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**The Role of Teachers' Quality in Engaging Middle School
Pupils to Learn English as a Foreign Language
The Case of Third-Year Pupils at Cid Nouredine Middle
School-Tolga**

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Dedication

I dedicate this work

- ❖ *To my caring, generous parents **Ali** and **Nadia***
- ❖ *To my loving, tender grand-parents **Said** and **Malika***
- ❖ *To my brother **Hamoudi***
- ❖ *To my precious family : **Aunts** and **Uncles***
- ❖ *To my cousins especially, **Ines**, **Soudous**, **Fifi**, **Nour***
- ❖ *To all my lovely friends whom I really love especially, **Rihab**, **Selsabil**, **Ines**, **Amira***
- ❖ *To my friends and colleagues during the five years especially, **Ikram**, **Fatma**, **Maissa**,
Yasmine*
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Abstract

The majority of Algerian middle school pupils have a negative attitude towards foreign languages. Unfortunately this leads to pupils' disengagement in the learning process, and thus, low academic achievement. Hence, the purpose of this study is to investigate the role of teachers' quality in engaging middle school pupils to learn English as a foreign language. Thus, we hypothesized that teachers' quality can affect middle school pupils while learning a foreign language. To prove this hypothesis, a descriptive research is conducted besides to a qualitative method to gather and analyze data. Furthermore, to test our hypothesis, two data collection tools were selected. Two questionnaires were designed and distributed; one was for middle school teachers of English and the other for third year pupils in Cid Noureddine middle school-Tolga. The interpretation of the obtained findings revealed that teachers' quality can result in fostering EFL pupils' engagement rates. Therefore, we can deduce that the suggested hypothesis was validated and confirmed.

List of Acronyms and Abbreviations

TALIS: Teaching and Learning Internal Survey

EFL: English as a Foreign Language

AFL: Assessment for learning

e.g: for Example

Et al: and others

Etc: and so on

i.e.: In other words (I explain)

Q: question

%: Percentage

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General Introduction

Introduction

Engagement while learning English as a foreign language receives an extremely importance, it is a basic component for both the teaching and the learning process. Indeed, engagement can has an observable influence over the learners because it improves the learning experience and help learners to become better achievers. In previous years, engagement has gained increasing interest in various settings. Hence, numerous research papers have been conducted to investigate various factors that can ameliorate EFL learners' engagement. Teachers' quality has been one of the factors that have a great impact over learners' engagement.

Teachers need some essential qualities which make them able to deliver their knowledge successfully. In fact, competent or qualified teachers can make their pupils secure and safe in the learning process; this means that learners can be influenced by their teacher competence, care and support. Teachers are also required to have good communication skills and good awareness of the different ways of learning. Additionally, they are expected to be updated with the new teaching methodologies and with the use of modern teaching materials. All of these qualities may have a great impact on the success of the language teaching-learning operation and consequently on their pupils' engagement and achievement.

1. Statement of the Problem

In previous years, common phenomenon has been observed that middle school pupils neglected the usefulness of foreign languages in their real-lives. Hence, this negligence can leads to pupils' disengagement while learning English as a foreign language. Pupils' disengagement creates the inability to understand, and consequently the

inability to interact with the teacher, what would lead them to fail in the academic achievement, and lose the desire to acquire the language.

Eventually, the mainly centered focus were on pupils' role and efforts in teaching learning process; however this seems to be insufficient because teachers' quality also play a significant role while learning; especially, in learning English as a foreign language. To illustrate more, the transmission of knowledge may depend on the teachers' quality in order for pupils get engaged, and obtain the information successfully

This study stems from our own observation while learning English as a foreign language, this observation made the researcher wonder about the factors that led to pupils' disengagement; and whether teachers' quality has an effect only on pupils' engagement or it goes beyond this affect the teaching quality. Therefore, the present study is devoted mainly to diagnose the role of teachers' quality that has on pupils' engagement.

2. Research Questions

Through this study, we aim at answering the following questions

- 1) What are the main causes that lead to pupils' disengagement?
- 2) What are the requirements for a good foreign language teacher?
- 3) Does the teacher's quality affect pupils' engagement while learning a foreign language?

3. Research Hypothesis

We hypothesize that:

The teachers' Quality affects middle school pupils' engagement to learn English as a foreign language.

4. Aims of the Study

This study aims to investigate the role of teachers' quality in engaging middle school pupils to learn English as a foreign language. More specifically, it aims at:

- 1) Exploring teachers' qualities that must be present in a teacher.
- 2) Identifying the causes that lead to pupils' disengagement.
- 3) Providing teachers with the different strategies to improve pupils' engagement.

5. Significance of the Study

Through this research, we attempt to focus on teachers' quality in engaging Middle School pupils to learn English as a foreign language. It will be also beneficial for both teachers and learners, in managing and selecting the appropriate learning strategies. More precisely, conducting this research will engage learners in building their active learning

6. Methodology

The current study aims at investigating the role of teachers' quality in engaging middle school pupils to learn English as a foreign language. Thus, we intend to adopt the mixed-method approach and, accordingly, employ a descriptive research methodology in order to verify our research hypothesis and to seek connection between our two variables; the teachers' quality as the independent variable, and pupils' engagement as the dependent variable.

6.1 Research approach and data collection method

We intend to adopt the mixed-method approach. Accordingly, a questionnaire will be administered to third year middle school learners to obtain their views toward our topic.

Second, another distinct questionnaire will be administered to middle school teachers to gather more reliable data about teachers' quality and their pupils' engagement.

6.2 Population and sampling

Since the study is concerned with the teachers' quality to optimize middle school pupils' engagement, the population will be represented by both third year middle school pupils and teachers of English at Cid Nouredine middle school, Tolga. Accordingly, the current study deals with a sample of (N=42) pupils out of a population of (N=124) third year middle school pupils at Cid Nouredine middle school. Moreover, it deals with the (N=03) teachers of English language in Cid Nouredine Middle school. We have choosing this sample is that third year middle school pupils have a considerable experience with teachers; therefore, they are able to recognize the characters or qualities of a good teacher.

7. Structure of the Dissertation

This study is composed of two major parts: a theoretical background and the fieldwork. Moreover, it consists of three chapters, two of which are devoted to the literature review and background of the study, whereas the last chapter is devoted to the practical data collection and analysis of the findings.

7.1 Chapter One

This chapter tackles different subjects referred to pupils' engagement. It could be found in this chapter the meaning of engagement and some definitions of pupils' engagement. Moreover, it includes components of engagement and some techniques that increase engagement. Furthermore, the current chapter reports some propositions for enabling pupils' engagement.

7.2 Chapter Two

This chapter is devoted to review literature about the notion of teachers' character. It includes two sections one is about foreign language teaching quality in which it defines some key concepts such as: teaching, quality, and teacher quality. The present chapter, also determines the role of the institution, and both the learner and the teacher. Furthermore, the second section provides the main characteristics of effective English teacher and the relationship between teachers' styles and pupils' academic engagement.

7.2 Chapter Three

In this chapter, it will be an expansion of the research problem, in which we discuss the possible relationship between the two variables. Also, to cover the analysis of the results obtained from the teachers and pupils questionnaires. We wanted to figure out the role of teachers' quality in engaging middle school pupils to learn English as a foreign language to try to get solutions that may increase engagement in EFL classes. Furthermore, this chapter offers some recommendations and suggestions for both teachers and pupils.

Chapter One

Pupils' Engagement

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Introduction

Nowadays, one of the most important questions in teaching and learning involves increasing the degree of pupils' engagement in learning. Accordingly, pupils' engagement will be the major focus of the current chapter. In particular, the present chapter is devoted to discuss the different meanings, characteristics, reasons, and effects of engagement. It also deals with some techniques and propositions for enabling pupils' engagement. Finally, in this chapter, we intend to provide teachers with the different strategies to improve pupils' engagement.

1.1 Definitions of Engagement

The term '*engagement*' is increasingly viewed as one of the keys of learning; that is why it becomes more influential in today's pedagogical concerns. Definitions of engagement across the research literature are extremely diverse in scope and focus. Thus each researcher provides a different definition of the term 'engagement' based on the teachers' own observation in his/her own classroom (Bowen, 2005 as cited in Barkley, 2010, p. 04).

Shulman, (2002 as cited in Barkley, 2010, p. 04) claimed that engaging pupils into the learning process is crucial step to start learning. In other words, learning cannot occur if pupils are disengage or passive participants. Another conceptualization of engagement is this of Gallup (2013) where he describes pupils' engagement as a "term used to describe an individual's interest and enthusiasm for school, which impacts their academic performance and behavior" (as cited in Olson & Peterson, 2015, p.1). So, pupils' engagement is an indicator of the academic achievement.

Marks (2000, cited in Trygstad, 2010, p. 09) regards engagement as “a psychological process, specifically, the attention, interest, and investment and effort students expend in the work of learning”. He indicates that engagement is limited to the psychological and cognitive status that learners experience during the learning process. Furthermore, Anderson, Christenson, Sinclair, & Lehr (2004) claim that engagement can exceed the psychological patterns of the pupils’ engagement. They believe that engagement can be measured by the degree of presence, attentiveness, and participation.

More specifically, engagement directly refers to the combination of motivation and active learning. Barkley (2010, p. 07) puts forward that “motivation and active learning work together synergistically, and as they interact, they contribute incrementally to increase engagement”. That is to say, engagement is the combination of pupils’ enhanced motivation and active learning. To point out, if one of the elements, motivation and active learning, is missing, engagement in learning would not be achieved (Barkley, 2010).

1.2 Importance of Pupils’ Engagement

Many studies prove the great importance of pupils’ engagement for the learning process. For Lester (2013) and Silver and Perini (2010), pupils’ engagement ensures subject mastery and, hence, better learning outcomes and achievement grades. Furthermore, engagement “(...) has a positive impact on the acquisition of course content” (Pascarella, & Terenzini, 2005, p. 101, cited in Lester, 2013, p. 04). To illustrate more, Fredricks, et al., (2003) assume that “there is considerable evidence in the research literature between engagement and positive academic outcomes”.

Moreover, engagement is crucial for master certain subjects and achieve academic goals. Consequently, teachers should be aware of pupils’ engagement and look for best

ways to engage their pupils in order for them to be better achievers (Newman, 1992 cited in Riveros, 2016). In the same vein, Christenson, Lehr, and Anderson (2003) agree on the importance of pupils’ engagement in which “pupils’ engagement not only predicts grades and achievement test scores; it also predicts attendance, retention, school completion and academic resilience”. That is to say, engagement ensures both academic success and positive behaviours in the whole learning process.

1.3 Types of Pupils’ Engagement

Various researchers and educators provide definitions for pupils’ engagement in different ways. Each one reveals a particular perspective upon which the researcher depends. Yet none of them incorporate the three types of engagement. But, Fredricks (2014, p. 15) provides a table summarizing the three main types of engagement.

Behavioral Engagement	
Positive conduct	<ol style="list-style-type: none"> 1. Follows classroom and school rules 2. Completes homework 3. Comes to class with books and materials
Absence of disruptive behaviors	<ol style="list-style-type: none"> 1. Does not skip school 2. Does not get into trouble 3. Does not get into fights
Involvement in classroom learning	<ol style="list-style-type: none"> 1. Effort directed at completing tasks 2. Participates 3. Concentrates 4. Pays attention
Participation in school-based extracurricular activities	<ol style="list-style-type: none"> 1. Involvement in sports 2. Involvement in school clubs 3. Involvement in student government
Emotional Engagement	

Emotional reactions to classroom, school, or teacher	<ol style="list-style-type: none"> 1. Enjoyment 2. Interest 3. Boredom 4. Anxiety 5. Happiness 6. sadness
Belonging	<ol style="list-style-type: none"> 1. Liked by others 2. Feels included 3. Feels respected in school
Value	<ol style="list-style-type: none"> 1. Perceives that task/school is important 2. Perceives that task/ school is useful for future 3. Perceives that task is interesting
Cognitive Engagement	
Psychological investment in learning	<ol style="list-style-type: none"> 1. Goes beyond requirements 2. Prefers challenge 3. Effort directed at understanding and mastering content
Cognitive strategy use	<ol style="list-style-type: none"> 1. Metacognitive self-regulation (i.e., planning, monitoring, and evaluating thinking) 2. Deep strategy use (elaborates, relates material to previous knowledge, integrates ideas, makes use of evidence)

Table 01: Definitions of Behavioral, Emotional, and Cognitive Engagement (Fredricks, 2014, p.15)

Now, let us discuss the three main types of engagement suggested by Fredricks

1.3.1 Behavioral Engagement

Behavioral engagement is an observable act of pupils being involved in learning; it includes attention, participation, and effort in academic activities (Fredricks et al., 2004; Suarez-Orozco et al. 2009). In the same vein, Davis, Summers, and Miller (2012, p. 23) believe that behavioral engagement “(...) encompasses students’ effort, persistence, participation, and compliance with school structures”.

1.3.2 Emotional Engagement

Emotional engagement involves “(...) belonging, or a feeling of being important to the school, and valuing, or an appreciation of success in school-related outcomes” (Fredricks, et al., 2003, p. 07). Additionally, emotional engagement “(...) has more to do with the pleasant and unpleasant emotions students connect to their relationships with teachers, peers, and school rather than the feelings they have during learning activities” (Davis et al., 2012, p. 24).

More specifically, emotional engagement includes pupils’ possessing the numerous positive affective factors, emotions and thoughts that motivate them to participate and engage in classroom tasks and activities, as well as observing and responding in the learning environment (Fredricks, et al., 2003). However, the definition (of emotional engagement) offered by Skinner, and Belmont (1993 as cited in Davis et al., 2012) incorporates positive feelings and perspectives, yet additionally some negative emotions such as anxiety and anger.

1.3.3 Cognitive Engagement

This component of engagement occurs when pupils engage in higher order thinking in order to develop a depth of understanding. Pupils need to be applying skills like analysis problem solving (Fredricks, et al., 2003). Additionally, Davis et al. (2012) regard cognitive engagement to refer to the pupils’ desire to learn, the skills they develop, and the way they approach their learning.

All in all, quality in engagement is more important than quantity engagement for better learning outcomes (Davis, et al., 2012). In other words, behavioral engagement does not always contribute to effective learning. Yet cognitive engagement is important for

pupils to understand their learning potential. Nevertheless all the three components of engagement are necessary for effective learning to take place.

1.4 pupils' Engagement Techniques

Since engagement is necessary for the appropriate delivery of knowledge, it should be developed.

1.4.1 Silver & Perini's Eight C's to Engage Learners

Silver, and Perini (2010) has been influenced by the work of Carl Jung, Katherine Biggs and Isabel Myser about learning styles models. So, they inspired another classification of learning styles. They suggest four learning styles of learners along with two engaging techniques for each, which they called "The Eight C's". First, a mastery style in which learners has the desire to master a particular skill or competency. Second, an understanding style refers to learners who are curious to understand what happens by posing questions and analyzing. Third, a self-expressive style refers to learners who attempt to express themselves in a unique way and they expect for others to value their uniqueness. Last but not least, an interpersonal style, whose learners are social, and strongly support interaction.

Students with a strong drive toward mastery delight in developing new competencies and mastering skills that will earn the respect of others.	Students with a strong interpersonal drive long to interact with others. They hope that their work is of value and interest to themselves and others.
Students with a strong understanding drive are compelled to make sense of things. This drive appears in their tendency to question, their love of puzzles, their passion for new ideas, and their sensitivity to flaws and gaps in logic.	Students with a strong drive toward self-expression long to be unique, to have their differences acknowledged, and to express those kernels within themselves that belong to them and no one else.

Figure01: Four Styles of Learners (Silver & Perini, 2010)

As far as engagement is concerned, Silver and Perini (2010) present a several engagement techniques that are associated with the four learning styles mentioned above.

We can engage the mastery drive through... Competition and Challenge	We can engage the interpersonal drive through... Cooperation and Connection (to student's lives, feelings, and experiences)
We can engage the understanding drive through... Curiosity and Controversy	We can engage the self-expressive drive through... Choice and Creativity

Figure02: The Eight C's of Engagement (Silver & Perini, 2010)

1.4.1.1 Competition

There is no doubt that competition is a motivating way for too many pupils. It can help them to be involved in the different activities and, thus, engage learners into the learning process (Silver & Perini, 2010). On the other hand, competition should not be too

extreme because it can become a liability in the classroom. Teachers must focus on mild and friendly forms of competition so that pupils can meet equal opportunities for success (Silver & Perini, 2010).

1.4.1.2 Challenge

Challenge embraces the same features of competition. It can generate a challenging atmosphere for students to fully become engaged into the learning process. Generally, pupils are eager to undertake challenging tasks and, which is related to their interests to feel more secure during the learning process, thus, an engaged students. This technique can foster a challenge-oriented classroom in which the teacher let their students know that s/he expect excellence by daring them (Silver & Perini, 2010).

1.4.1.3 Curiosity

Puzzles, riddles, and any other kind of mysterious questions or tasks can raise the level of curiosity of the pupils (Silver & Perini, 2010). Teachers can provoke pupils to investigate the obvious questions. Also, they can adopt the content they are teaching to various types of quizzes generating pupils' curiosity. This curiosity is a crucial part of the qualities of engaged learners

1.4.1.4 Controversy

Silver and Perini (2010, p. 10) state “our content areas are loaded with controversies, arguments, and intellectual disagreements”. Accordingly, giving arguments, justify the positions and interpretations of the students, and encourage them to be more engaged is one of the teachers' role (Silver & Perini, 2010).

1.4.1.5 Choice

Teachers must give the students the freedom to express themselves in a way that most suits them, and the opportunity to decide the way(s) in which they can grasp

information, as well as the way they can “(...) demonstrate what they’ve learned” (Silver & Perini, 2010, p. 10). This freedom can promote students engagement.

1.4.1.6 Creativity

Teachers suggested some ways to trigger learners creativity on side, that are: “(...) divergent thinking activities, non-routine problem-solving, metaphorical thinking, projects, and just about any way you can think of that allows students to put their original stamp on what they’re learning” (Silver & Perini, 2010, p. 11). Simply speaking, teachers must encourage pupils to show their uniqueness and individuality for the sake of enhancing their engagement.

1.4.1.7 Cooperation

Knowing that you are a part of the community can give a great inspiration for too many pupils. This sense of belonging can reinforce their confidence since their views would be supported by other members through cooperative learning activities, learning partnerships, small group work, and lots of classroom discussion (Silver & Perini, 2010).

1.4.1.8 Connections

Connections can enhance pupils’ learning and developments; they can be more engaged if the teacher relates learning to pupils’ real life, experiences and needs. Silver and Perini (2010, p. 11) argue that these learners try to relate and “(...) connect what they’re learning to their lives beyond the school walls”. Consequently, teachers must find ways that help pupils create such connections by making learning more authentic and contextual.

1.4.2 Motivation and Active Learning

Among a great number of proposed techniques to enhance pupils’ engagement, teachers found that motivation and active learning two helping tools to get pupils’ motivated.

1.4.2.1 Motivation

As there are different theories to describe how pupils learn and different views on intelligence there are different theories about motivation. Motivation is the process by which an individual creates an inner drive to accomplish goals or objectives. The Oxford Dictionary (2018) defines motivation as the “desire or willingness to do something”. This willingness boosts pupils to do something to achieve certain goals. Motivation is thus “the condition of being eager to act or work, a force of influence that causes someone to do something” (Merriam Webster, 2018)

Together with motivation, engagement is viewed in the literature as very important for enhanced learning outcomes of all pupils (Schlechty, 2001; Woolfolk & Margetts, 2007). Motivation is seen as a pre-requisite of and a necessary element for pupils’ engagement in learning. According to Eccles and Ming-Te Wang (cited in Christenson, et al., 2012, p. 139), motivation is not a component of engagement, but rather an indicator of engagement. However, Olson and Peterson (2015) believe that engagement leads to motivation, and not the opposite.

According to Bomia, Beluzo, Demeester, Elander, Johnson & Sheldon (1997, p. 01 as cited in Brewster & Fager, 2000, p. 07), motivation “refers to the willingness, need, desire and compulsion to participate, and be successful in, the learning process”, i.e., learners who cannot resist engaging in learning activities and tasks are deemed to be motivated ones. On the other hand, Skinner, E., and Belmont (1991, p. 04) assume that disengaged learners “(...) are passive, do not try hard, and give up easily in the face of challenges” (as cited in Brewster & Fager, 2000, p. 07).

1.4.2.2 Active Learning

Another indicator of pupils’ engagement is active learning. Wanner (2015) argues that there exist a relationship between engagement and active learning. In addition, Brakly

(2010) claims that there is a strong correlation between engagement and active learning. Furthermore, For Bonwell & Eison (1991 as cited in Barkley, 2010, p. 06), active learning refers to “doing what we think and thinking about what we are doing”. In other words, active learning is not only about being actively involved doing activities and participation, but also about being critical thinkers and think in what and how they are involved.

As a matter of fact, Barkley (2010) believes that engagement is coupling ‘motivation’ and ‘active learning’. She assumes that both motivation and active learning gradually construct pupils’ engagement. She states “motivation and active learning work together synergistically, and as they interact, they contribute incrementally to increase engagement” (Barkley, 2010, p. 07). The following figure shows the author’s vision:

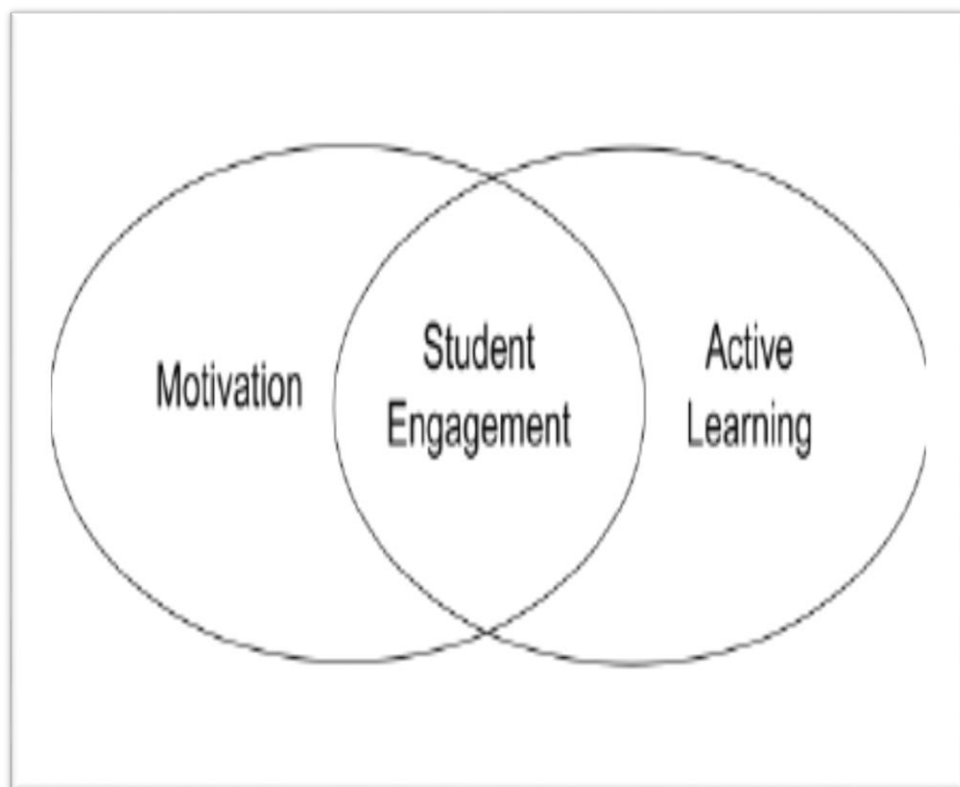


Figure 03: Barkley's Model of Student Engagement (2010, p. 07)

1.5 Propositions for Enabling Pupils' Engagement

Pupils' engagement is considered to be the essential pillar to effective teaching and high academic achievement. Consequently, Lippman and Rivers (2008) suggest some strategies and tips to engage pupils. They state that "support from adults at their school, challenging and interesting tasks, adequate structure, and support for autonomy, opportunities to learn with peers, and opportunities for active learning". Additionally, Tylor & Parsons (2011) declare that they synthesized from their reading some strategies to improve student engagement, which are respectively: interaction, exploration, relevancy, multimedia, instruction, and assessment.

1.5.1 Interaction

According Taylor & Parsons (2011), pupils' need to frequent interaction and contact either with their teachers or classmates because it allows pupils for deeper engagement, in which it helps in achieving better educational results. The authors further add that classroom environment should encourage communication and interaction both between the teacher and pupils and between pupils themselves. Moreover, the authors claim that interaction is very important to catch pupils' attention and interest which require social and psychological engagement.

Broadly speaking, Windham (2005, p. 57) states about the computer texting that "it allows interaction with a variety of people and materials". That is to say, face to face communication is not the only way to communicate with pupils; there are other ways to interact with them like "net chatting".

In addition, Dunleary and Milton (2009, p.15 as cited in Taylor & Parson, 2011, p.10) brief the crucial role of interaction in fostering pupils' engagement in the following statement:

When students have opportunities to connect with adults who approach these relationships with a spirit of caring, empathy, generosity, respect, reciprocity and a genuine desire to know students personally, they can make a unique contribution to young peoples' emerging adaptive capacity, self-sufficiency, resiliency, confidence, and knowledge of themselves as learners.

1.5.2 Exploration

Learning by doing is more likely to help pupils' success in pedagogical concerns. For this, Brown (2000 as cited in Taylor & Parsons, 2011) suggests that for the sake of developing a sense of exploration, learning needs to be more concrete and tangible.

Additionally, learning should be done within learning environment in which exploration touches the real world. Taylor & Parsons (2011) state "seeing how a thing works in real life' is more engaging than reading about it in class". That is to say, the lack of authentic experiences leads to an atmosphere of routine and boredom, and thus the decrease of the desire to learn as a result, to pupils' engagement. All in all, exploration enhance pupils' interest and motivation while learning, hence they become directly engaged.

1.5.3 Relevancy

When learning context is associated with pupils' interest and goals, pupils will have a reason to learn for and consequently be engaged with the learning task and activities. According to Ramaley and Zia (2005), the board on children youth and families "2004 National Research Council report declared to research based two ideas to keep pupils engaged and motivated, that are: making good connections between learners and their learning environment, and making the curriculum relevant to the learners' real life,

(experiences, cultures, and goals) (p.8-2). Moreover, Willms, Friesen & Milton (2009, p. 34 as cited in Taylor & Parsons, 2011, p. 12) claim that “the work pupils undertake also needs to be relevant, meaningful, and authentic- in other words, it needs to be worthy of their time and attention”.

1.5.4 Multimedia and technology

It is a well-known fact that technology is, nowadays, a world wide spread tool that makes our life easier and connected. Walker & Logan (2008, p.7) state that “technology potentially allows learners to set their own agendas; it opens up new opportunities for regular participation on evolving and relevant issues”. Therefore, technology has become crucial for learners to interact, communicate, and explore different subject matter meeting their needs (Taylor & Parsons, 2011)

1.5.5 Engaging and challenging instruction

Teachers should create a challenging environment because it is a helpful technique to boost pupils for learning (Taylor & Parsons, 2011). The authors further add that teachers and learners “desire quality instruction delivered in socially, emotionally, and intellectually engaging ways” (Taylor & Parsons 2011, p. 21), serves in enhancing engagement from different perspectives. We conclude that challenging instructions increase engagement through helping pupils feel secure.

1.5.6 Assessment for learning

What we have no doubt about is that learners need a frequent feedback to ensure their development throughout the learning process (Taylor & Parsons, 2011). To add more, the authors claim “assessment for learning (AFL) calls for teachers to use formative assessment practices to monitor pupils’ success and engage in regular sharing

conversations with students about how they are learning”. That is to say, teachers willing to assess their learners’ progress need to carry out formative assessment, which is conducted continuously and regularly.

1.6 Engaged Learners vs. Disengaged Learners

Based on some characteristics teacher identify whether their pupils are engaged or disengaged. Thus, the teacher should pay attention to these characteristics for the sake of ameliorate pupils’ engagement. The following table by “E-learning infographic” (2015, as cited in Ghecham, 2018, p.72) summarizes different characteristics between engaged and disengaged learners:

Engaged Learners	Disengaged Learners
1. Are actively involved, do their best and are stimulated to work when presented with challenging tasks.	1. Are passive participants, unmotivated to learn, and have little or no idea of their learning objectives and goals.
2. Are intrinsically, emotionally motivated to learn and attain a certain goal or objective.	2. Do not try to understand task instructions, nor do they show interest in task completion.
3. Display curiosity, ask questions, and seek to resolve the problems they encounter during their learning process.	3. Do not seek for high grades and show no willingness to engage in challenging tasks.

4. Feel successful when they are able to associate what they are learning to their real-life settings.	4. Are not inspired to connect their learning to their real-life contexts.
5. Do not give up until they grasp the course content and seek for continuous development and improvement.	5. Display carelessness towards promoting their learning, do not appreciate the course content, and believe that it does not meet their needs.

Table 02: The Difference between Engaged Learners and Disengaged Learners.

Conclusion

To sum up, pupils' engagement may be an essential element to each educational and behavioural success. Thus, research on pupils' engagement reveals several teaching practices that may engage learners. This chapter represents an attempt to provide some insights into the concept of pupils' engagement, its major types, assessment, and importance. Furthermore, it provides some propositions to improve pupils' engagement, as well as some indicators of pupils' engagement.

Chapter Two

Teachers' Quality

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Introduction

Language teaching is viewed as an important process in education. It allows us to create new behaviours and capacities. In addition, the central aim of language teaching should be helping learners to acquire the communicative skills and make them better achievers. However, this process cannot be completed without a teacher, who plays a significant role in shaping the personality of an individual. This chapter is divided into two parts. The first part is an attempt to introduce the term teaching quality by providing different definitions. Then, we will deal with the different indicators of teaching. After that, we will present how we can implement teaching: role of the institution, the teacher, and the learner.

Furthermore, we will briefly explain the relationship between teacher quality and effective teaching. The second part will be devoted to teacher's quality, which, first, we will yield attempt to give various requirements of a good teacher. Second, we will tackle the different characteristics of an effective teacher: personal and professional. Finally, we will deal with the importance of teacher professional development and its relation with the teacher performance.

Section one: Foreign Language Teaching Quality

In this section, we define some key concepts and introduce some indicators of teaching quality, how to implement it. Also, we dealt with the relationship between teacher quality and effective teaching.

2.1.1 Definition of Key Concepts

When reading about foreign language teaching quality, the researchers found some terms that are used interchangeably in different contexts. These terms are: teaching, quality, and teacher quality.

2.1.1.1 Definition of teaching

Numerous definitions have been yielded by scholars to the term of teaching. Yet, there is no agreement upon one single definition. Some scholars regard teaching as transmitting the information, others see it as a transfer of concepts and understandings not just information (Prosser and Trigwell 1998). Teaching is commonly seen as a craft subject that should be learned on the job (O’Hear 1989).

2.1.1.2 Definition of quality

Quality is the ultimate aim of all human. They prefer quality in all aspects especially within education. The term “Quality” is derived from the Latin word “Qualitas” which means attribute, characteristic, property [and/or] condition (as cited in Douida, 2015, p.39). Mehta stated that Webster’s II New Revised University Dictionary defines quality as an essential character: nature, an ingredient or distinguishing attribute: property, a quality trait, superiority of a kind, degree of grade or excellence (2004, p.1).

To illustrate more, quality in education determines how well pupils learn and the impact of education on their personal, social, and developmental benefits. UNICEF (2000) provided a detailed explanation. This explanation is summarised by Dilshad (2010, p. 3) in the following table:

Elements	Quality Indicators
1. Quality of learners	Students’ good health and nutrition, early childhood psychosocial development experiences, regular attendance, and family support for learning.
2. Quality of Learning Environment	Physical elements (e.g. school facilities, class size etc.), psychosocial elements (e.g. safe environment, teachers’ behaviour, discipline policies, non-violence etc.), and service delivery (e.g. health services).

3. Quality of Content	Student-centered and standard based curriculum, uniqueness of local and national content, and focus on literacy, numeracy, and life skills.
4. Quality of Processes	Indicators relating to teachers and teaching (e.g. teachers' competence, support for student-centered learning, participation based teaching methods, teachers' working conditions etc.), and supervision and support (e.g. administrative leadership, effective use of technology, diversity of processes and facilities etc.)
5. Quality of outcomes	Students' achievement in literacy and numeracy, life skills, health outcomes, outcomes sought by parents, community participation, and learners' confidence.

Table 1. UNICEF Framework of Education Quality Adapted from UNICEF (2000). Defining Quality. A paper presented at the International Working Group on Education meeting, Florence Italy, June 2000.

2.1.1.3 Definition of teacher quality

In the past decades researchers were focused more on school planning, school structure, school leadership, and school effectiveness but the current focus has changed teacher quality.

2.3.1.1.3.1 Classical/traditional definition of teacher quality

The definition of teacher quality has changed. In the early of 1900s, teachers were presented as good models for pupils and represent the highest standards of social propriety. Some scholars emphasized on personal characteristics such as curiosity, enthusiasm, and compassion. After the World War II, interest on teachers' personality was widespread (Adorno, Brunswick, Levinson, & Sanford, 1950). During this period researchers assumed that gains in pupils' achievement were not indicators of teacher quality.

Yet, another definition of teacher quality focused on the teacher' skills rather than teachers' personality. This approach to teacher quality focused on observing teachers in their classrooms, first to see how they implement the curriculum and later to see specific teaching practices that associate with pupils' achievements (Brophy & Good, 1986).

2.1.1.3.2 Current definitions

Current definitions of teachers quality differs from the past. The current definitions are more concerned with teachers' abilities to get pupils engaged and neglect teachers' quality (Knowles et al., 2001).

However, Goldhaber (2002) noted that "the teachers' characteristics that we can measure –experience, education level, certification status, and so on – only explain three percent of the difference in student achievement that are attributable to their teachers' influence" (Goldhaber, 2002, p. 57). The other 97 percent was attributable to intangible aspects of teacher quality such as enthusiasm and skill in conveying knowledge (Goldhaber, Brewer, & Anderson, 1999).

2.1.2 Indicators of Teacher Quality

An excellent teacher made an observable difference, but what was not clear was what made an excellent teacher (Hattie, 2003). "Only when we dependably identify excellence, and study excellence, can we provide the goalposts to aim for" (Hattie, 2003, p.5). Generally, teacher effectiveness had been characterized in terms of specific teaching skills (Taylor et al., 1999) used in raising pupils' achievement.

Çermik (2011) asked trainee teachers about what made an ideal primary school teacher, she found that the trainees based their definitions on 6 themes of ethical and humanistic values, teaching skills, cultural and scientific knowledge, personal qualities,

interaction with society, environment, and parents, and self-values. The figure below shows the percentages of the themes for an ideal teacher:

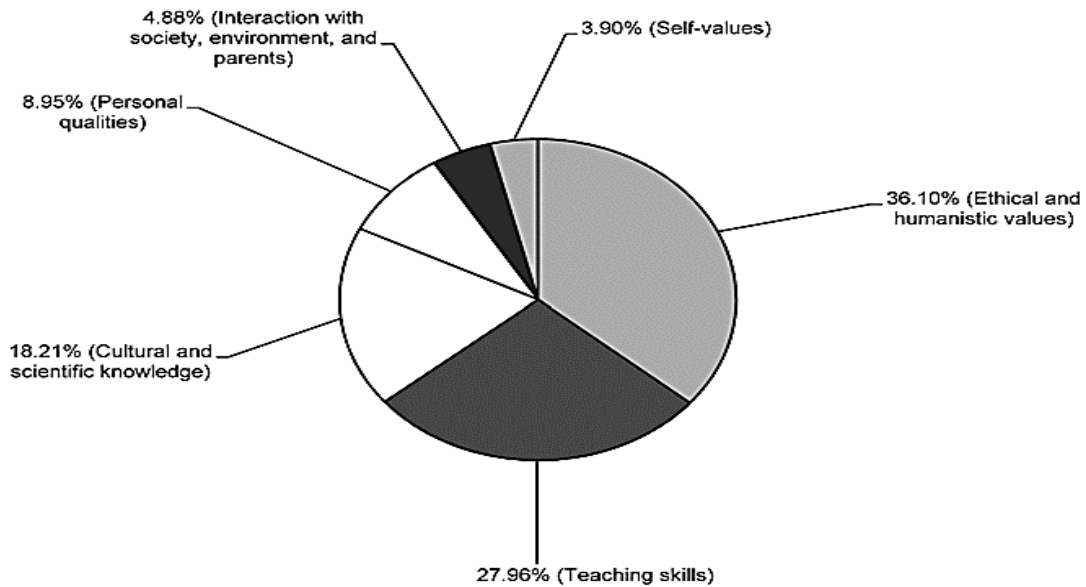


Figure 04: Percentages of the themes for an ideal teacher (Çermik, 2011, p. 1117)

As the figure above shows trainee teachers neglected the importance of teaching skills and emphasize more on the teachers' ethical and humanistic values. Indeed, being quality teachers do not depend only on teachers' skills, teachers must requires high standards of professional ethics and humanistic values.

2.1.3 Implementation of Quality

Since quality is the central unit that constitutes teaching learning process, it needs to be developed. For this; more attention has been paid to the roles of institution, teachers and pupils to frame a successful and meaningful learning process.

2.1.3.1 The role of institution

Institution plays a crucial role in promoting teaching quality, and, thus quality in learning. Institution should support teachers with different resources and materials that

create an effective and supportive learning environment because environment gives the opportunity for teachers to work as professionals. In addition, Freiberg (1998), Heck (2000) and Goddard et al., (2000) showed that school climate was directly associated with pupils' achievement. Also,

Freiberg (1998) noted, "The interaction of various school and classroom climate factors can create a fabric of support that enables all members of the school community to teach and learn at optimum levels" (p. 22). That is to say, that institution can create a supportive and motivated climate to help teachers, and pupils reach their goals.

2.1.3.2 The role of the teacher

Teachers play a central role in improving educational outcomes and they are also central of the improvement efforts themselves. Scholars claimed that the role teacher to implement quality in teaching is much more important than others. Pupils with an effective teacher could achieve in half a year what pupils with a poor teacher could achieve in a full year (Leigh, 2010).

Moreover, the OECD Teaching and Learning Internal Survey (TALIS) identified key aspects of teaching that had been shown to implement quality teaching. They included:

- Teachers' content knowledge.
- Teachers' pedagogical knowledge, both of general principles and those specific to their subject.
- Teaching practices that focus on clear and well-structured lessons supported by effective classroom management.
- Teaching practices that emphasise individualised instruction.

- A commitment to higher-order problem solving, deep analysis of content, and activities requiring advanced thinking skills and deductive reasoning.
- Active professional collaboration that has a direct impact on learning and teaching. Key elements include classroom observations, team teaching and constructive feedback.

2.1.3.3 The role of the learner

Learners play an important role in education, and in implementing quality teaching specifically. The teacher would only be willing if the learner is eager to learn. Although the teacher has a great impact but it is all related to the efforts of learners. Learner role starts when s/he takes an active role in their learning process and being well disciplined. Learners' discipline is one of the great factors that influence quality teaching. However, without a discipline, the best planned and most engaging lessons may fail to have the desired impact (Barton, Coley & Wenglinsky, 1998).

2.1.4 The Relationship between Teacher Quality and Teaching Quality

As known, being a quality teacher and doing a quality teaching are two separate concepts. In fact, the teacher is an entity and teaching is a practice. However, a quality teacher is expected to make quality teaching. Hattie (2003) asserted "it is excellence in teachers that make the greatest differences, not just teachers" (p. 4). That is to say, quality teachers can be flexible to change the way of teaching from normal to effective teaching. This was confirmed by Rothstein (2004) when he said "Good teachers, high expectations, standards, accountability and inspiration are not enough (p. 5)". In the same vein, Kamariah (2015) provides a framework to understand the relationship between quality teacher and teaching quality.

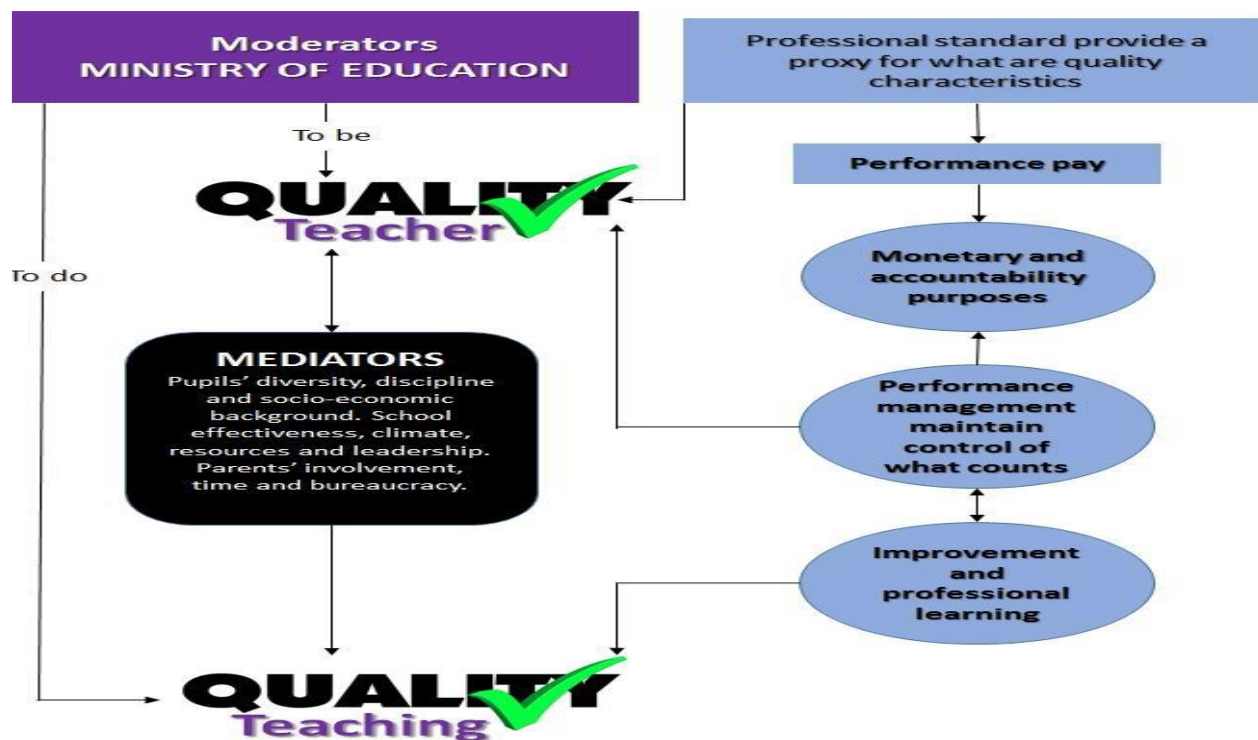


Figure 05: The Relationship between Quality Teacher and Teaching Quality

(Kamariah, 2015, p 45)

Section Two: Teacher’s Quality

This section is devoted mainly to discuss teachers’ character. It reports the way pupils recognize a good English teacher. Also, it sheds light on some characteristics of effective teachers both personal and professional.

2.2.1 What are the Requirements of a Good Teacher?

Being a good teacher is not an easy task as many people think. To be a good English teacher, s/he must follow some tentative guides and tips and has some requirements that enable the teacher to achieve his/her goals.

A good teacher is the one who welcome errors during the lessons (Hattie, 2012). Pupils usually do not like to make mistakes in the classroom because they fear of negative

responses from others. Teachers who welcomed pupils' errors can foster pupils' self-esteem, motivation, and respect for others by respecting their pupils and valuing each pupil's ideas and opinions (Orlando, 2014).

In addition, a good teacher can recognize the importance of high expectations. Teachers' expectation affected how pupils learn (Lemov, 2010). Also it is believed that Pupils performed in ways that teachers expected (Ferguson, 2002). Blackburn (2013a, p. 14) said "Having high expectations starts with the decision that every student you teach has the potential to be the best, no matter what" also he noted that a classroom with high expectations can create a challenging environment.

According to Hattie (2012), a good teacher is the one who collect information about pupils and tend to know who did not understand and view pupils' progress as feedback. When learner were having difficulty, the teacher targeted the knowledge or skill that was troubling the learner, and provided remediation as necessary to fill in that gap (Thomas, 2011).

Furthermore, good teachers must be flexible and use diverse resources to plan and structure engaging learning opportunities (Haskvitz, 2002). According to Christenbury (2010), "Good teaching comes not from following a recipe, but from consistently putting learners' needs first." (p. 47). She claimed that teachers should change their instruction depending on pupils' needs. Once teachers could fully integrate their efforts to improve teaching with school context and pupils' needs, they could expect for more experience success (Christenbury, 2010).

Pupils usually willing to work when they are motivated (Darling-Hammond et al., 2003). So a good teacher is someone who works as a motivator. Motivation is a

combination of many different aspects that comprised a part of teachers' pedagogical knowledge (Hattie, 2003). "The owner of the future will be the person who is the owner of his or her own human resources, and human resources are the product of high quality in education" (Meek, 1989, p. 47). If teachers were going to produce good learners, it would require the use of all the potential effectiveness within each individual teacher (Orlando, 2014). "Human beings learn best by example and by doing; if our students see us doing, it is possible that they may do more themselves" (Jantzen, 1988, p. 33). This means that if the teacher works hard and do his/her best to make quality teaching; learners automatically will be quality learners and do their best as well.

2.2.2 Characteristics of Effective English Language Teacher

Teachers have a great impact on pupils' engagement and consequently on the success of teaching learning process. However, this cannot be realized unless the teachers have some characteristics either personal or professional.

2.2.2.1 Personal characteristics

In recent years, scholars have defined teaching as an expression of personality (Symonds, 1954). Personality may be viewed as the dynamic organization of those patterns of behavior that are unique to individual (James & Mazerolle, 2002 as cited in Lew, 1977). Similarly, regarding personality Luthans (2005) says, "Personality is the whole person and is concerned with external appearance and traits, self, and situational interactions" (p. 202).

There are many educators who put a great importance on teachers' personality because it is have a great impact on pupils' way of learning. A good teacher should have some personal characteristics that may help on pupils' engagement and the teachers'

development as well. Oğuz (2015) suggested twelve personal characteristics of effective teacher needed for pupils to behave appropriately and acquire the information received. These features are summarized in the following figure.

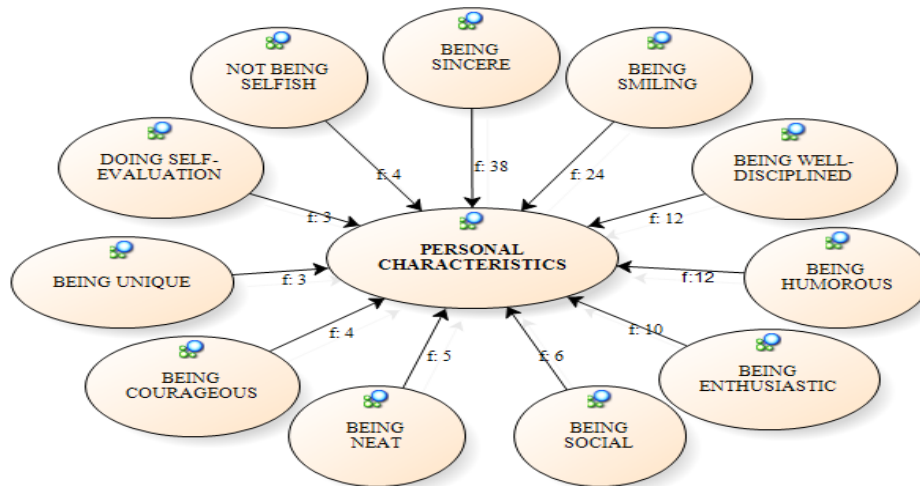


Figure 06: The Personal Characteristics that a Teacher Should Have Suggested by (Oğuz, 2015)

As the figure above illustrates, the twelve personal characteristics are: sincere, smiling, well disciplined, humorous, enthusiastic, social, neat, not selfish, courageous, unique and make self-evaluation. An effective teacher may make decisions to motivate pupils and can overcome the pitfalls of exaggerated authoritarianism (Gordon, 2012). Moreover, Koutsoulis (Scrivner, 2009) found that pupils listed the qualities of effective teachers, features such us: friendly, forgiveness, respect, compassion, fairness, attitude comprehension.

2.2.2.2 Professional characteristics

To become an effective teacher, there are certain well-determined professional characteristics that each effective teacher should have. Professional characteristics of a teacher can have the potential to change pupils' beliefs about their individual and self-efficacy. Oğuz (2015) gives a wide range of professional characteristics of effective teacher such as: the teacher must avoid discriminating pupils because of religion, language, ethnic background, gender and academic achievement. Also, educator should not have the exam paper graded by someone else and grade pupils based on personal distance. She claimed that an effective teacher should be fair in the evaluation process. Moreover, the teacher should be punctual for the class, give feedback for the evaluation process in time, and should not reflect his/her personal life and political opinions to the class (Oğuz, 2015). All of these professional characteristics are presented in the bellow figure.

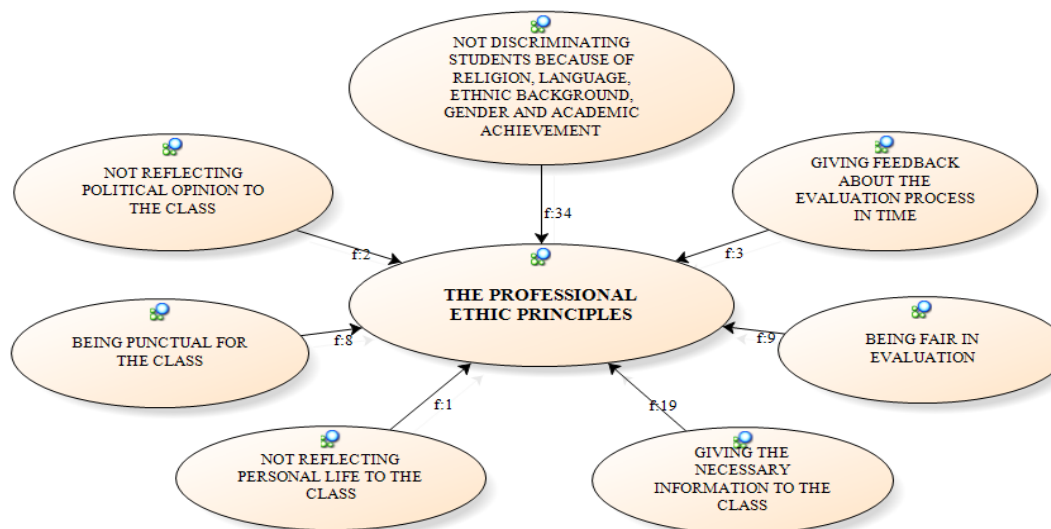


Figure 07: The Professional Ethic Principles that a Teacher Should Follow

Suggested by (Oğuz, 2015)

In fact those presented professional ethics are an extremely crucial for each teacher because they shape teachers way of teaching and give them the opportunity to become quality teachers, thus learning quality will be achieved, as a result quality learners with high level of education.

2.2.3 Teachers' Professional Development

Teaching is considered as a practice that every teacher should develop. Hence, Several researchers emphasizes on the importance of professional development for improving the quality of teaching and learning (Lankford, Loeb, & Wyckoff, 2002). Professional development can promote teachers' knowledge and skills they needed to achieve professional success (Vrasidas & Glass, 2004). On a similar note, Cohen and Hill (2000) claimed that professional development was more likely to improve pupils' learning. Moreover, Teachers' professional development has numerous forms such as: collective or individual development, in-service education or continuing education (Fullan, 2007)

Broadly speaking, teachers' professional development is the most effective way to improve teaching quality. Teacher development was considered likely to be an important part of teaching quality improvement (Lankford, Loeb & Wyckoff, 2002). Additionally, this professional development has an extremely crucial impact on pupils' development as well, when they see their teachers learning, they might be positively affected. According to Greene (1978), "The young are most likely to be stirred to learn when they are challenged by teachers who themselves are learning, who are breaking with what they have too easily taken for granted, who are creating their own moral lives" (p. 51).

Conclusion

To conclude, this chapter tackled various issues related to the teachers' character. The different parts of this chapter demonstrated the integral role of teachers' quality in engaging pupils while learning English as foreign language and it should be given sufficient interest because it empowers EFL pupils to achieve their goals. Also, the most common concepts related to the teachers' quality have been defined.

In addition, it provides a number of indicators of quality teachers. Furthermore, this chapter illustrated different roles of institution, teachers, and learners to implement the teacher quality. Moreover, out of this framework, we have concluded that teachers professional development have a significant role in promoting teachers' performance.

Chapter Three
Fieldwork and Data
Analysis

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Introduction

The present chapter is an attempt to gather data in order to investigate the main research questions. Moreover, it seeks to analyze and discuss the obtained results and use the findings to take advantage of and validate the research hypothesis stating that teachers' quality affects middle school pupils while learning a foreign language. To enrich this study and to obtain a useful data, a questionnaire was designed and distributed to middle school teachers of English language who teach third year classes in Cid Nouredine-Tolga, since this study is concerned with the role of teachers' quality in engaging middle school pupils. Additionally, another questionnaire was designed for third year middle school pupils in the same establishment.

3.1 Teachers' Questionnaire

This questionnaire aims to obtain the different views and attitudes that middle school teachers of English language have about the role of teachers' quality and its effect on their pupils' engagement.

3.1.1 Description of the Teachers' Questionnaire

The present questionnaire is designed for English middle school teachers. This questionnaire is administrated to three teachers of Cid Nouredine Middle school, but I received other answers from other middle schools since the questionnaire was put online because of the pandemic circumstances, as most of the answers were beneficial, we added them to our data to enrich this study.

The questionnaire includes four sections in which the questions are either closed-ended or open-ended. Section one includes two items; it is devoted mainly to gather data about the respondents' background and personal information regarding the teachers' age,

and their educational level. Section two deals with the teachers' attitudes towards teaching in middle schools; it contains data about their professional qualifications and the grades they are teaching. Section three reports the way teachers are maintaining pupils' engagement. The last section consists of various characters used by teachers while teaching English as a foreign language.

3.1.2 Administration of teachers' questionnaire

This questionnaire has been administrated online through social media "facebook.com", this latter means gave us the opportunity to obtain different views from other middle schools. We choose eighteen questionnaire, the most clear and completed ones, which they may serve our study in that they capture the teachers' quality and whether or not it optimizes their pupils' engagement.

3.1.3 Analysis of teachers' questionnaire

The teachers were asked to complete the questionnaire by choosing the appropriate answer (s) and write full statements whenever necessary. The results are reported as follows.

3.1.3.1 Section One: Teachers' Personal Information

This section is devoted mainly to gather data about the teachers' background and personal information.

Q1: would you specify your age please

Statement	Number	Percentage
a) 23-30	12	67%
b) 30-40	4	22%
c) More than 40	2	11%
Total	18	100%

Table 3.2 Teachers' Age Distribution

Based on the data obtained from teachers' responses, the table above shows that the great majority of teachers (67%) are between 23-30. Moreover, the table shows that 22% of the respondents are between 30- 40 and only 11% are more than 40 years old. These rates indicate that the largest number of participants is young, which is a necessary factor which may help pupils to get engaged because a young teacher might have the same set of mind of them and they might have common interests.

Q2: would you specify your educational level

Statement	Number	Percentage
a) BA (License)	6	33%
b) MA (Master/Magister)	11	61%
c) Doctorate	1	6%
Total	18	100%

Table 3.3: Teachers' Educational Level

From teachers' responses, it is observed that the majority of teachers of a rate of 61% and which represent 11 teachers have master/magister degree while 6 others have Bachelor's degree; however, only one teacher holds a doctorate degree. This latter is beneficial; for the reason, that it helps us to collect data from teachers with different high degrees. It is clear that teachers' ideas and capabilities have an effect on the pupils' academic performance.

3.1.3.2 Section Two: Teachers' Attitudes towards Teaching in Middle School

This section composed with six (6) items which seeks information about teachers' attitudes towards teaching in middle school.

Q1: how long have you been teaching English at middle school?

Statement	Number	Percentage
a) 1-5 years	16	89%
b) 5-10 years	0	0%
c) More than 10 years	2	11%
Total	18	100%

Table 3.4 Teachers' Years of Experience in Teaching in Middle School

As indicated in the results above, there is a percentage of 89% of teachers who have a teaching experience of one to five years, and 11% of teachers have an experience of more than ten years ; however, we have no teacher whose experience is from five to ten years. Accordingly, we can notice that the majority of teachers are novice and they lack experience in teaching, this lack of experience may affect the pupils' engagement.

Q2: Did you participate in any kind of training before starting your career as a middle school teacher?

Statement	Number	Percentage
a) Yes	8	44%
b) No	10	56%
Total	18	100%

Table 3.5 Teachers' Responses about participation in a Training Period

According to the results illustrated on the table above, the highest rate (56%) goes to the teachers who did not participate in any kind of training period before starting their career as middle school teachers. However, a rate of 44% of teachers has participated, at least in a training period. Later, in this question, teachers were asked to precise the duration of the training; and the responses varied from two years to two weeks. In fact, the training period enrich the teachers' knowledge and skills so that they can perform well and achieve their goals to meet their pupils' goals.

Q3: Which grade(s) do you teach?

Statement	Number	Percentage
a) 1st grade	0	0%
b) 2nd grade	0	0%
c) 3rd grade	0	0%
d) 4th grade	0	0%
e) all of them	2	11%
a+b	4	23%
a+b+c	1	5%
a+b+d	1	5%
a+c	5	28%
b+c	1	5%
c+d	4	23%
Total	18	100%

Table 3.6 Grade(s) Teachers Teach

The above table reveals the grade(s) taught by each teacher, a percentages of 11% reported that they teach all the grades, while 28% of teachers claimed that they teach first and third year grades. However, 23% of teachers indicated that they teach first, second, and fourth grade. We can deduce that teachers who have been assigned the teaching of all classes (first, second, third, and fourth grade) are those who have a longer teaching experience (more than ten years). More experienced teachers are the ones who confer benefits to their pupils, because they are more likely to know pupils' needs.

Q4: Do you enjoy teaching middle school pupils?

Statement	Number	Percentage
a) Yes	10	56%
b) No	0	0%
c) Somehow	8	44%
Total	18	100%

Table 3.7 Teachers' Enjoyment of Teaching Middle School Pupils

The results illustrated on the table reveal that 56% of the teachers answers were ‘yes’ which means that they enjoy teaching middle school pupils. While 44% of the teachers answers’ were ‘*somehow*’. Later in this question teachers were asked to justify their answer, for some teachers teaching middle school pupils is enjoying because they think that pupils at this age are more interested to learn English, in other words, pupils are motivated, have a fresh memory, curious, and actively involved comparing to older learners. Moreover, teachers whose answers’ were ‘*somehow*’ claimed that teaching teenagers is difficult and needs patience, also you may not find pupils engaged with the lesson so you become less motivated.

Q5: How do you find teaching English to middle school pupils?

Statement	Number	Percentage
a) Easy	2	11%
b) Somehow difficult	13	72%
c) Difficult	3	17%
Total	18	100%

Table 3.8: Teachers Attitudes towards Teaching English to Middle School Pupils

As the above table reveals, the vast majority of teachers (72%) think that teaching middle school pupils is somehow difficult, while only 11% assume that it is easy, and the other 17% think that it is difficult. Later in this question teachers whose answers’ were teaching middle school pupils is difficult, were asked to specify one of those reasons:

- a) it needs patience and persistence
- b) it needs lot of preparation and hard work
- c) it needs knowledge about the language itself
- d) it needs knowledge about how pupils learn and how language should be taught?
- e) it requires the teacher to play different roles in the classroom
- f) all of them

Statement	Number	Percentage
a) It needs patience and persistence.	3	17%
b) It needs lot of preparation and hard work.	0	0%
c) It needs knowledge about the language itself.	0	0%
d) It needs knowledge about how pupils learn and how language should be taught.	1	5%
e) It requires the teacher to play different roles in the classroom	4	22%
f) All of them	10	56%
Total	18	100%

Table 3.8.1: Reasons behind Teaching English Difficulties from Middle School Teachers Points of View

As the table above show, 22% of the teachers reveal that teaching English language to middle school pupils is difficult because it requires them to play different roles in the classroom. Then, 17% of the teachers state that it needs patience and persistence. While, only 5% of them claimed that it needs knowledge about how pupils learn and how language should be taught. Additionally, none of the teachers believed that teaching middle school pupils needs a preparation and hard work or the knowledge about the language itself. However, the great majority of teachers (56%) agreed on all the above mentioned difficulties.

Other suggestions from teachers state that teaching English is difficult for some teachers because the teacher needs to be a linguist and a psychologist so as to be aware of his learners' different learning styles and prepares different activities to cope with their level. Also, the teacher must be a source of motivation, and help learners to speak and express their ideas.

Q6: Which of the following tasks you find more difficult?

Statement	Number	Percentage
a) Preparing the course,	2	12%
b) Teaching the course,	1	5%
c) Controlling pupils' performances,	1	5%
d) Assessing pupils' achievements,	2	12%
e) Maintaining classroom discipline, and/or	1	5%
f) Maintaining pupils' engagement.	1	5%
g) All of them	3	17%
h) More than one answer	7	39%
Total	18	100%

Table 3.9: The tasks that Teachers Find more Difficult than the Others

As the above table reveals, seven teachers of a percentages of 39% think that the tasks that they found more difficult are mainly one or a combination of the tasks that are related to the pupils such as maintaining pupils' engagement, assessing pupils' achievements and controlling pupils' performance. In fact, pupils' engagement is crucial to school success that is why teachers found that maintaining pupils' engagement is one of the difficult tasks.

3.1.3.3 Section Three: Teachers' Roles in Maintaining Pupils' Engagement

This section reports the way teachers maintain their pupils' engagement during tasks. Additionally, it targets teachers' perceptions and measurements of their pupils' engagement.

Q1: How can you evaluate your pupils' engagement to learn English language?

Statement	Number	Percentage
a) Crucial	16	89%
b) Optional	2	11%
c) Not needed	0	0%
Total	18	100%

Table 3.10: Teachers' Consideration of Maintaining Middle School Pupils' Engagement

As shown above, only 11% said that maintaining middle school pupils' engagement is optional; however, the majority of teachers (89%) affirmed that it is crucial to maintaining pupils' engagement. The teachers were asked later in this question to provide their justifications; and the majority claimed that teaching is a learner-centered process. Thus, pupils' engagement is crucial to complete the teaching-learning process successfully. Indeed, numerous learning approaches confess the importance of getting learners engaged into distinct academic activities and tasks. Moreover, according to the teachers maintaining pupils' engagement help the teacher to reach the objectives of each unit.

Q2: How can you evaluate your pupils' engagement to learn English language?

Statement	Number	Percentage
a) Engaged	5	28%
b) Disengaged	0	0%
c) Depends on teacher's tasks	4	22%
d) Depends on their mood and attitude	9	50%
Total	18	100%

Table 3.11: Teachers' Evaluation of their Pupils' Engagement to Learn English Language

This question was asked in order to explore the teachers' evaluation of their pupils' engagement to learn. A rate of 50% of teachers affirmed that pupils' engagement depends on their mood and attitude. Conversely, four teachers, i.e., 22% believed that it depends on teachers' tasks. It is true that teachers' tasks have an impact when it comes to pupils' engagement. But in some cases, engagement happens when the pupils feel that they are taking part in the lecture which means their mood have a great impact on their engagement.

Q3: Which of the following aspects can be a sign of pupils' engagement?

Statement	Number	Percentage
a) Pupils' attendance,	1	6%
b) Pupils' attention and focus,	0	0%
c) Pupils' interaction and participation, and/or	8	44%
d) Pupils' questions.	2	11%
e) All of them	7	39%
Total	18	100%

Table 3.12: Aspects that Can be a Sign of Pupils' Engagement from Teachers' Point of View

Considering this question, five options were suggested to elicit teachers' views about the aspects that can be a sign of their pupils' engagement. As indicated above, a rate of 44% of teachers think that pupils' interaction and participation is one of the signs that pupils are actively engaged; moreover, 39% of them stated that all the above mentioned aspects are signs of pupils' engagement. Also, 11% argued that one of the signs that refer to pupils' engagement is pupils' questions because when they pose questions this means directly they are willing to learn as a result they are engaged. However, none of them believed that pupils attention and focus is a sign of engagement.

Q4: What are the main strategies that you use to engage your pupils in classroom?

This open-ended question was designed to gain deeper insights about the strategies teachers use to engage their pupils in the classroom. Some teachers (55%) claimed that changing the tasks of the textbook to most appropriate ones (i.e. make them easier to be understood) can help the pupils be more involved as a results they will grasp the idea easily. In the same vein, other teachers (45%) assumed that working in pairs or group can give the pupils a sense of achievement when reaching a team goal, consequently they will be motivated which leads to pupils' engagement because maintaining motivation is

necessary to reach engagement. Moreover, according to the teachers, technology in the classroom enables the use of more educational tools and provides different opportunities to make learning more fun and enjoyable. Thus, pupils are expected to be more interested and engaged with the subject.

As the teachers mentioned in their suggestions that games have a great impact on pupils' engagement because games triggers their interest and increases their motivation and encourages them to get involved in the lesson and continue working.

Q5: According to you, which of the following factors affect(s) pupils' engagement?

Statement	Number	Percentage
a) Pupils' motivation and attitude towards learning English language,	0	0%
b) The teaching approach,	1	5%
c) The syllabus or the content is being taught,	1	5%
d) Teacher' strategies, tasks and activities, and/or	0	0%
e) The teacher's character	0	0%
f) All of them	2	11%
g) More than one choice	14	79%
Total	18	100%

Table 3.14: Factors Affecting Pupils' Engagement from Teachers' Point of View

Teachers were asked about the factors that affect pupils' engagement. Their answers vary as illustrated in the results above which indicate that 79% believe that all the mentioned factors work in collaboration to affect pupils' engagement. Indeed, teachers' teaching quality and teachers' teaching methods can affect pupils' engagement.

Section four: Teachers' Quality and Pupils' Engagement

This section is concerned with the various factors that contribute in building strong teachers' character. It also sheds light on different characteristic(s) of effective teachers of English language. This section aims at identifying how teachers' quality affect pupils' engagement.

Q1: According to you, can teachers' quality affect pupils' engagement?

Statement	Number	Percentage
d) Yes	17	94%
e) No	1	6%
Total	18	100%

Table 3.15: Teachers' Responses about whether Teacher's Quality can Affect Pupils' Engagement or not

Only one teacher (6%) has answered with 'No' that the quality cannot affect pupils' engagement; however, a rate of 94% assumed that they do believe that teachers' quality can affect pupils' engagement. Later in this question teachers whose answers were 'yes' were asked to justify their answers, and their justifications were varied and valuable; to mention few, some teachers claimed that pupils love the kind of easy-going, comprehensive, flexible and funny teachers, Those who care for them and embrace their behaviours with love and sympathy. Additionally, they confirmed that competent teachers in the domain tend to be more skillful.

Q2: What are the main factors that contribute in building strong teachers' quality?

Statement	Number	Percentage
a) Having effective verbal and nonverbal behaviours,	1	6%
b) Being friendly, comprehensive and and supportive,	3	17%
c) Being approachable and open-minded,	1	6%
d) Being knowledgeable about the language and about the way it should be taught	2	11%
e) All of them	11	60%
Total	18	100%

Table 3.16: Characteristics of Effective English Language Teachers

This question suggested four choices to capture the way teachers identify the characteristics of effective teachers. The great majority of teachers (60%) claimed the combination of having effective verbal and non-verbal behaviors, being friendly, being open-minded, and being knowledgeable about the language and the way it should be

taught is all what characterizes an effective teacher. Thus, this clearly illustrates that teachers are aware of the importance of their impact on pupils' engagement and their educational success.

Q3: What are the main factors that contribute in building good teachers' quality?

Statement	Number	Percentage
a) Training,	1	6%
b) Further education,	1	6%
c) Workshops, conferences and siminars,	0	0%
d) Pupils' voices (feedback) and parents' support,	0	0%
e) Conducting classroom research, and/or	0	0%
f) Learning from pupils' achievements.	1	6%
g) All of them	4	22%
h) More than one answer	11	60%
Total	18	100%

Table 3.17: Factors that Contribute in Building a Strong Teacher's Quality from Teachers' Point of View

This question seeks to capture the main factors that contribute in building a good teachers' quality, as the rates displays most of the teachers see that there are numerous factors related to teachers themselves, such as training, further education, and attending conferences. Also, it depends on pupils' achievements and feedback. That is to say building a strong teacher quality is very rewarding, but it requires more than just a subject of knowledge.

Q4: Please mention to what extents do you agree or disagree with the following statements:

- S1. I am satisfied with school staff and facilities
- S2. I am satisfied with class environment and size
- S3. Necessary materials (textbooks, supplies, copy machine, etc) are available
- S4. I receive a great deal of support from parents for the work I do

S5. The amount of students' tardiness and class cuttings in this school interferes my Teaching

S6. Teachers in this school are evaluated fairly

Statements	SA		A		D		SD	
a) I am satisfied with school staff and facilities.	3	17%	6	33%	7	39%	2	11%
b) I am satisfied with class environment and size.	0	0%	6	33%	12	67%	0	0%
c) Necessary materials (textbooks, supplies, copy machine, etc) are available.	4	22%	4	22%	9	50%	1	6%
d) I receive a great deal of support from parents	3	17%	9	50%	4	22%	2	11%
e) The amount of students' tardiness and class cuttings in this school interferes my teaching.	5	28%	8	44%	5	28%	0	0%
f) Teachers in this school are evaluated fairly.	2	11%	8	44%	7	39%	1	6%

Table 3.18: Teachers' Degree of Agreement and/Disagreement

1. Most respondents (39%) have selected "disagree" and 33% agreed that they are satisfied with school staff and facilities. We have noticed that the majority of teachers are facing difficulties when it comes the school staff and facilities, which may be the reason that teachers cannot do their best to get pupils engaged.
2. A vast majority of participants (67%) have selected "disagree" which means that they are not satisfied with class environment and size. Only 33% have selected "agree". The majority disagree because they teach large classes. Indeed large classes may not enable the teacher interact with all pupils
3. Fifty percent of the respondents claimed that they do not have the necessary materials (textbooks, supplies, copy machine, etc). This means that the majority of teachers has

the capacities to better ways of teaching but do not have the necessary materials to a better interpretation and appreciation of the concepts. While, 22% of the participants have selected “strongly agree” and others (22%) have selected “agree”.

4. Concerning the support from parents, 50% of teachers have selected “agree”. This later is beneficial for teachers and pupils, because parents are the discipline the teacher needs from home.
5. Responses vary from strongly agree, to disagree. Forty four percent of participants believed that the amount of pupils’ tardiness and class cuttings in the school interfere in their teaching because tardiness or cutting class makes the course much harder for pupils and it can leave them with huge gaps of knowledge. Yet, 28% of teachers disagree, hence it is hereby means that those teachers do not care about their pupils’ achievement.
6. A quit percentage (44%) agreed that teacher are evaluated fairly in their schools, while 39% disagree. When the teachers are evaluated fairly, they may be more attentive to their pupils.

3.2 Pupils’ Questionnaire

Pupils’ questionnaire aims to identify the pupils’ attitudes towards the role of teachers’ quality in engaging middle school pupils’ engagement

3.2.1 Description of pupils' questionnaire

The current questionnaire is a data collection tool designed for third year middle school pupils and administrated in both languages, English and Arabic, in order to avoid any misunderstanding. This data collection tool is divided into five sections, the questions contain closed-ended questions requiring pupils either to provide 'yes' or 'no' responses, to choose different options, or to indicate the occurrence of some classroom behaviors. Also, this questionnaire consists of open-ended sub questions to obtain deeper insights into the pupils' responses and choices.

3.2.2 Administration of pupils' questionnaire

As mentioned earlier, the present study works on middle school pupils. This questionnaire was posted on one of third middle school pupils' groups on Facebook because of the pandemic circumstances. Eventually, we have received about fifty (50) questionnaires from which we have selected forty three (43) which were most clear and complete. In fact the idea of using Facebook was beneficial, it gave us the chance to receive clear and completed questionnaires. The selection of the population is based on the fact that third year middle school pupils has the experience of two years with their teachers. Therefore they can recognize the characters that characterize an effective English teacher.

3.2.3 Analysis of pupils' Questionnaire

The pupils were asked to complete the questionnaire by putting a tick in the corresponding box(es) and make full statements whenever necessary. The results are reported as follows:

3.2.3.1 Section One: General Information

Q1: would you specify your gender

Gender	Respondents	Percentage
a. Male	13	30%
b. Female	30	70%
Total	43	100%

Table 3.19: Pupils' Gender

This question is meant to determine pupils' dominant gender in English classes. As the table displays, females (70%) are more than males (30%). This indicates that female pupils attend classes regularly, while male pupils attend classes with less frequency. Consequently, we can say that girls are more dominant in education than boys.

Q2: How long have you been learning English in middle school?

Period	Respondents	Percentage
a. 1-3 years	37	86%
b. 3-5 years	3	7%
c. More than 5 years	3	7%
Total	43	100%

Table 3.20: Period of Learning English in Middle School

Based on the data obtained from the pupils' responses, the table above shows that the great majority of pupils (86%) have a learning period of one to three years, which is a normal period of learning for third year middle school pupils. Moreover, the table shows that 7% of the respondents whose experience is from three to five years and 7% of respondents have a period of more than five years. These rates indicate that the largest number of the participants have the same period of learning, which is a necessary factor that may keep the classroom atmosphere cohesive and smooth.

Q3: Do you like learning English language,

Option	Respondents	Percentage
a. Yes	36	84%
b. No	7	16%
Total	43	100%

Table 3.21: Pupils' Attitude towards Learning English Language

The current question sought to consider middle school pupils' attitudes towards the study of English. As the table above displays, the majority of respondents (84%) argued that they like studying English as a part of their academic learning. While, only a minority (16%) of respondents asserted that they do not like studying English. Later in this question respondents were asked to justify their answers. As for those who like learn English, some said they do so because it is an international language, easy to learn, and helps them to contact and communicate with others all around the world. Others claimed that they like it because they are motivated to watch movies in English. On the other hand, pupils who disliked learning English argued that this is mainly because they do not understand it at all.

3.2.3.2 Section Two: Pupils' Opinions about the Learning Environment

Q1: Do you enjoy learning in middle school?

Option	Respondents	Percentage
a. Yes	35	81%
b. No	8	19%
Total	43	100%

Table 3.22: Pupils' Attitude towards Learning English in Middle School

As far as this question is concerned, it was asked in order to determine pupils' enjoyment while learning English. A rate of 81% of respondents affirmed that they enjoy learning English; while 19% stated the opposite. Pupils' answers to this question confirm their answers (item3), in which pupils were asked whether they like studying English or

not. To gather more data, we asked our respondents to justify their answers. Both of them (whose answers were ‘yes’ or ‘no’) concentrate on the teacher in a way or another.

For some, when they see that their teacher enjoying what s/he is doing, and not just doing it because s/he must do it, they tend to enjoy more the session. For others, teachers who are poor communicators or who have not mastered their subject frustrate them when they cannot clearly explain things. Thus, the existence of relationship between teachers’ quality and pupils’ engagement has been validated.

Q2: To what extent are you satisfied with classroom environment?

Option	Respondents	Percentage
a. Very satisfied	16	37%
b. Somehow satisfied	24	56%
c. Not satisfied at all	3	7%
Total	43	100%

Table 3.23: Satisfaction with the Classroom Environment

The major aim of this question is to elicit the respondents’ satisfaction with the classroom environment. The participants were offered a scale containing three options ranging from “very satisfied” to “not satisfied at all”. As the rates denote, the majority of respondents are somehow satisfied with a percentage of 56%. Additionally, 37% of them argue that they are very satisfied. However, some pupils 7% claimed that they are not satisfied at all with the classroom environment. As a result we can deduce that some third year pupils suffer with the classroom environment while learning.

Q3: Do you learn in an overcrowded classroom?

Option	Respondents	Percentage
a. Yes	38	88%
b. No	5	12%
Total	43	100%

Table 3.24: Learning in an Overcrowded Classroom

This question seeks to enquire whether the pupils of the given sample study in an overcrowded classroom or not. As the table above displays, a large number of respondents (88%) indicate that they do study in an overcrowded classroom. While only 12% stated the opposite. To conclude, the rates above unveil that the majority of third year pupils study in an overcrowded classroom which can be one of the reasons of their disengagement.

Later in this question pupils were asked to precise the number of students to confirm their answers. Indeed, most of the pupils study in an overcrowded classroom because the great majority of pupils (68%) claimed that they are from thirty to forty students in one classroom.

Option	Respondents	Percentage
a. 20-30	6	14%
b. 30-40	28	65%
c. More than 40	9	21%
Total	43	100%

Table 3.25: Number of students in the classroom

Q4: In your opinion, how can the learning environment affect your learning operation?

Option	Respondents	Percentage
a. Positively	14	33%
b. Negatively	7	16%
c. Both	22	51%
Total	43	100%

Table 3.26: The Effect of the Learning Environment on the Learning Operation

In this question pupils were asked if the learning environment affects positively, negatively, or both, on the learning operation. As it can be noticed in the above table, a rate of 51% of pupils think that learning environment affects both negatively and positively on the learning operation, while 33% stated that it affects positively. Moreover, 16% of pupils

think that the environment affects negatively. Indeed, learning environment deeply affects the pupils' learning capabilities.

Respondents' justifications of their answers

To gather more data about how can learning environment affect learning operation, we asked our respondents to justify their answers. The majority of respondents' justifications highlighted that the learning environment creates the possibility of learning, it positively affects pupils by encouraging them to value education, and thus to learn to appreciate the importance of engagement.

3.2.2.3 Section Three: Middle School Pupils' Engagement to Learn English Language

3.2.3.3.1 Part One: Behavioural Engagement

Q1: How do you evaluate your level in English language?

Option	Respondents	Percentage
a. Excellent	10	23%
b. Good	13	30%
c. Average	16	37%
d. Weak	4	9%
Total	43	100%

Table 3.27: Pupils' Level in English Language

As the results above show, the majority of respondents regarded their ability in English as "average" and good with percentages of 37% and 30% respectively. Additionally, 23% of them believed that their level in English is "excellent". However, some pupils (9%) claimed that their English is weak. These statistics show that the participants' level stretches from average to good. This last can help the teacher because when they have the same level the teacher can easily choose the strategy that fits them all.

Q2: How often do you participate in the classroom?

Option	Respondents	Percentage
a. Always	18	42%
b. Sometimes	24	56%
c. Never	1	2%
Total	43	100%

Table 3.28: Frequency of Pupils' Participation in the Classroom

This question is designed to allow the participants to self-report their attitudes and perceptions regarding their engagement. The rates above show that 56% of the respondents reported that they sometimes participate during the session. Similarly, 42% stated that they always participate. Conversely, only one pupil (i.e., 2%) said that s/he never participates in the class. Accordingly, we can deduce that these pupils are behaviorally engaged with the performance of their teacher.

Q3: Do you ask questions when you do not understand something?

Option	Respondents	Percentage
a. Yes	34	79%
b. No	9	21%
Total	43	100%

Table 3.29: Asking Questions when Facing Ambiguity in the Course

This question sought to know whether third year pupils ask questions when facing ambiguity in the course. The table above indicates that the majority of respondents (79%) ask clarification questions. Also, a rate of 21% affirmed that they do not ask questions to clarify some points. These findings indicate that the majority of third year pupils display an interest to carry out the task successfully.

Q4: How often do you pay attention to your teaches' explanation and instructions?

Option	Respondents	Percentage
a. Always	24	56%
b. Sometimes	19	44%
c. Never	0	0%
Total	43	100%

Table 3.30: Frequency of Paying Attention to the Teacher's Explanation and Instructions

The table above indicates that the majority of respondents (56%) affirmed that they always pay attention to their teachers' explanation and instructions. Moreover, 44% of respondents stated that they sometimes pay attention. The rates above reveal that a large number of third year pupils are attentive and eager to learn. This last, can result in fostering EFL pupils' engagement rates.

Q5: How often do you do your homework?

Option	Respondents	Percentage
a. Always	28	65%
b. Sometimes	13	30%
c. Never	2	5%
Total	43	100%

Table 3.31: Frequency of Doing the Homework

Third year pupils were asked to unveil how often they do their homework. As it is illustrated in the table above, the majority of respondents (65%) always do their homework. This was followed by a rate of 30% of respondents who argued that they sometimes do so. On the other hand only 5% claimed that homework were not of their interest. The conclusion that can be drawn here is that the majority of respondents from the selected population indicated that the teacher could attract their attention and stimulate them to do the homework.

3.2.3.3.2 Part two: Cognitive Engagement

Q1: Are you intrinsically motivated to learn English and to complete your tasks successfully?

Option	Respondents	Percentage
a. Yes	38	88%
b. No	5	12%
Total	43	100%

Table 3.32: Pupils' Motivation to Learn English and to Complete Tasks Successfully

This question is sought to elicit the average number of participants who are motivated to learn English and to complete tasks successfully. The rates displayed by the table above unveil that out of 43 respondents, 38 indicates that they are motivated, whilst only one (12%) regarded him/herself to be unmotivated. Indeed motivation is crucial to establish engagement. Therefore, we can say that the majority of third year pupils possess one of the necessary components of engagement.

Q2: When you face a problem, do you keep trying until you find a solution

Option	Respondents	Percentage
a. Yes	37	86%
b. No	6	14%
Total	43	100%

Table 3.33: Pupils' Attempt to Find Solution(s) when Facing Problem

The following question was designed to unveil the extent to which pupils' preserve to solve problems. The rates displays that 85% of respondents revealed that they attempt to find solutions when facing problems. On the other hand, 14% of them claimed that whenever they face a problem, they easily abandon and quit. Those who attempt to find solutions and ask for further explanations can encourages the teacher to prepare thoroughly and be ready for challenging questions and hence perform better and get the pupils' engaged.

Q3: To understand the task topic, do you make connections between the task content, the real-world, and your previous experience(s)

Option	Respondents	Percentage
a. Yes	35	81%
b. No	8	19%
Total	43	100%

Table 3.34: Pupils’ Connection between the Task Content, the Real-World, and their Previous Experience(s)

The results above show that a percentages of 81% of pupils assumed that tasks are directly connected to their real-lives and previous knowledge, and that they always use this relationship to build new knowledge during tasks. While, 19% stated that they never make such connections. We can clearly deduce that the majority of pupils are motivated; thus, they are cognitively engaged.

3.2.3.3.3 Part Three: Emotional Engagement

Q1: Do you enjoy doing your English language tasks and activities?

Option	Respondents	Percentage
a. Yes	35	81%
b. No	8	19%
Total	43	100%

Table 3.35: Pupils’ Enjoyment when Performing/Doing English Language Tasks and Activities.

The table above captures the degree of joy of third year middle school pupils; this is much related to their emotional engagement. It is observable that 81% of respondents enjoy doing the tasks and activities; also 19% stated that tasks never stimulate their entertainment. We can notice that the vast majority acknowledge the effectiveness and joyfulness of doing the tasks and activities, which indicates that they are emotionally engaged to carry out tasks.

Q2: How do you consider what you are learning?

Option	Respondents	Percentage
a. Interesting and useful	37	86%
b. Not interesting and useless	6	14%
Total	43	100%

Table 3.36: Pupils' Views about what they are Learning

A rate of 86% of respondents affirmed that what they are learning is interesting and useful. On the other hand, 14% of the respondents perceive the usefulness of learning English. This indicates that pupils' are willing to learn English as a foreign language.

Q3: What do you feel when feel when learning English?

Option	Respondents	Percentage
a. Motivation and engagement	36	83%
b. Boredom	7	17%
Total	43	100%

Table 3.37: Pupils' Feelings when Learning English

This question intends to reveal pupils' feelings when learning English. As the table displays; the majority of respondents (83%) feel motivated and engaged while learning English. Moreover, 17% of them feel bored. This data elucidate that the majority find that motivation and engagement help them to learn English.

3.2.3.4 Section four: Teachers' Quality

Q1: Which of the following factors affect your engagement and motivation to learn English?

Factors	Respondents	Percentage
a. The learning environment	2	5%
b. Teaching materials	2	5%
c. The teaching quality	9	21%
d. All of them	18	41%
e. More than one answer	12	28%
Total	43	100%

Table 3.38: Factors Affecting Pupils' Engagement and Motivation to Learn English

This question attempted to unveil the factors that affect pupils' engagement and motivation to learn English. As the rates above show, 41% of respondents demonstrated that all the mentioned items in the above table affect engagement and motivation. Whereas, nine pupils with the percentages of 21% elucidates that teaching quality is the main factor to affects engagement. Additionally, pupils concentrate more on the teaching materials and the learning environment.

Q2: Are you satisfied with the way English is being taught?

Option	Respondents	Percentage
a. Yes	28	65%
b. No	15	35%
Total	43	100%

Table 3.39: Pupils' Satisfaction about the Way English is Being Taught

This question probed whether or not third year pupils are satisfied with the way English is being taught. The rates denote that the majority of respondents (63%) confirmed that they are satisfied; however, considerable percentages of them (37%) revealed that they are not satisfied at all.

Pupils' justifications:

Based on the pupils' justifications of the previous question, the majority of them are satisfied because the teacher adapts teaching to their learning styles and capabilities. Besides, some pupils indicated that they are satisfied because they feel free to share their experiences and thoughts and ask doubts.

Q3: Which of the following teaching materials do you prefer most?

Option	Respondents	Percentage
a. Course books	1	2%
b. Pictures	1	2%
c. Audio recordings	1	2%
d. Videos	20	47%
e. All of them	20	47%
Total	43	100%

Table 3.40: Pupils' Preference of the Teaching Materials

In this question pupils were asked to identify which of the teaching materials they prefer the most. The majority of participants (47%) have indicated that they prefer videos rather than other materials. On the other hand, a percentage of 47% of respondents prefer to use all the above mentioned teaching materials. It is important for the teacher to focus on the teaching materials because they facilitate the learning process

Q4: How do you consider the role of the teacher in the teaching operation?

Option	Respondents	Percentage
a. Very important	30	70%
b. Somehow important	12	28%
c. Not important at all	1	2%
Total	43	100%

Table 3.41: The Role of the Teacher in the Teaching Operation

As shown on the table, only 28% said that the role of the teacher in the teaching operation is somehow important; however, the majority of respondents 70% affirmed that it is very important to successfully complete the teaching operation. Thus, this emphasizes even more that the teacher has an enormous impact on the pupils' engagement and educational success.

Q5: In your opinion, what characteristics a good teacher from others?

This open-ended question was designed to have an idea about the characteristics of a good teacher from pupils' point of view. The majority of respondents claimed that a good teacher is the one who know and understood all the pupils as humans not just as learners, s/he should know about the problems that pupils face, which often inhibit their abilities to learn. In the same vein, they emphases that a good teacher is the one who is intuitive, good at interpreting body language, tone of voice and has a good quality of teaching. Moreover, other respondents stated that a good teacher motivates them to embrace the challenges of learning.

3.2.3.5 Section Five: Teachers' Quality and Pupils' Engagement

Q1: How do you consider your English language teacher?

Option	Respondents	Percentage
a. A source of knowledge	15	36%
b. A guide	3	7%
c. A controller	1	2%
d. A tutor/advisor	2	4%
e. All of them	22	51%
Total	43	100%

Table 3.42: Pupils' Opinions of their English Language Teacher

As the results above show, 36% of respondents considered that their English teacher is a source of knowledge. Then, 7% of respondents state that they consider their teacher as a guide. Also, 4% of participants revealed that their teacher is an advisor. Additionally, only one person out of 43 claimed that s/he considers their teacher as a controller. However, the majority of respondents (51%) agreed that all the above mentioned qualities work together to construct an English language teacher. Being an

English language teacher is not easy, to be so the teacher must play multiple roles to achieve his/her goals and meet pupils' needs.

Q2: Do you prefer to work

Option	Respondents	Percentage
a. Individually	13	30%
b. In pairs	14	33%
c. In groups	16	37%
Total	43	100%

Table 3.26: Pupils' Preferable Way of Learning

Pupils were asked about their preferable way of learning. Their answers vary as illustrated in the table above which indicates that 37% of respondents preferred working within groups. On the other hand, 30% and 31% opted for individual work and pair work. This barely means that pupils are urged to interact and communicate during lessons, which is indicated by their willingness to work within groups.

Q3: Do you prefer to be taught by

1) **A male or a female teacher**

Option	Respondents	Percentage
a. A male teacher	4	9%
b. A female teacher	26	61%
c. Both	13	30%
Total	43	100%

Table 3.43: Pupils' Preference of the Teacher's Gender

As the table reveals, the vast majority of pupils (61%) preferred to be taught by a female. While only 9% assumed that they prefer a male, and the other 30% claimed they prefer both male and female because the gender of the teacher does not matter more like the personality and the way of teaching.

Pupils' justifications of their answers

In this question all respondents were asked to justify their answers and this provided various and valuable justifications. To start, those who have chosen a female, they assumed that teaching is basically a form of nurturing and that nurturing is a woman's job in life. Moreover, unlike males females have a great patience and more caring and passionate about raising kids. Additionally, female have some sort of magical power to repeat the same thing many times and do not get annoyed that pupils did not get it.

2) A novice or an experienced teacher

Option	Respondents	Percentage
a- A novice teacher	7	14%
b- An experienced teacher	24	51%
c- Both	5	12%
Total	43	100%

Table 3.44: Pupils' Preference of the Teacher's Experience

This question sought to know pupils preference of the teachers' experience. As the table above illustrates, half of the participants (51%) prefer an experienced teacher, while 14% of them prefer a novice teacher. However, 12% of respondents prefer both a novice and an experienced teacher.

Pupils' justifications of their answers

In this question pupils were asked to justify their answers. Those who chose "novice teacher" argued that a novice teacher would be creative so their teaching style can be more attractive, use different strategies and newer methods to teach them. Also, the respondents claimed that a novice teacher can be more flexible and has better modern ideas. Additionally, those who chose "an experienced teacher" believed that an

experienced one has the ability to create and successfully implement. Furthermore, s/he can have an effective classroom management style.

3) A young or an old teacher

Option	Respondents	Percentage
a- A young teacher	27	14%
b- An old teacher	10	51%
c- Both	6	12%
Total	43	100%

Table 3.45: Pupils' Preference of the Teacher's Age

This table illustrates that 51% of respondents think that an old teacher is better than a young teacher unlike the 14% of participants who believed on the opposite. However, 12% of respondents affirmed that both a young or old teacher can do the work.

Pupils' justifications of their answers

All respondents were asked to justify, their justifications were varied. On one hand, most of students who answered with an “old teacher” pointed that an old teacher has a knowledge base that is developed over years of teaching experience. On the other hand, those who answered with “young teacher” highlighted that young teachers generally use technology and various teaching gadgets, which make the learning subject faster and easier. In the same path, they affirmed that young teachers are the ones with more energy; this energy can affect pupils and make them mentally and physically engaged on high level.

Q4: Does your teacher

Statement	Yes	No
a- Create a supportive and a warm climate	77%	23%
b- Prepare the lesson and materials in advance	95%	5%
c- Make pupils aware of the course objectives	67%	33%
d- Varies instructional strategies, types of tasks, and activities	74%	26%
e- Show respect and concern for students' emotional and physical well-being	65%	35%
f- Care about pupils' learning progress	77%	23%
g- Prevent situations in which a pupil loses peer respect	88%	12%
h- Treat you equally and create situations for all pupils to succeed	77%	23%
i- Give you responsibility and equal opportunities to participate	77%	23%
j- Know your interests both in and out of school	46%	54%
k- Push you to work hard and to do your best	81%	19%
l- Interact in fun and playful manner and jokes when appropriate	79%	21%
m- Take pleasure in teaching	67%	33%
n- Maintain high-quality work	81%	19%
o- Encourage you to use English during task performance	70%	30%
p- Use tasks that require the use of English language	81%	19%
q- Give clear and comprehensible input/information	86%	14%
r- Provide you with meaningful feedback (remarks and comments)	88%	12%
s- Links instruction to real-life situations of the pupils	60%	40%
t- Clearly explain homework and relate it to the content	81%	19%
u- Correct, grade, comment on, and discuss homework in class	91%	9%

Table 3.46: Teacher's Roles and Activities in the Classroom

To simplify what the displayed table indicated, we proposed to respondents some teachers' roles and activities in the classroom to know whether the teachers adapt these activities or not. To start, 77% of the participants confirmed that their teachers create a supportive and warm climate, 23% of them said the opposite. Moreover, the great majority (95%) of the respondents responses were « yes » when they were asked if their teacher prepare the lesson and materials in advance, while only 5% of them responses were « no ». A teacher needs to be able to make an effective plan which is his/her key to success in the profession.

Additionally, a considerable percentages (67%) of pupils reported that their teacher make them aware about the course objectives, 33% negate that. ». it is essential to let pupils know what they will learn to help them focus on right things. However, when it comes to variation of instructional strategies, types of tasks, and activities the majority (74%) noted that they their teachers vary the strategies, types. In contrast, 26% answer with « no ».

In the same path, when respondents were asked about teachers' careness about pupils' emotional well-being and pupils learning progress, over half of the participants' responses were « yes ». Also, when we ask them if the teacher treat them equally and give them equal opportunities to participate, the vast majority marked a positive attitude. Furthermore, interact in fun and playful manner and jokes when appropriate and maintain high quality of work got a percentages of 79%, and 81% for those who have answered with « yes ».

In addition, the majority of respondents affirmed that their teachers encourage the use of English during task performance, and use tasks that require the use of English language. Moreover, participants showed their positive attitude when they were asked about the discussion of homework in class and links instruction to real-life situations.

Conclusion

Basically, the present quality is an attempt to discuss the fieldwork of the present research study. Ultimately, two data collection tools were employed, teachers' questionnaire, and pupils' questionnaire. The teachers' questionnaire was administered to Cid-Noureddine middle school teachers of English in order to obtain insights into teachers' quality role in engaging pupils to learn English as a foreign language and their perceptions

and attitudes towards this study. Moreover, the pupils' questionnaire was designed with a translated version into Arabic and administered to 43 third year pupils of Cid-Noureddine middle school in order to highlight the main engagement characteristics those pupils display during learning

General conclusion

To conclude, this study is an attempt to shed light on the role of teachers' quality in engaging middle school pupils to learn English as a foreign language. Thus, the ultimate aim of this research is to answer all the research questions in addition to the hypotheses validity, which highlighted that teachers' quality affects pupils' engagement. The present research comprises three chapters, the two initial chapters was devoted to the theoretical part of the study; whereas the third chapter shed light on the study framework.

More specifically, the first chapter devoted to highlight the main features of engaged and disengaged learners. It also sheds light on the various ways used to measure pupils' engagement rates; this chapter is regarded to provide teachers with the different strategies to improve learners' engagement.

The second chapter consisted of two sections that dealt with teaching quality and teachers' quality. The initial section provided the essential elements of teaching quality, while the second section focused on the teacher; it presented the main characteristics of effective English teacher.

As far as the third chapter is concerned, it is devoted to the fieldwork in which we analyze, synthesize, discuss and draw conclusions about the data obtained from the following data collection tools: teachers' questionnaire and pupils' questionnaires.

In order to check the validity of the research hypothesis and to attain our aims, we conducted a descriptive research for which two data collection tools were chosen, namely teachers' questionnaire and pupils' questionnaire. The two forms were administered online through "Facebook" to middle school teachers and pupils of English language in order to investigate their views and attitudes towards students' engagement and teachers' quality to test the proposed hypothesis.

Teachers' quality have a very significant lifelong impact on all their pupils, this impact involves not only the teaching of particular academic skills but as importantly the fostering of pupils' engagement. Reinforcing pupils' engagement is associated with increased motivation and learning. Teachers are the resources of knowledge, they are the support to their pupils, and they are monitors and helping hands.

Recommendations

Regarding the analysis and discussion of the research findings, some recommendations can be drawn.

For teachers

- Teachers should be aware of the vital role that pupils engagement plays in education
- Teachers should attempt to make their pupils aware of the significance of engagement in their educational success
- Teachers should be consciously aware of the various factors that affect their pupils' engagement

For pupils

- Pupils have to be aware of the importance of engagement in their educational career

Limitations of the study

There are several limitations to this study that should be taken into consideration. First, we planned to design classroom observation to enrich the obtained data, and have the opportunity of being an eyewitness of how teachers' quality can affect pupils' engagement, but the current corona virus pandemic prevented the classroom observation, therefore we opted for online questionnaires only. Another thing worth mentioning is the lack of face to face meetings with the supervisor which are very helpful for the improvement of the work. All in all, we always ensure to provide a solution and complete the research as clear and complete as possible.

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Appendices

Appendix One

Teachers' Questionnaire

Dear teacher,

You are kindly requested to answer this questionnaire, which is a part of my Master dissertation. It is about 'The Role of Teachers' Quality in Engaging Middle School Pupils to Learn English as a Foreign Language'. Your contribution will be of great importance for the success of this study. Please tick the appropriate answer(s) and write full statement(s) whenever necessary. Be sure that your responses will be anonymous and will be used for research purposes only.

Thank you for your time, effort and collaboration

Section One: Teacher's Personal Information

Q1. Would you specify your age please

- a) 23-30
- b) 30-40
- c) More than 40

Q2. Would you specify your educational level

- a) BA (License)
- b) MA (Master/Magister)
- c) Doctorate
- d) Others

If others, please specify

.....

.....

Section Two: Teacher's Attitudes towards Teaching in Middle School

Q4. How long have you been teaching English in middle school?

- a) 1-5 years
- b) 5-10 years
- c) More than 10 years

Q5. Did you participate in any kind of training period before starting your career as a middle school teacher?

- a) Yes
- b) No

If yes, for how long?

.....

.....

Q6- Which grade(s) do you teach? You may choose more than one option.

- a) 1st year
- b) 2nd year
- c) 3rd year
- d) 4th year

Q7- Do you enjoy teaching middle school pupils?

- a) Yes
- b) No
- c) Somehow

Why ?

.....

.....

Q8. How do you find teaching English language to middle school pupils?

- a) Easy
- b) Somehow difficult
- c) Difficult

If it is difficult, is that because:

- a) it needs patience and persistence
- b) it needs lot of preparation and hard work
- c) it needs knowledge about the language itself
- d) it needs knowledge about how pupils learn and how language should be taught ?
- e) It requires the teacher to play different roles in the classroom
- f) All of them

Others, please specify

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

Q9. Which of the following tasks you find more difficult?

- a) Preparing the course,
- b) Teaching the course,
- c) Controlling pupils' performances,
- d) Assessing pupils' achievements,
- e) Maintaining classroom discipline, and/or
- f) Maintaining pupils' engagement.
- g) All of them

Section Three: Teacher's Roles in Maintaining Pupils' Engagement

Q10. How do you consider maintain middle school pupils' engagement?

- a) Crucial
- b) Optional
- c) Not needed

Justify your answer please

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

Q11. How can you evaluate your pupils' engagement to learn English language?

- a) Engaged
- b) Disengaged
- c) Depends on teacher's tasks
- d) Depends on their mood and attitude

Q12. Which of the following aspects can be a sign of pupils' engagement? Choose just one option please.

- a) Pupils' attendance,
- b) Pupils' attention and focus,
- c) Pupils' interaction and participation, and/or
- d) Pupils' questions.
- e) All of them

Q13. What are the main strategies that you use to engage your pupils in the classroom?

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Q14. According to you, which of the following factors affect(s) pupils' engagement? You may choose more than one option.

- a) Pupils' motivation and attitude towards learning English language,
- b) The teaching approach,
- c) The syllabus or the content is being taught,
- d) Teacher' strategies, tasks and activities, and/or
- e) The teacher's quality
- f) All of them

Others, please specify

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

Section Four: Teacher's Quality and Pupils' Engagement

Q15. According to you, can teacher's quality affect pupils' engagement to learn English language?

- a) Yes
- b) No

If yes, in what way?

.....
.....

Q16. Which of the following characterise(s) effective teachers of English language?

- a) Having effective verbal and nonverbal behaviours,
- b) Being friendly, comprehensive and and supportive,
- c) Being approachable and open-minded,
- d) Being knowledgeable about the language and about the way it should be taught
- e) All of them

Others

.....

.....

.....

Q17. What are the main factors that contribute in building ameliorating teacher's quality?

- a) Training,
- b) Further education,
- c) Workshops, conferences and siminars,
- d) Pupils' voices (feedback) and parents' support,
- e) Conducting classroom research, and/or
- f) Learning from pupils' achievements.
- g) All of them

Others

.....

.....

.....

Q18. Please mention to what extent do you agree or disagree with the following statements:

SA: Strongly agree **A:** Agree **D:** Disagree **SD:** Strongly disagree

Statement	SA	A	D	SD
a) I am satisfied with school staff and facilities.				
b) I am satisfied with class environment and size.				
c) Necessary materials (textbooks, supplies, copy machine, etc) are available.				
d) I receive a great deal of support from parents for the work I do.				
e) The amount of students' tardiness and class cuttings in this school interferes my teaching.				
f) Teachers in this school are evaluated fairly.				

If you have any comments or suggestions, please feel free

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

Thank you for your time, effort and collaboration

Appendix Two

Pupils' Questionnaire

استبيان التلاميذ

<p>Dear student,</p> <p>You are kindly requested to fill in this questionnaire, which is an attempt for gathering information needed for the accomplishment of a master dissertation. This questionnaire aims to identify your attitudes towards “The Role Teacher’s quality in Engaging Middle School Pupils’ Engagement to Learn English Language”. I would be so grateful if you could sincerely answer the following questions. Please put a tick (√) in the corresponding box(es) and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential and will be used for research purposes only.</p> <p>Thank you for your time and for your collaboration</p>	<p>عزيز(ت) بالتلميذ(ة)،</p> <p>أنت مدعو(ة) لملء هذا الاستبيان الموجه لجمع معلومات من أجل إتمام مذكرة تخرج في مستوى ماستر في اللغة الانجليزية. هذا الاستبيان يهدف إلى التعرف على آرائكم حول دور شخصية الأستاذ في تحسين تفاعل تلاميذ المستوى الإعدادي (المتوسط) لتعلم اللغة الانجليزية. سأكون جد ممتنة إذا أجبت على الأسئلة بكل صدق. من فضلك ضع (ي) علامة (√) على الاختيارات المناسبة وقدم (ي) أجوبة كاملة كلما تطلب الأمر. كن/كوني على ثقة بأن إجاباتك ستكون في غاية السرية وستستعمل لغرض البحث فقط.</p> <p>شكرا لك على وقتك وعلى تعاونك</p>
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Section One: General Information

Q1. Would you specify your gender please

a- Male

b- Female

س1. هلا تقوم (ين) بتحديد جنسك لو سمحت

ب- أنثى

ا- ذكر

Q2. How long have you been learning English in middle school?

a- 1-3 years

b- 3-5 years

c- More than 5 years

س2. كم مضى عليك وأنت تدرس (ين) في المدرسة المتوسطة؟

ا- 1-3 سنوات

ب- 3-5 سنوات

ج- أكثر من 5 سنوات

Q3. Do you like learning English language?

a- Yes

b- No

س4. هل تحب (ين) تعلم اللغة الإنجليزية؟

ب- لا

ا- نعم

Explain please

علل (ي) إجابتك من فضل

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Section Two: Pupils' Opinions about the Learning Environment

Q1. Do you enjoy learning in middle school?

a- Yes

b- No

س1. هل تستمتع (ين) بالدراسة في المدرسة المتوسطة؟

ب- لا

ا- نعم

Justify your answer please

علل(ي) إجابتك من فضلك

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Q2. To what extent are you satisfied with your classroom environment?

س2. إلى أي مدى أنت راض(ية) أو مقتنع(ة) بقاعة دراستك؟

a- Very satisfied

ا- جد راض

b- Somehow satisfied

ب- راض نوعا ما

c- Not satisfied at all

ج- غير راض على الإطلاق

Q3. Do you learn in an overcrowded classroom?

س3. هل تدرس(ين) في قاعة مكتظة بالتلاميذ؟

a- Yes

b- No

ب- لا

ا- نعم

If yes, how many students are there?

إذا كانت الإجابة نعم، كم يبلغ عدد الطلبة بها

a- 20-30

ا- 20-30

b- 30-40

ب- 30-40

c- More than 40

ج- أكثر من 40

Q4. In your opinion, how can the learning environment affect your learning operation?

س4. حسب ظنك، كيف يمكن لمكان الدراسة أن يؤثر على عملية تعلمك؟

a- Positively

ا- ايجابيا

b- Negatively

ب- سلبييا

c- Both

ج- كلاهما

Please explain

علل (ي) إجابتك من فضلك

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Section Three: Middle School Pupils' Engagement to learn English Language

Part One: Behavioural Engagement

Q1. How do you evaluate your level in English language?

س1. كيف تقيم (ين) مستواك في اللغة الانجليزية؟

- a- Excellent
- b- Good
- c- Average
- d- Weak

- ا- ممتاز
- ب- جيد
- ج- متوسط
- د- ضعيف

Q2. How often do you participate in the classroom?

س2. كم تشارك (ين) داخل القسم؟

- a- Always
- b- Sometimes
- c- Never

- ا- دائما
- ب- أحيانا
- ج- أبدا

Q3. Do you ask questions when you do not understand something?

س3. هل تطرح (ين) أسئلة عندما تواجه صعوبة في فهم شيء ما؟

- a- Yes
- b) No

- ا- نعم
- ب- لا

Justify your answer please

برر(ي) إجابتك من فضلك

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Q4. How often do you pay attention to your teacher' explanation and instructions?

س4. كم تنتبه(ين) لشرح وتعليمات أستاذك؟

- a- Always
b- Sometimes
c- Never

- ا- دائما
ب- أحيانا
ج- أبدا

Justify your answer please

برر(ي) إجابتك من فضلك

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Q5. How often do you do your homework?

س5. كم من مرة تنجز(ين) واجباتك المنزلية؟

- b- Always
c- Sometimes
d- Never

- ا- دائما
ب- أحيانا
ج- أبدا

Part Two : Cognitive Engagement

Q1. Are you intrinsically motivated to learn English and to complete your tasks successfully?

س1. هل أنت محفزة(ة) ذاتيا لتعلم اللغة الانجليزية ولإتمام المهام أو النشاطات الموكلة إليك بنجاح؟

- a- Yes b) No

- ا- نعم ب- لا

Q2. When you face a problem, do you keep trying until you find a solution?

a- Yes b) No

س2. عندما تواجه (ين) مشكلة ما هل تواصل (ين) المحاولة حتى تجد (ين) حلا لها؟

ا- نعم ب- لا

Q3. To understand the task topic, do you make connections between the task content, the real-world, and your previous experience(s)?

a- Yes b) No

س3. من أجل فهم موضوع نشاط أو تمرين معين، هل تقوم (ين) بربط محتوى النشاط أو التمرين بالواقع وبتجاربك السابقة؟

ا- نعم ب- لا

Part Three: Emotional Engagement

Q1. Do you enjoy doing your English language tasks and activities?

a- Yes b) No

س1. هل تستمتع (ين) بالقيام بنشاطات وتمرين اللغة الانجليزية؟

ا- نعم ب- لا

Q2. How do you find what you are learning in English?

a- Interesting and useful
b- Not interesting and useless

س2. كيف تجد (ين) ما تتعلم (ين) باللغة الانجليزية؟

ا- مهم ومفيد
ب- غير مهم وغير مفيد

Q3. What do you feel when learning English?

a- Motivation and engagement
b- Boredom

س3. كيف تشعر (ين) أثناء تعلمك اللغة الانجليزية؟

ا- بالتحفيز والتفاعل
ب- بالملل

Section Four: Teacher's Quality

Q1. Which of the following factors affect your engagement and motivation to learn English?

- a- The learning environment
- b- Teaching materials
- c- The teaching quality
- d- All of them

س1. أي من العوامل التالية يؤثر على تفاعلك وتحفيزك على تعلم اللغة الانجليزية؟

- ا- مكان الدراسة
- ب- وسائل التدريس
- ج- نوعية التدريس
- د- جميعها

Q2. Are you satisfied with the way English is being taught?

- a- Yes
- b) No

س2. هل أنت راض(ية) على طريقة تدريس اللغة الانجليزية؟

- ا- نعم
- ب- لا

Q3. Which of the following teaching materials do you prefer most?

- a- Course books
- b- Pictures
- c- Audio recordings
- d- Videos
- e- All of them

س3. أي من وسائل التدريس التالية تفضل(ين) أكثر؟

- ا- الكتب المدرسية
- ب- الصور
- ج- التسجيلات الصوتية
- د- الفيديوهات
- ه- جميعها

Justify your answer please

برر(ي) إجابتك من فضلك

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Q4. How do you consider the role of the teacher in the teaching operation?

- a- Very important
- b- Somehow important
- c- Not important at all

س4. كيف تعتبر(ين) دور الأستاذ في التعليم

- ا- مهم جدا
- ب- مهم نوعا ما
- ج- غير مهم على الإطلاق

Q5. In your opinion, what characterizes a good teacher from others?

س5. حسب رأيك، ما الذي يميز الأستاذ الجيد عن غيره؟

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Section Five: Teacher's quality and Pupils' Engagement

Q1. How do you consider your English language teacher?

س1. كيف تعتبر (ين) أستاذ اللغة الانجليزية؟

- a- A source of knowledge
- b- A guide
- c- A controller
- d- A tutor/advisor
- e- All of them

- ا- مصدرا للمعرفة
- ب- موجهها
- ج- مراقبا
- د- ناصحا
- ه- جميعها

Q2. Do you prefer to work

س2. هل تفضل (ين) العمل بشكل

- a- Individually
- b- In pairs
- c- In groups

- ا- انفرادي
- ب- ثنائي
- ج- جماعي

Justify your answer please

برر (ي) إجابتك من فضلك

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Q3. Do you prefer to be taught by

س3. هل تفضل (ين) أن يدرسك

a. A male or a female teacher? Justify your answer please.

ا- أستاذ أو أستاذة؟ علل (ي) إجابتك من فضلك.

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b. A novice or an experienced teacher?

ب- أستاذ (ة) حديث التوظيف أو أستاذ ذو خبرة

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By a young or an old teacher

ج- أستاذ (ة) صغير (ة) أو أستاذ (ة) كبير (ة) السن

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Q4. Does your teacher

Statement	Yes	No
Create a supportive and a warm climate يخلق/تخلق جوا هادئا ومشجعا		
Prepare the lesson and materials in advance يحضر/تحضر دروسه (ا) ووسائله (ا) مسبقا		
Make pupils aware of the course objectives يطلع/تطلع التلاميذ على أهداف الدرس		
Varies instructional strategies, types of tasks, and activities ينوع/تنوع استراتيجيات التدريس والمهام والنشاطات		
Show respect and concern for students' emotional and physical well-being يظهر/تظهر الاحترام والاهتمام بحالة التلاميذ الحسية والفيزيولوجية		
Care about pupils' learning progress يهتم/تهتم لتطور مردود التلاميذ الدراسي		

Prevent situations in which a pupil loses peer respect يمنع/يمنع الحالات التي يفقد فيها أحد التلاميذ احترام زملائه		
Treat you equally and create situations for all pupils to succeed يعاملكم/تعاملكم بمساواة ويخلق/تخلق فرصا للتلاميذ من أجل النجاح		
Give you responsibility and equal opportunities to participate يشعركم/تشعركم بحس المسؤولية ويمنحكم/تمنحكم فرصا متساوية للمشاركة		
Know your interests both in and out of school يعرف/تعرف اهتماماتكم داخل القسم وخارجه		
Push you to work hard and to do your best يدفعكم/تدفعكم للعمل بجد ولتقديم أفضل ما لديكم		
Interact in fun and playful manner and jokes when appropriate يتواصل/تتواصل معكم بأسلوب مرح وظريف ويقدم/تقدم طرفا في الوقت اللازم لذلك		
Take pleasure in teaching يأخذ/تأخذ المرح بعين الاعتبار أثناء التدريس		
Maintain high-quality work يحرص/تحرص على نوعية عمله(ا)		
Encourage you to use English during task performance يشجعكم/تشجعكم على استخدام اللغة الانجليزية أثناء قيامكم بمختلف النشاطات		
Use tasks that require the use of English language يستخدم/تستخدم المهام التي تتطلب استخدام اللغة الانجليزية		
Give clear and comprehensible input/information يقدم/تقدم معلومات واضحة و مفهومة		
Provide you with meaningful feedback (remarks and comments) يقدم/تقدم ملاحظات وتعليقات مفهومة		
Links instruction to real-life situations of the pupils يربط/تربط التدريس بواقع التلاميذ		
Clearly explain homework and relate it to the content يشرح/تشرح بوضوح الواجبات المنزلية ويربطها/تربطها بالمحتوى المدروس		
Correct, grade, comment on, and discuss homework in class يصحح/تصحح ويقيم/تقيم ويعلق/يناقش ويناقش الواجبات المنزلية في القسم		

المخلص

الالتزام مربوط بحدة السلوك ونوع العاطفة لشخص أثناء مشاركته في عمل ما فهذا له تأثير على تحصيله الأكاديمي. رغم هذا، العديد من تلاميذ المتوسط في الجزائر غير متجاوبين ولا ملتزمين بالتعلم أو لديهم مواقف سلبية اتجاه اللغات الأجنبية ولا يلمسون أهميتها في حياتهم اليومية وللأسف هذا يؤدي بالتلاميذ إلى افتقار الثروة اللغوية أو المفردات وكفاءات المحاوراة. وهذا بدوره يؤدي إلى ضعف تحصيلهم الأكاديمي. الغرض من هذا البحث هو تسليط الضوء على دور شخصية الأستاذ في العملية وجعل التلميذ في مرحلة المتوسط يتعلم الانجليزية كلغة أجنبية . والفرضية كانت أن لشخصية الأستاذ تأثير على رغبة وإمكانية التلميذ أثناء عملية تعلم اللغة الأجنبية وإثراء هذا البحث بمعلومات قيمة أجرينا استجوابين واحد كان موجه للأساتذة والآخر للتلاميذ. من خلال الأجوبة استنتجنا إن شخصية الأستاذ لها دور فعال في تحفيز التلاميذ لتعلم اللغة الانجليزية وبالتالي يمكننا القول بأن فرضية الدراسة المقترحة كانت صحيحة و مؤكدة.