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Role of the Teacher's Personality Traits in Enhancing Students' Oral Performance

A Case Study of Second Year LMD Students of English at Mohamed Kheider University of Biskra

A Dissertation Submitted in Partial Fulfilment for the Requirements of the Master's Degree in Sciences of language

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Dedication

*To the memory of my grandmother "**Baya**".*

*To the light that illuminates my path of success **"My father ZIREG"**.*

*To who taught me to withstand whatever circumstances are **"My mother Saïda"**.*

*To my brothers: **Walid, Rodouan, Seif Eddine** and his wife **"Madiha"**.*

*To my sisters: **Nawel, Djamila** and **Yassmine**.*

*To my nephew: **Yahia** and nieces: **Hassna** and **Mariem**.*

*To my brothers in law: **Faris** and **Walid**.*

*To all the members of my family **ZIREG** and **TRIA**.*

To my friends.

To all those who believed in me and prayed for my success.

I dedicate this work.

Abstract

The main purpose of the current study is to investigate whether a correlation exists between teachers' personality traits and students' oral performance. We hypothesize that if English as a Foreign Language teachers show positive personality traits such as agreeableness, openness to experience and extraversion, they will enhance their students' oral performance. This study consists of two parts: a theoretical part divided into two chapters one about teacher's personality and another about speaking skill, and a practical part is the findings of the study. The study is mainly conducted with 08 teachers of oral expression and 80 students of second year at the Branch of English at Mohammed Kheider University of Biskra. To collect data for this study, two tools have been employed: the questionnaire for both students and teachers, and classroom observation. We analysed the obtained data through using the descriptive method. The results disclose that teacher's personality traits can enhance students' oral performance through showing positive personality traits like openness, extraversion, and agreeableness for a better oral performance -achievement.

Key words: Personality Traits, Speaking Skill, The Big Five Model.

List of Abbreviations

B.F.I: Big Five Inventory

E.F.L: English as Foreign Language

F.F.M: Five-Factor Model

L2: Second Language

T.T.T: Teacher Talking Time

%: Percentage

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Introduction

Research over time has revealed that personality traits are indicators and general predictors of job performance across a varied range of jobs. In the teaching-learning sphere by research that the teacher makes a permanent effect on his/ her students learning. Personality is the projection of ourselves to others. It helps teachers to become sensitive to student's needs and give them the knowledge and skills required to create caring and wholesome learning environment. Umoren and Ogbodo (2001) pointed out that emotional stability is one of the needed competences of the teacher. They emphasized that teachers should be emotionally stable in order to change the students under their control. This leads to the question of the personality of the teacher.

Due to the need of improving students' oral performance, this study focuses on how teacher's personality may influence the students' oral performance. By understanding the relationship between personality of teacher and student's oral performance, it would help to identify which personality that influence student's oral performance, so that they may show the positive personality trait that make their teaching become more effective.

1. **Statement of the Problem**

Personality is considered as one of the most important factors for the second language learning. It is very crucial for the daily life of teachers, and it affects their career and the most important aspects is the impact on students. Hence, the interaction between teachers and students should be considered because personality plays a major role on this interaction. We have noticed that second year LMD students of English at Mohamed Kheider University are struggling to develop and improve their speaking skill. Therefore, in response to this problem, our study purpose is to investigate the role of the teacher's personality traits on enhancing students' speaking skill.

2. Aims of the Study

The main aim of this study is to investigate of the correlation between teachers' personality traits and 2nd year LMD oral performance in the class.

The aim also is to study the personality dimensions that influence student's oral performance. The big five model is used to measure the normal personality of teachers.

In details, this study aims to accomplish the following objectives: First, to clarify the concept of personality, second, to show the big five models of the personality, third to show the major characteristics of teachers, finally, to show personality and teaching effectiveness relationship.

3. Research Questions

This research aims to answer the following questions:

- Is there any relationship between teacher's personality traits and student's oral performance?

- How can teacher's personality traits enhance students' oral performance?

- How can teachers' personalities be different?

- Could these differences affect students' oral performance?

4- Hypothesis

If English as a foreign language teachers show positive personality traits, they will enhance their students' oral performance such as agreeableness, openness, and extraversion.

5- Significance of the Study

The significance of this study is to discover and diagnose the main traits of the teachers' personality and its effect on the oral performance of students. Meanwhile, it shows the importance of the teacher's personality and its reflection through the interaction with students

in the classroom. In addition, the learners themselves will be able to know their teachers' personality traits and its importance in improving their speaking.

This study is very important because it shows the importance of teachers' personality traits and its effect on students' oral performance.

6- Research Methodology and Research Tools

6.1- Method of the Study

The research method that is used for this study is the descriptive method, which seems to be the appropriate one for this study since we need to know the role of the teachers' personality traits on students speaking improvements.

6.2- Tools of the Study

In order to test our hypothesis, to obtain the information required from our subjects, and to fit the objectives of our present research, we used two main tools.

First, a formal questionnaire addressed for teachers to ensure that their responses and recommendations are the result of their long interaction with English language learners during many years of observation of learners' performance, particularly teachers of oral expression module. The second questionnaire is direct to second year English at Mohamed Kheider University to know their points of view about teachers' personality traits and oral performance.

Second, the problem dealing with some students' inaccurate responses arose; therefore, it seems to resort to another instrument, i.e. classroom observation to be sure of the research item.

6.3- Population and Sample of the Study

This study is concerned with second year English students at Mohamed Kheider University includes 10 groups consist of 426 students. The reason behind choosing to work with second year students is that: we believe that in reaching the second year the difference between students in speaking have all balanced out, in the sense that, during their first year, students were trained to improve their speaking, as they were learning the new language competence. Thus, in their second year, normally students are able to speak fluently the foreign language because they have started to develop their speaking from their first year but we have noticed that they are still incapable of developing their language. In this case, the need is to know how the teachers' personality traits could develop students' oral performance for a better achievement. This is the main reason why we decided to work with second- year students. The sample includes 100 students that is selected randomly from second year LMD population.

7- Structure of the study

The present research is divided into three main chapters. The first and the second chapters review the related literature. The third chapter is the practical part of the study.

The first chapter provides a better understanding of personality. It includes the definition of personality, its dimensions (the big five model), teachers' personality namely, some teachers' personality types, a discussion about the major characteristics of the teacher, followed by personality traits and teaching efficiency , teachers' personality and students' motivation, finally personality and teaching effectiveness relationship.

The second chapter outlines some of the theoretical issues related to the nature of speaking and oral communication. It also deals with the relationship between speaking and the other skills, the importance of speaking, and speaking problems in foreign language

learning. Then, the discussion of teaching speaking, and the activities that are used in oral expression classes for developing oral proficiency.

The last chapter deals with data analysis. It provides a detailed analysis of both teachers' and students' questionnaires and classroom observation.

Introduction

Personality is a psychological concept. It is considered as an affective aspect in language learning, not only for students but also for teachers. In fact, personality of a teacher was also considered as an important factor in arranging the conditions of learners' environment for having an effective learning. According to many researchers, students' achievement and particularly their speaking in a foreign language may be enhanced by their teacher personality.

In this chapter, we will discuss some details about teachers' personality, namely the definition of personality, its dimensions (The Big Five Model), the importance of personality traits needed for teaching efficiency, the major characteristics of the teacher, teacher personality types, teacher personality and students' motivation and the relationship between personality and teaching effectiveness.

1.1- What is Personality?

Personality is considered as a concept for describing, explaining, and understanding the human behavior. Personality means a set of traits and behaviors that illustrates an individual from others. Every individual is unique, in the sense that no two persons are the same in terms of temperament and behavior. Even twins do not behave in an identical way in all situations. The same person may behave differently in different situations. Although every individual is unique and not completely consistent during different situations, but many people showing similar patterns of behavior in similar situations. Personality has been defined in many ways; according to Allport (1937), personality is very difficult to be defined because it is one of the most abstract words in the English language. He argues there is not one correct definition of personality but provides a definition that is cited frequently in the literature. Allport (1937: 48) claims, "Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment".

Additionally, it is also widely agreed upon that an individual's personality traits influences his/her behaviors.

Today a very spread definition of what personality is includes: (a) the social dimension of individuals' functioning: (b) general behavioral patterns, and (c) human nature, or individual differences. According to Dörnyei (2005), personality is defined as someone's whole character and nature. In the line with Pervin & John (2001, cited in Dörnyei, 2005:11) "personality represents those characteristics of the person that account for consistent patterns of feeling, thinking, and behaving".

1.2- Dimensions of Personality (The Big Five Model)

Goldberg (1993) pointed out that FFM (five factor model) has received extensive empirical support and has gained acceptance as the trait personality model, which can propose the desired personality reliability across samples and context. Many personality psychologists have reached an agreement that five personality constructs, referred to as the Big Five are necessary and sufficient to describe the basic dimensions of normal personality. The Big Five Model has been extensively applied to measure personality. According to Paunonen & Ashton (2001), the Big Five personality dimensions of neuroticism, extroversion, agreeableness, openness to experience and conscientious have been examined extensively and have been correlated with a variety of work attitudes and behavior. These five personality dimensions are broad dimensions that are theorized to blend most narrowly focused personality traits. The breadth of these dimensions is a benefit in that it straitens a large number of personality traits into a parsimonious set of dimensions for use in research. This submits that this model is widely used and suitable to use in any study. The Five Factor Model has enjoyed widespread popularity in the field. Five personality traits collectively classify the higher-level dispositions of an individual according to the Five Factor Model.

1.2.1- Extroversion

According to Eysenck (1986), extraverts show a trend to seek interaction with others, novel experiences and complex, varied and intense stimuli, extroverts, on the other hand, prefer their own company and prefer the familiar and unfamiliar. Besides, extraversion is most often described as the degree to which an individual is sociable, gregarious, talkative, assertive, adventurous, active, energetic and ambitious, expressive, articulate, comfortable in-group settings and have a great number of friends. Extroverts' need for power and recognition may also cause them to take more risks in the job and they would expect the organization to support their work activities. In addition, people who are high in extroversion tend to be high performers and committed to the organization and their work, they will develop psychological contracts that reflect their hard work, commitment and willingness to work with others.

1.2.2- Agreeableness

Costa and McCrae (1992) put forward that agreeableness is linked to "the need for intimacy", the recurrent preference in thought and behavior for experience of warm, close and communicative interactions with others. Individuals whom have a high level of agreeableness are trusting, cooperative, altruistic, compliant and modest individuals show a greater motivation to maintain interpersonal intimacy. However, agreeable individuals in their attempt for harmonious relations create more positive attributions to otherwise provocative behavior than low-agreeable persons would do. Furthermore, agreeableness is about the extent to which people are sensitive and responsive to others, including the extent to which they will be deferential to them. The two extremes are the tough-minded individual, operating predominantly at a thinking level and lacking sensitivity and responsiveness.

1.2.3- Conscientiousness

Barrick and Mount (1991) denoted that conscientious individuals include the specific traits of competence and they are characterized as dependable, responsible, hardworking, self-

disciplined, persistent, preserving, orderly, cautious, hardworking and achievement-oriented, careful, reliable and organized,. Otherwise, conscientious people value duty, competence, self-discipline and achievement. Besides, people who are high in conscientiousness have a sense of duty and obligation to their work and have high job performance, career success, motivation and job satisfaction.

1.2.4- Neuroticism

According to many researchers, neuroticism is always linked to the characteristics of people who have a negative effectiveness and low in self-esteem.

According to Watson and Clark (1984), negative affect is defined by a direction to behold the world in a negative emotional state. Besides, people with a high negative affect tend to concentrate on the negative aspects of other people and themselves. Furthermore, the neuroticism are likely to be more pessimistic, taking a negative sight about themselves and the world around them. Individuals with low self-esteem tend to withdraw from challenging situations, are less confident in their abilities, less likely to seek feedback, and see themselves as less appealing to others. Some researcher stated that neuroticism persons also limited in social skills and they are not interest in any long-term relationship.

1.2.5- Openness

According to Costa and McCrae (1992), openness to experience is associated to active imagination, aesthetic sensitivity, and attentiveness to inner feelings, preference for variety, intellectual curiosity, and independence of judgment. High openness employees are seek challenging and interesting work; they would expect the organization to satisfy this need. Besides, people who are open have a high need for autonomy and tend to be creative, adaptive and accepting of change. Furthermore, open individuals at time are also better able to understand and adapt to new perspectives, report involvement in their work, as their work can serve as the field to entertain their curiosity, and their tendency to develop genuine interests

for any activities they are involved in. Otherwise, openness is about a person's openness to new experience and is manifested in such things as an individual's breadth of interests, level of creativity and intellectual qualities. At two extremes are the conventional individual, who is relatively closed to new experiences and open individual, who is relatively open to such experiences.

According to the researchers' views we sum up the previous big five models into figure1:
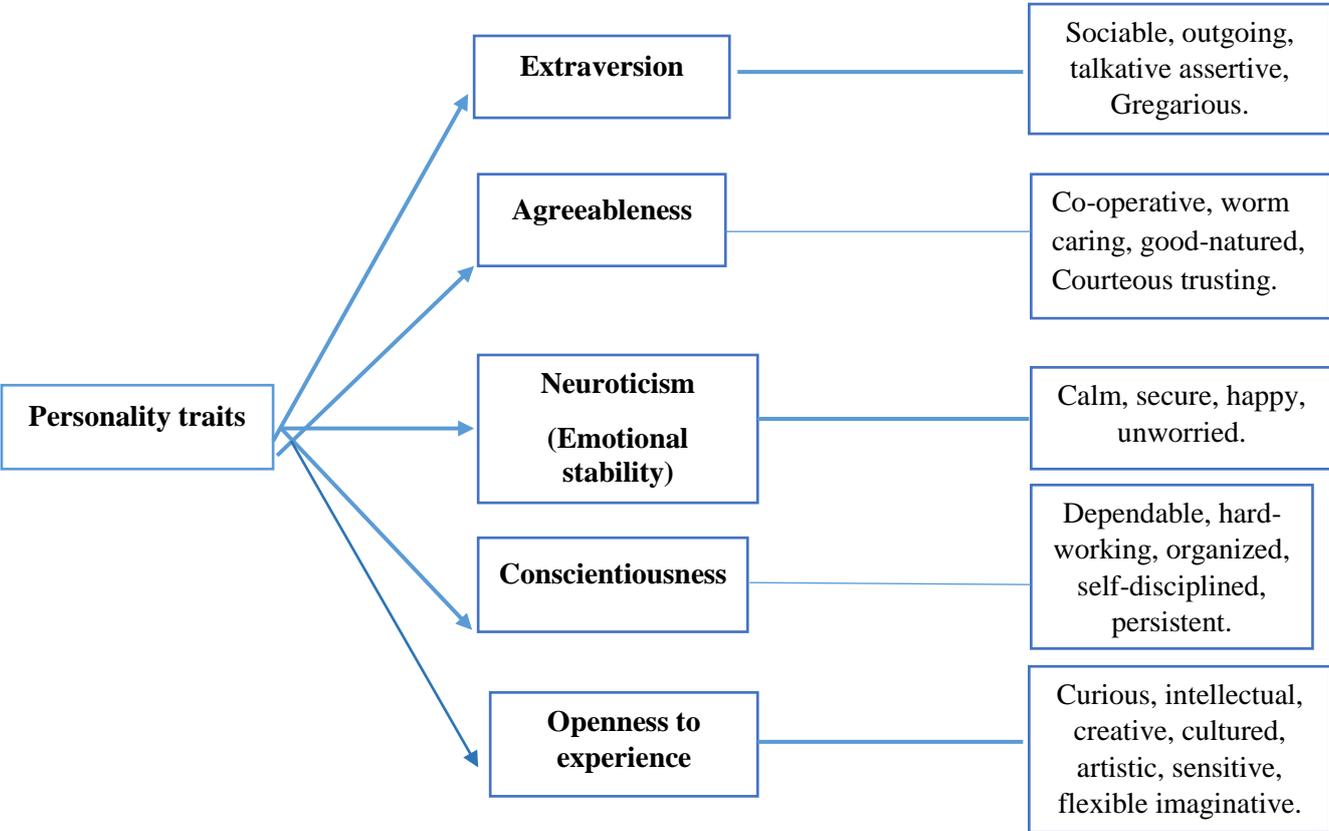
Figure 1: Personality Traits (Big Five Model).

1.3- Teacher's Personality

Teacher's personality refers to inner-qualities of a teacher, observed from the teacher's expression of values, beliefs, thought, behavior, attitude, actions and feelings. Besides, Nora

Fauziah Yaakub has suggested, "One important teacher quality that can either facilitate or hinder the teaching-learning process is teacher personality." (1990:139). Similar with Murray (1972, cited in Nora, 1990: 139) argues, "Personality influences the behavior of the teacher in diverse areas, interaction with students, methods selected and educational experiences chosen". In a line with, Adila and Vadi (2010:592) have pointed out, "Considering the importance of personality traits among teachers, society members have high expectations of teachers. For example, they should be calm, stable, positive, warm, sociable, orderly, disciplined etc. Therefore, it is important to know the extent to which teachers personality traits are in accordance with these requirements".

The effective use of a teacher's personality is essential in motivating and conducting instructional activities. Personality supports teaching and promotes communication to take place between the teacher and the learner even in the lack of spoken word. This means, a nonverbal communication. In reason with this, Christophel (1990, cited in Zebedee, 2009) illustrated that there is a direct relation between teacher verbal and nonverbal behavior and students learning. In addition, Lock and Symes (1999:205) have mentioned "The human body can be used as a vehicle for communication in two ways: by itself, or as a support for a number of 'props'. In the first category would be placed gestures, facial expressions and so on.

Each individual has characteristics features of personality, which affect both the manner in which he behaves towards others and the ways in which they respond to him. Magno and Sembrano (2007: 78) have assert, "The content of teacher effectiveness includes some aspects of the teachers' personality that are necessary in teaching such as being tolerant, having a good sense of humor, being warm and friendly, and being concerned about students". The teacher who has the previous characteristics is supposed to reflect them in his relationships with students and in the techniques that he uses in his teaching.

More recent studies have showed that "the personality of a teacher surely affect his students" Aydin (1998, cited in Ozel, 2007: 75). Especially in the studies that are applied in the classroom environment, "it is observed that students, while evaluating their teachers, pay more attention to their personalities than their professional characteristics and thus adopt them as their own behaviors" (Tan, 1992, Soner, 1995, Lewis, 2000 cited in Ozel, 2007: 75).

1.4- Some Teacher's Personality Types

1.4.1- The Dependent Teacher

According to Zimmerman and Lewton (1951), in some cases within a group of teachers some persons who may be characterized as somewhat over-dependent in their inter-personal relationships. In the sense of that an over dependent individual might show some characteristics that are mentioned next:

- He over-values authority and status, especially in relation to the field of education as a defense against his own uncertainties.

- He hesitates to take responsibility in making changes and often will do so only after obtaining reassurance, which ordinarily would not be necessary, from the principal or administrator.

- He generally has few interests, acquaintances or friends outside of school and in these few; he tends to be completely absorbed. He needs frequent approval and reassurance especially in relation to program details. The dependent teacher usually seeks extra approval and encouragement. If the administrator withhold this, such a teacher immediately feels rejected or at least suffers an immediate drop in self-esteem through loss of what he feels is administrative approval.

- When such a teacher feels he is not accepted or valued by an administrator, he is apt to fall into another kind of problem, that of playing out a rivalry situation with one or several other teachers he feels are more favored.

> In relation to his classroom pupils, this teacher values conformity and forms close relationships with the more passive pupils in the school. He is usually unable to deal well with rebellious or aggressive pupils. A child who is a problem in the class is usually looked upon by a dependent teacher as a personal failure in his classroom teaching and discipline. His consequent anger at such children for confronting him with the problems they bring interferes greatly with his ability to help these children handle their own problems.

In other words, the dependent teacher is somehow cannot control his aggressive students inside the classroom as well as he is not responsible for making new challenges, he does not like to cooperate with others.

1.4.2- The overly Independent Teacher

The overly independent teacher is one who able to integrate himself with a group, who wants to do a perfect job, but who at the same time will display some of the following personality aspects, Zimmerman and Lewton (1951) stated that:

> He is usually abrupt and reacts quickly in a surprised or questioning way to any unexpected change. These individuals often have obvious or hidden capacity for leadership. Their leadership often tends to question authority and emphasizes the fact that they do not like things done to them or for them without consultation. Such individuals at times may form a negative, though loyal, relationship to the principal or administrator. The administrator often feels this reservation and may consider it purely enmity whereas it may really express the effort of the teacher to maintain himself as an adult in the face of authority. From this point of view, the overly independent teacher also has a dependence-independence problem, but his solution ordinarily is to fight rather than to submit.

> ➢ When given responsibilities, the independent teacher often rises to the occasion and exhibits qualities of leadership, which previously had been unsuspected. Outside school, he usually has a number of friends and interests, often considers himself a liberal, and tends to provide balance in civic affairs to that group in the community that accepts authority and sometimes imposition without question to protest.

In other words, the independent teacher is someone who like to cooperate, to make new challenges and to make the teaching profession enjoyable.

Zimmerman and Lewton (1951) stated positive aspects of these teachers' personalities, which are:

> ➢ They usually have through grasp of subject matter, prepare material carefully and are seldom late or absent.

> ➢ Their resistance to change requires careful thinking through and prolonged discussion by the group before radical changes are adopted.

> ➢ They are very effective in detailed operations, which require care rather than creativity.

The independent teachers have positive aspects, which make them unique, and in most, those aspects give them appropriate educational qualifications for a better achievement.

1.5- The Major Characteristics of the Teacher

There are five main characteristics of a teacher, which affect the students inside the classroom, they include:

1.5.1   Enthusiasm

Enthusiasm is one of the most important factors. Enthusiasm teachers can create a lively and energetic classroom; students will be satisfied with whatever teachers teach. Besides, teachers can lead them in the learning process and they follow what teachers perform as well. (Cruickshank, Jenkins, & Metcalf, 2003:332). Enthusiasm teachers use body

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language and interesting language to persuade and communicate with their students. Teachers' enthusiasm consist of at least two basic components, which include: 1) A sincere interest in the subject, 2) Vigor and positive energy. The positive consideration is that teachers can communicate with speech, voicing and their gestures. Moving the body around the classroom, dancing, performing an action as singing and using their hands to explain something are preferable.

1.5.2 Warmth and Humor

To make students interested in the subject matter of the lesson requires teachers having good sense of humor. When teachers perform to laugh, it decreases students' stress (Fontana, 1977: 170). Besides, the warmth signifies the good interaction between teachers and students. If teachers' personality is warm, students will dare to speak and express their ideas in front of the teacher. It seems that students perceive as teachers being their friend. Otherwise, the climate of the classroom will be fun and enjoyable and students will not feel boring while they are inside the classroom.

1.5.3 Credibility

Credibility and trustworthiness, which build a supportive and relaxed environment, should be occurred in effective teachers. To make a decision whether teachers are credible or not depends on students' judgment mostly happens at university level. (Cruickshank, Jenkins, & Metcalf, 2003:335) "Three elements seem important: your credentials, the messages you send to students and your behavior (Beatty and Zahn, 1990; Frymier and Thompson, 1992; Thweatt and McCroskey; 1998 cited in Cruickshank, Jenkins, & Metcalf, 2003:335).

In other words, teachers should assume that to be credible in the classroom they need to demonstrate a deep knowledge of the subject matter by showing a depth of insight on the topic. They need to create an environment where students feel comfortable asking questions and getting satisfied answers.

1.5.4 Knowledgeable

Many researchers consider the knowledge as essential for teachers. If they cannot memorize lots of subject, they will not be able to instruct students. Teachers have to remember everything that is important for their subject matter. Accordingly, being a professional teacher requires a good memory (Hight, 1968: 64). Furthermore, intelligence is necessary to take into account. The teacher should be intelligent in choosing the subjects that are suitable for his students and which may help them not only in their learning but also in their life too. Therefore, knowledge and intelligence are important for teachers in their career.

1.5.5 Encouraging and Supportive

Successful teachers tend to be rather encouraging and supportive in their attitudes. (Wang, Haertel, & Walbang, 1993 cited in Cruickshank, Jenkins, & Metcalf, 2003:337) the overall findings and researches present that positive attitudes and motivation are relevant to achievement in language learning (Gardner, 1985 cited in lightbown and Spada, 2003: 56). Use the words or phrases to support the students when they face the obstacles. For instance, you can do it; what you have done so far is good; what could we do next; I understand how frustrating this is, but I know that you can do it…etc. This method may lead the students to be confident and can be successful in their tasks (Cruickshank, Jenkins, & Metcalf, 2003:338). Students feel motivated when their teacher uses words in order to encourage them and to lessen their stress, anxiety as well as their shyness. By this way, the teacher will make them feel as if they are capable for doing better things.

1.6-   Personality Traits and Teaching Efficiency Importance:

Iran *et al.* (2012:16) believe that the probable importance of teacher personality has long been of concern to education researchers. Most of the research on personality interests on the types of persons or students who enter the teaching profession, rather than their effectiveness. There is broad evidence supporting the perspective that personality of a teacher is a very crucial determiner of successful teaching, and that teacher efficiency is realized to exist as a result of the characteristics of a teacher as a person. Subsequently, Getzels and Jackson (1963) state that it expresses that "good teachers" have optimistic personality characteristics and communicative skills. They stated that, while "teachers" did not considerably vary on personality traits from the broad population, there was a large and astonishing amount of variety in "teachers" personality characteristics when they are scrutinized by gender, level of teaching service, and area of interest within their occupation. The efficient use of a teacher's personality is important in conducting instructional activities. Students learn from a teacher's personality even if there is no official interaction between student and teacher. In the sense of that, the teacher whose personality aids make and continue classroom as learning environment in which students feel relax and in which they are motivated to learn is considered to be a desirable teaching personality.

1. 7- Teacher's Personality and Students' Motivation

According to Een Kheruniah (2013:109), that teachers' personality have helped adequate to the accomplishment of education, particularly in learning exercises. Additionally, they have momentous influence on the arrangement of private students in addition to reinforcing students to learn with eagerness. He also claims that the learning procedure is done by eager teachers will be put out to the learners. Teachers who teach with eagerness will support student motivation. Regarding the statement, he also found that teachers' competence personality affects student motivation. With the following statement:

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Typical personality traits of teachers, for the most part, seen in the way he does his job. This fact is increasingly true in the work of a teacher who educates young people in schools. Conscious or not his presence in the classroom, teachers have an impact on the development of students including motivation in learning.

In other words, the teachers' personality can be seen from their behaviors and the teacher is considered as the main reason for motivating students.

He also maintains that:

Personality is what will determine whether he was a good educator and a builder for the students or would it be a destroyer or destroyer for the future of their students, especially for students who are still young and those who are experiencing mental turmoil (intermediate level).

Furthermore, teachers should have a good personality to promote motivation in students. It is worth noting that many students were energized and fun to learn with a teacher because of the personality of the teacher is good and interesting. In the other hand, there also some learners who feel disheartened, indolent, uninterested, tired, and boisterous, because of the teacher's personality is not good quality and not motivating. On the other hand, learners will have a high-quality reaction to the competence of the teacher's personality, if the teacher is showing a superior person that merits to be emulated by learners, while teachers who demonstrate a lack of high-quality personality. Afterward this will result in a negative reaction from learners in order that they are not reinforced to learn in serious in subjects both in school and outside of school.

1.8- Personality and Teaching Effectiveness Relationship

The relationship could be identified through the relationship between personality and job performance, which leads to the achievement of teaching effectiveness. In term of job

performance, which related to the teaching effectiveness, most of the review found that there are positive relationships between personality traits of conscientiousness with job performance. Barrick and Mount (1995) claimed in their journal that meta-analytic studies suggest that conscientiousness is the most potent and consistent correlate of job performance across all types of jobs and occupations. However, the other personality traits that have relationship with job performance are openness and agreeableness.

As stated by Salgado (1997) which confirmed many of the relationships between the Big Five factors and various job performance criteria and found openness and agreeableness to valid predictors of training proficiency. Curtis and Liying (2000) stated that teacher performance is influenced by teachers' personality characteristics. It means that the personality had an effect on teaching practices as well as teaching effectiveness.

In terms of personality characteristics that influence the teaching effectiveness, Young and Shaw (1999) explained that the behavior attributed to good teaching coincides with certain personal characteristics such as being friendly, approachable, warm, kind, appreciative and inspiring. As well as being tolerant, having a good sense of humor, being warm and friendly and being concerned about students. Based on the above review, we can notice that there are relationship between personality and teaching effectiveness. (Barrick and Mount, 1995; Salgado, 1997; Curtis and Liying, 2000; Muray *et al.*1990; Magno and Sembrano, 2008; Young and Shaw, 1999 cited in Fauziah, 2009).

Conclusion

In a nutshell, through this chapter we attempted to put an emphasis on teachers' personality, what we have said on teachers personality is important for teachers to know the influence of their personality on their interaction with students as well as students' speaking inside the classroom. However, personality of teacher is a tool to build up an impression and

reliability in the process of teaching and learning. Therefore, teachers should try to develop a good personality to be effective teachers.

The next chapter will deal with speaking skill, the purpose behind speaking, the relationship between speaking and other skills, the nature of oral communication, Oral expression activities, learners' strategies for communication and teaching speaking skill.

Introduction

Speaking is one of the most important skills for English language learners. However, teachers concerned teaching this skill is a responsibility for them to make students communicate effectively through oral language because teachers always attempt not only to provide information to their students but also to make them use the target language for communication purposes.

In this chapter, we will deal with general issues about speaking, definitions of speaking, what is the purpose behind speaking in the foreign language, the importance of speaking, the nature of oral communication, the relation between speaking and other skills, types of speaking, teaching speaking skill, and oral expression activities.

2.1- What is Speaking

The aim behind learning any foreign language is to speak and communicate in that language; however, learners should master speaking with the other language skills. Speaking skills defined as a complex process of sending and receiving messages through using both verbal expressions and non-verbal symbols such as gestures and facial expressions. According to Hedge (2000: 261), "speaking is a skill by which they [people] are judged while first impressions are being formed. Besides, we speak for many reasons such as to express our feeling and thoughts, to exchange information, to be sociable, and this of course without making any remarkable effort. Petrie (1987; cited in Lyons, R. Coates *et al*,: 336) stated that "speaking is an activity which most of us spend a great deal of time engaged in, apparently without any effort and with not very much thought". Indeed, people in their daily life speak in order to do something, to respond to someone else, or to make others do something without any effort.

2.2-   The Purpose behind Speaking

Mentioning the purpose behind speaking in the foreign language is very beneficial because it reflects the success of EFL learners, as argued by Nunan (1991:39):

"To most people, mastering the art of speaking is the single most important factor of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language."

According to Bygate (1987), the speaking skill requires special attention like the other skills, in both the mother tongue and the foreign language, as it needs a firm trust in one's own capabilities to reach their aims. It is the skill whereby other people identify us from what we say and how we think.

2.3-   The Nature of Oral Communication

The speaking skill involves both producing and receiving information. According to Byrne (1986:8), oral communication is tow-way process between speaker and listener (or listeners) and it involves the productive skill of speaking and the receptive skill of understanding (or listening with understanding).

In the process of communicating orally both the speaker and the listener cooperate together. The role of the speaker is to change language into letters or symbols in order to transmit their message to the listener, in other words "to encode"; whereas the role of the listener is to find the real meaning of the spoken message which is in codes "to decode". The listener does not necessary follow each word the speaker says because speakers always add in their speech, some "prosodic features" such as "stress" "intonation", their "body language" such as: facial expressions, movements and gestures that help the listener besides the words speaker says. (Emphasis Added)

Brown and Yule (1983: 13) draw a useful distinction between two main types of language functions: "interactional" and "transactional". Interactional function is concerned with

maintenance of social relationship, assumes shared knowledge between the speaker and the listener, and it is primarily listener oriented. Transactional deals with the transfer of information is message oriented since the speaker assumes that less information is shared with the listener.

Brown and Yule (1983: 19-20) suggested that: the teacher should realize that simply training the students to produce short turns would not automatically yield a student who can perform satisfactory in long turns.

It should be clear that students who are skillful of producing short turns are going to experience a lot of prevention when they try to speak the foreign language.

Foreign students who learn spoken English outside English speaking environment are likely to acquire it for a purpose of requiring disseminating information. They maintain that most foreign students need to be able to produce long transactional turns in the foreign language and to acquire the ability to sustain spoken discourse, that they usually have problems achieving.

2.4-   The Relationship between Speaking and Other Skills

The main aim of language teaching courses is defined in terms of the combination between the four skills: speaking, listening, reading and writing. Teachers sometimes in their teaching process focus on one skill according to the learners' needs. However, these four skills are related. The following diagram shows how all the four skills are related:

Spoken language

Receptive Skills — Understanding | Speaking / Reading | Writing — productive skills

Written language
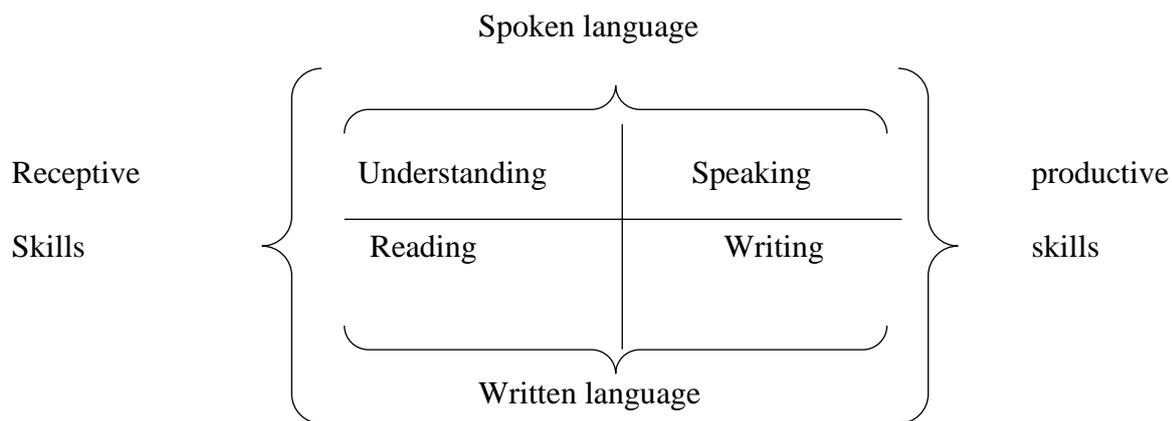
Figure 2: Inter−relationship of the four skills (Byrne, 1976:08).

2.4.1- Speaking vs. Writing

Brown (2001:303) argued that speaking and writing have many differences. First, they are different in **permanence**. The oral production is temporary; it disappears as one finishes speaking. However, the written language is enduring; one can read what was written centuries ago.

Second, the other difference is **orthography**. The spoken language contains phonemes, stress, rhythm, intonation and "nonverbal cues". Whereas, in writing there are only punctuation, pictures and charts. One more difference between the two (speaking and writing) is **complexity**. One may think that speaking is less complicated than writing; however, both of them are complicated. The difference is that in the spoken language, people produce short sentences with many conjunctions, while in writing writers produce longer subordinating sentences.

The last difference to be mentioned, here is **Vocabulary**. Speakers tend to use simple vocabulary when they speak because it is easy to understand; while writers tend to use a more complicated vocabulary because they have time to think about what to write. This makes it troublesome for learners who feel themselves obliged to use the dictionary to explain almost all the words. (Emphasis added)

Hughes (2002:09) notes, "When speech is considered in opposition to writing, several distinctive features become evident, particularly if the way it is produced is taken as the setting point." This means that if the speech will be the same as writing in its rules because in writing we should follow some steps so we have to set our speech according to some features.

The following diagram shows the aspects production of spoken and written language:
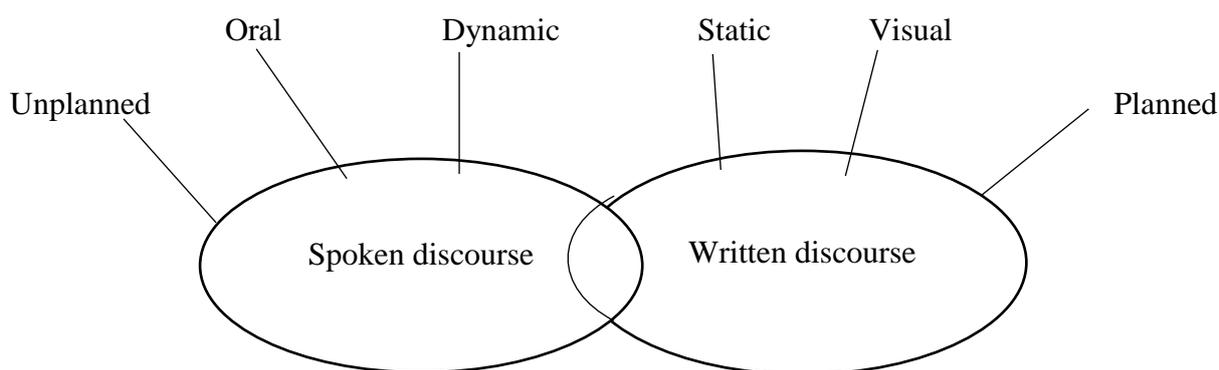
Figure 3: Speaking Vs. Writing Skills (cited in Hughes 2002: 10).

Figure3 suggested by Hughes shows us the different aspects between speaking and writing skills and the production of them. The spoken discourse tend to be unplanned and dynamic. Then, the written discourse is static and planned because writers have the time to plan what they want to write.

2.4.2   Listening and Speaking Connections

Depending on the speaking listening connections, researchers such as Anderson and Lynch (1988:15) notes: a carefully prepared second language utterance is only a useful aid to communication if the speaker can deal effectively with the replies he receives. For the second language learner in conversation, he needs to be skilled as both speaker and listener. Therefore, second language learners, both speakers and listeners rely on each other to accomplish a conversation; there is a high emphasis on the role of combination between the listening and speaking skills in conversations.

In order to develop the listening skill, teachers must clarify to learners the relationship between speaking and listening, that successful speaking relies on successful listening for foreign language learners. Teacher should conducted many experiments in this context, namely, the experiment where speakers ask listeners to draw diagrams or arrange a set of objects; it is found that good productions of listeners came from the same speakers who were

listeners of the similar task. Children do not speak their own language perfectly because they do not understand completely the people they listen to.

Young listeners are weak and they are not able to criticize speakers to show that they have misunderstood the speech, which worsens their communication. Besides, to prove that young speakers also do reflect the interrelationship between speaking and listening, which leads to problems in communication between the speaker and the listener. Another experiment done is the one concerning the teenagers' records communicating in the mother tongue, for each two teenagers one gives information about drawing a way and the other one listens and draws the way on the map. Among those speakers, some perform poorly because they did not ask for clarification when they hear badly. This shows that when there is unsuccessful performance from a speaker there is a poor performance too from his listener. Consequently, we can notice how much there is a clear dependence upon each other between the speaking and listening skills. (Anderson and lynch. 16-17).

To end up, listening is correlated with speaking. If we want to speak better, we have to listen better because when we speak clearly listeners recognize our messages.

2.5-   The Importance of Speaking

Learning and teaching the speaking skill was greatly neglected in the traditional approaches of language where many classrooms emphasis was mainly on reading and writing. The Grammar-Translation method is one example. According to Richards and Rodgers (2001), reading and writing are the crucial skills to be concentrated on; however, just a little or no attention is given to the speaking and listening skills.

In the communicative approach, speaking was given more importance since learners are expected to interact verbally with other people.

According to Ur (2000:12), in the four skills [listening, speaking, reading and writing] speaking seems innately the most important since people who know a language are referred to as "speakers" of the language.

Today, many foreign language learners give the speaking skill priority in their learning because if they master this skill, then they will be considered as if they have mastered all of the other skills.

The importance of speaking is more exposed with the combination of the other language skills. For instance, speaking can help students to develop their vocabulary and grammar and then improving their writing skill. Through speaking, we can display the different functions of language. Speaking is very important outside the classroom as well. Many companies and organizations look for people who speak English very well for the purpose of communicating with different people from different nationalities. Therefore, speakers of foreign languages have more opportunities to get jobs in such companies. According to Baker and Westrup (2003:05), a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion, this means that those who speak English are able to get a job not only in education but also in companies since English nowadays is the language of the world.

2.6- Speaking Problems in Foreign Language Learning

Learners often find some difficulties when practicing the speaking skill, even those who know about the functions of the foreign language. Parrott (1993) asserts that teachers must perform a series of tasks that aim to provide learners with more confidence and the skills required to take advantages of the classroom opportunities in order to speak English effectively. According to Ur (2000), there are four main problems in getting students speak in the foreign language in the classroom.

2.6.1 Inhibition

This problem happens when learners try to participate in the classroom but many factors hinder them to do so. According to Littlewood (1999: 93), it is too easy to find inhibition and anxiety in foreign language classrooms. Such factors refer to the feeling of shyness and fear of making mistakes. Students fear to make mistakes especially if they will speak to critical audience. Ur (2000:111) stated 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 loosing face, or simply shy of the attention that their speech attracts." this means that learners inhibited when they fear of making mistakes or they fear of criticism from their audience.

In the line with Bowman *et al.* (1989) who argue that, in teaching speaking you are asking your learners to express themselves in front of the whole class, so this leads many of them to experience the stress when doing speaking activities. To end, stress and anxiety are two factors that also can stop the students from speaking confidently in front of their classmates

2.6.2 Nothing to Say

The common expressions that learners use when they are imposed to participate in a given topic is "I have nothing to talk about", "I don't know", "no comment" or they keep silent. These expressions are due to the lack of motivation in expressing themselves or the chosen topic they should discuss or talk about. Moreover, the poor practice of the language can contribute to create this problem. Backer and Westrup (2003) claimed that many students find it difficult to answer when teachers ask them to say anything in the target language. The learners could not carry out the discussion on topics that are not interesting for them.

2.6.3 Low Uneven Participation

This problem refers to the amount of student's time of talking (STT). Rivers (1968) claims that some personality factors can affect participation in a foreign language and teachers

then should recognize them. Some students tend to be dominant and take almost the whole students' talking time.

However, others prefer to speak only if they ensure that what they will say is correct, and some others keep silent, show no interest or participation. Harmer (2001) suggests putting weak participators in groups to let them work together. In such cases, they will not hide behind the strong participators, and the teacher can achieve a high level of participation.

Low participation is due to the ignorance of teacher's motivation too. If the teacher does not motivate his learners, the talkative ones also will show no interest. Therefore, increasing and directing student motivation is one of the teacher's responsibilities.

2.6.4   Mother Tongue Use

Some students tend to use the mother tongue outside and even inside the classroom because they feel more comfortable and less exposed to the target language. According to Bake and Westrup (2003:12), "barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language." Therefore, the learners will not be able to use the foreign language correctly if they keep using their mother tongue. Lack of the vocabulary of the target language usually leads learners to borrow words from their native language to express what they want to say.

2.7-   Teaching Speaking

According to Al Mutawa and Kailani (1989: 104), to speak in a second language is necessary to be fluent, and being so needs tremendous efforts from learners. As it requires linguistic competence, and sufficient amount of culture information concerning the second language on the part of the learner, the learner must be given a full help from the teacher. Similarly, it needs, on the part of the teacher, a fluent teacher who must give learners enough chances to practice the language orally, as he must make it clear to his learners what he wants to reach from his suggested subjects.

In the process of teaching oral communication, according to Al Mutawa and Kailani (1989:104), we can discriminate between three phases:

2.7.1 Mechanical Practice

Mechanical practice is an exercise, which takes place in the laboratory. In this activity, learners are taught pronunciation, vocabulary, and grammar rules as the first phase in learning speaking. They listen to many sentences and then record them, after that they listen to all learner's recorded sentences and correct each other's wrong pronunciations; so as, at the end of the course they find themselves earning huge amounts of phonetics rules.

The role of the teacher, in this activity, is to show the learners the basic elements that help them improve their speaking abilities, which are: grammar rules, sentence formation rules as he plays the role of a manipulative teacher to correct and to decrease learners' oral shortcomings.

Although this activity provides learners with an extensive training of language, grammar and vocabulary(linguistic competence), learners cannot express their opinions freely because of the teachers' complete control on their answers.

2.7.2 Meaningful Oral Work

This activity provides learners with expressions which help them to engage in the society, like: how to greet people, how to complaint and how to ask for information …etc. It allows learners to correct their each other's shortcomings after expressing their new information.

The role of the teacher in this activity is to provide learners with a suitable place and to give them the content of the subject in debate, and to take into consideration governing subjects that attract learners' attention to ensure their participation. Teachers must make students feel that they are using the language in a real situation to perform well. Concerning

their motivational side, teachers should stimulate them to talk using some questions like : "who is talking now"? and encourage them to speak to understand the aim of each speaker.

In this phase, methods that are recommended are: guessing games, simple role playing, dialogues and the like.

2.7.3 Free Oral Production

In this activity, learners are ready to speak and express their opinions freely without their teachers' help.

The role of the teacher in this activity is to attract learners' attention to participate. He must use tools, for example, free discussions that need to be prepared in advance by the teacher; otherwise, it will not be successful because in order to have successful free discussions, it must be prepared by both teachers as well as students, as he should keep silent during the learners' discussions.

Teaching speaking requires all these activities application that frustrate teachers. However, despite this fact, teachers must consider these stages in order to teach the spoken foreign language to their students successfully.

2.8-   Oral Expression Activities

Oral expression activities are conducted in order to stimulate students' interest and to defeat their feeling of shyness and fear, and they are helpful in giving each students the chance to participate. Among those activities used in the classroom are the following:

2.8.1- Problem solving Activities

According to Barker and Gaut (2002:160), problem solving is a label that has been used to group together a range of activities, which require the learners to find solutions to problems of different kinds.

Harmer (2004) defined problem-solving as an activities that include many topics, and each topic has its language. These activities require learners to solve many problems through ranking the items they create, to suggest, accept, change or refuse suggestions or reasons.

2.8.2- Role Play

For Klippel (1983:121), role-play activities are composed of both "realistic" short scenes, where students perform real jobs or situations; and "fantasy" short scenes, where students perform non-existing scenes in reality, in other words an imaginary situation. Role-play includes two tools: role cards and cue cards. In cue cards, learners are given what they must say in details, whereas; in role cards, learners are shown their roles, then, they are let acting freely without giving them orders on what to say in their act.

2.8.3 Interviews

According to Harmer (2007), interviews are the other type of communication activities in the classroom. They may be conducted in many shapes. One example of these shapes, the student stands up at the top of the class where all of his/ her classmates can notice him/ her, and then s/he is asked simple questions by one of their classmates, the interviewee must reply to show if s/he got or failed to get what others have said.

The teachers can guide their students by giving them questions to guarantee their contributions or they may give them just key words and let them formulate what they ask.

2.8.4   Dialogues

Dialogues are another form of communicative interaction activities. In these activities, the teacher gives a certain topic to learners and helps them to start speaking, by then, students can speak without control, and say whatever they think and believe. (Harmer 2007:110).

2.8.5 Oral Reports

O'Malley (1996) argued that, oral reports activities are conducted for learners in order to present their reports orally. This type of activities are very interesting because they provide the chance to listen to new information. They are also used for improving students' general speaking abilities, by implementation, asking questions, giving agreement, disagreement, making discussion, and taking notes. Students in presenting their oral reports, they just present notes not reading the whole reports.

The role of the teacher in this activity is to give students guidance about the allowed period for their presentation, decide on the topic to be presented, as well as giving full instructions on how the reports will be marked.

2.8.6 Games

For Hadfield (1987), games are very essential activities because they provide occasions for intensive language training as they provide a situation where language is used effectively. Teachers and students find that language games are enjoyable because those games make the classroom comfortable and active. Language games have many shapes. Some examples are the following:

2.8.6.1 Describe and Draw

According to Bygate (1987:78), in this game, one of the students describes a picture and the other one draws it. This mean the teacher can give for one of his students a picture and tell him/her to describe it to others while they try to draw this picture.

2.8.6.2 Find the Differences

According to Bygate (1987:78), find the differences game is a one when two students each one have a picture; one is slightly different from the other one and without seeing each other's pictures they must find the differences. In other words, this game needs two students who have both of them a picture and then they try to find the differences by describing them.

All these activities are necessary in language learning because they aim to defeat the fear of speaking in front of the teacher and to create a funny atmosphere.

Conclusion

In a brief, speaking as a productive skill is a very important process that may help to evaluate the learners' proficiency in the target language. Besides, teachers have to adopt a wide range of techniques and procedures in order to develop the students' oral proficiency and to pay the learners' attention to the ways that may help them in speaking the foreign language as well as to make them reduce their fear and shyness in speaking.

Introduction

So far, we have presented a literature review of both the teacher's personality traits and speaking skill. The present chapter is devoted to the presentation, analysis and interpretation of results. The analysis concerns the data collected from the tools in the present study: the questionnaire and the classroom observation. As long as our research is concerned, the suitable method is the descriptive one. The observation gives to the researcher the opportunity to know what actually happen in relation to his/her research as Cohen, Manion, & Morrison (2004: 396) claimed that "…it offers an investigator the opportunity to gather "live" data from naturally occurring situation". The questionnaires are among the most used tools for eliciting information from target respondents concerning their attitudes and backgrounds.

First, we start by introducing the population of the study. Second, we describe, analyze and interpret the questionnaires results for both teachers and students. Which, in turn, help us confirm or disconfirm our hypothesis about teacher's personality traits in enhancing students' oral performance. This chapter, then deals with the observation we have made, its description and results.

3.1-   Population and Sampling

The population and the sampling of this study are selected randomly to be presented.

3.1.1- The Students

The sample of this study is Second Year LMD students of English at the University of Mohammed Kheider Biskra. We dealt with a sample of 100 students, from a total population of about 426 students. The participants, in this study were recruited from ten classes. Again, a random selection made up the final sample which consisted of 80 students (males~13.75 %; females~ 86.25%).

3.1.2- The Teachers

Teachers at the Mohammed Kheider University of Biskra make up the whole population. We dealt with the sample of eight (08) teachers of oral expression of second year classes. All the participants in this study (doctors, and set-teachers) at least have taught (or still teach) oral expression.

3.2- Teachers' Questionnaire

3.2.1- Description of the Questionnaire

3.2.1.1- Section One: Background Information (Q1-Q4)

In this section, the respondents were asked to indicate their gender in (Q1), (Q2) seeks their academic degree (License, Master/ Magister, Doctorate), (Q3), the respondents were asked about their teaching experience at university level, and (Q4) was about their experience in teaching oral expression.

3.2.1.2- Section Two: The Big Five Inventory (BFI) (Q1-Q25)

This section consists of 25 statements where the respondents were asked to indicate the extent to which they agree or disagree with the statements that may or may not apply to them. The investigators utilized the instrument of Big Five Inventory (BFI) to measure teachers' personality traits. This inventory was originally developed by Oliver P. John, (1999) and it was distributed among the selected prospective teachers with little modification.

3.2.1.3- Section Three: Teaching Oral Expression (Q1-Q7)

This section consists of 7 statements; Q1 asked if the teachers like teaching oral expression and after that they were asked to give their explanation; Q2 investigate how often students participate in oral expression; Q3 asked if their students feel comfortable and then Q4 asked about what makes them feel so. As follow up (Q5), teachers were asked about what makes students participate. Q6 was about teachers' encouragement. Q7 seeks the speaking problems students face most in oral expression.

3.2.2 Administration of the Questionnaire

The teachers' questionnaire was delivered to eight (08) teachers, as mentioned before, our teachers, were very helpful as they accepted to fill in all our questionnaires. Their kindness helps and encourages us to get more reliable data.

3.3-   Analysis and Interpretation of the Results

3.3.1- Section One: General Questions

Q1: Gender

Gender	Subjects	Percentage
Male	02	25
Female	06	75
Total	08	100

Table 1 : Teachers' Gender.
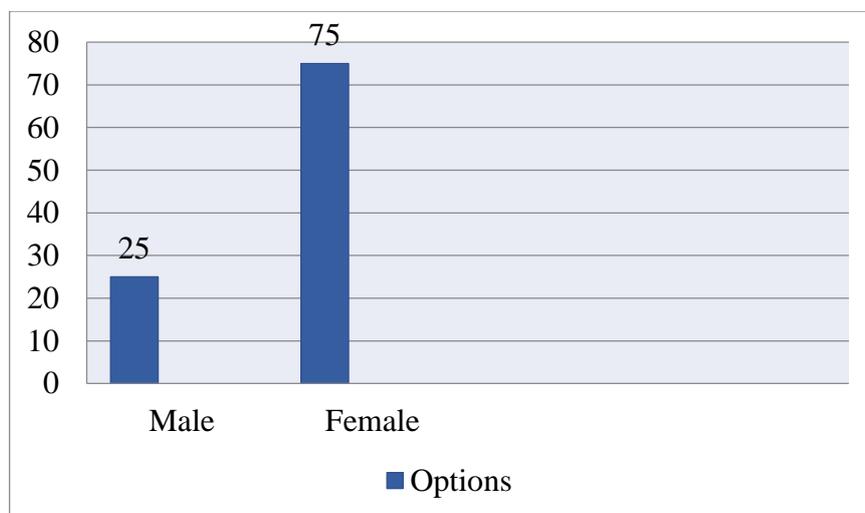
Graph 1: Teachers' Gender.

From table 1, we see that the majority of teachers (75%) are females, while (25%) represents males. This means that female teachers are more than male teachers in the branch of English.

Q2: Degree (s) held

Degree	Number	Percentage
B A (liscence)	0	0
M A (magister)	5	62.5
Doctorate	3	37.5
Total	8	100

Table 2: Teachers' Degree.
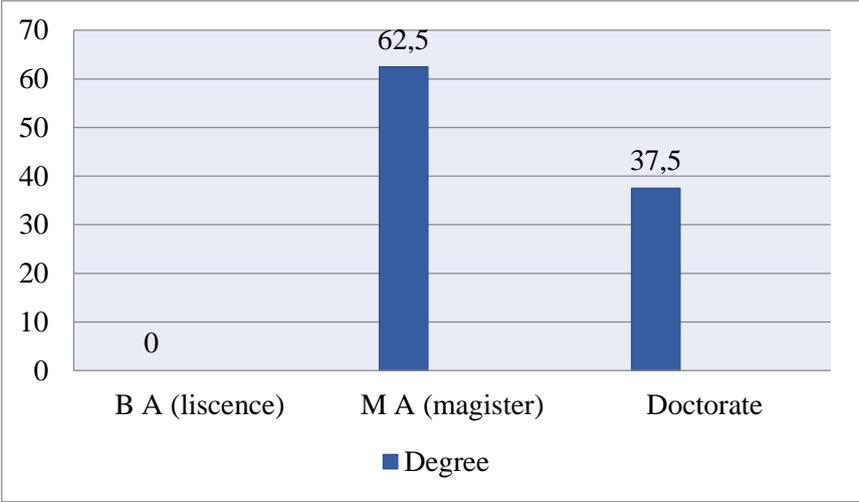
Graph 2: Teachers' Degree.

From table 2, we notice that 62.5% of the respondents hold a magister degree and 37.5% hold a doctorate. This means that teachers of the English Branch are experienced teachers.

Q3: Teaching profession at the university

Number of Years	Number	Percentage
03	1	12.5
04	1	12.5
07	1	12.5
10	1	12.5
12	1	12.5
13	1	12.5
14	1	12.5
15	1	12.5
Total	08	100

Table 3: Teaching Experience.
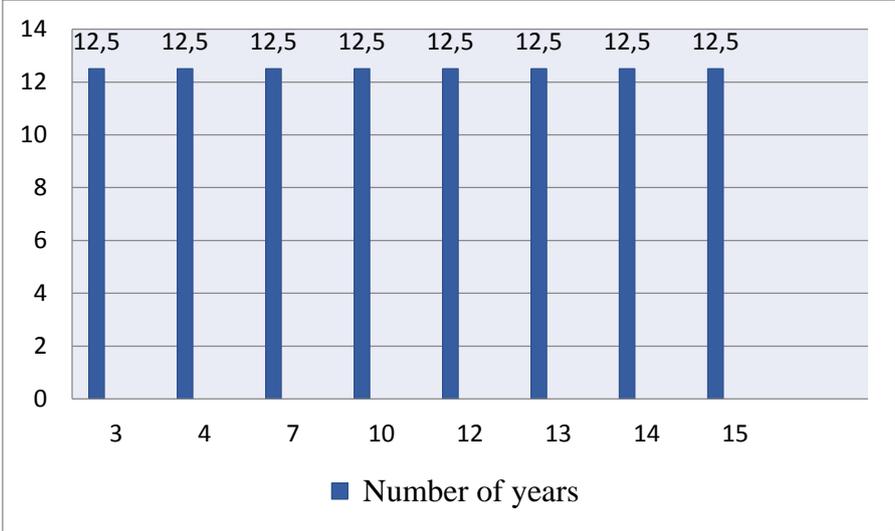
Graph 3: Teaching Experience.

A quick glimpse at the table 3, we can see that the respondents' experience at the university is between 3 to 15 years. This means not all of the teachers have a long experience in teaching English at the university.

Q4: Teaching oral expression profession

Number of Years	Number	Percentage
02	2	25
03	1	12.5
05	1	12.5
07	1	12.5
08	1	12.5
09	1	12.5
12	1	12.5
Total	08	100

Table 4: Oral Expression Teaching.
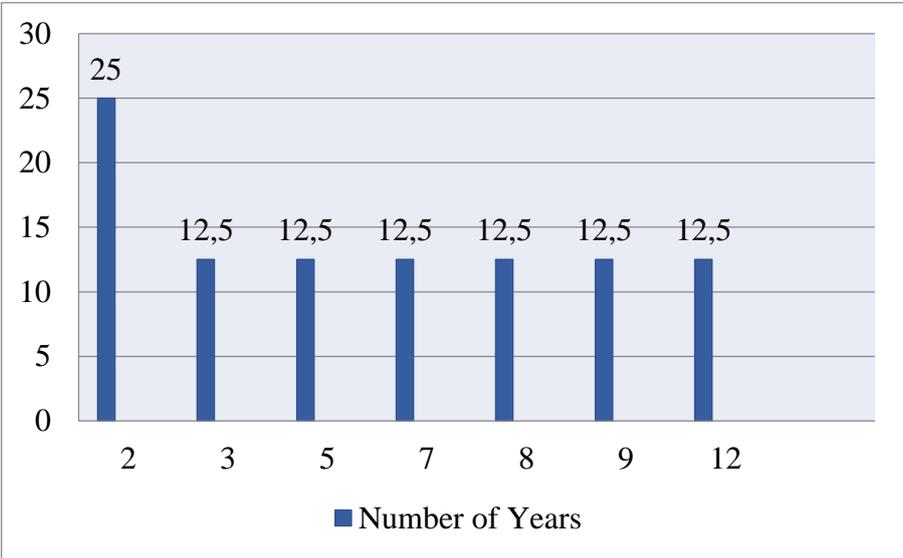
Graph 4: Oral Expression Teaching.

From table 4, we can see that the respondents' experience in teaching oral expression at the university is between 2 to 12 years. This means not all of the teachers have a long experience in teaching oral expression.

3.3.2- Section Two: The Big Five Inventory (BFI)

Q5: is talkative

Options	Subjects	Percentage
Strongly disagree	0	0
Disagree	3	37.5
Neutral	1	12.5
Agree	2	25
Strongly agree	1	12.5
Total	8	100

Table 5: Teachers' Talking Time.
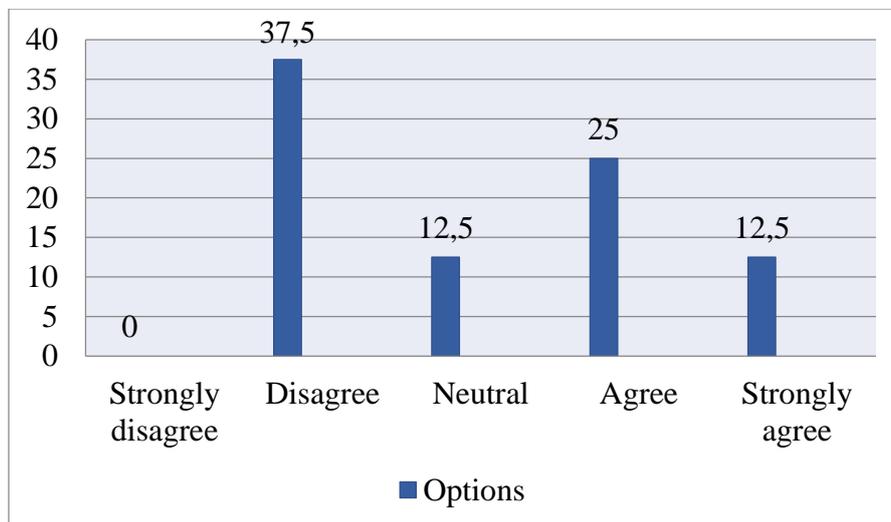
Graph 5: Teachers' Talking Time.

As shown in table 5, the participants were asked if they see themselves as someone who is talkative; the majority (37.5%) disagree with the statement. (25%) agree while (12.5%) for those strongly agree and who were neutral. However, none of them strongly disagree. The participants who disagree with the statement consider the students' talking time is more than the teacher's talking time. From the results, we may conclude that the teachers do not have extraversion trait.

Q6: Does a thorough job

Options	Subjects	Percentage
Strongly disagree	0	0
Disagree	0	0
Neutral	1	12.5
Agree	4	50
Strongly agree	3	37.5
Total	8	100

Table 6: Teachers' Thorough Job.
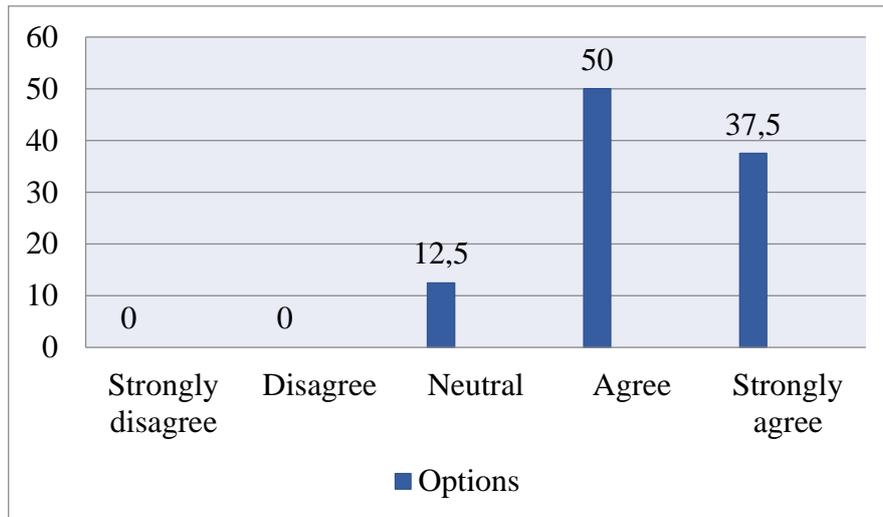
Graph 6: Teachers' Thorough Job.

As shown in table 6, half of the participants (50%) agree and (37.5%) strongly agree that they do a thorough job, while (12.5%) were neutral. Whereas, none of them strongly disagree and disagree. We may say that the person who does a thorough job is considered as someone who has conscientiousness trait.

Q7: Is depressed

Options	Subjects	Percentage
Strongly disagree	04	50
Disagree	04	50
Neutral	0	0
Agree	0	0
Strongly agree	0	0
Total	8	100

Table 7: Teachers' Depression.
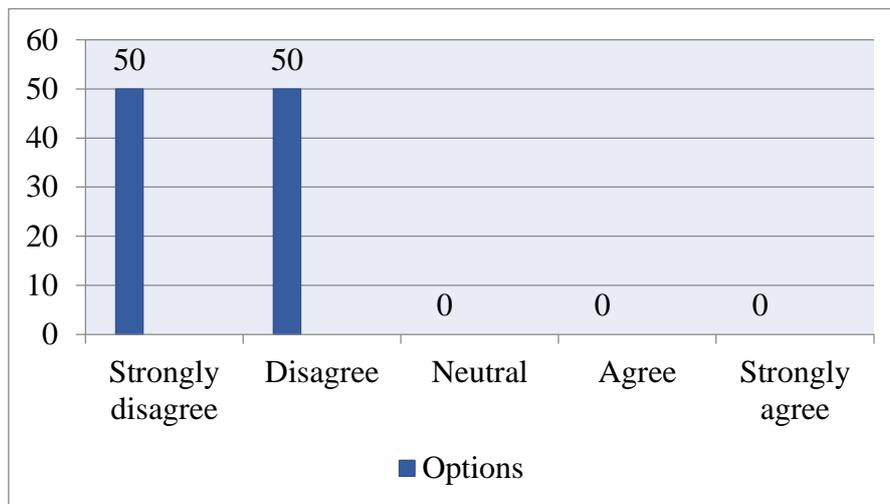
Graph 7: Teachers' Depression.

Table 7 illustrates that half of the respondents (50%) disagree and (50%) strongly disagree with the statement. This means that the teachers try to be cheerful in order to make their students feel comfortable. We may say also that our teachers do not have neuroticism trait.

Q8: Is original, comes up with new ideas

Options	Subjects	Percentage
Strongly disagree	0	0
Disagree	0	0
Neutral	0	0
Agree	4	50
Strongly agree	4	50
Total	8	100

Table 8: Teachers' Originality of Ideas.
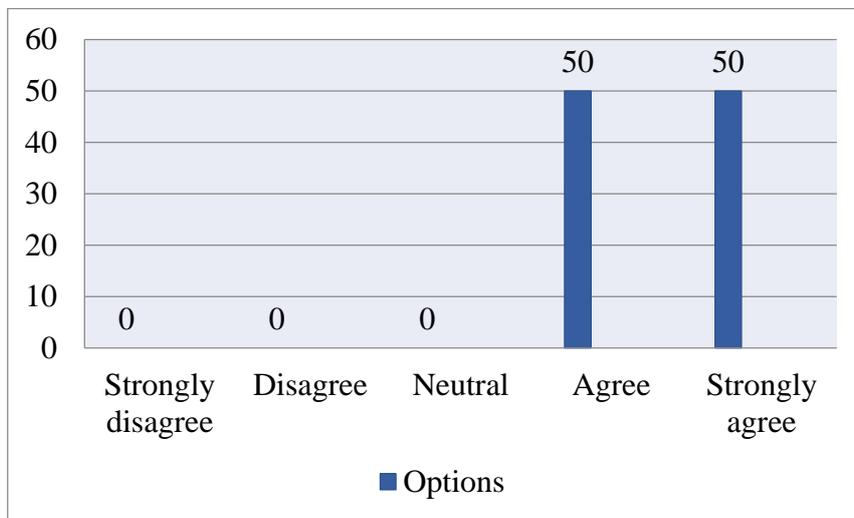
Graph 8: Teachers' Originality of Ideas.

A quick look at table8 shows that the participants (50%) agree and (50%) strongly agree with the statement. This actually means that the teachers have an Openness trait, they try to vary the types of the subjects, and each time they try to bring a new and different information.

Q9: Is helpful and unselfish with others.

Options	Subjects	Percentage
Strongly disagree	0	0
Disagree	0	0
Neutral	0	0
Agree	4	50
Strongly agree	4	50
Total	8	100

Table 9: Teachers' Help and Unselfishness.
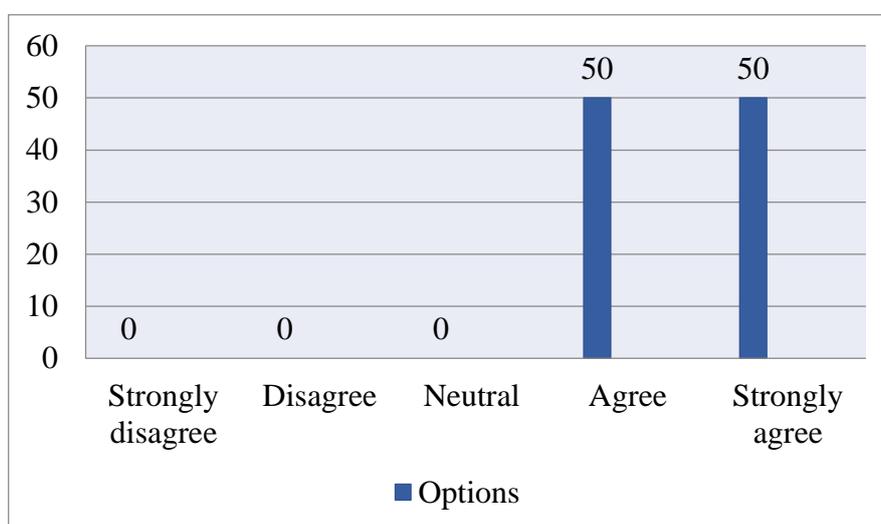
Graph 9: Teachers' Help and Unselfishness.

The result shown in table 9 demonstrates the fact that half of the respondents (50%) agree and (50%) strongly agree. This means that our sample have an agreeableness trait since they are helpful and unselfish. Those who are agreeable deal with others problems and try to help them for finding solutions and they are kind with everyone.

Q10: Is curious about many different things.

Options	Subjects	Percentage
Strongly disagree	0	0
Disagree	0	0
Neutral	0	0
Agree	5	62.5
Strongly agree	3	37.5
Total	8	100

Table 10: Teachers' Curiosity.
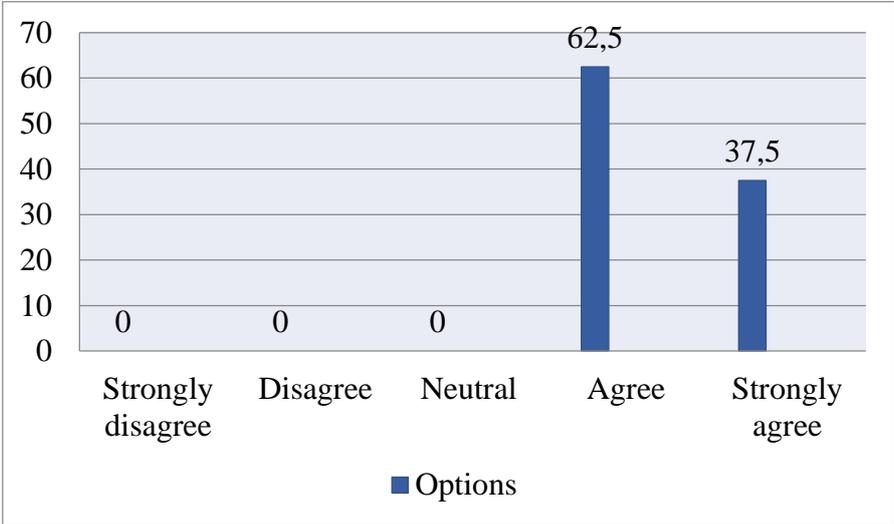
Graph 10: Teachers' Curiosity.

According to the result obtained from table10, most of the respondents (62.5%) were agree and (37.5%) were strongly agree. This reveals that our teachers agree that they have an Openness trait. Those who are curious considered as a creative persons because they have a desire to acquire knowledge and skill.

Q11: Is full of energy.

Options	Subjects	Percentage
Strongly disagree	0	0
Disagree	0	0
Neutral	2	25
Agree	1	12.5
Strongly agree	5	62.5
Total	8	100

Table 11: Teachers' Energy.
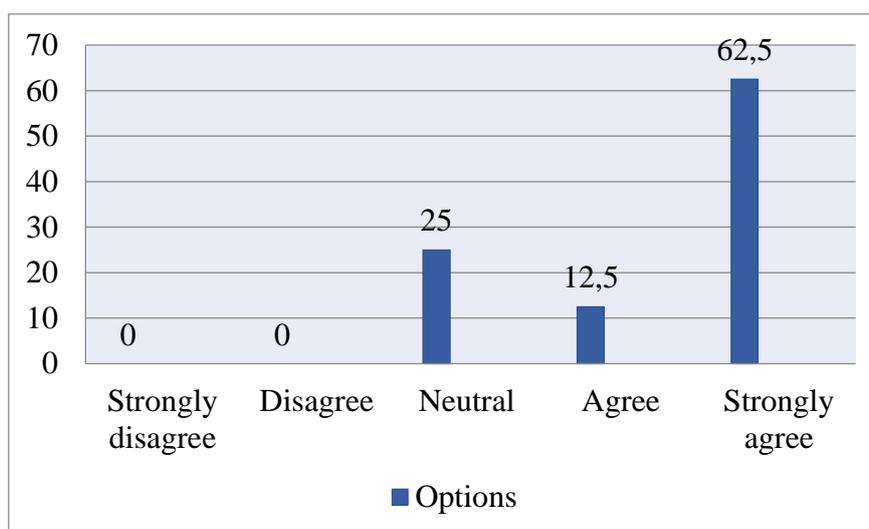
Graph 11: Teachers' Energy.

As it clear from table 11, the majority (62.5%) of the participants strongly agree that they are full of energy, (25%) were neutral, and (12.5%) agree. We assume that those who strongly agree they have an extraversion trait, which make them able to create an active and comfortable atmosphere inside the classroom to make all the students participate.

Q12: Is a reliable worker.

Options	Subjects	Percentage
Strongly disagree	0	0
Disagree	0	0
Neutral	0	0
Agree	4	50
Strongly agree	4	50
Total	8	100

Table 12: Teachers' Reliability of Work.
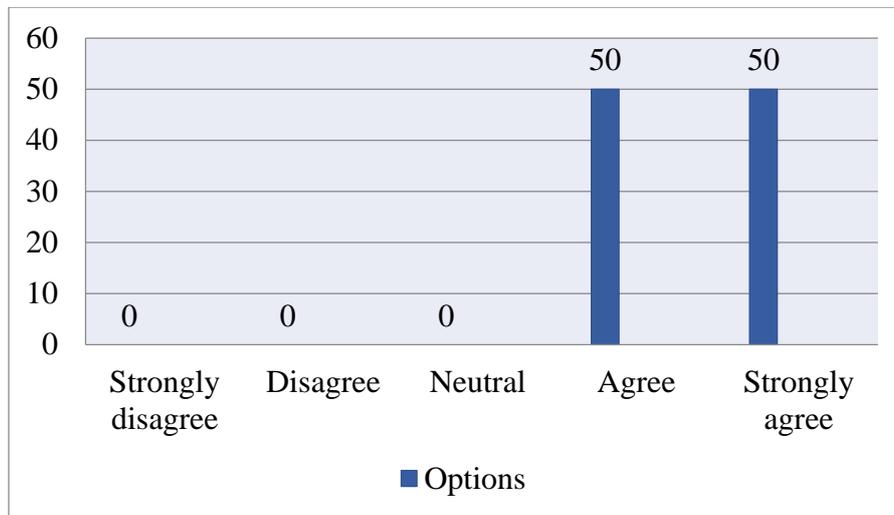
Graph 12: Teachers' Reliability of Work.

One can notice from the results shown in table 12 that half (50%) of the teachers agree and the second half strongly agree with the statement. We can state that a reliable worker is a person who is capable for being dependable, and this is an aspect for Conscientiousness trait, which is available in our sample.

Q13: Can be tense.

Options	Subjects	Percentage
Strongly disagree	00	0
Disagree	02	25
Neutral	03	37.5
Agree	03	37.5
Strongly agree	0	0
Total	08	100

Table 13: Teachers' Tense.
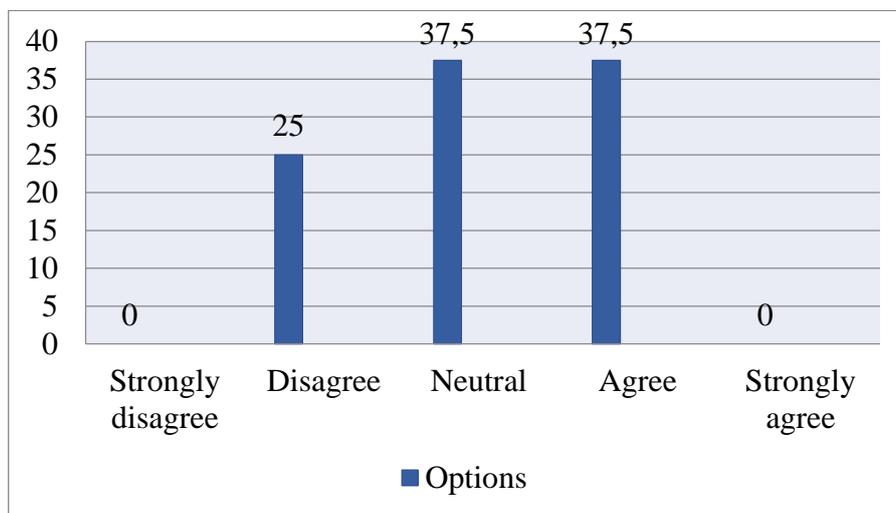
Graph 13: Teachers' Tense.

Table13 indicates that (37.5%) were neutral and (37.5%) agree with the statement, while (25%) disagree. Here, we can see that those who agree they have the neuroticism trait since they can be tense or in other word nervous.

Q14: Is ingenious, a deep thinker.

Options	Subjects	Percentage
Strongly disagree	0	0
Disagree	0	0
Neutral	2	25
Agree	5	62.5
Strongly agree	1	12.5
Total	8	100

Table 14: Teachers' Thinking.
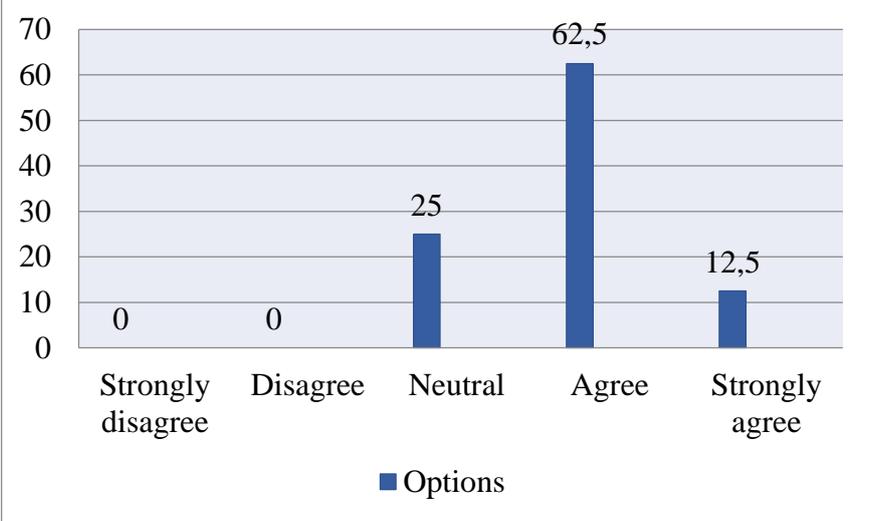
Graph 14: Teachers' Thinking.

The results obtained from table 14 that there were a significant differences in participants' perceptions, 62.5% of the teachers agree with the statement and (25%) were neutral. However, only (12.5%) strongly agree. None of them strongly disagree and disagree. We can notice that teachers have an openness trait.

Q15: Generates a lot of enthusiasm.

Options	Subjects	Percentage
Strongly disagree	00	0
Disagree	00	0
Neutral	01	12.5
Agree	07	87.5
Strongly agree	00	0
Total	8	100

Table 15: Teachers' Enthusiasm.
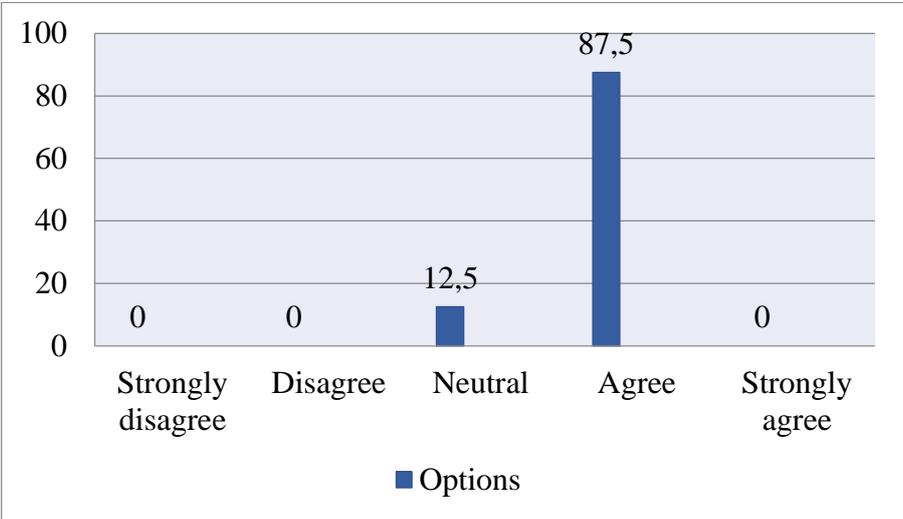
Graph 15: Teachers' Enthusiasm.

Table 15 reveals that the majority (87.5%) of the participants agree that they generate a lot of enthusiasm while only (12.5%) were neutral. This means that the majority of the teachers are cheerful. We can notice that the teachers have an extraversion trait.

Q16: Has a forgiving nature.

Options	Subjects	Percentage
Strongly disagree	0	0
Disagree	0	0
Neutral	0	0
Agree	3	37.5
Strongly agree	5	62.5
Total	8	100

Table 16: Teachers' Forgiveness.
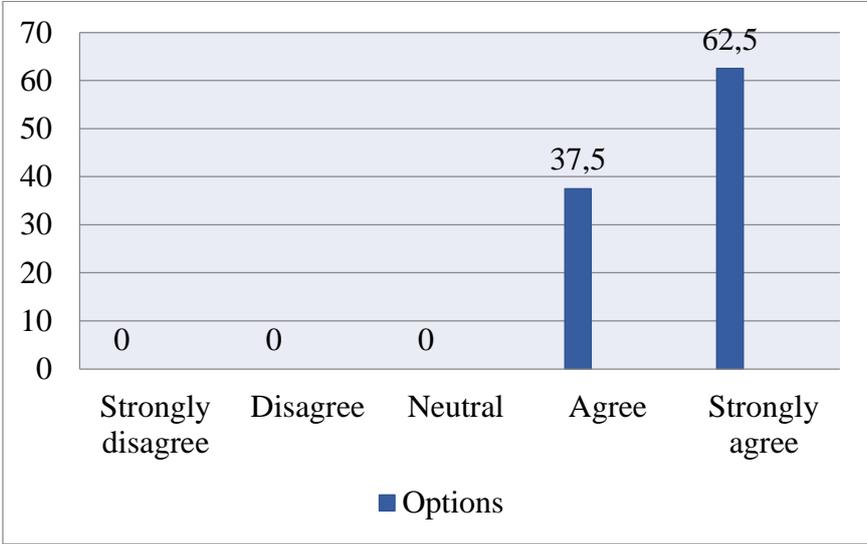
Graph 16: Teachers' Forgiveness.

From table 16 we notice that 62.5% of the participants were strongly agree with the statement that they have a forgiving nature, while (37.5%) agree. From the results, we can say that the teachers have agreeableness trait.

Q17: Worries a lot.

Options	Number	Percentage
Strongly disagree	0	0
Disagree	0	0
Neutral	0	0
Agree	4	50
Strongly agree	4	50
Total	8	100

Table 17: Teachers' Concern.
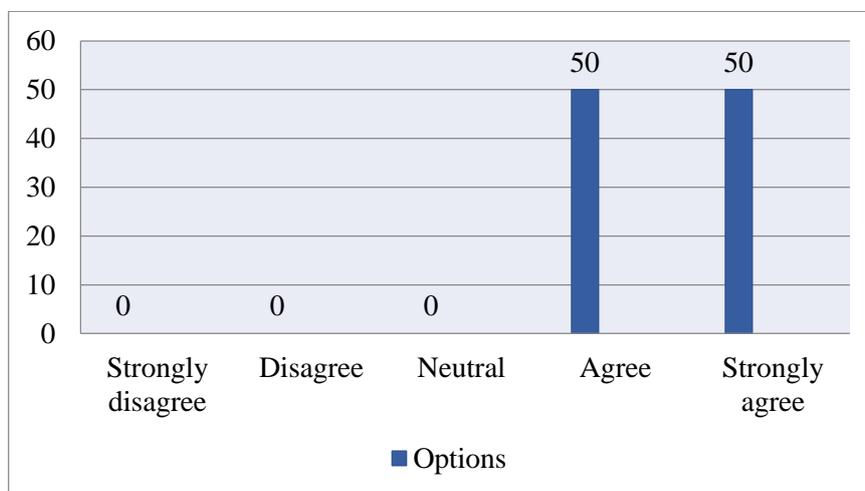
Graph 17: Teachers' Concern.

Table 17 illustrates that the same percentage of the participants (50%) for both who agree and strongly agree. We can say that our sample have a neuroticism trait since they worry about many different things.

Q18: Has an active imagination.

Options	Subjects	Percentage
Strongly disagree	0	0
Disagree	0	0
Neutral	0	0
Agree	5	62.5
Strongly agree	3	37.5
Total	8	100

Table 18: Teachers' Imagination.
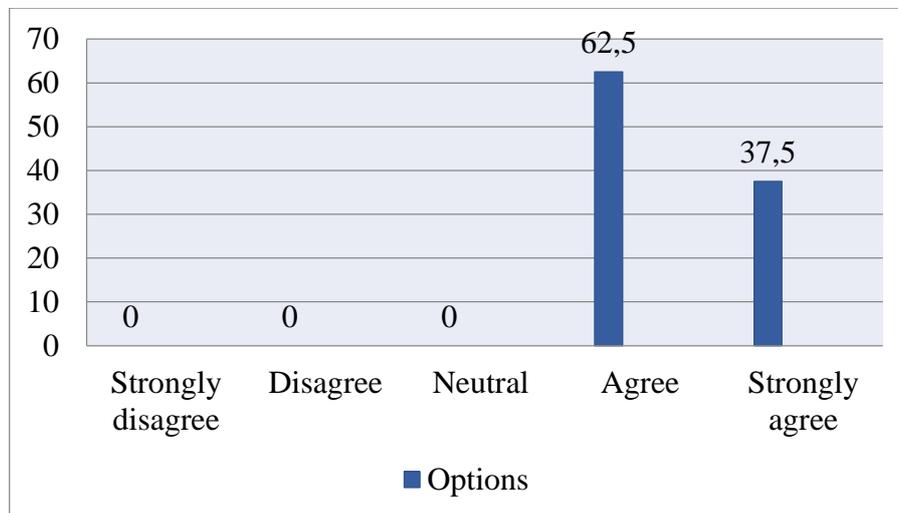
Graph 18: Teachers' Imagination.

As shown in table 18, the majority of the respondents' (62.5%) agree that they are generally trusting, (37.5%) were strongly agree. We can notice that all the teachers have an active imagination that can help them to create new thing in order to illustrate their students' learning. This reveals that our sample have an openness trait.

Q19: Is generally trusting.

Options	Subjects	Percentage
Strongly disagree	0	0
Disagree	0	0
Neutral	2	25
Agree	3	37.5
Strongly agree	3	37.5
Total	8	100

Table 19: Teachers' Trust.
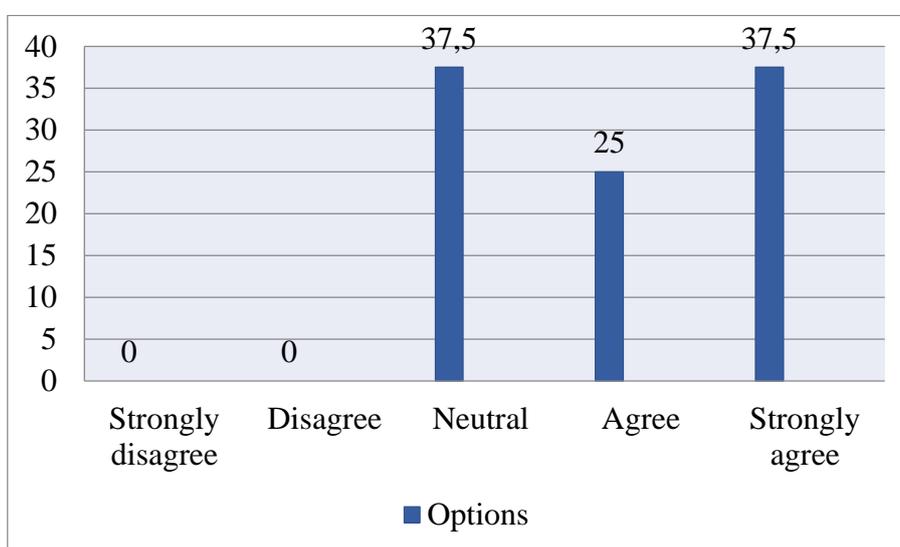
Graph 19: Teachers' Trust.

The results in the table 19indicate that the same proportion (37.5%) of the teachers for both who were neutral and strongly agree, while 25% agree. This means that the teachers have an agreeableness trait.

Q20: Is inventive.

Options	Subjects	Percentage
Strongly disagree	0	0
Disagree	0	0
Neutral	3	37.5
Agree	3	37.5
Strongly agree	2	25
Total	8	100

Table 20: Teachers' Creativity.
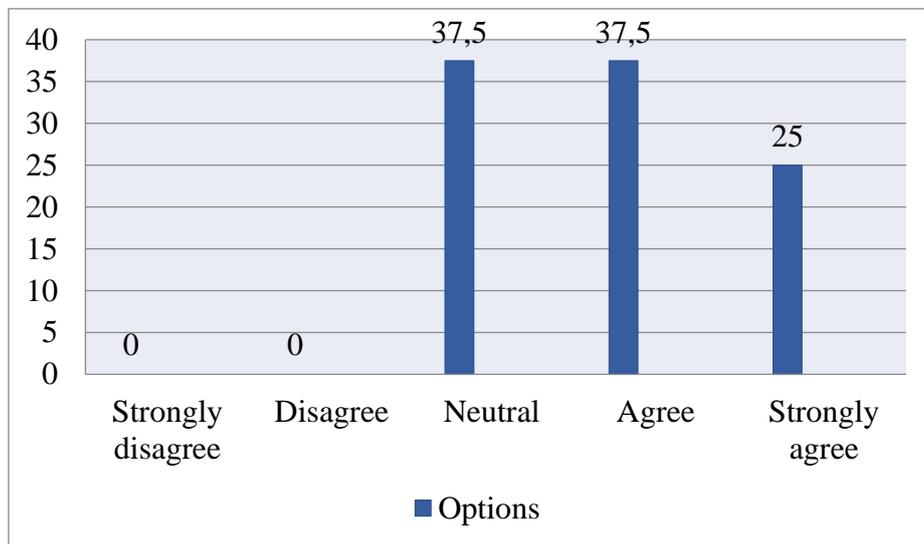
Graph 20: Teachers' Creativity.

From table 20 we can notice that (37.5%) of the participants agree and (37.5%) were

neutral. Whereas 25% were strongly agree. Those who agree and strongly agree they have an

agreeableness trait.

Q21: Has an assertive personality.

Options	Subjects	Percentage
Strongly disagree	0	0
Disagree	0	0
Neutral	1	12.5
Agree	5	62.5
Strongly agree	2	25
Total	8	100

Table 21: Teachers' Personality.
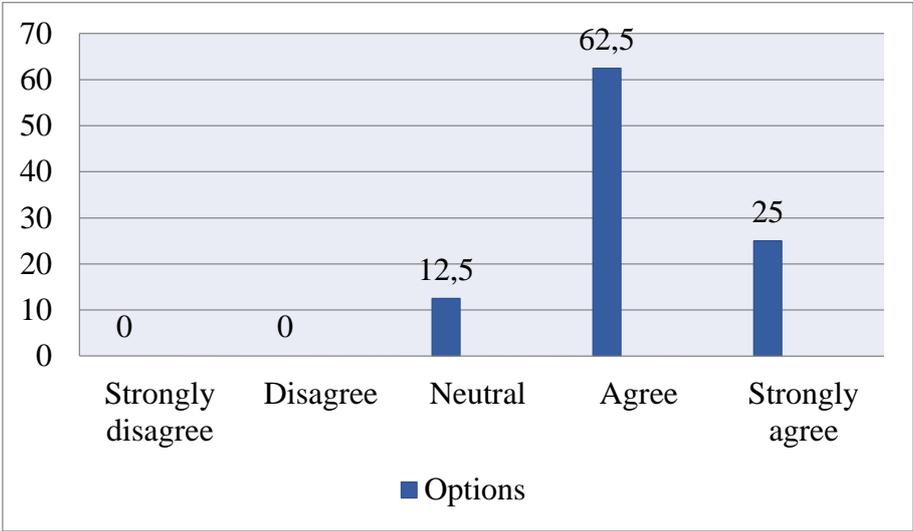
Graph 21: Teachers' Personality.

We can notice from table 21 that a considerable percentage of the teachers (62.5%) agree that they have an assertive personality, while 25% strongly agree. Nevertheless 12.5% of the teachers were neutral. This means that the teachers have an extraversion trait.

Q22: Perseveres until the task is finished.

Options	Subjects	Percentage
Strongly disagree	0	0
Disagree	0	0
Neutral	1	12.5
Agree	3	37.5
Strongly agree	4	50
Total	8	100

Table 22: Teachers' Perseverance.
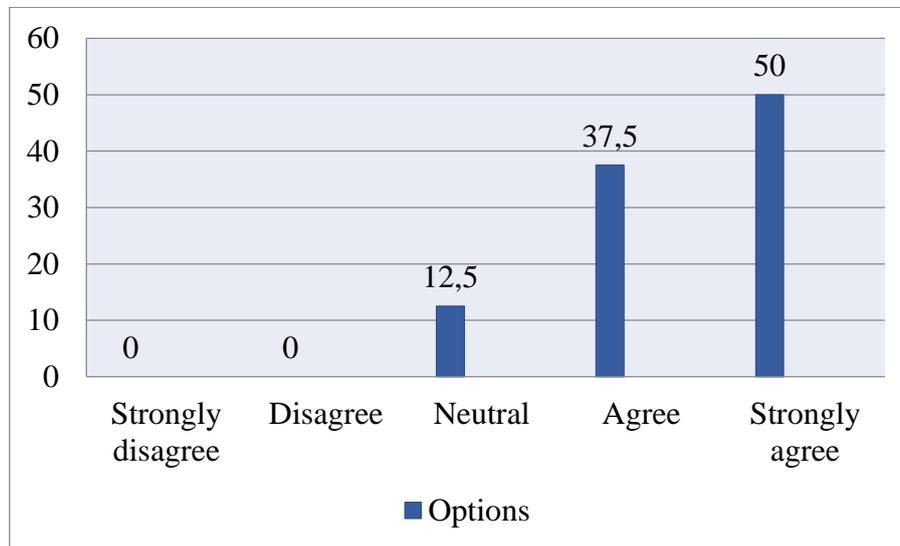
Graph 22: Teachers' Perseverance.

Table 22 illustrates that half of the respondents (50%) strongly agree that they are persevere, while 37.5% were agree whereas 12.5% were neutral. This reveals that the teachers have a conscientiousness trait.

Q23: Can be moody.

Options	Subjects	Percentage
Strongly disagree	1	12.5
Disagree	2	25
Neutral	3	62.5
Agree	2	25
Strongly agree	0	0
Total	8	100

Table 23: Teachers' Moodiness.
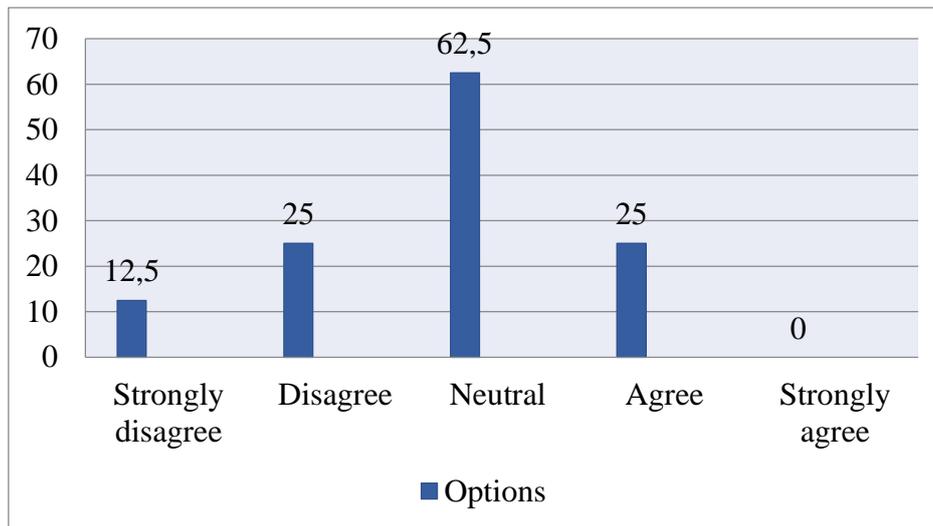
Graph 23: Teachers' Moodiness.

From table 23, we notice that most teachers (62.5%) were neutral while the same percentage (25%) for both those who agree and those who disagree. Those who agree properly they have neuroticism trait because their mood change a lot.

Q24: Is considerate and kind to almost everyone.

Options	Subjects	Percentage
Strongly disagree	0	0
Disagree	0	0
Neutral	1	12.5
Agree	4	50
Strongly agree	3	37.5
Total	8	100

Table 24: Teachers' Kindness.
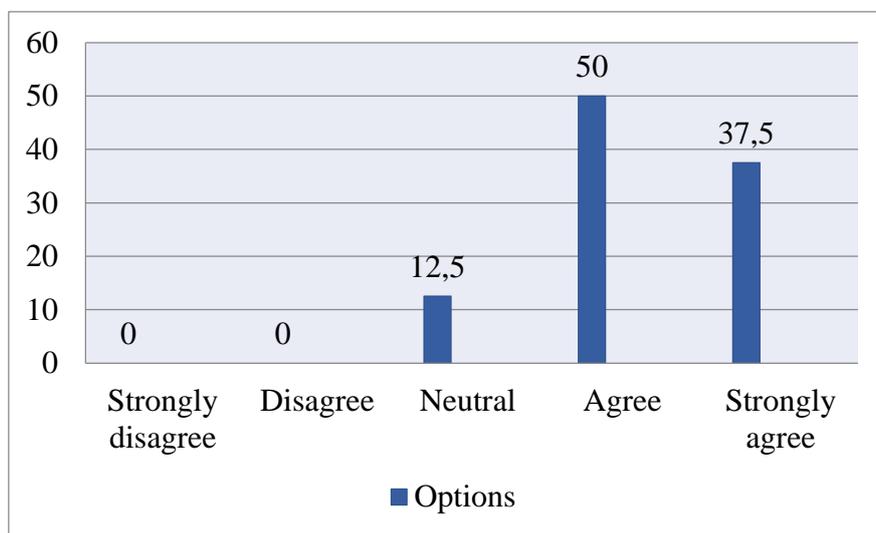
Graph 24: Teachers' Kindness.

Table 24 illustrates that half of the respondents (50%) agree that they are kind while (37.5%) strongly agree. However, only (12.5%) who were neutral. Most of the teachers may have agreeableness trait.

Q25: Does things efficiently.

Options	Subjects	Percentage
Strongly disagree	0	0
Disagree	0	0
Neutral	3	37.5
Agree	4	50
Strongly agree	1	12.5
Total	8	100

Table 25: Teachers' Efficiency.
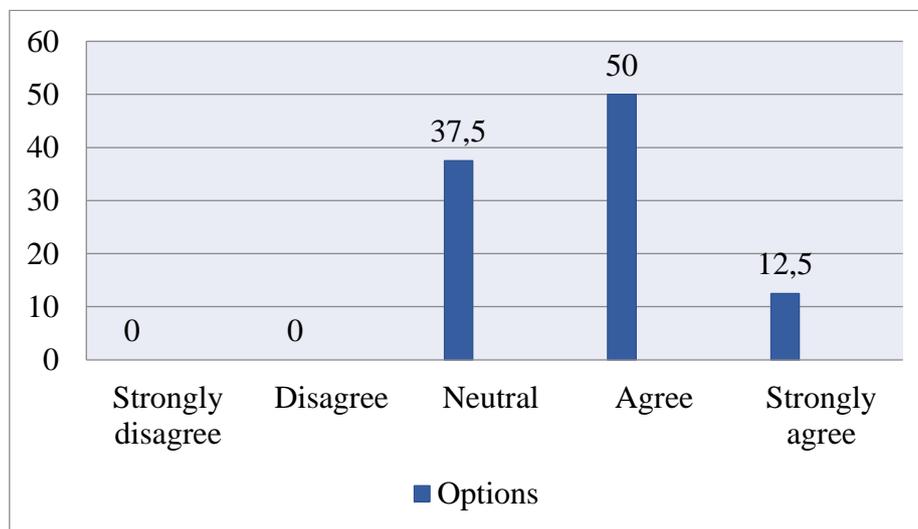
Graph 25: Teachers' Efficiency.

As shown in table 25 the majority of the respondents (50%) agree while (37.5%) were neutral, (12.5%) strongly agree. Those who agree they may have conscientiousness trait.

Q26: Is outgoing, sociable.

Options	Subjects	Percentage
Strongly disagree	0	0
Disagree	0	0
Neutral	2	25
Agree	4	50
Strongly agree	2	25
Total	8	100

Table 26: Teachers' Sociability.
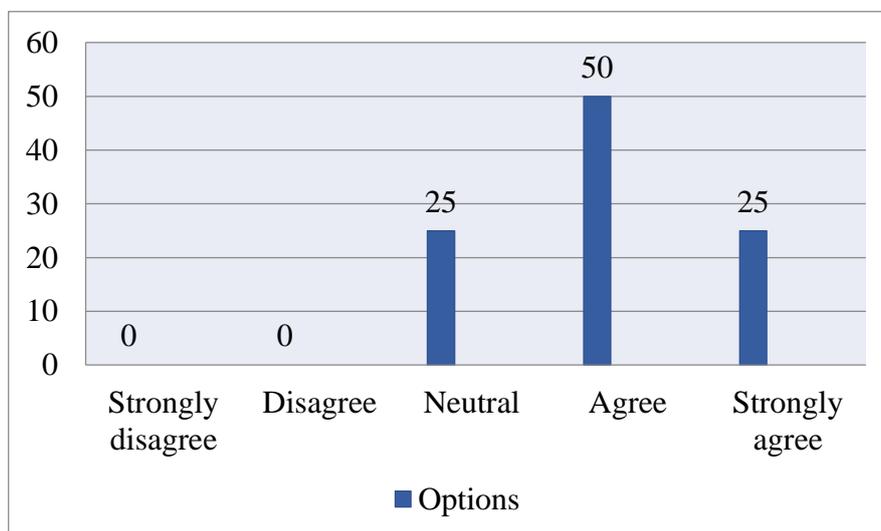
Graph 26: Teachers' Sociability.

Table 26 indicates that 50% of the respondents agree while the same percentage (25%) were for neutral and strongly agree. This leads to say that the teachers have extraversion trait.

Q27: Makes plans and follows through with them.

Options	Subjects	Percentage
Strongly disagree	0	0
Disagree	0	0
Neutral	0	0
Agree	6	75
Strongly agree	2	25
Total	8	100

Table 27: Teachers' Planning.
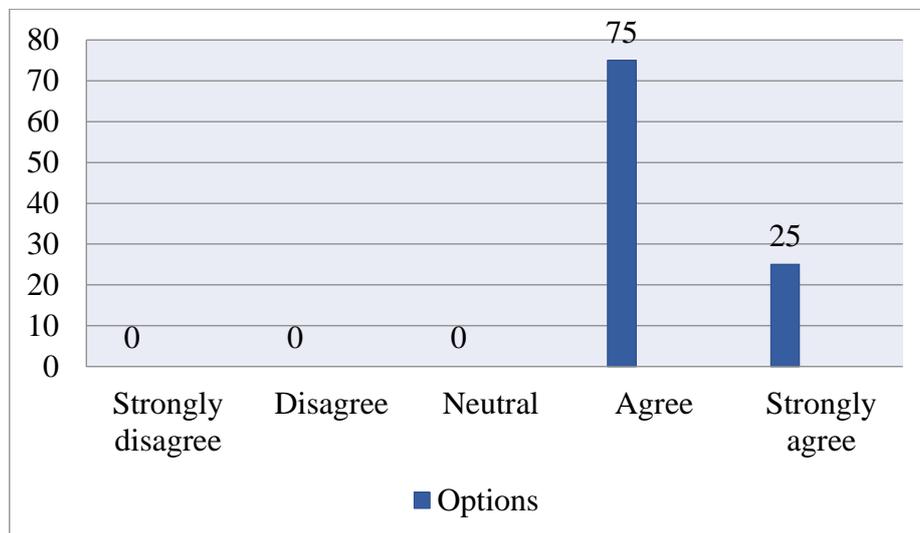
Graph 27: Teachers' Planning.

According to the result obtained from table 27 the majority of the teachers (75%) agree that they make plans and they follow through with them, and (25%) were strongly agree. We can say that our participants have conscientiousness trait.

Q28: Gets nervous easily.

Options	Subjects	Percentage
Strongly disagree	2	25
Disagree	4	50
Neutral	2	25
Agree	0	0
Strongly agree	0	0
Total	8	100

Table 28: Teachers' Nervousness.
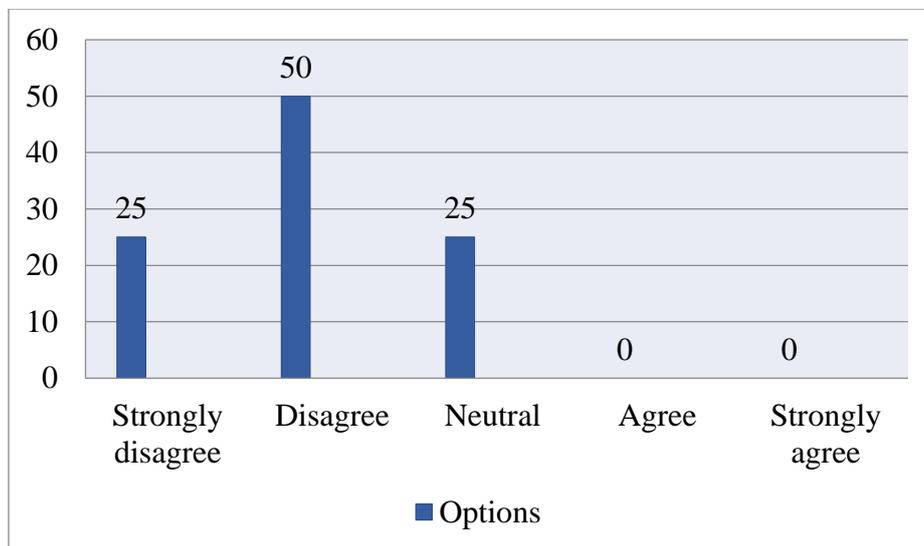
Graph 28: Teachers' Nervousness.

The results obtained from table 28 show that half of the participants (50%) were disagree and (25%) strongly disagree, (25%) preferred to be neutral. We can say that those who agree and strongly agree have neuroticism trait.

Q29: Likes to cooperate with others.

Options	Subjects	Percentage
Strongly disagree	0	0
Disagree	0	0
Neutral	0	0
Agree	4	50
Strongly agree	4	50
Total	8	100

Table 29: Teachers' Cooperation.
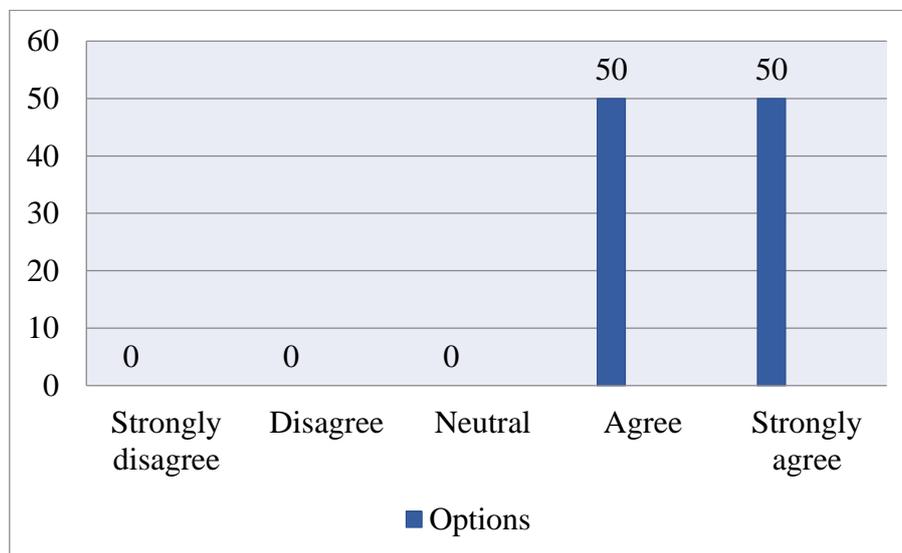
Graph 29: Teachers' Cooperation.

Table 29 demonstrates that the same portion (50%) for both strongly agree and agree.

This mean that the teachers have agreeableness trait since they like to cooperate with people.

3.3.3- Section Three: Teaching Oral Expression Courses

Q30: do you like oral expression courses?

Options	Subjects	Percentage
Yes	8	100
No	0	0
Total	8	100

Table 30: Teachers' Attitudes towards Teaching Oral Expression.
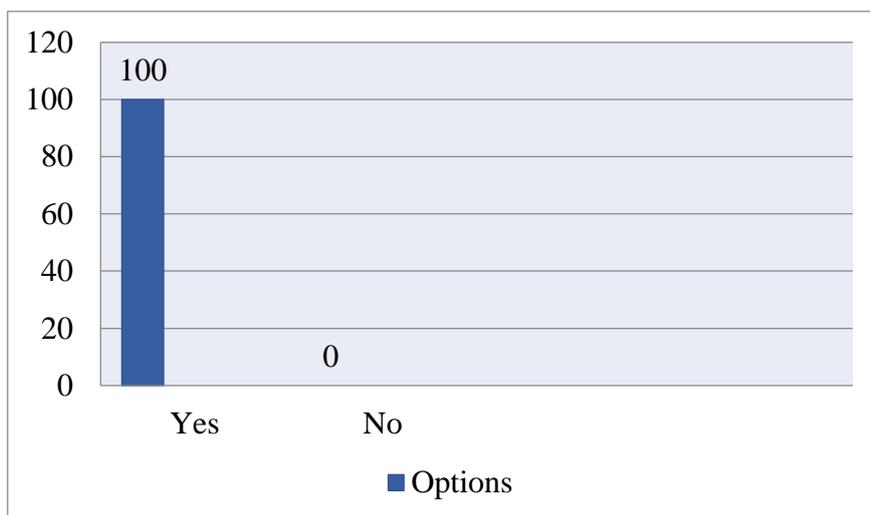
Graph 30: Teachers' Attitudes towards Teaching Oral Expression.

From the results of table 30, we see that all the respondents (100%) reported that they like teaching oral expression courses. The teachers' explanation was as follows:

- To learn new information from the tasks, besides oral expression taught the teacher how can be a good one.

- To develop the learner's speaking skill, creativity and imagination.

- To be in a direct contact with students to get access to their personalities.

Q31: How often do your students participate in Oral Expression?

Options	Subjects	Percentage
Frequently	8	100
Sometimes	0	0
Rarely	0	0
Never	0	0
Total	8	100

Table 31: Students' Frequency of Participation.
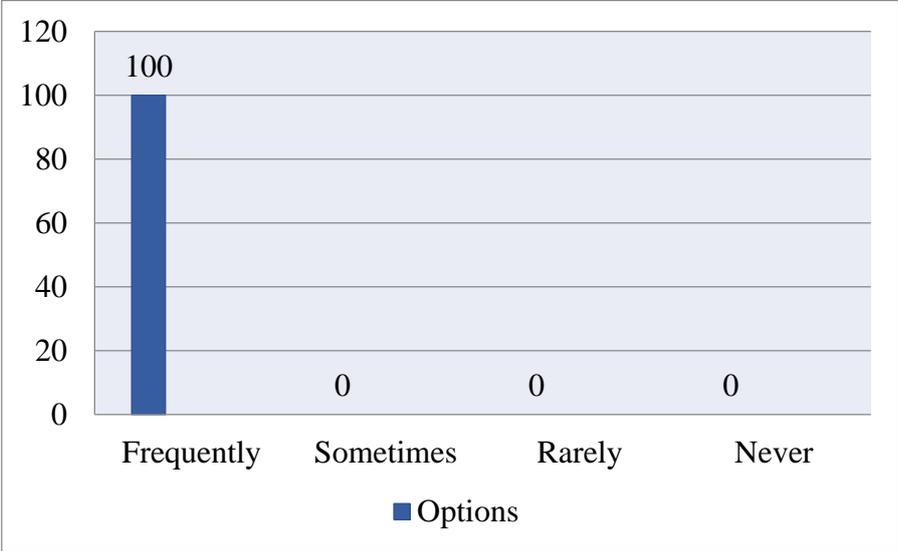
Graph 31: Students' Frequency of Participation.

By table 31, we wanted from the teachers to evaluate the frequency of their students' participation in an oral class. The results show that all the teachers (100%) answered that students frequently participate, which means that their students like the activities they chose.

Q32: Do your students feel comfortable in the oral expression class?

Options	Subjects	Percentage
Yes	8	100
No	0	0
Total	8	100

Table 32: Teachers' Assumptions towards Students' Feelings.
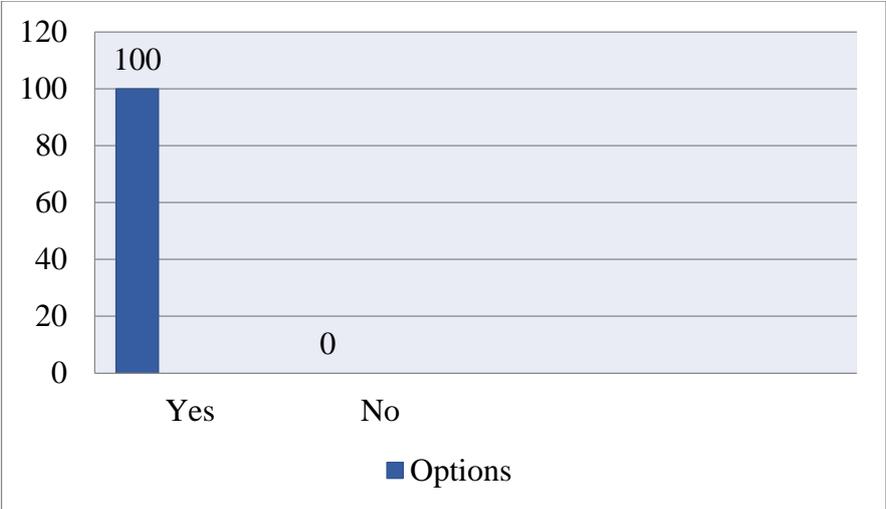
Graph 32: Teachers' Assumptions towards Students' Feelings.

As shown in the table 32, all the teachers (100%) assert that their students feel comfortable when they participate. This may be because they make their students feel comfortable through the way they treat them or through the type of activities.

Q33: What makes you feel so?

Options	Subjects	Percentage
The teacher	5	62.5
Your classmates	1	12.5
The activities that are used in oral expression classes	2	25
Total	8	100

Table 33: Teachers' Perception towards students' Comfort.
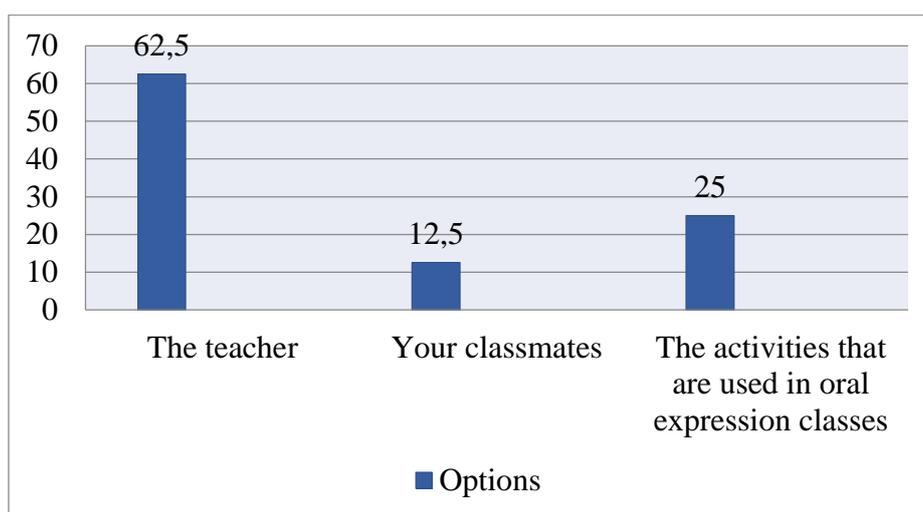
Graph 33: Teachers' Perception towards students' Comfort.

Table 33 illustrates that the majority of the participants (62.5%) declare that their students feel comfortable because of the teacher, while 25% state that it is because of the activities that are used in oral expression classes, whereas 12.5% state it is because of their classmates. Teachers have a great role in making their students feel comfortable inside the classroom by providing them with the right atmosphere.

Q34: Do you think that your students' participation in the classroom due to:

Options	Subjects	Percentage
Teacher's character	5	62.5
Importance of the subjects	3	37.5
Total	8	100

Table 34: Teachers' Perception towards Students' Participation Reasons.
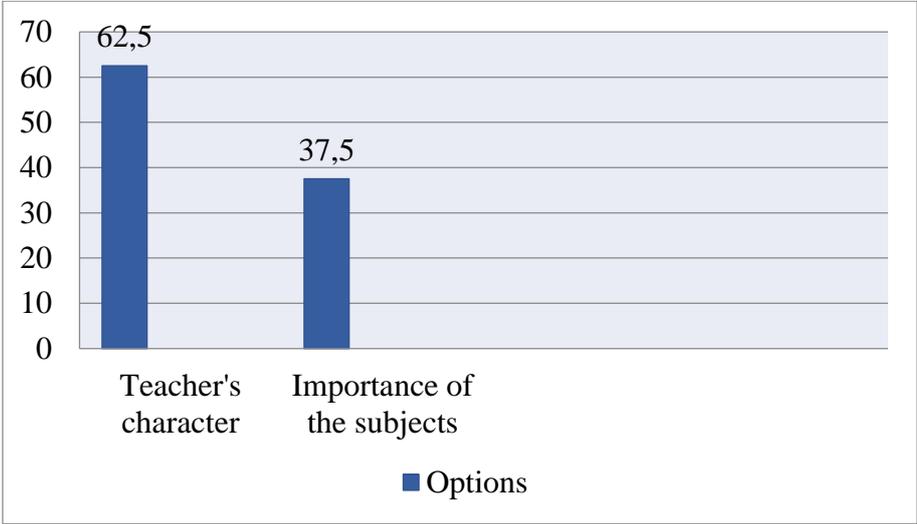
Graph 34: Teachers' Perception towards Students' Participation Reasons.

From table 34, we can clearly see that the majority of the participants (75%) assert that their students' participation is due to the teacher's character, while (62.5%) declare that it is because of the importance of the subjects. We can notice that the teacher's personality plays a major role in motivating students to participate.

Q35: How often do you encourages your students to speak?

Options	Subjects	Percentage
Always	8	100
Sometimes	0	0
Often	0	0
Rarely	0	0
Never	0	0
Total	8	100

Table 35: Students' and Teachers' Encouragement.
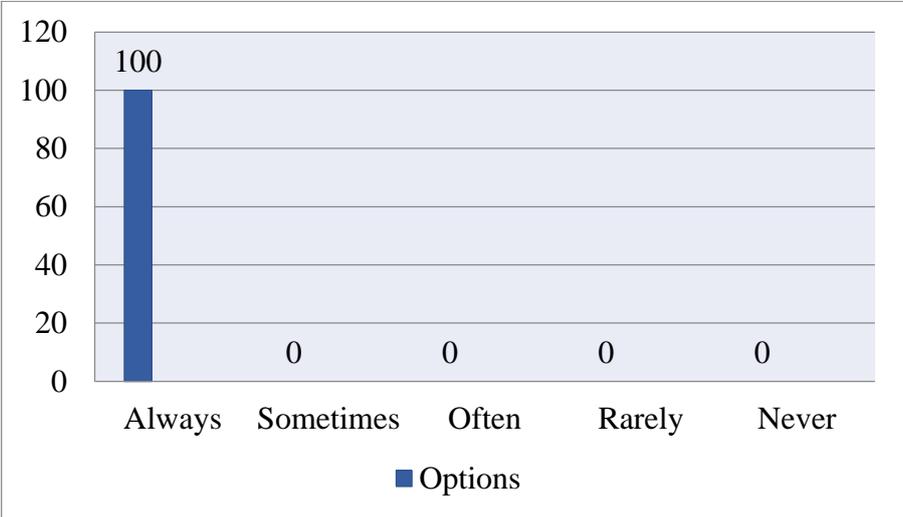
Graph 35: Students' and Teachers' Encouragement.

Teachers ought to encourage their students to speak in order to have a better oral performance. The results, as shown in the table 35 all teachers stated that they always encourage their students to speak. Whereas, none of the teachers opted for the other options "sometimes", "often", "rarely", and "never". This means that the teachers seems try so hard to increase their students' achievement.

Q36: What are the Speaking Problems your students face most in Oral Expression?

Options	Subjects	Percentage
Inhibition because of shyness	6	75
Nothing to say about the chosen topic	2	25
Low participation	2	25
Mother tongue use	3	37.5
Total	8	100

Table 36: Teachers' Perception towards Students' Speaking Problems.
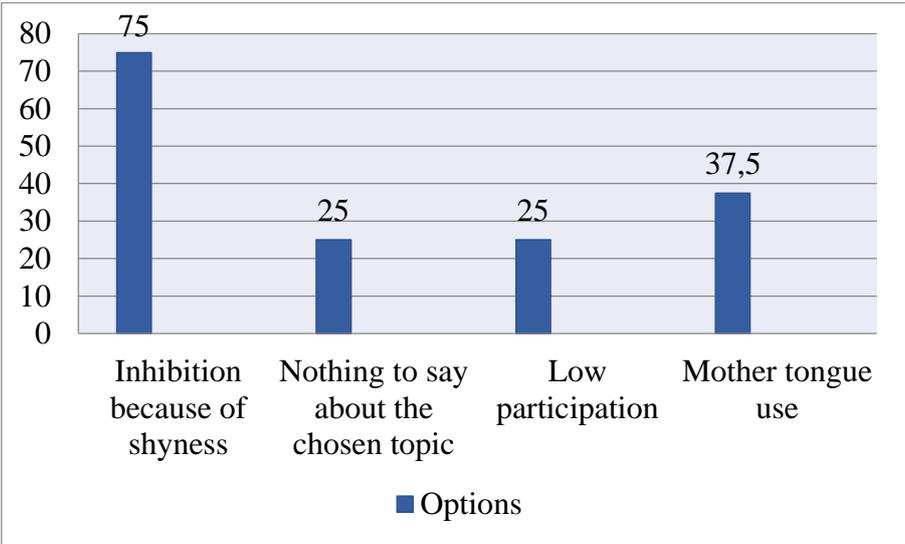
Graph 36: Teachers' Perception towards Students' Speaking Problems.

According to the results obtained from table 36, we have noticed that (32.5%) of the students stated that low participation is the speaking problem they face most in Oral Expression , followed by (26.25%) opted for inhibition because of shyness; while (25%) for those who said nothing to say about the chosen topic, whereas only (16.25%) for mother tongue use. Most of the students feel shy when they speak in front of the others, this may lead to lessen their level in speaking a foreign language.

Other problems that can face the students according to their teacher can be summarized in

The lack of vocabulary and grammar proficiency, lack of self-confidence and anxiety.

3.4- Students' Questionnaires

3.4.1-Description of the Questionnaire

3.4.1.1- Section One: Background Information (Q1-Q3)

In this section, the respondents asked to indicate their gender in (Q1), (Q2) seeks their attitude towards English. In (Q3), the respondents asked to indicate their level in English.

3.4.1.2- Section Two: The Big Five Inventory (BFI) (Q1-Q25)

This section consists of 25 statements where the respondents are asked to indicate the extents to which they agree or disagree with the statements that may or may not apply to their teachers. The investigators utilized the instrument of Big Five Inventory (BFI) to measure teachers' personality traits. This inventory was originally developed by Oliver P. John, (1999) and it was distributed among the selected prospective teachers with little modification.

3.4.1.3- Section Three: Learning Oral Expression

This section provides general information about the respondents' background in speaking skill. (Q1) asked if students like oral expression courses and then they give explanation for the answer, Q2 were about students' participation in oral expression, Q3 asked the respondents if they feel comfortable in oral expression class and then they explain their answer.Q4 about what makes them feel comfortable or uncomfortable. Q5 if students' participation in the classroom is due to the teacher's character or the importance of the subject. Q6 asked students if their teacher encourages them to speak, Q7 is about how students see their teacher. Q8 were asked respondents about the speaking problems they face most in oral expression. Q9 was about the techniques that they enjoy best and then they explain what technique improve their language.

3.4.2- Administration of the Questionnaire

      100questionnaires were administered to ten groups. We selected 10 students from each group that constitute the population of second year English students in the Branch of English at Mohammed Kheider University of Biskra. Out of 100, 80 questionnaires were handed back. It is worth to mention that the questionnaire was administered on February 22, 2016 by the end of the Oral Expression session with the presence of the teacher. It took around quarter an hour to be administered and the questionnaires were collected in the same day. With what is mentioned above, we do believe that our questionnaire was administered in good conditions.

3.4.4- Analysis of the Students' Questionnaire

Q1: Gender

Gender	Subjects	Percentage
Male	11	13.75
Female	69	86.25
Total	80	100

Table37 : Students' Gender.
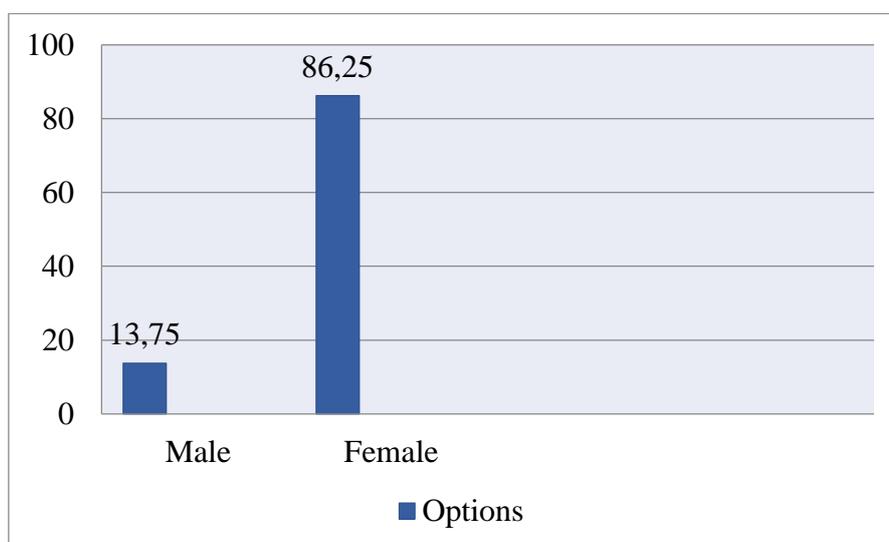
Graph 37: Students' Gender.

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A quick glance at table 37 reveals that female students outnumber males. In fact, we have recorded just 11 male subjects out of eighty 80 (13,75 %), whereas females sixty nine (86,25%). This adds nothing to work except that females are expected to be more interested in studying English as a foreign language than males.

Q2 -Do you find speaking in English?

Options	Subjects	Percentage
Very easy	11	13.75
Easy	48	60.00
Difficult	21	26.25
Very difficult	0	0
Total	80	100

Table 38: Students' Attitude towards Speaking.
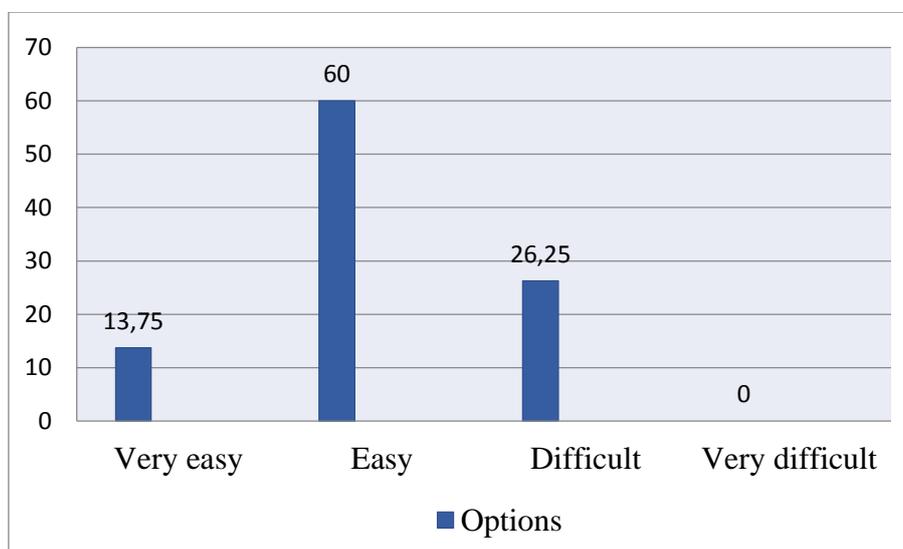
Graph 38: Students' Attitude towards Speaking.

Subjects in table 38 are asked to classify speaking according to its degree of difficulty. The majority of respondents 48 (60%) believe that speaking in English is easy, (26.25%) find it difficult, whereas (13.75%) find it very easy and none of them consider it as very difficult. Most students (60%) find that speaking is easy. Nevertheless, this does not

essentially mean that they are good speakers. Those who find speaking difficult might represent the proportion of students who are rarely or never participate in the classroom.

Q3. How do you consider your level in English?

Options	Subjects	Percentage
Very good	05	6.25
Good	43	53.75
Average	30	37.5
Poor	02	2.5
Total	80	100

Table 39: Students' Level in English.
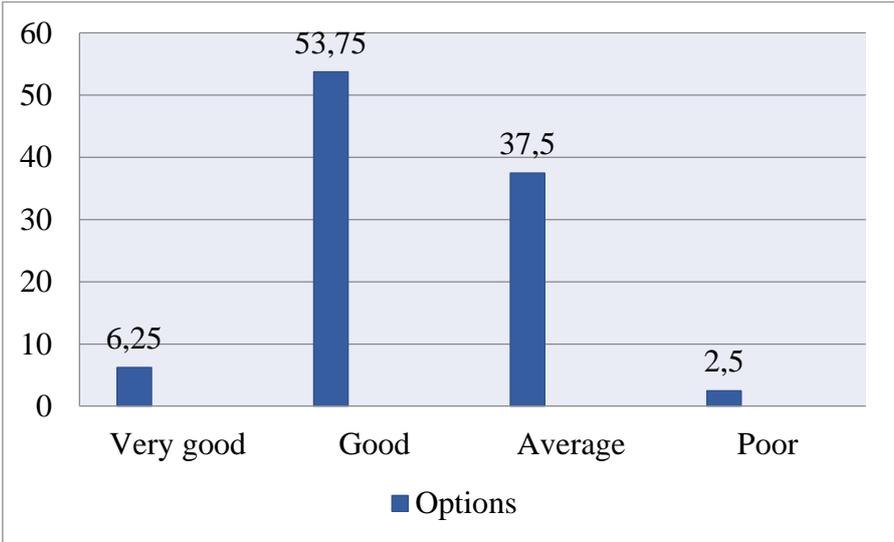
Graph 39: Students' Level in English

As shown in table 39, the majority of the participants (53.75%) state that their level is good, whereas (37.5%) state that their level is average. In contrast with the minority, we have (6.25%) who assume that their level is very good and (2.5%) state that their level is poor. Students usually relate their level in English to how well or how bad they can understand and produce the language, either orally or in writing.

Section Two: The Big Five Inventory (BFI)

Q4: Is talkative.

Options	Subjects	Percentage
Strongly disagree	02	2.5
Disagree	11	13.75
Neutral	29	36.25
Agree	27	33.75
Strongly agree	11	13.75
Total	80	100

Table 40: Teacher's Talking Time and Students' Perception.
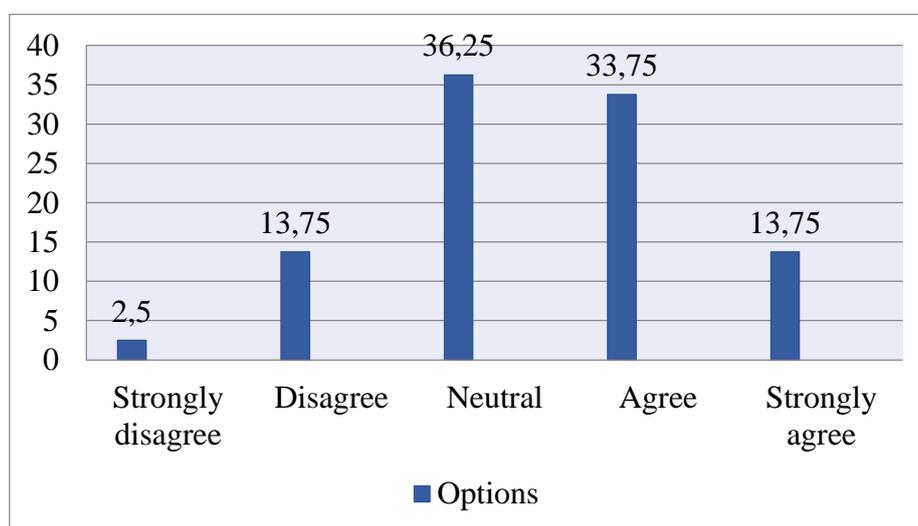
Graph 40: Teacher's Talking Time and Students' Perception.

As shown in table 40, the participants were asked if they see their teacher as someone who is talkative, the majority (36.25%) were neutral, and (33.75%) agree while who strongly agree and disagree were of equal percentage (13.75%) . However, only (2.5%) who state strongly disagree. The participants who were agree with the statement consider the teacher's talking time exceeds the students' talking time.

Q5: Does a thorough job.

Options	Subjects	Percentage
Strongly disagree	04	05
Disagree	00	00
Neutral	19	23.75
Agree	53	66.25
Strongly agree	04	05
Total	80	100

Table 41: Teacher's Thorough Job and Students' Perception.
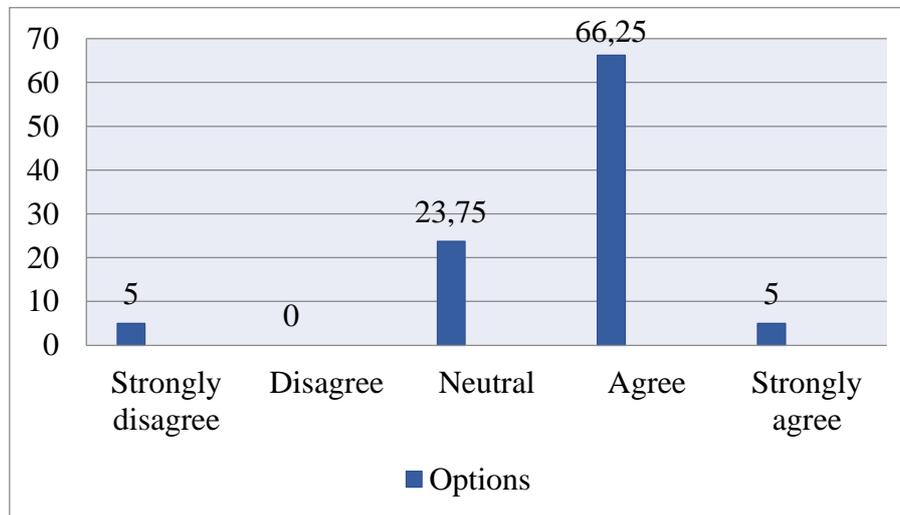
Graph 41: Teacher's Thorough Job and Students' Perception.

As shown in table 41, the participants were asked if they see their teacher as someone who does a thorough job, the majority (66.25%) agree, and (23.75%) were neutral while who strongly disagree and strongly agree were of equal percentage (5%) . However, no one disagree with the statement. Students see their teacher as someone who do a great job maybe this because their teacher try so hard to give them all information they need.

Q6: Is depressed.

Options	Subjects	Percentage
Strongly disagree	18	22.5
Disagree	25	31.25
Neutral	20	25
Agree	15	18.75
Strongly agree	2	2.5
Total	80	100

Table 42: Teacher's Depression and Students' Perception.
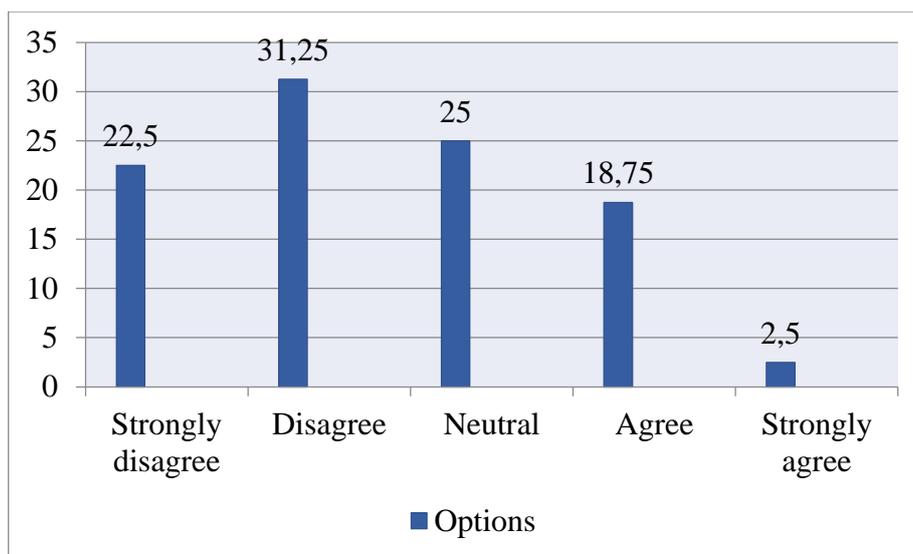
Graph 42: Teacher's Depression and Students' Perception.

Table 42 illustrates that most of the respondents disagree (31.25%) and (22.5%) strongly disagree with the statement, (25%) were neutral, (18.75%) agree and (2.5%) strongly agree. Students who agree with the statement maybe see their teacher as someone who try to be always happy in front of them.

Q7: Is original, comes up with new ideas.

Options	Subjects	Percentage
Strongly disagree	00	00
Disagree	05	6.25
Neutral	04	05
Agree	47	58.75
Strongly agree	24	30
Total	80	100

Table 43: Teacher's Originality of Ideas and Students' Perception.
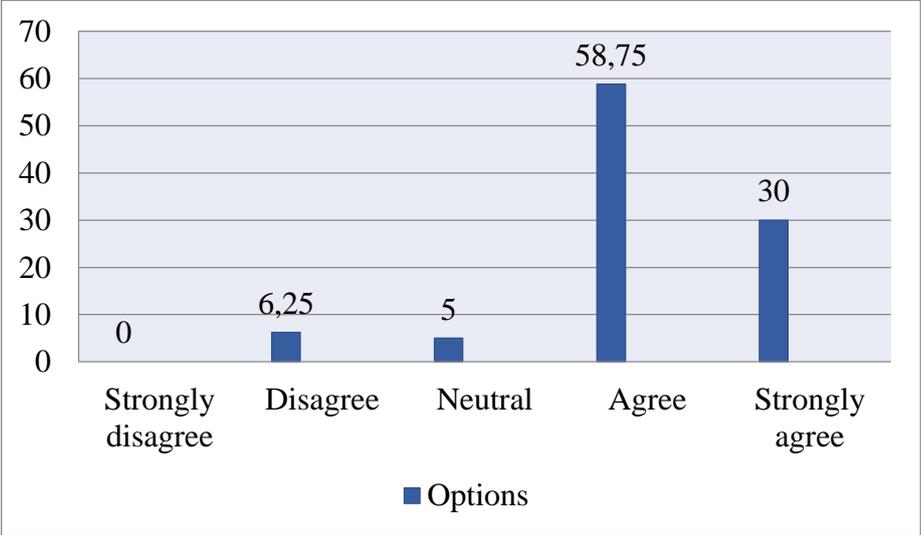
Graph 43: Teacher's Originality of Ideas and Students' Perception.

A quick look at table 43 shows that the majority of the participants (58.75%) agree, and (30%) strongly agree with the statement. Whereas, (6.25%) disagree, (5%) neutral and none (0%) strongly disagree. Those who agree and strongly agree maybe they see their teacher as someone who try to vary the types of the subjects and each time they give them a new and different information.

Q8: Is helpful and unselfish with others.

Options	Subjects	Percentage
Strongly disagree	02	2.5
Disagree	08	10
Neutral	12	15
Agree	39	48.75
Strongly agree	19	23.75
Total	80	100

Table 44: Teachers' Help and Students' Perception.
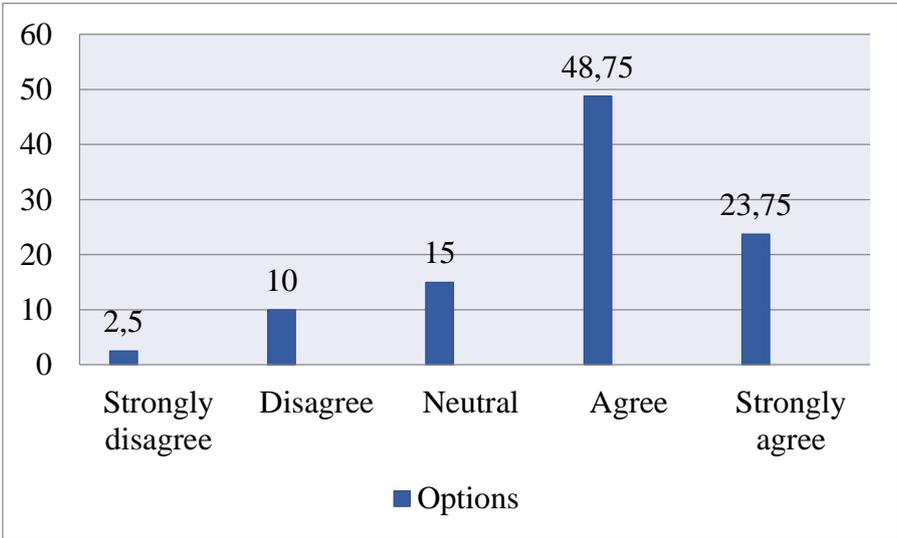
Graph 44: Teachers' Help and Students' Perception.

The result shown in table 44 demonstrates that the majority of the respondents (48.75%) agree, (23.75%) strongly agree, and only (15%) who were neutral. Although, (10%) disagree and the minority (2.5%) strongly disagree. The respondents who agree perhaps they found that their teachers always trying to improve their language or giving them the chance to express themselves.

Q9: Is curious about many different things.

Options	Subjects	Percentage
Strongly disagree	03	3.75
Disagree	12	15
Neutral	19	23.75
Agree	33	41.25
Strongly agree	13	16.25
Total	80	100

Table 45: Teachers' Curiosity and Students' Perception.
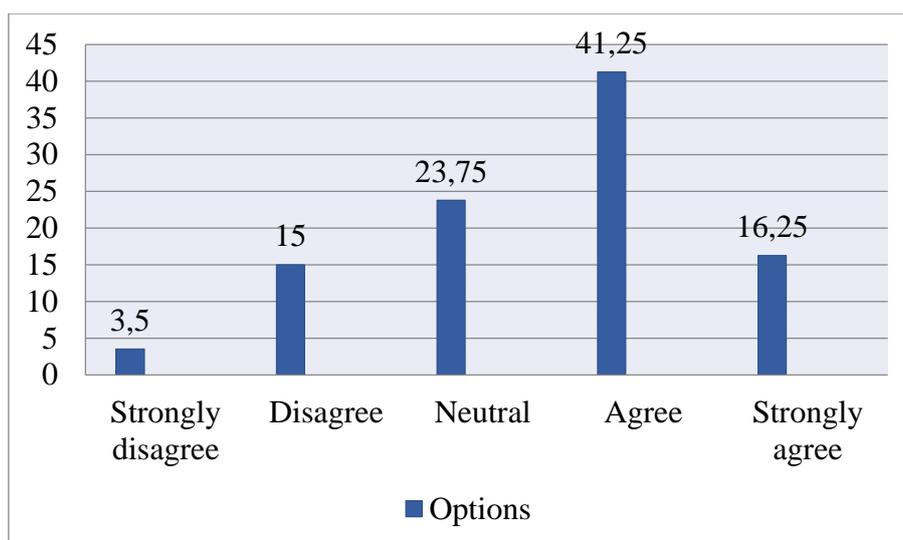
Graph 45: Teachers' Curiosity and Students' Perception.

According to the result obtained from table45, most of the respondents (41.25%) were agree, (23.75%) were both strongly agree and neutral. where, (15%) were disagree and only (3.5%) who were strongly disagree.

Q10: Is full of energy.

Options	Subjects	Percentage
Strongly disagree	02	2.5
Disagree	11	13.75
Neutral	29	33.75
Agree	27	36.25
Strongly agree	11	13.75
Total	80	100

Table 46: Teachers' Energy and Students' Perception.
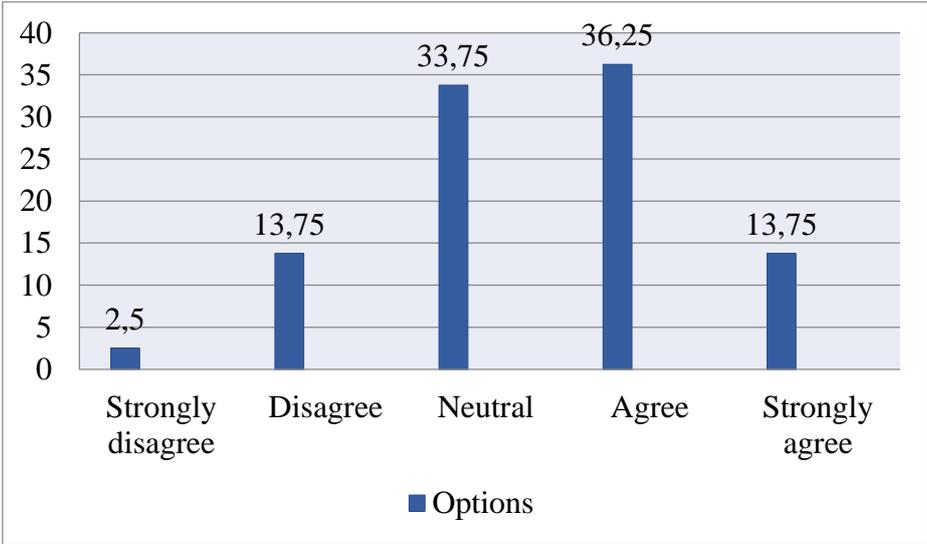
Graph 46: Teachers' Energy and Students' Perception.

As it is clear from table 46, the majority of the participants (36.25%) agree, (33.7%) were neutral. (13.75%) for both strongly agree and disagree. While only (2.5%) who were strongly disagree. We assume that those who agree see their teacher as someone who is full of energy trying to make a comfortable atmosphere inside the classroom by making all the students participate.

Q11: Is a reliable worker.

Options	Subjects	Percentage
Strongly disagree	01	1.25
Disagree	06	7.5
Neutral	16	20
Agree	41	51.25
Strongly agree	16	20
Total	80	100

Table 47: Teachers' Reliability of Work and Students' Perception.
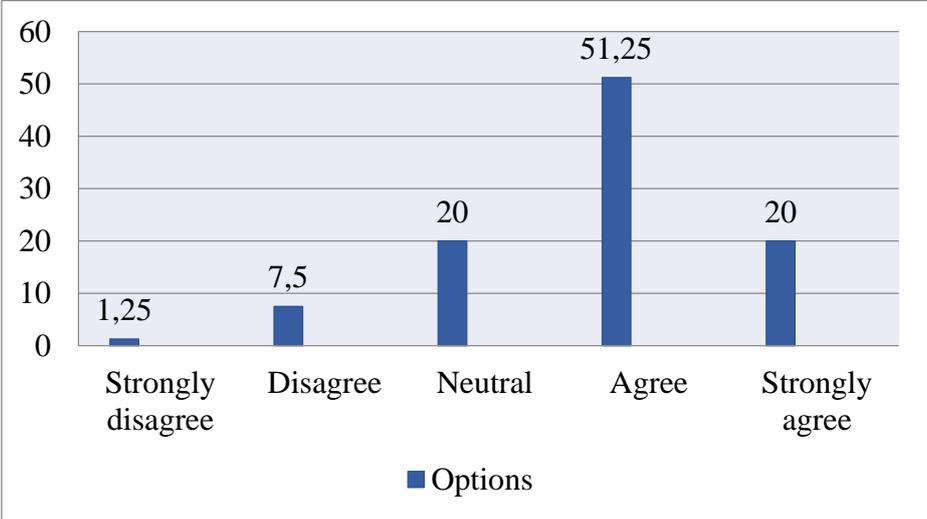
Graph 47: Teachers' Reliability of Work and Students' Perception.

One can notice from the results shown in the table 47 that (51.25%) of the students were agree with the statement. The same percentage of the students (20%) were either strongly agree, neutral; (7.5%) of the students were disagree, and only (1.25%) who were strongly disagree. Students see their teacher as a reliable worker maybe because he tries to give their students much more information that can improve their learning as well as enhance their speaking.

Q12: Can be tense.

Options	Subjects	Percentage
Strongly disagree	10	12.5
Disagree	15	18.75
Neutral	36	45
Agree	18	22.5
Strongly agree	1	1.25
Total	80	100

Table 48: Teachers' Tense and Students' Perception.
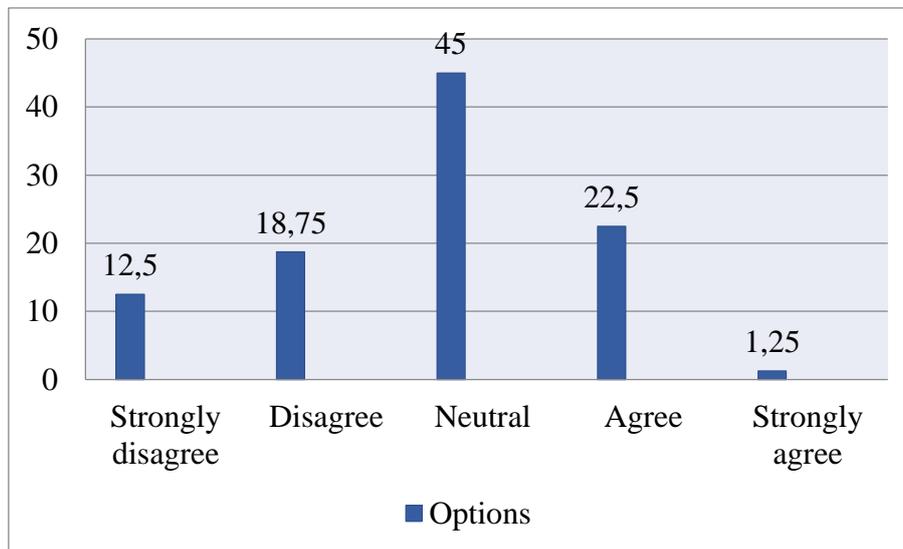
Graph 48: Teachers' Tense and Students' Perception.

Table 12 indicates that 48 respondents (45%) were neutral concerning the statement, (22.5%) agree, while (18.75%) disagree and (12.5%) strongly disagree. Just (1.25%) who strongly agree. Those who agree with the statement maybe they feel that their teacher is tense or sad in one way or another, maybe teachers feel boring because of the method of teaching and by the time this boredom become a feeling of sadness.

Q13: Is ingenious, a deep thinker.

Options	Subjects	Percentage
Strongly disagree	04	5
Disagree	03	3.75
Neutral	25	31.25
Agree	32	40
Strongly agree	16	20
Total	80	100

Table 49: Teachers' Thinking and Students' Perception.
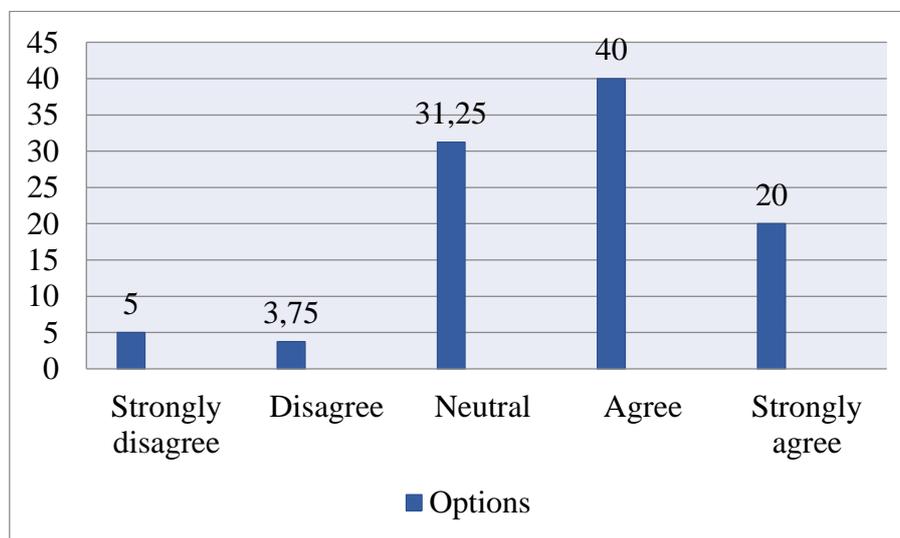
Graph 49: Teachers' Thinking and Students' Perception.

The results in table 49showed that there were significant differences in participants' perceptions about being agree with the statement, (40%) agree and (31.25%) were neutral while (20%) strongly agree. However, only (5%) strongly disagree and (3.75%) were disagree. Students can notice easily if their teacher is ingenious or a deep thinker through the way they explain the lesson for them and in the way they deal with problems that may happen inside the classroom.

Q14: Generates a lot of enthusiasm.

Options	Subjects	Percentage
Strongly disagree	00	00
Disagree	05	6.25
Neutral	32	40
Agree	28	35
Strongly agree	15	18.75
Total	80	100

Table 50: Teachers' Enthusiasm and Students' Perception.
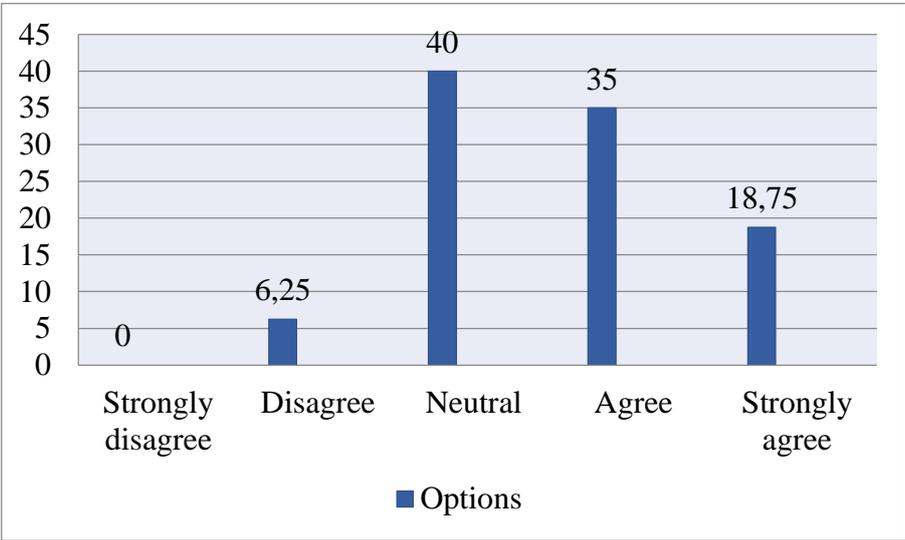
Graph 50: Teachers' Enthusiasm and Students' Perception.

Table 50 reveals that (40%) of the participants were neutral that the teacher generates a lot of enthusiasm, while (35%) agree, (18.75%) strongly agree. Only (6.25%) who disagree and none of them for strongly disagree. Those who agree maybe their teachers make the classroom much more active and more comfortable for all students.

Q15: Has a forgiving nature.

Options	Subjects	Percentage
Strongly disagree	04	17.5
Disagree	08	10
Neutral	23	28.75
Agree	32	40
Strongly agree	14	17.5
Total	80	100

Table 51: Teachers' Forgiveness and Students' Perception.
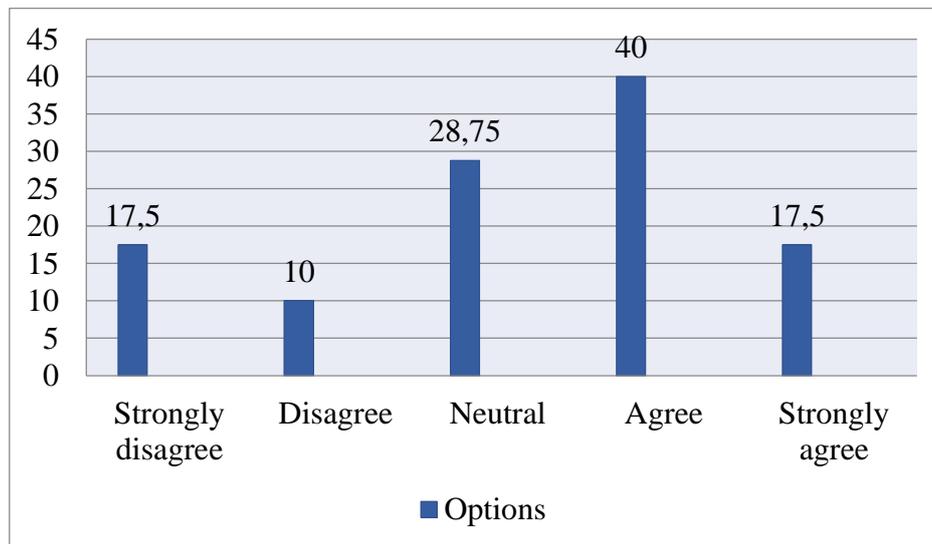
Graph 51: Teachers' Forgiveness and Students' Perception.

From table 51, we notice that (40%) of the participants agree that their teacher has a forgiving nature, but in the same line (28.75%) who were neutral. In contrast, the same portion (17.5%) for those who strongly agree and strongly disagree and only (10%) who disagree. Students can notice that their teachers are someone who have a forgiving nature through the teachers' attitudes and the way teachers deal with students especially when students cause some problems.

Q16: Worries a lot.

Options	Number	Percentage
Strongly disagree	07	8.75
Disagree	21	26.25
Neutral	27	33.75
Agree	21	26.25
Strongly agree	04	5
Total	80	100

Table 52: Teachers' Concern and Students' Perception.
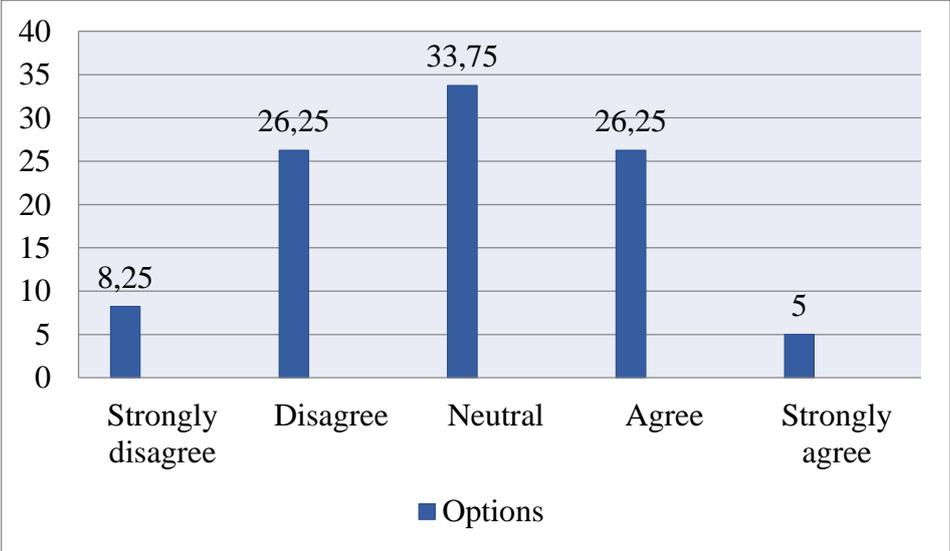
Graph52: Teachers' Concern and Students' Perception.

Table 52 illustrates that most of the respondents (33.75%) were neutral. The same percentage of the participants who both agree and disagree. We can notice also that (8.25%) who were strongly disagree and only (5%) strongly agree. Those who agree with the statement that the teacher worries a lot maybe their teacher want everything good and follows the same steps for this they feel their teachers worry a lot.

Q17: Has an active imagination

Options	Subjects	Percentage
Strongly disagree	02	2.5
Disagree	00	00
Neutral	16	20
Agree	44	55
Strongly agree	18	22.5
Total	80	100

Table 53: Teachers' Imagination and Students' Perception.
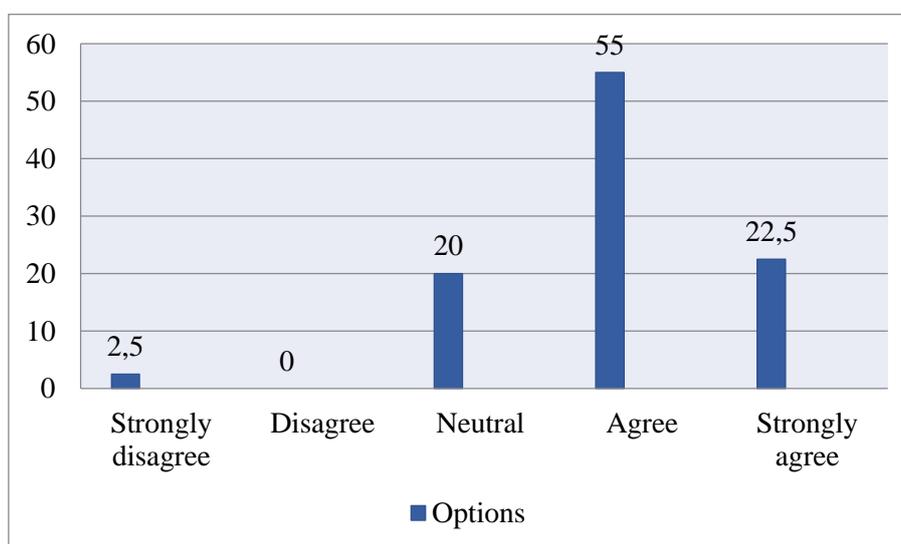
Graph 53: Teachers' Imagination and Students' Perception.

As shown in table 53, more than half of the respondents agree, (22.5%) strongly agree; however, (20%) were neutral. In contrast, only (2.5%) strongly disagree and none of them disagrees. We can notice that students see their teacher as someone who has an active imagination since s/ he tries to create for them new thing in order to improve their language.

Q18: Is generally trusting

Options	Subjects	Percentage
Strongly disagree	03	3.75
Disagree	08	10
Neutral	22	27.5
Agree	37	46.25
Strongly agree	10	12.5
Total	80	100

Table 54: Teachers' Trust and Students' Perception.
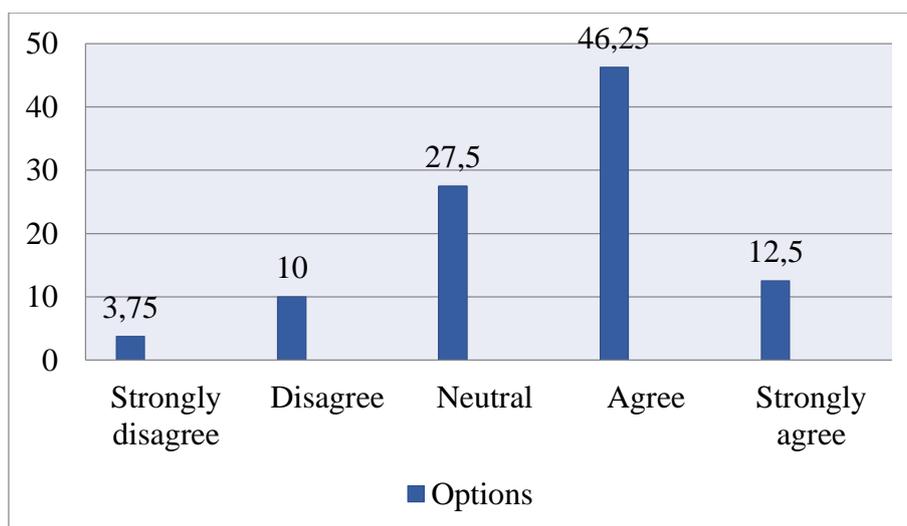
Graph 54: Teachers' Trust and Students' Perception.

The results in table 54 indicate that the majority of the students agree, while (27.5%) were neutral. (12.5%) strongly agree and (10%) disagree, whereas only (3.75%) who strongly disagree. Students may feel that their teachers are generally trusting through the reliable information they give to their students.

Q19: Is inventive.

Options	Subjects	Percentage
Strongly disagree	2	2.5
Disagree	7	8.75
Neutral	22	27.5
Agree	36	45
Strongly agree	13	16.25
Total	80	100

Table 55: Teachers' Creativity and Students' Perception.
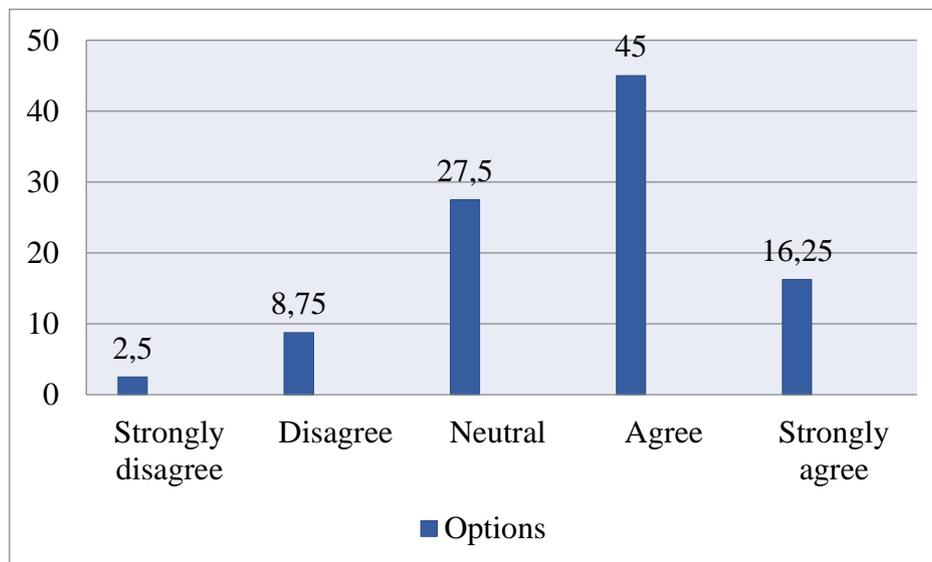
Graph 55: Teachers' Creativity and Students' Perception.

From table 55, we can notice that (45%) of the participants agree that their teacher is inventive, while (27.5%) prefer to be neutral. The minority (16.25%) strongly agree, just (8.75%) disagree and only (2.5%) strongly disagree. Those who agree maybe they have noticed that their teachers try to invent new things concerning their way of teaching.

Q20: Has an assertive personality.

Options	Subjects	Percentage
Strongly disagree	0	0
Disagree	6	7.5
Neutral	28	35
Agree	33	41.25
Strongly agree	13	16.25
Total	80	100

Table 56: Teachers' Personality and Students' Perception.
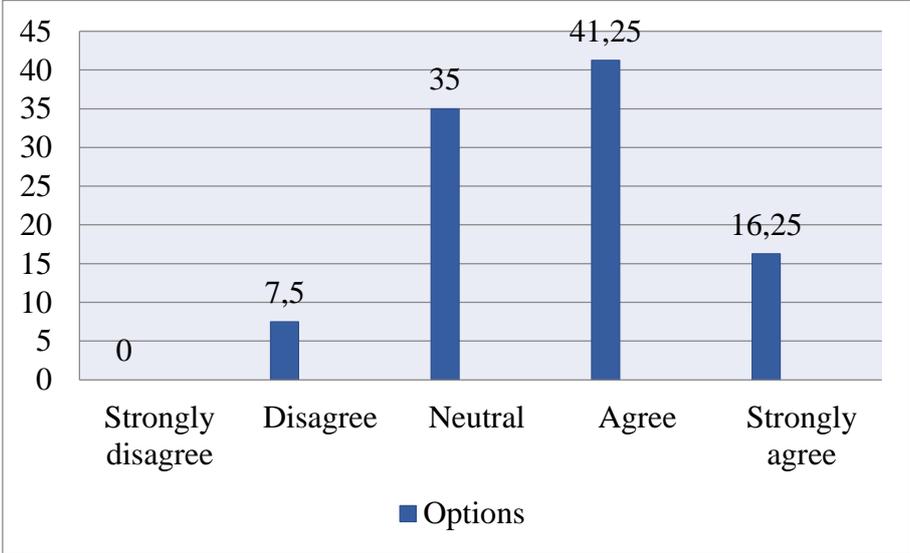
Graph 56: Teachers' Personality and Students' Perception.

We can notice from table 56 that the highest percentage of students (41.25%) agree while (35%) were neutral. Nevertheless (16.25%) of the students strongly agree, but only (7.5%) who disagree with the statement and none of them strongly disagree. Students may see their teacher as someone who has an assertive personality when the teacher shows stringency in doing things inside the classroom.

Q21: Perseveres until the task is finished

Options	Subjects	Percentage
Strongly disagree	1	1.25
Disagree	8	10
Neutral	19	23.75
Agree	42	52.5
Strongly agree	10	12.5
Total	80	100

Table 57: Teachers' Perseverance and Students' Perception.
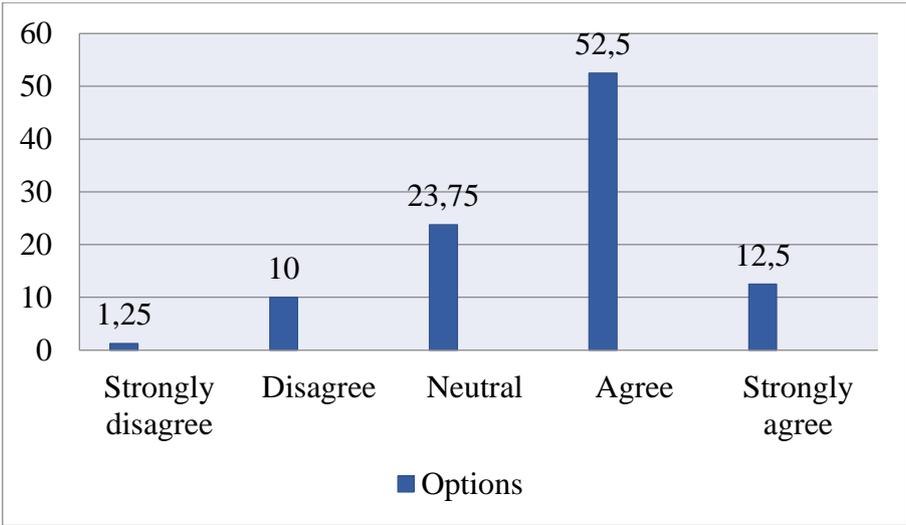
Graph 57: Teachers' Perseverance and Students' Perception.

Table 57 illustrates that the majority of the respondents (52.5%) agree that their teacher is perseveres until the task is finished while others also chose to be neutral (23.75%), while (12.5%) strongly agree and only (10%) disagree, (1.25%) who strongly disagree. Students may see their teachers as perseveres when they treat them in a good way, trying so hard to explain the lesson for their students without showing any anger or boredom.

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Q22: Can be moody

Options	Subjects	Percentage
Strongly disagree	4	5
Disagree	18	22.5
Neutral	22	27.5
Agree	27	33.75
Strongly agree	9	11.25
Total	80	100

Table 58: Teachers' Moodiness and Students' Perception.
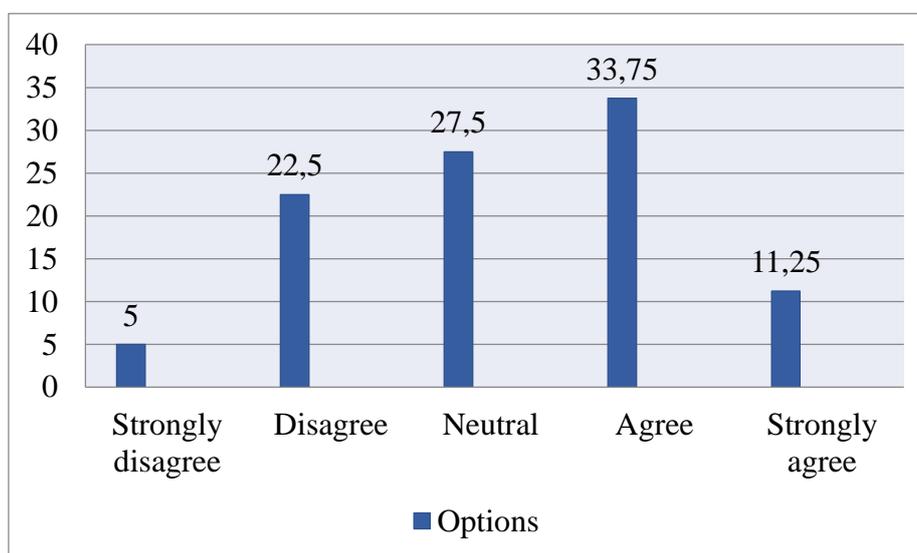
Graph 58: Teachers' Moodiness and Students' Perception.

From table 58, we notice that most students (33.75%) see their teacher as someone who is moody; (27.5%) were neutral; (22.5%) disagree, (11.25%) strongly agree while only (5%) strongly disagree. Some teachers cannot hide their moodiness inside the classroom this maybe because of some social causes or because of the educational methods, so this may leave impression among students.

Q23: Is considerate and kind to almost everyone.

Options	Subjects	Percentage
Strongly disagree	0	0
Disagree	4	5
Neutral	22	27.5
Agree	43	53.75
Strongly agree	11	13.75
Total	80	100

Table 59: Teachers' kindness and Students' Perception.
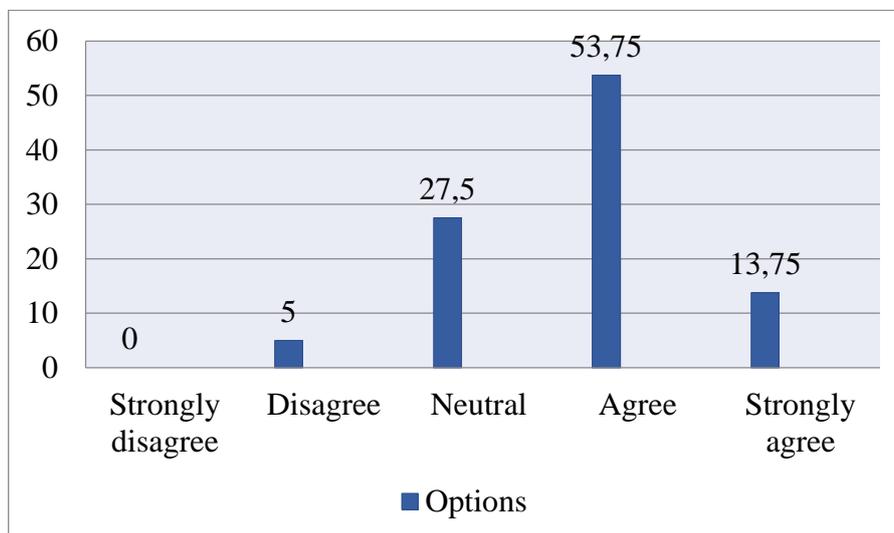
Graph 59: Teachers' kindness and Students' Perception.

Table59 illustrates that more than half of the respondents (53.75%) agree while (27.5%) were neutral, (13.75%) strongly agree. However, only (5%) who disagree and none of them strongly disagree. Students may see their teachers as kind people when they treat all students fairly without any discrimination, trying so hard to give each one his chance in showing his/her abilities.

Q24: Does things efficiently

Options	Subjects	Percentage
Strongly disagree	2	2.5
Disagree	2	2.5
Neutral	31	38.75
Agree	37	46.25
Strongly agree	8	10
Total	80	100

Table 60: Teachers' Efficiency and Students' Perception.
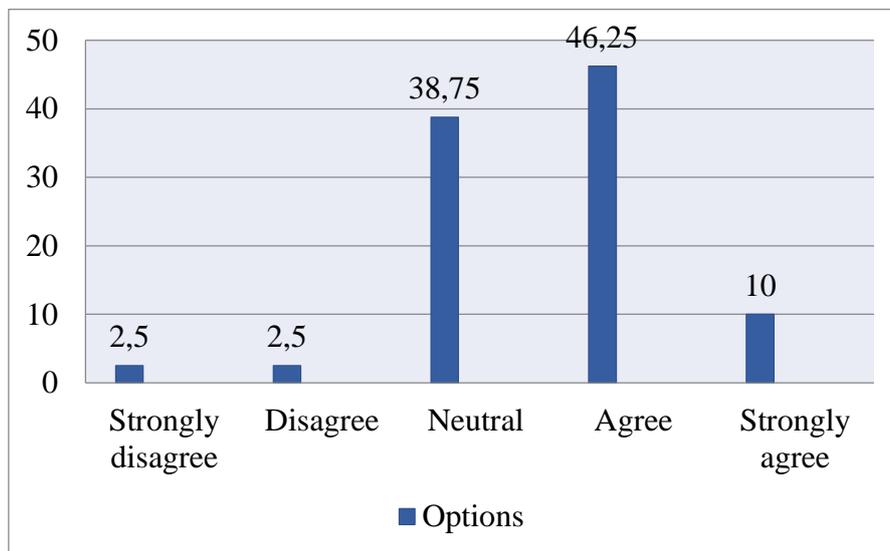
Graph 60: Teachers' Efficiency and Students' Perception.

As shown in table 60 the majority of the respondents (46.25%) agree while (38.75%) were neutral, (10%) strongly agree. The same portion of students (2.5%) for those who disagree and strongly disagree. Students may measure their teachers' efficiency through their ways of planning and explaining the lesson as well as managing time to get a better understanding.

Q25: Is outgoing, sociable.

Options	Subjects	Percentage
Strongly disagree	2	2.5
Disagree	4	5
Neutral	22	27.5
Agree	39	48.75
Strongly agree	13	16.25
Total	80	100

Table 61: Teachers' Sociability and Students' Perception.
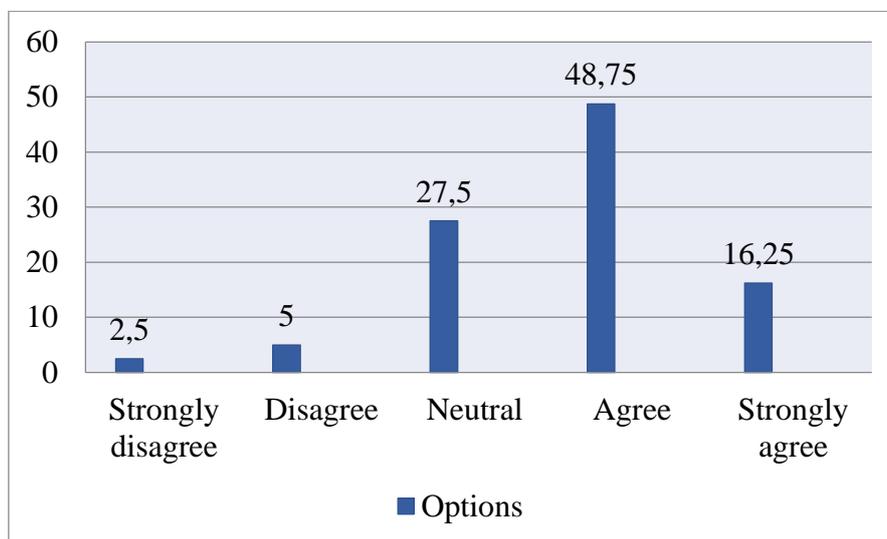
Graph 61: Teachers' Sociability and Students' Perception.

Table 61 indicates that 48.75% of the respondents agree the teacher is outgoing, sociable while 27.5% were neutral. However, (16.25%) strongly agree, (5%) disagree whereas only (2.5%) strongly disagree. Those who agree with the statement maybe they noticed that from the way s/he deals with them, each time try to collaborate with them as much as s/he can.

Q26: Makes plans and follows through with them.

Options	Subjects	Percentage
Strongly disagree	1	1.25
Disagree	1	1.25
Neutral	21	26.25
Agree	38	47.5
Strongly agree	19	23.75
Total	80	100

Table 62: Teachers' Planning and Students' Perception.
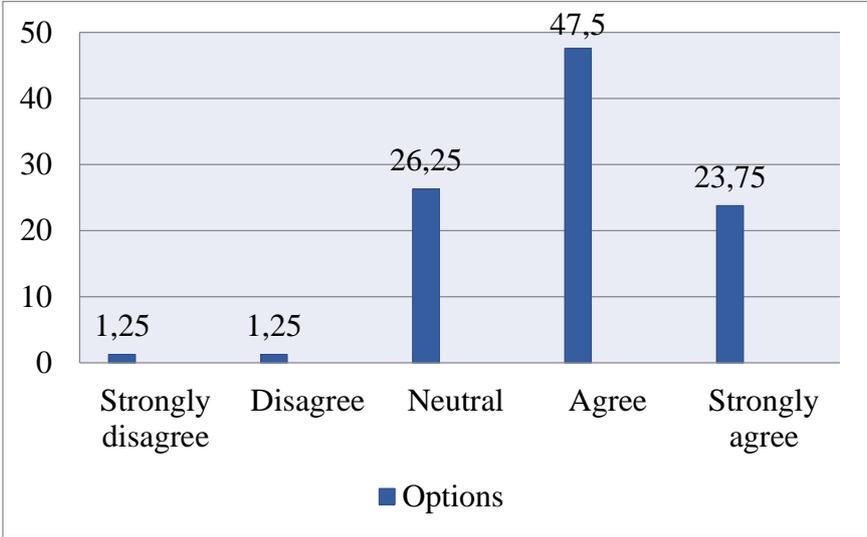
Graph 62: Teachers' Planning and Students' Perception.

According to the result obtained from table 62, the majority of the students (47.5%) agree and 26.25% were neutral, whereas 23.75% strongly agree. However, the same percentage 1.25% for those who disagree and strongly disagree. Students can notice that their teachers makes plans and follow through with them when teachers make a good lesson that is well organized and presented in way that makes all students understand.

Q27: Gets nervous easily

Options	Subjects	Percentage
Strongly disagree	17	21.25
Disagree	23	28.75
Neutral	18	22.5
Agree	15	18.75
Strongly agree	7	8.75
Total	80	100

Table 63: Teachers' Nervousness and Students' Perception.
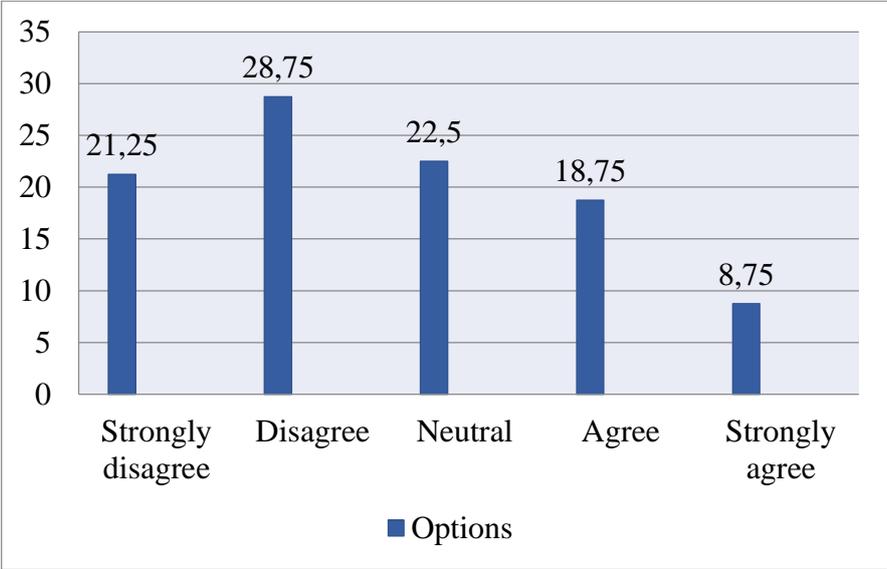
Graph 63: Teachers' Nervousness and Students' Perception.

The results that is obtained from the table 63 show that most students (28.75%) disagree and (21.25%) strongly disagree, (22.5%) preferred to be neutral. Whereas, (18.75%) agree and only (8.75%) who were strongly disagree. Some teachers cannot hide their nervousness in front of their students especially when students have done thing that the teacher do not like. This may leave impression on students about their teacher.

Q28: Likes to cooperate with others.

Options	Subjects	Percentage
Strongly disagree	1	1.25
Disagree	6	7.5
Neutral	23	28.75
Agree	27	33.75
Strongly agree	23	28.75
Total	80	100

Table 64: Teachers' Cooperation and Students' Perception.
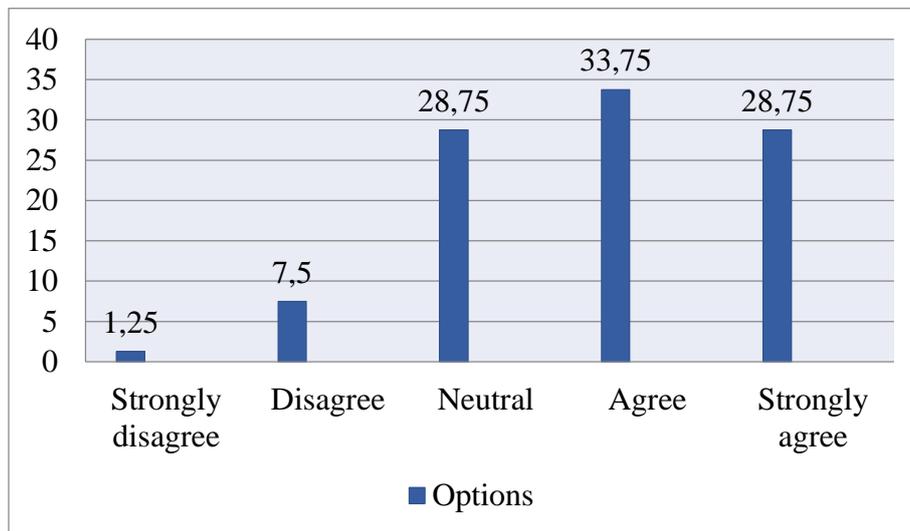
Graph 64: Teachers' Cooperation and Students' Perception.

Table 64 demonstrates that most students (33.75%) agree, the same portion (28.75%) for those who strongly agree and who are neutral, while (7.5%) disagree and only (1.25%) for those who strongly disagree. Those who agree with the statement maybe they noticed that their teacher collaborates with them in order to facilitate things to clarify things for all students.

Q29: do you like oral expression courses?

Options	Subjects	Percentage
Yes	73	91.25
No	7	8.75
Total	80	100

Table 65: Students' Attitudes toward Oral Expression Courses.
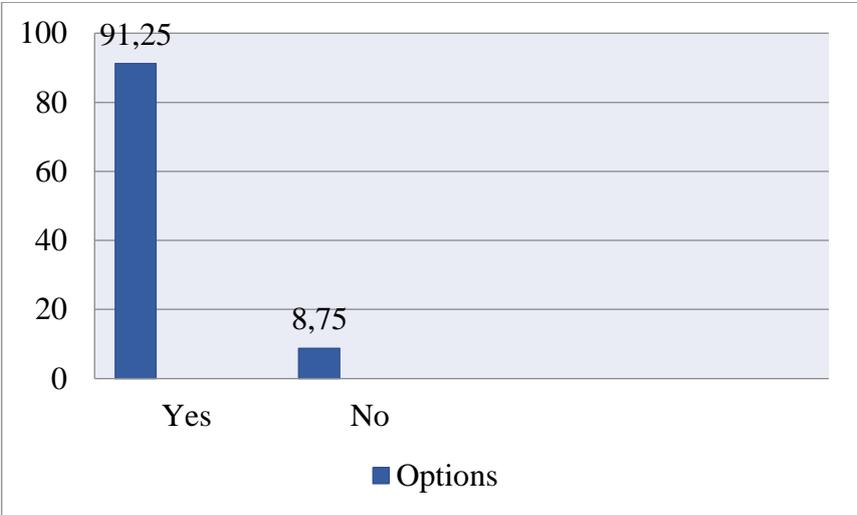
Graph 65: Students' Attitudes toward Oral Expression Courses.

From the results of table 65, we see that nearly all the respondents (91.25%) reported that they like oral expression courses, only (8.75%) claimed that they do not. Students' justification are listed below:

- Most Students (35%) like oral expression courses because it gives them the chance to improve their language and their pronunciation by practicing it with their teacher and their classmates.

- Whereas, (26.25%) like oral expression because it gives them the chance to express their feelings, thoughts and ideas, and share them with their peers.

- Just (10%) like oral expression because of their teacher.

- Only (5%) like oral expression because they feel it is a funny course.

- Students who do not like oral expression stated that they feel shy when they talk in front of their teacher and their classmates and they have shortage of vocabulary.

Q30: How often do you participate in Oral Expression?

Options	Subjects	Percentage
Frequently	16	20
Sometimes	47	58.75
Rarely	15	18.75
Never	2	2.5
Total	80	100

Table 66: Frequency of Students' Participation.
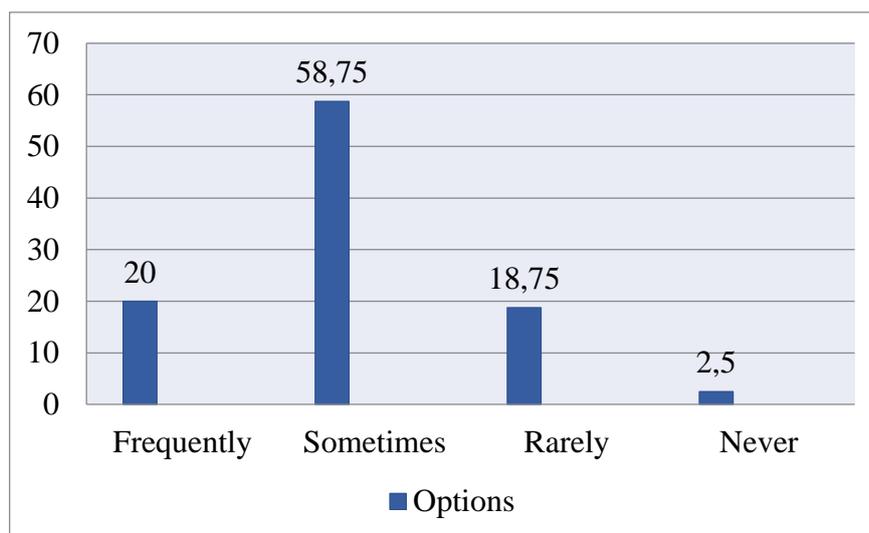
Graph 66: Frequency of Students' Participation.

Table 66 shows frequency of students' participation. More than half of the participants (58.75%) state that they sometimes participate in oral class, (20%) frequently do so. This draws attention to the relative proportion of the students who are definitely interested in the topics being discussed, whereas (18.75%) chose rarely. Two students (2.5%) opted for "never"; that is a sign of lack of interest and/or to inhibition.

Q31: Do you feel comfortable in the oral expression class?

Options	Subjects	Percentage
Yes	62	77.5
No	18	22.5
Total	80	100

Table 67: Students' Feelings towards Participation.
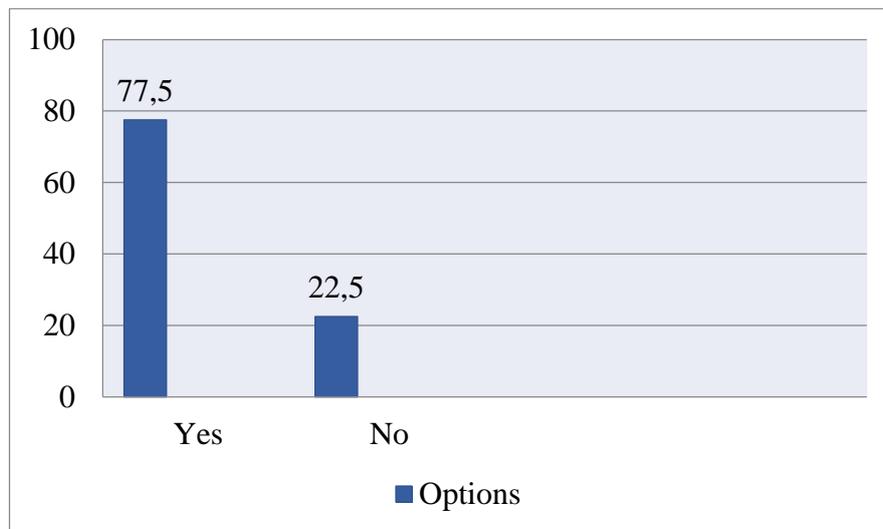
Graph 67: Students' Feelings towards Participation.

As shown in table 67, the majority of the students (77.5%) assert that they feel comfortable when they participate, whereas 22.5% of the students feel uncomfortable. The explanation of their answers is summarized as follows:

- Those who feel comfortable said that it is because of their teacher who tries to give the opportunities to each student to show his/her abilities.

- Whereas, those who feel uncomfortable state that it is because of their fear for making mistakes in front of their classmates who may laugh at them.

Q32: What makes you feel so?

Options	Subjects	Percentage
The teacher	40	50
Your classmates	26	32.5
The activities that are used in oral expression classes	14	17.5
Total	80	100

Table 68: The Reasons behind Students' Feeling.
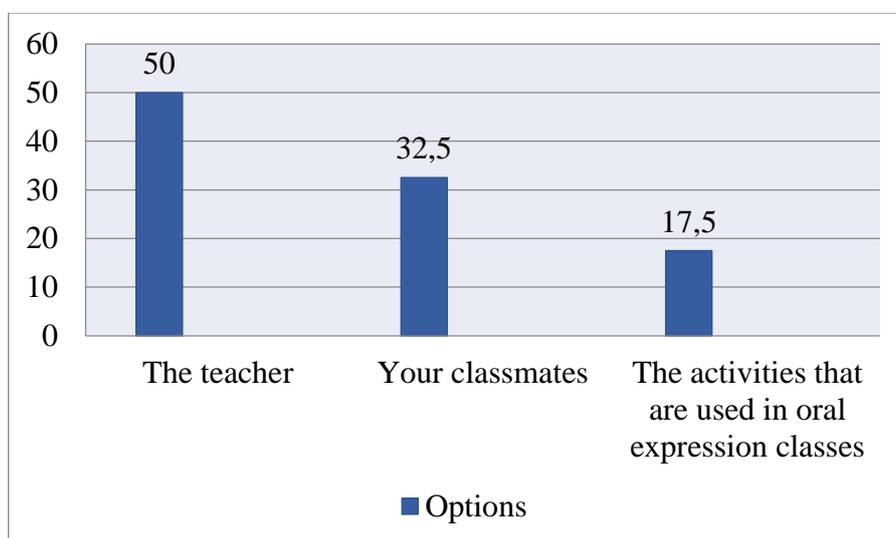
Graph 68: The Reasons behind Students' Feeling.

Table 68 illustrates that half of the participants (50%) declare that they feel comfortable because of the teacher, while (32.5%) because of their classmates and (17.5%) because of the activities used in oral expression classes. However, those who were uncomfortable state that they feel so because of their classmates, this maybe because they feel shy if they make mistakes or if they do not have a good pronunciation.

Q33: Do you think that your participation in the classroom due to:

Options	Subjects	Percentage
Teacher's character	44	55
Importance of the subjects	36	45
Total	80	100

Table 69: Students' Belief towards Participation's Reasons.
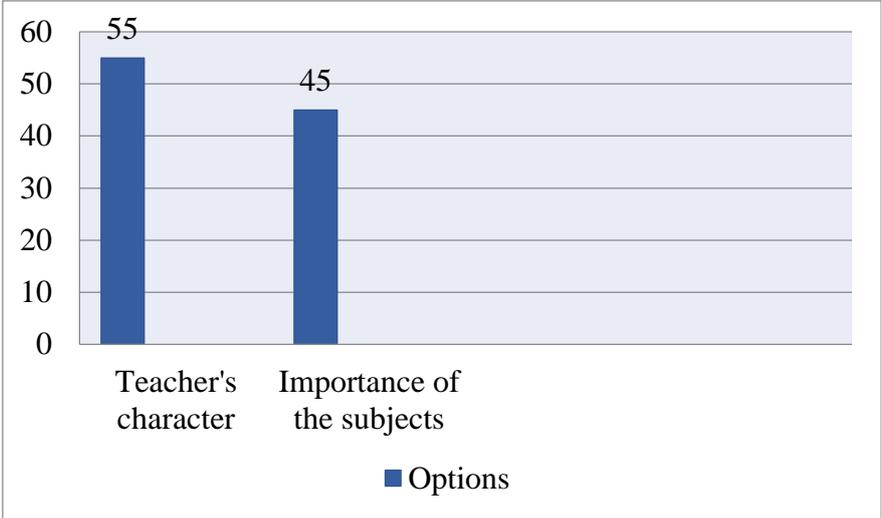
Graph 69: Students' Belief towards Participation's Reasons.

From table 69, we can clearly notice that more than half of the participants (55%) assert that their participation is due to the teacher's character, while 45% declare that it is because of the importance of the subjects. We can conclude that the teacher's character plays a major role in improving students' participation.

Q34: How often do your teacher encourages you to speak?

Options	Subjects	Percentage
Always	43	53.75
Sometimes	21	26.25
Often	9	11.25
Rarely	6	7.5
Never	1	1.25
Total	80	100

Table 70: Teachers' Encouragement.
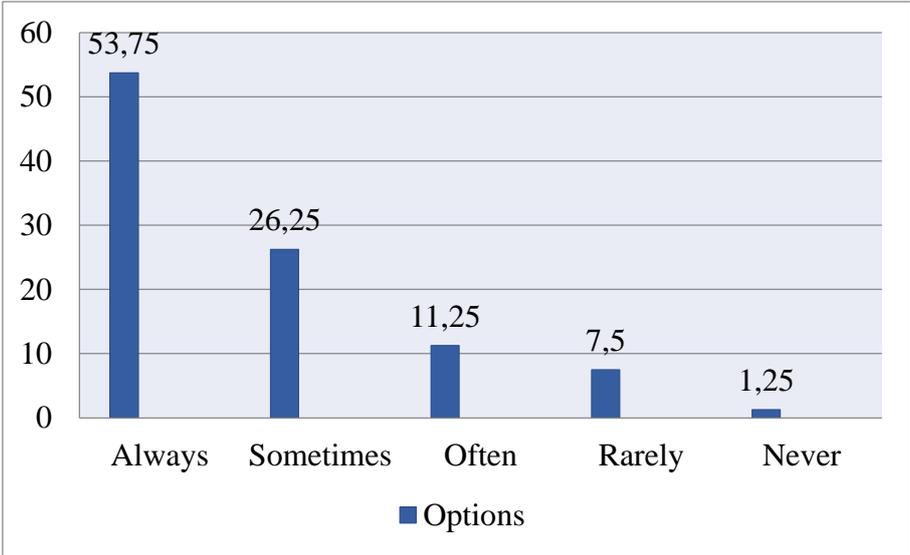
Graph 70: Teachers' Encouragement.

It is important that the teacher tries to encourage his/her students to speak for the sake of enhancing their speaking. The results, as shown in table 70, are as follows: (53.75%) state that they are always encouraged by their teachers to speak. (26.25%) opted for sometimes, (11.25%) opted for often and (7.5%) for rarely, whereas (1.25%) is the percentage obtained by the participants who opted for never. The students' achievement increased when their teachers encourage them all the time by telling them that are capable for doing many things.

Q35: do you see your teacher, as:

Options	Subjects	Percentage
Passionate	13	16.25
Friendly and Humorous	26	32.5
Encouraging and Supportive	41	51.25
Total	80	100

Table 71: Students' Perception about Teachers' Character.
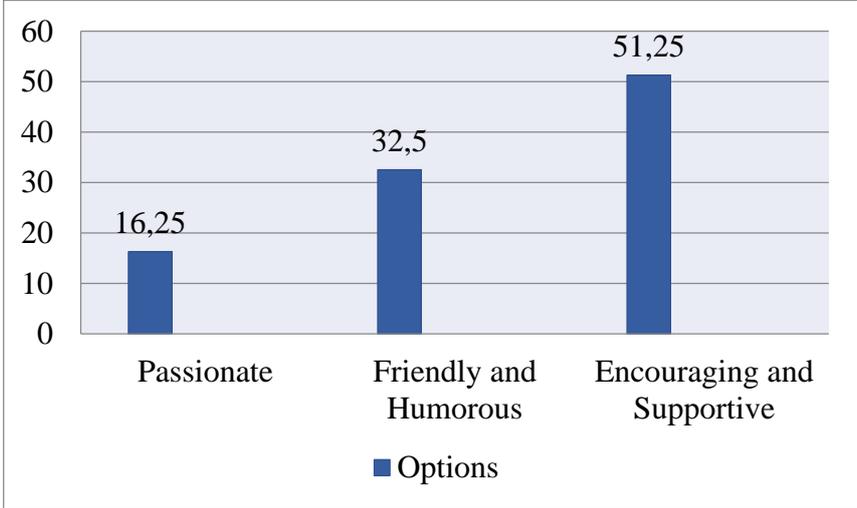
Graph 71: Students' Perception about Teachers' Character.

By question71 illustrated in table 35, we seek the students' evaluation of their teacher. We have noticed from the results that most of the students (51.25%) see their teacher as encouraging and supportive, 32.5% see him/her as friendly and humorous, while 16.25% see the teacher as passionate. Encouraging students is an important factor in improving students' achievement especially their speaking and this is what students saw in their teacher.

Q36: What are the Speaking Problems you face most in Oral Expression?

Options	Subjects	Percentage
Inhibition because of shyness	21	26.25
Nothing to say about the chosen topic	20	25
Low participation	26	32.5
Mother tongue use	13	16.25
Total	80	100

Table 72: Students' Problems in Speaking.
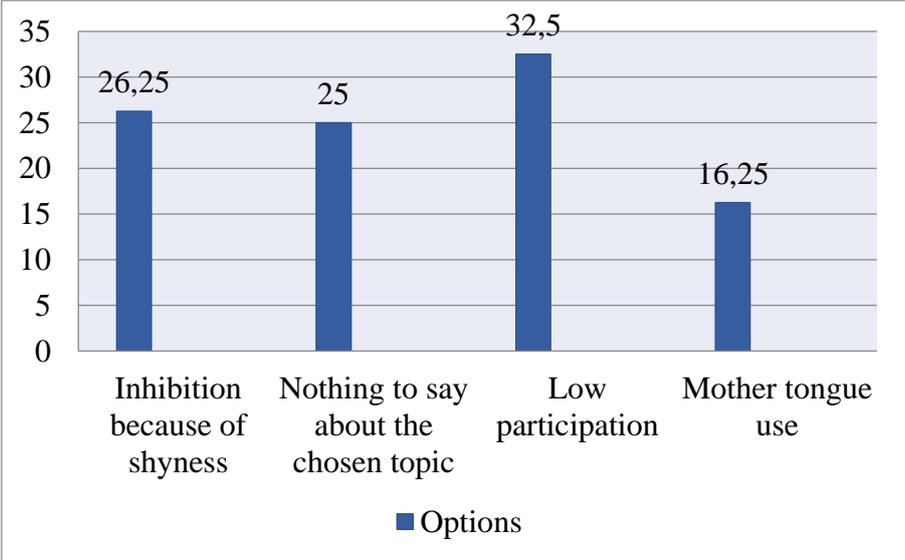
Graph 72: Students' Problems in Speaking.

According to the results obtained in table 72, we have noticed that 32.5% of the students stated that low participation is the speaking problem they face most in Oral Expression , followed by 26.25% opted for inhibition because of shyness; while 25% represents those who chose nothing to say about the chosen topic, whereas only 16.25% opted for mother tongue use. In some cases, students face problems while they are speaking that may hinder them to reach what they want others to know and this happen especially in foreign languages because students are not a native speakers to play with words.

Q37: which of the following techniques did you enjoy best?

Options	Subjects	Percentage
Group work	31	38.75
Role-play	15	18.75
Problem solving	6	7.5
Discussion	28	35
Total	80	100

Table 73: Teaching Techniques.
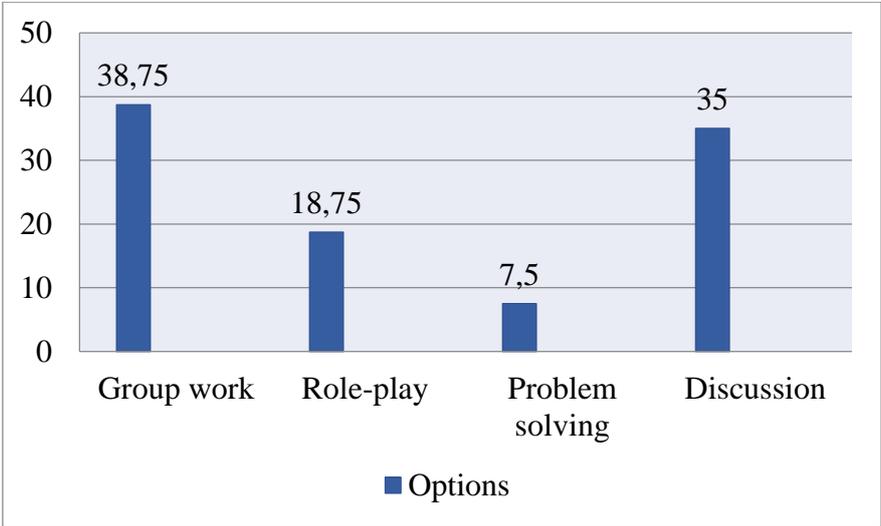
Graph 73: Teaching Techniques.

By question 73, we intended to ask students about the technique they enjoy best. The results summarize the most frequent techniques that teachers can use. As can be noticed in table 37, there are no differences between the proportions of group work and discussion. In the first place comes group work with (38.75%) then followed by discussion with (35%). Whereas, (18.75%) answers opt for role-play. Expectedly, we have recorded just (7.5%) of the participants who consider problem solving as the technique that enjoy best. This indicates that most of students prefer group work and discussion; this is according to their explanation that is summarized as follows:

- (52.5%) of the students did not answer for unknown reasons.

- While (47.5%) of the participants considered group work and discussion as the techniques that give them the chance to share ideas and to talk freely without limitation, whereas those who preferred role-play, they said it is funny and it makes the classroom so motivated. However, problem solving according to some students give them the opportunity to know how to deal with problems they may face.

3.5- The Classroom observation

3.4.1- Aim of the Classroom Observation

Throughout this classroom observation, we aim at pointing out the extent to which the teacher's personality traits enhance the students' motivation to speak in the classroom.

3.4.2- Description of the Observation

The classroom observation took place on March 2016 with one group of second year students of English at Mohammed Kheider University- Biskra and because of holidays, we continued the observation on April 2016. Unfortunately, we face some problems with the first chosen group, so we had to change the teacher and we attended with another teacher of oral expression.

The observation was overt and direct. We have not used any recording devices. However, we have depended on structured observation, which is guided by classroom observation form (see appendix III) which includes a list of statements concerning the teacher's behaviors, students' behaviors and teacher-students interaction.

During each one- hour and half, we sat on one side of the classroom where we can observe, without interfering the teaching and the learning activities. A checklist was been grouped into three major categories (see appendix III): observed behaviors originated from teacher, observed behaviors originated from students, teacher-students interaction.

3.4.3- Results of the Observation

Instructor: Teacher 1	**Course:** Oral Expression
Group: 07	**Number of Students:** 30
Place: Bettaibi	**Date:** 03/03/2016
Time: 11:20-12:50	**Objective:** making a test

In this session, the teacher asks the students to start their presentation because they already know what to do since the teacher gave them a list of topics and each one choose a topic to talk about it. While the students presenting their topic, the teacher was listening to the students with patience and tolerance as well as from time to time she provides relevant information to explain the points of the presentation for students just to clarify things more. When students finish their presentation, the teacher thanks them with good words and encourages their participation too.

We have observed that some students faced a difficulty in expressing their ideas because of the lack of vocabulary. Moreover, some students at the end of the class were not interested in their classmates' performance.

Concerning the teacher-student interaction, we have observed that the teacher responds to the students' questions and comments and encourages them to speak. Additionally, students were speaking to the teacher freely.

The classroom atmosphere often looked participative; therefore, we observed that all the students enjoyed their time.

Instructor: Teacher 2	**Course:** Oral Expression
Group: 01	**Number of Students:** 24
Place: Bettaibi	**Date:** 14/04/2016
Time: 09:40-11:10	**Objective:** Intensive Reading

For this session, the teacher made a clear introduction then he wrote on the board for his students a passage from a story of "Gulliver's Travels" by "Jonathan Swift". Students wrote it and then the teacher asked them to read it silently. After 15 minutes, he asked them to read loudly. After reading all the passage, he started to ask his students questions about the story. Before that, the teacher clarified all the difficult words in the text. We remarked that the teacher tried to explain the story to his students in order to make them understand it better. After that, he asked his students to translate the passage to Arabic and then they read the translation. Next, they discussed the story in order to enrich their vocabulary.

Concerning teacher and students' interaction, they interact well. The teacher encouraged students to make discussion about the passage. Additionally, the teacher always tried to simplify some words that are not clear for his students and provided an explanation for difficult words. At the end, the teacher read the passage to show his students the right spelling of words. After that, he gave them a proverb and told his students to write a paragraph concerning their opinion.

The classroom atmosphere often looked participative, where we observed well using of class time, and there is no existence or boredom.

We observed that the teacher demonstrates enthusiasm in the class as well as he appreciates students'performance with good words. Moreover, the teacher was listening to his students with patience and tolerance; he also encouraged them to speak and to participate. Therefore, we observed that all the students enjoyed their time and they learn new words.

Instructor: Teacher 2	**Course:** Oral Expression
Group: 01	**Number of Students:** 24
Place: Bettaibi	**Date:** 14/04/2016
Time: 08:00-09:25	**Objective:** Oral Presentation

Dr. Bashar had joined his second year students on time. We observed for the first moment that he maintained a friendly atmosphere of learning. At the beginning of the session, the teacher asks his students to give him back the paragraphs that he told them to write in the previous session. Typically, the teacher was so kind to give his students advice concerning their speaking.

Some students read their paragraphs, and the teacher asked them to explain some vocabulary that they have used. Moreover, the teacher was helpful; he gave his students an example from reality just to make them more active since the topic is about the beauty that made students more motivated to speak. The discussion took approximately 20 minutes.

The teacher asked his students the last session to prepare oral presentation about any topic wanted to speak about. Therefore, the students changed the way of sitting and they made a clockwise. Students presented their work, which was about different subjects such as contentment and social media.

The teacher explained unfamiliar words and ideas to students who were listening. In addition, he helped students who have presented when facing problem in spelling some words and added new information about these topics when necessary .When the presenters finished their performance, the teacher encourage listeners to ask questions and comments. The teacher and students interested in the topics and made useful discussion about important points. The teacher did not show any favoritism between his students. As usual, the course of Dr. Bashar was very useful. We noticed that students enjoyed their time.

Instructor: Teacher 2	**Course:** Oral Expression
Group: 01	**Number of Students:** 30
Place: Bettaibi	**Date:** 21/04/2016
Time: 09:40-11:10	**Objective:** Oral Presentation

In this session, the teacher came on time then he introduced the purpose of the lecture. He asked students to prepare themselves to present what they have performed before coming to class. We observed that he clarified unfamiliar words and ideas to his students. The teacher helped students who faced problems in performing. The teacher was all the time encouraging presenters to give their arguments and comments. In addition, he always added new information about topics which have been presented by students.

Concerning the classroom atmosphere, we noticed it as more participative. Students listened to their classmates and keeping silent while the others performed their topics, no existence of confusion and boredom.

Presenters gave their topics, which were about different subjects. We observed that students had a confidence in their speaking abilities in addition they perform without any fear and anxiety. We notice that students had a great relation with each other. They see as united group. The content of presentation was been interested. In the end of their presentation, the teacher encouraged the presenters to ask their classmates if they have any question about the topic.

In fact, by the end of the session, we observed that all students liked the session and the teacher was so kind and he showed patience and tolerance.

Instructor: Teacher 2	**Course:** Oral Expression
Group: 01	**Number of Students:** 33
Place: Bettaibi	**Date:** 25/04/2016
Time: 08:00-09:25	**Objective:** Evaluation

In the session, we observed that the teacher came on the time, and then he told his students that they have an exam. After that, the teacher gave his students the exam sheets and it was about final listening comprehension and oral examination.

Since it was an exam, the students kept silent while the teacher was moving around the class waiting for questions from students. The teacher was so kind to explain some words in the text then he read the text twice with patience and tolerance because in the text there are some gaps students should listen to the teacher and then they fill them. Some students came late to the exam so the teacher did not reread for them the text so they were a bit confused about what they should do.

The teacher was counting the time for his students and the exam took approximately 30 minutes then he collected the papers. After that, it was the time for oral presentation so the students made a clockwise for a better look.

One of the students prepared a presentation about "how to succeed in your oral presentation". During the presentation, the teacher kept silent he was just looking to his students while they were presenting their topic. When they finish the teacher gave the chance to the students to make comments about the way their classmates presented.

The second presentation was about contentment. The student was nervous so she did not present well she was so brief, the teacher told her that he will give her another chance

to repeat the presentation in a good way but she refused. In fact, by the end of the session, we observed that all students were satisfied.

Instructor: Teacher 2	**Course:** Oral Expression
Group: 01	**Number of Students:** 28
Place: Bettaibi	**Date:** 27/04/2016
Time: 09:40-11:10	**Objective:** Oral presentation and role play

The teacher always came on the time, he welcome his students. As usual, we did not observed any difficulty in maintaining attention or beginning the task. Then some students perform a role-play about "Marriage" and the teacher was sitting in his place taking notes.

The play was as a rush and the students looked nervous. When they finish the teacher gave his comments about their performance. As usual, the teacher encouraged the other students to give their comments and opinion about the performance.

The second presentation was about "How to deal with self-centered person" during the presentation the teacher kept silent. The student looked so confident and when she finished the teacher thank her for her performance and then he invited the other students to give their opinion.

The third presentation was about how do you imagine yourself after ten years, in this presentation the students looked also so confident she explained well her topic and the teacher thank her when she finished and he gave her some comments.

The fourth presentation was about the Red Panda, we observed that just some students was following her and the rest were not interesting and they looked feel boring but the teacher was so kind to give comments and helping the student in the explanation.

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At the end of the session, we observed that the students enjoyed the session which had a comfortable atmosphere.

3.6- Discussion

The analysis of the students' questionnaire reveal that many evidences about teacher's personality traits do really enhance the level of the students' speaking skill. The Students' answers, in part two, demonstrated that their teachers have positive personality traits according to the characteristics of their teachers. The analysis of the third part reveal that the students are more interested in oral expression as a course. Besides, the results obtained show that students are always encouraged to speak English.

The teachers' questionnaire analysis show that the teachers' personality traits supports and encourages students to speak the language, hence, develop their oral performance. In the second part of the questionnaire, the majority of the teachers' answers revealed that they have positive traits and this means that students' oral performance can be enhanced for a better achievement. The analysis of the third part's answers demonstrated that all teachers seem to agree that their students are interested in their oral expression classes by giving many justifications to support their point of view. At the end, we conclude that the teachers' personality traits can enhance students' oral performance through showing positive traits in dealing with students which give them the sense of acceptance and motivation in learning the foreign language.

The results obtained from the classroom observation revealed the teacher has a role in enhancing his students' speaking through supporting their participation and motivating them. In other words, the teacher can make his students more active in the class by giving them the chance to show their abilities as well as by creating for them a comfortable atmosphere.

Even though, many researchers have demonstrated the role of the teacher in enhancing his students because the students pass the majority of their time with their teachers. As a result, the students have greater friction with their teacher for that reason teachers should take into account their relationship with students.

3.7-   Limitations of the Study

This study has several limitations that can be addressed in future research. Although the present sample is a small one for a descriptive research, further research should aim for a larger sample size. This will allow for greater statistical precision and generalizations to be made.

Since the study dealt with only eight (08) teachers of oral expression from the Branch of English at Mohammed Kheider University of Biskra, the obtained findings may not be representative for all teachers in universities around Algeria. Despite that, they are exclusive to teachers of second year students; meanwhile, they can be applicable to similar contexts.

Conclusion

Overall, the analysis of students' and teachers' questionnaires and classroom observation allowed us to know the role of the teacher's personality traits in enhancing student's oral performance. However, we should take into consideration that the time devoted to this observation was not sufficient to fully describe the situation as mentioned before. Concerning the analysis of the two questionnaires, the results that we have obtained showed the positive relationship between the teachers' personality traits and students' oral performance that have confirmed our hypothesis.

General Conclusion

This study has attempted to confirm our hypothesis: if the EFL teachers' show positive personality traits, they will enhance their students' oral performance. We believe that the teachers' personality traits have a great important in the field of language teaching and learning because students may be influenced by their teachers in one-way or another, for that reason we should take into consideration the interaction between teachers and students.

The present study is a total of three chapters. The first and the second chapters are the descriptive part, which is review a related literature. As for the third chapter, we have administered a self-completion questionnaire one for students and another one for teachers and we have make a classroom observation. The first chapter mainly outlines some of the theoretical issues related to the teacher's personality traits. The second chapter provides a better understanding speaking skill. The third chapter is concerned with analysis of the obtained data gathered from teachers and the students' questionnaires as well as classroom observation.

Overall, the obtained results confirmed our hypothesis that there is a positive relationship between teachers' personality traits and students' oral performance. The positive findings revealed in this study show that the more the teacher shows positive traits, s/ he will motivate his/her students. Besides, s/ he will make them feel comfortable inside the classroom and this lead for a better achievement form students.

As a matter of fact, teachers considered as a fact for students' success for that reason teachers should place more emphasis on being kind and sympathetic, being patient with students for example when they make miss spelling, also treating learners with fairness. Students are more motivated to speak when they are respected and acknowledged by their

teachers. Teachers need to encourage students to speak through showing their appreciation about the performance.

As a final point, the present dissertation has shed some light on the significance of teachers' personality traits in enhancing students' oral performance and that it may be supported by further research for the sake of improving teaching/learning at the level of university. The same research can be done with more participants and a more representative sample in order to make a wider generalization of the results.

Suggestions and Recommendations

Considering the importance of the teacher's personality traits in a relation to the students' oral performance, we came to propose some recommendations depending on the obtained results.

➢ Teachers should reduce their speaking time during the session to give more chance to the students to do so and offer more opportunities to the students especially those who face problems in expressing themselves in the target language.

➢ The study recommends that Teacher's personality should be one of the criteria in the employment of teachers by employers apart from educational qualification and Personality influences. The behaviour of the teacher should be checked in diverse ways, such as interaction with students, teaching methods, and learning experience chosen.

➢ The teacher should ensure that his personality speaks positively to the students in encouraging them to learn new competence.

➢ We suggest future studies about teachers' personality traits to consider a further research design with data from multiple institutions. We recommend comparing these results from various higher learning institutes, not only within a given country but also across several countries that feature EFL in their academic program. This will bring us closer to understanding cultural differences in foreign language education.

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Appendix I: Teachers' Questionnaire

This questionnaire serves as a data collection tool for a research work that aims to propose how teachers' personality traits can enhance second-year students' oral proficiency at the Department of English, University of Biskra.

I would very much appreciate if you could take the time and the energy to share your experience by answering the questions below. Your answers are very important and will be of much help for the completion of this work.

Please, tick (√) the choice that best represents your answer and give full answer where necessary.

Thank you very much in advance.

Section one: General Information

1- Gender:

Male ☐   Female ☐

2- Degree (s) held:

- BA (liscence) ☐

- MA (Master/ Magister) ☐

- PH.D (Doctorate) ☐

3- How long have you been teaching English at university?
………year (s)

4- How long have you been teaching Oral Expression?
………year (s)

Section two: The Big Five Inventory (BFI)

Here are a number of characteristics that may or may not apply to you. Please circle the number each statement to indicate the extent to which you agree or disagree with that statement.

I see myself as someone who...

1. Is talkative

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

2. Does a thorough job

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

3. Is depressed

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

4. Is original, comes up with new ideas

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

5. Is helpful and unselfish with others

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

6. Is curious about many different things

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

7. Is full of energy

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

8. Is a reliable worker

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

9. Can be tense

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

	1	2	3	4	5

10. Is ingenious, a deep thinker

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

11. Generates a lot of enthusiasm

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

12. Has a forgiving nature

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

13. Worries a lot

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

14. Has an active imagination

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

15. Is generally trusting

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

16. Is inventive

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

17. Has an assertive personality

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

18. Perseveres until the task is finished

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

19. Can be moody

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

    1   2   3   4   5

20. Is considerate and kind to almost everyone

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

    1   2   3   4   5

21. Does things efficiently

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

    1   2   3   4   5

22. Is outgoing, sociable

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

    1   2   3   4   5

23. Makes plans and follows through with them

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

    1   2   3   4   5

24. Gets nervous easily

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

    1   2   3   4   5

25. Likes to cooperate with others

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

    1   2   3   4   5

Section three: Teaching Oral Expression

1- Do you like teaching oral expression?

Yes ☐   No ☐

Please,justify…………………………………………………………………………………………
………
……………………………………………………………………………………………………….....

2- How often do your students participate in Oral Expression?

Frequently ☐   Rarely ☐

Sometimes ☐   Never ☐

3- Do your students feel comfortable in the oral expression class?

Yes ☐   No ☐

4- What makes them feel so?

- The teacher   ☐

- Their classmates   ☐

- The activities that are used in Oral Expression classes? ☐

5- Do you think that students participate in the classroom due to:

- Teacher's character   ☐

- Importance of the subject ☐

6- How do you often encourage your students to speak?

Always ☐   often ☐

Sometimes ☐   rarely ☐

Never ☐

7- What are the Speaking Problems students face most in Oral Expression?

- Inhibition because of shyness   ☐

- Nothing to say about the chosen topic ☐

- Low participation   ☐

- Mother tongue use   ☐

- Other Problems:

………
…………………………………………………………………………………….....................

Thank you,

Appendix II: Students' Questionnaire

Dear student, you are kindly requested to fill in this questionnaire to express your attitudes toward the role of teacher's personality traits in enhancing student's oral performance. Your answers are very important for the validity of this research we are undertaken. As such, we hope that you will give us your full attention and interest.

Please, tick (√) the choice that corresponds to your answer. Thank you very much in advance.

> **Note:** Personality traits are consistent and stable characteristics of individuals that have a biological basis (McCrae & Costa, 1999).

Section one : General information

1. **Gender :**

   Male ☐   Female ☐

2. **Do you find speaking in English?**

   a. Very easy ☐   b. Easy ☐

   c. Difficult ☐   d. Very difficult ☐

Section two: The Big Five Inventory (BFI)

Here are a number of characteristics that may or may not apply to your teacher. Please circle the number of the statement to indicate the extent to which you agree or disagree with that statement.

You see your teacher as someone who...

1. Is talkative

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

2. Does a thorough job

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

3. Is depressed

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

4. Is original, comes up with new ideas

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

5. Is helpful and unselfish with others

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

6. Is curious about many different things

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

7. Is full of energy

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

8. Is a reliable worker

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

9. Can be tense

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

10. Is ingenious, a deep thinker

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

11. Generates a lot of enthusiasm

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

12. Has a forgiving nature

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

13. Worries a lot

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

14. Has an active imagination

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

15. Is generally trusting

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

16. Is inventive

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

17. Has an assertive personality

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

18. Perseveres until the task is finished

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

19. Can be moody

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

20. Is considerate and kind to almost everyone

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

21. Does things efficiently

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

22. Is outgoing, sociable

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

23. Makes plans and follows through with them

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

24. Gets nervous easily

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

25. Likes to cooperate with others

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

       1   2   3   4   5

Section three: Learning Oral Expression

1- Do you like oral expression courses?

Yes ☐   No ☐

Please,justify…………………………………………………………………………………

………………………………………………………………………………………………..

2- How often do you participate in Oral Expression?

Frequently ☐   Rarely ☐

Sometimes ☐   Never ☐

3- Do you feel comfortable in the oral expression class?

Yes ☐   No ☐

4- What makes you feel so?

- The teacher   ☐

- your classmates   ☐

- The activities that are used in Oral Expression classes?   ☐

5- Do you think that your participation in the classroom due to:

- Teacher's character   ☐

- Importance of the subject   ☐

6- How often do your teacher encourages you to speak?

Always ☐   often ☐

Sometimes ☐   rarely ☐

Never ☐

7- What are the Speaking Problems you face most in Oral Expression?

- Inhibition because of shyness   ☐

- Nothing to say about the chosen topic   ☐

- Low participation   ☐

- Mother tongue use   ☐

- Other Problems:

……………………………………………………………………………………

……………………………………………………………………….....................

Thank you,

4

Appendix III: Classroom Observation Checklist

Class observed: Second-year students.   Number of students:

Teacher's name: Department: Faculty of Arts

Observer: and Languages.

Observed behaviors originated from teacher	Well observed						Barely observed						Not observed					
Sessions	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	56
Difficulty beginning a task																		
Difficulty maintaining attention																		
Teachers listen to the students with patience and tolerance and guide students.																		
Teachers treat students without discrimination.																		
Teachers appreciate students with good words, when they perform well in the class.																		
Teachers provide relevant information to explain the points of subjects matter to the students.																		
Demonstrates enthusiasm for the subject matter.																		
Encourages students thought and participation																		
Teacher moves around the class while speaking.																		

Observed behaviors originated from students	Well observed						Barely observed						Not observed					
Sessions	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6
Difficulty expressing thoughts, ideas and Limited vocabulary																		
Lack of participation.																		
Students are not interested to the teacher while he is speaking.																		

Teacher-Student Interaction: techniques used to foster students' participation in class.	Well observed						Barely observed						Not observed					
Sessions	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6	S1	S2	S3	S4	S5	S6
Invites class discussion and solicits student input																		
Responds appropriately to student questions and comments																		
Treats all students in a fair and equitable manner																		
Demonstrates awareness of individual student learning needs																		
Encourages students to ask questions or make comments.																		
Asks questions of individual students.																		
Students speak with the teacher freely																		
Talks with students before or after class.																		

ملـخـــص

إن الهدف من هذه الدراسة هو استكشاف ما إذا كان هناك علاقة بين سمات الشخصية لأساتذة اللغة الانجليزية والاداء الشفوي للطلاب. هذه الدراسة تركز ميدانيا على دور شخصية الاستاذ في تحسين الاداء الشفوي للطلبة. نفترض أن على اساتذة اللغات الأجنبية اظهار السمات الإيجابية لشخصياتهم يؤدي لتحسين الأداء الشفوي للطلاب. تحتوي هذه الدراسة على قسمين نظري وتطبيقي، القسم النظري بدوره ينقسم إلى جانبين الأول حول سمات الشخصية للأستاذ والثاني حول المهارة الكلامية. أما القسم التطبيقي فهو دراسة ميدانية، من خلاله نهدف إلى معرفة أراء الطلاب والاساتذة حول دور شخصية الاستاذ في تعزيز الاداء الشفهي. أجريت هذه الدراسة على80 طالبا من طلاب السنة الثانية انجليزية بجامعة محمد خيضر ببسكرة و8 أساتذة لغة انجليزية من الذين يدرّسون مادة التعبير الشفهي بنفس الجامعة ولنفس المستوى، ولجمع المعلومات اعتمدنا على اداتين: استبيان لكل من طلاب السنة الثانية انجليزية وأساتذة مادة التعبير الشفهي، والملاحظة عن طريق حضور 6 حصص. اظهرت النتائج أن السمات الإيجابية لشخصية الأستاذ كالانفتاح والطيبة لها دور فعال في تعزيز الأداء الشفهي للطلاب.