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**The Role of ENGLISH Teacher's Character in Enhancing
Middle School Pupils' ENGLISH Speaking Skill**

A Case Study: Fourth Year Brothers Barket Middle School Pupils

A Dissertation Submitted to The Department of Foreign Languages of Biskra in Partial
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Dedication

I say thank you for everything to my husband

Mohamed Yazid

To my father and to my dear mother

To my little son Louai

To my lovely sisters: Assia, Houda and Chani

To my brother Adel

To my lovely grandmother and grandfather

To my mother in law and my father in law

To my friendly cousins: Amina, Fatouma, Sihem

To whom everything in my life symbolizes

To all my family and colleagues.

To everyone helps me in my education as well as in

my life

Without any exception I dedicate this work.

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Abstract

The aim of this dissertation is to explore the role of the teacher's character in enhancing middle school pupils' English speaking skill. This study focuses particularly on the teacher's behavior and how it effects on pupils speaking skill. We hypothesis: the good teacher's character helps positively pupils to develop their speaking skill. This study is divided into two main parts. The first is a theoretical part which is divided into two chapter one about the teacher's character and the other about pupils' speaking skill. The second chapter is a practical part that is the field work of the study. In this research, we addressed two issues: (1) the teacher's character in the classroom, (2) the effect of the teacher's character on his pupils' speaking skill. The study has mainly conducted to five (5) English middle school teachers and thirty seven (37) first year middle school pupils at the Brother Barket Middle School at Biskra. To collect data for this dissertation, two tools have been employed: (1) questionnaires for teachers and pupils, (2) interviews with teachers. All the participants' members involve positively and show a great deal of interest. The data was analyzed through the descriptive analysis which is significant for analyzing the nominal data. Research findings show that pupil's speaking skill is affected by the teacher's character, and how he treats them to deal with this foreign language. It has revealed that the teacher is the one who encourages his pupils and facilitates their learning to speak the target language. We hope that this study will be well considered and useful to both teachers and pupils.

List of abbreviations

FL	Foreign Language
EFL	English Foreign Language
TL	Target Language
CATs	Classroom Assessment Techniques

List of tables

Table1: Pupils' age.....	45
Table2: Do you like English as a foreign language?.....	46
Table3: Do you like to listen, and watch English programs?.....	47
Table4: In your opinion, learning English is:.....	48
Table5: Is your teacher able to send the message?.....	49
Table6: Do you find difficulties to deal with your teacher?.....	50
Table7: What characteristics you prefer to find in your teacher?.....	51
Table8: What are the characteristics you do not like in your teacher?.....	52
Table9: Have you ever been punished by your teacher?.....	53
Table10: Do you feel that the classroom is your second home?.....	54
Table11: Does the teacher's good treatment encourage you to speak English?.....	55
Table12: Do you believe that the good teacher's character has an important role in improving his pupils' level?.....	56
Table13: In English language, which of the four skills you wish to master most?.....	57
Table14: Speaking English is:.....	58
Table15: Do you feel afraid to talk English?.....	59
Table16: If the answer is yes, is it because:.....	60
Table17: Do you speak English inside the classroom with your classmates?.....	61
Table18: Do you speak English outside the classroom?.....	62
Table19: If the answer is yes, is it with:	63
Table1: How long have you been teaching English, at middle school?.....	64
Table2: Degree(s) held:.....	67

Table3: Do you like to teach fourth year middle school classes?.....	68
Table4: Do you find difficulties to teach fourth year middle school classes?.....	69
Table5: Do you feel that teaching a foreign language to pupils is:.....	70
Table6: Do you believe that your pupils are like members of your family?.....	71
Table7: Do you treat your pupils as:.....	72
Table8: Classify (using numbers) the good teacher's characteristics for his pupils:.....	73
Table9: Which characteristics the teacher should avoid in the classroom?.....	74
Table10: Do you believe that you have a great influence on your pupils?.....	75
Table11: Is teaching speaking a difficult task?	76
Table12: Do you think that teaching speaking skill should be:.....	77
Table13: Which skill do you think you have to focus on while teaching English?.....	78
Table14: Do you think that your pupils participate because;.....	79
Table15: Do you think that your pupils do not participate because;.....	80
Table16: How often you motivate your pupils to speak English?.....	81
Table17: According to you, as a teacher, the language is:.....	82
Table18: What types of activities do you use more?.....	83

List of figures

Figure1: Pupils' age.....	45
Figure2: Pupils' preference to English.....	46
Figure3: Pupils' preference to English programs.....	47
Figure4: Pupils' opinion about learning English.....	48
Figure5: Pupils' opinion about teacher's ability to send the message.....	49
Figure6: Pupils' difficulties with the teacher.....	50
Figure7: Teacher's characteristics preferred by pupils.....	51
Figure8: Teacher's unfavorable characteristics by pupils.....	53
Figure9: Frequent teacher pupils' punishment.....	54
Figure10: Pupils' feeling about the classroom.....	55
Figure11: Pupils' feeling about the classroom.....	56
Figure12: Pupils opinion about the role of teacher's character in improving their levels.....	57
Figure13: Skills pupils want to master most	58
Figure14: Pupils' evaluation to speaking English.....	59
Figure15: Pupils' fear of speaking English.....	60
Figure16: Pupils' fear's cause of speaking English.....	61
Figure17: Pupils' frequency of speaking English inside classroom.....	62
Figure18: Pupils' frequency of speaking English outside the classroom	63
Figure19: With whom pupils speak English outside the classroom.....	64
Figure1: Teachers' period of teaching English.....	67
Figure2: The teachers' level.....	68

Figure3: Teachers’ preference to teach fourth year middle school.....	69
Figure4: Possibility that the teacher finds difficulties in teaching fourth year middle school.....	70
Figure5: Teachers’ opinion about teaching FL to pupils.....	71
Figure6: Teacher’s relation with their pupils.....	72
Figure7: Teachers’ treatment to their pupils.....	73
Figure9: Characteristics teachers avoid.....	74
Figure10: Teachers’ believe if they influence on their pupils.....	75
Figure11: Teachers’ views about the difficulty of teaching speaking skill.....	76
Figure12: Teachers’ view about teaching speaking skill.....	77
Figure13: Skills teachers focus on while teaching English.	78
Figure14: Teachers’ views about the cause of pupils’ participation.....	79
Figure15: Teachers’ views about the cause of pupils to not participate.....	80
Figure16: Frequency teachers motivate their pupils to speak English	81
Figure17: Teachers’ views about the language.....	82
Figure18: Teachers’ used activities.....	83

Table of contents

Dedication.....	II
Acknowledgment.....	III
Abstract.....	IV
List of tables.....	VI
List of figures.....	VIII
General Introduction.....	1
1. Statement of the problem.....	2
2. Aim and objectives.....	2
3. Research questions.....	2
4. Hypothesis.....	3
5. Methodology.....	3
Methodology and research tools.....	3
Sample of the study.....	3
6. Structure of the study.....	3
Chapter One: The Teacher's Character.....	5
Introduction.....	6
1. Definition of teaching as a profession.....	6
2. Frequent teacher's mistake.....	7
2.1.The avoidance of parents contact.....	7
2.2.The low voice.....	8
2.3.Unplanned lesson.....	9
2.4.Having no clear procedure.....	9
2.5.Lacking confidence.....	10
3. The teacher's good characteristics in the classroom.....	10
3.1.Friendly teacher.....	11
3.2.Teacher as course developer.....	11
3.3.An assessor teacher.....	12

3.4.Consistent teacher.....	13
3.5.Fair teacher.....	14
3.6.Decent teacher.....	15
3.7.The teacher as a supervisor.....	15
3.8.Trust worthy teacher.....	16
3.9.Teacher as a lesson planner.....	16
4. Novice Vs expert teachers.....	17
5. Rewarded or unrewarded.....	19
6. The effects of the teacher’s characteristics on pupils’ speaking skill.....	20
Conclusion.....	21

Chapter Two: The Speaking Skill.....22

Introduction.....	23
1. Definition of speaking skill.....	23
2. Speaking as a sub-skill.....	24
2.1.Pronunciation.....	25
2.2.Intonation.....	26
3. The relation between speaking and the other skills.....	26
3.1.Speaking and listening.....	26
3.2.Speaking and writing.....	26
3.3.Speaking and reading.....	27
4. Components of speaking skill.....	27
4.1.Grammar	28
4.2.Vocabulary.....	28
4.3.Pronunciation.....	28
4.4.Fluency.....	29
5. The importance of speaking skill.....	29
6. Difficulties beginners face in speaking skill.....	31
6.1.Mother tongue use.....	30
6.2.Nothing to say.....	32
6.3.Lack of vocabulary.....	32
6.4.Pronunciation difficulties.....	33

6.5. Psychological barriers.....	33
6.5.1 Nervousness.....	33
6.5.2 Shyness.....	34
6.5.3 Self-abasement.....	34
6.5.4 lack self-confidence.....	34
6.5.5 Fear of making mistakes or from difficulties.....	34
6.5.6 Anxiety.....	34
6.6. Inhibition.....	35
6.7. Poor listening practice.....	35
7. Correcting speaking mistakes.....	36
8. Types of classroom speaking performance.....	37
8.1. Imitative.....	37
8.2. Intensive.....	38
8.3. Responsive.....	38
8.4. Transactional.....	38
8.5. Interpersonal.....	38
8.6. Extensive.....	38
9. Developing the oral performance in the classroom.....	39
9.1. Oral activities	39
9.2. Drill and linguistically structured activities.....	39
9.3. Participation activities.....	39
9.4. Observation activities.....	40
9.5. Interaction activities.....	40
10. Developing the oral performance outside the classroom.....	40
Conclusion.....	41
Chapter Three: The Field Work.....	42
Introduction	43
Questionnaires.....	43
1. Pupils' questionnaire.....	43
1.1 Description of the questionnaire.....	43

1.2 Administration of the questionnaire.....	44
1.3 Analysis of the questionnaire.....	44
1.4 Discussion of the results.....	64
2. Teachers' questionnaire.....	64
2.1 Description of the questionnaire.....	65
2.2 Administration of the questionnaire.....	65
2.3 Analysis of the questionnaire.....	66
2.4 Discussion of the results.....	83
3 Teachers' interview.....	84
3.1 Description of the interview.....	84
3.2 Administration of the interview.....	84
3.3 Analysis of the interview.....	84
3.4 Discussion of the results.....	87
General conclusion and recommendation.....	88
Bibliography.....	89
Appendices.....	96
Appendix1: pupils' questionnaire.....	97
Appendix2: teachers' questionnaire.....	102
Appendix3: teachers' interview.....	106

Introduction

Speaking is the productive skill in the oral process. It is, unlike the other skills, more complicated than it seems at first, and it involves more than just pronouncing words. It is the language skill that most foreign language learners wish to achieve as soon as possible. Speaking is a fundamental part of any target language learning and teaching, because; most people in the world speak more than they write.

In teaching English to foreign language learners how to speak socially meaningful and culturally appropriate, the teacher's character plays an important role in this field. How the teacher acts, what he says and how he interacts may be different from one teacher to another. The good teacher does not teach his pupils only the academic subjects, but he is the one who tries to develop the ethical and responsible individuals by being the perfect teacher's characteristics.

1. Statement of the Problem

Recently, English becomes the language of technology, business and world communication that is why our government starts to teach English to adolescents from the first year middle schools. The teacher's good character, at this level, has a great impact on his pupils' learning development. A friendly and a helpful teacher will be more liked and sensitive to his/her pupils' needs. Pupils speaking skill will be more affected by this teacher's character. He plays an important role on encouraging them to enhance their oral performance without being scared of making mistakes in a real world conversation.

2. Aims and Objectives

This research has such multiple aims. First of all, it shows to the teacher the role of his characteristics inside the classroom, and how it effects on his pupils' speaking skill. Second, it shows also the importance of the oral performance inside, and outside the classroom. Third, this research demonstrates how the pupils had to rely on them-selves to develop their speaking skills as a native speaker.

3. Research Questions

This research faces three major questions:

- 1- What are the main characteristics of the teacher that should appear in the classroom?
- 2- How can the teacher's character help his pupils to enhance their speaking skill?
- 3- What is the importance of speaking skill for pupils at the middle school?

4. Hypothesis

The teacher's good character inside the classroom helps positively pupils at the middle school to develop their speaking skill.

5. Methodology

5.1. Methodology and Research Tools

This research is followed the descriptive method to present all relevant information about this topic. Moreover, questionnaires were distributed for both teachers and pupils of The Brothers Barket Middle School of Biskra; we took into consideration their ideas and points of views. In addition, we have done teachers' interview in order to test our research hypothesis.

5.2. Sample of the study

To achieve this research's objectives, we consulted fourth year pupils at the Brothers Barket Middle School of Biskra to consider their opinion and ideas, and to gain some answers about our research. Since, we could not take the whole population; we took only one class randomly as a representative sample to answer the questionnaire. This class contained thirty seven pupils. The reason behind choosing to work with fourth year middle school is that, they are adolescent, so their answers are more sincere and they studied English tree years before. For teachers, we addressed the whole school's teachers which were five.

6. Structure of the study

Our dissertation consists of three basic chapters. The first two chapters dealt with our two variables, and the third chapter is for the analysis of responses and discussions of the answers obtained from pupils' and teachers' questionnaires and teachers' interviews.

Chapter one is devoted to the teacher's character. It discusses the definition of teaching as a profession, the frequent teacher's mistake, the teacher's characteristics in the classroom, novice Vs expert teachers, the teacher as a lesson planner, rewarded or unrewarded, the effect of the teacher's characteristics on pupils' speaking skill.

Chapter two is devoted to the skill of speaking. It explains its definition, speaking as a sub-skill, the relation between speaking and the other skills, its components and its importance, difficulties beginners face, correcting speaking mistakes, types of classroom speaking performance, developing the oral performance inside the classroom and outside the classroom.

Chapter three is the most important one in our dissertation. It deals with data analysis; it provides a presentation of the full results by means of tables and figures followed by necessary comments and interpretations. It will help us to see whether the results go in the same direction to accept our hypothesis or to reject it.

Chapter One: The Teacher's Character

Chapter One: The Teacher's Character

Introduction

The teacher is the one who inspires his pupils to achieve and to get good jobs in the world with a natural confidence, and a bigger influence. He enjoys guiding them to work together to improve themselves and their community. He is the one who stands up and speaks when he feels that something should be said. In an easy communication, he informs, explains, and facilitates the comprehension of all kinds of facts, logic and even psychological aspects to his pupils to reach every mind in his classroom. The teacher believes in his pupils' learning capacities and trusts that each one of them will contribute in the development of his community.

The teacher may face classroom problems, such as pupils' mistakes and discipline troubles. Yet it is his job to solve them, and to find solutions in a rapid and a smooth way. Furthermore, each teacher, in the world, is different from the other; there are new teachers and old ones, novice and expert teachers too. Each one has a special character and way of teaching that make him memorized on his pupils' memory.

1. Definition of Teaching as a Profession

Teaching, in its general definition, is a process to impart knowledge and skills, or to instruct someone how to do something. It is the activity of educating a subject (science, foreign language...) by giving a lesson. Regarding to the revolution of the technology, teaching, as a profession, becomes a complex and elusive concept. The two researchers: Jack. B Richard and Anne Burns (2009) claimed that, "The term professionalism is regularly used in a constitutive sense to refer to partitioned knowledge, skills and conduct" (p 49).

Teaching, as a profession, is related to all aspects of life; it is a career, a discipline, an art and a science. It is connected to all what the human being need, feel or do, as psychology, business and even politics. In relation to that, methods and techniques of teaching are changing and developing over time; even teachers and learners are different in each period. In

the past, they did not use the technology means such as, computers and Ipads to explain lessons or to answer tests, while today they do.

In the same concern, the two previous authors mentioned that second language teacher's professionalism is mainly related to such questions: "What should teachers know? And how should teachers go about their business" (p 49). The role of the teacher is to do his job as perfect as possible. He could do it only if he knows what works best with his pupils, and how to deal successfully with them.

2. Teacher's Frequent Mistakes

The teacher, regardless his background and knowledge, remains a human being. He may be calm or angry according to his psychological state. He may forget some information, do errors or even make mistakes. He can be a severe person, with a violent side. All these different sides of his character will be naturally controlled over time, and with experience. There are a number of unmeant mistakes that he, as a teacher, should be aware of in order to avoid them as much as possible.

According to Scott Mandel (2007), the relation of the teacher with his pupils should follow some specific; breaking down these rules may create many troubles for the teacher. Some of major pedagogical issues affect negatively both the learning process and the relationship between the teacher and his pupils are the following:

2.1 The Avoidance of Parents Contact

Most teachers avoid parents' contact (ibid); they feel that these parents should stay away from their job to avoid such problems, such as complaining about the teacher's way of explanation. Teacher does not accept parents to tell him what to do in his classroom. However, parents will help him to know the best pupil's interest, personality and style. The corporation of those two parts, teacher and pupils' parents, will facilitate the creation of the suitable atmosphere for the pupil, inside the classroom and at home to achieve a better level of learning.

The teacher should know that the parent may help him in different ways to enhance their child's level, and to improve the teacher's relation with the pupil. As a teacher, you have to be

sure that the best method to teach a pupil, is to know his personality, hobbies, and strategies. The parent knows their child very well, so ask them about the pupil outside the classroom. Mandel (2007) stated, “Letting parents know when a new unit is going to begin can assist them in supporting your curricula program at home” (p 11).

The teacher can build a good relation with his pupils’ parent easily through different ways. He has to specify some time to know them, to discuss the problem he faces with their kid, and to suggest some strategies they have to apply to enhance their child’s level. Furthermore, the teacher may find what is good in your pupil and share it with them.

2.2 The Low Voice

Furthermore, the low voice of the teacher could create also a problem. For such pupils, it is one of the characteristics over his class of the teacher’s weak personality, and low self-confidence. He may lose the control, and will never be able to manage his class again, for the whole year. For foreign language class, in particularly, the loud voice plays an important role to create the correct, and the clear pronunciation, because some learners may feel shy to ask for repetition each time; then, they misunderstand the lesson.

It is the teacher responsibility to send the correct message to each member in his classroom. When studying to be a teacher, voice is something taught, talked about, and even joked about. But it is not something a teacher really figures out until they are physically in the classroom.

As a teacher, your voice is the link between your pupils and their auditory learning. Teachers that are new to the classroom must convey a sense of strength, urgency, confidence, and warmth all with their vocal chords.

In the article of the Rebecca Albr (2012), “Classroom Management”, she suggests many solutions to protect the teacher’s voice while sending the message. First, it is important for the teacher to not hurt his voice. He is the example for his pupil; if he uses his normal voice, they will do so. Second, he has to wait until he gets a quite classroom; it is a bad idea to shout for pupils to oblige them to silent. It may take a long time, but pupils will be accustomed on this routine. Third, the teacher may use the body language if it is necessary. He may get his pupils attention in different ways as: looking for them for a moment or addressing them by his hand...He should adapt them with the non verbal communication.

The teacher should adapt his volume according to the situation without forgetting that the quieter voice is more honest and serious. He should know that the best way to control his volume is to stand up straight that will open up his lungs. Beside the teacher's voice, the experience will help him doing his job perfectly (Alber, 2012).

2.3 Unplanned Lesson

The worst mistake the teacher commit is when he does not plan his lesson. In this case pupils feel that they are just wasting time, and the teacher ignore their rights as they are just children. The teacher should be more aware that his pupils are old enough to evaluate the method he is dealing with.

The lesson planning has unlimited number of advantages. First, it helps the teacher in explaining the lecture. In addition, it is a good method for evaluating pupils. It develops the teacher' self confidence. It helps managing the lecture's time. In addition, it gives guidance for the teacher about what and how he should teach. Then, it helps in knowing the interest of pupils towards the lecture.

2.4 Having No Clear Procedure

Just like the teacher's expectations, the procedure needs to be clear, as well as, predictable. If you decide that you want pupils to come into class each day, and do morning seat work, so make sure that you stick to that each day. Not having a clear procedure will lead to an out of control classroom where pupils do not know what they should do next. When this happens, pupils tend to misbehave.

In establishing procedures or routines, it is important to ensure that pupils understand the reason for the routine (the Why and How questions). Also, it is necessary to clarify the procedure through modeling. The teacher should not charge his pupils by teaching too many routines at once. Finally, the process of establishing routines and procedures may take several days. The teacher has to remember that it will, probably, be necessary to repeat the process as he sees the need of his pupils.

2.5 Lacking Confidence

Pupils can sense when the teacher is not confident. Even if he feels that he is not confident, he should fake it. He may develop a plan on his head, or on paper on how he will respond to common situations that occur in the class. Having confidence is the key to success, and can improve the overall effectiveness of the teacher. Pupils can be quick to spot lack of confidence in a teacher, which can have implications for classroom management.

Gaining confidence is not just a concern for new teachers. More experienced teachers may also need a confidence boost when they meet new challenges, the education landscape shifts around them, or find they need to make changes to their teaching practice.

Kate Herbert-Smith (2014) wrote the article “5 Ways to boost your confidence as a teacher”, suggesting some tips which will be helpful for any teacher to gain his pupils’ confidence. First, she insists on the role of the lesson plan. Second, the body language tells a lot. Third, the calm atmosphere must be available. Fourth, the teacher should change the negative behaviour into a positive one. Fifth, last but not least, the teacher has to take some time to reflect on his practice, and pull out the positive activities. By reflecting on teaching strengths and celebrating, the teacher builds a sense of self-worth and belief, which ultimately leads to confidence.

Pupils should forgive the teacher whatever the mistake he made, because as we said, he is just a human being, and he is not flawless. Pupils are also old enough to discuss with him the appropriate method or technique that suits their learning styles, and which fit the lesson’s goal. The teacher, on the other hand, should know that he is the only responsible for each pupil’s misbehaviour in the classroom. He should evaluate his way of teaching through checking his pupils’ lesson’s comprehension and their levels.

3. The Teacher’s Good Characteristics inside the Classroom

For any teacher, having active and successful learners is a goal that must be achieved. He will ask himself about the best method that helps him to direct his class. The answer is that there is no good method than the other, and no good or bad teacher; but there are such multiple teachers’ characteristics that should appear in the classroom to help him manage guide and perform a comprehensive lesson.

According to Harmer (2001), teachers play different roles during the different classroom procedures. "These roles change from one activity to another and from one stage to another" (p 15). The most common ones are:

3.1 Friendly Teacher

The teacher Anna Demers, the most viewed writer in teaching method, claimed that the teacher should be friendly, but not a friend. In other words, he must combine both the guidance of the teacher, and the help of the friend. As she said, "You must manage your class with an iron fist in a velvet glove". In addition, Hallenbeck and Boetel (1985) argued that, "practice teacher friendly makes it easy to create your own classroom programs" (p 138). The friendly teacher is the one who understands his pupils' learning or social problems in order to direct them to the right direction of life. It is a plus point for a teacher if his pupils can share their problems with him, without being afraid or hesitated.

3.2 Teacher as Course Developer

Jack Richard (2008) defined the teacher as "a course developer as the way how the teacher develops courses, or modifies existing ones using his own experiences as well as the experiences and theories of others" (p IX). The teaching method determines how the curriculum, courses and syllabuses take place in the classroom. In addition, each teacher has a specific technique to develop his lesson according to who are his pupils. He may start by recalling their previous knowledge about the lesson. He starts the new lesson from the easy to the difficult, from the general to the specific, or by the opposite way. He may dictate what is new to be combined with what is already known, by the detailed piece of data to the general, or using the combination of all those techniques.

Thomas. R. Guskey (2003) suggested specific elements and stages that are parts of the course development process. He started by defining the objective of the curriculum. This step helps to set the parameters for the development of the course; because, it specifies what pupils should specifically be able to do, as result of taking this course. It is often effective to use 'action verbs' because they are based on observable actions or products.

The second step is identifying the best teaching approach. This step involves a survey of alternative teaching strategies for helping students meet the goals of the course, through the activities that the teacher provides.

Then, he (2003) mentioned planning major assignments and exams that will teach and test learners. It includes information in formative and summative types of assessment. Formative assessment tools such as Classroom Assessment Techniques, are used to help students identify what they know and do not know throughout the semester to guide their learning; while summative tools like exams, tests, projects are used to determine their mastery of the material.

Furthermore, considering time and space for learning, pupils should know *that* learning can take place in many different places and at different times of the day. It is useful to try to vary where and when students experience learning, and to build that idea into course development. Learning can occur: within the classroom, in the society, in a science laboratory or clinical setting, in the library, in front of a computer, at home or at school; alone or in an actual or virtual group.

Gurskey (ibid) gave the importance to the use of technology in teaching. There are many available tools to assist in the enhancement of teaching and learning. The list grows longer each week. A challenge is in finding ways to refine the use of the ones available to our pupils, as well as, to take advantage of newer ones as they come available. The expansion of the Internet and the availability of computer hardware and software have added many tools to the “teaching and learning toolbox” (ibid). Self-help tutorials, collaborative online writing or project workspaces are becoming more common now.

Pupils often need to know a set of content before they can learn other types of content; they have to master certain tasks or skills before they can move into more complicated learning experiences. This developmental approach to teaching and learning suggests that a key task is to make certain that students encounter learning activities in a logical progression from simple to more complex; “The material on Bloom’s Taxonomy is one way to examine developmental processes” (ibid, p. 6-11).

3.3 An Assessor Teacher

Jack Richard argued that, “assessment involves finding out what the learner know and can do ,and what they need to learn or do, so that the course can bridge the gap or some part of it” (p 13). The assessor teacher is not the one who evaluates his pupils by marks according to their answers in the exams, but he is the one who seeks data about each individual pupil’s

need, so that the course will address it effectively to break down their difficulties and constraints ,and develop their proficiency.

For one teacher and more than thirty pupils in each classroom, this assessment will be a little bit hard or impossible; but the persistent teacher with a strong desire will be able, easily, to achieve it through studying the cognitive factors of his class, such as the pupils' personality, attitude and confidence. The teacher is the person who sacrificed for his pupils with his time and effort.

There are two types of assessment. The first one is summative Assessments. It is done in a specific period to determine at a particular point in time what pupils know, and do not know. It is associated only with standardized tests such as state assessments. Summative assessment at the district classroom level is an accountability measure that is generally used as part of the grading process.

The second one is the formative Assessment. It is an important part of the instructional process. Its process helps in adjusting teaching and learning while they are happening, in a practice classroom. Though, formative assessment strategies can be in different formats, which help to distinct them from summative assessments.

The teacher as an assessor may use multiple classroom assessment techniques (CATs) (Thomas & Cross 1999). They are a set of specific activities that instructors can use to quickly gauge pupils' comprehension. They are generally used to assess pupils' understanding of a material in the current course; but with minor modifications they can, also, be used to gauge pupils' knowledge coming into a course or program. CATs are meant to provide immediate feedback about the entire class's level of understanding, not individual pupils'. The instructor can use this feedback to inform an instruction, such as speeding up or slowing the pace of a lesson or explicitly addressing areas of confusion.

3.4 Consistent Teacher

Consistency is the key to positive pupils' behaviour. The teacher should be an example for his pupils for example attending the class on time, and let them leave on time. In order to create a positive learning environment, pupils should know what to expect from their teacher each day. He needs to be consistent. This will create an appropriate learning environment for the pupils and they will be more likely to succeed. It is not liable that pupils can adapt to

teachers throughout the day that range from strict to easy. However, they will dislike an environment in which rules are constantly changing (Kelly, 2016).

The key for becoming a consistent teacher is the teacher's planning and following regular routines (ibid). A big part of consistency in teaching is in the teacher's daily routines. Following a regular structure gives every pupil the opportunity to respond in the appropriate way. It starts by how pupils should enter and exit, as it may include every detail that may happen in the classroom.

3.5 Fair Teacher

Fair teacher is the one who treats all his pupils equally whatever their social stands, intelligence or appearance. Learners expect the teacher to treat everyone in the class equally. Few professors are favour certain pupils over others, but it is probably impossible not to like some pupils more than others. Differences in liking may foster differences in interactions, such as allowing certain pupils to dominate discussions rather than others, or allow one pupil to ask a question and the other no. Even subtle differences in how learners are treated may lead to perceptions of partiality where none exists.

Curwin (1988) mentioned that the teacher should treat his students fairly by not treating them the same. He also argued that treating pupils equally is unfair for them, because they are not the same. They have different motivations for their choices, different needs, different causes for misbehaviour and different goals. He added, as an example,

No one would go to a doctor who treats all headaches the same, since the cause for one may be allergies and the other a tumor. Identical treatment for two students who don't do homework for different reasons, one who has to help at the family business after school, and one who watches too much television is no different than that crazy doctor with the single cure for all headaches" (ibid, p.16).

It is important to teach pupils the concept of fair versus equal before implementing it. Before working with these two concepts pupils have to differentiate them. It is easy to give them a real examples where fairness is adapted, and where treating people differently is good. In order to progress their understanding, teacher should ask them to bring examples with explanations from their daily life.

Curwin (1988) wrote a number of tips that help the teacher treating his pupils fairly, but not equally:

1. The teacher should demonstrate that fairness and equal are different.
2. The teacher should not compare one pupil with another.
3. The teacher should explain also that what is fair for them, as pupils, may not be fair for the teacher.

3.6 Decent Teacher

Decency means, Acting in a socially acceptable manner and not offending pupils' sensibilities (Keith-Spiegel, Tabachnick & Allen, 1993). Pupils expect their teacher to follow the common social norms when interacting with them, even if he believes there might be a pedagogical value in breaking them in exceptional cases. Pupils also expect from their teacher to respect their privacy. For instance, in our society (in Algeria) pupils think that it is inappropriate to require pupils to reveal highly personal information in a class discussion, such as naming their parents. Nevertheless, pupils expect the teacher to maintain an appropriate social distance to protect each one's face.

3.7 The Teacher as a Supervisor

The teacher may start his job by teaching pupils. Then, he finds himself supervising them, as much as possible, in the school to take care of them. Not all teachers can be or has the features which allow him to be a supervisor. He should have a specific professional preparation for this role or responsibility. The writer: Kathleen Bailey , in her book *Language Teacher Supervisor*, said that, "teachers can be promoted into supervisory position for many reasons: they are excellent teachers, they have experience, they have "people skills", they are seen as loyal to the administration, they have seniority, and so on" (2006, p. xiii).

Furthermore, she added that, their duties includes many sub-activities as visiting and evaluating other teachers, discussing their lessons with them and making a recommendation to them about what to continue and what to change (p 3). In general, for a teacher who wants to be a supervisor, he may take the responsibility to supervise because of curiosity, and possibly because of the quality of a leadership.

3.8 Trust Worthy Teacher

As it is said:” trust is not a given; it has to be earned”. If the relationship between the teacher and his pupils is without trust, there is often only a stagnant environment. According to the educational consultant and author of Trust Matters: Megan Moran, in a hierarchal relationship, those in powers (teachers), in the case of the classroom are responsible for building trust. The teacher will be so comfortable if he does not personalize each pupil’s acts and words because they are just learners.

Brown (2014) in his article gave a number of advices to teachers to build a good relation with their pupils. First, she stated that, plan trust like you plan a lesson. The teacher should know that spending time nurturing the relationship with his pupils will help him to gain their trust. To insure this trust, he has to plan for it. The teacher should take into consideration the small details that his pupils like and appreciate. For example: pupils and their parents will appreciate the teacher if he spends time with them discussing the pupil’s problems, and suggesting strategies to enhance his school level.

3.9 The Teacher as a Lesson Planner

One of the key factors in the successful English classroom is the teacher. Every teacher must have faced the dilemma at one point or another. He should know his role in the classroom. He should focus on efficient organization of the lesson with a careful selection of the language facts to be transmitted to pupils. He should be more flexible and let the lesson flow spontaneously. He should take the responsibility for the choice of activities, topics, and areas of language. After all, he is familiar with examination requirements, so he knows what his pupils should cover in class.

Furthermore he has to concentrate on the material, evaluation and works with too much sincerity and trust with teenagers. The teacher is the responsible for the lesson plan and how it is represented. Not every lesson plan looks alike, but all lesson plans share certain basic parts.

EFL pupils do their effort to master the English language; however, they often face different types of obstacles that hinder their language development. The lesson planning should contain a number of methods and solutions which facilitate the pupil’s achievement.

Teacher’s good characteristics that should appear in the classroom are unlimited. The teacher, himself, is the only one who knows what is appropriate to him as a teacher, to his

pupils' as learners and to his job as an art. He is the only person who determines what does work with his pupils and what does not. Among the several characteristics he will select what fits his pupils first, and his lesson in the second part.

4. Novice V.s Expert Teachers

Pupils may describe their teacher positively in different ways using different words; this positive thinking should never be underestimated. It determines a pupil's relationship with his teacher and how much the higher pupils' confidence build on that. The qualities of an expert teacher are various. They exhibit professionalism, flexibility, content mastery, availability, concern, and respect in order to ensure effectiveness in teaching. These attributes are essential to pupils' achievement. The good teacher constantly works to develop and to improve these skills throughout this career.

The teacher serves several roles and each requires certain qualities. The essential role is to accommodate academic, social and psychological needs of his pupils. For the expert teacher everything is clear and well done, but the novice teacher may face difficulties which depend on him to pass them to become an expert one.

For the oxford dictionary (2000) the word novice means:" a person who is new and inexperienced in a job or situation" (P. 281). In other words, the novice teacher is the new teacher with little theoretical experience about how practical teaching takes place in real life situation with real pupils and administration. Amy Tsui (2003) differentiated the two concepts on his book, as the following:

Experienced teachers differ from novice teachers in important ways. They are likely to need professional development that affirms the knowledge, experience, and intuitive judgment they have cultivated during their careers. At the same time, teaching experience does not, necessarily, result in expertise (p 29).

Amber Gallup Rodriguez and Sharon (2010) added that, some experienced teachers are not, as receptive to professional development, as are new teachers even though they might benefit from opportunities to reflect on, and enhance their knowledge and refresh their enthusiasm for teaching (pp 6-7).

Tsui (2003) differentiates novice teacher from expert one through four main characteristics of pre-active thinking. The first characteristic is in the planning process: as he said "expert teachers exercise more autonomy, Novice teachers' planning is guided by rules and models" (p 29). He determined that the expert teacher is creative in his lecture by adding extra examples, texts and exercises from his effort. He knows what does work in his classroom and what does not; while, the novice teacher is limited only by what is written in the course and text books and he may not be able to answer a pupil's out book questions. When there are many contextual elements affecting the general direction of the lesson, the novice teacher will have problems implementing his plan in the classroom

The second characteristic is the efficiency in the lesson planning: for the expert teacher, lesson plan is like a daily routine; he prepares it easily, effectively and in little time. As Tsui said: "It appears that there is a certain degree of "automaticity" and "effortlessness" in their planning, because they can rely on routinized behavior and "what normally works," especially if they are planning for something that they have taught before" (ibid).

The flexibility in planning is the third characteristic: according to the context, expert teacher may do changes rapidly in his plan to suit it, but for novice teacher changing the context is something impossible in the classroom it takes more times and may not succeed.

The fourth characteristic is the content of the plan: the plan of an expert teacher bases on rich and integrated knowledge according to their experience, curriculum, students...Whereas novice teacher context is nearly to be external and ignored.

As many experienced teachers commented that skills needed for teachers to move from novice to expert are classroom routines, the ability to know their pupils, monitor their progress, understand how pupils learn, and effectively reflect on their own teaching.

5. Rewarded Vs Unrewarded Teacher

The term reward in Oxford Dictionary means, getting something for doing a good or positive thing or action (p 355). The reward is something that encourage the person to do more. This term is used in different domains including the teaching system. There are many views and ideas about rewarding learners or even teachers for doing their duties.

In the classroom, extrinsic rewards for pupils are tangible rewards given by the teacher to pupils to motivate them and reinforce their performance and behavior. They are extrinsic

because they come from outside the pupil rather than inside; they are from the teacher or the administration. This strategy is based on the operant learning theory which states that rewards and punishments shape behaviour. There are many views about it.

In one hand, there is who support rewarding pupils to encourage their positive behaviour. According to Olujide Adekeye et al whom said: "Rewards in whatever form are very important in aiding the process of learning for children and teenagers" (2012). They identify how the reward increases pupils' motivational level, attract them to attend lectures and highlight their focus on their activities. Then, rewarding pupils could be with verbal praise, as using positive complaint like good job, excellent, you are right... or primary reinforces which is biological, as giving them additional marks, a short story, or a dictionary...

In the other hand, some researchers determine that the reward reduces the learner's desire to study that will be more attracting to the reward rather than the lecture. According to Linsin (2011) : " Giving rewards in exchange for good behavior is a mistake". He determines that this action make classroom management more difficult, decrease intrinsic pupil's motivation and he added that, leave the bribery to the trainers at Sea World. In addition, Leah argues: " rewards devalue learning and counteract the development of self-discipline and intrinsic motivation". He added in his article that, rewards can have a negative effect upon student initiative and performance because they are seen as bribes used to control, and that older children in particular may feel insulted and or manipulated when rewards are offered. Critical observers point out that rewards have not been shown to change behavior when children are left unsupervised.

Reward is not limited for learners, teachers also may be rewarded but the question is how should teacher be rewarded for doing his duty? Many good points were raised from rewarding good teachers with things from merit pay, mentoring opportunities, pupils' loan forgiveness, college tuition to new technology, and many other ways.

In addition, one last important issue came through the need for administrators to recognize, and support teachers. "The issue of reward the teacher from the administrator comes in the form of Trust. Many teachers felt that the best reward they could receive, as a teacher, was the trust from their administrator that they were doing a great job" (Lisa Dabbs, 2010).

We cannot expose that the reward as positive or negative though the use of rewards may either increase or reduce motivation, depending on the timing of the rewards, the type of rewards and the context in which they are given. The award should be well manipulated before it is given to satisfy the right use.

6. The Effect of the Teacher's Characteristics on Pupils' Speaking Skill

Learning a new language is something difficult and hard. Pupils are not expected to memorize grammar rules, a lot of vocabulary and a correct pronunciation; they are learning to acquire the knowledgeable language which is used in communication. According to Thornbury (2005):" It is generally accepted that knowing a language and being able to speak it are not synonymous" (p IV). Teaching speaking means that the teacher needs not only something to speak about; he also needs to be sure that the pupils will get their needs. Learners should be able to control formal and informal spoken discourses according to different contexts, and situations.

The effective teacher should know that he affects on his pupils, and all his words and actions in the classroom plays a great role on enhancing his pupils' speaking skill in one side, or taking them to hate learning and the language it-self in the other side. The teacher should identify some preconditions for developing his pupils' oral performance. Those preconditions involve increasing a proper teacher behaviors and improving an excellent correlation with their learners. Furthermore, he tries to create a positive and a supportive classroom environment which creates successful learners. In addition to that, he builds an interrelated learner group with appropriate group averages. Any learner, around the world, prefers to discover new things since he has a great desire to investigate the world; because, of his innate curiosity at this age. It is the teacher responsibility to attract him to speak in order to discover the language features.

It is obviously clear that the teacher is the powerful example for his pupils. His behaviors inside and even outside the classroom are mentioned by his pupils. He should know the creation of a powerful community by successful generation is his job.

Conclusion

As a conclusion, the teacher has a great deal of power over his pupils. When they feel that their teacher values, and cares about them as individuals, they are more willing to comply with his wishes. The teacher plays vital roles in the lives of the learners in their classrooms. The teacher is the best known for the role of educating the pupils that are placed in their care. Beyond that, the teacher sets the tone of his classroom, builds a warm environment, mentors

and nurtures pupils, becomes role models, and listens and looks for signs of troubles. The educational environment is not confined to the classroom, but instead, extends into the home and the community and around the world. Information is not bound primarily in books; it is available everywhere in bits and bytes.

The teacher should know that pupils are not consumers of facts. They are active creators of knowledge. Schools are not just brick and mortar structures; they are centers of lifelong learning. And, most important, teaching is recognized as one of the most challenging and respected career choices, absolutely vital to the social, cultural, and economic health of our nation.

Chapter Two:

The Speaking

Skill

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Introduction

Language is the tool of communication which plays an important role to reveal an intention to someone else. English, like all languages, can be expressed in the spoken or the written forms. Speaking is an important skill, because; one of the keys in English communication is the speaking ability. By mastering the speaking skill, we can carry out a conversation with others, give ideas and change information to know what is happening in the world.

The major theme of this chapter is to introduce the nature of the speaking skill, as a skill or sub-skill, and its relation with the other skills, and the whole class teaching situation, where the foreign language pupils are obliged to use the language in a specific atmosphere within a limited time, and to deal with the foreign culture of this language that is different totally from their original one.

As it is determined, the information provided by the speech signal is at best inconsistent and, at worst misleading. The learner tries to achieve the language by using his voice effectively for more fluent and dynamic speech, and to have a large register that allows him to choose the appropriate language's vocabulary to fit the situation and the relationship with the conversation pattern. So, how does a foreign language's speaker succeed in making sense on the message he sent?

1. Definition of the Speaking Skill

The word speaking might has different definitions which led to the same meaning. Brown defines it in his book *Teaching by Principles* by: "Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information" (1994, p. 35). Another definition by Tarigan (1990) argued that, "speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned" (pp 3-4). Dyah Wulandary, in this field of study, mentioned: "Speaking is an interactive process of constructing meaning, receiving and processing information" (p 2).

As it is agreed, speaking is a process of interaction among people, and it will never be achieved unless with practice. Pupils, in the classroom, should benefit as much as they can of their course's time, using and talking the target language, with the help, and correction of their classmates, and teacher, to gain this language correctly, and clearly. In this point, Craig Chaudron agreed with, and supports the theory of Krashen by saying that, "The classroom should function to provide the learner with comprehensible target language (TL) input in an affectively supportive climate" (p 6).

In addition, to enhance pupils' speaking skill, they do not learn how to speak, but they should be aware about how to use this language in speech community, and here, the role of the teacher appears. As Little Wood (1981) said that, "Speaking skill is an important part of the curriculum in language teaching, and this makes them important object of assessment as well" (p 1).

2. Sub-Skills of the Speaking Skill

Speaking is one of the four main language skills. In general, it is the second language skill to be achieved by the learner, after the listening skill. Later, comes reading and writing. These skills are often divided into sub-skills, which are specific behaviors that language users do in order to be effective in each of the skills.

In the classroom, pupils spend time developing a wide range of sub-skills as they build each of the four skills. As Ken Lachman said in her book (2011) , " Rather than just have students speak in the classroom we should be teaching students specific speaking skills, known as sub-skills or micro skills"(p 2). She added that teachers should teach their pupils what they will not likely to learn outside the classroom; and she stated, " By raising awareness of speaking sub-skills and providing classroom practice with them, we will be providing students with strategies to improve their communication outside the classroom, which is, or should be, the ultimate goal" (p 3).

Furthermore, mastering the speaking skill in different languages needs to synthesize some sub-skills, and knowledge, as Riddell (2010) points out, " (...) learning speaking, whether in a first or other language, involves developing subtle and detailed knowledge about why, how, when to communicate and complex skills for producing and managing interaction"(p 197). Among the sub-skills focused on speaking there are pronunciation and intonation.

2.1.Pronunciation

In Oxford Dictionary, pronunciation is the act or the manner of speaking a word (p 331). It is a crucial speaking sub-skill, and by far, the departure point for any oral interaction since the success of any communication process is closely tied to the mastery of the sound system. The good pronunciation should be one of the first things that pupils learn in English, because with the simple structure, and few words associated with the correct pronunciation the listener will get their messages.

In the old grammar-translation theory, pronunciation was completely overlooked in language teaching. But as a reaction, the audio-lingual approach highlights pronunciation and learners' structural proficiency becomes of primordial interest in EFL classes. After considering current practices in conducting pronunciation lessons, pupils seldom have the opportunity to learn the sub-skill and the language to improve their speaking ability.

Correct pronunciation is a basis for efficient communication in English, as in any other languages. What non native speakers, as our pupils are, should work on is losing accents of their respective mother tongues, and practicing correct and authentic English pronunciation.

There are many important reasons all pupils need to focus on for correct form and pronunciation. First, the good pronunciation will determine the level of fluency which will help the person in getting job or relationship with native speakers. Second, it helps for being understood. The language is the used way of communication; especially in today's international world of school and business. Your pronunciation's mistakes may impede you from being understood and affect your speeches. Third, the good speaker is who send a clear message with correct pronunciation. It determines his fluency.

To achieve a good pronunciation, the ear has to listen to a correct pronunciation. The drill is a used technique for this case. It's difficult for teachers to spend enough time on pronunciation with pupils, So many pupils in the class, each with different needs. However, self-study can solve this problem and offer a personalized solution.

In the other side, bad pronunciation can result in a failure to convey the message, and can cause troubles in communication when they are least expected, and welcome, even among native speakers. Good pronunciation comes from a lot of technical knowledge on the part of the teacher, as about placement of the mouth, etc. Language learning needs a lot of practice, and both mechanical and meaningful practice lead to improved pronunciation. Only through practice will a skill become automatic; and drill-like activities are not always considered

interesting. Nevertheless, the perception of practice is a good way to help learners distinguish between certain sounds.

2.2. Intonation

Intonation is defined by the encyclopedia of Wikipedia as, " Is variation of spoken pitch that is not used to distinguish words" (2016). It is about how we say something, rather than what we said. According to Fazle Munim (2015)," Intonation could be described as the music of speech". Without intonation, it is impossible to understand the expression and thoughts that go with words. It is an important factor that functions to differentiate the attitude of the speaker, his feelings and emotions; to differentiate the question from the request and the invitation from the greeting... It is relevant to any speaking activities.

3. The Relationship between Speaking and the Other Skills

To achieve mastery in any foreign language the learner has to master the four skills; they are interrelated. Enhancing one skill is through developing the others. The secondary skill, speaking, proceeds listening cognitively. Aural/oral skills precede the graphic skills, such as reading and writing, as they form the circle of language learning process. According to Huebener (1965) ,"Speech comes first, reading and writing come later" (p 14). In this section, we will describe the relationship between speaking and the other three skills: listening, reading and writing.

3.1. Speaking and Listening

They share a close relationship in communication. In a conversation, you cannot speak without listening in order to understand what is said, to know the topic, and to take your turn. The pupil listens; first, to his teacher how to produce the foreign language's words, then he imitates him. According to Jack Richard (2008), " Listening skills are a core component of second-language proficiency" (p 1). He argued that even if listening cannot be tested, it has to be taught (p 3). Listening is closely related to speaking thus, it helps in reducing forms of words, recognizing cohesive devices in texts, and identifying key words in a text; and all those skills should form the focus of teaching.

3.2. Speaking and Writing

We used to know and to count the differences between the spoken form and the written form, but we rarely identify the relation between those two skills. Writing is derived from speech; it is the representation of the voice said in symbols (words), focusing more on grammar and the choice of words. The three researchers Connie Williams, Roberta Stathis,

and Patrice Gotsch (2008) argued that, "Students who have had extended opportunities to use, practice, and refine their oral language are far better equipped to reach a high level of written discourse and achieve academic success" (p 2). It is obviously that reading and writing are natural extensions of what pupils have understood through the development of their listening skills, and expressed orally through the development of their speaking skills.

It is axiomatic that if pupils do not have the ability to express their ideas orally, they will not be able to express their ideas in writing. For that cause, we said oral language and written language are inextricably linked. Dornyei mentioned on his book that Speaking and writing are two important skills that should be improved by the EFL teachers. The improvements of excellent communicating skills take time, patience, and practice, however, it is extremely beneficial. In this sake, communication strategies need to be explicitly taught for EFL pupils to improve their accuracy and fluency (1995, p. 15).

3.3. Speaking and reading

These two skills seem to be distinguished from one to the other. They seem different, but they are related. In an educational article about the relation between skills, Ann Hilferty (2005), said that, "skills in some aspect of oral language increase, they help development in reading, and as a person improves his reading skills, that improvement seems to enhance further improvement in the spoken language. This seems to be a continuing spiral".

We have to say that reading, writing, speaking, and listening are basic communication skills necessary for effective communication in any environment. As a teacher, he should know that all language learners will need to develop their skills in each of these areas, and your language classes should incorporate activities related to all these skills.

4. Components of the Speaking Skill

In order to speak English, pupils have to know some important components. The components of speaking skill may be different from one author to the other, in some details, but in general, they are unified. The component is what aspect influencing how well people speak English. Here is the component of speaking skill, according to Syakur (1987, pp 5-25):

4.1. Grammar

It is the basic aspect that helps the speaker to produce a correct conversation. Grammar is to learn the correct way to gain expertise in a language, in oral and written form. Rules of grammar should be well memorized. With the practice, the pupil will be able to apply them unconsciously. The learner should know that Grammar is the backbone of a language; and

without it, any single thing you know may be flux. It is the railway through which your messages will be transported. Without it, in the same way as a train cannot move without railways. The pupil will not be able to convey his ideas to their full extension without a good command of the underlying grammar patterns, and structures of the language.

Learning grammar is more than creating a correct sentence. There is a grammar of how sounds fit together. There is a grammar of how sounds are pronounced. There is a grammar of when to use certain words, and how to respond to what other people say. There is a grammar of how ideas can combine together. With enough time, effort, and practice, though, you can eventually have a mastery of English grammar.

4.2.Vocabulary

Vocabulary is the choice of words that suit and fit the message in a conversation. In order to communicate effectively, the speaker should have a sufficient vocabulary's register. Language teachers, therefore, should possess considerable knowledge on how to manage an interesting classroom, so that the learners can gain a great success in their vocabulary learning.

Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed (M. Lessard-Clouston, 2012, p. 3). The best source of learning new words is the dictionary. It helps the pupil to choose the appropriate word with giving him a multiple choices. The teacher knows that a pupil needs to encounter a new word 10 to 16 times to effectively "learn" it.

4.3.Pronunciation

We mentioned pronunciation before in speaking as a sub skill. It is also one component of the speaking skill. It is one from the phonological process that varies the different sounds of the language. It helps the pupil to produce clear language when he speaks. A speaker who constantly mispronounces a range of phonemes, it can be extremely difficult for a speaker from another language community to understand him.

4.4. Fluency

Ramirez (2010) considers that, "fluency means you can talk easily with native speakers- they easily understand you, and you easily understand them- in fact, you speak and understand instantly" (p 14). From this quote, we understand that foreign language learners can be fluent in the target language when they speak smoothly and skillfully with native speakers in order to understand, and be understood at the same time.

Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “errs”. The fluent pupil cannot be differentiated from a native speaker. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message. Fluency can be defined as the ability to speak fluently and accurately. The teacher cannot teach everything to his pupils; they have to act some efforts to be fluent.

5. The Importance of Speaking Skill

The human being, as social creatures, communicates with each other in each daily activity, this is why speaking plays an important role in our life. It occurs in changing ideas, expressing feelings, asking for something, thanking, apologizing, and so many other processes in the people’s interaction. As Ur (2000) states that, “Of all the four skills, speaking seems institutively the most important: people who know a language are referred to as ‘speaker’ of the language, as if speaking included all other kind of knowing” (p 12).

Teaching a pupil vocabulary, grammar and pronunciation is not enough for him to interact with others; especially with native speakers, using this foreign language. Proficiency in speaking skill is necessary to become a well rounded communicator. Speaking is not a manner of memorizing a number of words and expressions; the pupil should be well manipulated for a real life situation. Mauranen (2006) advocated the belief that:

In this era of globalization and academic mobility, academic discourse should imply real-world spoken discourse and that models imparting procedural rather than just declarative knowledge should be inserted while teaching foreign languages to learners” (p 144).

The ability to stand before others and speak effectively is not an ordinary ability. Many people are deathly afraid of public speaking; others have little ability to form thoughts into sentences, and then deliver those words in a believable way. Well-developed verbal skills can increase one’s negotiation skills and self-confidence can be improved. A growing sense of comfort comes from speaking in front of larger and larger audiences. A reputation for excellence in speaking can accrue over time, thereby imparting certain credibility to the speaker.

Speaking skills are important for career success, but certainly not limited to one’s professional aspirations. Speaking skills can enhance one’s personal life, thereby bringing about the well-rounded growth we should all seek. Speaking clearly and confidently can gain the attention of an audience, providing the golden opportunity for the speaker to make the

message known. The wise speaker is the one who gains and then holds the attention of an audience, with well-chosen words in a well-delivered presentation, forming a message that is effective, informative, and understood.

Effective speaking has nothing to do with the outdated concept of 'elocution' where everyone was encouraged to speak in the same 'correct' manner (Skill You Need, 2011). Rather, effective speaking concerns being able to speak in a public context, with confidence and clarity, whilst at the same time reflecting on your own personality. Pupils, in this age, should know that learning English as a foreign language offers many benefits in today's business world, not only as a means to communicate with people on the other side of the world, but it serves to show a person's intelligence too.

When a person is willing to commit to learn what has become known as the international language of today's modern world, it shows he wants to be successful. Being able to speak English will demonstrate a level of intelligence to others, especially if it is spoken fluently, without hesitation or the need to search for words. Having an accent for the pupil does not matter, as long as, his pronunciation is good enough to be understood.

English being the language that is accepted throughout the world; it is the one of the languages which worth mastering. English is used in so many main industries, including the realms of films and computers. It is the world language that opens doors to those who can speak it fluently. It may be challenging to learn at first, but with all the modern technologies which includes, having access to online English courses and word game software; learning that language becomes much easier.

6. Difficulties Beginners Face in Speaking Skill

Foreign language pupils have a number of difficulties in learning English, as a foreign language, which is used in a specific atmosphere (lecture, chatting with a non native, business...). Particularly, improving speaking skill is not an easy activity for pupils.

In this part, we will identify a number of difficulties and problems that the foreign language pupils may face in learning English:

6.1.Mother Tongue Use

Using the mother tongue inside the classroom is a wide spread phenomenon that exists in many of today's classrooms around the world. It is easier for pupils to use their mother tongue in their classes, because it looks naturally and no one will laugh for their spelling. Therefore, most of the pupils are not disciplined in using the target language (TL) in the learning

process. English is used, only, in the specific time of the course with the teacher, while the pupils use their native language among them.

Allowing, or even promoting, the use of the pupil's first language in the English language classrooms remains a continuous issue of debate. It takes back the pupil to grammar-translation method that is considered: "...psychologically implausible and practically impossible teaching method" (Chris Wharton, 2007, p. 2). A great number of researchers and linguistics forbid the use of the mother tongue in the language classes. As Baker & Westrup (2003) argue that, Barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language (p 12).

At present, the official guidelines in many countries recommend that lessons should be planned to be as monolingual as possible, drawing on the mother tongue only when difficulties arise. The mother tongue is generally regarded as being: "an evasive manoeuvre which is only to be used in emergencies" (Harmer: 2001, p. 132). If the school does not expose pupils to speak English, they will find it very hard in mastering the language, as their parents and surroundings do not.

Furthermore, due to the amount of L1 used, pupils may lose confidence in their ability to communicate in English; they may feel that the only way they would understand anything the teacher says is when it has been translated, or they use their mother tongue even when they are perfectly capable of expressing the same idea in English. This can significantly reduce pupils' opportunities to practice English, and they will fail to realize that using English in classroom activities is essential to improve their language skills.

English should be the primary means of communication in FL classrooms. The teacher should give pupils ample opportunities to process English receptively, as well as, to give them the opportunity to practice the target language and drag out as much output in FL as possible even outside classrooms.

6.2. Nothing to Say

Even if pupils are not inhibited, the teacher often hears learners complain that they cannot think of anything to say. They have no motivation to express themselves beyond the feeling that they should be speaking. The cause is that they think about the structure of the language, rather than the meaning, and all their interest is about how to speak as brief as possible. In this case, it is a matter of motivation. If the pupil is able to create and produce a full sentence, it is the teacher responsibility to encourage him brings out his speeches. Whatever is done by a

teacher, it has a motivational, formative, influence on pupils. In other words, the teacher's behavior is a powerful "motivational tool" (Dornyei, 2001, p. 120).

To be motivated to learn, pupils need both ample opportunities to learn and steady encouragement and support of their learning efforts. Because such motivation is unlikely to be developed in a chaotic classroom, it is important that the teacher organizes and manages the classroom as an effective learning environment. Furthermore, because anxious or alienated pupils are unlikely to develop motivation to learn, it is important that learning occurs within a relaxed and supportive atmosphere (Good & Brophy, 1994, p. 215).

6.3. Lack of Vocabulary

The complexity of the processes involved in the production of speech is one among various challenges facing the EFL speaker. Lack of vocabulary is the main reason for the pupil to keep silent in the classroom. Lacking vocabulary make pupils find difficulties in understanding meaning, or sending messages, and hinder them to speak fluently.

The Arabic language is totally different from the English one from all the aspects. There is no relation or similarities between these two languages' vocabularies. Learning a foreign language require a great knowledge of its used vocabulary. Thornbury (2005) stated in this phenomenon:" Spoken language also has a relatively high proportion of words and expressions" (p 22). Learning vocabulary is the first step of speaking a foreign language. Yet, a learner never finishes vocabulary acquisition. Learning a lot of vocabulary can make the study of this language easier.

Many researchers argued the importance of teaching and learning vocabulary in order to learn the language. Schmitt (2000) emphasizes that, "Lexical knowledge is central to communicative competence and to the acquisition of a second language" (p 55). Nation (2001) further describes the relationship between vocabulary knowledge and language use as complementary:" Knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge" (p 15).

6.4. Pronunciation Difficulties

The pronunciation of English is a problem of many pupils. There are several factors influencing the pronunciation of this foreign language. Pupils used, as in the French language, to pronounce what they write, but in English it is not the same; the word is written in specific letters, but it is spelled differently. The place of articulation and the manner of the articulation of a sound, and even short or long vowels between the learner's first language, and the second language are totally different. English requires that one syllable in each word

be stressed more than others and the wrong stressed syllable determined as a mispronunciation.

Arabic and English alphabet are some kind different. The Arabs have a difficulty in differentiating between 'p' and 'b'. They have difficulty in knowing the difference between 'f' and 'v' because there is no 'v' in Arabic. In addition, English has many vowel sounds, while Arabic only has a few vowel sounds. Also, phonologically, English has about three times as many vowel sounds as Arabic. Therefore, it is inevitable that beginning learners will fail to distinguish between some of the words they hear, such as ship / sheep, or bad / bed, and will have difficulties saying such words correctly.

Developing learner's speaking ability is one key of practicing English. According to Bada, Genc & Ozkan (2011), "Speaking is often dealt with a pronunciation level"(p 122). The ability of speaking English embodies the correctness of pronunciation, and directly affects the appropriate communication in a conversation.

6.5. Psychological Barriers

The psychological barriers for foreign language pupils in English communication are the psychological, abnormal, negative emotions associated with learning English as FL.

They are so many, but we will mention only few of them.

Nervousness: it is a common problem that language pupils, all over the world, experience and do not always talk about. Being nervous when speaking another language can have serious, negative effects on pupil's learning. What pupil will see and hear the teacher saying over and over again is repetition which is the key. What the teacher repeated tends to become easier, and makes learner less nervous. With repetition, what was once foreign and strange becomes ordinary.

Shyness: getting over shyness of speaking TL in front of others is a big obstacle for many pupils. They feel uncomfortable to speak in front of their teacher and their classmates. In this case, learners often do not participate in EFL classroom in natural manner because of shyness. Hence, they will not be able to perform their tasks and achieve their goals. This will affect obviously their participation, and lead them to a low participation, or even to none, which cause a problem in acquiring the target language.

Self-abasement: in the known meaning, it is degradation or humiliation of oneself because of feelings of inferiority. As Guang and Liang (2007) pointed out:" self-abasement students have almost no self-confidence. They hardly ever believe in their ability to speak English or

face teachers, classmates and any sort of audience. Then, they either keep silent or say a little with great difficulty in oral English classroom activities” (p 54).

Lack of self-confidence: the pupil's self-esteem has a significant impact on almost everything he does; on the way he engages in activities, deals with challenges, and interacts with others. Self-esteem or self confidence, also, can have a marked effect on academic performance. Low self-confidence can reduce a pupil desire to learn, his ability to focus, and his willingness to take risks. Positive self-confidence, on the other hand, is one of the building blocks of school success; it provides a firm foundation for learning.

Fear of making mistakes or from difficulties: the two researchers Guang and Liang (2007) stated that,

Pupils who fear difficulty do see oral English communicative skills as being really hard to improve. They cannot successfully communicate in English due to great psychological pressure and lack of self-confidence as they tend to avoid facing the difficulties involved in oral English by frequently missing the class (p 54).

Anxiety: is one of the most negative psychological hinders for many EFL learners. FL anxiety is an emotional response for “a threat to some value that the individual holds essential to his existence as a personality” (May, 1977, p. 205, cited in Bekleyen, p. 50). in addition, Spielberger (1983, as cited in Horwitz, Horwitz, and Cope, 1986, p. 125) has supported that, “it is a kind of troubled subjective feeling in the mind of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system”. According to Horwitz, Horwitz, and Cope (1986) FL anxiety is “a distinct complex of self-perceptions, beliefs, feeling, and behaviours related to classroom language learning arising from the uniqueness of the language learning process”.

There are other factors that reduce the pupil’s speaking performance. Those are caused by fear or inhibition while performing in English. Different learners may experience different psychological barriers due to different factors. They can be attributed either by subjective reasons related to the learner himself, or to objective ones related to the environment, method of language teaching, teachers or parents.

6.6. Inhibition

The first problem that the pupils often encounter is inhibition. When pupils try to say things in a foreign language in the classroom, they are often inhibited. They are worried about

making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts. Littlewood (2007) asserts that a foreign language classroom can create inhibitions and anxiety easily (p 93). As it is stated by Brown (2007), Guiora et al. (1972) and Ehrman (1996) also claimed that inhibition has a great relation with language ego, the identity a person develop in a reference to the language he or she speaks, which means that meaningful language acquisition involves some degree of language conflict that affects the new identity with the learners newly acquired competence. Therefore, as Brown argued that the language ego enables learners to reduce the inhibition that may impede their learning success (p 158). In this perspective Ur (2000, p. 111) states that: “Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts”. Bowman et al. (1989) agree on this view and argue that when the teacher deals with speaking, he might ask his students to express themselves in front of their classmates which can lead to stressful and anxious situations while performing oral activities.

6.7.Poor listening practice

Listening is the primary way for education and learning as well as communication. In listening, not the sole effect of the ear is considered. Although listening is done by the ear, it requires the connection between the ear and the active brain. The teacher is the only source of a correct speaking manner in the classroom; pupils should focus on listening to each single syllable to acquire the language correctly. The famous adverb said:” The good listeners are good speakers”. To support this adverb, the two researchers Anderson and Lynch show this significant relationship of speaking and listening skills (1988); they said “A carefully prepared L2 utterance is only a useful aid to communicate if the speaker can deal effectively with replies he receives. For the L2 learner, in a conversation, he needs to skilled as both speaker and listener.” (p 15)

In addition to these factors, there are a number of unlimited other factors that cause difficulties in speaking English among EFL pupils. The focus of teaching English, of course, is to improve the oral production of the pupil. Therefore, language teaching activities in the classroom should aim at maximizing individual’s language use. The teacher may help his pupils to break down these difficulties by trying to use English everyday in the class, and encourages them to contact the language outside the classroom. This can stimulate their behavior to always use English as habitual even in a daily conversation. Keeping in touch with someone who likes English too will help them, because; they have much more attention

than to those who do not. Creating a small group to train their English, whether in class or outside the class. Learning by doing is really important in learning to speak English. They can share information through the group, make small conversation, and check others error. This also can give extra additional vocabulary to pupils. Even if they have problems in their dialect, the solution is to train their pronunciation to be better. Find some videos, music, or authentic conversations in English. See or hear, then practice the sounds that they have heard in the source.

7. Correcting speaking mistakes

Throughout their studies, pupils will make lots of mistakes. It is an important part of learning process. If they are not making mistakes then they are not being given difficult enough topics and structures to work with. As a teacher, you have to choose material that is challenging, but manageable for your class, and correct mistakes in positive ways.

Many pupils feel afraid of making mistakes, so they prefer to not participate and to keep silent to save their face from being fun, punished or corrected. Lin (1998) considers that “fear of making errors and losing respect are some of the factors that influenced students’ willingness in participating in classroom oral communication” (cited in Ramírez, 2010, p. 24). The teacher should well informed his learners that everyone makes mistakes, even speakers using their own language when they are hurried or forced into inappropriate language by a difficult or unusual situation. It is hardly surprising, then, that language learners make mistakes, given the difficulty of the task of comprehending, processing the content of the message, and knowledge of the target language, and coming out with a response that is both grammatically correct and appropriate to the situation.

It is generally agreed that correction is part of the teaching/learning process, but that over-correction technique can be demotivated for the pupil, and may lead to a reluctance to try out new language or even to speak at all. The other extreme is to let the conversation flow, and not to correct any mistakes. Teachers need to make informed decisions about what, when and how to correct in order to help learners improve their speaking skills without damaging their abilities.

8. Types of Classroom Speaking Performance

Speaking is a skill that is best mastered through continuous practice. To give a great speech, one must first understand the type of speech one is expected to give and should prepare along those lines. A good learner is one who understands the needs of the audience and is flexible enough to adopt changes that may arise even while delivering the speech. The teacher teaches the pupil how to manipulate his speech to fit his goals, situation and context.

Brown (2001, pp 266-268) identifies six categories apply to the kinds of oral production that pupils are expected to carry out in classroom. They are:

8.1. Imitative

Practicing the intonation in purpose of pinpointing a specific vowel sound is the imitative production. It focuses on drill activities to achieve certain element of language form; it is not interesting on the meaning and it is not used for the purpose of interaction.

For example: pupils listen to the teacher and repeat the pronunciation of English words; such as: police station, information counter...

8.2. Intensive

Intensive speaking is a little bit different from the previous one. It is interesting on practicing some grammatical aspect of language. It deals with speaking performance. It can be in the form of self-initiated or pair work activity.

For example: using activities about: directed response, read-aloud, dialogue completion...

8.3. Responsive

Responsive speaking deals more with using the pupil's background of language by replying on questions or comments in meaningful in authentic one.

For example: the teacher applies tasks about: question and answer, paraphrasing, picture description...

8.4. Transactional (dialogue)

From the title, we get the meaning of transactional speaking. It carried out to exchange specific information in an extended form of responsive language.

For example: using: role plays, dialogues, oral interview...

8.5. Interpersonal

It looks like the transactional speaking because it deals with dialogue. It is more related to maintain social relationship rather than the transmission of facts and information. These conversations are little trickier for learners because they can involve some factors, such as: slang, ellipsis, sarcasm, a casual register. Pupils often find difficulties in getting the idea and even misunderstood.

8.6. Extensive

Extensive speaking is the different one thus the interviewer is the interviewee him-self. It deals with the monologue, in the practice; the advanced levels are called on to give extended monologue in the form of oral reports, summaries, or short speeches.

Each category above can be implemented based on the pupils' level and pupils' ability.

9. Developing the Oral Performance inside the Classroom

The basic challenge of language teaching is to provide pupils with plenty of opportunities for using the foreign language communicatively. The teacher has a great role in developing pupils' oral performance using a number of techniques. Ramirez (2010, p. 18) said in his book:

“The teacher may develop some activities in the Classroom in order to develop oral skills in his/her students, in this way, the teacher should use other students and him/herself in order to foster oral activities in class, the teacher should encourage students to speak no matter the mistakes in grammar and pronunciation they may have”.

9.1. Oral activities

It is when pupils prepare themselves beforehand and deliver a message to their classmates. Oral expression activities are conducted to stimulate pupils' interest and to defeat their problems. These activities are presented by the teachers to help the pupils and to give them much opportunity to participate within classroom situation. There are a number of oral

activities the teacher may apply as: case studies, debates and deliberations, Speeches and Presentations...

9.2. Drill and Linguistically structured activities

It is a technique that has been used in foreign language classrooms for many years. It was a key feature of audio lingual approaches to language teaching which placed emphasis on repeating structural patterns through oral practice. These activities Based on the Behaviorist view that learning to speak a foreign language, like other skills, was simply a question of correct habit formation, it was thought that repeating phrases correctly lots of times would lead to mastery of the language.

9.3. Participation activities

It is the active learning activities which encourage and motivate the pupil to participate and to speak in the classroom. It helps pupils participate in some communicative activities in a natural setting in which students are thoroughly and thoughtfully engaged with each other or the teacher. Effective teacher should motivate his pupils and ameliorate their speaking skills through different activities presented in different ways.

9.4. Observation activities

It is when pupils observe something as a picture or a video and write a brief summary about what they notice, feel or want to add. Then, they present what they wrote. With the help of these techniques the teacher will facilitate speaking to his pupils.

9.5. Interaction activities

From all the activities that were mentioned above, the most important strategy which develops the pupil's speaking skill is the interaction method. Interaction has a significant importance in the classroom because it is an essential part in foreign language learning and teaching processes. Wagner (1994, p.8) defines interaction as "reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another." So, interaction needs a mutual influence between speakers in order to achieve communication through giving and receiving messages. Classroom interaction is considered as important for both teachers to manage their learners' talk and learners to cooperate with each other.

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the

learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading pupils to pure memorization; providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make pupils more active in the learning process and at the same time make their learning more meaningful and fun for them.

10.Developing the Oral Performance Out-side the Classroom

The aim of developing speaking skills in English has always presented itself as a challenge to teachers of all ages. The outcome of such an ambition depends on a number of variables that can or cannot be controlled by the teacher and the difficult one is the pupils' connection with the language outside the classroom (the mother tongue). The limited time of the English lectures in the classroom is not enough for the teacher to present all his information, and for the pupil to acquire the language fluently and accurately. One of the most effective ways for EFL teachers to assist their pupils in developing English fluency is to encourage them to speak English outside the classroom. This is not always an easy task, as many EFL pupils live in non-English speaking households, and often socialize with friends who also speak the same native language (Arabic language). However, when teachers provide opportunities to use English in an engaging and meaningful way, EFL learners will naturally be more motivated to take risks and explore the language; because, it is relevant to their personal experience.

Conclusion

In a short period of time, English displaced other languages and became the leading means of communication worldwide. Its domination continues to extend. The modern world of media, mass communication, and Internet demands a good knowledge of English, especially of spoken English. Every person wishing to get the benefits of modern education, research, science, trade, and other domains, knows that it is impossible without a working knowledge of the English language and good communication skills. A person without oral communication skills will suffer in this era of competition and may find it difficult to achieve a higher position. Thus, the problem of teaching English to students, especially the problem of

oral communication has not yet been solved, and one can find much to explore in this field. Most researchers are sure that, since speaking is one of the four major skills necessary for effective communication in any language, speaking skills should be developed along with the other skills, so that these integrated skills will enhance the students' ability to communicate.

Chapter

Three: The

Field Work

Chapter Three: The Field Work and Data Analysis

Introduction

This research is divided into three chapters. In the first and second chapters, we have presented a literature review about the role of the teacher's character in enhancing middle school pupils' speaking skill. In these two chapters, we take into consideration the different views of various writers and researchers from different sources (books, web-cites articles...). The third chapter will be devoted to the presentation, and analysis of data gathered through the implementation of the present research. The analysis concerns: two questionnaires are administered for teachers and pupils of "Brothers Barket Middle School". We served the pupil's questionnaire for thirty seven (37) pupils; and we served the teacher's questionnaire for four (4) teachers. In addition, to the questionnaire, interviews are done with the four (4) previous teachers. In analyzing the data gathered, we used the descriptive method which fit our research's aims and objectives. These analyses will allow us to test the hypothesis: "the good teacher's character helps positively pupils to develop their speaking skill".

I. Questionnaires

1. Pupils' Questionnaire

1.1 Description of the Questionnaire

The questionnaire consists of seventeen multiple choices questions. They are divided into three parts:

Section One: is about background information. It contains four questions to know if pupils like English as a subject, and their views about the difficulty or easiness of this language.

Section Two: is about the teacher's character. It is divided into eight questions. These questions are aimed to evaluate the pupil's relationship with his teacher, how the pupil sees his teacher in the classroom, and the effect of his teacher's character on his English level.

Section Three: is about the speaking skill. It consists of five questions about speaking English inside and outside the classroom, and the pupil's usage to this foreign language.

1.2 Administration of the questionnaire

This present questionnaire was given to thirty seven (37) pupils of fourth year (one class) who are chosen randomly from Brother Barket Middle School of Biskra. Pupils answered the questionnaire in their classroom with the present of their teacher and with our guidance and explanation. Those participants presented the sample of this research.

1.3 Analysis of the questionnaire

Section One: Background Information

Quiostion1 : Age :

Years	14	15	16	17	18	Total
Numbers	8	12	7	8	2	37
%	22	32	19	22	5	100

Table 1: Pupils' ages

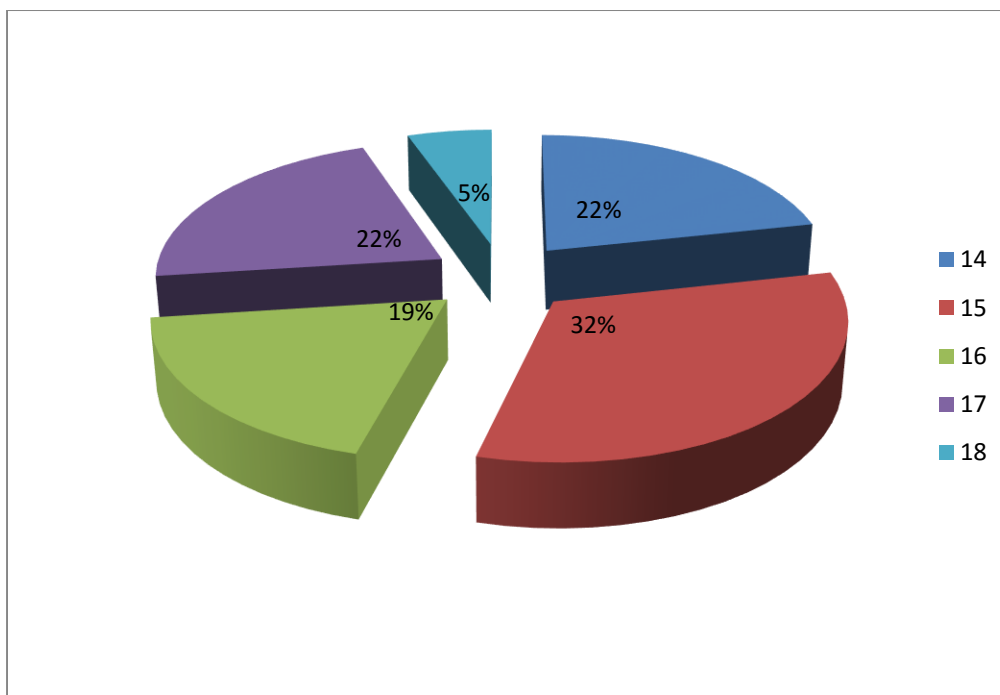


Figure1: Pupils' ages

The result, from the above table, shows a great diversity concerning the age of pupils in the same class of our sample. The pupils' age in the table was divided into five groups; all the

participants' ages are adolescents whose ages vary from fourteen (14) to eighteen (18) years old. Our sample consists of thirty seven (37) pupils; we have the biggest number of thirty two for the age of fifteen which indicate that pupils at this age started their education in the academic age. Pupils of fourteen years old represent 22% of the sample; it indicates that those pupils started early their primary education. For the age sixteen we have seven pupils (19%) which are near to the pupils of age seventeen that is eight pupils (22%). For the age eighteen we have only two pupils (5%); that mean that those pupils repeated more than one year in their education.

Question2: Do you like English as a foreign language?

Option	Number	%
Yes	36	97
No	1	3
Total	37	100

Table 2: Pupils' preference to English

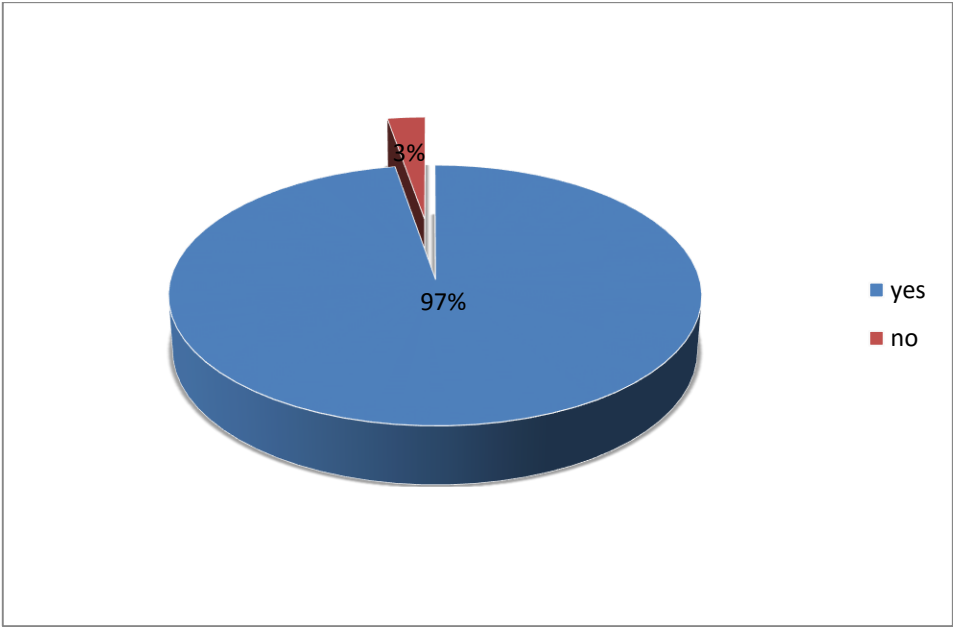


Figure2: Pupils' preference to English

The fourth year middle school pupils like English as a foreign language. The proof is that thirty six (36) pupils, who present 97%, from our sample, answered “Yes” while only one pupil answers “No”; he is a special case. Thus, pupils who like a language will learn it easily.

Question3: Do you like to listen and watch English programs?

Option	Number	%
Yes	32	86
No	5	14
Total	37	100

Table 3: Pupils’ preference to English programs

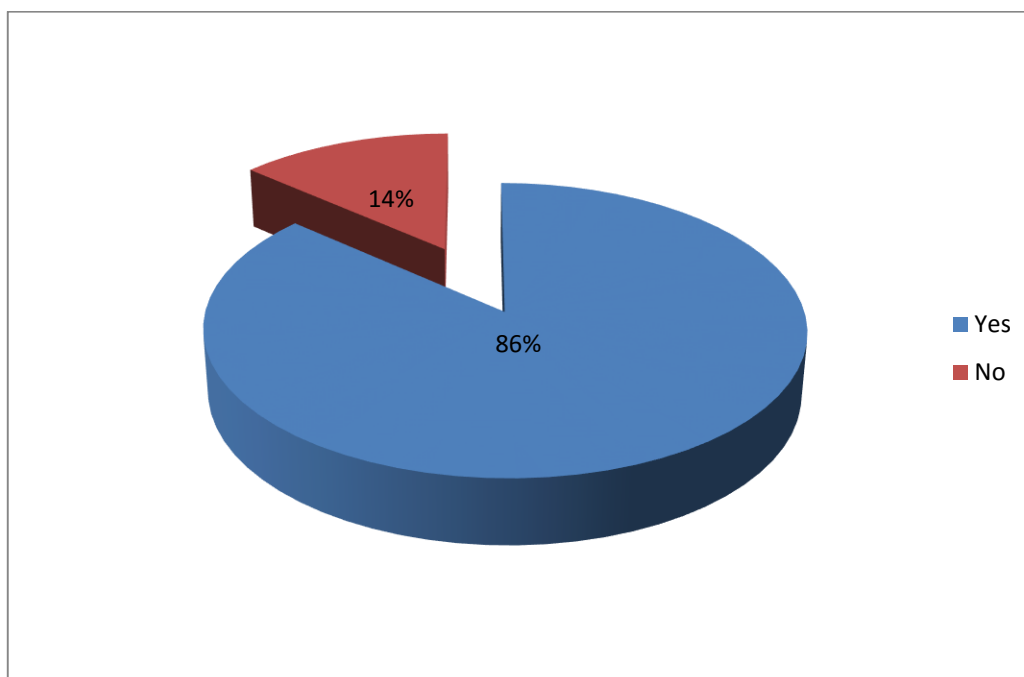


Figure3: Pupils’ preference to English programs

The majority of pupils (32pupils), that represents 86%, like to watch and to listen English programs (movies, songs...). Furthermore, it indicates that English is a part from their daily activities. This result does not mean that all those pupils are using English, but at least they interact with this language. In other words, they understand it. A few pupils (5pupils) do not interact with English as their classmates do. They only represent 14%.

Question4 : In your opinion learning English is:

Options	Number	%
Difficult task	9	24
In between	1	3
Easy task	27	73
Total	37	100

Table 4: Pupils' opinion about learning English

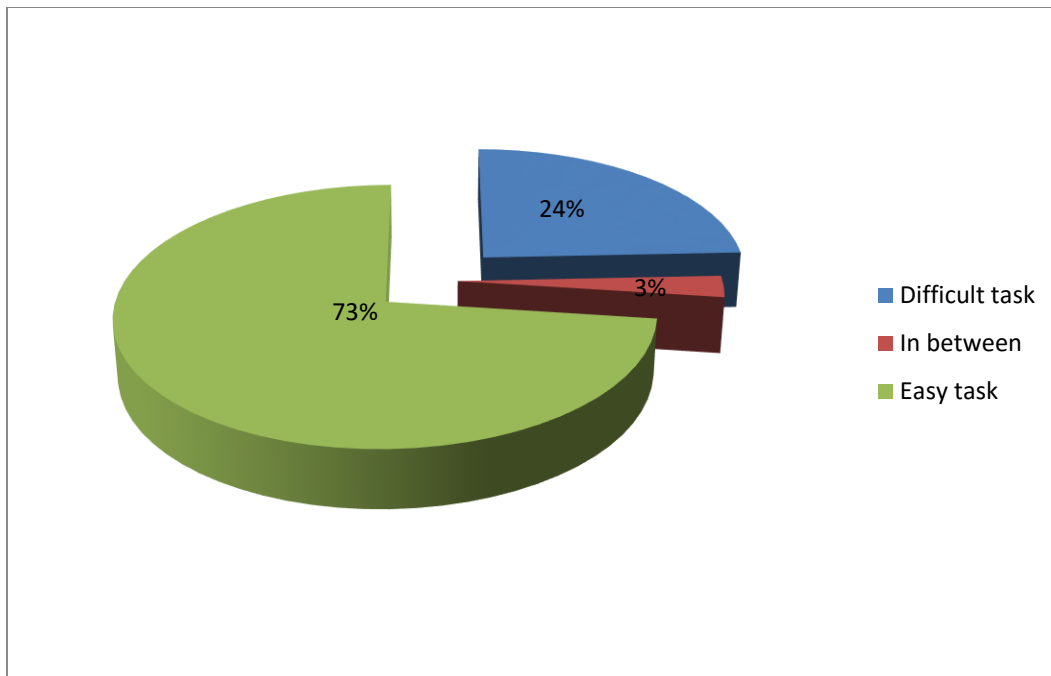


Figure4: Pupils' opinion about learning English

The purpose of this question is to identify the learner's expectation about learning English in particularly beside his L1. A big number of pupils (27pupils) indicated that learning English is an easy task; they represent the majority (73%) of the sample. They easily learn this language for multiple reasons. Those who find English a difficult task represent 24% of the sample; they are nine pupils, and definitely they face various problems in learning it. Only one pupil is in between; he chooses to have a neutral answer 3%.

Section Two: The Teacher's Character

Question5: Is your teacher able to send the message?

Options	Number	%
Yes	36	97
No	1	3
Total	37	100

Table 5: Pupils' opinion about teacher's ability to send the message

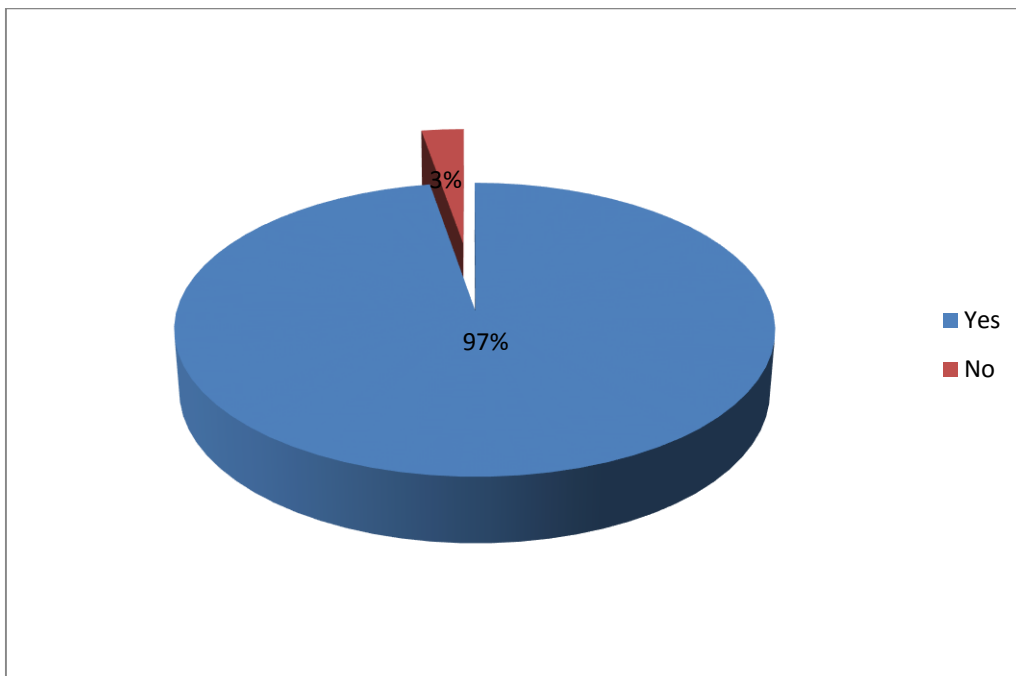


Figure5: Pupils' opinion about teacher's ability to send the message

This question aimed at knowing the pupil's opinion about his teacher's teaching ability in the classroom. The majority of pupils (36pupils), which represent 97% agreed that their teacher is able to send the message. In other words, their teacher helped them to understand the lesson. It indicates that they have a good teacher who did his job as perfect as he could. In the other side, only one pupil disagreed with his classmates; he represented 3%.

Question6: Do you find difficulties to deal with your teacher?

Options	Number	%
Yes	8	22
No	29	78
Total	37	100

Table 6: Pupils' difficulties with the teacher

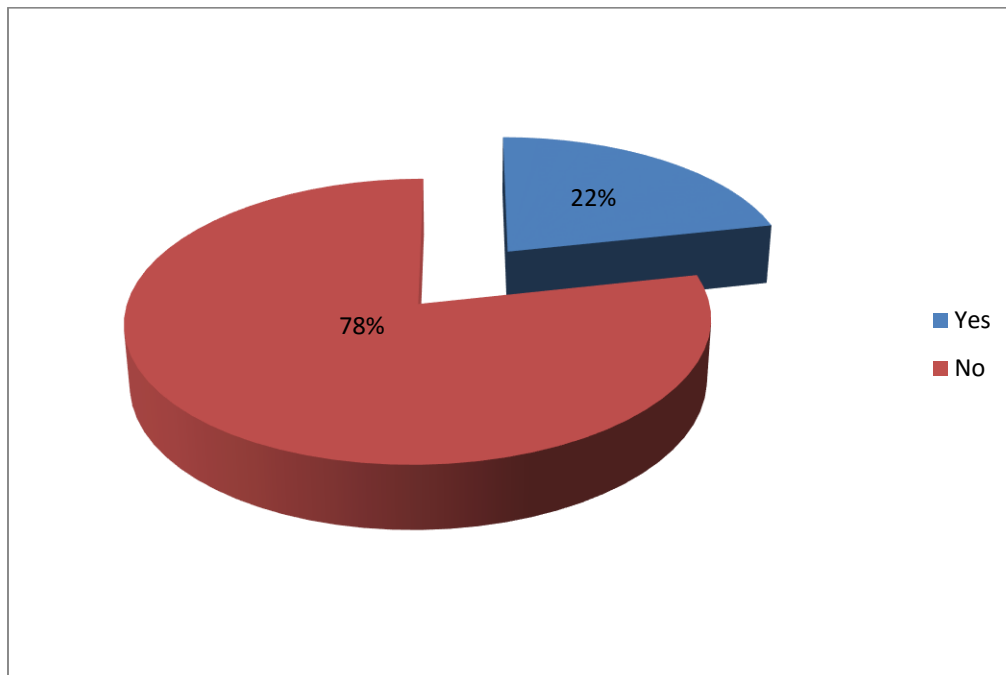


Figure6: Pupils' difficulties with the teacher

The majority of pupils, twenty nine from thirty seven, which is 78%, confirmed that they do not find difficulties with their teacher; they deal with their teacher in cooperation without facing such discipline problems. In the other side, a small pupils' number (8 pupils) face some difficulty with the teacher; they represent 22%. The two sides, the teacher and his pupils, may do not agree on the same classroom rules which create some troubles.

Question7: What characteristics you prefer to find in your teacher?

Options	Number	%
Friend	8	18
Helpful	19	42
Serious	10	23
Calm	1	2
Smart	3	7
Special	1	2
Respected	1	2
Fun	1	2
Fair	1	2
total	45	100

Table 7: Teacher’s characteristics preferred by pupils

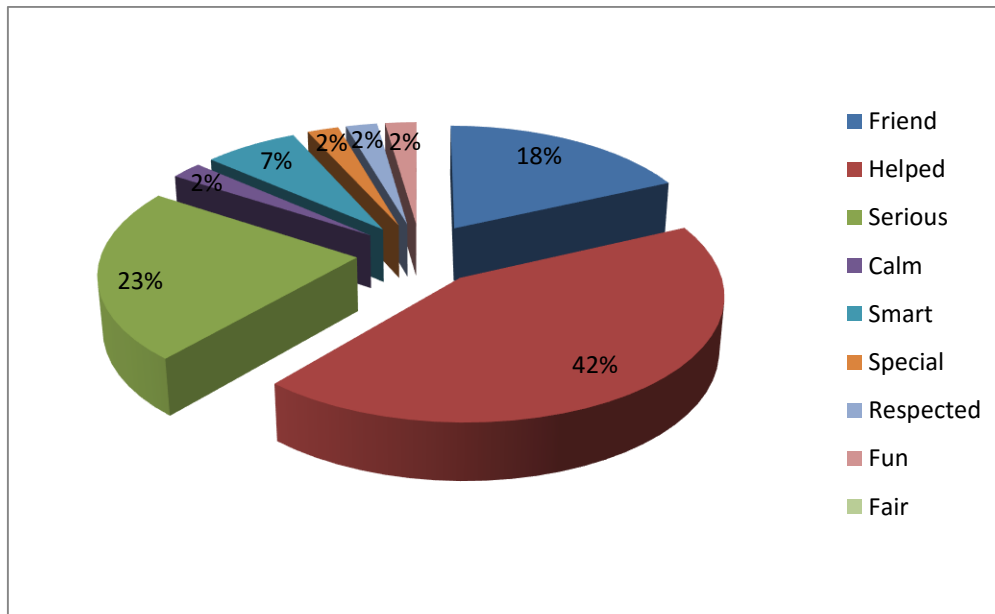


Figure7: Teacher’s characteristics preferred by pupils

The table above shows that the high percentage which is 42% is for a helpful teacher. Pupils at this age need the teacher to help them, not only in understanding the lesson or answering in the exam, but in facing the new change in their life (teenage period), and solving problems they may face inside the school. On the other hand, 23% from the total answers choose the serious teacher. This amount indicates that pupils are aware of their reason for going to school; they are not wasting time. They like the serious teacher, who treats them as adults. Furthermore, about eight pupils like the teacher to treat them as a friend, while only three (3) pupils, which represent 7% of the sample, prefer the smart teacher. They believe that intelligence is a part from their teacher's character. Then, the same percentage 2% repeated each time for calm, special, respected, funny and fair teacher. The different pupils' choices indicate that each pupil is different in his style and strategy of learning from the other.

Question8: What are the characteristics you do not like in your teacher?

Options	Number	%
Nervousness	12	28
Seriousness	2	5
Punishment	12	28
Arrogant	6	14
Aggressive	7	16
Boring	4	9
Total	43	100

Table 8: Teacher's unfavorable characteristics by pupils

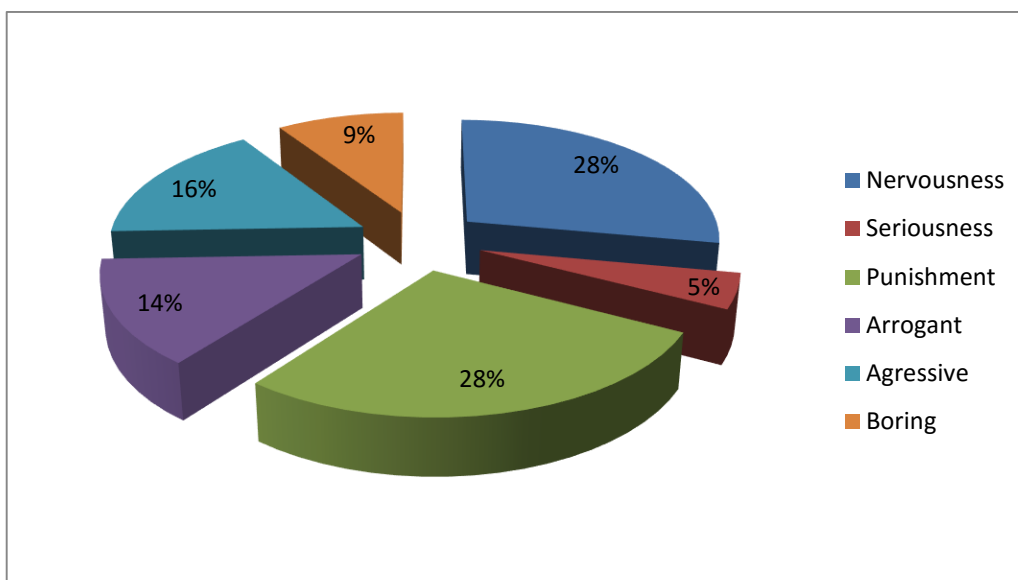


Figure8: Teacher's unfavorable characteristics by pupils

For this question, pupils answer according to their feelings, they do not follow logic order in such questions. The same percentage 28% is for the nervous and the punisher teacher. Pupils feel afraid from their teacher when he becomes angry; they scare from being punished. The punishment in the classroom is not just physical; it depends to the teacher's toward the pupil's action. A close number of answering for the arrogant teacher (six pupils), and for the aggressive teacher (seven pupils) which represent 14% and 16%. Yet, the teacher's treatment, actions and words inside the classroom should be very specific. On the other side, pupils do not like a boring teacher; they represent 9%. A small number of pupils (2 pupils) do not like a serious teacher; they represent 5%.

Question9: Have you ever been punished by your teacher?

Options	Number	%
Never	19	52
Once	12	32
Some times	6	16
Always	0	0
Total	37	100

Table 9: Frequent pupils' punished

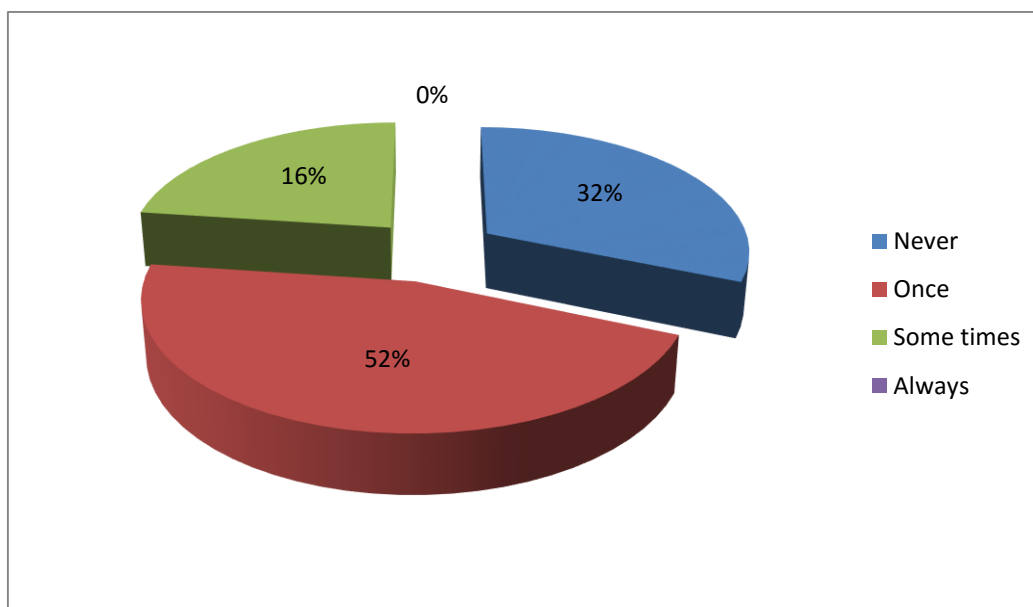


Figure9: Frequent pupils' punished

In the “table 8” most of pupils 28% do not like the punisher teacher; therefore, more than half of the pupils (nineteen pupils), which is 52%, were never been punished by the teacher. In other words, pupils are scared from something that it never happened to them. 52% of pupils have never been punished; it indicates the developed teacher’s teaching strategy. Then, twelve (32%) pupils were punished only once for doing something wrong that deserves the punishment. The lower number is six, (16%), pupils that had been punished some times; in any classroom there are some noisy pupils who act as children. In this table, there is no pupil who reported that he always received punishment.

Question10: Do you feel that the classroom is your second home?

Options	Number	%
Yes	25	68
No	12	32
Total	37	100

Table 10: Pupils' feeling about the classroom

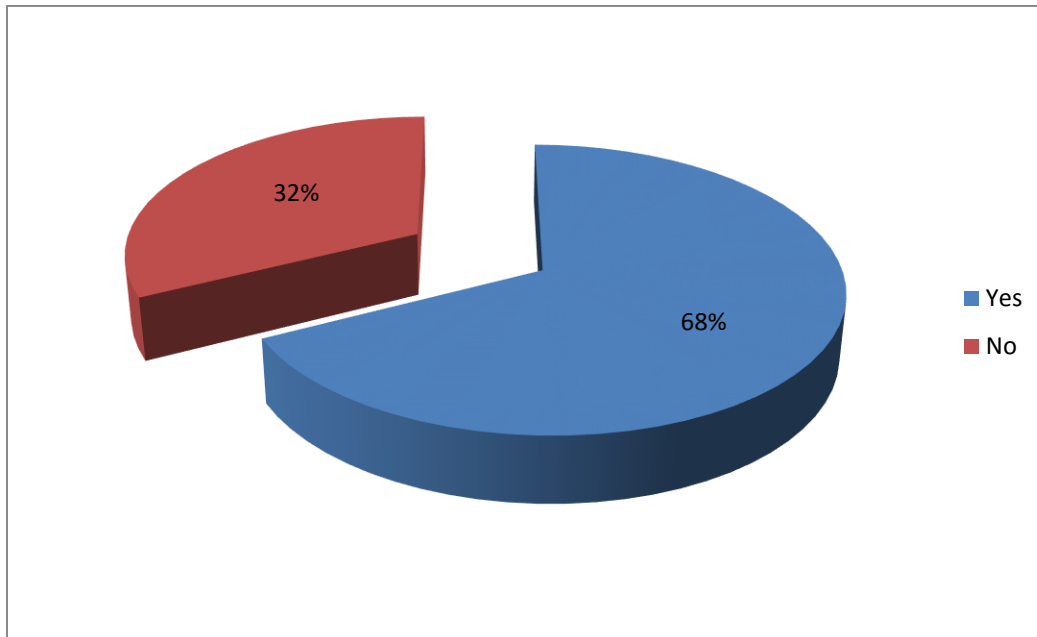


Figure10: Pupils’ feeling about the classroom

The answer of this question identifies the relation between the pupil and the classroom’s components (teacher and classmates); it determines to what extent the pupil is attached to his school, in general, and his class in more specific. The table shows more than 68% of pupils that are twenty five feel that the classroom is their second home. On the other side, twelve pupils which represent 32% are not attached to their classroom as they are at home.

Question11: Does the teacher’s good treatment encourage you to speak English?

Options	Number	%
Yes	36	97
No	1	3
Total	37	100

Table 11: The effect of the teacher’s good treatment in encouraging pupils to speak English

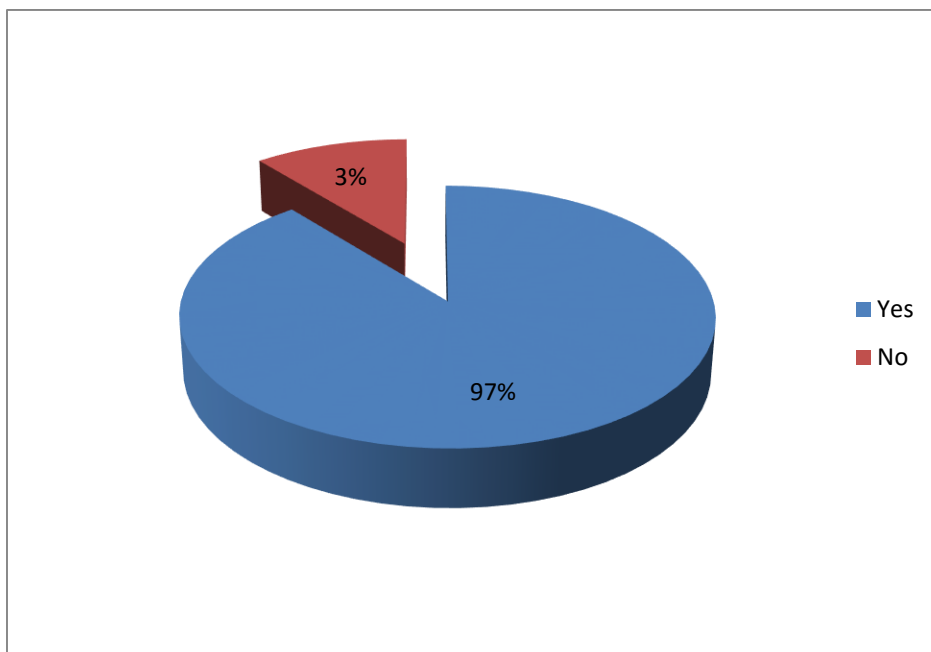


Figure11: The effect of the teacher’s good treatment in encouraging pupils to speak English

The response to this question is the key of our research. It identifies to what extent the role of teacher’s good treatment enhances pupils’ speaking skill. The answer shows that most pupils (97%) insist that the teacher’s good treatment has an important role in developing their speaking skill. Per contrast, only one pupil does not believe that the teacher’s good treatment will encourage him in developing his speaking ability. This pupil is a unique in this classroom. He may be self motivated, or a lazy pupil who does not want to learn the language.

Question12: Do you believe that the teacher’s character has an important role in improving his pupils’ speaking level?

Options	Number	%
Yes	32	86
No	5	14
Total	37	100

Table 12: Pupils opinion about the role of teacher’s character in improving their speaking levels

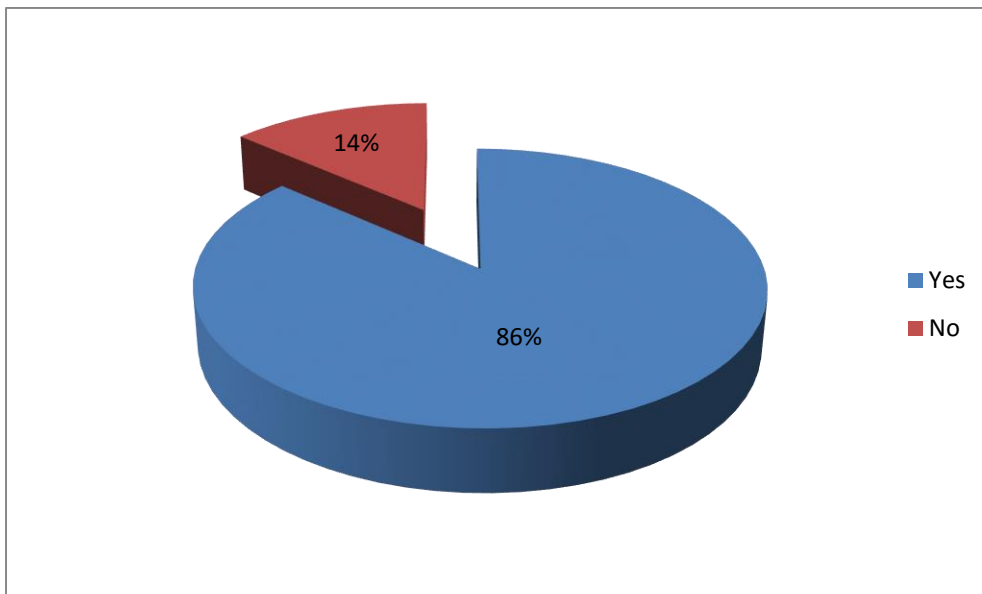


Figure12: Pupils opinion about the role of teacher’s character in improving their speaking levels

A quick look at the table above, we can notice that pupils agree on: the teacher’s character plays an important role in enhancing his pupils’ speaking level. The percentage 86% of the thirty two (32) pupils from whole sample (37) point out the major role of the teacher in the classroom and how far his characteristics, as a teacher inside the classroom, influence the pupils’ level. Five pupils (14%) do not agree with their classmates. Those pupils may have other suggestions.

Section Three: Speaking Skill

Question13 : In the English language, which of the four skills you wish to master most?

Skills	Number	%
Speaking	29	60
Listening	8	17
Writing	5	10
Reading	6	13
Total	48	100

Table 13: Skills pupils want to master most

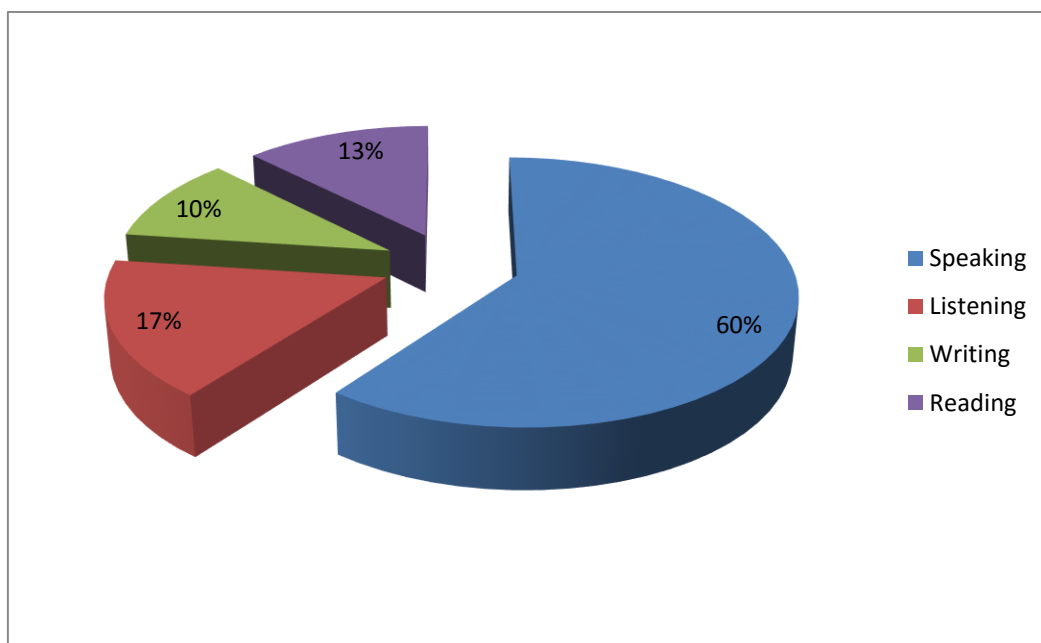


Figure13: Skills pupils want to master most

As it is known, the purpose of learning any language is to use it in communication. Pupils of our sample agree with that. Twenty nine pupils (29), who represent 60% of the sample, wish to master speaking ability. In the second level, 17% of pupils want to master the listening skill; they know that “a good listener is a good speaker”. The reading skill takes the third class of the pupils’ interest. At last but not least, writing skill represents 10% from the whole sample.

Question14: Speaking English is:

Options	Number	%
Very easy	3	8
Easy	26	71
Difficult	2	5
Very difficult	6	16
Total	37	100

Table 14: Pupils’ evaluation to speaking English

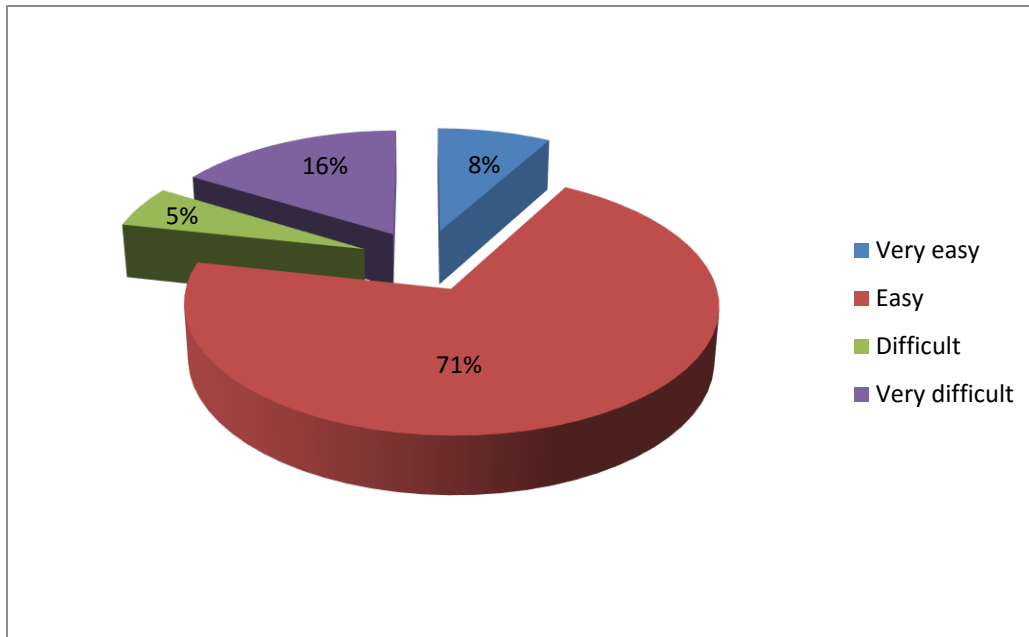


Figure14: Pupils' evaluation to speaking English

The result in the table, according to the pupils' number (three pupils), shows that speaking English is not very easy, yet it represents only 8%. On the other side, more than half of the classroom's pupils, twenty six pupils, announce that speaking English is an easy task. The percentage 71% helps to say that this language is desirable for those adolescent pupils. Two pupils answered that English is difficult (5%); whereas, six pupils (6) declared that it is very difficult task; they represent 16%.

Question15: Do you feel afraid to talk English?

Options	Number	%
Yes	12	32
No	25	68
Total	37	100

Table 15: Pupils' fear of speaking English

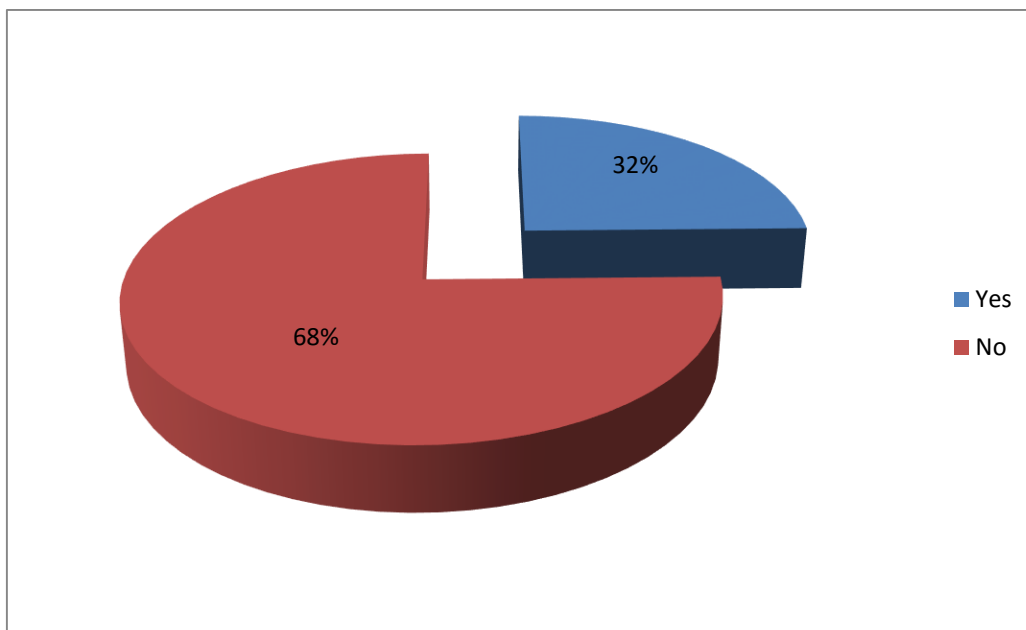


Figure15: Pupils' fear of speaking English

In the first part of the table, twelve pupils (12), who represent 32%, feel afraid to talk English. They must have some specific reasons for this problem. In the second part, it is obviously that most of the pupils do not feel afraid to speak English; because the previous table (14) shows that most of the pupils consider that speaking English is an easy task. There are twenty five pupils which represent 68% that answered “No”.

Question16: If the answer is “yes”, is it because:

Options	Number	%
Fear of making mistakes	8	54
Fear of teacher's negative feedback	5	33
Lack of self esteem	2	13
Total	15	100

Table 16: Pupils' fear's cause of speaking English

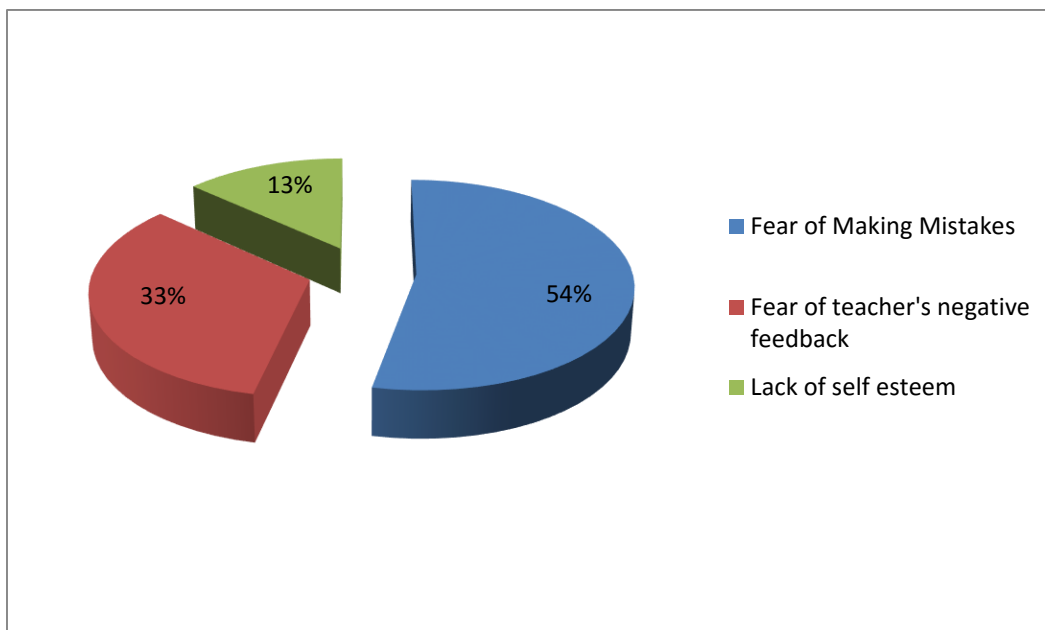


Figure16: Pupils' fear's cause of speaking English

This table's results shows that the pupils' main obstacle, in speaking English, is the fear of making mistakes. It represents 54% of the pupils' answers. The second obstacle, for the pupils, is the fear from the teacher's negative feedback; it represents 33%, five pupils, of the whole sample. It embarrasses pupils in front of their classmates. The last percentage is for the lack of self-esteem that represents only 13% of the whole sample. Pupils, at this age, need a stimulus that pushes them to develop their speaking skill.

Question17: Do you speak English inside the classroom with your classmates?

Options	Number	%
Always	2	6
Often	6	16
Some times	14	38
Rarely	6	16
Never	9	24
Total	37	100

Table 17: Pupils' frequency of speaking English inside classroom

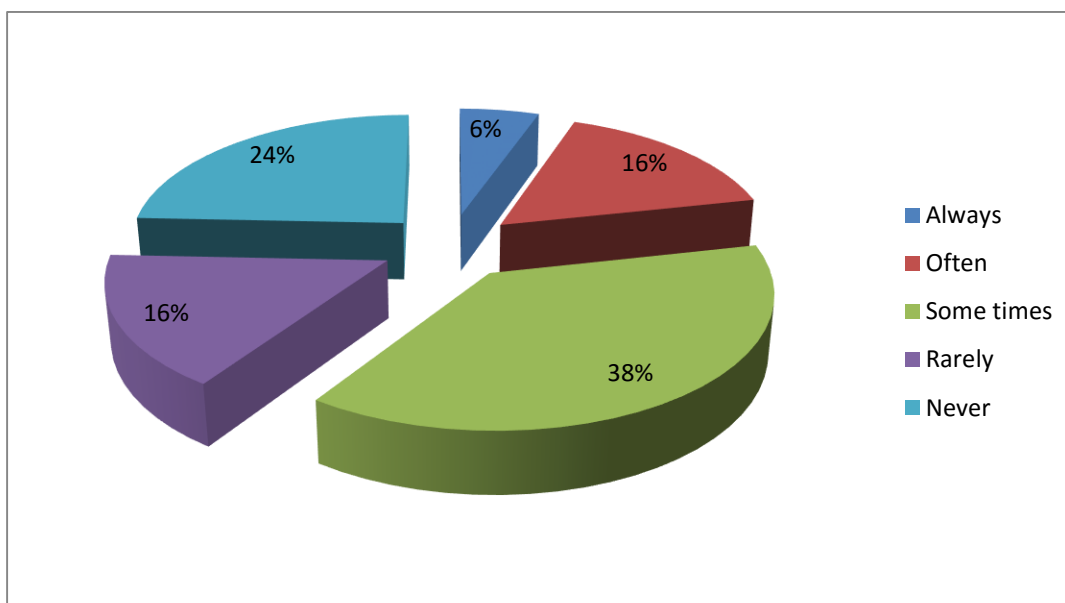


Figure17: Pupils’ frequency of speaking English inside the classroom

The aim of this question is to represent the pupils’ time they consume in using the target language (English), because the best way to learn a language is through practice. The table above shows that only two pupils always speak English inside the classroom. They represent the lowest rate 6%. Then, six pupils from the whole sample (37 pupils), often speak English; they represent 16%, and the same percentage for pupils who rarely do. The highest percentage, 38%, is for pupils who sometimes use English inside the classroom; they are fourteen pupils. Furthermore, there are also nine pupils, at this classroom, who never speak English; they represent 24%. The question that has no response is: how could a pupil learn or acquire a language without using it.

Question18: Do you speak English outside the classroom?

Options	Number	%
Yes	22	59
No	15	41
Total	37	100

Table 18: Pupils’ frequency of speaking English outside the classroom

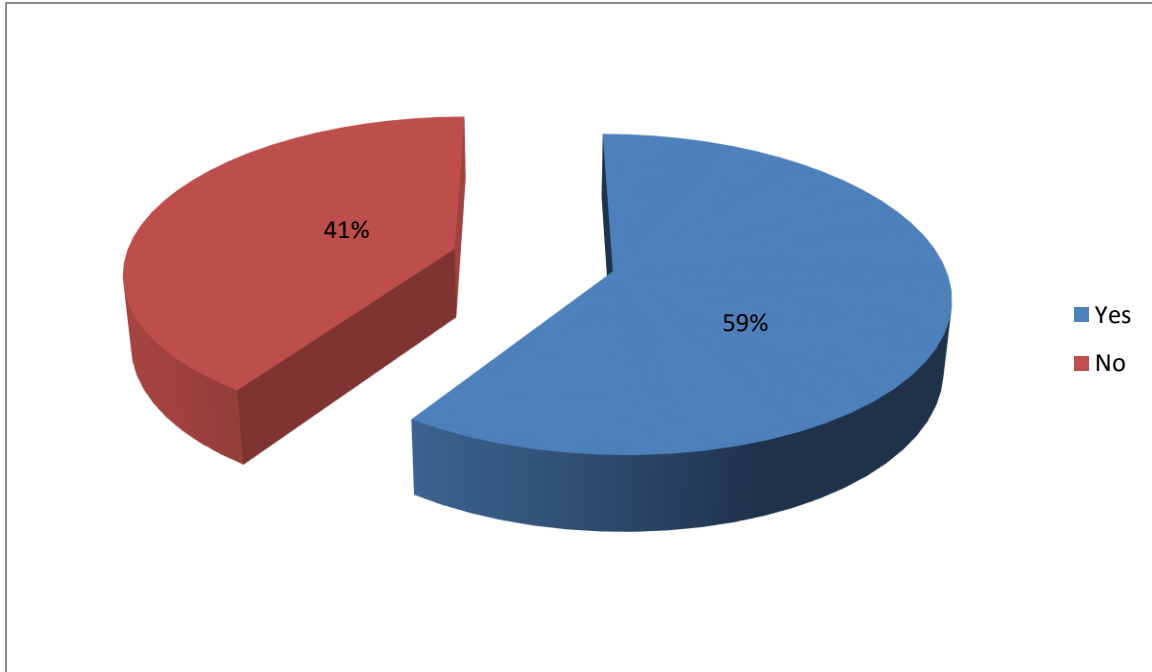


Figure18: Pupils’ frequency of speaking English outside the classroom

One of the important issues that help to develop the learner’s foreign language is to use that language (English) outside the classroom. The result shows that the highest percentage 59% is for pupils (22 pupils) who speak English outside the classroom. On the other side, fifteen pupils do not. They represent 41% of the whole sample, and that limit their capacity to practice the language.

Question19: If the answer is “Yes”, is it with:

Options	Number	%
Your friends	8	28
Face book friends	7	24
One from your family	14	48
Total	29	100

Table 19: With whom pupils speak English outside the classroom

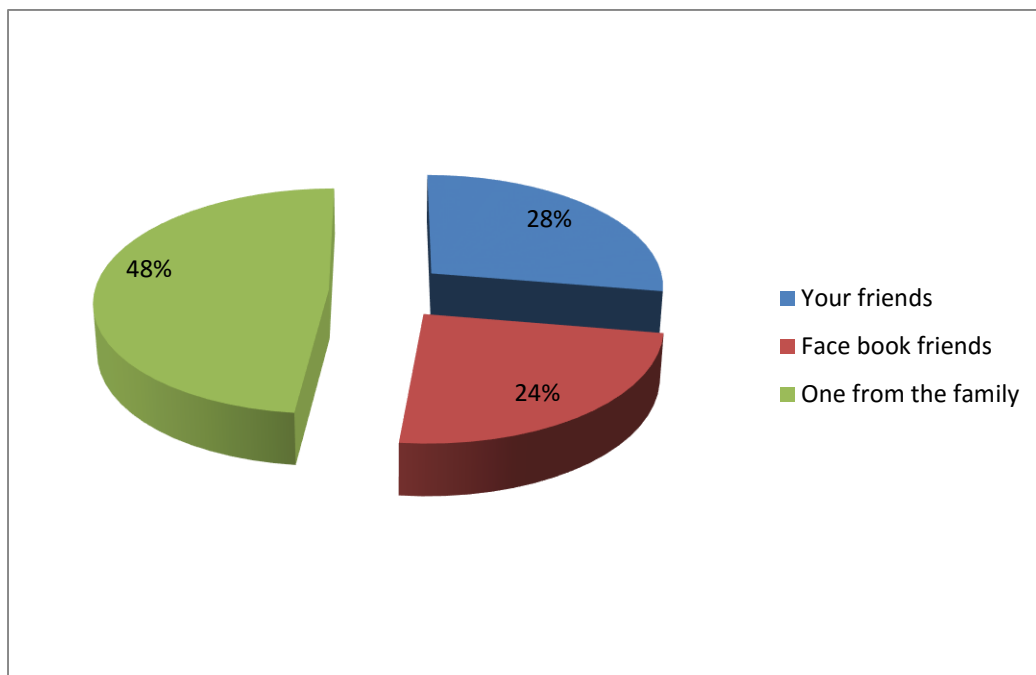


Figure19: With whom pupils speak English outside the classroom

The aim of this question is to identify the different pupils' sources with who they practice the language (English). There are eight pupils who use English with their friends; they may be their friend from the school; they represent 28%. The lowest percentage 24% is with face book friends. Although, we live in time of developed technology, but there are only seven (7) pupils who use English via facebook friendship. It is clear that most pupils use the Arabic language in such social media. On the other side, the majority of answers (fourteen pupils) choose one from the family to talk with in English. It indicates that English becomes, now a day, a part from each Algerian family. They represent the majority, by 48%.

1.4 Discussion of the Results

From the submitted questionnaire, we have got different answers. These answers helped us to identify the pupils' willing to use English, their speaking skill ability and their relationship with the teacher.

Pupils, at the middle school, are still adolescents and even children in their behaviours; they need a specific treatment from the teacher. For them, they spend more time in the classroom with teachers and their classmates than they spend at home. They feel that the classroom is their second home. Therefore, they often act in spontaneous ways. The analysis

demonstrated that most of pupils like English as a foreign language (table2). They used to watch and to listen to English programs (movies, songs...), in the table3; it is one reason that facilitates learning English for them. Most of them insist that learning English is an easy task.

From pupils' results, we consider that pupils trust their teacher. Nearly, all pupils well receives the teacher's message (table5). They do not face troubles while they interact with him. Yet, there is no barrier between the two sides (teacher and pupils). Each pupil prefers some specific teacher's characteristics, but most of them like the helpful one who facilitates their language difficulties. Also, they prefer the serious, and the friendly teacher. In the other side, they agree on do not like the nervous, and punisher teacher. They prefer to stay away from such teacher's hard characteristics.

The core of our research is that: nearly all pupils (97%) insist on the role of the teacher's good characteristics in developing their speaking ability (table11). It is the role of the teacher to encourage his pupils to develop their ability regardless the mistakes they may commit. It is his role to determine the pupil's strengthen points and develop it. The teacher's effective role is concerned with the pupil as an individual and with his general enhancement.

From the four skills, most pupils prefer to learn and to develop the speaking skill. They are aware of its crucial role in communication, and in the development of the other skills. They also consider it as an easy activity to practice. In addition, more than the half of our sample (68%) do not feel afraid to speak English; thus, they do not face any kind of problems. On the other side, pupils who are afraid to speak English suffer from the fear of making mistake; some of them keep silent to avoid the teacher's negative feedback.

In one hand, we consider that our pupils do not practice continuously the language inside the classroom. On the other hand, most pupils do not even use English outside the classroom. For those who use it outside the classroom, most of them use it with one from the family or a friend. From the results, it is noticed that there is no real contact with native speakers; it is the main cause of the problems learners face in real world conversation.

It is important to emphasis on the role of the teacher's good character inside the classroom in developing the pupil's speaking level. We can say that the result of pupils' questionnaire showed that the teacher's good treatment affects positively the learner's speaking level. We have to mention the importance of practicing the language, not only inside the classroom, but also outside the classroom; if it is possible, will be better with native speakers.

2 Teachers' Questionnaires

2.1 Description of the questionnaire

The present questionnaire consists of eighteen questions. They are divided into three sections:

Section one: is about background information. It contains four questions about the teacher's level, and his preference to classes he teaches.

Section two: is about the teacher's character. It is divided into six different questions about the teacher's relation with his pupils and his characteristics inside the classroom.

Section three: is about the speaking skill. It contains eight questions about the teacher's point of view about the language, and how he could develop his pupils' speaking skill.

2.2 Administration of the questionnaire

The present questionnaire was given to five teachers of fourth year Brothers Barket Middle School of Biskra, but only four questionnaires were answered and the fifth teacher rejected our demand. Teachers took the questionnaires and they returned them back after fifteen (15) days. These participants present the sample of this research.

2.3 Analysis of the questionnaire

Section One: General Information

Question1 : How long have you been teaching English?

Options	Number	%
1 to 5 years	1	25
5 to 10 years	0	0
More than 10 years	3	75

Table1: Teachers' period of teaching English

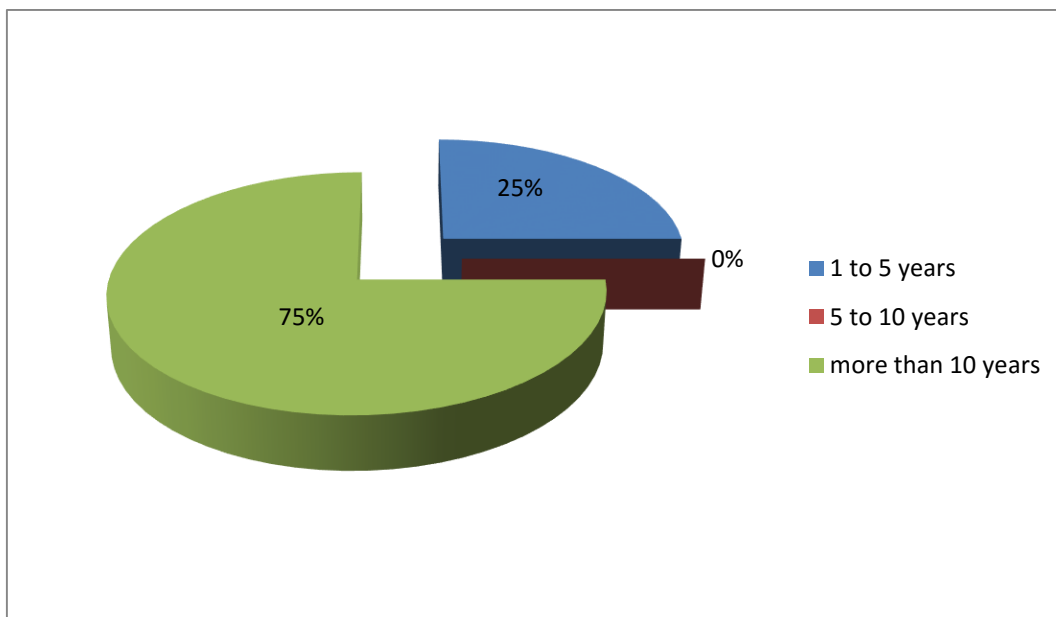


Figure1: Teachers' period of teaching English

The table above shows that three (3) teachers teach English for more than ten years. They represent 75%. Nearly, they are experienced teachers who pass a long time in educating pupils, and they helped us in our research. This kind of teachers relies on their personal experience in knowing the pupil's need, personality and style. They do not feel tired from the classroom atmosphere. Thus, they become accustomed on discipline problems and its solution. On the other side, there is a teacher who is new 25%. He taught less than five years, but we shall not say that he/she is not experienced.

Question2: Degree(s) held:

Options	Number	%
License	4	100
Master/Magister	0	0
Doctorate	0	0

Table2: The teachers' level

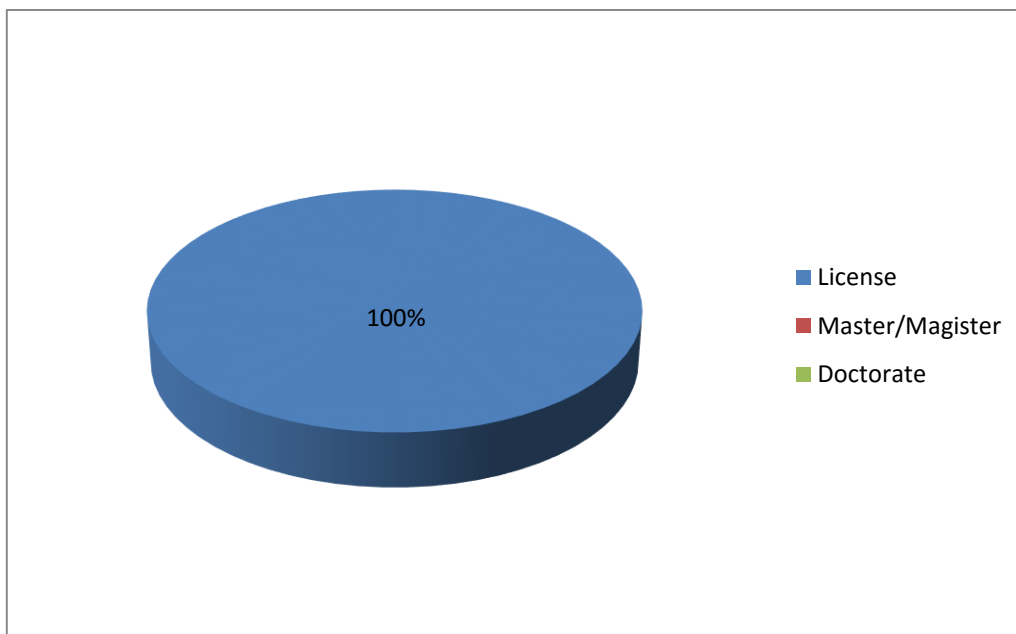


Figure2: The teachers' level

The result shows that all the participants (the four teachers) in our sample have only the license degree. It is clear that they studied the classic system and not the L.M.D one. Our teachers, 100%, are content with their knowledge; they do not make other studies or researches to develop their level.

Question3: Do you like to teach fourth year middle school classes?

Options	Number	%
Yes	3	75
No	1	25
Total	4	100

Table3: Teachers' preference to teach fourth year middle school

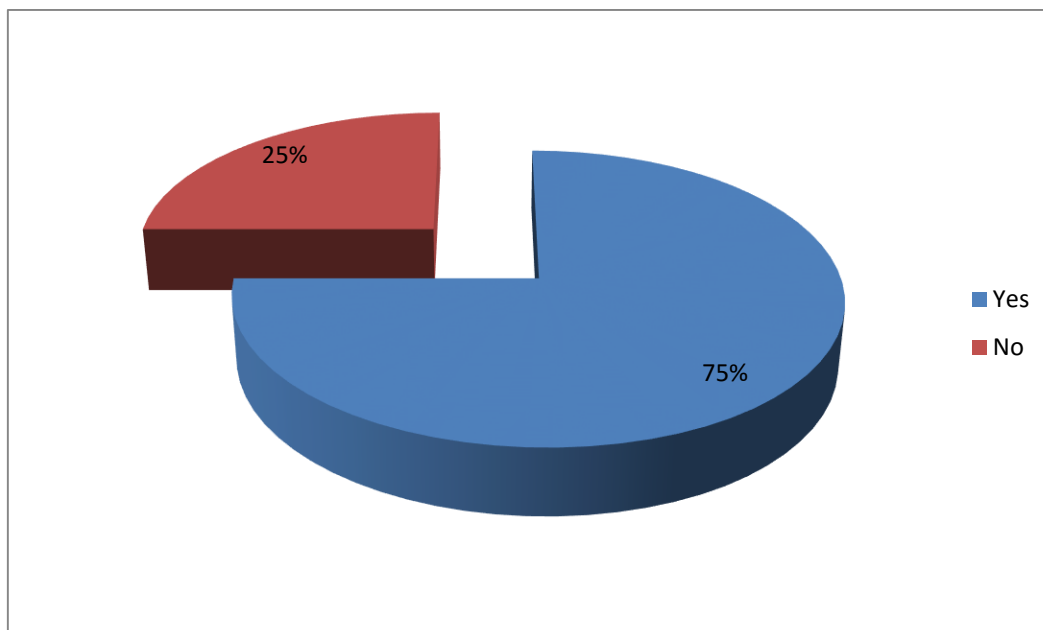


Figure3: Teachers' preference to teach fourth year middle school

The majority of teachers (three teachers) prefer to teach fourth year middle school classes; they represent 75%. Those teachers argued that those pupils are motivated to learn English, and they know some English expression from the cartoon, movies and songs... On the other side, there is only one teacher (25%) who does not like to teach this level. He argued that he needs extra effort to teach them. He added that the majority of them cannot even produce a simple sentence at the end of the year, and he faces many difficulties to deal with them. This teacher is the same one who teaches less than five years at the middle school. We may say that he does not accustom with this profession.

Question4: Do you find difficulties to teach fourth year middle school classes?

Options	Number	%
Yes	2	50
No	2	50
Total	4	100

Table4: Possibility that the teacher finds difficulties in teaching fourth year middle school

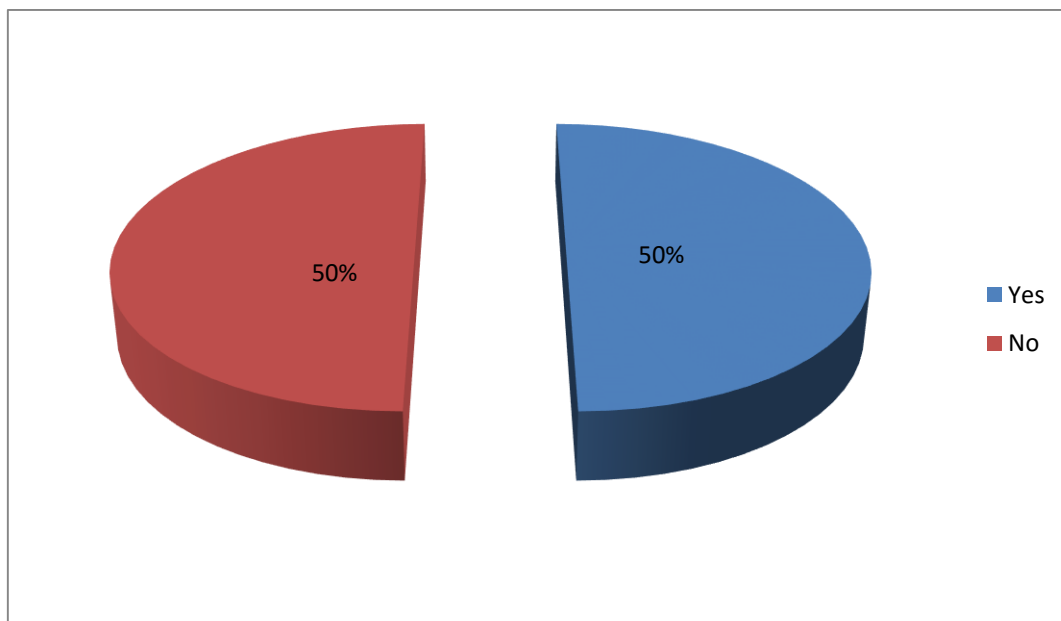


Figure4: Possibility that the teacher finds difficulties in teaching fourth year middle school

The results in the table show a balance between the answers. Two teachers (50%) find difficulties to teach fourth year middle school pupils, while the other two teachers (50%) do not. It is according to the teacher's character how to avoid the problem, and even how to deal with it. The intelligent teacher is the one who tries, at maximum as he can, to solve any kind of problem far away from the administration and parents.

Section Two: The Teacher's Character

Question5: Do you feel that teaching a foreign language to pupils is:

Options	Number	%
An easy task	1	25
A hard task	3	75
Total	4	100

Table5: Teachers' opinion about teaching FL to pupils

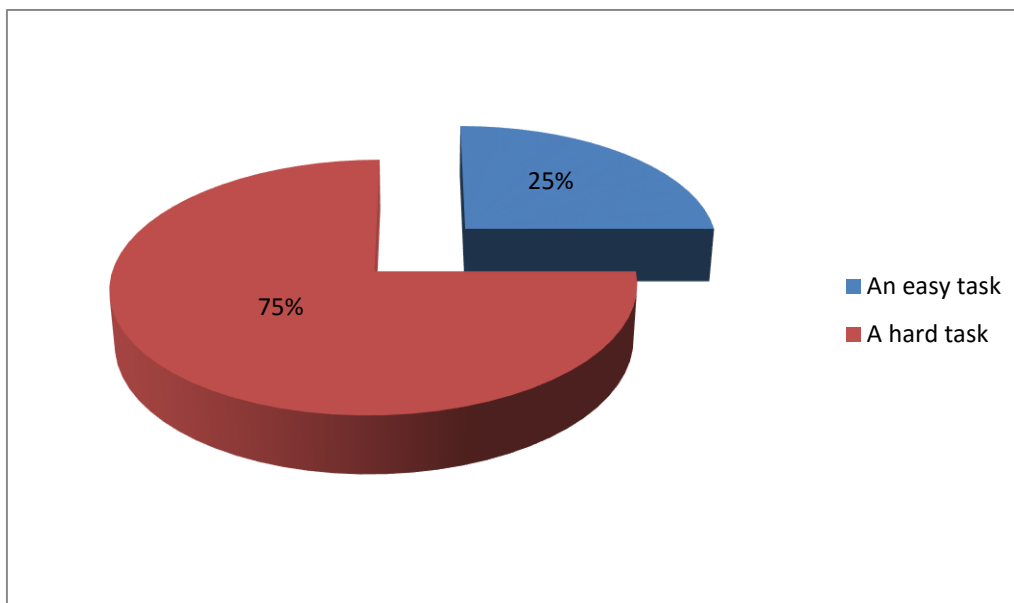


Figure5: Teachers’ opinion about teaching FL to pupils

The table shows that only one teacher, who represents 25% from the whole sample, find teaching FL an easy task. On the side, the three other teachers, who represent 75%, find it a hard task. This results show that each teacher has a specific point of view. Teaching, in general, is a hard task, but the teacher with his experience, knowledge and believes facilitates this mission.

Question6: Do you believe that your pupils are like members of your family?

Options	Number	%
Yes	3	75
No	1	25
Total	4	100

Table6: Teacher’s relation with his pupils

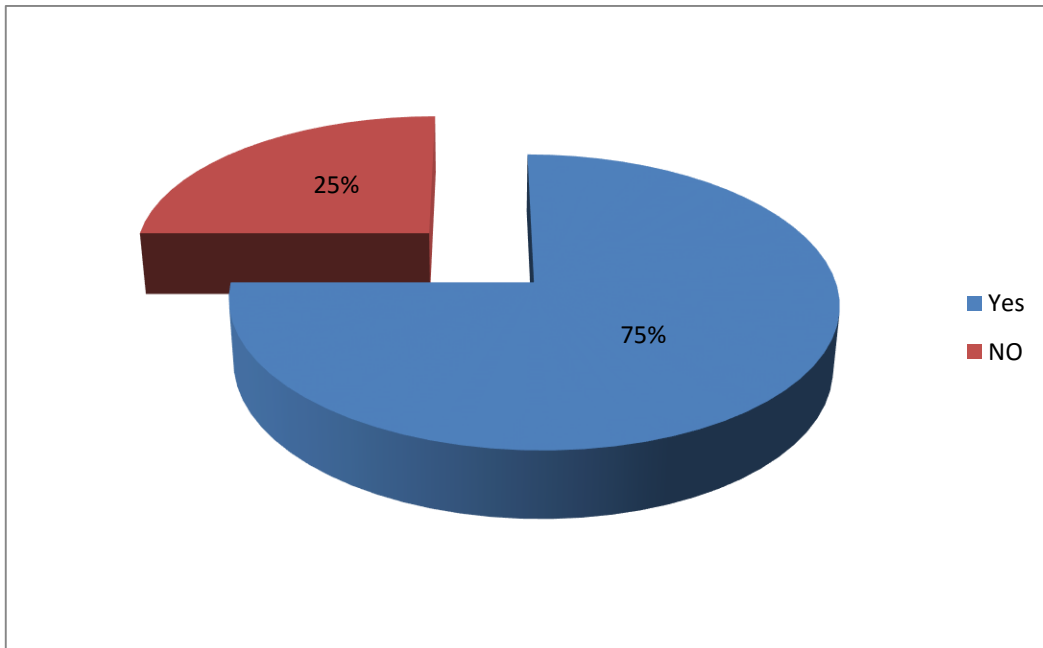


Figure6: Teacher's relation with his pupils

The answers, from the table above, show that three teachers, who represent 75%, treat their pupils as members from their family. Those teachers are nearly more close to their pupils' thinking. Moreover, they have a strong relation with them. There is only one teacher, who represents 25%, does not treat his pupils as members of the family. The relation between the two parts (teacher and his pupils) is a relation between a teacher and pupils that stop in the classroom's door, no more. The teacher should be close to his pupils' thinking not only to teach them, but also to guide them to the right direction of life.

Question7: Do you treat your pupils as:

Options	Number	%
Children	2	50
Adolescents	2	50
Adults	0	0
Total	4	100

Table7: Teachers' treatment to their pupils

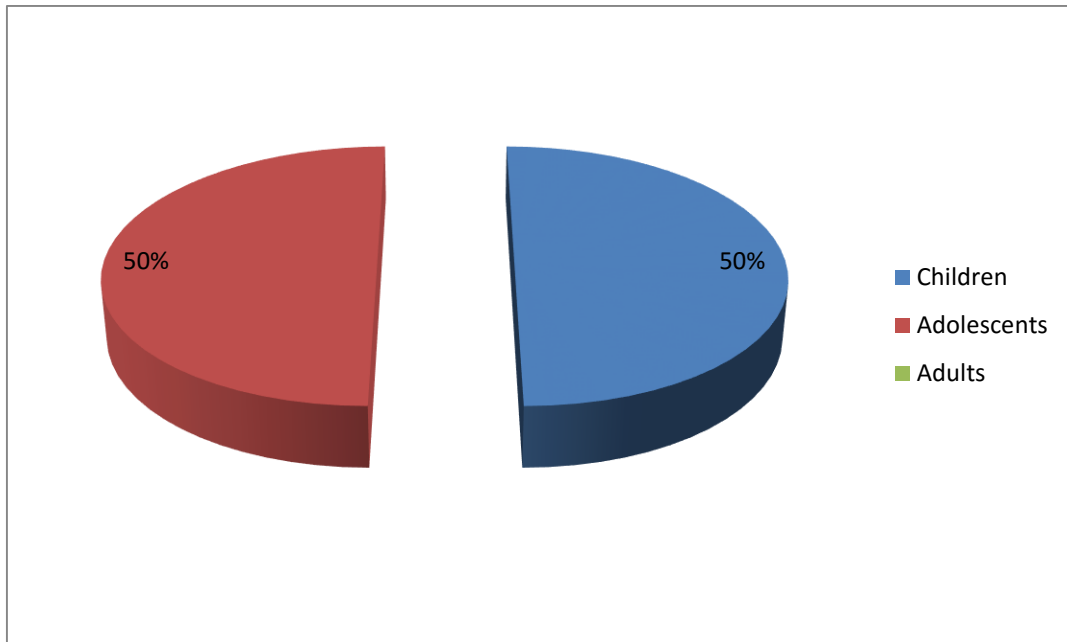


Figure7: Teachers' treatment to their pupils

The results show that half answer (50%) is for children. Two teachers treat their pupils as children. They said that treating them as children is easy that they forgive their mistakes, and also they are still children in their behavior, ideas, mentality and way of thinking. On the other side, the other two teachers (50%) treat them as adolescent. They said that they treat them like adolescent to encourage them to grow up and to avoid the childhood's behaviours.

Question8: classify (using numbers) the good teacher’s characteristics for his pupils

Options	Teacher1	Teacher2	Teacher3	Teacher4
Respectful	2	2	2	2
Friendly	7	1	5	1
Elegance	8	8	6	9
Course developer	5	5	3	8
Consistence	6	4	8	6
Assessor	4	7	10	4
Propriety	3	6	9	10
Fair	1	3	4	3
Students centered classroom	9	11	11	5
Supervisor	11	9	1	6
Trust teacher	10	10	7	7

Table8: Teacher’s classification to teacher’s good characteristics

In this table, each answer is different from the other. Each teacher has different point of view, and also each teacher identifies the characteristics in different views from the others. There are two teachers who agree on that the friendly characteristics should be first. We notice that all teachers choose the respectful characteristics in the second classification; two teachers order the fair characteristics in the third class...As it is clear from the table, nearly in each characteristic there are two teachers agree on the same arrangement.

Question9: which characteristics the teacher should avoid in the classroom?

Options	Number	%
Neglecting pupils	2	50
Violence	2	50
Total	4	100

Table9: Characteristics teachers avoid

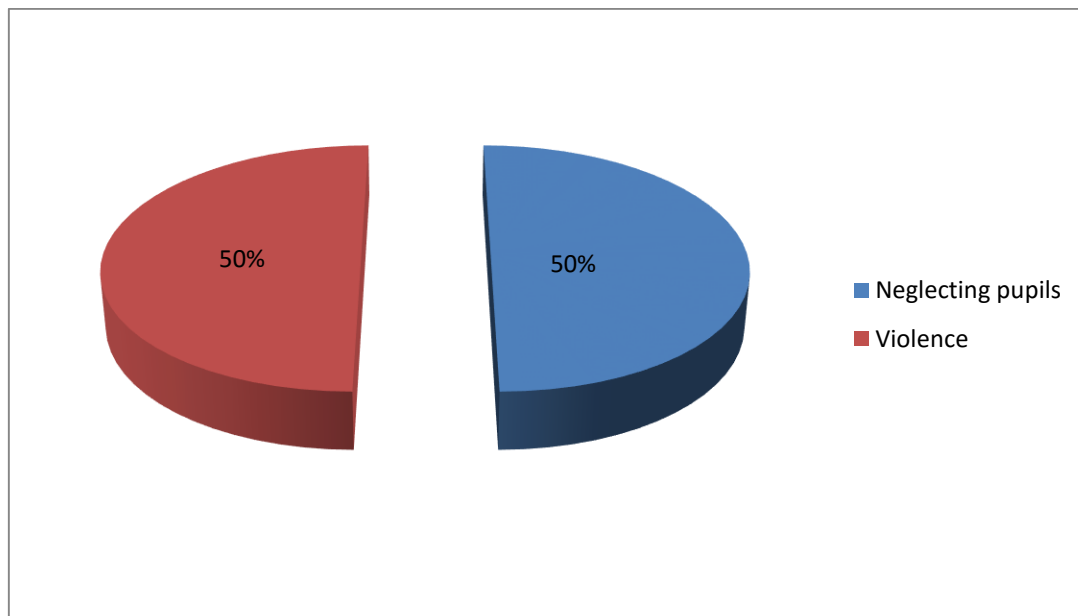


Figure9: Characteristics teachers avoid

This table is divided into two parts. There are two teachers (50%) avoid neglecting pupils; they saw this characteristics a bad one while the other two teachers (50%) avoid the violence against their pupils. They classified this characteristic as the worst one. Teachers, in this question, were free to choose any answer which fit the question, but they insist on those two characteristics, because; of their negative consequences.

Question10: Do you believe that you have a great influence on your pupils?

Options	Number	%
Yes	4	100
No	0	0
Total	4	100

Table10: Teachers' believe if they influence on their pupils

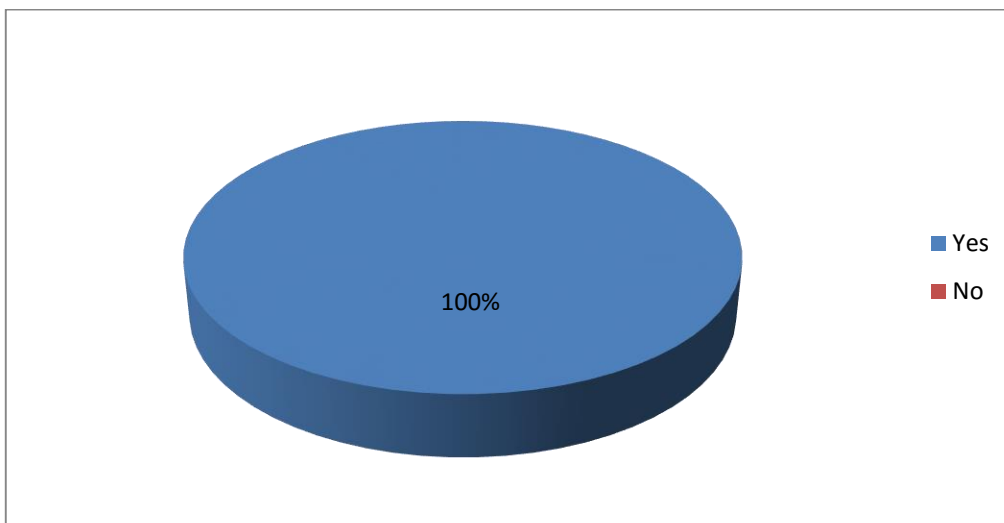


Figure10: Teachers' believe if they influence on their pupils

The four teachers (100%), the whole sample, believe that they have a great influence on their pupils. Teachers know that they are responsible on their pupils' reaction. They know that their pupils will imitate their behaviour in the classroom. Each single gesture, or word by the teacher influences pupils positively or negatively. These answers are the core of our research that the teacher's characteristics affect on his pupils.

Section Three: Speaking Skill

Question11: Is teaching speaking a difficult task?

Options	Number	%
Yes	3	75
No	1	25
Total	4	100

Table11: Teachers' views about the difficulty of teaching speaking skill

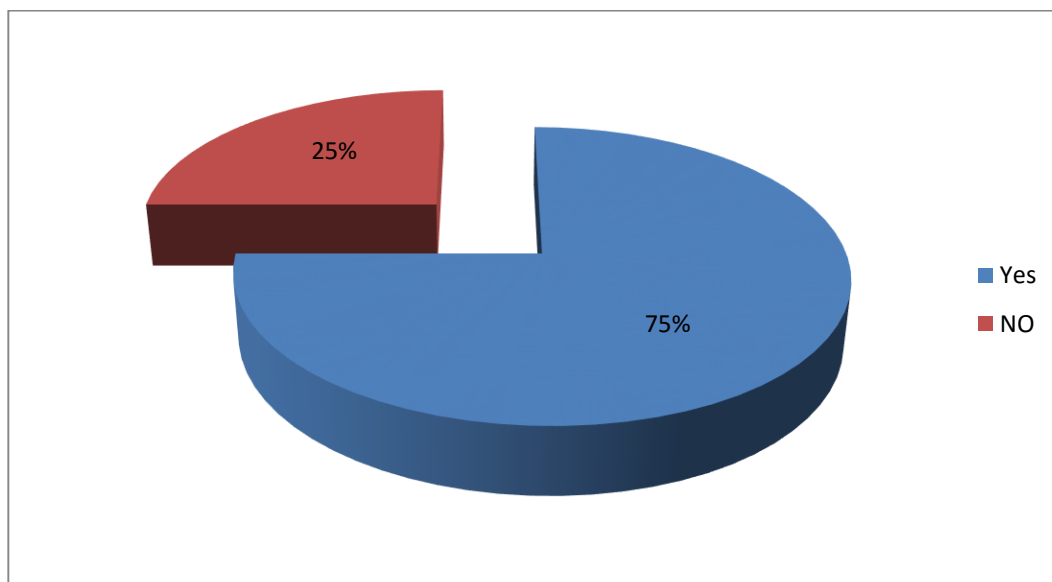


Figure11: Teachers' views about the difficulty of teaching speaking skill

Most teachers, the three from four (75%), find that teaching speaking a difficult task. They believe that this skill is difficult to be taught in crowded classrooms, within limited time and material. There is only one teacher, who represents 25%, does not find teaching speaking a hard task. He may know the suitable techniques to teach his pupils how to speak English in a smooth way.

Question12: Do you think that teaching speaking skill should be:

Options	Number	%
Isolated	0	0
Related with other skills	4	100
Total	4	100

Table12: Teachers' view about teaching speaking skill

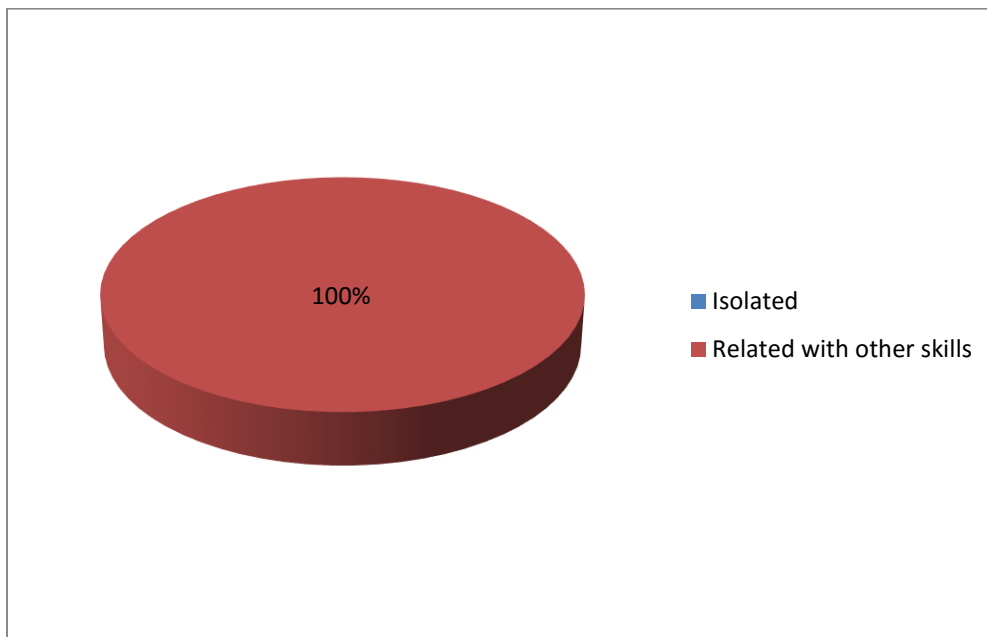


Figure12: Teachers' view about teaching speaking skill

All teachers, the whole sample, agree that teaching speaking cannot be isolated, but in relation with the other skills (writing, reading and listening). Teachers know that the aim of teaching any language is to prepare the pupil for the real world conversations. Yet, teaching pupils special expressions to use in the classroom is not enough to conduct speakers outside.

Question13: Which skill do you think you have to focus on while teaching English?

Options	Number	%
Speaking skill	2	50
Writing skill	2	50
Reading skill	0	0
Listening skill	0	0
Total	4	100

Table13: Skills teachers focus on while teaching English.

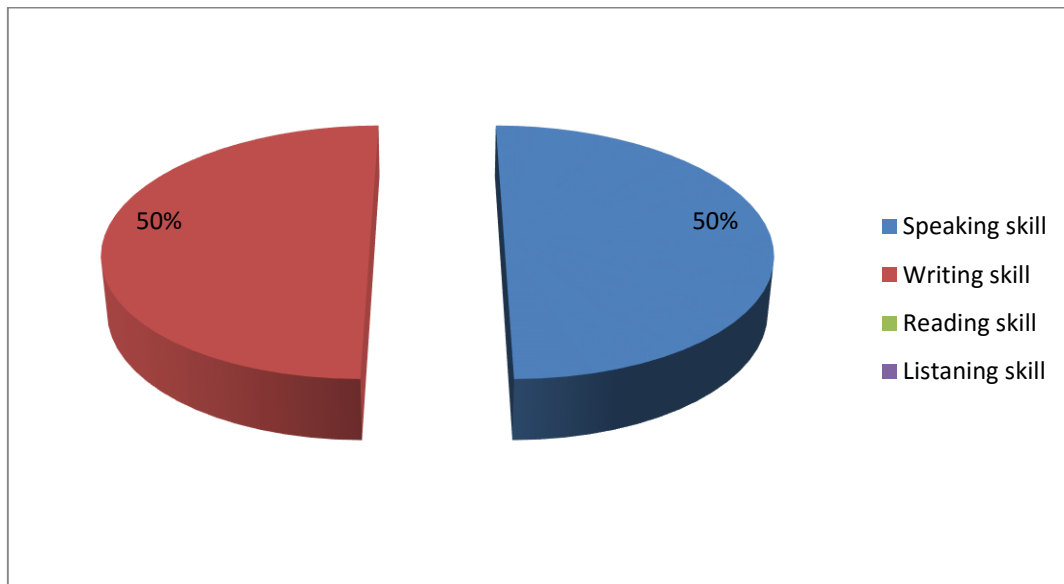


Figure13: Skills teachers focus on while teaching English.

In the table, we notice that our teachers focus on teaching the productive skills (speaking and writing). Two teachers (50%) insist on the importance of teaching pupils speaking while teaching English; they considered it as the goal of learning any foreign language. The other two teachers (50%) insist on teaching writing. In the table 30, teachers focus on teaching the four skills in relation while in this table they ignore the importance of teaching the receptive skills, and their role in developing the pupil's English level.

Question14: Do you think that your pupils participate because:

Options	Number	%
They want to speak English	0	0
You encourage them	3	75
They are already motivated	1	25
Total	4	100

Table14: Teachers' views about the cause of pupils' participation

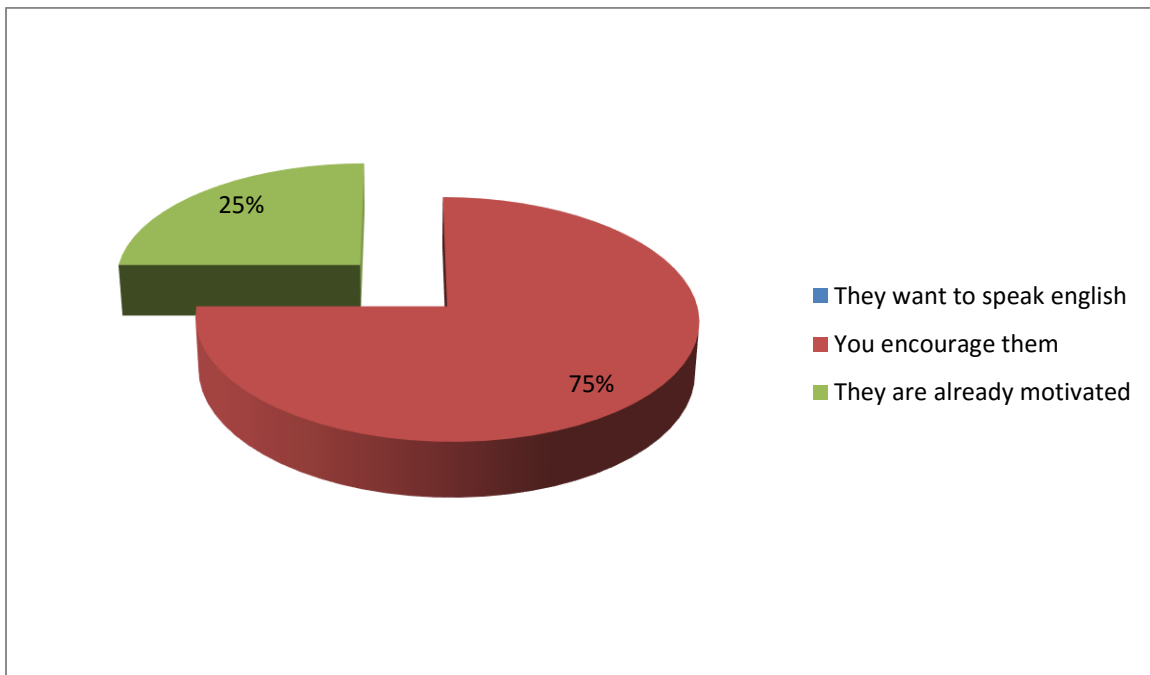


Figure14: Teachers' views about the cause of pupils' participation

In the table above, three teachers, who represent 75%, motivate their learners to participate. There is only one teacher who agrees that his pupils are already motivated. He represents 25%. Pupils at this age are motivated by nature, because; they like to participate and to present their ideas. Also, it is the teacher responsibility to motivate them more and more by creating the appropriate atmosphere.

Question15: Do you think that your pupils do not participate because:

Options	Number	%
They are afraid from your negative feed-back	0	0
They are not interested in learning FL	1	25
The overcrowded classrooms	3	75
Total	4	100

Table15: Teachers' views about the cause of pupils to not participate

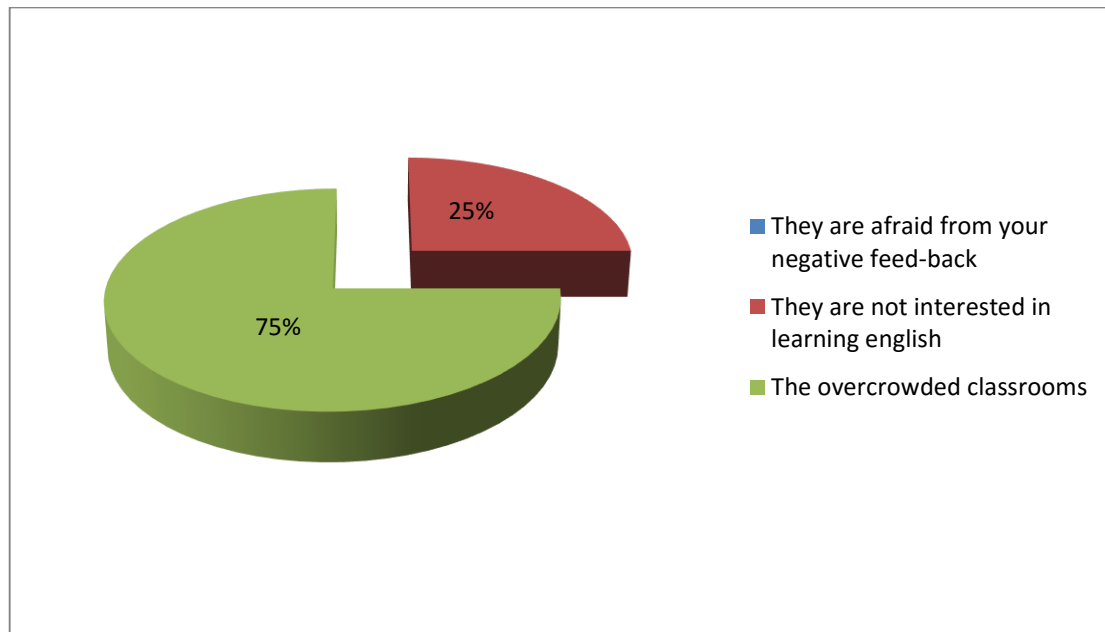


Figure15: Teachers' views about the cause of pupils to not participate

The overcrowded classroom is one problem in the Algerian's school. Three teachers (75%) considered it as the main cause of pupils to not participate. The overcrowded classrooms impede the relation-ship between the teacher, and his pupils. Teaching in this situation can be massive, frustrating and stressful for both: teachers and pupils. While one teacher (25%) agrees that his pupils are not interested in learning English that is why they do not participate. Pupils at that age do not understand the reason of learning extra languages: it is the teacher role to direct them.

Question16: How often, you motivate your pupils to speak English?

Options	Number	%
Always	3	75
Sometimes	0	0
Often	1	25
Rarely	0	0
Total	4	100

Table16: Frequency teachers motivate their pupils to speak English

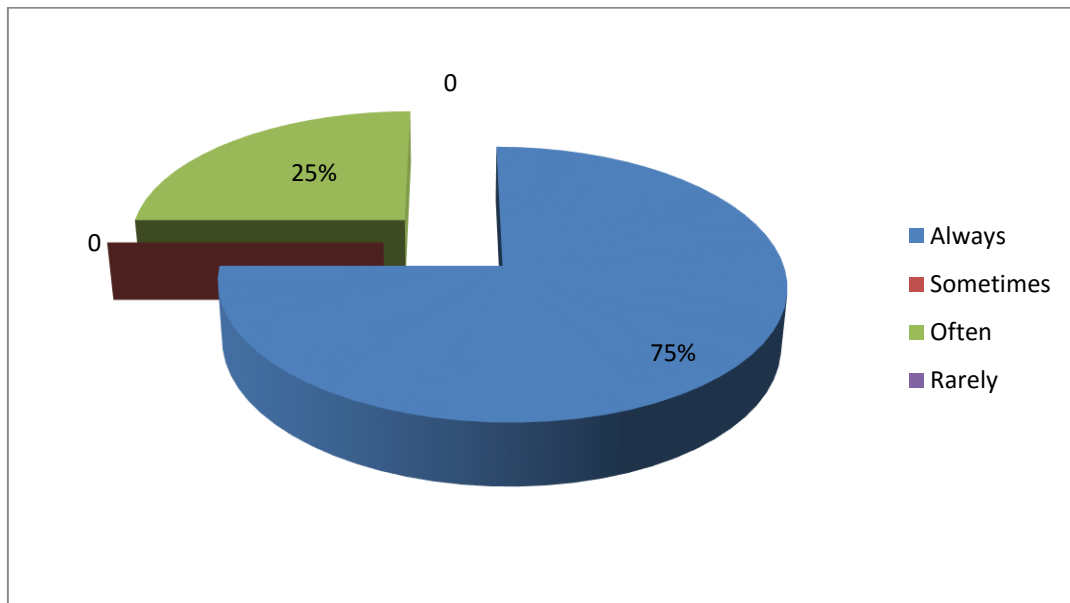


Figure16: Frequency teachers motivate their pupils to speak English

In the table (15), teachers answer that their pupils participate, because; they motivate them. In this table, most teachers (75%) always motivate their pupils to speak English. The two answers show that there is a big deal of sincerity, from teachers, while they answer this questionnaire. Motivating pupils to speak the FL is the first key for pupils' success in this language; it breaks down all the psychological difficulties they face. There is only one teacher (25%) who often motivates his pupils to speak English. It is clear that this teacher is more interested with the writing production than the spoken one.

Question17: According to you, as a teacher, language is:

Options	Number	%
A social means of communication	3	75
A system of grammatical rules and list of vocabularies	1	25
Total	4	100

Table17: Teachers' views about the language

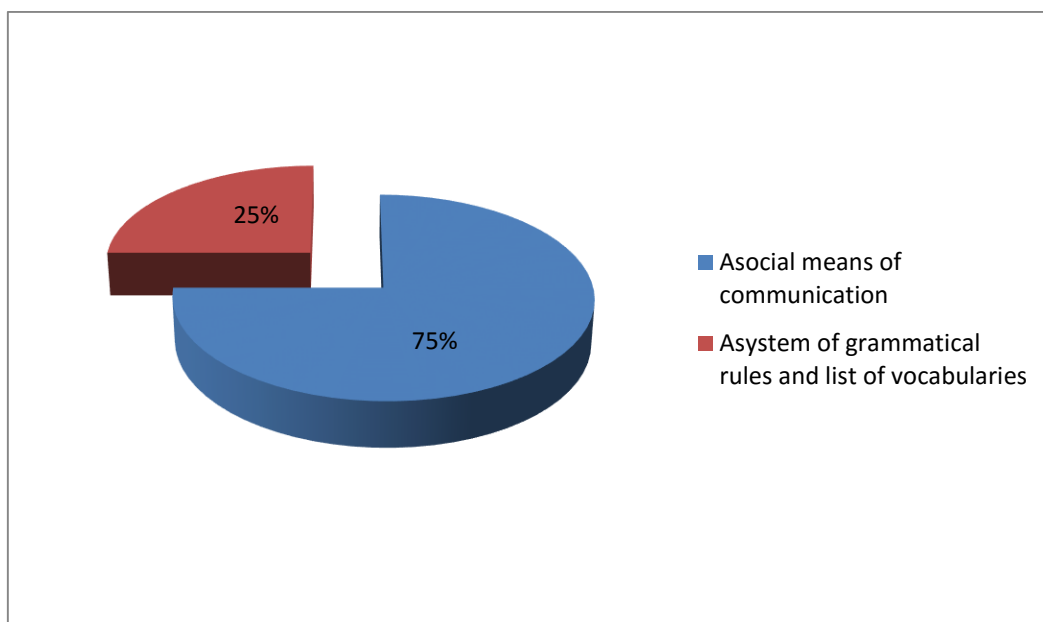


Figure17: Teachers' views about the language

In the world of technology the language plays a great role in relating people together. The table above shows that three teachers (75%) considered the language as a social means of communication. Those teachers are the same whom were interested in motivating their pupils to speak English. They know that in order to learn any language, the learner has to deal with a real world conversation. In the other side, there is one teacher who considered the language as a system of grammatical rules, and lists of vocabularies. This teacher is still dealing with old techniques.

Question18: What types of activities do you use more?

Options	Number	%
Communicative activities	2	50
Grammatical activities	2	50
Total	4	100

Table18: Teachers' used activities

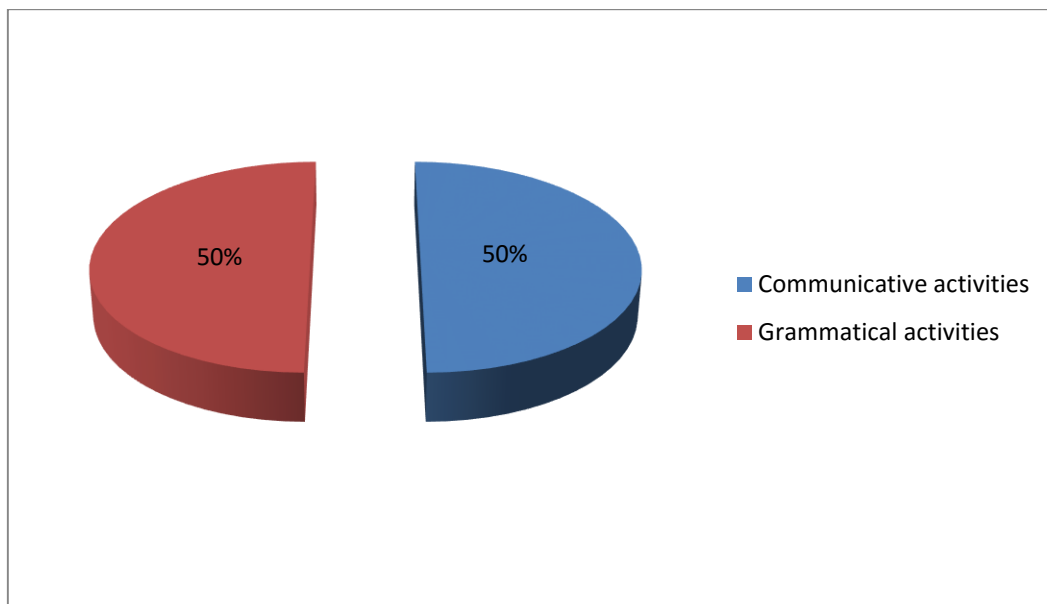


Figure18: Teachers' used activities

In this table, teachers divided equally in two parts. In the first hand, there are two teachers (50%) who support the communicative activities. Those teachers would like to develop their pupils' spoken ability. In the second hand, there are two teachers support the grammatical activities; they focus on the learners' written production.

2.4 Discussion of the Results

From the data obtained in the teachers' questionnaire, a large number of answers were quite positive; in other words, they strengthened more our hypothesis. Teachers are aware about the role of their characteristics inside the classroom, and how their treatment affects on their pupils' development. Furthermore, they know the importance of teaching speaking for

the pupil's future. Also, they encourage and motivate their learners to speak and to practice in order to break down all the learner's psychological barriers. Most teachers agree with the role of the language (table17). They insist that the language is not just a matter of memorized rules, and lists of vocabularies.

We can say that teachers' responses display considerable agreements with what we have set before in our piece of research. They demonstrate that the good teacher's character helps positively pupils to develop their speaking skill.

II. Teacher's Interview

1. Description of the interview

This interview consists of twelve (12) different questions about the teacher's characteristics in the classroom, and his interaction with his pupils.

2. Administration of the interview

This interview was done with four teachers from fourth year Brothers Barket Middle School of Biskra. Each teacher answered on our questions individually, and we take notes from each answer.

3. Analysis of the interview

Question 1: As a teacher, is it true that teaching English for pupils, as adolescent, is easier than older learners?

This question aims to know to what extent the teacher can deal with adolescent easily. In this question, we have to contradict answers. There are two teachers find teaching pupils an easy activity. They consider it easy, because; pupils have fresh memory, motivated, intelligent and not bored.

In the other side, the other two teachers consider teaching pupil a hard activity. Pupils at this age cause many unmeant problems; they need a big effort and a lot of repetition. One teacher added that teaching a FL is a hard task even with old learners.

Question 2: What is your opinion about: speaking is the most important skill in learning any foreign language?

In this question the four teachers agree that the four skills are important equally. They consider that we should not ignore any skill. The development of one skill is due the practice of another one. One teacher argued that giving the big amount of interest in developing the speaking skill is because it is the most used; like: in the media, social websites...

Question 3: As a teacher, which kind of difficulties you face with you pupils in teaching them speaking English?

Each teacher face different problems while teaching his pupils speak English. The first complains from the pupils' psychological barriers. The second teacher complains from the lack of the material, like computers, data shoo... The third one grouses that his pupils do not even try to speak English; they are not interested in learning additional language. They like the scientific modules. The fourth teacher complains from the pupils unlimited mistakes.

The four teachers may complain from different problems they face, but they agree on two issues: the overcrowded classroom, and the limited time for this module. Teachers count the pupil's time in each lecture by 2minutes. This time is not enough for learning an international language; this time is also divided in many activities as writing and reading.

Question4: By the end of the whole middle school years, do you think that your pupils will be able to communicate in English?

The result shows that the four teachers agree that their pupils will be able to communicate, but using simple structure, or imitating expression they already learned. The problem here: after four years of learning our pupils are not able to communicate in real world situation.

Question5: Do you agree that your character as a teacher in the classroom plays an important role in enhancing your pupils' speaking skill? How?

In this question, the majority of teachers agree on the role of the teacher's character. They argue that he is the responsible one in encouraging his pupils, helping them, and facilitating the difficulties they face. One teacher does not agree with them. He argues that there is no relation between how he acts and his pupils' development. He added that the teacher's strategies and techniques do.

Question6: How could you help your pupils developing their speaking ability inside the classroom?

This question aims to identify the different teachers' techniques. Two teachers use the audio-lingual method; they adapt their pupils on listening and repeating what they listen. One teacher relies on the use of technology inside the classroom; like using speakers, watch short movies... Other teacher encourages the contact between his pupils; he joins them in pair or groups to exchange ideas, and correct each other.

Question7: What characteristics that make the expert teacher different from the novice one?

Only three teachers answer this question; the fourth teacher considered him-self a new teacher. Each teacher has a specific perceptive to the two words: expert and novice. The expert teacher for them is the one who does not stop learning the new strategies and methods of learning. He is the one who knows how to solve problems, and face different issues. He is the self confidence, and the competency teacher.

Question8: How could the teacher help his pupils developing their speaking skill outside the classroom?

Teachers, in this question, agree on the role of using the language outside the classroom. They denote on the role of watching English chandelles, movies and listen to dialogues or songs. Furthermore, they indicate on the role of the homework which contacts pupils with the classroom's atmosphere.

Question9: Classify the teacher's mistakes starting with the worst one:

- a) The avoidance of parent contact
- b) The low voice of the teacher
- c) Unplanned lesson
- d) Not having a clear procedure
- e) Lack of confidence

This question aims to identify the different teacher's mistakes that he tries to avoid them as he can. In the result, each teacher classifies those mistakes according to his strategy of teaching, but the whole teachers consider those mistakes as the worst ones which they affect negatively on the pupil's development.

Question10: Are you with or against the rewarded strategy?

Our sample, the four teachers, is with the rewarded strategy. Teachers determined that the rewarded strategy is a reliable way to motivate learners and encourage them to work more. They mentioned the efficient advantages of this strategy, but they did not mention its disadvantages.

Question11: In the European countries, the good teacher whom his pupils get high degree is rewarded; what about the Algerian teachers?

Our teachers, in this question, stated: “The Algerian teachers are not rewarded at all”. From these words, they appear upset from the government and the society which do not give teachers their rights to the fullest. One teacher added that” it is a matter of conviction” he explained that the teacher works so hard in the whole year, but the result he gets is not satisfying.

4. Discussion of the Results

These interviews done with teachers helped us to identify the teacher’s way of thinking about his relation with his pupils, his strategy to deal with them and his point of view about the language in general, and speaking skill in specific. From results we had get, not all teachers are satisfied about their job and their pupils’ level. In the other side, they admit on their character’s role for the pupils’ development not only in the speaking skill, but in their whole life.

General conclusion

The present study has tried to investigate the issue of the teacher's character that has a great effect on pupils' speaking skill. In other words, the good teacher's characteristics inside the classroom will help positively pupils and encourage them to speak and to develop their oral performance, not only inside the classroom, but also outside the classroom, in real world communication. The obtained results confirmed our hypothesis that there is a positive relation-ship between the teacher's character and the enhancement of pupils' speaking skill.

This study shows that pupils are really impressed by their teacher, and the way he treats them with. Furthermore, they wish to speak English, and they try to do so.

Recommendations

According to the investigation held with first year middle school pupils; we recommend the following:

- Teacher need to follow the new strategies about how to deal with pupils.
- Teachers need to know that every single reaction they do should be well elaborated.
- Teachers need to show pupils that speaking depends not only on memorizing rules and listing vocabularies, but it is based on the use and practice of the language inside and outside the classroom.
- Teacher need to motivate the silent pupils and encourage them to speak in front on their classmates.
- Pupils need to feel that they are old enough to start self-reliance in learning.

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Appendix 1:
Pupils'
questionnaire

Pupils' Questionnaire

Dear students,

This questionnaire is an attempt for gathering information needed for the accomplishment of a master dissertation. It aims at identifying the role of the teacher's character on enhancing middle school pupils' speaking skill.

Your answers are very important for the validity of this research we are undertaken. We will really appreciate your collaboration.

AISSAOUI Amira

Please tick(X) the choice that correspond to your answer

ضع علامة () للإجابة الموافقة لاختيارك

Section One: Background Information

الجزء الأول: معلومات أساسية

1-Age:

العمر:

2-Do you like English as a foreign language?

هل تحب الانجليزية كلغة أجنبية؟

• Yes

• No

3-Do you like to listen, and watch English programs?

هل تحب الاستماع و مشاهدة برامج باللغة الانجليزية؟

• Yes

• No

4-In your opinion, learning English is:

من وجهة نظرك, هل تعلم اللغة الانجليزية:

- A difficult task

أمر صعب

- An easy task

أمر سهل

Section Two: The teacher's Character

الجزء الثاني: شخصية الأستاذ

1-Is your teacher able to send the message?

هل تجد أن أستاذك لديه القدرة لإيصال المعلومة؟

- Yes

- No

2-Do you find difficulties to deal with your teacher?

هل تجد صعوبة في التعامل مع أستاذك؟

- Yes

- No

3-What characteristics you prefer to find in your teacher?

ما هي الميزة التي تحبذ إيجادها في أستاذك؟

- Friendly

صديق مقرب

- helpfulness

شخص مساعدا

- Seriousness

شخص جاد

- Calm

هادئ

- Smartness

ذكي

You may add other characteristics:.....

يمكنك إضافة ميزات أخرى

4-What are the characteristics you do not like in your teacher?

ما هي الميزة التي لا تحبها في أستاذك؟

- Nervousness
العصبية
- Seriousity
الجدية
- Punishment
العقوبة
- Arrogant
متكبر
- Aggressive
عدواني
- Boring
ممل

You may add other characteristics:.....

يمكنك إضافة ميزات أخرى

5-Have you ever been punished by your teacher?

هل حدث و عاقبك أستاذك على ارتكابك خطأ ؟

- Never
أبدا
- Once
مرة واحدة
- Some times
أحيانا
- Always
دائما

6-Do you feel that the classroom is your second home?

هل تحس أن القسم هو بيتك الثاني؟

- Yes
- No

7-Does the teacher's good treatment encourage you to speak English?

هل المعاملة الحسنة من الأستاذ تشجعك على التحدث باللغة الإنجليزية؟

- Yes
- No

8-Do you believe that the good teacher's character has an important role in improving his pupils' level?

هل تؤمن أن للأستاذ تأثير على المستوى الدراسي للتلاميذ؟

- Yes
- no

Section Three: Speaking Skill

الجزء الثالث: مهارة التحدث

1-In English language, which of the four skills you wish to master most?

من بين المهارات الأربعة, ما هي المهارة التي ترغب بإتقانها أكثر في اللغة الإنجليزية ؟

- Speaking skill
مهارة التحدث
- Listening skill
مهارة الإستماع
- Writing skill
مهارة الكتابة
- Reading skill
مهارة القراءة

2-Speaking English is:

التحدث باللغة الإنجليزية:

- Veary easy
سهل جدا
- Easy
سهل
- Very difficult
صعب جدا
- Difficult
صعب

3-Do you feel afraid to talk English?

هل

تخاف التحدث باللغة الإنجليزية؟

- Yes
- No

*If the answer is « Yes »; is it because:

إذا

كانت الإجابة "نعم" فهذا بسبب:

- Fear of making mistakes
الخوف من ارتكاب الأخطاء
- Fear of teacher's negative feedback
الخوف من رد الفعل السلبي للأستاذ
- Lack of self-esteem
عدم الثقة بالنفس

4-Do you speak English inside the classroom with your classmates?

هل

تتحدث الإنجليزية داخل القسم مع زملائك؟

- Always
دائما
- Often
غالبا
- Sometimes
أحيانا
- Rarely
نادرا
- Never
أبدا

5-Do you speak English outside the classroom?

هل

تتحدث الانجليزية خارج القسم؟

- Yes
- No

*If the answer is "Yes", is it with:

إذا

كانت الاجابة "نعم" فهي مع:

- Your friends
أصدقائك
- Face book friends
أصدقائك من شبكة التواصل الإجتماعي
- One from your family
شخص من العائلة

Thank you

Appendix 2: Teachers' Questionnaire

Teachers' questionnaire

Dear teachers,

This questionnaire is an attempt for gathering information needed for the accomplishment of a master dissertation. It aims at identifying the role of the teacher's character on enhancing middle school pupils' speaking skill.

I would be very grateful if you give me the time and the energy to share your experience by answering the questions below. Your answers are very important for the validity of the research we are undertaken.

AISSAOUI Amira

Please, tick in the appropriate box (X) and make full statement whenever it is necessary.

Part One: Background Information

1-How long have you been teaching English, at middle school?

- a) One to five years
- b) Five to ten years
- c) More than ten years

2-Degree (s) held:

- a) License
- b) Master/ Magister
- c) Doctorate

3-Do you like to teach fourth year middle school classes?

- Yes
- No

Why?.....
.....

4-Do you find difficulties to teach fourth year middle school classes?

- Yes
- No

Part Two: the Teacher's Character

1-Do you feel that teaching a foreign language to pupils is:

- An easy task
- A hard task

2-Do you believe that your pupils are like members of your family?

- Yes
- No

3-Do you treat your pupils as:

- a) Children
- b) Adolescent
- c) Adults

Whatever is your answer, explain why?

.....
.....

4-Classify (using numbers) the good teacher's characteristics for his pupils.

- a) Respectful
- b) Friendly
- c) Elegance
- d) Course developer
- e) Consistence

- f) Assessor
- g) Propriety
- h) Fair
- i) Students centered classroom
- j) Supervisor
- k) Trust teacher

5-Which characteristics the teacher should avoid in the classroom?

.....

.....

.....

6-Do you believe that you have a great influence on your pupils?

- Yes
- no

Part Three: Speaking Skill

1-Is teaching speaking a difficult task?

- Yes
- No

2-Do you think that teaching speaking skill should be:

- Isolated
- Related with the other skills

3-Which skills do you think you have to focus on while teaching English?

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

*Justify your answer:

.....

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

4-Do you think that your pupils participate because:

- a) They want to speak English
- b) You encourage them
- c) They are already motivated

5-Do you think that your pupils do not participate because:

- a) They are afraid from your negative feedback
- b) They are not interested in learning foreign language
- c) The overcrowded classrooms

6-How often you motivate your pupils to speak English?

- Always
- Sometimes
- Often
- Rarely

7-According to you, as a teacher, the language is:

- a) A social means of communication
- b) A system of grammatical rules and lists of vocabulary

8-What types of activities do you use more?

- a) Communicative activities
- b) Grammatical activities

Thank you for your collaboration

Appendix 3: Teachers' Interview

Teachers' interview

Dear teachers,

This interview is an attempt to know your ideas and points of views for the accomplishment of a master dissertation. It aims at confirming the role of the teacher's character in enhancing middle school pupils' speaking skill.

I would be very grateful if you give me the time and the energy to share your experience by answering the questions below. Your answers are very important for the validity of the research we are undertaken.

AISSAOUI Amira

1- As a teacher, is it true that teaching English for pupils, as adolescents, is easier than older learners?

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

2- What is your opinion about: speaking is the most important skill in learning any foreign language?

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

3-As a teacher, which kind of difficulties you face with your pupils in teaching speaking English?

.....
.....

.....
.....

4-By the end of this academic year, will your pupils be able to produce a full meaningful dialogue?

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

5-By the end of the whole middle school years, do you think that your pupils will be able to communicate in English?

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

6-Do you agree that your character as a teacher in the classroom plays an important role in enhancing your pupils' speaking skill? How?

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

7-How could you help your pupils developing their speaking ability inside the classroom?

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

8-What characteristics that make the expert teacher different from the novice one?

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

9-How could the teacher help his pupils developing their speaking skill outside the classroom?

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

10- Classify the teacher's mistakes starting with the worst one:

- f) The avoidance of parent contact
- g) The low voice of the teacher
- h) Unplanned lesson
- i) Not having a clear procedure
- j) Lack of confidence

11-Are you with or against the rewarded strategy?

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

12-In the European countries, the good teacher whom his pupils get high degree is rewarded; what about the Algerian teachers?

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

Thank You

ملخص

تهدف هذه الدراسة إلى التعريف بالدور الفعال لشخصية الأستاذ في تطوير مهارة التكلم على مستوى طلبة السنة الرابعة متوسط ، متوسطة الإخوة بركات، بسكرة. كما تهدف لبحث مدى استيعاب أساتذة اللغة الإنجليزية بالدور الفعال لأهمية تحفيز التلاميذ لممارسة هذه اللغة الأجنبية في الحياة اليومية عن طريق التكلم بها و التعامل بها في شتى المجالات من أجل تخطي شتى الصعوبات التي قد يواجهها أي دارس للغة أجنبية مختلفة تماما عن لغته الأم، إذ اعتمدنا في دراستنا هذه على استبيانين، الأول موجه لتلاميذ السنة الرابعة متوسط و الثاني لأساتذة اللغة الانجليزية، بالإضافة لمقابلات شفوية مع أساتذة اللغة الانجليزية لمرحلة التعليم المتوسط لسبر آرائهم حول أهمية تفعيل الأستاذ للنواحي الايجابية لشخصيته داخل القسم و مدى فعالية تأثيرها على المستوى الدراسي للتلاميذ و بالأخص على تطوير مهارة التكلم باللغة الانجليزية. النتائج التي توصلنا إليها بينت أن حسن معاملة الأستاذ للتلميذ له تأثير إيجابي على المستوى الدراسي للتلميذ و كذلك على المستوى النفسي. و يخلص البحث إلى توصيات بالاهتمام الدائم بهذه الظواهر النفسية في تحسين تدريس و تعلم اللغة الأجنبية.