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**Investigating the Impact of Valuing Grades over Learning on
EFL students.**

The Case of Third Year LMD Students of English, Mostaganem .

Dissertation Submitted in Partial Fulfilment for the Requirement of a
Master Degree in Didactics and Foreign Languages

SUBMITTED BY

Djalti Salima

Members of the Board:

Chairperson:

Supervisor: Mrs.Bentmra Soumia

Examiner

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Dedications

The greatest thank would be to ALLAH who gave me strength and patience to complete this work

I dedicate this work to my sister Halima ,my brothers Amine and Moussa and my dearest friend Mohamed for their constant support

All of those who have helped me

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Abstract

Enhancing students' academic engagement is the key element of the educational process ; hence , research in this area has focused only on understanding the mechanisms that can be used to increase students' motivation to learn .Therefore, we attempt through this research paper to reveal more facts about students' motivation, starting with investigating students' opinions about learning and the grades in terms of what is more valued and constructive.To this end , we have designed a questionnaire for L3 english students, and an interview for L3 english teachers at the university of Abd Elhamid Ibn Badis ,in order to capture their views and collect valid and credible data.We have further found that students value grades ore than knowledge for many reasons which has affected in return their motivation to learn .

Keywords : students , academic engagement , the educational process, motivation to learn, learning, grades .

List of abbreviation

EFL : English as a foreign language

L3 : licence three

SDT : Self determination theory

% : Percentage

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General Introduction

1. General Introduction

Learning is the lifelong process of transforming information and experience into knowledge, skills, behaviors and attitudes. Whereas, grading is the process of applying standardized measurements of varying levels of achievement. Grading isn't new; it has been around for centuries because education has always been rooted in the knowledge exchange between students and instructors.

According to Gimonet (2007) the grade is the dominant method of evaluation in educational institutions, and there have been long discussions about it, as grades were considered as a barrier to learning because they can create conflicts among students. Some countries such as France in 1969, decided to cancel the marks from the primary school education to replace them with observations, estimates or comments, such as: average, good, very good, sufficient, not sufficient, or using the letter scale such as: E, D, C, B, A. Evaluating students through observations, comments or assessments also has its advantages and disadvantages, as when the notes are negative, they provide a negative image of the same student. And be a reason for his miscalculation of himself and his competencies. Whereas, it strengthens his will to work and succeed when it is positive.

Grading with numbers is the most used system in educational systems, it is based on choosing a grading scale that is either between 0 to 10 and the average is 5, or 0 to 20 and the average is 10, it is an easy and clear system for the students' families as well as for students themselves, so that they consider it as an indicator of the student's educational status. The most common Algerian grading scale is based on a scale of 0-20, 10 being the lowest passing mark. Grading is very strict and even the best student rarely achieves more than a 15 or 16. There are variances in the systems of grades which are expressed as fractions or multiples of the 0-20 scale.

After reading the existing literature on the related topic. The researcher found that several studies have been conducted on the influence of the grading process, the idea in which has previously been discussed is quite different from what we want to examine through this study. We want to investigate the way students view grades and learning in terms of what is more valued and the effect of their preference on their motivation in learning.

General Introduction

The current study endeavors to find answers to the following questions :

1. What are students' views on learning and grading in terms of what is more valued in the learning process?
2. Do their views affect their motivation in learning ? how ?

From the about research questions , the following hypotheses were set for the study :

1. Students may value grades more than learning ,because their fear of failure is probably going to lead them unconsciously to focus less on increasing their knowledge ,skills and understanding.
2. The way they value grades and learning seem to have a direct influence on their extrinsic motivation ,which might affect their learning outcomes .

In this work we will collect data through the use of two different research tools : a questionnaire addressed to L3 learners ,in order to obtain information about what is more important to them increasing knowledge or high grades ,and how it affects their learning motivation. And an interview administrated to L3 teachers for the sake of exploring students' main focuss and its influence on them .

The population under study includes 3 groups of L3 learners from Mostaganem university the english departement , since we cannot take the whole we have chosen a group at random and L3 teachers .

Our dissertation consists of three fundamental parts . The first one deals with the description of the main theoretical aspects of grading and learning processes,and the impact of grading on students .

Chapter two consists of the practical phase in which data were obtained through the use of two tools of research , the questionnaire for L3 EFL learners and an interview for their teachers .

Chapter three, in this part we provide an analysis and interpretation of the instruments of results and it will help us in checking the validity of our hypotheses. Furthermore , it allows us to give the right recommandations and suggestions for a better acheivement in the future.

Chapter One :
The Influence of the
Grading Process on
Students' Motivation

Chapter One

1.1 Introduction

The fundamental aspects of schooling, teaching and learning are deeply influenced by many forces. One such force is grading .In this context, many scholars and psychologists conducted several studies , in order to shed some light on the impact of the grading process on students . In this chapter we will present the previous studies conducted on the influence of the grading process on students' motivation.

1.2 The Learning Process

Defining learning is not always easy and at times seems ambiguous. Therefore several scholars tried to find a clear and simple definition for this complex concept .Taber (2000) argues that learning processes can often be represented as a sequence of conceptions developed by students during instruction. These conceptions do not exclude each other, a student can have more than one conception in parallel at the same time. Ambrose et al (2010) on the other hand states that learning is a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning. In addition learning can change the students' existing knowledge, attitude, ideas and the way they see the world. Hence ,learning is not something done to students, but rather something students themselves do. It is the direct result of how they interpret and respond to their experiences.

1.3 Motivation In Learning

Motivation is the process by which goal oriented activity is initiated and maintained. Learning motivation is related to what learners believe about how well they can control and manage their ability to learn.To clarify more what we mean by motivation, it is useful to describe how it manifests. When individuals are motivated to learn, they put in place the necessary cognitive and affective processes for changing what they know.They show an eagerness or a preparedness to learn. Those not motivated to learn don't show interest, drive or preparedness to

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engage in learning. Thus students are motivated to learn more when they have an idea or a goal for learning, because they feel prepared to engage their existing knowledge and activate learning strategies. However, two types of motivation are identified:

1.4 Types of Motivation

Based on self-determination theory which is a macro theory of human motivation and personality, learners may be driven to learn by two sources internal and external. Generally, there are two types of motivation; intrinsic and extrinsic motivation:

1.4.1 Intrinsic Motivation

Here stimulus is internal to the person, it can be biological, emotional, spiritual, or social. In this case, there are no external rewards. The activity is undertaken for self-pleasure and individual satisfaction. It may be characterized by curiosity and a desire to meet challenges. Intrinsic motivation is driven by an interest or enjoyment which a person feels in a task. It is within the individual and does not rely on external pressure. Ryan and Deci (2000) explained intrinsic motivation as the choices people make for their own sake without considering any external component, such that they are intrinsically rewarded. For example, learners are intrinsically motivated, and engage in activities because of their internal interests, joy, and excitement. Matt and Dale (2002) added that intrinsic motivation can be long-lasting and self-sustaining. Efforts to build this kind of motivation are also typically efforts at promoting students' learning. Such efforts often focus on the subject rather than on rewards or punishments. Csikszentmihalyi and Nakamura (2013) claimed that intrinsically motivated individuals possess the following characteristics, they engage in both mental and physical activities holistically, they remain highly focused throughout these activities with clearly defined goals, they are self-critical, they self-reflect on their own actions realistically, and they are usually relaxed and not afraid to fail during learning.

1.4.2 Extrinsic motivation

Here stimulus is outside the person, it can be there in the form of operant conditioning or social cognition. It refers to the performance of a task for attaining an outcome. It may be in the form of some kind of reward, social approval, or appreciation. Harmer (1988) stated that extrinsic motivation is caused by any number of outside factors that might include the hope of financial reward, the need to pass an exam or the possibility of the future level. In addition, Marsh (1996) defines motivation as an external stimulus that follows as a result of a certain response. So, extrinsic motivation is any stimulus that comes from outside of learner, and which drives the learner in the learning process. Matt and Dale (2002) remarked that extrinsic motivators more readily produce behavior changes and typically involve relatively little effort or preparation. The authors added that efforts at applying extrinsic motivators often do not require extensive knowledge of individual students. However, extrinsic motivators can often distract students from learning the subject at hand, or independent learning. Also, another problem with extrinsic motivators is that they typically do not work over the long term. Once the rewards or punishments are removed, students lose their motivation (Matt & Dale, (2002). Biehler and Snowman (2013) also believed that extrinsic motivational factors can diminish students' intrinsic motivation .Such observation has also been echoed by Bain (2004) who concluded that extrinsic rewards have negative impacts on intrinsic motivation.

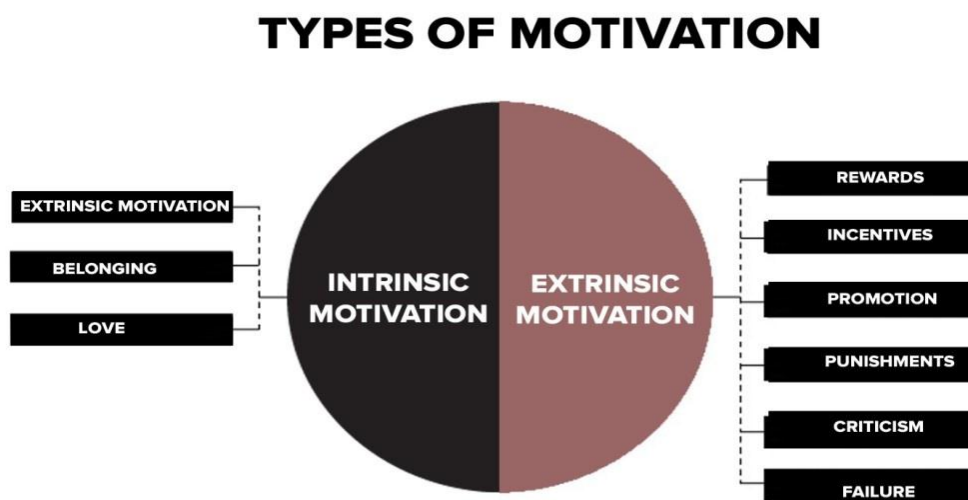


Figure 1:Types of Motivation

1.5 Learning Goals

Goals setting is fundamental to long-term success. After all, it's difficult to get to a desired destination before you have clearly defined where that destination is. Goals help students to focus upon the journey to a collection of set achievements, meaning they allocate their resources and time more efficiently and can access motivation during times when they may feel like giving up. From an academic perspective, goals improve performance by ensuring Cadets remain accountable for their own failures and successes, propelling themselves forward through a selection of small achievements designed to break down a larger purpose. What's more, setting and achieving goals translates to feelings of success and confidence for students, which in turn leads to greater confidence and productivity.

With set goals, students can float from one area of life to the next, achieving accomplishments and doing their best. Establishing a goal creates a sense of clarity and correlation between the process of working hard and accomplishing something significant. Because of this, Cadets access the motivational energy that they need to work through periods where focus may begin to wane. Students can be encouraged to work towards short-term and long-term goals that interconnect, giving them more focus on what they should be spending energy and time toward. Through the pursuit of those smaller goals, Cadets learn more about themselves their skills, weaknesses, and what they want to accomplish.

table 1: Some Examples of Students Short and Long Term Goals

Short term goals	Long term goals
Meeting academic expectations Completing all homework and assignments in times . Participating in classroom activities Being punctual and respectful with others.	Develop effective communication skills (Written , oral , interpersonal , group). Develop higher cognitive skills (critical thinking , creativity , analytical ability) . Cultivate the virtues ethics ,

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Maintain discipline in the class as well as school .	responsibility , honor , tolerance , respect for others , empathy .
Develop a positive relationship with colleagues and teachers .	Prepare for lifelong learning independent thinking and learning , learning to find information , asking the right questions.
	Develop focus and depth in one or more disciplines leadership skills .

1.6 The Grading Process

Grading is the one of the major function, result, and outcome of assessing and evaluating students' learning in the educational setting. Hence, it is very important that students' progress is recorded and reported to them, their parents and teachers, school administrators, counselors and employers as well because this information shall be used to guide and motivate students to learn, establish cooperation, and collaboration between the home and the school. According to Hogan (2007) and Magno and Ouano (2010), grading implies combining several assessments, translating the result into some type of scale that has evaluative meaning, and reporting the result in a formal way. From this definition, we can clearly say that grading is more than quantitative values as many may see it; rather, it is a process.

1.7 The Grading Purpose

Grading is very important because it serves many purposes. In the educational setting, the primary purpose of grades is to communicate to parents, and students their progress and performance. For teachers, grades of students can serve as an aid in assessing and reflecting whether they were effective in implementing their instructional plans, whether their instructional goals and objectives were met, and such. Administrators on the other hand, can use the grades of students for a more general purpose as compared to teachers, such that they can use grades to evaluate programs, identify and assess areas that needs to be improved and whether or not

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curriculum goals and objectives of the school, and state has been met by the students through their institution.

Since grading has been a constant in our educational system, it is not surprising that it has been a topic of educational conversations for decades. But what is there to discuss? Since the beginning of the 1970s the effect of grades on student motivation has been a debatable question and research showed diverging results.

1.8 The Impact of Grades on Students Motivation

Motivation refers to an internal cognitive state, when the learner is paying attention to the educational position turning to a specific activity and continue it until learning is achieved. Thus it can be provided through grades; most students study hard in order to acquire good grades; once they get them, they feel encouraged to study harder to obtain higher marks. There are numerous ways on how grades serve as motivators for students across different contexts (family, social, personal...etc.).

The concept of learning motivation has been investigated by various researchers, who have identified certain factors which affect the learner's motivation and academic performance. However, the previous studies reveal that grades have both positive and negative influence on students' motivation. Some scholars find grades to be positive reinforcers in that they increase the probability that the behavior that produced the consequences likely will reoccur in the future. For example, if a student received a good mark on an assignment, she or he would be more likely to study or prepare for future assignments. While, others believe that external rewards have negative effects on the student's interest, motivation and learning, because students' learning motivation diminishes when they receive grades.

On the positive side, extrinsic rewards do carry advantages, some researchers have further found out that learners who are graded acquire more comprehensive knowledge in academic subjects. When students have the opportunity to receive grades, they spend more time on their assignments and absorb more information about the subject. On the other hand, students who do not have to worry about their grades will not put forth much effort and will have only a superficial

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understanding of their subjects. Additionally, grades motivate students because they are a way to determine which individuals in the group are brilliant. They are assigned systematically so that they clearly show which students in a class are the best and brightest. Reeve (2001) mentions that rewards can make an otherwise uninteresting task seem suddenly worth pursuing. For instance learners may be already unmotivated because of the nature of the subject. Students that are required to take certain classes often bring an unmotivated and negative attitude into the classroom. However, teachers who can facilitate engaging discussions and involve their students in activities may be able to motivate them to learn. Furthermore, if the teacher gave the students participation points for active participation, they likely would see the task ahead of them as worth pursuing.

Although grades may motivate some students to learn and study course concepts, grades also have limitations in terms of motivation. A wide variety of research demonstrates that extrinsic reinforcers, such as grades, work to decrease intrinsic motivation and interfere with the process and quality of learning. Kohn (1999) mentioned that students tend to lose focus on their personal interest in the material when grades are introduced and shift their learning efforts to focus on just the elements of the course that will be graded. This shift in focus distracts students from the true value of the learning process and creates a distortion in learning priorities, it may even go so far as to retard the development of critical thinking and metacognition skills. Additional research showed that even good grades can create unmotivated students. Cleary (1990) discovered that students who were rewarded with good grades became apprehensive writers. Moreover, Benware and Deci (1984) discovered that learners motivated extrinsically are often passive information processors. This passive approach ultimately may discount what a student learns, while simultaneously favor the importance of getting good grades. Furthermore, using grades as rewards has proven to have limited motivational value, while using grades as punishments has shown no value and, in fact, can be detrimental to student. When schools use grades to reward or punish students, or to sort students into levels, imbalances in power and privilege will be magnified. Edwards and Edwards (1999) said that not only can grading cause some students to establish a “failure-expectation pattern” in which they avoid being held to higher standards which they find intimidating, it can even

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cause students to develop fixed perceptions of themselves as poor learners, resulting in low self-esteem and self-sabotaging behaviors. According to a study in the Journal of Applied Sciences “There is a significant relationship between self-esteem and academic achievement in students.” In other words, the effects of low self-esteem on academic performance often appear as subpar grades; whereas, high self-esteem can result in higher grades. Alfie Kohn asserts that grades dilute the pleasure that a student experiences on successfully completing the task. They encourage cheating and strain the relationship between teacher and student. They reduce a student’s sense of control over his own fate ,and can induce a blind conformity to others’ wishes, sometimes to the point that students are alienated from their own preferences don’t even know who they are. More and more deeply, disciplinary power, by creating compliance mechanisms and preferences, dictate the desirable preferences of individuals .

Mandrell (1997) reported that attempts have been made to teach without grades,because of the many disadvantages of using them; however, students were less motivated to study when no grades were used. Additional research conducted by Bressettee (2002) has illuminated that using grades not only enhances students’ motivation, but allows for better differentiation among students. In a study of 3,400 college students, Stallings and Leslie (1970) discovered that grades serve a motivational function in that when students were asked if grades provided them the motivation to complete assigned coursework, more than 67% responded positively. Grades are not the only motivator that students receive; however, they do play a role in motivation.

1.9 Conclusion

To sum up, grading is a powerful tool used by teachers to communicate their students and evaluate their learning.The review of the previous research reveals that several studies have been done to discover the influence of grades on learners ,but their aim is different from the idea we want to investigate, we intend to discover the students’point of views about grades and learning their motivation in terms of what is valued ,and its impact on their motivation in learning.

Chapter Two:

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2.1 Introduction

The aim of this chapter is to present the methodology we have followed to collect data. We will start first by explaining the purpose of this study. After that a brief definition of the type of this research and its characteristics will be provided. Then we will discuss the appropriate strategy chosen to describe, analyze and interpret data. Additionally, we will introduce the population of our study with the sampling strategy that we have used to select the sample. The next point is about shedding the light on the tool used to collect information and the reasons behind our choice. Next, a detailed analysis of the questionnaire and the interview will be provided in order to explain the aim of each question, as well as presenting the findings. Finally, we will briefly see the aim of the developed questionnaire and interview along with the way they are organized.

2.2 The Purpose of The Study

Our study focuses on exploring the true value students give or show to both the learning and grading processes, and its effect on their motivation. Our objective is to examine the validity of our hypotheses through a questionnaire administered to L3 English students, and an interview for L3 teachers. The result obtained from our analysis and interpretation of the collected data will determine which appropriate recommendations to be suggested to teachers as well as students to overcome problems related to the students motivation due to this vaug.

2.3 Research Methodology

Research is a systematic effort to gain new knowledge, and the original addition to the available one, which contributes its farther advancements. Research is not confine to science only, but also literature, history and sociology. However, descriptive research falls into two major categories: quantitative and qualitative studies.

In Quantitative research data is collected and analyzed in terms of numerical data that it is concerned with the measurement of attitudes, behaviors and perceptions. On the other hand, qualitative research is associated with gaining more familiarity and closed insight into assumptions, and behaviors of people without measuring data through numerical statistics.

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The characteristics of quantitative research are: Data is collected and analyzed in terms of numbers, the use of charts and graphs to help the reader better understand data organization. The use of statistics like: frequencies, average, and percentages to measure data. To go through these steps, a questionnaire survey is designed to gather statistics. Robson (1993) states that The term survey is commonly applied to a research methodology designed to collect data from a specific population, or sample from that population, and typically utilizes a questionnaire or interview as the survey instrument .

The choice of the method then depends largely on the topic of the research work, its aim, and the samples under investigation. Therefore, we need a research strategy to describe, analyze and interpret the impact of valuing grades rather than learning on L3 students, and the appropriate case study that matches our objectives is case study. Consequently, we are going to investigate the case study of third year LMD students of English at Mostaganem University.

2.4 The Target Population

The target population is the group of individuals that the researcher intend to conduct research on and draw conclusions from .The population we are interested in includes L3 teachers and students of english at Abdelhamid Ibn Badis University, Mostaganem to obtain valid and accurate results about our study , we could gather data from 40 third year LMD students, and 9 teachers of english language of different modules .

The reason behind our choice is that we are not interested in a specific characteristics in our selected students and teachers , what matters is that learners and teachers should be from third year LMD level. Therefore, to achieve our objectives, both selected teachers and students are from Abdelhamid Ibn Badis university.

2.5 Data Collection Instruments

Data collection instruments refer to the devices and tools used to collect data , such as a paper questionnaire or computer-assisted interviewing system, case studies, checklists, interviews, observation all these are tools used for data collection . Because students are the core of this study, it is vital to include them in this important conversation and capture their views .Therefore, a questionnaire was addressed for L3 students , the questionnaire contains closed questions where the potential answers are defined in the questionnaire, and opened-questions where the respondents are allowed to express their own ideas with their own words, along with an interview administered to L3 teachers

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for the sake of capturing their views relying on their experience in teaching for many years .

2.6 The student's Questionnaire

The questionnaire was administrated to reach our objective , it is designed for third year licence students . It included 11 items aimed at exploring the value of the learning and grading processes ,and its impact on students' motivation , in which they are supposed to tick the answer which suits their choice. It is important in this study, to give learners the opportunity to express their own opinion.

2.6 Analysis of the questionnaire

Question 1: Education is about ? choose the option that suits your choice

- a) learning and increasing your knowledge
- b) proving that you are smart
- c) obtaining good grades
- d) developing long life skills
- e) All of them

Other

table 2: Students'views concerning education

Options	Number	Percentage%
Learning and increasing knowledge	9	22,5%
Proving that you are smart		
Obtaining good grades	18	45%
Developing long life skills	8	20%
All of them	5	12,5%
Other		

The first question allows us to get information about the way students view education . The table above reveals that 45 % of the research participants think that education is about obtaining good grades , and 22,5 % think that it is about

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learnig and increasing knowledge , 20% of them see that it is about developing long life skills, while 12,5 % believe that it is about all of them .

Question 2: Your level of engagement in learning is...

- a) To some extent high
- b) It's medium
- c) To some extent low

Other

table 3: Students' level of engagement in learning

Options	Number	Percentage %
To some extent high	14	35%
It's medium	20	50%
To some extent low	6	15%
Other		

The second question aim at determining the level of students' intrest ,however ,the second table shows that 35% O the learners are highly engaged with their learning, 50% of them their level of engagement is medium , and only 15% of them said that their level of engagement is to some extent low .

Question 3: You would describe your level of motivation, as it relates to your learning currently, as...

- a) Fairly high
- b) Fairly low
- c) depends on the coefficient of the module

Other

table 4: Students' level of motivation in learning

Options	Number	Percentage %
Fairly high	8	20%
Fairly low	4	10%
depends on the coefficient of the module	28	70%
Other		

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The third question determines the students' level of motivation in learning . The table indicates that 20% of the students have a high level of motivation, while 70% feel motivated depending on the coefficient of the module, and 10% of them have a low level of motivation it relates to their learning currently .

Question 4: Do you believe that your grades reflect your learning ?

- a) Yes they do
- b) They do often
- c) They rarely do
- d) No they don't

Other

table 5: Students' opinions about grades reflecting their learning

Options	Number	Percentage %
Yes they do	6	15%
They do often	15	37,5%
They rarely do		
No they don't	19	47,5%
Other		

The fourth question attempt to find out whether they see grades as a reflection of their intelligence .The table presents that 15% of the participants believe that their grades reflect their learning, and 37,5% see that they often do that, but 47,5% think that they don't .

Question 5: Have you ever encountered a mismatch between your performance in the exam and the grade you obtained ?

- a) Yes
- b) Sometimes
- c) No

Other

table 6: Students witnessing a mismatch between their performance and the grade they obtained

Options	Number	Percentage %
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Yes	24	60%
Sometimes	9	22,5%
No	3	7,5%
Other		

The fifth question endeavors to know if students have encountered a mismatch between their performance in exams and the marks they obtained . The table shows that 60% of the learners have encountered a mismatch between their performance in the exam and the mark they obtained ,22,5% of them faced this situation sometimes, and 7,5% said no.

Question 6: If so, how did it influence the importance you give to learning ?

table 7: Students' justification of the way it influenced the importance they give to learning

Answers	Number	Percentage %
It affected me negatively	1	2,5%
I started to believe that the education system in our country is broken	1	2,5%
Measuring our intelligence with grades that will never show our real level is demotivating	1	2,5%
It didn't impact it at all	2	5%
No answer	35	87,5%

The sixth question investigates how did it impact the importance they give to learning. Most of the student hesitated to answer this particular question 87,5% , only few of them answered 12,5% ,some of them said that it affected them negatively 7,5% .Hence, they started to believe that the education system in our country is broken,for measuring students intelligence with grades that never show their real level,which demotivated them and made them care less about learning.While, others 5% said that it didn't influence the importance they give to learning at all .

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Question 7: What do you think your teachers value more from you ?

- a) Good grades
- b) Effective learning
- c) Hard work (not necessarily having a good mark)

Other

table 8: Students' views about the teachers' real expectations

Options	Number	Percentage %
Good grades	25	62,5%
Effective learning	13	32,5%
Hard work not necessarily obtaining good marks)	2	5%
Other		

The seventh question explores what students think that their teachers value more from them . It is shown that 62,5% of the students think that their teachers value only good grades from them , 32,5% believe that they value effective learning more, but 5% of them think that they value the hard work without necessarily getting a good mark .

Question 8 : What do you think your parents value more from you ?

- a) Succeeding
- b) Constructive and meaningful learning
- c) Seeing you making an effort in studying

Other

table 9: Students opinions' in parents real expectations

Options	Number	Percentage %
Succeeding	22	55%
Constructive and meaningful learning	8	20%
Seeing you doing an effort in studying	6	15%
Other	4	10%

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The seventh question explores what students think that their teachers value more from them. The data in the table manifest that 55% of the learners suppose that their parents want them only to succeed, 20% think that they value constructive and meaningful learning more. whereas, 15% believe that what their parents truly value is seeing them making an effort in studying. 10% of them provided other answers included finding a permanent job position and securing their future.

Question 9 : Do you always feel demotivated whenever you obtain a bad mark ?

- a) Yes
- b) Depends on the coefficient of the module
- c) no

other

table 10: Students feedback toward obtaining bad marks

Options	Number	Percentage %
Yes	12	30%
Depends on the coefficient of the module	20	50%
No	8	20%
Other		

The ninth question aims to discover whether obtaining bad marks demotivates them. Students' answers reveal that 30% of them feel demotivated when obtaining bad marks, and 50% answered according to the coefficient of the module, but 20% said that they don't feel demotivated at all.

Question 10: After each test do you try to find ways to improve your performance ?

- a) Yes
- b) Sometimes
- c) rarely
- d) No

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Other

table 11: perception of students' improvement after tests

Options	Number	Percentage %
Always	7	17,5%
Sometimes	11	27,5%
Rarely	10	25%
Never	12	30%
Other		

The tenth question examines if after tests and exams they try to find ways to improve their performance. The analysis of the answer show that 17,5% of the participants declare that they always try to find ways in order to improve their performance in the exams , 27,5% try but only sometimes ,25% rarely try and 30% never try to improve .

Question 11 : Do you require a sample correction of tests and exams to evaluate your performance ?

- a) Always
- b) Often
- c) Sometimes
- d) Rarely
- e) Never

Other

table 12: Perception of students asking for correction samples

Options	Number	Percentage %
Always		
Often		
Sometimes	19	47,5%
Rarely	12	30%
Never	9	22,5%
Other		

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The last question examines whether students ask for correction samples from teachers.

The result shows that 47,5% of the students require sometimes a sample correction of the test or the exam ,and 30% rarely ask for one , while 22,5% never try to ask for it .

2.7 The Interview

The interview was designed for L3 teachers to gather information relying on their experience in teaching about the impact of valuing grades rather than learning on L3 EFL students.

2.7 The Aalysis of The Interview

The first question of the interview aims to know the teachers thoughts about the way students view education ,whether it is about increasing knowledge or getting the diploma .The teachers answers differed , some of them were not sure, as it is difficult to predict the way students think ,but they stated that students view education as a means to get the diploma and prepare for their career .While others assert that this was the case before ,but recently there is a change in point of views ,some students revealed an intrinsic motivation and they learn for pleasure , because they persue a diffrent dream job in the future .

The second question allows us to get information about the influence of valuing grades only on learners' academic achievement .The teachers responses were basically the same .Indeed,it has an influence,thus , if the marks were good they will be motivated , but if marks were bad students will be demotivated .

The next question investigates whether valuing grades only on the part of the students can enhance their amount of learning , however, the teachers responded by "no,not necessarily, at times yes but at others no ", and justified their answers by students' tendency to learn by heart taken into consideration the amount of information to each module which means they don't know how to link between two pieces of work for example literature and civilization .

The fourth question attempts to find out if students' focus on succeeding have any positive or negative effect on their motivation.The teachers declared that it does have a positive and negative impact on the students' motivation . At the same time they feel that even the postive can turn into a negative aspect later, beacause at the start learners

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become serious when they are seeking good marks ,but later it becomes automatic and they lose their motivation .

The fifth and sixth questions explore whether the teachers have witnessed any aspect of this impact on their students ,and the way the managed to handle it .

All the teachers have witnessed these aspectson their students , especially during the pandemic .

The last question seeks to know if the teachers see the mark as measure to students' intelligence . The instructors assert that most of the times yes , but not always , because there are some brilliant students fail at the day of exam in answering the questions which affects their mark negatively, and others obtain good mark by cheating .

2.8 Conclusion

Throughout this chapter, we have presented the research methodology that has been tackled in order to collect sufficient, reliable and credible data ,along with the analysis of the students' questionnaire and the teacheRs' interview that allow us to explore our research objectives concerning the influence of valuing grades over learing on L3 students motivation .

Chapter Three :

Chapter Three

3.1 Introduction

This study investigates the true value L3 English students give to learning and grades, the reasons behind that and its impact on their motivation. In this chapter we will discuss the results shown in the previous section and recommendations. As such the interpretation of our findings will help us to answer our research question.

The results of this study confirmed that students do value learning, although they care too much about the grades and feel stressed about them sometimes, yet both the students and their teachers affirm that learning is essential and important to them.

The following ideas portray the findings discussed in this research paper:

3.2.1 Students' main focus is on grades

The responses of the students showed that most of them care about grades more than learning, and they seek only good marks in order to get the diploma. But some students and the teachers assure that they value learning more because they think that education is a chance to increase their knowledge, evaluate and enhance their mastery of language, as well as developing long life skills.

3.2.2 Students' interest and motivation to learn is related directly to grades

Most of students stated that their level of interest and motivation to learn are medium and depend on the coefficient of the module, and the bad marks seem demotivating more when the coefficient of the module is high.

3.2.3 Grades are not a reflection for students' level of intelligence

Most of the teachers and students agreed on the idea that says the grade is not a precise measure for students' level of intelligence, because some of them obtain good marks but they don't have any knowledge. While, others are brilliant learners, yet they fail at the day of the exam to answer the questions.

3.2.4 The value of learning is affected by the grade students' obtain

The results shown in the previous section assert that whenever learners encounter a mismatch between their performance in the exam and the grade they obtain later, it affects them negatively and influences the importance they give to learning.

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3.2.5 Students' focus on grades is a result of a social factor

Most students need and value relationships, both especially with parents and teachers, and often they get a good deal of positive support from them. But the effects of social relationships are complex and at times can work both for and against academic achievement. Thus, students try constantly to please both their teachers and parents through working hard on assignments, because most of them believe that instructors and parents care about the good results than the knowledge.

3.2.6 Students lack the skills of improvement

We concluded from the learners answers that they rarely ask for a sample correction from the teacher or try to find ways to improve, because they see good results as rewards, whereas bad results are similar to a punishment. In this case, motivation is the consequence of these results. Hence, after receiving the exam paper whether they obtain good or bad marks, most of times they feel satisfied or demotivated and forget about asking for a sample correction.

At the end, we deduce that most students do value grades more than learning, due to some factors related to extrinsic and intrinsic motivation, parents and teachers expectations, students' learning objectives and future goals. However, there are some of them who believe in the value of learning and seek knowledge. Therefore it is vital for learners to reconsider the true meaning of the learning process through the help of their teachers.

3.3 Recommendation

Based on our findings, we provide some suggestions for teachers and students as useful tips to increase students' learning motivation, in order to improve their academic performance and ensure effective learning. They are as follows:

3.3.1 For Teachers

3.3.1.1 Set Clear Goals

the learners should be familiar with the aims and objectives of the subject and topic that is why the teachers should set realistic performance goals and help students achieve them by encouraging them to set their own reasonable goals.

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3.3.1.2 Show the Need for the Lesson

Teachers should show the benefit of the lesson to the learners' needs by conveying the value of what they are teaching them, and make them believe that learning will help them achieve their own long-term goals. For example, the teacher can assign tasks that are meaningful to the students' real life to grab their attention.

3.3.1.3 Arouse and Maintain Students' Interest

The teacher should be enthusiastic, illustrative, and exemplary. Using of effective teaching aids such as humor, reasonable entertainment and adding facts and figures to spice up his lesson.

3.3.1.4 Increase Chances of Early Success

the teacher should give students as much control over their own education as possible. For instance, he can encourage them at the early stages of the lesson to work on projects that interest them and they can complete successfully.

3.3.1.5 Be Free with Praise and Constructive in Criticism

The teacher need to try to understand the nature of students and then appreciate and criticize them in motivating and inspiring manner as giving recognition and credit where due.

3.3.1.6 Avoid Emotional Responses

Emotional reactions to learners' anger and frighten them. This distracts them from the subject being taught. Emotional outbursts interfere with learning and are demotivating.

3.3.1.7 Provide Necessary Facilities/ Resources

Provide learners the opportunity to do what is expected of them on their own. This instills confidence and increases motivation. When the students are offered opportunities, it makes them more responsible, they can learn more about the consequences of their choices.

3.3.1.8 Treat Learners as Special Individuals

Relationships are at the heart of teaching, since it is an activity based on communication. A teacher should give each learner his/her due respect as it befits him/her. Through recognizing individual skills and promote them, meeting individual

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needs and listening to their problems and show them they are people worthy of respect and consideration.

3.3.1.9 Provide Incentives

Rewards play an important role in motivating the students. Special privileges make students most active in the process of knowledge. Prizes and rewards should be according to the personality of the students. Make learning itself ends up being rewarded; it should be a useful process for the students. However, it is not compulsory to give learners big and expensive rewards, small rewards like candy, pen, and pencils, should be given to encourage them.

3.3.1.10 Give Correct Guidance

Reaching out to students will help in finding a connection between how students learn and how instructors teach. A teacher has to know his students and build on their strengths, providing them correct and good support when needed, especially at the time of difficulties, i.e. sickness, lack of fees, hunger, and slow learning.

3.3.2 For Students

3.3.2.1 Adopt A Aositive Mental Attitude

The first step on the road of improvement is to turn the negativity on its head, the student needs to be positive about the situation and takes control of it. Instead of thinking about failure, he should trust his abilities and take positive steps towards achieving the improvement he is more than capable of achieving .

3.3.2.2 Identify The Best Way To Retain Knowledge

Individual strengths vary drastically from one individual to another .Comparing his grades with his calssmates who do not put much effort but still do well is a bad idea that ends with negative emotions .However,improving weak subjects can significantly vary depending on the students' strategy to retain knowledge .

3.3.2.3 Working Out The Areas They Struggle The Most

The next step is to discover the areas the learner is underperforming and the cause .Whether they are external factors such as family or other personal issues,or struggling with an academic skill to coprehend the subject .Once he isolate the source of the issue, he can apply problem-solving strategies to overcome the areas he struggles the most .

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3.3.2.4 Make Learning More Fun

Sometimes students are not interested in learning because they lost motivation. When the student focus only on achieving high grades, he tend to forget that learning can be fun, and not only that, but it's much easier to perform well when you are enjoying it.

3.3.2.5 Consulting Teachers

It is a useful idea that the student consults his teachers when searching for a strategy to increase his motivation and promote his performance. Most teachers are highly empathising and would be keen to help their students do better.

3.3.2.6 Asking for Parental Support

When students perceive that their parents value hardwork not just the good results, they are more likely to feel competent and motivated in their studies. In fact, the academic encouragement parents provide is even more powerful than the support provided by friends and teachers. The extent to which parents convey and communicate these expectation is more important. The more the families discuss school issues, the more positive impact their expectations can have on their children's academic achievements. To this end, students should not hesitate asking for the support of their parents whenever they needed.

3.3.3 Conclusion

This chapter attempted to answer our research questions through the analysis and discussion of the findings. We have discovered that most of the students value grades more than learning itself, due to some external and internal factors. Yet, there are some of them who still value and care about learning and gaining knowledge more than grades. Consequently, this valuing has affected their motivation in learning, and hence their academic achievements.

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2. General conclusion

Since ,students live in a society where they are required to attend school ,they tend to feel demotivated most of the time which means that their presence in the class is not a guarantee that they want to learn. Yet, they work hard in order to achieve good results and succeed .But this will only lead them to value the grade more than knowledge.

After revealing that grades work as extrinsic motivators for learners, our research attempted to explore the students' point of views concerning grades and learning in terms of what is more valued , and its possible influence on their motivation to learn .

From the results of the questionnaire, we deduced that most of them do value grades more than learning.Due to some external and internal factors , such as their parents expectations,succeeding and avoiding failure,as well as getting the diploma and preparing for their career to secure their lives. As a result, students' motivation got influenced by this valuing , as it fluctuate according to their performance in tests and exams and the marks they obtained .

The responses of the teachers in the interview revealed that not all learners' focus only on succeeding , some of them value education and learn english to develop their mastery of language and enhance their level. They also declared that this valuing has a negative impact on students' motivation , because when students' focus is on obtaining good marks only they lose intrest in learning and become passive reciepiant who memorize the information without understanding its meaning .

Finally , we have suggested some solutions for both the teachers and students emphasized on explaining the need for the lessons through linkig them with real life situations that intrest the students to attract their attention , including fun in learning and incentives , providing correct guidance, developing a positive attitude towards learning and the most important point is asking for the support of parents in order to increse students' motivation and show them the effectiveness and importance of the learning process .

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