

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

UNIVERSITY OF TLEMCCEN



FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF ENGLISH

**The Impact of Teachers' Behaviour on Fostering Students' Creativity :
The Of Case second Year English Students at Tlemcen University**

Dissertation submitted to the Department of English as a partial fulfilment of
the requirements for the degree of Master in Didactics.

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Academic Year: 2021-2022

Dedication

This work is dedicated to the candles of my life; my lovely mother “Djamila”, the source of sympathy and love, I wish Mum that I had realized your dreams, Thank you great deal.

And my thoughtful father “Djeloul “for his sacrifices and mental support.

To my dearest brothers: Amine, AbdelKader .

To my dear sisters: Nawel , Souad , anfal , nassima , sarah , lobna

You have been my inspiration; I am blessed to have you in my life.

Acknowledgements

First and foremost, I owe thanks and gratitude to Almighty Allah for enlightening my path with knowledge and for granting me the ability to accomplish this work.

I would like to extend my immense gratitude to my supervisor, Dr.ABDAT Yassamina for her constructive guidance, valuable comments and help to achieve this work. I sincerely appreciate all the time she spent reading over my work and the precious suggestions which substantially improved my dissertation.

I wish to extend my warmest thank to the board of examiners Dr. Maliha ABI AYAD, Prof Rahmouna ZIDANE who kindly accepted to examine, read and evaluate and this research work.

Special thanks, all people who made this research work possible to all the teachers and students who participated in this research work for their cooperation and contribution.

My deep appreciation also goes to all the teachers who have taught me at Tlemcen University, all these five years, and my classmates who have provided me with many valuable references and advice which helped me complete this dissertation.

It would be a great pleasure in acknowledging every individual who played a decisive role in this study. This research would not have been accomplished without their precious cooperation.

Abstract

Within the field of educational system, the teacher plays a significant role in creating a classroom atmosphere that encourages students to think from multiple perspectives in order to come up with inventive solutions to problems; i.e., the effectiveness of the teaching process is determined by the impact of instructors' behaviors on students. This research work is useful on the one hand for teachers in order to be aware of the influence of behavior on the creativity of second-year students at Tlemcen, and on the other hand for students to know that their behavior also affects teaching and learning. The data were collected by means of an interview with five EFL teachers and a questionnaire. Both were conducted with second years students and teachers at Abou Bakr Belkaid University in Tlemcen, Algeria. Concerning the research design , it was based on qualitative and quantitative data .Therefore, the findings revealed that students are positively and negatively affected by their teachers' behaviours . However, the effects could be adverse when the teacher neglects his role as he is an important factor on his learners' progress. Furthermore, some recommendations were made regarding the role of teachers and strategies to enhance students' creativity that develops EFL students' proficiency level.

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List of Acronyms

LMD: License Master Doctorate

EFL: English as a Foreign Language.

ELT: English Language Teaching

General Introduction

The importance of education in encouraging student creativity cannot be overstated. Teachers serve as guides, instructors, and evaluators, assisting students in grasping concepts and expanding their knowledge. Students use a variety of common activities to stimulate innovation among themselves, including admiration and awards. The score and grades are used as evaluators to assess the students' performance. However, it should not be used as a gauge of a student's intelligence or originality. Teachers' admiration and support aid in the development of creativity among students. Creativity is defined as the contribution of a cognitive process that allows students' understanding to be transformed into a learning experience. However, some teachers dislike intelligent students' participation in class and prefer to teach students in their own way. The amount of creativity among students directly influenced by the teaching style. If the instructors are encouraging in the classroom, students are more likely to think beyond the box, which increases their creativity.

The teacher's behavior being reflected in the student's creativity, it has either positive effects or negative ones. These effects are clearly related to the learner's psychology, which in turn is reflected in their creativity. Due to their scores, reflexes are evident in the learner's results. The researcher's purpose is to understand the psychological effects of teacher behavior. The influence of teacher behavior and its mode is a principle of student creativity. Teachers need to be aware of their behavior towards learners in order to achieve certain creativity.

This research is undertaken with the purpose of being aware of the impact of Teacher's behaviour towards their learners which play an important role in foresting

creativity. The effect of teachers' behaviors and their mood are the principle of fostering student creativity. Teachers should pay attention to their behaviors and the reflection of these behaviors on their learners.

The purpose of this study is to answer the following questions:

- 1- What is the students' reaction on their teachers' behaviours inside the classroom?
- 2- What are the effects of teachers' Behaviour on their learners' creativity?

The research hypotheses that are to be tested are as follows:

- 1- Teachers may act unconsciously and they behave either positively or negatively, that makes learners react according to what harmonizes with their teachers' behaviors which affect their creativity level and make them fail or succeed.
- 2- Teachers' mood may affect learners' performance in different ways which affects their creativity and sometimes the changeable mood causes psychological problems to learners.

To answer these questions, two chapters were used. The first is a purely theoretical one that seeks to present it, which deals with definitions of creativity, especially creativity in education. It also focuses on the positive and negative effects of teacher behavior on learners, which affect students' psychological and social development. Moreover, it deals with student interaction with teachers. A light has been shed on misbehaviour and classroom management. Finally, the researcher presented the psychological construction that directly affects the creativity of students.

The second chapter describes the aim and the process of this study including the case study of LMD2 students studying at the English Department at Tlemcen University. as it is explored in this research work. Besides that, it includes research

tools used in the empirical study and methods used to analyze the obtained data. In addition to the interpretation of data and research results; by answering the research questions and checking whether the hypotheses are confirmed or not. Furthermore, this chapter provides suggestions and recommendations which involve the role of teacher's in the classroom to enable teachers, and some other suggestions to enhance student's creativity. The researcher attempts to answer the research questions and confirm or nullifying the research hypothesis.

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1.1 Introduction

Classroom plays a major role in developing creativity in students, as it is the second environment in which students spend an extended period of time. In this environment, the teacher plays a major role in guiding and motivating the student to achieve educational goals, develop their talents, highlight their unique qualities, and direct them in a creative way that improves their performance by providing a capable environment.

Student creativity depends on the behavior of the teacher in the classroom; the latter may refer to students' opportunities to learn and participate in class, as well as their opportunities to study in a safe environment.

The good interaction between the student and the teacher affects the improvement of educational achievement and thus makes them more creative, while the negative interaction between the teacher and the student affects the creation of an unorganized classroom and thus affects the learning process

In this chapter, all these aspects and concepts will be revealed and explored in depth.

1.2. Definition of creativity

“Creativity is a combinatorial force: it’s our ability to tap into our ‘inner’ pool of resources – knowledge, insight, information, inspiration and all the fragments populating our minds – that we’ve accumulated over the years just by being present and alive and awake to the world and to combine them in extraordinary new ways.”
— (Maria Popova, Brainpickings 2006p 32)

Creativity is breaking out of the ordinary. It is our ability to create something completely new or innovative and bring it into existence to reach a diverse and new production that can be implemented. Opinions on the origins of creativity differ, and none of them adequately explains the creative process. Creativity is a complex and mysterious concept, and therefore it is difficult to define creativity because of the ambiguity about the concept and no accepted definition for it in general (Andriopoulos, 2000). Creativity is one of the most complex human behaviors that

is difficult to define because it contains many types and branches, including many concepts that make it worthy of care and deep research.

The concept of a creative individual was at the heart of the first definitions of creativity. , when Guilford (1950: p.444) defined creativity as “the abilities that are most characteristic of creative people”. That definition became dominant during the 1950s and it is popular among creativity researchers (Amabile, 1996: p.21). the sense that the creative is the person who possesses a set of traits or abilities, so the real creator is the one who tries to use his abilities to reach a simple solution to some problems or situations that seemed impossible to people, but they are simple to him.

Creativity is defined in as “the production of novel, appropriate ideas in any realm of human activity, from science, to the arts, to education, to business, to everyday life”, thus the ideas have to be new and appropriate to the opportunity or problem presented (Amabile, 1997: p.40)t means that the creator is characterized by creative abilities that distinguish him from others.

The true creator does not repeat traditional ideas and solutions, as he is distinguished by the ability to produce ideas and proposals on a subject in a fixed time unit, as it is characterized by the ability to look at things from different angles, The creator is required to have his idea feasible in the end.

Creative people are not special they are ordinary people who know how to use their ideas to serve their interests. They are people who are full of energy, vitality and enthusiasm to achieve their goals. A creative person uses his passion to inspire him to follow the best ways to reach his goal. They have become like that thanks to their curiosity and their quest to achieve their purpose.

According to Mark Ronko, an American psychologist, the creative process consists of six stages. The creative individual acquires knowledge during the first stage, "Orientation," which is the stage in which focus and intense inquiry take

place. The second step, "incubation," in which the problem must be identified, a solution found, and the focus is on conscious or unconscious processing of vast amounts of data, the third stage, "illumination," is characterized by expanding ideas, openness, and excitement. The person evaluates and compares his work. To what is known in the area as the fourth step, "verification," Then, in the "communication" step, the individual delivers his work to the field, allowing professionals to assess its quality and usefulness. The sixth step is "Authorization." This is where the work is presented to the community and here it is either accepted or rejected. The social validation that occurs when the work is supported is also highlighted in this stage model, which complements the creative process systems approach. The mental processes of the creative individual and the requirements of the field are also highlighted, and the domain (or community) acceptance of all these aspects together forms the phenomenon that is known as creativity.

1.2.1 Creativity in education

Creativity is one of the most important educational goals, as it is an integral part of learning. Creativity depends greatly on deep knowledge and the ability to use it effectively. Creativity is not just creating new things; it must also be useful, Creativity is a human skill that is not only wonderful to possess, it is necessary at the present time.

Creative classrooms are the cornerstone that enables students to change the way they learn and apply what they learn in the real world. There is a discrepancy in the levels of creativity as it develops with time and experience. there are four A well-known model of creativity .At the mini-c level of creativity, for example, when a child draws his first drawing and shows it to his parents, he displays a low level of skill, but produces a high level of emotional response that inspires the child to share it with their parents. The little-c level of creativity involves the reactions of others associated with trying to build knowledge and skill. With regard to the students of the school, the majority of students are at the mini-c and little-c leve .The Pro-c level of creativity in schools is usually the domain of teachers.The teacher uses a set

of educational methods that enhance the students' skills in addition to building their creative competency. A student needs many years of practice and training along with professional levels of feedback to be considered a professional, creative artist at the pro-c level. The Big-C level of creativity, for example, the student strives and gets creativity, so he becomes one of the greatest artists, after they are dead, their work is discussed by experts because their creativity in taking art to new forms of expression is of the highest level.

Acquiring knowledge enables students to apply it in creative ways. Creativity requires two basic knowledge skills: knowledge and skills in the field of education, and knowledge and skill related to the creative process.

It is very important for teachers to think about how they can support their students in acquiring the knowledge and skills needed in the field of learning as well as the opportunities they will provide to apply this knowledge in ways that support creativity.

1.3 Teachers' behaviour

The teacher is the main pillar in the educational process and his role is not limited to explaining the income of the class, but his role is more comprehensive and wide than that. The way the teacher behaves with his students can affect the results of students and their desire to go to school .Not only do teachers influence the behavior of the students, but the students also influence the behavior of the teacher. Teacher behaviour is a key factor when it comes to ensuring quality education for all (Poisson, 2009).

The learner's performance is closely related to the teacher's behavior, so that if the teacher acts in a positive way, it may have a positive effect on the student, and if he behaves negatively, it may have a negative impact. The positive and negative behaviours exhibited by teachers determine to a great extent their effectiveness in the classroom and, ultimately, the impact they have on student achievement'' (Stronge, 2007, p.115)

1.3.1 Negative effect

The teacher is responsible for his behaviour within the school environment, as he is the model to follow. However, some teachers do not pay attention to their behavior, which in turn may negatively affect the student's creativity and educational attainment. For example, insulting and insulting the student and describing them as idiots and useless, this would destroy the student's personality and make him unsure of himself, and he considers himself the weakest link in the class, which leads to diminishing his abilities to study.

There are some teachers who act recklessly, which creates a psychological contract in the students that the teacher thinks is easy, but it settles in the soul of the student without being erased from his memory, which in turn generates them with aggressive behavior. **“there is evidence that student-teacher interaction and punitive practices in schools may contribute to increased levels of aggressive behaviour”** (Ingersoll & Leboeuf, 1997; Mayer, 1995; Wehby, Synmons, & Shous, 1995)

What is usually noticed in the classroom is that the teacher focuses only on the subject in order to complete and finish the curriculum without regard to the student's inclinations. In addition, speaking quickly during explanation and reasoning in order to finish the lesson without taking into account the understanding of the student, and also using the stadium method of threatening to lower their marks, which creates a feeling of insecurity in the classroom.

1.3.2 Positive effect

The teacher is the best example for students to follow. A good teacher knows how to bring out the best in his students. He knows their interests, difficulties in raising their awareness of the study, because he provides examples that include their fears that motivate them to study. The student is positively and negatively affected

by the teacher's behavior. The teacher is a human being who experiences different feelings such as anger, neglect and screaming , which in turn may affect the student negatively, making him hate the subject and hate attending the class. In addition to that, positive actions are like magic on the student such as praise it, rewarding him, calling him by his name. All of these actions make the student look to his teacher as a role model.

All teachers expect full respect from their students but they in turn do not do the same to their students. A good teacher does not use verbal violence as soon as the student does something, especially in front on public, because it generates hatred and tyranny. Rather, he must explain to his students what he wants from them and show them that they are wrong and then choose the appropriate way to punish them, while choosing appropriate and correct words that fit his position as a teacher. The teacher must show respect for his students and treat them appropriately, and in turn, they will reciprocate with him and carry out their learning activities without fear or anxiety, because they are fully aware that their teacher will accept their answers and ideas even if they are wrong.

The teacher inspires his students to achieve their goals and ambitions in addition to improving their academic level and urging them to be creative. The teacher must respect the different levels of his students and focus on those who are lower in level by preparing lessons that fit their understanding. He must also treat them the same. He cannot pay attention to a particular group and neglect others, because this behavior can cause the destruction of his class. For a teacher, his behavior must be studied and be aware of its future effects on himself and his students.

A good attitude in the classroom promotes student encouragement, self-confidence, and, as a result, personal progress. One of the most crucial components of good teaching is the instructor's encouragement of the student, which then inspires the teacher to make positive intents to inspire the learner to comprehend. Students' social and emotional skills are important for their personality development

because they may help them manage their anxiety, set and achieve objectives, negotiate tough situations, avoid dangerous behaviors, and establish meaningful connections with their peers.

1.4 The Impact of Teachers' behaviour on Students' Psychological and Social Development:

Teachers' behavior affects the psychological and social development of students. The teacher is considered the main pillar that the student adopts in his studies and life. A teacher is primarily responsible for educating his students, who consider him the center of their trust. They carry what they learn and use it to influence society. Behavior can be positive or negative, effective or ineffective. The way the teacher embraces teaching practices affects his educational attainment and his way of thinking. The positive emotions that the student feels, such as the enthusiasm of participation, the spirit of competition is the result of the positive influence, while the repeated negative feelings such as frustration, depression, nervousness are the result of negative influences.

The teacher who uses the method of encouragement in the classroom makes his students feel comfortable and safe, unlike those who do not receive any encouragement, and therefore feel frustrated and fearful. The student, who sees his teacher as inspiration and encouragement to him, shows strong psychological improvement and life satisfaction and focuses on improving his academic achievement (Roeser et al. ., 1996). On the other hand, a teacher who does not provide any encouragement to his students makes them feel that they have less dignity and a sense of insecurity and fear (Ryan et al., 1994). A strong student-teacher relationship yields better results on students' social and academic development more than divisive students.

(Gupta, 1996) state that the teacher must adapt to an ever-evolving environment. He must move with the new generation, diverse cultures, different social traditions, experience gained, skills, practices, and attitudes. Good teacher has the ability to

motivate students to learn. The role of the teacher is not only limited to teaching and preparing for exams. The teacher is the guide, the main link in shaping society and establishing a solid base to preserve humanity and ensure its continuity (Temel, 1988:21).

According to Krech and Crutchfield, (1948); many students doesn't share their private thoughts and their dark side with people the thing that is considered as an obstacle in learning. This attitude pushed the teacher to break the ice and let his students feel comfortable and safe to speak up their feelings and their fears. This relationship paves the way to the success of the students. On the contrary, negative attitudes lead to failure. For example, when a teacher gives insulting remark to a student because of his weakness or lack of concentration, there will undoubtedly be negative consequences. The success of the student depends primarily on the behavior of the teacher. A teacher who introduces positive behavior to his students such as praise, encouragement and a smile improves the student's environment and contributes to improving his academic achievement.

The personal development of students requires social and emotional skills that help them manage their fears, set and achieve goals, and negotiate difficult situations(Wallace, 1994) state that , A teacher who has positive qualities such as optimism, kindness, and patience transmits positive energy that will enhance Student behavior. But on the contrary, a teacher who is characterized by negative traits such as mocking students' answers, ignoring the problems that students face, and an inability to manage the class, all these characteristics cause them disappointment. Each teacher must give great attention to his behavior towards his students. Its value should be the ideal criterion for the teacher as it will instill in the student.

1.5 Teacher's behavior and teacher effectiveness

Teaching is a systematic process in which the teacher improves his or her instructional behavior through teaching, support, and motivation. The student's learning process is influenced by this kind of teacher's teaching behavior, which is established via training and experience. Pedagogical and psychological factors are being explored to improve these instructors' teaching behaviors. Students often imitate the teacher's characteristics, resulting in the teacher's having the perfect personality.

Darling-Hammond(2015). Define Teacher effectiveness as a teacher's capacity to use methods, strategies, student connections, and different attitudes to foster student learning and achievement (Strong, Ward, & Grant, 2011). There are many factors that affect learning Students, but many researchers have confirmed that the effectiveness of the teacher affects the achievement of students. The teacher's task and effectiveness is more important than class size, composition, or any other factor related to the student. The student's achievement according to many statistics is an added value. (Shernoff, Marinez-Lora, Frazier, Jakobsons, & Atkins, 2011; Schmidt, Houang, & McKnight, 2005).

1.5.1 Teacher's Personality

The teacher is the most important element in the school, and his personality has a great influence on the teaching and learning process. **“the teacher personality is one of the first sets of characteristics to look for in an effective teacher”** (Stronge, 2007; p.1). This can be influenced either positively or negatively. A teacher who has positive personality traits such as motivation, patience, and praise will be a good teacher and can gain the trust of his students. However, an introverted teacher cannot interact efficiently in or out of the classroom and cannot have the support of students. This negative attitude of the teacher will affect the students' learning and reduce their interaction. Students' achievements are greatly influenced by the teacher's behavior and reaction towards his students."Creative

thinkers generate not only new ideas but multiple and divergent ideas" (Guilford, 1967).

1.5.2 Teacher's qualities

Effective teachers are essential to students' growth and academic achievement. Here are some of the qualities that a teacher should possess that fits with his teaching methods:

- **Effectively setting goals:** Developing goals helps measure academic performance and gives students a set of clear directions on how to improve. Objectives are a measure of challenges, for both the students and the teacher. The teacher must be more effective and know exactly how to set clear goals for students.
- **Clear communication:** Teachers use verbal and nonverbal communication skills to determine the needs of students and to determine when to listen versus speak. In addition to using written communication skills to inform parents and other school professionals with information
- **Act as a role model:** Setting rules and encouraging certain behaviors is a good step toward student development. Teachers who create the same behaviors they require of their students are more likely to help students develop desirable habits and behavior
- **Adaptability and flexibility:** Each student comes from a unique background with individual personalities, educational needs, and developmental milestones. Teachers find that while a lesson plan or teaching method works well for one type of student, it does not work well for another. Good teachers learn to adapt to meet each student's individual needs.
- **prepare:** In addition to learning to adapt to individual students' needs, effective teachers also learn to prepare for every possible scenario. Preparation can enhance confidence and comfort in the classroom, and

allow teachers to create lesson plans that meet the individual needs of each student.

- **Self-reflection:** is a person's ability to think about their own needs, wants, and interests in order to achieve self-acceptance and academic achievement. Teachers who are committed to improvement have their own shortcomings and educational traits and are better prepared to urge their students to do the same.

1.5.3 Teacher's Expectations

The expectations of the teacher are part of the behaviors that affect his relationship and actions with learners. An effective teacher always has high expectations for students. Positive expectations mean that the teacher believes in every student and that all students can learn at their individual levels.

Teachers' attitudes of their students' growth potential influence their behaviors which in turn, influence student development, and nourish teachers' beliefs about students. Teacher expectations can be negative, for example, teacher expectations depend primarily on student characteristics such as race, family income level. These expectations can cause teachers to differentiate their behavior towards individual students, so that teachers set lower expectations for some students, and provide less positive feedback after correct answers. When all of these teacher behaviors are repeated, can eventually lead to persistent achievement gaps. Teacher's must be aware of the dire consequences of such behavior and understand how to correct it.

1.6 Teacher- Student Interaction

Positive teacher-student interaction affects the Classroom environment and enhances student behavior in the classroom. Positive relationships with instructors have been shown to improve students' social skills, emotion management, motivation, engagement, compliance with classroom regulations, and academic success. Student behavior is influenced by the behavior of the teacher as well as the surrounding environment. (Gecer, 2002) emphasized that a teacher's capacity to interact with students and demonstrate positive behaviour, such as displaying interest and gratitude, boosts students' motivation and achievement. Teachers

considered as role models for students via their actions and attitudes. Success creates good ego attitudes, whereas failure breeds negative ego attitudes.

Good interaction between teachers and students helps improve academic performance. In fact, a good teacher is aware of the changes that occur in the behavior of his students and knows very well their requirements in the classroom. According to Bucholz and Sheffler (2009), teachers are the tools that shape the classroom environment and thus improve students' learning abilities. A teacher who is open and cooperative in the classroom environment motivates students to study in a creative and innovative way. In addition, students should be allowed to interact with professors, peers, and the environment while learning and teaching. Students desire to be connected to people and believe that they are worthy of love and respect.(Stipek, 2002). According to Stebek, students who have a strained relationship with their professors often have difficulties with their academic achievement. The atmosphere and interaction between the teacher and student are affected if they are constantly punished in the classroom. Students who received love and support from their teachers had better attitudes toward academics and typically performed better than peers who did not have any support.

The position of the teacher greatly influences the student's view of the relationship and the classroom environment, which in turn affects academic achievement. Students' behavior in the classroom is positively influenced by good teacher-student interaction. Positive interactions may help maintain students' interest and active participation in learning, and the learning environment plays an important role in creating student motivation to study (Maulana et al., 2013). And vice versa is correct; negative teacher-student interaction and negative or unproductive relationships usually lead to disruptive behavior (Boynton & Boynton, 2005). The teacher must transform ineffective methods into methods that foster strong teacher-student interactions. Students with serious behavioral problems are more likely to drop out, be late to school, or drop out of school.

1.7 Misbehavior in the Classroom

Student's misbehaviour leads to disruption of the teaching and learning process. Many researchers believe that student misbehavior is primarily related to the teacher's behavior with his students, but it is not the only reason. Bad behavior in the classroom depends on three main reasons, which are the student, the teacher, and the social environment. For example, if a student sees the classroom as a place where he is forced to stay, he is likely to perform bad behavior either to dispel feelings of boredom or draw attention. The desire and pleasure to achieve one's goals and ambitions is the most important factor that motivates a student to study. If there is no desire and enjoyment in educational attainment, they resort to other things that fulfill their enjoyment and desire. Boredom is one of the most common reasons why students are prone to confusion. Also, a negative, pessimistic teacher directly affects his students. Negative behaviors (such as anger and frustration) are closely related to students' misbehavior or lack of discipline in the classroom. Special needs can be an important factor in misbehavior if the student struggles in the learning process and the teacher is unable to make it available. In many cases, the teacher assigns students difficult tasks and meals that do not fit their educational level, which generates a feeling of inferiority and frustration and thus leads to a disruption in the learning process.

The way the teacher explains the lesson, the way he speaks, and the way he punishes and rewards his students play a vital role in the student's behavior in the class. Also, the factors that arise from a society have a major role in influencing the student's behavior. For example, the lack of parental control and the weak interactions within the family would affect the student's behavior. There are no effective solutions to control student misbehavior because every student is unique, which requires the teacher to respond differently to each Student. The incorrect response to the student's behavior exacerbates the problem and thus negatively affects the teaching and learning process.

In general, the best approach to dealing with student misbehavior in the classroom is to fully understand it, consider it carefully, and respond wisely. The quality of the teaching and learning progress can be achieved once student's misbehavior are managed effectively.

1.8 Classroom Management:

Plato rightly said: "Do not train the students to learn by force and cruelty, but direct them to him with what makes their minds laugh, so that you may better discover with accuracy the peculiar moment of their genius."

Teaching is not about controlling, but about learning, growing, and succeeding with students. Academic success depends largely on the close relationships that are built between teachers and students. The success of a teacher in his teaching tasks depends to a large extent on his success in managing the class.

Classroom management seeks to develop control over students' behavior by encouraging students to succeed and positive behavior within the department. The teacher's efficiency and effectiveness depend largely on good classroom management and maintaining order and discipline in it.

Umoren state that Class management goes beyond the teacher's control over student discipline, its includes encouragement, recommendations and intellectual interest that create an educational environment. Class management goes beyond the teacher's control over student discipline, its includes encouragement, recommendations and intellectual interest that create an educational environment.

According to evestson and Weinstein(2006) The classroom management not only aims to create an organized environment that helps students in their academic achievement, but also goes beyond that, as it aims to enhance the moral and social growth of a student. When the student behaves badly, it is important for the teacher to sit down and talk with the student and try to find out the reason for the bad behavior that he is doing because this strengthens the relationship between the student and the teacher.

B.F. Skinner gave Behavior Modification theory and believed that behavior is shaped through systematic reinforcement and punishment has limited effects. Likewise William Glasser contributed Choice Theory which emphasizes human behavior is purposeful (Charles 2011). Students are responsible for their own behavior. The basic needs of students must be met. Jacob Kounin emphasised on Lesson Management to prevent misbehavior. Rudolph Dreikurs proclaimed human needs & democratic classrooms He believed that students have a need for belonging. Believed that misbehavior occurs when needs are not met and moreover democratic classrooms support effective learning. Lee & Marlene Canter focused on Assertive Discipline, Students have the right to learn in a calm, organized classroom and teachers have the right to teach in a classroom free of interruption and misbehavior.

Assertive teachers model classroom expectations clearly, confidently and consistently. Alfie Kohn Learning Communities believes that traditional instruction is ineffective and meaningful learning takes place when students have choice, feel respected, feel like a part of something, and can construct their own learning.

(Ekere, 2006).state that Reducing disruptive behaviors such as sleeping in the classroom, making noise, and physical and verbal threats to students and teachers creates a study atmosphere, which increases academic focus and improves student learning.

1.9 Psychological construct that Directing Impacts on Students Creativity

Student performance is influenced by many psychological constructs that affect student learning including intrinsic motivation, cognitive belief, and goal orientation that facilitate the development of creativity among students.

1.9.1 Epistemological Beliefs

According to Hoffer & Pintrich (1997) The development of epistemological beliefs is influenced by teacher-student interactions in the classroom. Individuals

who have beliefs oversimplify information and perform worse than those who have sophisticated beliefs. The development of epistemological beliefs is influenced by teacher-student interactions in the classroom.(Posner, Strike, Hewson, and Gezog, 1982).Teachers can foster changes in students' epistemological views by providing a conducive learning environment and encouraging students to actively reflect on their ideas (Brownlee, Purdie, & Boulton-Lewis, 2001).Schommer (1990, 1994) presented a multidimensional approach to epistemological views, with five dimensions in her earlier work (Schommer, 1994) and four dimensions in her later work (Schommer, 1994). Schommer, Calvert, Gariglietti, & Bajaj,1997). Beliefs in simple knowledge is characterized as isolated pieces versus knowledge is complex, certain knowledge is absolute versus knowledge is uncertain, quick learning is quick or not at all versus knowledge is constructed through learning processes, and fixed ability is ability to learn is innate versus ability is malleable are among the four dimensions (Schommer & Walker, 1995)

1.9.2 Intrinsic Motivation

Intrinsically motivated individuals are curious, interested, and enjoy the tasks in which they are engaged. By contrast, extrinsically motivated individuals engage in tasks with the goal of seeking rewards (Wigfield & Guthrie, 1997). A recent study (Vansteenkiste, Timmermans, Lens, Soenens, & Van den Broek, 2008) report the advantage of intrinsic motivation over extrinsic motivation in learning, suggesting that teachers can promote intrinsic goals, even when students hold a strong extrinsic goal orientation. Creatively talented people are intrinsically motivated. They exhibit high interest and enjoyment in what they choose to do (Amabile, 1996; Winner, 1996). Although effects of intrinsic motivation on creativity have been discussed, intrinsic motivation distinguished in its manifestation in challenging versus creative work has not been investigated. intrinsic motivation outperforms extrinsic motivation in learning, suggesting that teachers may encourage students to pursue intrinsic goals even when they have a strong extrinsic goal orientation. People with creative abilities are inherently driven. They show a lot of interest and pleasure in anything they choose to accomplish (Amabile, 1996; Winner, 1996). Although the

benefits of intrinsic motivation on creativity have been studied, no research has been done on intrinsic motivation as it manifests in demanding versus creative work.

1.9.3 Goal Orientation

Goals give a framework for interpreting and responding to experiences, resulting in a distinct pattern of cognition, action, and feeling (Dweck & Leggett, 1988) Intrinsic motivation is positively and adversely connected to learning and performance objectives, respectively (Colquitt & Simmering, 1998; ValdeWalle & Cummings, 1997). Based on these findings, Farr, Sin, and Tesluk (2003) propose that people with learning goal orientations are more active participants in creative thinking, such as idea creation, throughout the creative process. Teachers that support learning goals tend to create classroom environments that require student participation, stimulate student engagement, highlight effort, and define learning as a process (Patrick, Anderman, Ryan, Edelin, & Midgley, 2001). Teachers that focus on performance objectives are more likely to focus on formal exams, grades, and their pupils' relative Performance (Patrick et al., 2001). Understanding instructors' goal orientations are critical because classroom procedures and task/goal structures influence students' reasoning and thinking.

1.10 Conclusion

The learning process of students is majorly depends on teacher. The teaching behavior directly impacts on the level of creativity among the students. If the teachers are supportive in the class then it helps to think out of the box which enhances the creativity among the students. If the teacher is not interested in student growth then it directly impacts on learning and creativity skills of the students. Teachers, on the other hand, find it difficult to comprehend the conduct of each individual student, which leads to misbehavior in the classroom because the teacher miscontrols the class or he is careless about his students.

In such condition, Teachers should develop effective strategies which help to gain knowledge which enable to transfer their learning into various situations. The learning and creative capability of every student is different which requires support and appreciation from teacher in order to build concept clarity within the specific period of time.

Chapter Two: Data Analysis and Recommendations:

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2.1 Introduction

In this practical part of the research, the investigator will try to confirm or refute the hypotheses formulated in prior to the experiment by designing an exploratory case study that emphasizes the impact of teachers behavior on fostering students' creativity in 2nd year EFL students at Tlemcen University.

This chapter of this research work to are strives to shed light on describing EFL situation in Algeria, research design and data collection instruments (student's questionnaire and teachers' interview). Then, it exhibits data analysis and interpretation of the research findings. The final stage are devoted to suggestions and recommendations that are hoped to be convenient and correspond to the students' lacks and needs to alleviate the problem.

2.2The EFL Situation in Algeria

English is required in all Algerian middle and secondary schools, as well as universities. Its status is that, aside from French, it is regarded a second foreign language. While English is taught in middle schools, French is taught since the third in primary schools.

According to the Algerian Government 'directives' and official texts (June 1999), the syllabuses of the English language aim at providing the Algerian learners with the language necessary to communicate efficiently in a normal social and /or working situation both in speaking and in writing. At the same time, they aim at enhancing those who go on further studies to use the foreign language as a means to widen their knowledge for academic purposes in their field of study (Ames & Archer, 1988; Nolen,1988).

2.3 Research Design

This research is designed for the purpose of exploring the impact of teacher behavior on fostering student creativity. The reason behind choosing this topic is to shed light on the fact that teacher behavior affect in a way or another the students creativity, thus, an exploratory case study was made using two research instruments to collect data to make a conclusive result. The first one is questionnaire, in which the researcher tries to investigate the impact of teacher's behavior on fostering students creativity, the second one is interview with five teachers in the department of English in which the researcher tries to know whether or not teacher's behaviour plays a role in fostering students creativity .

2.4 Research Questions and Hypothesis

- 1- What is the students' reaction on their teachers' behaviours inside the classroom?
- 2- What are the effects of teachers' behaviour on their learners' creativity?

The research hypotheses that are to be tested are as follows:

- 1- Teachers may act unconsciously and they behave either positively or negatively, that makes learners react according to what harmonizes with their teachers' behaviors which affect their creativity level and make them fail or succeed.
- 2- Teachers' mood may affect learners' performance in different ways which affects their creativity and sometimes the changeable mood causes psychological problems to learners.

2.5 Research Setting and Sample

The current study was done at University of Tlemcen in the Department of English. Purposive sampling was used in this study, which meant that the samples were chosen based on the research goals and data requirements.

2.5.1 Research Sample

The study concern the second year students of English at Tlemcen University .The researcher dealt with fifty (50) students who were randomly selected to respond to a questionnaire about the impact of teacher's behaviour in fostering student's creativity The reason behind choosing this sample is that the second year students are familiar and accustomed with the university teachers , and they have some experience with teachers.

2.5.2 Teachers

The study conduct with five (5) EFL teachers at university tlemcen. The researcher chose those teachers because they taught different module and they dealt with different personalities. So, they can enrich this research work by their different opinions about the impact of teachers' behaviour in fostering students' creativity.

2.6 Data Collection Aims and Procedures:

The equipment used to obtain the required data are known as data collecting instruments. The researcher employed two distinct research tools in this study in order to acquire trustworthy and relevant data: student's questionnaire and teachers' interview.

2.6.1. Students' Questionnaire

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Often a questionnaire uses both open and closed questions to collect data. The questionnaire in this research was addressed to fifty EFL learners in order to check the research questions and hypotheses

2.6. 2 Teachers 'Interview

An interview refers to a conversation between the researcher and the informant. There are three types of interviews: structured, semi- structured and unstructured. The structured interview may be used for the collection of qualitative and quantitative data. On the other hand, the semi-structured and unstructured interviews provide qualitative data. The interview relies more on open-ended questions; it is time consuming and may introduce bias. The interview in this research is carried out with the help of teachers from Tlemcen University department of English. Interviewees were given 12 questions which turn around the impact of teacher behavior on fostering student creativity in order to determine when and how to offer it, as well as how students reacted to it.

2.7 Data Analysis

Research is the most generally utilized instrument for increasing and brushing up on one's store of information about something or someone. There are two common methods for conducting research: qualitative research and quantitative research.

Qualitative Research

Qualitative Research is primarily exploratory research. It is used to gain an understanding of underlying reasons, opinions, and motivations. It provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative research. Qualitative Research is also used to uncover trends in thought and opinions, and dive deeper into the problem. Qualitative data collection methods vary using unstructured or semi-structured techniques. Some common methods include focus groups (group discussions), individual interviews, and participation/observations. The sample size is typically small, and respondents are selected to fulfil a given quota.

Quantitative Research

Quantitative Research is used to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics. It is used to quantify attitudes, opinions, behaviors, and other defined variables – and generalize results from a larger sample population. Quantitative Research uses measurable data to formulate facts and uncover patterns in research. Quantitative data collection methods are much more structured than Qualitative data collection methods. Quantitative data collection methods include various forms of surveys – online surveys, paper surveys, mobile surveys and kiosk surveys, face-to-face interviews, telephone interviews, longitudinal studies, website interceptors, online polls, and systematic observations.

2.8 Analysis of Students' Questionnaire

The questionnaire consists of two rubrics. After the process of collecting data, the results have been analyzed qualitatively and quantitatively as the following:

Rubric one: students' profile; the purpose of this rubric is to present the gender and age of students who participated in this research and expressed different opinions.

Question1: Students' age

This question tries to look at different age group of the students in order to know if they are mature enough to be aware about the impact of teachers' behavior on fostering students creativity. The results obtained from this question show that the student's age varies from 19 to 25. Thus, it can be observed that most of them are mature enough to know their needs in learning process.

Question 2: Student's gender

Table 2.1- Student's Gender

Gender :	A.R	R.F	Total number
Result :	73.73%	26.3%	50

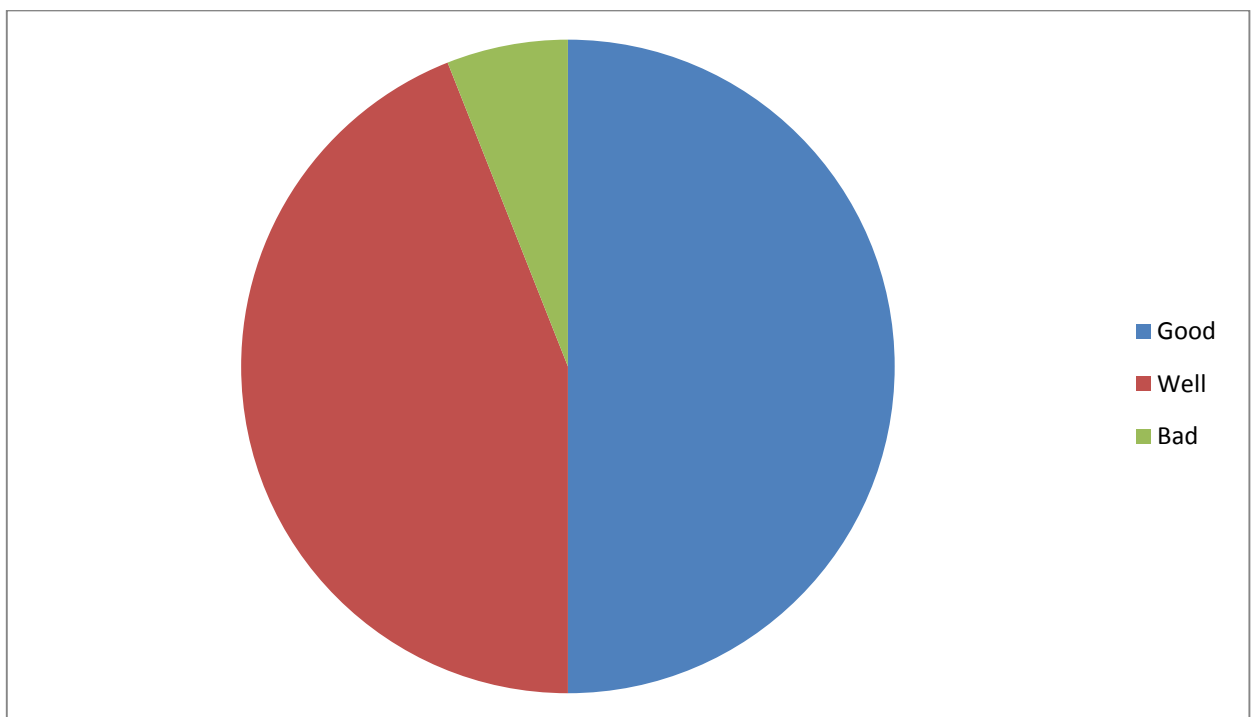
The result of this question shows that among the 50 participants there are 73.73% female and 26.3% male. Thus, it can be observed that the number of female is greater than male and those females are more interested in studying English as foreign language.

Rubric two: the influence of teachers' behaviour to enhance students' creativity

The purpose of this rubric is to present different students' opinion about whether teachers' behavior impacts their learning or not.

Question 1: How is your interaction with your teachers?

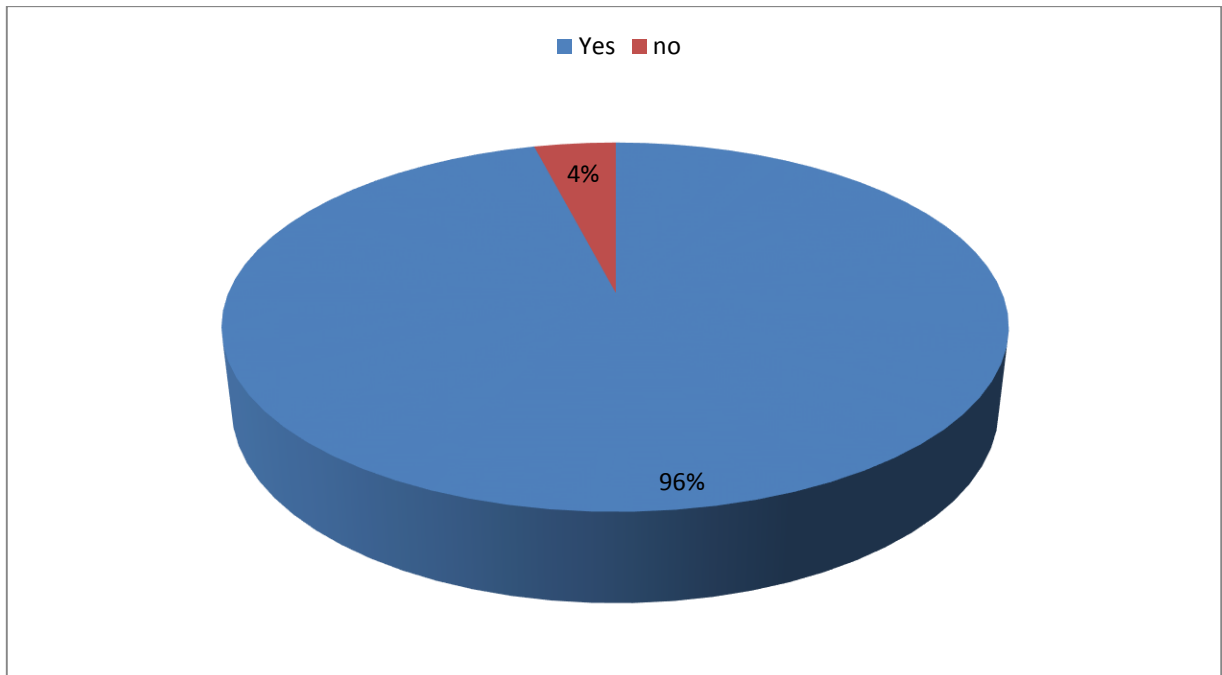
On a scale of 1-3, the informants were asked to rank themselves in terms of how they interact with their teachers.



Pie-chart 2.1- Student-Teacher Interaction

The pie-chart show that half of the informants (50%) interaction with their teachers are good, and (44 %) of them are well; however, (6%) among them are bad

Question 2: Do you think that the kind of teacher affects your lecture understanding?

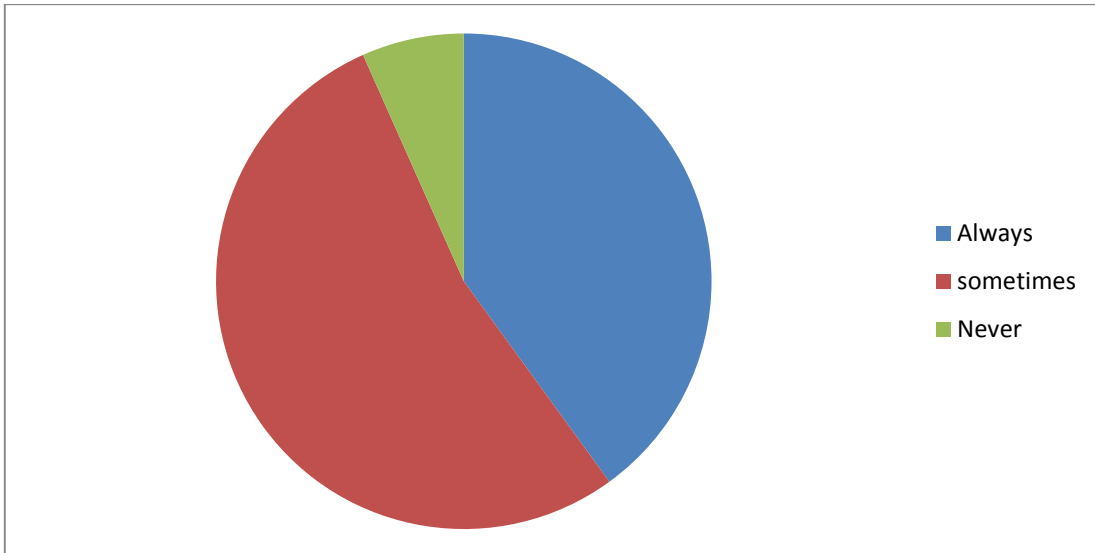


Pie –chart 2.2- The kind of teacher that affect students ‘understanding

The figure above illustrates that approximately all the students (96%) think that the favorable kind of teachers influences their understanding of the lecture. On the other hand, few students (4%) see that there is no relationship between teachers’ personality and their understanding of lectures. As a consequence, it was noticed that the type of instructor has a significant impact on students' attentiveness and comprehension, which has a beneficial impact on their performance.

Question 3: Does your teacher give you opportunities to express your ideas inside the class?

The participants were requested whether they obtained the chances to express their ideas inside the classroom

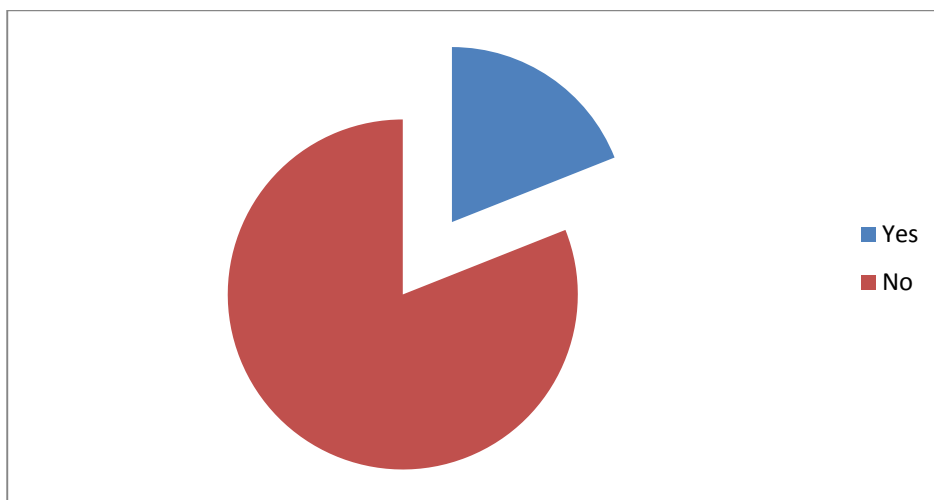


pie- chart 2.3- The expression of opportunities of ideas inside the class

. the pie-chart show that 46.9% of informants state that teachers always give them the opportunities to express themselves . However, some of informants (49%) said that it is occasionally less. While, the minority of students (4.1%) asserted that their teachers give them less attention.

Question 4: Does your teacher shout on trouble makers in class?

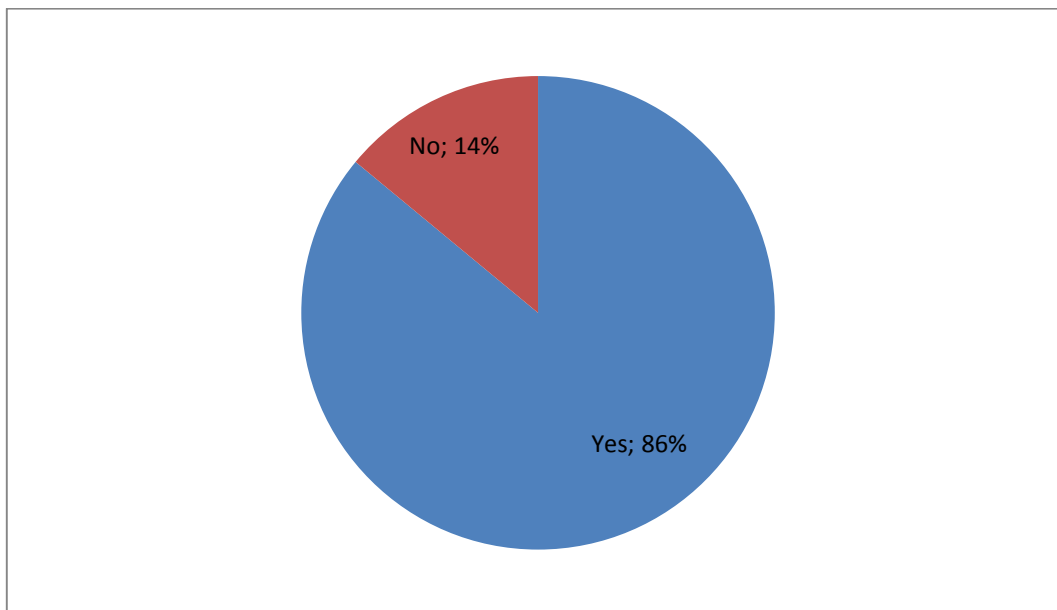
This question investigates whether or not teachers shout on trouble makers in classes.



Pie - chart 2.4-The Effects of Teachers 'shout on trouble maker

The results of this question demonstrate that 75% of the participants claimed that instructors always yell at troublemakers. Students are negatively affected by the professors' mistreatment of them, which makes them hate their attendance at the department and, consequently, hate all the modules. As a result, students' motivation and engagement in class are affected. A minority of students (25%) claimed that their teacher do not shout at disruptive students in class. students claimed that they accept the advice more than being embarrassed in front of their classmates which motivate them to attend his/her English lectures.

Question7: Does your teacher encourage you to be creative?



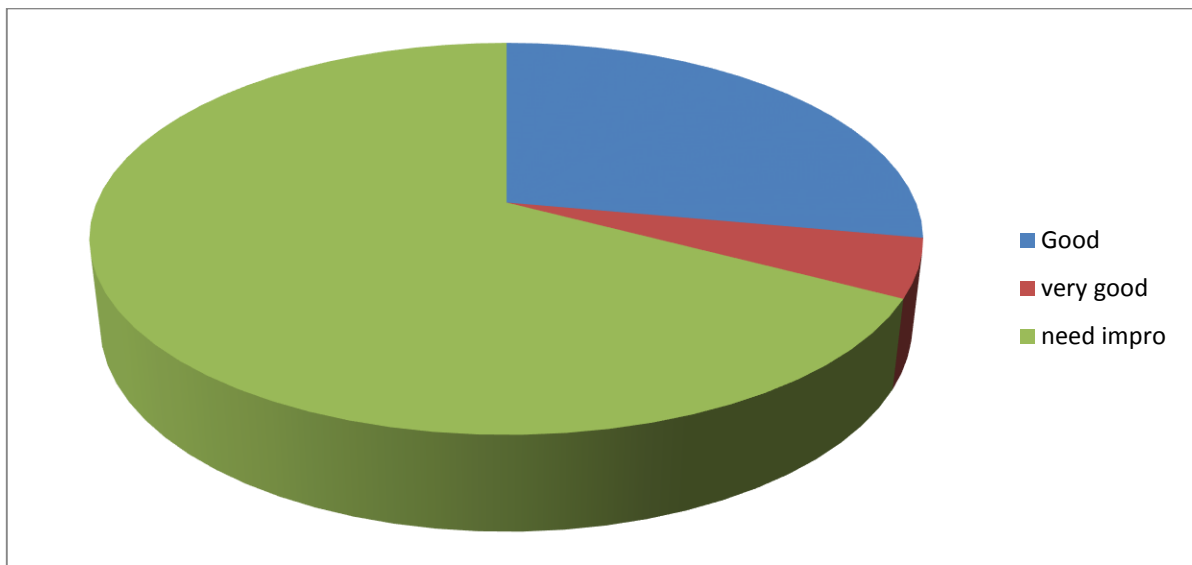
Pie- chart 2.7. The Encouragement of Teacher for the Creativity Of Students

It was noticed that only 14% of informants are never pushed by their professors to be more creative, whereas 86% are supported to be more creative in the classroom. This discrepancy might be owing to a large disparity in student ability, causing the instructor to be satisfied with the best students, or it could be related to the

temperament of the teacher, who previously did not provide assistance to all students. As a result, non-encouraged students may feel separated and become less connected to their teacher.

Question 8: Do you like the way your teacher manages the classroom?

The participants were asked about whether they approve of the way teachers run their classes.

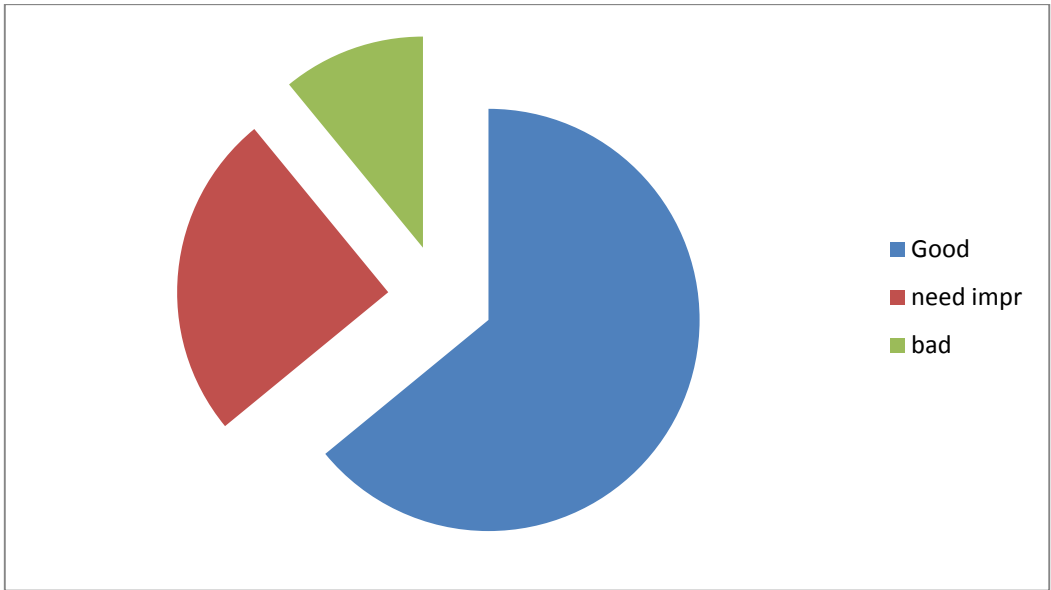


pie- chart 2.8- The Way Teacher Manage The Classroom

The majority of participants (58%) stated that they liked how teachers managed in the classroom with their teachers. part (32%) said that they think the way that teachers manage the classroom needs improvement. However, only few respondents (10%) find the way that the teacher manages the class very good.

Question 9: What type of relationship that exists between you and your teacher?

the informants were asked to evaluate the sort of relationship they have with their teachers



Pie-chart 2.9 The Type of Relationship Between Teacher and Students

It was found that just (8.2%) have bad relationships with their teacher. Some students (26.5%) see that the existed relationship needs improvement, which means that they are suffering from some problems and they seek to bridge the gap with their teacher. Others (65.3%) went to describe their connectedness as a good one and the rest of the respondents. These results can be seen as a positive indicator for building a suitable learning environment and enhance students creativity. Another informant does not respond to this question

Question 10: How do you feel when your teacher criticizes you in the classroom?

On a scale of 1-3, the informants were asked to assess how they feel when their teacher criticizes them in front of their classmates.

How they feel :	Percentage :
Anger	22.4%
Normal	63.3%

She / He right

14.3%

Table2.10 Students' Feelings when their teachers criticize them

As a consequence, 22.4 % of the informants become angry when their instructor criticizes them; nonetheless, 63.3 % of them claim they feel normal. On the other hand, 14.3% of the respondents believe they are wrong and that the teacher has the authority to correct them.

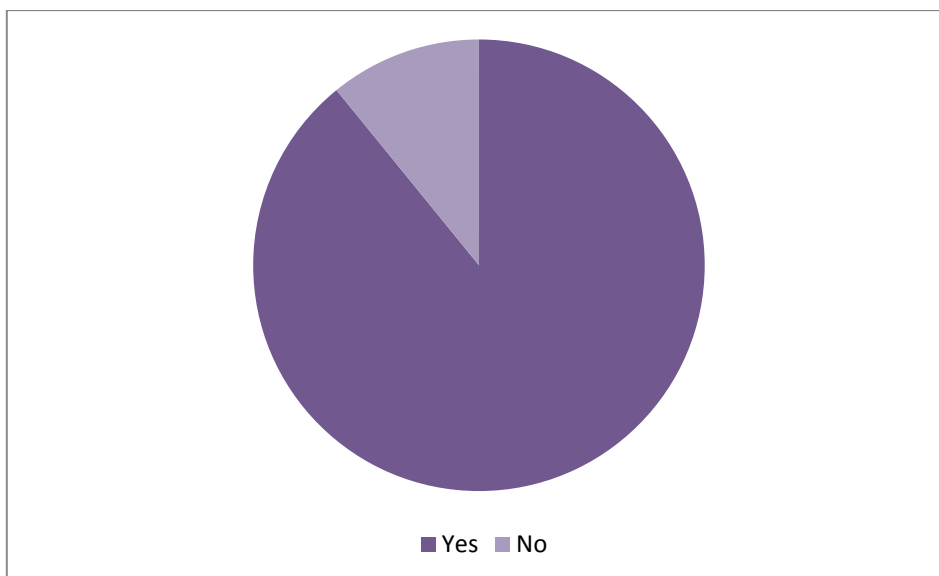
Question11: How do you behave if your teacher neglects you in the classroom?

The informants grow enraged and reckless, ignoring the instructor in order to conceal their flaws, and refusing to engage as a result of their teacher's negligence. Others exhibit no emotion and go about their business as usual, while others ignore the teacher and try to concentrate only on the lecture.

Some of them claim that they get tense, uncomfortable, and refuse to speak to their professors since their behavior embarrasses them. As a result, students do not participate in any activities, causing their educational level to drop. However, 4%four informants believe it is preferable to remain silent; 9%informants do not respond to this question.

Question12: Do you think that teacher behaviour affects your creativity?

The question aimed to see if the teacher's behavior affects students' creativity or not. At this point, the majority of participants (89.8%) stated that the teacher's behaviour affected their creativity, while only (10.2%) claimed that the teacher's behaviour did not affect their creativity at all.



Pie-chart 2.12. The Effects of Teachers' behaviour on Students.

2.9 Analyses of Teachers' Interview

In order to get the desired result, 12 questions were asked to (5) EFL teachers to give their opinions about whether their behavior affects the student's creativity or not, and at the same time have an idea of the strategies they use to enhance students' creativity. Accordingly, this interview consists of different types of questions as shown in the following lines

1- Specify your gender

Teacher's profile is a very crucial component in this research. Three (3) out of five (5) teachers are female. Whereas, two males are concerned in this interview. The researcher relies on both gender since it provides different point of view because they have d

2-How long have you been teaching English?

Table 2.1: years of teachers' experience

Teacher's	Years of experience
Teacher 1	17years
Teacher 2	13years
Teacher 3	5years
Teacher 4	4 years
Teacher 5	3years

As shown in the table above, all teachers involved in this study have reasonable years of experience, which range from 17 YEARS to 3years. This means that respondents have different experience in doing so, and this is positive in the sense that they will have different view points and perspectives towards the subject.

3-Why have you chosen teaching as a job?

The question was if they consider teaching as their dream job or an unexpected choice. Answers were given and opinions were extremely similar. The majority of teachers said that they love teaching because of the nature of their studies »English language« and they have chose this job because they like the interaction between teacher and students, and they learn from each other.

Some instructors claim that they choose teaching as a career because it is not a job or a profession. Rather, it is a wonderful humanitarian message and an essential responsibility they should carry out with honesty and to the maximum

degree possible, since it is directed at society's most important group, the student class, i.e., the next generation of leaders.

Another instructor stated that teaching is his passion. Because education is one of the professions that promote creativity and the development of new, creative, and appealing ideas, and because this process involves more than one generation, more than a thinking mechanism, and more than one mind, it is a station for the production of wonderful ideas.

4- Do you think that the relationship with your students affects their learning and academic performance?

All instructors recognize the importance of maintaining a positive relationship with students, which is linked to their ability to be creative in the classroom. They believe that giving students a positive environment pushes them to learn, forces them to avoid discipline issues, improves their knowledge, and eliminates their hesitation. Teachers that develop excellent relationships with their learners have a favorable impact on the classroom and the surrounding environment. Students that have greater relationships with their professors perform better academically. Additionally, learners feel more at ease with teachers, with whom they can readily communicate, allowing them to express questions without feeling embarrassed.

5-Are you emotionally aware and sensitive to the needs of students?

This question was posed by the researcher in order to determine whether or not teachers are emotionally aware and sympathetic to the needs of their students. four of the instructors who responded indicated they are aware of their students

needs, While another teacher does not care of the needs of his students, if the needs are within the program because she believes that learners should devote much time and efforts to enhance their abilities in addition, there are limitation time of academic years and syllabus of the module that should be accomplished. As a result, those teachers are mature enough to understand their responsibilities and are doing their best to meet their demands by giving them with the required information and assistance.

6-What kind of relationship do you offer to your students?

Three teachers stated that effective teachers provide students with feedback to help them feel competent. Teachers should be aware of their students' interests and preferences, show care and respect for them, and be courteous and polite in order to increase their sense of autonomy. Another instructor stated that; she tries act as a mother to them by listening to them and attempting to assist them in solving their difficulties. She want them to be the greatest students possible, so she attempt to explain and facilitate the lectures as much as possible .While another teacher respond a proverb which says; **Don't be so flexible then you will be pressed, and don't be so rigid then you will be broken**

7-Do you think that the kind of relation between student and teacher can improve creativity?

The majority of teachers believe that good teacher-student relationships are the best way to boost student's creativity and make him more committed and disciplined in his students, whereas a bad relationship can lead the students to

feel alienated from the department, affecting their creativity and academic growth. They asserted that the students' behaviour in class was directly tied to their relationship with them. Improving students' interactions with instructors provides significant, long-term benefits for both their creative and social development. They recognize that providing students with positive interactions encourages them to learn, forces them to avoid discipline issues, improves their knowledge, and helps them overcome hesitation.

Another instructor believes that the presence of good and supportive interactions does not improve student's creativity on its own, but that students who build a deep link with their teachers do better than students who have conflict with their professors. A strong teacher-student connection also develops a sense of belonging and motivates students to collaborate in study activities. It will boost students' confidence to perform experiments if they are not afraid of failure.

Teachers should provide motivation and create goals for students.

8-Do you care about student's differences?

This question was designed to determine whether teachers care about student differences. All the teachers responded that they do care about that, especially when preparing for lessons. Students are more likely to respond to teachers who care and are therefore more willing to learn and participate. Connecting with students builds trust, which is important to students' learning as they feel comfortable in participation, seeking help when needed, and paying more attention to advice and encouragement. Additionally, students feel more at ease when they find that their teachers genuinely care about them; they are motivated,

and boost self-esteem can make it easier for students to challenge themselves academically. Teachers are effective when they care deeply about each student's learning style. With this focus on caring foremost, teachers engage students actively in the learning process.

This engagement is essential for learning to be fun, meaningful, and enduring. The teacher continually reflects on and refines his or her instructional approaches to ensure that the needs of each student are met.

9-What are the strategies which can be employed to improve students' creativity?

All teachers mentioned that they are continuously thinking of new techniques to help students be more creative. One of these techniques can be listed below

- ✓ be aware of the student's cognitive process as well as to have a round-table discussion on interesting topics from time to time.
- ✓ Create a welcoming and tolerant environment by accepting mistakes.
- ✓ Encourage your student's independence.
- ✓ Allow students to compose a portion of the test questions.
- ✓ Stop shouting at students in front of other students because it turns them into enemies.

On the other hand, speaking in private solves the problem. Additionally, teachers who routinely offer creative class work to their students is more likely to

see higher-order cognitive abilities, problem-solving, critical thinking, and cross-curricular connections in their students. And when instructors combine creativity with the use of transformational technology, the results are much better.

Furthermore, some classes can be utilized to explore some of the flaws and faults that may cause learners to get frustrated. Standing there and seeking for solutions will instill optimism and the prospect of success in everyone.

10- What is the teacher's role in enhancing creativity?

Mainly all teachers have the same point of view and role in enhancing creativity, in the classroom, the instructor selects materials that are appropriate for the students' cognitive, emotional, behavioral, and linguistic abilities. He / she uses a variety of ways to break down difficult knowledge and convey it to students in a logical manner. During instruction, Teachers switch roles and adapt to the requirements and behaviours of their students. The process of choosing a role ,The type of material, instructional activities, assessment, resources, and existing educational regulations all have an impact.

11-Do you think that your behavior can affect student creativity?

It is not an exaggeration to claim that teachers' behaviour plays a critical role in the development of student creativity. When teachers encourage students to be creative, they are more likely to respond creatively and develop their own creativity. Positive teacher replies will naturally inspire students to continue their efforts, but premature and especially unfavorable teacher reactions will

deter students from continuing their creative inquiry. In short, instructors are in a strategic position to nurture their students' creativity if they are able to and have a practice of displaying creativity-fostering behavior in their daily interactions with them. In addition, great teacher may transform student's life; his or her behaviour, motivation, and classroom involvement can all be influenced by the instructor's behavior and beliefs.

12 – Which suggestions can you propose to improve the level of EFL learners and make them more creative?

Teachers' ideas were extremely important for the research in relation to this issue; the goal of this question consists in understanding the method that can increase the level of EFL learners and make them more creative. Below are suggestions put forward by teachers which are listed as follow:

- ✓ Discussion and interaction may help the teacher understand his student's needs and fears. Students will trust the teacher and will be more self-confident and more autonomous. They will be more motivated and more creative. The teacher and his students should be as a family
- ✓ When it comes to fostering creativity, flexibility is essential, about encouraging students to keep going on their voyage of discovery even if their first concept doesn't work, to study alternatives, and to try and try again until they succeed.
- ✓ Creating a stimulating classroom environment for students to discuss fresh ideas. Allow for freedom and establish guidelines that encourage creativity.

- ✓ -Being aware of the requirement of the curriculum.

2.10 Result Interpretation: discussion of the Main Results

Aiming to have a clearer debate on the findings and complete research to reach a definitive conclusion on the impact of the teacher's behavior in fostering students' creativity for Abou Bekr- Balkaid University's second-year EFL students, The questionnaire and interview were employed as devices to collect information from both EFL students and teachers in order to attest to the researcher's hypothesis. The following are the most important conclusions after analyzing both research tools:

2.10.1 Discussion of Students' Questionnaire:

The intended questionnaire constitutes two types of evaluation basis. The first is the student profile. The study revealed that the ages of the students ranged between 19 and 25, which means that they were all under the age of 25. The number of female students exceeded the number of male students twice. This may be due to the tendency of the female sex to learn foreign languages and its deep affection for them. The second rubric consists of 12 questions designed to determine whether or not the traumatic behavior of teachers affects students' creativity.

Most students communicate well with their teachers, which drives them to do well and work hard because they trust their teachers implicitly. However, few of them reported that poor interaction with their teachers had a detrimental effect on their grades.

The kind of teacher plays a big role in the students' understanding of a lesson. The more the teacher pays attention to his students, the more they want to come to the class and absorb the lecture. The student sees in his teacher the ideal, and wishes to be a copy of him and to follow his path. He should not burden the students beyond their capacity, and give them opportunities to express their ideas as well. The teacher should accept the students' answers, whatever their nature and degree of conformity to the required standard. In order to provide an atmosphere that encourages self-evaluation, in order to give students a sense of safety and not to be afraid of threats, the learner becomes able to evaluate his performance and compare it to the performance of his colleagues, and thus the teacher is not the only source of evaluation. Teachers are leaders in the classroom and ought to positively promote good morals and values. Students are deeply affected by teacher abuse, which leads them to disdain their attendance in the class and, as a consequence, despise all units. Students are obliged as a result of their fear, but this matter generates within them a hatred for the teacher and the department, as it can exacerbate and result in a shaky personality.

The teacher is the mainstay in achieving educational goals, raising a generation, developing their talents, demonstrating their distinguishing characteristics, and directing them in a creative way that reflects positively on their performance. Motivating students by giving them the opportunity to learn and offering artistic activities in which creative people express their feelings freely and fluently by providing them with security and psychological freedom, encouraging

them to try and experiment, fighting despair, urging them to think flexible and offering different alternatives to solve problems.

Creating a healthy learning environment is the most active classroom management approach a teacher can take, and it is not about responding to challenging behavior; it is about creating the conditions that prevent it from happening in the first place. Competence, monitoring student progress and anticipating potential problems

The information collected shows what kind of relationship exists between the teacher and the students. The answers were categorized into three groups: The vast majority of students indicated that they had positive relationships with their professors. Since good communication between a teacher and his students is a direct step towards building trust, respect, and love in the classroom, some of them reported that their relationships with their teachers need to improve, which means that they are facing difficulties and are trying to bridge the gap with their teachers. However, only few students strained relations with their teachers.

As noted in this research, learners experience different emotions when their teachers criticize them. These feelings affect the learners, causing serious problems that frustrate the learning process for a period of time and that generate various learning obstacles within the classroom . Most students feel normal and some get angry, but some think they deserve criticism when they are wrong; that is, their teachers' behavior is right.

In fact, learners are also affected when the teacher neglects them in class. When students were asked how they would act if their teacher neglected them in

class, The majority of informants are troubled and dangerous. Some report that they become stiff and uncomfortable and refuse to speak to their lecturers because their behavior embarrasses them, while others show no reaction and carry on with their business as usual.

Learners are aware of their teachers' behaviours, which may have an impact on their creativity. Unfortunately, some teachers do not care about their non-academic behaviors, despite the fact that they are role models for their students. Moreover, every action of the teacher, such as smiling and speaking well, or vocal and physical misbehavior, catches the students' attention. Positive behavior makes students feel at ease with their teacher, while bad behavior may cause issues for them. On the basis of result the researcher has notice that first hypothesis has been empirical confirmed.

2.10.2 Discussion of Teacher's interview:

According to the teachers' interview, almost all instructors agreed that teachers' behaviour had an impact on students' creativity. Many instructors believe that the teacher-student relationship enhances students' self-esteem and increases their motivation and ambition to learn and enjoy lectures. The majority of teachers summoned to apply are emotionally aware and sympathetic to the needs of their students.

All of the teachers stated that they are always looking for new ways to assist students in becoming more creative. For the most part, all teachers have the same points and roles to play in encouraging creativity. The instructor chooses resources

in the classroom that are appropriate for the students' cognitive, emotional, behavioral, and linguistic capacities. Teachers also mention the kind of relationship they offer to their students. Therefore, excellent teacher-student connections are the most effective approach to promoting a student's creativity and making him more devoted and disciplined in the department, whereas a negative relationship may make a student feel alienated from the department, harming their creativity and academic advancement. Some teachers claim that students are more likely to respond to teachers who care and are therefore more willing to learn and participate. Connecting with students builds trust, which is important to students' learning as they feel comfortable in participating, seeking help when needed, and paying more attention to advice and encouragement. It is not an exaggeration to claim that teachers' behaviour plays a critical role in the development of student creativity.

Finally, it is worth mentioning that all the above results of the impact of a teacher's behavior on fostering students' creativity go hand in hand with and confirm the second hypothesis.

2.11 Suggestions and Recommendations

In the light of result of this study, the researcher would like to propose some alternative solutions to address the issues that students face with their teachers' behaviour that may affect their creativity, and deals with some recommendations which involve the role of teacher's in the classroom and some other suggestions to enhance student's creativity.

2.11.1 Role of the Teacher in Classroom

The success or failure of the educational system largely depends on the teacher. The job of the teacher is not only to educate the students but also goes beyond the rules of participation where the teacher plays the role of guide; supervisor; evaluator who helps the student to understand the concept in order to transmit knowledge to his students.. Because no education model can provide services above the level of the persons who operate it, the educational system's performance is inextricably linked to the success of the instructors who implement and implement it (Gurkan, 1993) .

The teacher provides a good environment for the students. The teacher needs to show respect and care, to become a role model for his students, to create a pleasant environment for them, and to take care of the students' needs. Students tend to follow their teachers by responding to their behavior and methods. They are influenced by the teacher's affection, so the teacher should be distinguished by professional competence as well as good morals.

Teachers are assisting students in managing their careers as well as laying a firm foundation for them in many sectors due to the changing environment and tough occupations. Students are preoccupied with making their own judgments, and the instructor often acts as a guide on their behalf.

Teachers are responsible for much more than just providing courses and managing a classroom. Depending on the needs of the students they educate, the finest educators take on a variety of roles.

❖ MENTOR

Teachers act as mentors to students, particularly in their early years of education. Early learners and young students usually observe their teachers' behavior and approach to model their own. Instructors' opinions are valued, and students commonly seek their teachers' guidance and counsel. Senior instructors can also function as mentors for new teachers, passing on the practical information they've gathered over the years.

❖ INSPIRES

When it comes to inspiring and encouraging their students, teachers play an important role. Classrooms and learning settings are frequently intimate areas where instructors have a significant influence. Students regard their professors as authoritative persons whom they look up to for guidance and inspiration. Few words of encouragement may go a long way toward encouraging and inspiring students.

❖ COLLABORATOR

Teachers understand how to operate as part of a group. A teacher's function in society includes collaborating with other teachers and other stakeholders. Teachers' perspectives are crucial in influencing changes in society since they are well-respected people. Students will benefit from a better learning experience if teachers collaborate with parents and the government in developing educational policy. Teachers have a vital role in designing school curricula across the country, allowing them to have a direct impact on society and the country's future.

❖ **Support**

When acquiring a new skill or piece of knowledge, students require assistance. When a student requires assistance, the instructor must provide it. Support may take numerous forms, including coaching, leadership, and even counseling. A teacher may be required to help other instructors who are leading a certain subject area in professional circles.

❖ **Resource:**

One of the most important jobs teachers may have is that of a resource expert. There will be a large number of people requesting information from the teacher. Even if the student is merely looking for information, the instructor should know where to look to get it. The teacher will frequently have to train the student or coworker on how to apply the material once it has been handed to them.

2.11.2 Strategies to Enhance Student Creativity:

Creativity is thought to be a natural talent, a personality feature, and something that must be inherited. Many instructors believe that creativity cannot be taught when it comes to classroom activities that develop it. Some people, however, feel that creativity is an acquired ability. Creativity may be encouraged or fostered in the classroom, and here is a list of ways that teachers should follow to enhance students' creativity:

- ❖ **Use different methods:** The teacher should use a variety of methods to generate new ideas, such as brainstorming, collaboration, discussion, and teamwork. Lecturers should offer regular feedback to students.

❖ **Creating educational activities with cutting-edge technology:**

Instructional techniques and aspects of instructions should serve as a guideline to contribute to an instructional process for reaching learning objectives as intended in order to encourage learners to create creatively. Teachers must create teaching techniques that are appropriate for instructional measurement and assessment.

❖ **Have a Positive Attitude:** Teachers should make it a practice to interact

with their students in a kind and ambitious manner. When they go through the entrance of the educational institution, they must put their troubles aside. Everyone has horrible and tough personal problems to deal with, but it is critical that their personal troubles do not interfere with their ability to do the teaching duty. As a result, pupils will be usually upbeat since they have a teacher who has a positive attitude and whose goal is for his students to achieve success.

❖ **Respect students:** The teacher should treat the students with respect. He

should not, for example, shout at, insult, or beat his students. This type of behavior will earn the respect of the entire class. Teachers should act professionally in all settings. He should approach difficulties one at a time, thoughtfully and politely. The instructor should treat his students the same way he treats himself. When interacting with students, it is critical for the instructor to be fair and consistent. Dealing with them in the same manner and understanding and accepting the way they act are two keys that are convenient and beneficial for teachers.

❖ **Prioritize Students' Interests:** Instructors should take advantage of students' interests and passions by incorporating them into their courses. The interests of students should be prioritized. When a teacher learns about his students' interests, he should devise new methods to incorporate them into his teaching. This method will engage students in the learning process and improve their engagement. Teacher's attempts to involve students' interests in the learning process would be appreciated by them.

1.12 Conclusion:

This chapter covers the current condition of ELT in Algeria, as well as study design, data collecting, and analysis, as well as numerous thoughts and recommendations. It also includes two typical research methods: Qualitative study comprises acquiring data and understanding about how instructors' behaviors influence students' creativity. while Quantitative research is a sort of research that employs natural science methods to obtain numerical data and facts. It also looks at how different teacher actions affect student inventiveness. It also sheds light on the relationship between instructors and students, which is reflected in their creativity. Finally, it explains how the conduct of students' teachers influences their academic success. As shown in the graph, students have either positive or negative reactions to their teachers' conduct.

General Conclusion:

General conclusion

Teachers are extremely important in the development of student creativity. When interacting with their students, whether they display creativity-fostering behavior determines how successfully they fulfill this job. When teachers encourage students to be creative, students are more likely to respond creatively and develop their own creativity. Instructors are in a strategic position to nurture their students' creativity if they are capable of showing creativity-fostering behavior in their daily interactions with their students. It is also a fact that not all instructors are capable of such capacity-building behaviour. They may or may not be aware of the influence of their own behavior on that of their students when it comes to creativity. As a result, they must be conscious of their potential impact on student creativity and be educated to model creativity-promoting behavior in the classroom.

This research work aims at diagnosing the effect of teacher behavior in enhancing student creativity among LMD2 students who study at the Department of English at University of Tlemcen. Those who are familiar with the different behaviors around them in the educational environment. Accordingly, a strong bond between students and instructors will be developed, and students will feel safer at school. When these things happen, the teaching and learning process will be effective, and the educational aim will be readily attained. When terrible interactions emerge in the classroom, however, it is not only difficult for students but also stressful for teachers. Students may struggle to understand class materials, and teachers may have difficulty delivering lesson materials. This means that good and strong relationships between teachers and students are essential components to make healthy academic development of students at school environment .In addition, many studies have shown that the nature and quality of teachers' interactions with students have significant effects on their learning .Hence, teachers' engagement in classroom interaction with students is very essential to make learning process occur actively. It also provides a unique entry point for teachers to improve the social and learning environments of schools and classrooms.

The purpose of this study is to answer the following questions:

- 1- What is the students' reaction on their teachers' behaviours inside the classroom?
- 2- What are the effects of teachers' Behaviour on their learners' creativity?

The research hypotheses that are to be tested are as follows:

- 1- Teachers may act unconsciously and they behave either positively or negatively, that makes learners react according to what harmonizes with their teachers' behaviors which affect their creativity level and make them fail or succeed.
- 2- Teachers' mood may affect learners' performance in different ways which affects their creativity and sometimes the changeable mood causes psychological problems to learners.

There are two chapters in this research paper. The first is about the teacher behavior that directly impacts on the level of creativity among the students. A good classroom environment has always some creative elements that make learning more interesting and participative. Students may be inventive and learn new things thanks to the perfect combination of creativity and education. Students can strengthen their emotional and social skills while also improving their communication skills. If the instructor is encouraging their students, students are more likely to think beyond the box, which increases their creativity.

The second chapter is the practical side of the present research the aims to deal with research, the research tool and data analyses as it include some recommendations and suggestions for teachers. The results are obtained from both students' questionnaires and Teacher's interview which are gathered from LMD2 students studying at the English Department at Tlemcen University. These findings back up the research hypotheses that emphasized the impact of teacher behaviors on

student creativity. It has been shown that students' reactions are influenced by their teachers' behavior; positive behavior makes students feel at ease with their teacher, whilst negative behavior may cause them troubles. The instructor feels that students are more inclined to respond to enthusiastic teachers and are therefore more willing to learn and contribute. Communication with students fosters trust, which is beneficial to student learning because it allows them to participate more freely, ask for help when required, and pay closer attention to tips and encouragement. Last but not the least, the second chapter concludes with some recommendations regarding the role of teachers, and strategies for enhancing students' creativity.

The main results were obtained from the quantitative and qualitative analyses of the collected data through the use of multiple instruments, including: a questionnaire that was designed for students and an interview that was addressed to their teacher.

The main results obtained from the research tools confirmed the both hypotheses. Firstly, the participants agreed that Teachers may act unconsciously and they behave either positively or negatively, that makes learners react according to what harmonizes with their teachers' behaviors which affect their creativity level and make them fail or succeed. Secondly, the data gathered from the research instruments showed that Teachers' mood may affect learners' performance in different ways which affects their creativity and sometimes the changeable mood causes psychological problems to learners.

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Appendices

Appendix A:

Student's Questionnaire

Dear students, this study aims at exploring the impact of teachers shocking behavior on fostering students' creativity, who are L2 students studying at the English Department second years students at Tlemcen University. Your collaboration through this questionnaire will be of great value. Thank you so much in advance for your precious help and collaboration. Thus, you are kindly requested to answer the given questions bellow.

Thank you for the kind cooperation

Part one:

1-How old are you?

2 Gender:

- Female. Male.

Part two:

1-How is your interaction with your teachers?

- Good Well Bad

2- Do you think that the kind of teacher affects your lecture understanding?

- Yes No

3 – Does your teacher give you opportunities to express your ideas inside the classroom?

- Always Sometimes Never

4-Does your teacher shout on trouble makers in class?

- Yes No

5. If yes, does that have an impact on your learning?

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

6. If no; how does he deal with such student?

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

7-Does your teacher encourage you to be creative?

- Yes No

8- Do you like the way how your teacher manage the classroom ?

- good very good Needs Improvement

9- What type of relationship exists between you and your teacher?

- Good Needs Improvement Bad

10- How do you feel when your teacher criticizes you inside the classroom?

- Anger Normal he or she is right

11- How do you behave if your teachers neglect you in the classroom?

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

12-Do you think that teacher behavior affects your creativity?

- Yes No

Appendix B: Teachers' Interview

Dear teacher,

This present interview attempts to gather information about the impact of teachers shocking behaviour on fostering students' creativity, who are L2 students studying at the English Department at Tlemcen University. You are kindly invited to answer the following questions. Your contribution is kept anonymous and used only for research purpose. Thank you very much for taking the time to share your ideas and experiences. Your input is very important and greatly appreciated.

- 1- Specify your gender. ?
- 2- How long have you been teaching English?
- 3- Why have you chosen teaching as a job?
- 4- - Do you think that the relationship with your students affects their learning and academic performance?
- 5- Are you emotionally aware and sensitive to the needs of students?
- 6- What kind of relationship do you offer to your students?
- 7- Do you think that the kind of relation between student and teacher can improve creativity?
- 8- Do you care about student's differences?
- 9- What are the strategies which can be employed to your student to improve their creativity?
- 10- What is the teacher's role in enhancing creativity?

11- Do you think that your behavior can affect student creativity?

12 Which suggestions can you propose to improve the level of EFL learners and make them more creative?

الملخص:

الغرض من هذا البحث هو دراسة تأثير سلوك المعلمين في تعزيز إبداع الطلاب ، ودور المعلم مهم في تطوير بيئة الفصل التي تدعم الطالب على التفكير من منظور مختلف من أجل اكتشاف أفكار مبتكرة لحل الاستفسارات. يساعد السلوك الإيجابي للمعلمين على زيادة الإبداع لدى الطلاب من خلال دعمهم وتشجيعهم. يمكن تطوير نتيجة الدراسة ووضوح المفهوم بين الطلاب من خلال السلوك الإيجابي للمعلم. إذا لم يكن المعلم مهتمًا بنمو الطلاب ، فهذا يؤثر بشكل مباشر على مهارات التعلم والإبداع لدى الطلاب.

الكلمات الأساسية: الإبداع. تعزيز الإبداع. سلوك المعلمين

Summary:

The purpose of this research is to study the effect of teachers' behavior on fostering student creativity. The role of teacher is significant in developing classroom environment which support the student to think from different perspective in order to find out innovative ideas to resolving the queries. Thus the positive behavior of teachers helps to increase creativity among the students by supporting and encouraging them . The study outcome and concept clarity among the students can be developed by the positive behavior of teacher. If the teacher is not interested in student growth then it directly impacts on learning and creativity skills of the students.

Key words: creativity . fostering creativity . Teachers behaviour .

Résumé:

Le but de cette recherche est d'étudier l'effet du comportement des enseignants sur la promotion de la créativité des élèves. Le rôle de l'enseignant est important dans le développement d'un environnement de classe qui aide l'élève à penser sous un angle différent afin de trouver des idées innovantes pour résoudre les questions. Ainsi le comportement positif des enseignants contribue à accroître la créativité des élèves en les soutenant et en les encourageant . Le résultat de l'étude et la clarté du concept parmi les étudiants peuvent être développés par le comportement positif de l'enseignant. Si l'enseignant n'est pas intéressé par la croissance des élèves, cela a un impact direct sur les compétences d'apprentissage et de créativité des élèves.

Mots clés : créativité . favoriser la créativité. comportement des enseignant