Foreign Language Achievement and Its Relation to Teacher Effectiveness and Personality

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Abstract. This study explored whether achievement in English as a foreign language (EFL) is significantly related to teacher effectiveness and personality. The administration of a bio questionnaire, the Characteristics of Effective English Language Teachers (CEELT) and the NEO Five Factor Inventory (NEO-FFI) in Persian to one thousand two hundred and sixty EFL learners and one hundred eighteen EFL teachers in Mashhad, Iran, showed that EFL achievement is significantly related not only to the CEELT as a measure of teacher effectiveness but also to its *Rapport*, *Fairness*, *Qualification*, and *Facilitation* factors. Similarly, it correlated significantly with the NEO-FFI as a measure of personality. However, out of five personality dimensions only *Conscientiousness*, and *Extraversion* correlated with the EFL achievement. The classification of the EFL learners into high, middle and low achievers on the basis of their z-scores and correlating the achievement scores with the two measures showed significant relationships only for middle achievers. The various types of significant relationships between the factors underlying the CEELT and the EFL achievement for the three groups of achievers on the one hand and the significant relationships between the EFL achievement and dimensions of NEO-FFI on the other are presented and discussed. Suggestions are also made for future research.

Keywords: Foreign language, achievement, teaching effectiveness, personality

INTRODUCTION

Brandt, Mathers, Oliva, Brown-Sims and Hess (2007, p.3) brought up the pivotal role of teachers by citing Whitehurst's (2002) reference to effective teaching as "a cornerstone of education reform … critical for student academic achievement. In the same line, some scholars such as Clark (1993), Sanders (1999), Sanders, Wright and Horn (1997) and Wenglinsky (2000) established a very close, if not causal, association between student achievement and teacher effectiveness by offering the former as a measure of latter.

While the academic achievement of students learning English as a foreign language (EFL) can be measured by assessing their abilities of listening, speaking, reading and writing in given courses at various proficiency levels, teacher effectiveness has largely been determined subjectively by administrators. It was, however, objectively operationalised in Iran when Moafian and Pishghadam (2008) developed a 47-item questionnaire and called "Characteristics of Successful EFL Teachers." They added eight to the 39 characteristics selected from fourteen studies by Suwandee (1995) and administered the questionnaire to 250 Persian EFL learners and extracted 12 factors, i.e., teaching accountability, interpersonal relationship, attention to all, examination, commitment, learning boosters, creating a sense of competence, teaching boosters, physical and emotional acceptance, empathy, class attendance and dynamism, by employing Principle Axis Factoring (PAF) and Varimax Rotation with Kaiser Normalization.

While Birjandi and Bagherkazemi (2010, p. 139) renamed Moafian and Pishghadam's (2008) questionnaire as "the Successful Iranian EFL Teacher (SIET),' Khodadady (2010) called it Characteristics of Effective English Language Teachers (CEELT) and administered it to 1469 high school students in Mashhad, Iran. He employed the same factor extraction and rotation methods and extracted five factors called *Rapport*, *Fairness*, *Qualification*, *Facilitation* and *Examination*. Khodadady argued that his results were different from those of Moafian and Pishghadam because his participants were more homogenous in terms of their age and educational level.

In an attempt to find out whether EFL teachers' effectiveness was significantly related to their personality and its five dimensions or not, Khodadady and Mirjalili (2012) administered the CEELT and NEO Five Factor Inventory (NEO-FFI) to 1260 EFL learners and their 118 teachers. They obtained the results presented in Table 1. As can be seen, 1.96 percent of teacher effectiveness is explained by their personality because the correlation coefficient (CC) obtained between the NEO-FFI and CEELT is .14 ($p<$ .05). Among the five factors underlying the CEELT, the CC obtained between *Qualification* and NEO-FFI is the highest (r = .15, $p<$ .05), explaining 2.25 percent of variance in teachers' personality.

Table 1.CCs among EFL teachers' personality, its dimensions, teaching effectiveness and its underlying factors (Khodadady & Mirjalili, 2012)

Personality	CEELT	Rapport	Fairness	Qualification	Facilitation	Examination
NEO-FFI	.14*	.12*	.13*	.15*	.10*	.04
Neuroticism	.08**	.05	.05	.08**	.08**	.11**
Extraversion	.08**	.12**	.08**	.06*	.04	-.07*
Openness	.08**	.03	.07*	.08**	.08**	.08**
Agreeableness	.02	.02	.04	.03	-.02	-.03
Conscientiousness	.08**	.07*	.07*	.10**	.06*	-.02

** Correlation is significant at the .01 level (2-tailed)

* Correlation is significant at the .05 level (2-tailed)

The present study aims to find out whether teacher effectiveness and personality are related to EFL learner achievement. More specifically it attempts to explore whether the level of achievement in English reveals any significant relationships with EFL learners' perception of teaching effectiveness and its

underlying factors. Similarly, it investigates whether EFL teacher personality and its five dimensions are significantly related to the achievement of high, middle and low ability English learners.

METHODOLOGY

Participants

Two groups of people participated in the present study, i.e., learners and teachers of English as a foreign language (EFL).

EFL Learners

One thousand two hundred and sixty learners studying EFL at pre-intermediate (n= 333, 26.4%), intermediate (n= 321, 25.5%), upper intermediate (n=313, 24.8%) and advanced (n= 293, 23.3%) levels at ten private language institutes in Mashhad, Iran participated voluntarily in this study. The age of 848 female and 412 male participants ranged between 17 and 49 (mean = 22.77, SD = 6.27). They were either majoring in various fields at high schools and universities or had graduated with diploma, above diploma, BA/BSc., MA/Msc., Doctorate and PhD degrees. The participants were conversing in Persian as their first language.

EFL Teachers

One hundred eighteen EFL teachers, 83 female and 35 male, participated voluntarily in the study. They were either holding or studying for BA (n =83, 70.3%), MA (n =34, 28.8%) and Doctorate (n = 1, .8%) degrees in Teaching English (n = 32, 27.1%), English Translation (n= 24, 20.3%), English Language and Literature (n = 32, 27.1%), Linguistics (n= 2, 1.7%) and other fields (n = 28, 23.7%) in AllameTabatabayi, Azad University, Ferdowsi University of Mashhad, Imam Reza, Khayyam, Medical University, Payam Noor, Sajjad and unspecified overseas universities. Their age ranged from 19 to 56 (mean = 28.69, SD = 6.96) and had an experience of 1 to 2 years (n = 20, 16.9%), 3 to 5 years (n = 38, 32.2%), 6 to 8 years (n = 35, 29.7%), 9 to 11 years (n = 12, 10.2%) and more than 12 years

(n = 13, 11.0%). They spoke English (n = 5, 4.2%), Persian (n = 111, 94.1%) and Turkish (n = 2, 1.7%) as their mother language.

Instruments

A learner bio questionnaire, a teacher bio questionnaire, Characteristics of Effective English Language Teachers (CEELT) questionnaire and NEO Five Factor Inventory (NEO-FFI) were employed in this study.

Learner Bio Questionnaire

A learner bio questionnaire was developed to elicit the information related to their gender, field of study in university, proficiency level in English and mother language. It also had a slot for teachers to report the learners overall achievement in English at the time of present study. They were asked to add up the learners' scores on listening, speaking, reading and writing and report their mean on these four skills out of 100. The mean scores reported for learners were then employed to divide them into high, middle, and low ability achievers.

Teacher Bio Questionnaire

The teachers' bio questionnaire consisted of ten short answer questions and multiple choice items dealing with the name of institute where they were teaching the EFL, their university, year, field and degree of study, age, gender, GPA, and mother language.

Characteristics of Effective English Language Teachers

The Persian 47-item Characteristics of Effective English Language Teachers (CEELT) having an alpha reliability coefficient of .97 was used as a measure of teaching effectiveness in this study. According to Khodadady (2010), all the 47 items load acceptably on five factors, i.e., *Rapport*, *Fairness*, *Qualification*, *Facilitation* and *Examination* whose Alpha reliability coefficients are .83, .92, .90, .85 and .72, respectively. (Although Khodadady reported the

items both loading and cross loading acceptably on one and more factors, in the present study the items having the highest acceptable loading on one *single* factor have been adopted as contributory to that particular factor alone and their acceptable cross loadings on other factors have been removed.)   The five factors together explain 48.6% of variance in teaching effectiveness.

NEO Five Factor Inventory

The NEO Five Factor Inventory (NEO-FFI) designed by Costa and McCrae (1992) was used to measure the personality of EFL teachers. It is a 60-item self-report paper and pencil questionnaire which covers the five 12-item main domains of the Big Five model, i.e., Neuroticism, Extraversion, Openness, Agreeableness, and Conscientiousness. Each item is followed by a Likert scale of five points, i.e., strongly disagree, disagree, no idea, agree and strongly agree, to which the values of 1, 2, 3, 4, and 5 are assigned, respectively. It was first translated and validated in Persian by Garousi, Mehryar and Ghazi Tabatabayi (2001) [henceforth GMG01]. Following Khodadady and Zabihi (2011) [henceforth KZ11] and Khodadady and Mirjalili (2012) [henceforth KM12] the Persian NEO-FFI was employed in this study. Table 2 presents the descriptive statistics and reliability estimates of the inventory reported by these researchers.

Table 2. Descriptive Statistics of the NEO-FFI and its five dimensions

Dimensions	# of items	Mean	Std. Deviation	KM12 Alpha	KZ11 Alpha	GMG01 Alpha
Agreeableness	12	43.92	5.636	.64	.65	.68
Conscientiousness	12	46.26	6.638	.81	.79	.87
Extraversion	12	42.68	5.486	.65	.75	.73
Neuroticism	12	32.50	6.215	.68	.83	.86
Openness	12	40.80	6.384	.71	.48	.56
NEO-FFI	60	206.16	14.360	.69	.81	.86

Procedure

After having the bio questionnaire, CEELT and NEO-FFI printed and ready for administration, the authorities of almost all well-established and popular language institutes in Mashhad, Iran, were contacted and the official approval of ten was obtained. Since the condition set by the authorities was arranging for the best session in order not to have any untoward effect on their educational program, the researchers could secure some 30 minutes at the end of the most suitable session upon which the participants had agreed to take the questionnaires. In the approved session, one of the researchers attended the class in person and distributed the CEELT among the learners. In the meantime, their teachers added up and averaged their scores on listening, speaking, reading and writing skills. Whenever a given learner handed in the completed bio questionnaire, the teacher wrote his/her average score in the specified slot. All the scores were reported out of 100. The teachers took the NEO-FFI themselves while the learners completed the CEELT.

Data Analysis

The achievement scores reported by the EFL teachers were converted into Z-scores in order to establish high, middle and low ability achievers. While +1 and higher Z-scorers were considered high achievers, -1 and lower Z-scorers were treated as low. Z-scorers falling between -1 and +1 were regarded middle achievers. The mean Z-scores of these three groups were then analyzed via One Way ANOVA to find out whether the mean scores obtained by the three groups differed significantly from each other. The scores of the three groups of achievers were also correlated with their rating of teachers' effectiveness and their teachers' own scores on the NEO-FFI to explore the relationships among English achievement, teaching effectiveness and teachers' personality. All statistical analyses were conducted by utilizing the IBM SPSS Statistics 19.0 to answer the following research questions.

Q1. Is there any significant relationship between EFL achievement and teacher effectiveness as measured by the CEELT and its underlying factors?

Q2. Do the EFL achievement, CEELT and its underlying factors correlate significantly with each other when learners are divided into low, middle and high achievers?

Q3. Is there any significant relationship between EFL achievement and teacher personality as measured by the NEO-FFI and its five dimensions?

Q4. Do the EFL achievement, the NEO-FFI and its five dimensions correlate significantly with each other when learners are divided into low, middle and high achievers?

Q5. Do the EFL achievement and the *Agreeableness*, *Conscientiousness*, *Extraversion*, *Neuroticism* and *Openness* dimensions of teacher personality correlate significantly with the CEELT and its five factors when learners are divided into low, middle and high achievers?

RESULTS AND DISCUSSIONS

Table 3 presents the descriptive statistics of high, middle and low achievers' scores reported by the EFL teachers. The One-Way ANOVA analysis showed that the mean scores of the three groups were significantly different (F = 1317.188, df = 2, p <.0001). The Scheffe Post Hoc Test indicated that the high achievers' scores were significantly different not only from the middle achievers but also from low achievers' scores and thus validated employing Z-scores as an acceptable procedure to distinguish the three groups from each other. (The table related to Scheffe Post Hoc Test has been deleted to save space.)

Table 3. Descriptive statistics of achievement scores obtained by three groups of achievers

Achievers	N	Mean	Std.	Std.	Minimum	Maximum

			Deviation	Error		
Low	140	68.05	5.745	.486	50	74
Middle	963	82.50	4.353	.140	75	90
High	157	94.16	2.886	.230	91	100
Total	1260	82.35	7.700	.217	50	100

Table 4 shows the correlation coefficients obtained between the scores of all, high, middle and low achievers with the CEELT and its five factors. As can be seen, the scores of *all* achievers correlate significantly with the CEELT ($r = .14$, $p<.05$) and its *Rapport* ($r = .12$, $p<.05$), *Fairness* ($r = .13$, $p<.05$), *Qualification* ($r = .15$, $p<.05$), and *Facilitation* ($r = .10$, $p<.05$) factors and thus answer the first question positively, i.e., *Is there any significant relationship between EFL achievement and teacher effectiveness as measured by the CEELT and its underlying factors?*, to a large extent.

Table 4. CCs obtained between the EFL achievement, CEELT and is five factors

Achievers	CEELT	Rapport	Fairness	Qualification	Facilitation	Examination
All	.14*	.12*	.13*	.15*	.10*	.04
High	.12	.05	.10	.15	.10	.08
Middle	.13**	.11**	.12**	.13**	.10**	.05
Low	.15	.17*	.16	.19*	.08	-.06

* Correlation is significant at the 0.05 level (2-tailed)

** Correlation is significant at the 0.01 level (2-tailed)

The significant CCs obtained between all the achievers' scores, the CEELT and four of its underlying factor disconfirm Feizbaksh's (2011) finding. She could find no significant relationship between teacher effectiveness and EFL achievement ($r = .05$, $p = .13$) when she administered the CEELT to 1461 learners.

As can be seen in Table 4, *Examination* is the only factor underlying teaching effectiveness which shows no significant relationship to *all* achievers' scores and thus question the validity of asking the learners to rate their teachers' examinations.

When the EFL learners are divided into three ability groups, to answer the second question, i.e., *Do the EFL achievement, CEELT and its underlying factors correlate significantly with each other when learners are divided into low, middle and high achievers*?, only the middle achieves' scores correlate significantly with the CEELT (r = .13, *p*<.01) and its *Rapport* (r = .11, *p*<.01), *Fairness* (r = .12, *p*<.01), *Qualification* (r = .13, *p*<.01), and *Facilitation* (r = .10, *p*<.01) factors, indicating that only middle achievers benefit most from teacher effectiveness and its four factors. Among the five factors, *Examination* does not relate significantly to the achievement of any groups and thus provide further support to question the empirical validity of having the EFL learners *rate* their teachers' ability to measure their achievement.

The high achievers' EFL achievement shows significant relationship neither with the CEELT nor with its underlying factors. These results indicate that this particular ability group should not be asked to rate their EFL teachers. Nor should the low achievers' ratings be taken into serious consideration when the effectiveness of EFL teachers is evaluated because the CEELT does not correlate significantly with low achievers' scores. They do, however, show the highest relationship with *Rapport* (r = .17, *p*<.05) and *Qualification* (r = .19, *p*<.05) and thus indicate that low achievers are the best group whose ratings can be employed to determine whether the EFL teachers can relate to their learners effectively and whether they are qualified.

Table 5 presents the CCs obtained between the learners' English achievement scores, their teachers' personality and its five dimensions. They answer the third research question, i.e., *Is there any significant relationship between EFL achievement and teacher personality as measured by the NEO-FFI and its five dimensions*, to some extent because, all achievers' scores correlate significantly

with the NEO-FFI (r = .11, *p*<.01) and its *Conscientious* (r = .10, *p*<.01), and Extraversion (r = .13, *p*<.01) dimensions only.

Table 5. CCs obtained between EFL achievement, the NEO-FFI and is five factors

Achievers	NEO	Agreeableness	Conscientiousness	Extraversion	Neuroticism	Openness
All	.11**	.02	.10**	.13**	-.01	.02
High	.05	-.08	-.07	-.07	.09	**.19***
Middle	.13**	.07*	.10**	.12**	-.03	.05
Low	-.02	.02	.06	-.03	.01	-.14

* Correlation is significant at the 0.05 level (2-tailed), ** Correlation is significant at the 0.01 level (2-tailed)

As it can also be seen in Table 5, the results answer the fourth research question partially, i.e., *Do the EFL achievement, the NEO-FFI and its five dimensions correlate significantly with each other when learners are divided into low, middle and high achievers*? Only middle achievers' achievement scores show significant relationship with the NEO-FFI (r = .13, *p*<.01) and its *Agreeableness* (r = .07, *p*<.05), *Conscientious* (r = .10, *p*<.01), and *Extraversion* (r = .12, *p*<.01) dimensions. Since they show the highest relationship with the *Conscientious* (C+) and *Extraversion* (E+), Costa, McCrae and PAR Staff's (2000) description of E+C+ style may be used to say that middle achievers prefer Go-Getter teachers who "know exactly what needs to be done and are eager to pitch in" (p. 12).

The low achievers' scores, however, show significant relationships neither with the NEO-FFI nor with its five dimensions implying that the EFL teachers' personality does not bear on this particular group's achievement. In contrast, the high achievers' scores show the highest correlation with the *Openness* (r = .19, *p*<.05), implying that the teachers' "receptiveness to new ideas, approaches, and experiences" (McCrae & Costa, 1990; p. 41–42) explains about two percent of

these learners' achievement. Since *García et al.* (2005) reviewed the literature and asserted that *Openness* is similar to Goldberg's (1992) Intellect factor, high achievers benefit more from curious, creative, cultured, and intellectual teachers.

Tables 6, 7, 8, 9 and 10 present the CCs obtained between the personality dimensions, the CEELT and its underlying factors to answer the fifth research question, i.e., *Do the EFL achievement and the Agreeableness, Conscientiousness, Extraversion, Neuroticism and Openness dimensions of teacher personality correlate significantly with the CEELT and its five factors when learners are divided into low, middle and high achievers*? These tables will be discussed separately in order to present a more detailed answer to the question.

Tables 6 presents the CCs obtained between the first dimension of EFL teachers' personality with their effectiveness and its constituting factors as perceived by all, high, middle and low achievers. Although *Agreeableness* deals with compliance to the needs of others (e.g., Digman & Takemoto-Chock, 1981; Graziano & Eisenberg, 1997), it does not show any relationships with EFL teachers' effectiveness or with its factors at any level of achievement, implying that EFL teaching is a unique type of career in Iran. These findings show that teachers do not have "to attend to the mental states" (Nettle & Liddle, 2008, p. 323) of their learners as the core of the personality dimension of Agreeableness.

Table 6. CCs obtained between Agreeableness, the CEELT and is five factors

Achievers	CEELT	Rapport	Fairness	Qualification	Facilitation	Examination
All	.02	.02	.04	.03	-.02	-.03
High	.08	-.04	.09	.15	.04	.01
Middle	-.01	.02	.02	.03	-.05	-.06
Low	.08	.06	.11	-.02	.08	.10

Table 7 presents the CCs obtained between *Conscientiousness* dimension of

EFL teachers' personality with their effectiveness and its constituting factors as perceived by all, high, middle and low achievers. Although it shows significant relationships with the CEELT (r = .08, *p*<.01) and its *Rapport* (r = .07, *p*<.05), *Fairness* (r = .07, *p*<.05), *Qualification* (r = .10, *p*<.01), and *Facilitation* (r = .06, *p*<.05) factors when the scores of all achievers are taken into account, the scores of high and low achievers, show significant relationship only with *Qualification* (r = .17 and .22, *p*<.01, respectively), indicating that the more qualified the EFL teachers are, the more conscientious they look to their low and high achieving learners. These results provide support for Ashton and Lee's (2001) assertion that Conscientiousness reveals the extent to which EFL teachers "engage in behviours that tend to improve efficiency or accuracy in the completion of tasks" (p. 342) as the basic requirements of qualification.

Table 7. CCs obtained between Conscientiousness, the CEELT and is five factors

Achievers	CEELT	Rapport	Fairness	Qualification	Facilitation	Examination
All	.08**	.07*	.07*	.10**	.06*	-.02
High	.11	.05	.11	.17*	.03	.02
Middle	.05	.05	.04	.05	.05	-.02
Low	.14	.13	.14	.22*	.06	-.08

* Correlation is significant at the 0.05 level (2-tailed), ** Correlation is significant at the 0.01 level (2-tailed)

Table 8 presents the CCs obtained between *Extraversion* dimension of EFL teachers' personality with their effectiveness and its constituting factors as perceived by all, high, middle and low achievers. As can be seen, with the exception of *Facilitation*, the CEELT and its four factors show significant relationships with the *Extraversion* dimension of teachers' personality for *all* achievers. However, when the achievement levels are taken into account, the

teachers' ability to establish *Rapport* with their middle and low achievers correlate significantly with *Extraversion* (r = .10 and .28, *p*<.01, respectively), indicating that extraverted EFL teachers reach out to their low ability learners most.

Table 8. CCs obtained between Extraversion, the CEELT and is five factors

Achievers	CEELT	Rapport	Fairness	Qualification	Facilitation	Examination
All	.08**	.12**	.08**	.06*	.04	-.07*
High	.08	.09	.13	.04	.01	-.13
Middle	.05	.10**	.06	.03	.02	-.06
Low	.11	.28**	.11	.13	.04	-.13

* Correlation is significant at the 0.05 level (2-tailed), ** Correlation is significant at the 0.01 level (2-tailed)

Table 9 presents the CCs obtained between Neuroticism dimension of EFL teachers' personality with their effectiveness and its constituting factors as perceived by all, high, middle and low achievers. As can be seen, for all achievers *Neuroticism* shows the same magnitude of significant correlation with the CEELT and its *Qualification* and *Facilitation* subscales (r = .08, *p*<.01). However, the same relationships with higher magnitudes appear when the perceptions of middle achievers are taken into account. While *Neuroticism* does not bear on the CEELT for both low and high achievers, it shows a higher magnitude of significant relationship with *Examination* for middle and high achievers (r = .13 and .17, *p*<.01, respectively), indicating that effective EFL teaching for middle and high achievers require Neurotic treatment of *Examination* on the part of teachers.

Table 9. CCs obtained between Neuroticism, the CEELT and is five factors

Achievers	CEELT	Rapport	Fairness	Qualification	Facilitation	Examination
All	.08**	.05	.05	.08**	.08**	.11**
High	.00	.02	-.05	-.01	.03	.17*
Middle	.10**	.06	.08*	.08**	.10**	.13**
Low	.06	.01	.05	.09	.06	-.02

* Correlation is significant at the 0.05 level (2-tailed), ** Correlation is significant at the 0.01 level (2-tailed)

Table 10 presents the CCs obtained between *Openness* dimension of EFL teachers' personality with their effectiveness and its constituting factors as perceived by all, high, middle and low achievers. As can be seen, for all achievers *Openness* shows the same magnitude of significant correlation with the CEELT and its *Qualification*, *Facilitation* and *Examination* factors (r = .08, *p*<.01). Neither low nor high achievers, however, relate teaching effectiveness to *Openness* dimension of their teachers. These are only middle achievers who relate their teachers' *Openness* not only to *Examination* (r = .10, *p*<.01) but also to *Qualification* (r = .09, *p*<.01), and *Facilitation* (r = .09, *p*<.01) and Fairness (r = .09, *p*<.01), implying that *Openness* is specific only to this particular group.

Table 10. CC obtained between Openness, the CEELT and is five factors

Achievers	CEELT	Rapport	Fairness	Qualification	Facilitation	Examination
All	.08**	.03	.07*	.08**	.08**	.08**
High	.02	.01	-.02	-.01	.09	.07
Middle	.10**	.04	.09**	.09**	.09**	.10**
Low	.01	.02	.01	.03	-.03	-.03

* Correlation is significant at the 0.05 level (2-tailed), ** Correlation is significant at the 0.01 level (2-tailed)

CONCLUSION

The validated and reliable Persian Characteristics of Effective English Language Teachers (CEELT) and the NEO Five Factor Inventory (NEO-FFI) were administered as measures of teacher effectiveness and personality to one thousand two hundred and sixty learners and one hundred eighteen EFL teachers, respectively, to find out whether they were significantly related to achievement in English as a foreign language (EFL). The mean of listening, speaking, reading and writing scores reported by the teachers for each learner was taken as index of EFL achievement and converted to a z-score to establish low, middle and high achievers.

The results showed that teacher effectiveness has significant relationship only with middle achievers' scores. While neither the CEELT nor its underlying factors, i.e., *Rapport*, *Fairness*, *Qualification*, *Facilitation*, and *Examination*, showed any significant relationship with high achievers' scores, the first and second highest relationships could be found between the low achievers' scores and *Qualification* and *Rapport* factors, respectively. Since the middle achievers' scores are significantly related to *Rapport*, *Fairness*, *Qualification*, and *Facilitation*, EFL teachers need to improve these four aspects of their career. They also need to strengthen their rapport with low achievers and improve their qualifications.

Along with their effectiveness, teachers need to focus on their personality and employ its dimensions differently when they deal with high, middle and low achievers. High achievers seem to benefit more from EFL teachers' *Openness*. They need to be open to new ideas and experiences, imaginative, curious and aesthetically sensitive (Costa & McCrae, 1992) when they deal with these achievers. Middle achievers, however, relate their learning more to their teachers' *Extraversion*, *Conscientiousness* and *Agreeableness*, respectively. In contrast, low achievers' scores show significant relationship neither with their teachers' personality nor with its dimension, implying that the EFL learners perceive them

differently depending on their achievement. The difference is highlighted when the five dimensions are related to the five factors of effectiveness from the perspective of three ability groups.

While the *Agreeableness* dimension of teachers' personality shows significant relationship neither with the CEELT nor with its underlying factors, *Conscientiousness* relates significantly to teacher *Qualification* for both low and high achievers. Since *Conscientiousness* shows how organized, motivated and thorough an individual is (De Raad & Schouwenburg, 1996), only qualified EFL teacher seem to exhibit these features in their classes and help their low and high achieving learners. Surprisingly, middle achievers do not establish any relationship between their teachers' effectiveness and personality. Nor do they relate their achievement to the factors underlying the CEELT and NEO-FFI.

High achievers' scores do not show any significant relationship between the third dimension of personality, i.e., *Extraversion*, and factors underlying teacher effectiveness. It does, however, relate the highest to low achievers and the next highest to middle achievers' perception of their EFL teachers' *Rapport*. In sharp contrast, among the CCs obtained for the three groups of achievers, *Neuroticism* shows the first and second highest positive relationships with the *Examination* factor for high and middle achievers, respectively, implying that the EFL teachers who are "sensitive and moody, and are probably dissatisfied with several aspects of their lives" (Costa, McCrae, & PAR Staff, 2000, p. 3) tackle the tasks related to examination best for these two groups.

And finally, as the fifth dimension of personality, *Openness* is specific to middle achievers because it shows significant relationships with *Fairness*, *Qualification*, *Facilitation* and *Examination* factors underlying teacher effectiveness as perceived by this group only. It remains to be explored why middle achievers' rating of their teachers' *Examination* is positively related to the *Openness* dimension of their personality as well as *Neuroticism* whereas it does not relate to that of high achievers. It is suggested teachers' personality be rated by their students as they rate them for their effectiveness to see whether similar

results will be found. Developing other measures of effectiveness which include more specific items dealing with EFL teachers' skills in listening, speaking, reading and writing might also moderate the relationships found in this study. The CEELT lacks these field specific abilities.

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