The Effect of Teacher's Quality on Developing Speaking Skill

Case study: Second year students at Biskra University.

A Dissertation Presented to the Department of Foreign Languages as a Partial Fulfillment for the Master's Degree in Sciences of Languages.

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Dedication

To the most precious people to my heart; to the ones who gave birth, meaning, and love to my

life, to the persons who gave me strength, encouragement, and hope:

To my dear father and beloved mother I dedicate this work.

To my brother and sisters

Meriem, djahida,Hafidha,Hadjla,Bahria,Hayzia,Sabah,

Abd elhak ,Abd eldjabar

To my soul friends

Fatima, Hadil,Noura,,Abir ,Nadouch, naima ,Hayat ,

To all my family

To all my classmate

To all those who prayed for me and besought God to help me

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Abstract

The present research attempts to investigate the effects of the teachers' qualities on developing speaking skill. The intention of the current study is to determine whether the teachers' qualities can help students to develop their levels in speaking and promotes their abilities to enhance oral performance at the Department of foreign languages branch of English studies at the University of Biskra during the academic year 2015/2016. Throughout this research, depend on one hypothesis we have chosen second year as a sample. Who have high abilities to develop their skills in oral performance in the foreign language. And other hand, the teacher's effectiveness in supporting student's speaking abilities. During this study we adopt the qualitative (descriptive) research based on two adequate tools: questionnaire distributes on second year (40) students at the Department of foreign languages branch of English studies at the Biskra University in addition to a classroom observation conducted with second year classes with (40) students in oral expression sessions. Based on the results, our hypotheses were confirmed. So, the findings seem that effectiveness of teacher is an import factor to develop their levels of students in speaking.

List of Abbreviations

EFL: English as a Foreign Language

ELLs: English Language Learners

CLT: Communicative Language Teaching.

L1: First Language.

TL: Target Language

PTE: Personal Teaching Efficacy

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GENERAL INTRODUCTION

Speaking skill is a crucial part of foreign language teaching and learning .This actually shows the great importance of this skill on foreign language classes. Through, speaking we can share our opinions, ideas, reach to our objectives and understand each other. Students at university usually practice different activities inside a classroom. For instance, role-play, story-telling, oral presentation, discussion and debates through different techniques as group work or pair work. This kind of activities helps them improve their speaking' abilities and they can enhance their vocabulary and grammar.

The good speaker needs a good listener to improve his/her oral skill. Need to teachers are now required to master certain skills and knowledge that enables student to achieve the educational goals. High quality teachers would lead to better student's performance, enhance level, facilitate work, and guarantee their effectiveness in speaking skill. Having good qualities are essential for teachers to successfully perform their pedagogical and didactic duties. Qualities and competencies of teachers are related to performance and productivity. Since learners 'performance is greatly linked to teacher quality, teachers are expected to have good knowledge, skills a good quality teaching which enable them to overcome on their spoken difficulties.

1. Statement of the Problem

Absolutely Successful teaching and learning depends to a large extent on good quality teachers. Since some learners at university encounter some difficulties in oral expression course .Sometimes they are unable to talk a long time to express on themselves even convenience what the hearer needs. A high learner's abilities speaking refer highly quality teachers. Since teacher quality is a significant determinant of learners 'outcomes in speaking. Teachers are expected to have knowledge, skills and abilities that enable them to promote their capacities and they enhance teaching and learning processes.

2. Research Questions

From this problem, we depend on two main questions are involved in the current study:

1. Does the teacher's style influence learners speaking skill?

2. Does the problem of low achievement of academic spoken production occur because the student does not influence by teachers style?

3. Hypothesis

1. We hypothesized that teacher's styles might enhance student speaking skill in second-year classes of Biskra University.

4. Amis of the Study

We believe that academic speaking is one of the most important skills in any foreign language, especially in an academic setting. This current study deals with discovering whether the significant styles of teacher effectiveness. It also tries to see the extent to which these qualities are related to learner's performance. In addition to, this research aims to provide some solutions to enhance the performance of EFL teachers and explore the role of their styles in improving levels of learner, their knowledge, and competence.

5. Methodology

5.1. Procedures and Data Collection

In this research, we will rely on the descriptive method to determine to what extent the relationship between teacher's quality and learner's performance in speaking. As an effective technique, that solves this problem. In this study, we depend on two research instruments will be used to guarantee the hypothesis. First, we will rely on student's questionnaire as an appropriate way to know their attitudes toward effects of their teacher's qualities to develop their levels in speaking skill. Questionnaire will be distributed to a random sample. Therefore, also provide us some reasons of the learner's low levels in any academic spoken production.

Second, we will use classroom observation to teachers of oral expression and student because these lessons consider an appropriate opportunity to both students and teacher toencourage their student to participate through diversity activities and he tries discovering their levels and difficulties through practice some techniques. For instead; role play, oral presentation. And they try to enhance their spoken abilities at the same time when their teacher interacts them and to create a good atmosphere inside the classroom. This classroom observation will also explore the problem led to student not participate in oral course .the classroom observation will be applied to random sample on one group from section one.

5. 2. Participants

In this study, the sample is selected randomly .we are chosen the second year students of the population of 40 students at Biskra University. The reason from choosing this exact sample is simply, second-year students is needed of a good teacher to develop their oral performance and enhancing their pronunciation.

5. 3. Data Analysis

After classroom observation, we will be analyzed result by using the descriptive analysis and the results of classroom will be presented in the checklist which include many statement describe to what extent effect teacher's quality on the student's performance in the classroom.

6. Limitation of the Study

The study was limited because of many reasons but mainly due to the short period of time. In addition, since it is new topic and never searched before from the previous students lack of enough source such books was one of the most challenges that the researcher faced during the preparation of this study

7. Structure of the Study

The present research in fact is consisted of three main chapters. The first two chapters are designed in order to define some concepts and clarify the relationship between the two variables of this research study. On the other hand, the third chapter is devoted to the analysis of the results obtained from both students' questionnaire and classroom observation.

The first chapter deals with some issues related to the concept "speaking skill" that it includes the nature of speaking skill, a different definition of this skill, significant of speaking skill and same different aspects .then, we will cast the light on the difficulties faced speaker in foreign language learning.

The second chapter deals with the main qualities of effective teachers and their relationship to the speaking skill. Therefore, it attempts to define this concept and its importance. It comprises also some aspects of teacher's quality which include teacher's

personality aspects. Then, we discuss personal characteristics and practices. It describes the main issues that contribute to teacher effectiveness and the different ways that may enhance their professionalism. This chapter also tends to investigate the relationship between teacher quality and teaching effectiveness. Furthermore, it shed light to the importance of teacher quality in enhancing learner's performance in speaking.

The practical chapter deals with a detailed analysis of data gathered about investigating the role of English language teacher quality in enhancing EFL learner's abilities speaking. It focuses on the analysis of the data we will collect from student's questionnaire and classroom analysis and accepting or rejecting the hypothesis.

Chapter One

Speaking Skill

Introduction

Language is a tool for communication. We communicate with others, to express our ideas, and know other's opinions. Communication takes place where there is speech and without speech, we cannot communicate with one another. Speaking is at the heart of foreign language learning. One of the major responsibilities of any teacher working with English Language Learners (ELLs) is enable them to communicate effectively through oral language and to develop their ability to use the target language for communicative purposes. This chapter will discuss some theoretical issues about speaking skill such as some different definitions of speaking skill. It comprises also the importance of the speaking skill, as well as, its aspects, which are accuracy and fluency, the type of this skill. Also, are taken into account speaking difficulties in foreign language learning.

I. 1. Definition of Speaking Skill

Generally speaking is one of the main skills required to start communication in any language, especially for non- native's speakers. Foreign language learners' speech then is based on the process of trial and error. Therefore, speaking is a complex skill which relies on making efforts and practice**.** Luoma (2004: 1) argues that "Speaking in a foreign language is very difficult and competence in speaking takes a long time to develop "This current definition emphasizes that difficulty of speaking in a foreign language which require a long time to develop.

Moreover, speaking in its nature is considered as a process based mainly on the use of gestures, and body language or the so- called "paralinguistic" since, it helps speakers to hold a

conversation successfully. Thornburg (2005: 9) emphasizes on the concept of "paralinguistic" in mastering the speaking skill. He states: "Speaking is also a multi-sensory activity because it involves paralinguistic features such as eye contact, facial expressions, body language, tempo, pauses, voice quality changes, and pitch variation" which in turn affect the flow of any kind of conversation being taken.

In other contexts, researchers regard speaking skill as symbols and signs that may take either forms the verbal or the non-verbal one which constructs and create meaning (Chaney, 1988) Researchers focused on that speaking have another form not verbal but also there is non- verbal all this gesture, Sings, symbols mentioned spoken productions are referred to as "academic speaking" which construct and concrete a certain meaning.

The major concern behind learning a foreign language is to speak, and communicate the language fluently. Speaking is a fundamental skill that language learners should master with the rest of other language skills, it is defined as a complex process of sending and receiving messages via verbal forms of expressions, but it also includes nonverbal forms and symbols such as gestures and facial expressions, which form the communication process. The figure below illustrates the latter definition:

MSG   MSG   MSG   MSG

Source → 1Encoding kihkigfhlku → Channel → Decoding → Receive
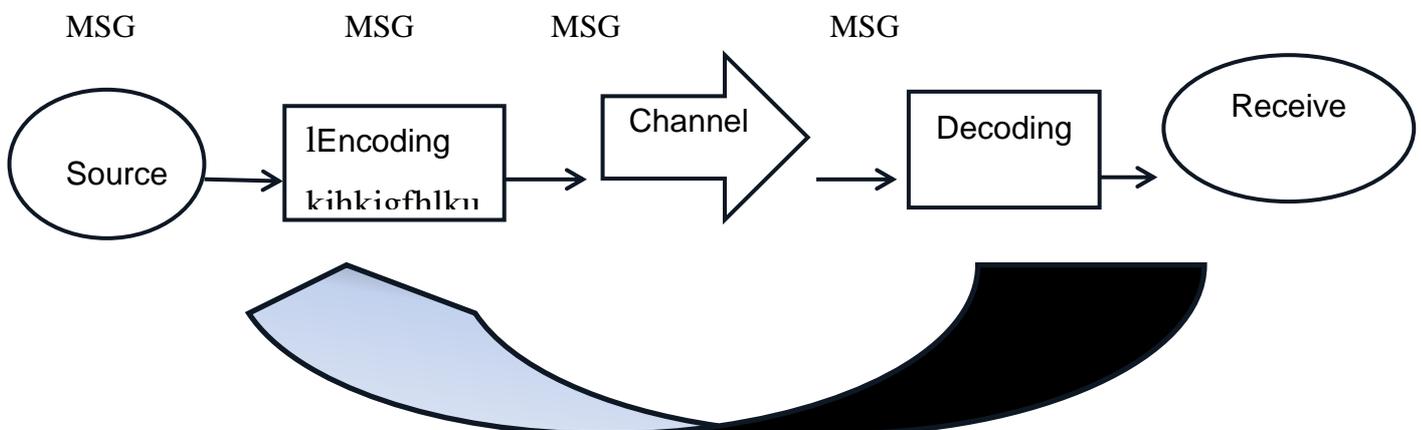
Figure 01: The Communication Process.

From this figure that thriving communication needs specific process that leads to successful speaking. The process starts with a source or the speaker who encodes the message which goes through the channel to be decoded, and received by the hearer. The hearer then responds to it through giving a feedback.

I. 2. Importance of Speaking Skill

The speaking skill has accomplished an important place in the communication skills. And in foreign language learning, the ability to speak is the most essential skill since it is the basis for communication, which is the most difficult skill. Researchers stated that speaking is the most difficult for learners, and this outcome from learners' lack of exposure to the target language that allow them to use it for communication and expression. The mastery of the speaking skill necessitates the speaker possess precise knowledge of the language.

Speaking therefore, is the most important and essential skill. Ur (2000: 120) states all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: People who know a language are referred to as "speakers of that language, as if speaking includes all other kinds of knowing; and many, if not most, foreign language learners are primarily interested in learning to speak" to use the language in different contexts and situations.

In addition to Speaking is a fundamental medium used to help students to develop their vocabulary and grammar from the constant use, and they improve their writing skill. In addition to, other uses for instead, convey messages, knowledge, emotion, feelings, ideas, and opinions directly in an interaction with the others. In the same context, Hedge (2000: 261) declares that: "For many students, learning to speak competently in English is a priority. They may need this skill for a variety of reasons, for example to keep up a rapport in relationships, influence people, and win or lose negotiations".

Moreover, speaking is important, even outside the classroom because many organizations and factories look for people who have a foreign language diploma with good speaking ability in order to communicate with the foreign comer s. (Backer and West up 2003) support that a student who can speak English well may have a greater chance for further education of finding employment and gaining proportion".

I. 3. The Aspects of Speaking Skill

Recently, many teaching approaches have asserted on giving more attention to classroom activities that provide learners with elements of enhancing their speaking fluency and accuracy. According to the communicative approach, for example, fluency and accuracy two factors are very important in accomplishing learning outcomes, and they are obviously complementary.

Therefore, Richards and Rodgers (2001:157) mention that "Fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract, but in context" this is a clear idea since, the emphasis of CLT is in the process of communication between learners or between teachers and learners, rather than mastery of the language forms. Also Fluency and accuracy tow elements are contributed in successful process of learning.

I. 3. 1. Accuracy Aspect

Most of EFL students seek to be fluent speakers in the target language and neglect the importance of accuracy in their speech. Producing accurate utterances are crucial in language learning since it helps the way learners speak to sound, word more comprehensible to them Interlocutors (Richards and Rodgers. 2001: 139) define accuracy as referring "To how well the target language is produced in relation to the rule system of the target language" However, J. Harmer (2001: 104) pointed that accuracy involves the correct use of vocabulary, grammar and pronunciation, Which these three criteria that most teachers have relied on concerning the

assessment of "learner's command of the linguistic systems.". Therefore, to be accurate in oral production, to be understood and to gain the interest of their interlocutors Learners should pay attention to the correctness and completeness of the language form; they should be knowledgeable and master very well these elements.

First of all vocabulary which mean that learners should study the words and know their meanings their use also they should be able to distinguish between word classes which are lexical one as nouns, verbs, adjectives, adverbs, or function one as determiners, particles, preposition .therefore, mastering vocabulary helps learners to be able to select, use the appropriate words, utterances and expressions in the context when speaking.

Secondly, grammatical structures focused on rules of words order, tenses… etc. This means that learners should know how elements of a sentence are put and work together such as morphemes, phonemes, words, phrases, clauses… another element.

Third element is correct pronunciation "production of sounds, stress patters, rhythmic structures and intonation of the language" (Florez, 1999: 2) argues that good language involved a good production of sounds, stress patters and clear intonation.

I. 3. 2. Fluency Aspect

EFL teachers always seek to achieve oral fluency in teaching the macro skills exactly the productive skill of speaking. Since, it is the skill through which learners are evaluated and assessed in terms of their performance. Hughes (2002: 80) defines fluency as "The ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation, otherwise the communication will break down because listeners will lose their interest".

In achieving fluency, teachers are asked to engage their learners in the learning process by giving them the opportunity to speak freely and interact during classroom courses,

and through encouraging them not to be afraid of making mistakes. According to Thornberry (2000: 3) fluency is the "capability to produce language in real time without undue pausing or hesitation". Thornberry asserted that fluency is the ability to speak without stopping and fraud

In other words, speaking fluently is the faculty of using the language spontaneously and confidently while communicating one's thought ideas or opinions in several contexts. It implies talking without making a lot of stops to think too much about what one's is saying and without worrying too much about errors (accuracy) until it becomes unnatural speech.

Whereas point view of Richards et al (1992: 204) fluency is "the features which give a speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions" Therefore, teachers should rehearse learners to speak in a coherent manner by paying more attention to the meaning and context then to the form in order to achieve oral fluency. This latter "describes a level of proficiency in communication", which includes many levels.

The ability to produce spoken language easily. Also, the ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar, The ability to communicate ideas effectively, and the ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication. All those levels as pointed Richards et aldevelop proficiency of communication.

I. 4. Basic Types of Speaking

Oral production passed through many steps according Brown (2004: 271-272.) that put forward a taxonomy, which include six basic types of speaking and are: imitative intensive, responsive, transactional (dialogue), interpersonal (dialogue), and extensive (monologue)

I. 4. 1. Imitative

Speaking performance relies on the ability to imitate a word, phrase, or sentence. a very short time of classroom speaking may be devoted to imitative talk for example. "Excuse me." or "Can you help me?" means those learners learn in the beginning some words, sentences for clarify and accuracy. Then move a long talking.

I. 4. 2. Intensive

In this type is intensive speaking. That student practices some phonological or grammatical aspect of the language. Such as minimal pairs or repetition of a series of imperative sentences; in this kind that learners focused on phonological or grammatical aspect exactly imperative form .Such as "give me a pen".

I. 4. 3. Responsive

Responsive speaking includes interaction, but; it should not exceed the pattern of very short conversation ranging from greetings and small talk to simple requests and comments. The students talk need to be brief, comprehensive, and short in which he/she gives answers to the teacher's questions or peers' comments. These answers, therefore, should not extend to long conversations, rather; it should be meaningful and authentic like the following example.

 A: How are you today?

B: Fine, thanks, and you?

A: What is the main idea of the first paragraph of this text?

B: The United Nations should have more authority.

I. 4. 4. Transactional (dialogue)

Speaking, the learner conveys meaning, exchange knowledge and specific information in a form of long conversations where the major concern, is in sharing views and ideas. This kind seems opposite to responsive talks or speaking, and is more extensive than the responsive one.

A: What is the main idea of the first paragraph of this text?

B: The United Nations should have more authority.

A: More authority than what?

B: Then it does right now

A: What do you mean?

B: Well, for example, the United Nation should have the power to force a country like Iraq to destroy its nuclear weapons.

A: You don't think the United Nations has that power now?

B: Obviously not. Iraq is still manufacturing nuclear bombs

I. 4. 5. Interpersonal (dialogue)

Another type is the interpersonal dialogue, which was created to maintain social relationships rather than the transmission of the knowledge and information. Interpersonal speaking may include some tricky factors that learners can involve, such as: a causal register, colloquial language, emotionally changed language, slang, ellipsis, sarcasm, and covert agenda. The following example shows a kind of interpersonal conversation between Jane and John.

Jane: Hello, John, How's it going?

John: Oh, so-so.

Jane: Not a great weekend, huh?

John: Well, far be it from me to criticize, but I was pretty miffed about last week.

Jane: Oh, wow, this is great, wonderful. Back to square one. For crying out, loud, John, thought we'd settled this before. Well, what more can I say?

This example shows the nature of conversation between speaker and hearer that seems informal style, because unserious situation and they talk between them not with high status.

I. 4. 6. Extensive (monologue)

Finally, the last type of speaking includes extensive monologue or oral production, which can be mainly realized through giving speeches, oral presentations, and even storytelling where students get more opportunities for classroom interaction. This form can be applied within intermediate or advanced classes, and the language should be more formal and comprehensible. This monologue can be planned or improvised.

I. 5. Speaking Difficulties in Foreign Language Learning

Most of EFL learners master the language rules, but they often face some difficulties in speaking the target language. Performance speaking requires some real tools that teachers should provide their learners with. In the same context .so, Parrott (1993: 105) asserts that teachers must perform a series of tasks that aim at providing learners with the confidence and the skills required to take advantage of the classroom opportunities in order to speak English effectively. Researchers point out some difficulties that could be an obstacle for EFL students in speaking the foreign language. Ur (2000: 121) for example, mentioned four main problems which are: inhibition, nothing to say, low uneven participation, and mother tongue use.

I. .5 1. Inhibition

In classroom participation most of learners face what is called "inhibition". Such students can say a lot, but something prevents them psychologically Effective teachers never

let a room for inhibition in their classes since inhibition and anxiety may be the most common factors that invade the foreign language contexts easily and that is what Little wood (1999: 93) tried to prove saying that "It is too easy for a foreign language classroom to create inhibition and anxiety".

Other factors refer to the feeling of shyness and fear of making mistakes and these are due to the weakness in communicative skills and the feeling of linguistic inferiority. Students fear to make mistakes, especially if they will speak to a critical audience. Ur (2000: 111) states that: "Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fear of criticism or loosing face, or simply shy of the attention that their speech attracts.This view was also supported by Bowman et al**.** (1989:40) who argued that in teaching speaking, teachers usually ask their learners to express themselves in front of the whole class, the fact that make them experience what is called "stress" while practicing some speaking activities and performance something. Stress and anxiety are two main psychological factors that may hurdle the student's speaking process

I. 5.2. Nothing to Say

The problem of " nothing to say" comes from imposed participation that teachers use in their trial to reduce anxiety , but this strategy puts students in an awkward situation where they may say their common expression like "I have nothing to talk about", "I don't know", "no comment" or they keep silent. When students lack motivation to express themselves or in choosing topic they are likely facing the "nothing to say" problem. Rivers (1968 : 192) writes: "The teacher may have chosen a topic which is uncongenial to him [the learner] or about which he knows very little, and as a result he has nothing to express, whether in the native

language or the foreign language"Teachers help learners to choose topics which are familiar to avoid having "nothing to say" expressions.

Accordingly, Baker and Westrup (2003:75) support that many students find a difficult to answer when teachers ask them to present anything in the target language. Learners may have only some ideas and limited words to talk about; they may not know how to use some vocabulary or they are not sure of the grammatical correctness. Students, therefore, could not produce evidence to discussion on topics that are not interesting for them.

I. 5.3. Low or Uneven Participation

Today foreign language class suffered many obstacles one of these classroom arrangement for students to practice their speaking activities effectively. Bowman et al. (1989: 40) support the idea by saying that "Traditional classroom seating arrangements often work against you in your interactive teaching". The teacher's motivation is an important factor to reduce low participation in learning contexts. Where teachers do not encourage their learners, the talkative ones also will show no interest.

Consequently, increasing and directing students' motivation is one of the teacher's responsibilities. Furthermore, amount of talking time giving to each student presented another problem that some students talking without giving their classmates the floor to speak. Rivers (1968: 98) claim that some personality factors can affect participation in a FL And teachers, then should recognize them. And anther hand, other students may prefer not to talk at all, because fear to make mistake and some others keep silent that show no interest all along the course. Harmer (2001: 120) claims streaming weak performs in groups and letting them work together. In such cases, they will not hide behind the strong participators, and they lack to effective teacher can help them to achieve a high level of participation.

I. 5.4. Mother Tongue Use

Problems of EF student prefer to use the same mother tongue tend outside and even inside the classroom because they feel more comfortable and less exposed to the target language. According to Baker and Westrup (2003: 12) "Barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language." Therefore, learners will not be able to use the foreign language correctly if they keep on been influenced by the use of their mother tongue. Lack of the vocabulary of the target language usually leads learners to borrow words from their native language.

Students use their L1 when performing pedagogical tasks, especially when one student is explaining something to another. "This is a habit that in most cases will occur without encouragement from the teacher" (Harbor, 1992: 354). Another cause of mother tongue use can be teachers themselves. If, they frequently use the student's language (whether or not they themselves are native speakers of that language), where students in the classroom will feel more comfortable doing it too. Teachers need, therefore, to be positive of the kind example. (Harmer 2001: 131).

I. 5. 5. Psychological Speaking Difficulties

EFL learners face many difficulties when speaking English; psychological difficulties are the most encountered ones. Those difficulties make a problem for EFL learners in enhancing their abilities. Schwartz (2005) states that different difficulties such as fear of, shyness anxiety, lack of self-confidence, making mistakes, lack of motivation, and lack of interest in the subject commonly hinter learners to speak

I. 5. 5.1. Shyness

Shyness is most factor encounter a student in speaking. That is a feeling of fear, lack of comfort, and awkwardness. Payne (2015) defines shyness as a "feeling of discomfort or

inhibition in social or interpersonal situations that keeps you from pursuing your goals, either academic or personal. Shyness results in excessive self-focus and worry, often preoccupied with your thoughts, feelings or physical reactions". According to this opinion, Shyness is step of fear and incapability to do something that is needed to be action. It is a natural feeling that is experienced by all people, but its degree differs from one another

Shyness is considered as a personal quality accompanied with feelings of embarrassment and confusion. In EFL speaking classrooms, students attempt to keep Silent and avoid answering questions or participating in the speaking courses which is actually a disadvantage toward developing their speaking abilities, because it prevents them to develop their levels. According to Baldwin (2011), speaking in front of people is one of the most fears for students, they face the feeling of shyness that makes them unable to think and forget what they want to say over huge number of students in classes is one of the main reasons of shyness. Foreign language students, especially a group of adolescent cannot stand in class front her classmates to perform any activities. As described in Crozier (2000) "Higher adolescent developing shyness corresponds to poorer self-esteem and more negative thoughts about one's body and general appearance" (80)

I. 5. 5.2. Fear of Making Mistakes

Another factor faced EFL learner in speaking is Fear of making mistakes. It refers that students cannot express themselves in a foreign language and do not participate appropriately in the oral lessons for many the reason that they fear negative evaluation or criticism of the teacher and being laughed at by their classmates. According to Robby (2010), Fear of making mistakes is of the most spread difficulties for EFL learners during speaking courses. EFL learners are worried how others will see them or judge them; they do not want to look foolish

or silly in front of their teacher or classmates so they avoid participating and getting involved in classroom activities in order to escape these embarrassing situations (Kurtus, 2001).

Fear of making mistakes is a big problem for EFL learners that are overcome with this problem should be dealt with by a good teacher. Support's teachers enhance the learners' mistakes from a negative to a positive one. They should make them believe that making mistakes is not a problem.

I. 5. 5.3. Lack of Self-Confidence

Self-confidence is referred to as our beliefs towards our abilities and how we see them. This term always referred to as self –esteem. Through the difference Rosenberg, being self-confident means that:

> The individual simply feels that he is a person of worth; he respects himself for what he is, but he does not stand in awe of himself nor does he expect others to stand in awe of him. He does not necessarily consider   himself superior to others. (1979, 30-31).

Term lack of self – confidence represents a real difficulty for learners that hinters they perform oral presentation. Chen (2010) argues that learners' low ability of speaking English is the primary reason of their lack of self- Confidence. While, Brown (2001) claims that when language teachers are not supporting their learners proficiently, this also considers a big abstract leads to learners' low of self-confidence in the classroom. Thus, the effective teacher has a significant role in increasing their student's self -confidence, as Kubo (2009) suggests: in order to increase learners' self-confidence, teachers need to provide their learners with more opportunities to practice their spoken English in the classroom. (95)

I. 5. 5. 4. Lack of Interest in The Subject

The last difficulty faced EFL learner that the lack of interest in the subject. It refers to the situation when EFL learners are exposed to topics that they don't have much information about or they just see it as boring topics to discuss. They don't have any interest to speak about those topics. Thus, effective teachers should provide their learners with familiar and attracting subjects in order to support the learners to speak as Thornbury states:

> Familiarity with the topic: the greater the familiarity, the easier the speaking task feeling towards the topic and/ or the participants generally, if you are well disposed to the topic is talking about, and/or the other participants, the easier it is likely to be. (2005, 25)

In addition to, unfamiliar and boring subjects hinter EFL learners from speaking English because they simply do not have anything to say; consequently, they remain passive. While the role of effective teacher in choosing topics that suits learners' knowledge and interest have a great positive effect on learners' performance and promoting speaking activities inside the classroom.

Conclusion

Speaking as a productive skill is a very important process that helps us to evaluate how well fluent and accurate our students are. So, the majority of EFL learners find themselves faced with difficulties when they want to practice the speaking skill. In some times, these difficulties are the result of students 'behaviours, in other times they may be the result of teachers' attitudes, as they may be the result of the tackled topics. To overcome those obstacles in speaking, students have to raise their rate of participation in order to speak more;

teachers have to act positively in order to give their learners good impressions; as they have to vary the activities which fit their Students speaking proficiency.

Chapter Two

Teacher's Quality

Introduction

Effective teaching and learning could be determined by the qualities and competencies ofgood teachers. Teacher's qualifications, characteristics and practices are considered essentialfor their effectiveness and for the development of learner's spokenproduction. Researches usually attempt to discover the effect of many factors on learners such as, personality, school program and working conditions while the role ofteacher's quality receives a little consideration. This chapter tends to investigate the role ofteacher quality in enhancing learners 'oral performance and in ensuring effective teaching. Moreover, it attempts to define the main aspects of teacher quality that contribute totheir effectiveness and highlights the importance of teacher's professional development forassuring good quality education.

II. 1. Defining Teacher's Quality

Teacher quality has long been an important issue that requires much attention and thinking since it is considered as a complex phenomenon that has not yet a clear definition. Researchers are trying to discover what is meant by teacher quality and what really constitute this complicated phenomenon. Diverse studies have given their suggestions and findings concerning the meaning of teacher quality. However, until now there is no consensus among researchers. Among the researchers who dealt with this topic, Strong (2011: 12) defines quality as "the term quality is often used synonymously with other terms such as master or the adjectives and effective, which themselves may have, under certain conditions specific and narrower definitions good". The difficulty to determine a

single definition for teacher quality led to the variety in its meaning and the ways of measuring it. Goe (2007: 8) says that "teacher quality is a complex phenomenon for which no general and absolute agreement exists concerning an appropriate and comprehensive definition". Before understanding the meaning of teacher quality, it is very important to consider what quality means in it.

Despite the difficulty of its meaning teacher quality has got varied proposed definitions. "Teacher quality is defined as teachers engage in educational tasks, with certain characteristics, and being able to conduct teaching, arousing student's interest in learning, and enhancing student's achievements**"** Lin, Xie, Jeng & Huang, (2010: 168). Results from their research conclude that "teacher should cover: 1) professional competence, 2) personality, 3) performance responsibility, 4) teacher- student interaction and 5) student problem handling ". teacher quality definitions are related not only with what the teacher has in term so fin put but also with how to use their part effectively in real situations.Teacher quality is considered as a multidimensional term that is difficult to measure since it has been defined in various ways. According toStrong (2007: 19) "defining teacher quality is not a simple task, though, because the criteria for doing so vary from person to person, from one community to another and from one area to the next".

Teacher quality contains set of characteristics, attribute, and practices that contribute to teacher's effectiveness. Studies in teacher quality are still confused about some characteristics and practices that can be associated with quality teachers and whether these characteristics contribute to their effectiveness.

II. 2. The Importance of Teacher's Quality

Improving teacher quality is a very difficult task that requires more attention, effort, and wisdom. Besides, many factors that contribute to the success of the teaching process, high quality teachers are the key factor for successful teaching. Teaching quality depends largely on the quality of teachers. In other words'' teacher quality is a very important measure of teaching effectiveness and a determinant of educational outcomes''. Hindman, Grant, and Strong (2010: 3) suggest that "If we hope for our children a better quality education and a brighter tomorrow, we also must hope and support in every practical way quality teachers". Raising the standards of quality teachers lead to better learning and consequently, to successful teaching.Jusuf (2005: 37) argues that teacher quality is the key for ensuring the quality of education that indicated by the quality of output and outcome. Teacher quality plays an important role in developing the quality of education and shape the learning objectives of individuals since teachers are the only one who transmit knowledge and skills to generations.

The effect of teacher quality on the educational result has been given a significant interest in the literature. The most of the findings demonstrated that teacher quality is strongly related to student's performance. (Tucker& Strong, 2005: 2) argue that teacher quality becomes the main concern whereby education can be improved and outcomes can be fostered.Whereas, Clotfelter, Ladd, and Vigdor (2007: 3) conclude that parents, administrators, scholars and policy makers demonstrate the importance of teacher quality as a vital determinant of student achievement. Staffing schools with high quality teachers not only benefit the student learning. However, also build a solid educational system that provides high quality teaching across generations Goe (2007: 11) Suggests that "teacher effectiveness would be the empirical evidence that defines teacher quality and teaching

quality, based on how much student learning a teacher foster" Effective teacher are those who can make a difference on their students' learning, bringing the best in the class and working towards ensuring high levels of achievement. "Years of research on teacher quality support the fact that effective teachers not only make students feel good about school learning, but also their work in increased student achievement".

The issue of teacher quality brings improvement in teaching and empowers schools taking the students high levels of achievement as a main focus. Teacher quality comprises a wide range of characteristics that can positively contribute to high levels of achievement. Tucker and Strong (2005: 2) conclude that "studies have substantiated that a whole range of personal and professional qualities are associated with higher levels of student achievement". Since teachers differ in their competence and effectiveness, they achieve different results concerning student achievement. Tucker and Strong (2005: 5) argue that the Dallas research shows that "lower-achieving students are more likely to be put with lower effectiveness teachers.Thus, the negative effects of less effective teachers are being visited on students who probably need the most help". Quality teacher tends to have solved problems that students experience with their ineffective teachers and enhances their learning and achievement, Tucker, P., & Stronge, J. (2005: 23) say that improving and supporting teacher enhances student learning and develop their knowledge and competence because they benefited from good quality teachers

Teacher quality has become the focus of a large number of scholars and researchers, because of its importance in developing education and providing high quality instruction for the future generations. In other words, quality teachers enhance the educational achievement that is the basis for the nations 'economic growth.

II. 3. Some Aspects of Teacher's Quality

There are many aspects of teacher quality in enhancing the learning process. For instead, teacher's personality aspects, experience aspect and preparation program's aspect.

II. 3. 1. Teacher's Personality Aspect

Teachers' personality is a crucial indicator of teacher quality. That the teacher as a significant term in the teaching-learning process. Personality influences the behavior of the teacher in diverse ways, such as in interaction with students, teaching methods selected, and learning experiences chosen the effective use of a teacher's personality is essential in conducting instructional activities. Students learn from a teacher's personality, even if there is no formal interaction between student and teacher. According (Dickson and Wiersma. (1984).

The personality of a teacher is a very important determiner of successful teaching, and that teacher effectiveness is perceived to exist as a consequence of the characteristics of a teacher as a person. No wonder, then, that a majority of earlier studies in the area of teacher effectiveness has linked teacher effectiveness with outgoing, extroverted tendencies, process. Then'(rivastava and Bhargava) asserted that teachers' characteristics combined many term "emotional stability, emotional maturity, calmness, low anxiety, Warm and empathetic personality, sensitivity and warmth" (1984) . These traits of teacher play a crucial role in enhancing learner's level and their achievement in oral production .However, (Gage, 1965 and Matteson, 1974) suggested "a problem-solving ability less inhibition, control, less impulsive personality, sense of humor and flexibility". Further, those teachers have also been found to be effective who are not dominated by a narcissistic

self and a neurotic need for power and authority (Hamachek, 1969 and Mohan, 1995). Therefore, teacher must be flexible and tolerant when dealing with their learner not always dominants and neurotic person that's making deficits in learning – teaching process.

Social psychologists argue that "personality is entirely a matter of social awareness which is pointless to talk about anyone's personality separated from the particular people who intermingle with him, get impersonation about him, and use trait terms in unfolding his" (Holt, 1971:45). Social psychological point views suggest that personality is perceived a social awareness through which is separated from the people who mix with himself.

The successful use of a teacher's personality is vital in conducting instructional activities that personality aids, teaching, for communication takes place between the teacher and the learner even in the absence of the spoken word (nonverbal communication). Each individual has characteristic attributes of personality which manipulates both the manner in which he behaves toward others and the ways in which they act in response. Therefore, there is five types of personality classify by Costa and McCrae (1986:129) which is included neuroticism type, extraversion, openness, agreeableness, and conscientiousness type.

II. 1. 1. Neuroticism Type

The first kind is neurotic individuals tend to be anxious, self-conscious, moody, and insecure. They are more susceptible to psychological distress and generally cope more poorly with stress than others. Also Neuroticism has been negatively linked to subjective well-being. This type of personality flounced on learning- teaching process negatively. Therefore, teachers have this personality absolutely the outcomes will be negative

II. 1. 2. Extraversion Type

The second kind is extravert person tends to be talkative, sociable, gregarious, and assertive. The extraversion is also characterized by a need for activity, excitement, and stimulation . The Extraverts tend to be more physically and verbally active, whereas the introverts are independent, reserved, steady and like being alone. Extraverts are adventurous, assertive, frank, sociable and talkative. Wallach and wing clarified the difference between extravert personality and introverts and their characteristics.

II. 1. 3. Openness to Experience Type

The third type is individuals who attain score higher on openness to experience tend to be curious, artistic, imaginative, broad-minded, creative, attentive, flexible and unconventional. Openness to experience implies receptivity to experience, including one's own inner feelings and emotions. Also open individuals are attentive and curious about both their inner and outer worlds. Means that, People with a high openness has cultural interest's Educational aptitude and creativity and which is asserted on some activities like writing, science and art.

II. 1. 4. Agreeableness Type

Fourth type presented agreeable personality is generally good-natured, cooperative, supportive, caring and concerned for others. The agreeableness scale is linked to altruism, nurturance, caring and emotional support versus hostility, indifference, self-centeredness and jealousy. Agreeable people are altruistic, gentle, kind, warm and sympathetic. All these characteristics were fulfilled in a person to become a good teacher

II. 1. 5. Conscientiousness Type

Fifth type is conscientious Individuals characterized as dependable, responsible, competent, self- discipline rule abiding, organized, and Achievement-oriented. Whereas, Costa, McCrae and Holland, (1984: 196) argue that conscientious personality is concerned a strong personality when teacher interact with learners.

This classification includes five type personalities that any type different on other in characteristic. Training programs can enhance teacher effectiveness by training them in empathy and interpersonal skills. The key to the satisfied, successful and effective occupation and professional life is to have those personality traits most suited to one's profession, job or occupation. Specifically, teaching as novel and innovative profession demands certain personality traits to be essential for efficacy and quality performance.

Figure 1: personality classifications (1992)
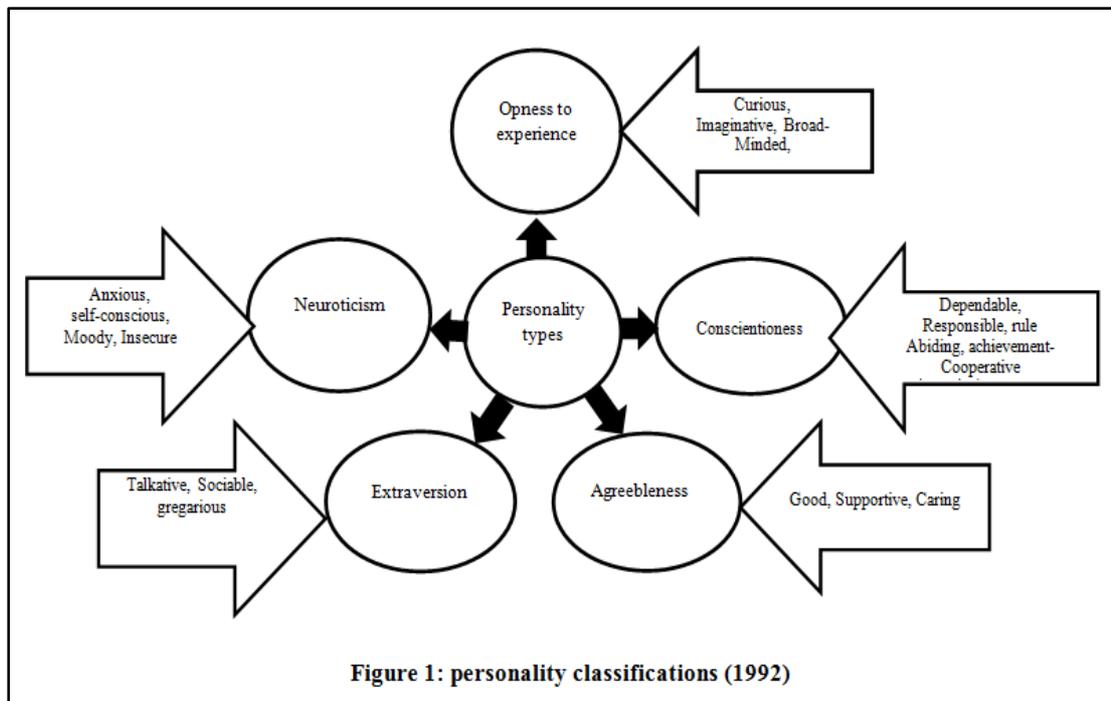
This figure shows personality type classified according Costa and McCrae. Which type is including many characteristic that has a role in hanging capacities and develop skill, and has positive or negative influence on Learning –teaching process. Therefore, effective teacher who has an openness experience, extraversion, Neuroticism, agreeableness, and Consciousness personality.

II. 3. 2. Experience in Work

Teachers experience is a crucial indicator of teacher quality. Effective teachers tend to experience the teaching process. That is, they have a wide range of skills and developed perceptions toward teaching and learning processes. According to Tucker, Strong and Hidman (2004: 16) suggest that "Experience does make a difference on teacher effectiveness, as it exposes teachers the opportunity to grow professionally by learning practice" Experienced teachers tend to be more effective in the classroom situations where they experience the various events that occur within classes. Strong (2007: 11) " teachers who are both experienced and effective are experts who know the content and the student they teach, practice interactive decision making, use efficient planning strategies, and embody effective classroom management skills". The relationship between teacher experience and teacher quality receive much attention over the years and most of the outcomes conclude the positive relationship between the two terms.

Investigations about the impact of experience on teachers and students reveal to the conclusion that experienced teachers are more effective than novice ones. For example, Akiba, Le Tendre and Scribner (2007: 371) state that experience as an important indicator of teacher quality, gives teachers the opportunity to practice and develop over years of teaching and thus make them more effective than novice teachers in raising student

achievement. In addition to the improvement of teachers work, experience can enhance students 'achievement in oral performance.

Another view proposed by Hindman, Grant and Strong (2010), teacher experience is seen as a continuing shift from the basic knowledge about the content to the effective practice of that content Therefore; they become experts of teaching, serving as mentors, leaders and other professional jobs. According Hindman et al (2010: 33) argue that the difference between experienced and novice teachers concerning the effectiveness of classroom practice is great. It is recognized that experience can benefit both teacher work and students' levels of achievement. However; there is disagreement in the research about the number of years that constitute experienced teacher. According **to** Tucker andStrong (2005: 104) add that "teachers with more experience tend to show better planning skills and greater differentiation of teaching strategies and learning activities. They also understand their students' learning needs better".

Teaching experience involves a considerable number of years for those teachers who are suggested to be experienced in the field of teaching. Researches in the area of teacher quality disagree on the precise number of years that build an experienced teacher. Goeand Stickler (2008: 3) claim that "teacher's level of experience matters 'but only for the first five years of teaching. During those first five years, teachers appear to gain incrementally on their contribution to student learning. After five years, however, the contribution to student learning appear to level off", this implies that teachers in their first years of teaching are more likely to bring the best for their students learning. In contrast, after being experienced their ability of teaching begins to decrease.Tucker and Strong (2005:104) point that teachers with more than three years are the most effective teachers and the best period for experience takes place between five to eight years. Until now, there is no agreement about the precise number of years that make an experienced teacher.

II. 3.3. Preparation Programs

The quality of education depends on the quality of its teachers. The nature of teachers 'preparation of educational programs is a very critical initial step in ensuring good quality teachers. According to Townsend and Bates (2007: 4) "the issues of globalization versus diversity the need for high quality pre-service programs, for well managed and supported the integration of new teachers into teaching force and ongoing professional development for that workforce.. Teacher preparation programs have been the main important issue of a range of research concerning teacher quality. Scaukat (2014: 148) argues that "teacher quality is an important aspect of the teacher education program, and refers to the combination of three characteristics of effective teachers such as teacher professional qualifications, teacher 'professional commitment and teacher 'self-efficacy to bring about change in teaching*".* Good preparation programs are the basis for providing good quality teachers that can accomplish the educational goals.

Since teacher preparation, programs shape quality teacher's attitudes toward the profession and provide them with the necessary skills and knowledge to successfully make their work, great interest has been given to this area for identifying its importance concerning educators and education. Scaukat states that "Teacher education program has been designed to prepare prospective and in-service teachers through information, knowledge and pedagogical skills to develop their abilities and to establish a positive attitude towards the profession of education Chong (2009) also points that "the demand for high quality teachers cannot be met without high quality teacher education" (303). Teacher's educators play a central role in shaping teachers' knowledge of the subject

matter and pedagogical practices. Thus, the quality of teachers is strongly related to the quality of their educators.

There are two kinds of education programs traditional and alternative routes. Traditional teacher preparation programs are called pre-service teacher preparation programs with four years of preparation and forty years of teaching, but without a considerable improvement for teacher's level (Goeand Stickler, 2008: 241). With the increased demand for more effective teachers and comments about teacher shortage, alternative programs have emanatedfromCertifying teachers to enter the profession (Townsend & Bates, 2007: 6). In other words, "temporary certification is handed out to almost anyone with a degree and a willingness to do the job thus at a time when teacher education institutions are being held accountable for their graduates, other people who may not have any training at all are being encouraged to become teachers". Both types of training may or may not benefit the educational practices and their outcomes as well. However, they will be very important to the educational system if it is shaped and provided with high quality.

The relationship between teacher preparation and student achievement has much concern in the literature concerning its quality and benefit for educational outcomes. (Goeand Stickler, 2008) suggests that "failure of teachers to produce significant improvements in student learning, policy makers insist should reflect on the preparation program" (p: 104). Education policy makers are willing to find the best ways for preparing good teachers based on student learning and improving teacher practices (Imig&Imig, 2007: 95)**.**

Different views were given by scholars concerning the need to develop and enhance the quality of teacher education programs Samson and Collins (2012) remarks that "In

order to make significant progress in improving the outcomes for ELLs, sweeping changes are needed in the way that teachers are prepared and supported to better serve this growing population" (20). The form, content and quality of teacher preparation programs varies from country to another. However, the aim is unique; a powerful educational system is depending on both teachers and students. Shaukat asserted that "Teacher education programs should emphasize the core components of teacher quality, content, presentation, peer collaboration and assessment techniques while teaching" (2014: 149). Thus, the quality of teacher educators isa significant element in the way of reading teachers. In other words, the quality of teacher preparation depends on majoritythe quality of teacher educators in forming the educational outcomes. Supplying effective education programs is the first step for the educational successes as well as for developing professionals whereby the educational outcomes will be determined.

II. 3.4. Characteristics of Teacher

Good personal characteristics are another dimension of high quality teachers. Teachers' personality traits and behaviors have a great impress with the quality of their learning process and instruction as well. Teachers' attitudes, behaviors as well as their beliefs are likely to influence their effectiveness. Research in the area of teacher quality has shown the importance of teachers' personal characteristics of levels' learners on spoken production.

II. 3.4.1. Self –Efficacy

Teacher's performance in teaching is affected by many factors that can either positively or negatively influence their job commitment. The belief, teachers hold about their abilities to effectively perform their work, play a critical role in influencing both

student achievement and the quality of teaching. Self –efficacy belief has a strong influence on teachers actions and attitudes and therefore on the schooling outcomes. Gavora (2011:79) argues that "self-efficacy is defined as teacher judgment about teacherscapacities to bring about the desired outcomes of instruction". While, (Goldberg, 2003) says that "teacher efficacy refers to one's beliefs rather than to observable behaviors" (323).

Another definition proposed by Moran, Hoy and Hoy "Teacher efficacy is the teacher's belief in his or her capacity to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context" (1998: 233). A teacher's sense of efficacy is considered as an important variable in teaching and it has become the main focus of most research that affirm its positive influence on the teacher's performance and student learning. To successfully achieve the desired goals, teachers are expected to have a strong sense of efficacy that affects positively their motivation and psychological states needed for reaching these goals (Brown, 2006: 11). The more teachers are confident in their abilities the more outcomes are to be reached

Self-efficacy has to do with two types of belief personal and general teaching efficacy. The former is related to teachers own confidence in his or her capacities to promote learning, teacher's recognized capacity to teach. While the latter, refers to the belief that teaching itself can promote learning, teachers 'perceptions of student ability to learn. Gavora (2011) points that "personal teaching efficacy (PTE) offers a teachers 'belief that he/she possess the skills and abilities to facilitate students learning" (82) .Teachers may have high personal teaching efficacy and lack the general teaching efficacy. That is, they may have confidence on their teaching capacity. However, they lack confidence on the ability of teachers to promote learning. Soodak and podell (1996) provide three models

of self-efficacy, personal efficacy that refers to the teacher belief on their capacity to teach. While outcome efficacy refers to the belief that if the capacities are performed they will result the desired outcomes and, the third is teacher efficacy that implies the belief that teaching can surmount the external affective factors (as cited in Gavora, 2011: 84). Effective teachers tend to have high level of efficacy despite the various affective factors they may encounter.

II. 3.4.2. Classroom Management

Classroom management is a significant aspect of teaching and learning processes. Good classroom management is one of the main characteristics of good teaching that strong Argues "teacher behaviors that teacher facilitate learning". (2007: 45) therefore, teacher play important role in enhancing capacities and clarifying a complex tasks. Effective teachers manage the teaching leaning processes using a range of techniques and procedures to maintain better learning environment that may enhance students leaning. Rubio (2009: 38) argues "Management is not parallel to strict rules; in fact management is to anticipate student's needs , and then prepare a suitable year plan , procedures , activities , assessment, evaluation criteria , and above all, clear instruction to the students to promote students motivation ,enthusiasm and learning". Classroom management could enhance both teachers and learners work. It is based mainly on a set of careful proceduresand strategies that boost learning and facilitate the teaching process

The key for good management is the procedures effective teachers provide to maintain good learning atmosphere for their students through reacting against any kind of problem that may arise. According to Oliver and Reschly**,** effective classroom management involveeffective use of different and various management strategies .in addition, good

teachers who choose the appropriate strategies whenever replacements are required concerning in effective ones (2007:8). However, Strong (2007: 40) claims "Effective teachers establish responses to common classroom issues of order that allow them then to focus maximum time and energy on the instructional process". Establishing appropriate management routines can be a very difficult task for teachers. However, effective teachers demonstrate mastering of the various techniques and resources that could support students learning. Good classroom management depends on the quality of teachers and their ability to deal with the different learners 'behaviors and actions in the classroom situation byusing special and diverse approaches to enhance learning and facilitate their work

Good classroom management require many techniques during the instructional process this latter performed by effective teacher to facilitated it that understands' level of knowledge, design lessons to fit student's abilities, engaging students physically and mentally in lessons (e.g. manipulative, roleplays, drama, pantomime, games, or artwork), Teach to different learning modalities auditory, visual, kinesthetic; right brained, left brained; multiple intelligences; learning styles,Use visuals (graphic organizers, maps, word webs, drawings, pictures). Students may understand visuals better than words, especially when the teacher and student have different first languages. And teacher explained a Clear state the learning objective for the lesson. When students are told the objective, so they know what they are responsible for learning.

Effective classroom management is based on a set of procedures and routines whereby the teacher can effectively make a difference in the classroom and most notably in the learning outcomes. According to Oliver and Reschly (2007:1)teachers 'capacity in managing the learning process such as classroom organization and student behavior is an important step for ensuring better learning outcomes .Good management tends to affect the

learners' psychological state by creating a good learning environment, for example , Rubio suggests that, successful teachers arrange the classroom situation in a way that support learning and maintaining good relations, they create an most favourable learning atmosphere where students feel happy and relax concerning classroom adornment, accessibility and mobility (2009: 37).

Effective teachers tend to establish routines and procedures instead of rules and laws to maintain organization and discipline in the learning situation. Strong (2007: 41), effective managers are good monitors and observers of students for preventing any kind of disruptions in the classroom. Some characteristics of effective teacher classrooms described by Goldberg (2003: 221) include "Few behavior problems, a culture of respect that flows in every direction: teacher to students ,students to teacher, students to students, and everyone to guests, immediate or "at least timely" teacher actions that usually work, a clear, shared understanding of acceptable and appropriate behaviour". Thus, good teachers are skilled enough in maintaining a positive learning environment that is based on clear and common perspectives, respect and good values to build shared culture for successful teaching and learning.

II. 3.4.3. Planning for Instruction

Good planning for the learning process is a key point to achieve the educational goals. Planning is a careful step that involves much attention and wisdom to successfully perform the instructional task. Kyriacou (2009) says that "Planning involves the teacher's decisions about the aims of a lesson, its context, and the learning activities that will effectively achieve its aim" (86) .It takes about twice as long to develop an effective lesson plan as it does to teach the lesson in the classroom. Talk to your supervisor or Peace Corps staff to learn about approved lesson plan formats for your host school.

Effective instructional planning is the combination of different strategies usedby competent teachers with the aim to achieve the desired learning outcomes. Campebell, Kyriakides, Muijs and Robinson (2004: 13) contain that good planning and teaching effectiveness are strongly correlated "In a principle, it is possible to envisage teaching that could be improved by more effective planning .Which made more effective by the evaluation of teaching". The process of planning can be regarded as one of the most efficient practices that contribute to the effectiveness of teachers and facilitate students learning.

Good planning presents the different needs and interests of students to enhance learning.Organizing activitiesthat suit thelearners 'level and capacities is another benefit for enhancing and facilitating thelearning task.Rubio (2009: 37) argues that effective teachers facilitate the activities, the plan for theirstudents in a way that attract their attention and make them more interested to engage in suchactivities. While applying multiple and varied techniques for well planning, teachers areconstantly checking their plans for further necessary adjustments**.** Strong (2007) concludes that instructional plans of effective teachers are frequently modified to correspond the various needs of learners (57). Effective planning makes teachers 'professionals in the classroomsituation. However, it remains as one aspect of the overall qualities of effective teacher. According (Strong, Tucker and Hindman) assert that planning is an important practice for teachers to be effective. However, it is not one hundred percentage of guarantee that the teaching practice will be certainly enhanced (2004: 104).

II. 3.4.4. Caring Teacher

The sense of caring is one of the most important characteristics of effective teachers; those who care not only about developing their teaching practices and

competence but also in how effectively they help their students to learn. Effective teachers demonstrate a deep sense of caring about the content, learner's needs and the school affairs as well. According to Strong, Tucker, and Hind man (2004) Caring is an important attribute of effective teachers and students must be able to hear, see and feel that caring in their daily contact with teachers (33). Learning has been considered as an emotional exercise which will allow the students to get engaged as it appeals to be emotionally. Besides, Eisner (2002) suggests that "teaching is a caring exercise" which takes an important role in effective learning process.

Teachers tend to affect students' learning by the nature of the interaction that can either increase students 'willingness to learn or decrease it. Hind man, Grant and Strong (2010) assert that "caring is an intangible characteristic which manifest itself in tangible ways, often through interaction among people" (18) Effective teachers demonstrate genuine concern and empathy toward students through understanding the students´ concerns and questions. Strong et al. (2004) stated that effective teachers listen to the students' arguments and help them how to resolve their problems, and are willing to talk about their personal lives and experiences respecting the confidentiality issues. Therefore, there is a more effective achievement when the teacher demonstrates that cares about the students and knows them individually.

Since caring trait leads teachers to the effectiveness in their work, it will certainly improve the learner learning outcomes. Strong and Tuckerclaims that students learning will be enhanced when teachers connect their instructional competence with the sense of caring about the different learners 'needs and interests. (2004: 32) itself .Rubio (2009) argues that effective teachers care about their students by listening to them inside and outside the classroom showing interest, understanding with a tenderness and patient. Effective teachers

also know the students individually that give them individual attention and he is to develop productive relationships with their students. Also they treat their students with respect and expect the same in return, enhancing the students learning progress. It is not enough to know the students in their formal setting (in the classroom their learning strategies or learning style), but also, to know them in their informal setting (outside the classroom likes and dislikes, background, their motivation, aptitude and attitude to learn). These have a great effect on behavior and performance in the classroom and in their learning process.

The several characteristics of caring play a crucial role in raising learners 'confidence, and performance in the learning tasks, the most important ones proposed by Tucker and Strong (2005) which include "listening, understanding, warmth and encouragement, love for children" (104). Effective teachers are those who often demonstrate a great sense of caring and consider it as a critical part of their job. Several studies have shown the importance of the caring trait in shaping teacher effectiveness and enhancing the learning process. Quality teachers combine their qualifications and practices with their personal characteristics to better perform their work, enhance their students learning .Consequently; achieve the goals of teaching

II. 3.4.5. Positive attitude Toward Work

The teaching profession requires more than competent and skilled teachers; it involves an apparent set of objectives, love for the profession and a positive attitude towards the work. Teachers' beliefs towards their job, schools organization and student have a great influence on the overall educational system**.** Maliki (2013) defines the word attitude from the framework of social psychology as "a subject's mental preparation for action. It defines outward and beliefs.

The effective teacher truly believes that all students can learn differently, their subject and themselves. Through this different instruction let them reach them to successful outcomes, strong (2007:50). Furthermore**, (**Cherian,2006) refers that from the psychologist's point of view, attitudes can be seen as individual permanent orientations towards the different objects and issues they come across throughout their lives that they convey in terms of opinions (98). Thus, attitude shapes individual reaction towards a goal based on the set of believing they hold. Moreover, the kind of this attitude may affect or negatively or positively on individual behaviors

Teachers belief that added extra hours spent preparing and reflecting upon instruction are well worth to enhance the student learning outcome specifically with regard to student achievement and they can Promote and participate in a collaborative work environmentresults in more positive attitudes (strong**,**30)in this study about teachers attitudes concludes "teachers high expectations for students, a feeling of responsibility towards students, a sense of commitment to their work, A desire for lasting improvement, willingness for lifelong professional and personal growth and the conviction that they can contribute to the growth of their students render them more effective". In other words, effective teachers demonstrate positive attitudes towards teaching, learning community and constantly work towards improving education for better learning.

II. 3.4.6. Interaction with student

Teaching is an instructional activity whereby teachers and students exchange knowledge, ideas and build positive reports to foster learning and help the teaching practices. Scholars and researchers defined the concept classroom interaction from different angles and perspectives**.** Robinsonfor instance, sees that Interaction refers "To reciprocal face-to-face action. This can be verbal, channelled through written or spoken

words, or nonverbal, channelled through touch, proximity, eye-contact, facial expression, gesture, posture, appearance, environmental factors, etc." (7).Also, Robinson tries to explain the nature of interaction by saying that it is a face-to-face action which means it is a reciprocal process in which students face each other or their teacher.

Moreover, Rosenberg (2004) speaks about his teaching methodology to increase participation and interaction in the classroom saying that " I try to implement activation techniques that focus on the students in the classroom, on keeping them involved, on having them doing and producingrather than passively receiving information"(27). Rosenberg therefore, through his techniques tries to push his learners to be active participants rather than being spoon fed.

Effective teachers establish positive relationships with their students and tend to communicate meaningful issues inside and outside the school for helping them to succeed in their learning and even life. According to Rubio (2009) "a teacher who spends more time interacting socially with the students, working directly with them, and demonstrating a sense of fun and willingness to participate, in a friendly and personal manner, is considered to be effective" (43).

Positive social interactions are fostered through meaningful dialogue, common areas of interest, and shared experiences that can take place during class, at lunch, or during extracurricular activities. According to strong "Teachers need to allow students to see them as complete people with emotions, opinions, and lives outside of school" (35).therefore, interaction not include classroom but can extent even external areas, setting.

Interactive activities need to be managed well (i.e. decides the kind of activities: role play, games, discussing topics…) and the teacher needs to stay engaged throughout, even when learners are working with peers. Effective teachers need to be ready to facilitate and provide resources for learners. According to Ellis (1980), it is important to

spend time listening to learners talking to each other. This may help teachers to hear something that the whole group would be interested in talking about and to discover vocabulary problems or problems with the learner's use of grammatical form that is causing communication breakdowns.

Teacher-student interaction plays an important role in raising learners' self-esteem and confidence that could help them to create a positive self-image and consider themselves as important members within the classroom community. Therefore, they purposely engage in the learning tasks to achieve high results. Englehart (2009) states the importance of the positive interaction in enhancing students learning, he affirms "This positive interaction can give the student a sense of comfort and belonging in the classroom, can enhance student motivation, and can facilitate the student's social development" (714).

Effective teachers interact with their learners in different ways, responding their diverse needs and requirements to help their learning and autonomy. Englehart (2009) refers that Teacher- student interaction in the classroom situation should consider learners as part of the teaching activities, allowing them to experience, competence and autonomy, giving them the opportunity to choose the topic and the activities to direct their own learning as worthy members (715). Learners become motivated to accomplish the learning activities and develop a sense of belonging and confidence in their abilities to succeed and achieve good results. Wentzel (2009: 305) states that learner's willingness to achieve academic and social goals can be seen as mediators between the support provided by the interaction with teachers and the social activities.

The social interaction between teachers and students between teachers and school leaders or any other related member within or outside the school is essential for teachers to become more effective in promoting learning and ensuring good quality classroom practices.

II. 3.4.7. Controller

The enhancement of the effectiveness of teachers within the classroom in the point of view ofHarmer (2001: 108) depends on their fluency in changing their behavior (roles) according to the different stages of a lesson or to the different kinds of activities (nature of activities). Harmer thinks that the roles of controller (teacher stands in front of the class and commands) and facilitator (the teacher helps learners to reach and achieve their goals by themselves) are the major distinct roles. Meanwhile, he has identified several other roles, they are classified as follows.

According to Harmer (2001: 108) "When teachers act as controller they are in charge of the class and of the activity taking place in a way that is substantially different from a situation where student are working on their own in groups". Controller teachers do different activities. They take the roll, tell students things, organize drills, and read aloud. Effective Teachers feel very comfortable when they view their job as transmission of knowledge from themselves to their students.

A controller teacher makes a sense when a giving an explanation, organizing a questions and answer work, lecturing, makingannouncements or bringing a class to order. Indeed, this leadership has a highly beneficial effect on learner and promotes a teaching process

II. 3. 4. 8. Organizer

Organizing learners to do many defers tasks is the most important and difficult role that to be performed by the effective teacher, the good organization leads to the success of those activities. When organizing an activity the teacher has two well inform learners about the issue of the activity, the procedure they should take while doing this activity,The

procedure they should take while doing this activity, to put the learners in pairs or groups, giving them clear instructions about their task, and preparing feedback. Meanwhile, it is well-advised for the teacher to examine the amount of learners 'understanding of the instructions before starting doing the activity. Harmer (2001: 111) summarized the role of organizer as follows:

"Engage ➡ instruct {demonstrate} ➡ initiate ➡ organize feedback",
Harmer also allocated each one with a different stage of an activity;

- ✓ **The attractive stage (engage)***:* It is an introductory stage of the activity, the organizer (teacher) needs to involve, engage, and get the interest and attention of the learners by discussing with them the familiar topic or by familiarizing them with the new one.

- ✓ **The instruction stage (instruct and demonstrate):** In this stage, the organizer deals with the division of the learners (pairs or groups), he gives all the needed instructions; as what should be done… etc., and organizes a concise and precise demonstration for better understanding, finally, he should check whether they grasp the instructions or not

- ✓ **The initiation stage (initiate):** During this stage, the effective teacher (organizer) delimits the time in which the activity should be resolved for the learners (the time to start the activity and its time-limit), learners arefinding the activity without any intervention of the teacher expect for reminding them of instructions or time.

- ✓ **The feedback stage (organize feedback**)

THis is the final stage. When the activity is finished, the teacher gives the organized feedback (some comments on the oral activity or on the ways the students had proceeded in).

II. 3 .4 .9. Prompter

Breaking the silence of the learners by encouraging them to participate when they are in lack of vocabulary or inspiring them with ideas when they are confused with playing roles (lack of creativity) during the activities are the main criteria to detect the teacher who transmigrates the prompter role. To be a good prompter, the teacher should be sensitive, prudent, and encouraging as indicated by harmer (2001: 109)

> When we prompt we need to do it sensitively and encouragingly but, above all, with discretion. If we are too adamant we risk takinginitiative away from the student. If, in the other hand, we are tooretiring, we may nit supply the right amount of encouragement.

Conclusion

This chapter is limited to the teacher's quality. It focused on its significance and its role in enhancing learner's abilities in speaking skill. This task depends on good personal traits, the qualifications, capacities, efforts, and their effective practices as well as their lifelong learning and development. High quality teachers' effect positively on learners' levels in speaking skill. Thus, the main goal of teaching process is to enhance the capacities of teacher and learning; teachers are expected to make a difference in student learning and promote high levels in oral performance.Therefore, teacher's quality and effectiveness have important role in developing learner's pronunciation level.

Chapter Three

Data Analysis and Interpretation

Introduction

This chapter is present analysis of both students' questionnaire and classroom observation. In the beginning we deal with the students' questionnaire after that in the same chapter we will analysis the classroom observation that will let us to understand to what extent the teacher's qualities develop tier level in speaking in order to the collected data classroom observation. We let us discover the teacher effectiveness and their role enhance learner level is speaking.

III. 1. The Students' Questionnaire

This questionnaire presents second year students' answers concerning the impact of their "teacher's qualities" in helping them to develop their oral performance.

III. 1.1. The Sample

This present study deal with a second year student that question's' responses were chosen randomly among the population, at Mohamed khider university Biskra. The purpose behind selecting second year student is that we presume that second year looked as beginners need to effective teacher to develop their levels and capacities, he fixed grammar

rule, reformed their mistakes, as well as . They also need to assess a reasonable amount of vocabulary during that year to overcome on their weaknesses.

III. 2. The Description of the Questionnaire

The questionnaire divided into two sections that involve 13 questions. This question included different questions close-ended, open- ended and multiple choice questions; through these collected questions students will explain and justify their answers

III. 2.1. Section One: The Speaking Skill

This section tries to clarify the students' opinions about an oral expression module (Q1) and whether to extend they enable to speak fluently (Q2). (3) Tries to ensure the amount of the time when student performed their oral presentation. In addition to these aims at understanding which work would perform (Q4) and knowing what are the activities you think make student to speak better (Q5)

III. 2.2. Section Tow: Learners' Perception toward Teachers

The main purpose of this section is attract that the students' opinion on oral expression teacher (Q6).I seek also to fuscous on how finding the pronunciation of English teacher (Q7).As Well as, this part tends to discover the nature of teacher's personality in the classroom (Q8) and move to understanding the teacher and his role with their student (Q9) also tries to discover the closed relationship between a teacher and his student It attempts also see the character 's teacher in the classroom (Q10) and how contribute teacher's qualities positively to the improvement their speaking. Finally, this part focuses

on student opinion about being the oral expression lessons clear and well organized that facilitates their comprehension (Q11).

III. 3. Analysis of the Results

III. 3.1. Section One: The Speaking Skill

Q.1: Do you like the oral expression module?
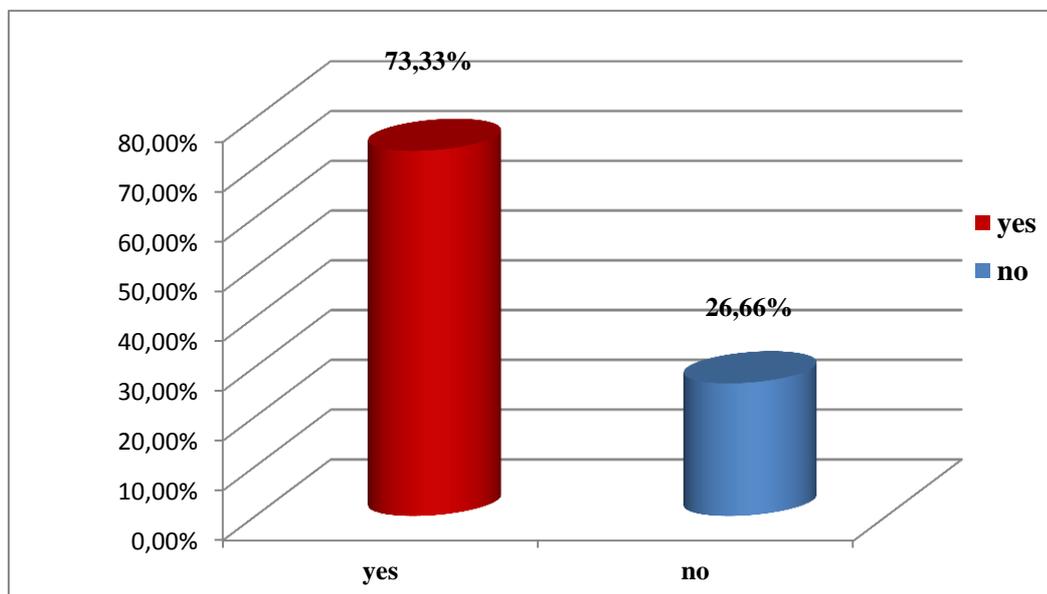
Figure (03): Students' opinion about oral expression module.

From the table above presents a student's opinion about an oral expression module that the majority of students (73.33%) said yes, we like oral expression course only 8 students (26.66%) Do not like this module. All this results refer that oral expression is considered a principal module for student that encourages them to develop their speaking skill and promotes their abilities, in oral expression. The teacher gives them a chance to develop their levels and for them. It is the one module where they find themselves more comfortable, in addition to. They can enhance their vocabulary, correct pronunciation they

can express their selves' ideas, in order to. Other students Who said do not like oral expression think that students in this course does not convert and they cannot express on their thoughts, because their speaking levels are badly always they misunderstand oral teacher's pronunciation from those students oral expression is the most difficult module in English.

Q.2: Do you think that you have the ability to speak fluently?
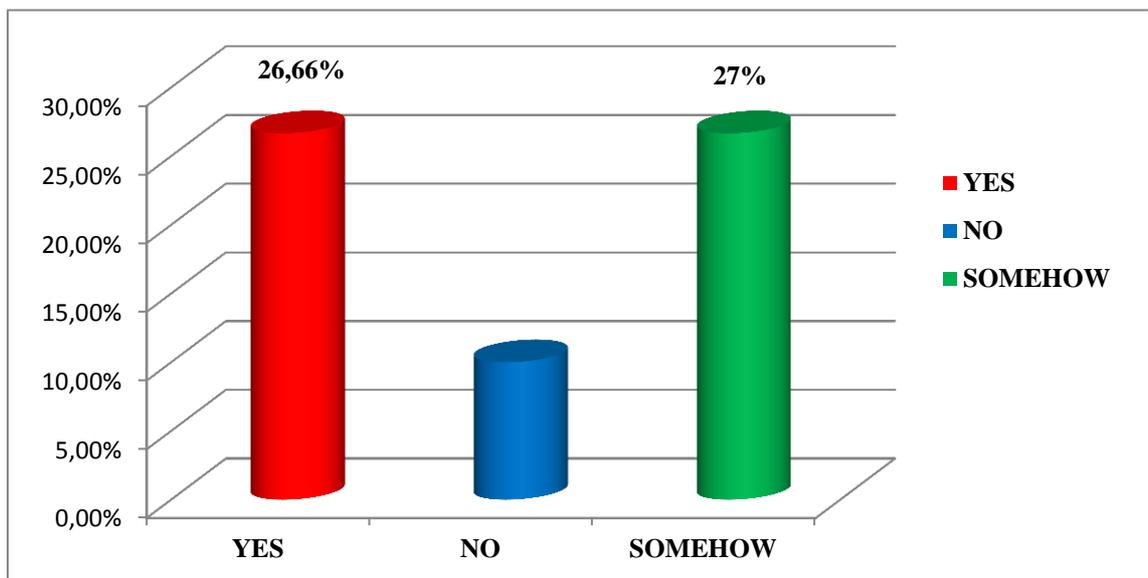
Figure (04): Students' beliefs about their abilities to speak fluently**.**

The majority of students have negative beliefs about their ability to speak fluently all the time and they express ideas. As we observed in the table (02) (26.66%) believe that they can speak and present themselves .While (10%) of students think that they have not ability to speak fluently maybe they can speak sometimes but not all the time

1. Student who said yes:

8 students from 30 students (26.66%) clarified their answers that they think interacting with other inside classroom and watching movies .In addition to, same student that believe they have enough vocabulary and a good pronunciation. And have a stronger confidence in their levels that helped them to take in front their teacher and classmates at

2. Student who said no:

Just (03) student justified their answers that they have confidence that helped them to speak fluently front of their any time and in any subject classmate is difficulties because they have a fear to speak.

3. Student who said somehow:

The majority of students (19%) explain their answers that they think sometimes when they speak with classmate inside the classroom are very easy. And others, they cannot speak when perform anything front their classmates.

Q.03: When your teacher asks you to do oral pronunciation how much time, you take in your presentation?
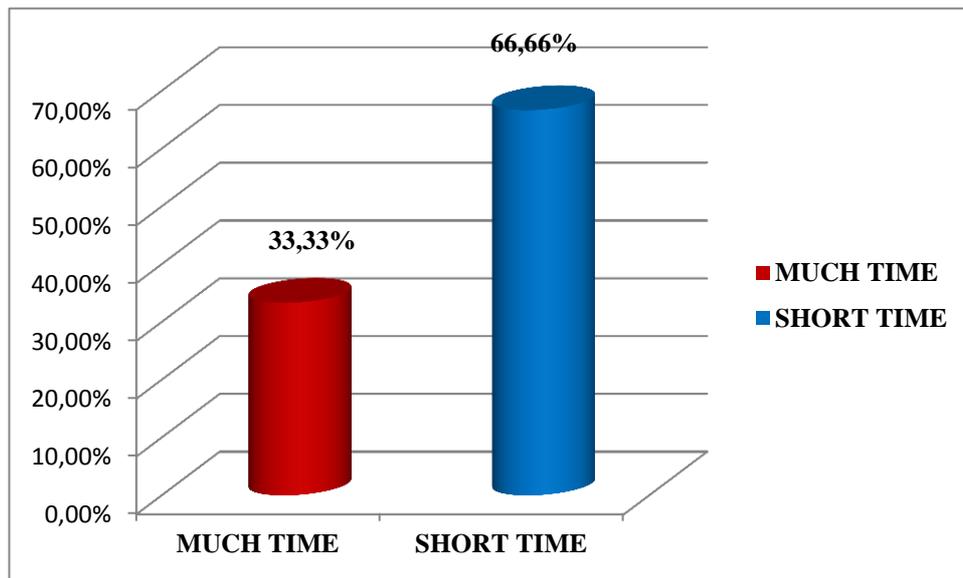
Figure (05): Students' time of preparing an oral presentation

According this question, we want to know the time takes in preparing oral presentation10 participant (33.33%) claimed that much time had taken in preparing an oral presentation. While the majority of the 20 participants (66.66%) referred that they had just a short time in their presentation

Participants of both situation regard that oral expression is an important activity to develop their abilities and enhance their abstracts in oral presentation. According to few participants who said much time because they have a high self-confidence, a good pronunciation and present fluently front her teacher's and her students without afraid, However. Who takes a short time in oral presentation referred that they a low self-confidence. The majority of students in oral presentation have misunderstood in vocabulary and teacher's crammer

Q.4: Which of the following do you prefer more?
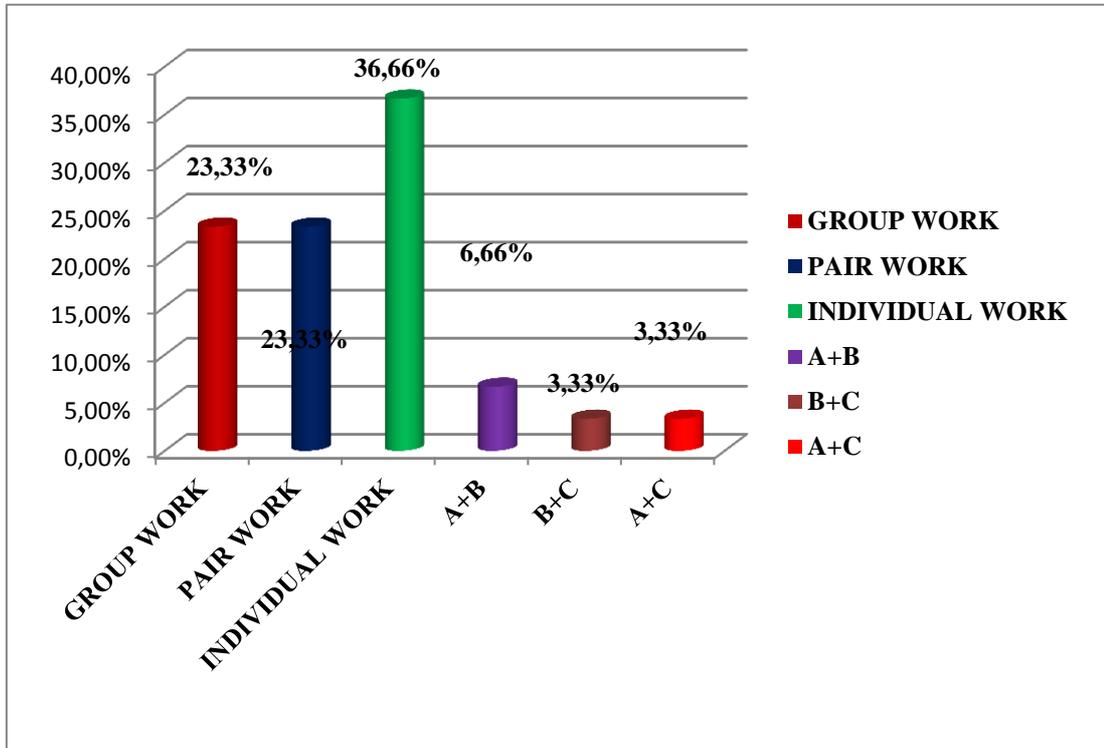
Figure (06): Learner's preferred way of working

The data provided in the figure (04) about the learner's preferred way of working
.The statistics show that 7 (23.23%)of participants prefers to work in groups and 7
(23.33%) of participants like working in pair while 11 (36.66%) students from this number
also prefer to work on individually and other students to choose more than one choice that
2 (6.66%) participant choose tow works in the same time group work and pair work, in
addition to2(6.66%) of student prefers to participate at the same time in pair work and
shorter work also 1 (3.33%)of participant combines between group work and individual
work.

Q.5: What are the activities you think motivate you to speak better?
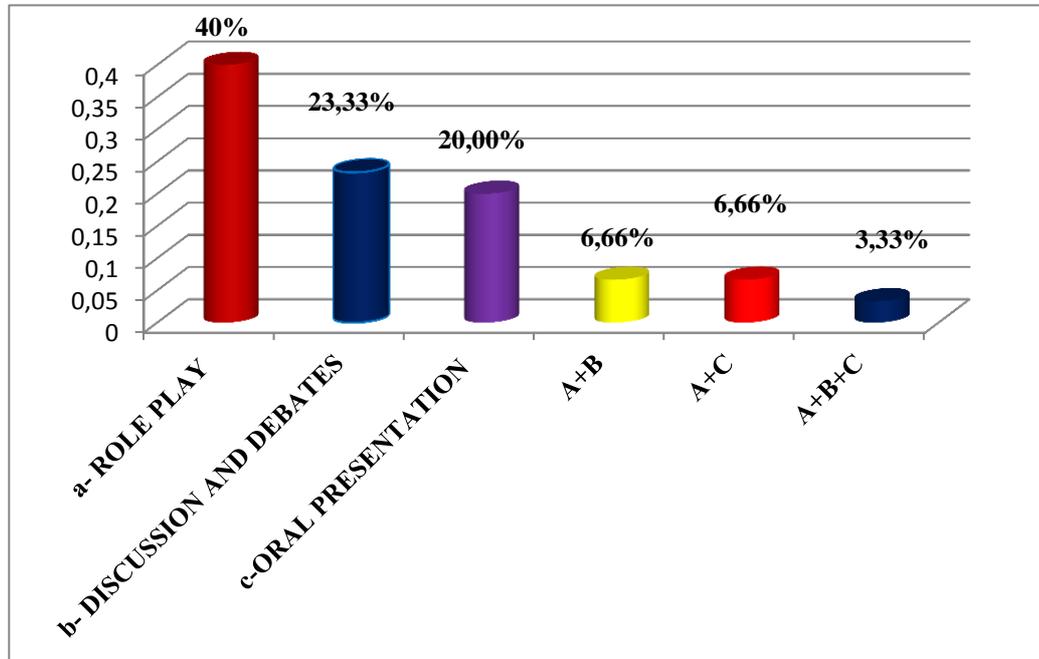
Figure (07): The Different activities motive student to speak well

The majority of the second year student (40%) uses the role play to motivate their levels of speaking skill. The other hand (23.33%) of the correspondents depends on discussion and debate activities because those also promotes their abilities and other (20%) student mentioned the oral presentation is important to motivate students to speak and enhance them Pronunciation better. While 2 (6.66%) of participant choose tow activity in the same time, also (6.66%) of student prefer to activities role play and oral presentation and one (3.33%) student combine between three activities.

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III. 2.2.3.2 Section Two: Learners 'Perception toward Teacher

Q.6: Do you like your oral expression teacher?
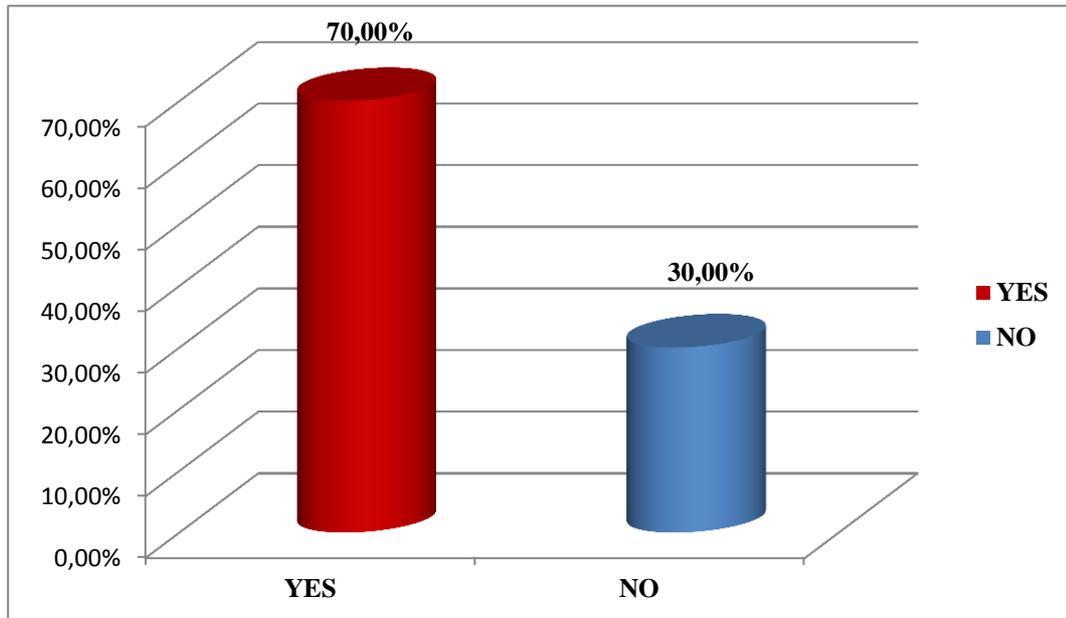
Figure (08): The students' attitude toward oral expression course**.**

The above result that the majority of informants thoughts that the teacher is a good who treat them equally and with respect, therefore. He proves responsibility as seriousness during the works. However, another student who confirmed that they dislike their oral teacher because he neglects them all the times and scold whenever they make mistakes or give an incorrect answer in front of all the class.   .

Q.7: How do you find the pronunciation of your oral expression teachers?
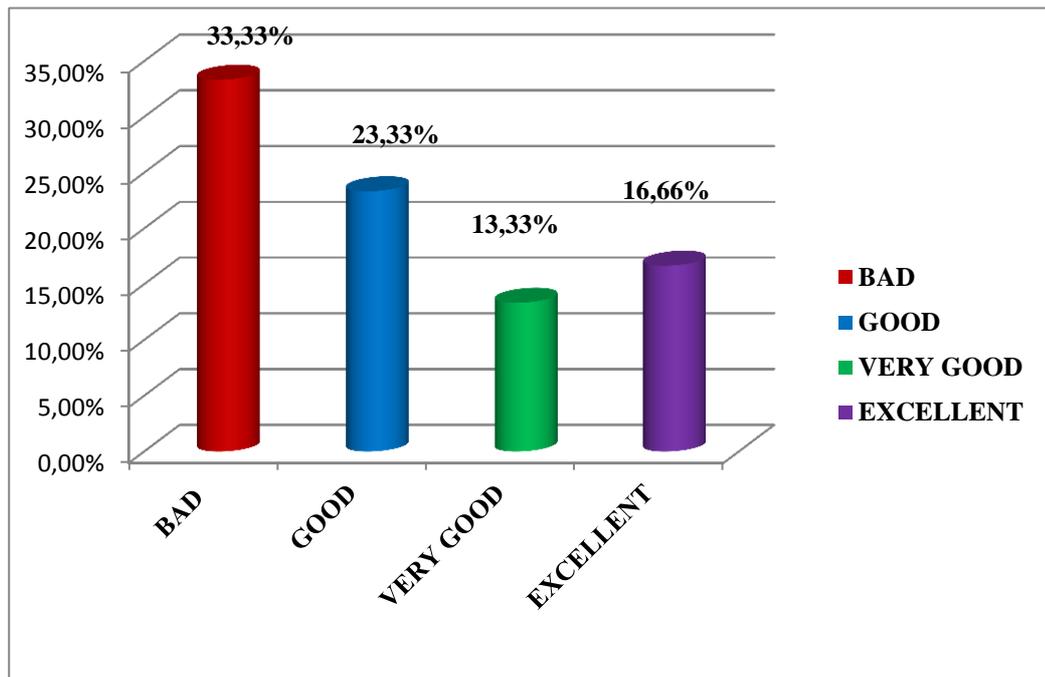
Figure (09): Learners perceptions about teachers' pronunciation**.**

From the table above, we can deduce that the majority of students assert their teacher as an excellent teacher's. So, (33.33%) of respondents respond Their English teacher's pronunciation was excellent in teaching that he is working hard and. Therefore, he always facilitates their learning. Furthermore, they feel a y comfortable in this course because he instructs in a good way, usually tries to clarify a difficult task and simplify the lessons by different techniques to explain it over.

On the other hand, (23.33%) respondents consider their teacher as a good teacher. They claimed that teacher's pronunciation in not clear. Therefore, they

cannot understand their lessons very well since she explains the lesion rapidly.
(13.33%) of students asserted that their teacher is very good at learning and make
them to understand the lessons. However, same of students (16.66%) said that their
teacher's pronunciation is bad because his language does not clear and more
complex. And other hand, same student combined tow choice that asserts their
English teacher is very good.

Q.8: In the classroom, your teacher is?
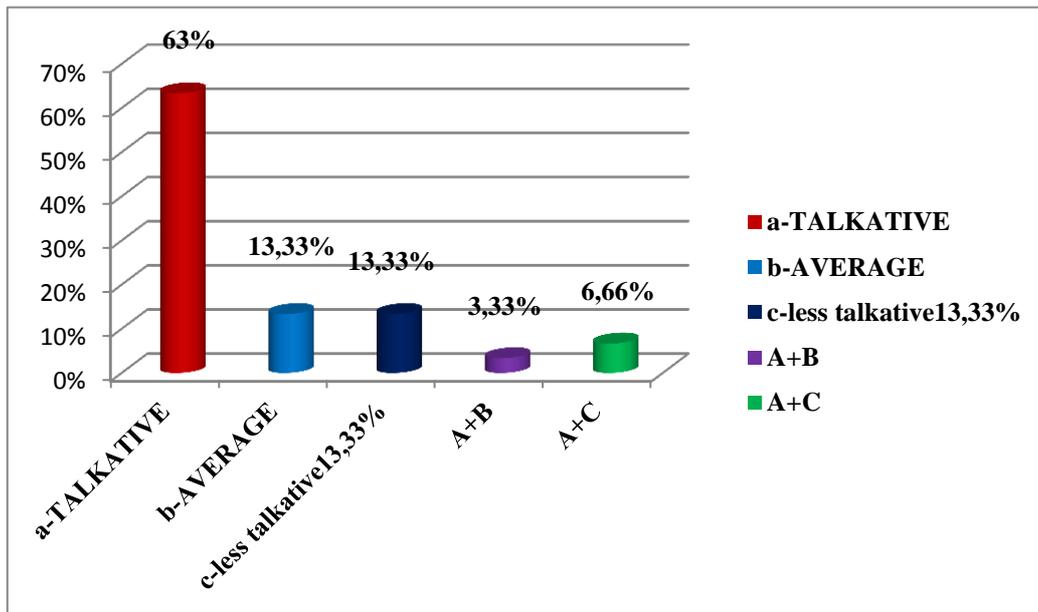
Figure (10): Description of the teacher's behavior in the classroom**.**

From the table (08) we see that the majority of students (63.33%) that said their
teacher are talkative and (13.33%) stated that their teacher is talkative but not all the time
(13.33%) participants described their teacher as less talkative both of the teacher in this
situation . Accordion teacher described talkative, always they active in the classroom
explains lesson with a good way, interact with their student and tries to enhance their levels
and overcame on their abstract. However, a teacher who described talkative but not all the

time and a less talkative this answer indicates the way of teaching. According to teacher who described.

Q.9: How do you describe your teacher?
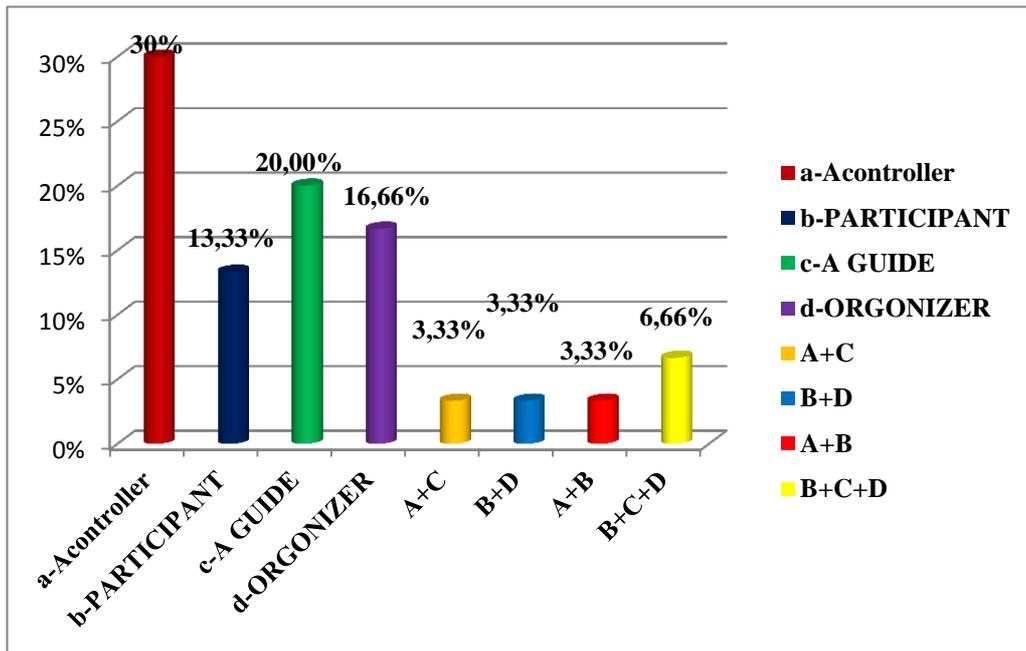
Figure (11): the teacher's role

From the table above, we noticed that (30%) described their teacher controller and (13.33%) of cores pants asserted that their oral teacher as a participant. Whereas, (20%) of answer say that the teacher's oral is performed as a guide. However, (16.66%) of students believe that their teacher presents a lesson as an organizer.

Q.10: How closely do you find your relationship with your teacher?

Depending on the result most of respondents declare that the relationship with their English teacher is strong and good because it built on shared respect and understanding. According students who describe their relationship is good refer that their teacher motivates them to participate and supporting them by objective activities, topics to create active atmosphere. All students feel with their teacher more comfortable as a friend this relationship is due to her modesty and sincerity. They respect her and demonstrate reveal gratitude for her efforts to enhance the learning process, and other hand. Other students declare that the relationship with their English teacher is so far, because teacher interacts with closely and intelligent students and neglects the rest. As the type of tasks was a problem letting a student's hate their teacher. For example, political topics and their teacher waste all time in talking.

Q.11: In the classroom, your teacher is?
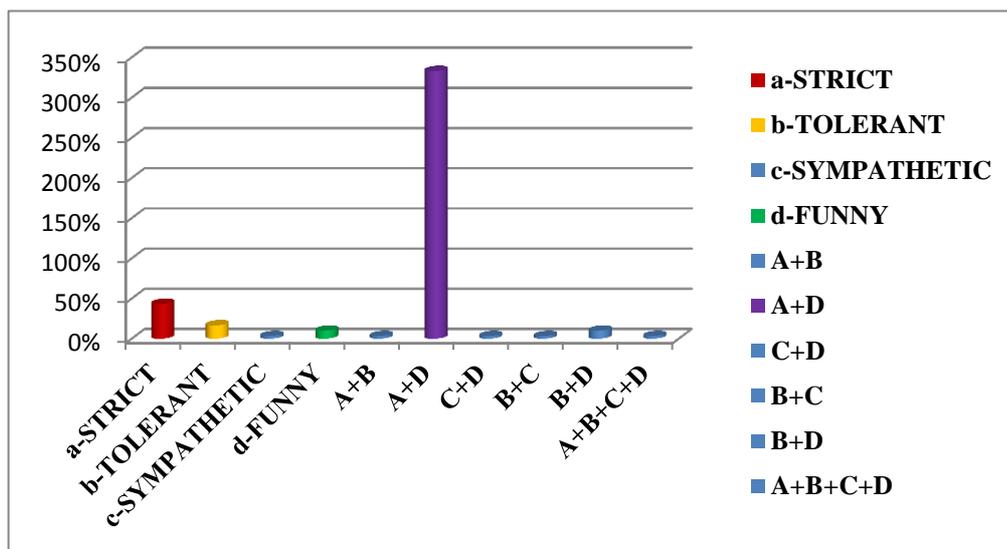
Figure (13): Teacher in the classroom

According to the teacher data in the table (08) the majority of students (43.33%) That said, their teacher in the classrooms is strict with their student that he helps students to develop their leve (16.66%) stated that their teacher is tolerant, but not all the time (3.33%) of participant describe their teacher as sympathetic (10%) of student also describe their oral teacher as funny that kind of personality promotes them to participant by different ways in the lessons

Q.12: Does your teacher's quality contribute positively to the improvement of your speaking?
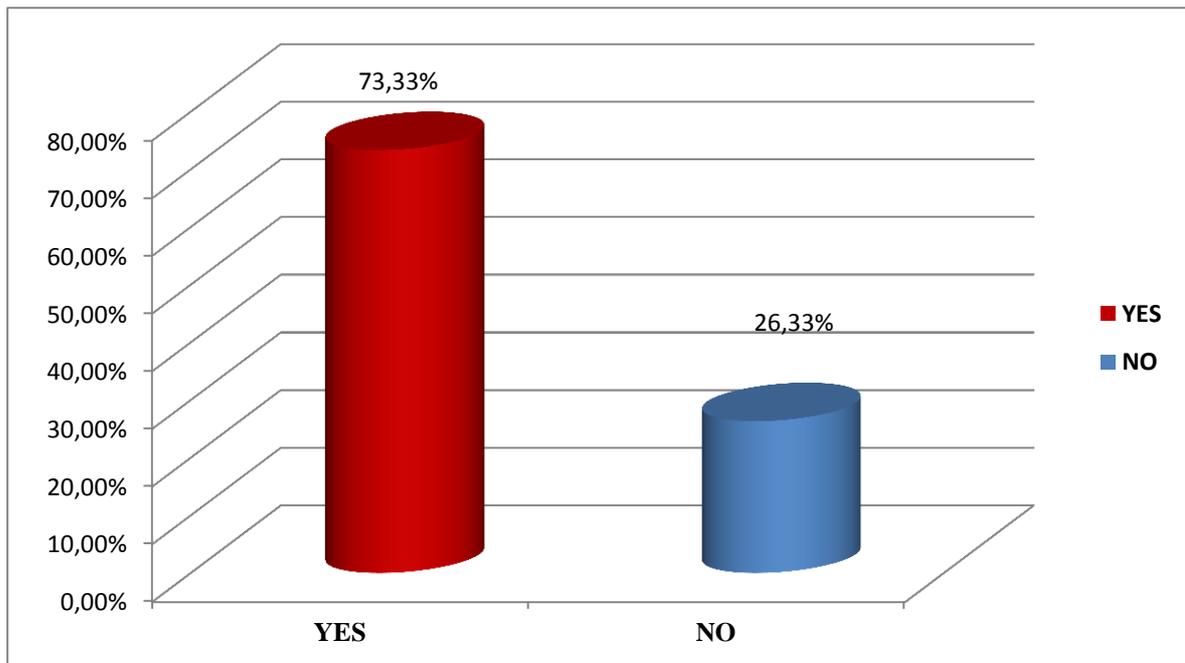
Figure (14): The Role of teacher quality in enhancing learners' academic speaking.

According to the table (12) we ensured that the majority of second year student the importance of teacher quality in developing their lives. While (26.66%) of student attributed their level in speaking. Other factors may effect on their learning. The teacher as the important term in enhancing their learning and promoting production spoken .However, they are not always the orally factor responsible for this result, because

respondents should help them to make easy the process of teaching – learning. Some studies do not participate because lack of their attention and lack of confidence. So they not always their teacher consider a most abstract in learning process, they must learn at home

Q.13: Are your oral expression lessen clear and well organized in a way that facilitates your comprehension?
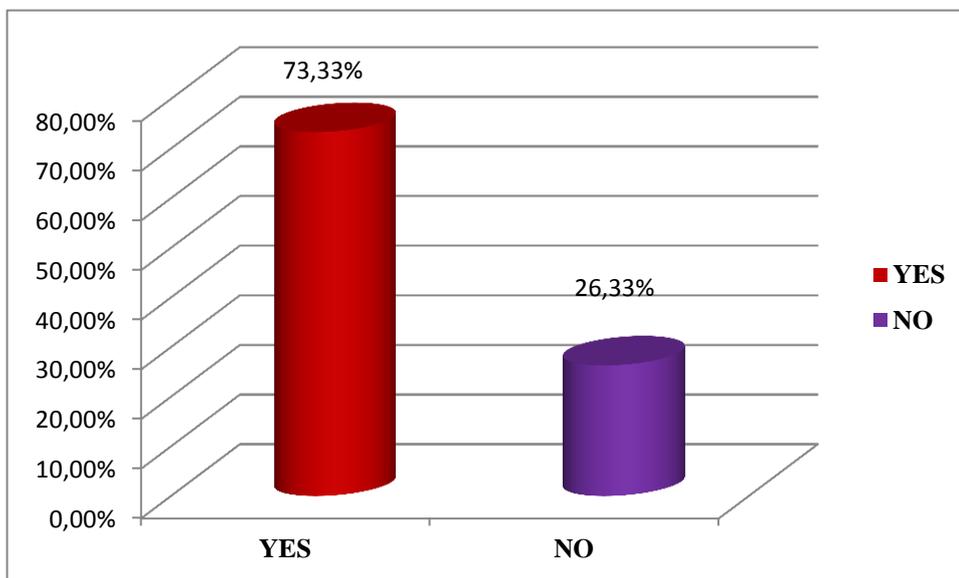
Figure (15): The Effectiveness of teachers planning practice**.**

The results present answer's opinion about their teacher's presentation and organization of the lesson and the extent to which this facilitates their comprehension and learning. We observed that (73.33%) of the respondents are liked the way of presentation lesson teacher and only (26.66%) of student are not liked this way. The majority of them are teacher clarify the difficulties and facilitate their understanding of the content. That following a simple and easy way, using a good language and they began to form the most easily to the most difficulties elements. Then they try to give the tasks that develop their

abilities. Also they choose activities that suit abilities of respondents. In addition to, they test their prior knowledge before starting learning the new lesson that makes them comprehend the new lesson before it. According correspondent who said no that refer to their lesson are not delivered in a clear way and a difficult expression without explaining its meaning. They have difficulties in comprehending the lesson.

III. 2.2.3.3 Classroom observation

In addition to questionnaire, classroom observation was also a tool for collecting data in which the researcher attended and was required in a real learning process context. Furthermore, one session in order to record any reactions or movements concerning our topic. O'Leary (2014: 49) referred that "...Classroom observation is used as an instrument for Observing and assessing classroom teaching and learning". The purpose of class observation was to observe teacher during their lesson. That teacher' capacities effect on students' levels.

During interact with their student to discover their deficits, encourage them to participate, correct their mistake when speak between them, evaluate their activities to develop oral performance.

III. 2.2.3.4 Description of the Classroom Observation

Our classroom observation took place on **March 2016** with one class second year at the department of English in Biskra University. It lasted two weeks in which we attended four sessions in oral expression module, two (2) in English classrooms (Ben Taibi) and the other two (2) sessions was in the laboratory at the foreign language department.

Furthermore, all those sessions lasted 15 days. Our attendance was in different learning position (classrooms and laboratory) with one teacher who supplied his student with various techniques and enough material to foster them to speak well and enhance their lives

Classroom contained a reasonable number of students. That class number of (group 1) holds 40 students. During our presence in the sessions was remarked a huge number of girls and only 8 boys in class. Our object was to observe the performance of second year students. Besides that we observe the qualities of a teacher, which effect on student's level of speaking. During interact with his students and their capacities helped his student to develop their performance and overcome on obstacles in speaking

Our observation have undertaken was direct without using any kind of audio recording or filming devices, in addition, we have depended on structured observation, we Followed our personal, classroom observation sheet (see appendix 02) and ticked any reactions, questions, way of performance, interaction between teacher and student students and so on. Thus, we attempted to tick all what we looked for.

During each one- hour and half, we sat on one side of the classroom where can observe, without turn in the classroom and interfering the teaching. Checklist observation was being focused on how effective teacher effect on students' level of speaking.

Moreover, our classroom observation provided us the right and guidance of teacher effectiveness in enhancing speaking skill. Throughout this classroom observation, we aimed at pointing to the extent to which qualities of effective teacher develop students' proficiency and improve their speaking. In precise, our observation was full of enjoyment

and got the valuable data teacher provides us. Moreover, the teacher was quite helpful and gracious with us who made us feel comfortable and even required in the course.

III. 2.2.3.5 General description

As mentioned earlier, our observation was with one teacher, which took three (4) attendance; two (2) in classrooms and two (2) to the laboratory. In the first class presence, the observation was acting in a normal setting (classroom). At the start of the session we observed that the teacher seemed wrathful, he hailed his students without any facial expression .She looked confused by something. The teacher started directly explaining the lesson without reviewing the previous course content or supplying an overview of the lesson, he presented the course in a dull way without reaction or full explanation

During all the session, students made noise and kept passive until the end of the lesson; they seemed unmotivated, they did not try to participate. At this time, the teacher tried hard to simplify the sentences and repeated again explain the lesson, but his way of presenting the course prevented students' stimulation and motivation. Furthermore, the teacher employed group work during all the session, which way was inappropriate for student unfortunately when the teacher sat in his office the students exploited the opportunity to discuss irrelevant topics; accordingly, group work appeared ineffective in this course since students lose motivation.

In addition, the teacher asked the students to present their work, but no reactions from them, which encourage him to introduce some question to certain students. In all students' presentations, they performed with low self - confidence; unmotivated, trembling of the Hands, yellowing of the face, high level of shyness and so on. Moreover, the over correction of students' mistakes each time confused them more.

Finally, the teacher concluded the lesson in a wearisome style; without summarizing course content covered that he used the mother tongue (Arabic) from time to time. Hence, the teacher's technique was not useful, he offer his lesson in a monotonous manner. Likewise, their students were only listening and spoke only if they forced by their teacher.

On the other hand, in the following day we have attended another session for the same teacher in which he presented interested topic. The teacher introduces a clear introduction about the topic with its purpose in an enjoyable way, he told them that today's lesson will be full of discussions; each one will provide his⁄her point of view concerning the topic. That was talk about technologies' tools .Students seemed motivated and the topic attracted them, they participated, shared their ideas and gave their opinion. They depend on smartphone from time to time to find suitable vocabulary and correct their mistakes. Moreover, the teacher interacted with them too, it was a reciprocal debate, and they related the topic with issues in real life and education

The teacher is always active that is moving around the class from the beginning till the end of the session, his handshake each student when provided perfect ideas. Students seemed to have sufficient knowledge about the topics; they made debate, talked about their experience, express their opinions, exchanging ideas, interact spontaneously and even judge their teacher with confidence His teacher tried to create the atmosphere more enjoyable by providing funny gestures, used a praise style with his student such as; Good, excellent, you are right to encourage them, he treated the students by their names not ignore them and wrote the difficult words on the board and simplified and clarified them. Furthermore, the teacher attempted to stimulate their students by creating the soul of competition between students in the classroom.

During they performed discussion about effective topics, introduce the role play. At the end of the session, the teacher gave a summary of the lesson and prepared the students for the next session by providing some tips. Regarding the strategies used in both sessions, there were no designed materials such as; ICT tools which include technology like data show, videos, music. Therefore, the teacher used only chalk and board. However, oral expression module involved well - programed materials to develop students to speak and enhance their capacities in oral expression.

The second attendance was on laboratory with the same teacher that we have attended another (2) session. The teacher was conducted with the same number of students. The topics were different to the previous observation, but with creative tools and well – organized materials which are mainly based on audio-visual techniques which helped learner to understand. For example; video, data show, pictures, beside two white broad and markers. In addition, the teacher changed her character with the environment that he seemed built a strong relationship with his learners and have active personality; he worked all the session in a spontaneous way.

In the beginning, teacher utilized various activities with useful materials according to the students' level. For instance; in the first session we observed that the teacher seemed familiar with their learner, he discussed with them different personal issues, he employed each time songs in order to recreate them. Moreover, the teacher tried to create the atmosphere comfortable, he demand their students to sing. For example, dancing, telling a story. The amazing thing that some students sang the rap with its rhythm and gestures in front of their classmates with high broad and another student told some effective story However, there was one girl kept silent and did not introduce her song, but she supported

by his teacher until she sang. Therefore, the teacher role is prerequisite in providing encourage in their students in order to speak.

Furthermore, the way of teacher in explaining the lesson was good and highly effective that let their student to express on their ideas, conveying messages. He kept silent when his students interact with her and always used gestures to clarify ambiguous words, without using the target language .In addition to the praises which he used most of the time, he spoke loudly with a good pronunciation and used simple words and structures. Indeed, the teacher seemed aware in choosing the videos which focused more on listening comprehension; they were included simple items in relation to the topic which promote all the students to listen and wrote down notes in order to participate.

On the other day, we attended another session in which the teacher supplied an overview concerning the lesson. The teacher began by using funny and effective game related to the topic in order to keep a comfortable context. The teacher encouraged students to participate, by saying who was found the answer and fill all the gaps in the suitable letters. He will have a gift to who finished first. All the students kept silent and answered without noise in a creative and funny way, because the teacher's effective methods. For instance, he controlled their students all the time to check whether they needed help, he was flexible and converted the real life into the classroom.

In precise, the topics seemed knowledgeable and amusing at the level of students; the teacher intended to focus more on speaking skills. In one session the teacher provides many videos which made the students more stimulated and confident; accordingly, even the course' content plays, games a great role in enhancing students speaking and performance.

Of the two (2) final sessions were dedicated to the students' performance. All the students prepared for their different activities, they performed well without anxiety, hesitation that spoke clearly with full of correct structure, that all those presentation refer to the teacher effectiveness and efforts in addition to they provided well- organized materials.

The content of laboratory observation seemed organized, comprehensive, knowledgeable, funny cultural sessions which were appropriate to the level of learners in speaking. In addition; all those method promotes student participation

Finally, classroom observation results revealed that the teachers' ways of introducing the lesson and their qualities affect students' speaking, besides to the content which has an important function in enhancing students' participation as we observed in the classroom. On the other hand, the laboratory observation revealed that the various techniques which provided by the teacher promoted students' speaking and the positive and the positive qualities of the teacher is involved to develop their oral performance

III. 2. 2. 3.6 .Interprétation of the Questionnaires Results

According to the interpretation and analysis of the current study "the effect of teacher quality on developing speaking skill" we have found great and appositive relationship between teacher's quality and their efforts in improving the student's ability in speaking skill since speaking considers a principal pillar to succeed in all content areas, that would happen with teacher help. Teachers and students they absolute support this skill to promote their level

The first section about speaking skill (in the students' questionnaire) shows that the majority of students present their opinion about oral expression module for many reasons

Such as .They consider themselves capable and their knowledge in English is good and it considers the important module for them to develop their levels. In addition to speaking skill completed other skill .for example, listening, reading and writing. Those skills present pillar of foreign language. When learners were asked to evaluate their abilities in speaking skill, their answers where mainly between somehow and yes, therefore, they feel like they are not yet fluent and they need to develop this skill.

This section reveals total agreement about oral expression. The most students like this course because present a principle module for student that support them to develop their level and they consider this course very helpful to contribute development in their speaking and practice more, as well as.to what extent student beliefs speak fluently. Because they may behave abstract in vocabulary and grammar, In addition to, they have not high self-confidence, to speak a fluently. Whereas other they have abilities performing a different things without a fraud and hesitate.

Through the first part of questionnaire all students claimed that they take a short time in oral presentation concerning many reasons instead of they have low self-confidence, they do not master a language very well, they have a bad pronunciation and maybe they lack of a good teacher encourage them to overcome on their abstracts While a few students take a much time because they have a good pronunciation in English language and have a good teacher consider the import element supports them to enhance their level also, the majority of Learners usually prefers group work activities, pair work in oral classes instead of other techniques with a small advantage to group work activities since it was the most selected option because they find it Effective and fun. Almost student does not feel that they are given enough opportunities to improve their EFL speaking skill,

while the other half is satisfied with their given opportunities. This fact requires the teacher to give more equal chances to EFL learners to improve their EFL speaking skill, to try methods of teaching that suits all the learners, and to provide learners with enough time to practice. And these activities help them to enhance their pronunciation

As we notice in this part the kind of activity has a great role to motivate students to speak and participate well that the majority of participant agree that role play enhance their speaking ability with a great way since it allow them to express their ideas and thoughts freely and without fear or lack of self-confidence also boast their language considerably. Another handsome student depends on discussion and debates. Because those given to them efforts to participate. While, others who prefer oral presentation as supported activity to enhance their pronunciation.

Through the analysis of the second section about learners' perception towards teacher that most of the students think that oral expression module is helpful to them and contributes to the improvement of their EFL speaking and it gives them opportunities to express on their ideas. In addition to they have responsibilities and serious teacher help them to enhance speaking skill. And other confirmed they dislike this module because their oral teacher neglect all students and he always come late to the classroom. Most of learners confirm that teacher's pronunciation help in successful process of learning – teaching and it clarifies their spelling difficulties. The majority of student agrees that teacher who has a good pronunciation help them in understanding lessons. Explain tasks easy and organized way. However, some students confirm that they describe their teachers 'pronunciation were bad that refer them having unclear language that affect negatively on students' level and on their comprehension in oral course.

This part the majority of participant declares that describe their teachers' behavior in the classroom. They state their teacher is talking, whereas other students describe her is average that refers them have a high level and good knowledge in English and they have active personality in the classroom that affect positively on the student and their abilities. In addition to, the role of teachers in the classroom has an important role in the successful teaching process. They confirm that a controller's teacher helps them in motivating in the classroom and developing their levels in speaking activities. While others state their teacher as participant that he encourage them to speak and he helps them to overcome on their spoken difficulties. Whereas others describe her as a guide and organizer that this teacher's role facilitate a way of lesson's explanation.

While the analysis of the last part of section. Most of participant asserts their relationship with their teacher is good. This is built on shared respect and understands each other's .That refers teaching style in the classroom and students prefer their personality's teacher that let them more active and more comfortable in the classroom. Whereas others confirm their relationship is so far because these teachers prefer interacting with excellent student and neglect others. These are considered a big problem, lets student hate their teachers and do not participate in the classroom. In addition to, it encourages them do not come to learn.

As well as, most of the student viewed that the teacher's personality considers a current element in developing a speaking abilities. That the majority of students confirms their teachers in the classroom is strictly with their student that he tries to enhance their levels always he interact with them serious way and he do not like waste a lot of time in busy thing. Whereas other students stated their teacher is tolerant that he seems normally,

but not all the time In addition to, some participant describes their teacher as sympathetic. Also, some students describe their teacher as funny. This kind of personality tries to facilitate explanations of lesson and creates a good atmosphere in the classroom.

According to the analysis of the questionnaire student also declare the role of teacher quality considers significant term in the teaching process and enhancing learner's speaking abilities The second students assert that the importance of teachers 'quality in developing their levels in speaking. It enhances the teaching – learning process. In addition to the majority support their teacher's presentation and organization of the lesson that they prefer it because facilitate their understanding. Form complex to easy.

III. 2.2.3.7 Interpretation of the Classroom Observation Results

After carrying out our classroom observation, we started directly to analysis its results as we mentioned above it depend on one main objective is: how the teacher effect positively on their speaking abilities and whether their qualities enhance student levels in speaking. The gathered outcomes confirmed our hypothesis which postulated that the teacher's qualities enhance students' performance in the foreign language.the more effective teacher develops their speaking skill. "Teacher quality plays an important role in developing the quality of education and shape the learning objectives of individuals since teachers are the only one who transmit knowledge and skills to generations". Hindman, Grant, and Strong (2010: 3) this confirms that the students' performance in speaking can be fostered when teachers reinforce in their students a positive way.

Classroom observation checklist

Instruction: **Date:**

Observer: **Time:**

Group: **Department:**

Quality (s) to be observed:

Qualities of effective teacher	Always	Sometime	Often	Never	Rarely
Teacher introduce the purpose of lectures	√				
Gives overview of day's course content		√			
Encourage the presenter to ask questions	√				
Help his students when they faced problems in performance	√		√		
Summarizes course content covered		√			

Teacher greets students	√				
Corrects students' mistakes	√				
Uses gestures			√		
Teacher interact with all students	√				
During lessons teacher focused on different topics		√			
Teacher depended on funny activities		√			
Students speak loudly	√				
Teacher added new information about the topics	√				
Comprehensible at the level of learners					
The content of the lesson emphasis Speaking skill	√				

Variety in topics	√				
The atmosphere of the classroom is participative		√			
High levels of fluence	√				
Presenter speak clearly, firmly and confidently		√			
Discussion is controlled by one group who hinder others' participation		√			
Knowledgeable topic presented	√				
supported well-designed materials	√				
speaker uses visual aids in their presentation					√

Teacher controlled their works	√				
Teacher well pronunciation					

From this observation checklist notice that the teacher has an essential role in promoting students' performance and raising their levels. As we observed in the first attendance that he uses a different method affected students 'performance besideso their level instead of always effective teacher encourages their student to participate and he helps them to ask different questions. Also, he supports his student when they faced problem with performance or discussion.

Therefore, all the students in first lesson seemed incurious, inactive and the lesson did not attract them since the teacher was less innovative. In addition, we believe that the teacher should be aware enough in choosing appropriate topics which let students' attention. As stronge, Tucker, & Hindman, 2004: 94) assumed, "Effective teachers invest the time and effort needed to develop instructional plans and materials that meet individual students' needs".

Also, we observed in the first lesson teacher's style and poor designed topics prevent student to participate and integrate into the course. Since the instructor method was not useful. Additionally, in this situation student and learning need to the teacher's support and effective teacher to correct those mistakes

The Oral expression module is an important course requires well-designed materials, for example; song, video, pictures, etc. Since audio-visual materials provided

good explanation of the lesson, this led students to be engaged in the course, enhance those speaking abilities, motivated them and helped the teacher to avoid the classical way of teaching.

As Ediger, Dutt, and Rao (2003: 56) mentioned, "To make teaching effective, purposeful and interesting teaching aids are essential. They make teaching enjoyful and careful" (56).

Additionally, as revealed in the second observation in the second attendance, teacher uses an effective technique provided a better presentation of the course which led them more active and comfortable that laboratory was the most suitable place for teaching oral expression module Since students enjoyed learning in context where materials are well presented that encourage them to create. In addition, after our presence in the laboratory with a teacher who employed different techniques we inferred that:

All the students focused more in the presence of the materials.

- ✓ Most of students increase their attendance and participation.
- ✓ The teacher has a great influence on their student.
- ✓ Students feel more comfortable with the friendly and flexible teacher.
- ✓ Effective material helps in developing their students' levels.
- ✓ The process of learning helped teacher to control all their activities students.
- ✓ Audio- visual helped with a variety of activities.
- ✓ Effective material facilitates to teach a way of explanation.

As we observed that in the classroom, teacher follows a traditional way. That kept their passive all the session. On the other hand, while teacher practice a different technique in the laboratory. Those help in rising of students' motivation and enhance their

participation. Indeed, the various techniques and the diversity of the content help teacher to present his lesson in an enjoyable way.

In addition to, the teacher always tries to create friendly atmosphere with their student in the classroom. Even when we made discussion after the course with some students they expressed their pleasure during the lessons and their admiration of her. Moreover, nowadays there are a great number of useful materials available on the internet which helps teachers to provide better elucidation of the course and more integration of the students.

In addition, teacher's quality effects on their oral performance. That effective teacher develops their student and he encourages them to overcome on their abstracts. During student perform any oral activity. For example, role play, discussion and oral presentation, teacher support them to speak well, correct those mistakes, tries to reduce their anxiety, and praise them by a praise word like good, excellent, very good. This way increases speaker's self-confidence

Conclusion

The results obtained from the students' questionnaire and classroom observation insist that the role of English language teacher's quality in enhancing EFL learners 'speaking skill that have confirmed the stated hypothesis. Teacher quality has a significant role in enhancing learners 'speaking abilities since learners' low levels can be attributed to the lack teaching and effective teachers, The ineffective teachers 'capacities and largely to

learners' lack of interest in the language and effort to learn it. We have investigated the main qualities of effective teacher effect on their learner's performance in addition to the other factors that may affect learners learning and spoken production. We have also conducted classroom observation with teachers and his students to investigate the extent to which they are high quality teachers to provide good quality instruction and them teaching style effect on the student's level in speaking The results of the study reveal that teacher quality plays a central role in enhancing learner's speaking skill and it promotes their abilities than any other affective factors as parents, peer group, high self-confidence or motivation. That is, learner's weak levels in English are primarily related to the low quality teachers that affect negatively their learning. In addition to the learners' lack of interest and efforts to learn and achieve better learning outcomes.

General conclusion

Effective education depends on the learner's competence and performance. Successes teaching based on effective teacher who have high quality which is helped inthe development of the learner's abilities in speaking skill and raising the quality of teaching and learning and enhancing the schooling outcomes. Effective teaching is combined between teacher quality and their effects on level's students in speaking. as well as, effective teacher attempted to enhance learner's performance and promote teaching and learning processes.

Teacher's quality today play a big role in successes, educational system and determine learner's performance. Thus, the latter research has growing interest about teachers' capacities and their effects on their students. Effective teacher should might a wide range of knowledge and capacities to affect positively on their level's students in speaking and raise their learning. The importance of this work is to highlight on the teacher quality in developing learner's performance. Therefore, we investigated learner's perceptions towards their teachers 'effectiveness and we attempted the other factors that may enhance learners 'oral performance.therefore more, this present study is divided into three chapters. The first chapter deal with some issues related to the concept "speaking skill" that it includes the nature of speaking skill, a different definition of this skill, significant of speaking skill and same different aspects .Then, we cast the light on the difficulties faced speaker in foreign language learning. While, the second chapter provided a description of the most important aspects of teacher quality. In addition to, it stated the most basic their characteristics that affect positively enhancing spoken levels and learner learning.

The third chapter is the practical field of the study that used questionnaire and classroom observation research tool that deal with a detailed data about different learner's perception toward teacher's quality and its effect on learner's abilities in speaking skill.to test our hypothesis that claimed that teacher quality may enhance EFL learners speaking skill. The obtained results find out that the majority of students faced some difficulties in speaking and misunderstand of their teacher since they are low English language performers .In addition to the low quality teachers they are exposed to .Therefore, we have confirmed the stated hypothesis since learners' performance is more likely to be develop if they were taught by high quality teachers. Therefore this different aspect of teacher quality, for instead: different personal characteristics, experience tend to affect negatively or positively student levels in speaking .that is, due to their low quality and learners' weak levels in the English language, teachers are less likely to enhance the learning process.

Recommendations

From this research, we prefer to suggest the following recommendations to assert the effect of teacher's quality on enhancing student's abilities in speaking skill.

Recommendations to Teachers

1. It should be recommended that teachers of oral expression could exploit all the time in teaching of rule of language. This can help them to develop their levels in speaking.

2. Teachers could also encourage student to speak and participant through practice a different works in the classroom .for instead, role play, discussion and debates and oral presentation.

3. Speaking skill is considered as a productive skill and as an opportunity of students' mastering of the foreign language; hence, teachers should be aware of this point and support their students to speak each session in order to get familiar with the foreign language.

4. Since oral expression is a principal module in English foreign language settings, it should be stretched to more than two sessions in week in order to provide EFL students more opportunities to use the foreign language.

5. Teachers' positive reinforcement creates a good atmosphere to students and raise positive self – image on themselves

6. Teachers should be have a high level in foreign language and a good personality effect sure positively on their student's ability in speaking.

7. Teachers should advise their students to listen and read to develop their abilities and to consider failure as a step toward success.

8. Effective teacher should de always aware and responsible on succeeding of his student.

9. Positive teacher should be always controlee and guide their student toward successful way.

Recommendations to Students

1. Students should be aware that speaking skill is suitable skill to enhance their levels the foreign language.

2. Students' preparation and involvement of public speaking techniques for their oral expression presentations minimize their fear and pressure. Public speaking techniques are helpful means to promote students' levels and oral performance.

3. Students' practice of the foreign language helps them to be more fluently and accuracy in their speaking and their oral performances. Therefore, they will feel more comfortable and likely to get considerable amount of vocabulary.

4. Students effect by effective teacher sure they will enhance their spoken production.

5. When students follow their teachers in the classroom. They obsoletely enhance their oral performance; accordingly, EFL students should always be optimistic and rely on their capacities to develop their oral skills.

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Appendices

Appendix 01:

The Students' Questionnaire

Dear, student

You are kindly requested to fill in this questionnaire to express your opinion towards **the effects of teacher's quality on developing speaking skill**. That how can the teacher quality enhance your levels in oral expression. Your answers are very important for the validity of the research. That we are undertaking. We hope that you will give us your full attention and interest.

Please, tick (v) the appropriate box (es) or give full answer(s) on the broken lines.

I thank you in advance for your cooperation and the time devoted to answer the questionnaire

Bey Theldja

Section one: the speaking skill

1- Do you like the oral expression module?

a. Yes ☐

b. No ☐

Why..
....
....
....

2- Do you think that you have the ability to speak fluently? (fluently: speak without make mistakes)

a. Yes ☐

b. No ☐

c. Somehow ☐

Justify your answer…………………………………………………………………………………
……………………………………………………..…………………………………………………
……………………………………...
………………………………………………………..………
....

3- When your teacher asks you to do an oral presentation how much time, you take in your preparation?

a. Much time ☐

b. short time ☐

4- Which of the following do you prefer more?

a. Group work ☐

b. Pair works ☐

c. Individual work ☐

Because……………………………………………………………………………………….

....

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

………………………………………..…

5- What are the activities you think motivate you to speak better?

a. Role play ☐

b. Discussion and Debates ☐

c. Oral presentation ☐

Learners 'perceptions towards teachers

06- Do you like your oral expression teacher?

  a. yes ☐

  b. no ☐

07- How do you find your pronunciation of oral expression teacher?

  a. bad ☐

  b. good ☐

  c. very good ☐

  d. excellent ☐

Explain ……………………………………………………………………………………………

…………………………………………………………………………………………………

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

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

08- In the classroom, your teacher is

  a. Talkative ☐

  b. Average ☐

  c. Less talkative ☐

09- How do you describe your teacher?

a.A controller ☐   c. A guide ☐

b. Participant ☐   d.Organizer ☐

10- How closely do you find your relationship with your teachers?

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

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

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

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

11- In the classroom, your teacher is

a.Strict ☐

b. tolerant ☐

c.Sympathetic ☐

d.funny ☐

12- Does your teacher's quality contribute positively to the improvement of your

speaking?

a. Yes ☐

b. No ☐

Explain……………………………………………………………………………………………………
……
………….....………………………………………………………………………………………………
……
………………………...

13-Are your oral expression lessons clear and well organized in a way that facilitates your comprehension?

a. Yes

b. No

Explain…………………………………………………………………………………………..

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

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

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

Thank you for your cooperation

Appendix : 02

Classroom observation checklist

Instruction: **Date:**

Observer: **Time:**

Group: **Department:**

Quality (s) to be observed:

QUALITIES OF EFFECTIVE TEACHER	Always	SometimeS	Often	Never	Rarely
Teacher introduce the purpose of lectures					
Gives overview of day's course content					
Encourage the presenter to ask questions					
Help his students when they faced problems in performance					

Summarizes course content covered					
Teacher greets students					
Corrects sutudents' mistakes					
Uses gestures					
Teacher interact with all students					
During lessons teacher focused on different topics					
Teacher depended on funny activities					
Students speak loudly					
Teacher added new information about the topics					
Comprehensible at the level of learners					

e content of the lesson emphasis Speaking skill					
Variety in topics					
The atmosphere of the classroom is participative					
High levels of fluency					
Presenter speak clearly, firmly and confidently					
Discussion is controlled by one group who hinder others' participation					
Knowledgeable topic presented					
supported well-designed materials					
speaker uses visual aids in their presentation					
Teacher controlled their works					
Teacher well pronunciation					

الملخص

إن هذه الدراسات تهدف إلى البحث عن تطوير و رفع مستوى المهارة الكلامية للمتعلم. و هدا بفضل دور المعلمين و كفاءاتهم الفكرية في تحسين مستواهم و تعزيز قدراتهم. في الأداء الجيد للغة . كما تحاول هده الدراسة الكشف عن كفاءة معلم الانجليزية و مهارته في الرفع من كفاءات المتعلمين أثناء التعليم. فقد سلطنا الضوء في دراستنا هده على طلبة الانجليزية سنة ثانية في جامعة محمد خيضر بسكرة خلال العام الدراسي 2016/2015 .فقد اتبعنا اعتمدن في دراستنا علي المنهج الوصفي كدراسة فعالة في رصد فعالية المعلم و مدى تأثيره الإيجابي على في تطوير فدرات الكلامية لطلابه متبعين في ذلك استبيان لطلاب سنة الثانية لغة إنجليزية عددهم يتجاوز(40) طالب بالإضافة إلى حضور 4 حصص في الأقسام الدراسية كانت تحوي (40) طالبا أيضا. لقد أظهرت النتائج من خلال هذين الاستبيانين تسير جنب إلى جنب مع فريضتنا حيث كانت علاقة ايجابية بين كفاءة المعلم و دوره في تحسين العملية التعليمية وفي ترقية مستويات الطلاب من حيث المهارة الكلامية لدلك كلما كان إعطاء المعلم كثير كلما كانت النتيجة جيدة.