

**REVUE INTERNATIONALE DE LITTERATURE
ET DE LINGUISTIQUE APPLIQUEES (RILLA)**



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**Sous la direction du :
Pr Julien K. GBAGUIDI**



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LIGNE EDITORIALE ET DOMAINES DE RECHERCHE

1. LIGNE EDITORIALE

La Revue Internationale de Littérature et de Linguistique Appliquées (RILLA) est une revue scientifique spécialisée en lettres et langues. Les articles que nous y publions peuvent être écrits en français, en anglais, en allemand, en espagnol et en yoruba. Ces articles sont reçus au secrétariat du comité de rédaction de la revue et envoyés en évaluation. Ceux qui ont reçu des avis favorables sont sélectionnés pour une réévaluation par les membres du comité scientifique en raison de leur originalité, des intérêts qu'ils présentent aux plans africain et international et de leur rigueur scientifique. Après les travaux préliminaires du secrétariat, le spécimen du numéro à publier est envoyé au comité scientifique de lecture pour des corrections éventuelles et la vérification de la conformité des articles aux normes de publication de la revue.

Notons que les articles que notre revue publie doivent respecter les normes éditoriales suivantes :

➤ **La taille des articles**

Volume : 18 à 20 pages ; interligne : 1,5 ; pas d'écriture (taille) : 12 ; police : Times New Roman.

➤ **Ordre logique du texte**

- Un TITRE en caractère d'imprimerie et en gras. Le titre ne doit pas être trop long ;
- Un Résumé fait dans la langue de publication (50 à 200 mots maximum) ;
Les mots clés (03 à 05 mots) font partie du résumé ;
- Un résumé en anglais ou en français selon la langue d'écriture de l'article. Le second résumé ou abstract est juste la traduction du premier résumé. Il est aussi fait de mots clés exactement comme dans le premier cas ;
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- Développement ;

Les articulations du développement du texte doivent être titrées et / ou sous titrées ainsi :

➤ Pour le **Titre** de la première section et sous-section

1. Pour le titre de la première section

1.1. Pour le titre de la première sous-section

1.2. Pour le titre de la deuxième sous-section de la première section etc.

➤ Pour le **Titre** de la deuxième section

2. Pour le titre de la deuxième section

2.1. Pour le titre de la première sous-section de la deuxième section

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➤ **Conclusion**

Elle doit être brève et insister sur l'originalité des résultats de la recherche

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Les sources consultées et / ou citées doivent figurer dans une rubrique, en fin de texte, intitulé :

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Au total, la Revue Internationale de Littérature et de Linguistique Appliquées (RILLA) se veut le lieu de rencontre et de dissémination de nouvelles idées et opinions savantes dans les domaines ci-dessus cités.

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EDITORIAL

La Revue Internationale de Littérature et de Linguistique Appliquée (RILLA), publiée par l'Institut Universitaire Panafricain (IUP), est une revue ouverte aux chercheurs des institutions universitaires de recherche et enseignants-chercheurs des universités, instituts universitaires, centres universitaires et grandes écoles.

L'objectif de cette revue dont nous sommes à la douzième publication est de permettre aux collègues chercheurs et enseignants-chercheurs d'avoir une tribune pour faire connaître leurs travaux de recherche.

Le comité scientifique de lecture de la RILLA est présidé par le Pr Akanni Mamoud IGUE. Ce comité compte sept membres qui sont des Professeurs Titulaires. Aussi voudrions-nous informer les lecteurs de la RILLA, qu'elle devient multilingue avec des articles rédigés aussi bien en français, en anglais, en allemand, en espagnol qu'en yoruba.

Pr Julien Koffi GBAGUIDI
Professeur Titulaire des Universités (CAMES)

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**EXPLORING THE IMPACT OF GRADES
APPRECIATION ON LEARNERS' MOTIVATION
IN EFL CLASSROOM**

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ABSTRACT

A striking phenomenon in EFL classroom is the way some teachers grade their learners written summative assignments which, if well graded can motivate them but demotivate them when it is badly graded. There are many factors which prevent students from improving. Among these factors we have the way teachers grade their learners' written assignments which influence significantly weak learners' learning practices. There is then a need to understand learners' specific belief and needs and motivation about English learning. That is why the current study investigates how grading EFL learners' written summative assignments can impact their

performance. The questionnaire was administered to 150 teachers randomly selected who agreed to participate to this study. Linker-scale questionnaires with 14 statements among which there are 6 for teachers and 8 for students were administered to 200 students selected throughout the country. It emerged from the results that participants have different /divergences beliefs about the impact grading can have on EFL learners. It is hoped that future research will address the limitation of the study to better teacher training for an adequate way of grading learners' copies.

Key words: grade-written assignments- summative-impact - appreciation.

RESUME

Un phénomène frappant dans la classe EFL est la façon dont certains enseignants comprennent leurs assominants sommatifs écrits qui apprennent, si bien croits peuvent les motiver mais les démoover les besoins quand il est mal classé. Il y a beaucoup de facteurs qui empêchent les élèves d'améliorer. Parmi ces facteurs, nous avons le moyen d'enseigner les assignations écrites de leurs apprenants qui influencent des pratiques d'apprentissage

des apprenants significativement faibles. Il est alors nécessaire de comprendre la croyance et les besoins et la motivation des apprenants sur l'apprentissage anglais. C'est pourquoi l'étude actuelle étudie comment les classements sommatifs des FPUE sur les apprenants de l'EFL peuvent avoir une incidence sur leur performance. Le questionnaire a été administré à 150 enseignants sélectionnés au hasard qui ont accepté de participer à cette étude. Questionnaires de liker-échelle avec 14 déclarations parmi lesquelles 6 pour les enseignants et 8 pour les étudiants ont été administrés à 200 étudiants sélectionnés dans tout le pays. Il a émergé des résultats que les participants ont des croyances différentes ou divergences sur le classement d'impact peuvent avoir sur les apprenants EFL. On espère que les recherches futures aborderont la limitation de l'étude à une meilleure formation des enseignants pour une manière adéquate de classer les copies des apprenants.

Mots clés: Affectations écrites à la qualité - impact sommatif - appréciation.

INTRODUCTION

English learning as a foreign language is increasingly impacting the world because of the new technology and information all over the world. As such, English language practitioners should find ways and means to motivate learners to improve and be interested in the learning of the English language.

In fact, grading in the context of education is the process of applying standardized measurements of varying levels of achievement in course, a test, presentation, quizzes etc. In some countries, grades are averaged to create a grade point average. It is calculated by using the number of grade points a student earns in a given period of time. This system of evaluation is also called summative evaluation or cumulative evaluation. It comes at the end of learning. It aims at evaluating what students know, what they can do and can articulate at a given point in time. The fact is that, the way teachers grade EFL learners' written assignments can impact their performance if it is not done accordingly. Many students complain that their teachers demotivate them when they receive their copies after evaluations. Some teachers

discourage the weak learners when they lack the know-how of grading the learners' copies. For examples, teachers may write bad, very bad, Nul, etc. on their learners' copies. Once learners get their copies, they have the impression that the teacher doesn't like them, he or she consider them as a pariah, an outcast. As a matter of fact, they conclude that whatever they do, they will never improve and consequently they dislike the subject because they have no interest in trying their best. They confess that whatever they do the marks will always be poor. To prompt weak learners to be interested in learning the English language, EFL teachers should know how to grade their learners' written assignments so as to show them that they can improve and do better and even work hard like the best students or the cleverest ones. So grading can be a key factor to boost weaker learners' way of learning.

1.1 STATEMENT OF PROBLEM

Teachers in general have certain preconceived ideas while grading weak learners' copies. They often believe that nothing can be done to improve their level. As such, they bring their unique sets of beliefs to bear in situations and

decisions related to language teaching and grading this category of learners' copies. Therefore, understanding these weak learners' specific beliefs about English learning can inform teachers about how they can likely implement their teaching matters to bring weak learners have a positive view on English language learning.

1.2 PURPOSE OF THE STUDY

The stated purpose of this study is to investigate about how grading EFL learners' summative written assignments can affect their performance and find ways to prompt teachers for current teacher training program in order to be sharpened to encourage their learners through their teaching and grading matters so as to bring learners have a positive view on English language learning.

1.3 LITERATURE REVIEW

Researchers have joined their effort in explaining the factors involved in language learning. Among these factors we have grading because of the impacts it has on learners. This session revolves around: the advantages and

disadvantages of the grading, teachers' and learners' responsibility in grading.

Generally, the grades are used to evaluate the performance of a student in a test, presentation or final examination. Each grade contains a range of percentage or marks

Since the grading system has been introduced, many debates have taken place focusing on its advantages and disadvantages. This article further discusses the aspects of both perspectives.

1.3.1 Advantages

According to many teachers and students, grading system is a good initiative and provides valuable advantages. For example, Students get assessed on the basis of weekly, monthly assignments objective and subjective tests, presentations, quizzes and final term paper. Grading system let the students identify their weaknesses and strengths. Teachers grade children's skills of writing, reading and listening, which means that students can easily know about their lacking abilities through the assigned grades and work on them to improve overall performance. The grading system also make

studies easier in many ways. Those who only want to pass can simply make lesser efforts to achieve passing grade. And those who want to score higher can divide the effort per task and achieve the overall targeted grade easily. ; The grading system has reduced the scoring pressure of students. According to grading method, the grading system let the students be accustomed to formative and summative evaluations regularly to make them be ready for final tests or exams. So, this is a way to reduce exam and final tests pressure.

The grading system has made studies easier in many ways. Those who only want to pass can simply make lesser efforts to achieve passing grade. And those who want to score higher can divide the effort per task and achieve the overall targeted grade easily.

Grading improve learners' performance, it is a kind of incentive for them to learn. For example, when learners know that there is an evaluation, they try to get ready by learning their lessons so as to get good marks.

1.3.2 Disadvantages

Just like advantages, grading system has also some disadvantages such as: Decreased performance due to

grading system, children tend to perform less. Some education researchers have concluded that grades “depressed creativity, fostered fear of failure, and weakened students’ interest”. These effects are amplified in low achievers who experience “dramatic declines” in academic interest upon receiving low scores. (Authors)

Grading increased lethargy: As grading system has divided the marks among different tasks such as assignments, presentations and final exams, the students become lethargic due to it. They score enough in assignments and projects and become lesser active in final exams.

Grading system has also some disadvantages such as: Decreased performance due to grading system. In Benin system for example learners of the first and second cycle are supposed to get respectively 12/20, 60/20 before deserving what is called “critères de perfectionnement (CP)” which is 2 for the first cycle and 10 for the second cycle. This means that a learner who doesn’t reach that level cannot benefit from from these marks. Another disadvantage is the demotivation. Grading system demotivate the students who perform higher because they

stand equal to those making less efforts. For instance grades will be assigned to all those scoring from 90 to 100. So students who made no mistakes and those who made a few all will stand equally at one grade.

1.3.3 Teachers' responsibility

The bad performance of students in achieving reading, listening, writing and speaking is partly due to the teacher's lack of teaching strategies to handle the issue accordingly. Most of the teachers have not received the adequate training that could make them good teachers. The result often is that when preparing their classes, they fail to encompass important aspects of teaching more particularly those in connection with the young students' psychology. Their lack of training contributes to a large extent to the failure of students particularly the lack of interest of weak students (Stevens, P. 1982)

Stevens, p. (1982) there are different kinds of failure and success: The achievement of the learner, the achievement of the teacher, and the achievement of the system within which the learners and the teachers come together". In fact, the low achievement of students is due not only to their lack of will but also to the lack of better

training of the teachers and the system within which the teaching and learning takes place.

As Dewey has rightly put it *“if we teach today’s students like yesterday’s we rob them of tomorrow”*

1.3.4 Learners’ responsibility in grading

A good student should devote himself/herself to learning. He/she should pay attention to whatever is going on in the classroom by trying to be active not passive learners and above all, he/she must daily learn his /her lessons in order to be able to work hard in the different evaluations. A weak student cannot expect a good mark when personal effort is not made. Many authors have dealt with this issue. Among them we have Narad and Abdullah (2016).

2. METHODOLOGY

2. 1 Research Instrument

This study is carried out using a questionnaire to explore how grading EFL learners’ summative written assignments affect their performance. The questionnaire contains 14 statements among which 6 are addressed to EFL teachers and 8 to students.

2. 2 Participants

The questionnaire was administered to 150 EFL teachers randomly selected and 200 students from private and public schools who agreed to participate to this study. It is relevant to note that the number of valid teachers' questionnaires is 140 and 190 for learners, giving a return rate of 93. 33% teachers and 95% for learners. As such, the results and ensuing discussions are based on these valid questionnaires.

Results of the study

This part of the article is divided into two sections. In the first section, I deal with the presentation of the results of the study. In section two, I present the analyses of the results in order to come up with a good insight of these data so as to formulate appropriate recommendations and suggestions to address the problem.

Section 1

2.3 Presentation of the Results

This section deals with the presentation of the results of the study and comments. First, the teachers'

questionnaires are presented and then those of the learners’.

2.3.1 The results from the teachers’ questionnaire

The findings of the current study are presented in the following tables:

Figure 1: Teachers’ questionnaires

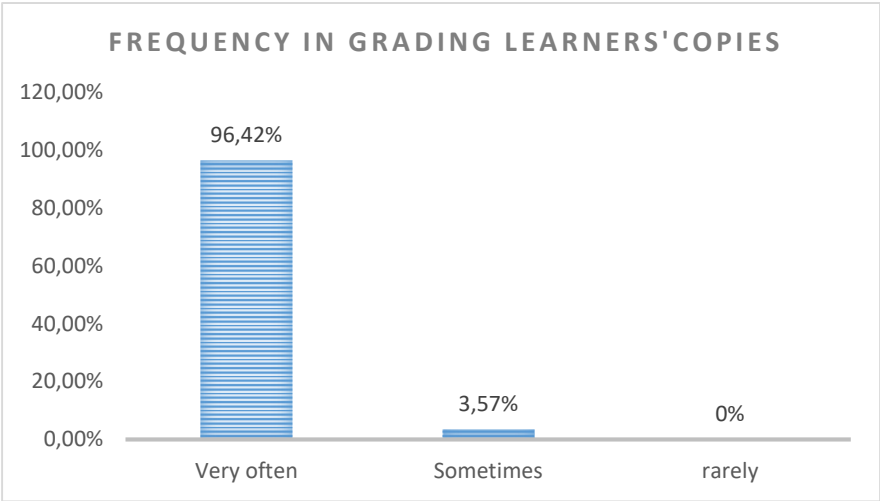


Figure 1: Frequency in grading learners’ copies

The results are displayed in tables and commented briefly. Through table 1, it can be seen that almost all the participants (EFL Teachers) grade their learners’ copies

very often with 96.42% agreeing. Only 3.5% Teachers agree that they sometimes grade their learners' copies and 0% confirmed that they rarely grade their learners' copies. This is a proof that there is a professional consciousness. In addition, the more a teacher accesses his/her learners, the more opportunities the teacher has to discover learners' needs to find ways to remediate and allow them to improve.

Table 1: Appreciation given to copies

2-What appreciation do you give to such marks	Grade	Appreciation
	00	Very bad/weak/very weak/poor
	01- 06	Bad/weak/poor/very bad/too weak
	07- 09	Insufficient
	10-11	Average/Fair/acceptable/just fair
	12-13	Fairly good/quite good //good enough
	14-15	Good
	16-18	Very good
	19-20	Excellent

As far as the appreciation of learners' copies is concerned, 00 deserves very bad/weak/very weak/ or poor. For the marks that vary from 1 to 6, teachers' appreciation

is bad/weak/poor/very bad/too weak. Marks such as 07 to 09 are said to be insufficient. Those which vary from 10 to 11 are said to be average/fair/acceptable or just fair. And the marks which vary from 12 to 13 are appreciated: fairly good/quite good /or good enough. When a learner got 14 to 15, the appreciation given to such mark is: Good. For marks such as 16 to 18, they are said to be very good and those which vary from 19 to 20 are said to be excellent.

Table 2: Impact of appreciation on learners

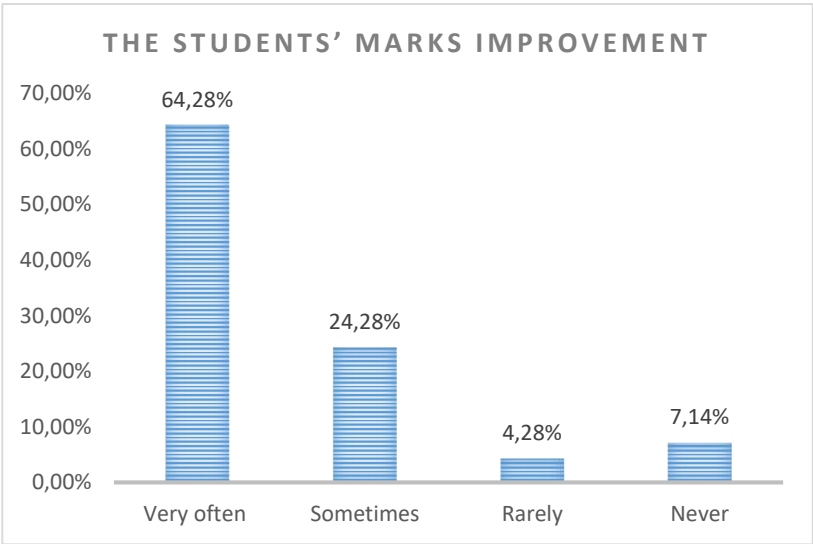
3- What impact does your grading have on your learners?	Choice	percentage
	It helps them improve when it is good mark	71.42%
	They don't care	3.57%
	It motivates them to do better even if the mark is bad	7.14%
	It demotivates them when the mark is bad	17.85%

While talking about the impact grading has on learners, 71.42% EFL teachers agree that when the mark is good, it prompts students to do better, but 17.85% said it demotivates learners when the mark is bad. 7.14% confirmed that even if the mark is bad, it motivates some learners to do better for the next evaluations. Only 3.57%

don't care about the impact whether positive or negative. (For sure, for those who have good mark, they don't care about the impact, it is a way to say whatever happens, and they will get good marks. For those who have bad marks, they thought whatever they effort things won't change, they are pessimistic. Or they rely on other subjects to fill the gaps).

4-Do your students marks improve at each evaluation?

Figure 2 : The students' marks improvement

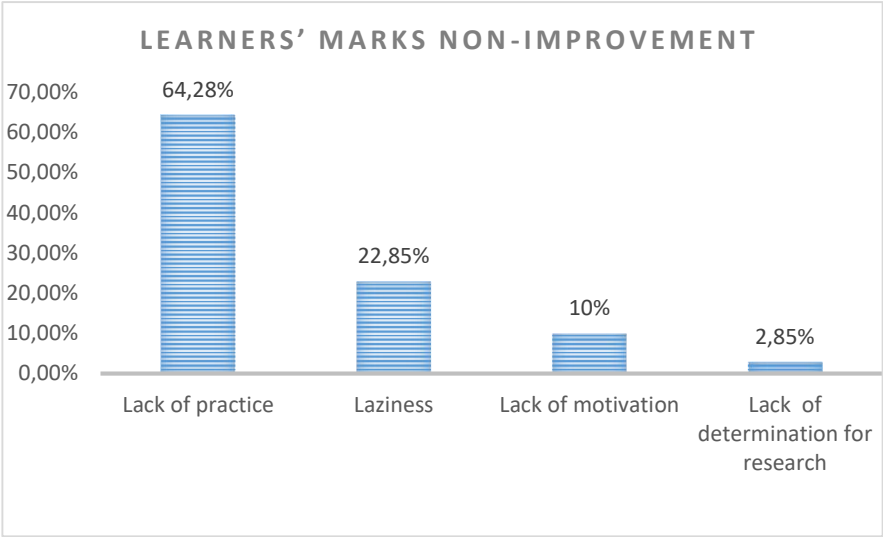


To the question of whether the students' marks improve at each evaluation, 64.28% EFL teachers support

the view that the marks improve very often, 24.28% said it improve sometimes, 4.28% confirmed that it improves rarely and 7.14% said the marks never improve

5-How do you account for the learners’ marks non-improvement?

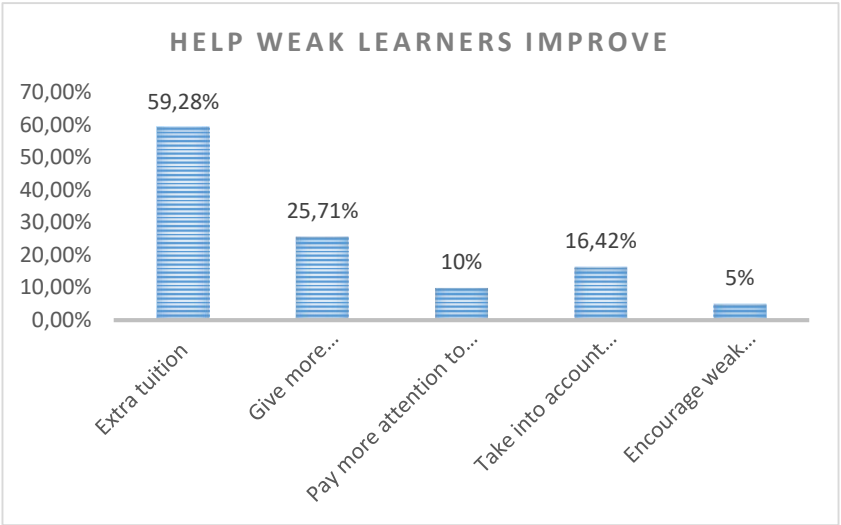
Figure 3: The non- improvement of learners marks



From the results presented in table 5 about the reason for the learners’ marks non-improvement, 64.28%, EFL teachers attributed this to learners’ lack of practice. Others 22.85% said it is due to learners’ laziness. 10 %

related this to students’ lack of motivation to work hard in English and only 2.85% said that some learners’ lack determination for research in books and on internet.

6-What do you think could be done to help weak learners improve?

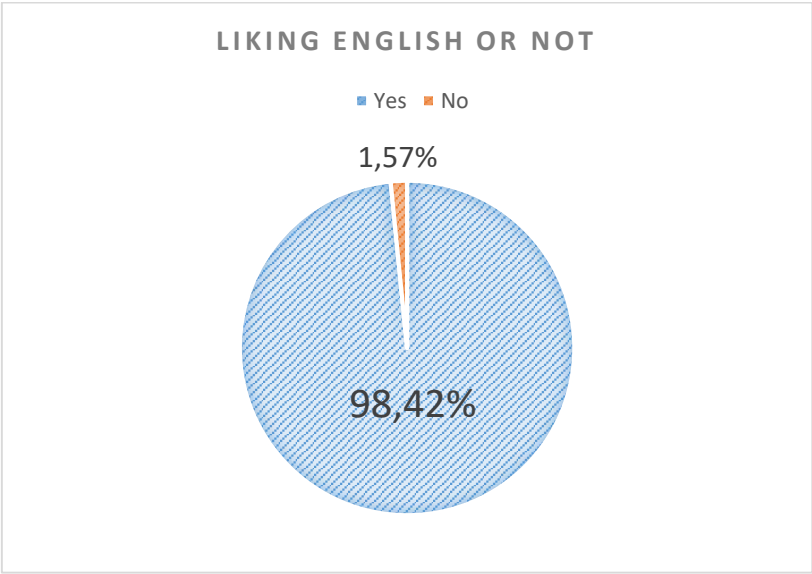


In table 6, the answers show clearly that, to help learners improve, EFL teachers suggested some measures such as extra tuition (59.28%), 25.71% more exercises /homeworks to help learners improve. 10. % said, they

should pay more attention to learners, give them advice. 16.42% think of taking into account learners' need to remedy their weakness. And only 5% suggested that English teachers should encourage weak learners by motivating them.

2.3.2 Learners' Questionnaires

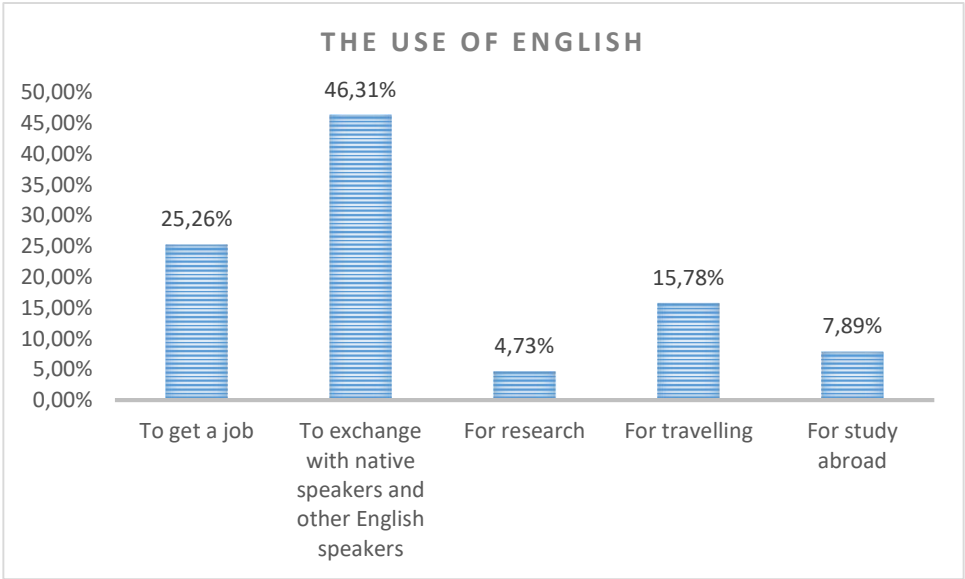
Figure 5



For the question whether learners like English or not, 98.42% answers are affirmative. Only 1.57% answers are negative. The great number of students (98.42%) who like English is a proof that most of our learners are

conscious of the important role English language is playing in this globalized world. Those whose answers are negative argue that they have great difficulty in understanding the English Language. Therefore, the teacher’s role as a prompter is once more called upon to motivate these kind of learners.

Figure 6: The use of English

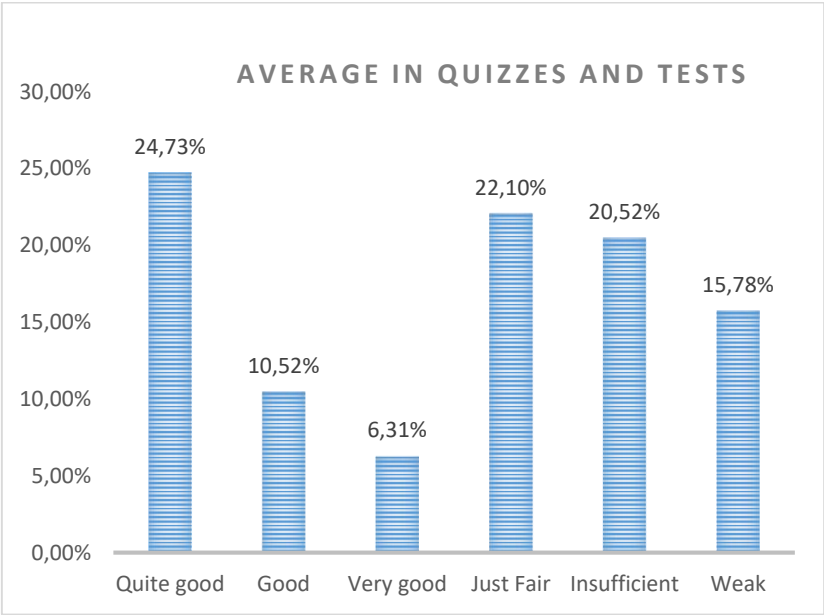


For the use of English 25.26% of the learners said that they like English language in order to get a job. 46.31% think of the communicative aspect of the

language. 4.73% said that they like English for research, 15.78% assumed that they like to learn English for travelling abroad and be able to communicate with English speakers. 7.89% confirmed that they like English for their studies abroad.

Figure 7

3- What is your average in quizzes and tests?

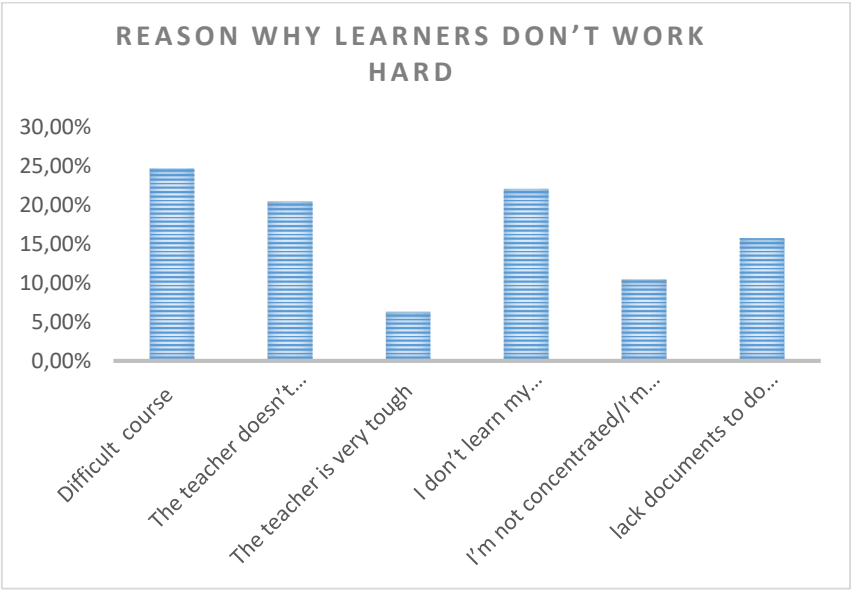


Concerning the students average in quizzes and tests, 24.73% average is quite good, 10.52% is good, 6.31% is very good, 22.10% is average is just fair, 20.52%

average is insufficient and 15.78% is weak which means that many students' level in English is still low.

4-What is the reason why you don't work hard?

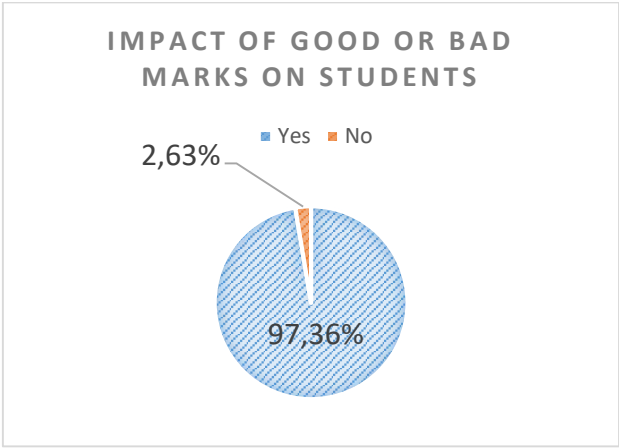
Figure8: The Reason why Learners don't work hard



Investigating on the reason why learners don't work hard in English, some said that it is due to the fact that they find out that the course is difficult. Others related their weakness to the fact that the teacher doesn't explain

well. Some students relate the fact to the teachers' toughness. Others confess that they don't learn their lessons because they are lazy. 10. 52% said they are not concentrated in class due to the lack of financial means to satisfy their current needs. For some other reasons, some students related their weakness to lack of documents to do more exercises. Some students said that the teacher always speaks English during the lessons and it upset them because they don't understand anything.

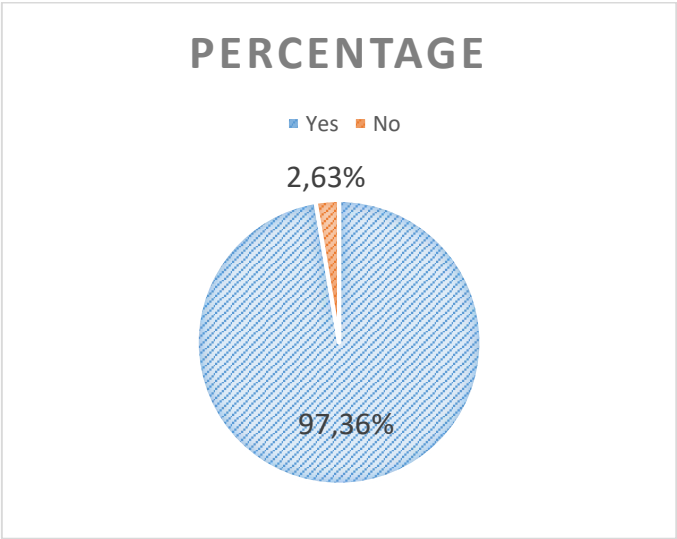
Figure 9



Concerning the impact that good or bad marks have on students, 97.36% agree that they are affected when they

got bad marks. Only 2.63% said they don't care about bad marks, which means that we still have unconscious students who are not aware of the importance of education in their life. So parents and administration and teacher have a lot to do to sensitize those learners.

Figure 10: The impact of Teacher's grades appreciation on learners

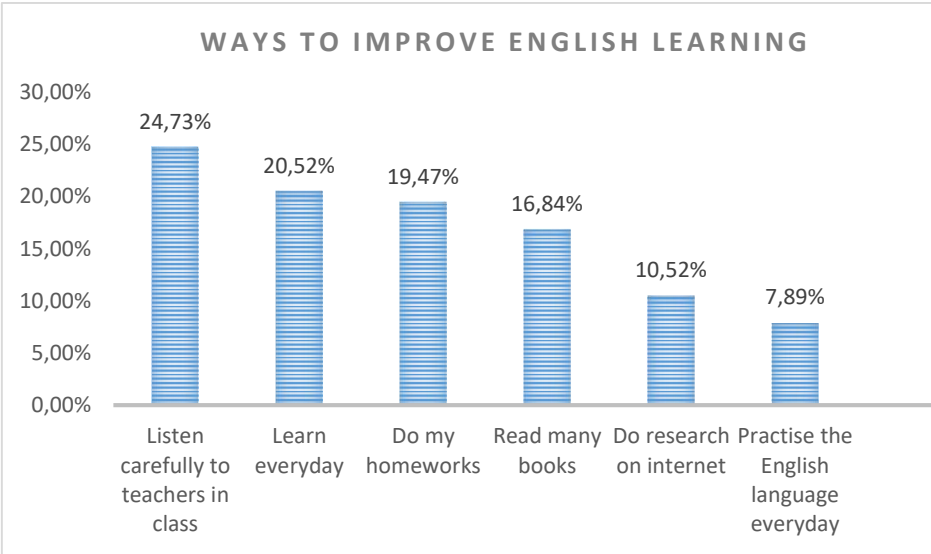


97.36% confirmed that the teachers way of grading their copies impact their performance , mostly when the teacher writes good , very good or excellent, it prompts them to look for ways to do better for the coming test: Those who got bad marks said that it discourage them

when they come to read : very bad, weak, poor. This means that they are good for nothing, they are poor. So no need to continue following the lessons. 2.63% said they don't bother. Mainly those who got bad marks said even if they try, hard, the result is always negative. In such situation, the teachers have a long way to go in order to change weak learners' negative view towards English to a positive one.

8-What can you do to work hard?

Figure 11: Ways to improve English Learning



As for solution to their weakness, 24.73% students find it useful to listen carefully to teachers in class. 20.52%

said they should do their homework regularly. 16.84% deem necessary to read many books. 10.52% find useful to do research on internet and 7.89% said they should practice the English language every day to improve their level.

4.0 DISCUSSION OF THE RESULTS (FINDING)

This section deals with the discussion of the results of the study. First, the teachers' questionnaires and then those from the learners' questionnaires.

4.1 The results of the teachers' questionnaire

This discussion explores four major areas in relation with the questionnaire:

4.1.1 Frequency in grading learners' copies

The study find out that most EFL teachers, often grade their learners' copies which is a very important process to access students' needs in order to find solutions to their deficiency and prompt them to learn , because summative evaluations help to know, what students know, what they can do and can articulate at a given point. By so doing, the teacher will realize whether learning is taking place or not and then decide on what to do to find remedy to learners' deficiency

4.1.2 Appreciation given to students' copies and the impact it has on them

The results show that students' motivation is determined by the way teacher grade their learners' copies. Knowing that English is a foreign language, to prompt students to be interested in this language, EFL teacher should know how to proceed in order to attract students to learn and to like this language whatever their level. So, the fact that some teachers write on learners' copies: bad/very bad/ poor/ is a source of demotivation which leads them to run away from English language learning, or they are passive during the learning process.

4.1.3 The improvement or non-improvement of learners' marks and how the teachers account for the shortcoming

Fom the results, it is said that 64.28% students' marks often improve, 24.28% sometimes improve which means that the appreciation teacher gives to learners' copies impact positively on their determination to go forward and negatively on them, which leads to demotivation and the will not to be interested thoroughly in the English courses. Furthermore, the small number of

learners whose marks don't improve is 7.14%. Parents, the administration and mostly teachers should devote special care to help those weak learners improve.

4.1.4 What should be done to help learners improve in English language learning?

Knowing, that Benin is a Francophone country where English is not an official language and where didactic resources are scarce, EFL teachers who are involved in the English language teaching, should take some measures to attract learners to be interested in their subject during their first contact with the learners. Which means that the way the didactic contract is set just at the beginning is determinant and can prompt learners to be interested in the subject. During the first contact with learners, the teacher should establish a code of conduct, tell the learners what is advisable to do to work successfully. The way teacher grade copies, and the frequency in quizzes and tests should be revealed to learners to warn them. They should also be given the content of the program. Angela Povitera M.C. Clynn has the same point of view in her book "A positive start: First

Day Classroom Activities and Icebreakers". This consists in helping students to make connections with one another, develop class plan, etc. Concerning the measures to be taken to help learners improve, 59.28% suggested extra tuition to be given to learners, 25.71% said that more exercises and homeworks should be given to them. This point should be given more attention because the more learners' needs are known, the adequate measures should be taken to remedy that. 16.42% suggested that weak learners should be motivated, and one way to do that is by appreciating their learners' copies in a way not to demotivate them while grading their copies.

In a nutshell, some EFL teachers lack the know-how to appreciate their learners' copies, which demotivates most of them. To avoid such problems, we should take some researchers' advice into account. So, what the teacher does just at the beginning by showing the importance of the English language and the ways and means to do better in this language, can help them be conscious and be determined to go forward.

4.2. The results of the Learners' questionnaire

4.2.1 Learners love of English and the usefulness of this language for them.

98.42% students said that they like English. This is a proof that they are conscious of the important role that English language plays in the 21st century. As Aleister Crowley said “with hard work, learning English, and getting involved, there is no limit on what you can achieve”.

As far as the use of English is concerned, 25.26% like English to get a job, 46.31% like English in order to exchange with native speakers and other English speakers. Others like English for research, for travelling or to study abroad. But the great majority like English for communicative purpose.

4.2.2 Learners’ average in English and the reason for their weakness

According to the results most of the learners got the average in English. Once more, it is a proof that they really like English. But 15.78% still have a long way to go. So giving them advice and motivating them can help them find remedy to their weakness.

When they are asked to know the reasons for their weakness, 24.73% argued that it is because the course is difficult. 20.52% attributed their weakness to the fact that the teacher doesn't explain well. EFL teachers should know how to teach English to attract learners, through training and update to day research so as to face teaching challenges. 6.31% said, it is because the teacher is very tough. As far as this issue is concerned, the fact is that some teachers lack affective ways of teaching English as a foreign language. EFL teachers, should know the teaching dimensions and self-control before setting foot in their classroom. A happy teacher makes his/her classroom lively. The more the atmosphere is lively, the more the learners will feel at ease to learn.

In the field of affective domain in language teaching/learning, the fundamental considerations for a successful acquisition as pointed out in many books by different authors need to be taken into account. Teachers in general and EFL teachers in particular should bear in minds the close relationship between the teacher and the weak learners in particular in their classroom activities so that they can cope with each category of these learners.

This interdependence is well illustrated in Gerald Dykstra's book entitled teacher's role (Cortis, 1977-1920). "...in general, it might be said that teachers would be expected as a minimum part of their role to have adequate knowledge of their subject matter, to know something of how children learn and develop and to be able to devise appropriate learning and teaching experience. In the light of these two considerations, pupils would be expected as a minimum part of their role to be interested in being learners, to develop the skills of reading about and understanding subject matter as well as developing some skills numbers"

A good teacher has to observe the attitude of each student in his/her class and distinguish the best students from the weak ones. He/she should know the reason for the students' weakness, which may depend either on the students' family background or on their own shyness vis à vis their classmates. Breer E. Paul and Edwin A. Lock (1165) have attempted to enumerate most of the factors that can determine studentss'weaknesses as follows: reference to family socialization, peer-group influence, specific events in the individual's past, sources of anxiety,

basic strivings, mechanism of defense, education, income, occupation, class affiliation, residence, religion and a host of personal variables including intelligence, age, sex, interest and aptitudes”. These are factors that can determine students’ weakness. All these factors have to be taken into account by the teacher so as to find a remedy to the students’ weakness. This simply means that the teacher is bound to adopt an attitude likely to favour success in his language class, otherwise he/she will find himself/herself in a serious difficulty and perhaps may not know why, Jack Fremier confirmed. Robinett (1969) thinks that “more attention should be paid to preparing teachers to be flexible in their teaching, to accept alternative ways of teaching and above all, to place more emphasis upon the teacher- student relationship and this affects the learning process”.

Some students recognized that they are weak because they don’t learn their lessons, they are lazy. Once more the teacher’s responsibility is called upon to sensitize them on the fact that they have nothing to gain by being lazy. Laziness leads to failure.

Other students attributed their weakness to the lack of concentration due to the lack of financial means which prevent them from satisfying the five fundamental needs. Citation. Others said that it is because of lack of documents to work hard. Some learners 15.78% said that the teacher always speaks English and it upsets them that's why they don't work hard. At this point, EFLteachers' knowhow is once more called upon to cope with all this matter. A teacher is an artist and should adapt to each teaching field. Krashen S. (1979), distinguished three characteristics that help students understand easily.

- a- "Slower rate and clearer articulation which help acquire identify word-boundaries more easily, and allow more processing time
- b- More use of high frequency vocabulary, less slang, few idioms,
- c- Syntactic simplification, shorter sentences".

Krashen is thus recommending that teachers consciously should try to simplify their speech when they talk to students. They should think about slowing down, using more common vocabulary,

using shorter sentences, less complex syntax with
less embedding

4.2.3 Teachers' way of grading impacts learners' copies

97.36% confirmed that the teachers way of grading their copies impacts their performance because when they have good marks, it prompts them to do better but when the marks is not good the fact of putting appreciation such as poor, weak, very bad, demotivates them and lead them to hate the teacher and consequently the subject. So EFL teachers should avoid frustrating learners by grading their copies in such a way to motivate them and show them that they are capable of doing better.

4.2.4 What students should do to work hard

Learners themselves recognized that to work hard, they should listen carefully to teachers in class, learn every day, do their homework, read man books, do research on internet and practice the English language every day, this can help them improve their level in English.

All in all, we can say that EFL teachers' role is a key determinant to learners' improvement. EFL teachers, should find ways and means to help their learners have a

positive view on English language learning. A list of the most critical 21st century Skills Teachers should have, was posted by Youssefon: May, 25, 2019.

Being a teacher doesn't mean you shouldn't be a learner. Learning is crucial to our academic survival. We need to continuously evaluate our practices and their impacts on students to get better and move ahead.

A teacher should be a relationship builder. Just like in life, relationship with others play an important role in our happiness and social stability. In classrooms, great relationships with students can promote a positive learning environment and raise their overall achievements. As a teacher, you have to ask these questions: Do my students love to come to my class? Do they like to engage, participate and collaborate? Do they feel empowered and encouraged? Do they trust me? Do they feel valued? Answering these questions will definitely help build a good relationship with students.

CONCLUSION

Grades include evaluations by teachers, standardized test scores, and exams results. It can affect students'

behavior for some reasons. First grades give students feedback on how well they master a subject, and students may increase their effort after the remediation session.

Grading acts as a motivational factor for students to get a better grade. Grading may actually help a poor test taker learn that he or she is a poor test taker and that his or her test-taking skills are the problem. If used correctly exams and grades, can help to improve a student's performance and it may help a teacher or professor hone his or her teaching skills. Fairly good is better than just fair, weak, bad.

To help learners improve there should be a better connection between school, family and state. Parents should devote time to consecrate to their children school results. They should be informed very often of their performance at school and analyze with the teachers what should be done for the improvement of their results. Teachers alone couldn't make the challenge though they can improve what they are doing today by better investment. This is important for teacher to see to what they have to do to inform of the performance of their children result. Teacher should have better investment, see

to what they are doing. As to State, he has its part to play. First of all, training teachers, the pre-service and in-service trainings, improve school materials, pedagogical and didactic materials, and the working condition, starting with the size of the classroom. The lighter or the smaller the size, the better it is for the teacher to see to each student to individually analyze their results and see what remediation can be brought to help them. But if they are numerous even the most working teacher couldn't succeed because as a human there is a limit. For a better result, State has to motivate teachers by affording them better working condition.

Further studies seem necessary in order to give a better picture on grading learners'' written summative assignment can have on their performance.

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