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## Teacher's personality and cultural identity impacting students' motivation. Effective dialogue/discourse in the classroom\*\*

### Summary

Hewstone and colleagues (2005, p. 294) define personality as a set of individual differences which are affected by the development of an individual: values, attitudes, personal memories, social relationships, habits, and skills. Those values and skills can in turn have a tremendous impact on students' motivation and generally, the whole process of second language learning. Out of many theories of personality available, the article focuses on presumably the most recognised, i.e. Eysenck's theory based on the distinction of two dimensions: extraversion/introversion and neuroticism/stability, psychoticism/normality which are called *superfactors* (Eysenck, 1994). The taxonomy differentiates between four personality types: an extrovert and introvert in two variants: stable and unstable and can also be analysed in terms of the correlation between traits, personality types and superfactors. The article discusses the concept of a teacher's personality and cultural identity and its potential impact on students' motivation, which, in turn, may trigger the development of dialogue and classroom interactional competence (CIC). It also provides some evidence showcasing certain divergence between students' perceptions and opinions on the most motivating traits of a teacher's personality and the factual character features that may boost their CIC.

**Keywords:** personality types, dialogue, discourse, classroom interactional competence, personality, motivation, cultural identity.

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## Introduction

“Personality may play out its role in education by influencing social interactions in the classroom, teacher-student rapport, students’ self-esteem, prosocial behaviour, motivation and classroom conduct, and cognitive performance”  
(Zeidner, 2009, p. 733).

Teachers comprise one of the most essential pillars of the educational process. Their behaviour in a classroom, enthusiasm, creativity displayed while implementing activities as well as temperament has a tremendous impact on students’ motivation and further learning. However, teacher’s personality becomes of utmost importance in the case of second language teaching and learning process. An extroverted educator will find it easier to socialize with the students, establish rapport and “break the ice”. At the same time this kind of temperament may inhibit and block the students creating a highly teacher-oriented environment. Introverted educators might appear as more reserved, creating a kind of barrier between themselves and their learners, but are also good listeners, probably more aware of other people’s expectations . The major dilemma that should deserve a closer attention is which of these two personality dimensions may trigger the establishment of a successful dialogue between the teacher and her/his students. Which teacher’s personality provides the students with more chances for language progress and successful second language acquisition? In the following subsections, the notion of personality as well as its influence on the motivation to learn is presented. Then the correlation between teacher’s personality and successful dialogue understood as the development of Classroom Interactional Competence (CIC) is discussed. This is followed by the presentation of various pieces of research showing the alliance of the above-mentioned variables.

## Personality

The notion of personality being so resistant to definition and so broad in usage has been analysed through numerous angles and orientations, i.e. type and trait theories, psychodynamic and psychoanalytic and social learning theories, behaviourism, humanism and even interactionism (Reber & Reber, 2001). Pervin and Oliver (1997) describe personality by means of five factors, i.e. extraversion, agreeableness, conscientiousness, emotional stability and intellect/openness to experience (as cited in Vorkapić, 2012). Thus it may be stated that the term

'personality' encompasses a wide range of various attributes creating a significant individual and may also be defined as idiosyncratic features determining a particular type of behaviour, way of thinking or feeling. What differentiates us is a personality trait, which, according to Allport (1961), is "a neuropsychic structure having the capacity to render many stimuli functionally equivalent, and to initiate and guide equivalent (meaningfully consistent) forms of adaptive and expressive behavior" (p. 347). However, one's character and temperament are not the same notions. Character distinguishes one person from another, so it is partly innate but also has a connection with the ethical side of human nature. The word 'character' derives from Greek, which means 'stamp,' i.e. something that makes an impression, leaves a mark on something (e.g. on a wax). Thus, the character somehow contains a trace from the outside, as an implication of parental or social actions. In turn, the temperament and its features are hereditary and relatively stable throughout the individual's life. They also bind to specific genes, neurotransmitters, and hormones (Fisher, 2009). It can, therefore, be assumed that each of us is born with our temperament and retains it in further life.

Fontana (1995, p. 191) distinguishes traits from states, and characterises the former as "relatively fixed and enduring" that "may be linked to temperamental factors" while the latter as "fluctuating". States "have to do with moods and the moment-by-moment way in which individuals experience themselves and others". The work of Eysenck (1959, 1964, 1975) has indicated the existence of three major personality traits (sometimes referred to as dimensions) that are labelled as extraversion, neuroticism and psychoticism respectively. These two dimensions: extraversion/introversion and neuroticism/stability, psychoticism/normality are called *superfactors* (Eysenck, 1994). Eysenck's type theory (1994) holds that all individuals can be also assigned to one type or category such as:

- Melancholic, i.e. being a rather pessimistic person, not a risk-taker,
- Sanguine, i.e. thoughtful and cynical, sensible, balanced, optimistic,
- Choleric, i.e. impulsive,
- Phlegmatic, i.e. slow and lazy.

Eysenck's personality test can be used to yield four personality types: an extrovert and introvert in two variants: stable and unstable. There exists a relationship between Eysenck's superfactors and the type theory. This relatedness is presented in Figure 1 below.

The Eysenck dimensions are arranged in a diagram, with neuroticism versus psychoticism on the ordinate and introversion versus extraversion on the abscissa. According to the picture, one who is touchy, restless, aggressive, excitable, changeable, impulsive but optimistic and active is also called a choleric. When a man is rather moody, anxious, rigid and sober, pessimistic, usually reserved,

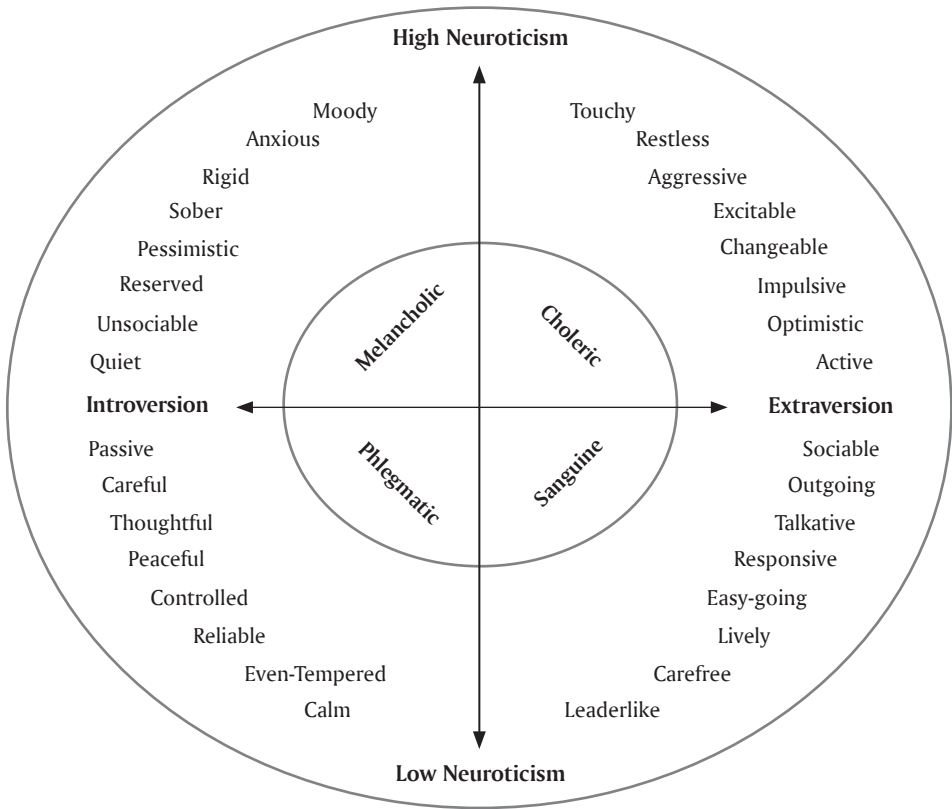


Figure 1. Relation between superfactors and the type theory (adapted from Hewstone et al., 2005, p. 301).

unsociable and tends to be quiet, he is labelled as a melancholic. Both of these types are supposed to be high in neuroticism. The diagram also informs what personality traits lead to a phlegmatic and sanguine personality type, and who tends to be high in introversion, extroversion and emotional stability.

### Teacher’s personality and its impact on students’ motivation

The main reason of the diversity between approaches is the question whether personality is partly determined by genetics and heredity or is absolutely dependent on the environment. Teachers play a big role in their students’ life, which leads to a statement that personality is strongly dependent upon the environment, of which one element are teachers (Fontana, 1995). Teachers’ behaviour, i.e. their teaching repertoire, the methods they employ, the coursebook they introduce as well as their

own traits contribute significantly to the process of learning, motivation increase, and, in turn, to students' success (Harmer, 1991). Nhlanhla and Thubelihle (2014) proved that teachers' personality contributes both to students' motivation and their performance. Personality seems to be in a complex relationship with a number of other variables important in the classroom context, such as material being taught, the teaching methods used, the study habits employed by individual learners, and undeniably, the personality of teachers themselves. Out of many qualities successful teachers share, it seems that their enthusiasm and the ability to inspire it in others (their students) as well as to carry their learners along with them "until a point is reached where enthusiasm becomes self-reinforcing and their pupils are able to continue on their own" (Fontana, 1995, p. 232) appear to be deserving highest attention. Murray (1983a) defined teacher enthusiasm as consisting of the following expressive teaching behaviours: (1) speaking in a dramatic or expressive way, (2) variation in pitch and volume, (3) vocal inflection, (4) smiling or laughing while teaching, (5) moving about while lecturing, (6) gesturing with hands or arms, (7) exhibiting facial gestures or expressions, (8) eye contact, and (9) humour. Extensive research has consistently shown an association between enthusiastic teaching and student learning (e.g. Murray, 1983a, 1983b, 1985; Perry & Magnusson, 1987, 1989). In a study conducted in 1985, Murray demonstrated a significant correlation between classroom teaching behaviours and perceived teaching effectiveness, which was strongest for enthusiastic teaching behaviours (e.g. shows facial expressions, moves about while lecturing). It seems that instructors who "speak expressively", use gestures more and/or move about while lecturing tend to receive higher ratings of teaching effectiveness and to produce higher levels of student motivation and student learning than those who "speak in monotone" and "read lecture verbatim from prepared notes" (Murray, 1985, as cited in Wood, 1998). Thus it would be wise to ponder over the existence of any correlation between teachers' personality and the features characterising enthusiastic teachers. If one compares these two aspects, some implications are clear to notice (see Table 1).

It seems safe to assume that the features provided by Murray (1983a) pertaining to enthusiastic teachers can be ascribed mainly to sanguine educators. Only some of the above-mentioned characteristics can be found in choleric tutors, whereas none of them could be ascribed to phlegmatic or melancholic ones. However, a study conducted by Nhlanhla and Thubelihle (2014) provides a plethora of interesting insights concerning the characteristics of individual teacher personality types and their behaviour in the classroom. According to the authors, a phlegmatic teacher is the one who:

- is highly analytical and will probably be able to inculcate this skill in the learners,
- does not like to be burdened with work and would rather pursue pleasure than work,

- is not best suited for activities requiring lots of preparatory work (e.g. extensive reading in order to run classes in literature),
- avoids confrontations.

Table 1. The correlation between personality type and features of enthusiastic teachers (self-created)

Teacher's personality	Type	Features characterising enthusiastic teachers (Murray, 1983a)
touchy, restless, aggressive, excitable, changeable, impulsive but optimistic and active	choleric	moving about while lecturing, gesturing with hands or arms, exhibiting facial gestures or expressions, eye contact, and humour
moody, anxious, rigid and sober, pessimistic, usually reserved, unsociable and tends to be quiet	melancholic	
sociable, outgoing, talkative, responsive, easy-going, lively, carefree, leaderlike	sanguine	speaking in a dramatic or expressive way, variation in pitch and volume, vocal inflection, smiling or laughing while teaching, moving about while lecturing, gesturing with hands or arms, exhibiting facial gestures or expressions, eye contact, and humour
controlled, reliable, even-tempered, calm, passive, careful, thoughtful, peaceful	phlegmatic	

On the other hand, choleric educators are those who:

- by nature comprise extroverts, those who are an outspoken group of people preferring to be heard and not to listen to others,
- are highly opinionated,
- are bossy and domineering (Van Pelt, 2008),
- are insensitive,
- are cold and unsympathetic as well as insensitive (Laye, 1975, as cited in Nhlanhla and Thubelihle, 2014),
- have argumentative nature and strive to have their opinions heard; thus it will also make them poor listeners.

A sanguine teacher is characterised as the one who:

- loves talking and talking a centre stage, which may lead to students' involvement drop,

- is highly emotionally expressive,
- finds it difficult to listen.

Nhlanhla and Thubelihle (2014) describe a melancholic tutor as a person who:

- tends to be self-conscious about himself and quiet, he sometimes swings from highs to lows,
- “is sometimes withdrawn but sometimes he is outgoing an extroverted” (Van Pelt, 2008, p. 94, as cited in Nhlanhla and Thubelihle, 2014),
- is balanced.

There is no doubt that a teacher together with his/her personality provides a powerful variable contributing to students' motivation, and, in the long run, their second language success. There are times when an educator may experience a fatigue debt (Fontana, 1995) that can also determine his/her behaviour in the classroom, her/his lack of enthusiasm, increasing irritation or simply put – tiredness, and can even completely dominate over their normal teaching. It seems that there is no clear-cut answer to the query concerning the superiority of one teacher's personality over the other in terms of its effectiveness in fostering students' motivation. However, as Fontana (1995) claims, “common sense would suggest that extreme introverts would not do well in the classroom, since they would find the social demands made upon them unacceptable, but it is doubtful if such people would be attracted to teaching in the first place” (pp. 386–387).

### **Cultural identity and its influence on teacher's behaviour**

Individuals may have particular psychological features, yet their expression and their emphasis are shaped by the social and cultural milieus in which they find themselves. The same holds true for teachers' personality traits as they always intersect with their cultural identities and those, in turn, are further displayed in the classroom. Eleuterio (1997) and Hoelscher (1999) point out that “classrooms filled with teachers and students who openly share their lives, their cultural identities, and their life experiences build trust and foster stronger relationships. This climate leads to student engagement and excitement about learning together” (White et al., 2016, p. 3). An interesting account of teacher's inability to motivate their students may be provided by the concept of passivity comprising a significant aspect of individual social functioning and having a direct correlation with one's cultural identity. “Passivity is defined as behaviors that block constructive and solution-oriented actions” (Pierzchała et al., 2021, p. 72). Schiff et al. (1975, as

cited in Pierzchała et al. 2021) implied that individuals have different frames of reference depending on their early experiences and parental influence. We also tend to selectively pay attention to specific elements of a given situation, so that some aspects are minimised while others exaggerated, which produces a final picture that is consistent with the expectations and cultural norms instilled to us and established during childhood. Parental and cultural influences are highly significant, as they determine the perception of reality a growing child creates. In the context of education, it may be assumed that teachers, as well as their students, have their individual frames of reference, which directly impacts their opinions on the teaching-learning process. “Therefore, teachers representing different countries will also differ in their perception of reality, due to the various influences of their cultural conditioning” (Pierzchała et al., 2021, p. 75). This idea intertwines with the concept of Hofstede’s cultural dimension theory (1986), where he identified four major aspects that discern national cultures. Some of those differences, e.g. collectivism vs individualism may determine the manner in which the teaching–learning process takes place. For example, in some collectivistic cultures, students speak only when the teacher addresses them personally and in the countries with high power distance index the teacher is the sole person able to initiate any communication. Masculinity or femininity dimension may also affect teacher’s cultural identity and behaviour as in more masculine societies students’ academic performance would matter most whereas in feminine countries social adaptation would be prioritised (Hofstede, 2001).

Pierzchała and colleagues (2021) also hold that people from different cultural backgrounds may approach or define a problem situation differently, i.e. what seems to be a problem in Europe (and has a direct relevance on the occurrence of passivity) may not necessarily be considered as one in Guatemala, for example. A social role together with expectations towards a teacher are placed in a particular cultural context (the country in which the educator works), which further determines the way teachers fulfil socially relevant tasks. This comparative, cross-cultural study of teacher passive behaviours conducted by Pierzchała and colleagues (2021) aims to describe social functioning of teachers and thus represents a bridge between individually reported levels of passivity and cultural determinants. The research revealed significant educational differences between countries, e.g. out of four countries analysed, i.e. Poland, Ukraine, The UK, and Guatemala, the lowest levels of passivity were reported in Guatemala and the highest in Ukraine. What should also be stressed here is that passivity in the classroom may manifest itself in four different ways, such as:

1. **Doing nothing:** a lack or avoidance of behaviors that are relevant to the solution of a current problem (e.g., when the class is not listening, the teacher ignores the students' behavior and does not require them to focus on the task).
2. **Overadaptation:** behaviors based on excessive adaptation of individuals to the real or imaginary expectations of others bypassing their own goals (e.g., the teacher uses teaching methods required by the institution regardless of their professional judgement and without a fair assessment of students' needs).
3. **Agitation:** a category of passive behaviors that are aimless and repetitive and only serve to discharge the tension arising when trying to solve a problem (e.g., the teacher starts walking nervously when the class is not listening, instead of trying to silence the class by talking or changing the activity).
4. **Incapacitation (1) or violence (2):** (1) can take the form of a psychosomatic illnesses, drug addiction, or severe psychological distress, and the vector of tension is directed inwards and involves self-defeating behaviors and extreme avoidance of responsibility for solving the problem (e.g., a stressed teacher starts to reach for alcohol instead of seeking counseling or supervisory support); while (2) involves aggressive behaviors that force the environment to solve a problem that a person wants to avoid, and the vector of tension is directed outwards to escape responsibility of thinking about the situation (e.g., the teacher starts screaming at students instead of thinking about the educational difficulties of a given group and analyzing behavioral input in this situation) (Schiff, 1975; Pierzchała, 2013). (Pierzchała et al., 2021, p. 76).

As Pierzchała and colleagues (2021) further add, “a comprehensive picture of educational passivity is also helpful for describing and understanding interpersonal classroom phenomena that undermine the effectiveness of an educational endeavor” (p. 74). In light of this article, this “effectiveness of an educational endeavor” may be compared to the teacher's ability to motivate, which in turn, can trigger the process of L2 learning.

The research mentioned above indicates some possible connection between teacher's cultural identity and the ability to motivate students and establish a good rapport with them resulting in the foundation of successful dialogue. However, it does not provide a shred of direct evidence indicating the existence of some correlation between a teacher's personality type and a tendency to passive behaviours. Nevertheless, while analysing typical behavioural tendencies each personality type is prone to, we may easily find passivity as the first feature characterising phlegmatics (see Figure 1).

### **Successful dialogue/discourse in the second language classroom**

There exist many various understandings of the interpretation of “successful dialogue” in the classroom. In the light of this article however, I shall treat it as a set of variables conducive to the formation of communicative competence as well as the development of interactional competence (IC). These two concepts seem to provide the most essential framework for the process of successful second language learning/acquisition. According to Walsh (2001), communicative competence focuses on the knowledge and skills required to use language in particular contexts, as well as on individual speech production. Interactional competence on the other hand, is concerned mainly with communication, less with accuracy and fluency as it “places emphasis on attending to the speaker as producing one’s own contribution” (p. 165). Listening plays here as much a part as speaking. A student taught in this way stands a chance of participating in a genuine, natural conversation, which, bearing in mind the fact that such activities are implemented in a second language classroom, is always a serious challenge. If, however, the teacher holds the belief of advocating the development of IC, the student will be exposed to a discourse that is as authentic as it is possible.

As Walsh (2001) argues, interactional space is facilitated by IC: learners require space for learning to take part in the discourse, to contribute to class discussions and to receive feedback on their contributions. IC is maximised through increased wait-time, by resisting the temptation to “fill silence” (by reducing teacher echo), by promoting extended learner turns and by allowing planning time. What also promotes the development of IC is pausing, extended learner turns as well as clarification seeking. Thus, my interpretation of successful dialogue in a second language classroom would rest on the assumption to provide the learners with a plethora of communication-oriented activities, preferably as close to the authentic types of communication as possible, that would lay the foundations for the development of speaking and listening in the first place, accompanied with parallel provision of vocabulary and grammar. Successful dialogue will have to be based on mutual understanding and establishing of a rapport between the teacher and students, which cannot be done without a conducive set of circumstances where a leading role is played by teacher personality as well as cultural identity. Since interactional competence is exercised with a significant amount of listening, a teacher has to provide her/his students with both forms of interaction – at times they should play the roles of senders of a message (speakers), but should also be prepared for active listening and the roles of receivers. This is the simplest and most basic interpretation of any successful communication act including the one run in the second language. Such a discourse management can lead to the creation

of a shared understanding vital for the learning process – the concept of productive classroom interaction pioneered by Mercer (Edwards & Mercer, 1987). Finally, classroom discourse in this understanding can work as an external arena in which students can hone their thinking skills. The further part of this article will attempt to look at the idea of developing IC from the point of view of teacher personality, i.e. whether there exists one particular type most prone to the formation and development of this kind of competence in L2 learners.

### The study

This part of the article displays the results of a study conducted with adult learners of English – students of English philology department in Sosnowiec. The major aim is to show the significance of teacher's personality in shaping students' motivation as well as to precisely determine which traits of teacher's personality are particularly conducive to motivation increase. In order to obtain the most reliable and authoritative data in this regard, the author decided to test a group of 4th and 5th year students of extramural English studies who represent an advanced level of proficiency in using English. At the same time, this choice was supported by the fact that adults have already well-developed and stable personalities, views, interests, habits and knowledge. Moreover, having studied a second language for so many years, they already know their expectations concerning the type of teacher's personality traits they like as well as most motivating factors in the L2 classroom. The respondents belonged to different groups and specialisations, such as teaching, translation and business. There were 52 women and 16 men among the respondents, which is 76% and 24% respectively. The age of the study participants ranged from 22 to over 36 and the period of learning English was not shorter than 5 years. A detailed distribution of data may be seen in the graphs below:

68 students filled in a mini-questionnaire targeted at first at assessing major variables contributing to their motivation (see Appendix). 100% of the respondents agreed that both a teacher's personality and cultural identity may influence students' learning. Moreover, they also reported being motivated by the teacher's personality themselves. Out of four components shaping intrinsic motivation associated according to Harmer (1991) with factors taking place inside the classroom, the options scoring highest number were the method of teaching (57%) and the teacher (38%). The remaining factors, namely physical conditions and a coursebook were chosen only by 3% and 2% respectively. In the next query, being asked to determine the most significant component affecting the process of second language learning, the respondents having the choice of four

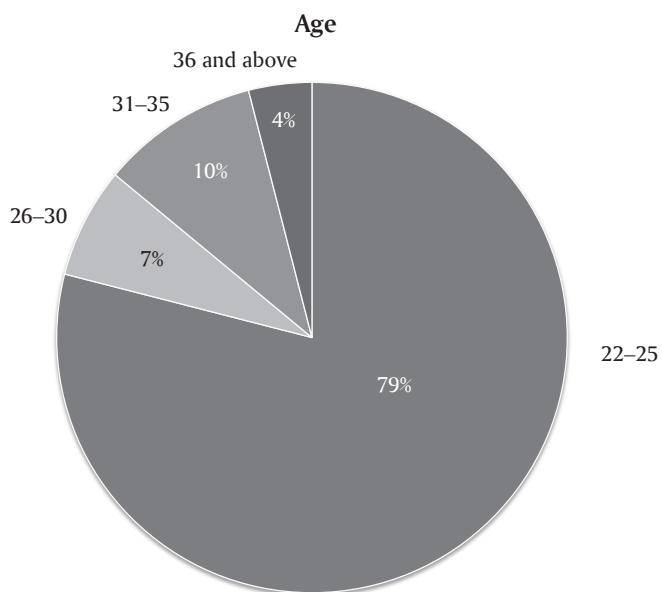


Figure 2. Participants' age.

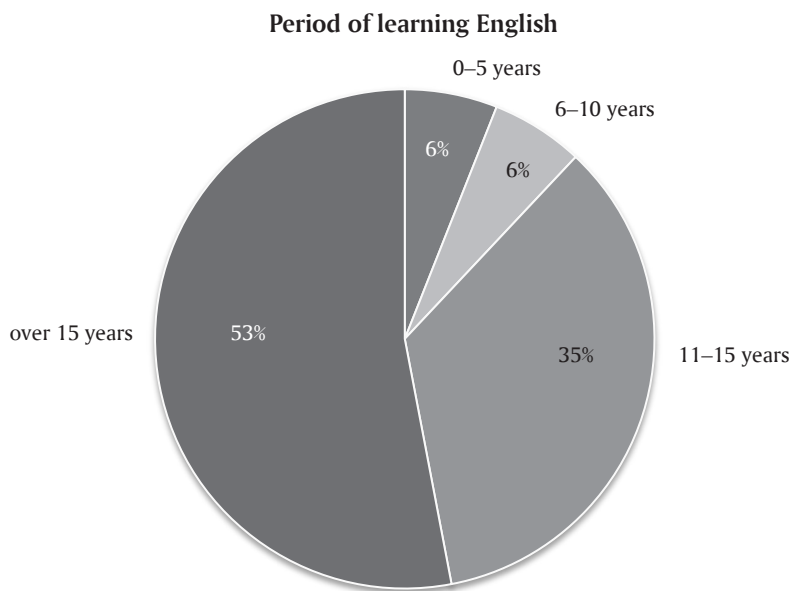


Figure 3. Period of learning English.

possibilities, classified teaching method (48%) as well as teacher's competence and knowledge (38%) as two most decisive criteria. The remaining option, i.e. teacher's personality and cultural identity were chosen by merely 10% and 4% respectively. Such a low position of teacher's personality and cultural identity may not necessarily indicate that the respondents did not value it highly, but simply having the choice between method and knowledge acknowledge these two to be more influential. It is also likely that they have not been taught by teachers representing different cultural identities yet. In the next query referring to their preference concerning being taught by an extrovert, rather than an introvert teacher, the vast majority of respondents (90%) was unanimous selecting extroverts and claiming that those teachers can motivate them most. The subsequent inquiry was the most significant one as its aim was to establish a set of most motivating teacher personality traits. The possible options derived from Eysenck's type theory (1994) were categorised into four personality types: melancholic, phlegmatic, choleric and sanguine. The respondents, not knowing what particular sets of features stand for, chose those options influencing their motivation most. The exact distribution of the answers is presented in the diagrams below:

Table 2. The level of motivation of particular teacher personality traits

Personality traits	completely demotivating	rather demotivating	not so motivating	rather motivating	very motivating
Sociable/ outgoing/ talkative/ responsive	1%	1%	9%	32%	57%
Easy-going/ lively/ carefree/ leaderlike	7%	6%	36%	36%	14%
Active/ optimistic/ impulsive/ changeable	3%	22%	30%	29%	16%
Excitable/ aggressive/ restless/ touchy	65%	22%	3%	4%	6%
Moody/ anxious/ rigid/ sober	68%	16%	9%	3%	4%
Pessimistic/ reserved/ unsociable/ quiet	72%	13%	9%	3%	3%
Passive/ careful/ thoughtful/ peaceful	20%	23%	29%	19%	9%
Controlled/ reliable/ even-tempered/ calm	3%	4%	35%	26%	32%

Table 3. The level of motivation of particular teacher personality traits – average marks

Personality traits	Personality type (Eyesenck)	Personality type (Mayers-Briggs)	Average mark
Easy-going/ lively/ carefree/ leaderlike	Emotional stability	Sanguine	3.44
Sociable/ outgoing/ talkative/ responsive	Extraversion	Sanguine	4.40
Active/ optimistic/ impulsive/ changeable	Extraversion	Choleric	3.33
Excitable/ aggressive/ restless/ touchy	Neuroticism	Choleric	1.63
Moody/ anxious/ rigid/ sober	Neuroticism	Melancholic	1.59
Pessimistic/reserved/ unsociable/ quiet	Introversion	Melancholic	1.59
Passive/ careful/ thoughtful/ peaceful	Introversion	Phlegmatic	2.72
Controlled/ reliable/ even-tempered/ calm	Emotional stability	Phlegmatic	3.79

As can be seen, the students consider sanguine and phlegmatic teachers as those that can boost their motivation most. On the contrary, the least effective in doing so are choleric, and especially melancholic educators. If these findings are to shed some light on the process of teaching of a second language, one should pose a vital question concerning the unique features of language and classroom behaviour sanguine teachers display. Thus, in the second stage of my study the following research questions were formulated:

- Is the classroom discourse produced by sanguine and phlegmatic teachers really so conducive to motivation increase?
- Are sanguine and phlegmatic teachers really capable of fostering second language development in their students?
- Why are extrovert teachers perceived as those contributing to students' motivation?
- Are sanguine and phlegmatic teachers able of promoting successful dialogue in a second language classroom, assuming that the interpretation of "successful dialogue" would rest on the assumption of developing interactional competence?

The answers to the queries put above may be found in a few pieces of research that shall be presented in the following part of this paper.

## Discussion

Arif and colleagues (2012) stated that personality influences the behaviour of the teacher in various ways, such as interface with students, methods selected,

and learning experiences chosen. Bayazidi and Behnam (2013) additionally claimed that specific personality traits of teachers are reflected in classroom instruction, especially through the teacher's use of various instructional strategies and material. In a study of the relationship between teacher personality type (extroverted vs introverted) and their techniques of teaching pronunciation, Shabani and Ghasemian (2017) indicated that extroverts and introverts showed different tendencies towards the use of specific pronunciation techniques. Moreover, while teaching pronunciation the extroverted teachers use and apply more techniques in the classrooms than the introverted ones (e.g. phonetic training, adapting authentic materials, transcription, visual aids). The introverts used the techniques of listen and imitate and reading aloud more. However, the extroverts use the techniques of listen and imitate and visual aids more. In a study pertaining to effective classroom management conducted by Jalili and Mall-Amiri (2015), the superiority of extrovert teachers was indicated.

The research conducted by Nhlanhla and Thubelihle (2014) clearly shows the downside of various personality types. However, it is interesting to notice that personality traits considered as most motivating by respondents (sanguine teachers) in fact may seriously hazard the process of successful second language learning, the establishment of dialogue between the students and the teacher and even put at risk the development of interactional competence. According to the authors, sanguine's tendency to dominate and create a teacher-oriented classroom poses a serious risk to students' active participation. Moreover, such a behaviour can contribute to learners' passiveness and can turn them to mere watchers of highly active teachers. The concept of active involvement advocated by interactionists and cognitivists will not probably be accepted and promoted by sanguine educators. As Nhlanhla and Thubelihle (2014) further pinpoint, the most disturbing feature characterising sanguine teachers is their inclination to dominate all speaking time and block other students. Thus it is reasonable to assume that such a behaviour will also deprive them of the chances to develop both communicative and interactional competence. As Walsh (2001) noted, IC is maximised through a set of various activities and strategies, i.e. by resisting the temptation to "fill silence" (by reducing teacher echo), by promoting extended learner turns and by allowing planning time, pausing, as well as clarification seeking. It seems that hardly any of such concepts stands a chance of being promoted in the sanguine's classroom. This, magnified by compulsiveness to dominate conversation and high level of emotional expressiveness does not seem to provide the students with a set of circumstances conducive to the maintenance of successful dialogue.

The set of attributes such as being controlled, reliable, even-tempered and calm was assessed quite highly by the respondents who declared that phlegmatic

teachers, or at least those with emotional stability, may contribute to their motivation increase (see Table 3). According to Barrens (2006), people of phlegmatic temperament are thoughtful, logical, peaceful, enduring, compassionate, and lenient. They like to work in quiet, peaceful environments, are reliable and can stay calm even while working under pressure. “They are also reserved, stay at home most of the time, polite, enjoy routine, easily hurt though not easily provoked, well respected and behaved, and have a passion for pleasing others rather than self” (Barrens, 2006, p. 4155). Last but not least, a phlegmatic individual will go at great lengths to avoid any form of confrontation. To sum up, a phlegmatic educator will probably introduce a highly-organised and sequenced learning environment, with limited creativity and very predictable lesson pattern. His/her reserved and quite withdrawn temperament would probably help remain calm and deal successfully with maintaining discipline or “taming” disruptive behaviour. It seems that this kind of personality is actually quite predisposed to the organisation of classes in terms of balance between different categories of input and output, and this, in turn can provide a scaffolding for the development of successful dialogue.

The students participating in my research classified choleric extroverted teachers as the third most motivating type. Barrens (2006, as cited in Fomunyan & Mnisi, 2017) describes choleric as front-runners, “people of action that are straightforward; don’t show emotions easily except anger; [who] are not prone to nervousness; like to express themselves; love debate; and can be defensive and prideful, self-confident, self-reliant, and motivated to accomplish goals. They seek acknowledgment, want to be right, and are competitive” (p. 4151). While behaving in a classroom, choleric tend to “be active and participative. They express their ideas, whether right or wrong. Their aggressive nature gives them an edge over others since they are dominant in everything including class activities”. It is difficult to univocally state whether this set of attributes is conducive to the creation of rapport between the teacher and her/his students as well as the formation of dialogue and development of IC. Without a doubt, classes run by such educators are teacher-centered, and probably highly unpredictable due to mood-swings that choleric are famous for. Being prone to nervousness and eager to reveal anger does not seem to be the best match for the students, either. All in all, it can be concluded that choleric teachers can be perceived as charismatic, leader-like as they are definitely visible and audible in a classroom. Yet they would also attempt to be in the limelight of attention leaving very little for others. On the other hand, choleric personality shares lots of features typical for enthusiastic teachers (Murray, 1985) and that cannot be neglected, either.

The conducted research revealed that adult learners of English are barely motivated by melancholic neurotic and introverted teachers (see Table 2 and

Table 3). Attributes such as being moody, anxious, rigid, sober, pessimistic, reserved, unsociable and quiet have no charm in winning the respondents over as this particular temperament was considered to be the least effective in terms of motivating students to learn a second language. Nhlanhla and Thubelihle (2014) clearly demonstrate that melancholic teachers in fact are a blessing in disguise: "The first attribute about the melancholic is that s/he is extroverted. An extroverted teacher will not compete with learners in order to be heard. He has the ability to allow pupils to express themselves and formulate their own views" (p. 4155). Such a feature will obviously lead to the development of IC, as students taught in this way will have a chance to both speak and listen. Moreover, among other advantages, a melancholic type is an exceptionally analytical individual with a very inquisitive mind. According to Nhlanhla and Thubelihle (2014), these teachers are balanced and sensitive, "gifted perfectionists", and as Van Pelt (2008) says, "sometimes the melancholic is withdrawn but sometimes he is out going an extroverted" (p. 94).

There is no doubt that teachers' cultural identity impacts their teaching style to a very significant extent. According to Hofstede (1986, p. 303), there are four essential areas where cultural differences may be most visible:

1. differences in the social positions of teachers and students in the two societies;
2. differences in the relevance of the curriculum (training content) for the two societies;
3. differences in profiles of cognitive abilities between the populations from which teacher and student are drawn;
4. differences in expected patterns of teacher/student and student/student interaction.

However, for the purpose of this article, we shall concentrate on the last aspect most as it may naturally correspond with the development of successful dialogue.

As has been already stated, a cultural dimension may determine the amount of language a student produces as in, e.g. collectivist and high power distance societies, only a teacher may nominate a student to speak. Moreover, following a detailed analysis of other cultural dimensions recognised by Hofstede (1986), many culturally-bound variables may impact teacher-student interaction and influence successful dialogue and communicative competence in an L2 classroom. To start with, in individualist societies, the individuals will speak up not only in small but also in large groups, and in small power distance societies, the teacher expects students to initiate communication, find their own paths, and in this way develop their autonomy. In such societies, teachers are also treated as equal to their students, leading to two-way spontaneous interactions in a class. Student-centred education and an emphasis on initiative are typical attributes of societies with small power distance, and in countries with weak uncertainty, students may

even partake in a certain form of intellectual disagreement with the teacher. In feminine societies, students admire the friendliness of a teacher and choose academic subjects due to their intrinsic interests.

In the light of this article, the most vital query that was put forward was to determine the correspondence between teacher personality type and its impact on students' motivation and then the establishment of successful dialogue in a second language classroom. It was stated that the interpretation of successful dialogue would equal the development of IC and communicative competence, as these two, in my opinion, are fundamental in the process of second language learning and the ability to communicate effectively (irrelevant whether in the native, or the second language). The results of the research conducted by Nhlanhla and Thubelihle (2014) prove that the learners of the melancholic teacher perform better than those of other types. Hence, the existence of the above-mentioned hypothesis can be confirmed.

### Conclusions

The prime intention of this paper is to show the existence of certain correlation between teachers' personality and cultural identity and students' motivation and in turn its further impact on the establishment of a successful dialogue in a second language classroom. Successful dialogue, or efficient discourse management, is interpreted here through the angle of classroom interactional competence (CIC) as the development of this ability seems to lie at the heart of any communication act. L2 learners need to be provided with various categories of input and output (Richards & Rogers, 1986) and the activities/strategies promoting the development of CIC fall into this category. Walsh (2011) claims that "these interactional strategies help to maintain the flow of the discourse and are central to effective classroom communication" (p. 177). What he also advocates is the need for carefully chosen tools, reflection and above all dialogue as only in this way can teachers become more emphatic of various interactions happening in their classroom. There is no doubt that cultural identity, but also the relationship between teachers' personality and students' behaviour (learning habits) is significant, nor that such an alliance influences students' performance (Hofstede, 1986; Nhlanhla & Thubelihle, 2014) and fosters the establishment of CIC. The conducted study showed students' preferences concerning their most motivating teachers' personality. It turned out that the vast majority of the respondents opts for extroverted teachers, preferably with sanguine or phlegmatic temperament. The remaining types did not receive high scores, yet it is the melancholic personality that was barely chosen that, as other research indicates, seems to be the best possibility presumably able to offer

to the students a foundation of a dialogue. Personality attributes characterising sanguine extroverted teachers are highly welcomed in a second language classroom -enthusiasm, being active, taking the leading and maybe even an entertaining role is what the respondents like. However, as various research indicates (Barrens, 2006, as cited in Fomunyan & Mnisi, 2017; Fontana, 1995; Nhlanhla & Thubelihle, 2014; Shabani & Ghasemian, 2017; Van Pelt, 2008) sanguines have a tendency to dominate the classroom, find it difficult to listen and promote active students' participation. The question why, despite all those limitations, this temperament is perceived as most motivating to learn remains unsolved. One possible explanation might concern our preference for a quick fix, something we can get that will make our moods up and keep them that way. Or, perhaps, this can be attributed to students' "relaxed attitude to learning" (laziness), or a need to be entertained and stimulated by their educators. Undeniably, however, it also shows students' inability to predict the consequences of such a teacher's behaviour. As Arif and colleagues (2012, as cited in Shabani & Ghasemian, 2017) put it, "each individual has characteristic attributes of personality which manipulate both the manner in which he behaves toward others and the ways in which they act in response to him. The teacher with invasive dictatorial characteristics, for example, is likely to reproduce them in his relationships with students and in the techniques he uses in his instruction". To conclude, it seems quite certain that sanguine's relationship with her/his students may appear to be dialogic and successful, but it is really doubtful whether it could lead to substantial second language progress.

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## Appendix

### Questionnaire

Dear Student,

I am carrying out a research study aiming at verifying the existence of a correlation between teacher's personality and cultural identity and students' motivation, and its further influence on the development of dialogue and classroom interactional competence (CIC). I would really appreciate it if you could take your time and fill it in. All the data gathered will be kept anonymous and used for scientific purposes only. Thank you!

Part I

1. Sex
  - a) female
  - b) male
2. Age
  - a) 22–25
  - b) 26–30
  - c) 31–35
  - d) 36 and above

3. How long have you been learning English? (in years)
- a) 0–5
  - b) 6–10
  - c) 11–15
  - d) more than 15

Part II

1. Do you think that teacher's personality influences students' motivation?
- a) yes
  - b) no.
2. Do you think that teacher's cultural identity influences students' motivation?
- a) yes
  - b) no.
3. Does the teacher's personality influence your motivation?
- a) yes
  - b) no.
4. Which of the following factors influence your motivation in case of foreign language learning? (you may choose only one option)
- a) teacher
  - b) method
  - c) physical conditions (such as equipment, materials used)
  - d) coursebook
5. Which of the following factors connected with the teacher, do you think is most important in case of foreign language learning? (you may choose only one option)
- a) teacher's personality
  - b) teacher's competences and knowledge
  - c) method of teaching
  - d) teacher's cultural identity
6. Which teacher in your opinion may have a better influence on your motivation?
- a) extrovert
  - b) introvert
7. How motivating are the following groups of teacher's traits for you? Assess them by giving points remembering that 1 means completely demotivating, 2 – rather demotivating, 3 – not so motivating, 4 – rather motivating, 5 – very motivating.

1. Sociable/ outgoing/ talkative/ responsive

1

2

3

4

5

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2. Easy-going/ lively/ carefree/ leaderlike				
1	2	3	4	5
3. Active/ optimistic/ impulsive/ changeable				
1	2	3	4	5
4. Excitable/ aggressive/ restless/ touchy				
1	2	3	4	5
5. Moody/ anxious/ rigid/ sober				
1	2	3	4	5
6. Pessimistic/ reserved/ unsociable/ quiet				
1	2	3	4	5
7. Passive/ careful/ thoughtful/ peaceful				
1	2	3	4	5
8. Controlled/ reliable/ even-tempered/ calm				
1	2	3	4	5