

The Impact of Short Stories as an Extrinsic Reward in an Intensive Reading Environment on Learners' Intrinsic Motivation

Miss Imene Bilouk

Fourth Year of Ph.D. Studies

Department of Letters and English Language

University of Constantine1(Algérie)

Abstract

The present paper is pertinent to examine the long-term impact of short stories as an extrinsic reward in an intensive reading environment on learners' intrinsic motivation, as assessed by indicators of self-reported interest. A total sample of 91 LMD students enrolled in the second year, at the Department of Letters and English Language-University of Constantine1-was allocated to two experimental conditions, namely the no-reward and reward condition. The major findings substantiated that there was a statistically significant difference between the two experimental conditions, indicating that short stories were good incentive to enhance adult students' intrinsic motivation in intensive reading activities.

Keywords: extrinsic rewards, intrinsic motivation, intensive reading activities

Résumé

Le présent article a pour but d'examiner l'impact, à long terme, des «histoires courtes» comme récompense extrinsèque dans un environnement de lecture intensive sur la motivation intrinsèque des apprenants, laquelle est évaluée par des indicateurs d'intérêt auto-déclarés. Un échantillon de 91 étudiants en deuxième année de licence LMD, au Département des Lettres et Langue Anglaise de l'Université de Constantine 1, a été choisi dans le but d'accomplir deux expériences soumises à deux conditions différentes : celle de non-récompense et celle de récompense. Les principales conclusions issues des deux conditions expérimentales, montrent qu'il y avait une différence, statistiquement significative, entre les résultats obtenus, ce qui indique que les «histoires courtes» étaient un bon incitatif pour améliorer la motivation intrinsèque des étudiants adultes dans des activités de lecture intensive.

Mots-clés: récompenses extrinsèques, la motivation intrinsèque, des activités de lecture intensive

المخلص:

هذه الورقة متعلقة بدراسة تأثير المدى الطويل للقصاص القصيرة كمكافأة خارجية في بيئة مكثفة في القراءة على الدافع الذاتي للطلبة، التي قيمت عن طريق مؤشراتهم الداخلية المبلغ عنها. عينة تتكون من 91 ل.م.د. طلبة مسجلون في السنة الثانية بقسم اللغة الانجليزية و الآداب كلغة أجنبية بجامعة قسنطينة1 خضعوا لظرفين تجريبين: ظرف اللامكافأة و ظرف المكافأة. أظهرت النتائج الرئيسية فارق إحصائي ملحوظ بين الظرفين التجريبين، مما يعبر بان القصص الصغيرة كانت حافزا جيدا لتحسين الرغبة الذاتية لدى الطلبة البالغين في النشاطات القرائية المكثفة.

الكلمات المفتاحية : المكافآت الخارجية، الدوافع الذاتية، أنشطة القراءة المكثفة

Introduction:

Many EFL teachers crave for their students to be keen on reading, conversely, undergraduate students are not successful readers, and most of them lack the desire to read in the target language. In an endeavour to enhance learners' motivation in reading, and therefore promote proficiency gains, many teachers adopt different motivational strategies, such as rewards. However, the use of rewards in learning settings remains contentious. Some researchers^{1 2 3} believed in the positive effects of rewards, claiming that they can be a very effective motivational strategy in producing long-term desired behaviours. Others, on the other hand, condemned the use of rewards in virtue of their detrimental effects on learners' intrinsic motivation in learning^{4 5}. To refine upon previous work on rewards' effects and intrinsic motivation, this investigation is rather an attempt to gain more insights into the nature of the relationship between an extrinsic reward and intrinsic motivation, in the sense that whether or not there is a room for extrinsic motivation to positively affect students' intrinsic motivation while performing reading activities, resulting in a positive causal relationship. To this end, the subjects will be allocated to two experimental conditions. In the no-reward condition, they will be involved in reading and performing intensive reading activities, whereby the reward is internal to the experimental activities. In the reward condition, they will perform intensive reading activities; their successful performance, however, will be rewarded tangibly by a short story to discern whether creating an incentive-based system in intensive reading activities can have positive, negative, or neutral effect on their intrinsic motivation.

1. Review of literature

Comprehending the motive behind learners spending hours reading books, surfing the Internet, drawing pictures, practicing sport, participating in forums, and among others, has been a long history of investigations in psychology. In virtue of that, the field has amounted to two rationalizations for behaviour: basic needs or physiological needs⁶ that are predominant for survival (for example, hunger, food, and water), and, by the same token, rewards or punishment that are tied to behaviour amelioration. In both cases, the behaviour is motivated to satisfy a specific need or to attain a certain outcome⁷. Nevertheless, the advancement of research in the field of psychology, and the scrutiny that individuals sometimes neither perform activities to satisfy basic biological needs, nor to be rewarded or avoid punishment, yet for the intrinsic interest in the activity per se, has been causing concern among researchers^{8 9}. This stance gives raise to question the effects of external factors, such as rewards, on intrinsic motivation.

In the Online Cambridge English Dictionary¹⁰, a reward is defined as something good that you get because you have done something good. In like manner, the word reinforcement, which is consistent with the abovementioned word, was initially utilized by behaviourists (B.F. Skinner) to mean any consequence that strengthens the behaviour it follows and increases the likelihood for that behaviour to transpire at analogous situations.

Cognitive Evaluation Theory (CET)^{11 12} addresses the value of people's perception of perceived competence and autonomy in enhancing intrinsic motivation, and concurrently, warns against the detrimental effects of external events on intrinsic motivation. It substantiates how the effects of external events, specifically rewards, rely upon how they affect perceived self determination as well as perceived competence. In this regard, the term interpersonal context has been utilized to denote the social settings (such as home, classroom) under which rewards are administered, and the extent to which they are controlling or non-controlling. Thereupon, interpersonal events (such as rewards, feedback) have two aspects: an informational aspect (indicators of competence and self-determination) and a controlling aspect (controllers of behaviour)¹³.

The informational or feedback aspect refers to significant information about performing effectively the target activity, personal progress, or it even provides performers with information that can assist them in becoming more efficient at the target activity in a future performance (it informs about competence). Accordingly, rewards having the possibility to inform about learners' skills instil into them high perceived competence as well as self-determination. The controlling aspect, on the other hand, heightens an external locus of causality and thereby diminishes intrinsic motivation. A reward is experienced as controlling provided that it is administered in an interpersonal style that presses students to think or behave in a specific way. Since the informational aspect of external events (rewards) conveys both self-determination and competence, intrinsic motivation is likely to be promoted.

However, espousal of the aforementioned claim submitted^{14 15} that rewards undermine intrinsic motivation. The rationale is a change in perceived locus of causality. When individuals are intrinsically motivated, the locus of causality is internal: They perform a task as it provides them with an internal satisfaction. On the contrary, the locus of control alters from internal to external when recipients perceive their performance to be more amenable to external factors (such as money). They perceive themselves controlled by the environment, performing the task due to mere external factors-and this is what rewards generally do to behaviour. It indicates that the informational or controlling aspect of rewards is more strongly dependent on a reward type, expectancy, and contingency.

Tangible rewards (such as money, trophy, prizes, and certificate) are any symbolic rewards that are offered in response to someone's performance. It is worth noting that the effects of extrinsic tangible rewards are heterogeneous. Accordingly, rewards that are announced at the beginning of an activity (expected) are deemed to be harmful and lessen motivation. Conversely, rewards that are administered at the end of an activity (unexpected) are not^{16 17}. Task-non-contingent rewards¹⁸, as the first example of reward contingency, correspond to expected rewards that are presented to participants for taking part in an experiment, a task which they are not obliged to complete. People, under this type of reward contingency-not decreasing their performance-are merely rewarded for their presence, neither for completing a task, nor for achieving high standards. Task-contingent rewards¹⁹ are made conditional on engaging and completing the target activity, regardless of any standard of performance. Completion-contingent rewards are regarded to control behaviour since they do not enhance perceived competence. Another type of reward contingency is performance-contingent rewards or performance-dependent rewards²⁰. Essentially, this reward contingency is largely dependent on students' performance, in that they are delivered when students attain a definite standard level. In other words, when students successfully perform the target activity so that a standard of excellence is reached, rewards are then delivered. They are controlling since performers are required to meet absolute performance standard to earn them. However, they can also be informational when they convey positive competence feedback: Rewards are offered as a result of meeting a level of excellence.

Kohn²¹ strongly deemed rewards to be a failing strategy to heighten behaviours' outcomes. Virtually, rewards do not motivate learners to do something; they rather coerce them to receive the rewards. Together, rewards and punishment manipulate behaviour. They are only efficient in ensuring impermanent compliance; nevertheless, they are ineffective in producing long-term behaviours or attitudes alterations or even advance performance. Given that the reward is always contingent on doing something, once the reward system or punishment ceases, people go back to their old behaviours. In like manner, the effects of "do this and you will get that" are identical to "do this or here's what will happen to you". Making students think about what they will earn in return to their performance diminishes risk-taking, creativity, and intrinsic interest in the activity as they will concentrate on

receiving rewards, and that their work is driven by the reward. Therefore, rewards undermine the behaviour they are intended to enhance.

Flora²² extremely disputed Kohn's claim²³ who considered reinforcement to look like carrot-and-stick. She regarded it as a failing approach to motivation because it is built merely upon negative reinforcement. "The carrot-and-stick criticism generally reflects an ignorance of the reinforcement process and is a tiny disguised insult to professionals who use or advocate the use of reinforcement to ameliorate human problems"²⁴. The assumption that rewards undermine intrinsic interest in an activity has also been challenged. If a student is offered an extrinsic reward for reading, then to read voluntarily will not occur. It rather conveys how reading becomes a means to obtain a reward rather than reading is the reward per se. Reinforcement is very effective for humans' accomplishment and in compelling them value their behaviour, and thus it enhances desired outcomes.

2.Relevant studies on rewards' effects on intrinsic motivation

Deci²⁵ rigorously assessed the validity of the claimed hypothesis that tangible rewards do not undermine intrinsic motivation, more specifically the effects of contingent payment on intrinsic motivation. In his laboratory study, subjects participated in three one-hour session of puzzle solving. Both the experimental groups and control group solved the same puzzle. The experimental groups were offered one dollar for each puzzle solved during the second session; whereas, the control group was not paid. For a time of eight minutes, subjects were left in the experimental room ("free choice period"), during each of the three sessions. During that time, subjects were free to do what they wanted, but, if they continued solving the puzzle (that time no rewards were offered); it means they were intrinsically motivated. The results revealed that the experimental groups indicated less intrinsic motivation vis-à-vis the control group, suggesting that tangible rewards were detrimental to intrinsic motivation.

In Cameron and Pierce²⁶ meta-analysis, which was republished by Eisenberger and Cameron²⁷ who in fact added divergent groupings studies, they distinguished between verbal versus tangible rewards, tangible rewards as expected versus unexpected, expected rewards as contingent on task completion or performance versus rewards that are not dependent on completion or performance. They separately scrutinized task-non contingent, task contingent, and performance contingent rewards. The findings illustrated that verbal rewards increase significantly "free-choice" and self-reported interest. Whereas, tangible rewards, expected tangible rewards, and non-contingent rewards undermine the behavioural measure of intrinsic motivation, but not self-reported interest. Performance contingent rewards have no overall significant effect on the "free-choice period", but significant effect on self-reported interest. Task-contingent rewards undermine both "free-choice" and self-reported interest. Nevertheless, unexpected tangible rewards and contingent rewards have no significant undermining effects on intrinsic motivation. Therefore, they concluded that there is no reason not to use rewards in educational settings for the rationale that "negative effects of rewards are minimal, temporary, and easily preventable in applied settings"²⁸.

Deci, Koestner, and Ryan²⁹ harshly criticized the preceding meta-analysis findings claiming that they incorporated studies that used dull and boring tasks. It is because intrinsic motivation has been defined in relation to interesting tasks and rewards undermine intrinsically interesting tasks, with boring tasks, therefore, there is no intrinsic motivation to decrease.

Deci et al.³⁰ conducted a meta-analysis of 128 studies that examined the effects of all rewards on intrinsic motivation, but for interesting tasks only. The results indicated that rewards can have both incremental and detrimental effects on intrinsic motivation. Their findings strongly support cognitive evaluation theory claim. Free-choice behaviour was undermined by engagement-contingent, completion-contingent, performance-contingent, tangible, and expected rewards. Self-reported interest was also diminished by engagement-

contingent, completion-contingent, tangible, and expected rewards. Nevertheless, tangible rewards were found to be harmful for children than college students, and performance-contingent rewards did not affect negatively self-reported interest.

Later on, Pierce, Cameron, Banko, and So³¹ inquisitively investigated the effects of rewards on 60 undergraduate students' intrinsic motivation during a puzzle-solving task to falsify the assertion that rewards undermine intrinsic motivation. Some subjects in the experimental group were offered \$1.00 for attaining increasingly demanding performance standards, others for accomplishing a constant performance standard, and the control group was not rewarded. The major findings indicated that subjects who were rewarded for meeting increasingly demanding performance standards spent more time on the experimental task during the free-rewarded phase vis-à-vis the other groups. The findings of subjects' self-enjoyment of the task displayed that there was a short term loss of intrinsic motivation by the experimental groups than the control group. Pierce et al.³² concluded that rewards for meeting progressively demanding and attainable performance standards can be utilized in different settings to enhance performers' preference for challenging activities and thereupon increase intrinsic motivation.

Another investigation³³ was conducted to examine the longitudinal effects of rewards in extensive reading activities. The Elementary School Students' Reward Experience Questionnaire was used to inspect the reward type, contingency, and expectancy that were received during the time of their enquiry and students' attributions for receiving these rewards. The Reading Motivation Questionnaire³⁴ was submitted to concurrently measure the subjects' pre and post-reward reading motivation. The results of the 772 surveyed pupils, from four different elementary schools in southern Taiwan, revealed that the reward type and attribution predicted intrinsic and extrinsic reading motivation, and the intangible reward and effort attribution bolstered pupils' intrinsic and extrinsic reading motivation. Luck of attribution, reward expectancy, and contingency, on the other hand, predicted negatively intrinsic reading motivation. The researchers recommended that teachers would use rewards to inspire students to read, they should be, however, intangible and attributed to effort rather than luck.

The preceding discussed empirical studies, and in addition to others, represent discrepant findings that substantiate how rewards can have negative, positive, or neutral effects on intrinsic motivation measures, whereas the effects are limited to divergent sets of conditions. How to effectively utilize rewards in educational settings and to mediate their effects are still controversial among researchers as far as the findings are not unified.

3. Hypothesis for the present work

In this work, we hypothesize the following: If an extrinsic reward is delivered for meeting a standard of excellence in the intensive reading activities performed in the classroom, then learners' intrinsic motivation would be enhanced. We predict that there is a causal positive relationship between intrinsic and extrinsic motivation that is why we attempt to maintain interest in reading by administering short stories as a performance-contingent reward. Consequently, the reward type is a short story, the reward contingency is students' correct answers in the reading activities, and the interpersonal context is the classroom (during regular or extra time of the Written Expression sessions).

4. Method

4.1. Subjects

A random sample of 91 students enrolled in the second year was drawn from a population size of 671 (537 females and 134 males) LMD students of English as a foreign language, at the Department of Letters and English Language -University of Constantine 1- and allocated to two experimental conditions, during the academic year 2013-2014. Participants were 79(11.77%) girls and 12 (1.78%) boys between the ages of 19 and 38 years old ($M=21.21$, $SD = 2.60$).

4.2. Measure

A modified version of the Intrinsic Motivation Inventory (IMI) was correspondingly administered at the end of the no-reward and reward condition. The rationale is to quantify the students' situational levels of intrinsic motivation with regard to the target tasks, to determine the change (if there is any) the extrinsic reward will bring to their intrinsic motivation, and to strongly ascertain that intrinsic and extrinsic motivation can have additive influence on reading activities. The modified version of the IMI, in this work, contains 20 items on a five-point Likert scale (from 0= *strongly disagree*, 1=*disagree*, 2=*neutral*, 4=*agree*, to 5=*strongly agree*). Four items tap the participants' interest/enjoyment towards the reading activities they performed in the classroom, during the two conditions, 4 items measure their perceptions of competence, 4 other items unveil the effort they put to achieve these intensive reading tasks, 4 items tackle the value/importance they place on these tasks, and the last 4 items detect how the motivational environment would contribute in lowering or raising their anxiety.

4.3. Research design

This work is rather an exploratory study that seeks to shed some light on the nature of the causal impact of extrinsic motivation on students' intrinsic motivation. To this end, we launched reading in the classroom (specifically in Written Expression sessions) where learners' spent class time or extra-class time reading different materials and performed intensive reading activities (such as multiple choice items, pronominal questions, yes/no questions, true/false statements, summarizing, and vocabulary questions). The treatment of interest is to create a reward-based system in reading sessions. Therefore, participants were assigned to two experimental conditions. Experiment one took place during the first semester and lasted approximately two months. It is pertinent to say that one month elapsed before the second experiment was conducted. This experiment was carried out during the second semester and lasted approximately three months. The reading materials, the questions' type, and the researcher's intervention (reward) are what made the first experiment different from the second.

4.3.1. Experiment one

Experiment one is the no-reward condition. The ultimate focus of this experiment is to create and maintain interest in reading by driving learners to devote some of their class or extra-class time reading different materials and performing some reading activities for no extrinsic reward, but as an end in them. The reward is internal to the target activity. Accordingly, intrinsic motivation in this experiment is conceptualized as the enjoyment associated with these reading activities. The reading environment in the no-reward condition proceeded as follows:

-Learners were engaged in silent reading for approximately 20 minutes (the allotted time for reading varies based on the length and complexity of the topics).

-Then, the teacher called on for volunteers to answer the questions relevant to the content of the passage.

- Whole class debate to discuss students' answers was to follow.
- Students were provided with immediate feedback on their responses.

4.3.2. Experiment two

This experiment is the reward condition. In the second semester, the students were involved in reading different materials and performing intensive reading activities, whereby the desired behaviour was rewarded tangibly by a short story. In this regard, the reward is external to the activity. Clearly, the choice of offering short stories rather than relying on other reinforcers (for example, marks or verbal rewards) is not to coerce the subjects to compete for the reward, nor feel controlled or gain recognition, but due to the closeness of the reward (short stories) to the desired behaviour (reading), and to contribute in raising their awareness of the message that is carried through the reinforcer we dispensed (reading). This is why we conducted two quasi experiments to investigate the longitudinal impact of the use of such literacy-related reward on the target population's intrinsic motivation. The incentive reading environment proceeded as follows:

- At first, learners were engaged in silent reading for approximately 20 minutes (the allotted time for reading varies based on the length and complexity of the topics).
- Then, the teacher called on for volunteers to answer the reading comprehension questions.
- Students' answers were written on the board.
- Whole class discussion, to decide on the correct answers, was to follow.
- Correct answers were rewarded extrinsically, but incorrect ones were not punished; they were just provided with another chance (cf. Diagram 1).
- After rewarding the desired behaviours, some students were asked to read the text out loud in front of the whole class.
- Students were provided with immediate feedback on their responses.
- Finally, they, in each reading session, were allowed to critically respond to the subject read by verbally expressing agreement or disagreement with the ideas of the texts (do you agree with the writer's opinion? Why?) as well as share their opinions with their classmates.

4.3.3. Further details on the experiments

It is pertinent to note that our theoretical perspective in supporting students' intrinsic motivation is strongly grounded in the self-determination theory³⁵, in the sense that we attempted to satisfy students' basic needs of competence and autonomy. Autonomy, to a large extent, was supported in our classroom. Learners had some control over their reading: We provided them with the opportunity to express a sense of choice in the target task. From time to time, participants were asked to choose among different topics the most interesting ones to read in the coming weeks. Due to time constraints, only the choices of the majority were taken into account. After each reading phase, they were asked to freely share their opinions towards the text read (if it was interesting or not, and if they were willing to read such text another time). The more the topics provide learners with new knowledge, make them call on their background knowledge, and acquire new vocabulary, the more they were ranked as highly interesting. Perceived competence was also supported in reading. The reward offered was informational: an attribution for students' success. It informed about their competence in the target activity and confirmed their beliefs that they were reading.

Similarly, in this work, intrinsic and extrinsic motivation are regarded additive. In other words, we commenced (in experiment 1) by arousing students' interest in reading, in which we drove them to read and perform some reading activities in the classroom for the enjoyment inherent in these activities (they were not extrinsically reinforced), then interest was maintained by one type of extrinsic motivation (short stories) that was contingent upon students' effective performance at the intensive reading exercises (in experiment 2). This is

why the reading comprehension questions (representing some items of intensive reading) were very essential exercises.

Clearly, the ultimate focus of the current investigation was not the impact of short stories as an extrinsic reward during a learning how to read phase, rather it purports to clarify the effect of this incentive on students' intrinsic motivation during their achievements in a reading practice phase. This was, in fact, accomplished by coercing learners to practice reading intensively in the reward condition. However, in the two experimental conditions, the texts chosen are up-to-date, they contain challenging tasks, have medium length, and are authentic so to increase the subjects' knowledge with English, its convention of use, and culture.

Furthermore, to create variations in reading and to concurrently maintain the majority of students' interest, we relied on a combination of literary, expository, and scientific texts. Still, the major reason is to create a learning environment for reading, to support learners' L2 intrinsic reading motivation so that they will enjoy reading, persist more at the reading exercises, put more effort into these tasks, place high value in reading, feel relaxed, and their perceived competence will be heightened.

5. Results

Individual item scores were summed to provide us with the total scores of each item on the IMI. However, before moving to the analysis phase, the scores of the negatively worded items (Q8, Q12, Q14, Q15, Q17, Q18, Q19) were reversed scores, the overall alpha of the IMI in the no-reward condition was (.71), and the reward condition yielded an overall alpha of (.80), indicating high internal reliability of this measure in the present work. We can notice that the reliability of the scale was enhanced substantially from the first (.71) to the second experiment (.80).

Table1 (cf. Appendices) depicts that the means of condition1 ranged from (2.41) to (3.70), and the standard deviations laid between (1.30) and (1.66); whereas, the means of condition 2 ranged from (2.95) to (3.96), and the standard deviations between (1.22) and (3.21). By examining vigilantly the means of all the items in condition1, it is apparent that the means of the value/importance (3.70), interest/enjoyment (3.20), effort (2.72), and competence (2.80) subscales were higher than the mean of the negative predictor of intrinsic motivation (tension/pressure: M= 2.41). This can be a good indicator that the interpersonal context was not controlling to learners. In the reward condition, the means of the interest/enjoyment (3.42) and the value/importance subscales (3.96) were higher than the mean of the tension subscale (3.22), whereas the mean of the foresaid subscale was higher than both the competence subscale (2.95) and the effort (3.01) subscale. Undisputedly, there was a substantial increase in the mean scores from condition 1 to 2.

In order to perceive the difference statistically, a t-test for related samples was run to quantify their intrinsic motivation under the two experimental conditions. In that way, each participant was given two scores (one score in the no-reward condition and the second in the reward condition) on the IMI through summing their responses, and then they were divided by the number of the items.

In table 2 (cf. Appendices), one can observe the mean, the standard deviation, and the standard error of the mean of the subjects in the no-reward and reward condition. The mean score of the first condition was (11.44), the standard deviation was (2.66), and the standard error of the mean was (0.27). The mean score of the second condition, on the other hand, was (13.32), the standard deviation was (2.56), and the standard error of the mean was (0.26). Hence, the mean of the reward condition is by far higher than that of the no-reward condition.

The output in table 3(cf. Appendices) presents the subjects' scores in the IMI under the two experimental conditions. The mean difference between the two conditions was (1.98), with a standard deviation of (3.16), and a standard error of the mean of (0.33). With 90

degrees of freedom, and at 0.001 level of significance, the required critical value for significance for the t-ratio (one-tailed test) is not tabulated in the significance levels of the t-ratio³⁶. The t-ratio for a two-tailed test is much lower, since the predicted difference (or significance) is in either direction, on the contrary of a one-tailed test which predicts a directional result, i.e. in one direction, in our case the significance of the difference between the two scores on the IMI, whereas the results of the second condition should have higher means (2 higher t-ratios). Thus, we looked at 120 degrees of freedom as it is the highest and near to 90 degrees of freedom. As the obtained t-ratio is much higher (5.69) than the required t-ratio (2.35), we can say that the results are highly significant.

6. Discussion

The means and standard deviations of the IMI's items indicated that the classroom reading environment, of condition 1, was effective in supporting largely and enhancing salient positive determinants of intrinsic motivation as reflected by interest/enjoyment, value/importance, and effort, it was, however, fairly supportive for the basic innate need of competence. Despite the fact that the intervention (condition2) was, to a certain extent, effective in supporting important positive determinants of intrinsic motivation (as noted above), it was a source of making learners' feel tense, yet any foreign language learning is vulnerable to anxiety. Therefore, all the constructs in the IMI were enhanced, but they were not positively supported in the reward condition.

A t-test for related samples was carried out on the sample population to determine whether or not there was a statistically major mean difference between students' intrinsic motivation under two different conditions. The results yielded statistically significant differences (as there was a notable mean difference between condition 1 and 2). It denotes that the reward was effective in enhancing all the constructs in the IMI through which we intended to measure intrinsic motivation. Consequently, we reject the null hypothesis (H0) that the difference is due to chance and accept our alternative hypothesis (H1). In effect, intrinsic and extrinsic motivation have been found to be additive in reading, resulting in a positive causal relationship.

Conclusion and recommendations

This work has set up to represent the results obtained from the scrutiny of creating an incentive-based system through offering a short story, as a type of extrinsic rewards, that was tied to students' meeting a performance standard in intensive reading activities on their intrinsic motivation. The major findings of the IMI, which was brought into the data collection to measure the subjects' levels of intrinsic motivation in the no-reward and reward condition, have been found to support the contention of the researcher as they were in the right direction of the present research hypothesis. Expressed differently, the incentive-based system in reading has been found to have positive effects on students' intrinsic motivation. The present results are congruent with the findings³⁷ that achievement-based rewards for reading activities enhance subsequently students' intrinsic motivation.

However, students' perception of anxiety was very high in the reward condition. This can be attributed neither to the reward's type nor contingency, yet it is more strongly related to the reward expectancy. Because through time, the reward became expected, it emerges that the motivational environment coerced learners to feel stressed (they ought to produce a desired behaviour to be rewarded tangibly in front of their classmates). Accordingly, intrinsic and extrinsic motivation can be additive in reading, but what really matters is when the reward becomes expected. In essence, it is quite feasible to admit that students' perceived competence is still very moderate. The reward did not instil into them high perceived competence. Thereupon, as the reward became expected to our learners, it might suggest that students enjoyed the act of receiving the reward more than the reading sessions themselves.

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

-We highly recommend devoting one hour per week (for instance in Oral Expression sessions) for students to consistently social collaborate through sharing the topics they read with their teachers and classmates. This can be the best way to bolster the habit of extensive reading through pushing students forward to read and recall to the class what they have read, their wariness to talk in front of their classmates is more probable to shy away, and to further stimulate them to share their experience with their classmates, to know about their preferences in reading, and to develop the ability to critically respond to the writer's opinion, students, or teachers' criticism. Students could be marked (because if they know they are going to receive marks, they are willing to put forth effort) or offered short stories in order to sustain their intrinsic motivation in reading.

-Together, the habit and frequency of L1 and L2 reading have become a serious handicap in the Algerian society, and I dare say we are one step away from becoming a 'dead-society readers'. As a university researcher, it is high time to commence searching for possible solutions to this problem. In an attempt to foster the amount of time students spend reading in the classroom and thus ameliorate students' motivation, proficiency gains, and the prerequisite skills and knowledge in the target language, another alternative motivating strategy, for adult university students, could be simply sustained silent reading. For second/foreign language learners, sustained silent reading has become one among the best strategies for improving intrinsic motivation, gains in literacy, and language development. It refers to students' reading self-selected books with no assessment on what they read. This type of reading³⁸ does not require a lot of time, and it can be the path to create a desire to read that our students lack in the language they are expected to achieve a native-like fluency.

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Appendices

Diagram1: Schedule of reinforcement in intensive reading activities

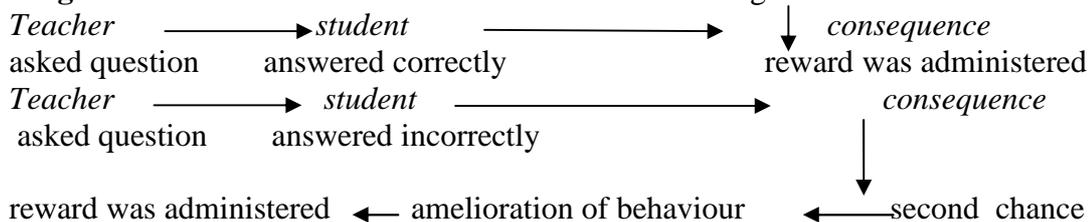


Table1. Means and standard deviations of the IMI’s constructs in condition 1 and

Conditions	Interest/Enjoyment		Competence		Effort		Value/Importance		Tension	
	M	SD	M	SD	M	SD	M	SD	M	SD
No-reward	3.20	1.62	2.80	1.30	2.72	1.66	3.70	1.58	2.41	1.52
Reward	3.42	1.44	2.95	1.22	3.01	1.48	3.96	1.96	3.22	3.21

Table2. The mean scores of students’ intrinsic motivation in condition 1 and 2

	M	N	SD	SD Error M
Condition1	11.44	91	2.66	0.279
Condition 2	13.3275	91	2.56	0.26859

Table3. The mean difference between the IMI’s scores in condition 1 and 2

Condition 2-condition 1	Paired Differences					
	M	SD	SD Error M	t	df	Sig. (2-tailed)
	1.89121	3.16778	0.33207	5.695	90	.0001