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The Effect of Reward on Students' Reading Comprehension

The Case Study of Second Year EFL Students at Abdelhafid Boussouf University Center-Mila

A Thesis Submitted in Partial Fulfillment for the Requirement of the Master Degree in

Didactics of Foreign Languages

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Dedication

My deepest gratitude goes first to the Almighty Allah for giving me the strength to complete this work.

I dedicate this thesis to:

- *My dearest parents for everything they have done in the pursuit of my academic Goals*

- *My dear brothers and the only sister NADJET for their endless support,*

- *The loving memory of my precious uncle who passed away prior to the completion of this work.*

- *For my little princesses, nieces " Omaima Zineb and Nihad", and for the cute twins "Aymen & Amir" and the prince Moncef*

- *To my partner and Soul mate who's always there for me "Sherine"*

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Dedication

All my praise is due to Allah, The Most Merciful and Grateful

I dedicate this work

To the memory of my grandmother

To my dear father

To the sun of my life my sweet mother

To my lovely sisters Feriel and Yassmine

To my best friend and my sisters in law whom I meet in my hardest time

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Abstract

Reading is one of the four pillars that build L2 proficiency, and reading comprehension is the purpose of any reader-text interaction. However, reading is not given much importance by the curriculum designer. The present study investigates the effect of rewards especially verbal rewards on second year EFL students' reading comprehension. To reach the aim of this study, two hypotheses were set. The first hypothesis suggests that there is no relationship between reward and reading comprehension while the second one suggests that there is a strong relationship between them. In order to accomplish this goal, an experimental study and an interview were conducted with the help of teachers and second year students of English at Abdelhafid Boussouf University Center, in Mila, during the academic year of 2018-2019. The collected data of both experiment and teacher's interview led to the following conclusions. First, teachers in the English department, at Abdelhafid Boussouf University Center, are highly aware of the difficulties that students face while reading as well as the reasons behind them. Second, rewards are those external motives which some teachers prefer to use for pushing their students to learn, while others prefer to encourage and motivate their students intrinsically. Third, verbal rewards as motivators do indeed enhance the students' reading comprehension performance as measured by multiple test scores. From these results, a number of recommendations are set by the researchers. The most crucial of proposed recommendations is the integration of the reading skill as an independent module into the university English curricula.

Key words: Reading, Reading Comprehension, Reward, Verbal Reward.

Résumé

La lecture est l'un des quatre piliers qui construisent la maîtrise de la L2, et la compréhension de la lecture est le but de toute interaction lecteur-texte. La présente étude examine l'effet des récompenses, en particulier les récompenses verbales, sur la compréhension de la lecture des étudiants de la deuxième année de l'EFL. Cette recherche met également en lumière les difficultés de la compréhension de la lecture des élèves lorsqu'ils lisent des textes en anglais. Afin d'atteindre cet objectif, une étude expérimentale a été menée avec l'aide d'étudiants de deuxième année d'anglais au Centre universitaire Abdelhafid Boussouf, à Mila, pendant l'année universitaire 2018-2019. Les données recueillies lors de l'expérience et de l'entrevue avec l'enseignant ont permis de tirer les conclusions suivantes. Premièrement, les enseignants du département d'anglais du Centre universitaire Abdelhafid Boussouf sont très conscients des difficultés rencontrées par les étudiants en lecture ainsi que des raisons qui les motivent. Deuxièmement, les récompenses sont les motivations externes que certains enseignants préfèrent utiliser pour pousser leurs élèves à apprendre, tandis que d'autres préfèrent encourager et motiver intrinsèquement leurs élèves. Troisièmement, les récompenses verbales, en tant que facteurs de motivation, améliorent en effet les performances des élèves en compréhension de la lecture, telles que mesurées par de multiples résultats aux tests. À Partir de ces résultats, un certain nombre de recommandations sont formulées par les chercheurs. La plus importante de ces recommandations est l'intégration de l'aptitude à la lecture en tant que module indépendant dans les programmes d'anglais de l'université.

Mots clés : Lecture, Compréhension de la lecture, Récompense, Récompense verbale.

الملخص

تُعتبر القراءة أحد أهم ركائز إتقان أي لغة أجنبية، فهدف كل قارئ هو فهم كلمات ومحتوى النص. في هذا الإطار، أُجريَّ بحث قائم على دراسة تأثير ما يُعرَف بالمحفِّزات، خاصةً اللفظية منها، على طلاب السنة الثانية جامعي و مدى استيعابهم عند القراءة، كما يُسلَّطُ هذا الأخير الضوء على الصعوبات التي يواجهُها الطلاب في فهم نصوص اللغة الإنجليزية. من أجل تحقيق هذا، أُجريَّت دراسة تجريبية بمساعدة طلبة السنة الثانية لغة إنجليزية بالمركز الجامعي عبد الحفيظ بوالصوف بميلة خلال العام الدراسي 2018/2019.

أظهرت المعلومات المستخلصة من نتائج وسيلتي البحث التجربة و المقابلة مع أربعة أساتذة، ما يلي:

أولا : أساتذة قسم اللغة الإنجليزية بالمركز الجامعي عبد الحفيظ بوالصوف بميلة على وعي تام بالصعوبات التي يواجهُها الطلبة خلال القراءة بالإضافة إلى الأسباب وراء ذلك. ثانيا : يُفضِّل بعض الأساتذة استعمال المكافآت ـالتي هي عبارة عن محفزات خارجيةـ من أجل تشجيع طلابهم على التعلم، في حين أن بعض الأساتذة يفضلون القيام بتحفيز طلابهم معنوياً. ثالثًا : تُحسِّن المكافآت اللفظية من أداء الطلبة في فهم النصوص المقروءة وهذا ما أثبتتهُ الاختبارات التي أُجريَّت في هذا البحث. من خلال هذه النتائج المُستَخلصة، قام الباحثون في هذا المجال بوضع جملة من التوصيات والنصائح، و من بين أبرز هذه التوصيات التي سُطِّرت هي إدماج القراءة كمادة أساسية و مُستقلة ضمن المنهاج الدراسي الجامعي.

الكلمات المفتاحية: القراءة، الفهم، المحفزات، المحفزات اللفظية.

List of Acronyms

CG: Control Group

EFL: English as a Foreign Language

EG: Experimental Group

L1: First Language

L2: Second Language

RC: Reading Comprehension

SBR: Stimulus/ Behaviour/ Reinforcement

2nd: Second

%: Percentage

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Introduction

People nowadays pay more attention to learning new languages especially the English language since it is considered as the international and global language. For that reason, foreign countries give importance to this language and include it in the teaching program. In order to learn the English language, English foreign learners should acquire four complementary skills, namely, listening, speaking, writing and reading. The latter is counted as the most important one in enhancing and improving EFL learners' language. As well as, the purpose of reading any written material is comprehension. Therefore, in this study, we want to investigate the effect of reward on students' reading comprehension. That is to say, we want to examine the role of using rewards especially verbal rewards on students' reading comprehension achievement.

1. Statement of the Problem

Algeria is one of the foreign countries that care about the English language, and regards it as the second foreign language after the French language. The English language is included in the Algerian pedagogical program at middle schools, high schools and universities. The Algerian universities give the chance to students who love and want to study this language, so they program it as a branch. In English as a Second/Foreign language classes, students study all what is related to that language. In order to develop it, EFL learners should acquire perfectly the four skills though the reading one seems to be clearly marginalized by the Algerian university programs but including listening, speaking and writing instead. Each of the three skills has its own module and courses except reading and that what makes EFL students believe that reading is not that main skill which should be acquired. Hence, they rank it in an inferior position and do not give it much weight. Though, when it comes to expressing what is in their minds, they face problems because of the lack of vocabulary and

ideas that are, in fact, acquired by reading. Reading comprehension is the ultimate goal of reading that has to be developed in the students, yet students are not exposed to effective instructions, methods and means that help them enhance this significant skill. On the basis of these facts, the problem of this study is to raise the issue of EFL learners' inability to comprehend English written materials.

2. Aim of the Study

The present study aims at investigating the effect of providing verbal rewards (praise) as a workable method in helping second year EFL learners to overcome their problems in reading, enhancing and improving their understanding of reading materials in the English language.

3. Research Questions

The current study seeks to answer the following questions:

1/ Are teachers at Abdelhafid Boussouf University Center in Mila aware of the causes behind the difficulties their students face while reading?

2/ What do teachers at Abdelhafid Boussouf think about the use of rewards?

3/ Does using verbal rewards as a motivator improve reading comprehension of second year EFL learners at Abdelhafid Boussouf University Center in Mila?

4. Hypotheses

As the purpose of the present study is to examine the effect of using verbal praise on second year EFL learners reading comprehension, we hypothesize that:

On the one hand, the null hypothesis suggests that there is no relationship between rewards and reading comprehension.

H0:   In reading comprehension rewarded students would not be different from unrewarded students. That is to say, rewards do not affect students' reading comprehension.

On the other hand, the alternative hypothesis suggests that there is a strong relationship between using the verbal rewards and the improvement of EFL students' reading comprehension. Accordingly, the alternative hypothesis is formulated as:

H1: Students' understanding of the English written materials would be improved if their reading is followed by verbal rewards.

5. Means of research

In order to achieve the aim of this research, we have used two significant tools for gathering data. We rely, first, on an experimental design, as well as we have employed a qualitative method in the form of an interview with four teachers. The 192 second year EFL students at Abdelhafid Boussouf University Center in Mila are the quasi experiment's population, while the random selected sample is consisted of two groups out of five second year groups.

Concerning the second tool of gathering data, we rely on a qualitative interview with four teachers at Abdelhafid Boussouf University Center in Mila. Those four teachers teach different modules that need reading for the improvement of their students' knowledge, level and language.

6. Organization of the Thesis

This thesis is composed of three chapters: the first two chapters formulate the theoretical part in which they cover the literature review of the two provided variables. The third chapter is the practical part. The first chapter deals with reading comprehension. It starts with its definition from several authors' points of view, its two types and the difference between its

two sub-skills. Then, it turns to how to teach that important skill through a number of comprehension strategies that can be developed by three stages or steps. Furthermore, it deals with what to assess in this skill, how to assess it and for what purposes. This first chapter ends with some techniques for assessing the reading comprehension.

As it was stated above, the second chapter of this research paper is about the use of reward in the classroom. It first highlights the definition of reward and the difference between extrinsic and intrinsic rewards. Then, it discusses the two types of rewards, the difference between rewards and punishment, and what reinforcement means with its two types. This chapter, moreover, explains the importance of using rewards, provides arguments for and against the use of rewards in the classroom as well as their positive and negative impact on both teaching-learning process and on students. Finally, the second chapter ends with clarifying the relationship between reading comprehension and the use of rewards in classrooms.

Concerning the last chapter or the practical part, it is considered as the core of this study since it tackles the research problems as it seeks to achieve the aim of this thesis. It is consisted of the experimental study and the teachers' interview. In the field work, we started first with the experiment where we randomly selected two groups; they have been tested two times and the scores of both tests are analyzed. The other mean of collecting the required data is the teachers' interview, in which we have recorded the 56 diverse answers which will be interpreted by the end of this chapter. After reviewing the literature, analyzing the experiment's findings and interpreting the teachers' data, this chapter presents some pedagogical recommendations presented for teachers, learners and researchers.

Theoretical Background

Chapter One: Reading Comprehension

Chapter Two: Reward in Classroom

Chapter One: Reading Comprehension

Introduction

Conclusion

Introduction

In order to perfectly learn any language, there are four fundamental skills to be learned; listening, speaking, reading and writing. Reading is the heart of a successful process of learning because without it the learner cannot thoroughly gain most important aspects of language. In addition to that, the essence of reading is comprehension. If a reader can read words but does not understand what he/she is reading, this means that he/she is not really reading since this latter requires comprehension. For that reason, interaction between the reader and the text must take place.

To read, the learner is asked to follow certain strategies and skills for a successful reading task. In this chapter, we shed light on definitions of reading comprehension from a variety of views paving the way to two main types of the process of reading. Furthermore, any reader is stuck to one or sometimes two ways while reading a text. For this reason, we strongly focus on two main sub-skills that are mostly preferred by learners to accomplish a particular task. On the one hand, the task of reading is needed within a process of teaching where the teacher is required to use or apply specific ways and techniques to successfully achieve the objectives of the task. On the other hand, assessment is compulsory for a teacher to make sure that he/she has done the act of teaching in an appropriate way in order to test as well as to evaluate the students' comprehension. By the end of the chapter, some techniques for reading assessment are explained.

1. Defining Reading Comprehension

Learning or acquiring the English language requires four essential skills. The reading skill is considered as the most important skill for foreign learners since it teaches them the language aspects (grammar, vocabulary, tenses, etc.) that are needed for real world contexts. It also shows them how to extract and benefit from the needed information in the text, and

reading is also a means for enjoyment (Williams, 1984). But at the same time, it is a complex activity as Grabe (1991) claims "many researchers attempt to understand and explain the fluent reading process by analyzing the process into a set of component skills" (p. 379)

In addition to that, reading is an active process which requires both the learner's mental and experimental inputs of who is expected to comprehend the written message. Once learners start to read, their minds are working on the written inputs relying on what they already know; for instance, letters, sounds, words, vocabulary and grammar in order to extract the meaning. Rivers (1981, p. 147) said that "reading is the most important activity in any language class, not only as a source of information and pleasurable activity, but also as a means of consolidating and extending one's which are knowledge of the language". In other words, learners through this activity are expected to develop their knowledge of the language vocabulary, grammar, syntax, semantics, etc.

Moreover, Dubin (1982) claims that reading is a complex activity since it involves the interaction of several aspects. The First aspect is multiple cognitive aspects like reasoning, planning, memory, abstract thinking and comprehending complex ideas. The second is meta-cognitive aspects as metacognitive awareness (what learners have as prior knowledge and what they know about reading strategies), and metacognitive regulation (knowing when, where and how to use these strategies). The third one is linguistic aspects such as syntax, semantics and morphology. The final aspect is sociolinguistic aspects like cultural norms and how language is used. Although the complexity of reading, it is still important because of its positive effects on learners' vocabulary, knowledge, spelling and especially writing.

Furthermore, reading has four characteristics; purpose, selection, anticipation and comprehension (Smith, 2004). Mikulecky and Jeffries (2004, p.74) state that **"comprehension is making sense of what someone reads and connecting the ideas in the text to what he**

already knows." That is to say, when learners can absorb ideas from a text and interconnect those ideas to their previous knowledge they are able then to understand what the text is about.

Additionally, L2 learners read different written materials in order to learn and understand the targeted language, in that case, reading for understanding is what is called reading comprehension. In the same line, reading comprehension can be defined as a complex process that needs both recognizing the grapheme-phoneme correspondence and making meaning of words, sentences and texts (Pang et al., 2003). For Harmer (2001), it is gaining the overall meaning of the text and not getting it from isolated words, sentences or ideas.

All in all, reading comprehension is a mental process in which the learner uses his background knowledge with his ability to extract the important information and major ideas in order to construct the general meaning. In the same respect, comprehending what is said in a text does not mean understanding isolated words, sentences or paragraphs.

2. Types of Reading

Reasons behind reading differ from one learner to another. Some consider reading as a pleasurable activity while others consider it as a task to be accomplished. In order to achieve these reading purposes, learners rely on two different types of reading: intensive and extensive reading which Hafiz and Tudor (1989) compared between them in the following:

> In intensive reading activities learners are in the main exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic or discoursal system of the L2, or to provide the basis for targeted reading strategy practice; the goal of extensive reading, on the other hand, is to 'flood' learners with

large quantities of L2 input with few or possibly no specific tasks to perform on this material. (p. 5)

2.1 Intensive Reading

Intensive reading is a careful reading for better understanding which usually takes place in classrooms. It requires a deep focus on short texts and passages for specific aims (vocabulary development) and tasks (grammar activities). Nuttal (1962) claims that intensive reading is intended to train learners in reading strategies. Intensive reading is a teacher-centered method where the teacher chooses a text based on certain information to be known and used by students in order to perform a task. From this perspective, Nation (2009, p. 47) states that "Intensive reading is a good opportunity for making learners aware of how various vocabulary, grammatical, cohesive, formatting, and ideas content aspects of a text work together to achieve the communicative purpose of the text". It is called intensive because it focuses on the way readers read smaller pieces of discourse.

2.2 Extensive Reading

Extensive reading is a way of reading longer texts in forms of magazines, novels, newspapers and articles, for the sake of entertainment and pleasure, with emphasis on general understanding. However, extensive reading does not prevent the learner from being exposed to the cultural background of the target language vocabulary and grammar forms. According to Kembo (1993, p. 36), "It is the less rigorously supervised reading that pupils will do both in and outside the classroom. The texts read will normally be those of their own choosing, even though the teacher's guidance will be for crucial at the beginning". It is called extensive because the focus is on larger pieces of discourse.

3. Reading Sub-skills

Reading has many sub-skills, yet there are two main ones skimming and scanning. Brown (1994) suggests that "perhaps the two most valuable reading strategies for learners as well as native speakers are skimming and scanning." (p. 283)

3.1 Skimming

Skimming is a type of reading that involves rapidly moving the eyes over text targeting only the general ideas of the content. Nuttal (1996, p. 49) has defined skimming as "glancing rapidly through a text to determine its gist, for example, in order to decide whether a research paper is relevant to our own work […] or in order to keep ourselves superficially informed about matters that are not of great importance to us."

3.2. Scanning

Unlike skimming, scanning focuses on locating specific information or facts as quickly as possible. It does not look at texts from a general overview but rather the readers extract specific information without reading all the passages. Grellet (1996, p. 19) says that "when scanning, we only try to locate specific information and often we do not even follow the linearity of the passage to do so. We simply let our eyes wander over the text until we find what we are looking for, whether it be a name, a date, or a less specific piece of information."

From the definitions above, it is clear now how to distinguish between skimming and scanning. Though they are two different ways of reading, they are important and helpful in understanding a text.

4. Teaching Reading Comprehension

Teaching for Brown (2006) can be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing knowledge, causing to know or understand. Reading comprehension is an important task to be taught, yet it is challenging, demanding and difficult. Teachers are required to guide their students and facilitate the learning process that should take place in good conditions. Students also have a role in enhancing the learning process and improving the reading skill when they are given the chance to choose the type of texts that goes with their interest by themselves, based on their cognitive level that is decided by their teachers.

Since the teaching process is targeting students' needs, it depends on how students learn then it determines the teaching style, techniques and strategies that help students achieving their needs. In other words, students come to classroom with purposes and needs in mind which curriculum designers and teachers analyze, design a syllabus as they decide the appropriate methods, strategies, materials also activities in order to satisfy students' needs and to make the process of teaching and learning effective.

Talking about strategies, teaching reading comprehension is based on certain reading comprehension strategies. A comprehension strategy for Harris and Hodges (1995) is in terms of steps systematically sequenced for understanding a text. These strategies should be taught explicitly and students must be aware of them as it was stated by Pearson et al. (1992) "strategies emphasize conscious plans under the control of the reader" (p. 169). Good readers use many comprehension strategies, but (Miller, 1956) thinks that the adult mind can only hold up to seven (plus or minus two) pieces of information at one time. Thereby, some researchers have chosen the most five critical and effective ones in the name of "High5!" The first strategy is activating background knowledge (Brown, 2002; Calfee & Patrick, 1995;

Pressley, 2002), the second strategy is questioning (Block & Pressley, 2007; NICHD, 2000), the third one is analyzing text structure (Block & Pressley, 2002; Calfee & Patrick, 1995; Dymock & Nicholson, 2007). The fourth chosen strategy is creating mental images (Pearson & Duke, 2002; Pressley 2002, 2006), and the fifth one is summarizing (NICHD, 2000; Pressley & Block, 2002).

In a related move, comprehension strategies used by L2 learners must be developed throughout three stages; pre-reading, while-reading and post-reading stages. For this reason, in each stage certain activities were suggested; pre-reading, while-reading and post-reading activities.

4.1 Pre-reading stage

In the pre-reading stage, the teacher introduces the topic and the type of the text to check whether his/her students have an already background knowledge about the topic or not, because background knowledge affects their comprehension as Adams and Bruce (1982) argue "Without prior knowledge, a complex object, such as a text, is not just difficult to interpret; Strictly speaking, it is meaningless" (p. 37)

If students have prior knowledge, they will make connections between what they already know and what they are reading. Consequently the reading comprehension task will be easier as it was stated by Anderson (1994). If they do not have it, their teacher will help them by providing some pieces of information that give them a general idea as a starting point for reading, in addition to enhance their desire to read.

4.2 While-reading stage

Students in this phase read the text consciously, decode it and interact with it while the teacher is the monitor. Richards (1990, p. 87) sees the while reading stage "as an integration

of top-down processes that utilize background knowledge and schema, as well as bottom up processes that are primarily text or data driven." In other words, bottom-up model for Gough (1972) is a set of processes; first, students visually pick up the graphophonemic information (relation between orthography (symbols) and phonology (sounds)) presented on the text at hand, then these phonemic representations of letters are combined and transformed into meaningful words, with these meaningful words an infinite number of meaningful sentences are constructed, finally the comprehension is achieved.

On the contrary, in top-down processes (model) comprehension happens when students rely on their prior knowledge and schema that is an active organization of past experiences (Reed, 2007). Students make inferences and expectations about the text's content, then they decode the text into letters and words in order to extract the necessary information that confirm or disconfirm their expectations after that they build new predictions (Grabe, 2009). As figure 1 shows:
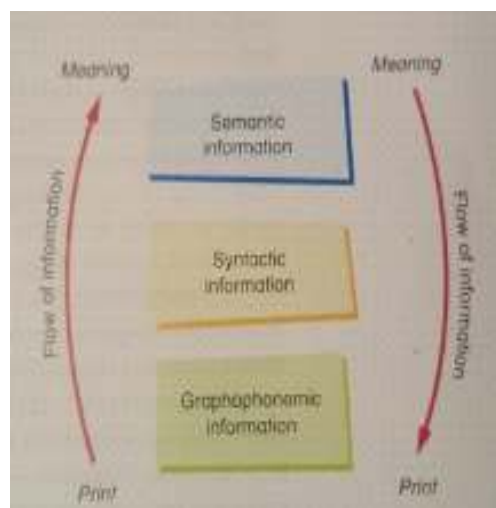
Figure 1: Bottom-up and Top-down Models (Vacca et, al. 2006, p. 26)

Meanwhile, students have different reading strategies that they do not know how and when to be used. The teacher then helps them identify effective reading strategies based on text variables. He/she teaches them that each type of text has its specific structure and vocabulary. For instance, reading a poem is not like reading a newspaper article. In poems, the structure is in the form of stanzas and lines that use rhythm, the poet uses his/her imagination, feeling and emotions, things that can never be existed, special vocabulary and metaphysical expressions. However, the newspaper article is consisted of five parts. The journalist starts first by writing the headline, then the byline. After that, he moves to the lead paragraph and the body explanation. At the end, he finishes his/her article by the additional information. The journalist uses only facts with no feelings and emotions, particular vocabulary, unambiguous expressions and sentences. The teacher should also show his/her students how to use printed or digital dictionaries when they find difficult words in the text.

By giving students activities like reading silently, reading aloud, taking notes, asking and answering questions, the reading strategies at this stage are to be developed as what Brown (1994) suggested: skimming, scanning, modeled reading (the teacher models the text by reading it aloud as proficient readers do and show his/her students the strategies they use), making connections (readers make connections between the information in the text and his prior knowledge, his experiences and the external world), visualizing (students create mental images of a text as a way for better understanding), inferring (students' ability to read between the lines since the majority of authors provide implicit information), synthesizing (students extract the major ideas of a text and add them to their prior knowledge in order to form new ideas and perspectives), pause (students make pauses to reflect, interact with each other, summarize the new data and add it to their prior knowledge) and predicting.

4.3. Post-reading stage

By the post-reading stage, reading time is over and discussion time is beginning. The teacher starts asking several questions about the topic, how the text is structured, how paragraphs are related, how ideas are connected to paragraphs. Students' answers show to what extent they do comprehend the text. If they answer well, then they do comprehend the text. If they do not answer well, then they are in need for their teacher's explanation.

At this stage, students recognize that each type of text requires certain effective reading strategies that help them learn the targeted language. Moreover, they learnt how to use the two kinds of dictionaries effectively that enrich their knowledge. As well as, they can evaluate the text, to make comments, and to agree or disagree with the text's author.

In addition to the questioning activity, other activities can take place in this stage such as reporting, role play, summarizing, gap-filling and retelling.

5. Assessment of Reading

Richard and Schmidt (2002, p. 35) define assessment as a "systematic approach to collecting information and making inferences about the ability of a student or the quality or success of a teaching course on the basis of various sources of evidences. Assessment may be done by test, interview, questionnaire, observation, etc." It is easy to assess speaking and writing since the process and the product can be seen and observed. Unfortunately, reading comprehension is not easy to be evaluated since nothing can get into a person's mind when it is at the state of comprehension and watches what is happening there (Caldwell, 2008). It is difficult also because comprehension has three different levels. For instance, Shakespeare's Sonnets needs a higher and a deeper level of understanding. According to Gray (1960, as cited in Alderson, 2000) the reader must process the text on three levels for comprehending a

text. He/she reads "the lines" (literal), then "between the lines" (interpretive), and finally "beyond the lines" (applied). The figure 2 shows the three levels of comprehension:

Reading the lines

Reading between the lines

Reading beyond the lines
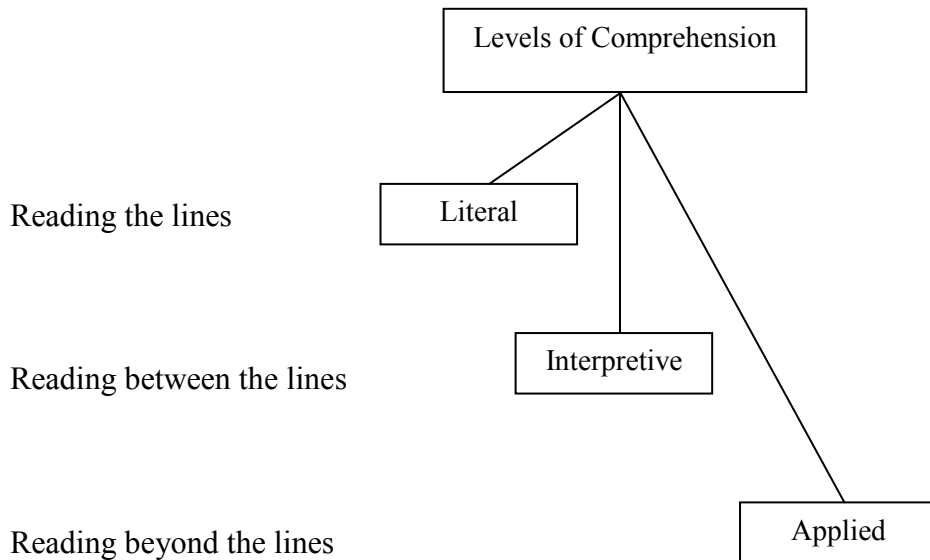
Figure 2: Levels of Comprehension. Adapted from content Area Reading: Literacy and learning across curriculum by Richard, T. and Joanne, L. Vacca cited in Syatriana, 2012

5.1. Elements, Ways and Purposes for assessing

5.1.1 Elements to assess

In order to make the assessment of comprehension more manageable, it is first necessary to decide what should be assessed. For that reason, educators put their emphasis on the components of comprehension, text and topic.

First, components of comprehension for Wiggens and McTighe (1998) are described in six facets explanation, interpretation, application, perspective, empathy and self-knowledge. Blooms et al. (1956) focus on six comprehension parts knowledge, comprehension, application, analysis, synthesis and evaluation. These two systems can be used effectively to

describe comprehension for students, but six components may be too many to handle efficiently in the world of the busy classroom. As well as, it is sometimes hard to distinguish between the separate components like interpretation and perspective, or application and evaluation.

For the RAND Reading Study Group (Snow, 2002), it is better to offer a more efficient taxonomy and to differentiate between three components of comprehension: knowledge, application, and engagement. In addition to that, Akil (1994, as cited in Syatriana, 2012) divided comprehension as three levels literal, interpretive, and applied.

From this, comprehension assessment becomes more meaningful and more efficient when students' performance is described in terms of manageable number of chosen components (Caldwell, 2008)

Second, the text and the topic are considered in deciding what to assess. On the one hand, is the text narrative or expository? Caldwell and Leslie (2004; 2005) described proficient middle school readers who performed very differently with narrative versus expository text. Is the text familiar or unfamiliar? (Caldwell, 2008) Students answer the questions and solve the activities correctly when it comes to narrative and familiar texts, unlike in expository and unfamiliar texts where they need further reading and extra information also explanation from their teacher. For instance, students understand a text deals with Second World War, but they face problems when it speaks about Deoxyribonucleic acid (DNA).

On the other hand, the topic is also important in assessing comprehension, is it literature, mathematics, social studies or science? (Caldwell, 2008) Students make a lot of effort in mathematics; they always rely on their prior knowledge since everything in mathematics is related. In addition to that, mathematics is considered as an exact science where things cannot be discussed. Though in literature, students comprehend differently because each student has

his/her own way of thinking, beliefs and opinions. Literature is not just stories or fairy tales, but also novels so they do not depend much on their prior knowledge. If literature is written in old English where the grammar and vocabulary are different and difficult, students have no previous knowledge about it so they need their teacher's feedback and a high level of comprehension to better understand.

To conclude, the reading comprehension assessment is a very complex activity, thereby the chosen text and topic should respect the cognitive level of students and their interests.

5.1.2 Ways to assess

Comprehension varies for several reasons. One of which is how to be evaluated and which activity is better for the evaluation (Caldwell, 2008) gap-filling, retelling, true or false, multiple choices or questioning? How is the form of questions direct or indirect, simple or complex? The questions asked are targeting the general meaning or the hidden? The questions need which level of understanding? The written answers are in forms of sentences, paragraphs or essays?

Methods of score also play a major role in how to assess (Caldwell 2008). Do all questions have the same marks? Are questions of high-level comprehension skills weigh more than the other questions? Are best marks given to oral answers or written ones? Are pronunciation, fluency, grammar, vocabulary and punctuation counted for when evaluating?

Comprehension assessment activities are different and not equal (Caldwell, 2008). For instance, there are students who can solve some activities and cannot deal with others, while other students can deal with them all. Sometimes students can be affected by the type of activity because they are not different only in their ways or strategies of learning, but also in their personalities. Introverted students cannot answer well in oral presentations even if they

have the correct answers, but when it comes to writing they answer very well and get good marks. By contrast, extroverted students answer well in oral presentations because they tend to be risk takers with an impression of well understanding, while in writing the majority of them do not have good marks.

5.1.3 Purposes for assessing

Any language assessment is done for gathering information in order to make a decision of some sort. For reading comprehension, assessment is done to investigate whether students' comprehension is enhanced and their learning is progressed. As Farr (1992) states that "the bottom line in selecting and using any assessment should be whether it helps the students" (p. 46).

Grabe (2009) suggests four purposes for assessing reading:

First, the standardized testing (reading proficiency tests) decisions can be made about learners' reading abilities and whether students need more reading tasks. These tests are not only for students, but also for policy decisions, curriculum designers, teachers and instructional evaluations. Second, reading skill and learners' progression can be evaluated by another type of reading assessment, it is known as the achievement assessment that can be used to test learning in general over a period of time (from one year to another). For Grabe (2009) this assessment cannot be applied to evaluate reading progress because "yearly-end testing actually measures growth in proficiency from year to year rather than measuring gains in reading abilities based on what was taught in class" (p. 354). Third, immediate feedback is provided for students while they are performing. Such assessment will enhance their reading abilities, their performance will be promoted as it can help reading and learning to be evaluated. Fourth, another purpose for assessing reading is either to check the effectiveness

of a curriculum, or the development of a program evaluation. Such assessment can lead to change the curriculum and the program evaluation to be more reliable, valid and useful.

5.2. Techniques of assessing

Reading as any language skill requires different methods, procedures, and techniques to be assessed. However, none of the methods is considered as the 'best method' or the most suitable one since none can deal with all purposes of testing. Alderson (2000) stated that "It is important to understand that there is no 'best method' for testing reading. No single test method can fulfil all the varied purposes for which we might test." (p.203)

Anderson (2000) proposed several techniques for reading assessment. However, teachers tend to use generally five techniques. They use Multiple-Choice Questions (MCQs), The Cloze Test and Gap Filling Tests and Matching Techniques. They utilize also Ordering Tasks and Dichotomous Items (True/False Questions)

5.2.1 Multiple-Choice Questions (MCQs)

The most spread and widely used technique in assessing reading. It is in the form of four alternatives, three distracters and one correct option. It is one of the techniques which IELTS Test of Academic Reading illustrates to evaluate reading (as cited in Anderson 2000). For Nation (2009), MCQs give importance to specific details (microstructure) and to general ideas (macrostructure) of the text.

Therefore, the four options are not that easy for students to answer, yet easy to be scored for teachers. MCQs oblige students to think carefully before answering since the distracters might look similar and not clearly distinct from each other. Wrong choices can be due to their thinking abilities, language abilities or both. For Munby (1968) (as quoted in Alderson, 2000, p.205)

"Multiple choice questioning can be used effectively to train a person's ability to think…It is possible to set the distractors so close that the pupil has to examine each alternative very carefully indeed before he can decide on the best answer…When a person answers a comprehension question incorrectly, the reason for his error may be intellectual or linguistic or a mixture of the two. Such errors can be analyzed and then classified so that questioning can take account of these areas of difficulty."

5.2.2 The Cloze Test and Gap-Filling Tests

The cloze test was first used during 1970s' with native speakers in order to assess language proficiency and reading abilities, and to assess 'general language proficiency' especially of a second or foreign language (Anderson, 2000). This test is about omitting between five to twelve words from the text regardless of its functions (Alderson, 2000). For instance, the instructor selects a text or a passage and decides to delete each 6th word starting from the second sentence, and students try to fill the empty spaces with the appropriate words.

Gap filling test is quite different from the cloze test. The words omitted do not have to proceed a systematic way, but for practicing a specific language point such as conjunctions, tenses, pronouns.

The testers go through the same three steps to design those two tests, they first choose a given reading selection, then they leave the first and the last two sentences as they are in order to assist students' comprehension of the text or the passage, finally they remove a number of words according to the type of test.

The score of these types is either for any possible reasonable answer and/or just the exact words that have been deleted.

5.2.3 Matching Technique

Another technique to assess reading is when students match two sets of stimuli against each other; for example, linking headings to corresponding paragraphs. Students are provided with more items to select from, to check whether their choices really come after an attentive processing. This technique is similar to MCQs where students are confused by similar or unexpected choices (Anderson, 2000).

5.2.4 Ordering Task

Learners in this type of tests are expected to reorder a set of a jumbled words, sentences, paragraphs or texts into their coherent order (Alderson, 2000). However, Students should be aware of text cohesion, organization and grammar. One problem of this technique is scoring, i.e., sometimes more than one order is possible and acceptable.

5.2.5 Dichotomous Items (True/False Questions)

Test takers compare a given statement to text content and indicate whether it is true or false, or whether they agree or disagree with the idea of the text. This technique is easy to construct, but the problem is when students give the right answer only by guessing. For that reason, another choice is provided 'not given' or 'not mentioned' (Anderson, 2000).

Conclusion

This theoretical chapter has sketched out that reading is an active, hard and complex process which requires decoding the written materials via an integral interaction between the text and the reader. There exist so many attributed definitions about reading, yet they all agree that reading is meaningless without comprehension since comprehension is the purpose of reading. This chapter also sheds light on the two types of reading with its two most

important sub-skills. Moreover, reading is considered as the most difficult skill to teach, it requires competent teachers who are acquainted with reading strategies, stages as well as activities. Teachers and curriculum designers are concerned with the assessment of reading in order to evaluate the learners' comprehension level, in addition to the provided reading tasks and activities.

Chapter Two: Reward in the Classroom

Introduction

Conclusion

Introduction

At schools, universities or at the educational system as whole, teachers and learners have various roles and responsibilities to do inside the classroom. In the past time, teachers used to be the educators and the main source of knowledge while students used to be only receivers and passive participants. Therefore, in order to make students active participants and to enhance their passion to learn any foreign language, teachers nowadays become instructors also motivators. Researchers in this domain have discovered that learners' desire of learning would be established through the use of rewards or reinforcers, as they have found that rewards are a means of encouragement to learn more effectively.

In this chapter, relevant literature is presented to tackle how reward and its two types are seen through various views of researchers. Moreover, it tightly sheds the light on reward's main types and how they effectively impact students' behaviors as well as learning. Additionally, it shows the difference between rewards and punishment, as it deals with reinforcement and its two types. Furthermore, this chapter focuses on rewards' importance along with a debate between several researchers about using or not using rewards. Finally, the chapter ends with clarifying the relationship between rewards and reading comprehension.

1. The Definition of Reward

The term reward is broadly defined as a means used by teachers to reinforce a desired behavior to further occur (Witzel and Mercer, 2003). Teachers tend to use rewards in return for a good deed they desire the most, or want it to be repeated once again. Burton et al. (2003, p. 242) states that rewards "refer to anything that promotes a behavior being repeated in the future" In other words, when someone is rewarded for doing a certain thing he/she would repeat the action in future because the reward had left an effective impact on him/her, and this leads to the repetition regardless the difficulties a student can face. According to Shultz (2007), "rewards are objects or events that make us come back for more. We need them for survival and use them for behavioral choices that maximize them" (p. 1). For him, rewards are behind our achievements, they push us for more doing a thing or a positive behavior. They are the reasons behind completing a task or an activity, they encourage students to engage in classroom activities, help them most of the time to get over a particular problem they might, in a way or another, face as they become risk takers.

For Reynolds et al. (1989), rewards are like external motives which are obtained through accomplishing a particular task. Reward is something effective that pushes students to engage in tasks. Once students get these motives, they work hard to accomplish any given activity because they are eager more to gain this reward. Furthermore, Schunk (2012) claims that "Rewards have a long history in motivation research. They are key components of conditioning theories, which contend that behaviors that are reinforced (rewarded) tend to be repeated in the future" (p. 58) That is to say, when teachers want a suitable behavior to occur again, they reinforce it by giving their students rewards. Once students receive rewards for what they did, they keep behaving well.

Moreover, students are not different only in terms of level or knowledge; they are different also in their personalities. Some students are shy, quiet or introverted although they

have good capacities and considerable abilities. For this reason, they have to be motivated to engage in the teaching-learning process, and rewarding such kind of students is a way for motivating them and encouraging appropriate behaviors.

Skinner (1938) advances the idea of anticipating reward in the field of learning; he introduces the theory of operant conditioning to language teaching. The main principles of Skinner's operant conditioning or SBR theory can be illustrated as:
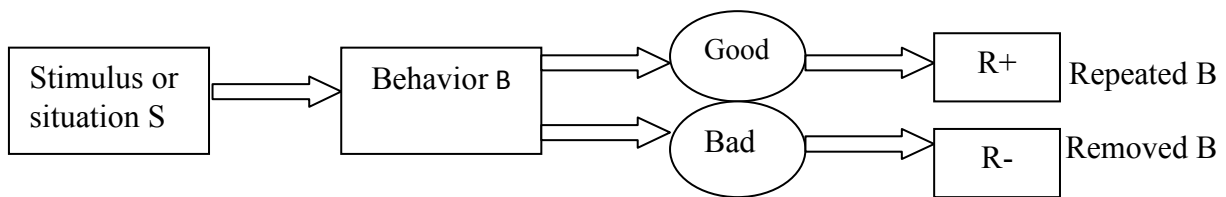
Diagram 03: Skinner's S.B.R model of learning (Wilkins, 1972, p.162)

The learner's performance takes place in a situation as it is called stimulus. When learners perform and behave well they receive reinforcement (R+), so this increases the likelihood of this behavior or performance to occur again. In contrast, when they behave inappropriately or perform badly they receive (R-) in order to decrease the chance of making the behavior or the performance to be repeated.

2. Extrinsic vs. Intrinsic Reward

In a classroom setting, teachers tend to use rewards as incentives; these rewards are divided into two categories extrinsic rewards and intrinsic rewards. The incentives and rewards have a great role in shaping a healthy atmosphere inside the classroom full of interest and care, in addition to increasing positive behaviors and decreasing negative ones (Everston, Emmer, & Worsham, 2003).

2.1 Extrinsic Reward

Extrinsic rewards are those tangible items like candy, party or stickers which affect the behavior of a student (Kohn, 1996). This kind of rewards is known by being external given by someone outside of individual (Witzel & Mercer, 2003). Extrinsic rewards for Witzel and Mercer (2003) are like "primary objects, tangible objects, token systems, social approval, and project activities" (p. 89)

Chance (1992, p. 200) states "To teach without using extrinsic rewards is analogous to asking our students to learn to draw with their eyes closed". He compares teaching without the use of extrinsic motives to teaching students drawing with closed eyes. He emphasizes on the use of this kind of rewards shedding the light on its positive impact on students and its importance in teaching.

2.2 Intrinsic Reward

When a student finishes a task or an assignment, it is thanks to internal motivation. Therefore, he is intrinsically rewarded (Williams & Stockdale, 2004) For them, intrinsic rewards are not in need for external stimulus that is why they can be beneficial in comparison to extrinsic rewards. Like extrinsic rewards, intrinsic ones as well may seem to appear in various common shapes namely "feedback or result, acquisition of knowledge or skills, and a sense of mastery." (Witzel & Mercer, 2003, p. 89)

3. Types of Reward

Rewards are shaped in many types, among which verbal and tangible rewards.

3.1 Verbal Reward

Verbal rewards are one type of rewards, they can be for instance praise of positive feedback, as they can be in two forms as what (Barket-Bojmel, Hochman, and Ariely, 2014)

claim that verbal rewards are social recognition or praise, which can be in oral or written form. Additionally, Deci et al. (2001); Cameron and Pierce (1994) in the same respect, have seen verbal rewards as praise or verbal recognition opposite to those tangible rewards that can be considered as financial or symbolic.

Brophy (1981) defines praise as "to commend the worth of or to express approval or admiration" (p. 5). This means, when students are positively and better behaving and performing, then, they are worthy praising. In the same context, Kern and Clemens (2007) identify praise as a proactive, antecedent strategy for use in the classroom.

Praise can be verbal or written that support desired students' behavior. It is formed in different ways including forming positive statements concerning a person's behavior or an idea that has publicly or privately brought by a person (Gable et al. 2009). In other words, it is that statement given to individuals in return to a behavior in academic or social setting. According to Musti-Rao and Hayden (2011) praise is an affirmative statement delivered contingent upon an individual completing an academic or social behavior. Brophy (1981) from another perspective defined praise as "teachers' actions that go beyond the appropriateness or correctness of behavior" (p. 6), i.e., if students are well behaving in the classroom, they would receive positive reactions from their teacher or they would be complimented in such forms of feedback.

In order for a student to behave well, teachers' praise seems to be strongly required during the process of teaching. Furthermore, it is an effective way to make a strong relationship between the teacher and the learner. In this respect, Epstein et al. (2008) claim that teacher praise is an effective strategy that promote a good and positive behaviors of the student.

Brophy (1981a; 1981b); Reinke, Lewis-Palmer, and Merrel (2008) consider teacher praise as an admirably expression or admiration in forms of feedback given for a correct response.

When a student does a good behavior or performs well the task, he deserves to be praised in forms of positive feedback either verbally or in a written form. This admirably expression or admiration in terms of feedback is a signal for students that tells them what they had achieved, how well they did, what they can achieve in future performance, as it also makes them feel happy and confident especially after a hard work. The word feedback for Slavin (2006) refers to a piece of information that one would receive due to his/her own effort like "good job", "way to go", " I knew you could do it", the same meaning could be addressed through a smile, a wink, a thumbs-up signal, or pat on the back.

   Deci (1971) conducted a puzzle experiment; the participants were divided into two groups and were asked to solve a puzzle. The experimental group was reinforced verbally each time a puzzle was solved through using expressions such as "that's very good, it's the fastest anyone has solved this one". The results show that the experimental group was more intrinsically motivated than the control group.

3.2 Tangible Rewards

   Tangible rewards are another type of rewards. External rewards may seem to have many forms such as candy, money, stickers or grades. They are given to push students to get involved in a task, to appreciate their good deeds and for a better engagement. Ridnouer (2006, p. 15) describes the way he works with tangible rewards stating that:

> I also use the candy to say thank you when I class doing a good job. Sometimes during a writing assignment I will look up and see everyone working. Pens and Pencils are flashing across white papers, and I can almost see the ideas flying. As they finish up, I silently walk around the room placing a piece of candy on the corner of each student's desk. Most of them whisper a thank you or at least smile. Some even show their appreciation by continuing to write and eating the candy later.

Consequently, this kind of rewards is as well prizes for positive behavior in addition to raise their interest in the task with better promoting them to accomplish the tasks they are exposed to.

4. Reward and Punishment

Reward and punishment are two means used in many environments and situations including education. These two techniques are commonly used by teachers during the process of learning and each teacher varies his/her own way in using them.

According to Smith, and Laslett (1993) "all teachers use rewards and punishments. Even teachers who would vehemently reject the idea of giving prizes use praise, affection and attention in a rewarding way, and withdrawal of such favors can be punishing in its own way, as a hearty smack."(p. 98). Skinner (1953) mentions only one type of punishment and he does not supply any technical term to replace it. In one of Skinner's experiments (1953) he claims that "The effect of punishment was a temporary suppression of the behavior, not a reduction in the total number of responses" (p. 184), he sees that punishment is not the final solution of a behavior to get reduced, but rather a way to stop it temporarily. Catania (1968) finds that there are two types of punishment "Like reinforcement, punishment can be positive or negative" (p. 241). He states that as a result of his researches (1968) though Skinner was the one who first spoke about it, he ignores its types but mentioned only types of reinforcement. In (1979), Catania saw that negative punishment results from the withdrawal of a reinforcing stimulus being it positive, whereas positive punishment is linked to an aversive being present.

5. Reinforcement

Reinforcement is linked to reward or it is often called reward. Skinner (1938; 1974) defines reinforcement as a behavioral result which may raise the possibility that in the future the response will appear again. In (1971), Skinner stated it in this way saying "When a bit of

behavior is followed by a certain kind of consequence, it is more likely to occur again, and a consequence having this effect is called a reinforcer." (p. 27).

5.1 Types of Reinforcement

The American psychologist B.F Skinner (1938; 1953) declares that there are two types of reinforcement (+) positive and negative (-); he used a technical term to replace the term reward which is positive reinforcement.

5.1.1 Positive Reinforcement

Students are expected to do things when they are rewarded for but not punished (Grossman, 2004). When a teacher punishes a student for doing a given behavior, then the student is expected to perform less, by contrast, if he rewards him the student's performance is expected to be increased in a better way. According to (Wood, Wood, and Boyd, 2005) positive reinforcement is "any pleasant or desirable consequences that follows a response and increases the possibility that the response will be repeated". Another view of Griggs (2009), he considers positive reinforcements as things which individuals prefer to get when they perform the desirable behavior. He sees that when students perform a good behavior, they would like to be given those reinforces or rewards.

5.1.2 Negative Reinforcement

This term is described by B.F. Skinner in his theory of operant conditioning. Skinner (1953) defines negative reinforcement as "something disagreeable"; it is unwanted and undesirable by many students who assume that negative reinforcement should be the technical term that equals punishment. Catania (1973) suggested an additional basis for distinguishing between types of reinforcement, afterward it was later suggested by Hineline (1984) who remarked that "…if a stimulus or situation is to be reducible or removable by

some response, that response must occur in its presence" (p. 496) A best example of that is when a student makes a mistake and his/her teacher corrects the mistake at the moment of occurrence not after. This helps students to avoid falling in the same trap or committing the same mistake.

6. The importance of reward

The use of reward in teaching especially in teaching English as a foreign language is considered as the most workable technique that motivates students of this foreign language. Petty (2004, p. 183) says that "Nothing motivates learners quite as the glow of satisfaction that a student gets when he or she answers a question correctly, and immediately gets warm praise from the teacher …psycholinguistics studying stimulus-response learning found that an immediate reward encouraged learning". Students are intrinsically motivated when they feel satisfied and this satisfaction comes after gaining rewards. When these motives are used properly, they encourage students to engage in the learning process.

Rewards in terms of incentives like grades, prizes and cash have a certain ability in pushing students to work hard and do their best to complete the given tasks just to gain those incentives. Brohy (2004, p. 169) evinces what Henderlong and Lepper (2002) concluded after completing their meta-analysis about praise. They found that "Praise enhances intrinsic motivation and increases perseverance when it is received as sincere, encourages adaptive performance attributions, promotes perceived autonomy, provides information about competence without relying heavily on social comparisons, and conveys standards and expectations that are realistic for the student". Praise as a kind of reward plays a major role in affecting positively motivation, perseverance, performance attribution and autonomy. Instead, this effectiveness of praise is more evident when it is sincere and provided as a kind of encouragement.

Teachers utilize rewards also to change their students' behaviors since rewards help to promote positive behaviors (Deci et al., 1991). Students sometimes behave in a bad way what makes teachers give rewards in order to change that bad behavior and make it appropriate. According to behaviorism, behaviors that have been reinforced are more likely to be repeated while the behaviors that have not been reinforced tend to die out. From this perspective, they keep offering incentives to their students in order to encourage appropriate behavior and prevent the encouragement of inappropriate behavior.

In addition to motivating students and encouraging appropriate behaviors, reward tends to increase students' self-esteem, make them feel more confident as it changes their interests; for instance, a task that had been disliked before becomes liked. It also creates a healthy atmosphere and makes the class challenging and enjoyable.

To conclude, the use of rewards plays a major role in facilitating the teaching and learning process as it can motivate students to learn.

7. The Debate for and Against using Reward

Although the use of reward in EFL class has proved its importance in maintaining students' motivation and encouraging their positive behaviors, it is a controversial issue in teaching and learning environment among researchers and theorists. Witzel and Mercer (2003, p. 89) believe that:

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

In simple words, there are some researchers who are against the use of extrinsic reward viewing it as something harmful for students' intrinsic motivation, while others think that the

use of reward either has no effect on students' intrinsic motivation or it can maintains students' intrinsic motivation.

7.1 Arguments against using reward

Teachers believe that rewards can motivate their students and engage them in teaching-learning process. However, a strong opposition to the use of reward had been proved by Brophy (1998) who states that learners start building a new thinking that rewards are given only for important tasks, and what matters learners is gaining those rewards and not gaining the knowledge associated with the given tasks. Brophy (2004) confirms his ideas when he says that "Rewards are one proven way to spur students to put forth effort. However, from the standpoint of most motivational theorists, this is control of behavior, not motivation of learning." (p. 154) For him rewards control learners, they will look for the unchallenging tasks that increase their chance to gain the rewards and overlook the tasks that offer them opportunities to enhance their skills and knowledge.

Furthermore, Deci, koestner, and Ryan (1999a) confirm that using tangible rewards have a negative influence on students' intrinsic motivation; either they are intended for performing, completing or surpassing the task. Some researchers consider rewarding students is like bribing them, Good and Brophy (2000, p. 39) state that "rewards and bribes should be minimized in classroom." Kohn (1996) believes that using praise or reward can have negative outcomes for children. He argues that a reward is seen as a manipulative act that can decrease students' interest, achievement and motivation.

Moreover, McQuillan (1997) reviewed ten studies which investigated the effect of incentives on reading. Elementary or secondary students were the subject of these studies in the purpose of promoting one or more of the following areas; reading proficiency, habits, and

attitudes. Five studies show that tangible rewards affected reading positively while the findings of the other five studies are negative.

The effects of extrinsic rewards on extrinsic motivation have been examined through a meta-analysis of 128 studies performed by Deci et al. (1999a). They find that for important activities, using performance-contingent rewards (reward is given when a task is done well) have a damaging effect on the persistence of free choice and completion-contingent rewards (reward is given when a task is finished) have also detrimental effect on intrinsic motivation.

Along similar lines, Kohn (1993) reports that rewards do not help in enhancing achievement, and studies have shown that people complete a task or do it successfully just when they expect to receive rewards, yet they do not do it as well as those who do not expect anything. Kohn (1993) was agree with Deci and Ryan (1985) when they described rewards as "control through seduction". In other words, teachers control their students by seducing them with rewards as what Kohn (1993) states "Do this and you'll get that" (p. 3). This seduction has bad impacts on students' motivation and learning in general.

According to Kohn (1993), using rewards is rooted in behaviorism. Skinner (1938) believes that behaviors that are reinforced (rewarded) tend to be repeated and strengthened while behaviors that are not reinforced tend to be weakened (Operant Conditioning). He confirms his thoughts by conducting an experiment (1948) using rats it is called "Skinner Box". From this point, Kohn (1993) claimed that rewards work for short term (students are a bit like Skinner's rats), but for long run, it seems ineffective strategy for human beings.

In addition to that, Kohn (1993, p. 17) says that "…the more rewards are used, the more they seem to be needed. The more often I promise you a goody to do something to do what I want, the more I cause you to respond to and even require these goodies." For instance, when a teacher gives candy to a student being quiet in the classroom, thereby, that student becomes quiet as long as the reward is present and the good behavior gets improved. Conversely, when

the reward stops, that student becomes no more quiet and the good behavior tends to die out. Kohn (1993) argues in his research that teachers correct students' behaviors but just for a short term. They did not try to look for the reasons that make students behave in this way, or try to help them understand why it is important to change and control their behaviors.

Teachers in order to motivate students think of using rewards, though rewards alone may seem to be insufficient. Cordova and Lepper (1996) believe that choice is another mean that can enhance students' intrinsic motivation. They conducted a research to examine the effects of choice on elementary school children's motivation. They were involved in an educational computer activity where they had the chance to choose features like the icon representing them, their names and the names of their opponents on the game board. The findings show that when elementary school students choose what they like, their motivation increased.

Reason is another mean which decreases students' motivation when it is replaced by reward. Kohn (1993, p. 59) says "… rewards do not require any attention to the reasons that the trouble developed in the first place." He provides the example of a student who does not do his/her homework and his/her teacher does not look for the reason behind not doing it. In contrast, he/she just bribes him/her to do it, for that reason students become no more interested in the activity or the lesson, they become interested only in reward.

Rewards also discourage risk taking that stifles intrinsic motivation. Kohn (1993) summarizes the reason when he says "when we are working for a reward, we do exactly what is necessary to get it and no more."(p. 63) He confirms his thought by saying:

> At least 10 studies have found just that, with preschoolers working for toys, older children working for grades, and adults working for money all trying to avoid anything challenging. Further research indicates that (1) the bigger the reward, the easier task people will choose; (2) when rewards stop, those who received them earlier continue to prefer to do as little as possible; and (3) easier tasks are selected not only

in situations where rewards are offered but by people who are, as a general rule, more reward oriented. (p. 65)

The studies show that students of different ages choose the unchallenging and easy tasks only for gaining reward. They prefer tasks which have bigger rewards, and when rewards stop they stop working hard.

Kohn (2001) believes that the use of praise is ineffective as the use of rewards. Students will wait for their teacher's judgment and that prevents them from judging themselves about worth of what they have accomplished (Kohn, 1993). Kohn (2001) claims that praise creates pressure, decreases interest, and prevents students to take risks, he says:

Researchers keep finding that kids who are praised for doing well at a creative task tend to stumble at the next task – and they don't do as well as children who weren't praised to begin with. Why does this happen? Partly because the praise creates pressure to "keep up the good work" that gets in the way of doing so. Partly because their interest in what they're doing may have declined. Partly because they become less likely to take risks – a prerequisite for creativity – once they start thinking about how to keep those positive comments coming. (p. 3).

Kohn (2001) finds in his research that praise like "Good job!" manipulates children and stifles creativity just like what rewards do.

7.2 Arguments for using Reward

Despite what researchers have said and claimed about the negative effects of the use of rewards in classroom on students' intrinsic motivation, there are other researchers who defend the use of rewards claiming that it either has no effect on students' intrinsic motivation or it can increase it.

Palardy (1997) uses fifteen strategies for motivating students; he uses rewards in two of his strategies though he warns against positivistic behaviorism because of its limitations in (1988). Grolnick and Ryan (1990) confirm what had long been thought that students with disabilities are in need to be more extrinsically motivated. In their work with elementary students, they find that these students with learning disabilities have less internal control for their academic behavior. For this reason, those students call for more extrinsic motivators in order to increase the chances of appropriate academic behavior to be repeated.

Furthermore, Cameron and Pierce (1994) conducted a meta-analysis on 100 studies involving the use of rewards. They found that participants who are rewarded are more intrinsically motivated than the unrewarded participants. They found also that when offering students contingent verbal praise, their intrinsic motivation increases. They claim that both verbal and tangible rewards do not only increase intrinsic motivation, but also they do not affect intrinsic motivation for low-interest activities.

Brophy (2004, p. 154) says that "For a time, it was thought that these undesirable outcomes were inherent in the use of rewards…Later work clarified that the effects of rewards depend on what rewards are used and especially on how they are presented". In other words, the positive effect of reward is observed when its user knows why, how and to what extent the reward stays beneficial either for short or long terms. Brophy (2004, p. 158) reports the interpretation of Eisenberger et al. meta-analysis in 1999 where they found that:

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

Therefore, students are not controlled by rewards, they accept taking the rewards to perform the task and this increases their perceived self-determination. The other aspects of intrinsic motivation are either affected positively or they cannot be affected. Brophy (2004, p. 160) reports two studies carried out by Houfort et al. (2002) about the influence of rewards. He reports that:

> They found that performance-contingent rewards increased people's perception of competence (because being given the reward indicated that they had done well on the task); had negative effects on the affective aspects of autonomy (feeling pressured); and had no effect on the decisional aspect of autonomy (feeling free to decline the offer and do something else instead).

That is to say, giving learners rewards indicated that they have well performed the task. This can affect negatively since it puts students under pressure, so their intrinsic motivation undermines. Conversely, it can affect positively through giving students freedom to accept or reject the rewards, and feeling free enhances students' intrinsic motivation.

Moreover, Eisenberger and Selbst (1994); Eisenberger and Armeli (1997) find that rewarding students for simple and conventional performance in one task produces simple and uncreative performance for that task, but rewarding students for novel performance in one task produces creative performance. In this case, the reward has a positive impact on students' creativity as it increases their intrinsic motivation. Eisenberger and Rhoades (2001) conduct a research where they ask college students to generate creative story titles, the reward was promised sometimes. Students who receive rewards are more creative than students who do not receive rewards.

To conclude, reward is like a coin that has two faces. One face is positive while the other is negative. The first face can be observed through the change of students' behaviors from inappropriate into appropriate ones, students' motivation where they become more

intrinsically motivated and their level that increases when they are motivated. By contrast, the second face is seen when students learn and behave well only when they are rewarded. If they are not rewarded, then there is no progression in their behaviors and learning in general.

8. The Relationship between Rewards and Reading Comprehension

Researchers like Flora (2004) believe that when reward with its types is used effectively, it increases learners' intrinsic motivation and encourages them to engage in learning process. Because when a teacher wants a student to read and gets involved, he/she needs to motivate that student. Moreover, Flora (2004) believes that reading is not a natural behavior; this skill is developed by learners through the interaction between behavior and environment (behavior-environment interactions). Flora (2004, p. 31) also states that "If reading and learning to read occur without obvious contrived reinforcers, such as pizza or money, learning to read must have been reinforced in some manner or else it would occur."

This idea is so far supported by McGeown et al. (2012), they confirm that reading needs interest and effort both of which is linked to motivation .In the same respect, Wigfield et al. (2004) argue that reading can be a challenging task, and that is why motivation or a specific motivator is important. For instance, if a teacher divides his/her students into two groups in order to see how would both perform the task, he/she may use some kinds of rewards to push them to work and make the given task challenging.

Along similar lines, Brophy (2004, p. 154) claims that "rewards are one proven way to spur students to put forth effort." That is to say, rewarding learners to read will motivate them to read more. Since comprehension is the ultimate goal of reading as what Pang et al., (2003, p. 6) state "Comprehension is the process of making sense of words, sentences and connected text", it is clear that rewards affect learners' reading comprehension. However, not using those motivators might affect learners negatively or at least makes them less active in

performance, and that what Gambria and Guthrie (2010) agreed on stating that not using motivators for children would harm the skill of reading. In the same circle, Hunter (2005) confirmed "No reading program is complete if it does not include motivation" (p. 1). From the researchers' views, it is obvious now to see how the motivator plays a great role in promoting students' performance.

Conclusion

In conclusion, motivating students and changing their behaviors is not that ease job for teachers. They are obliged to look for solutions and vary their methods, strategies and means in order to better do their job. For this reason, the use of reward may be the first means teachers think to use based on what was found concerning its positive impact in increasing students' intrinsic motivation and encouraging appropriate behaviors. Using rewards promotes also the teaching-learning processes, as it helps developing the four language skills like reading. However, when reward is not used appropriately and effectively, it may have negative effects on both students' intrinsic motivation and behaviors.

Chapter Three

The Field Work

Content

Introduction

   The third practical chapter of this study takes a different orientation in comparison to the first two theoretical chapters. It addresses the thesis's problems, answers questions and confirms one of the hypotheses. As it aims at investigating whether or not providing verbal praise to EFL learners improves their reading comprehension ability as indicated by reading comprehension test scores. In order to test the research hypotheses and research questions, we introduce in this chapter the tools of research that best served it; the experimental design and the interview as a research methodology. Thus, the present chapter dedicates itself to the presentation and analysis of the obtained results. It begins with a description of our research design which includes the participants, the selected data collection tools and the treatment before it engages itself in a detailed analysis, discussion, and interpretation of the gathered information and the main findings. Then, it ends with suggesting some pedagogical recommendations for university, teachers as well as learners.

1. Sample

1.1 Students

   This experimental study is conducted at Abdelhafid Boussouf University Center on a sample of the population of 2nd year students of English. Out of the five groups of 2nd year students, two groups are haphazardly chosen to participate. One group is consisted of 36 students, and the other contains 34 students. By reasons of the Algerian popular movement and Mila's University Center strike, many students did not attend their classes. Only, 50 out of 70 students of second year EFL students are our participants, 25 constitute the experimental group (EG), whereas 25 are members of the control group (CG). The best parts of the participants are females, their age range was between 20 and 23 and they have all

studied English as a Foreign Language for at least 8 years: 4 years at elementary school, 3 years at secondary school, and 1 year at university.

1.2 Teachers

We have interviewed four teachers of different modules presently teaching in the English department at Abdelhafid Boussouf University Center. The selection was based upon the availability of the teachers as well as on their years of experience teaching EFL learners. We have decided to opt for experienced teachers, in order to make sure that they have been exposed to EFL learners enough to have valuable insight into their strengths and weaknesses.

2. Means of Data Collection

The primary tool for data collection is the experiment which is supposed to be the best choice for our research and for answering the third research question. The interview is the second tool utilized in order to answer the first and second research questions. Both tools serve in confirming one of the hypotheses and rejecting the other.

2.1 Test

In this study we have used a reading comprehension test. It is consisted of a text, comprising 3 paragraphs and followed by ten multiple choice questions testing reading comprehension (see appendix 1 for the full test). This test is chosen from a collection of TOEFL reading comprehension tests available online. The TOEFL tests are used for speakers of ESL/EFL who wish to study in the United States and Canada. TOEFL tests have high reliability and generalizability (Pierce, 1994, as cited in Alsamadani, 2009). The text of the test that we have opted for is of an informative nature; speaking about the Moon and its differences to Earth. The ten questions that followed are scored, two points for each correct answer resulting in a perfect score of 20 for 10 correct answers.

2.2 Teachers' Interview

The second mean for collecting data is the interview that is one of the appropriate research methods for collecting data and in-depth information. It is in form of conversation between the interviewer or the researcher and the interviewee or the respondent. This interview is administered with the helpful participation of four teachers currently teaching in the English department of Abdelhafid Boussouf University Center. The researchers opt for a structured interview comprised of 14 questions divided into three sections. The first section, entitles general questions, contains three questions about teachers' qualifications, modules that they are currently teaching, and years of experience. The second section, entitles reading comprehension, it comprises six questions and it is concerned with the teachers' awareness of the difficulties faced by EFL students while engaged in reading activities besides the causes behind them. The third and last section, entitles reward in the classroom, comprises five questions aims to investigate teachers' view about the use of rewards inside the classroom. Each of the four interviews lasted 15 to 20 minutes and took place in various places, within and outside the university depending on the teacher's preference and availability. The interviewees' answers were tape recorded then later transcribed.

3. Treatment of the Experiment

3.1 The Experimental Group (instruction for the experimental group)

We start first by pre-testing the group in the first session, students are paired into 12 pairs, they are assigned to read short novels chosen by the researchers for a period of two months (see appendix 2), and they are asked to prepare a report (summary) about the novel to be presented orally. Once the two months are over, the treatment begins. The experiment takes 6 weeks, 2 times per week which means 12 sessions. The first and last sessions are assigned for testing the group. During the ten sessions, two to three pairs of students will

present their report in a session (90 minutes) while their peers listen and take notes. Once the presenters have finished (20 minutes average), the discussion begins with some comprehension questions from the researchers to the presenters and their peers as well. Though the questions usually generate a discussion in which the whole class is involved. When they answer wrong or correct, they receive a verbal praise; for instance, "good", "very good", "good, but try to think again". From time to time, researchers explain some reading strategies to their participants. By the end of the six week period, the whole class has received the treatment and a post test is then administered using the same testing tool as the pretest.

3.2 The Control Group (instruction for the control group)

After the pretest was taken, the control group is instructed to pair themselves and read one of the same novels assigned to the experimental group. The time allocation for this task is two months for reading. When all the students have finished reading the novels, they present their summaries orally. By the end of the presentation, they were post-tested using the same reading comprehension test as the pretest.

4. Results of the Quasi-experimental Study

4.1 Analysis of the Results of the Pretest

4.1.1 The Experimental Group

The analysis of the experimental group's pretest scores shows that 18 students do not get the average while the other 7 students do. The marks of the 18 students are between [7- 9.5] whereas the other students' marks are between [10- 11]. The table 1 shows the frequency of students' scores:

Scores	Experimental Group's Pretest Frequency
7	7
7.5	2
8	3
8.5	1
9	2
9.5	3
10	4
10.5	2
11	1

Table 1: The Frequency of the Experimental Group's Pretest Scores.

4.1.2 The Control Group

The analysis of the control group's pretest scores shows the same results of the experimental group's analysis. It shows that the majority of students do not rich the average. Table 2 summarizes the findings:

Scores	Control Group's Pretest Frequency
6	1

6.5	1
7	9
7.5	–
8	3
8.5	1
9	3
9.5	–
10	5
10.5	1
11	1

Table 2: The Frequency of the Control Group's Pretest Scores.

4.1.3 Control versus Experimental Groups' Pretest Scores

Table 3 displays that there is no significant difference between the experimental group ($\bar{x_e}$=8.60) and the control group ($\bar{x_c}$=8.26) in the pretest scores. According to the marks of both groups, it demonstrate that students of both groups are approximately of the same level as it gives the impression that students either do not like to read or they read but they do not understand.

Students	Experimental Group's Pretest Scores	Control Group's Pretest Scores
01	09	07
02	08	07

03	07	09
04	07	10
05	7.5	07
06	08.00	10
07	10	08
08	07	07
09	10	08.00
10	11	07
11	10	07
12	10.5	08
13	07	07
14	07	06
15	09	6.5
16	9.5	09
17	10	10
18	8.5	10
19	10.5	07
20	7.5	07
21	07	10.5
22	07	11
23	9.5	09
24	08	10
25	9.5	8.5
Means	$\bar{x_e}$=8.60	$\bar{x_c}$ =8.26

Table 3: Control and Experimental Groups' Pretest Scores.

From table 03, we may summarize the frequency of the 50 scores as follows.

a. Experimental Group

$$7 \geq 10 \quad \rightarrow \quad 28 \% \geq 10$$

$$18 < 10 \quad \rightarrow \quad 72 \% < 10$$

b. Control Group

$$7 \geq 10 \quad \rightarrow \quad 28 \% \geq 10$$
$$18 < 10 \quad \rightarrow \quad 72 \% < 10$$

4.2 Analysis of the Results of the Posttest

4.2.1 The Experimental Group

After six weeks, our rewarded participants are tested another time. The analysis of the results shows an improvement in students' average. Only 3 students do not get the average while the other 22 students do. Table 4 presents the learners' scores frequency:

Scores	Experimental Group's Posttest Frequency
9	2
9.5	1
10	–
10.5	1
11	4
11.5	–
12	8

12.5	1
13	4
13.5	–
14	4

Table 4: The Frequency of the Experimental Group's Posttest Scores.

4.2.2 The Control Group

Concerning the analysis of the posttest of the control group, the results are not satisfactory. Students' averages are not good, even though they have made some how good in comparison to the pretest; the marks are between [6.5- 11]. The table 5 below represents the control group's marks:

Scores	Control Group's Pretest Frequency
6.5	1
7	5
7.5	2
8	2
8.5	2
9	1
9.5	2

10	5
10.5	1
11	4

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Table 05: The Frequency of the Control Group's Posttest Scores.

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4.2.3 Control versus Experimental Groups' Posttest Scores

Table 6 displays that there is a significant difference between the experimental group ($\overline{x_e}$=11.94) and the control group ($\overline{x_c}$=8.86) in the posttest scores. This orientates us to say that our results are similar to the results of Deci's Experiment (1971) which was explained in chapter one page (33).

Students	Experimental Group's Posttest Scores	Control Group's Posttest Scores
01	13	7.5
02	12	7
03	12	8
04	11	10.5
05	10.5	9
06	9	11
07	12	8.5
08	11	9.5
09	14	10
10	13	7.5
11	14	7
12	12	7
13	9.5	8
14	11	6.5

15	13	7
16	12	9.5
17	14	11
18	13	10
19	14	8.5
20	12	7
21	9	11
22	12	11
23	12.5	10
24	11	10
25	12	10
Means	$\bar{x_e}$=11.94	$\bar{x_c}$ =8.86

Table 6: Control and Experimental Groups' Posttest Scores.

From table 6, we may summarize the frequency of 50 scores as follows.

    a. Experimental Group

        $22 \geq 10$ → $88\% \geq 10$

        $3 < 10$ → $12\% < 10$

    b. Control Group

        $10 \geq 10$ → $40\ \% \geq 10$

        $15 < 10$ → $60\ \% < 10$

4.3. Analysis of the Results of the Posttest in Comparison to the Pretest

Table 7 shows the following results for the control and experimental groups' pretest versus posttest scores.

Scores	Experimental Group		Control Group	
	Pretest Frequency	Posttest Frequency	Pretest Frequency	Posttest Frequency
[6-8[	9	/	11	8
[8-10[	9	3	7	7
[10-12[	7	5	7	10
[10-14]	/	17	/	/

Table 7: Frequency of the Experimental and Control Group Scores in Reading Comprehension.

From the table 7 above, we notice that students of control group and those of experimental group in the pretest are in the same level. This improves that second year students read without understanding as they face problems in reading comprehension. On the one hand, students of the control group in the posttest have shown improvement in scores but this improvement was not in fact significant. Table 8 clarifies the detailed results:

Students	Pretest	Posttest	Difference
01	07	7.5	+0.5
02	07	07	0
03	09	08	-1
04	10	10.5	+0.5
05	07	09	+2
06	10	11	+1
07	08	8.5	+0.5
08	07	9.5	+2.5
09	08.00	10	+2
10	07	7.5	+0.5
11	07	07	0
12	08	07	-1
13	07	08	+1

14	06	6.5	+0.5
15	6.5	07	+0.5
16	09	9.5	+0.5
17	10	11	+1
18	10	10	0
19	07	8.5	+1.5
20	07	07	0
21	10.5	11	+0.5
22	11	11	0
23	09	10	+1
24	10	10	+0
25	8.5	10	+1.5
Means	$\bar{x_c}$=08.26	$\bar{x_c}$=08.86	$\bar{\bar{d}}$= 0.6

Table 8: Control Group's Pretest, Posttest, and Differences in Reading Comprehension Scores.

Through table 8, we can see that students make some improvement in their scores. In the pretest, 18 students get marks less than 10 while 7 students get marks more than or equal to 10. While in the posttest, 15 students get marks less than 10, whereas, 10 students get the average. We can also notice that out of 25 students, 17 of them have improved their reading comprehension, 6 students show less performance and 2 students remain the same.

Moreover, it is noticed that the control group record a pretest mean of $\bar{x}$ = 8.26 and a posttest mean of $\bar{x}$ =8.60. Computing the difference of the two means results in $\bar{d}$ =0.6 which is not a significant one. This implies that the control group students' kept the same level.

On the other hand, from table 7 we notice that students of the experimental group have made a significant improvement in the posttest in comparison to the pretest. Table 9 clarifies the detailed results:

Students	Pretest	Posttest	Difference
01	09	13	+4
02	08	12	+4
03	07	12	+5
04	07	11	+4
05	7.5	10.5	+3
06	08.00	09	+1
07	10	12	+2
08	07	11	+4
09	10	14	+4
10	11	13	+2
11	10	14.00	+4
12	10.5	12	+1.5
13	07	9.5	+2.5
14	07	11	+4
15	09	13	+4
16	9.5	12	+2.5
17	10	14	+4
18	8.5	13	+4.5
19	10.5	14	+3.5
20	7.5	12	+4.5
21	07	09	+2
22	07	12	+5
23	9.5	12.5	+3
24	08	11	+3
25	9.5	12	+2.5
Means	$\bar{x_e}$=08.60	$\bar{x_e}$=11.94	$\bar{d}$ = 03.34

Table 9: Experimental Group's Pretest, Posttest, and Differences in Reading Comprehension Scores.

From table 9, we can see that students make a significant improvement in their scores. In the pretest, 18 students get marks less than 10 while 7 students get marks more than or equal to 10. While in the posttest, 3 students get marks less than 10, whereas 22 students get the average. As we notice that all the 25 students have improved their reading comprehension.

Moreover, it is noticed that the experimental group record a pretest mean of $\overline{x} = 8.60$ and a posttest mean of $\overline{x} = 11.94$. When computing the difference of the two means, it results in $\overline{d} = 3.34$ which is a significant difference. This alludes that the experimental group students' have performed better due to the treatment.

4.4. The Statistical Tool

The statistical tools of the Independent-Samples t test and the Paired-Samples t test are used to determine whether there are significant inter- and intra-group differences. The paired-Samples t test is used to test the effect of the treatment (verbal praise) on the dependent variables (reading comprehension) and the independent-Samples t test is used to compare the results of the experimental and the control groups on the posttest scores.

4.4.1 The Paired- Samples t-test

4.4.1.1 Computation of the t-value

The results for computing the t -value are grouped in table 10:

Difference (d)	Square Difference	The Mean Difference	The Standard Deviation of the Difference	The Standard Error of the Mean Difference	T-Value
83	307	$\overline{d}= 03.32$	$S_d=1.121$	SE(d)=0.224	$t24=14.821$

Table 10: Summary of the Values Required for Counting the t-value

In order to prove whether the noticed progress in students' reading comprehension is due to providing verbal praise as a motivator or due to chance, the observed t-value and the critical t-value are compared. The t-value (14.821) exceeds the tabulated t-value (3.745). Therefore, the observed t-value is statistically significant.

Consequently, it can be said that the students of the experimental group have achieved better results in the posttest due to relying on verbal praise and not to chance.

4.4.2. Comparing Results of the Experimental and Control Groups

Table 6 reveals that the posttest mean of the experimental group is larger than the posttest mean of the control group ($\bar{x_e} = 11.94 > \bar{x_c}=8.86$).

This proves that the experimental group outperforms the control group. To test the validity of the null hypothesis (H_o) which suggests that there would be no significant difference in reading comprehension between students whose reading is provided by a motivator in terms of verbal praise and those whose reading is not followed by any motivator.

4.4.2.1 The Independent Samples t-test

4.4.2.1.1 Calculating the Independent Samples t-test

The t-value can be calculated through the independent-samples t-test on the basis of the following results, which are summarized in tables 11, and 12.

Students	Experimental Group's Scores $\bar{x_e}$	Square Scores x^2_e	Control Group's Scores $\bar{x_c}$	Square Scores x^2_c
01	13	169	7.5	56.25
02	12	144	07	49.00
03	12	144	08	64.00

04	11	121	10.5	110.25
05	10.5	110.25	09	81
06	09	81	11	121
07	12	144	8.5	72.25
08	11	121	9.5	81
09	14	196	10	100
10	13	169	7.5	56.25
11	14.00	196	07	49
12	12	144	07	49
13	9.5	90.25	08	64
14	11	121	6.5	42.25
15	13	169	07	49
16	12	144	9.5	90.25
17	14	196	11	121
18	13	169	10	100
19	14	196	8.5	72.25
20	12	144	07	49
21	09	81	11	121
22	12	144	11	121
23	12.5	156.25	10	100
24	11	121	10	100
25	12	144	10	100
	$\Sigma \overline{x_e}=298.5$	$\Sigma x^2{}_e=3614.75$	$\Sigma \overline{x_c}=221.5$	$\Sigma x^2{}_c=2018.75$

Table 11: The Experimental and Control Group's Posttest Square Scores.

$\overline{x_1}$	$\overline{x_2}$	N_1	N_2	S^2_1	S^2_2
11.94	08.86	25	25	02.054	02.251

Table 12: Summary of the Values Required for Computing the t-Value.

The t-value can be computed as follows:

$$t_{N1+N2-2} = \frac{(\bar{x}_1 - \bar{x}_2)\sqrt{(N_1+N_2-2)N_1 N_2}}{\sqrt{(N_1 S^2_1 + N_2 S^2_2)(N_1+N_2)}}$$

$$t_{48} = 07.272$$

$\overline{x_1}$ = Mean of the first group
$\overline{x_2}$ = Mean of the second group
N_1 = Number of the participants in the first group
N_2 = Number of the participants in the second group
S_1 = Standard Deviation (Sample Variance) of the first group
S_2 = Standard Deviation (Sample Variance) of the second group

On the basis of the experimental group's mean ($\overline{x_e}$ = 11.94) and the control group's mean ($\overline{x_c}$ = 8.86), the difference in mean is significant and equals ($\overline{d}$=3.08). As a result, the experimental group has demonstrated a considerable improvement in their reading comprehension. These results can be confirmed by the t-value (7.272) which is extremely greater than the critical t-value (3.505).

Therefore, the alternative hypothesis is confirmed whereas the null hypothesis is rejected. The pleasing improvement in the posttest scores of the experimental group is not caused by chance, but is a result of verbal rewards as a reading motivator. From this perspective, we can ensure what considered as the most workable technique that motivates students of this foreign language. Petty (2004, p.183) said: "Nothing motivates learners quite as the glow of satisfaction that a student gets when he or she answers a question correctly, and immediately gets warm praise from the teacher …psycholinguistics studying stimulus-response learning found that an immediate reward encouraged learning".

Conclusion

This research study was carried out to answer the third research question: Does using verbal rewards as a motivator improve reading comprehension of second year EFL learners at Abdelhafid Boussouf University Center in Mila? The statistical analysis of the results obtained throughout the pretest and the posttest shows a significant improvement in the students' reading comprehension achievement after the treatment. The t-test analysis confirms that students' have benefited considerably from this method and hence our hypothesis is confirmed.

5. The Results of the Teachers' Interview

5.1 Description of the Teachers' Interview

In this current investigation, the interview is the second tool for gathering data. The interview is conducted with four teachers at the Faculty of Arts and Languages. It is consisted of fourteen (14) items, divided into three sections and arranged in order to make it clear also more beneficial for both researchers and teachers. The first section is 'General Questions' or background information, the second section is 'Reading Comprehension' and the last section is about 'Reward in the Classroom'.

The interview is audio recorded (tape-recording interview) since "it preserves actual language as it is naturalistic with objective record" (Nunan, 1992, p.153). By means, the conversation between the teachers and researchers is recorded as it enables the interviewers to reanalyze the data anytime. Note-taking is also used to support and facilitate the transcription of the recorded interview.

Concerning the first section, 'General Questions', it is like teachers' profile. It contains three personal questions, the first question (Q1) seeks to investigate the teachers'

qualifications, the second question (Q2) intends to know their years of experience, while the third question (Q3) deals with the modules they are teaching currently.

The second section or part of the interview, 'Reading Comprehension', consists of six questions. The first question of this part (Q4) is about what teachers think is the most important skill among the four ones. The second question (Q5) aims to investigate whether the teachers are noticing the neglecting of the reading skill by the Minister of Higher Education. The next question (Q6) deals with the difficulties EFL students face while reading. The fourth question (Q7) aims at discovering the cause or causes behind those difficulties. While the fifth question (Q8) tries to find any solutions as suggestions to improve the EFL students' reading comprehension skill. The last question of this section (Q9) attempts to know whether the interviewed teachers encourage and motivate their students to read and how do they motivate them.

The last section, 'Reward in the Classroom', contains five items. The first item (Q10) seeks to know the teachers' opinion about the use of reward as a motivator. The second item (Q11) deals with the frequency of using rewards. The second item (Q12) deals with the suitable time for rewarding students in classroom. The next item (Q13) tends to check what type of rewards they use; verbal or tangible. Finally the last item (Q14) aims at investigating whether verbal rewards improve students' reading comprehension.

Before starting the interview, we first introduced ourselves, our topic and if they agree to help us conducting our research or not. Then, we asked each teacher about his/her free time in order to obtain the answers of all the questions to make our study authentic, reliable and valuable. During the interview, we asked the respondents if we are allowed to record as we justify the reason of using audio recording and note taking. At the end, we expressed our deep gratitude and thanks for their readiness to help as well as their acceptance to contribute to this study.

5.2 Analysis of the Teachers' Interview

The first section consists of the first three personal questions: teachers' qualifications, years of experience and the modules they are teaching this year 2018/2019. The first question reveals that three teachers have "Magister" degree and they are preparing for their doctorate dissertation, while the fourth teacher is a holder of the "Doctorate" degree. The second question targets the years of their experiences. Teacher (A) has 13 years of experience, teacher (B) has 17 years practicing teaching, teacher (C) has been teaching the English language for 15 years, and teacher (D) has 11 years of experience. The final question of this section is about the modules that they are teaching currently. Teacher (A) is a teacher of written expression, teacher (B) is responsible for teaching TEFL, teacher (C) is teaching linguistics, while teacher (D) is specialized in discourse analysis.

The first analysis of the first section can be summarized in the table below:

Teachers	A	B	C	D
Qualifications	**MA**	**PHD**	**MA**	**MA**
Years of Experience	**13**	**17**	**15**	**11**
Modules	**Written Expression**	**TEFL**	**Linguistics**	**Discourse Analysis**

Table 13: The Teachers' Profile

The next part of the interview is about the second chapter of the thesis which is 'Reading Comprehension'; this section as it was stated above contains six questions.

Question 04: Which skill among the four skills you think is the most important one for an EFL learner?

This question takes three different views. Teacher (A) and teacher (C) consider reading as the most important skill. According to teacher (A), a students who does not read is a poor learner and cannot neither write nor/and talk, when the learner reads he/she will be more

intellectual as he/she will have a huge baggage of vocabulary. Teacher (C) adds that reading is what helps learners much in improving their English language since it is the source of knowledge and information. While teacher (B) believes that the listening skill is the main skill which EFL students should concentrate on. He justifies his point of view saying that not all EFL learners are able to read or write, yet when it comes to speaking they become native like. This is because they listen and imitate, then they look for the words how they are spelled and pronounced. He supports his view with the example of 'homographs' (words which are written in the same way but differ in pronunciation and meaning). He exemplifies with the word 'close' that has two meanings: the opposite of the verb "open" which is pronounced like **/kloʊz/** (US), **/kləʊz/** (UK), (rhyming with "doze") while the second meaning is an adjective meaning 'near' and it is pronounced **/kləʊs/** (notice the "s" at the end). The final view is of teacher (D) who states that all the four skills are important and complementary. He claims that there are passive or receptive skills (reading and listening) which come first, then the active or the productive skills (speaking and writing) which can be developed through time.

Question 05: Do not you think that the reading skill is not given its due attention by the Ministry of Higher Education and Scientific Research?

All the teachers agreed on the answer of this question claiming that the reading skill is not given its attention. Teacher (A) states that she teaches her students how to read since her module needs good readers. When she asks her students to write a paragraph or an essay, they find difficulties in punctuation, ideas and vocabulary. Teacher (B) claims that listening for him is the main skill, yet reading also is important and cannot be neglected from the curriculum. He adds that he talked many times with the Ministry of Education in order to integrate reading as a module but they do not reply. While teacher (C) says that only reading that it is not programmed as a module, maybe because the curriculum designers believe that the teaching of reading techniques and strategy instruction is related to written expression

module. However, it is necessary to integrate that skill into English curricula and syllabus as a module by itself. For teacher (D), he emphasizes on the teaching of reading since it is a passive skill. He claims that students in the English session at middle school start first by reading alphabets, imitating sounds then they become able to write and speak the targeted language.

Question 06: What are the difficulties which EFL students face while reading?

Teacher (A) believes that the main problem faces EFL learners is the lack of vocabulary. Students know how to get the general meaning of texts, but since they do not have sufficient, vocabulary they face many obstacles in reading and comprehending. For that reason, lexis plays a very important role in comprehending texts. Teacher (B) claims that there are many difficulties which are obstacles for EFL learners. He believes that translating the text into their mother tongue maybe is the overwhelming problem they face. For instance, if a teacher asks his/her students to read and comprehend a specific text that contains idioms, proverbs, collocations, etc. they will find difficulties when translating them word by word into their L1 since they seem to be distinct from their culture. According to teacher (C) students when reading tend to find some obstacles. One of them is when they face words which are similar phonetically as 'cut and cat' and/or morphology as 'deceptive and receptive'. Even if they learned them before, they may confuse between these peers of words. He adds, the problem of homographs in the English language (words which are spelled the same but differ in pronunciation and meaning), for instance the word 'bark' may mean the dog's voice or the outer covering of a tree. For teacher (D), in reading, students focus on the literal meaning and ignore the implied meanings. They read the lines but not what is in between, that is why they always ignore reading and find it difficult especially when it comes to literature. They do not also monitor their understanding of one paragraph before moving on to the next.

Question 07: What do you believe is the main cause of these difficulties?

The three teachers (A), (C) and (D) believe that the main cause of these difficulties is the lack of practice. Students are not aware of the importance of reading that is why they read only in their classrooms. They feel controlled by what teachers choose for them, even though they can read whatever they want at home and benefit from them. However, for teacher (B) he believes that the main cause is in the educational system and curriculum. Students should be taught reading strategies and techniques, as they should know what reading materials are suitable for their levels.

Question 08: What do you suggest as solutions to overcome these difficulties and improve EFL students' reading comprehension?

Teacher (A) claims that in order to push students to read, they should be motivated by what they like. For instance, when students find that each time they read they get extra marks, they start reading and by time they discover how reading is beneficial for them. Then, they will love reading and forget about marks and/or other incentives. Teacher (B) suggests including the module of reading comprehension in order to raise the students' awareness of the importance of reading and train them how to read (reading strategies and techniques). For teacher (C), in his opinion, teachers should encourage their students to read, acknowledge them about its importance in improving their language and name some books or novels that go hand in hand with their students' level. Teacher (D) thinks of creating reading clubs by teachers for each grade where they publish different books, articles, stories and novels. Teachers also support their students to read, teach them the reading techniques and how to benefit from their reading. Students in these clubs feel free to read what they like and do not find difficulties.

Question 9: Do you motivate your students to read? If yes, how do you motivate them?

All the teachers claim that they always motivate their students to read and also to improve their other three skills. Teacher (A) says that she gives her students a novel to read, after one week they bring its summary, this summary will be corrected and counted with the mark of exams. According to teacher (B), he believes that students should be motivated intrinsically, when they know the importance of this skill implicitly or explicitly in improving their level and language, they start reading by themselves. Concerning teachers (C) and (D), they claim that they motivate their students extrinsically and intrinsically. They add that it depends on the context, either they offer incentives or they raise their attention to the importance of reading.

The section three is about the first chapter which deals with the "Reward in the Classroom". This section contains five questions asked for all teachers.

Question 10: What do you think about the use of reward as a motivator?

Teachers (A), (C) and (D) believe that the idea of using reward is so far good because it motivates almost all students to work hard and spend more efforts to complete a task which is the task of reading, they have seen that when students are extrinsically motivated, they look for more tasks to accomplish with a good performance. For teacher (B), using rewards might create passive students. For him, students would wait for a motivator to work, if it was not used, that might make problems in teaching.

Question 11: How often do you use rewards?

For teachers (A), (C) and (D) reward is usually used because they find it an effective way to let students get easily involved in any given task, they even change strategies of reading since they know that they have been motivated and pushed to work. By contrast, teacher (B) rarely uses it since he sees that reward makes students less working and barely involved in a task if not used.

Question 12: When the reward is given before, during or after students complete the task?

According to teacher (A) and (C), the reward is delivered during the activity. For them, it motivates them not to stop when they feel incapable to continue. Teacher (B) claims that if it is obligatory to use rewards he prefers to reward students before starting the act of reading. He thinks that the motivator would attract his students' attention. While teacher (D), he sees that rewarding them after the task is done is more suitable idea in order to have them engaged in the task given so easily and in order to gain their eagerness for the coming tasks.

Question 13: What kind of rewards do you use Verbal or Tangible reward?

Teacher (A) and (D) rely mostly on tangible rewards for their effectiveness and success in making students eager for different tasks of reading and even other tasks. For them, when they give their students extra marks, they witness a remarkable change in their interest in a task. However, teacher (C) and (B) tend mostly to use verbal ones because they believe rewarding students by « good, very good, excellent and nice » would better push them to engage in tasks

Question 14: Does verbal reward improve students Reading Comprehension?

Teacher (A) and (D) agree that verbal reward affects positively students reading comprehension as it is a successful technique but it is less effective than tangible reward. They add that students like marks or anything that is tangible. Whereas, teacher (B) and (C) claim that it is an effective technique that holds students' engagement in the tasks of reading. They also emphasize on the use of such kind of rewards not only in reading but in all the modules.

5.3 Interpretation of the results of the interview

The second research tool used in this investigation is the teachers' interview, aims at answering the first and second research questions. The general questions by which we opened

the interview show that the four interviewees are experienced teachers so the given input would be valuable and beneficial for our study.

The second section of the interview (questions 4 to 9) is about the most important skill, the ignorance of reading skill, then the difficulties EFL learners face in reading, their causes, and some suggested solutions to fix those problems. Answers to the fourth question indicate that each teacher has his/her own point of view. Nevertheless, two of them agree that reading is the main skill, whereas the third agrees on listening skill and the fourth agrees on all the skills. However, in question five all the teachers agree on the marginalization of the reading skill by the Ministry of Higher Education in comparison to the other 3 skills. As they are all in agreement on the integrating of reading as a module in the English curricula according to its importance in enhancing students' knowledge. For question 6, it is noticeable that the four teachers are aware of the problems and difficulties which their students face while reading. Their answers show that there is no one or two obstacles but many obstacles. The difficulties are either in vocabulary, phonetics, the interference of the L1 or at the level of comprehension and decoding the text. Questions 7 and 8 reveal the causes behind reading problems and suggestions for solving those problems. Three teachers blame students for their lack of practice, most of them read only in classrooms because they are obliged to. Once they start reading, they claim that the given text or any piece of writing is not what they like to read. Although they can read what they like at home, they do not read. For the other teacher, the blame is on the educational institution for not allocating the reading module in the English syllabus as one problem, besides time for instruction as a second one, offering suitable reading materials that help students become better readers as a last one.

Concerning the question 8, it deals with the teachers' suggestions for future improvements. First suggestion is motivating students with extra marks as an extrinsic motivation. The second one is raising students' awareness about the importance of reading

skill as an intrinsic motivation since motivation is considered as the only key to solve this issue. Another suggestion is to include a module of reading techniques in the curriculum or at least give it some importance as it is given to writing, listening and speaking. The last suggestion is like creating different graded reading clubs to encourage students to read, and this also indicates the teachers' awareness as well. Regarding question nine, all teachers agree on the idea of motivating students to read using various ways, such as giving them novels and stories to read and to use marks as a kind of extrinsic motivator , or motivate them intrinsically relying on the importance of reading.

The third section of the interview (questions 10 to 14) has to do with the use of reward, its types and effectiveness. Answers to the question 10 show that the majority of teachers prefer the use of rewards in order to motivate their students, whereas, only one teacher thinks that using rewards may create passive students. According to what they answered previously, in question 11, the same majority of the previous question (Q10) claimed that they usually use it because of the better results they noticed while using them. However, the last teacher tends to rarely use them depending on the inconvenient results he notices. From their answers to question 12, it seems that they do not agree on one time for the delivery of rewards since only two teachers agree on using them during the task, depending on their remarkable effectiveness in motivating students while they are working. Yet, the rest have two different opinions, either using them before or after the task due to the remarks they have noticed.

Question twelve and thirteen reveal the different types of rewards that are delivered to learners. There is an agreement among two teachers who are stuck to the use of tangible rewards, which means that they are highly aware of the better effects of them on students, whereas, the other teachers tend to use the verbal praise and that as well reveal their consciousness of the better results they notice and the better improvements students make. The final question of the interview is about the effect of verbal rewards on reading

comprehension. Two teachers report that this type of rewards improves students' reading comprehension but it is less effective than the other type of rewards. The other two teachers emphasized on the use of verbal encouragement to improve students' understanding of English texts.

Conclusion

Based on the analysis and the interpretation of the teachers' interview, we have seen that teachers are highly aware of the difficulties that EFL learners face while reading in addition to the reasons behind them. Besides this, they suggest to include the reading module into the curriculum taking into consideration the absence of instruction as one of the causes behind the students' difficulties. Furthermore, teachers have found that not using rewards as motivators may lead students to being less active, as it may create active students. Moreover, it has been noted that teachers are aware of the strong relationship between rewards and reading comprehension due to the positive improvements that students make.

6. Pedagogical Implications

On the basis of the investigation's results, it is obvious that reading plays a major role in developing learners' understanding of text and in improving their level and language. However, it seems that EFL students lack the habit of reading because they are not really motivated to read, nor taught to use different reading strategies at university. Hence, this part is devoted to offer some pedagogical solutions that are translated by researchers into recommendations for university, teachers, as well as learners.

- **Recommendations for University**

1. The educational institution should include the reading module in the EFL curricula since teaching reading at university is different from secondary school or elsewhere. EFL

learners need to develop their reading, enrich their vocabulary and build their background knowledge.

2. The educational institution should give importance to the time load to teaching the reading skill, at least 3 hours per week based on its importance. Otherwise, it should allocate time for the reading techniques and strategy instruction within the written expression module.

- **Recommendations for Teachers**

1. Teachers should encourage and motivate their students to read, either intrinsically by acknowledging their students with the importance of reading in comprehending and decoding texts, in reaching their lexical items as well as building their knowledge. Or motivating learners extrinsically, in which teachers provide incentives in forms of marks or verbal encouragement.

2. Teachers should be aware of the benefits of the verbal rewards in motivating students, besides, in improving their comprehension of the English written materials.

3. Teachers should teach the effective strategies such as skimming, scanning and summarizing. In the purpose of facilitating the process of comprehension, teachers should plan their lectures according to the pre, while and post stages by introducing a set of related activities.

4. Teachers should take different points into consideration while choosing texts for students. They should pay attention to the vocabulary used in the text; it should go hand in hand with the students' level of understanding. Moreover, teachers should choose topics which are familiar, interesting and different in types and genres to make it easy for students to discuss, change the routine and fulfill most of the students' requirements.

5. Teachers should change the use of printed paper and replace it with multimedia and electronic materials since students are of new generation and addicted to the new technology. This will raise their motivation to read and facilitate their comprehension.

- **Recommendations for Students**

1. Students should give the reading skill its real importance, not neglect it since it is one of the four skills that build L2 proficiency.

2. Students should be responsible for their learning. They should be aware of what is meant by teacher-centered approach, they should be more autonomous and make effort to study by themselves the reading techniques and strategies.

3. Students should create reading clubs either at university or in social media where they publish books, novels or any English piece of writing. They ought to meet good readers from their environment or elsewhere, share ideas and information as well as encourage and challenge each other.

4. EFL students should be self motivated and do not rely on their teachers to motivate or reward them as if they are treated like children.

5. While reading, students should be risk takers and forget about their classmates and the mistakes they commit. They should know that each time they commit mistakes they learn more.

7. Limitations of the Study

During the accomplishment of this work, some limitations were raised. Many students did not attend their classes for more than two months because of the Algerian Popular Movement and the Mila University teachers' strike. This made it difficult to complete the experiment and to find the teachers. Plus these circumstances, some students were absent due to the holy month "Ramadan" as well as the teachers whom we opted for did not have much time. To

make our work valid and reliable, we balanced between the numbers of both groups'
students.

General conclusion

In order to acquire or to learn the English language, EFL learners should have first the desire to learn it then the mastery of the language skill. Among them, there is the reading skill. Teaching this main pillar is difficult in fact, yet it is effective in enhancing students' comprehension that it is the main purpose of reading as well as in improving their knowledge and language proficiency. Despite its importance, it is marginalized by the Ministry of Higher Education and Scientific Research. EFL teachers are committed to make their students involved in the classroom, encourage and motivate them intrinsically or extrinsically for the goal of achieving more success, also for making the teaching-learning process effective enjoyable. Concerning motivating students, the use of reward is a significant variable to take into account when teaching and encouraging learners. Consequently, the main aim of the research is to investigate how effectively the use of verbal rewards affects students' intrinsic motivation to read and comprehend the English written materials. Therefore, it was hypothesized that if students' reading is followed by verbal rewards, their understanding of the English written materials would be improved.

The results obtained from the first means of research, the experiment, confirmed that verbal rewards do indeed improve students reading comprehension as shown by the experimental scores from the pretest to the posttest. Moreover, the data gathered from the second tool of research, the interview, led us to conclude that verbal rewards play a great role in changing students' performance in the tasks of reading to a better level. However, it was shown that this type of rewards is underused by teachers in several modules, as it was confirmed that the various difficulties EFL learners face while reading are strongly linked to the lack of the reading practices and the misguidance of the instructors. As a result, these problems and others may have certain solutions; the incorporation of the reading module in the curriculum as the other modules also considering its importance equally. As we advise

that appropriate reading materials in forms of computers and Internet be made available to the students by the university.

This study has its limitations, yet it can be a basis for further research on the relationship between using rewards in general or verbal rewards in specific and students' reading comprehension as well. Without a doubt, we believe that much work remains to be done in this area.

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Appendices

Appendix 1

(The Reading Comprehension Test)

Text

The Moon has been worshipped by primitive peoples and has inspired humans to create everything from lunar calendars to love sonnets, but what do we really know about it? The most accepted theory about the origin of the Moon is that it was formed of the debris from a massive collision with the young Earth about 4.6 billion years ago. A huge body, perhaps the size of Mars, struck the Earth, throwing out an immense amount of debris that coalesced and cooled in orbit around the Earth.

The development of Earth is inextricably linked to the moon; the Moon's gravitational influence upon the Earth is the primary cause of ocean tides. In fact, the Moon has more than twice the effect upon the tides than does the Sun. The Moon makes one rotation and completes a revolution around the Earth every 27 days, 7 hours, and 43 minutes. This synchronous rotation is caused by an uneven distribution of mass in the Moon (essentially, it is heavier on one side than the other) and has allowed the Earth's gravity to keep one side of the Moon permanently facing Earth. It is an average distance from Earth of 384,403 km.

The Moon has no atmosphere; without an atmosphere, the Moon has nothing to protect it from meteorite impacts, and thus the surface of the Moon is covered with impact craters, both large and small. The Moon also has no active tectonic or volcanic activity, so the erosive effects of atmospheric weathering, tectonic shifts, and volcanic upheavals that tend to erase and reform the Earth's surface features are not at work on the Moon. In fact, even tiny surface features such as the footprint left by an astronaut in the lunar soil are likely to last for millions of years, unless obliterated by a chance meteorite strike. The surface gravity of the Moon is about one-sixth that of the Earth's. Therefore, a man weighing 82 kilograms on Earth would only weigh 14 kilograms on the Moon. The geographical features of the Earth

most like that of the Moon are, in fact, places such as the Hawaiian volcanic craters and the huge meteor crater in Arizona. The climate of the Moon is very unlike either Hawaii or Arizona, however; in fact the temperature on the Moon ranges between 123 degrees C. to – 233 degrees C.

Questions:

1. What is the passage primarily about?

………

………

……

2. The word "massive" in line 4 is closest in meaning to

    (A) unavoidable   (B) dense   (C) huge   (D) impressive

3. The word "debris" in line 5 is closest in meaning to

    (A) rubbish   (B) satellites   (C) moons   (D) earth

4. According to the passage, the Moon is

    (A) older than the Earth   (B) protected by a dense atmosphere

    (C) composed of a few active volcanoes   (D) the primary cause of Earth's ocean
          tides

5. The word "uneven" in line 11 is closest in meaning to

    (A) Heavier   (B) Equally distributed

    (C) Orderly   (D) Not uniform

6. Why does the author mention "impact craters" in line 16?

    (A) to show the result of the Moon not having an atmosphere

    (B) to show the result of the Moon not having active tectonic or volcanic activity

    (C) to explain why the Moon has no plant life because of meteorites

(D) to explain the corrosive effects of atmospheric weathering

7. The word "erase" in line 19 is closest in meaning to

(A) change   (B) impact   (C) obliterate   (D) erupt

8. A person on the Moon would weigh less than on the Earth because

(A) of the composition of lunar soil

(B) the surface gravity of the Moon is less

(C) the Moon has no atmosphere

(D) the Moon has no active tectonic or volcanic activity

9. All of the following are true about the Moon EXCEPT

(A) it has a wide range of temperatures

(B) it is heavier on one side than the other

(C) it is unable to protect itself from meteorite attacks

(D) it has less effect upon the tides than the Sun

10. Which of the following can be inferred from the passage?

(A) the Moon is not able to support human life

(B) if the Moon had no gravitational influence, the Earth would not have tides

(C) people living in Hawaii and Arizona would feel at home on the Moon

(D) Mars could have been formed in a similar way to the Moon

Appendix 2

(List of Novels Given to Students to Read)

- "Pride and Prejudice" by: Jane Austen.

- "Emma" (the modern version) by: Jane Austen.

- "Heart of Darkness" by: Joseph Conrad.

- "The old man and the Sea" by: Ernest Hemingway.

- "Animal Farm" by: George Orwell.

- "The Great Gatsby" by: F. Scott Fitzgerald.

- "The Alchemist" by: Paolo Coelho.

- "The Fault in Our Stars" by: John Green.

- "Great Expectations" by: Charles Dickens.

- "Hamlet" (the modern version) by: William Shakespeare.

- "Things Fall Apart" by: Chinua Achebe.

- "A Passage to India" by: E. M. Forster.

- "Jude the Obscure" by: Thomas Hardy.

- "A Tale of Two Cities" by: Charles Dickens.