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**The Role of EFL Teachers in Enhancing Learners'
Achievements**

**Case Study of Second Year Middle School of Manbaa
Elghozlan in Biskra**

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English*

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Dedication

This work is dedicated specially to my parents, who have shown me what nobody else would ever have, and have provided me with encouragement, love and understanding.

This work is also dedicated to my brothers and sisters for their whole-support hearted.

To all my extended family,

To my special friend, SABAH BADI, I love you so much dear.

To all my friends and teachers at the University of Biskra,

To all who were there for me, thank you for ignoring my faults and encouraging my merits

To all those who have been supportive, caring and patient, sometimes beyond their strength, I dedicate this simple work.

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Abstract

The present study aims at investigating the role of EFL teachers in enhancing learners' achievements. It attempts to examine the possibility of improving EFL learning process. It takes the case of second year middle school at ManbaaElghozlan middle school. The current study is stimulated by the fact that motivation is a cardinal factor which gives and pushes the EFL learners to go ahead and improve their learning. But there is something missing for leading learning process developed such as individual change, we recommend the individual change because the change because the change is important and may be creates something new that we have never seen.

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General Introduction

Our dissertation discusses the role of EFL teachers in enhancing learners' achievements. It contains three chapters; two theoretical chapters and one practical chapter.

The first chapter entitled effective EFL teacher; it consists of the definition of EFL teacher and the roles that he takes in order to improve learning process.

The second chapter entitled describing learners; it contains the definition of EFL learner, and learner's differences. Also, it includes the characteristics of a good learner , learner's styles, and language levels. In addition to motivation, which has the biggest role in enhancing learners' achievements.

However, the last chapter concerned with two questionnaires for the teachers and for the pupils. We mention the aim of the questionnaires, the analysis of questionnaires, the description and the results, and at the end, we recommend these questionnaires.

Literature Review

The study of effective EFL teachers can help us to discover the efforts that teachers make in order to instruct their pupils. As well as to know the goal of teachers' preparations. We should mention the roles that teachers could take in order to be effective because " it assumes that the effective teacher differs from the ineffective one primarily in command of a larger repertoire of competence-skills, abilities, knowledge and so forth that contribute to effective teaching" (Medely15: cited in Richards and Nunan:8).

However, we should focus on EFL learners and their differences. Some pupils are better at learning languages than the others. Peter Skehan, for example, believes that "what distinguishes exceptional students from the rest is that they have unusual memories, particularly for the retention of things that they hear." (Harmer: 41).

Statement of the study

This study shows how English as a foreign language teacher affects the learners' achievements. Also, we are going to see if he is able to teach foreign language for the pupils of the second year in the middle school.

Limitations of the study

This research talks about teaching and learning English as a foreign language in the middle school especially the grade of the second year because English is new language for them. As it demands efforts and time to learn it. It focuses on the roles of EFL teacher and learners' differences and styles as well as the characteristics of good learners and how to motivate them.

Significance of the study

Our aim from this research is to know how the EFL teacher affects his learners in order to achieve their goal which is learning English perfectly. Furthermore, we want to see how the teacher and the circumstances around the learners motivate them.

Research methods

In this study, we would describe direct two questionnaires; the first one is for the teachers who work in the middle school and the second one is for the pupils who are in the first steps of learning EFL.

After collecting the required data, for our research, we would analyze them quantitatively and qualitatively as well as we would mention the results and findings that we have achieved, and try to guess recommendations.

Study questions and hypothesis

This thesis relies on the following questions:

- 1-What is an effective EFL teacher?
- 2-What are the roles of EFL teacher?
- 3-How does EFL teacher affect his learners?
- 4-How does EFL teacher motivate the learners?
- 5-What is an EFL learner?
- 6-What are the differences of EFL learners?
- 7-What are the characteristics of a good EFL learner?
- 8-What are the learners' styles?

Furthermore, we hypothesize:

1-If the EFL teacher likes his job and his learners; they will be interested in learning English.

2-If the EFL teacher knows how to deal with learners' differences, he will be successful teacher and his learners will like him too and follow him step by step in learning EFL.

3-If the EFL teacher organizes his lessons well; his learners will understand the lessons.

Chapter One:

Effective EFL teachers:

Introduction

We are going to deal with how EFL teacher can affect his learners. Also, we are going to define the EFL teacher and the roles that he can do in order to be effective and a good teacher. However, EFL teacher should have more knowledge about the English language in order to instruct and guide his learners to learn the foreign language well.

Furthermore, it is easy for the EFL teacher to teach if he knows how to deal with the learners and use his intelligence to do the lessons in meaningful way. EFL teacher has many roles in the classroom such as controller, organizer, assessor, prompter, participant, resource, tutor, observer, and as teaching aid. These roles can help the EFL teacher does his work as well as help the EFL learners to learn the English language.

Finally, The EFL teacher can be effective and good teacher if he knows how to teach and use materials that help his job as a teacher.

I.1. Definition of Effective EFL Teacher

An effective EFL teacher is a good instructor who can deal successfully with the learners.

"In his book *The Essence of Good Teaching* (1984), Seymour Ericksen describes a study in which the views of learners and administrators about teachers were analyzed. The conclusion reached was that "an outstanding teacher should be an inspiring instructor who is concerned about students, an

active scholar who is respected by discipline peers, and an efficient organized professional who is accessible to students and colleagues"

(qtd in Williams and Burden,47).

However, it is not easy to be a good teacher especially with foreign language learners. In other words, effective teaching demands factors such as clarity of presentation which means the ideas of the lesson are simple and clear. Also, it requires variety of activities during lessons and stimulation of learner's ideas. Moreover, the teacher should use structuring comments rather than criticism at the beginning and during lessons, as he can create a relaxed and enjoyable atmosphere in the classroom. Furthermore, the effective teacher presents work in an interesting and motivating way; he provides conditions, so learners understand the work. As well as can help them with difficulties and encourages them to raise their expectations of themselves and develops personal, mature relationships with them.

Teachers' beliefs about themselves, about learning and its educational relevance and about learners can help them to be effective and good teachers as Williams and Burden say,

"if the teacher as educator is one who is constantly re-evaluating in the light of new knowledge his/her beliefs about language, or about how language is learned, or about education as a whole, then it is crucial that teachers first understand and articulate their own theoretical perspectives"(57).

According to Harmer, "Teachers who look fed up or unhappy with what they are doing tend to have a negative effect on their students"(1).This means that good teacher should lead his problems outside the classroom because it affects the learners' achievements; they are not interested in their lessons as well as their teachers. However, When teachers see their learners are wrong, they must not punish them but they correct the mistakes of their learners that they make and advise them to not

repeat the mistake again because "The teacher has to measure what is appropriate for a particular student in a particular situation" and "Good teachers care more about their students' learning than they do about their own teaching"(Harmer, 2, 3).

It is important for the effective EFL teacher to know the names of his learners because of them; they feel comfort and happy, they notice that their teacher is interesting to know everything about them. As he can be the father of his learners, good teacher does his effort to make his learners feel that they are as a family because he does not want the learners be afraid of him. In addition, the effective EFL teacher is the friend of his learners; he knows everything about them, their feelings, their differences, their ability to learn in order to present his lesson in good way and makes them follow him step by step to understand and comprehend what the teacher says. However, the teacher should be aware of his learners and must know when and where he changes the way of teaching.

Good teaching requires teachers who have good materials and methods, full knowledge about teaching and how they deal with the differences of learners because some of them pick up the idea quickly and others are hardly to learn, class atmosphere viewed as more important than materials or methods. Moreover, the success of the learners demands the success of the teachers because when the teachers win in their branch, their learners win in their study. That is why, we can say that the teacher is the first but is not the last responsible for the success of his learners. As a result, good learners demand good teachers.

Effective EFL teacher should have plan for his lessons in order to avoid frustration because if he walks into class with no real idea of what he is going to do, therefore, the learners will notice that their teacher is not ready to present his lessons or they will

think that their teacher is not interested in his job. That is why, the teacher must write formal plans for his class which details what he is going to do and why because he is required to do by some authority.

Finally, Effective EFL teacher can be successful in his work if he knows how to provide the secret of teaching which is the instruction especially when the learners have not the desire and the willingness to learn. In addition, Good teacher must know the differences between his learners, and he uses the appropriate instruction for each learner. According to Harmer,

"Teachers use many metaphors to describe what they do. Sometimes they say they are like actors because 'we are always on the stage ' others think they are like orchestral conductors 'because I direct conversation and set the pace and tone '. Yet others feel like gardeners, 'because we plant the seeds and then watch them grow'. The range of images-these and others- that teachers use about themselves indicate the range of views that they have about their profession."(56).

EFL teacher plays lot of roles in order to keep his learners understand what he says.

1.2.The Roles of an EFL Teacher

During a lesson, the teacher needs to manage the activities and the learners in the classroom in different ways. This means he needs to behave in different ways at different stages of the lesson. In other words, within the classroom, teacher's role may change from one activity to another or from one stage of an activity to another. If he is fluent at making these changes, his effectiveness as teacher is greatly enhanced.

According to Richards and Rodgers,

“The teacher’s role is central and active. The teacher controls the direction and pace of learning, and monitors and corrects the learners’ performance. The teacher must keep the learners attentive by varying drills and tasks and choosing relevant situations to practice structures.”(56).

At different times EFL teacher may, for example, act as a controller, an organizer, an assessor, a prompter, a participant, a resource, a tutor, an observer. When he presents new language to the class, his/her role is to inform and explain to his learners. Here are some roles teacher often uses:

I.2.1 Controller

The first role for the EFL teacher is to act as controller in order to see if his learners are following him in all what he does and says. However, not all the teachers can be controllers but the good teacher can because it demands techniques and experiences to do this role in good way. According to Harmer,

“There are times when acting as a controller makes sense such as when announcements need to be made, when order has to be restored, when explanations are given, or when the teacher is leading a question and answer session. Indeed in many educational contexts this is the most common teacher role. Many teachers fail to go beyond it since controlling is the role they are used to and are most comfortable with. Yet this is a pity because by sticking to one mode of behavior we deny ourselves and the students many other possibilities and modes of learning which are good not only for learning itself, but also for our students’ enjoyment of that learning. “(58).

EFL teacher should control his learners because they need him all the times.

I.2.2 Organizer

In order to get learners involved, engaged, and ready for the activities, the teacher will want to give any necessary instructions with telling what learners should do first and what they should do next. This kind of role of teacher is called “organizer “which means that the teacher should instruct his/her learners and engage them because they are in the first step of learning. According to Harmer, “An important tool in instruction is for the teacher to organize a demonstration of what is to happen. “(59).

It is important to organize lessons well. EFL teacher needs to teach his syllabus and helps his learnerstolearn well and succeed. He needs to introduce the English language, helps the learners practice it and gives them a chance to communicate freely with each other in English as well as helping them to reach the objectives of the lesson. In addition, only the EFL teacher knows the language item and how to use it. He presents and teaches this language to the learners by demonstrating it to them, explaining it and giving learners lots of practice in how to use it. By the end of the lesson, this language becomes part of the learners own knowledge of language and they should be able to use it easily.

Furthermore, according to Harmer,

“ It is vitally important for teachers to get this role right when it is required. If the students do not understand what they are supposed to do they may well not get full advantage from an activity. If we do not explain clearly the ways pairs or groups should be organized, for example, chaos can ensue. If we have not spent some time engaging the students’ interest and ensuring their participation, the activity may be wasted. “(58).

However, when the teacher knows how to organize his lessons, the explanation will be easy and the learners will understand well the language.

I.2.3 Assessor

EFL teacher should measure learners’ ability and understanding. He develops learners’ abilities to direct their own learning, evaluates their own progress and attainments and support the learning of others. Furthermore, EFL teacher can offer his learners opportunities to engage and develop their learning in order to build their confidence. He observes learners’ performance and makes various evaluations of each learner. For example, when the teacher asks his learners to do their activities

individually or in groups, He will evaluate their work as well as he will mark it and says who is right and who is wrong.

According to Harmer,

“when we act as assessors (whether in the matter of ‘instant’ correction or more drawn-out grade giving), we must always be sensitive to the students’ possible reactions. A bade grade is a bade grade, however it is communicated. But it can be made far more acceptable if it is given with sensitivity and support. “and “ we might say, for example, that in today’s piece of writing I will be looking especially at punctuation or in this communication activity I am more interested in your fluency than your accuracy. Students then have a clear idea of what they need to concentrate on. “(60).

Finally, EFL teacher as an assessor means that he should obtain more detailed information about eachstudent’s educational background ,experiences and level of proficiency in English in order to provide appropriate programming.

I.2.4 Prompter

The role of the EFL teacher begins when his learners want to learn and they have lack of vocabulary or they are lost for words. Then, the teacher should encourage his learners to think creatively. This means to prompt learners to be able to speak English with using correct vocabulary rather than using their mother tongue because there are some learners who cannot communicate in English and they usually return to their mother tongue. This problem leads them learn English hardly, that is why Harmer says that

“When we prompt we need to do it sensitively and encouragingly but, above all, with discretion. If we are too adamant we risk taking initiative away from the students. If, on the other hand, we are too retiring, we may not supply the right amount of encouragement.” (60).

I.2.5 Participant

Acting as a participant is helpful for the EFL teacher and his learners because it is enjoyable and they can take part in discussion. This is more important for the EFL learners because the teacher acts as a participant like them in doing activities in the classroom.

According to Harmer,

" There are good reasons why we might want to take part in a discussion. For example, it means that we can enliven things from the inside instead of always having to prompt or organize from outside the group. When it goes well, students enjoy having the teacher with them, and for the teacher, participating is often more instantly enjoyable than acting as a resource" (61).

EFL teacher as participant is helpful for the learners to be in contact with him in order to improve their learning.

I.2.6 Resource

When EFL learners are involved in preparation for a presentation they make to the class or they are involved in a piece of group writing, they need their teacher to guide them and tells them how to do their work step by step. In other words, the EFL learners want their teacher to be their resource which means that the EFL teacher has more information about everything. So, he cannot help his learners in this situation. However, EFL teacher should encourage the learners to use resource materials for them, and to become more independent in their learning generally. That is why Harmer says "When we are acting as a resource we will want to be helpful and available, but at the same time we have to resist the urge to spoon-feed our students so that they become over-reliant on us."(61).

I.2.7 Tutor

The role of tutor is combined the roles of prompter and resource. The EFL teacher guides and directs his learners to do their projects, working with individuals or small groups. He helps them when they need.

According to Harmer, “It is essential for us to act as tutors from time to time, however difficult this may be. In this more personal contact the learners have a real chance to feel supported and helped, and the general class atmosphere is greatly enhanced as a result.”(62). EFL learners need to be motivated and supported from their teacher in order to develop their foreign language.

I.2.8 Observer

The EFL teacher should be careful when he observes his learners doing their oral communicative activities and getting close to them in order to give them feedback.

Harmer says, “Teachers do not only observe students in order to give feedback. They also watch in order to judge the success of the different materials and activities that they take into lessons so that they can, if necessary, make changes in the future.”(62).

Observation is more important than we think because it helps us to know the level of the learners, where they make mistakes and when they do well. The EFL teacher controls the learners’ behavior and make comments when it necessary.

I.3. The teacher as teaching aid

According to Tonks,

" the term "AID" stands for Acquired Immune Deficiency. Each of these words has a meaning that helps explain what AID is and how it works. Acquired refers to something that people get from outside themselves. Anything that people have that they were not born with has somehow been acquired by them. Since people are only born with their bodies, their hands, feet, eyes, noses, mouths, and every other part of their bodies are natural and are not acquired."(36).

If something is immune, then it cannot be hurt or defeated. Our immune system is what keeps us from getting sick all the time from invading germs and viruses. Whereas, the last word deficiency means not enough of something, a shortage. If a student fails a test, that means he or she has a deficiency, a lack, of knowledge on the subject. In the term "AID", deficiency is teamed up with immune; meaning that the body does not have enough immunity to fight off germs and diseases effectively.

The term "AID", all of these words-Acquired Immune Deficiency-together, refers to a group of symptoms that people get from somewhere outside themselves and that weaken the body's ability to defend itself against diseases.

The EFL teacher in this situation will need the support for his efforts from his/her administrative superiors as well as the community especially the parents of the learners because everyone agreed that AID education should be regularly taught in schools, and that schools work with the health community to organize the best possible response for learners. Also, It should be consistent with parental and community values.

However, the EFL teacher as teaching aid can be useful when using mime and gesture, as language model, and as provider of comprehensible input.

I.3.1 Mime and Gesture

The EFL teacher uses mime and gesture in order to explain or to convey meaning and atmosphere. It is easy to do that, to pretend to be drinking, or to pull a sad face. According to Harmer,

“ Mime and expression probably work best when they are exaggerated since this makes their meaning explicit. However, gestures do not necessarily have universal meanings, and what might seem acceptable in one situation or place will not be appropriate in another. We need, therefore, to use them with care.”(65), as he says “ we can also use gesture to express or demonstrate meaning. Thus, fingers can be used to show how verbs are contracted, and arms can be used to ‘conduct’ choral repetition, stress can be shown through clapping or clicking fingers, and intonation can be explained through a kind of drawing in the air”(65).

It is very important to use mime and gestures because it helps the learners to understand as well as it helps the teacher because it makes him feel better when his learners understand him very well.

I.3.2 Language model

The EFL learners can model language through textbooks, reading materials of all sorts and from audio and videotapes. Also, they can model language by themselves.

According to Harmer,

“One way in which we can model dialogue is to put up two faces on the board and then stand in front of each of them when required to speak their lines. For such activities we should make sure that we can be heard, and we should animate our performance with as much enthusiasm as is appropriate for the conversation we are modeling.”(65).

There are many ways to model language, but the teacher should know what is the appropriate one in order to make his job in good way.

I.3.3 Provider of comprehensible input

The EFL teacher should talk, and what kind of talk should be. According to Harmer,

"As teachers we are ideally placed to provide comprehensible input since we know the students in front of us and react appropriately to them in a way that a course book or a tape, for example, cannot. We know how to talk at just the right level so that even if our students do not understand every word we say, they do understand the meaning of what is being said. At such times the language gains, for the student, are significant."(66).

EFL learners do not always understand what the teacher says, that is why the teacher provides comprehensible input in order to lead the learners comprehend the explanation of the teacher.

Conclusion

As we see before, this chapter contains the effective EFL teacher and his roles that help him to instruct them. The effective EFL teacher is a good teacher for his learners when he knows how to deal with them and with the situations around him. It is more important for the EFL teacher to know the names of the learners in order to make them confident for themselves and feel comfort because the teacher care about them and their learning. This can help them to learn with willingness.

This chapter also contains the roles that the EFL teacher can do in order to make his learners learn the English language well. He can control them, instruct and guide them in their steps of learning. In addition, The EFL teacher has many ways to make the learners learn the foreign language.

Chapter Two:

Describing learners

Introduction

This chapter describes the EFL learner who is always asking for more information about the English language. Also, it contains learner differences and how the learners are different from each other, and what are these differences and circumstances that lead them to have not similar ideas especially when the teacher presents the lesson. Furthermore, we are going to know the characteristics of good learners and what makes a good learner. As we are going to mention learner styles and language levels because each learner has his own style and they have not the same level.

Moreover, this chapter discusses individual variations and what to do about individual differences. However, we also mention the definition of motivation, sources of motivation, initiating and sustaining motivation. We will discuss how teachers motivate their pupils in order to improve their learning and achieve their goals.

II.1. Definition of EFL Learner

When the learner wants to learn the EFL, he needs to know how to learn it and who can guide him to learn this foreign language. Also, the EFL learner should have the desire to learn the English in order to become successful in the learning process.

At the first steps of learning the English language, EFL learner makes his efforts to achieve his goal which is to know everything in English. In addition, EFL learner is curious to have more knowledge about the English. He follows the advice of

the EFL teacher. Learners learn most effectively when they are allowed to rely on their own experiences and background knowledge to mentally construct their own personal understandings of course concepts. In other words, EFL learner can learn the English by himself and his capacity to learn according to his experiences and background knowledge.

However, EFL learner can learn effectively through the teacher presentation if the information is organized properly. It means that when the teacher presents his lesson to the pupils; he helps them to learn better the English because it is foreign language for them and new knowledge.

Finally, EFL learner is always asking for everything that related to the English language which helps him to be successful and good learner. Also, he should be active and self-confident because without self-confidence, the learner cannot be able to learn and achieve his goal which is learning EFL.

II.2. Learner Differences

We are going to describe the differences between learners because there are some learners are better in learning languages than others. They differ in the aptitude which is the natural ability for each person. EFL learners use different ways to learn English; each learner has his own capacity and knowledge for learning English. Also, they differ in characteristics. EFL learners have different styles in learning English.

EFL learners differ from each other in: aptitude, learner characteristics, learner styles, and language levels.

II.2.1. Aptitude

EFL learners are different in getting the idea of their teacher because each one has his own intelligence. There are learners who picked up quickly the idea of the teacher and understand well the meaning of the lesson. In other hand, there are learners who cannot understand what the teacher says and what he means by his speech. In this case, we are going to distinguish between those kinds of learners and try to know the secret of this difference.

Furthermore, Harmer argues that “It was possible to predict a student’s future progress on the basis of linguistic aptitude tests” (41). Through the aptitude, we can notice who is the most intelligent and the least one. According to Harmer:

“It has been suggested that students who score badly on aptitude tests will become demotivated and that this will then contribute to precisely the failure that the test predicted and teachers who know that particular students have achieved high scores will be tempted to treat those students differently from students whose score was low. Aptitude tests end up being self fulfilling prophecies whereas it would be much better for both teacher and students to be optimistic about all of the people in the class” (41).

In our opinion, learners who have achieved high scores and good marks can help those who have low scores because Skehan comments that, " given the composite nature of aptitude, students who achieve the same overall score on aptitude test could well have different strengths and weaknesses among the components, and teachers working with students selected through such a test should take this into account. " (Hedge, 18).

In this way, The EFL learners will learn better the English when the collaboration appears.

II.2.2. Good Learner Characteristics

EFL teacher can remark who is good and bad in learning as well as can notice the characteristics of good learners in order to apply them for the other learners. So, they will be equal if we know how to pick up the characteristics of good learners and cultivate them for all the learners. Harmer says,

” The Rubin and Thompson version of a good learner also mentions students who can find their own way(without always having to be guided by the teacher through learning tasks), who are creative, who make intelligent guesses, who make their own opportunities for practice, who make errors work for them not against them, and who use contextual clues” (42).

It means that the good learner can learn alone without the help of the teacher, he creates and practices without stopping or feeling tired.

Good learner is active and curious to learn everything in English even if he makes mistakes, he does not feel of failure. He makes errors till he achieves the right. It is important for the learner to learn by himself without the need of the teacher because he learns better when the teacher helps him in the class; the teacher guides him just in the classroom but he can search outside the class.

According to Harmer:

“we encourage students to read texts for general understanding without stopping to look up all the words they do not understand; we ask students to speak communicatively even when they have difficulty because of words they do not know or cannot pronounce, and we involve students in creative writing. In all these endeavours we expect our pupils to aspire beyond their current language level” (42).

Hesees that the teacher should instruct the learners in order to be able to learn the English language effectively. Moreover, learners who make their home-work are always practicing in the classroom. They are successful than the others who do not do their home- work and they do not practice in classroom. But sometimes we can see

that some learners who do not make their home works are intelligent and they are getting good marks at the end. This can lead us to say that each learner has his own personality and the way of thinking which can help him to be intelligent and unique than others. According to Harmer:

“Teachers have some commonly-held views about good learners. Anecdotally, they will tell you that the students who do best are the ones who always do their home works, for example we might be able to say, therefore, that doing homework of a good learner”(7).

This means that the teachers’ opinion about the good learner is the one who makes the home-work. But they do not know that it is not the home work itself that makes the difference between the learners, for example, the desire of learning is an important factor for a good learner. We can notice and distinguish between the learners through their practice in classroom because when we see their practice; we understand that they have the desire to learn. Good learner has his own way of thinking, and he trusts on his ability to learn without the guidance of the teacher; he is always creating and practicing in order to improve his learning. Also, we can notice the good learner through his errors and his intelligence when he can benefit from the mistakes that he makes. Furthermore, Good learner is like an adventure through his practice and willing of learning because he is always asking for. This means the learner succeed when he has the desire to learn and he is interested to learn a unique subject which is here the English language.

However, there are other characteristics that can make a good learner, for example, a willing to listen; good learner listens carefully to his teacher and pays attention to the explanation of the lessons. Also, he can listen to English songs through native speakers in order to catch the language perfectly because listening to songs is enjoyable and beneficial at the same time. A willing to experiment is another

characteristic of good learner; the learner can be an adventure through his movement and behavior, he is always trying things and has the curiosity to learn how they work. Good learners are different from each other because each one has his own experiment. Furthermore, a willing to ask questions is important characteristic of good learner because they ask about something they do not understand. They are always asking questions; it does not mean that they learn hardly. Also, we have another characteristic of good learner which is willingness to think about how to learn; good learners are always thinking about how they will learn and they are curious to draw a plan of learning. The last characteristic of good learner is a willing to accept corrections; good learner is the one who makes mistakes and accept others to correct his mistakes with pleasure because he will not learn if he does not make mistakes.

Good learners are those who have the desire to learn and they are interested in the subject because if there is a will, there is a way. Also, in order to be successful learner, he should make the home work and he is always practicing in classroom. This makes him the special and unique in his class because he is always asking about the subject and listens carefully the teacher's speech. Furthermore, good learner is always taking risks in order to experiment and try things out and see how they work.

II.2.3. Learner Styles

Learners are different in way of thinking. So, they have different styles and personalities. According to Tony Wright, there are four different learning styles students may use. (qtd in Harmer, 42-43). The 'enthusiast' looks to the teacher as a point of reference and is concerned with the goals of the learning group. The 'oracular' also focuses on the teacher but is more orientated towards the satisfaction of personal goals. The 'participator' tends to concentrate on group goals and group

solidarity, whereas the 'rebel' while referring to the learning group for his or her point of reference, is mainly concerned with the satisfaction of his or her own goals" (42-43). This is good description of learner styles because it mentions the most important styles which focus on the teacher and the learning goals.

Furthermore, according to Harmer,

"Other researchers have tried to describe student learning styles in their own words, identifying individual behavior they have observed. They produce caricatures, of course, which never quite describe any particular student. But they do give us some pointers to the kinds of people we have in our classrooms."(43).

This means that we can notice the learner styles through the individual behavior and manner inside the classroom. But these behaviors and manners differ from one learner to another because each learner has his own style of learning.

However, Keith Willing, working with adult students in Australia, produced the following descriptions:

Converges: these are students who are by nature solitary, prefer to avoid groups, and who are independent and confident in their own abilities. Most importantly they are analytic and can impose their own structures on learning. They tend to be cool and pragmatic.

Conformists: these are students who prefer to emphasize learning 'about language ' over learning to use it. They tend to be dependent on those in authority and are perfectly happy to work in non-communicative classrooms, doing what they are told. A classroom of conformists is one which prefers to see well-organized teachers.

Concrete learners: though they are like conformists, they also enjoy the social aspects of learning and like to learn from direct experience. They are interested

in language use and language as communication rather than language as a system. They enjoy games and group work in class.

Communicative learners: these are language use orientated. They are comfortable out of class and show a degree of confidence and a willingness to take risks which their colleagues may lack. They are much more interested in social interaction with other speakers of the language than they are with analysis of how the language works. They are perfectly happy to operate without the guidance of a teacher.(qtd inHarmer,43).

So, we can observe that there are learners who have self-confidence and they are independent because they trust on their own abilities, while there are learners who are dependent and they hate communicative classrooms. That is they are happy in non-communicative classrooms. Whereas, some learners like to communicate, that is why they enjoy games and group work in class; we can say about them that they are sociable. Finally, there are communicative learners who like to communicate outside the classroom. They trust on their abilities without the help and guidance of their teacher. This kind of learners is more sociable.

At the end, we can say that there are a lot of different learner styles because no one in this world thinks the same with the other; they may have similar ideas but of course they have different ways of thinking.

II.2.4. Language Level

We are going to discuss language levels and the levels of pupils; according to Harmer,

"Students are generally described in three levels, **beginner, intermediate, and advanced**, and these categories are further qualified by talking about **real beginners** and **false beginners**. Between beginner and intermediate we often class students as **elementary**. The intermediate level itself is often subdivided into **lower intermediate** and **upper intermediate** and even **mid-intermediate**" (44).

We observe that the pupils are divided into three different levels which are beginner, intermediate, and advanced.

Furthermore, and according to Harmer, a number of issues are directly related to the level our students have reached:

The plateau effect: Teachers need to be sensitive to the plateau effect, taking special measures to counteract it. Such efforts may include setting goals clearly so that students have a clear learning target to aim at, explaining what still needs to be done, making sure that activities are especially engaging, and sparking the students' interest in the more subtle distinctions of language use.

Methodology: Some techniques and exercises that are suitable for beginners look less appropriate for students at higher level, For example, the use of repetition. Teachers of beginners will necessarily use activities whose organization and content is less complex than those for more advanced learners. And although discovery learning, for example, is seen as desirable at any level it is more widely used at intermediate levels and above than it is at beginner and elementary levels.

Language: The language materials we expose students to should be of a completely different level too, not only in terms of complexity, but also in range of genre and length. We would not expect beginners to tackle a national newspaper in English; we would not offer very advanced students simplified dialogue. However,

the issue of how 'authentic' language materials should be the subject of debate amongst teachers and methodologists.

Topics: It is important to match topics to the level, reserving complex issues for more advanced classes, but there is a danger here too that by restricting beginners to 'the family', 'the home'. The world is being diminished for crude linguistics reasons." (44-45). In our opinion, the issues help the teacher as well as the pupils to learn better. They help the teacher for choosing the methodology that he should use and the appropriate techniques that he makes for his pupils with different levels. Also, it helps to choose the appropriate topics.

II.2.5. Individual Variations

According to Harmer, " If some people are better at some things than others- better at analyzing, for example- this would indicate that there are differences in the ways individual brains work. It also suggests that people respond differently to the same stimuli." (45-46). This means that each learner has his own way of thinking and the learners are different from each other.

II.2.6. Individual Differences

We know that the pupils are different from each other because each one has his own way of thinking and style of learning. According to Harmer,

"We have to start with the recognition of students as individuals as well as being members of a group. Even when classes have been separated into different levels, not everyone in the group will have the same knowledge of English. Some will be better writers than others and some will have greater oral fluency than others." (48).

II.3. Motivation

It is more important for pupils to gain motivation because it is essential for their success. Without self- confidence and motivation; the pupils will not make effort to learn in order to success and achieve their goals. So, the pupils need to motivate them in order to go ahead and learn.

II.3.1. Definition of Motivation

Motivation is a kind of encouragement to do something with willing. And here we are going to describe motivation to learn EFL. So, motivation is a politely push for the pupils to learn without making obstacles and scare of failure. According to Brophy, " Motivation to learn refers primarily to the quality of students' cognitive engagement in a learning activity, not the intensity of the effort they devote to it or the time they spend on it."(12). Furthermore, motivation has a big role in the success of the learner because he has always few desire to learn but when he finds who pushes him to learn more and more, he will be optimistic.

However, whatever the kind of motivation is, the learner does not find it always pleasurable because

" Students who are motivated to learn do not necessarily find classroom activities intensely pleasurable or exciting, but they do find them meaningful and worthwhile, and therefore take them seriously by trying to get the intended enrichment and empowerment benefits from them."(Brophy,12).

Moreover, we have to give a complete definition to the motivation and we should give some points in order to understand more what the motivation is. That is why Kay Alderman says," This incident illustrates several points about understanding motivation and choosing strategies for enhancing motivation:

The motivation knowledge base has not been widely disseminated in forms that provide teachers with the basis for effective strategy decision making. Thus, we might assume that the teacher was unaware of other potential strategies for maintaining motivation.

The motivational dynamics of success and failure must be understood, especially students' reactions to them. For example, the teacher had a misconception about how failure may affect student motivation.

Some strategies are more powerful than others. Powerful strategies are likely to be more complex or involve combination of motivational variables that increase the strength of a strategy, as in the prior incident in which the parent combined goal setting and attribution feedback. In this example, one strategy appeared to facilitate motivation, whereas, the other appeared to undermine it.

There are two kinds of motivation; intrinsic motivation and extrinsic motivation; Ryan and Deci say that

" intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence, extrinsic motivation is clearly an important type of motivation, most of activities people do are not, strictly, speaking, intrinsically motivated."(59-60).

Also, Harmer defines the kinds of motivation as follows:

“Extrinsic motivation: is caused by any number of outside factors, for example, the need to pass an exam, the hope of financial reward, or the possibility of future travel. **Intrinsic motivation,** by contrast, comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself by a desire to make them feel better”(51).

We can understand that the intrinsic motivation is the individual. In other words, the learner can motivate and pushes himself to learn in order to achieve his

goal, while the extrinsic motivation is the circumstances around the learner, Aronson says that

" intrinsic motivation is a manifestation of people's proactive nature while the extrinsic motivation concerns doing a behavior to obtain some separate consequence that has been made contingent on the behavior " (64). These kinds of motivation are necessary because their existence can help the EFL learner to learn perfectly.

Finally, motivation is a good instruction for the learners to achieve their goals in learning EFL.

II.3.2. Sources of motivation

The motivation that pupils to learn English can be influenced by a number of sources; as Harmer mentions four sources of motivation that are: the society we live, significant others, the teacher, the method.

The society we live: The EFL learner needs to encourage him to study the English. As we know, the learner is a member of learning in the class and he is a member of the society outside the class. Furthermore, we can say that the society can affect the EFL learner in order to be motivated and achieves his goal which is learning EFL perfectly. The society can affect us whether we are young or old because" Even where adult students have made their own decision to come a class to study English, They will bring with them attitudes from the society they live in, developed over years, whether these attitudes are thoroughly positive or somewhat negative." (Harmer, 52). We see that the society has big role in enhancing learning.

Significant others: We can summarize it from what harmer says about this source, " apart from the culture of the word around students their attitude to language

learning will be generally affected by the influence of people who are close to them. The attitude of parents and older siblings will be crucial." (52). We can say that the other source is the parents because they are close to the learner and they affect him in any way.

The teacher: The teacher motivation is more important than the others because the learner follows his teacher in learning EFL step by step. So, the teacher has big role in enhancing learners' achievements. According to Gary," The teacher is a factor which permeates almost every issue investigated in this study relating to pupils' feelings about learning foreign languages/ German and issues relating to 'in-school' foreign language learning experience." (152). So, we can say that the teacher motivation is the instruction and help of learners to learn EFL.

The method: The method is the way of using strategies in order to manage and organize the lessons in the classroom. According to Baker and Westrup," Teachers need to know how to describe all this to students in their first or main language. Teachers and students use the translation to understand the meaning of a text, so lessons focus mainly upon reading texts and writing down the translation."(16-17). If teachers and pupils know how to use methods and organize lessons, the success is the only result. However, according to Harmer, " It is vital that both teacher and students have some confidence in the way teaching and learning take place. When either loses this confidence, motivation can be disastrously affected, but when both are comfortable with the method being used, success is much more likely."(52). This means that both teacher and pupils are able to achieve their goal which is learning EFL perfectly.

II.3.3. Initiating and Sustaining Motivation

The lack of motivation can make the EFL learner feel weak and fail in his learning. This lack of motivation is the responsibility of the teacher because he is the only one who can increase or decrease the learners' motivation. We have three areas where we can directly influence the learners' participation:

Goals and goal setting: EFL learners do their best and make effort in order to achieve their goal which is learning EFL. " Goals have been defined as what the individual is consciously trying to do" (qtd in Dembo, 98), and " goal setting refers to the process of establishing a standard for performance." (Dembo, 98). Goal is divided into two goals; long-term goals and short-term goals. It is good to put in mind a goal and make effort in order to achieve it.

Learning environment: It is the atmosphere that helps the EFL learners to learn perfectly. According to Harmer," we can decorate even the most unattractive classrooms with all kinds of visual material to make them more agreeable as learning environment." (53). Learning environment helps EFL learners to achieve their goals especially if there is a supportive and cooperative atmosphere.

Interesting classes: If we can motivate our pupils to learn EFL, of course our class will be interesting for them and the subjects that they are studying, and the topics they are presented with. According to Harmer, " we need to provide them with a variety of subjects and exercises to keep them engaged." (54). It means that a lot of exercises helped them to be involved.

Conclusion

EFL learner is good learner if he knows how to deal with the circumstances around him because they help him to improve his learning. Also, his style of learning makes him unique and special than the other learners. So, the EFL learners are different from each other because there are good learners and learners are developing step by step.

However, motivation is the most effective instruction and the appropriate encouragement of learners in order to achieve their goals of improving their learning. Teachers and society play a big role in motivating EFL learners.

Finally, EFL learner will be successful if the teacher and the environment around him motivate him to learn in order to achieve his goal.

Chapter III:

Practical part

Introduction

The Principle aim of this research is to investigate the role of EFL teacher in enhancing learners' achievements. For this reason, we found that it is necessary to administrator two main questionnaires: one for teachers and one for the learners because questionnaires are easy to administer and take less time.

III.1. Teacher's Questionnaire:

III.1.1. Aim of the Questionnaire

This questionnaire aims mainly at effective EFL teacher. The teachers' answers can help us to know that they work in class and discover whether they are effective teachers or not.

III.1.2. Description of the Questionnaire

The questionnaire is mainly based on the theoretical part of the present research which includes chapter one related to effective EFL teachers, the roles of the EFL teachers.

The questionnaire is addressed to teachers and makes use mainly of the technique of close ended questions. Very briefly, the respondents are given various options to choose from by ticking one or more of them. All in all, the types of questions used are the following:

- Numeric question items: these questions ask for specify background information such as age , gender, degrees achieved and teaching experience.

-Open ended questions are those allow respondents to answer in their own words.

-Close ended questions (multiple- choice, one answer or multiple answers): one type of close ended questions is "dichotomous" questions which allow respondents to choose one of two answer choices. The second is the multi choice questions which allow respondents to choose one of many answer choices. Sometimes whether the answer of respondents is yes or no, the respondent should justify his answer.

The questionnaire starts with a short section (question item 1 through 4) meant to gather some information about the teachers age, gender, degrees that achieved, experience of teaching.

In section one entitled teacher's role in classroom, we have four questions:

-Question item 1 is concerned the number of classes that the teachers teach.

-Question item 2 contains the knowledge of teachers of the names of his pupils.

- Question item 3 concerns knowing if there are obstacles when presenting a lesson and mention them.

-Question item 4 includes the understanding of pupils the English language

In section two: teachers' role in enhancing learners' achievements. We have ten questions:

-Question item 5: try to know if the learners have the desire to learn EFL.

- Question item 6 concerns the help of teacher when the pupils need it.

- Question7: states the most focus skill in teaching EFL
- Questions 8,9,10 try to bring to light facts on the ground; whether the pupils are different or not and whether there are pupils who find difficulties in learning and what these difficulties are. Also, it contains if the teacher is capable to reduce these difficulties and how to do it.
- Question11, 12 are direct questions including the way of organizing lessons and managing classroom.
- Question 13 tries to know whether the teacher gives to his pupils extra activities in order to improve their foreign language.
- Question 14 states if the teacher motivates his pupils to learn.

III.1.3. Analysis of teacher's questionnaire:

Background information

Item 1: Gender of teacher

| | Number | percentage |
|---------------|---------------|-------------------|
| Male | 3 | 60% |
| Female | 2 | 40% |

Table01: Gender of teacher

The majority of teachers are males (60%). While the others are females (40%).

Item 2: Age of teacher

| | Number | Percentage |
|---------|--------|------------|
| Over 20 | 1 | 20% |
| Over 30 | 4 | 80% |

Table02: Age of teacher

The majority of teachers are over thirty years old (80%), just one is over twenty years old (20%).

Item 3: Degrees that they have achieved

| | Number | Percentage |
|-----------|--------|------------|
| License | 5 | 100% |
| Magister | 0 | 0% |
| Doctorate | 0 | 0% |

Table03: Degrees that they have achieved

All the teachers (100%) have the license degree because they teach in the middle school.

Item 4: Experience of teaching

| | Number | Percentage |
|---------|--------|------------|
| 1-5 | 3 | 60% |
| 5-10 | 1 | 20% |
| Over 10 | 1 | 20% |

Table04: Experience of teaching

The majority of teachers (60%) does not teach many years; they teach from one to five years, while one teacher (20%) has seven years in teaching. But there is one teacher (20%) who has over ten years; we can say that he is an experienced teacher.

Section One: Teacher's role in classroom

Item 1: How many classes do you teach?

| | Number | Percentage |
|-------------|--------|------------|
| One class | 0 | 0% |
| Two classes | 0 | 0% |
| More | 5 | 100% |

Table 05: Number of classes

We notice that all of the teachers (100%) have more than one or two classes because there are a lot of pupils and they should divide them into groups. That is why they have many classes.

Item 2: Do you know the names of your pupils?

| | Number | Percentage |
|--------------|--------|------------|
| All of them | 2 | 40% |
| Some of them | 3 | 60% |
| No one | 0 | 0% |

Table06: Knowing the names of pupils

We can say that the majority of teachers (60%) knows some names of their pupils, while some of them (40%) know all the names of their pupils. But no teacher says he does not know all the names of pupils.

Item 3: When you present your lesson, are there obstacles?

| | Number | Percentage |
|------------|----------|-------------|
| Yes | 5 | 100% |
| No | 0 | 0% |

Table07: The obstacles when presenting lessons

All of teachers (100%) say that they face obstacles when they present their lessons. But the obstacles differ from one teacher to another.

Item 4: Do your pupils understand the English as a foreign language?

| | Number | Percentage |
|------------|----------|------------|
| Yes | 1 | 20% |
| No | 4 | 80% |

Table08: Understanding the English

The majority of teachers (80%) say that their pupils do not understand the English as a foreign language because their pupils feel it difficult, and it is a foreign language for them, and most of them feel incapable of learning their native language , how about a foreign language. While one of the teachers (20%) says that his pupils understand the English because they are interested in learning.

Section Two: Teacher's role in enhancing learners' achievements

Item 5: Do they have the desire to learn the English language?

| | Number | Percentage |
|-----|--------|------------|
| Yes | 2 | 40% |
| No | 3 | 60% |

Table09: The pupils are interested in learning EFL

The majority of teachers (60%) says that their pupils have not the desire to learn EFL. While two of them (40%) say that their pupils have the desire to learn.

Item 6: Do you help them when they ask you?

| | Number | Percentage |
|-----|--------|------------|
| Yes | 2 | 40% |
| No | 3 | 60% |

Table10: The teacher helps the pupils

All of the teachers (100%) say that they help their pupils when they ask them because it is their responsibility and work.

Item 7: On which skill do you focus more in teaching EFL?

| | Number | Percentage |
|-----------|--------|------------|
| Speaking | 4 | 28,57% |
| Listening | 3 | 21,42% |
| Reading | 5 | 35,71% |
| Writing | 2 | 14,28% |

Table11: The skill that the teacher focuses on more in teaching EFL

All of the teachers (35, 71%) focus more on reading skill, and the majority of them (28, 57%) focus on speaking while some of them (21, 42%) focus on listening and few of them focus on writing (14%).

Item 8: Have you ever noticed that your pupils are different in getting the idea that you give?

| | Number | Percentage |
|-----|--------|------------|
| Yes | 5 | 100% |
| No | 0 | 0% |

Table12: Noticing that the pupils are different in getting the idea that the teacher gives

All the teachers (100%) agree that their pupils are different in getting the idea that they give.

Item 9: Are there pupils who find difficulties in learning EFL?

| | Number | Percentage |
|-----|--------|------------|
| Yes | 5 | 100% |
| No | 0 | 0% |

Table13: Pupils who find difficulties in learning EFL

All the teachers (100%) say that there are pupils who find difficulties in learning EFL.

Item 10: Do you think that you are capable to reduce these difficulties?

| | Number | Percentage |
|------------|---------------|-------------------|
| Yes | 5 | 100% |
| No | 0 | 0% |

Table14: The teacher is capable to reduce these difficulties

All the teachers (100%) say that they are capable to reduce these difficulties by giving help when necessary and being closer to them and it depends on the situation.

Item 11: Organization of the lessons

We receive a lot of organizations of the lessons; one teacher says that she organizes her lessons by using her character; two teachers say that they do it according to the pupils' level. While other teacher says that he organizes them by depending on audio-visual instrument, facilitating them and being more accurate and clear. The last teacher says that he organizes his lessons by making groups.

Item 12: Classroom management

Each teacher has his own way of managing his classroom, one teacher says that do it sometimes by being wise and others by being strong. Other teacher says that by using his own authority. While one teacher says through creating groups and giving them the chance to feel that they are a part of the learning chain.

Item 13: Do you give them extra activities in order to improve their foreign language?

| | Number | Percentage |
|------------------------|---------------|-------------------|
| More activities | 2 | 40% |
| Some activities | 3 | 60% |
| Not at all | 0 | 0% |

Table15: Giving extra activities

The majority of teachers (60%) says that they give their pupils some extra activities while a few teachers (40%) say that they give them more activities.

Item 14: Do you motivate them to learn EFL?

| | Number | Percentage |
|------------------|---------------|-------------------|
| Always | 5 | 100% |
| Sometimes | 0 | 0 |
| Never | 0 | 0 |

Table16: Motivation

All the teachers say that they are always motivating their pupils.

III.1.4. Results and findings

All the teachers to whom the questionnaire is delivered teach at the middle school of Manbaa El-ghozlan. Among the 5 teachers who have a license degree, one has worked for 12 years, one for 7 years, other one has worked 4 years, another one

for 5 years, the last one has worked 2 years. These results show that our sample is composed of different years of experience and this would be the cause of having different opinions.

In the first question of the first section, all the teachers inform that they teach more than two classes because they have a lot of pupils. The answers of the second question are different. In the third question, the answers of all the teachers are the same because they face obstacles when they present their lessons but they differ in mentioning the obstacles. In the last question of the section one, the majority of teachers replies that their pupils do not understand English, while one of them says that they understand English.

In the first question of the second section, 3 teachers argue that their pupils have not the desire to learn, 2 of them say that they are interested in learning EFL. In the second question, all the teachers say that they help their pupils when they need. In the third question, all the teachers say that the reading skill is more important, in the fourth question, 5 teachers argue that their pupils are different in getting the idea that they give.

In the fifth question, all the teachers argue that their pupils find difficulties in learning EFL. In the sixth question, all the teachers say that they are capable to reduce these difficulties. In the seventh and eighth questions, each teacher has his own answer about the organization of lessons and classroom management. In the ninth question, 3 teachers say that they give to their pupils some extra activities in order to improve their foreign language, 2 of them say that they give more. In the last question, 5 teachers say that they always motivate their pupils to learn EFL.

III.2. Pupils' questionnaire

III.2.1. Description of questionnaire

The questionnaire is mainly based on the theoretical part of the present research which includes chapter two related to description of EFL learner, learner's differences and learner's styles, motivation.

The questionnaire is addressed to pupils; it is composed of 2 first questions concerning personal information, age, and gender. The first section, which concerns describing learners, is composed of 2 questions that include whether they are curious to learn or they are obliged to study. The second section, which is about learners' opinion about their teacher, consists of 4 questions. The third section is about motivation.

III.2.2. Analysis of Pupils' Questionnaire

Background Information

Item 1: Gender

| | Number | Percentage |
|--------|--------|------------|
| Male | 16 | 40% |
| Female | 24 | 60% |

Table17: Gender of pupils

We notice that there are a lot of females (60%) in the second year middle school while the males are few (40%), this leads to the willingness of female to study and learn.

Item 2: Age

| | Number | Percentage |
|--------------|---------------|-------------------|
| 12-13 | 2 | 5% |
| 13 | 28 | 70% |
| 13-16 | 10 | 25% |

Table18: Age of pupils

We see that the normal age in second year middle school is 13 years old. That is why we observe that the majority of them (70%) are 13 years old while few of them (25%) are over 13 years old because they are repetitive pupils. The last two pupils are 12 years old because they enter to the school and their age is not the age of study and it is a good thing.

Section One: Describing learners**Item 1: Are you curious to learn EFL?**

| | Number | Percentage |
|------------|---------------|-------------------|
| Yes | 32 | 80% |
| No | 8 | 20% |

Table19: Curiosity to learn EFL

The majority of pupils (80%) is curious to learn EFL because it is new and foreign language for them. Few of them (20%) are not curious because they think that they are obliged to study.

Item 2: Do you like your teacher of English?

| | Number | Percentage |
|------------|---------------|-------------------|
| Yes | 23 | 57,5% |
| No | 17 | 42,5% |

Table20: Loving teacher

There many pupils (57, 5%) who like their teacher of English. This can lead to the way of behaving and communicating with the pupils because they like the teacher who is polite and respectful.

Section Two: Learner styles**Item 3: Does he help you when you ask him?**

| | Number | Percentage |
|------------|---------------|-------------------|
| Yes | 32 | 80% |
| No | 8 | 20% |

Table 21: The help of the teacher

The majority of pupils (80%) says that their teacher is helpful because he must guide them when they need him; few of them (20%) say that the teacher is not helpful because he does not like them.

Item 4: Do you find that your teacher like his job as a teacher?

| | Number | Percentage |
|------------|---------------|-------------------|
| Yes | 32 | 80% |
| No | 8 | 20% |

Table22: The teacher loves his job

There are many pupils (80%) who find that the teacher likes his job because he helps them as well as motivates them to learn EFL while few of them (20%) find that the teacher does not like his job because he does not help them.

Item 5: Have you understood your teacher when he explains the lesson?

| | Number | Percentage |
|-----|--------|------------|
| Yes | 22 | 55% |
| No | 18 | 45% |

Table23: Understanding lessons

Most of the pupils (55%) say that they understand the lessons while some of them (45%) do not understand the lessons because they do not understand the language.

Section Three: Motivation

Item 6: Do you think that the course of EFL is interesting?

| | Number | Percentage |
|-----------|--------|------------|
| Of course | 31 | 77,5% |
| boring | 9 | 22,5% |

Table24: The course of EFL is interesting

From this table, the majority of pupils (77,5%) says that the course of EFL is interesting because of their teacher who makes them love the course of EFL as well as they are curious to learn. While few of them (22, 5%) think that the course is boring because they need something new and special.

Item 7: Are you able to learn EFL?

| | Number | Percentage |
|-----------|--------|------------|
| Yes | 6 | 15% |
| Never | 16 | 40% |
| Need help | 18 | 45% |

Table25: The ability to learn EFL

From this table, we notice that the most pupils (45%) cannot learn alone, they need the help of the teacher. Whereas, some of them (40%) say that they cannot learn it at all while the few of them (15%) say that they are able to learn EFL.

Item 8: Do you think it is easy to learn EFL?

| | Number | Percentage |
|-----|--------|------------|
| Yes | 23 | 57,5% |
| No | 17 | 32,5% |

Table26: It is easy to learn EFL

We notice that the majority of pupils (57, 5%) say that it is easy to learn while the others (32, 5%) say that it is not easy for them to learn EFL.

Item 9: Have you noticed that your teacher of English prefers some pupils than others?

| | Number | Percentage |
|-----|--------|------------|
| Yes | 12 | 30% |
| No | 28 | 70% |

Table27: The teacher prefers some pupils than others

We observe that the most of pupils (70%) think that their teacher of English does not prefer some pupils than others because he loves them. But the others pupils (30%) think that their teacher prefers some pupils than others because he likes the pupils who have good marks and he does not care about those who have bad marks.

Item 10: Marks of pupils

| | Number | Percentage |
|----------------|---------------|-------------------|
| Yes | 18 | 45% |
| Not bad | 12 | 30% |
| Bad | 10 | 25% |

Table28: Marks of pupils

Pupils' answer of this question whether their marks are good or not are similar between yes and not bad; the pupils who say that their marks are good are more?????(45%) , the pupils who says that is not bad are less (30%) , but the pupils who say that their marks are bad are fewer (25%) .

III.2.3. Results and findings

All the pupils to whom the questionnaire is delivered are learning at the middle school of Manbaa El-ghozlan. Among 40 pupils who have studied in second year, 24 of them are girls, 16 of them are boys. 28 of them are 13 years old, 10 of them are over than 13years old, 2 of them are less than 13 years old.

In the first question of the first section, 32 of them say that they are curious to learn EFL, while 8 of them think that they are obliged. In the second question, 23 of pupils love their teacher, 17 of them do not love their teacher.

In the first question of the second section, 32 of pupils say that the teacher helps them when they need him. ,8 of them say that the teacher does not help them. In

the second question, 32 of pupils think that their teacher loves his job, 8 of them think that their teacher does not love his job. In the third question, 22 of pupils understand the lessons, 18 of them do not understand the lessons. In the first question of the third section, 31 of pupils say that the course of EFL is interesting. 9 of them say that it is not. In the second question, 18 of pupils say that they need the help of the teacher to learn, 16 of them say that they cannot learn alone, 6 of them say that they are able to learn alone.

In the third question, 23 of pupils say it is easy to learn EFL, 17 of them say it is difficult to learn. In the fourth question, 28 of pupils think that their teachers do not prefer some pupils than others, 12 of them think that their teacher prefers some pupils. In the fifth question, 18 of pupils say that their marks are good, 12 of them say that they are not bad, 10 of them say that they have bad marks.

III.3. Recommendations

Change must happen in individuals first, and it is only then that this change can be extended to larger groups and institutions, That is why we recommend a change in teachers first of all, because they are the ones to implement those new directions in the teaching of English as a foreign language in Algerian second year middle school.

The interaction between EFL teachers and learners is important because it helps them to improve learning EFL.

Conclusion

The data and the results show that the role of EFL teachers can really influence the ability of learners to perform well during the learning process, and this

is in the direction of our research hypothesis which states that learners will be able to develop their self-confidence and motivation. Besides this, Learners need to be instructed to think positively in building up a new way of learning.

General Conclusion

This study has attempted to explore and reveal the role of EFL teacher in enhancing learners' achievements in second year middle school.

We conclude that the EFL teacher makes his efforts in order to give the best for his learners and they can learn the English language easily without obstacles or facing difficulties. EFL teacher's role in motivating learners can be good reason for improving EFL learning process.

Furthermore, , it is not only the teacher who can lead the learner to achieve his goal, but the learner himself can do better than the others do for him in order to achieve his goal which is learning EFL perfectly.

However, EFL teacher has a lot of roles such as organizing his lessons, controlling his learners, and managing his classroom.

Moreover, EFL learners need their teacher to motivate them in order to improve their learning and achieve their goal which is learning a foreign language. In addition, both teacher and learners should interact with each other because it helps them to develop their learning process.

Teachers' questionnaire
Manbaa Elghozlan Middle School

Dear teacher,

The following questionnaire is part of research work that deals with The Role of EFL teachers in Enhancing Learners Achievements. Your answers will be of great help for the research. Would you, please, tick the appropriate box and make statements whenever required.

Thank you in advance.

General Information

1. Gender: male female
2. Age:
3. Degrees have achieved: License Magister Doctorate
4. Experience of teaching:

Section One: Teachers' role in classroom

1. How many classes do you teach?
 - a. One class b. Two classes c. More
2. Do you know the names of your pupils?
 - a. All of them b. Some of them c. No one
3. When you present your lesson, are there obstacles?
 - a. Yes b. No

If yes, what are they?.....
.....

4. Do your pupils understand the English as a foreign language?
 - a. Yes b. No

If no, could you guess why?
.....

Section Two: Teacher's role in enhancing learners' achievements

5-Do they have the desire to learn the English?

Yes No

6-Do you help them when they ask you?

Yes No

7-On which skill do you focus more in teaching EFL?

a-Speaking b-Listening c-Reading d-Writing

8-Have you ever noticed that your pupils are different in getting the idea that you give?

Yes No

9-Are there pupils who find difficulties in learning EFL?

Yes No

If yes, what are the difficulties they face?

.....
.....
.....
.....

10-Do you think that you are capable to reduce these difficulties?

Yes No

If yes, how?

.....
.....
.....
.....

11-How do you organize your lessons?

.....
.....
.....
.....

12-How do you manage your classroom?

.....
.....
.....
.....

13-Do you give them extra activities in order to improve their foreign language?

a- More activities

b- Some activities

c- Not at all

14-Do you motivate them to learn EFL?

a- Always

b- Sometimes

c- Never

Thank you for your collaboration

Pupils' Questionnaire

Manbaa Elghozlan Middle School

Dear Pupils,

We would be very grateful if you accept to fill in the following questionnaire. The information you will provide us with will serve a study about "The Role of EFL Teacher in Enhancing Learners' Achievements".

Please put a tick in the box just in the front of each statement. Some questions will require the arrangement of different items.

Thank you in advance.

General information

1-Gender: male female

2-Age

Section One: Describing learners

1-Are you curious to learn EFL?

Yes

No

-If no, do you think that you are obliged to study EFL?

.....

2-Do you like your teacher of English?

Yes

No

Section Two: Learner styles

3-Does he help you when you ask him?

Yes

No

4- Do you find that your teacher loves his job as teacher?

Yes

No

5-Have you understood your teacher when he explains the lesson?

Yes

No

Section Three: Motivation

6-Do you think that the course of EFL is interesting?

a- Of course

b- Boring

Because.....
.....

7-Are you able to learn EFL alone?

a- Yes

b- Never

c- Need the help of teacher

8-Do you think it is easy to learn the English?

Yes

No

9-Have you noticed that your teacher of English prefers some pupils than others?

Yes

No

Because.....
.....

10-Are you marks in English good?

a- Yes

b- Not bad

c- Bad

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ملخص

تقوم دراستنا على معرفة دور أستاذ اللغة الإنجليزية كلغة اجنبية في تطوير قدرات التلاميذ و محاولة تحسين تعليم اللغات الأجنبية للسنة الثانية متوسط في متوسطة منبع الغزلان. كما تهدف إلى معرفة كيفية تحفيز التلاميذ على مواصلة تعليمهم و محاولة تنمية قدراتهم الفكرية، و بما أن الأستاذ هو المصدر الوحيد للتلاميذ داخل القسم يتوجب عليه بذل جهد كبير وذلك بتغيير و تجديد طريقة تدريسه لأن ذلك يساعد التلاميذ على إستيعاب ما هو جديد وبالتالي يكون الأستاذ قد نجح في عمله و التلاميذ قد إكتسبوا لغة جديدة.