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The Relationship between Teachers' Extroversion and Students' Performance in Speaking Classes

The Case of Second Year Students of English at Mohamed Seddik Ben Yahia University, Jijel

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__Dedication__

This work is wholeheartedly dedicated to:

My precious mother,

My beloved father,

My amazing sister,

My dearest brother,

All my family,

And to my extraordinary best friend and thesis partner.

__Oumaima__

Dedication

I would like to dedicate this work to my parents for their constant encouragement and belief in me. The sacrifices of my dear father and the hard work of my tender-hearted mom have made it possible for me to pursue my dreams, and I am forever grateful.

To my siblings: Soumia, Abderzak, Selma, Lokman, and Mimo. Thank you for always being there for me, no matter what. Your support has meant the world to me.

To my beloved ones who passed away but will forever be in my heart.

To my special Oumaima, thank you for being by my side in every single moment of my life

To my hearted friends and my incredible cousins, who have supported me throughout this journey

Thank you all from the bottom of my heart.

Nesrine

Abstract

The present research work studied the relationship between teacher's extroversion and students' performance in speaking classes. The aim of this study is to determine whether the extroverted nature of teachers influences students' performance in oral expression class. Thus, it is hypothesized that there is a positive relationship between teachers' extroversion and students' performance in oral expression classes. To achieve the aims of the study, the data were collected by means of a classroom observation and a teacher's questionnaire. The observation was carried out with four teachers of oral expression, whereas the questionnaire was designed and administered to eleven teachers of English of second year license at the department of English of Mohamed Seddik Ben Yahia University, Jijel. Both tools were based on the BF Model. First, the observation checklist aimed to record teachers' behavior patterns inside the class with a major focus on extroversion, while the questionnaire aimed to explore teachers' self-perceptions and opinions on their personality traits. The results of both data collection tools were statistically and descriptively analyzed and interpreted. The findings obtained validated the hypothesis that a significant relationship exists between a teacher's extroversion and the performance of students in speaking classes. Additionally, the findings illustrated that the majority of teachers' who answered the questionnaire perceive themselves as extroverts. Based on the results obtained, some pedagogical practices were suggested in addition to further recommendations for further researchers.

Keywords: relationship, extroversion, speaking classes, Big Five Model

List of Abbreviations, Acronyms, and Symbols

EFL: English as a Foreign Language.

TSR: Teacher-student relationship

Q: Question.

S: Statement.

BF: Big Five

%: Percentage

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Introduction

Learning is a crucial aspect of human development, and it extends across an individual's lifespan. According to Ambrose (2010), learning is a transformative process driven by experiences, enhancing performance and facilitating future learning. The transformation of the learner encompasses knowledge, attitude, and behavior (p.3). In the learning process, various components, including human agents, materials, and tools, converge to achieve favorable outcomes. However, the human element, embodied by teachers and students, surpasses physical presence and encompasses personality types and traits. Within the learning environment, both tangible factors such as lighting, noise levels, and classroom organization, as well as intangible factors such as student motivation and teacher personality, exert influence on the learning process. Language learners, in particular, are susceptible to the impact of these factors since language learning as Ellis stipulated, is a multifaceted undertaking that integrates linguistic, cognitive, social, and cultural aspects (2008, p. 100). The teacher's personality traits fall into this complex net of factors and can significantly shape the language learning process. It is inseparable from teaching, thereby exerting either a positive or negative influence on the learning dynamic, depending on the teacher's imported personality traits.

Background of the Study

While teachers can adopt different approaches to teaching, such as using different instructional strategies or classroom management techniques, it is difficult to completely divorce their personality traits from emerging in their teaching. Therefore, since teachers' personalities can influence their ability to interact with students, create a positive learning environment and manage classroom behavior (Theoharis, 2007, p. 19), multiple studies have examined how different teacher's personality traits can impact the teaching/learning process.

While teachers can be flexible in terms of the various teaching approaches they choose to adopt, incorporating different instructional strategies and classroom management techniques, it is difficult to prevent their personality traits from manifesting in their teaching practices. Consequently, recognizing that teachers' personalities can shape their capacity to engage with students, establish a conducive learning atmosphere, and effectively manage classroom behavior (Theoharis, 2007, p. 19) prompted numerous studies to investigate the impact of diverse teacher personality traits on the teaching and learning process.

Raza Shah et al. (2021) studied the effectiveness of the teacher's personality on character building of students at second grade level in Sanghar, Pakistan. The participants of this study were 120 secondary private and public school teachers, while the questionnaire was adopted as the main tool of investigation. The results of the study revealed that the educators' personality remarkably impact students' character inside classrooms. They found that "the behavior of the teachers directly influences the behavior of the students" (p.613)

Similarly, a study was conducted by Khan et al (2016) sought to evaluate the influence of teacher's personality on student's academic performance. In order to collect data, a structured and pre-tested Professional Attitude Scale (PAS) was employed. The target population was students from sports sciences and physical education studying in different universities of Pakistan. The collected data was recorded and analyzed by the researcher through statistical techniques, specifically regression analysis. The results

revealed that the majority of the respondents believed that a teacher's personality has a great impact on students' academic performance.

Likewise, Garrett (2009) conducted a study that investigated the influence of teacher's personality within educational settings. The researcher specifically focused on how teacher's personality impacts his efficacy and students' academic achievement in reading and math in the elementary schools in New Jersey. The researcher distributed a research packet to 16 teachers, which included a demographic survey, a Mock Report Card, the Eysenck Personality Inventory (IPE) to assess extraversion, the Teacher Effectiveness Self-Evaluation, and a manipulation check. The study found that there is no significant relationship between teacher's personality and students' academic achievements in reading and math.

Several studies have been conducted in order to explore the possible influence teachers' personality might have on students' academic performance. Most of these studies aimed to uncover the strengths and weaknesses of teachers' personality traits in relation to their roles as educators, communicators and leaders. However, the connection between a teacher's extroversion and Oral Expression performance of university students learning English as a foreign language (EFL) has received limited attention among scholars and researchers.

Statement of the Problem

The behavior of teachers within an educational setting has long been recognized as a critical factor significantly influences both the teaching and learning processes. Particularly, the level of extroversion a teacher exhibits can either have a positive or negative effect on the classroom climate and student engagement. Numerous studies have investigated the role that a teachers' personality plays in shaping students academic achievement and engagement, yet little attention has been given to explore the impact

of teacher extroversion on Algerian second-year EFL university students. Therefore, the purpose of this research study is to investigate the relationship between teacher extroversion and the speaking performance and engagement of Algerian second-year EFL university students.

Research Questions

- Is there a relationship between the teacher's extroversion and the academic achievementsof EFL students in speaking class?

Research Hypothesis

The study at hand hypothesizes that a significant relationship exists between teacher's extroversion and the performance of students in speaking classes.

Aim of the Study

The primary aim of this study is to investigate the possible relationship between a teacher's extroversion and the performance of second-year students in speaking classes at the department of English of Mohammed Seddik Ben Yahia Tassoust, Jijel University.

Research Methodology

In order to verify the above stated hypothesis, answer the research question, and achieve the study's objectives, two data collection instruments will be utilized:

• A questionnaire is administered to eleven teachers of oral expression, using the Big Five Personality Test as a reference.

• Classroom observation is conducted using a previously prepared checklist with four different oral expression teachers. The sample consists of English teachers at the University of Mohammed Seddik Ben Yahia, Jijel. The research employs a quantitative method approach for data collection and analysis.

Structure of the Dissertation

This study is divided into two main parts: a theoretical and a practical part. The theoretical part consists of a literature review of the concepts covered in the dissertation.

The practical part involves fieldwork including descriptions, discussions and analyses of the tools implemented. The literature review comprises two sections. The first section provides an overview of personality and the traits that may impact students' performance. The second section focuses the types of teacher-student relationships, highlighting their importance in creating and building a positive learning climate and improving students' achievements. The second chapter i.e., fieldwork, discusses the methodology, research design, data collection procedures, analysis, and interpretation. It also includes the findings and engages in analysis, interpretation, and discussions of the results obtained from the questionnaire and observations.

Chapter One: Literature Review

Introduction

The theoretical part of this work explores the two main variables namely "teachers' extroversion" and "students' oral performance". This chapter consists of two main sections. The first section, entitled "Personality", reviews the effect of teachers' extroversion on the teaching process and its relation to students' academic achievement. Meanwhile, the second section explores the different types of teacher-student relationship and their significance.

Section One: Personality

Definition of Personality

The definition of personality differs from one researcher to another, since it can be considered as a complex aspect that cannot be fully captured by a simple definition. Allport (1937), for instance, defined personality as followed, "Personality is the sum total of all the physical, mental, emotional, and social characteristics of an individual" (p. 29). The personality can be seen as the unique expression of how each individual thinks acts and feels. According to Roberts and DelVecchio (2000), personality describes the unique psychological qualities that influence individuals' behaviors, thoughts, and feelings in various situations and times (p.5). This may result in a situation where a person exhibits different personalities depending on the social context, atmosphere, or the profession they are pursuing.

1. **Personality in the Context of Teaching**

According to Khan, Shah, and Khan (2012) teachers personality means the specific set of teachers' characteristics that make the behavior of teacher while doing his/her job of teaching (p. 16). Inside the educational settings, the personality of the teacher is of great importance in achieving an effective learning process. Equally important, teacher's personality refers to the unique set of characteristics and behaviors that a teacher exhibits

in the classroom and while interacting with students. In the same vein, Decker and Rimm-Kaufman (2008) highlighted the significance of the teacher's personality in the teaching/learning process and pointed out that the importance of personality in education is embodied in creating a space of understanding for the existing rules and regulations, openness to challenges and flexibility (p, 47). Consequently, the personality of the teacher can be observed through the way s/he communicates with students not only through their classroom performance and management. Overall, the teacher plays a major role in shaping the learning experience.

Personality Factors Influencing the Teaching Process

According to Roorda, Koomen, Spilt, & Oort (2011), personality can impact how teachers approach their work, how they interact with students, and how they manage the classroom (p. 520). Therefore, many educators have investigated how different teacher personality traits can influence the teaching process.

1.1. Patience and Organization

According to Schunk, Pintrich and Meece (2012), the classroom environment is a reflection of the teacher's personality. Teachers who are sociable, patient, and organized can create a positive learning atmosphere that encourages student engagement and motivation. Conversely, teachers who are distant, disorganized, or impatient can create a negative atmosphere that can hinder student learning and engagement (p. 216). By being mindful of their own personality traits and behaviors, teachers can create a positive and supportive learning environment that fosters student growth and achievement.

1.2 Sociability

Kheruniah (2013) stated that in order to promote student progress and increase motivation, attention, and discipline, teachers must possess specific personality traits that facilitate effective teaching and learning (p. 77). Deci & Ryan (2008) further mentioned

that teachers who are sociable, outgoing, and friendly create a positive classroom environment that promotes student motivation and engagement. By building positive relationships with their students and providing opportunities for student choice and autonomy, these teachers can help to increase intrinsic motivation and foster a love of learning (p. 182-185). Hence, teachers who exhibit these attributes are able to create a positive classroom climate that fosters student motivation, growth, and achievement.

1.3 Empathy

According to Pekrun and Elliot (2009), empathy, active listening, and a sense of humor are important personality traits that can help teachers build positive relationships with their students, create a welcoming classroom environment, and foster student engagement in the learning process (p. 386). Marzano (2003) explained that when teachers are empathetic, they create a positive and engaging learning environment. Students who feel that their teachers care about them as individuals and are interested in their lives are more likely to be engaged in learning and to exhibit positive classroom behaviors (p. 42). This environment fosters trust, mutual respect, and a sense of community that is essential for students' success.

1.4 Assertiveness and Confidence

Evertson and Weinstein (2013) stated that teachers who are confident, assertive, and strict tend to create a structured and well-organized learning environment, while those who struggle with classroom management may find it difficult to maintain a productive atmosphere in the classroom (p. 101). According to Oliver and Reschly (2007), classroom management refers to the actions and strategies teachers use to organize and manage the physical and social aspects of the classroom, with the goal of creating a positive and productive learning environment (p. 2). Hence, the teacher's character might play an important role in the maintenance of order and discipline in the classroom.

1.5 Adaptability and Flexibility

The educational program can include different modules that require specific personality traits for teachers. One of these characteristics is adaptability and flexibility. Eilam and Vidergor (2011) stated that teachers should have creative and flexible viewpoints and high levels of cognitive proficiency and creativity (p. 181). That is, teachers with adaptable and flexible personalities are often more open to trying new teaching methods, incorporating new technologies, or adjusting their lesson plans to better suit the needs of their students. This willingness to adapt can lead to more effective teaching strategies and improved students' performance.

1.6 Modeling Behavior

According to Mohammad, Abraham, and Singh (2011) teachers are considered as role models for students (p. 50), and their behavior and attitudes can have a lasting impact on students own beliefs and actions. As a result, a teacher who demonstrates strong work ethics, commitment to their ongoing professional development, and positive attitudes can inspirestudents to adopt similar values and habits (Skaalvik, 2011). Overall, teachers can serve as role models for students, contributing to their academic performance and personal development.

3. The Five Factor Model

The past two decades have witnessed an increasing interest in the relationship between personality and labor market outcomes, as well as the emergence of the Five-Factor Model as the reference framework for the study of personality. This model describes personality structure based on five dimensions (i.e., the 'Big Five' traits), which has been shown to be highly stable across different cultures and languages according to Allik and McCrae (2002). Based on Barrick and Mount (1991), the Big Five represents a meaningful, orderly structured and applicable taxonomy for studying personality suitable

for collecting, analyzing and discussing empirical data (p.3). Schmitt et al. (2007) stated that not only does this theory of personality apply to people in many countries and cultures around the world, it provides a reliable assessment scale for measuring personality (p.174).

The framework for personality traits was derived from the lexical hypothesis and first created by Lewis Goldberg in 1963. The idea suggests that you can describe people using terms belonging to five different groups:

1. Extroversion: (Sociable, outgoing, talkative and energetic)

2. Agreeableness: (cooperative, trustful, warm and good natured)

3. Neuroticism/Emotional Stability: (responsible, dependable and orderly)

4. Conscientiousness: (not easily upset, calm and not neurotic)

5. Openness: (creative, conventional, sensitive and imaginative)

3.1 Extroversion

Mount and Barrick (2001) stated that extraversion is most often described as the degree to which an individual is sociable, gregarious, talkative, assertive, adventurous, active, energetic and ambitious (p.84). Costa and McCrae (2017) stated that extroverts are excitement seekers, gregarious, assertive and activity-oriented individuals (p.21). The aspect of excitement seeking and activity-orientation is translated by Judge, Heller and Mount (2002) as a need for power and recognition which may result in a greater propensity to take risks in the job, and they may also anticipate the organization to provide support and reinforcement for their work activities (p.536).

Furthermore, Judge, Heller, & Mount (2002) observed that people high in extroversion are most times high performers and devoted to their organization and their work (p. 775). Additionally, extroversion, as stated by Judge and Ilies (2002), was previously found to be correlated with motivation to perform despite occupational frame because extroverts would have greater confidence in their abilities to perform (p.802).

Introverts, on the other hand, derive energy from their inner world of ideas and reflections. They enjoy thinking deeply about things and are often highly self-aware. Cain (2013) mentioned that they may prefer to spend time alone or in small groups, and may find socializing to be draining or over stimulating (p. 5). Hence, these types of people tend to enjoy solitude and take pleasure in solitary activities like: reading, writing, drawing, thinking etc.

In the context of education and teaching, extroverted teachers tend to create a fun classroom environment with their outgoing and enthusiastic personality. They use humor, tell stories, and engage in lively discussions, which can help students feel connected to the material and the teacher. Additionally, extroverted teachers may be more comfortable with public speaking, making them effective at conveying information and engaging students in learning activities. Introverted teachers, on the other hand, can bring many strengths to the classroom, such as being good listeners and observers, which can help them better understand their students' needs. They often prefer a more calm and focused teaching style, which can create a quieter and more peaceful classroom environment.

3.2 Agreeableness

McCrae & Costa, 2008 stated that agreeableness reflects individual differences in the tendency to experience and express pro social emotions and behaviors, including trust, cooperation, and altruism (p. 169).Barrack and Mount (1991) added that it consists of traits such as being courteous, flexible, trusting, good-natured, cooperative, forgiving, understanding, and tolerant (p.5). According to Costa and McCrae (1992), agreeableness is associated with the need for intimacy, the recurrent preference in thought and behavior for experience of warm, close and communicative interactions with others (p.21). Costa and McCrae (1992) further mentioned that individuals who score high on agreeableness are

typically good-natured, cooperative, trusting, and helpful. They have an optimistic view of human nature and are generally forgiving of the mistakes of others. In contrast, individuals who score low on agreeableness are often suspicious, uncooperative, and irritable. They may be ruthless in pursuing their goals and are not particularly concerned with the feelings of others. They may also be inflexible and resistant to change (p.21).

Tolerance and understanding are important agreeableness characteristics that are suited for teachers in the teaching process. Teachers who possess tolerance are able to respect and appreciate the diversity of their students, creating a more inclusive and accepting learning environment. According to Cherng and Halpin (2016), they create an environment that is open and accepting, and they work to ensure that all students feel valued and respected (p. 156). Teachers who possess understanding are able to empathize with their students and respond to their needs with sensitivity and care. Gay (2008) stated that understanding teachers recognize and respond to the cultural diversity of their students by creating a learning environment that is sensitive to their needs and experiences. They understand that students' cultural backgrounds, language, and socio-economic status can impact their learning and motivation, and they use this knowledge to adapt their teaching strategies to meet the needs of all students (p. 1). Teachers who are tolerant and understanding are also able to effectively manage conflicts in the classroom, facilitating a constructive dialogue that leads to a positive resolution.

3.3 Neuroticism

According to Widiger (2013), neuroticism is the trait disposition to experience negative effects, including anger, anxiety, self consciousness, irritability, emotional instability, and depression (p.184). This factor is always related to the characteristics of people who are negative and have low self-esteem. Mikulincer et al. (2015) added that people high in neuroticism may be more prone to negative emotions, but they are also more likely to

be in prospective and reflective, which can lead to greater self-awareness and personal growth (p. 220). They are prone to experience negative emotions such as anxiety, sadness, and anger (Roberts et al., 2017). In contrast, individuals who are low in neuroticism tend to be more emotionally stable and resilient, even in the face of difficult circumstances (p. 118).

For Roberts (2000), emotional stability, which is the opposite of neuroticism, is the person's capacity to maintain emotional balance under stressful circumstances (p.4). John et al. (2008) added that people who score high on emotional stability tend to be calm and secure when facing stress (p.138) and these qualities can be helpful to establish trust and credibility with others, especially for jobs requiring interpersonal interactions (Mount et al. 1994, p.272).

Emotional stability is an important trait for teachers to have, as it allows them to remain calm and composed in the face of challenging situations and to effectively manage their emotions when interacting with students. Dr. Karen Niemi (2018) mentioned that teaching is an emotional job, and teachers who are emotionally stable are better equipped to handle the ups and downs of the profession. They are able to maintain a positive attitude and provide support to their students, even in challenging circumstances (p. 14-20).

3.4 Conscientiousness

Salgado (1997) affirmed that conscientiousness is the single best predictor of overall job performance, job satisfaction and job efficiency (p.30-43). Roberts et al (2004) explained that it is about the number of goals that an individual seeks and the extent to which they pursue them in a focused way (p.45). Moreover, Costa and McCrae (1992) mentioned that conscientiousness consists of the specific traits of competence, order, dutifulness, achievement striving, self-discipline and deliberation (p.25). The dimension of conscientiousness makes a distinction between being conscientious and being careless.

Wright (2003) was of the opinion that people high in conscientiousness have a sense of duty and obligation to their work and have high job performance, career success, motivation and job satisfaction (p, 440). Therefore, individuals high in conscientiousness tend to be careful, thorough, responsible, and organized. Those low on this dimension, however, tend to be irresponsible, disorganized, and careless.

Conscientious teachers are highly organized, responsible, and dependable individuals who are committed to their work. Darling-Hammond (2017) stated that conscientious teachers prioritize their own personal and professional development, attending workshops and conferences, collaborating with colleagues, and staying up-to-date with the latest teaching methods and technologies to improve their teaching quality and students' outcomes (p. 302). According to Poropat (2009), teachers high in conscientiousness tend to be more effective, as they are more likely to set high expectations for their students and follow through on their commitments (p. 329). They are reliable and consistent, which can build trust with students, parents, and colleagues.

3.5 Openness

Openness to experience is one of the factors used to describe human personality in the Five Factor Model that represents the depth and complexity of an individual's mental and experiential life. Moreover, Costa and McCrae (1992) viewed openness to actions as a psychological aspect of a person's motivation to participate in something new and complex (p. 51). Therefore, it defines a person's willingness to embrace new and unconventional ideas, experiences, and perspectives.

On a similar note, Stewart and Nandkeolyar (2006) observed that people with higher levels of openness to experience are likely to achieve greater efficiency at work, because they pursue opportunities to learn new perspectives and deal with ambiguous situations. On the contrary, those who score low on this factor tend to prefer what is familiar to them (p. 929).

Roberts et al. (2004) argued that openness to experience is an important personality trait for teachers to possess that enables them to be more adaptable and innovative in their teaching approach. It allows them to experiment with different instructional strategies, technologies, and teaching methods to engage their students and enhance their learning experience (p. 71).This trait also enables teachers to better connect with students from diverse backgrounds, understand, and respect their individual learning styles which help them create a more inclusive and supportive learning environment, where all students feel valued and respected.

Students' Academic Achievements

According to Popham (2011), academic achievement is the degree to which a student has met or exceeded the learning standards or objectives established for a particular subject, course, or grade level (p. 2). For Robert Marzano (2003), it is the ability to learn and apply knowledge, skills, and concepts to solve problems and accomplish tasks in academic domains such as reading, writing, mathematics, science, and social studies (p.1). Eccles (2002) stated that student achievement can also refer to non-academic outcomes such as social-emotional skills, character development, and engagement in extracurricular activities (p. 268). Generally, student achievement includes the knowledge, skills, attitudes, and values that learners acquire and demonstrate as a result of their educational experiences.

Students' Oral Engagement

Oral engagement is a vital aspect of student learning, providing an opportunity for students to practice and develop their oral language skills. It refers to the degree to which students actively participate in oral communication activities in the classroom. As stated by Nunan (1991) "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" (as cited in Achour, 2015, p. 6). Additionally, Neuman (1999) noted that oral language proficiency is a key determinant of academic success. Therefore, promoting oral engagement in the classroom is critical for students to develop strong oral language skills, which are essential for effective communication and academic success.

The Impact of Teacher's Extroversion on the Students' Academic Achievements

Among the most important factors that might differently affect the students' achievements are the teacher's personality traits. Extroversion is among the traits that might influence the teaching style, classroom management and the interaction with students. Many researchers found in their studies that the impact of an extroverted teacher in the classroom can be either favorable or unfavorable, depending on their ability to effectively create a healthy and encouraging learning atmosphere. According to Credé and Phillips (2011), extroverted teachers can have both positive and negative effects on student achievement, depending on the learning environment and student population (p. 671). Therefore, the teachers who exhibit extroverted personality trait can have a notable impact on the teaching and learning process, potentially affecting students' engagement and participation either positively or negatively.

1. **The positive impact of Teachers' Extroversion on the Students' Academic Achievements**

   Teachers who tend to be extroverted, sociable and out-going with their students are more likely to provide a supportive learning atmosphere. Researchers, such as Klassen and Durksen (2014), claimed that extroverted teachers tend to provide higher levels of enthusiasm and energy, which can positively influence the students' engagement and motivation in the classroom (p.160). When fostering the sense of enthusiasm and

excitement by the teacher, the students may seem more motivated to engage actively and perform better. To put it differently, when teachers successfully balance their outgoing tendencies with the structured setting of the classroom, students are able to remarkably raise their academic outcomes. Likewise, Pekrun, Elliot and Maier (2009), extroverted and social teachers may be able to create a more engaged and pleasant learning atmosphere for the students, which in return may lead to better academic achievements (p.117). From then on, whenever taught by extroverted teachers, students may feel motivated to energetically participate in class discussions, work collaboratively with their peers, and benefit from the positive and friendly learning environment.

2. **The Negative Impact of the Teacher's Extroversion on the Students' Academic Achievements**

When teachers are highly extroverted inside the educational settings, the classroom management and students' engagement may be negatively affected. The classrooms where teachers dominate discussions and interactions can prevent some students, particularly those who are shy or introverted, from having the opportunity to express themselves and fully participate. Elliot (2013) pointed out that teachers who have extroversion tendencies may promote an engaging and supportive learning environment, however they may also struggle with maintaining structure and discipline in the classroom, which can negatively affect student achievement (p. 334). As a result extremely extroverted teachers might struggle to create an organized, non-distracting and focused learning environment, because of the lack of boundaries they establish with their students.

Section Two: Teacher-students Relationship

Teacher-students Relationship

On average, students spend six hours at school each day for 200 days throughout the year. As a result, there is a possibility that a relationship can be established between

both teachers and their students. The teacher-student relationship refers to the dynamic and interaction between a teacher and students in an educational setting. Horner (2012) perceived it as a complex and multifaceted interaction that involves emotional and social connections between teachers and students (p. 20). Pianta, Hamre, and Stuhlman (2003) added that it is characterized by the quality of the emotional bond between the teacher and the student, which can be influenced by factors such as teacher's personality, teaching style, and classroom environment (p.208) Moreover, the relation between a teacher and students can be positive or negative depending on various factors. However, admitting the presence of a relationship does not necessarily indicate a positive one as it can take either direction positive or negative.

Positive Teacher-Students Relationship

A positive teacher-student relationship is a strong and supportive bond between a teacher and their students. It involves creating a safe and welcoming learning environment where students feel valued and supported. According to Roorda, Koomen, Spilt, & Oort (2011), this relationship is characterized by warmth, support, and mutual respect, and it involves effective communication, active listening, and a willingness tounderstand and respond to students' needs and concerns. In a positive teacher-student relationship, teachers are able to connect with their students on a personal level, understanding their individual needs, interests, and strengths (p. 498).This deeper level of understanding can help teachers tailor their instruction to meet the needs of each individual student, creating a more personalized and effective learning experience.

1.1 Mutual respect

Mutual respect between teachers and students is a key component of a positive relationship. According to Pekrun, Elliot, and Maier (2009), when teachers and students respect each other, they are able to establish a relationship that is built on trust, open

communication, and a willingness to learn from one another (p. 115). Banks (2015) mentioned that teachers can show respect to their students by acknowledging their perspectives, listening to their ideas, and valuing their contributions to the classroom. They can also demonstrate respect by being fair with students and providing constructive feedback rather than negative criticism (p. 29). On the other hand, students can show respect to their teachers by being attentive and engaged in class, following classroom rules, and treating their teachers with regard. In such a relationship, teachers and students are able to understand and appreciate each other's perspectives, which facilitate effective communication and collaboration.

1.2 Communication

Communication is another crucial factor that contributes in building a positive relation between both teachers and students. It involves not only talking but also active listening and understanding. According to Hamre &Pianta (2001), students who communicate effectively with their teachers are able to express their needs and concerns as well as seek clarification on assignments and expectations. While teachers who communicate effectively with their students are able to provide clear instructions, offer feedback that is respectful and constructive, and respond to learner's questions and concerns in a timely and thoughtful manner (p. 632). Therefore, effective communication between teachers and students, along other elements such as intelligence and dedication, is one of the contributing factors that foster the students' achievements since it enables them to voice their concerns and any difficulties they might encounter in the learning process, which in turn assures their understanding of the material.

1.3 Teacher's Support

An additional component which could apply to a positive student-teacher relationship is teacher's support. According to Hamre and Pianta (2005), students are

more successful in school when they feel that they are heard and supported by their teachers (p. 994). Marchand and Skinner (2007) added that they may feel more comfortable seeking assistance when they perceive teachers as supportive and available (p. 235).Therefore, forming strong and supportive relationships with teachers allows students to feel safer and more secure in the school setting, feel more competent, make more positive connections with their peers, and have greater academic gains.

Barriers to a Positive Teacher–students Relationship

Positive relationships between teachers and students are an important part of a successful teaching learning process. However, there are many barriers and obstacles that can hinder the formation of such positive relationships. These different barriers have been explored in multiple studies (Hariston, 2013; Read, 2015; Zanca, 2018).

1.1 The Power Dynamic

The power dynamic between teachers and students can be a barrier to building a positive relationship. Noguera (2003) stated that when teachers use their power to control students, it can create a negative and tense environment (p. 440). This can be further aggravated if teachers mostly use that power to punish or discipline students, rather than to motivate and support them.

1.2 Students' Misbehavior

M. L. Chang (2013) discussed the frustration and anger that teachers may experience if their students misbehave. According to him, this frustration tends to impact their ability to form bonds with their students (p. 2). Demanet and Van Houtte (2012) predicted that when teachers experience frustration with students or have low expectations for them, they may spend less time to communicate with them. Therefore, according to Kim &Gray (2015), students' misbehavior can frustrate teachers and negatively impact

their relationship, which can lead to a less productive and positive learning environment (p. 753). Hence it is important for teachers to address misbehavior in a constructive and consistent manner to help prevent these negative outcomes.

1.3 Lack of Time and Resources

Ladson (2009) argued that teachers need time and resources to create the kinds of classrooms that support the learning process (p. 154). Accordingly, busy schedules and lack of resources can be viewed as an obstacle to a positive teacher student relationship. Roorda et al. (2011) argued that overcrowded classrooms, teachers overwhelmed with administrative duties, and lack of equipment and materials can limit the time teachers have to build meaningful relationships with their students (p. 511). Consequently, it is challenging to create a positive learning environment when educators must prioritize academic content delivery above relationship building due to the lack of time or resources.

Negative Teacher-students Relationship

When teachers choose to be critics instead of guides, the relationship problems between them and their students might increase. The teacher has the ability to make the teaching process either chaotic or beneficial. According to Hamre and Pianta (2001) the negative teacher-student relationships involve teachers who are insensitive, overly critical of their students, and who create a classroom environment that is hostile or unsupportive (p. 626). Thus, when teachers boost negative feelings inside classrooms instead of positive ones, students might not be excited to build a strong relationship with them.

1. Causes of Negative Teacher-students Relationship

There are numerous factors that contribute to weaken the relationship between the teacher and students, among them:

1.1 Lack of Trust

The majority of students' failing might not be as the result of their cognitive capacities, but because they lack a sense of caring and trust from their teachers. The lack of trust plays a crucial role in weakening the relationship that relates a teacher with her/his students, according to Kurnianingsih, Yuniarti and Kim (2012), trust is a crucial key concept that facilitates developing the teacher-student relationship (p.88). Moreover, Pekrun, Elliot, and Maier (2009) stated that negative teacher-student relationships can be characterized by a lack of trust and care while creating a sense of disconnection in the classroom (p.117). The learning environment that misses the trust element within it does not create possibilities for the learners to improve their academic performance and leads to negative outcomes. In the same vein, Rooda, Koomen, Spilt, and Oort (2011) mentioned that these negative teacher-student relationships reflect a lack of security and distrust (p.495). Thus, students do not find learning interesting and do not perform better academically because they are not trusted by the teachers.

1.2 Teacher's Bullying

Bullying is considered as a serious issue that can have a significant impact on one's life, but when the bully is the teacher it becomes harmful and dangerous. Bullying in the educational context can take place in very different forms such as humiliating students in front of the class, punishing students by harshly assessing their work or discrimination. According to McEachern, Aluede, and Kenny (2008), when educators bully students based on their academic performance, it can result in a negative impact on the students' self-esteem, motivation, and academic achievement (p. 5). Victims of teacher bullying may suffer from anxiety, depression, and low self-esteem, besides it leads to creating a toxic and abusive environment in the classroom. In addition to the emotional consequences, this

type of bullying can also negatively impact students' academic performance, for instance, Twemlow, Fonagy, and Sacco (2004), found that an unfriendly learning environment caused by teacher bullying may result in a decrease in students' academic achievement (p. 216) .Consequently, teachers when they engage in bullying they fail at their role of teaching and cause a negative relationship with students.

1.3 Unfairness

Another reason that weakens the relationship between teachers and students is unfairness. The unfairness inside the educational settings refers to the passive and unequal treatment of all students by the teacher. When teachers do not provide equal opportunities for all students to participate and instead show favoritism towards certain individuals, it can create negative emotions among those who are excluded. According to Chory-Assad and Paulsel (2004), when teachers display favoritism or unfair treatment towards certain students, it can create a feeling of injustice among others, resulting in negative emotions and reduced motivation to learn (p. 99). In addition to, the classroom atmosphere and the students' academic outcomes might be affected, Helm, Arnes and Möller resulted in their studies that " The less fair a student perceives a teacher to be, the less self-confidence and the less motivation the student shows in this subject" (p.7) . For that reason, the relationship between the teacher and the students might be weakening if students perceive favoritism or unfairness in their teachers' treatment.

1.4 Insensitivity to Students' Needs

One of the major challenges facing the educational system and leading to a negative TSR is the teacher's insensitivity to students' needs. Because of such a problem, many students feel excluded, left behind, and unchallenged by the negative learning environment, which can lead to poor academic performance and a lack of interest in building a positive relation

with their teachers. According to Pekrun, Elliot and Maier (2009) teachers who are insensitive to students' needs can create a negative learning environment that can lead to decreased motivation, engagement, and academic achievement (p.123). As a result, a negative learning atmosphere arises when every student is not treated as an individual who merits specialized care and a focused on their needs.

2. Consequences of Negative Teacher-students Relationship

The negative relationship that a teacher shares with their students can lead to negative consequences on students' achievements and engagement. Spilt, Hughes, Wu and Kwok (2012), declared that conflicting relationships with teachers cause feelings of distress and insecurity in students, which restrict their ability to concentrate on learning (p.1183). Such conflictive teacher-students relationships may affect not only students' academic achievements but also social and emotional developments. Academic difficulties, emotional pain and disengagement are potential effects that negative teacher-students relationships lead to. In the same vein, Pekrun, Elliot, and Maier (2009) suggested that these relationships can have a detrimental impact on students' motivation, engagement, and academic outcomes (p. 120). Consequently, students who experience a conflictive relationship and a weak interaction with their teachers are more likely to suffer a lack of motivation, classroom engagements and achievements.

Teacher's Role

Teaching has long been seen as a noble profession, according to Khan, Shah, and Khan (2012), the most valued and appreciated assets of a country are its teachers (p. 12). In the field of education, their role and responsibilities are considered as an essential component, because they are considered as the responsible for making the difference inside the educational settings. According to Siddiqui and Ahmed (2020), teachers' responsibilities

are embodied in developing learning materials and exercises, designing learning environments and activities and facilitating critical and creative thinking, which push them to play active roles in meeting the learning goals (p. 283). The role that the teacher occupies inside the classroom can have an immediate impact on students. According to Dewey (1938), teachers must be able to provide beneficial educational experiences for students so that ensure future progress (p.31-32).In addition, educators are not limited to only imparting knowledge to students; they are also viewed as mentors, friends, advisors and most importantly the source of the students' intellectual strength. For that reason, a good teacher is the one who knows what exact role they should occupy and when to change it.

Student's Role

Students play a crucial role in the learning process, since they are the primary receivers and active participants in their own education. According to Curwin (2008), they bring the energy, the questions, and the ideas that make learning possible (p. 3).While teachers provide essential guidance and resources, it is students who ultimately determine and drive their learning. Reeves (2009) mentioned that learners must be willing to take ownership of their learning and fully engage in the material and activities provided by their teachers (p. 17). Barkley, Cross, and Major (2014) stated that active learning requires students to participate in class, to interact with each other, to exchange ideas, to question, to reflect on their own beliefs, and to understand the beliefs of others (p. 3). By taking an active role in their learning process and seeking out additional help when needed, students can take control of their academic success and ensure that they are getting the most out of their educational experience. Moreover, by showing respect, demonstrating enthusiasm for the subject matter, communicating effectively, and following classroom

rules, students can help to foster a positive relationship with their teacher. This, in turn, can facilitate the learning process and make it more enjoyable.

Conclusion

The current chapter reviewed the literature of previous studies on the related topic. In this chapter, researchers attempt to explore the relationship between the teachers' personality, specifically extroversion, and the students' oral performance. These elements will be further investigated through actual application of observation and questionnaire in the next chapter.

Chapter Two: Fieldwork

1. Introduction

This chapter introduces the practical framework of the present study, which aims to investigate the relationship between teachers' extroversion and the performance of second-year students in the speaking class at Mohamed Seddik Ben Yahia University, Jijel. The first section focuses on the methodology employed to conduct this study, mainly the research paradigm, setting, population and sampling, research instruments, and data collection procedures. The second section presents an analysis of the collected data, along with the study's pedagogical implications, limitations, and recommendations for further research. Finally, the last section delves into the results derived from the data collected in the study.

2. Research Methodology

In order to address the research question, the quantitative method approach has been adopted to collect and analyze data. The selection of this approach was based on the subject's nature, the research objectives, the characteristics of the sample under study, and the data collected. The quantitative method, namely observation and questionnaire, appears to be suitable for the research context and aims especially considering that the primary focus of this study is to investigate the relationship between teachers' extroversion and the oral performance of EFL learners.

2.1 Population and Sampling

The target population of this study consists of 36 EFL teachers from the department of English at Mohammed Seddik Ben Yahia university in Jijel. To collect data, a questionnaire was designed and administered to eleven teachers who either currently teach Oral Expression or those who did in previous years. Additionally, classroom observations were conducted with four teachers of second-year Oral Expression classes.

The focus of investigation in this study is the Oral Expression module due to its ability to promote active and engaged participation among students. It is deemed beneficial only through the active involvement of students. Hence the choice of this module has two fold; considering its nature and its relevance to exploring the relationship between teachers' extroversion and students' performance. For the purpose of classroom observation, second-year students were considered a suitable sample. This choice was based on several factors: their familiarity with the module's content, their experience with university policies and teachers, and their tendency to be more willing to participate in class activities.

1. Research Tools and Instruments

In order to investigate the relationship between teachers' extroversion and students' performance in speaking classes, this research utilized two main data collection tools: a questionnaire administered to eleven teachers and three classroom observations conducted with four teachers. The inclusion of these two different tools was intended to gain a comprehensible understanding of the relationship between the variables of teacher' extroversion and students' performance from multiple perspectives, specifically from the viewpoints of both the teachers themselves and independent observers and that through observation and analysis.

1.1 Description of the Checklist

To investigate the relationship between teachers' extroversion and students' oral expression performance, classroom observations were conducted in the Department of English at Mohamed Seddik Ben Yahia University in Jijel. Specifically, second-year Oral Expression classes were selected for observation. The researchers attended twelve sessions with the four selected teachers.

A checklist was developed based on the Big Five Model and comprised eighteen statements to facilitate the examination of teacher-student interactions during the lectures. The first thirteen statements focused on teachers' behavior within the class, while the remaining statements pertained to students' behavior. For each statement, the researchers had the option to choose between "yes" or "no" as a response category. In order to gain a comprehensive perspective on interactions and activities, the researchers positioned themselves at the back of the classroom, took detailed notes, and completed the checklist accordingly.

1.2 Description of the Teachers Questionnaire

The second data collection tool employed in this study is a teachers' questionnaire, which was also influenced by the Big Five Model. The questionnaire is divided into two sections. The first section consists of ten questions, including one open- ended question designed to explore teachers' extroversion from a personal perspective. The questions in this section aim to gauge the teachers' individual tendencies towards extroversion.

The second section comprises ten questions, along with two additional open-ended questions, which focus on teachers' professional lives. These questions aim to assess the teachers' extroversion in relation to their professional roles and interactions. Mainly how teachers view their own extroversion of lack therefore in the context of their profession as teachers.

In both sections, respondents are required to rate their answers on a scale from A to E, with options ranging from "Strongly disagree" to "Strongly agree." Additionally, the open-ended questions allow the respondents to provide their opinions and insights in their own words.

Analysis of the Checklist

S1: The teacher is talkative and energetic.

Table 01: The Teacher's Talkativeness and Energy

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

The table 1 results show that three teachers (who represent 75%) of the observed teachers demonstrate talkative and energetic traits. These teachers are actively engaged with their students by initiating conversations and maintain an interactive learning environment. In contrast, only one teacher (25%) does not display these characteristics. This suggests that this teacher focuses more on imparting knowledge in a calmer way without much emphasis on verbal or physical expression.

S2: The teacher smiles frequently during the lesson.

Table 02: The Frequency of the Teacher's Smile during the Lesson

Options	Frequency	Percentage (%)
Yes	3	75%
No	1	25%
Total	4	100%

According to the data given in Table 2, three teachers (75%) positively express their attitudes through smiling. When these observed teachers smile, they attempt to foster students' engagement and make them more connected to the educational context.

However, only one teacher (25%) who does not smile frequently, may possibly try to avoid not being taken seriously and maintain his/her authority. It is important to note that smiling alone does not determine the overall effectiveness of teaching. Correspondingly, the observation of the three teachers students, who smile during the lesson, reveals that these students also smile and make jokes frequently. This may entail that these learners find the classroom experience enjoyable and exciting, which contributes to their overall motivation and active participation. On the contrary, the students of the fourth teacher who does not frequently smile are less likely to make jokes during the lesson. This may be a result of the classroom atmosphere that the teacher attempts to provide in class in order to shape student behavior. If the teacher adopts a rigid and formal teaching style, with a high focus on discipline and content, it may create an environment where students are less likely to smile or joke.

S3: **The teacher shows respect for students.**

Table 03: Teacher's Respect for Students

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

In table 3, the findings demonstrate that all of the observed teachers (100%) show respect for their students. They respectfully value their students' thoughts and opinions by creating opportunities for open dialogue and encouraging student participation. Consequently, these teachers intend to create a learning atmosphere where respect is mutually shared with their students. Based on the results of the observation, the students of

the four teachers show respect towards both their teachers and peers. This respect is

reflected in their behavior and interactions within the classroom, treating their peers politely and listening to their teacher. On the other hand, 25% did not show respect. Thus, students' disrespect is a reflection of the teacher's inability to assert authority and effectively establish classroom management strategies.

S4: The teacher listens to and responds to students' questions.

Table 04: Teacher Listening and Response to Students' Questions.

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

It is noted in table 4 that all of the four teachers listen to and respond to students' questions. Active listening involves paying attention to students by allowing them to freely express their concerns. As a result, these teachers pave the way for their students to ask questions and seek clarifications frequently. During the observation, the students of the four classes feel free expressing their inquiries and seeking for clarifications, while their teachers provide them with appropriate and helpful responses

S5: The teacher adds pace and humor to the class.

Table 05: Teacher's Pace and Humor in Class

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

When it comes to adding pace and humor to the class, three teachers (75%) use humor during the lesson. By incorporating humor, these teachers aim to create an engaging and lively atmosphere, providing a sense of breaks during the class so as not to overwhelm students with the content of the lesson and to give them room to retain information that is presented for them. Using humor can help to capture students' attention, make the learning experience more enjoyable, and promote a positive classroom environment. However, it is worth noting that one teacher (25%) does not utilize humor in their teaching approach in an attempt to maintain a more serious or formal classroom atmosphere.

S6: The teacher shows enthusiasm towards the subject matter.

Table 06: Teacher's Enthusiasm for the Subject

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

When observing teachers' enthusiasm towards the subject matter, the results indicate that 75% of teachers show enthusiasm through their energetic delivery and a sense of excitement when discussing the topic. Once these teachers display passion for their profession, their students become more involved in their learning. This is shown when all of the four teachers' students display high levels of motivation and enthusiasm inside the classroom. This suggests that the teaching strategies and classroom environment employed by these teachers effectively foster a sense of enthusiasm and engagement among the learners. On the other hand, the remaining teacher (25%) who does not show enthusiasm tends to have a more reserved teaching style or a controlled emotional stability.

S7: The teacher behaves in a friendly way with the learners.

Table 07: Teacher's Friendliness with Students

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

Half of the observed teachers (50%) behave in a friendly manner, contributing to create a positive and welcoming classroom environment, foster a relationship with students, and promote a sense of community. These friendly teachers actively engage with students and demonstrate an approachable behavior. However, the other half of teachers (50%) prioritizes maintaining a more authoritative demeanor, focusing on imparting knowledge or information strictly. These teachers establish respectful boundaries in order to maintain discipline and order inside the educational setting.

S8: The teacher makes small breaks in the form of humorous stories (somehow related to the lesson).

Table 08: Teachers Incorporation Humorous Stories into Lessons

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

When it comes to incorporating small breaks in the form of humorous stories, which are somewhat related to the lesson, two teachers (50%) tend to make such breaks.

By providing these types of breaks, their students are observed to be more relaxed and open to receive and understand the content. On the other hand, the remaining two teachers (50%) do not make small breaks of this nature during the observed sessions. These teachers prioritize maintaining a focused learning environment where students can stay engaged with the key concepts being taught.

S9: The teacher effectively interacts and communicates with students.

Table 09: Teacher's Interaction and Communication with Students

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

From the observations, all the teachers (100%) effectively interact and communicate with students. The four observed classes are characterized with effective interaction and communication between teachers and their students, which contributes to creating a positive and productive learning environment. In return, this enables students to voice their concerns and difficulties that they might encounter during the learning process, establishing a strong teacher-student relationship.

S10: The teacher effectively manages student behavior and maintains order in the classroom.

Table 10: Teacher's Management of Students Behavior and Maintenance of Classroom Order

Options	Number	Percentage
Yes	3	75%

No	1	25%

Total	4	100%

It is noted that three teachers who represent 75% manage students' behavior and maintain order during the classroom. These teachers employ effective management strategies by controlling, organizing, and creating a structured learning environment, which pushes students to follow and respect classroom rules and order. In contrast, only one teacher (25%) is not able to maintain classroom order, failing to establish a well-organized classroom atmosphere, resulting in occasional difficulty in keeping students focused. This results in students not taking the subject matter seriously and conducting disrespectful behavior which make the classroom atmosphere chaotic.

S11: The teacher uses positive reinforcement to encourage good behavior and active participation.

Table 11: Teacher's Perspective of Positive Reinforcement

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

When it comes to the teacher's approach to encouraging good behavior and active participation, all teachers (100%) utilize positive reinforcement. Whenever these teachers provide positive feedback, they create a supportive and motivating atmosphere that encourage students to actively participate, engage with the material, and exhibit positive behaviors. Suggesting that this teaching strategy used by teachers fosters a sense of security and ease among learners.

S12: The classroom atmosphere is fun and positive.

Table 12: Fun and Positive Classroom Environment

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

In the four observed classes, the classroom atmosphere is fun and positive. That is because all of the oral expression teachers incorporate interactive activities, games, and debates that make the learning process engaging and enjoyable for the students.

Analysis of Teachers Questionnaire

Section one: On a Personal Level.

I consider myself as someone who:

S1: Enjoys speaking up and sharing his/her thoughts and ideas.

Table 13: Speaking up and Sharing Thoughts and Ideas

Options	Frequency	Percentage
A Strongly disagree	0	0%
B Disagree	1	9.09%
C Neutral	1	9.09%
D Agree	3	27.27%
E Strongly agree	6	54.54%
Total	11	100%

The first table shows that five of the teacher who represent 54.54% strongly agree, while three (27.27%) express agreement. This indicates that these teachers may feel more comfortable and energized when expressing themselves, engaging in discussions, and sharing their thoughts and ideas. 9.09% of them maintain a neutral position, neither strongly agreeing nor disagreeing. Similarly, another 9.09% of teachers disagree with the statement revealing that they may be more reserved or prefer to listen rather than actively participate in discussions or share their ideas.

S2: Initiates conversations with people you do not know well.

Table 14: Teacher's Initiation of Conversations with Strangers

Options	Frequency	Percentage
A	0	0%
B	4	36.36%
C	2	18.18%
D	4	36.36%
E	1	9.09%
Total	11	100%

Out of the eleven teachers surveyed, four of them (36.36%) state that they do not initiate conversations with people they do not know well, indicating a tendency towards caution or reserve in social interactions. Conversely, an equal percentage (36.36%) agrees with the statement highlighting their willingness to engage in conversations with unfamiliar individuals, suggesting a more outgoing and sociable nature. Additionally, two of teachers (18.18%) remain neutral, while only one of them (9.09%) strongly agrees.

S3: Enjoys working in groups.

Table 15: Teacher's Enjoyment of Group Work

Options	Frequency	Percentage
A	0	0%
B	3	27.27%
C	2	18.18%
D	5	45.45%
E	1	9.09%
Total	11	100%

Five of the teachers who represent a portion of (45.45%) declare that they enjoy working in groups. However, three of them (27.27%) disagree with the statement, indicating a preference for individual work or a potential discomfort with group settings. Two teachers (18.18%) remain neutral, while only one educator (9.09%) strongly enjoys group working.

S4: Enjoys attending large events or gatherings, such as conferences or parties.

Table 16: Enjoyment of Attending Large Events or Gatherings.

Options	Frequency	Percentage
A	1	9.09%
B	2	18.18%
C	4	36.36%
D	2	18.18%
E	2	18.18%
Total	11	100%

The presented data in the table above shows that the majority of the participants (36.36%) remain neutral. Additionally, two of them (18.18%) express agreement, while another two (18.18%) strongly enjoy attending large events and gatherings. Their enjoyment of these occasions may stem from a desire to connect with others, expand their social circles, or simply enjoy the atmosphere of collective celebration or engagement. Conversely, two teachers (18.18%) express disagreement and only one of them (9.09%) strongly disagrees with the statement.

S5: Enjoys public speaking or presenting in front of a group.

Table 17: Enjoyment of Public Speaking and Presenting in Front of a Group.

Options	Frequency	Percentage
A	0	0%
B	3	27.27%
C	2	18.18%
D	5	45.45%
E	1	9.09%
Total	11	100%

In table five, five teachers (45.45%) agree with the statement, signifying that they enjoy public speaking or presenting in front of groups. The nature of their profession might have helped them foster this confidence and openness to talk in front of people. In contrast, three of them (27.27%) disagree revealing that they may experience discomfort, anxiety, or a lack of confidence when it comes to speaking in public settings. Two of them (18.18%) remain neutral, while only one (9.09%) strongly agrees.

S6: Is assertive and strict.

Table 18: Teacher's Perspective on Strictness and Assertiveness.

Options	Frequency	Percentage
A	0	0%
B	1	9.09%
C	3	27.27%
D	6	54.54%
E	1	9.09%
Total	11	100%

Results of the sixth table show that six teachers (54.54%) out of eleven stated that they consider themselves strict and assertive, which suggests that they tend to establish clear rules, expectations and boundaries in their interactions. Meanwhile, three educators (27.27%) keep a neutral position. Only a small percentage consists of only one teacher (9.09%) disagrees, while another teacher (9.09%) strongly agrees with this viewpoint.

S7: Is outgoing and sociable.

Table 19: Teacher's Sociability

Options	Frequency	Percentage
A	0	0%
B	1	9.09%
C	5	45.45%
D	4	36.36%
E	1	9.09%
Total	11	100%

Based on the given percentages, five teachers (45.45%) maintain a neutral stance on the statement that they are outgoing and sociable. Three teachers which represent 36.36% agree with the statement signifying that they feel comfortable in social interactions and enjoy engaging with others in various contexts, while only one (9.09%) strongly agrees. On the other hand, only one teacher (9.09%) disagrees with the statement that they are outgoing and sociable. This teacher may prefer quieter and more solitary activities.

S8: Enjoys spending time alone.

Table 20: Teachers' Responses on Enjoyment of Solitude.

Options	Frequency	Percentage
A	1	9.09%
B	0	0%
C	2	18.18%
D	5	45.45%
E	3	27.27%
Total	11	100%

When it comes to the statement about whether the teacher enjoys spending time alone, five of the teachers (45.45%) agree that they value their alone time, while three of them (27.27%) strongly agree. They may engage in various solitary activities such as reading, reflecting, pursuing personal hobbies, or simply enjoying quiet moments of relaxation. Two participants (18.18%) hold a neutral position and only one (9.09%) strongly disagrees with the statement.

Section Two: On a Professional level

As a teacher, I consider myself as someone who:

S1: Is very passionate about his/her profession.

Table 21: Teacher's Passion about his/her Profession.

Options	Frequency	Percentage
A	0	0%
B	5	45.45%
C	2	18.18%
D	3	27.27%
E	1	9.09%
Total	11	100%

Among the surveyed teachers, five of them (45.45%) express disagreement, indicating that they do not consider themselves to be very passionate about their profession. On the other hand, three teachers (27.27%) agree that they have a certain level of passion pursuing their work. Meanwhile, two teachers (18.18%) maintain a neutral position, neither strongly agreeing nor disagreeing with the statement. The remaining teacher (9.09%) strongly agrees indicating that they appreciate their role as a teacher which could positively affect the teaching and learning processes.

S2: Enjoys socializing with colleagues outside of work hours.

Table 22: Teacher's Socialization with Colleagues.

Options	Frequency	Percentage
A	1	9.09%
B	0	0%

Options	Frequency	Percentage
C	0	0%
D	4	36.36%
E	6	54.54%
Total	11	100%

Slightly above half (54.54%) of the participants strongly agree that they enjoy socializing with colleagues outside of work hours. This suggests that these teachers are interested in forming social connections and maintaining relationships with their colleagues outside the confines of the workplace, which can be an indicator of their extroverted nature. The data also reveals that three teachers (36.36%) agree as well that building social relationships and engaging in social activities with their colleagues is important. Conversely, one teacher (9.09%) strongly disagrees with the statement indicating that s/he avoids socializing with colleagues. These teachers may not seek social connections outside of work because they may have more introverted tendencies, where they feel more comfortable with intimate interactions rather than larger gatherings.

S3: Initiates conversations with individual students during class.

Table 23: Teacher-student Interactions during Class

Options	Frequency	Percentage
A	1	9.09%
B	0	0%
C	1	9.09%
D	5	45.45%
E	4	36.36%
Total	11	100%

Regarding the question of whether teachers initiate conversations with individual students during class, the data reveals that 45.45% of teachers agree with the statement, indicating their willingness to initiate such conversations, while 36.36% strongly agree. This entails that these teachers try to build-up a sense of community inside the classroom. On the other hand, one teacher (9.09%) remains neutral and an equal percentage (9.09%) strongly disagrees with opening conversations with students. Most of teachers who responded with yes emphasized that they do initiate conversations with individual students during the class, however within the confines of the lesson. Among the teachers who agreed with this statement expressed that the type of conversation depends on the situation.

S4: Enjoys leading group activities or discussions in the classroom.

Table 24: Teachers' Perspectives on Leadership of Group Activities.

Options	Frequency	Percentage
A	1	9.09%
B	0	0%
C	1	9.09%
D	6	54.54%
E	3	27.27%
Total	11	100%

The data reveals that five teachers (54.54%) agree that they find pleasure in leading such activities while three of them (27.27%) strongly agree. These findings highlight that a significant portion of these teachers genuinely enjoy taking an active role in leading, managing, and being at the heart of these classroom interactions which can help in fostering an interactive classroom environment. On the flip side, one teacher (9.09%) may

have a contrasting viewpoint when it comes to finding enjoyment from these types of interactions. This suggests that this teacher may prefer to take a step back and give students the opportunity to take the lead in group activities or discussions. This inclination could stem from their introverted personality traits or different teaching style preferences. Additionally, only one other teacher (9.09%) remains neutral.

S5: Feels comfortable with giving feedback or constructive criticism to students in front of the class.

Table 25: Teacher's Comfort with Public Feedback and Constructive Criticism in the Classroom

Options	Frequency	Percentage
A	0	0%
B	0	0%
C	4	36.36%
D	6	54.54%
E	1	9.09%
Total	11	100%

Slightly above half of the sample (54.54%) which represents six teachers agree that they feel comfortable with giving feedback or constructive criticism to students in front of the class. Additionally, three teachers (36.36%) maintain neutrality and only one of them (9.09%) strongly agree.

S6: Uses humor or storytelling to engage students during a lesson.

Table 26: Teacher's Use of Humor and Storytelling.

Options	Frequency	Percentage
A	1	9.09%
B	1	9.09%
C	2	18.18%
D	3	27.27%
E	4	36.36%
Total	11	100%

It is noteworthy that 36.36% which represents four teachers strongly agree that they utilize humor or storytelling as a means to engage students, while three of them 27.27% of them also agree. This allows teachers to create a lighter atmosphere in the classroom, providing students with moments of cheerfulness and a break from information overload. In addition to that, it also gives teachers an opportunity to gather their thoughts and recollect information. Furthermore, two teachers (18.18%) remain neutral on the matter, neither strongly agreeing nor disagreeing. On the other hand, 18.18% express disagreements, with one (9.09%) disagreeing, and another (9.09%) strongly disagreeing. It appears that these teachers are hesitant to break the authoritative role of the teacher, possibly fearing that students may lose respect or discipline if humor or storytelling is incorporated too much. These teachers may prioritize a traditional teacher-student dynamic and place emphasis on maintaining a sense of authority in the classroom.

S7: Enjoys getting to know your students on a personal level, such as by learning their interests and hobbies.

Table 27: Teacher's Interest in Developing Personal Connections with Students

Options	Frequency	Percentage
A	0	0%
B	1	9.09%
C	0	0%
D	6	54.54%
E	4	36.36%
Total	11	100%

From the table above, 54.54% of teachers agree that they enjoy getting to know students on a personal level, including learning about their interests and hobbies, while three teachers (36.36%) strongly agree. This shows that these teachers recognize the importance of understanding their students' individuality and use this technique to create more engaging and personalized learning experiences. On the other hand, only one teacher (9.09%) disagrees with this statement, suggesting that s/he might view humor or storytelling as potential distractions that could disrupt the learning process or blur the boundaries between teacher and student roles.

S8: Talks nicely to students when they have problems in understanding or when misbehaving.

Table 28: Teacher's Approach to Calming Tense Classroom Situations with Students.

Options	Frequency	Percentage
A	0	0%
B	0	0%
C	0	0%
D	6	54.54%
E	5	45.45%
Total	11	100%

All the surveyed teachers share a positive perspective when it comes to addressing students' difficulties in understanding or dealing with misbehavior. Six teachers consisting of 54.54% agree in addition to five others (45.45%) who strongly agree, indicating that they believe in the pacifistic approach in dealing and communicating with students rationally. Similarly, they choose to communicate with misbehaving students in a calm and respectful manner rather than harshly criticizing them in order to diffuse tension through calm behavior.

S9: Whose students often approach for help or Advice.

Table 29: Teacher's Availability as a Source of Help and Advice for Students

Options	Frequency	Percentage
A	0	0%
B	1	9.09%
C	1	9.09%

Options		Percentage
D	4	36.36%
E	5	45.45%
Total	11	100%

The number of teachers who strongly agree that students often seek their help is five (45.45%), while four (36.34%) of them agree. These teachers consider themselves as an available resource of assistance for their students whenever they encounter difficulties or require additional support in their learning, hence demonstrating a positive teacher-student relationship. This entails that they project themselves as extroverts who are open to interact with their students. Furthermore, only one (9.09%) teacher answers with a neutral opinion and an equal percentage (9.09%) disagrees that the students often seek his/her advice.

S10: Enjoys telling students about yourself and your personal experiences.

Table 30: Teacher's Use of Personal Anecdotes and Experiences in the Classroom

Options		Percentage
A	1	9.09%
B	1	9.09%
C	2	18.18%
D	5	45.45%
E	2	18.18%
Total	11	100%

Five teachers which represent 45.45% agree that they find pleasure in telling students about themselves and sharing their personal experiences, meanwhile two of them

(18.18%) strongly agreed with the statement. These findings indicate that these teachers are willing to let their guards down and create a more personal connection with their students. By engaging in discussions and sharing different personal viewpoints, teachers contribute to fostering a sense of connection and mutual understanding between teachers and students. Besides, 18.18% of the total percentage represents the number of teachers who prefer to remain neutral. In contrast, only one teacher (9.09%) disagrees, while another one (9.09%) strongly disagrees. These teachers may feel that sharing personal anecdotes and experiences could potentially blur the line between personal and professional boundaries or divert attention away from the core curriculum.

Q11: Do you believe that extroversion plays an important role in imparting information/knowledge?

Table 31: Teacher's Perspective on the Role of Extroversion

Options	Frequency	Percentage
Yes	8	72.72%
No	3	27.27%
Total	11	100%

The majority of teachers hold the belief that extroversion plays a crucial role in effectively imparting information to students. However, there are three teachers who disagree with this perspective. Those who disagree may view the teaching/learning more as a practical and rigid process, where the teacher's role is seen as simply providing information while the students listen attentively. In contrast, the teachers who agree perceive extroversion as a valuable energy that radiates from them and influences the students. This entails that when students perceive the teacher as unapproachable or intimidating, it can hinder their ability to acquire knowledge effectively.

Q12: If yes, how does it contribute to improving students' engagement?

The majority of teachers agree that teachers' extroversion positively contributes to improving students' engagement in several ways. Firstly, an extroverted teacher creates a comfortable and friendly classroom environment, allowing students to feel at ease and motivated to participate in the learning process. This helps reduce language anxiety and enhances students' willingness to speak and express their thoughts. Secondly, an open-minded and communicative teacher encourages students to share their problems and concerns, fostering a supportive and trusting relationship. Lastly, an extroverted teacher's smooth and engaging teaching style reduces barriers to learning and enhances student concentration and motivation. Overall, extrovert teachers positively impact students' engagement by creating an atmosphere of comfort, motivation, and open communication.

Overall Discussion of the Teachers Questionnaire and Classroom Observation Results:

This study primarily aims to explore the relationship between teachers' extroversion and students' performance in the oral expression classes. In an attempt to answer the research questions, a classroom observation and teachers questionnaire are used as the primary data collection tools. The questionnaire consists of two distinct sections: the personal section focuses on assessing the teachers' extroverted tendencies on a personal level, while the professional section aims to examine their teaching behaviors and approaches. Meanwhile the classroom observation checklist is conducted in order to compare between how teachers perceive themselves on a personal level and on their professional one, while analyzing how it affects the students' classroom performance.

Concerning the first section of the teacher's questionnaire, the results reveal that the first teacher self-identifies as an extrovert. This teacher' self-perception aligns with his/her enjoyment of interacting with others, socializing and building relationships with others. In

addition, the analysis of the professional section results shows that the teacher's extroversion has a remarkable influence on his/her teaching style and approach. This suggests that their extroverted tendencies influence the way s/he engages with students and delivers the lesson content. When comparing the questionnaire's second section findings with the classroom observation results, there is a clear alignment and consistency between the teacher's self-perception and the objective observations made by the researchers. During the observations, the teacher regularly displays positive cues, through frequent smiling and lively presence. This indicates that the teacher's subjective perception regarding their extroversion and its influence on their teaching approach is accurate and exact to their actual behavior in the classroom (self-aware). When observing the students' engagement and behavior, a high level of motivation and active participation are demonstrated by students, with an engaging classroom atmosphere. However, it is noteworthy that the classroom lacks proper management and organization. Because of the high level of friendliness that this teacher exhibits, clear and respectful boundaries cannot be established with students, contributing to a noisy and disruptive atmosphere.

The results of the first section of the teacher's questionnaire show that the findings from the first section indicate that this teacher identifies him/herself as an introvert. S/he expresses enjoyment of solitude and does not find pleasure in socializing or connecting with other individuals. However, when considering the second section of the questionnaire, it is clear that the teacher's introverted tendencies do not really affect this/her behavior as a teacher. Regardless of being as an introvert, the teacher's responses indicate that s/he is still able to engage and interact with his/her students and colleagues. This might be due to the fact that s/he has developed some methods or strategies to get over any difficulties brought on by his/her introverted personality in order to foster an enjoyable and stimulating learning environment for his/her students.

The results of the questionnaire's second section and classroom observation demonstrate an alignment between the teacher's self-perception and what is observed in the classroom. By being approachable and communicative, this teacher creates a secure space for students to participate and share their ideas which creates a positive teacher-student relationship. Concerning students' classroom performance, they are respectful, active, and engaged in the learning process. The classroom atmosphere is fun, positive, and enjoyable. However, even though students are comfortable in expressing their opinions, they did not cross the rules and boundaries which help in maintaining order throughout the course of the lesson.

On a personal level, the third teacher perceives him/herself as an extremely extroverted person. This indicates that this teacher tends to be sociable, talkative, and energetic. Meanwhile, the results of the professional section of the questionnaire signal that the teacher's extroversion trait remarkably impacts their teaching style. His/her extroversion tendencies may facilitate the way s/he explain lessons and effectively communicate with students which create an engaging learning atmosphere. The results of the observation are in line with the responses provided by the teacher in the second section of the questionnaire. The teacher efficiently integrates small breaks through personal and amusing stories, which add some fun and lighthearted energy to the learning environment. In turn, this helps creating some kind of connection and engagement among the students. It indicates that the teacher's understanding of their own extroverted tendencies and their impact on the classroom environment is reflective of the actual classroom dynamics observed. As for students' performance, they participate in discussions and share their ideas enriching the learning environment. The mutual respect between the teacher and students is effectively maintained, creating a positive and harmonious learning environment.

In regard to the last teacher, the finding of the questionnaire' first section indicate that s/he self-perceives as someone who enjoys participating in events and attending social gatherings, while strongly disliking solitude. The second section of the questionnaire shows that the teacher's extroverted personality traits have a notable influence on his/her professional approach, which impacts their teaching style as well. These extroverted characteristics enable the teacher to provide an interactive and engaging learning environment and enjoy leading group activities and discussions. The observation conducted confirms that the results of the professional section of the questionnaire align with the actual behavior of the teacher in the classroom. It is noted that this teacher effectively manages students' participation, addresses their needs, and provides constructive feedback and reinforcement. Despite the fact that this teacher opts for assertive classroom management, students show enthusiasm for the subject matter, through active engagement and seeking clarification by asking questions. This assertiveness contributes positively to a foster learning environment where students maintain appropriate boundaries with both their teacher and peers and respect the classroom rules.

After the interpretation of the classroom observation and questionnaire results, it is confirmed that the level of extroversion exhibited by teachers positively correlates with the performance of EFL students in speaking classes.

Conclusion

The main objective of this chapter is to describe the research methodology, instrument and population. Two different research tools were used: the observation, which aims to observe teachers extroversion inside the classroom, whereas the teacher's questionnaire helped to investigate their self- perceptions about their extroverted tendencies. Accordingly, the research questions were answered and the assumption was validated through the interpretation of the results.

Pedagogical Implications

This study examines the relationship between teacher extroversion and students' performance in oral expression classes, in an attempt to uncover the relationship between the two. Through this mixed-method approach study, the results indicate that teachers' extroversion has a significant role in increasing the student oral engagement in class. These results hold considerable significance for the EFL classroom, as they offer insights into fostering the development of students' speaking skills. When teachers recognize the positive relationship between their extroversion tendencies and how it impacts the oral performance of their students, they would value them and meet these characteristics with their own personality traits and teaching approach. By integrating these findings into their teaching practices, educators can contribute to the development of students' oral skills and enhance the overall learning experience in the EFL classroom.

Limitations of the Study

It is important to acknowledge the problems that were encountered during the course of this study. One significant limitation was the constraint of time. The research process had to be completed within a specified timeframe, which restricted the extent of data collection and analysis. Additionally, a further limitation was the fact that some of the participating teachers had already finished the program at the time of data collection. This reduced the sample size and potentially limited the generalization of the findings.

Recommendations for Future Research

Based on the aforementioned findings and limitations, several recommendations can be made for future research. To begin with, the sample size of the work should be expanded so that ensuring more oral expression teachers and students are included in. By doing so, the generalization of the findings would be enhanced and a more understanding of the relationship between teacher extroversion and students' performance in speaking

classes would be provided. In addition, further investigation should focus on other teachers' personality characteristics, such as introversion or openness. By investigating such traits, teachers would recognize more how their personality characteristics influence students' oral skills. Furthermore, the students' perspectives of their teachers' personality traits in class, would be useful for such kind of research. Through the use of surveys or interviews, students would elaborate more about how their teachers' personality traits, namely extroversion, affect their learning process.

General Conclusion

In the last few decades, the effect of teachers' personality on the teaching/learning process has been an interesting issue explored by different researchers and educators. Thus this study is conducted to examine the relationship between teachers' personality, specifically extroversion, on second year students' oral performance. A method approach is adopted in which the data is collected and analyzed quantitatively. An observation checklist and questionnaire are developed based on the Big Five Model. The observation is conducted three sessions with each of the four oral expression teachers, while the questionnaire is conducted with eleven teachers who previously taught or are actively teaching oral expression in order to collect their perceptions about their extroverted tendencies are collected through the questionnaire.

The overall research work consists of two major chapters: one deals with the theoretical background of the study while the other chapter is devoted to the practical part of this research work. The first part provides an overview on the existing knowledge concerning the impact of teacher's personality on the students' academic achievements and the teacher-students relationship. The second part, on the other hand, is dedicated to the analysis and interpretation of the collected data from the teachers' questionnaire and the classroom observation.

After discussing the data and interpreting the results, the researchers found that the teachers' extroversion plays a prominent role in shaping their students' speaking performance. When the teacher exhibits extroverted personality tendencies with his/her students during the speaking classes, they are more likely to mirror his/her behavior. For instance, all the four observed teachers (100%) effectively interact and communicate with their students through actively open discussions during the class. This in return, paves the way for students to orally engage and participate, as a result enriching their learning.

It suggests that when the teacher is outgoing, sociable and talkative, students are actively engaged and motivated which creates a positive and harmonious learning environment. Hence, the results obtained from the observation and questionnaire validate the hypothesis. There is indeed a positive relationship between teachers' personality trait of extroversion and students' oral performance in speaking classes.

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APPENDICES

CLASSROOM OBSERVATION CHECKLIST

Date:

Teacher's Name:

Group:

No	Observation	Yes	No
1	The teacher is talkative and energetic.	☐	☐
2	The teacher smiles frequently during the lesson.	☐	☐
3	The teacher shows respect for students.	☐	☐
4	The teacher listens to and responds to students questions.	☐	☐
5	The teacher adds pace and humor to the class.	☐	☐
6	The teacher shows enthusiasm for the subject matter.	☐	☐
7	The teacher behaves in a friendly way with the learners.	☐	☐
8	The teacher makes small breaks in the form of humorous stories (somehow related to the lesson).	☐	☐
9	The teacher effectively interacts and communicates with students.	☐	☐
10	The teacher effectively manages student behavior and maintains order in the classroom.	☐	☐
11	The teacher addresses student's needs and concerns in a timely and respectful manner.	☐	☐
12	The teacher uses positive reinforcement to encourage good behavior and correct answers.	☐	☐
13	The learner is motivated in the classroom.	☐	☐
14	Students smile and make jokes often .	☐	☐
15	Students show respect towards the teacher and their peers.	☐	☐
16	Students follow classroom rules and expectations.	☐	☐
17	Students ask questions and seek clarification frequently.	☐	☐
18	The classroom atmosphere is fun and positive.	☐	☐

Dear teachers,

   This test is part of a research work aiming at exploring the relationship between teacher's extroversion and students' academic performance in Oral Expression class. By answering these questions, we will be able to identify whether you are more of an extrovert or introvert.

   We would be most grateful to you if you cooperate with us by responding to the present questions. Your answers will remain confidential and will only be used for research purposes.

   Please provide the necessary information by putting a tick in the appropriate box and give opinion where needed.

Section One: On a personal level.

  I consider myself as someone who:

-Enjoys speaking up and sharing his/her thoughts and ideas

    a) Strongly Disagree ☐
    b) Disagree   ☐
    c) Neutral   ☐
    d) Agree   ☐
    e) Strongly Agree   ☐

-Initiates conversations with people I don't know well

    a) Strongly Disagree ☐
    b) Disagree   ☐
    c) Neutral   ☐
    d) Agree   ☐
    e) Strongly Agree   ☐

-Enjoys working in groups

    a) Strongly Disagree ☐
    b) Disagree   ☐
    c) Neutral   ☐
    d) Agree   ☐
    e) Strongly Agree   ☐

-Enjoys attending large events or gatherings, such as conferences or parties

    a) Strongly Disagree ☐
    b) Disagree ☐
    c) Neutral ☐
    d) Agree ☐
    e) Strongly Agree ☐

-Enjoys public speaking or presenting in front of a group

    a) Strongly Disagree ☐
    b) Disagree ☐
    c) Neutral ☐
    d) Agree ☐
    e) Strongly Agree ☐

-Enjoys meeting new people and making new connections

    a) Strongly Disagree ☐
    b) Disagree ☐
    c) Neutral ☐
    d) Agree ☐
    e) Strongly Agree ☐

-Is assertive and strict

    a) Strongly Disagree ☐
    b) Disagree ☐
    c) Neutral ☐
    d) Agree ☐
    e) Strongly Agree ☐

-Is outgoing and sociable

    a) Strongly Disagree ☐
    b) Disagree ☐
    c) Neutral ☐
    d) Agree ☐
    e) Strongly Agree ☐

    a) Strongly Disagree ☐
    b) Disagree ☐
    c) Neutral ☐
    d) Agree ☐
    e) Strongly Agree ☐

-Enjoys spending time alone

a) Strongly Disagree ☐
b) Disagree ☐
c) Neutral ☐
d) Agree ☐
e) Strongly Agree ☐

Section Two: On a professional level.

As a teacher, I consider myself as someone who:

-Is very passionate about his/her profession

    a) Strongly Disagree ☐
    b) Disagree ☐
    c) Neutral ☐
    d) Agree ☐
    e) Strongly Agree ☐

-Enjoys socializing with colleagues outside of work hours

    a) Strongly Disagree ☐
    b) Disagree ☐
    c) Neutral ☐
    d) Agree ☐
    e) Strongly Agree ☐

-Initiates conversations with individual students during class

    a) Strongly Disagree ☐
    b) Disagree ☐
    c) Neutral ☐
    d) Agree ☐
    e) Strongly Agree ☐

If you agree, is it within the confines of the lesson?

………..

-Enjoys leading group activities or discussions in the classroom

    a) Strongly Disagree ☐
    b) Disagree ☐
    c) Neutral ☐
    d) Agree ☐
    e) Strongly Agree ☐

-Feels comfortable with giving feedback or constructive criticism to students in front of the

    a) Strongly Disagree ☐
    b) Disagree ☐
    c) Neutral ☐
    d) Agree ☐
    e) Strongly Agree ☐

class

a) Strongly Disagree ☐
b) Disagree ☐
c) Neutral ☐
d) Agree ☐
e) Strongly Agree ☐

-Uses humor or storytelling to engage students during a lesson

    a) Strongly Disagree ☐
    b) Disagree ☐
    c) Neutral ☐
    d) Agree ☐
    e) Strongly Agree ☐

-Talks nicely to students when they have problems in understanding or when misbehaving

    a) Strongly Disagree ☐
    b) Disagree ☐
    c) Neutral ☐
    d) Agree ☐
    e) Strongly Agree ☐

-Whose students often approach for help or advice

    a) Strongly Disagree ☐
    b) Disagree ☐
    c) Neutral ☐
    d) Agree ☐
    e) Strongly Agree ☐

-Enjoys getting to know students on a personal level and sharing stories with them

    a) Strongly Disagree ☐
    b) Disagree ☐
    c) Neutral ☐
    d) Agree ☐
    e) Strongly Agree ☐

-Do you believe that extraversion plays an important role in imparting information/ knowledge?

…………………………………………………………………………………………...

-If yes, how does it contribute to in improving students' engagement?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

ملخص

ناولت هذه الدراسة العلاقة بين انفتاح المدرسين وأداء الطلاب في دروس التعبير الشفوي. وتهدف الدراسة إلى تحديد ما إذا كان الطابع الانفعالي للمدرسين يؤثر على أداء الطلاب في دروس التعبير الشفوي. وبالتالي يفترض أن هناك علاقة إيجابية بين انفتاح المدرسين وأداء الطلاب في دروس التعبير الشفوي. ولتحقيق أهداف الدراسة تم جمع البيانات من خلال ملاحظة الصف واستبيان للمعلمين. حيث تم إجراء الملاحظة مع أربعة مدرسين للتعبير الشفوي في حين تم تصميم الاستبيان وإدارته لإحدى عشرة مدرساً للغة الإنجليزية في السنة الثانية من ترخيص القسم في جامعة محمد صديق بن يحيى. وكلتا الأداتين مستوحاتين من نموذج الخمس الكبيرة. وهدفت الملاحظة في المقام الأول إلى تسجيل أنماط سلوك المعلم داخل الصف مع التركيز الرئيسي على الانفتاح بينما هدف الاستبيان إلى استكشاف الذاتية والآراء لدى المعلمين حول سمات شخصيتهم. وتم تحليل وتفسير نتائج كل من أدوات جمع البيانات إحصائيًا ووصفيًا. وأظهرت النتائج التي تم الحصول عليها صحة الافتراض الذي يفترض وجود علاقة معنوية بين انفتاح المعلم وأداء الطلاب في دروس التعبير الشفوي. بالإضافة إلى ذلك أوضحت النتائج أن غالبية المعلمين الذين أجابوا على الاستبيان ينظرون إلى أنفسهم على أنهم انفتاحيون. واستنادًا إلى النتائج المتحصل عليها تم اقتراح بعض الممارسات التربوية المستقبليين للباحثين توصيات إلى بالإضافة.

Résumé

La présente étude a examiné la relation entre l'extraversion des enseignants et la performance des élèves en classe d'expression orale. L'objectif de cette étude est de déterminer si la nature extravertie des enseignants influence la performance des élèves en classe d'expression orale. Ainsi, on suppose qu'il existe une relation positive entre l'extraversion des enseignants et la performance des élèves en classe d'expression orale. Pour atteindre les objectifs de l'étude, les données ont été collectées à l'aide d'une observation en classe et d'un questionnaire destiné aux enseignants. L'observation a été réalisée avec quatre enseignants d'expression orale, tandis que le questionnaire a été conçu et administré à onze enseignants d'anglais de deuxième année de licence au département de l'Université Mohamed Seddik Ben Yahia. Les deux outils ont été inspirés par le modèle des cinq grands traits de personnalité. L'observation visait d'abord à enregistrer les comportements des enseignants en classe, en mettant l'accent sur l'extraversion, tandis que le questionnaire visait à explorer les auto-perceptions et les opinions des enseignants sur leurs traits de personnalité. Les résultats des deux outils de collecte de données ont été analysés et interprétés de manière statistique et descriptive. Les résultats obtenus ont validé l'hypothèse selon laquelle il peut exister une relation significative entre l'extraversion d'un enseignant et la performance des élèves en classe d'expression orale. De plus, les résultats ont montré que la majorité des enseignants qui ont répondu au questionnaire se perçoivent comme étant extravertis. Sur la base des résultats obtenus, plusieurs pratiques pédagogiques ont été proposées, ainsi que des recommandations pour les chercheurs futurs.