

EFL Teachers' Personality Type and Their Effectiveness in Teaching: Investigating the Relationship

Mohammad Ali Fatemi¹, Raziye Ganjali², Zeinab Kafi^{3*}

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1. Assistant Professor, English Department, Islamic Azad University, Torbat Heidarieh Branch, Iran. Email: fatemi35@gmail.com
 2. Faculty member, Sama technical and vocational training college, Islamic Azad University, Mashhad Branch, Mashhad, Iran. Email: r.ganjali@yahoo.com
 3. PhD Candidate, English Department, Islamic Azad University, Torbat Heidarieh Branch, Iran.
- * Corresponding Author's Email: kafizb@gmail.com
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Abstract – The purpose of this study was to investigate the probable relationship between EFL teachers' personality type and their effectiveness in teaching from university students' point of view. In order for this to be investigated, two validated and reliable questionnaires including Eysneck Personality questionnaire (EPQ) (1985) as well as a questionnaire on Characteristics of Effective Teachers by Khodadady (2010) were administered. Based on Morgan's sample population table, the participants in this study included 171 EFL university students, mostly those studying at different departments of Islamic Azad University, and 20 EFL university teachers who have been teaching courses of General English or ESP at different universities (Islamic Azad University, and Sama college) in Mashhad Iran. Firstly, the EFL teachers were asked to fill out the personality questionnaire and following that their students were to fill out the "effective teacher" questionnaire. In order to facilitate the process of answering the questions for the students, Khodadady's questionnaire was translated into the participants' native language i.e. Persian. Finally, to come up with a tangible result, the collected data were analyzed through Spearman Correlation. The analysis proved the existence of a significant relationship between teachers' personality type and their effectiveness in teaching. The results of the study could be of benefit to teachers in having a more comprehensive awareness of their personality and accordingly do their best to boost their teaching performance and outcome.

Keywords: Effective Teaching, Personality, EFL Teachers

1. INTRODUCTION

Traditionally, teaching and learning has been of great priority and importance in all educational settings. Moreover, in recent years it seems that with the introduction of different teaching methods and the emerging role of psychology in education and also the bitter fact that some of the EFL learners are reluctant to get immersed into the language learning process, it has turned into a highly effective issue for linguists and language specialists to pin point the probable relation of teachers' personality type and their effectiveness in teaching which is of course of great benefit and advantage to both teachers and learners.

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