The Impact of Extrinsic Reward on Learners' Performance and Motivation in Reading

Abstract

This work examines the impact of extrinsic reward, as a motivation strategy, on students' L2 reading motivation and performance. A total sample of 91 second year LMD students of English as a foreign language, at the Department of Arts and English Language University of Constantine 1, was involved in reading and performing intensive reading activities for a whole semester. Short stories, as a tangible reward, were offered at the end of each successful reading comprehension performance, to function as reinforcement for enhancing both reading performance and motivation. The results of students' pre and post-reward reading comprehension performances show that students' performance in reading was enhanced; whereas, those of the pre and post-reward reading motivation was not.

Keywords: Tangible rewards, L2 reading motivation, Intensive reading activities, Reading comprehension performance.

Imène BILOUK

Faculty of Letters and Languages
Department of Foreign Languages
University of Mentouri
Constantine

ملخص

يَفْحَصُ هذا العَمَلُ تَأْثِيرَ الحَافِزِ الخَارِجي ، كإستراتيجيةٍ تَحْفِيزِيَّةٍ عَلَى الرَّغْبَةِ والأَدَاءِ القِرَائِي فِي اللُّغَةِ الثَّانِيةِ.وقَدْ أُجرِيَ الفَحْصُ على عَيِّنَةٍ تَتَكَوّنُ من 91 طَالِبًا فِي اللُّغَةِ الإنجِليزيةِ، كَلُغَةٍ أجنبيةٍ، فِي كلِّيةِ الآدابِ واللّغةِ الإنجليزية،جامعة قسنطينة 1،حيث شَارَكَتْ هذه العَيِّنَةُ في القِراءةِ والقِيَامِ بتمارينَ قِرَائيَّةٍ مُكَثَّفَةٍ لِمُدَّةِ فصلٍ دراسِيٍّ كَامِلٍ .و قُدِّمَتْ لَهُمْ مجموعةٌ من القصصِ كحافِزٍ ملموس هديةً لهُم في نهايةِ كلِّ فَهْمٍ أَدَائيٍ جيِّدٍ، باعتبارِه حافزًا تعزيزيا لتحسينِ كلِّ مِنَ الأداءِ والرِّغبةِ في القِراءةِ. وقَدْ كَشفتْ نتائج اختبارات الفَهمِ القِرائي الأدائي قَبْلَ وبَعْدَ الحَافِزِ تَحَسُّنًا في حِينٍ أَنَّ الرِّغبةَ في القِراءةِ قبلَ وبعدَ الحَافِزِ لم تَتَحَسَّنْ.

الكلمات المفتاحِيّة : الحوافِز الملموسة ، الرغبة في القراءة في اللغة الثانية ، تمارين قرائية مكثفة ، الفهم القرائي الأدائي.

Introduction

Central to the role played by motivation, as a key factor for learners' academic achievement, in second/foreign language learning, successful foreign language learning also necessitates from the language learner to give equal weight and mastery to all the four skills (listening, speaking, writing and reading).

As an important language skill, reading in English (as a foreign language) plays undeniable role in the development of students' literacy level. Many investigations have been carried out to highlight the indispensable role of motivation in successful reading (e.g., Wigfield and Guthrie, 1997). But, reading in a second/foreign language remains a challenging task for many learners. In a point of fact, students at the university need high level reading skills, awareness and appropriate use of a number of reading strategies to ease the wide range of reading required from them. However, students at the University of Constantine 1 have been observed to display serious problems and lack of interest when they read different academic subjects. In order to clearly understand our learners' problems and lack of interest in reading, the latter was tackled from the learners' affective factor (i.e., motivation). This is the reason why we attempted to create a motivational environment for reading by making use of an extrinsic reward (short stories) to see whether our participants' reading performance and motivation improve, remain the same or decrease. Therefore, this work explores the causal impact of extrinsic motivation (reward) on learners' reading performance and motivation in EFL setting.

.The Controversy around Rewards in Learning

The role of rewards in learning has received the attention of many scholars and psychologists (e.g., Deci, 1971, Deci & Ryan, 1985; Kohn, 1993; Flora, 2004; Brophy, 2004, 2010; Deci & Ryan 2008) who have been questioning the act (of rewarding and giving incentives) of whether rewards thwart or promote students' motivation to learn, and thus created a long debate that revolves around the negative effects of extrinsic rewards on students' intrinsic motivation in learning.

First of all, the word reinforcement, which is in general associated with the word reward, was originally used by behaviorists (B.F.Skinner) to mean any consequence that strengthens the behavior it follows and increases the possibilities for that behavior to occur another time. A reinforcer is then, "Anything that increases or maintains the frequency of a behavior when access to it is made contingent on performance" (Brophy, 2010, p. 5). More importantly, we are likely to suppose that a given consequence is a reinforcer when it is proved to strengthen someone's behavior. Thus, motivation is viewed as stimulation-response association.

To gain more insights into the effects of rewards (or reinforcers) on learning achievements, Cognitive Evaluation Theory (CET) has to be carefully considered. But before that, we need first to discuss the perspective of the Self-Determination Theory (SDT), as developed by Ryan & Deci (2000). Any external factor (e.g., rewards) that influences learners' sense of competence, autonomy and relatedness positively nurtures intrinsic motivation. Intrinsic motivation, on the other hand, is thwarted by factors that affect the perception of the psychological needs of competence, autonomy and relatedness negatively. The founders of CET (Deci & Ryan, 1985; Deci et al., 2001) believe that rewards have two aspects. The informational aspect tells about the performers' self-determined competence and thus intrinsic motivation is enhanced. Whereas, the controlling aspect enhances an external perceived locus of causality, and decreases perceived self-determination, and therefore intrinsic motivation is decreased. In this regard, the informational or controlling aspect of rewards is more strongly dependent on the reward's type, expectancy and contingency.

Verbal rewards have been defined as clear positive performance feedback that is administered normally as attributions of a well done work, which can be either controlling or informational. It has been proved by many researchers (e.g., Deci, 1971; Deci et al., 1999; Sansome & Harackiewcz, 2000; Slavin, 2006) that controlling feedback (to perform an activity in order to gain praise, in which your performance is dependent on someone else's approval) decreases learners' motivation vis-à-vis informational feedback, which informs about the performer performance, especially for adults or college students rather than children.

As opposed to verbal rewards, tangible rewards can be money, trophy, prizes, certificate and any other symbolic rewards that are given in return to the appreciation of someone's good behavior. It is worth nothing that the effects of extrinsic tangible rewards are heterogeneous. Accordingly, rewards that are announced at the beginning of the activity (expected) are seen harmful and lessen motivation; whilst, rewards that are administered at the end of the activity (unexpected) do not (Deci, et al., 2001; Cameron & Pierce, 2002). Task-non-contingent rewards, as the first example of reward contingency, (Brophy, 2010) correspond to expected rewards that are presented to participants for taking part in an experiment, a task which they are not obliged to complete. People, under this type of reward contingency which is not seen to decrease their performance, are merely rewarded for their presence, neither for completing the task, nor for achieving high standard. Task-contingent rewards (Brophy, 2010) are made conditional on engaging and completing the target activity, regardless of any standard of performance. Completion-contingent rewards are assumed to control the behavior since they do not enhance perceived competence as they do not signify the participants' competence. Another type of reward contingency is performance-contingent rewards or performance-dependent rewards (Brophy, 2010). Essentially, this reward contingency is largely dependent on students' performance, in the sense that they are delivered only if students attain a definite standard. Stated differently, when students perform the target activity well so that a standard of excellence is reached, the reward then is delivered. They are seen controlling because performers are required to meet absolute performance standard to earn the reward. However, they can also be informational when they convey positive competence feedback: the rewards are offered as a result of achieving a level of excellence.

Kohn (1993) believes in the negative effects of reinforcement (1993). He goes on to argue persuasively that rewards do not work to enhance learning; rather, they are harmful. This is why rewards do not inspire students to do something; they simply motivate them to get the rewards. Kohn considers punishment and rewards to be two sides of the same coin as they are both penalizing: they manipulate the behavior. "Do this and you will get that" is not really distinct from "do this or here's what will happen to you". Moreover, both punishment and rewards are ineffective in producing last changes in attitudes or improving behavior performance. They are basically effective in changing what people do. It is to say that once the reward system stops, people go back to their old habits. Kohn further argues that rewards kill creativity. Making students think about what they will get from their performance is most likely to destroy risk-taking, in which the latter can be the result of making them become less enthusiastic about their work. As a matter of fact, rewards do not work to achieve long term desired behaviors, they punish more than they motivate desired behaviors. The more students

are rewarded (or bribed) for a well done work, the less interest they show to carry on that work.

Unlike Kohn (1993), Cameron & Pierce (2002) do not consider rewards to be harmful in learning. Their claim was strongly supported by a meta-analysis conducted, in 1994, on the effects of rewards on intrinsic motivation. The results of their meta-analysis, which consisted of 96 experiments, indicate that, overall, rewards do not undermine intrinsic motivation and therefore oppose the claim that rewards have negative effects on intrinsic motivation. The conclusion they draw from their results is towards the ultimate need to use rewards in educational settings. Students enjoy schools and do their home works when a system of reinforcement is well arranged (Cameron & Pierce, 2002).

In response to the findings of Cameron & Pierce (1994) meta-analysis, Deci et al, (2001) conducted another meta-analysis, which included 128 experiments, to challenge Cameron & Pierce views. They admit that the conclusion that has been drawn from Cameron & Pierce (1994) meta-analysis to be "incorrect". The results of their meta-analysis show that tangible rewards have considerable undermining effects on intrinsic motivation contrary to verbal rewards, which have been found to enhance it. The implications of their results suggest that teachers need to focus on enhancing and maintaining students' intrinsic motivation rather than using incentives or rewards to motivate students' to learn. However, the results of their meta-analysis were restricted to school-aged children only.

As an attempt to resolve the controversy resulting from these early studies, Pintrich & Schunk (2002) suggest some appropriate ways for teachers to use rewards in classrooms in order to build students' self-efficacy as well as maintain their motivation to learn. They claim that rewards that are delivered for students' progress, skill development, learning and competence enhance their motivation. Rewards, on the other hand, lose their motivational effect if they are given for merely performing the task, without any consideration to task performance.

2. L2 Reading Motivation

Undoubtedly, reading in a second/foreign language foils learners with time as well as opportunities to freely access the linguistic and discourse of the second/foreign language that oral language cannot permit (Grabe, 2009). It is initially used as a means for learners to attain different goals in learning, such as to engage in advanced studies so that to develop economically and professionally and thus academic curricula are achieved, develop competence in the target language, have access to information, increase the readers' awareness of the target language culture, get a good job, or for mere entertainment purposes. Indisputably, successful reading is often regarded to be the outcome of both comprehension and motivation. In this regard, highly motivated readers are seen successful comprehenders and self-determined who are driven by personal reasons to read, such as curiosity, involvement, social collaboration and interest (Gambrell et al., 1996).

Regardless the intensive literature on L2 motivation as well as L1 reading motivation, very few investigations have been done on L2 reading motivation. Most of L2 reading motivation studies have been developed and extended from L1 reading research (e.g., Gambrell et al., 1996).

In our research, reading motivation has been built from L1 reading motivation theories (Gambrell et al., 1996). Gambrell, et al., (1996) define L1 reading motivation as an individual's self concept and the value the individual places on reading. It becomes evident that the perception of self-efficacy has become the most indispensable predictor of highly motivated learners in learning, generally, and in reading, more particularly. Assessing learners' motivation to read by tackling perceived competence and the value learners place in reading has been derived from what becomes widely accepted as modern expectancy-value theories, developed by Eccles (2005). Eccles claims that an individual motivation to do something is to a large extent affected by his/her probability of success, and the value he/she gives to the task, in which they both influence performance, persistence and task-choice. In the same scope, four components of task-value have been distinguished by Eccles (2005): attainment value, intrinsic value, utility value and cost. Attainment value refers to the individual's importance to do well on a task. Intrinsic value corresponds to the enjoyment people experience while performing the activity. Utility goal deals with the extrinsic reasons behind doing the task .The last component is cost value. It combines the negative sides for performing the task (e.g., task anxiety, fear of failure, and so on).

3. Rewards and Reading

Flora (2004) argues that reading is not a natural behavior; learners develop this skill through active behavior-environment interactions. This is why reinforcement (extrinsic rewards) is very effective in enhancing reading skills. "If reading and learning to read occur without obvious contrived reinforcers, such as pizza or money, learning to read must have been reinforced, and reading must still be reinforced in some manner or else it would occur" (Flora, 2004, p.31).

In her book "*The Power of Reinforcement*", Flora (2004) defends the act against not using rewards in classrooms or work settings and sees it as a myth. Unlike Kohn (1993), Flora enormously believes in reinforcement as a very effective system for improving human action and making people value their behavior. Reinforcement is good incentive and works for everybody to keep up situational preferred behavior, enhances human behavior and learning outcomes. Illustrating the role of reinforcement in learning was the famous program 'Book it!'. During the 1995-1996 school year, greater than two-million children from the United States, Canada, Australia took part in "Pizza Hut's Book it! program", which was designed to enhance reading. The latter was reinforced through certificates for a free personal pizza if students achieved specific objectives. Students who participated and remained in this program showed increasingly reading level as well as self-enjoyment. However, offering coupons for free pizzas for reading are seen as artificial rather than natural rewards, they instrumentally control behavior since children do not read for the sake of reading, or because they inherently enjoy it, but to be rewarded. "[…]-that they read the books only because they must do so to earn pizzas. It might encourage them to select short,

simple books, zip through them quickly, and move on to the next one" (Brophy, 2010, p.131).

Extensive investigations on rewards' effects in reading have been done on secondary or middle school learners (e.g., Martink and Gambrell, 2008) in L1 setting. This, in fact, reveals the high endeavors done by many educational practitioners in sustaining children motivation to read in their L1 so that this habit would likely transfer to L2 setting.

Until L2 researchers can come up with definite findings concerning rewards' types and effects on students' motivation to learn, we still believe as Brophy (2004) and some other researchers (e.g., Flora, 2004) that rewards, if used effectively, can create an effective motivational learning environment, and thus "rewards are one proven way to spur students to put forth effort" (Bropy, 2004, p.154). In addition to learners' inner desire to read in a foreign language, we still believe that this desire is largely a teachers' concern. If learners' motivation (in addition to their needs in reading) to read in EFL classrooms is not supported appropriately, we are far away to expect learners to reach a high literacy level.

4. Hypotheses for the Present Research

-If we create a reward-based system in reading sessions, then both learners' motivation and performance would be enhanced.

-If an extrinsic reward is administered for learners' successful performance in the reading comprehension activities, then learners' performance would be improved.

-If an extrinsic reward (short stories) is offered for successful reading comprehension performance, then learners' foreign language reading motivation would be boosted.

5. Research Methodology

5.1. Subjects

The sample of our study consisted of 91 second year LMD students (12 boys and 79 girls), at the University of Constantine1, Department of Arts and English Language, whose age ranges between 19,20,21,22, 23, 24, 26, 27, 29, 30 and 38 (the mean age is 21.21). All of these students were involved in reading different materials, performing intensive reading activities, and reinforced extrinsically for their successful reading performance for a whole semester, during the academic year 2013-2014. We chose to conduct our investigation on second year students of English as a foreign language for the major reason that after spending one year at the university learning English, learners become more acquainted with the different language skills and the importance of each one in the acquisition of the target language.

5.2. Measurements

An important tool that helped us collect data about our participants' performance in reading was pre and post-reward reading comprehension tests. The pretest was adopted from TOFEL and the posttest from Mikulecky & Jeffries (2004). In fact, both tests reflect the types of activities students performed in the classroom. Although the topic

of the pretest was different from the one of the posttest, it is very important to say that both tests have a medium length passage that is divided into two main parts. The first part contains 6 multiple choice comprehension questions, with four alternatives for each question. The second part consists of 6 multiple choice vocabulary questions (synonyms), with four alternatives for each synonym. Our major aim for pre-post tests experiment is to see to what extent we are successful in advancing learners' comprehension skills through creating a learning environment that focuses on learners' needs and interests in reading, which would be reflected in the improvement of their reading comprehension performance from the pre to the posttests.

To assess the subjects' reading motivation, the Reading Motivation Profile (RMP) (Gambrell et al., 1996) was adapted in order to fit the task, condition and setting of the present work. The RMP contains 20 items divided into a four-point response. Like the original version, this adapted version also does not contain the neutral response so that the participants will be forced to answer instead of taking no side. 10 items purport to measure participants' self-concept (perceived competence in reading) as an English reader (e.g., how good the respondents think they are in reading,); and the remaining 10 items inquire about the value participants give to reading and reading activities. Our motivation for using the RMP is because it reflects the two dimensions of reading motivation as agreed on by many researchers (e.g., Eccles, 2005; Gambrell et al., 1996).

5.3. Experiment

This is an exploratory study that seeks to shed some light on the nature of the causal impact of extrinsic motivation on students' reading performance and motivation. The treatment of interest is to create a reward-based system in reading sessions. Therefore, we assigned participants to an experimental condition that made use of short stories; they were administrated only in return to students' successful performance in the intensive reading activities done in the classroom. This is why we used a quasi experiment to investigate the real impact of the use of such incentive on the target population motivation and performance. Learners were involved in pre-posttest experiment (quasi experiment) for a whole semester. Clearly, the choice of using short stories rather than other reinforcers (e.g., marks or verbal rewards) is in order not to make students compete for the reward nor gain recognition, but the closeness of the reward (short stories) to the desired behavior (reading); and to raise students' awareness of the message conveyed by the reinforcer we used (reading).
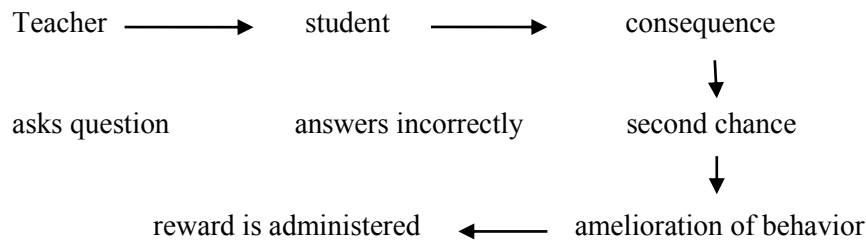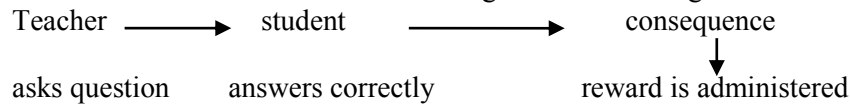
It is very important to clear the ground for this paper and say that our theoretical perspective in supporting students' L2 motivation is strongly related to self-determination theory, in the sense that we attempted to satisfy students' basic needs of competence and autonomy. Autonomy, to a large extent, was supported in our classroom. Learners had some control over the topics they read in the classroom; we provided them with the opportunity to express a sense of choice in the target task. From time to time, participants were presented with topics and then asked to choose, among these topics, the most interesting ones to read in the coming weeks. The more the topics provided learners with new knowledge, made them call on their background knowledge and acquire new vocabulary, the more they were ranked as highly interesting. Students were observed to devote more time and energy to read topics that interest them

(especially topics about sport and adventures); whereas, they avoided those that were not interesting. Perceived competence was also supported in reading. The reward used was informational: an attribution for students' success. It informed learners about their competence in the target activity and confirmed students' belief that they were reading.

In addition, to meet the aims under which our research is grounded upon, we introduced reading in the classroom (specifically in written expression sessions) where learners' spent class time or extra-class time reading different materials, and performing intensive reading activities (e.g., multiple choice items, pronominal questions, yes/no questions, true/false statements, summarizing and vocabulary questions).

Further, interest was maintained by one type of extrinsic motivation (short stories) that is contingent on students' effective performance at the intensive reading exercises. This is why the reading comprehension questions (representing some items of intensive reading) were very essential exercises. Clearly, the ultimate focus of the current investigation was not on teaching students how to read, rather it seeks to clarify the nature of the relationship between reward 'effects, students' reading motivation along with their reading behaviors as characterized by enhanced reading comprehension performance. This was, in fact, accomplished by making learners practice reading in the classroom. The texts chosen were up-update, contain challenging tasks, have medium length and authentic to increase the target population knowledge with English, its convention of use and culture. Furthermore, to create variations in reading and to catch their interest, we made use of a combination of literary, expository and scientific texts. All the texts learners read in the classroom were printed. Again, the major reason was to create a learning environment for reading, support learners' L2 reading motivation so that learners will value reading, their perceptions about themselves will be high resulting in ameliorating their performance in reading.

Our schedule of reinforcement in reading was as following:

Teacher ⟶ student ⟶ consequence
                                                            ↓
asks question   answers correctly   reward is administered

Teacher ⟶ student ⟶ consequence
                                                ↓
asks question   answers incorrectly   second chance
                                                ↓
reward is administered ⟵ amelioration of behavior

- At first, learners were engaged in silent reading for approximately 30 minutes (the allotted time for reading varies based on the length and complexity of the topics).
- Then, the teacher called on for volunteers to answer the comprehension questions relevant to the content of the text.

- Students' answers were written on the board.
- Whole class discussion, to decide on the correct answers, was to follow.
- Correct answers were rewarded extrinsically; but incorrect ones were not punished, they were just given another chance.
- After rewarding the desired behaviors, some students were asked to read the text out loud to the class.
- Students were provided with immediate feedback on their responses.
- Finally, learners, in each reading session, were given the opportunity to critically respond to the subject read by expressing agreement, disagreement with the ideas of the texts (e.g., do you agree with the writer' opinion? Why?) as well as share their opinions with their classmates.

5.4. The Administration of the Tests and RMPs

Students took the pretest, at the beginning of the semester, to permit us find out the pre-reward reading comprehension performance of our sample, and another test was taken at the end of the semester (posttest) to decide on the post-reward reading comprehension performance of the same test takers. It is very important to say that prior to ask the participants to take part in the tests, which were taken in a regular class time in the morning, they were informed that the tests were designed for mere research purposes. Our purpose was to make the test takers feel comfortable and work individually. The completion of the tests lasted approximately 40 minutes, under the supervision of the researcher.

The RMP was administered, at the beginning of the semester after students completed the pretest, to unveil the pre-reward reading motivation of our subjects, and, at the end of the semester after they completed the posttest, to uncover the post-reward reading motivation of the same subjects. Participants completed the RMPs during a regular class time. Participants were informed about the confidentially of their names, that they are used for mere research purposes; they were also notified that their answers are very personal, and the way how to fill in the profile was also explained. The completion of the profile (in both semesters) did not exceed 8 minutes.

5.6. Results

5.6.1. Results of the Pre and Post Reading Comprehension Tests

Given the fact that the data is not independent (rather it is dependent), as the same subjects were measured twice (paired data) before and after our motivational intervention (reward), a t-test for related samples was used to enable us determine the significant differences in students' reading performance and motivation under the two conditions.

Table 1(cf. appendices) shows the mean, standard deviation and standard error of the mean for the subjects in the pre and posttests. The mean score of the pretest is 14, 17, the standard deviation is 4,31and the standard error of the mean is 0,45. While, the mean score of the posttest is 19,18, the standard deviation is 3,09 and the standard error of the mean is 0,32. Therefore, the expected mean is higher than the mean of the pretest.

As it can be clearly seen in table 2 (cf. appendices), there is a mean difference between the two tests of 5, 01 with a standard deviation of 4, 24 and 0.44 standard error of the mean. With 90 degrees of freedom, and at 0.001 level of significance, the required critical value for significance for the t-ratio is 3.30 (one-tailed test), for a two-tailed test, it is much lower, since the predicted difference (or significance) is in either direction, on the contrary of a one-tailed test which predicts a directional result, i.e. in one direction, in our case the significance of the difference between the two tests scores, whereas the results of the posttest should have higher means (2 higher t-ratios). As the obtained t-ratio is much higher (11.27), we can say that the results are highly significant (the posttest in reading comprehension has a t-ratio three times higher than the required t-ratio).

5.6.2. Results of the Pre and Post RMPs

For each individual participant, the overall full survey scores were obtained by summing the self-concept and value of reading raw scores together.

Table 3 (cf. appendices) indicates the mean, standard deviation and standard error of the mean for the participants' reading motivation before and after the administration of the reward. The mean score of the pre-reward reading motivation is 54,79, the standard deviation is 7, 02 and 0.73 standard error of the mean. The mean score of the post-reward reading motivation is 54, 27, the standard deviation is 5.77 and the standard error of the mean is 0,60. It emerges that both the means are approximately similar.

Table 4 (cf. appendices) shows that there is a very small mean difference between the two RMPs of 0,51 with a standard deviation of 6.39, and the standard error of the mean is 0,67. With 90 degrees of freedom, and at 0.001 level of significance, the required critical value for significance for the t-ratio is 3.30 (one tailed test). As the obtained t-ratio is very small (0.77), we can say that the results are not statistically significant (the post-reward reading motivation has a t-ratio less than the required t-ratio).

Discussion of the Results

The results of the pre and post-reward reading comprehension tests are divergent from those obtained on the reading motivation profiles. The results of the two tests indicate that there is enough evidence to say that the null hypothesis of no difference between the means is clearly rejected. Therefore, the statistically significant differences between students' performance in the pre and posttests are due to our motivational intervention. The results of the pre and post-reward reading motivation, on the other hand, lead us to say that we fail to reject the null hypothesis of no difference between students reading motivation prior to and after our motivational intervention. In other words, the probability of the differences in students reading motivation occurs by chance. As a result, reading motivation and performance were not found to be additive in this study. Despite the fact that students' performance in reading enhanced, their motivation did not.

Conclusion and Recommendations

This study explores the impact of extrinsic reward on learners' reading performance and motivation. The theoretical foundations of this study were primarily grounded in the cognitive evaluation theory (Deci et al., 1985; Deci et al., 2001), self-determination theory (Ryan and Deci, 2000), behaviorists 'views of learning, and reading motivation assumptions as proposed by Wigfield and Guthrie (1997).The results of the reward-based system we created in reading was highly successful in enhancing students' performance, but was not effective in boosting students' reading motivation. Stated differently, short stories were not found to be good incentives to enhance adult students' motivation to read and this supports the notion that tangible rewards decrease motivation (Deci et al., 2001). The message we intended to convey through the short stories was not understood by students. This can be highly attributed to the fact that the new generations of students are more hooked to computer games, face-booking, twittering, etc. and have less motivation for reading books (whether books or even short stories). It also seems that students are satisfied with what they read in the classroom; they do not exert high effort to read outside the classroom. Another important issue to be considered is that the habit to read in the mother tongue is neither developed nor supported appropriately that is why this habit has not been transferred to L2 reading.

The results obtained from this investigation led us to the following key recommendations:

- Integrating reading in EFL classrooms is something challenging that needs to be carefully thought of by teachers of English at the Department of Arts and English Language (University of Constantine1), because of its undeniable role in enhancing and paving the way for students' literacy development. In this regard, EFL teachers need to set up a reading program in which learners' motivation in reading is the focal point. If learners meet their interests in reading, they are willing to collaborate and spend high effort and may be, through time, they will internalize the value of reading and integrate it to their own behavior. Therefore, because the reward of the present study was not motivating to learners, another alternative motivating strategy, for adult university students, could be simply sustaining their interests in reading by making use of challenging tasks and up-to-date topics. Moreover, in planning and designing a reading program, teachers should also design a reading program that allows learners to bring their knowledge of the world to read, facilitate the acquisition of vocabulary, ease the comprehension process and thus keep them motivated to read all the way long.

- Reading in English (as a foreign language) is boring for students who have difficulties with vocabulary acquisition; whereas, it is fun for students who have no problems with vocabulary. From the different intensive reading activities learners performed in the classroom, we can say that vocabulary is really causing learners serious problems when they read. EFL teachers should integrate appropriate and new learning activities that ease the acquisition of vocabulary (e.g., jokes, games).

-What is really going on in EFL classrooms does not drive learners to read. Due to the invention of and students' obsession with the Internet, the library as a good place for reading books and doing research becomes a boring place for the vast majority of

our learners. Learners' primary source of doing research is the Internet, and to contribute in reducing this 'epidemic', EFL teachers should equip the classroom with different, attractive and up-to-date books. This is to create a learning environment for reading and may be to foster the rate and habit of extensive reading in the target language.

Bibliography

1.Brophy, Jere. (2004). *Motivating students to learn (2ⁿᵈ ed.)*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

2.Brophy, Jere. (2010). *Motivating students to learn* (3ʳᵈ ed.). New York: Routledge, Taylor & Francis.

3.Cameron, J., & Pierce, W.D. (1994).Reinforcement, reward, and intrinsic motivation. A meta analysis. *Review of Educational Research*, 64,363-423.

4.Cameron, Judy, & Pierce, David W. (2002). *Rewards and intrinsic motivation: Resolving the controversy*. Library of congress cataloging Westport, CT: Bergin & Garvey.

5.Deci, E.L.(1971). Effects of externally mediated rewards on intrinsic motivation. *Journal of personality and social psychology*,18,105-115.

6.Deci, Edward L., & Ryan, Richard M. (1985). *Intrinsic motivation and self-*

determination in human behavior. New York: Plenum.

7.Deci, Edward L., Koestner, R., & Ryan, R.(1999). A meta-analytic review of

experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin*, 125,627-668.

8.Deci, Edward L., Koestner, R., & Ryan, R.(2001). Extrinsic rewards and intrinsic motivation in education: reconsidered once again. *Review of Educational Research*, 71(1) pp1-27.

9.Deci, Edwared L., & Ryan, Richard M. (2008). Self-determination theory: A Macro-theory of human motivation, development, and health. *Canadian Psychology*,*49*, (*3*),182– 185.

10.Eccles, Jacquelynne S. (2005).Subjective task value and the Eccles et al. model of achievement-related choices. In Elliot, Andrew J.& Dweck, Carol S.(Eds), *Handbook of competence and motivation* (pp.105-121).The Guild Press: New York.

11.Flora Ray, Stephen. (2004). *The power of reinforcement.* State University of New York Press, Albany, State University of New York.

12.Gambrell, L., Palmer, B., Codling, R., & Mazzoni, S.(1996). Assessing motivation to read. *The Reading Teacher*, 49(7), 518-533.

13.Grabe, William.(2009).*Reading in a second language: Moving from theory to practice*. Cambridge: Cambridge University Press.

14.Kohn, Alfie. (1993). *Punished by rewards: The trouble with gold stars, incentive plans, A's, praise and other bribes.* Boston: Houghton Mifflin.

15.Marink, Barbara A., & Gambrell, Linda A. (2008). Intrinsic motivation and rewards:

What sustains young children's engagement with text? *Literacy Research and*

Instruction, 47; 9-26.

16. Mikulecky, Beatrice S., Jeffries, Linda. (2004). *More reading power.* New York:

Pearson Longman Education.

17. Pintrich, P. R., & Schunk, D. (2002). *Motivation in education: Theory, research and applications.* (2nd Ed). Upper Saddle River, NJ: Merrill Prentice Hall.

18. Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*, 68-78.

19. Sansone, C. & Harackiewicz, J. M. (Eds.) (2000). *Intrinsic and extrinsic motivation: The search for optimal motivation and performance*. San Diego, CA: Academic Press.

20. Slavin, R. E. (2006). *Educational psychology: theory and practice* (8th ed.).Boston: Pearson Education.

21. Wigfield, A., & Guthrie, J.T. (1997). Relations of children's motivation for reading to the amount and breadth of their reading. *Journal of Educational Psychology, 89*, 420-432.

55

Appendices

Table1: The mean scores of students' performance in the pre and posttests

	Mean	N	Std. Deviation	Std. Error Mean
Pretest scores	14,1758	91	4,31687	0,45253
Posttest scores	19,1868	91	3,09807	0,32477

Table 2: The mean difference between the pre and posttests

	Paired Differences					
	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Pretest scores – posttest scores	5,01099	4,24132	,44461	11,271	90	,0001

Table3: The mean scores of the pre and post-reward reading motivation

	Mean	N	Std. Deviation	Std. Error Mean
RMP pre-reward scores	54,7912	91	7,02775	0,73671
RMP post-reward scores	54,2747	91	5,77748	0,60564

Table4: The mean difference between the pre and post-reward reading motivation

	Paired Differences					
	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
RMP scores (before reward)- RMP scores (after reward)	0 ,51648	6,39507	,67039	0,770	90	0,443

56