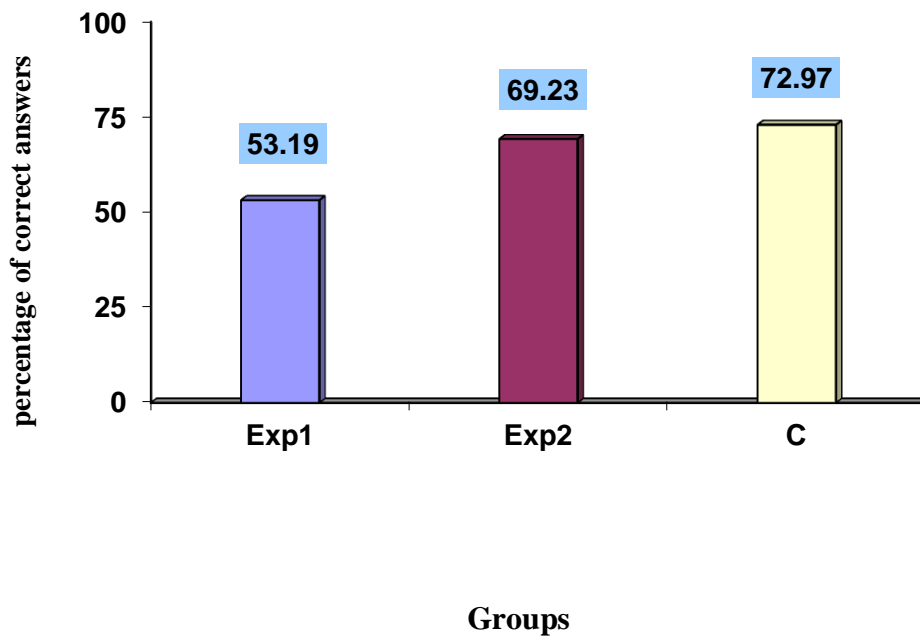| Graph 02: Percentage of Correct Answers (Pre-test / Blank2) |

BLANK 3

The answers of this blank are somehow different from one group to another. While 19.15% of the students in EXP. G1 answered correctly, 30.77% of the students in EXP. G2 found the right answer. However, in the CG, only 08.11% of the participants found the right answer.

Graph 03: Percentage of Correct Answers (Pre-test / Blank3)
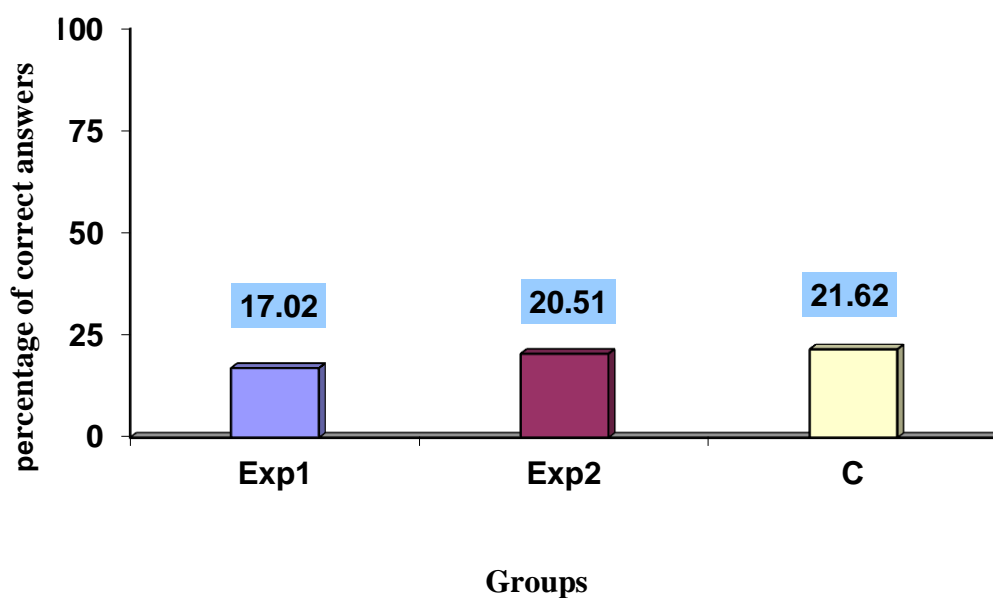
BLANK 4

Unlike the three previous blanks, in this blank, the number of correct answers in the CG is higher than that in EXP. G1 and EXP. G2. 72.97% of the students in the CG answered correctly, while 53.19% and 69.23% of the students in EXP. G1 and EXP. G2 respectively answered correctly.

**Graph 04: Percentage of Correct Answers
(Pre-test / Blank4)**

BLANK 5

The number of correct answers in the three groups is similar; 17.02% in EXP. G1, 20.51% in EXP. G2 and 21, 62% in the CG. Although the conjunction "but" in such a sentence" but that evening, I had a headache …" seems obvious, a high number of students in the three groups answered wrongly. Studying the wrong answers in this blank, we have found that a significant number of students put a preposition in the blank (at, in, on) because of the expression "that evening".

**Graph 05: Percentage of Correct Answers
(Pre-test / Blank5)**

BLANK 6

The number of the correct answers is high in the three groups with slight differences. Yet, a considerable number of students in each group did not find the adequate word "of". In this blank, answers like "was, in, and, with…" show to what extent students are not interested to look for the appropriate word; they write any word in the blank just to provide an answer.
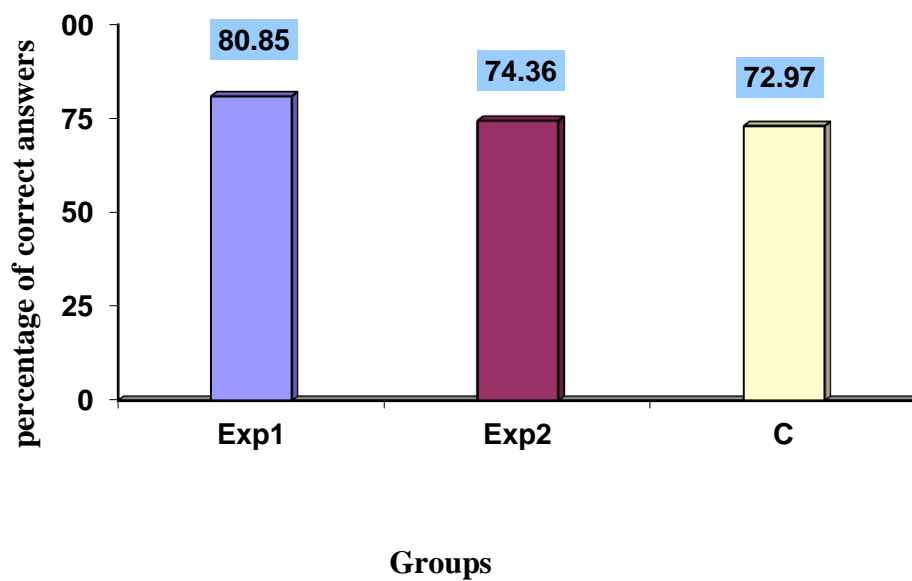
Graph 06: Percentage of Correct Answers

(Pre-test / Blank6)

BLANK 7

Only 23.40%, 17.95% and 24.32% of the students in EXP. G1, EXP. G2 and the CG respectively found the appropriate word in this blank. The other students either could not find the exact verb or found the verb but they did not put it in the appropriate tense. Some students did not find the verb and the tense; they used other words like "was, usually".
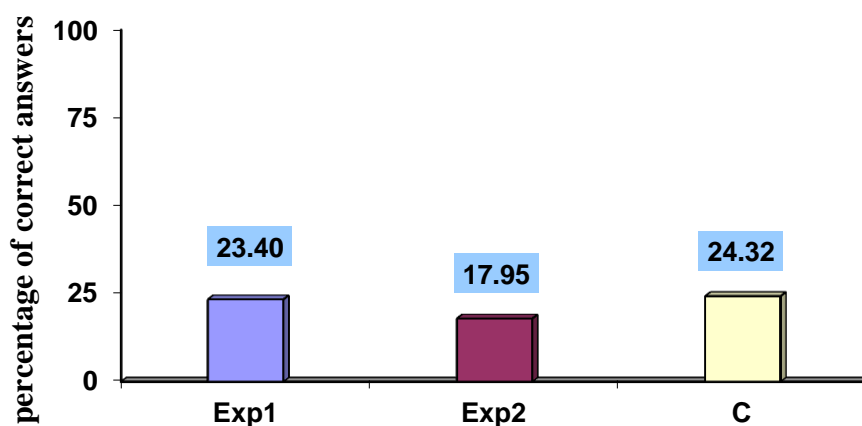
Graph 07: Percentage of Correct Answers

(Pre-test / Blank7)

BLANK 8

In this blank, a high percentage of students in each group (87.23% in EXP. G1, 94.87% in EXP. G2 and 91.89% in the CG) answered correctly and found the appropriate adverb "quickly".
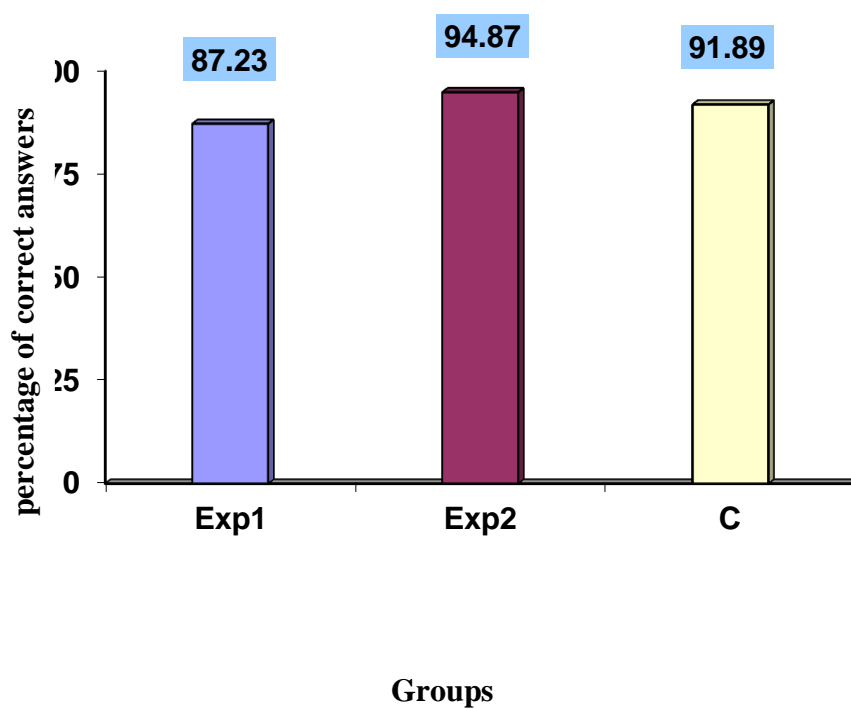
Graph 08: Percentage of Correct Answers

(Pre-test / Blank8)

BLANK 9

It is not surprising at all to have such high percentage of correct answers (95.74%, 92.31%, and 91.89% in EXP. G1, EXP. G2, and the CG respectively). In a sentence where the subject is missing, students did not face any difficulty to find the appropriate subject which is the pronoun "I".
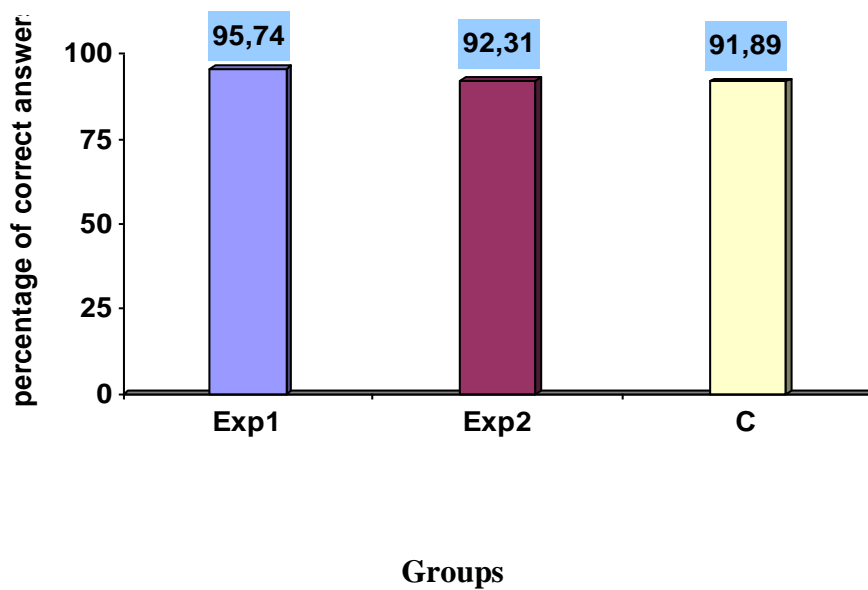
Graph 09: Percentage of correct answers

(Pre-test / Blank9)

BLANK 10

In EXP. G1, 38.30% of the students found the exact word. However, in EXP. G2, only 23.08% of the students answered correctly. Similarly in the CG, 24.32% of the students answered correctly. The students' answers in this blank show that the students do not concentrate when they read the text. They do not read the whole sentence; they only read the part that includes the gap. In this blank for example, if the students read the whole sentence: "I went back to the place where I left my………..to make sure that all the doors were locked.", they would have certainly found that the missing word "car" not "brother, place, head or luggage".
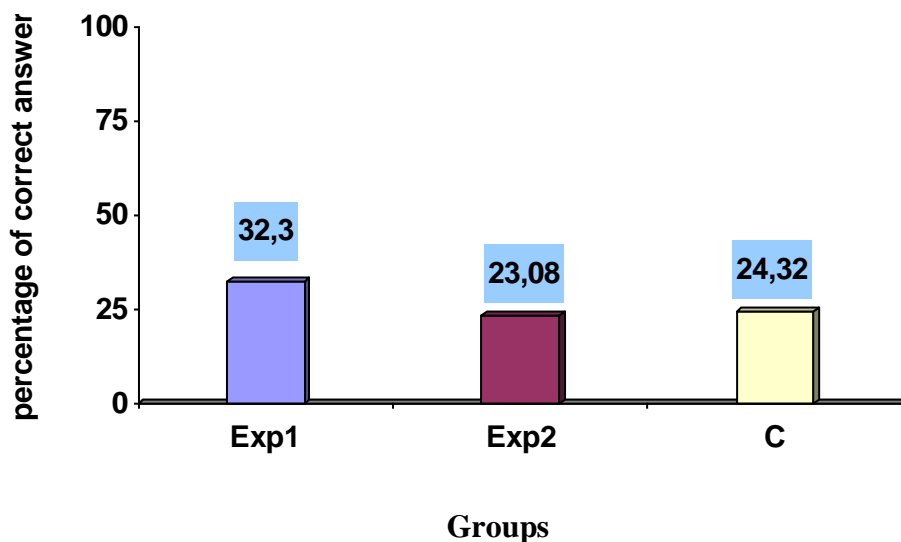
Graph 10: Percentage of Correct Answers
(Pre-test / Blank10)

BLANK 11

In this blank, students' answers differ from one group to another. In EXP. G1, 48.94% of the students answered correctly. In EXP. G2, 56.41% of the students found the correct answer and in the CG, 40.54% of the students answered correctly.

Groups
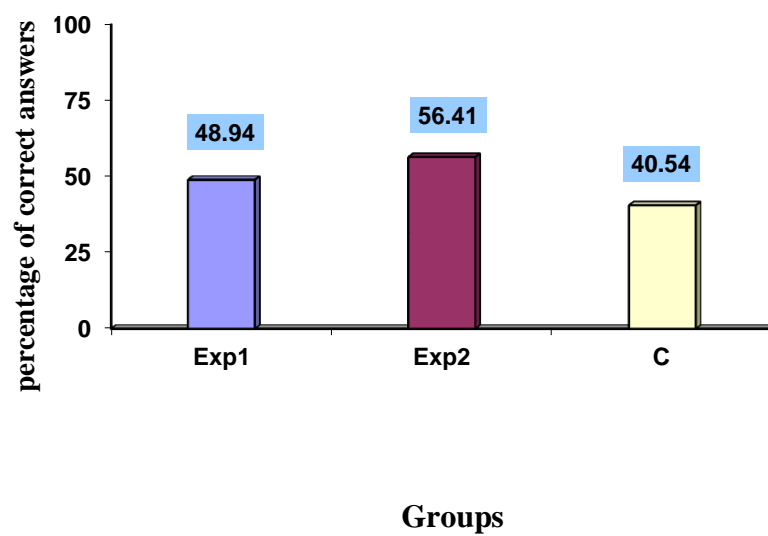
Graph 11: Percentage of Correct Answers

(Pre-test / Blank11)

BLANK 12

Only 14.90%, 10.26% and 16.22% of the students in EXP. G1, EXP. G2 and the CG respectively answered correctly. What is surprising is not the percentage of correct answers but the nature of the wrong answers. In a sentence like "I felt slightly better as I …………..the main airport building again", we expect the verb "entered" or similar verbs like "returned to". However, some students put the following words: into, car, in, am, some…

Graph 12: Percentage of Correct Answers

(Pre-test / Blank12)

BLANK 13

In this blank, we have low percentages of correct answers in the three groups. The nature of the expression which includes the blank may explain the reason of such low results; Second Year English students may not be familiar with the expression: "To make your way"; that is why they could not find the word "way" in this context.

Graph 13: Percentage of Correct Answers
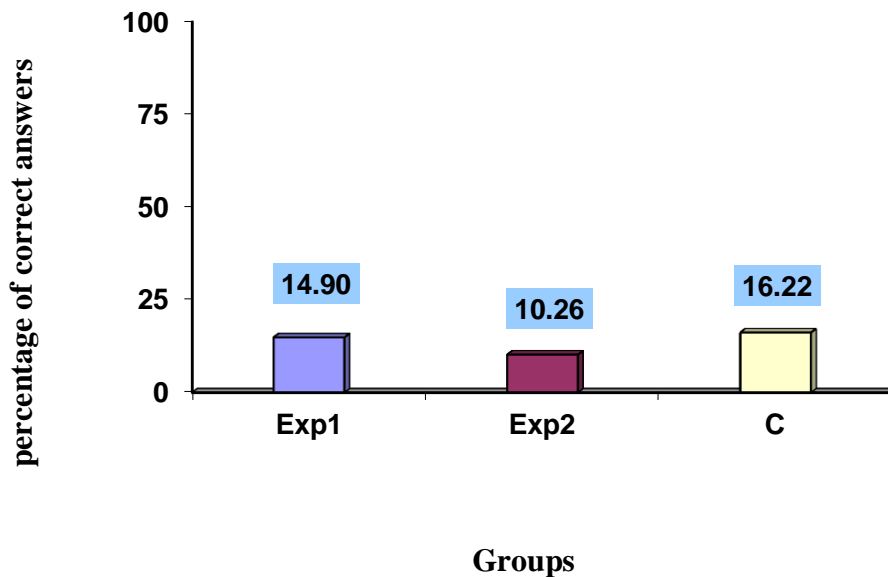
(Pre-test / Blank13)

BLANK 14

In this blank, students' answers differ from one group to another. In EXP. G1, 70.21% of the students answered correctly and in EXP. G2, 53.85% of the students found the correct answer. The lowest percentage is scored in the CG (45.95%).
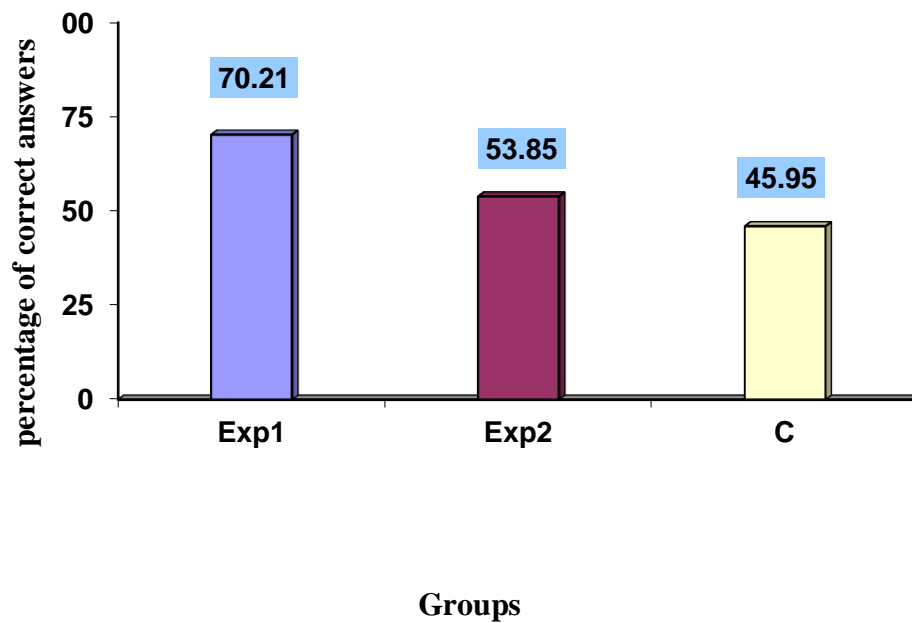
Graph 14: Percentage of Correct Answers

(Pre-test / Blank14)

In the two EXP. groups, the percentage of correct answers is very low. Only 04.26% of the students in EXP. G1 answered correctly and 02.56% of the students in EXP. G2 answered correctly. In comparison with these results, the percentage of correct answers in the CG is somehow high (16.22%).
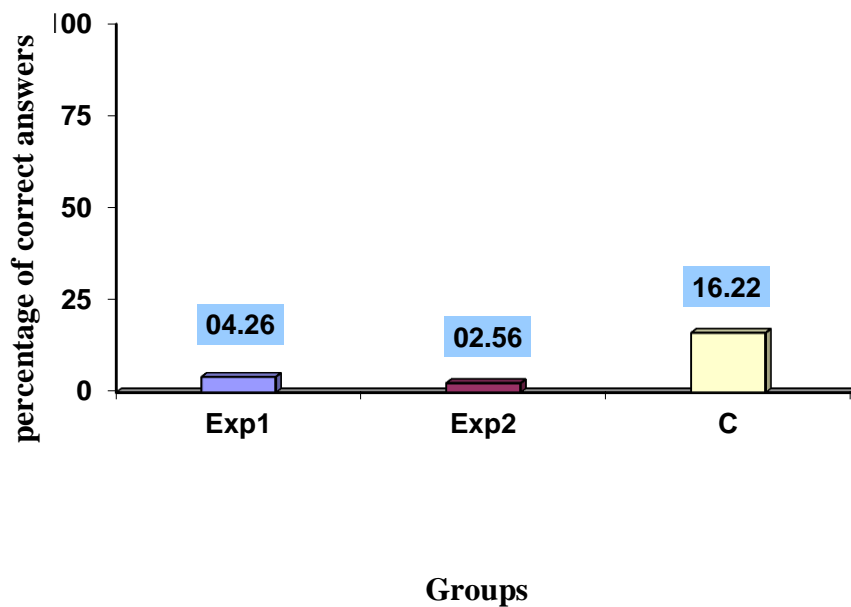
Groups

Graph 15: Percentage of Correct Answers

(Pre-test / Blank15)

BLANK 16

The percentage of correct answers in this blank is considerably high in the three groups (76.60%, 84.62% and 70.27% in EXP. G1, EXP. G2 and the CG respectively). Yet, some students had difficulties to find the appropriate determiner "some", which has resulted in answers like: "as, then, but, when, in….".
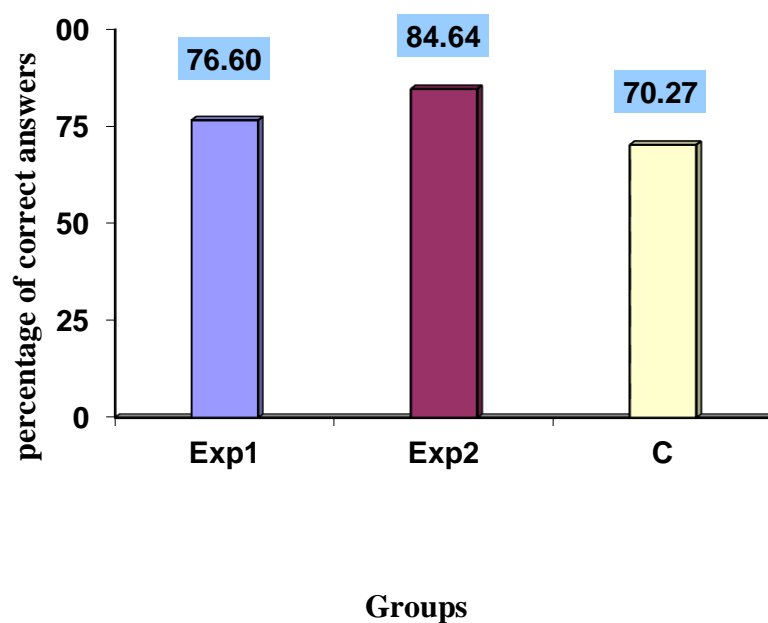
Graph 16: Percentage of Correct Answers

(Pre-test / Blank16)

BLANK 17

In this sentence, "and kept looking at their watches", finding the appropriate conjunction "and" is not very difficult. Yet, we have considerable percentages of wrong answers in the three groups (40.40% in EXP. G1, 28.21% in EXP. G2 and 48.65% in the CG)
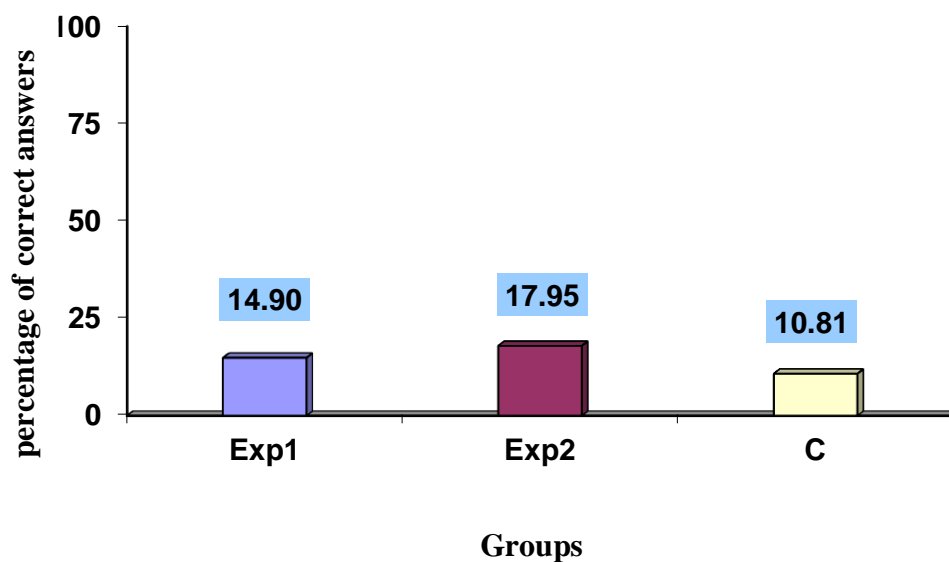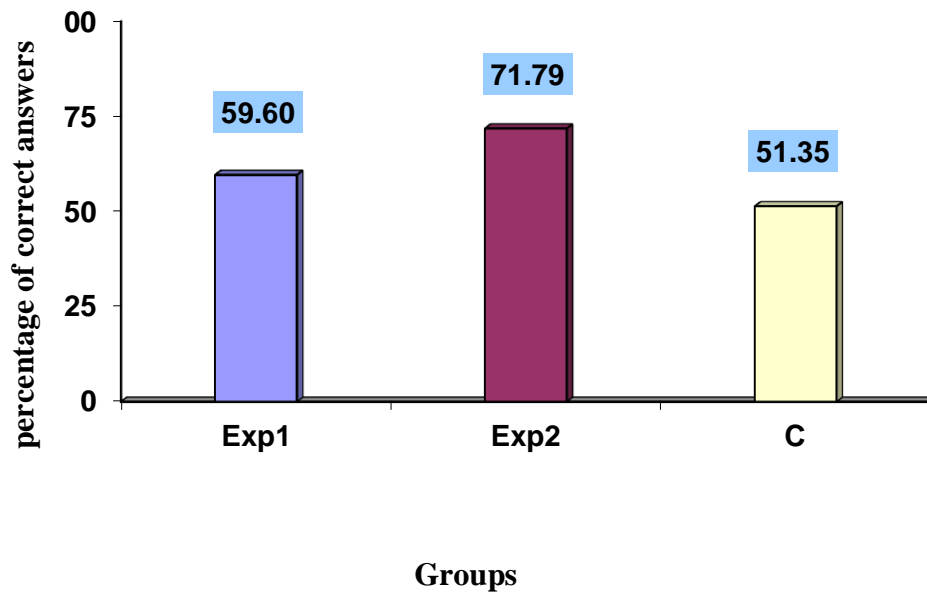

Graph 17: Percentage of Correct Answers

(Pre-test / Blank17)

BLANK 18

In this blank, we have an average rate of correct answers in each group. In EXP. G1, we have 53.19% of correct answers; in EXP. G2, 51.28% of correct answers, and 43.24% in the CG.

Groups
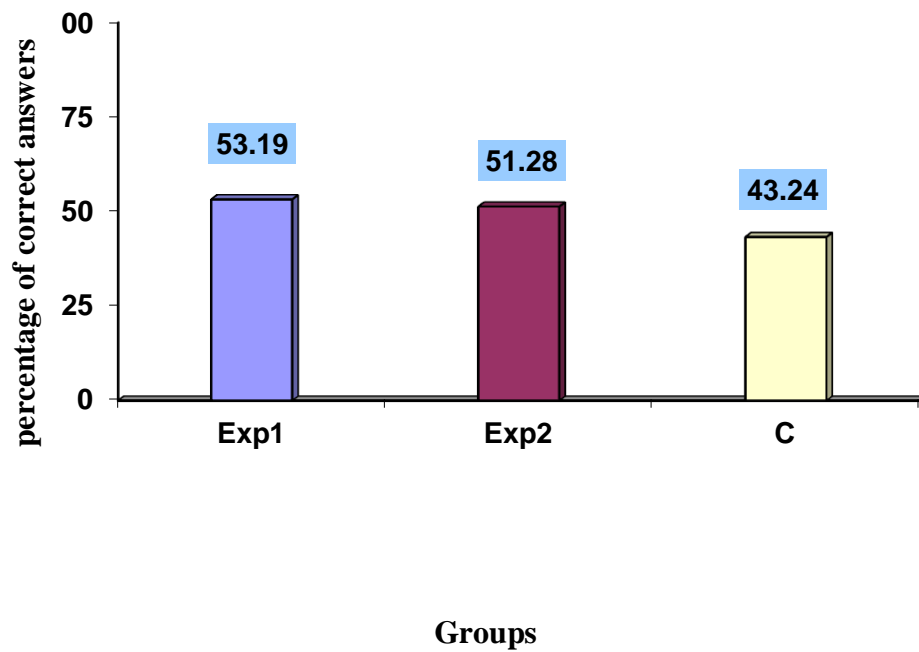
Graph 18: Percentage of Correct Answers

(Pre-test / Blank18)

BLANK 19

In EXP. G1, only 06.38% of the students found the right adjective. The percentage of correct answers in the CG is likewise low (05.41%). Unlike the results of EXP. G1 and the CG, the percentage of correct answers in EXP. G2 is relatively high (25.64%).

Groups
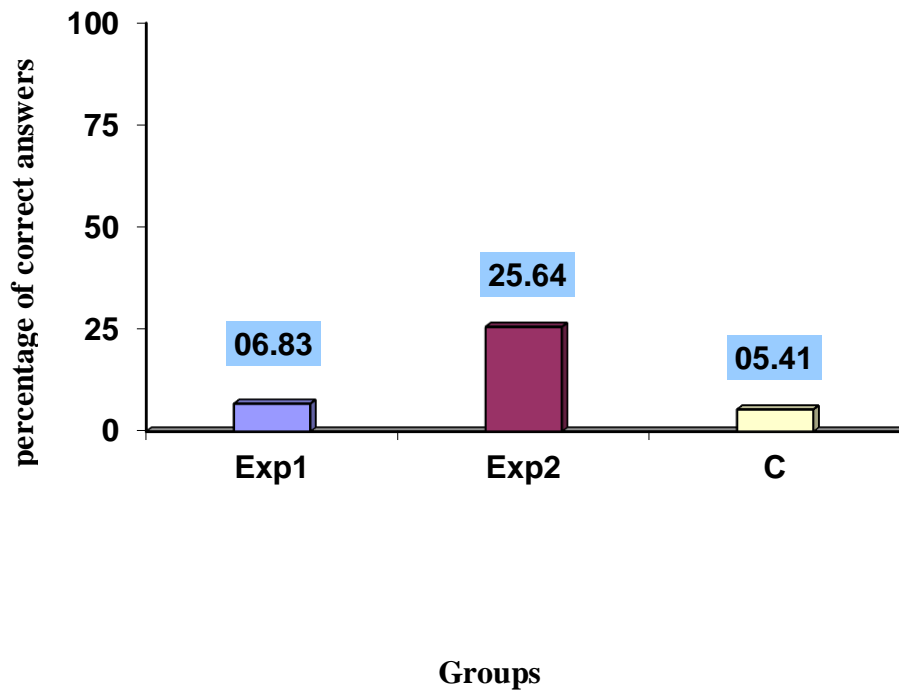
Graph 19: Percentage of Correct Answers
(Pre-test / Blank19)

BLANK 20

In EXP. G1, 57.45% of the students answered rightly. In EXP. G2, a higher number of students answered rightly (69.23). Comparing these results with those of the CG, the latter displays lower percentages (35.14%).
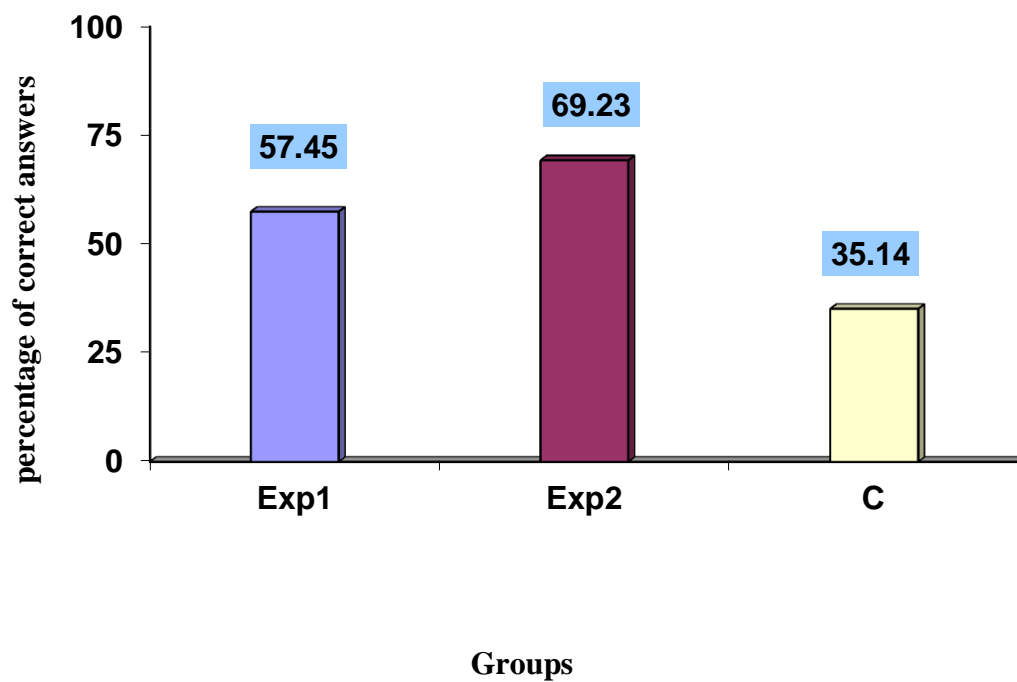
Graph 20: Percentage of Correct Answers

(Pre-test / Blank20)

BLANK 21

In this blank, we have similar rates of correct answers in the three groups (48.94% in EXP. G1, 41.03% in EXP. G2 and 40.54% in the C G).
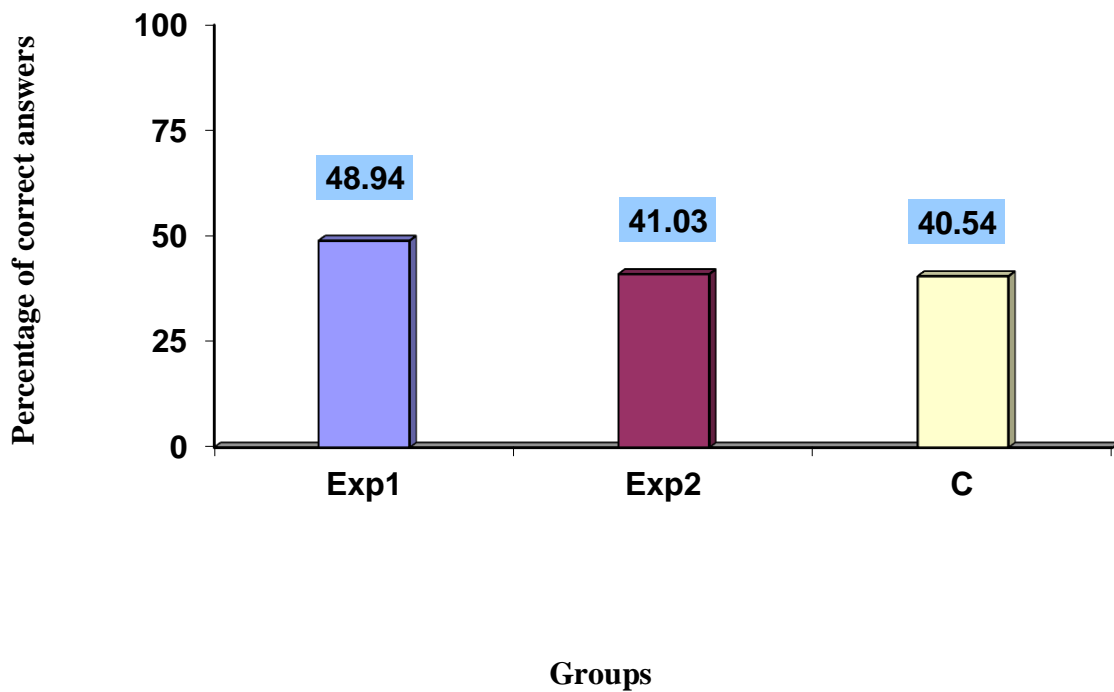
Graph 21: Percentage of Correct Answers

(Pre-test / Blank21)

BLANK 22

In this blank, the highest percentage of correct answers is scored in EXP. G1(72.34%).Then we have 66.67% of correct answers in EXP. G2 and 62.16% of correct answers in the CG.
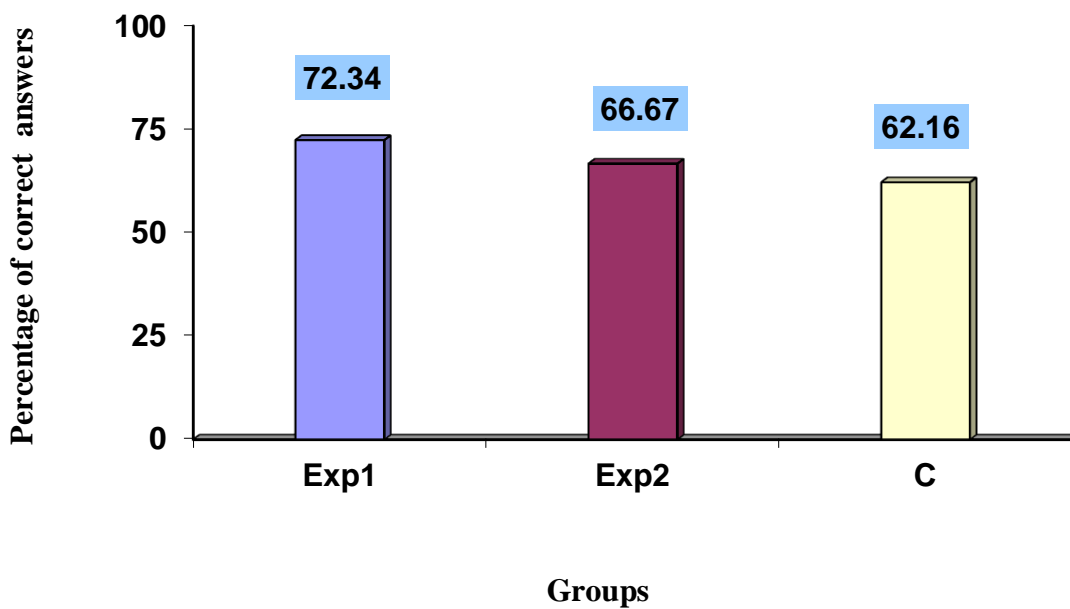
Graph 22: Percentage of Correct Answers

(Pre-test / Blank22)

BLANK 23

For the students in the three groups alike, it was difficult to find the missing word. Among the total number of the participant (123), only one student in the CG found the correct answer. The missing word in this blank is the verb "to make" in the conditional "would make". The results demonstrate that tenses, especially the conditional, are problematic.
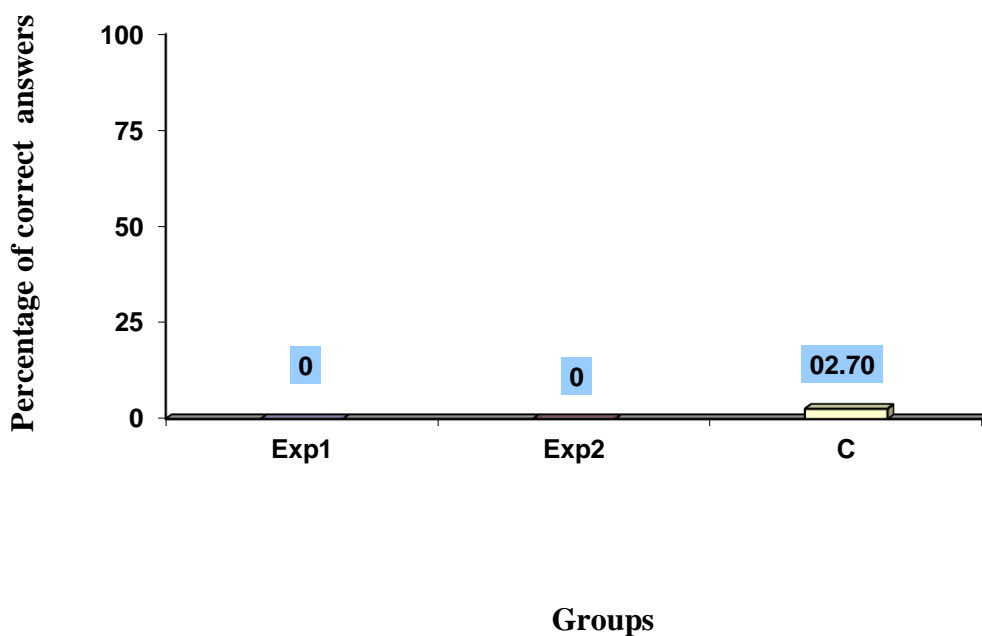
Graph 23: Percentage of Correct Answers

(Pre-test / Blank23)

BLANK 24

In this blank, 36.17% of the students in EXP. G1 answered rightly. An approximate percentage has been scored in the CG (37.84%), while 28.21% of the students answered rightly in EXP. G2.
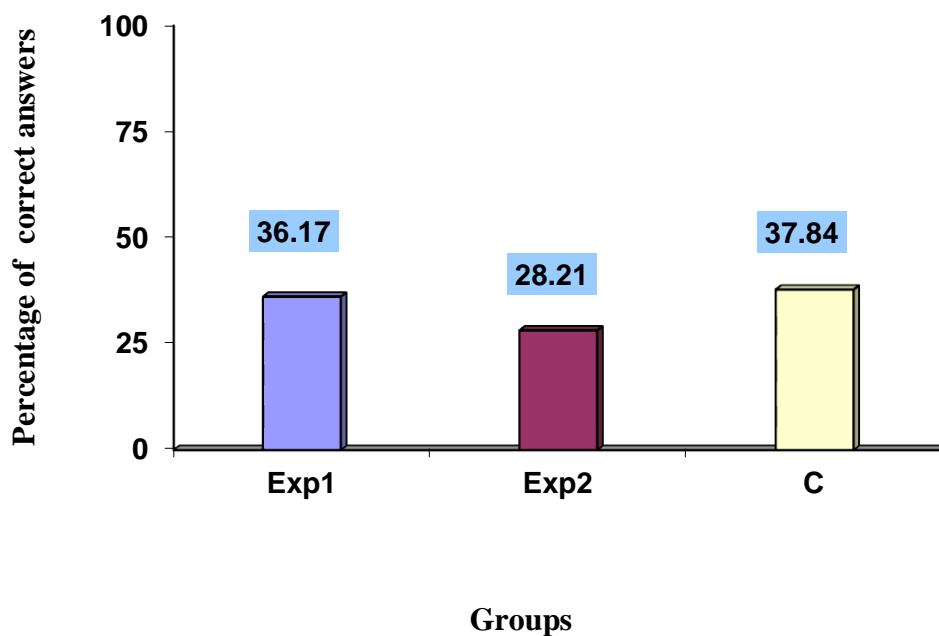
Graph 24: Percentage of Correct Answers

(Pre-test / Blank24)

BLANK 25

Despite the fact that the missing word in this blank is not difficult, only 38.30% of the students in EXP. G1 found the correct answer. A higher percentage is scored in EXP. G2 (48.72%) and in the CG (48.65%).
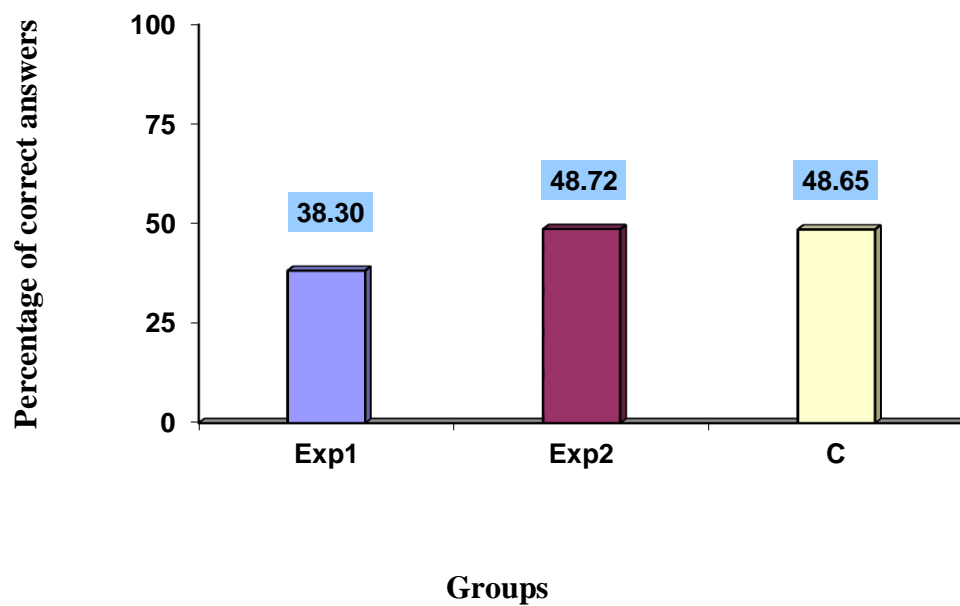
Graph 25: Percentage of Correct Answers

(Pre-test / Blank25)

BLANK 26

In this blank, we have different percentages of correct answers. In EXP. G1, we have the lowest percentage of the correct answers (44.68%). In EXP. G2, we have the highest percentage (69.23%) however in the CG, 51.35% of the students answered correctly.
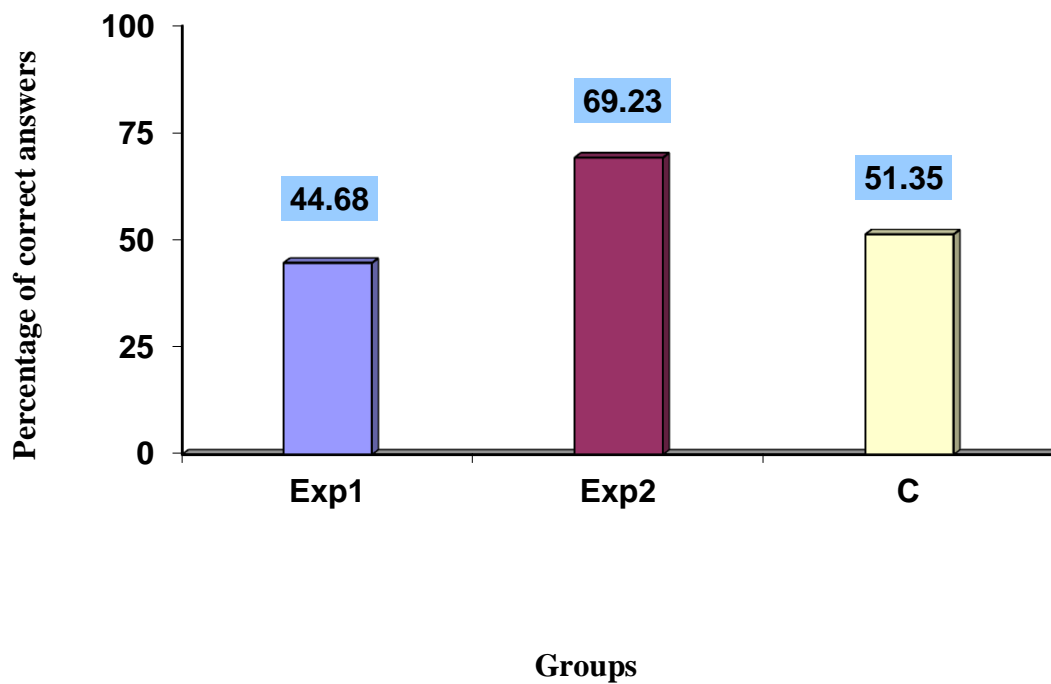
Graph 26: Percentage of Correct Answers

(Pre-test / Blank26)

<u>BLANK 27</u>

In the last blank, the percentages of correct answers in the three groups were not high. In EXP. G1, only 12.77% of the students found the appropriate word "until", in EXP. G2, 20.51% answered rightly, and in the CG, 13.51% of the students answered rightly.
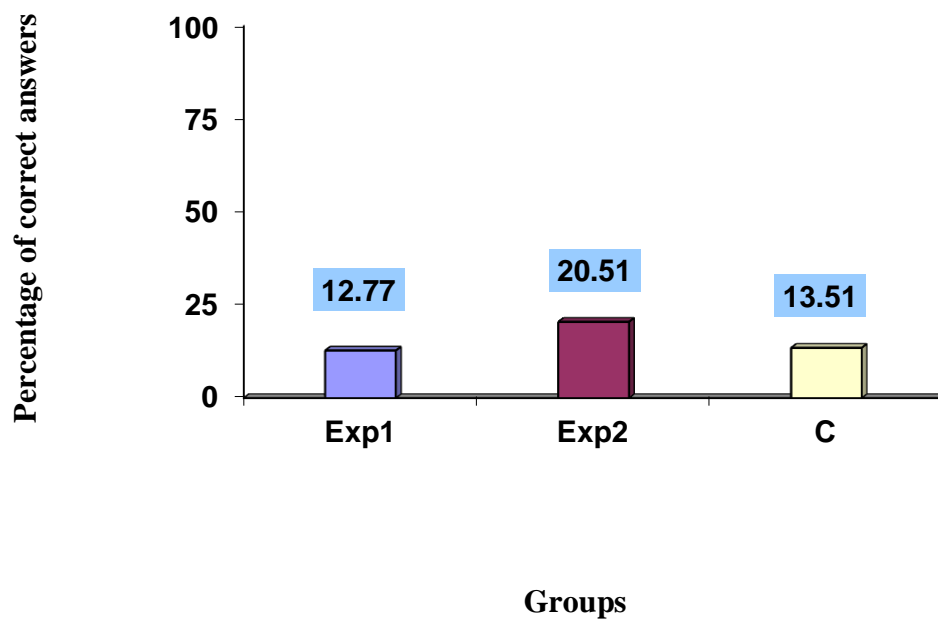
Graph 27: Percentage of Correct Answers

(Pre-test / Blank27)

4.1.2 The Post-test

Central Tendency			Dispersion			
Group	**Mean**	**Mode**	**Low**	**Fr**	**High**	**Fr**
C	**07.93**	**06.5**	**03**	**01**	**14.5**	**01**
EXP.1	**09.60**	**07.5**	**04.5**	**02**	**15.5**	**01**
EXP. 2	**10.27**	**08.5–11.50**	**05.5**	**02**	**15**	**01**

Table 64: **The Post-test General Observations**

Table 64 presents the performances of the participants in the three groups in the post-test. In terms of the central tendency, the second EXP. group is the best (mean=10.27 and mode=0 8.5 & 11.5). The first EXP. group is in the second place (mean=09.6 and mode= 07.5). The CG is in the third place (mean = 07.93 and mode =06.5). The dispersion indicators show that the lowest mark scored in the CG is 03 obtained by one student. In EXP. G1, the lowest score is 04.5 obtained by two participants. In EXP. G2, the lowest score is 05.5 obtained also by two participants. Concerning the highest marks, EXP. G1 is the best; the highest mark scored in this group is 15.5 obtained by one student. The highest score in EXP. G2 is 15 obtained by one student and the highest score in the CG is 14.5 obtained also by one student. Comparing these data with those displayed by the participants in the pre-test we find that the three groups performed better in the post-test.

4.1.2.1 The Control Group

N°	Deleted Words	Correct Answers	%
	Group	C	
1	the	34	91.89
2	at	/	/
3	late	03	08.11
4	quite	25	67.57
5	but	07	18.92
6	of	24	64.86
7	decided	10	27.03
8	quickly	32	86.49
9	I	37	100
10	car	18	48.65
11	in	19	51.35
12	entered	04	10.81
13	way	08	21.62
14	a	20	54.05
15	at	04	10.81
16	some	26	70.27
17	and	26	70.27
18	had	18	48.65
19	easy	05	13.51
20	who	20	54.05
21	had come	21	56.76
22	when	23	62.16
23	would	/	/
24	myself	13	35.14
25	magazine	20	54.05
26	an	19	51.35

27	until	10	27.03

Table 65: Achievement in the Post-test (CG)

Table 65 represents the scores displayed by the participants in the CG under the post-test conditions. As we have done in the pre-test, the analysis of the results is done through the analysis of the deleted words (the blanks) one by one.

BLANK 1

	CG	
Blank 1	**Number of Correct Answers**	**%**
the	34	91.89

Table 66: Post-test Results CG (Blank 1)

In this blank, a high number of the students (34) found the appropriate Arti. "the".

BLANK 2

	CG	
Blank 2	**Number of Correct Answers**	**%**
at	/	/

Table 67: Post-test Results CG (Blank2)

In this blank, no students among 37 students in the CG could find the right word which is the Prep. "at"

BlLANK 3

	CG	
Blank 3	**Number of Correct Answers**	**%**
late	**03**	**08.11**

Table 68: Post-test Results CG (Blank 3)

According to table 68, only 3 students answered correctly in this blank.

BLANK 4

	CG	
Blank 4	**Number of Correct Answers**	**%**
quite	**25**	**67.57**

Table 69: Post-test Results CG (Blank 4)

Table 69 shows that a high percentage of students (67.57%) answered correctly.

BLANK 5

	CG	
Blank 5	**Number of Correct Answers**	**%**
but	**07**	**18.92**

Table 70: Post-test Results CG (Blank 5)

According to table70, only 07 students among the whole number of students in the CG answered correctly in this blank.

BLANK 6

	CG	
Blank 6	**Number of Correct Answers**	**%**
of	**24**	**64.86**

Table 71: Post-test Results CG (Blank 6)

Table 71 reveals that a considerable number of students (24) found the appropriate Prep.

BLANK 7

	CG	
Blank 7	**Number of Correct Answers**	**%**
decided	**10**	**27.03**

Table 72: Post-test Results CG (Blank 7)

According to table 72, only 10 students among the whole number of students in the CG answered correctly in this blank.

BLANK 8

	CG	
Blank 8	**Number of Correct Answers**	**%**
quickly	**32**	**86.49**

Table 73: Post-test Results CG (Blank 8)

The majority of students in the CG (86.49%) answered correctly in this blank and found the

right Adv. "quickly".

BLANK 9

	CG	
Blank 9	**Number of Correct Answers**	**%**
I	**37**	**100**

Table 74: Post-test Results CG (Blank 9)

In this blank, all the students in the CG found the missing word and answered correctly.

BLANK 10

	CG	
Blank 10	**Number of Correct Answers**	**%**
car	**18**	**48.65**

Table 75: Post-test Results CG (Blank 10)

Concerning this blank, less than half of the students (48.65%) answered correctly and found the appropriate N "car".

BLANK 11

	CG	
Blank 11	**Number of Correct Answers**	**%**
in	**19**	**51.35**

Table 76: Post-test Results CG (Blank 11)

In this blank, we have approximately the same results as those in the previous blank (51.35%).

BLANK 12

	CG	
Blank 12	**Number of Correct Answers**	**%**
entered	**04**	**10.81**

Table 77: Post-test Results CG (Blank 12)

Table 77 shows that only 04 students in the CG found the right answer. The other students could not find either the verb or the tense.

BLANK 13

	CG	
Blank 13	**Number of Correct Answers**	**%**
way	**08**	**21.62**

Table 78: Post-test Results CG (Blank 13)

Again in this blank, only 04 students, as table 78 shows, in the CG found the right answer.

BLANK 14

	CG	
Blank 14	**Number of Correct Answers**	**%**
a	**20**	**54.05**

Table 79: Post-test Results CG (Blank 14)

As shown in table 79, 20 students found the appropriate answer in this blank.

BLANK 15

	CG	
Blank 15	**Number of Correct Answers**	**%**
at	**04**	**10.81**

Table 80: Post-test Results CG (Blank 15)

Table 80 reveals that only 04 students in the CG found the right answer. The other students could not find the appropriate Prep.

BLANK 16

	CG	
Blank 16	**Number of Correct Answers**	**%**
some	26	70.27

Table 81: Post-test Results CG (Blank 16)

In this blank, a high percentage of students (70.27%) answered correctly.

BLANK 17

	CG	
Blank 17	**Number of Correct Answers**	**%**
and	26	70.27

Table 82: Post-test Results CG (Blank 17)

Just like the previous blank, 70.27% of students answered correctly.

BLANK 18

Blank 18	CG	
	Number of Correct Answers	**%**
had	18	48.65

Table 83: Post-test Results CG (Blank 18)

Table 83 shows that less than half of the students (48.65%) answered correctly.

BLANK 19

Blank 19	CG	
	Number of Correct Answers	**%**
easy	05	13.51

Table 84: Post-test Results CG (Blank 19)

In this blank, only 05 students among the whole number of students in the CG found the appropriate Adj. "easy".

BLANK 20

	CG	
Blank 20	**Number of Correct Answers**	**%**
who	**20**	**54.05**

Table 85: Post-test Results CG (Blank 20)

As shown in table 85, 20 students found the appropriate answer in this blank.

BLANK 21

	CG	
Blank 21	**Number of Correct Answers**	**%**
had come	**21**	**56.76**

Table 86: Post-test Results CG (Blank 21)

More than half of the students in the CG found the right V "to come" and put it in the appropriate tense.

BLANK 22

	CG	
Blank 22	**Number of Correct Answers**	**Percentage %**
when	**23**	**62.16**

Table 87: Post-test Results CG (Blank 22)

Table 87 reveals that 23 students in the CG answered correctly in this blank.

BLANK 23

	CG	
Blank 23	**Number of Correct Answers**	**%**
Would make	**/**	**/**

Table 88: Post-test Results CG (Blank 23)

As shown in table 88, no students in the CG found the right verb or the right tense.

BLANK 24

	CG	
Blank 24	**Number of Correct Answers**	**%**
myself	**13**	**35.14**

Table 89: Post-test Results CG (Blank 24)

As table 89 reveals, 13 students found the missing word and answered correctly in this blank.

BLANK 25

Blank 25	CG	
	Number of Correct Answers	%
magazines	20	54.05

Table 90: Post-test Results CG (Blank 25)

Table 90 shows that 20 students found the appropriate answer in this blank.

BLANK 26

Blank 26	CG	
	Number of Correct Answers	%
an	19	51.35

Table 91: Post-test Results CG (Blank 26)

In this blank, we approximately have half of the student answered correctly.

BLANK 27

Blank 27	CG	
	Number of Correct Answers	%
until	10	27.03

Table 92: Post-test Results CG (Blank 27)

As shown in table 92, only 10 students in the CG answered correctly in this blank.

4.1.2.2 The Experimental Groups

Groups		EXP. 1		EXP. 2	
N°	Blank 27	Correct Answers	%	Correct Answers	%
1	the	46	97.87	37	94.87
2	at	01	02.13	02	05.13
3	late	14	29.79	23	58.97
4	quite	26	05.32	27	69.23
5	but	08	17.02	04	10.26
6	of	42	89.36	35	89.74
7	decided	13	27.66	10	25.64
8	quickly	45	95.74	39	100
9	I	47	100	39	100
10	car	18	38.30	20	51.28
11	in	27	57.45	20	51.28
12	entered	11	23.40	9	23.08
13	way	11	23.40	06	15.38
14	a	30	63.83	35	89.74
15	at	02	04.26	03	07.69
16	some	42	89.36	30	76.92
17	and	37	78.72	28	71.79
18	had	30	63.83	21	53.85
19	easy	04	08.51	12	30.77

20	who	24	51.06	30	76.92
21	had come	33	70.21	23	58.97
22	when	40	85.11	33	84.62
23	would make	/	/	01	02.56
24	myself	23	48.94	22	56.41
25	magazines	21	44.68	20	51.28
26	an	26	55.32	28	71.79
27	until	15	31.91	11	28.21

Table 93: Achievement in the Post-test (EXP. Groups)

Table 93 represents the scores displayed by the participants in the two EXP. groups under the post-test conditions. As we have done in the pre-test, the analysis of the results is done through the analysis of the deleted words (the blanks) one by one.

BLA NK 1

	EXP. G1		EXP. G2	
Blank 1	**Number of Correct Answers**	**%**	**Number of Correct Answers**	**%**
The	**46**	**97.87**	**37**	**94.87**

Table 94: Post-test Results EXP. G1 & EXP. G2 (Blank 1)

In this blank, the two EXP. groups displayed similar percentages of correct answers (97.87% and 94.87% in EXP. G1 and EXP. G2 respectively).

150

BLANK 2

Blank 2	EXP. G1		EXP. G2	
	Number of Correct Answers	%	Number of Correct Answers	%
at	01	02.13	02	05.13

Table 95: Post-test Results EXP. G1 & EXP. G2 (Blank 2)

Table 95 shows that only 01 student in EXP. G1 and 02 students in EXP. G2 found the right

Prep. "at"

BLANK 3

Blank 3	EXP. G1		EXP. G2	
	Number of Correct Answers	%	Number of Correct Answers	%
late	14	29.79	23	58.97

Table 96: Post-test Results EXP. G1 & EXP. G2 (Blank 3)

In this blank, the two EXP. groups displayed different scores; 14 students in EXP. G1

answered correctly whereas 23 students in EXP. G2 found the right word.

BLANK 4

Blank 4	EXP. G1		EXP. G2	
	Number of Correct Answers	%	Number of Correct Answers	%
quite	26	55.32	27	69.23

Table 97: Post-test Results EXP. G1 & EXP. G2 (Blank 4)

As table 97 reveals, 26 and27 students in EXP. G1 and EXP. G2 found the appropriate word in this blank.

BLANK 5

Blank 5	EXP. G1		EXP. G2	
	Number of Correct Answers	%	Number of Correct Answers	%
but	08	17.02	04	10.26

Table 98: Post-test Results EXP. G1 & EXP. G2 (Blank 5)

Table 98 reveals that only 08 students in EXP. G1 and 04 students in EXP. G2 found the right answer in this blank.

BLANK 6

Blank 6	EXP. G 1		EXP. G2	
	Number of Correct Answers	%	Number of Correct Answers	%
of	42	89.36	35	89.74

Table 99: Post-test Results EXP. G1 & EXP. G2 (Blank 6)

In this blank, the two EXP. groups have approximately the same scores of correct answers (97.87% and 94.87% in EXP. G1 and EXP. G2 respectively).

BLANK 7

Blank7	EXP. G1		EXP. G2	
	Number of Correct Answers	%	Number of Correct Answers	%
decided	13	27.66	10	25.64

Table 100: Post-test Results EXP. G1 & EXP. G2 (Blank 7)

Table 100 shows that only 13 and 10 students in EXP. G1 and EXP. G2 respectively found the right verb and the right tense.

BLANK 8

Blank8	EXP. G1		EXP. G2	
	Number of Correct Answers	%	Number of Correct Answers	%
quickly	45	95.74	39	100

Table 101: Post-test Results EXP. G1 & EXP. G2 (Blank 8)

In this blank, both EXP. G1 and EXP. G2 displayed high percentages of correct answers; 95.74% and 100% respectively.

BLANK 9

Blank9	EXP. G1		EXP. G2	
	Number of Correct Answers	%	Number of Correct Answers	%
I	47	100	39	100

Table 102: Post-test Results EXP. G1 & EXP. G2 (Blank 9)

As shown in table102, all the students in both EXP. G1 and EXP. G2 found the appropriate Pron. "I".

BLANK 10

Blank10	EXP. G1		EXP. G2	
	Number of Correct Answers	%	Number of Correct Answers	%
car	18	38.30	20	51.28

Table 103: Post-test Results EXP. G1 & EXP. G2 (Blank 10)

Unlike the previous blank, only 18 and 20 students in EXP. G1 and EXP. G2 respectively answered correctly.

BLANK 11

Blank11	EXP. G1		EXP. G2	
	Number of Correct Answers	%	Number of Correct Answers	%
in	27	57.45	20	51.28

Table 104: Post-test Results EXP. G1 & EXP. G2 (Blank 11)

In this blank, the two EXP. groups displayed similar percentages of correct answers (57.45% and 51.28% in EXP. G1 and EXP. G2 respectively).

BLANK 12

Blank12	EXP. G1		EXP. G2	
	Number of Correct Answers	%	Number of Correct Answers	%
entered	11	23.40	09	23.08

Table105: Post-test Results EXP. G1 & EXP. G2 (Blank 12)

In this blank, the two EXP. groups have approximately the same scores of correct answers (23.40% and 23.08% in EXP. G1 and EXP. G2 respectively).

BLANK 13

Blank13	EXP. G1		EXP. G2	
	Number of Correct Answers	%	Number of Correct Answers	%
way	11	23.40	06	15.38

Table 106: Post-test Results EXP. G1 & EXP. G2 (Blank 13)

Table 106 shows that only 11 and 06 students in EXP. G1 and EXP. G2 respectively found the right N "way".

BLANK 14

Blank14	EXP. G1		EXP. G2	
	Number of Correct Answers	%	Number of Correct Answers	%
a	30	63.83	35	89.74

Table 107: Post-test Results EXP. G1 & EXP. G2 (Blank 14)

Table 107 reveals that 30 and 35 students in EXP. G1 and EXP. G2 found the appropriate word in this blank which is the Arti. "a".

BLANK 15

Blank15	EXP. G1		EXP. G2	
	Number of Correct Answers	%	Number of Correct Answers	%
at	02	04.26	03	07.69

Table 108: Post-test Results EXP. G1 & EXP. G2 (Blank 15)

As shown in table 108, only 02 and 03 students in EXP. G1 and EXP. G2 respectively found the right verb and the Prep. "at".

BLANK 16

Blank16	EXP. G1		EXP. G2	
	Number of Correct Answers	%	Number of Correct Answers	%
some	42	89.36	30	76.92

Table 109: Post-test Results EXP. G1 & EXP. G2 (Blank 16)

According to table 109, 42 and 30 students in EXP. G1 and EXP. G2 found the appropriate

word in this blank.

BLANK 17

Blank17	EXP. G1		EXP. G2	
	Number of Correct Answers	%	Number of Correct Answers	%
and	37	78.72	28	71.79

Table 110: Post-test Results EXP. G1 & EXP. G2 (Blank 17)

The two EXP. groups displayed similar percentages of correct answers (78.72% and 71.79%

in EXP. G1 and EXP. G2 respectively).

BLANK 18

Blank18	EXP. G1		EXP. G2	
	Number of Correct Answers	%	Number of Correct Answers	%
had	30	63.83	21	53.85

Table 111: Post-test Results EXP. G1 & EXP. G2 (Blank 18)

As table 111 reveals, 30 and 21 students in EXP. G1 and EXP. G2 respectively found the right verb and put it in the appropriate tense.

BLANK 19

Blank19	EXP. G1		EXP. G2	
	Number of Correct Answers	%	Number of Correct Answers	%
easy	04	08.51	12	30.77

Table 112: Post-test Results EXP. G1 & EXP. G2 (Blank 19)

In this blank, only 04 and 12students in EXP. G1 and EXP. G2 respectively found the right Adj. "easy".

BLANK 20

Blank20	EXP. G1		EXP. G2	
	Number of Correct Answers	%	Number of Correct Answers	%
who	24	51.06	30	76.92

Table 113: Post-test Results EXP. G1 & EXP. G2 (Blank 20)

The two EXP. groups displayed here different scores; 24 students in EXP. G1 answered correctly whereas 30 students in EXP. G2 found the right word.

BLANK 21

Blank21	EXP. G1		EXP. G2	
	Number of Correct Answers	%	Number of Correct Answers	%
had come	33	70.21	23	58.97

Table 114: Post-test Results EXP. G1 & EXP. G2 (Blank 21)

Again in this blank, both EXP. groups displayed here different scores; 33 students in EXP. G1 answered correctly whereas 23students in EXP. G2 found the right verb and put it in the right tense.

BLANK 22

	EXP. G1		EXP. G2	
Blank22	**Number of Correct Answers**	**%**	**Number of Correct Answers**	**%**
when	**40**	**85.11**	**33**	**84.62**

Table 115: Post-test Results EXP. G1 & EXP. G2 (Blank 22)

In this blank, both EXP. groups have approximately the same scores of correct answers (85.11% and 84.62% in EXP. G1 and EXP. G2 respectively).

BLANK 23

	EXP. G1		EXP. G2	
Blank23	**Number of Correct Answers**	**%**	**Number of Correct Answers**	**%**
would make	**/**	**/**	**01**	**02.65**

Table 116: Post-test Results EXP. G1 & EXP. G2 (Blank 23)

As table 116 reveals, no student in EXP. G1 found the right verb in the right tense whereas only one student in EXP. G2 answered correctly.

BLANK 24

Blank24	EXP. G1		EXP. G2	
	Number of Correct Answers	%	Number of Correct Answers	%
myself	23	48.94	22	56.41

Table 117: Post-test Results EXP. G1 & EXP. G2 (Blank 24)

Table 117 shows that 23 and 22 students in EXP. G1 and EXP. G2 respectively answered correctly in this blank.

BLANK 25

Blank25	EXP. G1		EXP. G2	
	Number of Correct Answers	%	Number of Correct Answers	%
magazines	21	44.68	20	51.28

Table 118: Post-test Results EXP. G1 & EXP. G2 (Blank 25)

In this blank, 21 and 20 students in EXP. G1 and EXP. G2 respectively answered correctly and found the appropriate word.

BLANK 26

Blank26	EXP. G1		EXP. G2	
	Number of Correct Answers	%	Number of Correct Answers	%
an	26	55.32	28	71.79

Table 119: Post-test Results EXP. G1 & EXP. G2 (Blank 26)

According to table 119, 26 and 28 students in EXP. G1 and EXP. G2 respectively answered correctly and found the appropriate Arti. "an".

BLANK 27

Blank27	EXP. G1		EXP. G2	
	Number of correct answers	%	Number of correct answers	%
until	15	31.91	11	28.21

**Table 120: Post-test Results EXP. G1 & EXP. G2 (Blank 27)**

In this blank, only 15 and 11students in EXP. G1 and EXP. G2 respectively answered correctly.

4.1.2.3 Graphic Comparative Analysis of the Results

In the following section, the analysis of the results obtained by the participants in the CG and in the two EXP. groups under the post-test conditions is done through comparison of the results in the three groups CG, EXP. G1and EXP. G2 taking into consideration the results obtained in the pre-test. The data is shown graphically describing with details the main differences in performance between the participants. For each blank, a graph is provided to illustrate the results in the three groups.
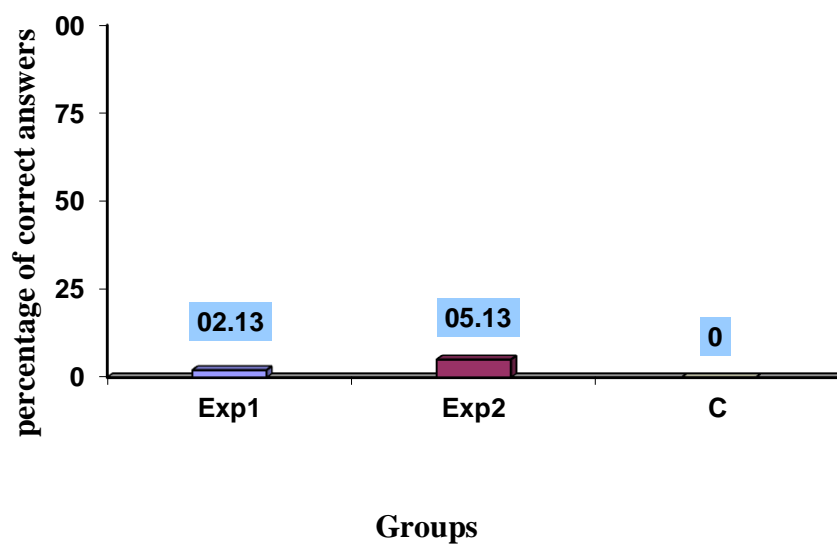
BLANK 1

In terms of the highest score, EXP. G1 remains the first with the highest percentage of correct answers (97.87%), EXP. G2 is in the second place (94.87%) and the CG is in the third place (91.89%). In terms of difference improvement; the CG is the best (05.4), EXP. G2 is in the second place (02.56) and EXP. G1 is in the third place (02.13).
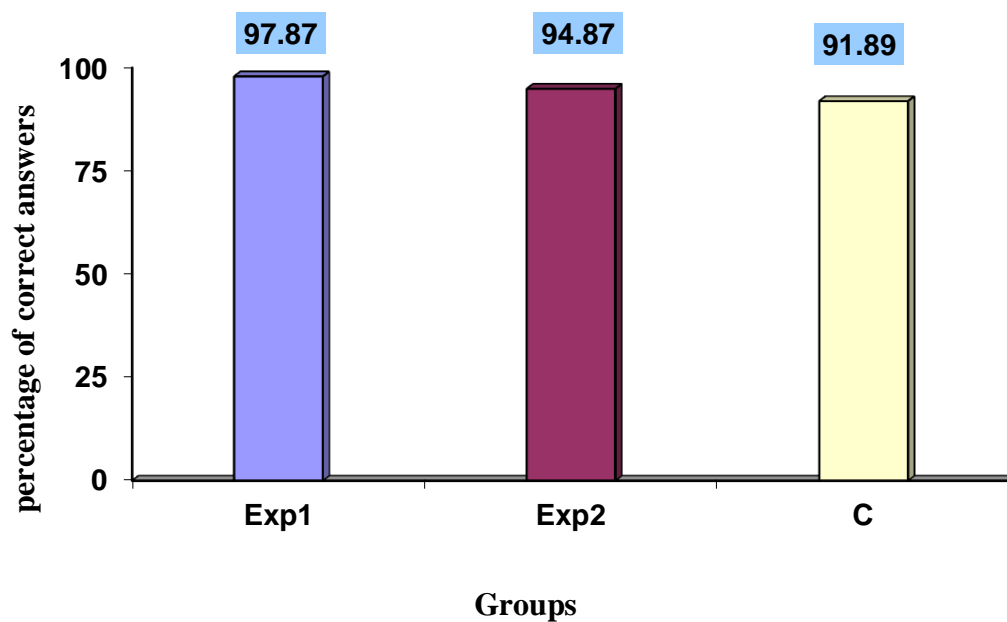
Graph 28: Percentage of Correct Answers
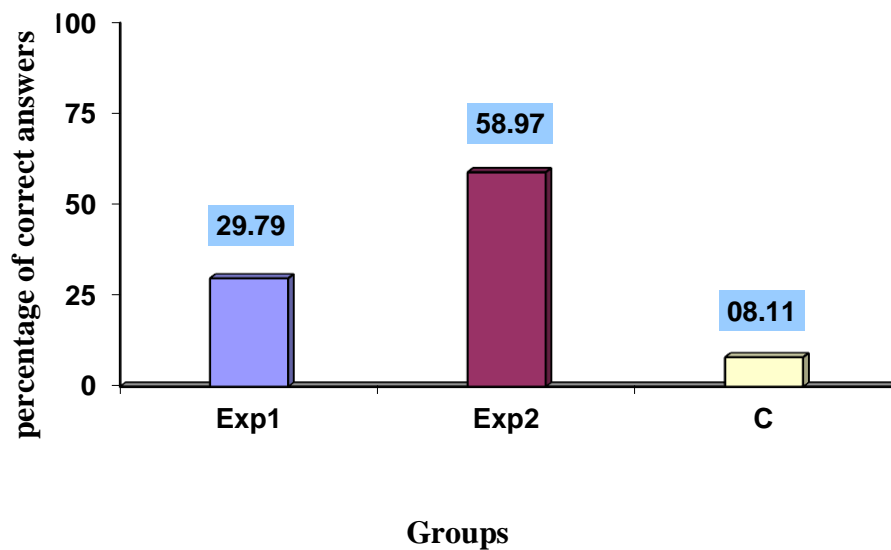
(Post-test / Blank1)

BLANK 2

The three groups displayed very low scores; the percentage of correct answers is 02.13%, 05.13% and 0% in EXP. G1, EXP. G2, and the CG respectively. In terms of difference improvement; the two EXP. groups display approximate results (EXP. G1 /02.13 and EXP. G2 / 02.57) while the CG displays a null difference improvement (0).

Graph 29: Percentage of Correct Answers
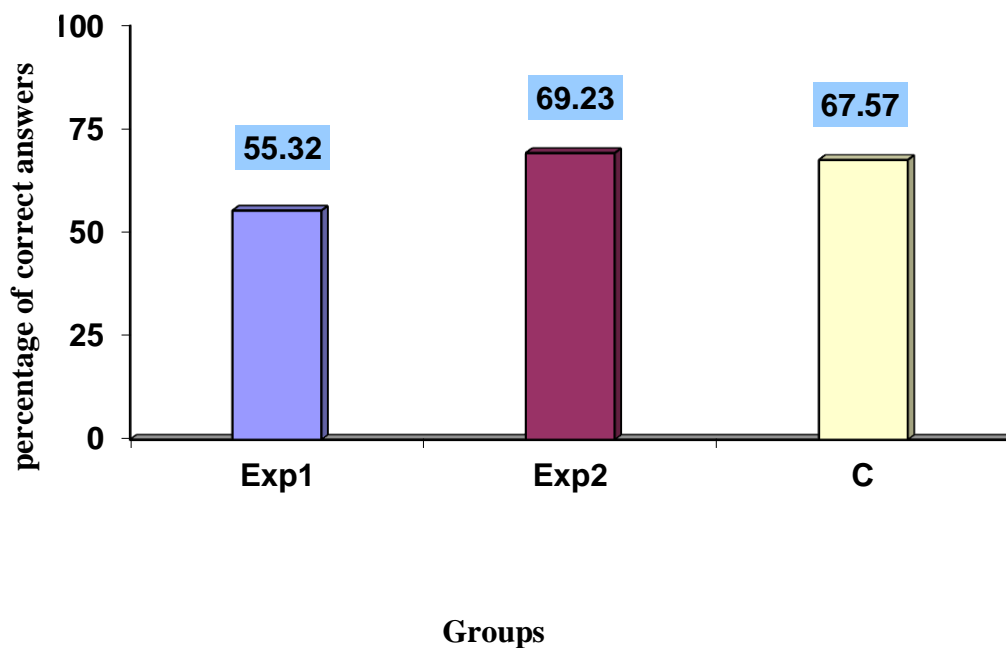
(Post-test / Blank2)

BLANK 3

In terms of the highest score, EXP. G2 is the best group with the highest score (58.97%). EXP. G1 is in the second place (29.79%). However, the percentage of correct answers in the CG is the same as in the pre-test. In terms of difference improvement; EXP. G2 shows the highest difference improvement (28.2). EXP. G1 shows a lower score (10.64) while the CG also displays a null difference improvement in this blank.

Graph 30: Percentage of Correct Answers

(Post-test / Blank3)

BLANK 4

In terms of the highest score, again EXP. G2 is the best group with the highest score (69.23%). The CG is in the second place with the second percentage of correct answers (67.57%) and EXP. G1 in the third place (55.32%). In terms of difference improvement; EXP. G1 shows the highest difference improvement (02.13), EXP. G2 displays a null difference improvement (0) while the CG displays the lowest difference improvement (-05.4).

Graph31: Percentage of Correct Answers
(Post-test / Blank4)

BLANK 5

The results in this blank are unexpected; the percentage of correct answers in EXP. G1 is the same as in the pre-test which means that EXP. G1 displays a null difference improvement. In EXP. G2, the percentage of the correct answers is lower than that in the pre-test (D I = -10, 25). In the CG, the percentage of the correct answers is also lower than that displayed in the pre-test (D I =- 2, 7).
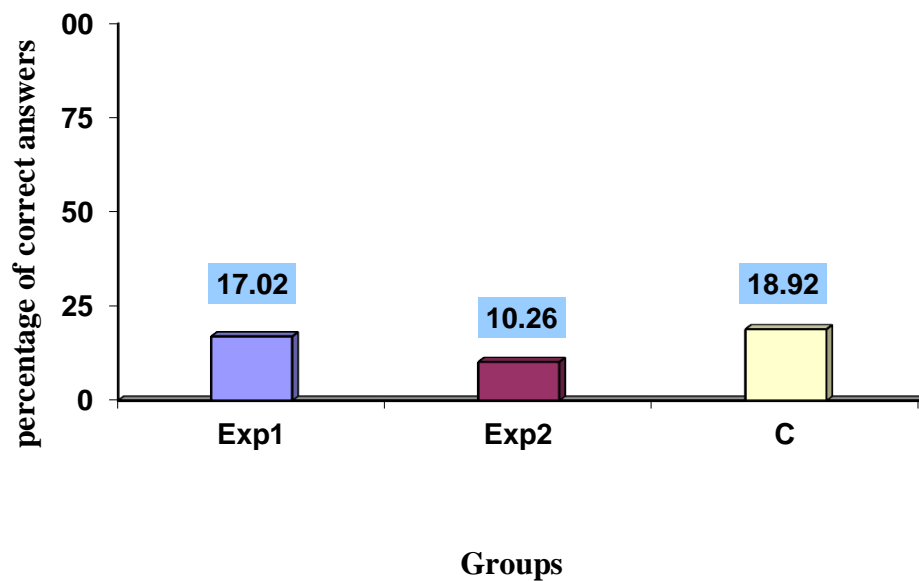
Graph 32: Percentage of Correct Answers

(Post-test / Blank5)

BLANK 6

The percentage of correct answers in EXP. G1 and EXP. G2 is approximately the same (89.36% and 89.74% respectively). In the CG, the percentage of the correct answers is 64.86%. In terms of the difference improvement, EXP. G2 shows the highest score (15.38) then EXP. G1 in the second place (08.51) and the CG in the third place with the lowest score (-08.11).
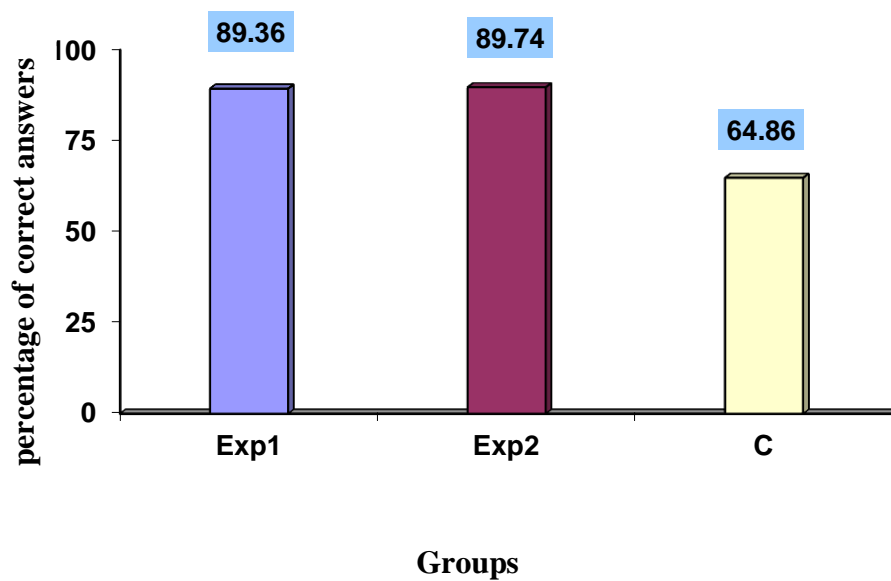
Graph 33: Percentage of Correct Answers

(Post-test / Blank6)

BLANK 7
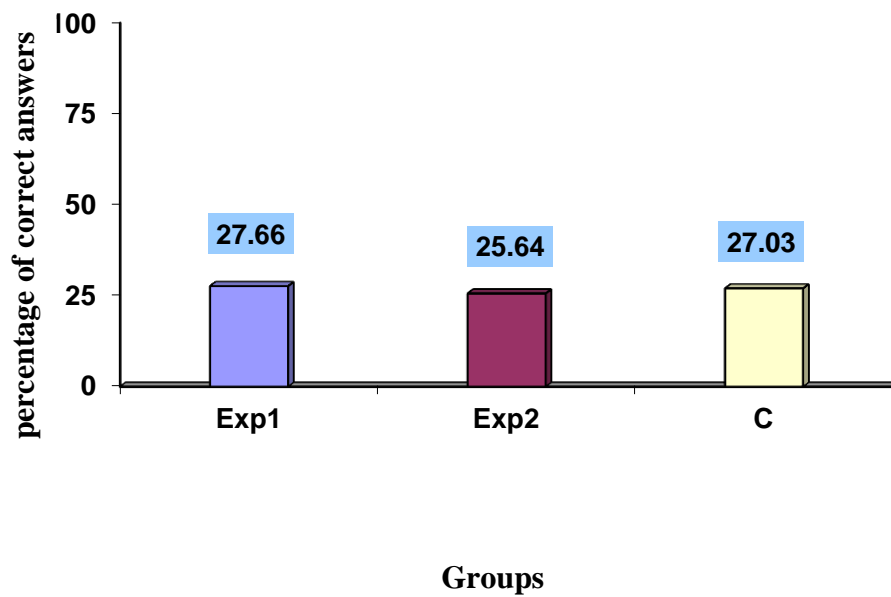
The percentage of correct answers in EXP. G1 and the CG is approximately the same (27.66 % and 27.03% respectively). The percentage of the correct answers in EXP. G2 is also similar (25.64%). In terms of the difference improvement, EXP. G2 shows the highest score (07.69) then EXP. G1 in the second place (04.26) and the CG in the third place with the lowest score (02.68).

Graph 34: Percentage of Correct Answers
(Post-test / Blank7)

BLANK 8

The percentage of correct answers in the three groups is high (95.74%, 100% and 86.49% in EXP. G1, EXP. G2 and the CG respectively). In terms of the difference improvement, EXP. G1 shows the highest score (08.51) then EXP. G2 (05.13) and the CG in the third place with the lowest score (-05.4).
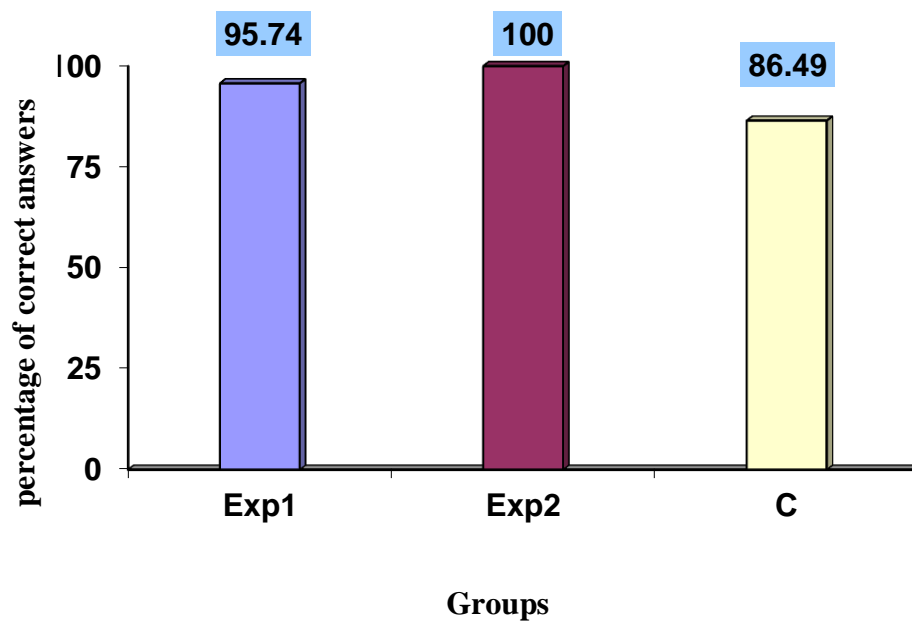

Graph 35: Percentage of Correct Answers

(Post-test / Blank8)

BLANK 9

In this blank, we have a whole percentage of correct answers in the three groups (100% in EXP. G1, EXP. G2 and the CG). In terms of the difference improvement results, the CG is the best with the highest difference improvement (08.11) then we have EXP. G2 in the second place (07.69) and EXP. G1 in the third place with the lowest score (04.26).

Graph 36: Percentage of Correct Answers
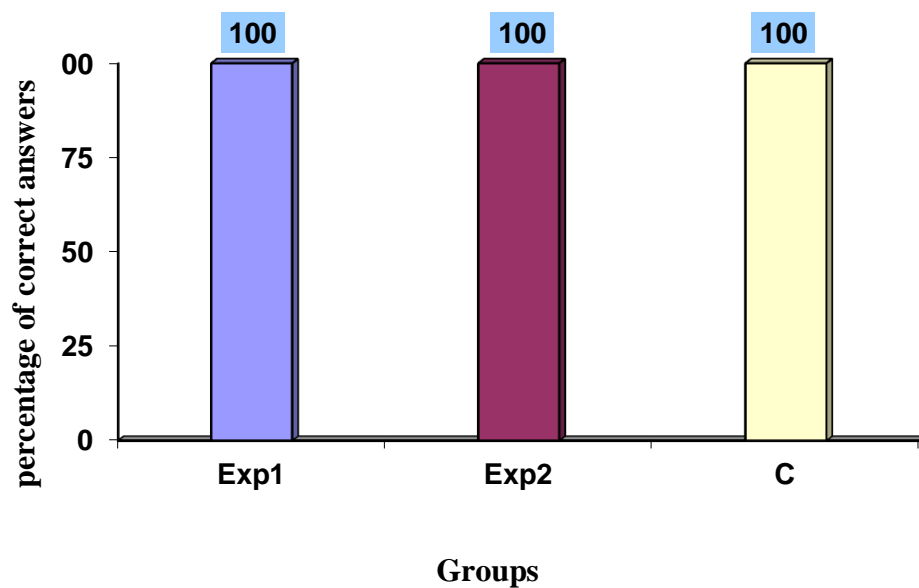
(Post-test / Blank9)

BLANK 10

The percentage of correct answers in this Blank differs from one group to another. We have 38.30% in EXP. G1; 51.28% in EXP. G2 and 48.65% in the CG. EXP. G1 shows the same percentage as in the pre-test that is why it displays a null difference improvement (DI=0). EXP. G2 displays a high difference improvement (DI=17.8) and the CG displays the highest score in this blank (DI=24.33).

Graph 37: Percentage of Correct Answers

(Post-test / Blank10)

BLANK 11

The percentage of correct answers in EXP. G2 and the CG is approximately the same (51.28% and 51.35% respectively). In EXP. G1, the percentage of correct answers is 57.45%. In this blank, the highest difference improvement is scored in the CG (10.81) then we have EXP. G1 in the second place (08.51) and EXP. G2 in the third place with the lowest score (-05.13).

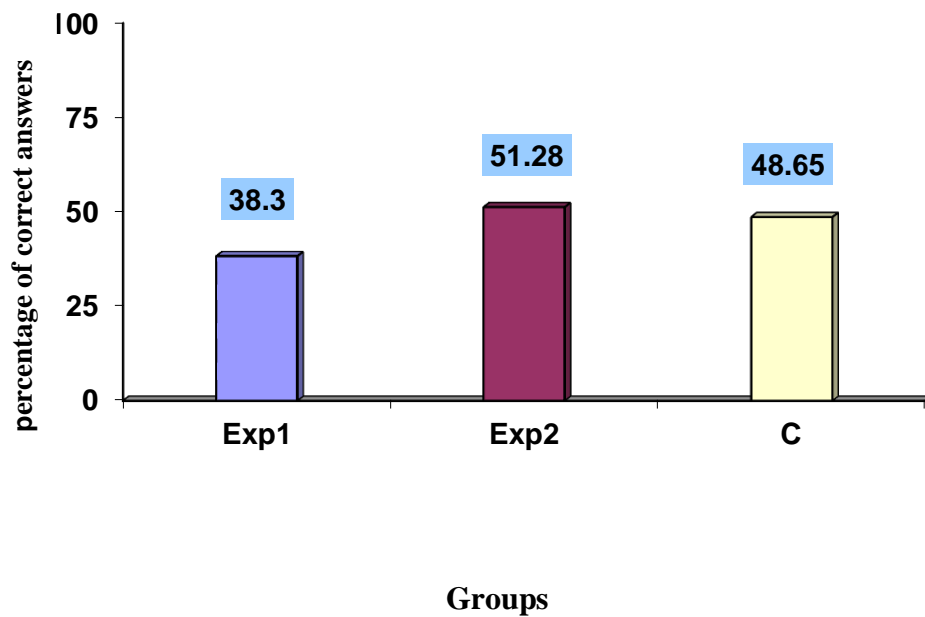Graph 38: Percentage of Correct Answers

(Post-test / Blank11)

BLANK 12

The percentage of correct answers in EXP. G1 and EXP. G2 is approximately the same (23.40% and 23.08% respectively). The percentage of correct answers in the CG is somehow lower (10.81%). In terms of the difference improvement, EXP. G2 shows the highest score (12.82). EXP. G1 is in the second place (08. 5) and the CG in the third place with the lowest score (-05.41).
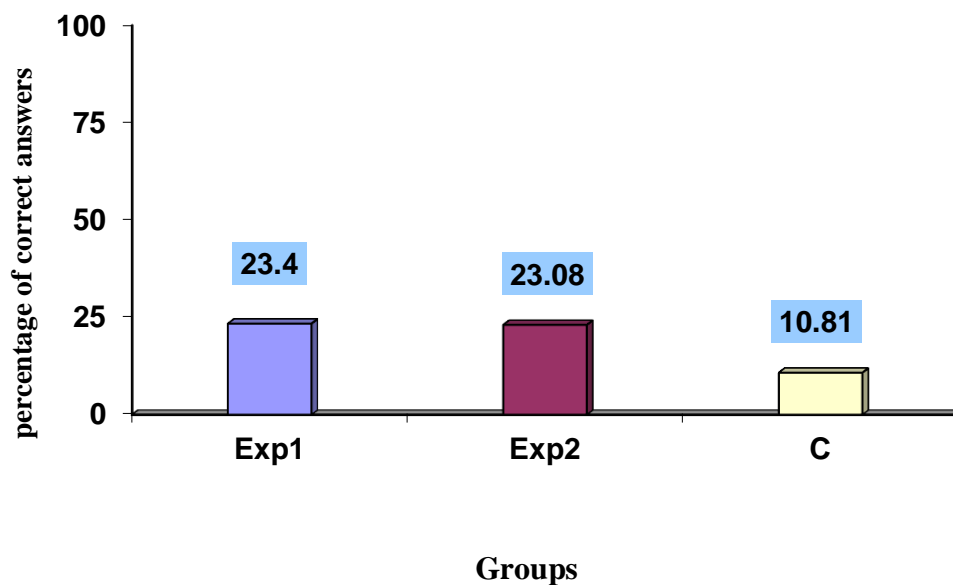
Graph 39: Percentage of Correct Answers

(Post-test / Blank12)

BLANK 13
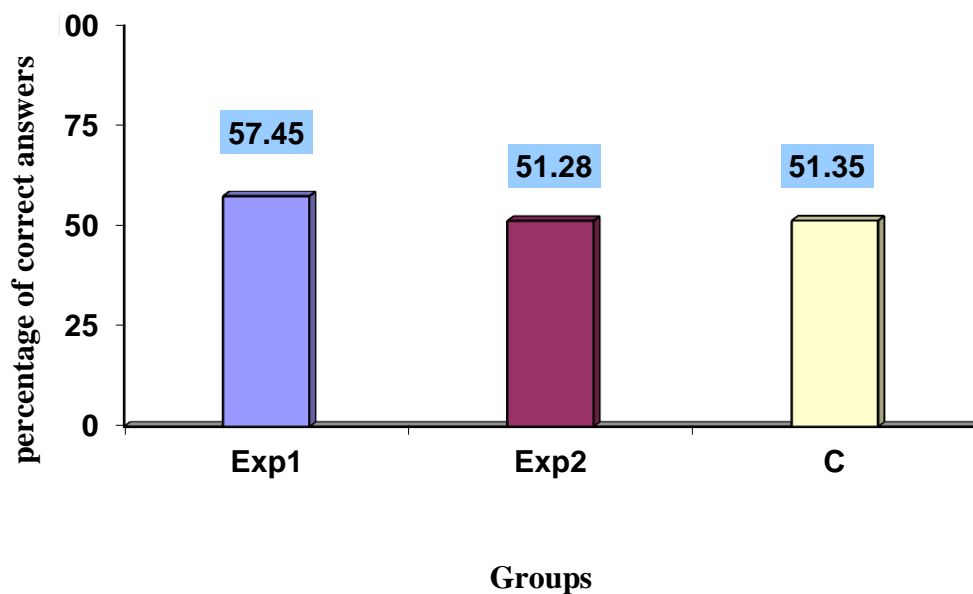
The percentage of correct answers in EXP. G1 is 23.40%; in EXP. G2, it is 15.38% and in the CG, it is 21.62%. In terms of the difference improvement, the CG shows the highest score (10.81). EXP. G1 is in the second place (08.5) and EXP. G2 in the third place with the lowest score (-02.57).
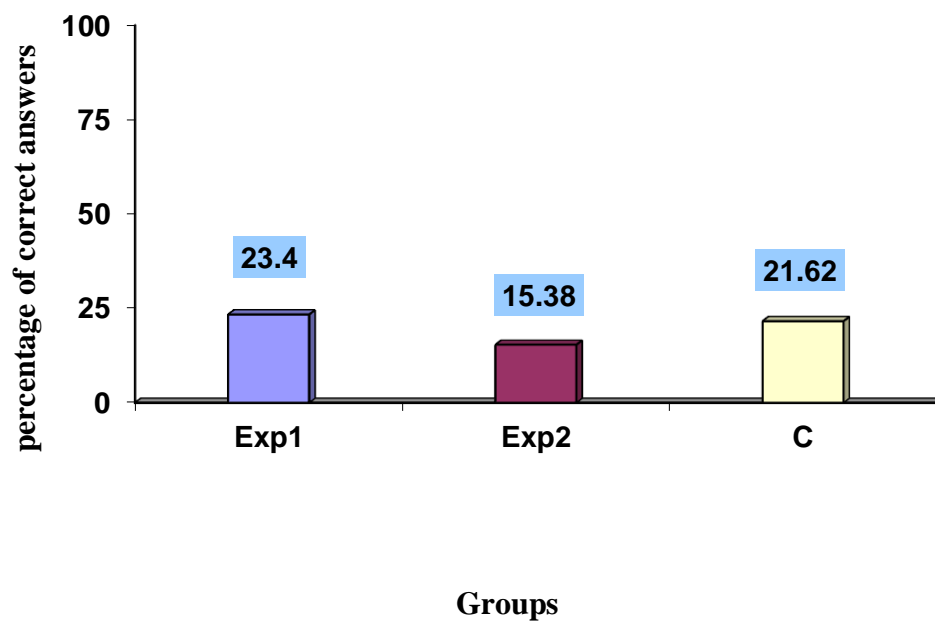
Graph 40: Percentage of Correct Answers

(Post-test / Blank13)

BLANK 14

In this blank, the highest percentage of correct answers is scored in EXP. G2 (89.74%), then in EXP. G1 (63.83%) and the CG (54.05%). EXP. G2 also displays the highest difference improvement (35.89), the CG displays a lower score (08.1) and EXP. G1 displays the lowest difference improvement (-06.38).
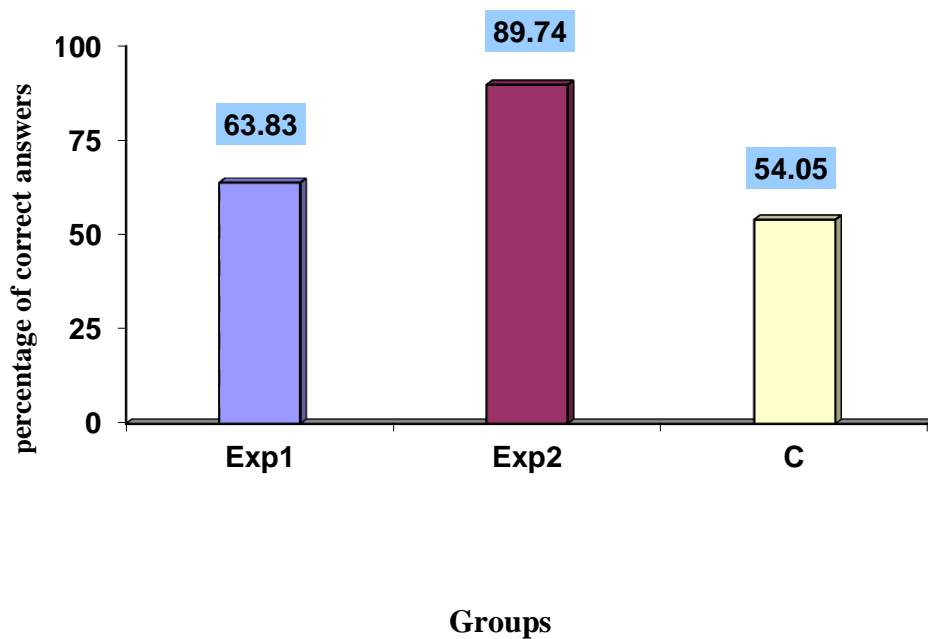
Graph 41: Percentage of Correct Answers

(Post-test / Blank14)

BLANK 15

The results obtained in this blank are low; the highest percentage of correct answers is scored in the CG (10.81%). Yet, the latter displays the lowest difference improvement (-05.41). However, EXP. G2 displays the highest difference improvement (05.13). EXP. G1 shows the same percentage obtained in the pre-test (04.26%) and displays a null difference improvement.
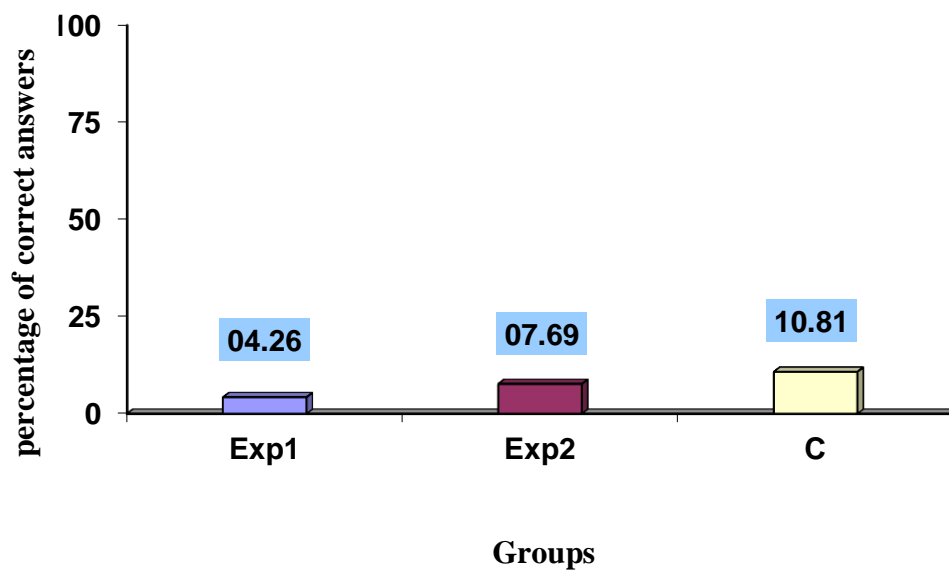
Graph 42: Percentage of Correct Answers

(Post-test / Blank15)

BLANK 16

In this blank, EXP. G1 displays the best scores; the highest percentage of correct answers (89.36%) and the highest difference improvement (12.76). The percentage of correct answers in EXP. G2 is 76.92% and the difference improvement is (-07.7). The CG shows the same percentage obtained in the pre-test (70.27%) and displays a null difference improvement.

Groups
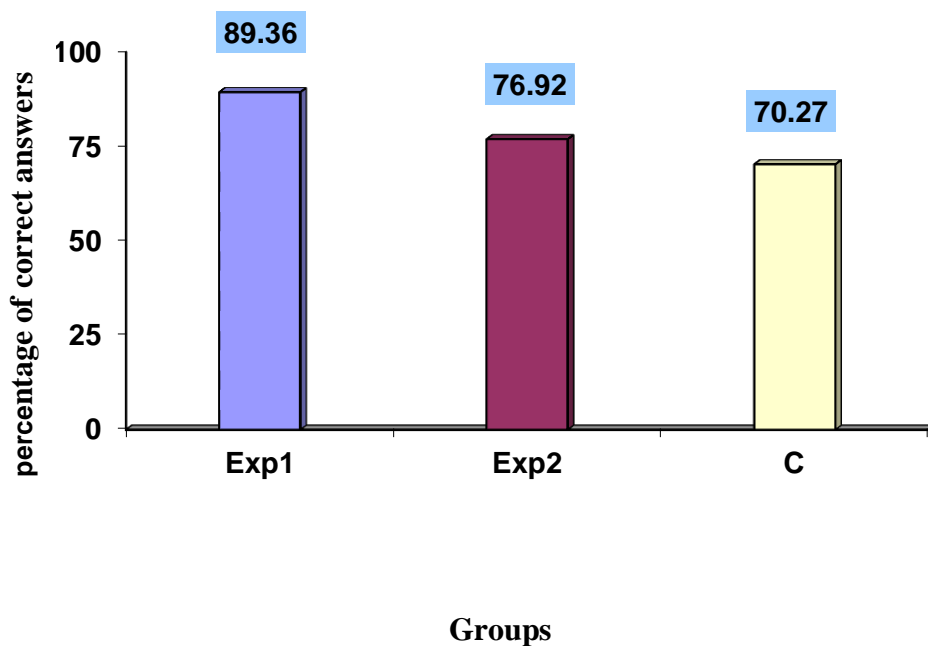
Graph 43: Percentage of Correct Answers

(Post-test / Blank16)

The percentage of correct answers in EXP. G1, EXP. G2 and the CG is 78.72%, 71.79% and 70.27% respectively. In terms of the difference improvement, EXP. G1 shows the highest score (19.12) then the CG in the second place (18.92) and EXP. G2 in the last place with a null difference improvement.
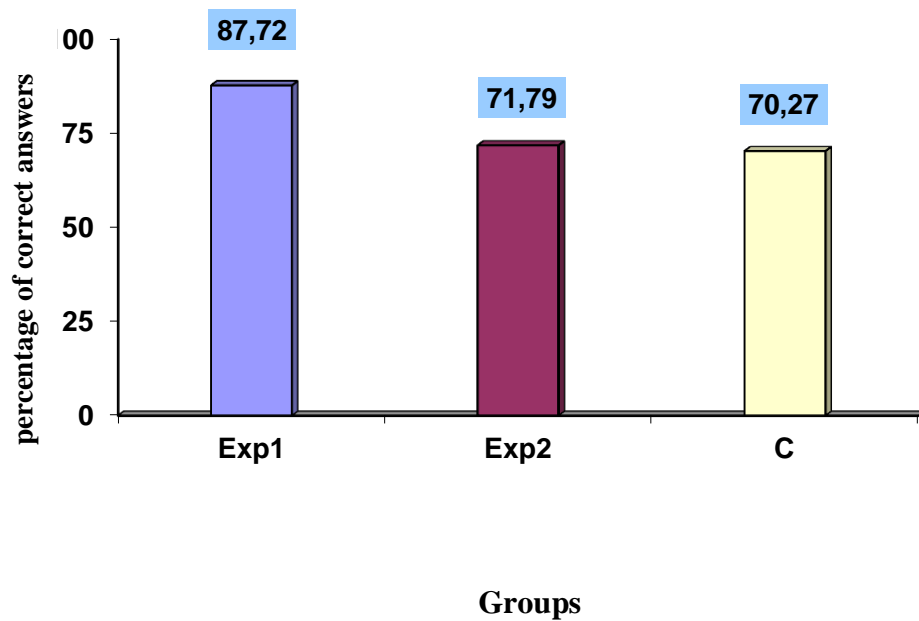
Graph 44: Percentage of Correct Answers

(Post-test / Blank17)

BLANK 18

The percentage of correct answers in EXP. G1, EXP. G2 and the CG is 63.83%, 53.85%, 48.65% respectively. In terms of the difference improvement, EXP. G1 again shows the highest score in this blank (10.64) then the CG in the second place (05.41) and EXP. G2 in the third place with the lowest score (02.57).
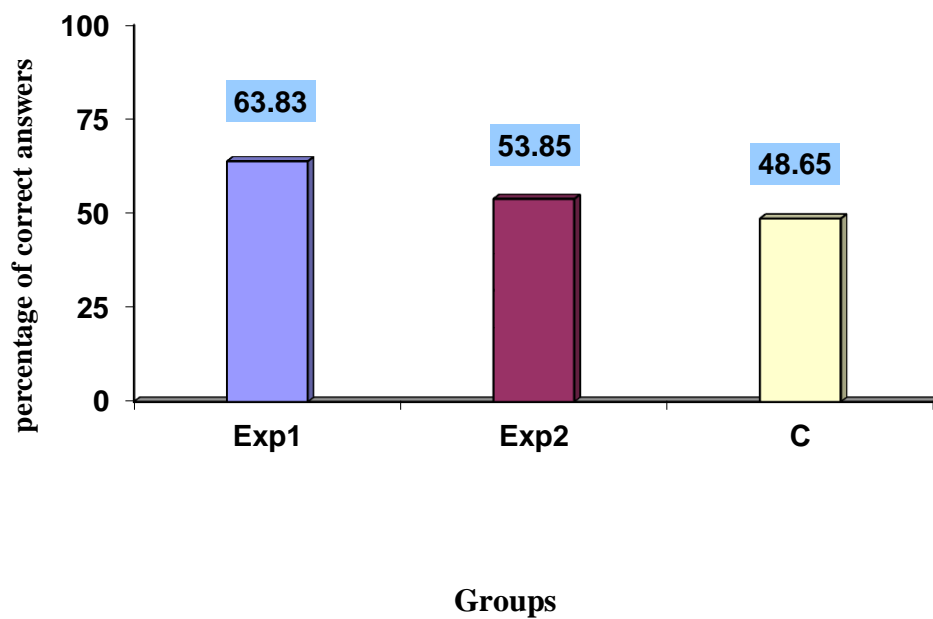
Graph 45: Percentage of Correct Answers

(Post-test / Blank18)

BLANK 19

The percentage of correct answers in this Blank differs fro one group to another. We have 08.51% in EXP. G1; 30.77% in EXP. G2 and 13.51% in the CG. The latter displays the highest score in terms of the difference improvement (D I=8, 1). EXP. G2 displays the second score (05.13) and EXP. G1 displays the lowest score (02.13).
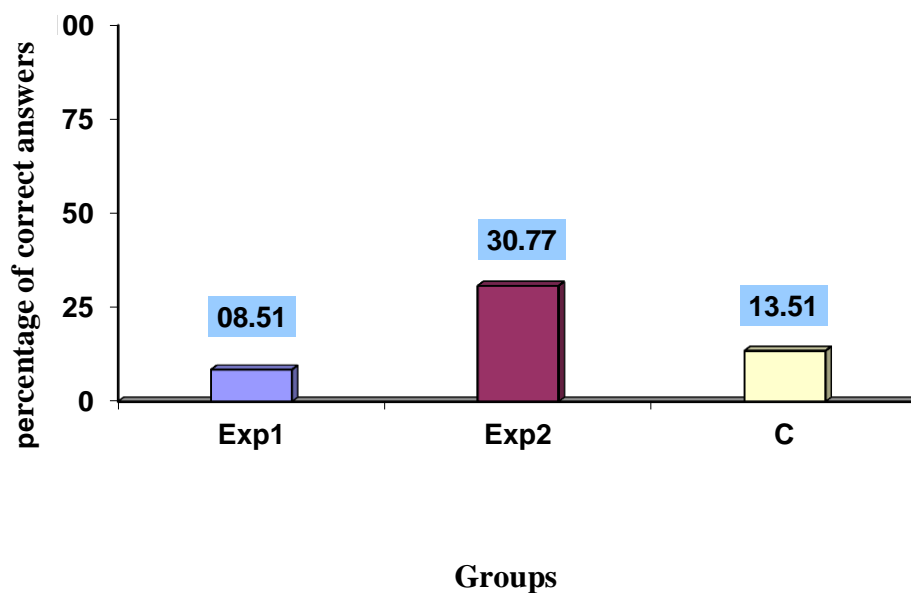
Graph46: Percentage of Correct Answers

(Post-test / Blank19)

The percentage of correct answers in EXP. G1, EXP. G2 and the CG is 51.06%, 76.92% and 54.05% respectively. In terms of the difference improvement, the CG displays the highest score (18.91) then EXP. G2 in the second place (07.69) and EXP. G1 in the last place with the lowest score (-06.39).

Graph47: Percentage of Correct Answers

(Post-test / Blank20)

BLANK 21

The percentage of correct answers in this Blank differs from one group to another. We have 70.21% in EXP. G1; 58.97% in EXP. G2 and 56.76% in the CG. The three groups display high scores in terms of the difference improvement (21.27; 17.94 and 16.22 in EXP. G1, EXP. G2 and the CG respectively).

Graph48: Percentage of Correct Answers

(Post-test / Blank21)

BLANK 22

The percentage of correct answers in EXP. G1, EXP. G2 and the CG is 85.11%; 84.62% and 62.16% respectively. EXP. G2 displays the highest difference improvement (17.95) then EXP. G1 in the second place (12.77). The CG displays a null difference improvement (D I=0).
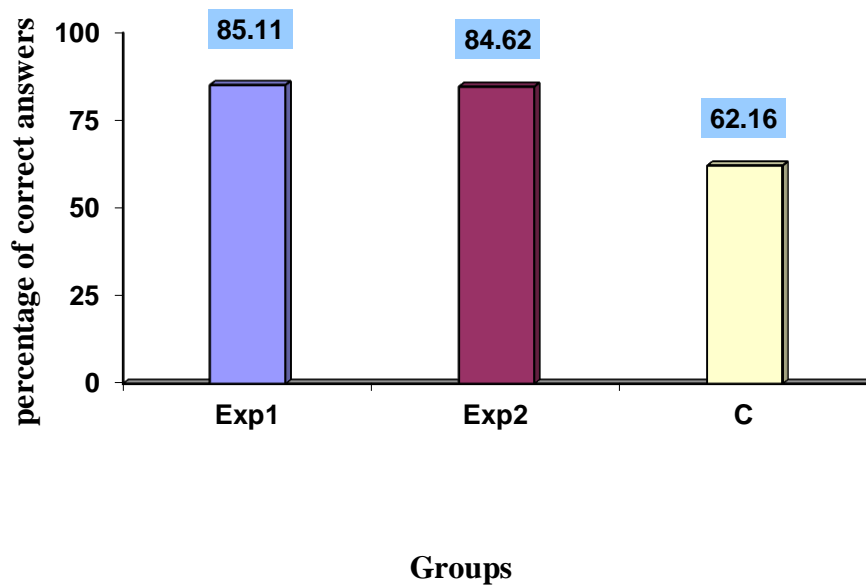
Graph49: Percentage of Correct Answers

(Post-test / Blank22)

BLANK 23

The percentage of correct answers in the three groups is very low; in EXP. G1 and the CG, we have a null rate of correct answers. In EXP. G2, we also have a low percentage (02.56%). Similarly, in terms of the difference improvement; the three groups alike display low scores (0), (02.56) and (-02.7) in EXP. G1, EXP. G2 and the CG respectively.
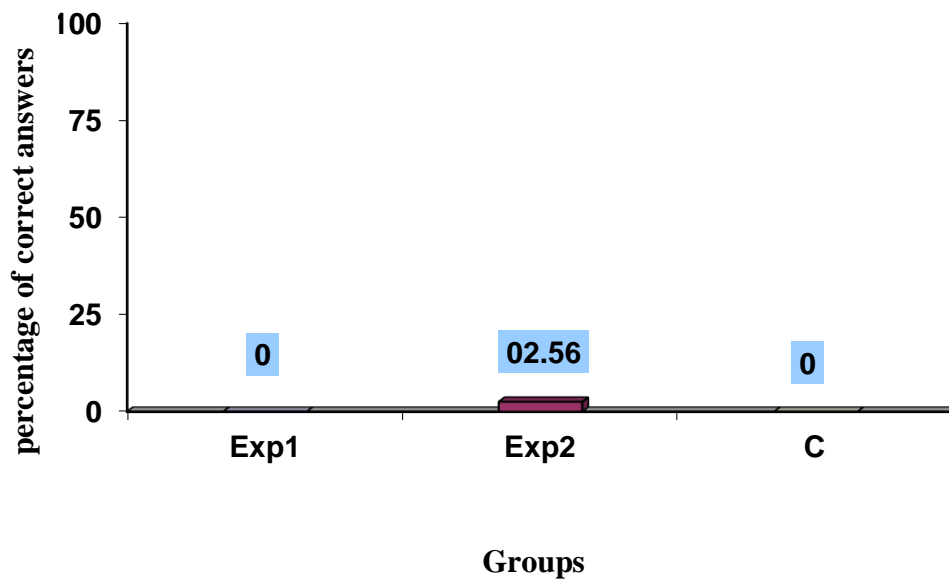
Graph50: Percentage of Correct Answers

(Post-test / Blank23)

BLANK 24

The percentage of correct answers in this Blank differs fro one group to another. We have 48.94% in EXP. G1; 56.41% in EXP. G2 and 35.14% in the CG. In terms of the difference improvement, EXP. G2 displays the highest score (28.2) then EXP. G1 in the second place (12.77) and the CG in the third place with the lowest score (-02.7).
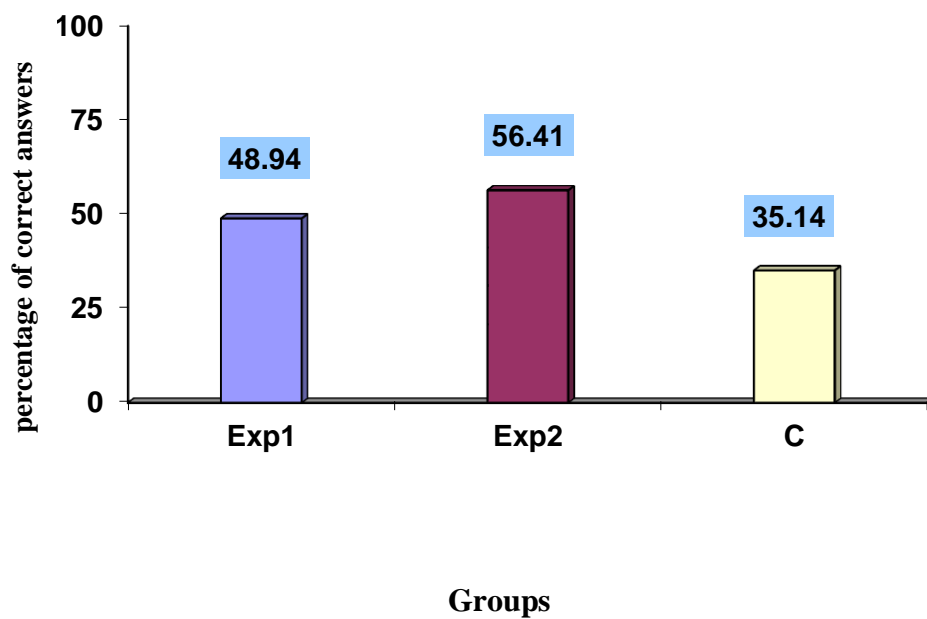
Graph51: Percentage of Correct Answers

(Post-test / Blank24)

The percentage of correct answers in EXP. G1, EXP. G2 and the CG is 44.68%; 51.28% and 54.05% respectively. In terms of the difference improvement, EXP. G1 displays the highest score (06.38) then the CG in the second place (05.4) and EXP. G2 in the third place with the lowest score (02.56).
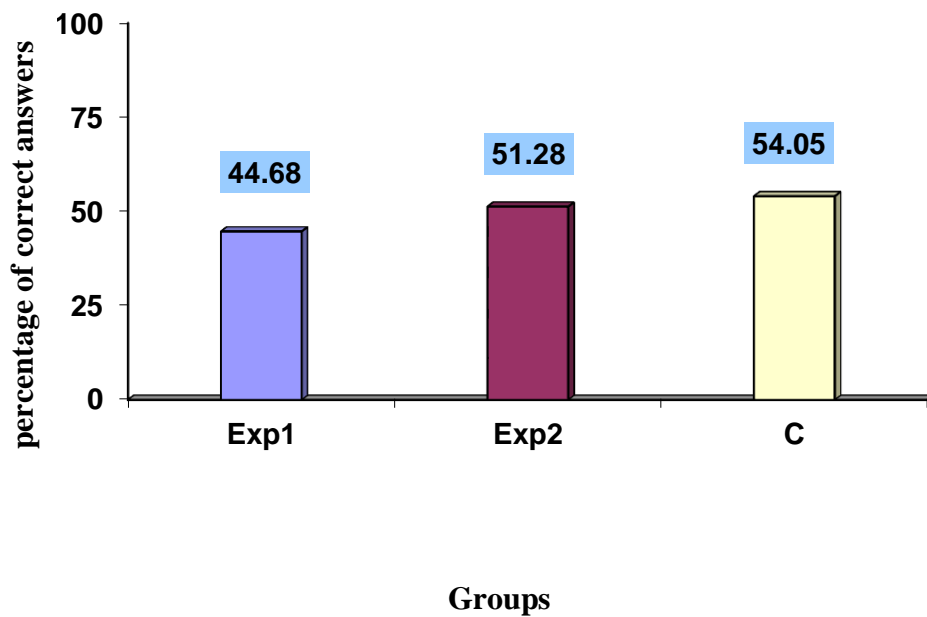
Graph52: Percentage of Correct Answers
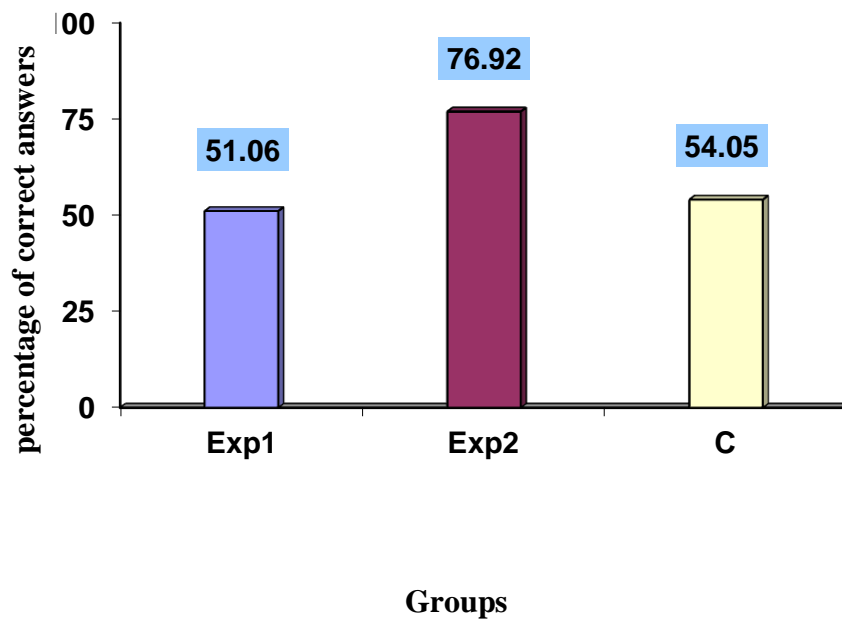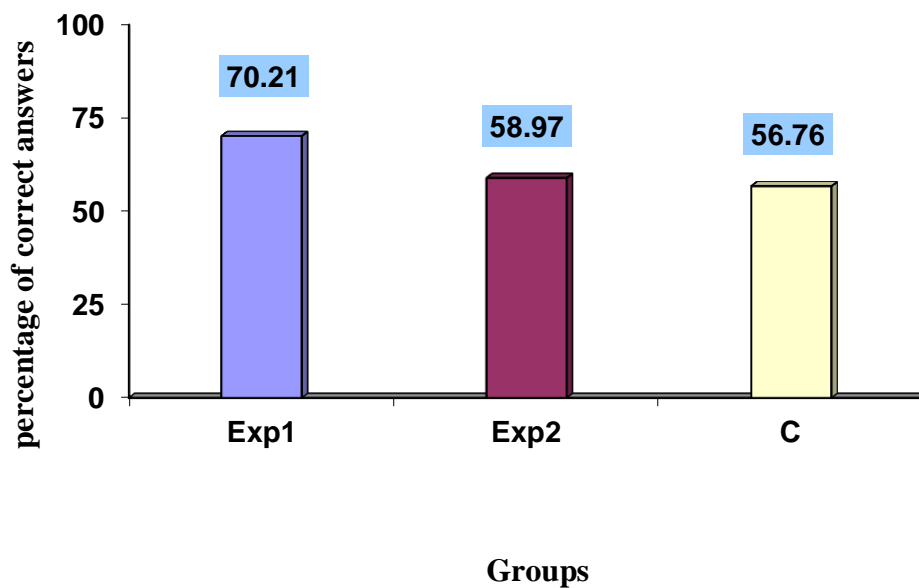
(Post-test / Blank25)

BLANK 26

The percentage of correct answers in this Blank differs from one group to another. We have 55.32% in EXP. G1; 71.79% in EXP. G2 and 51.35% in the CG. The highest difference improvement is displayed by EXP. G1 (10.64), then we have EXP. G2 which displays the second difference improvement (02.56) while the CG displays a null difference improvement (D I=0).
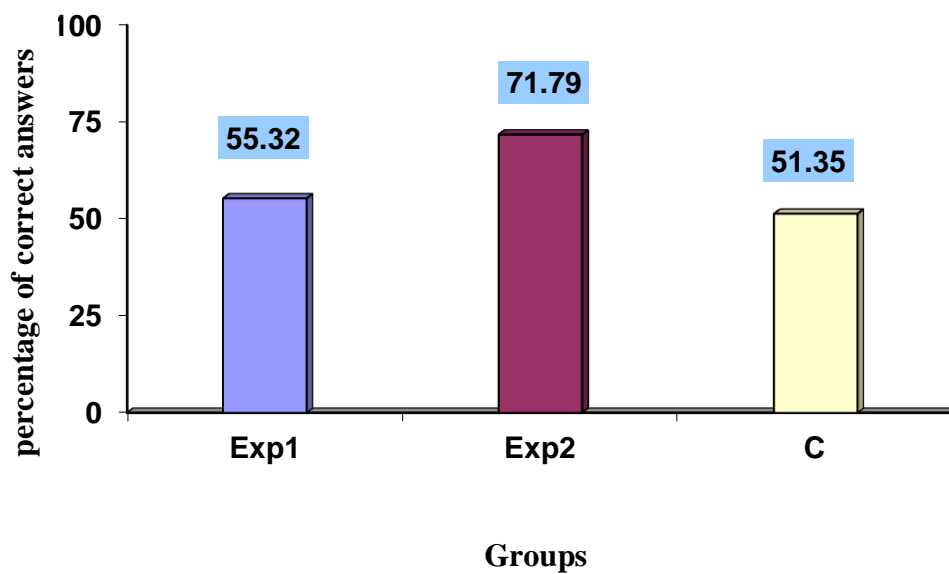
Graph53: Percentage of Correct Answers

(Post-test / Blank26)

The percentage of correct answers in this Blank is approximately similar in the three groups (31.91 %; 28.21% and 27.03% in EXP. G1; EXP. G2 and the CG respectively). In terms of the difference improvement, EXP. G1 displays the highest score (19.14) then the CG in the second place (13.52) and EXP. G2 in the third place with the lowest score (07.7).
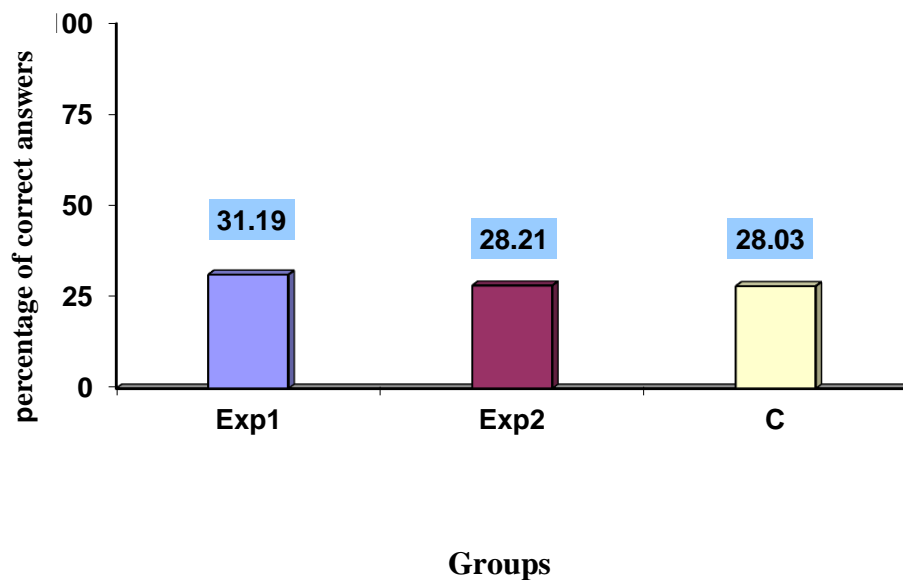
Graph54: Percentage of Correct Answers

(Post-test / Blank27)

4.2 Observation of Students' Behaviour

At the beginning of the year and just after the administration of the pre-test in the three groups, we started applying the new teaching strategies in the two EXP. groups. Three (3) weeks after, we started the observation of students' behaviour in the CG and in the two EXP. groups. During the whole period of training, we took notes, and at the end of the year, a comparison of students' behaviour was made in terms attendance, participation and questions, exercises and homework.

▬ Attendance

Because students in the two EXP. groups were promised to be rewarded for attending regularly the grammar class, the rate of student' absences in these two groups noticeably reduced in comparison with that in the CG. In EXP. G1 for instance, we have 21 students out of 47 who have attended the grammar class with absolutely no absence during the training period. Similarly in EXP. G2, 19 students out of 39 attended all the sessions without absence. However, in the CG; only 06 students out of 37 attended the grammar class with no absence.

▬ Participation and Questions

While the teacher repeats the same question twice or three times until one student answers the question in the CG, the students in EXP. G1 and EXP. G2 answer the questions and participate in a very active way. Even if the question is easy, students in the CG hesitate to answer as if they are shy or lazy. In fact, they are not enthusiastic about participation and answering oral questions. In EXP. G1 and EXP. G2, however, students raise their hands waiting for the chance to answer since every student may gain a dash (-) in the point system or at least receive some praise from the teacher and appreciation from classmates. In the CG, students have trouble expressing themselves and their vocabulary is limited because they are not used to speak in English for long discussions. In the two EXP. groups, even if they have

the same vocabulary problems, students do not hesitate to participate and to answer questions. Moreover, the students in these two groups make mistakes and sometimes do not find the appropriate word in English, but they talk, they have a discussion with the teacher, they take part in classroom conversations, and they prove that they are capable of achieving a given task in English.

‒ Exercises

When the learners are given any exercise to do in the classroom, the students' response to the assignment is different. In the CG, learners start talking to each other, then some of them start doing the assignment. Despite the fact that the teacher goes around to check their answers, most of them do not hesitate to answer only one part of the exercise. However, in the EXP. groups; students hurry as soon as the exercise is given to them. They start answering creating an atmosphere of competition that encourages them and raise their self-esteem.

‒ Homework

In grammar, Second Year students do not have homework that requires much reading and researching. Yet, from time to time, students are asked to finish an exercise or to do a whole activity at home. In this case, students in the CG can be divided into three (03) subgroups according to their response to the homework.

● The first subgroup is generally composed of about 8–16 students who answer all the questions of the exercise in a well organized way, regardless of the correctness of the answers.

● The second subgroup includes about 12–20 students who either do just a part of the exercise or do it in a way that demonstrates that it was done in a hurry (probably in the corridors or in the classroom few minutes before).

● The third subgroup includes about 5–8 students who do not do their homework at all. When they are asked why they did not do it, they do not hesitate to give such answers:

"I forgot to do it."

"I did not know that we have an exercise to do."

"I was ill."

"I was absent."

"I have not heard you."

In the two EXP. groups, the situation is completely different: the majority of the students accomplish their homework perfectly. We usually have the following subgroups according to their response to the homework.

● The first subgroup is generally composed of about 44–46 students in EXP.G1 and about 35–38 students in EXP. G2who answer all the questions of the exercise in a well organized way, regardless of the correctness of the answers.

● The second subgroup includes about 02–03 students in both groups who either do just a part of the exercise or do it in a way that demonstrates that it was done in a hurry (probably in the corridors or in the classroom few minutes before).

● Only one or two students in the two EXP. groups who do not do their homework at all. When they are asked why they did not do it, they do not hesitate to give one of the answers mentioned earlier.

4.3 Overall Analysis of the Results

The following table illustrates the results of students in the CG, EXP. G1 and EXP. G2 in terms of pre-test mean, post-test mean and improvement mean.

Mean / Group	Pre-test Mean	Post-test Mean	Improvement Mean
C	07.85	07.93	+ 0.08
EXP. 1	08.24	09.60	+ 01.36
EXP. 2	08.73	10.27	+ 01.54

Table 121 : The Improvement Means

The results shown in the table below indicate that the three groups performed better in the post-test, which means that there is a development in students' performance. In other words, the marks of the students in the three groups have increased in the post-test.

4.3.1 The Control Group

A comparison of the improvement mean in the three groups shows that the improvement mean in the CG is the lowest mean scored in the experiment. The question arises as whether or not the improvement mean of the CG is going to be considered or not and if it is considered why it is the lowest mean with a tiny value? In fact, such a tiny value of the improvement mean in the CG has not been accidentally scored; it indicates that the slight improvement achieved in the students' marks under post-test conditions in the CG is due to the difference between the teaching strategies used in the CG and those used in the two EXP.

groups. In other words, we scored a significant improvement mean in EXP. G1 and EXP. G2because of the reward strategy used exclusively in these two groups. The CG shares exactly the same characteristics of the participants with the two EXP. groups (gender, age, level, social background…), the same teacher under the same conditions. The only changing variable in this experiment is the reward system which has been introduced within grammar instruction in the two EXP. groups.

Taking into account average indicators in the CG, it is quite surprising that the number of the students who got the average in the CG has decreased in the post-test (12 in the pre-test and 09 in the post-test).

Control Group	
Number of Students Getting the Average	**%**
12	32.43

Table 122: Pre-test Achievement (CG)

Control Group	
Number of Students Getting the Average	%
09	24.32

Table 123: Post-test Achievement (CG)
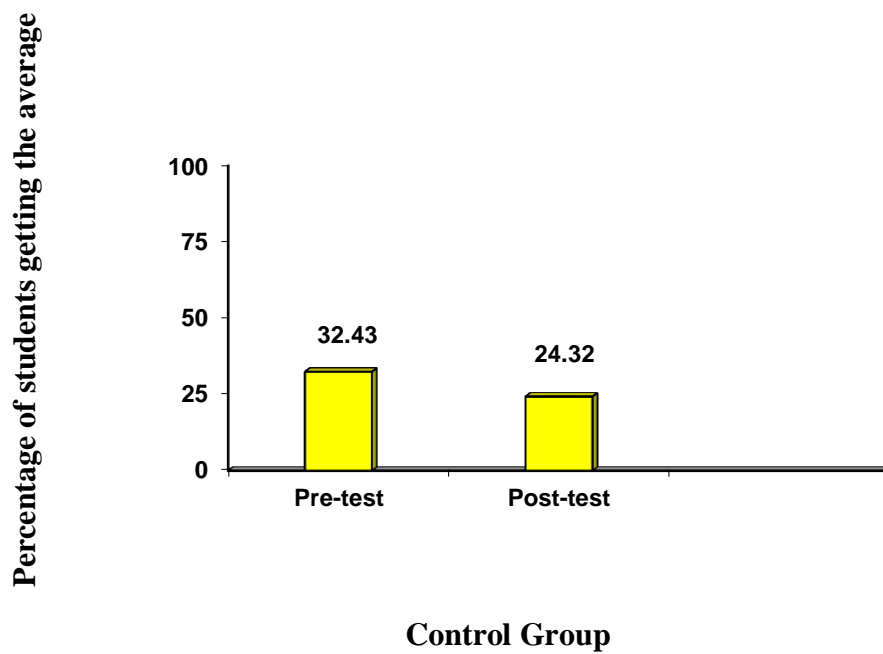
Graph 55: The Control Group Improvement Scores

4.3.2. The Experimental Groups

A comparison of the improvement mean in the three groups shows that the group with the best performance is EXP. G2 which displays the best improvement mean (01.54), then EXP. G1 with the second improvement mean (01.36), and finally we have the CG with the lowest improvement mean (00.08).

Taking into consideration average indicators in each group, we find that the number of the students getting the average in EXP G1 has increased in the post-test; it is approximately the double number (12 in the pre-test and 23 in the post-test). Similarly in EXP G2, the number of the students who got the average has also increased (13 in the pre-test and 23 in the post-test).

Experimental Group 1		Experimental Group 2	
Number of Students Getting the Average	%	Number of Students Getting the average	%
12	25.53	13	33.33

Table 124: Pre-test Achievement (EXP. G1 & EXP. G2)

Experimental Group 1		Experimental Group 2	
Number of Students Getting the Average	%	Number of Students Getting the Average	%
23	48.94	23	58.97

Table 125: Post-test Achievement (EXP. G1 & EXP. G2)
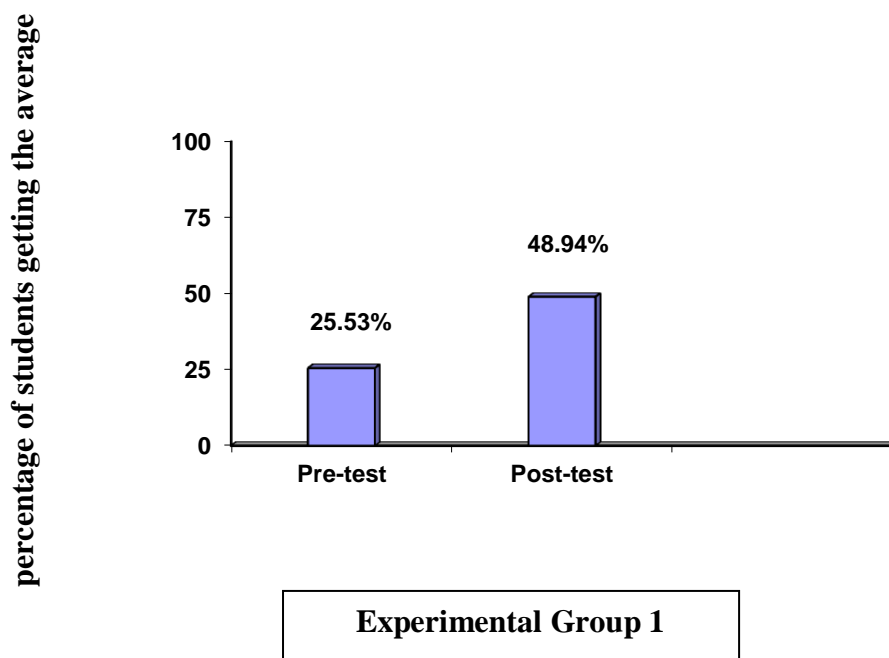
Graph 56: **Experimental Group 1 Improvement Scores**
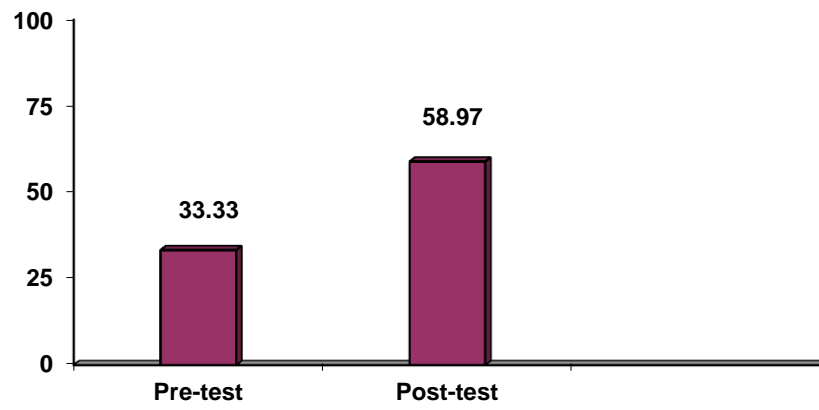
Graph 57: Experimental Group 2 Improvement Scores

The question that rises here is why the number of the students who have got the average has increased in the post-test in EXP. G1 and EXP. G2 while it has decreased in the CG? Studying the circumstances in which the main study has been made, we find that the three groups share the same characteristics (the learners in the three groups have the same background like all the other Second Year LMD students). Moreover, the same procedures have been used by the same teacher to test their performance in grammar. The only changing variable is the reward system which has been exclusively introduced to learners in the two EXP. groups. So, any difference in students' achievement in the three groups is due to this strategy.

Another striking observation is that the highest rate of students whose performance is worse in the post-test is scored in the CG (40.54%) while in EXP. G1 and EXP. G2 we have scored lower rates (23.40% and 17.95% in EXP. G1 and EXP. G2 respectively). The table below provides us with a detailed illustration of the results obtained in the pre-test and the post-test in the three groups alike.

Sutdents	Experimental Group 1			Experimental Group			Control Group		
	Pre-test Scores	Post-test Scores	Improvement Scores	Pre-test Scores	Post-test Scores	Improvement Scores	Pre-test Scores	Post-test Scores	Improvement Scores
01	08.50	10.50	02	05	07.50	02.50	06	08.50	02.50
02	05.50	10	04.50	09	10.50	01.50	10.50	06.50	-04
03	08	06.50	-01.50	06	09.50	03.50	06.50	08.50	02
04	05.50	09	03.50	02	06	04	10	10	/
05	07	09.50	02.50	08	08.50	0.50	06	06.50	0.50
06	08.50	11	02.50	10	11	01	04	07	03

07	08	07.50	-0.50	05.50	05.50	/	09.50	09	0.50
08	08.50	10.50	02	09.50	10.50	01	13	14.50	01.50
09	05	10	05	06.50	09	02.50	04.50	05.50	01
10	08.50	08.50	/	11.50	11.50	/	03.50	07.50	04
11	10	07.50	-02.50	07.50	12.50	05	07	07.50	0.50
12	07.50	06.50	-01	08.50	05.50	-03	10	09.50	-0.50
13	08.50	11.50	03	07.50	12	04.50	10.50	06.50	-04
14	10.50	11.50	01	05.50	08.50	03	09.50	09	-0.50
15	10.50	12	01.50	04	07	03	08	08	/
16	05	06	01	06	08	02	09.50	11	01.50
17	02.50	04.50	02	10	10	/	10.50	12.00	01.50
18	07	08.50	01.50	09.50	08.50	-01	02.50	08.50	06
19	09.50	11	01.50	11	12.50	01.50	13.50	13.50	/
20	10.50	13	02.50	16.50	15	-1.5	06	04	-02
021	09.50	11.50	02	15	13.50	-01.50	08.50	06.50	-02
22	06.50	08.50	02	07	07	/	10.50	12	01.50
23	07	12	05	07.50	09	01.50	10	10	/
24	07.50	07.50	/	10	11.50	01.50	05	09	04
25	03.50	11	07.50	13.50	14	0.50	05.50	08	02.50
26	09.50	12	02.50	06.50	12	05.50	06.50	08	01.50
27	11.50	10	-01.50	11	12.50	01.50	07.50	06.50	-01
28	07	08.50	01.50	09	11.50	02.50	08.50	05.50	-03
29	08	10.50	02.50	12	11	-01	11	10.50	-0.50
30	09.50	12	02.50	09.50	11	01.50	10.50	04	-06.50
31	09.50	08.50	-01	07.50	11.50	04	04.50	07.50	03

32	12.50	13	0.50	11	14.50	03.50	05	05	/
33	13	11	-02	08.50	08	-0.50	13.50	10.50	-03
34	12	15.50	03.50	09.50	08.50	-01	04	03.50	-0.50
35	13	14	01	07.50	10	02.50	07	05.50	-01.50
36	07.50	07.50	/	10.50	11.50	01	09	03	-06
37	08	07.50	-0.50	08.50	12	03.50	03	05.50	02.50
38	10.50	13	02.50	10.50	14	03.50			
39	11	09.50	-01.50	07	08.50	0.50			
40	06	08	02						
41	05	09	04						
42	07.50	07.50	/						
43	04.50	04.50	/						
44	09	08	-01						
45	10.50	11.50	01						
46	05.50	05	-0.50						
47	08.50	09.50	01						
Mean	08.24	09.60	01.36	08.73	10,27	1,54	7,85	7,93	0,08

Table 126: The Pre-test and the Post-test Scores and Improvement Scores

Conclusion

The results obtained from this research work have demonstrated the effects of rewards on learners' outcomes in grammar sessions. Reward has proved to be very effective in increasing students' results in learning grammar. The reward strategy has transformed the teaching/learning operation to an "easy" task and students' behaviour to an "ideal" behaviour. It is a successful technique to create an agreeable atmosphere to learn, an atmosphere that motivates the students and raises their aptitudes.

CHAPTER FIVE

PEDAGOGICAL IMPLICATIONS

Introduction

5.1 Rewards and Motivation

5.2 Rewards and Punishment

5.3 Rewards at the University Level

5.3.1 The Grammar Module

5.3.2 Other Modules

5.3.3 Other Languages

5.4. Types of Rewards (A New Theory)

Conclusion

Introduction

Teaching grammar is not an easy task regarding the different characteristics of learners and their individual abilities. What is important is not only what to teach and how to present it (for teachers), and what to learn and how to acquire it (for learners), but also how to motivate students and to make them enthusiastic to learn the English grammatical system without difficulties. In this research work, we try to give teachers some insights into the difficulties of learning in order to motivate their students and involve them strongly in the learning situation. This final chapter discusses the implications of the current research on English teaching in different pedagogical situations and highlights some strategies to be used by course designers of English Syllabi. It also provides some insights that may be helpful for further research.

5.1 Reward and Motivation

In some teaching situations, students seem unmotivated to participate in the classroom to the point that they are not willing to answer, which hinders the teaching/learning operation. That is why motivation has always been the aim of many teachers. This experimental study demonstrates that it will be helpful for teachers to link the teaching of grammar with reward anticipation in the class. The more we use rewards to encourage students, the more motivated they become. Students need to see why they do a given task. That is why rewards can reinforce important study habits in the learner and thereby increase students' achievement as illustrated in the following diagram.

```
┌─────────┐      ┌──────────┐   ┌──────────┐╲   ┌──────────┐    ╭──────────╮
│ Teacher │─────▶│ Teaching │   │ Reward   │ ╲  │Increasing│    │ Positive │
│         │      │ grammar  │   │anticipation│ │motivation│───▶│results =good│
└─────────┘      └──────────┘   │          │ ╱  │and enthusiam│ │ marks    │
                                └──────────┘╱   │to learn  │    ╰──────────╯
                                                └──────────┘
```
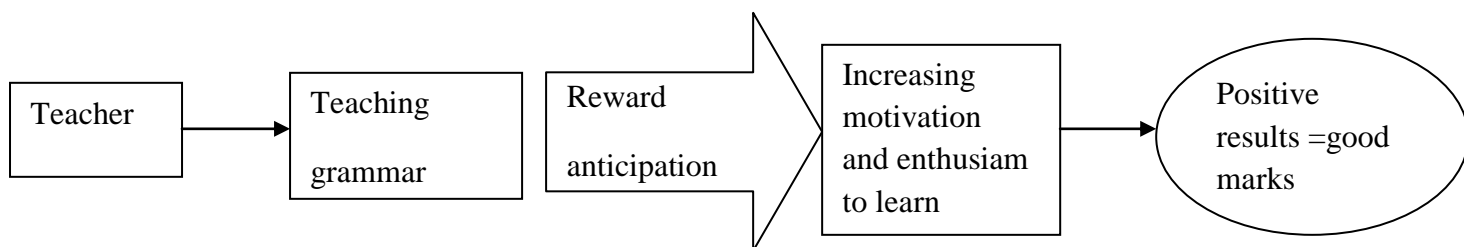
Diagram 04: Reward-Motivation Relationship

Nothing is new about the idea that learners' goal in grammar classes is to have good marks in their examinations. Little matters to most of them if they do really acquire the grammatical structure presented to them during the whole year or not. In this research work, it has been proved that the point system is a good reinforcement in order to raise students' motivation.

Reward is a strategy used in education in order to motivate the learners. Originally, the idea of "reward" came from situations when a child did something good and perceives some kind of reward (words of approval and praise, and some candies and chocolate). In an educational context, reward has the same principle. In this perspective, rewards can be applied in different levels of the English teaching instruction. Young learners, at school, may learn more effectively if rewards are anticipated in the program. For this reason, it is recommended that teachers do not neglect any achievement or any good performance by the learners.

At school, pupils expect from the teacher to have a similar behaviour to that of the parents, especially the mother. From my own experience when I was a pupil, I believe that most pupils feel disappointed when they expect a positive behaviour from the teacher and do not find it. For instance, a pupil who spends a whole week searching, reading and writing in

order to accomplish a given task or a homework expects at least a good word from the teacher; otherwise, s/he feels that the teacher does not value the work, and so it is useless to waste time and effort. Besides, concrete rewards may be very useful in situations involving young learners (children). Children like colorful cards, toys, some expensive pens and even sweets.

According to learners (children or adolescents), the teacher who praises them and gives any kind of present is a teacher who does not underestimate their efforts. It is very impressive for them to see the teacher praising someone in the class. Yet, the teacher should understand the individual differences that exist between the pupils. What is enjoying for a given pupil is not necessarily enjoying for the others. Teachers, therefore, should always be aware of these differences when they apply rewards in the class. Various types of rewards should be anticipated to ensure that all learners may gain some rewards in different conditions.

5.2. Reward and Punishment

Research in a language teaching area has led to a diversity of learning strategies which contribute to the success of learners. Reward has become one of the most important concepts in language teaching terminology; it is considered as an essential element in the current language classes since many teachers fail to maintain motivation in the classroom. In the previous chapter, we have proved that rewards are very effective in creating a desirable learning environment and in raising students' motivation.

If there is an agreement about the fact that students must be rewarded for positive behaviour, can we say that students must also be punished for any negative behaviour? Most students want to hear the teacher's praise after a particular task. They usually try to avoid negative judgments and seek to gain positive judgments for their efforts and abilities. Reward

and punishment are indeed two related concepts; Kohn (1994: 1) says: "Research and logic suggest that punishment and rewards are not really opposites, but two sides of the same coin. Both strategies amount to ways of trying to manipulate someone's behaviour". The importance of reward and punishment lies in their effectiveness in the learning process and in learners' conceptions about them. In this regard, Wilkins points out that "only if a response is repeated can it be fully learned. Indeed strength of learning is measured in terms of the number of times that a response has been made and reinforced. If there is no reinforcement, the learning is then extinguished." (1972: 162). So, a good behaviour must be reinforced in order to make it habitual and in the same context, a bad behaviour must be punished in order to be eliminated and removed.

For more practical reasons, punishment is an essential element which contributes to establish order and organization in the class. For this reason, the teacher should use some punishment strategies but in a reasonable way. The following points may be of importance to teachers.

● The teacher should ignore some students' bad behaviour if s/he feels that it is not done intentionally.

● The teacher should not use physical punishment (with children) as a teaching strategy; it is indeed a kind of violence towards them.

● The punishment should be moderate and should fit the negative behaviour.

● All students should be punished equally, without differences.

● When the teacher punishes the students, his/her comments should not be offensive or upsetting.

5.3 Rewards at the University Level

5.3.1 The Grammar Module

Some students have considerable academic abilities, but because they are shy, bored or isolated, they become uninterested, quiet and withdrawn in the classroom. Thus, these abilities are often hidden. Such type of learners cannot take part in classroom practices, and their participation is almost inhibited by lack of motivation. Reward in these cases helps teachers to establish a good classroom atmosphere and thereby to involve shy uninterested students more in classroom activities. Theoretically, introducing the reward strategy into FL classes sounds easy and effective at the same time. However, many teachers complain about administrative obstacles and time constraints; they say that they are usually hindered by the program and the time allocated for it. According to them, it is quite difficult to finish the whole program within the time available during the academic year on the one hand and on the other hand to apply new strategies and techniques in the teaching instruction.

Even if most teachers admit to the reinforcing value of rewards, they would consider them as a waste of time if they have to achieve the set of objectives designed to the program. In such a case, it is the role of course designers who have a vital interest in this strategy to see how they can incorporate it into the syllabus without influencing the teaching situation. In fact, students' motivation will increase more quickly and more effectively if new reward strategies and technique are introduced in curriculum design.

5.3.2 Other Modules

Although this experimental study was carried out in grammar classes, there no evidence that the results obtained from this experiment cannot be applicable in other classes. The teacher's approval may act as a powerful reinforcement not only in grammar teaching situations but also in teaching other modules. A learner who has just made a good

performance (oral or written) in a given module and s/he receives the appropriate response from the teacher is more likely to take part in the following activities to be done in the class. In this framework, Wilkins (1972: 165) argues that "the justification for making correct responding easy is that the pupil does not learn by making mistakes but by having correct responses properly reinforced."

Specialists in language teaching often question the good methods adopted in EFL classes in order to find the appropriate procedures to be used in English teaching instruction. The aim of these procedures is to make sure that learners are well-motivated and they enjoy the learning experience. In the current research, we opted for the reward strategy to motivate students and help them create a high self-esteem about learning and about themselves. This strategy has proved to be effective and has resulted in the desired outcomes. For this reason, it also provides teachers with useful insights to help them try this strategy in teaching other modules and in different teaching situations.

5.3.3 Other Languages

The idea of reward came with Skinner's concept of "stimulus and behaviour", and in the last two decades, experts in FL teaching carried out several studies in order to develop this concept and introduce it into EFL classroom methodology. This work is indeed inspiring for researchers to study the effectiveness of rewards in learning other foreign languages; the administration of different types of rewards in the teaching curricula may be of great effectiveness on learners' motivation not only in EFL settings. In this context, Wilson (2006) points out that "enhanced motivation promotes learning, performance, enjoyment, and persistence in sport, among other benefits". (Mc Cullagh and Wilson, 2005; in Wilson 2006).

5.4. Types of Rewards (A New Theory)

In education, reward has several definitions given by many researchers. In addition to the definitions provided in the current work (see Chapter Two), Wilson's (2006: 6-7) definition of reward is considered as one of the most innovative studies in the field. He states that:

> Based on his research, the current author suggests that a reward can be defined as an external agent administered when a desired act or task is performed, that has controlling and informational properties. While rewards are typically delivered to increase the probability of a response, they can increase or decrease the probability of an event occurring, depending on the saliency and direction of the controlling and informational aspects of the reward… Rewards can come in the form of verbal rewards (i.e. telling someone "good job!"), physical rewards (i.e. a pat on the back), or tangible rewards (i.e. giving someone money, food or a medallion), among others.

Related to this definition, he also introduces a new typology of rewards, that of Deci, Koestner and Ryan (1999). He points out "that there are 5 basic types of rewards discussed in the literature: Task non-contingent rewards, Engagement contingent rewards, Completion contingent rewards, Performance contingent rewards and Unexpected rewards. Task non-contingent rewards are rewards that are given to participants just to show up in an experiment, but they are not required to do anything. Engagement contingent rewards are rewards that are given to participants for participating in activity but they are not required to complete it or perform it well. Completion contingent rewards are rewards that are given to participants for

completing a given task or activity. Performance contingent rewards are rewards that are given for performance based on a normative value. They also involve rewarding individuals for defeating others. Unexpected rewards are rewards that are given to participants after a positive behaviour but the participants were not expected to receive rewards. Wilson (2006: 7). It is a good area of research to study the effects of the previous types of rewards on learners separately in order to examine the effectiveness of each type in enhancing their motivation, pride and self-esteem.

Conclusion

Because of time constraints and other pedagogical and administrative obstacles, the present work has some limitations. However, it has enabled us to suggest some insights that may be helpful in future pedagogical studies.

CONCLUSION

Teachers of grammar often admit to the fact that students of English find grammar classes uninteresting, or at least they are not motivated to study this module. Whatever the real reasons behind such feelings, the aim of recent researches in the field is to find solutions to learning problems in the class in order to motivate students and to make the learning process more enjoyable and more effective.

Effective learning cannot occur unless a whole battery of strategies is provided by teachers or used by learners themselves. Investment of time and effort, self-esteem, risk-taking and other synthesis and analysis strategies are all implied by the students in order to achieve effective learning. There are some techniques and learning factors which help to establish a good classroom atmosphere. Motivation is a very important factor; it can be achieved through various sub-skills and strategies. Thus, the administration of rewards is one of these strategies.

This research work starts with the assumption that lack of motivation of students in grammar classes is due to the lack of the reward strategy at the university level. For this reason, we have hypothesised that rewards may be very effective for learners of English as a foreign language in grammar classes in order to increase their motivation and have high grades in the examination. In order to confirm this hypothesis, students of Second Year LMD were subject to our experiment. One group has been taught under the usual method of teaching and two groups received the new method applying the reward strategy.

The observation of the students' behaviour in the three groups proved that reward with its underlying principles has a positive impact on learners' behaviour and aptitudes in the

classroom. Moreover, the data analysis of the pre-test and the post-test highlights that reward strategies produce positive results on students' performance and on their marks. Teachers' consistent recognition of learners' performance sustains their interest and motivation and increases the students' engagement and learning outcomes.

APPENDICES

Appendix I: The Test

Appendix II: A Grammar Lesson (Conditional Sentences)

Appendix I

The Test

Name: ……………………………… **Group**: …………..

Fill in the blanks so that the text would make sense. Read the text carefully before you answer.

In the Airport

When I got to the airport, I learnt that ………. plane from Cairo, on which my brother was travelling, had been delayed ……….. Paris with engine trouble and was expected to be about an hour ………. As a rule I can pass the time ………. happily, watching the planes land and take off, ………. that evening I had a headache, which I thought that the noise ………. the engines might make worse. I ………. therefore, to walk around to make the time pass ……….

First of all ………. went back to the place where I left my ………. to make sure that all the doors were locked. The walk ………. the fresh air did me well, for I felt slightly better as I ……….the main airport building again. I made my ………. to the restaurant, where I ordered ………. cup of blank coffee. As I stood drinking this ………. the counter, I studied the faces of the people around me. ………. passengers were obviously anxious about the time, ………. kept looking at their watches; others checked to see that they ………. tickets, passports and money. Where there was a group of people, it was ………. to tell which one

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was about to leave. There was a woman ………. burst into tears as she said goodbye to the relatives or friends who ………. to see her off.

………. I had finished my coffee; I went to the bookstall, where I bought a couple of magazines. Both of them about travel, which ………. the time pass pleasantly. Then, I went to one of the waiting-rooms and made ……..... comfortable in a big armchair. I had hardly had time to open one of my ………... when someone came up and put his hand on my shoulder. It was ………. old friend, who was about to leave on a business trip to South America. Since we had not seen each other for a long time, we found plenty to talk about ………. the arrival of my brother's plane from Paris was announced.

A Grammar Lesson (Conditional Sentences)

Part One: Definitions

● **Conditional sentences** are made of **two parts**.

- The **first part** includes the **"condition"** introduced by **"if"**, which is the **"reason"** for the other part.

- The **second part** includes the **"consequence",** the **"result",** of the first part.

Eg : **If** you come, I will tell you.

● We can have the **"result"** first then the **"condition".**

Eg : I will tell you if you come.

Situation One:

When the **condition** expresses a **general fact, rule**, the **tense** used in the **two parts** is the **Pr.S .**

Eg : If you **heat** ice, it **melts**.   Ice **melts** if you **heat** it.

        Pr.S   Pr.S

Situation Two:

When the **consequence** of the **condition** is in the **future**, we use the **Pr.S** in the "**Condition**" and the FS in the "**Consequence**".

Eg : If it **rains**, I **will use** my umbrella.   I will use my umbrella if it rains.

        Pr.S   FS

Situation Three:

When the **consequence** of the **condition** is hypothetical, (**probable, not sure**), in the future, we use the **PS** in the "**Condition**" and the **Pr. Condi. S** in the "**Consequence**".

Eg : If I **saw** a lion, I **would run**.   I would run if I saw a lion.

    PS   **Pr. Condi. S**

Situation Four:

When the **reason** of an action in the **past** was **not fulfiled**, we use the **P Perf. S** in the "**Condition**" and the **P Condi. S** in the "**Consequence**".

Eg : If I **had woken up** early, I **would** not **have missed** the train.

    P Pref. S   **P Condi. S**

I would not have missed the train if I had woken up early.

Part Two: Use the right tense in the following sentences.

1. If he ……….… (to arrive) late; the others ………..……. (to start) without him.

2. If you ………....... (to behave) like that again, you ..………… (to be punished).

3. You …………… (to succeed) if you …………… (to try) hard enough.

4. If a meeting ………..… (to take) place tomorrow, I …..……. (not to be) there.

5. If I ……..….. (to be you), I …..…….. (to attend) the lecture this evening.

6. I ………..... (not to go) to the park last night if you …………. (not to tell) me.

7. If I …………. (to be born) in England, I …………. (to speak) perfect English.

8. ……..….... (you to be) able to come yesterday if I …………….. (not to help) you?

9. If you ……………. (to see) his face when he heard the news, you ………….. (to laugh).

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Part Three: Complete the following sentences.

1. If they study regularly, …………………………………………………..

2. If you leave you door unlocked at night, ……………………………..

3. My work would be easier if ………………………………………….

4. I would not have come to England if ………………………………….

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Résumé

L'enseignement de la grammaire, comme l'enseignement de tout autre module, est devenu une tâche pénible pour les enseignants qui ne cessent de plaindre le manque de motivation de leurs apprenants.

Pour répondre à cette problématique, nous postulant que le manque de motivation est attribué à l'absence de la récompense en classe. En conséquence, le système de la récompense est introduit dans le cours de grammaire pour évaluer le progrès que les étudiants puissent atteindre dans l'efficacité et la qualité de leur apprentissage. Cette recherche tente d'expliquer comment augmenter la motivation des étudiants par la récompense appliquée en cours de grammaire. Elle étudie l'effet de la récompense sur les résultats des étudiants de deuxième année Anglais à l'université Mentouri de Constantine. Dans cette recherche 123 étudiants ont pris part. Ils représentent un échantillon aléatoire divisé en deux groupes expérimentaux et un groupe contrôle. Les étudiants du groupe contrôle ont été enseignés la grammaire par la méthode usuelle, tandis que les étudiants des groupes expérimentaux ont été assujettis à la stratégie de récompense introduite par le chercheur. Le choix de travailler sur deux groupes expérimentaux été fait pour valider les résultats.

Le chercheur a noté le comportement des étudiants dans les trois groupes pendant la période d'entrainement. Après l'administration du post-test, les

résultats ont été comparés avec ceux du pré-test, dans les trois groupes. Il a été noté que les participants des deux groupes expérimentaux étaient remarquablement différents de ceux du groupe contrôle. Ils sont devenus plus enthousiastes, plus actifs et participent mieux en classe. Les étudiants du groupe contrôle n'ont fait aucun progrès qui puisse être remarqué.

Les résultats ont aussi montré que les notes obtenus par les étudiants des groupes expérimentaux sont meilleurs en comparaison avec ceux du groupe contrôle.

L'analyse et l'interprétation des observations du chercheur ont montré que la récompense peut être un moyen efficace pour augmenter la motivation des étudiants en cours de grammaire ainsi que leur potentiel à acquérir d'autres items grammaticaux.

الملخص

أضحى تعليم القواعد على غرار بقية المقاييس عملا صعبا حيث أن الكثير من الأساتذة يشتكون من سلوك طلبتهم في القسم، مما لوحظ عليهم من افتقار للتحفيز في التعلم. السؤال الذي يطرح نفسه هنا : إلى أي مدى يستطيع المعلم أن يقلل من قلق الطلبة وتحفيزهم للتعلم في المقابل ؟

للإجابة على هذا السؤال، افترضنا أن يكون مرد هذا غياب عنصر المكافئة أثناء الدرس. و عليه ادخل نظام المكافئة في تلقين قواعد اللغة لتقييم مدى تقدم الطلبة من حيث طريقة تعلمهم و نتائجهم. ويهدف هذا البحث لشرح كيف أن تحفيز الطلبة يزيد بفعل توقع المكافئة خلال درس القواعد، كما يدرس أثار المكافئة على نتائج طلبة السنة الثانية انجليزي في مقياس القواعد بجامعة منتوري- قسنطينة. و لقد شارك في هذا البحث 123 طالبا، تم اختيارهم عشوائيا و قسموا إلى ثلاثة مجموعات، مجموعة ضابطة (control group)و مجموعتين تجريبيتين(experimental groups) . درس طلبة المجموعة الضابطة وفقا للمنهاج المعتاد بينما درس طلبة المجموعتين التجريبيتين وفقا لإستراتجية المكافئة التي أدخلت من قبل الباحث. و يهدف اعتمادنا على مجموعتين تجريبيين لتصديق نتائج البحث.

و لقد راقب الباحث سلوك الطلبة المشاركين ضمن الثلاث مجموعات خلال فترة التدريب، و بعد اجتياز الاختبار البعدي (post-test) قورنت نتائجه مع نتائج الاختبار القبلي (pre-test) المتعلقة بالمجموعات الثلاث. و لقد لوحظ أن طلبة المجموعتين التجريبيين مختلفين عن طلبة المجموعة الضابطة، فلقد باتوا أكثر حماسا و نشاطا و أظهروا مشاركة أكبر خلال الدرس مقارنة مع قرنائهم بالمجموعة الضابطة الذين ظلوا على حالهم دون أن أي تطور يذكر. و قد مس هذا الاختلاف العلامات المتحصل عليها في الفحص البعدي و التي تحسنت بالنسبة لطلبة المجموعتين التجريبيتين مقارنة مع طلبة المجموعة الضابطة.

و لقد بينت دراسة النتائج المتحصل عليها و تفسيرها بواسطة ملاحظات الباحث أنه بإمكان المكافئة أن تكون وسيلة جد فعالة في تحفيز الطلبة أكثر أثناء درس القواعد و زيادة قدرتهم على اكتساب معارف جديدة في هذا المجال.