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The Effects of Teacher's Personality on EFL Learners' Motivation

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Requirements for the Degree of Master*

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DECLARATION

I hereby solemnly declare that the work I am going to present in this thesis entitled:

The Effects of Teacher's Personality on EFL Learners 'Motivation

...is our own to the limits of our knowledge, has not been submitted before to any other institution or university or degree and all sources that we have used and quoted from have been indicated by means of complete references. This work is to be carried out and completed at Mohamed Boudiaf University of M'sila, Algeria.

Signature

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Date: June 2019

DEDICATION

This dissertation is dedicated:

To our parents for their affection and constant encouragements;

To our brothers and sisters for their love and kindness;

To all our colleagues and friends for their unflagging support and constant
encouragement;

May Allah bless them all.

Zohra/Imene

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"Praise be to Allah, the Cherisher and the Sustainer of the worlds"

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Abstract

The present research explored the extent to which teacher's personality affects students' motivation who learn English as a foreign language (EFL). The purpose of this study was to investigate the relationship between teacher's personality and EFL learners' motivation. It also attempted to examine whether teachers' personality characteristics influence students' motivation positively or negatively ;and to what extent .This investigation was conducted among the first year LMD students of English Department at M'sila University. Additionally, only 30 students were randomly selected to participate in this study. It was based on the use of the descriptive research where data were collected both qualitatively through classroom observation and quantitatively through questionnaire use. The results revealed that there is a relationship between teacher's personality and learners' motivation. Also, the findings of this study indicated that just like other factors (such as: personal experiences, learner's environment, self-esteem...) the personality of the teacher is an important factor that has significant effects on EFL learners' motivation. This research tackled descriptively one area of this relationship. Therefore, important research implications and future research directions are also suggested.

Keywords: Teacher's Personality, Teacher's personality Characteristics, EFL, Motivation.

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LIST OF ABBREVIATIONS

AMTB	Attitude Motivation Test Battery
BFM	Big Five Model
EM	Extrinsic Motivation
EFL	English as a Foreign Language.
ESL	English as Second Language
FL	Foreign Language.
IM	Intrinsic Motivation
L2	Second Language
LMD	Liscence, Master, Doctorate.
SL	Second Language
SLA	Second Language Acquisition
SDT	Self Determination Theory

GENERAL INTRODUCTION

GENERAL INTRODUCTION

1. The Background and scope of Study

Since the need for improving motivation in EFL learning is increasing, the teacher may play an important role in this context. Therefore, the personality of the teacher significantly contributes to the students' academia. More and more teachers and administrators are realizing the importance of the teacher's personality in the learning-teaching context (Tschechtelin, May, 1951) .Both the teacher's personality and the students' motivation in academic activities have a significant correlation (Mohammad et al., 2011).

Teacher's personality, according to Sronge, Tucker and Hindman (2004), refers to inner-qualities of a teacher, observed from the teacher's expression of values, beliefs, behavior, and attitude (as cited in Hashim, Alam, Yusoff, 2014 ,p. 103).

There have been numerous studies conducted to investigate the effects of teacher personality with many researchers who concluded that teacher personality is the most important variable at work in the classroom (Getzels & Jackson, 1963). Most early studies as well as current work focus on determining and examining the different strengths and weaknesses of the various personality types as teachers, communicators, and leaders in the education system. And, other articles attempt to determine which personality traits are the most desirable for teachers and educators (Dodge, 1943; as cited in Garrett, Meghan A., 2009, p. 15). However, the effects of teacher's personality on learners' motivation in the context of English teaching and learning have not received much attention among scholars and researchers.

The present study, therefore, aims to fill this gap and shed light on the effects of teacher's personality on EFL learners' motivation specifically in university context .therefore, it attempts to explore the extent to which learners' motivation is influenced and affected by their teacher's personality regardless of being desirable or undesirable characteristics. It is hoped that by doing this research on students' motivation and the effects of the personality of their teacher on it, teachers as well as learners will be more aware about the importance of teacher's personality not only in the teaching process but also in the learning process ; specifically , in the field of EFL learning and teaching.

2. Problem Statement

Among the various factors that influence EFL learners' motivation is teacher's personality. Most studies focus on other factors (such as personal experiences, learner's environment, self-esteem...) yet forgetting the most essential factor which is teacher's personality, the concern is bigger when it comes to teach first year English students at university who have already passed through a transitional stage from secondary school to university. Thus, students would be motivated or unmotivated by their teacher's personality. For this reason, this research would be conducted as an attempt to address EFL teachers at university to be aware of their personality characteristics on which their learners' motivation will greatly depend.

3. Research Questions

Regarding the aforementioned literature, the researchers aimed to investigate the effect of teachers' personality on EFL learners' motivation in Algerian university context. The following research questions and hypothesis will be answered in this research:

1. Is there any relationship between teacher's personality and learners' motivation?
2. To what extent does teacher's personality affect EFL learners' motivation?

4. Research Objectives

The study was guided by the following objectives:

1. To investigate (examine) the relationship between teacher's personality and EFL learners' motivation.
2. To explore the extent to which teacher's personality characteristics influence EFL learners' motivation.

5. Hypothesis

Since this research aims to explore to what extent the personality of the teacher affects the English language learners' motivation; thus, the researchers hypothesize that teachers with different types of personality would influence EFL learners' motivation either positively or negatively.

6. Literature Review

There have been numerous studies conducted to investigate the effects of teacher personality with many researchers who concluded that teacher personality is the most important variable at work in the classroom (Getzels & Jackson, 1963). Most early studies as well as current work focus on determining and examining the different strengths and weaknesses of the various personality types as teachers, communicators, and leaders in the

education system. And, other articles attempt to determine which personality traits are the most desirable for teachers and educators (Dodge, 1943; as cited in Garrett, Meghan, 2009, p. 15).

Personality was defined by Gordon Allport (1937) as “the dynamic organization within the individual of those psychophysical traits that determine his unique adjustments to his environment.” Based on Pervin et.al (2005), personality refers to the characteristics of the person that account for consistent patterns of feeling, thinking and behaving.

Teacher’s personality, according to Sronge, Tucker and Hindman (2004), refers to inner-qualities of a teacher, observed from the teacher’s expression of values, beliefs, behavior, and attitude (as cited in Hashim et al., 2014, p. 103)

Motivation determines the extent of active, personal involvement in L2 learning; research shows that motivation directly influences how often students use L2 learning strategies , how much students interact with native speakers and how long they persevere and maintain L2 skills after language study is over (Oxford &Shearin, 1994, as cited in Huang 2007). Conversely, without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure students achievement (Dörnyei and Csizér, 1998, as cited in Huang 2007).

Reece and Walker (1997 as cited in Gomleksiz 2001) said that motivation is a key factor in the second language learning process. They stress that a less able student who is highly motivated can achieve greater success than the more intelligent student who is not well motivated. Sometimes, students may come highly motivated and the task of the teacher is to maintain that motivation and maximize it.

Recent research has shown that when students like the teacher, they enjoy being at school and more dedicated to the learning that is offered as they feel valued by a mentor or teacher (Erlauer, 2003).However, Dodge (1943) stated that personality is a basic predictor of teacher’s success and that weakness in personality is a major cause of students’ failure.

The above mentioned literature related to teacher’s personality and its importance suggest that a lot of research has been conducted to investigate the personality traits of teachers, but unfortunately no specific research has been conducted in relation to its effects on EFL learners’ motivation. Especially no study has been conducted to examine the effect of teacher’s personality on EFL learners’ motivation at university. This study is conducted to remove the deficiency of research in this specific area.

7. Research Methodology

This research adopts the descriptive method through which the data are collected and analyzed both qualitatively and quantitatively. As the choice of the method is determined by the nature of the subject to be treated, the aim of the research, the sample under investigation, and the data collected. In this study, the method used is the descriptive one because it seems appropriate for this study and the context where the study takes part; since the research aims to determine the relationship between the teacher's personality and EFL learners' motivation in M'sila educational context and its effects in enhancing their learning and motivation through describing it without any interference of experimental manipulation. Also, the choice of this method can be justified by the fact that it can provide us with consistent and comprehensive information and valid results in what concerns the study of psychological elements.

In this study, Classroom observation and questionnaire are the two data collected tools that will be used to collect data. The observation of classroom will provide an idea about the current situation of the students' motivation and the impact of their teacher's personality on it either positively or negatively. A questionnaire will be administered to students to find out some of the students' views, problems, preferences, and attitudes about both motivation and teacher's personality. The analysis and interpretation of the data will help to reach the aim of the study and confirm or decline the hypothesis.

Furthermore, the sample population in this work is first year L.M.D students (males and females) in the Department of Letters and English Language, Faculty of Letters and Languages, M'sila University. Thirty (30) students were selected randomly to participate in this study.

8. Dissertation Structure

Following an introductory part, in which the aim of the research is expressed, the hypothesis is identified, and the tools of research are discussed, this dissertation is divided into two main chapters and each chapter is divided into sections. The first chapter reviews the related literature. The second chapter deals with the practical part of the study.

The first chapter outlines some of the theoretical issues related to the study; it is divided into two sections which are personality and motivation. The first section: personality includes a number of definitions about personality, an overview about teacher's personality that serves the purpose of this study, dimensions of personality (Big Five Model), the characteristics of a good teacher, in addition to the importance of the teacher in

the EFL learning and teaching context. It also attempts to deal with the characteristics of a good teacher, in addition, the importance of the teacher in the EFL learning and teaching context. The second section deals with motivation, it provides a better understanding of this term. It includes general issues of this concept, definitions as well as the main theories of motivation. At the end of this section, a correlation between teacher's personality and learners' motivation is made.

The second chapter is divided into two main sections as well. The first section deals with research methodology and design; it discusses the methodology, the research design, and the procedures for collecting and analyzing data. It also includes the description, analysis, and interpretation of data collected from student's questionnaire and also from classroom observation. The second section deals with the findings and discussions of results; it interprets the data collected and discusses the main findings of this study. Additionally, this section provides some pedagogical implications, limitations and recommendations for further research. Moreover, some conclusions are drawn in the final section.

9. Significance of Study

This study is significant and worthy to be conducted because it attempts to highlight the idea that teachers' personalities can greatly affect learners' motivation which most of the teachers and parents as well as administrators ignore today. That is to say, teacher's personality should be recognized to be the most important variable in the field of EFL teaching and learning. For that reason, this study is an attempt to bring awareness towards this issue and hence the researchers' contribution will reveal many positive views about the correlation between teachers' personality and students' motivation which will shed more light on this problem that could enlighten further studies on the research fields. In other words, this study is beneficial for both teachers and students, since it is an attempt to give clear idea about how the personality of the teacher contribute significantly to influence learners' motivation especially inside the EFL classes . On the other hand, it is important for other researchers who are interested in this topic to explore facts in detail.

10. Definition of Key Terms

10.1 Motivation

Motivation is viewed as “a combination of effort and desire to obtain the aim of learning a language as well as positive attitude toward learning the language” (Gardner 1985, p.10; as cited in Xu 2008).

10.2 Personality

Personality consists of stable characteristics which explain why a person behaves in a particular way (Mullins, 2005).

10.3 Teacher’s Personality

Teacher’s personality refers to inner-qualities of a teacher, observed from the teacher’s expression of values, beliefs, behavior, and attitude (Sronge, Tucker & Hindman, 2004; as cited in Hashim et al., 2014).

CHAPTER ONE
TEACHERS' PERSONALITY, EFL
LEARNERS' MOTIVATION

CHAPTER ONE

TEACHERS' PERSONALITY, EFL LEARNERS' MOTIVATION

Introduction

This chapter is the literature review on previous research on the related topic. It consists of reviews from journals, books, dissertations, and websites. Most of the reviews are on personality and motivation. Many recent studies have focused on improving the quality of both EFL teaching and learning. However, the emphasis should also focus on the personality of the teacher who is directly involved in the teaching and learning processes. Previous studies have clearly demonstrated the importance of teacher's personality in learning and teaching as well as in motivating learners to learn. Both motivation and teacher's personality construe the core of our first chapter that treats in detail the notion of personality, teacher's personality and its characteristics together with an overview to motivation.

Thus, as previously mentioned, in this chapter, the researchers attempt to provide an overview of our main research variables and address related concepts pertaining to teacher's personality, dimensions of personality (Big Five Model), characteristics of a good teacher, and the importance of the teacher in EFL learning and teaching context. Then, we discuss the concept of motivation, definitions as well as the main theories of it. Furthermore, this chapter is divided into two main sections. The first section is devoted to the first variable which is 'personality' and the second section is devoted to 'motivation' which is the second variable in this study.

Section One: Personality

In this section, researchers attempt to provide an overview about personality while the focus is on the teacher's personality, the dimensions of personality through the Big Five Model, in addition to the characteristics of a good teacher. A related literature about the importance of EFL teachers in the learning and teaching context is also reviewed.

1.1.1 Definition of personality

Personality has been defined in various ways by several psychologists and theorists. Personality was defined by Gordon W. Allport (1937, p. 28) as “the dynamic organization within the individual of those psychophysical traits that determine his unique adjustments to his environment”. Allport (1961, p.28) has introduced a revised definition of personality as follows: “personality is the dynamic organization within the individual of those psychophysical systems that determine his characteristics behavior and thought”. The term personality has been used by Callahan (1966) to refer to the dynamic organization of those traits and characteristic patterns of actions that are unique to a particular person (as cited in Arif et al., 2012, p.161).

In his attempt to present an idea about what personality is, Krech and Crutchfield (1969, p.696) states, “Personality is the integration of all of an individual's characteristics into a unique organization that determines, and is modified by his attempts as adaptation to his continuously changing environment”.

Janus (2011) defines personality as something that has features and qualities which are different from the crowd unit, makes it unique, different, and original (as cited in I. Jurczak & E. Jurczak, 2015, p. 80). Suchodolski B. (1997, p. 517) believed that personality is achieved in life, which is open to the others, develops through the community. When individuality is gone, you need to refine personality (ibid). Personality, based on Mayer (2007, p. 14), is the organized, cultivated system within the person that represents the combined action of that person's major psychological subsystems.

According to Norman L. Munn (1972), “personality is the whole individual considered as a whole. Personality may be defined as the most characteristic integration of an individual's structures, modes of interests, attitude, behaviour, capacities, abilities and aptitudes”. This combination of traits varies from person to person. Thus, the personality distinguishes one teacher from another teacher.

As explained by APA (2013), personality refers to personal behavior, characteristics, emotion, and thinking patterns (as cited in Martinez, 2013, p.2). Personality, based on Scharle and Szabo (2000, p.7), is understood as a “dynamic organization, inside the person, of psychophysical patterns of behaviour, thoughts, and feelings”.

In the same vein, Weinberg and Could (1999) declared that personality refers to those characteristics which defines the individual as unique. Based on Pervin et.al, (2005, p.6) personality is pertinent to those characteristics that justify a person’s consistent patterns of feelings, thinking, and behaving. Mullins (2005, pp. 58), states that personality is composed of constant characteristics which explain the individual’s behavior in a particular way. Additionally, according to Pervin and John (2001), “personality is the part of the field of psychology that most considers people in their entirety as individuals and as complex beings” (as cited in Dornyei, 2005, p.10).

According to Encyclopedia of Psychology, edited by Eysenck and others (1975, p.779), “Personality is the relatively stable organization of a person's motivational dispositions, arising from the interaction between biological drives and the social and physical environment”.

For Williams and Burden (1999, as cited in Larenas ,Moran, & Rivera, 2011) personality refers to an individual's characteristic patterns of thought, combination of behavior and emotion with mechanisms of psychology behind those patterns. According to Hogan (1991), a person’s personality is a relatively stable indicator of behavior; it determines the enduring style of thinking, feeling and acting. However, Guthrie et al (1998) has stated that personality can be defined as a willingness to act or behave in a different way in response to one’s surroundings. Robbins (2001, p.92) regards personality as “the sum total of ways in which an individual reacts and interacts with others”.

Personality refers to an individual’s characteristic patterns of thought, emotion, and behavior, together with the psychological systems; either hidden or apparent, behind those patterns (Funder, 2004, p. 5). According to Larsen and Buss (2005, p.4) personality is the set of psychological traits and mechanisms within the individual that are organized and relatively enduring and that influence his or her interactions with, and adaptations to, the intrapsychic, physical, and social environments (as cited in Mayer, 2007, p.1)

However, Feist, G. and Feist, J. (2009), states that psychologists vary on the term “personality” definition; accordingly, Feist, G. and Feist, J. (2009, p.4) claim that

“Although no single definition is acceptable to all theorists, we can say that personality is a pattern of relatively permanent traits and unique characteristics that give both consistency and individuality to a person’s behavior”. Consequently, that means it is challenging to define personality; that is why, no generally agreed upon definition of personality is made.

The present study develops a definition that combines elements from the previously mentioned definitions. It defines personality as the combination of specific characteristics that each individual possesses or exhibits, those characteristics distinguish one person from another.

1.1.2 Teachers’s Personality

Teacher’s personality, according to Sronge, Tucker and Hindman (2004), refers to inner-qualities of a teacher, observed from the teacher’s expression of values, beliefs, behavior, and attitude (as cited in Hashim et al., 2014, p.103)

There have been numerous studies conducted to investigate the effects of teacher personality with many researchers who concluded that teacher personality is the most important variable at work in the classroom (Getzels & Jackson, 1963). Similarly, Nussbaum (1992) ascertain that during the last several decades, more than 1000 articles have been published that concentrate upon some aspect of teacher personality (as cited in Fatemi & Sazegar 2016, p.146). The potential importance of teacher personality has long been of interest to education researchers (e.g., Barr, 1952; 1965; Tyler, 1960; ac cited in Fatemi & Sazegar 2016, p.146).

Most early studies as well as current work focus on determining and examining the different strengths and weaknesses of the various personality types as teachers, communicators, and leaders in the education system. And, other articles attempt to determine which personality traits are the most desirable for teachers and educators (Dodge, 1943; as cited in Garrett, Meghan, 2009, p.15).

Othman (2009) stated that maintenance of personality is among the key factors that greatly influences the teaching and learning process. It means that the relationship of personality between the teacher and students in academics is significant (as cited in Khan, A. Khan, S. and Khan, M, 2017, p.49).

Henson and Chambers (2002) declare that teachers’ personality traits are reflected not only in their classroom performance, especially in their selection of instructional activities, materials, strategies, and classroom management techniques but their interaction

with students as well (as cited in Fatemi & Sazegar, 2016, p.144). In addition to this, Fatemi and Sazegar (2016) mention that:

Research on teachers' personality is based on the assumption that the teacher as a person is a significant figure 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 (p.145).

Mohammad, Abraham, and Singh (2011) highlighted the point that personality of the teacher, to some degree, plays an important role in enhancing students learning; thus, a significant interrelationship between both teacher's personality and students' motivation is made in learning activities. Hence, students learn from their teacher's personality even though there is no directed interaction between students and teacher (Arif et al., 2012, p. 163).

Therefore, teacher personality before the learners notably plays an important role in their learning outcomes. It is also evident that pupils learn and concentrate more depending on teachers' personality (Bartilol & Fedha, 2016, p. 206). Richardson and Arker (2010) support this statement by stating that the personality traits that teachers exhibit in schools are critical for the effective learning of learners (as cited in Bartilol & Fedha, 2016, p. 206). In the same vein, Dodge (1943) states that personality is a basic predictor of teacher success and that weakness in personality is a major cause of student failure (as cited in Garrett, Meghan, 2009, p. 15).

However, Dickson and Wiersma (1984), and Gibney and Wiersma (1986) state that the personality of teachers having great roles in the effectiveness of teaching and learning processes include emotional stability, emotional maturity, calmness, low anxiety, empathetic, sensitivity and warmth are all the basics of effective teaching (Gage, 1965; as cited in Khan et al., 2017).

1.1.3 Dimensions of Personality (The Big Five Model)

In order to get a deeper understanding of personality, it seems of crucial importance to tackle The Big Five Model. Judge and Ilies (2002, p.798) have emphasized that “The Big Five has provided the most widely accepted structure of personality in our time” . According to Barrick and Mount, (1991) the Big Five represents a meaningful, orderly structured and applicable taxonomy for studying personality suitable for collecting, analyzing and discussing empirical data (as cited in Espegren & Panicker, 2015, p.7).

As cited in Kim et al (2017, p.6) the Big Five proposes that five personality domains describe differences in people’s behavior, thoughts, motivations, and emotions. These domains are: openness (intellect, creativity, introspection), conscientiousness (organization, efficiency, thoroughness), extraversion (energy, talkativeness, boldness), agreeableness (kindness, warmth, helpfulness), and neuroticism (anxiety, irritation, insecurity; John, Naumann, & Soto, 2008).

Mount and Barrick (1995) mentioned that it appears that many personality psychologists have agreed that five personality structures, referred to as the Big Five, are necessary and sufficient to describe the basic dimensions of normal personality (as cited in Fatemi & Sazegar, 2016, p.147).

According to Paunonen and Ashton (2001), the Big Five personality dimensions of neuroticism, extroversion, agreeableness, openness to experience and conscientious have been studied widely and have been consorted with a variety of work attitudes and behavior. These five personality dimensions are broad dimensions that are theorized to include most nearly focused personality traits. It means that this model is widely used and suitable to use in any research. As stated by Harris and Fleming (2005), the Five Factor Models has retained widespread popularity in the field. Five personality traits collectively classify the higher-level characteristics of an individual according to the Five Factor Model.

1.1.3.1 Extroversion

According to Eysenck (1986), extraverts tend to seek interaction with others, novel experiences and complex, varied and intense stimuli, introverts, on the other hand, prefer their own company and prefer the familiar and unfamiliar (as cited in Othman, 2009). While Costa and McCrae (1992) asserted that extroverts are assertive, gregarious, activity and excitement-seeking. It is similar with Mount and Barrick (1995) which mentioned that extraversion is almost entirely described as the degree to which a person is sociable, gregarious, talkative, assertive, adventurous, active, energetic and ambitious. Based on Watson and Clark (1997) extroverts have been thought to be socially engaging and comfortable in group settings, expressive, assertive, gregarious, articulate, and have a great number of friends.

Williams (1997), extraverts also tend to have positive influence, delicacy and optimism (as cited in as cited in Othman, 2009). According to Harris and Fleming (2005), extroversion represents numerous features such as sociable, gregarious, assertive and talkative. However, Manning et al (2006) stated that extroversion is about the extent to which people are comfortable in social relationships, how socially inhibited, and the extrovert who is comfortable in social relationships and socially uninhibited (as cited in Othman, 2009).

As stated by Bozionelos (2004) extroversion is characterized by assertiveness, sociability, social dominance, ambition, tendencies towards action, sensation-seeking and the experience of positive affect.

Robbins et al (2013) argue that extraversion represents individual's level of comfort with relationships and communications with other people (as cited in Espegren & Panicker, 2015, p. 8). In addition to this, extraversion is also interpreted as combination of ambition and sociability (Hogan, 1986 via Barrick & Mount, 1991). Buchanan and Huczynski (2013) suggest that high score in this dimension characterizes extroverts who are sociable, talkative, dominant and positive, introverts who score low tend to be quiet, reserved and shy (as cited in Espegren & Panicker, 2015, p.8).

Extraversion, as stated by (Judge & Ilies, 2002) was previously found to be correlated with motivation to perform despite occupational frame because extraverts would have greater confidence in their abilities to perform (Ibid). Additionally, McCrae and Costa (1997) have attributed the following six sub-traits to the dimension: warmth, gregariousness, assertiveness, activity, excitement seeking, positive emotions (Ibid).

1.1.3.2 Agreeableness

According to Costa and McCrae (1992), agreeableness is associated with “the need for intimacy”, the recurrent preference in thought and behavior for experience of warm, close and communicative interactions with others. Individuals high in agreeableness are trusting, cooperative, altruistic, compliant and “moved by others” (as cited in Othman, 2009). However, Graziano et al. (1996) mentioned that high agreeable people may in their pursuit of harmonious relations create more positive attributions to otherwise provocative behavior than low-agreeable individuals would do.

Harris and Fleming (2005) mentioned that agreeableness describes the sympathetic, courteous, tender-hearted and kind traits. Dijkstra et al. (2005), those who are low in agreeableness have been described as antagonistic, competitive, cynical, callous, ruthless and cruel, and they tend to experience and express hostility (Ibid).

According to Manning et al. (2006) agreeableness is about the extent to which people are sensitive and responsive to others, including the extent to which they will defer to them. The two extremes are the tough-minded individual, operating predominantly at a thinking level and lacking sensitivity and responsiveness, and the tender-minded individual, operating predominantly at a feelings level and displaying sensitivity and responsiveness (as cited in Othman, 2009). Bernerth et al. (2007), agreeable individuals are described as good-natured, cheerful and caring. An individual high in agreeableness is fundamentally altruistic (ibid). Agreeableness, based on Bozionelos et al. (2013, p.9), is associated with altruism, altruism, tender-mindedness, sensitivity to the needs of others, trust and modesty.

However, Barrick and Mount (1991) have stated that agreeableness concerns conformity and individual ability to defer to other people, being friendly, flexible, cooperative, forgiving and soft hearted (as cited in Espegren & Panicker, 2015, p.10). Similarly, Robbins et al. (2013) said that people with high level of agreeableness tend to be cooperative and trusting, and those with low level are antagonistic, cold and disagreeable (ibid). McCrae and Costa (1997) attribute the following six sub-traits to the dimension: trust, straightforwardness, altruism, compliance, modesty, and tender-mindedness (ibid).

1.1.3.3 Conscientiousness

Conscientiousness, as cited by Espegren and Panicker (2015, p.9), characterizes person's reliability: those with high score in this dimension are reliable, organized, dependable and achievement-oriented (Robbins et al., 2013; Barrick & Mount, 1991). Those with low score are disorganized, unreliable, and irresponsible (Robbins et al., 2013). Similarly with Costa and McCrae (1992) who mentioned that conscientious people value duty, competence, self-discipline and achievement. Besides, Costa and McCrae (1992) also mentioned that conscientiousness consist of the specifics traits of competence, order, dutifulness, achievement striving, self-discipline and deliberation.

Based on Mount and Barrick (1995), individuals who have high level conscientiousness are defined to be responsible, rigorous, preserving, orderly, cautious, painful, hardworking and achievement-oriented. As stated by Wright (2003), people high in conscientiousness have a sense of duty and obligation to their work (as cited in Othman, 2009). However, Harris and Fleming (2005) stated that conscientiousness refers to those characteristics that the individual exhibit such as being organized, orderly, precise and efficient. Conscientiousness is characterized by capacity, organization, honesty, achievement striving, self-discipline, deliberation (McCrae & Costa, 1997).

1.1.3.4 Neuroticism

Neuroticism is also often called for Emotional Stability in its positive pole; these are two extremes of one dimension (Judge and Ilies, 2002). This dimension is characterized by ability to stand up to stress, anxiety and depression (Robbins et al., 2013; as cited by Espegren and Panicker 2015, p.9).

Based on Mount and Barrick (1995), neuroticism as "emotional stability" (reverse scale) by some researchers and can be further conceptualized as the extent to which a person is emotional, insecure, nervous, fearful and apprehensive. Some researchers stated that neuroticists also limited in social skills and they are not interest in any long-term relationship. As stated by Judge et al (1997), research has shown neurotic individuals are severely limited in their social skills (as cited in Othman, 2009).As similar to this, Raja et al (2004) mentioned that the neurotic individuals are not likely to establish long-term relationships that demand commitments, social skills and trust in others(ibid). According to Bozionelos (2004), neuroticism refers to the characteristics which include excessive worry, pessimism, lack of confidence and tendencies to experience negative.

Neuroticism is often related to the characteristics of people who have negative affect and low in self-esteem. According to Watson and Clark (1984) negative affect is defined by a predisposition to view the world in a negative emotional state. Similarly with Levin and Stokes (1989), who mentioned that individuals high in negative affect tend to focus on the negative aspects of other people and themselves. George (1996) also stated the same view which individuals high in negative affectivity, a concept related to the neuroticism are likely to be more pessimistic, taking a negative view of themselves and the world around them.

While Brockner (1988) mentioned that individuals low in self-esteem and self-efficacy look to others for approval. Turban and Dougherty (1994) mentioned that individuals with low self-esteem tend to hold back from challenging situations, are less confident in their abilities, less likely to seek feedback, and see themselves as less attractive. Judge et al (1998) mentioned that neuroticism has been found to be negatively related to self-esteem, self efficacy and lack of control.

Both of these characteristics are supported by Bernerth et al. (2007) as characteristic in neuroticism, who have mentioned that neuroticism is consisted of several characteristics including negative affectivity and low self-esteem. However, Costa and McCrae (1992), claim that neuroticism consists of the specific traits of anxiety, angry hostility, depression, self-consciousness, impulsiveness and vulnerability.

1.1.3.5 Openness

According to Costa and McCrae (1992), openness to experience is related to active imagination, aesthetic sensitivity, attentiveness to inner feelings, preference for variety, intellectual curiosity, and independence of judgment. People who are open have a high need for autonomy and tend to be creative, adaptive and accepting of change. Similar with Judge and Bono (2000) who mentioned that open individuals are also at time better able to understand and adapt to new perspectives(as cited in Othman, 2009).

Based on Bozionelos (2004), persons who score high on openness should be more likely to report engagement in their work, as their work can serve as the arena to entertain their curiosity, their desire for exploring new perspectives, and their tendency to develop genuine interests for any activities they are involved in. However, Harris and Fleming (2005) mentioned that openness to experience or creativity sometimes refers to personal traits such as being imaginative, special and curious.

Most of the researchers mentioned that openness is more on openness to the new experience or change. Manning et al. (2006) also stated the same perspective where they mentioned that openness is about a person's openness to new experience and is manifested in such things as an individual's breadth of interests, level of creativity and intellectual qualities. At two extremes are the conventional individual, who is relatively closed to new experiences and open individual, who is relatively open to such experiences (ibid). Barrick and Mount (1991) stated that openness is characterized by imagination, culture, curiosity, broad-mindedness and creativity.

Robbins et al., (2013) said that Openness to experience means personal level of openness to novelty. People who score high in this dimension are creative, imaginary, curious and unconventional; those with low level are conventional and like the feeling of familiarity (as cited in Espegren & Panicker, 2015, p.11). Additionally, McCrae and Costa (1997) claim that the traits which are often attributed to the dimension are: fantasy, aesthetics, feelings, actions, ideas, and values.

1.1.4 The Importance of a teacher in EFL Learning and Teaching Context

One of the pertinent issues that have been continuously discussed in the field of second language learning is the role of EFL teachers and their influence on students' learning process and motivation. Therefore, the personality of the teacher is very important for EFL learners.

A series of recent studies has supported the view that teachers have a significant impact on students' learning (e.g., Danielson, 2002; Goldhaber, 2002; Sadeghi & Nikou, 2012; as cited in Hashim et al., 2014). As emphasized by, Sanders & Horn (1998), the teacher is a vital part of the classroom, and it is suggested that teachers are the most important factor influencing a student's achievement (as cited in Garrett, Meghan, 2009, p. 8)

Previous studies, as cited in Hashim et al, (2014, p.102), have clearly demonstrated that understanding the human characteristics of a teacher is highly relevant to English language learning (Gibbons, 2003; Zhang & Watkins, 2007).

Moncada and Ortiz (2000) suggested that EFL teachers should be able to interact with students, have sufficient knowledge about pedagogical and learning principles, be prepared to teach in diverse student backgrounds, and observe classroom dynamics(as cited in Hashim et al., 2014, p.103) . An exploratory study by Zhang and Watkins (2007)

revealed several attributes of a good EFL teacher, which include high levels of discipline, ability to cope with diversity, displaying positive behavior, possess strong pedagogical knowledge, being practical in teaching, ability to interact with students, and ability to focus on students' intellectual development (ibid). Similarly, a synthesis of EFL teaching by Patricia, Julie, and Anne (2005) revealed that students' learning was influenced by teachers who displayed excellent teaching skills (...) able to provide effective instructions (Ibid). In addition to this, Mohammad, Abraham, and Singh, (2011) declare that the students consider their teacher as a role model.

Callahan (1996) argue that the teacher whose personality helps create and preserve a classroom or learning environment in which students feel contented and in which they are provoked to learn is said to have an enviable teaching personality (as cited in Fatemi & Sazegar, 2016, p.145). Zhang & Watkins, (2007) mentioned that the personality of the teacher and monitoring efforts are prominent teacher characteristics central to interactional mechanisms in language learning (as cited in Hashim et al., 2014, p.102). Besides, Faltis and Hudelson, (1994) said that an enhanced understanding of teacher's personality is a pertinent issue because teachers often have difficulty creating a positive EFL learning atmosphere (ibid).

In his attempt to give suggestions for improving EFL teacher's personality, Lei, Q. (2007, p. 65) mention that:

Personality is an individual's inherent idiosyncrasy. EFL teachers' personality concretely embodies in their speeches and behaviors. An excellent teacher should be warm-hearted, humorous, fair, diligent, and conscientious, etc. Teachers with excellent personality have invisible force to impel students to make progress. If the students recognize teachers' excellent personality, this recognition would make students like and respect their teachers which in turn would inspire the students to be greatly interested in learning and help them form good personality.

Consequently, an attractive teacher personality, apart from teaching techniques and materials, is critical to EFL learning. Since the personality of a teacher, pleasing or otherwise, affects students' feelings and actions, it is indeed a critical factor that may contribute significantly towards student learning (Hashim et al., 2014, p.104).

1.1.5 Characteristics of a Good Teacher

If the teacher is the most important factor in determining a student's learning, as this previous research suggests, then it is extremely important that research be focused on determining which characteristics create the good teachers. In his characteristics of a good teacher, Horrocks (1946) lists personality first. It seems quite natural that it should be good rapport is an essential element in the learning situation. And how is this to be accomplished if the teacher lacks desirable personality qualities (as cited in Tschechtelin, May, 1951).

A good teacher has a very good personality, so that, students always get attracted to teachers with good personality which leads to better communication, understanding as well as ultimately good results. Prior research on EFL teacher characteristics has focused predominantly on identifying the essential qualities of teachers that could influence students' learning (Hashim et al., 2014. p, 103).

Moreover, previous studies into the learning experiences of students pertaining to motivation have revealed the fact that some students are highly motivated in the lessons of some teachers but suffer low levels of motivation in the lessons of others (Montalvo, Mansfield, & Miller, 2007; as cited by Ali Eryilmaz, 2014, p. 2049). For this reason, many other studies (e.g., Montalvo et al., 2007; Polk, 2006; Thibodeau & Hillman, 2003; Wubbels & Levy, 1991) agreed on the point that it is to clarify how students who exhibit high levels of motivation and achievement in and derive pleasure from the lessons of certain types of teachers happen to lose this motivation, begin to show low levels of achievement, or suffer from boredom in the lessons of other teachers (ibid). One possible explanation for this could be that not all teachers seem to possess certain traits that are required to be a successful teacher and thus teachers need to be categorized into certain types depending on the way they influence affection in students (Eryilmaz, 2014, p.2049).

The modern teachers should orient themselves in virtually all areas of social life, be open to any new, yet they reasonably make choices (I. Jurczak & E. Jurczak, 2015, p. 82). In addition, the educator should be cheerful and have a sense of humor. Boćwińska-Kiluk (2006) said that a cheerful teacher is the one who does not get angry for trivial reasons, is welcome and respected, and no sense of humor bothers him to find a common language with the students, and also raises distrust (Ibid). As a model for his pupils, he should beware of jealousy and learn making cooperation with various people in order to achieve success (Lewowicki 2007; as cited in I. Jurczak & E. Jurczak, 2015, p. 82).

Good personality or impressive personality is among key factors affecting the students' learning; so that, the teacher is considering a key model for students because of his/her personality (Khan et al., June, 2016, p.75). Consequently, being a good and successful or effective teacher may require having certain personality traits (Eilam & Vidergor, 2011; Goldstein & Benassi, 2006; Polk, 2006; Srivastava & Bhargava, 1984). Because personality influences the behaviour of the teacher in various ways, such as interface with students, methods selected, and learning experiences chosen (Murray, 1972; as cited in Arif et al., 2012, p.162).

In addition to this, it is, to a certain extent, clear that some teachers are more effective than others (Atteberry, Loeb, & Wyckoff, 2013), yet the source of these differences is largely unidentified. For this reason, scholars of various disciplines maintain to identify factors that characterize effective teachers. However, knowing which personality traits are more successful and effective in the classroom is possibly even more valuable for teachers and educators. Therefore, other articles attempt to establish which personality characteristics are the most desirable for teachers and educators (Dodge, 1943).

From the discussion mentioned above, it is obvious that learners are influenced by the teachers who have good characteristics; that is why, they feel more motivated when having courses or lessons from teachers whose personality characteristics are good. However, teachers with bad (or less preferable) characteristics cause their EFL learners to feel bored and less motivated.

Conclusion

In this section, previous research about the teacher's personality and its effects on student's learning was reviewed. Additionally, this section also presents a review of recent literature on dimensions of personality (Big Five Model) and besides this related concepts pertaining to teacher's personality characteristics are addressed. Studies support the link between teacher's personality and the essential role that it may play in EFL learning and teaching context. In short, the literature review pertaining to teacher's personality strongly suggests that the personality of the teacher is very important variable in the teaching and learning process.

Section Two: Motivation

Introduction

Many researchers and educationalists have focused on the need to comprehend motivation and its important role for success or failure in learning and teaching SL or FL. This section attempts to tackle the different concepts, types, role and theories of motivation according to different scholars and how it can be reinforced to support learners' goals and develop proficiency in foreign Language teaching and learning. The first part is entitled definition of motivation according to different scholars, and what researchers have provided as different definitions of motivation and its importance in FL learning. Furthermore, this section involves the different types of motivation. Moreover, researchers in this section attempt to describe the main role of motivation as one of the key factors which influence the success of second/foreign language learning and finally, the main Theories of motivation in the field of SLA.

1.2.1. Definition of motivation

According to educational psychologists, motivation is considered as an effective element in language learning contexts. But, there is no unique agreement on the specific meaning of motivation due to the excessive number of definitions given to motivation is unnumbered and diverse; for this reason, motivation is basically regarded as a very complex concept whose definition is very difficult to be determined.

Motivation is defined as a psychological factor which arouses an organism to act towards a desired goal. In terms of psychology, Kleinginna (1981) defines motivation as an inner need, desire or want that serves to do an action and gives it direction. Franken(2006) extends this definition using extra elements which are the arousal, direction and persistence of behavior (as cited in Huitt,2011). On the basis of second language learning, Crookes and Schmidt (1991) define motivation as the learner's tendency to the goal of learning a second language (as cited in Norris-Holt, 2001).

According to Rost (2006) motivation has been called the “neglected heart” of language teaching (as cited in Leila & Firooz, 2015, p.126). Thus, learners who are demotivated are more likely to fail in attaining their goals. Accordingly, many recent studies have focused on the need for improving motivation in EFL learning because without student's motivation there is no pulse to learn; so that motivation is recognized as a key variable in language learning.

One of the greatest psychologists, Gardner (1985, p.10) defined motivation as “a combination of effort and desire to obtain the aim of learning language as well as positive attitude toward learning the language” (as cited in Xu 2008). Motivation is a major factor in the successful study of language acquisition. It is considered goal directed and defined as “the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language”; that is to say, motivation is a crucial factor that researchers should shed light on it to enhance student’s learning and they should also focus on how this affective factor can help learners to reach proficiency in SL.

Moreover, Gardner (2008) states that motivation refers to a procedure that begins with a demand, desire and incentive that an individual has to engage in a specific activity and ends with a behavior that pushes the learners towards achieving their goals. Furthermore, motivation is the core element for achievement and a complete part in realizing any goal in language learning, and without sufficient motivation, learners will not be able to realize such objectives.

Ortega (2009, p.168) states “motivation is usually understood to refer to the desire to initiate L2 learning and the effort employed to sustain it, and in lay terms we all understand it to be a matter of quantity, as in the everyday observation that some learners are highly motivated and others have little or no motivation” .

Concisely, the word motivation in a second language learning context is viewed by Gardner (1985) as “the extent to which the individual works or strives to learn the language, because of desire to do so and the satisfaction experienced in this activity”. Accordingly, motivation is defined as learner’s internal desire that comes from his inner motive and eagerness to learn something. This internal desire gives someone behavior energy and direction to achieve something. Moreover, the role of motivation in learning English language is regarded as an influential element in the success of any educational learning process especially in learning second language. Woolfolk (1998, p.372) defines “Motivation as an internal state that arouses, directs and maintains behavior” (as cited in Leila & Firooz, 2015, p.254).

Motivation is a very important operator in language learning and realization (Moskovsky & Alrabai, 2009). Furthermore, motivation is a feature that pushes learners for doing a behavior and “what” and “why” we do something. The general concept about motivation that is agreed upon is a convincing sensation that gives positive energy to students to do a task enthusiastically and succeed in doing it. Keller (1983, p.389) states

“Motivation refers to the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in this respect” (as cited in Bellout, 2014). This action requires effort and persistence to sustain the activity for longer period of time.

2.2.2. Types of motivation:

Gardner (1985) believes that motivation is composed of three components: first, motivational intensity which is the effort that the learners spend to learn the language; secondly, the desire to learn the language thirdly, the positive attitudes towards the acts of language learning (as cited in Dornyei, 1998, p.122). On the basis of these elements many scholars such as Tudor (1996, p. 45), Arnold and Brown (1999, p.13) and Littlewood (1996, p.57) Gardner and Lambert (1972) have suggested that there are two very general types of motivation: integrative and instrumental motivation.

2.2.2.1. Integrative motivation:

Integrative motivation is the desire to learn the language in order to communicate with people of another culture who speak that language .In other words when students want to learn a language to become part of a speech community. This type of motivation is identified by the learner’s positive attitudes toward the target language and the willingness of being part of the target language community; so that, the concept of integrativeness, traditionally originates from the construct of identification used by Mowrer (1950) who was of the view that a child has to learn the language of the parents to fulfill the desire to communicate with them and society at large (as cited in Leila & Firooz, 2015, p. 254).

As an extension of Mower’s idea , Gardner and Lambert (1972) were largely influenced by this concept but argued that because of their cultural background, diverse experiences, child rearing features, etc... some learners have more acceptance to other ethnic, cultural, and linguistic groups than others, and this latter could have an impact on their motivation to learn the other language. In fact, Lambert (1955) declares that we never meant integrativeness to refer to someone who wanted to become a member of the other cultural community, rather be an intellectual opened individual to welcome characteristics of another cultural/linguistic group.

According to Gardner (2000), integrative motivation has an effective function in the success of language learning process when the attitude of the learners towards the target culture is positive. Moreover, interactively motivated student is not only opened to feel

that he is part of other language community but who is positively motivated and has good attitude toward the learning situation is the most important variable affecting second language acquisition .

2.2.2.2 Instrumental motivation:

Instrumental motivation refers to learners' needs for getting a job, having an exam, getting into college or as means to get social or economic reward through learning second language (Gardner & Lambert, 1977). Furthermore, instrumental motivated learners want to attain a goal to be satisfied; so that, if a student is *instrumentally* motivated, his/her goals are to obtain a certain reward such as promotion or success. Moreover, the term instrumental motivation reveals that learners are motivated to realize something through the use of a specific language to benefit from the result.

Gardner (1985) stated that instrumental motivation was the impulse for learning to create beneficial objectives due to the uses of the languages. Moreover, instrumental motivation asserts the importance of learning the language for the reason of getting a high-ranking job with a good salary.

2.2.2.3. Extrinsic motivation:

Extrinsic motivation refers to the relative self reliance of the learner and thus can either reflect external monitor that pushes the learner to learn the language or true self-regulation or it is an instrumental motivation or non inherent motivation. Woolfolk (1998, p. 374) defines intrinsic motivation as “motivation that stems from factors such as interest or curiosity” (as cited in Leila & Firooz, 2015, p. 255). Furthermore, extrinsic motivation refers to performing an activity to feel the enjoyment of doing it, rather than its instrumental value.

However, unlike some perspectives that view extrinsically motivated behavior as non autonomous that requires an external element to motivate the learner, self determination theory (SDT) suggests that extrinsic motivation can vary greatly in the degree to which it is self reliant. For instance, a student who does his/her homework only because he/she fears sanctions. Similarly, a student who does the work because she/he personally believes it is important for her/his career is also extrinsically motivated because she/he is doing it for its instrumental value rather than because she/he finds it interesting. Thus, both examples involve instrumentalities; yet, the first case requires personal

approval and a feeling of choice, whereas the last entails just submission with an external control.

Both symbolize an inner behavior, but the two types of extrinsic motivation vary in their relative self reliance. Taking into consideration the educational activities in schools that are not designed to be intrinsically interesting, an important question to be asked, how to energize and self-regulate such activities without external pressure, This problem is tackled within SDT in terms of reinforcement , internalization and incorporation of values and behavioral regulations (Deci & Ryan, 1985).

The concept of internalization represents how one's motivation for behavior swingles between unwillingness to active personal involvement with increasing internalization. According to Santrock (2004, p. 418) “extrinsic motivation involves doing something to obtain something else (a means to an end)” (as cited in Leila & Firooz, 2015, p. 255).

2.2.2.4. Intrinsic motivation:

Intrinsic motivation (IM) reflects the natural human propensity to learn and assimilate the language; it reflects also the interest, enjoyment, inherent satisfaction of learning. For this reason, intrinsic motivation is clearly an important type of motivation that refers to the engagement in behavior that is inherently satisfying or enjoyable. Intrinsic motivation refers to the motivation which is originated inside a person or the non instrumental motivation. In other words, intrinsically motivated learner does not rely or wait for an outcome.

For instance, a child may do some activities for no other reasons or waiting for a result because it is fun and innately satisfying and enjoyable for himself. It means that intrinsically motivated person is supposed to act for the fun or challenge rather than because of external rewards. Students who are active, inquisitive and curious display readiness to learn and explore, and they do not need extraneous incentives or motives to do so. This natural motivational propensity is a crucial element in cognitive, social, and physical evolution because it is through acting on one's inner interests that they may develop knowledge and skills.

Intrinsic motivation depends on the extent of eagerness that learners have to do some activities and not others, and not everyone has this inner desire for any particular task. Some scholars such as Mower and Gardner have defined intrinsic motivation in terms

of the interest that the learner gives to the task; while others have defined it in terms of the satisfaction the learner gets from intrinsically motivated task engagement.

2.2.3. Role of Motivation in Second Language Acquisition

Motivation is a very important issue for investigation because it is implicated in the process of successful language learning. Moreover, motivation is the key factor that researchers and teachers provide when it comes to efficient language learning. Studies in this field have been mainly concerned with describing, measuring and classifying its role in theoretical models of the language learning process (Ushioda, 1996; as cited in Leila & Firooz, 2015, p. 130). Most of teachers and researchers have almost agreed upon the crucial importance of motivation as one of the key factors which influences the success of second/foreign language learning.

Moreover, motivation gives the first motive to start learning the L2 followed by the sustainable force for prolonged learning process; indeed, second or foreign language acquisition requires motivation to some extent (Dörnyei, 1998, as cited in Huang 2007). The rate of motivation determines the extent of learners integration and involvement in L2 learning; it shows how often students use L2 learning strategies, frequency of students' interaction with native speakers and how long they sustain L2 skills after language study is over (Oxford & Shearin, 1994; as cited in Huang 2007).

On the contrary, lack of motivation, even learners with an advanced level cannot attain their long-term goals, and neither good teaching methods ensure students' achievement (Dörnyei & Csizér, 1998, as cited in Huang 2007). Previous studies concerning the role of motivation in language learning have different views toward the different types of motivation. Lucas (2010) argued that learners who have inner motive to learn speaking and reading skills are also intrinsically motivated through knowledge and achievement.

According to Dital (2012), learners who have positive attitudes towards learning English are more motivated and they are both instrumentally and integratively motivated (as cited in Leila & Firooz, 2015, p. 255). Moskovsy and Alrabai (2009) said that instrumental motivation has extra importance than the integrative motivation in EFL learning (Ibid). The other view of this study reveals that integrative motivation is more pertinent to ESL learning. According to Moiiinvaziri (2009), language learners who are instrumentally and integratively highly motivated have more acceptance towards learning English (as cited in Leila & Firooz, 2015, p. 256).

According to Al-Hazemi (2000), learners who have high impetus to acquire a language can get high scale of competence in the desired language (as cited in Rehman, Bilal, Nawaz, 2014, p. 256). Al-Otaibi (2004) argued that learners who have willingness to learn give more importance to gain aims and learn language more effectively than unmotivated ones (ibid). MacIntyre (1999) believed that suitable and safe classroom environment is important for motivation and learners feel relaxed and ready to learn a language.

2.2.4. Main Theories of Motivation in the Field of SLA

Motivation is a theoretical concept used to explain human behavior, it gives the pulse for the learners to react and accomplish their tasks and educational goals. According to (Sugita & Takeuchi 2010; Dornyei 2001) motivating learners is a prolonged progress.

Theories of motivation aim to know the extent of students' engagement, cooperation, enjoyment of learning, performance, and the desire of attendance in school, contrary to some others who delay their work, avoid learning, disturbing the flow of the lesson. These concepts have stimulated the development of motivational theories that are generally believed to reinforce student's communicative competence and the desire to learn English as a foreign language, the intensity of student's integration; learning, performance, behavior in school setting and assert discipline and motivation inside classroom.

Dornyei in (2005) provides taxonomy of second language motivational theories divided in the history of this field into three phases:

2.2.4.1. Social psychological period

The social psychological period in second language learning and motivation sheds light on the role of social context and social interactions. The main concern of this period is the bilingual context of the English language in Canada from 1959 through 1990 (Dörnyei, 2005; Ushioda, 2012). In this period, Gardner developed the socio-educational model while Clément and colleagues explored the theory of linguistic self-confidence.

a) Theory of socio-educational model

This period is characterized by the socio-psychologist Grader's theory of motivation (1959), but we need to take into consideration where his study took place: Canada with its two official languages 'French and English' where both languages learnt and spoken outside the school- this is a different context from the one we have in Algeria where the English language is taught as a foreign language and not spoken outside the

university. This is the difference between a monolingual and bilingual society or second language and foreign language.

Although the concept of bilingualism and monolingualism should be born in mind in order to understand Gardner's proposal. In this theory, Gardner proposed the concept of integrativeness that Canadian students are more motivated to learn the English language because of the feeling of being part of that social speech community (integrative motivation already mentioned). However, as Dörnyei in (2005) reflects, Gardner's contribution to second language motivation, the development of integrative motivation was not enough.

Gardner (1959) suggested a socio-educational model of second language acquisition that punctuates on the nexus between individual differences and language learning focusing on motivation which is the key variable of success and failure caused in second language acquisition, taking into consideration socio-educational model of SLA, Gardner (2010, p. 22) stated that :

The socio-educational model of second language acquisition was developed after years of research in an attempt to provide a fundamental basis of understanding the role played by different classes of variables. It is intended to provide a platform where the role of these variables can be understood in the context of the learning of a second language in a classroom context.

The six variables that Gardner stated in his socio-educational model (2010, p. 22) are numerous and relevant to language learning. However, motivation is the core element for success and failure, when Gardner explained the variable of motivation, said that "motivation is a multifaceted construct that has behavioral, cognitive and affective components". In this model, Gardner proposed the Attitude Motivation Test Battery (AMTB) to measure motivation through three components: motivational intensity, willingness to learn the language and attitudes toward learning the language.

The main important point in Gardner's theory is the bilingual context and the integrative motivation construct but this theory was criticized since this integrativeness occurs only in bilingual communities and it is not universally valid.

b) Theory of linguistic self-confidence

Another important socio-psychological approach to second language motivation is Richard Clément's linguistic self-confidence theory (1975) explained by Dornyei (2005, p. 73) "is the belief that a person has the ability to produce results, accomplish goals, or perform tasks competently" that is the sensation of security that learner feels when he uses a second or foreign language or what the learner is capable of achieving. This is the main belief of Clément's theory, in Dornyei's (2005) words:

In context where different speech communities live together, linguistic self-confidence -derived from the quality and quantity of the contact between the L2 and L1 communities -is a major motivational factor in learning the other communities' language, and determines the learner's future desire for intercultural communication and the extent of identification with the L2 group.

This means that, if the learner has enough self-confidence when communicating with another member from another speech community, he will be more motivated and has willingness to speak and learn that language. Moreover, self-confidence is an important element that affects motivation and second language achievement.

These two motivational theories are from the sociological field. Nonetheless, in the 1990s, researchers in the field of motivation focused on cognition and its relation with motivation which led to the appearance of cognitive situated period of motivation.

2.2.5. The cognitive-situated period

This period focuses the learner's mental process and its impact on their motivation. Also it emphasizes on the transition from language learning motivation and social contexts to cognitive models and learners' mental abilities in learning a language. Cognitive psychologists argued that the way learners think about their capacities, possibilities, performance, problems, and past experiences has major influence on motivation. For this reason, second language motivation models shifted away from the broad social psychological perspectives to cognitive revolution period with its sub-theories.

a) Self-determination theory

Self-Determination Theory (SDT) is a theory that combines personality, human motivation, and ideal performance, the key concept of this theory is about the intrinsic motivation that is related to the excitement learners experience while learning a language; whereas, the extrinsic refers to the external factors that energizes learners' performance.

Due to the three sub-types of extrinsic and intrinsic motivation proposed by Noels et al. (2003, p. 39). These two types with their sub-components developed to measure the components of self-determination theory in second language learning.

b) Attribution theory

This theory was proposed by Weiner (1992). The main concept of this theory depends on past experiences that individual has passes through while learning a second language, based on these reasons motivation can be lower or higher .Dornyei (2005, p. 79) “the subjective reasons in which we attribute our past success and failures considerably shape our motivational disposition underlying future action”. For instance, learners who have experienced failure in learning second language would be less motivated than those who have experienced success.

c) Task motivation

Task motivation theory is the last theory classified in the cognitive situated period according to Dornyei (2005, p. 80), “tasks (...) constitute the basic building blocks of instructed SLA”. This means that doing excessive number of tasks may raise learners’ motivation and make them more dynamic. Tasks that are goal driven keep students motivated, satisfied, involved and let them take an active role in class. Moreover, tasks keep students’ focus and keep sustainable attention.

2.2.6. The process oriented period

Starting by social psychological period theory of motivation and because of its shortcomings the appearance of cognitive situated period with cognitive approaches to L2 learning motivation, researchers began to give more importance to the dynamic character of motivation. The models of the process-oriented period examine the changes that occur on the learners’ motivation as they learn L2. This approach views motivation as an active factor that changes through time.

a) Process model of second language motivation

This period focuses on the change that occurs on motivation over time; motivation is not a static concept rather it is a dynamic one and can experience different phases. This feature of dynamism is an important element in second language motivation. This model is divided into three stages related to different incentives: Pre-actional stage that refers to motivation that has to be generated. Actional stage called executive motivation, Post-actional stage refers to motivational retrospection and how action was done “self assessment”.

According to Dornyei (2005, p. 84), “the way students process their past experience in this retrospective phase will determine the kind of activities they will be motivated to pursue in the future.” this claim is similar to the attribution theory in the cognitive situated period. Finally, if the learner has some negative attitudes about the activity that he is engaged in, he will not have the willing to learn it again.

b) L2 motivational system

The newest theory proposed by Dornyei and whose main concepts are the following:

1. Ideal L2 self:

The first feature refers to one’s ideal self or what the person wants to become in the future. According to Dornyei (2010, p. 29), “the ideal L2 self is a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between our actual ideal selves”. It means that if a person has a desire to learn a foreign or second language, he will be more motivated to learn it. This self motivational system is related to inner integrative motive.

2. Ought-to L2 self:

The second feature refers to, the ought-to L2 self that is related to “the attribution that one believes one ought to possess to meet expectations and to avoid possible negative outcomes” (Dornyei 2010, p. 29) arguably is what learners think that he ought to learn in order to avoid defeat and realize goals.

3. L2 learning experience:

The third features is the L2 learning experience, according to Dornyei (2010, p. 29), is the “situated, executive motives related to the immediate learning environment and experience”. That is to say, the impact of the environment, teachers, curriculum on learners’ motivation.

Conclusion

Throughout this section, researchers have attempted to explain the concept of motivation and its crucial role in relation to students' learning process. Lots of theories with some aspects have been tackled in this chapter to clarify motivation that differs among all learners in terms of need and desire. Taking into account the correlation between motivation and successful Language learning. Dornyei argued that Motivation gives the first impetus to start learning foreign language and next is the force to keep the long and often hard learning process (1998, p.117). Moreover, in all classrooms there will be students with multiple types of motivation that may affect this process and display lower or higher interest in learning English .An effective means of accommodating these motivational types is for teachers to be aware of learners' ways of being motivated and the best way of acquiring a second language by employing appropriate types of motivation that make students more enthusiastic. Furthermore, teachers should be aware of their type of personality that may have either positive or negative impact on their EFL learners' motivation. Consequently, students are motivated and learn second language in a reasonable period of time which can further motivate them to put greater effort in learning.

1.2.5 Relationship between Teachers' Personality and EFL Learners' Motivation

It is necessary to make an attempt to combine between the concepts of motivation which is an important ingredient to success in learning English as foreign language with teachers' personality that is considered as a significant external factor in motivating EFL students.

Teachers are remarkably known by their crucial influence on students' learning and motivation as well. A vast amount of research has been focused on the view that teachers have a significant impact on students' learning and motivation (e.g., Goldhaber, 2002; Sadeghi & Nikou, 2012). However, the influence of teachers' characteristics on students' motivation in the field of second language acquisition was neglected by scholars (Moncada & Ortiz, 2003; Borg, 2007). In a similar context, Akbari and Allvar (2010, p. 1) only some experimental truth exist to allow us find relationship between English as foreign language and teacher characteristics with positive student learning achievement.

In everyday teaching practices, teachers may encounter student's carelessness, and then special efforts should be spent to motivate them to learn the language. Not only by supplying instructions but there are other factors that should be taken into consideration.

Teachers have indispensable functions in classrooms, they are best known for the mission of educating the students but beyond that, teachers manage their classrooms, create a suitable environment for learning, guide, become role models, and assert organization inside classroom, creating techniques, activities and making learners apply these activities enthusiastically.

For this reason, teachers have a significant function in the teaching and learning processes. Thus, teachers' personality significantly takes part in students' academics and achievements. Moreover, as previously mentioned, the personality of the teacher and motivation of the students in academic activities have an important co-relation (Mohammad, Abraham, & Singh, 2011). Hence, teachers have a very important role for motivating students; as far as they can create suitable and interesting classroom atmosphere.

Students can learn through a positive environment that makes learning easier and enjoyable created by their teachers. If students feel the lack of motivation to learn; the task of teachers is to bring some positive energy to motivate them. Moreover; because the concept of motivation is very sensitive for learning a foreign language, teachers give a crucial importance to students who have positive attitude and motivation in them for learning, in return, this surely leads them to succeed in attaining their goals. As supported by Good and Brophy (1994) motivation cannot be established in a rough classroom atmosphere and the task of teachers is to create an effective appropriate learning environment for their learners.

Furthermore, when teachers establish a relaxed and friendly class, learners' integration in language learning would be more effective. Therefore, to progress and raise students' motivation attention, discipline and good quality of a teacher's personality skills are needed (Kheruniah, 2013; Hirota, Anjos, Ferreira, & DeMarco, 2016). Teachers apply different methods inside classroom to assert interactive teaching, good education, useful advice, organization, coordination, association to be versatile persons.

Since the teacher is considered the core element in the learning and teaching process. A teacher with good personality traits will positively influence the motivation of the learners who learn English as a foreign language, however, a teacher who have bad personality characteristics will negatively influence EFL learners' motivation. Indeed, a recent review of the literature on this subject (Gibbons, 2003; Zhang & Watkins, 2007) found that the features of a good teacher are highly pertinent to English language learning.

Additionally, the positive traits of the teacher and environment inspire students' involvement to establish actual meaning to the whole teaching-learning exercise (Fraser, 1986; Akbari & Allvar, 2010). Therefore, teachers who accept learners' opinions, organize the teaching processes in a way in which the learners acquire knowledge easily and find pleasure and curiosity in them during the class are quietly considered to have a vital role in motivating students in the classroom.

Moreover, the teacher-student interpersonal relationship in language learning is bi-directional in nature; therefore, teacher's personality has a direct impact on EFL students' motivation. Thus, teaching and learning a foreign language is an endless task for both teachers and learners and the result can be seen in classroom motivation since it is intrapersonal in the sense that students harbor personal orientations and beliefs that affect their motivation and performance (e.g., interest, achievement goals; Elliot, 1999; Tobias, 1994). However, several studies (Eccles & Midgley, 1989; Furrer & Skinner, 2003; Turner et al., 1998) have demonstrated that motivation is interpersonal in the sense that the quality of a student's intrapersonal motivation depends somehow on the quality of the relationship provided by the teacher (e.g., how involved and how supportive the teacher is). For that reason, teachers should encourage students to develop a sense of self-reliance that will authorize them to see that they are developing and increasing their skills. Also, a teacher should make it clear that identifying those aspects of teaching enhance students' self motivation.

Hashim et al. (2014, p. 107) believed that social interaction between teachers and students play a significant role in developing a positive learning atmosphere; which is particularly important for English language classes. Accordingly, it has been predicted that students learning increases when they are taught by English teachers who show compassion for their students (Hashim et al., 2014, p. 106). It means that compassion is as one important characteristic that should teachers possess in their personality in order to influence positively their students' learning as well as to increase their motivation level in EFL classes. Moreover, since the personality of the teacher, pleasing or otherwise, may have an impact on students' emotions, it is indeed a vital factor that may contribute significantly towards EFL learners' motivation.

To conclude with, based on the above review, therefore it reveals that there is relationship between teacher's personality and EFL students' learning. Besides, it reveals that the personality of the teacher may play an important role in enhancing the motivation of the learners inside the classroom. So that, this study attempts to provide an idea that there is a greater degree of relation between teacher's personality and learners' motivation.

Conclusion

The current chapter reviewed the literature of previous studies on the related topic. In this chapter, researchers attempt to provide an overview about the various studies and research on personality and on motivation as well. Moreover, an attempt to combine the two concepts (i.e., personality and motivation) is made; in order for better understand the important role that teacher's personality may play in motivating EFL learners ; since, the teacher has a significant role in maximizing the learners' motivation.

CHAPTER TWO
RESEARCH METHODOLOGY AND
DISCUSSIONS OF RESULTS

CHAPTER TWO

RESEARCH METHODOLOGY AND DISCUSSIONS OF RESULTS

Introduction

The present study is about teacher's personality that affects EFL learners' motivation. This chapter is designed to analyze the results obtained through investigating the EFL learners' motivation and the effects of their teacher's personality on it either positively or negatively. We have presented a brief review of literature related to personality; specifically, teacher's personality and motivation. The following step is to move to something more practical based on procedures to collect data in the task such as: questionnaires and classroom observations. However, in our present work, we have used one questionnaire for the students since they represent the main variable in our study and their opinions help us to confirm whether or not the hypothesis is true.

The students' questionnaire aims to reveal how teacher's personality could hinder or support their motivation in learning English as a foreign language. We have chosen to work with first year LMD English students at the English department at M'sila University.

This chapter is composed of the analysis of data collected from the questionnaire which contains questions given to students of English in order to gather information about the effects of teachers' personalities on their motivation. It also deals with the data analysis and interpretation of the findings of each instrument. Next step is providing a general discussion in which the results of the two tools will be combined and then related to previous studies. The chapter ends by providing some suggestions and pedagogical recommendations on the light of the main results obtained.

Section One: Research Methodology and Design

The focus of this section is on the research design and methodology used in this investigation. Researchers attempt to tackle the research design chosen for this study which is the descriptive research. Next, the section describes the tools used to collect data collectively pointing to some aspects of the classroom observation and the questionnaire. At last, further details are presented concerning the data collection procedures and analysis.

2.1.1 Research Variables

Sekaran (2003) suggested that dependent variables are the variables of primary interest to the researcher. Instead independent variables are those that influence the dependent variables in either a positive or negative way (as cited in Othman, 2009). Therefore, the dependent variable for this study is motivation, the independent variable is personality specifically teacher's personality.

2.1.2 Research Sample and Population

The sample population in this work is first year L.M.D students (males and females) in the Department of Letters and English Language, Faculty of Letters and Languages, M'sila University. The total number of the students during the University year 2018-2019 was \approx 282 scattered over 6 groups. Furthermore, only 30 students were selected in order to participate in this study.

2.1.3 Research Methodology

This research adopts the descriptive method through which the data are collected and analyzed both qualitatively and quantitatively. As the choice of the method is determined by the nature of the subject to be treated, the aim of the research, the sample under investigation, and the data collected. In this study, the method used is the descriptive one because it seems appropriate for this study and the context where the study takes part; since the research aims to determine the relationship between the teacher's personality and EFL learners' motivation in M'sila educational context and its effects in enhancing their learning and motivation through describing it without any interference of experimental manipulation. Also, the choice of this method can be justified by the fact that it can provide us with consistent and comprehensive information and valid results in what concerns the study of psychological elements.

2.1.4 Data Collection Tools

The data collected tool that is used in this research work is a questionnaire. A questionnaire has been administered to EFL learner in order to collect data about their views and perspectives about motivation in EFL classes and about their teachers' personalities as well as the impact of teacher's personality on their motivation. The choice of this research method depends entirely on the subject of the research, the sample population, and the aim. To confirm the data collected by this method, we have found it appropriate to use another data gathering tool: classroom observation in order to gather accurate information that might fit our research aims and objectives.

2.1.5 Data Collection Procedures and Analysis

This research investigates the effects of teachers' personality on EFL learners' motivation from the perspectives of both students and teachers. The data obtained from the two different instruments were analyzed and interpreted qualitatively and quantitatively. After collecting the quantitative data through an online questionnaire that was posted on Facebook group of first year students, the data have been analyzed, organized and illustrated in pie charts and graphs. Moreover, classroom observation is the second tool that we have used to gather data .the observation was not a direct interference in the process of teaching rather it was a neutral observation where we have been at the back of the classroom to notice teachers' actions and reactions according to their type of personality and its impact in EFL learners' motivation.

Conclusion

In this section, the researchers attempt to describe the research design including the research variables, population and sample, data gathering tools used in this study (i.e. questionnaire and classroom observation), and procedures of data collection and analysis. The next section will deal with the findings and discussions of the results.

Section Two: Findings and Discussions of Results

Introduction

This section is devoted to analyze and interpret the data obtained from students' questionnaire and classroom observation. The results and findings obtained have been discussed by the researchers according to the objectives of the study.

2.2.1 Students' Questionnaire Results and Discussions

For the present study, the questionnaire is composed of a set of questions given to a specific population; it was addressed to first year EFL learners at M'sila University. The main purpose of using questionnaire for students is that it is useful for collecting a large amount of data in a short amount of time from larger portion of participants.

2.2.1.1 Aim of the Students' Questionnaire

This questionnaire is mainly intended to shed light on teachers' personality and EFL learners' motivation. For this reason, the questionnaire is divided into two parts. Where in the first part researchers attempt to know the attitudes, points of view and perspectives of learners about their motivation in EFL classes. Additionally, the second part of the questionnaire aims to know the impact of the different types of teachers' personality on EFL learners' motivation.

2.2.1.2 Description of the Students' Questionnaire

The whole questionnaire consists of (23) questions divided into two main parts: the first part is about Learners' motivation; the second one is about teacher's personality. These questions are designed for first year English students at the Department of M'sila University of the academic year 2018/2019. It was not possible to include all of them in the study because of the lack of time; for this reason, we have chosen a sample which consists of 30 participants. They were chosen randomly to investigate the effects of teacher's personality on EFL learners' motivation.

2.2.1.3 Preliminary Students' Questionnaire Results and Discussions

Part One Learners' Motivation

Question 1: Do you think that motivation is important in the classroom?

Table 2.1

Learners' Attitude towards Motivation in the Classroom

Answers	Frequency	Percentage
Yes	29	97%
No	1	3%
Total	30	100%

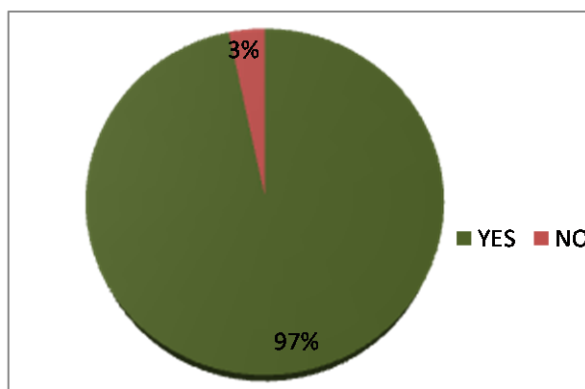


Figure2.1. Pie-Chart of Learners' Attitude towards Motivation in the Classroom

Motivation is a very important concept in the process of teaching and learning, to avoid making teaching and learning process a mere chore, teachers should be careful to assert motivation inside classroom for learners in order to accomplish their tasks and achieve their goals. This question is asked to find out the importance of motivation for foreign language learners and what learners think about the effectiveness of motivation inside the classroom. 97% from the number of our sample said that motivation is an important concept in the classroom; only 3% said that motivation is not important. From the answers obtained regarding this question, it was concluded that almost all students think that motivation is a crucial factor in the process of learning second or foreign language.

Question 02: Do you think that you are motivated enough in the class?

Table 2.2

Students' Motivation in Class

Answers	Frequency	Percentage
Yes	11	37
No	19	63
Total	30	100%

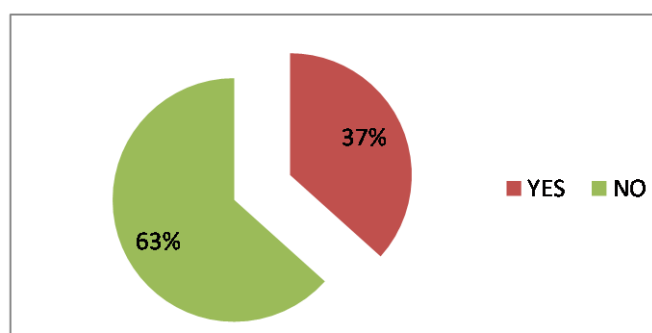


Figure 2.2. Pie-Chart of Students' Motivation in Class

Learners who suffer from the lack of motivation in class have hard time paying attention to the teacher, and focus to acquire foreign language. So without motivation then students do not have the willingness to attain their learning goals. This question is asked to know whether learners are motivated enough inside the classroom to attain their learning goals or they have the problem of lack motivation. Concerning this question, 19 students out of 30 (63%) answered that they are not motivated enough in the classroom. Eleven students (37%) said that they are motivated enough in the classroom. According to them the amount of motivation they receive in classroom is not sufficient to learn the English language

Question 3: Do you think that teachers are giving an appropriate interest to motivation in the class?

Table 2.3

Teachers' Interest about Motivation in the Class

Answers	Frequency	Percentage
Yes	11	37%
No	19	63%
Total	30	100%

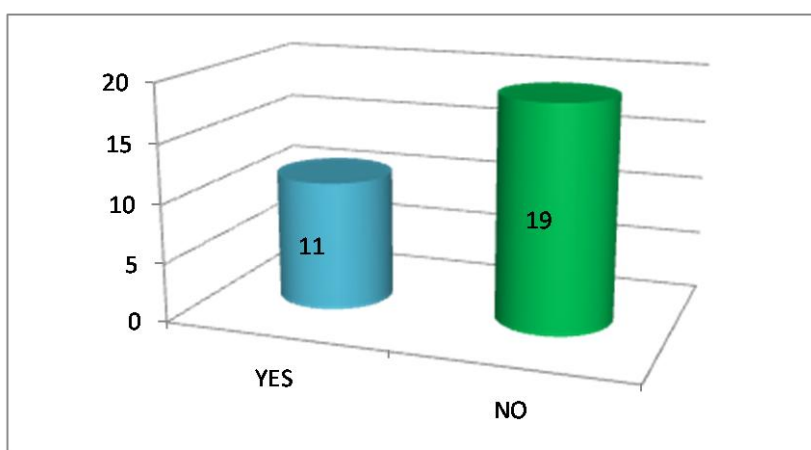


Figure 2.3. Bar-Graph of Teachers' Interest about Motivation in the Class

A motivated teacher is very important to a successful classroom. Teachers, who give interest to motivation, help to energize, direct and sustain positive behavior over a long period of time lead learners to the involvement of learning foreign language and direct them toward goals, achieving this purpose and have the desire to learn more. This question is asked to know how much importance teachers put into motivation and the degree of interest they give to motivation in class, the answers help us to know if teachers give special interest to motivation inside EFL classes. 19 students out of 30 corresponding to 63% had a negative view of teachers' interest to motivation inside the classroom. 11 students (37%) believed that teachers give interest to motivation. According to the results obtained teachers do not give special interest to motivation inside classroom.

Question 4: Have any of your secondary or middle school teachers motivated you to learn English?

Table 2.4

Middle and Secondary School Teachers' Influence on Learners' Motivation

Answers	Frequency	Percentage
Yes	20	67%
No	10	33%
Total	30	100%

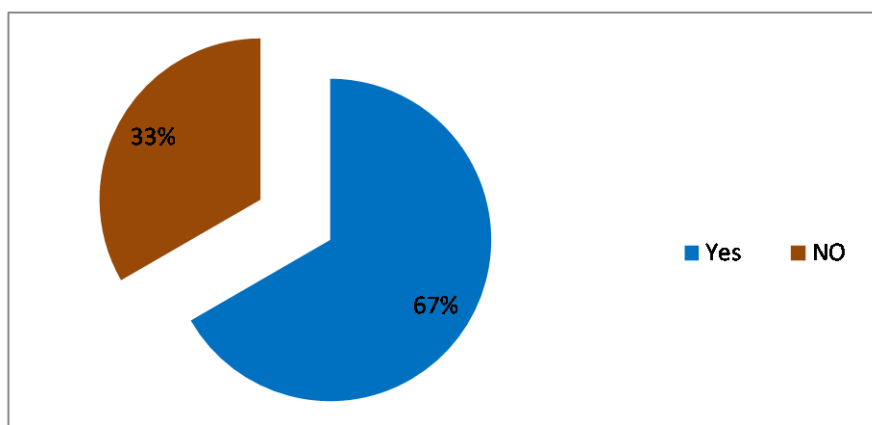


Figure 2.4. Pie-Chart of Middle and Secondary School Teachers' Influence on Learners' Motivation

Effective teachers can have an important effect on learners' lifelong educational career aspirations. These effective teachers also have a direct influence in enhancing student learning, make students feel good about school and learning also their work actually results in increasing students' achievement and good choice of specialty. This question is to know if really teachers can have an influence on learners' motivation to learn English as a foreign language and choose it as specialty at the University. One can notice from the results shown that 20 students out of 30 (67%) appear to rank affirmative answers as there is a positive impact of secondary or middle school on learners influence. whereas, few number (10 students, 33%) said that there is no influence. After analyzing the participants' answers of this question, we conclude that highly proportion of students was influenced by their secondary or middle school teachers.

Question 5: Do you think that your motivation is influenced by a specific type of your teacher's personality?

Table 2.5

The Impact of Teacher's Personality on Learners' Motivation

Answers	Frequency	Percentage
Yes	27	90%
No	3	10%
Total	30	100%

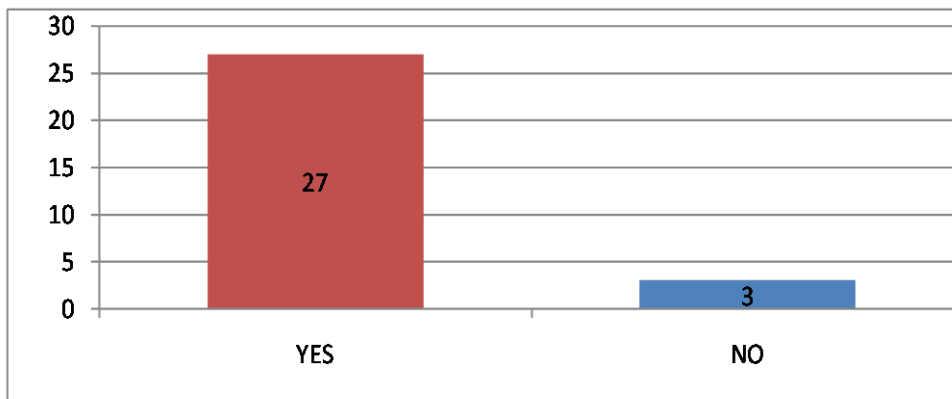


Figure2.5. Bar-Graph of the Impact of Teacher's Personality on Learners' Motivation

Teacher's personality plays a pivotal role in creating, enhancing and maintaining EFL learners' motivation. An efficacious teacher could create a suitable learning environment, keep learners enthusiastic in the class hours, create authentic learning and move FL towards success. This question is asked to know if teacher's personality has the ability to influence learners' motivation. The great majority of learners (90%) said that there is an impact, whereas few of them (3%) said that there is no influence. After analyzing the participants' answers of the question, it clearly indicates that teachers' personality has an important impact on their learners' motivation.

Question 6: How often does your teacher motivate you in class?

Table 2.6

Teachers' Frequency about Learners' Motivation

Answers	Frequency	Percentage
sometimes	25	83%
always	3	10%
never	2	7%
Total	30	100%

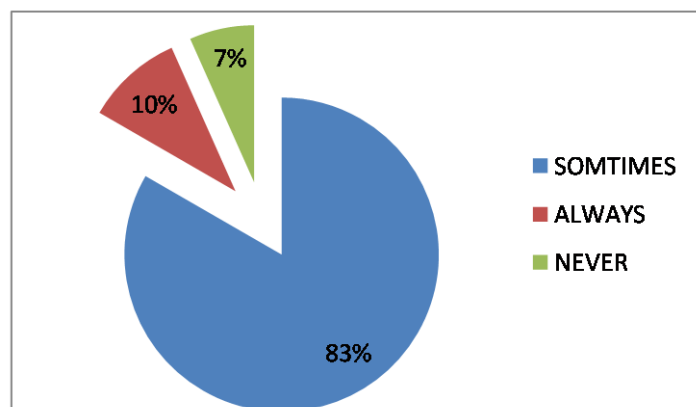


Figure2.6. Pie-Chart Teachers' Frequency about Learners' Motivation

Teachers, who constantly motivate their learners and keep sustainable motivation, create suitable learning atmosphere that preserves learners' willingness to learn the foreign language. This question is to know about the frequency of motivation that teachers keep during the lesson .The highest proportion 83% is for teachers who sometimes motivate their learners in the class, and then almost equal proportions between students saying that teachers always 10% motivate them, then, 7% teachers who never motivate learners to learn. The results reveal that teachers sometimes motivate their learners to learn and that they do not give much interest to sustainable motivation inside the classroom.

Question 7: Are you extrinsically or intrinsically motivated to learn English as foreign language?

Table2.7

Extrinsic and Intrinsic Motivation

Answers	Frequency	Percentage
Extrinsic	12	43%
Intrinsic	16	57%
Total	30	100%

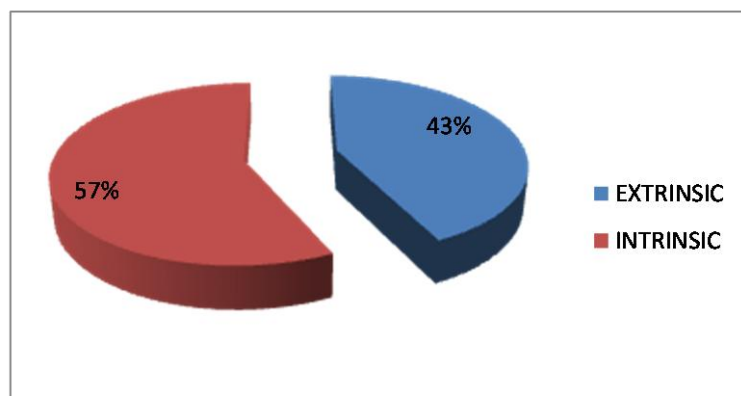


Figure2.7. Pie-Chart of Extrinsic and Intrinsic Motivation

Intrinsic motivation (IM) is an inner engagement that is satisfying and enjoyable for the learner. Also it is the non instrumental in nature, that is, a learner who is intrinsically motivated always has an inner impetus that pushes him to learn the language. Conversely, extrinsic motivation (EM) is performed in order to get a specific outcome a reward or having grades. It is instrumental in nature or influenced by external factors. This question is to know the most pioneered type of motivation among the First year learners whether they are extrinsically motivated learners who learn English by their inner willingness, or they are extrinsically motivated by outer factors. 12 students out of 30 that represent 43% from the sample said that they are extrinsically motivated; whereas, 16 students (57%) said that they are intrinsically motivated. According to learners' answers there is no huge disparity in answers, but the bigger proportion of learners' answer that they are intrinsically motivated rather than extrinsically motivated. Results show that learners are learning the English language by their inner willingness.

Question 8: Are you learning the English language to use it in speech or just for having grades?

Table 2.8

Integrative and Instrumental Motivation

Answers	Frequency	Percentage
Integration	24	72%
Having grade	6	28%
Total	30	100%

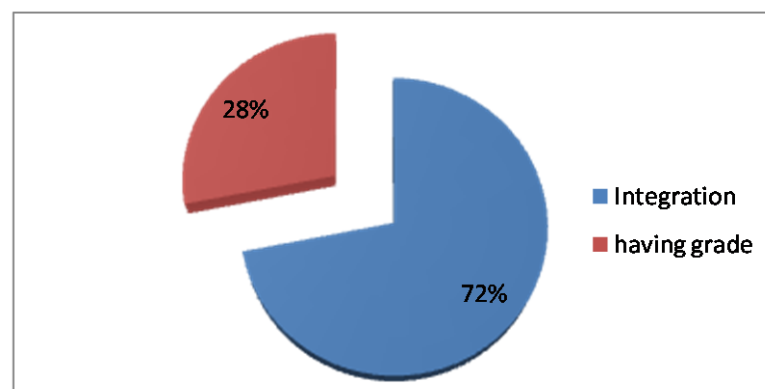


Figure 2.8. Pie-Chart of Integrative and Instrumental Motivation

Integrative motivation is the desire to learn the language in order to communicate with people of another culture who speak that language. Contrary to integrative motivation there are some learners who seek only for having grades rather than having desire to be part of the speech community. This question is to know the purpose of the learners behind learning the English language are they seeking for acceptance of other ethnic, cultural, and linguistic groups or just to use the language to benefit from the temporary result of having grades. The results obtained show that the great majority of learners 72% are integratively motivated. Just 28% of them are instrumentally motivated and learning the English language just for having grades. The analysis of this result reveals that learners are seeking for integrativeness in speech community rather than for instrumentality or having grades.

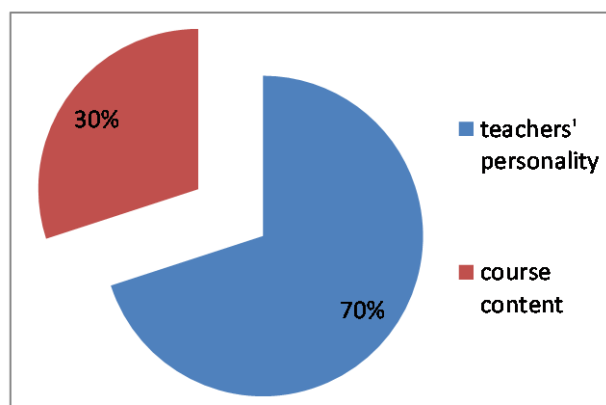
Question9: What factors influence your motivation more?

Table 2.9

Factors that Influence Learners' Motivation

Answers	Frequency	Percentage
Teachers' personality	21	70%
Course content	9	30%
Total	30	100%

Figure2.9. Pie-Chart of Factors that Influence Learners' Motivation



Teachers are exceedingly known by their crucial influence and significant impact on students' learning and motivation. Moreover, teachers' personality significantly takes part in students' academics and achievements. Furthermore, course content is an instructive tool that contains lessons and activities during the complete course session that students will be tested for in the final examination. Even the course content may have an influence on learners' motivation .This question is to know which factor influences learners' motivation more .The results obtained revealed that to a great extent teachers'

personality is the most important factor that influences learners' motivation with 70% of them. However, 30% of them said that the course content influences their motivation more than their teacher's personality. These findings are supported by an earlier study, Tschechtelin (1951, p.710), suggested that wherever learners have a choice they will be found selecting a course, at least to some extent, because of the one who teaches it . Additionally, in an early study, Corey and Beery (1938) found that sixty-five percent of the students selected the particular course because they liked both the teacher and the subject; whereas only thirteen percent took a course because they liked the subject, even though they did not like the teacher (as cited in Tschechtelin 1951, p.710).

Part Two Teachers' Personality

Question 1: Are you satisfied with your teacher's personality?

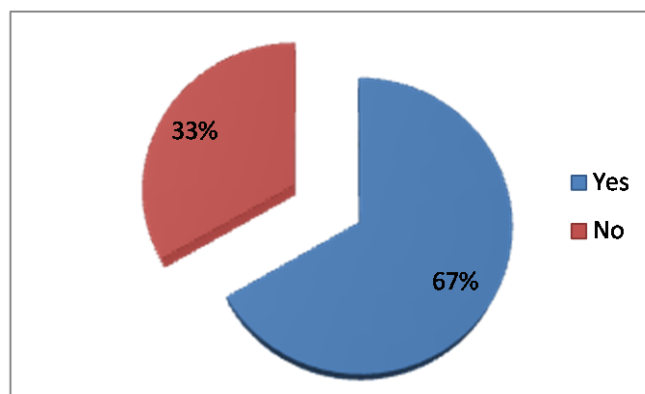
Table 2.10

Learners' Satisfaction about their Teacher's Personality

Answers	Frequency	Percentage
Yes	20	67%
No	10	33%
Total	30	100%

This question aims to know whether students are satisfied about their teacher's personality or not, the majority of them (67%) said that they are satisfied with their teacher's personality whereas (33%) of the students said that they are not satisfied with their teacher's personality as shown in *Figure2.10* below. This indicates that the majority of teachers have good characteristics which led students to be satisfied with their teacher's personality. Therefore, it is necessarily for teachers to make sure that their students are satisfied with their personality or not.

Figure2.10. Pie-Chart of Learners' Satisfaction about their Teacher's Personality



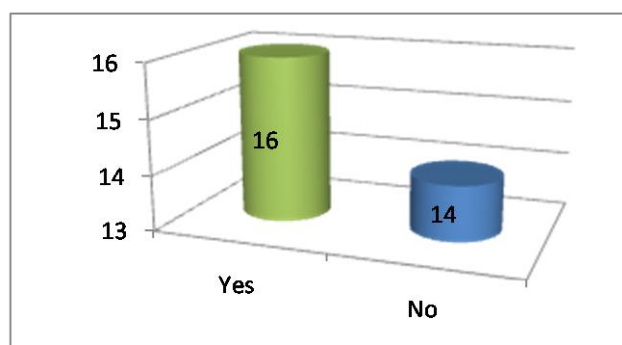
Question 2: Do you enjoy attending classes at the university?

Table 2.11

Learners' Enjoyment about Attending Classes at the University

Answers	Frequency	Percentage
Yes	16	53%
No	14	47%
Total	30	100%

Figure 2.11. Bar-Graph of Learners' Enjoyment about Attending Classes at the University



Recent research has shown that when students like the teacher, they enjoy being at school and more dedicated to the learning that is offered as they feel valued by teacher (Erlauer, 2003). This question aims to know whether students enjoy attending classes at university or not. Moreover, this question is asked to ensure the results obtained from question 1 because when students enjoy attending classes it is clear that their enjoyment is because of their satisfaction about their teacher's personality which does not make them feel bored or uninterested. Thus, (53%) of students answered with "Yes", while (47%) answered with "No"

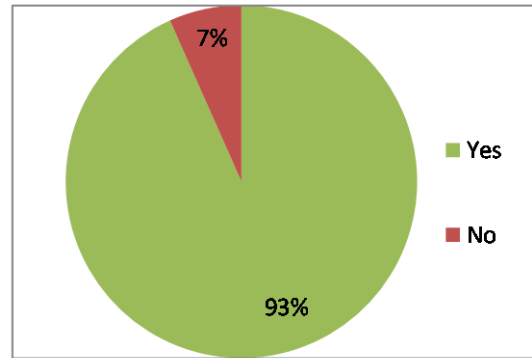
Question 3: According to you, do teachers' negative personality characteristics hinder your motivation?

Table 2.12

The Impact of Teachers' Negative Personality Characteristics on Learners' Motivation

Answers	Frequency	Percentage
Yes	28	93%
No	2	7%
Total	30	100%

Figure2.12. Pie-Chart of the Impact of Teachers' Negative Personality Characteristics on Learners' Motivation



In this question, the researchers want to know whether teachers' negative personality characteristics affect learners' motivation or not. The findings reveal that the majority of students (93%) are affected negatively by the teacher with negative personality characteristics, only (7%) of students who claim that their teachers' negative personality characteristics do not affect their motivation. Therefore, according to the learners, teachers have to possess positive personality characteristics in order not to affect their students' motivation negatively.

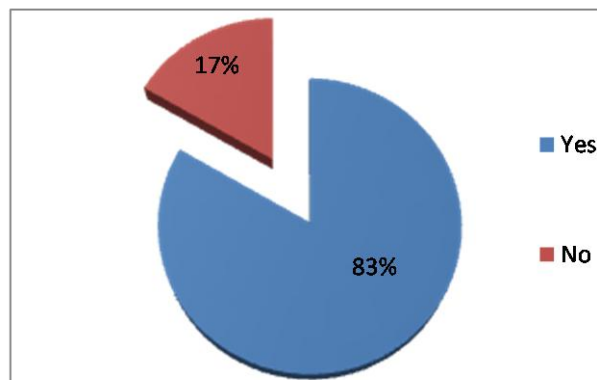
Question 4: Do you think that an introverted teacher may hinder your motivation?

Table2.13

The Impact of Introverted Teacher on Learners' Motivation

Answers	Frequency	Percentage
Yes	25	83%
No	5	17%
Total	30	100%

Figure2.13. Pie-Chart of the Impact of Introverted Teacher on Learners' Motivation



Learners' views and impressions are crucial to be considered in this work. In this question, the researchers want to know whether the teacher with introverted type of personality hinders his or her students' motivation or not. Five students (17%) claim that

their motivation is not affected by an introverted teacher, while the majority (83%) agrees that they do not get the needed motivation from the teacher with an introverted type of personality.

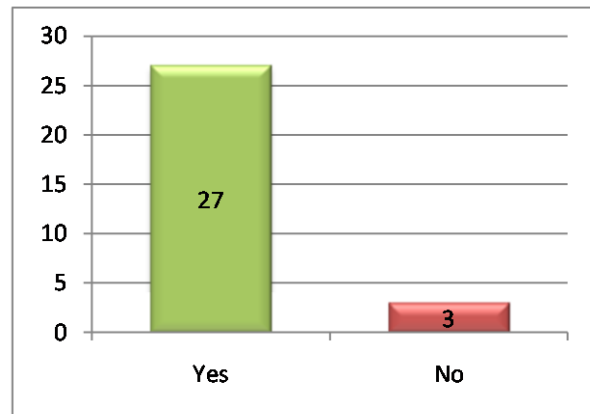
Question 5: Do energized and excited teachers provide positive energy inside the classroom?

Table 2.14

The Influence of Good Teacher's Characteristics on Classroom Motivation

Answers	Frequency	Percentage
Yes	27	90%
No	3	10%
Total	30	100%

Figure 2.14. Bar-Graph of the Influence of Good Teacher's Characteristics on Classroom Motivation



Within this question, researchers want to investigate if EFL learners see that energized and excited teachers provide positive energy inside the classroom and they can create a positive atmosphere that may help to encourage their motivation. The majority of the participants (90%) maintain that energized and excited teachers provide positive energy inside the classroom which is, in its turn, assist to increase their motivation. Only three students (10%) claim that energized and excited teachers do not play any role in providing a positive energy inside the classroom.

Question 6: How often do your teachers talk to you when you have problems in understanding?

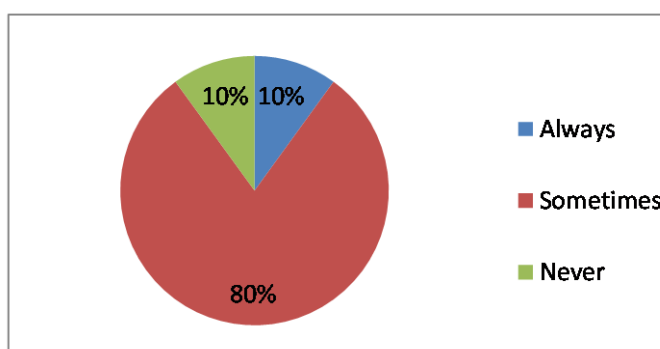
Table 2.15

The Frequency of Teachers' Contact with their Learners

Answers	Frequency	Percentage
Always	3	10%
Sometimes	24	80%
Never	3	10%
Total	30	100%

In this question, students were asked about how often their teachers talk to them when they have problems in understanding within the classroom. The results clearly showed that the great majority of students 80% respond with sometimes, 10% respond with “always”, whereas the rest of the students 10% from the total percentage indicate that they are never asked by their teachers when they have problems in understanding. Pie chart below represents the results obtained:

Figure 2.15. Pie-Chart of the Frequency of Teachers' Contact with their Learners



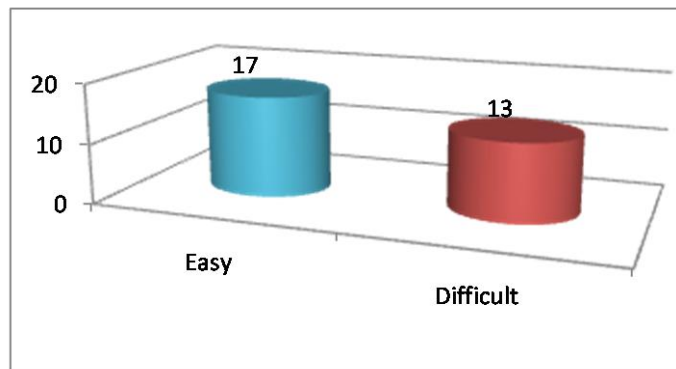
Question 7: How easy or difficult is to get in contact with your teacher inside the classroom?

Table 2.16

Easiness and Difficulty that Learners Find when they Get in Contact with their Teachers

Answers	Frequency	Percentage
Easy	17	57%
Difficult	13	43%
Total	30	100%

Figure2.16. Bar-Graph of Easiness and Difficulty that Learners Find when they Get in Contact with their Teachers



In this question, students were asked about how easy or difficult to get in contact with their teacher inside the classroom. 57% of the respondents answered with ‘easy’ and this indicates that most teachers possess good personality characteristics that permit him or her to make the contact with their learners easier in the class. However, thirteen students (43%) said that it is ‘difficult’ to get in contact with their teachers which might refers to the negative traits that their teachers have in their personality.

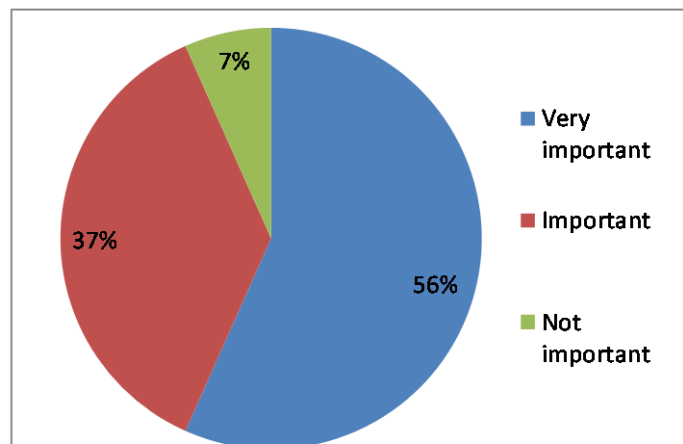
Question 8: How do you evaluate the importance of positive teachers’ characteristics on your motivation?

Table2.17

Evaluation of Positive Teacher’s Personality on Learners’ Motivation

Answers	Frequency	Percentage
Very important	17	56.7%
Important	11	36.7%
Not important	2	6.6%
Total	30	100%

Figure2.17. Pie-Chart of the Evaluation of Positive Teacher’s Personality on Learners’ Motivation



This question aims to explore the importance of positive teachers' characteristics and its role in enhancing learners' motivation from the learners' point view. The results demonstrate that most of students (56%) maintain that it is very important for them to have a teacher with positive characteristics. Additionally, (37%) of students said that it is important. And only two students (7%) claim that positive teachers' characteristics are not important and it does not affect their motivation. Therefore, this indicates that learners are aware of the importance of the positive teachers' characteristics and its role in enhancing their motivation. From the results obtained it is interesting to note that the participants are aware of the influence of the teachers' personality on their learning and on their motivation as shown in *Table2.17*.

Question 9: Would it be easier for you to understand from an extroverted or introverted teacher?

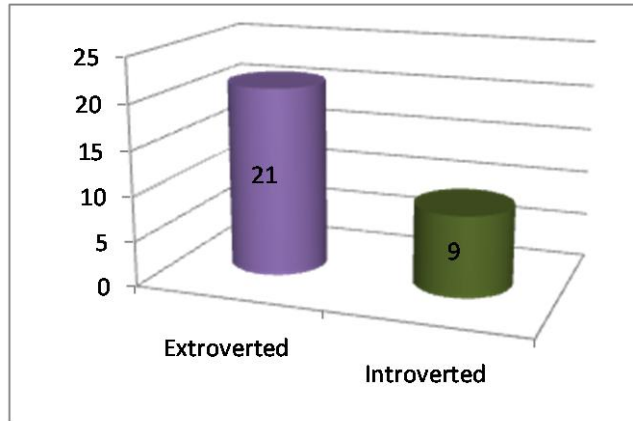
Table2.18

Learners' Preference of Extroverted or Introverted Teacher

Answers	Frequency	Percentage
Extroverted	21	70%
Introverted	9	30%
Total	30	100%

Students were asked this question to investigate which teacher's type of personality (extroverted or introverted) is very helpful to better understand the lessons given by the teacher. Findings indicate that twenty-one (70%) of them better understand their lessons from an extroverted teacher; whereas only nine students (30%) said that an introverted teacher is the one who assists them understand their lessons easily. Therefore, as illustrated in the below-mentioned graph, the extroverted and introverted teachers are not the same. It means that the students whose teachers are extroverted find it easy to understand their lessons and better than from introverted teachers. More relevant to the current study, teacher personality and preference for extraversion have been shown to predict student success in the classroom. Although there is some skepticism about this link, it seems that extraversion is a desirable characteristic for teachers. Because Extrovert teachers tend to be more sociable, energized, work well in a group and have convenient interaction with their students.

Figure 2.18. Bar-Graph of Learners' Preference of Extraverted or Introverted Teacher



Question 10: Does a nervous teacher hinder your motivation?

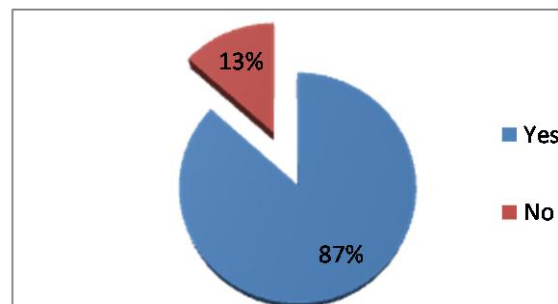
Table 2.19

The Impact of a Nervous Teacher on Learners' Motivation

Answers	frequency	percentage
Yes	26	87%
No	4	13%
Total	30	100%

The teacher's role in the classroom is important for students to be motivated to learn the language. A classroom that is out of control yields lower motivation for learners. For the sake of obtaining information on the impact of a nervous teacher on learners' motivation, learners were asked to provide an answer, the results revealed that the majority of them (twenty-six students out of thirty) assert that a nervous teacher hinder their motivation and decrease the level of their motivation as well. Whereas the rest (four students) said that their motivation is not hindered if their teacher is nervous as shown in figure 10 below. Therefore, this entails that teachers should be aware that anxiety has a direct influence on students' motivation.

Figure 2.19. Pie-Chart of the Impact of a Nervous Teacher on Learners' Motivation



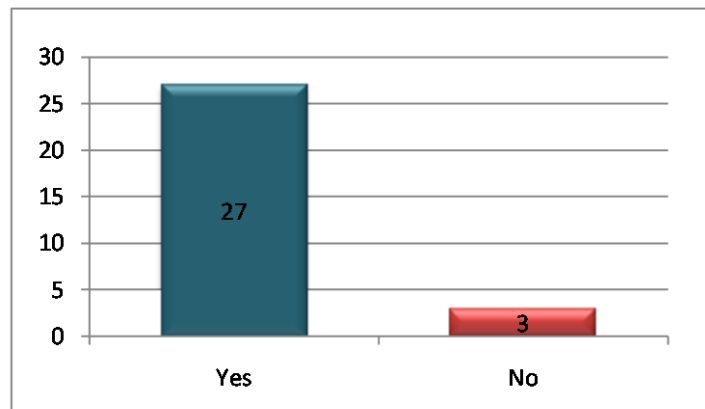
Question 11: Does a disorganized teacher affect your motivation negatively?

Table 2.20

The Negative Impact of a Disorganized Teacher on Learners' Motivation

Answers	frequency	percentage
Yes	27	90%
No	3	10%
total	30	100%

Figure 2.20. Bar-Graph of the Negative Impact of a Disorganized Teacher on Learners' Motivation



The purpose behind asking this question is to explore the impact of a disorganized teacher on learners' motivation. According to the results obtained 90% of our sample declared that disorganized teacher influences negatively their motivation. Whereas, only 10% said that they are not influenced. From the answers obtained regarding this question, it was concluded that the majority of students find that disorganized teacher has a negative impact on their motivation.

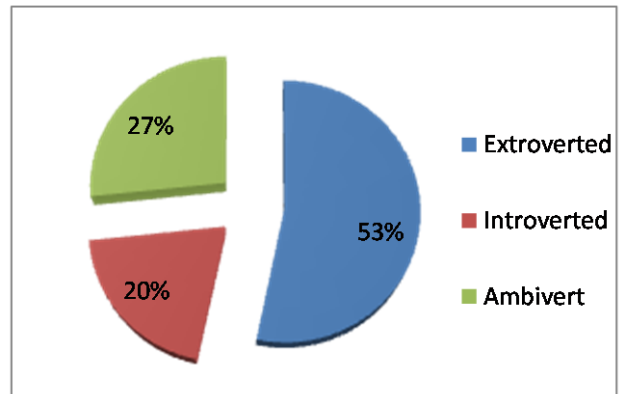
Question 12: Among these types of personality, which one would you like your teacher to have?

Table 2.21

Knowing which Types of Personality Learners Prefer in their Teacher

Answers	frequency	percentage
Extroverted	16	53%
Introverted	6	20%
Ambivert	8	27%
total	30	100%

Figure2.21. Pie-Chart of Knowing which Types of Personality Learners Prefer in their Teacher



When the students were asked to choose the types of personality they prefer their teacher to have among the types listed, the highest percentage of students (53%) claims that teacher with an extroverted type of personality is the most liked among students, others (27%) say that an ambivert teacher is liked, however (20%) of students show that they prefer to have a teacher with an introverted personality.

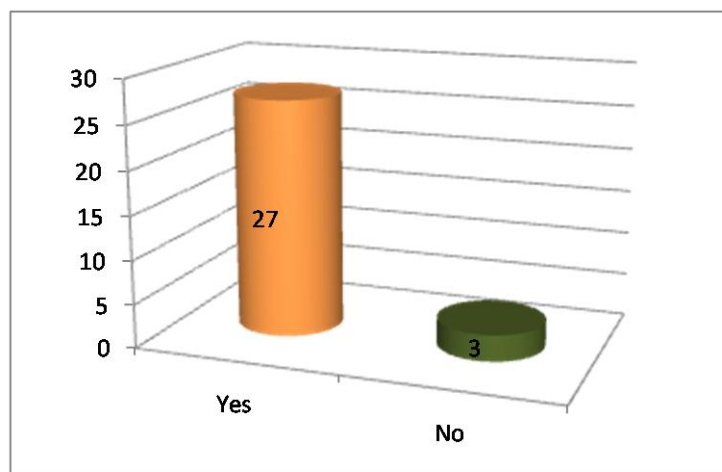
Question 13: Do cheerful teachers help to increase your motivation?

Table2.22

The Impact of Cheerful Teacher on Learners 'Motivation

Answers	Frequency	percentage
Yes	27	90%
No	3	10%
total	30	100%

Figure2.22. Bar-Graph of the Impact of Cheerful Teacher on Learners' Motivation



The educator should be cheerful and have a sense of humor. Cheerful teacher who does not get angry for trivial reason, is welcome and respected and no sense of humor bothers to find a common language with the students, and also raises distrust (Boćwińska-Kiluk 2006 as cited in I. Jurczak & E. Jurczak, 2015, p. 82). Therefore, this question is administered in an attempt to know learners' point of view concerning cheerful teacher. They were asked whether cheerful teacher plays a role in increasing their motivation or not by answering with 'Yes' or 'No'. Results indicate that the majority of them (90%) answer with 'Yes' that means cheerful teacher plays an important role in increasing the level of their motivation. However, only three students (10%) claim that a cheerful teacher does not play any role in enhancing their motivation.

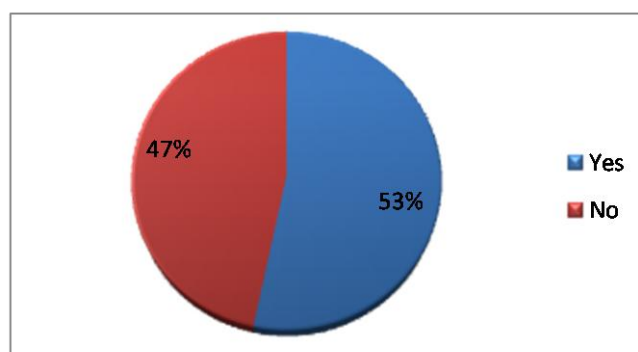
Question 14: Do you like a talkative teacher?

According to Othman, (2009) the teachers is considered as the source of knowledge having the whole class period to talk because some teachers believe that students rely fully on them and they expect the teachers to give them everything. Therefore, the researchers want to investigate this matter by asking this question in order to know learners' reaction when they have a talkative teacher. Results obtained indicate that nearly half of students (47%) do not like to have a talkative teacher, however, (53%) of students prefer to have a talkative teacher as they are presented in *Table 2.23* below:

Answers	frequency	percentage
Yes	16	53%
No	14	47%
total	30	100%

Table2.23. Learners' Preferences of a Talkative Teacher

Figure2.23. Pie-Chart of Learners' Preferences of a Talkative Teacher



Summary

Findings obtained from the questionnaire administered to first year LMD students of English at Mohamed Boudiaf University of M'sila. It revealed that teacher's personality is an important and necessary part of the learning and teaching process. Besides, learners appeared to be enhanced by the various personality characteristics that their teachers have, this is quite apparent in their motivation. A major conclusion is that students' motivation is influenced by their teacher's personality both positively and negatively which indicates that there desirable and undesirable personality characteristics in the context of EFL learning and teaching context.

2.2.2 Classroom Observation Results and Discussions

2.2.2.1 Aim of Classroom Observation

Our second data gathering tool is classroom observation where we have organized a purposeful observation of teaching and learning events through data collection and analysis. We have attended twelve 12 classroom sessions with four 4 teachers. The current observation was not a judgment of the teacher's teaching methods, styles and skills, or an assessment of the teacher's knowledge of content rather is a record of teachers' action and reaction according to their types of personality and how they influence their EFL learners' motivation. The main purpose of our classroom observation is looking to see whether there is a match between teachers' personality and EFL learners' motivation and if the attitudes expressed by teachers according to their personality have an impact on EFL learners' motivation.

2.2.2.2 Observation Checklist Description

Our classroom checklist consists of set of notes that in turn contain twelve indications to be noticed during classroom observation. Some of them are to observe teachers' personality in terms of actions and reactions .Moreover, other indications is to know learners' attitudes, points of view about their teachers' personality and its impact on their motivation.

2.2.2.3 Preliminary Classroom Observation Results and Discussions

During the period of classroom observation we have constantly agreed on the crucial importance of teachers' personality in the process of teaching and learning. We have noticed that teachers who express feeling of dissatisfaction, unhappiness and aggression have negative impact on EFL learners' motivation. Contrary to teachers who show passion, happiness and kindness assert a positive classroom atmosphere full of enthusiasm.

Teacher	Date	Number Of Sessions	Module
A	24/02/2018	1	Oral Expression
A	24/02/2018	2	Oral Expression
A	24/02/2018	3	Literature

Table 2.24 Sessions Attended with Teachers A

According to our observation during the three sessions we have noticed that the teacher is very cheerful, positive, engaging and holds students' attention in all discussions. He treated them with respect and was interested in helping and supporting them. Consequently, he created a positive impact on learners' motivation as well as they were all integrated and motivated during the three sessions. He started by greeting them and breaking the ice cheerfully what made them relaxed and attentive so the teacher has a significant impact on students' learning and achievement. This type of teacher's personality related to agreeableness personality trait that includes kindness, warmth and helpfulness created a suitable classroom learning environment in which students feel contented and in which they are provoked to learn.

Table 2.25 Sessions Attended with Teacher B

Teacher	Date	Number Of Sessions	Module
B	25/02/2018	1	Written expression
B	25/02/2018	2	Research methodology
B	25/02/2018	3	Written expression

During these sessions we have noticed that the teacher is the only one who is actively involved in the teaching process while the learners are in a passive, receptive mode listening as the teacher teaches. There was absence of interaction where the teacher is the only source of information, learners felt boredom consequently the teacher cannot control the students and loses his classroom management. According to what we have observed we noticed that the teacher has a nervous personality where the learners couldn't express themselves freely and that the teacher does not allow interaction when he explains

the lesson. This type of personality related to neuroticism with anxiety, irritation and insecurity characteristics affected negatively EFL learners' motivation.

Table 2.26 Sessions Attended with Teacher C

Teacher	Date	Number Of Sessions	Module
C	26/02/2018	1	Language and culture
C	26/02/2018	2	Literature
C	26/02/2018	3	Phonetics

During the teacher's sessions we have noted the teacher is enthusiastic, talkative, active and energetic. He talks to all his learners with positivity and tries to integrate silent learners to the lesson by asking them questions. The teacher was engaging and comfortable in the learners' group setting, expressive and comfortable with greater confidence in his abilities to perform the lesson effectively. He delivers warmth, comfort, excitement and positive emotions. Moreover, this type of extroverted personality and the characteristics of being open-hearted and communicative that are available in this teacher asserted motivation to learn the language.

Table 2.26 Sessions Attended with Teacher D

Teacher	Date	Number Of Sessions	Module
D	27/02/2018	1	Language and culture
D	27/02/2018	2	Humanities and Social Sciences
D	27/02/2018	3	Phonetics

This teacher appears to be quiet, reserved, shy and timid, almost all time he keeps distant, quiet, introverted, and preferring solitude with his learners. He feels irritated from noise and chaos of the classroom so he avoids group work to avoid chaos. He seemed very

quiet when he speaks learners participated with fear they were limited they couldn't express themselves freely .This introverted type of personality.

Summary

Personality is one of the key factors that greatly influence the teaching and learning process. More than this it is one of the crucial factors in asserting motivation in EFL classes. It means that the relationship between the teacher and students during the learning process is significant in terms that teachers' personality is reflected on their classroom performance also in enhancing students learning and enthusiasm; thus, a significant interrelationship between both teacher's personality and students' motivation is made in learning activities. According to the results of our classroom observation teachers should be aware of their type of personality that may have either positive or negative impact on their EFL learners' motivation. Consequently, students are motivated to learn a foreign language in a reasonable period of time which can further pushes them to put greater effort in learning.

2.2.3 Discussion of the Findings and Results from Data Analysis

It is concluded that the majority of the students who participated in this study viewed that the personality of the teacher is considered as one of the key components affecting their motivation. The findings of this research study indicate that the teacher's personality has significant contribution to student's motivation. Thus, there is a relationship between teacher's personality and learners' motivation. The findings of the study also indicated that different characteristics of teachers' personality may affect their learners' motivation differently either positively or negatively.

According to the obtained findings of the present study, some teachers have a positive impact on learners' motivation. Additionally, they have more certain positive personality traits (such as being an extroverted or cheerful teacher) than other teachers. Thus, the most important contribution of the present study is that the motivation of learners in relation to learning English as a foreign language might be influenced by the various types and characteristics of their teacher's personality. Furthermore, according to those types or characteristics of the teacher's personality, learners' motivation may be affected either positively or negatively. That is to say, there are some specific types and characteristics that are considered as good characteristics which may assist teachers to increase the level of their learners' motivation. In contrast, there are some characteristics that are considered undesirable for learners because such characteristics contribute to hinder their willingness to learn English. Also, the positive features possessed by teachers

in an educational setting (in this case: EFL classes) enhance their learners' motivation in a positive way. Thus, the present study suggests that teachers might try to modify their personality characteristics in order to support the learners' motivation, and in order to provide students with flow experience, as well as to establish positive relationships with students.

Hence, with the hope that the findings of this study will assist educational teachers, administrators, academicians to better understand the interplay between EFL teaching and learning.

2.2.4 Implications of the Study

Several important insights and implications can be drawn from this study. The implications of these results and findings are very important within the field of education. The lack of a relationship between a teacher's personality and learners' motivation in the classroom is important for administrators and teachers to keep in mind when performing their profession (i.e., teaching). Because, understanding personality might assist teachers to implement the strategies easily (Fauziah, 2009). As mentioned before, it may have important implications for EFL teacher's .By knowing themselves and how to integrate their personality strengths, teachers will be able to create a positive learning atmosphere and also raise willingness in their students to learn the foreign language; hence, they will help in maximizing their learners' motivation.

2.2.5 Limitations and Recommendations for Future Research

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

Additionally, like any other study, some other limitations are posed on the present study. First of all, it is predicted that it might be difficult to get accurate data from the part of all learners and teachers at M'sila University. Secondly, variables such as gender and other factors are not taken into account. Thirdly, as personality has got many dimensions and possible explanations, the researchers have used the one which is operational for the present paper i.e. the teaching learning context. Keeping in mind these limitations, future studies of this type should aim to obtain larger sample sizes of students. In addition, future research should further explore these findings in detail. For this purpose, it is recommended to use the Big Five Inventory (BFI) in order to test and know each teacher's personality. However, in the present study it was not advisable to administrate BFI to the teachers due to the shortage of time.

Moreover, on the basis of findings and conclusions, the researchers recommended that further research may focus on exploring the effects of specific types of teacher personality on students' motivation in relation to learning English as a foreign language. For instance, researchers may conduct a research to investigate the effects of particular teacher's personality characteristics (e.g. extroversion and introversion) on EFL learners' motivation.

Conclusion

The current chapter presented the research design and methodology, description, analysis, and discussion of the findings obtained from the different data collecting tools. The chapter involves the analysis of learners' questionnaire in which researchers have put a great emphasis on this, and then it moved to the description and analysis of the classroom observation. Both parts in the questionnaire were developed to know the students' views, perceptions and attitudes about their motivation inside EFL classes at university, and how it is influenced by their teachers' personalities. According, the results obtained from the analysis some implications, limitations and recommendations for further research are presented.

GENERAL CONCLUSION

For the sake of conducting an exploratory study about the effects of teacher's personality on EFL learners' motivation, descriptive method is adopted in which the data are collected and analyzed both qualitatively and quantitatively. Besides, the choice of the method is determined by the nature of the subject to be treated, the aim of the research, the sample under investigation, and the data collected. A sample of 30 first year (LMD) EFL students at Mohamed Boudiaf University of M'sila was selected.

The main conclusion that can be reached after an analysis of the obtained data is that teacher's personality is possibly the main external factor affecting students' foreign language motivation, followed by other factors. Taking into consideration the analyses of the standardized data one may draw the conclusion that the personality of the teacher is an important variable among other variables that mostly affect EFL learners' motivation. Therefore, the analysis and interpretation of the main findings have given a clear idea about the crucial effect that the teacher personality has on EFL learners' motivation.

Through this investigation, the researchers also concluded that there is a match between the personality of the teacher and the students' motivation in learning English as a foreign language. Moreover, EFL learners' motivation is greatly affected both positively and negatively by their teacher's personality depending on whether the teacher's personality characteristics are considered as desirable or undesirable from the learners' point of views.

After a review of what has been done in the field of personality and its effects on EFL learners' motivation, it is clear that more studies on teacher's personality and its better predictors are needed to help foreign language teachers and learners. The findings obtained in this study require broader empirical verification, especially the ones related to teachers' personalities and good characteristics affecting their learners' motivation. A study that included more universities, teachers and students might yield more reliable results. Nonetheless, we hope that this study has covered the initial objectives, which were to analyze the effects that teacher's personality has on the EFL learners' motivation, on the one hand, and, on the other, to explore the extent to which teacher's personality can contribute significantly to the learning and teaching process. Furthermore, we hope that in the near future further research will be carried out in this field. Hence, considering teacher's personality is crucial in teaching and learning process so the result of current

study could have implications for teachers to be aware of their personality types by taking a personality test to know what type of personality they have also to meet learners' preferences.

To conclude with, based on the entire findings, the two research questions of the present study have been answered. In addition to this, the findings obtained from conducting this research confirmed our hypothesis that EFL teachers with good personality characteristics, to a great extent, affect learners' motivation positively and also learners would be more motivated to learn English as a foreign language.

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APPENDICES

APPENDIX A

STUDENTS' QUESTIONNAIRE

This questionnaire is part of a research work carried out in the Department of English at the University of M'sila .This research presents an investigation of the effects of teachers' personality on their learners' motivation. It would be of great help if you could take a few minutes to answer this questionnaire. Please put a tick in the appropriate box and make full statements whenever necessary. All answers are confidential.

PART ONE LEARNERS'MOTIVATION

1. Do you think that motivation is important in the classroom?
Yes No
2. Do you think that you are motivated enough in the class?
Yes No
3. Do you think that teachers are giving an appropriate interest to motivation in class?
Yes No
4. Have any of your secondary or middle school teachers motivated you to learn English?
Yes No
5. Do you think that your motivation is influenced by a specific type of your teacher's personality?
Yes No
6. How often does your teacher motivate you in class?
Always Sometimes Never
7. Are you extrinsically or intrinsically motivated to learn English as foreign Language?
Extrinsically intrinsically
8. Are you learning the English language to use it in speech or just for having grades?
Integration having grade
9. What factors influence your motivation more?
Teacher's personality Course content

PART TWO TEACHER'S PERSONALITY

1. Are you satisfied with your teacher's personality?
Yes No
2. Do you enjoy attending classes at the university?
Yes No
3. According to you, do teachers' negative personality characteristics hinder your motivation?
Yes No
4. Do you think that an introverted teacher may hinder your motivation?
Yes No
5. Do energized and excited teachers provide positive energy inside the classroom?
Yes No
6. How often do your teachers talk to you when you have problems in understanding?
Always Sometimes Never
7. How easy or difficult is to get in contact with your teacher inside the classroom?
Easy Difficult
8. How do you evaluate the importance of positive teacher's characteristics on your motivation?
Important Not important Very important
9. Would it be easier for you to understand from an extroverted or introverted teacher?
Extroverted Introverted
10. Does a nervous teacher hinder your motivation?
Yes No
11. Does a disorganized teacher affect your motivation negatively?
Yes No
12. Among these types of personality, which one would you like your teacher to have:
Extroverted Introverted Ambivert
13. Do cheerful teachers help to increase your motivation?
Yes No
14. Do you like a talkative teacher?
Yes No

Thank you for your cooperation

APPENDIX B CLASSROOM OBSERVATION CHECKLIST

INDICATORS	TEACHERS			
	A	B	C	D
Does the teacher show enthusiasm for the subject matter and teaching?				
Is the teacher creative?				
Does the teacher add pace and humor to the class?				
Does the teacher care about all learners				
Does the teacher listen carefully to the learners and actively encourage students' questions?				
Does the teacher respond appropriately to learners' questions?				
Does the teacher ask questions to monitor learner's interest?				
Is the teacher an engaging personality?				
Does the teacher respond appropriately on learners' question?				
Is the learner motivated in the classroom?				
Are learners participating during the lesson?				
Does the learner feel afraid to participate?				

المخلص

استكشف البحث الحالي مدى تأثير شخصية المعلم على تحفيز متعلمي اللغة الإنجليزية كلغة أجنبية. كان الغرض من هذا البحث هو دراسة العلاقة بين شخصية المعلم و تحفيز متعلم اللغة الإنجليزية كلغة أجنبية. كما حاول أيضا اختبار ما إذا كانت خصائص شخصية المعلمين تؤثر على تحفيز الطلاب بشكل إيجابي أو سلبي . وإلى أي مدى . تم إجراء هذا التحقيق بين طلاب LMD من السنة الأولى من قسم اللغة الإنجليزية بجامعة المسيلة. بالإضافة إلى ذلك. تم اختيار 30 طالب فقط بشكل عشوائي للمشاركة في هذه الدراسة. ولقد استندت هذه الدراسة إلى استخدام البحث الوصفي حيث تم جمع البيانات نوعيا من خلال الملاحظة الصفية وكميا من خلال استخدام الاستبيان. أظهرت النتائج أن هناك علاقة بين شخصية المعلم و دوافع المتعلمين. أيضاً، تشير نتائج هذه الدراسة إلى أن شخصية المعلم، شأنها شأن العوامل الأخرى (كالتجارب الشخصية بيئة المتعلم احترام الذات...) ، تعد عاملا مهما له تأثيرات كبيرة على تحفيز متعلمي اللغة الإنجليزية كلغة أجنبية. وقد تناول هذا البحث بشكلًا مجالًا واحدًا من مجالات هذه العلاقة. وبناءا على النتائج المترتبة على هذا البحث يقترح توجيهات بحث مستقبلية.

الكلمات المفتاحية : شخصية المعلم ، خصائص شخصية المعلم ، اللغة الإنجليزية كلغة أجنبية ، التحفيز.