

**PEOPLE'S DEMOCRATIC AND REPUBLIC OF ALGERIA  
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**The Impact of Teacher's Personality on  
Learner's Motivation**

**The Case of Third Year EFL Students, Ibn Khaldoun University**

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Requirements for the Degree of Master in Didactics*

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## ***Dedication***

*Thanks to Allah for helping me to reach this moment, thank you for giving me power and patience to finish this work.*

*This work is dedicated to the most precious people to my heart; my lovely mother the source of sympathy and love, and my thoughtful father whom I owe deep feeling of gratitude and gratefulness you made me the person I am today, thank you for being my number one cheerleader and for always pushing me to be the best I could be, Thank you mom and dad*

*To my dear sisters and brothers*

*To my intimate best friend Nassima*

*To my niece Rym, love you so much!*

*To all my friends and teachers*

*May Allah bless them all.*

*I also dedicate this work to myself “because I deserve success”*

***Tefaha Hanane.***

## **DEDICATION**

*First and foremost, a greatest gratitude to Allah S.W.T on his bless in completing this project paper, thanks God for the guidance, strength, power of mind, protection and skills, and for giving us a healthy life.*

*This study is wholeheartedly dedicated to my beloved mother, who has been my source of inspiration and gave me strength when I thought of giving up, who continually provides her moral, spiritual, emotional, and financial support.*

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## **Abstract**

This dissertation examined the extent to which teacher's personality affects student's motivation who learn English as a foreign language (EFL). The objective of this study is to investigate the relationship between teacher's personality and EFL learners' motivation. It also attempted to examine whether teacher's personality characteristics influences student's motivation positively or negatively. This investigation was conducted with the third year LMD students of English Department at Ibn Khaldoun University. Thus, 30 students were selected randomly to participate in this study. It was based on the use of the descriptive research where data were collected both quantitatively through the use of a questionnaire and qualitatively through an interview. The findings showed that there is a relationship between teacher's personality and learner's motivation. Also the results of this study indicated that just like other factors such as (personal experiences, learner's environment), the personality of the teacher is a crucial factor that has significant impacts on EFL learner's motivation. This research tackled descriptively one area of this relationship. Therefore, important research directions and recommendations are suggested.

**Key words:** Extrinsic motivation, Teacher's personality, EFL, Intrinsic motivation

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## **LIST OF ABBREVIATIONS**

EM	Extrinsic Motivation
IM	Intrinsic Motivation
EFL	English as a Foreign Language
ESL	English as a Second Language
FL	Foreign Language
L2	Second Language
LMD	Liscence, Master, Doctorate
SL	Second Language
SLA	Second Language Acquisition

# **GENERAL INTRODUCTION**

## **1. General introduction**

When we take a closer look at the English teaching-learning process, teacher's personality plays a significant and major role in the learning process.

There have been many studies conducted to investigate the impacts of teacher's personality with many researchers who concluded that teacher personality is the most important variable at work in the classroom. Most early studies focus on determining and examining the different strengths and weaknesses of the different personality types as teachers, communicators, and leaders in the education system. Besides, other articles attempt to determine which personality traits are the most desirable for teachers and educators. However, the impacts of teacher's personality on learners' motivation in the context of English teaching and learning have not received much attention among scholars and researchers.

The present study aims to fill this gap and shed light on the impact of teacher's personality on learner's motivation specifically in university context. Thus, it attempts to examine the extent to which learner's motivation is influenced by their teacher's personality. It is hoped that by doing this research on student's motivation and the impact of the personality of their teacher on it, teachers and learners will be more aware about the importance of teacher's personality not only in the teaching process but also in the learning process.

## **2. Problem Statement**

There are several factors that influence learner's motivation among them is teacher's personality, thus students would be either motivated or unmotivated by their teacher's personality and this personality would affect them either positively or negatively, this is our experience as Algerian students which became our motive to search and dig into the topic.

## **3. Research Objectives**

This piece of work is done for achieving the following objectives:

- To investigate the relationship between teacher's personality and learner's motivation.

-To explore the extent to which teacher's personality characteristics influence EFL learner's motivation.

#### **4- Research Questions**

Researchers aimed to investigate the impact of teacher's personality on learner's motivation, the following research questions will be answered in this research:

-How to describe the relationship between teacher's personality and learner's motivation?

-To what extent does teacher's personality affect learner's motivation?

-What are the main characteristics of teacher's personality that may affect students the most?

#### **5. Hypotheses**

-Researchers hypothesize that; the personality of teacher's may affect learner's motivation either positively or negatively.

-Teacher's characteristics of both thinking and behavior may have a great impact on student's motivation.

#### **6. Research methodology**

This research adopts the descriptive method through which the data are collected and analyzed both qualitatively and quantitatively. As the choice of the method is determined by the nature of the subject to be treated, the aim of the research, the sample under investigation, and the data collected.

In this study, the method used is the descriptive one because it seems appropriate for this study and the context where the study takes part since the research aims to determine the relationship between the teacher's personality and learners' motivation, and its effects in enhancing their learning and motivation through describing it without any interference of experimental manipulation. Also, the choice of this method can be justified by the fact that it can provide us with consistent and comprehensive information and valid results. In this study, the questionnaire and the interview are the two data collected tools that will be used to collect data. The interview will be administered to teachers of English to find out teacher's attitudes

about learner's motivation and personality. A questionnaire will be administered to students to Find out some of the student's views, problems, preferences and attitudes about both motivation and teacher's personality. The analysis and interpretation of the data will help to reach the aim of the study and confirm or decline the hypothesis. Furthermore, the sample population in this work is third year L.M.D students (males and females) in the Department of Letters and foreign Languages, Ibn Khaldoun University. Thirty (30) students were selected randomly to participate in this study

## **7. Dissertation structure**

This study is divided into three main chapters. The first and the second chapter review the related literature. The third chapter deals with the practical part of the study.

The first chapter reviews the related literature of personality; it includes a number of definitions about personality, an overview about teacher's personality that serves the purpose of this study, types of personality, the characteristics of a good teacher, in addition to the role of the teacher in the teaching context, the role of teachers at university. It also attempts to deal with the characteristics of a good teacher.

The second chapter deals with motivation, it provides a better understanding of this term. It includes general issues of this concept, definitions, types of motivation, as well as the role of motivation in second language learning, and to conclude with, the relationship between teacher's personality and learners' motivation.

The third chapter deals with research methodology and design; it discusses the methodology, the research design, and the procedures for collecting and analyzing data. It also includes the, analysis, and interpretation of data collected from student's questionnaire and also from teacher's interview, it also deals with the findings and discussions of results; it interprets the data collected and discusses the main findings of this study. Additionally, it provides some recommendations for further research. Moreover, some conclusions are drawn in this chapter.



## **8. Significance of the study**

This study is worthy to be investigated because it attempts to highlight the idea that teacher's personality can greatly affect learner's motivation. Therefore, teacher's personality should be recognized to be the most important variable in the field of EFL teaching and learning. For this reason, this present study is an attempt to bring awareness towards this issue, and the researcher's contribution will reveal many positive views about the relationship between teacher's personality and student's motivation which will shed more light on this problem that could enlighten further studies on the research fields. Furthermore, this study is beneficial for both teachers and students, because it is an attempt to give clear idea about how the personality of the teacher contributes significantly to influence learner's motivation especially inside the EFL classes. On the other hand, it is important for other researchers who are interested in this topic to explore facts in detail.

**CHAPTER ONE**  
**TEACHER'S PERSONALITY**

# TEACHER' S PERSONALITY

## Introduction

This chapter is the literature review on previous researches on personality and teacher personality from books, journals, dissertations, and websites. Thus, in this chapter, the researchers attempted to provide an overview about one of our main research variables and address related concepts pertaining to teacher's personality, types of teacher personality (Big Five Model), the role of teacher in the teaching context, characteristics of a good teacher, and the role of teacher at university.

### 1.1 Definition of personality

Most psychologists agree that the term personality comes from the Latin word **persona**, a term referring to theatrical masks worn by actors performing ancient Greek plays. But are our personalities just masks?

Over the years, many different definitions have been proposed for personality, According to Allport, "personality can be viewed as the dynamic organization within an individual of various psychological factors that determines the person's characteristic, thoughts and behavior" (Allport, 1961, p.28).

Personality is also viewed as the dynamic organization of the traits and characteristics patterns of behavior that are unique to the individual (James & Mazerolle, 2002, Callahan, 1966 as cited in Lew, 1977). Personality includes capacity, achievement, responsibility, and participation. Therefore, according to the position a person should build his/her characteristics and demonstrate the behavior because personality is not only the property of that individual but also the institutional organization (Waine & Miskel, 2007). Likewise, regarding personality, Robbins (2007) claimed that the personality is the sum total of way in which a Person interacts in the communities such as (schools or societies). It is the dynamic way of unique adjustment to their environment.

Luthans (2005) said that, Personality is the whole person and it is concerned with external appearance and traits, self, and situational interactions. In addition to that, the personality development is made up of a continuous process and the sequence which is based largely on the learning opportunities available and the socialization process. This indicates that personalities are distinctive and each individual behaves according to certain distinctive

Patterns throughout a variety of situations.

“Personality is the essence of human being.”(Hall & Lindzey, 1957, p.9) However, for Weinberg and Gould, it is “The characteristics or blends of characteristics that make a person unique.” (Weinberg and Gould, 1999). According to Warren “personality is the entire normal organization of a human being at any stage of his development. It embraces every phase of human character: intellect, temperament, skill, morality, and every attitude that has been built up in the course of one’s life.” (Warren & Carmichael, 1930, p. 333)

Furthermore, the term personality has been introduced as “An individual’s pattern of psychological processes arising from motives, feeling, thoughts, and other major areas of psychological function. Personality is expressed through its influences on the body, in conscious mental life, and through the individual’s social” (Mayer 2007, p. 14)

According to Pervin and John (2001), personality is the part of the field of psychology that most considers people in their entirety as individuals and as complex beings. (As cited in Dornyei, 2005, P.10).moreover, Binti (2014) defines personality that comprises opinions, morals, attitudes, character, skills, self-confidence, intellect, inspiration, behaviors and so on.

Additionally, according to Encyclopedia of Psychology (1975, p.779), “Personality is the stable organization of the motivational dispositions of a person, arising from the interaction between biological drives and the social and physical environment”. Janus (2011) said that personality is something that has features and qualities which are different from the crowd unit, makes it unique, different, and original.

Guthrie (1998) declared that personality can be defined as a predisposition to act or behave in a characteristic fashion in response to one’s environment. However, Hogan (1991) stated that a person personality is a relatively stable precursor of behavior; it underlies an enduring style of thinking, feeling and acting. Suchodolski B. (1997, p. 517) explained that personality is achieved in life, which is open to the others, develops through the community. However, Stephen P. Robbins believed that personality is the sum total of ways in which an individual reacts with others Kernberg (2016) defined personality as the integration of an individual’s experiences and behavior patterns. He argued that an individual’s predetermined disposition determines personality, and it is one’s genetics that shapes these dispositions. While Costa and McCrae (1986) described personality as consistent and enduring characteristics or attributes that

Underlie individual differences in cognition, emotion, and behavior.

Numerous definitions are given in respect of personality in order to give meaningful one, therefore no definition has found universal acceptance within the field of psychology. Most of the definitions refer to the mental system, a collection of psychological parts including motives, emotions and thoughts, the definitions vary a bit as to what those parts might be, but they come down to the idea that personality involves a pattern or global operation of mental system. Consequently, from the previous definitions, it can be concluded that personality is made up of the characteristic patterns of thoughts, feeling and behavior of an individual. Thus, these attributes make a person unique.

## **1.2 Teacher's personality**

Teachers are the implementers of educational goals and educators of the children notion.

Teacher's personality is one of the characteristics of achieving excellence among teachers (Mohd, Noor et al., 2013). In other words, teachers themselves need to have a high personality first before attempting to develop student's personality (Tamuri et al., 2012). The personality of teachers plays a role in influencing the student's character development (Göncz, 2017). Other than forming student's personality, the teacher's personality can also impact the performance of schools (Burns and Machin, 2013), effectiveness of Teaching and Learning activities (Klassen and Tze, 2014), creativity of students (Lee and Kemple, 2014) and motivation (Klassen and Tze, 2014)

Other than that, the teacher's personality such as having communication skills can also shape the student's character formation. Abdullah and Jasmi (2016) stressed that great communication skills both verbal and nonverbal reflect high knowledge and personality of the teacher. Communication with students can enhance their learning, support, encouraging. Students interact with the teachers according to his/her personality. The students are always searching the loopholes to escape away and make fun of everything. If they find a teacher with a strong personality, they tend to go to the subject matter and get something from him/her in an informative way, but if they find him/her with a weak personality, they try to run away from the teaching though they are in the classroom. Therefore, a teacher should have a wide variety of teaching styles and nice personality that will make the learning process

interesting and enjoyable (Joyce & Hodge as cited in Hunt & Joyce, 1967; Liong, 2008). Also the physical appearance of a teacher is very much important while presenting in the classroom. A teacher should look, sound and speak like a professional/ teacher (Admin, 2004, p.4). Aurther (2008) says, “Physical appearance affects the environment and that environment affects the personality of an individual, therefore, people treat to the individual according to his appearance” (p.38). Similarly Symonds (1954) says, the manner of teaching is an expression of the teacher’s basic personality reactions, and these reactions constitute the core of teaching behavior in the classroom situation which shape students’ behavior towards them.

After presenting in the classroom, the teacher must identify the context and the processes to be addressed, the strength, need and interests of the students ought to be identified and delivered consciously and purposefully. Many of the activities that make the classroom effective can be active learning, students’ participation, critical thinking, examples, questions and explanation and so on. These all points also come under the personality of the teachers; thus Srivastava and Kumari (2005, p. 7) said that “effective teaching doesn’t depend on your ability to dazzle your students, but rather on your ability to help them learn”.

Moreover, personality in teaching includes self- confidence, stress tolerance, emotional maturity and integrity which focus teachers to ease the difficult tasks, make critical decisions, maintain cooperative relationship among students, subordinates and superiors and consistent with their stated values and be responsible and trustworthy. Therefore, a strong personality is recommended for the teacher besides his/her competence and knowledge In teaching method.(Turkley, Stobbs, 2008).

A teacher is a facilitator but not a master. He/she should play a vital role to create a learning environment which the students prefer most. Callahan (1966) as cited in Lew (1977) says, “the teacher whose personality helps to create and maintain a classroom or learning environment in which students feel comfortable and in which they are motivated to learn is said to have a desirable teaching personality.” Whatever the characteristics he/she brings from his/her heredity that should not give the bad effect on the students while clarifying the values of the students; he/she should respect all and learn more from them. He/she should be physically, mentally as well as socially a teacher because the teacher does not only teach math or literature but other things to be a good person (Ysabel, Stobbs, 2008). His/her personality should be attractive from every nook and corner. He/she must understand the variation among

the students, cultures, family background, traditions, values, and customs and friendships. Regarding this, Keirse and Bates (1984) say that people are different in fundamental ways.

### **1.3 Types of teacher's personality**

When we talk about personality, most of the current studies frame it within the model of the Big Five Theory of Personality, which proposes the existence of five basic dimensions of personality which could be described as what the person is like. The big five personality dimensions can be divided into five factors: Extraversion, agreeableness, conscientiousness, openness, and neuroticism. Some researchers use the label Five-Factor Model instead of "Big Five". The acronyms "NEOAC", "OCEAN" or "CANOE" refer to the same dimensions, which are as follows: (N) neuroticism, (E) extraversion, (O) openness to experience, (A) agreeableness and, (C) conscientiousness.

Mount and Barrick(1995) mentioned that it appears that many personality psychologists have reached a consensus that five personalities constructs, referred to as the Big Five, are necessary and sufficient to describe the basic dimensions of normal personality. This study prefers to use the Big Five Model because it widely used to measure personality.

The term of Big Five is selected not to reflect the intrinsic greatness of the five factor model of personality but to emphasize that each factor is extremely broad. As John and Srivastava (1999) pointed out that each of these five dimensions represent personality at the broadest level of abstraction, and each dimension summarizes a large number of distinct more specific personality characteristics.

According to Paunonen and Ashton (2001), the Big Five personality dimensions have been studied extensively and have been associated with a variety of work, attitude and behavior. According to Kim et al (2017), the Big Five personality domains describe differences in people's behavior, thoughts, motivations, and emotions. These are the domains of openness (intelligence, creativity, introspection), conscientiousness (organization, efficiency, thoroughness), extraversion (energy, talkativeness, boldness), agreeableness (kindness, warmth, helpfulness), and neuroticism (anxiety, irritation, insecurity) (John, Naumann, & Soto, 2008).

Based on Barrick and Mount, (1991), the Big Five represents a meaningful, orderly structured and applicable taxonomy for studying personality suitable for collecting, analyzing and discussing empirical data (Espegren & Panicker, 2015).

These five personality dimensions are broad dimensions that are theorized to include most nearly focused personality traits. It means that this model is widely used and suitable to use in any research. As stated by Harris and Fleming (2005), the Five Factor Model has retained widespread popularity in the field. Five personality traits collectively classify the higher-level characteristics of an individual according to the Five Factor Model.

### **1.3.1 Extroversion**

According to Eysenck (1986), extraverts tend to seek interaction with others, novel experiences and complex, varied and intense stimuli, extroverts, on the other hand, prefer their own company and prefer the familiar and unfamiliar. However, Costa and McCrae (1992) stated that extroverts are gregarious, assertive, activity and excitement seeking. It is similar with Mount and Barrick (1991) who mentioned that extraversion is most often described as the degree to which an individual is sociable, gregarious, talkative, assertive, adventurous, active, energetic and ambitious. Based on Harris and Fleming (2005), extroversion represents various aspects such as sociable, gregarious, assertive and talkative. However, Manning et al (2006) stated that extroversion is about the extent to which people are comfortable in social relationships, how socially inhibited, and the extrovert who is comfortable in social relationships and socially uninhibited.

Robbins et al (2013) argue that extraversion represents individual's level of comfort with relationships and communications with other people (Espegren & Panicker, 2015, p. 8).

In addition to this, extraversion is also interpreted as combination of ambition and sociability (Hogan, 1986 via Barrick & Mount, 1991). Additionally, extraversion, as stated by (Judge & Ilies, 2002) was previously found to be correlated with motivation to perform despite occupational frame because extraverts would have greater confidence in their abilities to perform. However, McCrae and Costa (1997) have attributed the following six sub-traits to the dimension: warmth, gregariousness, assertiveness, activity, excitement seeking, positive emotions.

### **1.3.2 Agreeableness**

According to Costa and McCrae (1992), agreeableness is associated with the need for intimacy, the recurrent preference in thought and behavior for experience of warm, close and communicative interactions with others. Individuals who are high in agreeableness are



trusting, cooperative, altruistic, and compliant and moved by others. However, Graziano, Jensen-Campbell, & Hair, (1996) mentioned that individuals who are high in agreeable may generate more positive attributions to other provocative behavior than low-agreeable persons in their pursuit of harmonious relations.

Based on Barry and Friedman (1998), agreeableness is related to “pro-social motives”, aimed at seeking good outcomes for one as well as for other group members. However, Judge et al (2002) stated that agreeable individuals have greater motivation to achieve interpersonal intimacy. While Harris and Fleming (2005), argued that agreeableness is related to pro-social motives, aimed at seeking good outcomes for oneself as well as for other group members.

According to Manning et al. (2006) agreeableness is about the extent to which people are sensitive and responsive to others, including the extent to which they will defer to them. The two extremes are the tough-minded individual, operating predominantly at a thinking level and lacking sensitivity and responsiveness, and the tender-minded individual, operating predominantly at a feelings level and displaying sensitivity and responsiveness (Othman, 2009).

Bernerth et al. (2007), agreeable individuals are described as good-natured, cheerful and caring. An individual high in agreeableness is fundamentally altruistic. Agreeableness, based on Bozionelos et al. (2013, p.9), is associated with altruism, Tender-Mindedness, sensitivity to the needs of others, trust and modesty.

### **1.3.3 Conscientiousness**

Barrick and Mount (1991) mentioned that conscientious individuals have been characterized as dependable, responsible, hard-working, self-disciplined, persistent, painful and organized. Similarly with Costa and McCrae (1992) which mentioned that conscientious people value duty, competence, self-discipline and achievement. Besides, Costa and McCrae (1992) also mentioned that conscientiousness consist of the specifics traits of competence, order, dutifulness, achievement striving, self-discipline and deliberation. Based on Wright (2003), people high in conscientiousness have a sense of duty and obligation to their work and have high job performance, career success, motivation and job satisfaction. As stated by Mount and Barrick (1995), individuals high in conscientiousness are characterized as being responsible, careful, preserving, orderly, cautious, painful, hardworking and achievement-

oriented. However, Harris and Fleming (2005) stated that conscientiousness refers to characteristics such as being organized, orderly, precise and efficient. Manning et al (2006) stated that conscientious is about the number of goals that an individual pursues and the extent which they pursue them in a focused way. The two extremes are spontaneous individual, who pursues many goals but in an unfocused way and the conscientiousness individual, who pursues fewer goals but does so in a more focused, controlled and structured way.

#### **1.3.4 Neuroticism**

Neuroticism is always related to the characteristics of people who have negative affect and low in self-esteem. According to Watson and Clark (1997), negative affect is defined as a propensity to view the world in a negative emotional state. Similarly, Levin and Stokes (1989) mentioned that individuals who are high in negative affect tend to focus on the negative aspects of their own and other people. George (1996) also stated the same view which individuals who are high in negative affectivity, a concept related to the neuroticism are likely to be more pessimistic, taking a negative view of themselves and the world around them.

Turban and Dougherty (1994) mentioned that individuals with low self-esteem tend to withdraw from challenging situations, are less confident in their abilities, less likely to seek feedback, and see themselves as less appealing to others. Besides, While Brockner (1988) who mentioned that persons low in self-esteem and self-efficacy look to others for approval.

Both of these characteristics are supported by Bernerth et al (2007) as characteristic in neuroticism, which they mentioned that neuroticism is composed of several characteristics including low self-esteem and negative affectivity. However, Costa and McCrae (1992), neuroticism consists of the specific traits of anxiety, angry hostility, depression, self-consciousness, impulsiveness and vulnerability. Based on Mount and Barrick (1995), neuroticism as “emotional stability” (reverse scale) by some researchers and can be further conceptualized as the extent to which a person is emotional, insecure, nervous, fearful and apprehensive. Some researcher stated that neuroticism persons also limited in social skills and they are not interest in any long-term relationship. As stated by Judge et. al (1997), research has shown neurotic individuals are severely limited in their social skills. Raja et. al (2004)

Mentioned that the neurotic individuals are not likely to establish long-term relationship demand commitments, social skills and trust in others.

### **1.3.5 Openness**

According to Costa and McCrae (1992), openness to experience related to active imagination, aesthetic sensitivity, and attentiveness to inner feelings, preference for variety, intellectual curiosity, and independence of judgment. Costa and McCrae (1992) also stated that high openness employees seek challenging and interesting work and would expect the organization to satisfy this need. People who are open have a high need for autonomy and tend to be creative, adaptive and accepting of change. Similar with Judge and Bono (2000) which mentioned that open individuals are also at time better able to understand and adapt to new perspectives.

Based on Bozionelos (2004), individuals who score high on openness should be more likely to report involvement in their work, as their work can serve as the arena to entertain their curiosity, their appetite for exploring new perspectives, and their tendency to develop genuine interests for any activities they are involved in.

While, Harris and Fleming (2005) mentioned that openness to experience or creativity refers to personal characteristics such as being imaginative, original and curious. However, most of the researchers mentioned that openness is more on openness to the new experience or change. Manning et. al (2006) also stated the same perspective where they mentioned that openness is about a person's openness to new experience and is manifested in such things as an individual's breadth of interests, level of creativity and intellectual qualities. At two extremes are the conventional Individual, who is relatively closed to new experiences and open individual, who is relatively open to such experiences.

## **1.4 The role of the teacher personality in teaching context**

According to Jackson (1968), teaching is largely an occupation in which teachers function both within their classroom and as a member of the larger school organization, something that has been identified for teachers as a dual allegiance to both the school and students. Firestone (1991), mentioned that teaching is seen as a rational activity and teachers

Are seen as adaptable to the new theories and external circumstances.

Previous studies have supported the view that teachers have a significant impact on students' learning (e.g., Danielson, 2002; Goldhaber, 2002; Sadeghi & Nikou, 2012; as cited in Hashim et al., 2014). As emphasized by, Sanders & Horn (1998), the teacher is a vital part of the classroom, and it is suggested that teachers are the most important factor influencing a student's achievement (as cited in Garrett, Meghan, 2009, p. 8) Callahan (1996) argue that the teacher whose personality helps create and preserve a classroom or learning environment in which students feel contented and in which they are provoked to learn is said to have an enviable teaching personality (as cited in Fatemi & Sazegar, 2016, p.145).

According to Zhang & Watkins, (2007), the personality of the teacher and monitoring efforts are prominent teacher characteristics central to interactional mechanisms in language learning (as cited in Hashim et al., 2014, p.102). Besides, Faltis and Hudelson, (1994) said that an enhanced understanding of teacher's personality is a pertinent issue because teachers often have difficulty creating a positive EFL learning atmosphere (ibid). The measurement of teaching effectiveness is based on two criteria. First is the selection of good teaching method and second is the suitability of the teaching method with the personality. In term of selection of good teaching method, teachers need to focus on the best teaching method in their process of teaching and learning.

As stated by Fauziah et al (2005), it is important to select appropriate teaching methods because these determine the effectiveness and quality of the teaching. Fauziah et al (2005) also stated that teaching methods and instructional strategies used are the teachers' means and ways to help students clarify and understand the texts.

Effective teaching is done through effective teacher who knows the individual needs of students adapt the teaching methods and so creates an environment for learning, would be helpful in achieving the intended objectives lessons (Kubiczek, 2009). H. Hamer believes that effective teaching is to increase or maintain a high level of motivation to learn, both under the direction of teacher and self-competence and an increase in students (Hamer 2010). We can tell that many conditions have an impact on effective training and education, but only one of them deserves the award – high quality and efficiency of the educational process can only be the work of excellent teacher educators.

## 1.5 Characteristics of a good teacher

The teacher is the pivot in any system of education around which the whole system of education revolves. Therefore the personality of the teacher cannot be separated from the teaching, and the taught. Porter believed that effective school learning requires good teaching and good teaching requires value judgments that build professionals to educate students (Porter & Brophy, 1988). Humayun Kabir stressed on the importance of good teacher, saying without good teacher even the best of system is bound to fail, while with good teacher, even the defects of the system can be largely overcome.

A good teacher has a very good personality, so that, students always get attracted to teachers with good personality which leads to better communication, understanding as well as ultimately good results. Prior research on teacher characteristics has focused predominantly on identifying the essential qualities of teachers that could influence students' learning (Hashim et al, 2014. p, 103).

So, teachers should obtain a specified professional qualification, according to Parker .J. Palmer (2007), "Good teachers join self, subject, and students in the fabric of life, they can weave a complex web of connections between themselves, their subjects, and their students so that students can learn to contrive a world for themselves" .The abilities and characteristics that are necessary in order to be a good teacher are also the same factors that define a good education. A good teacher has eight basic characteristics, which are; Knowledge of material; Decision making; Critical thought and problem solving ability; Self understanding and self correction; Reflecting; Recognizing students and knowing students learning needs; Applying new finding in education; Teaching and communication ability".

In previous study conducted in 2003, Koutsoulis (Scrivner, 2009) found out that students listed the qualities of effective teachers, features such as: friendly, forgiveness, respect, compassion, fairness, attitude comprehension. In the same vein, Walker (2008) suggested twelve characteristics of effective teacher needed for students to behave appropriately and acquire the information received. These features are: preparation, positive attitude, high expectations, creativity, fairness, and personal touch, developing a sense of belonging, accepting mistakes, sense of humor, respect for students, forgiving attitude and compassion.

Moreover, Burden and Brid (Hunt, Wiseman & Touzel, 2009) suggested that “the most essential teacher characteristics may be placed into the three organizing categories of knowledge, skills and dispositions”

In fact motivation is also important, motivating student is essential to the learning process so that is one of the most important criteria for being a good teacher .Teacher should know what motivate student ,What the teacher behavior leads him to learn. Stronge Tucker Holland, 2003 pointed out those students with three straight years of effective teacher had 60 percent greater achievement than those unfortunate enough to have a succession of ineffective teacher. An effective teacher can ruin a child’s chance of succeeding in school. (Holland, 2003)

In addition to this, another pair of traits highlighted by W.T. Norman, boldness and caution, should not be excluded but complementary. There are situations in which the teacher must use intuition and tact pedagogy, and thus depending on the circumstances must act Decisively or get the subtlety. Among the personality traits educators should find delicacy, good manners, and being nice. The modern teacher should orient themselves in virtually all areas of social life, be open to any new, yet reasonably make choices. As a model for his pupils should beware of jealousy and learn making cooperation with various people in order to achieve success (Lewowicki 2007).

Consequently, being a good and successful or effective teacher may require having certain personality traits (Eilam & Vidergor, 2011; Goldstein & Benassi, 2006; Polk, 2006; Srivastava & Bhargava, 1984).Because personality influences the behaviour of the teacher in various ways, such as interface with students, methods selected, and learning experiences chosen( Murray, 1972; as cited in Arif et al., 2012, p.162).

## **1.6 The role of teacher at university**

Over the past 30 years, numerous studies have dealt with the question of quality teaching in higher education. The cases of best practice have been researched and the questions of ensuring quality in higher education have been discussed, including how to prompt students to be active co-creators of the study process. Studies have focused on various aspects of teaching and learning, and approaches to improve teaching have been suggested. A variety of these studies have shown that good teaching in higher education is a concept with no uni-versally accepted definition (Devlin & Samarawickrema, 2010).

Teachers in higher education commonly aim to develop their students' ways of thinking, acting and approaching a field of study and practice. This view of teaching involves providing students with experiences that enable them to enter the field as practitioners. As faculty members teach, they disseminate and impart basic or applied knowledge to students and assist students with the learning process and applying the knowledge.

Due to the changes of university teaching in terms of curriculum goals, modern technologies and market demands, it is expected that teachers should transform their roles from being traditional teachers to being trainers, organizers, promoters, learners and researchers (Shafie, Latisha and Nayan 2010). Educational scholars have highlighted the more complex demands now being placed on university teachers and the changing nature of their work tasks, with new academic roles and the diversification of existing ones. As cited by Brew A and Boud D (1998). "There has been a significant shift" they suggest "from thinking that clever people can do everything to recognition of the complexity and range of academic work" (p.17-25)

Harmer mentioned different teacher roles in more detail as follow

**Controller;** the teacher is in complete charge of the class, what students do, what they say and how they say it. The teacher assumes this role when new knowledge is being introduced and accurate reproduction and drilling techniques are needed.

**Prompter;** The teacher encourages students to participate and makes suggestions about how students may proceed in an activity. The teacher should help students only when necessary.

**Resource;** The teacher is a kind of walking resource center (monitor) ready to offer help if needed or providing students with whatever technique they lack when performing communicative activities. The teacher must make her/himself available so that students can consult her/him when (and only when) they wish.

**Assessor;** The teacher assumes this role to see how well students are performing or how well they performed. Feedback and correction is organized and carried out.

**Organizer;** Perhaps the most difficult and important role the teacher has to play. The success of many activities depends on good organization and on the students knowing exactly what they are to do. Giving instructions is vital in this role as well as setting up activities.

**Participant;** This role improves the atmosphere in the class when the teacher takes part in an activity. However, the teacher takes a risk of dominating the activity when performing it.

**Tutor;** the teacher acts as a coach when students are involved in project work or self-study. The teacher provides advice and guidance and helps students clarify ideas and limit tasks. Aside from the primary role of lesson planning and classroom instruction, teachers are taking on other roles in education. They are:

Additionally, according to Harmer (2007), teacher at university has extra roles such as:

Promote active and autonomous learning in students;

Provide students with competencies and technological skills that allow them to search for, organize, and analyze information, and communicate and express their ideas in a variety of media forms.

Engage students in collaborative, project-based learning in which students work with other classmates on complex, extended, real-world-like problems or projects.

Provide students with individualized or differentiated instruction, customized to meet the needs of students with different achievement levels, interests, or learning styles.

## **Conclusion**

Previous research on the teacher's personality and its impacts on the teaching process were reviewed in this chapter. Additionally, this chapter includes a review of recent literature on personality dimensions (Big Five Model), as well as related concepts pertaining to teacher personality characteristics. Several studies have found a link between a teacher's personality and the important role it may play in teaching context. In summary, the literature review on teacher personality strongly suggests that the teacher's personality is a critical variable in the teaching and learning process.



**CHAPTER TWO**  
**LEARNER'S MOTIVATION**

# **Learner's Motivation**

## **Introduction**

Motivation plays an important role to learn any language; it takes a crucial part in acquiring the language. And it is considered as one of the key factors which influence the success of second/foreign language learning. In This chapter, researchers will try to define motivation according to different scholars, shed light on learner's motivation, then, describe the main role of motivation in second language learning, in addition, researchers will try to give some types of motivation, and finally, discuss the relationship between teacher's personality and EFL learner's motivation.

### **2.1 Definition of motivation**

There are many definitions about motivation from experts which come from many point of views.

According to educational psychologists, motivation is an efficient factor in language learning contexts. However, there is no unique agreement on the specific meaning of motivation because of the excessive number of definitions given to motivation is numerous and diverse; thus, motivation is considered as a complex concept whose definition is very difficult to approach.

Motivation refers to drives, forces, or urges that make an individual want to contribute more towards the achievement of organization goals and objectives. It also refers to how behavior gets energized, directed and what reasonably subjective reaction is presented within the system. It's strongly believed that motivation results in job satisfaction and this might enhance productivity, G.Tolawepo (2013).

According to Gardner (1985), motivation includes the following aspects: a - a goal b- an effort c- a desire to realize the goal d- a good attitude toward the activity. On the other hand, Oxford and shearin (1994), defined motivation as a desire to realize a goal combined with the energy to figure toward that goal.

Moreover, Motivation is a considerable process which supports persons to allow their

Best performance and help to achieve enterprise objectives; Brown (1987) defines motivation as an inner drive, impulse, emotion or desire that moves one to a specific action. While Gardner (1985) defines motivation as a fusion of Attempt and a need in struggling to acquire the purpose in learning the language and positive posture in learning the language itself. It means motivation may be a willingness to realize a destination to get a satisfactory performance.

According to Butkus and Green (1999), motivation comes from the word motivated which suggests, pushing, moving or persuading to act for satisfying a necessity. Furthermore, Hong and Ganapathy (2017) state that motivation is a process that cannot be observed directly, but can be inferred by behaviors, such as effort, persistence, and verbalization. It involves an amount of energy from students to engage in action, to try and do more effort, and to always persist in action.

The term motivation in a second language learning context is seen in line with Gardner (1985) as “the extent to which the individual works or strive to learn the language due to desire to do so and also the satisfaction experienced in this activity” besides, Crookes and Schmidt (1991) define motivation as the learner’s tendency to the goal of learning a second language (as cited in Norris-Holt, 2001)

Additionally, Dornyei believes that motivation is a dynamic component that presents the instability continually. To state it differently, motivation cannot be said as something that is unchanged but it can be rapidly shifting. That means that motivation can change from time over time because it is not an unchanging process.

Cherry (2010) views motivation as the process that initiates guides and maintains goal oriented behaviors. Brennen, (2006, p.4) believes motivation to be “... the level of effort an individual is willing to expend toward the achievement of a certain goal”

Ortega (2009), states that motivation is typically understood to refer to the will to initiate L2 learning and therefore the effort employed to sustain it, and we all recognize it to be a matter of quantity, as in the everyday observation there are some students who are highly motivated while others have little or no motivation.

Furthermore, motivation is the combination of effort and desire to obtain the aim of

learning a language and a positive attitude toward learning the language; it is additionally a Key contributor to language achievement in terms of linguistic outcomes, which generally embrace the knowledge structure of the language such as vocabulary, grammar and pronunciation, and therefore the four skills of The language, including listening, understanding, reading and writing. Gardner (1985)

Motivation refers to a set of processes concerned with a kind of force that energizes behavior and directs it towards realizing specific goals. Baron (1983), additionally, motivation refers to both external and internal factors which stimulate energy and desire in people to be continuously interested and committed to a job, role or subject or to make an effort to realize or attain a goal.

## **2.2 Types of motivation**

### **2.2.1 Extrinsic motivation**

Extrinsic motivation (EX) is doing something in order to earn a reward or to avoid a punishment. The primary motivator is external, a student studies for a test because they want to earn a good grade, or they mind their behavior because they don't want to lose their recess, for instance, student's choose behaviors not because they enjoy them or find them satisfying, but in order to get something in return or avoid an adverse outcome (Elizabeth, M.2018).

According to Edward Deci (1975), extrinsically motivated behaviors are done in anticipation of a reward from outside and beyond the self. Behaviors initiated to avoid punishment are also extrinsically motivated, although many intrinsic advantages may result from those who view punishment avoidance as a challenge that can make their sense of proficiency and self-determination.

Furthermore, extrinsic motivation there is an anticipation of reward from outside, and a person is motivated from an outside source rather than the self (Leila & Firooz, 2015). Precisely, in extrinsic motivation people do something because they have motives to behave in a certain manner. In addition to that, they know they can get result after they behave in a certain manner.

To put it simply, extrinsic motivation can be defined as the propensity to take part in activities due to the reasons which do not link to the activity; reasons could be the anticipation of reward or punishment, such as being successful in the exam or getting a good mark. (Vansteenkiste, Lens, & Deci, 2006).

### **2.2.2 Intrinsic motivation**

People who have intrinsic motivation (IM) is an impulse that arises in them without any other element. For example, someone does something without a reason such as hearing a song, reading a book, or watching a movie. Because they do it without coercion and they are willing to carry out activities that come from their own desires, intrinsic motivation does not need a reward behind doing something, people do something because they are unforced, and willing to do that.

Woolfolk (1998, p. 374) defines intrinsic motivation as “motivation that stems from factors such as interest or curiosity” (as cited in Abdur & Hafiz, 2014, p.255), Moreover, “intrinsic motivation is when you engage in a behavior because you find it rewarding, you are performing on activity for its own sake rather than from the desire for some external reward, the behavior itself is its own reward”. (Kendra, C. 2020)

Intrinsic motivation comes from the learners and their attitudes towards the language, their learning aims and goals, their emotions, their ambitions, and so on” Deci (1975, p.23)

Intrinsic motivation is doing something for the sake of personal satisfaction, the primary motivator is internal, besides, and Students may be intrinsically motivated to read because it satisfies their curiosity about the word and brings them a sense of calm.

### **2.2.3 Integrative motivation**

Integrative motivation is the desire to learn the language in order to communicate with people of another culture who speak that language .In other words when students want to learn any language for becoming part of a speech community. This type of motivation is identified by the learner’s positive attitudes toward the target language and the willingness of being part of the target language community.

Moreover, “Integrative reasons are defined as those which indicate an interest in learning the language in order to meet and communicate with members of the second language community” (Gardner.1977: P 24) thus, integrative motivation is the learner’s desire to integrate themselves into the target-language community and to identify with the culture of the speakers of the target language.

According to Gardner (2000), integrative motivation has an effective function in the success of language learning process when the attitude of the learners towards the target culture is positive. Moreover, interactively motivated student is not only opened to feel that he is part of other language community but who is positively motivated and has good attitude toward the learning situation is the most important variable affecting second language acquisition .

#### **2.2.4 Instrumental motivation**

Instrumental motivation refers to the motivation to acquire a language as means of achieving goals like promoting a career a job, or reading technical texts. Instrumental reasons refer to those reasons which stress the pragmatic aspects of learning the second language, without any particular interest in communicating with the second language community, to state it differently; instrumental motivation is the desire to learn a language to achieve personal goals like passing an exam, studying, and career advancement.

Instrumental motivation refers to learner’s needs for getting a job, having an exam, getting into college or as means to get social or economic reward through learning second language (Gardner & Lambert, 1977). Furthermore, instrumental motivated learners want to attain a goal to be satisfied; so that, if a student is instrumentally motivated, his/her goals are to obtain a certain reward such as promotion or success. Moreover, the term instrumental motivation reveals that learners are motivated to realize something through the use of a specific language to benefit from the result.

### **2.3 Role of motivation in second language learning**

Motivation is an important issue that is worthy of investigation, as it is implicated in how successful language learners are, moreover, motivation is the answer that both teachers

And researchers provide when it comes to efficient language learning, and most of them have agreed on the importance of motivation as one of the key factors which influences the success of second language learning (SL).

Moreover, motivation gives the first motive to start learning the L2 followed by the sustainable force for prolonged learning process; indeed, second or foreign language acquisition requires motivation to some extent (Dörnyei, 1998, as cited in Huang 2007). The rate of motivation determines the extent of learner's integration and involvement in L2 learning; it shows how often students use L2 learning strategies, frequency of interaction of students with native speakers and how long they sustain second language skills after language study is over (Oxford & Shearin, 1994; as cited in Huang 2007).

Conversely, lack of motivation, even learners with an advanced level cannot achieve their long-term goals, and neither good teaching methods ensure student's attainment (Dörnyei & Csizér, 1998, as cited in Huang 2007).

Previous studies concerning the role of motivation in language learning have different views toward the different types of motivation. Lucas (2010) argued that learners who have inner motive to learn speaking and reading skills are also intrinsically motivated through knowledge and achievement.

According to Dital (2012), learners who have positive attitudes towards learning English are more motivated and they are both instrumentally and integratively motivated (as cited in Leila & Firooz, 2015). Moskovsy and Alrabai (2009) said that instrumental motivation has extra importance than the integrative motivation in EFL learning. The other view of this study reveals that integrative motivation is more pertinent to ESL learning.

According to Moivaziri (2009), language learners who are instrumentally and integratively highly motivated have more acceptance towards learning English language (as cited in Firooz & Leila, 2015). According to Al-Hazemi (2000), learners who have such a high impetus to acquire the language, can get a very high scale of competence in the preferred language (as cited in Rehman, Bilal, Nawaz, 2014). Al-Otaibi (2004) argued that learners who have willingness to learn give more importance to gain aims and learn language more effectively than unmotivated ones. Macintyre (1999) believed that suitable and safe classroom

Environment is important for motivation and learners feel relaxed and ready to learn a language.

## **Conclusion**

Throughout this chapter, researchers have attempted to explain the concept of motivation and its crucial role in relation to student's learning process and clarify that motivation differs among all learners in terms of need and desire taking into consideration the interconnection between motivation and Successful Language learning. Dornyei (1998) claimed that motivation gives the first impetus to start learning foreign language and next is the force to keep the long and often hard learning process. Additionally, almost in all classrooms there are students with multiple types of motivation that may affect this process and display lower or higher interest in learning English. An effective means of accommodating these motivational types is for teachers to be aware of learner's ways of being motivated and the best way of acquiring a second language by employing appropriate types of motivation that make students more enthusiastic. Moreover, teachers should be aware of their type of personality that may have either positive or negative impact on their EFL learner's motivation. Consequently, students are motivated and learn second language in a reasonable period of time which can further motivate them to put greater effort in learning.

## **2.4 Relationship between Teacher's Personality and EFL Learner's Motivation**

Motivation is an integral part in the achievement of any goal. It is an important factor that has a positive influence in any educational learning process especially in learning second language in addition to teacher's personality that is considered as a significant external factor in motivating EFL students. Hence, teachers have a crucial influence on student's learning and motivation.

In everyday teaching practices, teachers may face student's carelessness, and then particular efforts should be spent in order to motivate them to learn the language. Not just by supplying instructions however, there are other factors that should be taken into consideration.

Teachers have many functions in classrooms, they are best known for the mission of educating the students but beyond that, teachers manage their classrooms, they create a



Satisfactory environment for learning, they guide, become role models, and assert Organization inside classroom, they create techniques, activities and make learners apply these activities enthusiastically.

For this reason, teachers have a significant function in the teaching and learning processes, they have a very important role for motivating students, as far as they can create suitable and interesting classroom atmosphere. Thus, teacher's personality significantly takes part in student's academics and achievements, Students can learn through a positive environment that makes learning easier and enjoyable created by their teachers. If students feel the lack of motivation to learn; the task of teachers is to bring some positive energy to motivate them. Moreover, because the concept of motivation is very sensitive for learning a foreign language, teachers give a crucial importance to students who have positive attitude and motivation in them for learning, in return, this determinedly leads them to succeed in attaining their goals. As supported by Good and Brophy (1994) motivation cannot be established in a rough classroom atmosphere and the task of teachers is to create an effective appropriate learning environment for their learners.

Furthermore, when teachers establish a relaxed and friendly class, learner's integration in language learning would be more effective. Therefore, to progress and raise student's motivation attention, discipline and good quality of a teacher's personality skills are needed (Kheruniah, 2013; Hirota, Anjos, Ferreira, & DeMarco, 2016). Teachers apply different methods inside classroom to assert interactive teaching, good education, useful advice, organization, coordination, association to be versatile persons.

Since the teacher is considered the core element in the learning and teaching process. A teacher with good personality traits will positively influence the motivation of the learners who learn English as a foreign language, however, a teacher who have bad personality characteristics will negatively influence EFL learner's motivation. Additionally, the positive traits of the teacher and environment inspire student's involvement to establish actual meaning to the whole teaching-learning exercise (Fraser, 1986; Akbari & Allvar, 2010). Therefore, teachers who accept learner's opinions organize the teaching processes in a way in which the learners acquire knowledge easily and find pleasure and curiosity in them during the class are quietly considered to have a vital role in motivating students in the classroom.

Moreover, the teacher-student interpersonal relationship in language learning is bidirectional in nature; therefore, teacher's personality has a direct impact on EFL Student's motivation. Thus, teaching and learning a foreign language is an endless task for both teachers and learners and the result can be seen in classroom motivation since it is intrapersonal in the sense that students harbor personal orientations and beliefs that affect their motivation and performance. However, several studies (Eccles & Midgley, 1989; Furrer & Skinner, 2003) have demonstrated that motivation is interpersonal in the sense that the quality of a student's intrapersonal motivation depends somehow on the quality of the relationship provided by the teacher (e.g., how involved and how supportive the teacher is). For that reason, teachers should encourage students to develop a sense of self-reliance that will authorize them to see that they are developing and increasing their skills. Also, a teacher should make it clear that identifying those aspects of teaching enhance student's self motivation.

Hashim (2014) believed that social interaction between teachers and students play a significant role in developing a positive learning atmosphere which is particularly important for English language classes. Accordingly, it has been predicted that students learning increases when they are taught by English teachers who show compassion for their students Hashim (2014). It means that compassion is as one important characteristic that should teachers possess in their personality in order to influence positively their student's learning as well as to increase their motivation level in EFL classes.

Moreover, since the personality of the teacher, pleasing or otherwise, may have an impact on student's emotions, it is indeed a vital factor that may contribute significantly towards EFL learner's motivation.

To conclude with, based on the above review, therefore it reveals that there is relationship between teacher's personality and EFL students' learning. Besides, it reveals that the personality of the teacher may play an important role in enhancing the motivation of the learners inside the classroom. So that, this study attempts to provide an idea that there is a greater degree of relation between teacher's personality and learner's motivation.

## **General Conclusion**

The present chapters reviewed the literature of previous studies on the related topic. Throughout these two chapters, researchers seek to provide an overview about the various studies and research on motivation and personality. Furthermore, an attempt to combine the two concepts ( personality and motivation) is made in order for better understand the important role that teacher's personality may play in motivating EFL learners ; since, the teacher has a significant role in increasing the learner's motivation. Moreover, the personality of the teacher has a great impact on motivating learners.

**Chapter Three**

**Research methodology,**

**Data collection and analysis**

## **Introduction**

The present study is about the impact of teacher's personality on learner's motivation. After collecting data from different sources through the use of a set of research instruments, namely a questionnaire for students and an interview with teachers. The present chapter is devoted to the procedures of data analysis, and the interpretation of the main results. At the end, this chapter puts forward some suggestions and recommendations for both students and teachers.

### **3.1 Research methodology**

This research adopts the descriptive method through which the data are collected and analyzed both qualitatively and quantitatively. As the choice of the method is determined by the nature of the subject to be treated, the aim of the research, the sample under investigation, and the data collected. In this study, the method used is the descriptive one because it seems appropriate for this study and the context where the study takes part since the research aims to determine the relationship between the teacher's personality and learner's motivation, and its effects in enhancing their learning and motivation through describing it without any interference of experimental manipulation. Also, the choice of this method can be justified by the fact that it can provide us with consistent and comprehensive information and valid results.

### **3.2 Research instruments**

the present work was conducted through the use of a questionnaire addressed to third year L.M.D students and an interview addressed to EFL teachers at Ibn Khaldoun University of Tiaret, The questionnaire and the interview are two common tools used by researchers to collect data for a deep investigation and from a great source of insight. They provide data and they are the easier because they do not require much time or energy to be done.

### **3.3 Research sample and population**

The sample selected for this study was students of English at Ibn khaldoun university of Tiaret, a sample of thirty (30) students was selected randomly to participate in

this study. In addition to that, researchers dealt with the sample of Five (05) teachers of English at Ibn khaldoun university of Tiaret, they were chosen randomly to investigate the impact of teacher's personality on learners' motivation.

### 3.4 Analysis of the student's questionnaire

For the present study, the questionnaire is addressed to third year L.M.D students of English at the English department of Ibn Khaldoun University in Tiaret, researchers provide research participants with closed-ended questions. The questionnaire consists of two sections; the first section covers 10 questions about learner's motivation, and the second section covers 08 questions about teacher's personality,

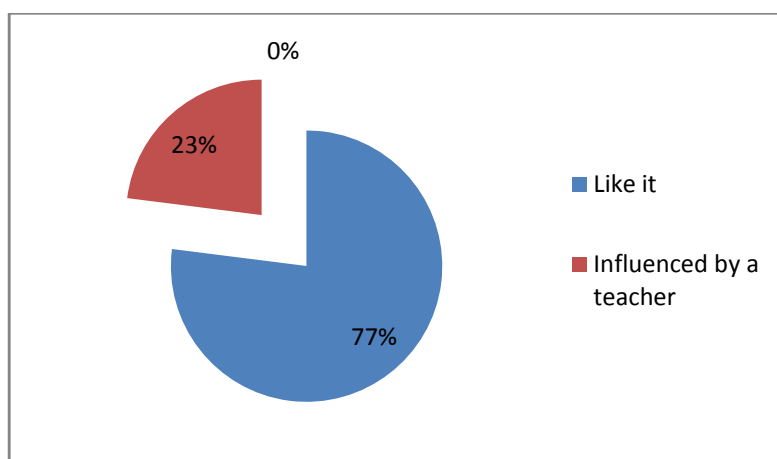
#### 3.4.1 Aims of the student's questionnaire

The questionnaire aims to reveal how teacher's personality could hinder or support learner's motivation in learning English as a foreign language. In the first part, researchers attempt to know the attitudes and points of view of learners about their motivation in EFL classes. While; the second part of the questionnaire aims to know the impact of the different types of teachers' personality on EFL learner's motivation.

## Questionnaire Results and Discussion

### Part one: student's Motivation

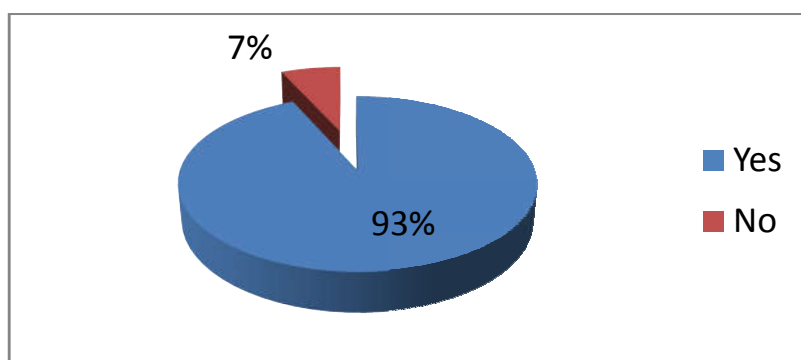
**Question 01:** Why did you choose to study English?



**Figure2.1:** *Pie-Chart of Choice of study English*

The choice of study English differs from one student to another, we read from the table above that 23 participants (77%) said that they choose to study English because they like it. While only 06 students (23%) said that their choice of study English is because they are influenced by a teacher. This answer is one reason, among many, behind the level of student's motivation; it means the majority of them are motivated to study English language and ready to improve their level.

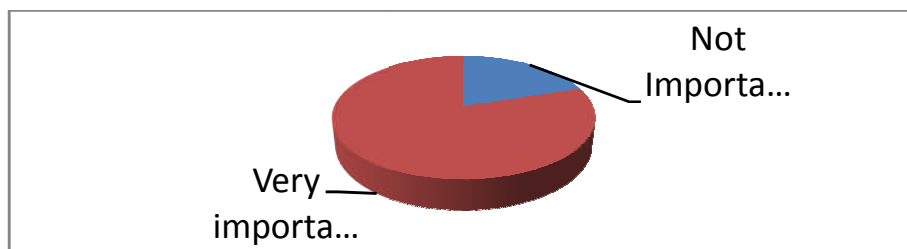
**Question 02:** Do you enjoy learning English?



**Figure2.2:** *Pie-Chart of learner's attitude towards learning English*

Teachers play a significant role in the learning process, they have a great role in making students enjoy learning the language, In this question, students were asked if they enjoy learning English or not, the results showed that the majority of students 28 (93%) enjoy learning English, whereas only 2 (7%) students said that they don't enjoy learning English, thus, this high number of students shows that most of them are interested in learning English as a foreign language.

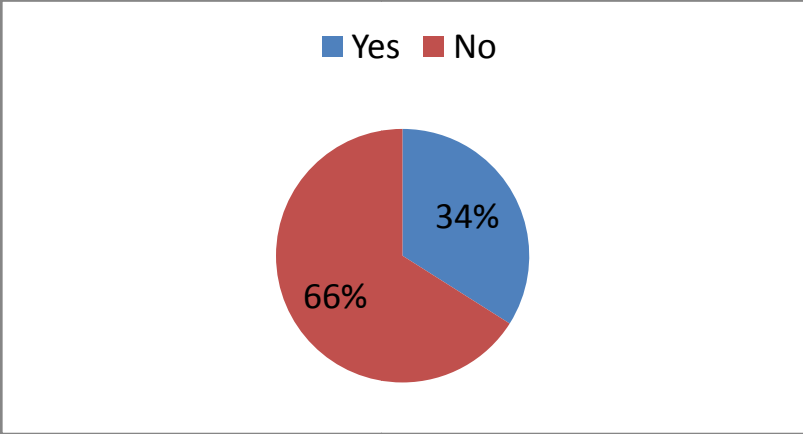
**Question 03:** Do you think that motivation in the classroom is?



**Figure2.3:** *Pie-Chart of Learner's attitude towards motivation in the classroom*

This question is asked to find out the importance of motivation in the classroom for foreign language learners. 24(80%) participants said that motivation is very important in the classroom; only 6(20%) said that motivation is not important, from the answers obtained it was concluded that for most students motivation is a very important factor in the process of learning second/ foreign language.

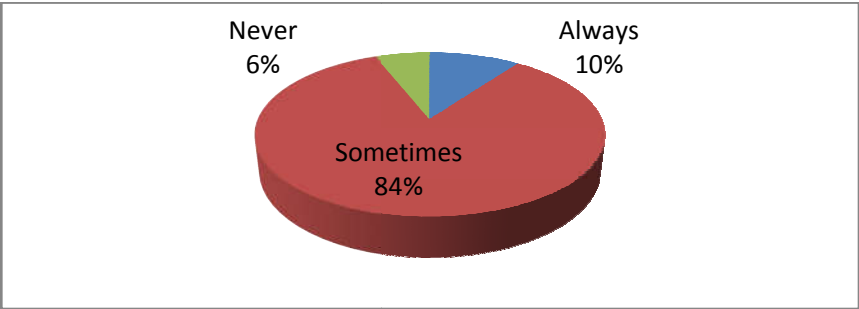
**Question 04:** Do you think that your teachers motivate you enough in the classroom?



**Figure2.4:** *Pie-Chart of Student’s motivation in classroom*

This question is asked to know whether learners are motivated enough inside the classroom to attain their learning goals or they have the problem of lack motivation. In this question 20(66%) students answered that they are not motivated enough in the classroom, while, 10(34%) students answered that they are motivated enough in the classroom, this result shows that the majority of students are suffering from the lack of motivation in classes, so without motivation, students will not have the willingness to attain their learning goals.

**Question 05:** How often do your teachers motivate you in class?

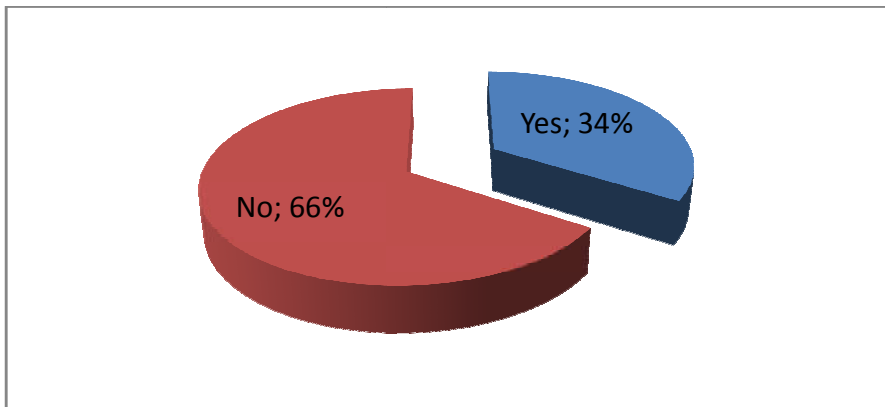


**Figure2.5:** *Pie-Chart of Teacher’s frequency about learner’s motivation*



This question is asked to find out the frequency of motivation that teachers keep during the lesson. 3(10%) participants said that teachers always motivate them, and 2(6%) participants said that teachers do not motivate them in class at all, while 25(84%) of participants said that teachers sometimes motivate them, the results obtained from these answers revealed that teachers sometimes motivate their learner's to learn and that they do not give much interest to motivation in class.

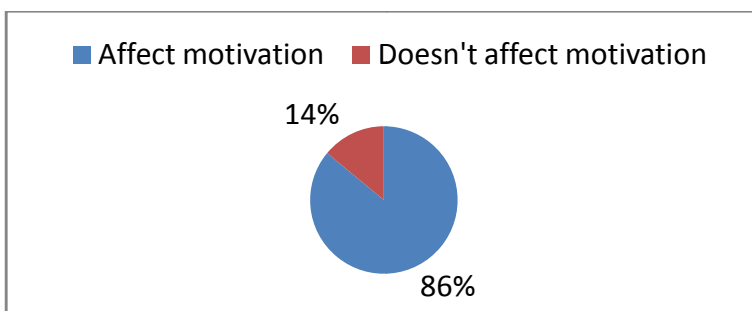
**Question 06:** Do you think that teachers are giving an appropriate interest to motivation in class?



**Figure2.6:** *Pie-Chart of teacher's interest about motivation in class*

Teachers who give special and appropriate interest to motivation in the classroom help learners to learn a foreign language, have the desire to learn more, and direct them towards goals; this question is asked to find out the degree of interest teachers give to motivation in class, 20 students out of 30 (66%) had a negative view of teachers' interest to motivation inside the classroom. While 10 (34%) said that teachers give an interest to motivation in class. According to these results, teachers do not give special interest to motivation inside the classroom.

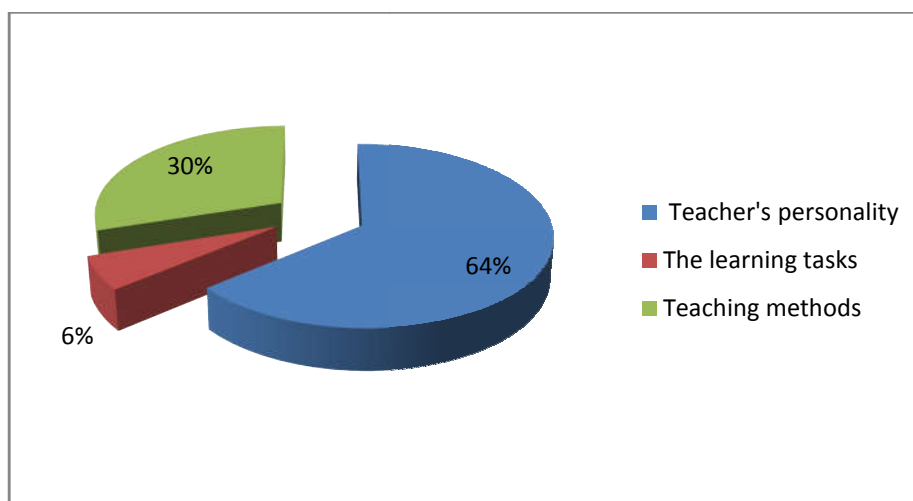
**Question 07:** Teacher with a specific type of personality?



**Figure2.7:** *Pie-Chart of The effect of teacher's personality on student's motivation*

This question is asked to know if teacher's personality has an influence on student's motivation. The majority of students 26 (86%) said that there is an influence, while, only 4 (14%) of them said that there is no influence. After analyzing the participant's answers of the question, it clearly indicates that teacher's personality has an impact on their learner's motivation.

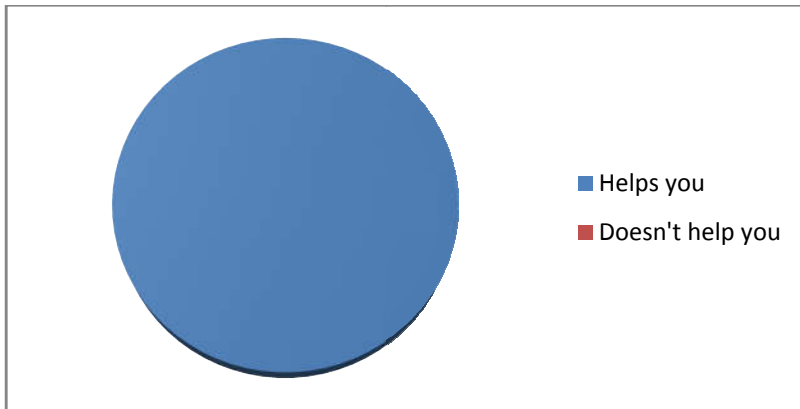
**Question 08:** What motivates you more?



**Figure2.8:** *Pie-Chart of Factors that affect learner's motivation*

This question is asked to know which factor affects learner's motivation the most. The results obtained revealed that 64% of students believed that teacher's personality is the most important factor that affects their motivation. 6% of students think that the learning tasks motivate them more, while 30% of them said that the teaching methods influence their motivation more than their teacher's personality and more than the learning tasks. It can be concluded that for most students teacher's personality is the most important factor that affect their motivation.

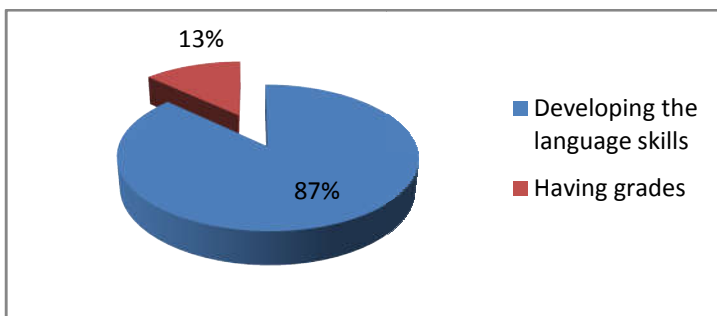
**Question 09:** Do you think that motivation helps you to learn English or doesn't help you to learn it?



**Figure2.9:** *Pie-Chart of motivation in the classroom*

Motivation is very important to learn any language; it has a key role in the development of language skills, this question is asked to know whether motivation helps to learn English or not, all participants 30(100%) said that motivation helps them to learn English, according to the results obtained, motivation is a crucial factor that helps students learn a language, for this reason teachers should always motivate their learners, and they should always take motivation into consideration.

**Question 10:** Are you learning English for?

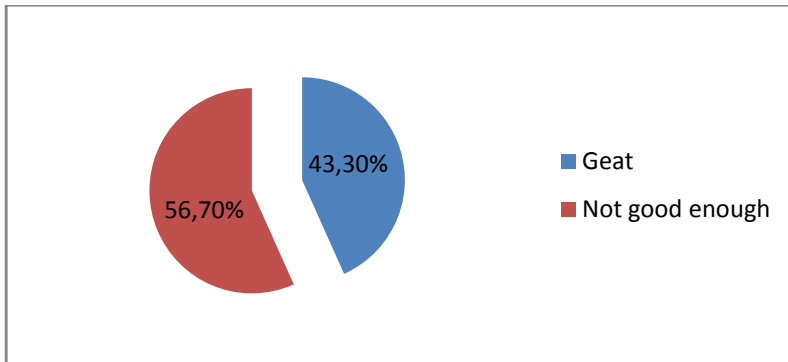


**Figure2.10:** *Pie-Chart of the purpose of learning English*

This question is asked to know the purpose behind learning English why learners are learning the English language the results obtained shows that the great majority of learners 87% are learning English language for developing the language skills ,While Just 13% of them are learning English just to use it to benefit from the temporary result of having grades. The analysis of this result shows that the majority of learners are learning English to develop their language skills rather than other reasons such as having grades.

## Part two: Teacher's Personality

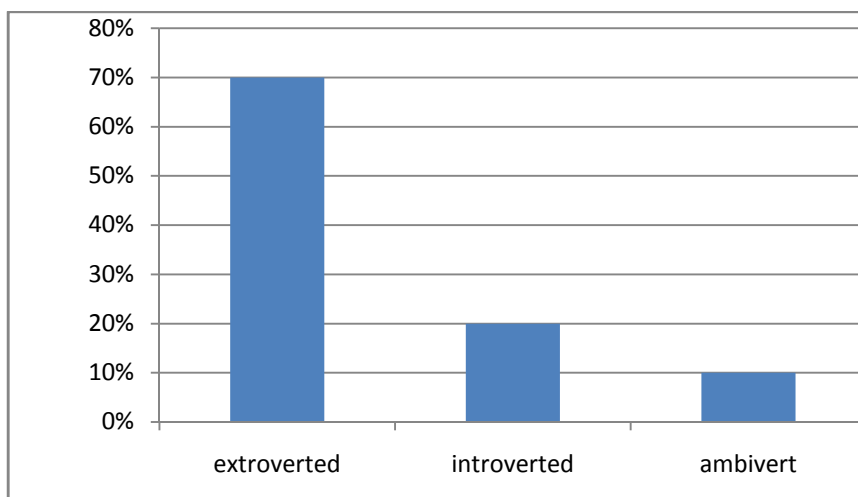
**Question 01:** What do you think about your teacher personality?



**Figure2.11:** *Pie-Chart of Students Satisfaction about their Teachers Personality*

This question is administered as an attempt to know learner's point of view concerning their teachers personality, 43% of them answer with "great" that means that they are satisfied with their teacher's personality .However 56.7% of them claim that they are not satisfied about their teacher personality .Therefore teachers should be aware of their personality characteristics to get their students respect and satisfaction.

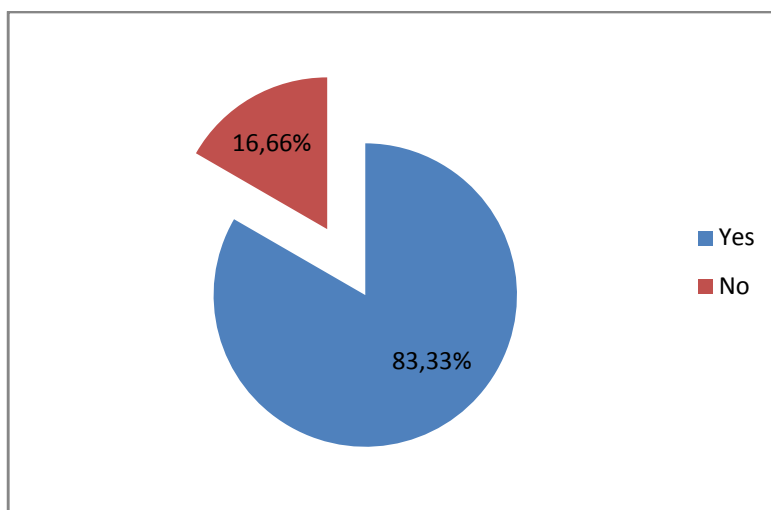
**Question 02:** Among these types of personality, which one would you like your teacher to have?



**Figure2.12:** *Bar-Graph of The most preferred type of teacher personality among students*

This question aims to find out which type of personality the students prefer their teacher to have. The great majority of students 70% say that the extroverted teacher is the most preferred among students; whereas 20% choose introverted teacher and the rest of the students 10% claims that they prefer their teacher to be an ambivert teacher. The results reveal that the extraversion is the most desirable character among students. Because Extrovert teachers tend to be more sociable, energized, work well in a group and have convenient interaction with their students.

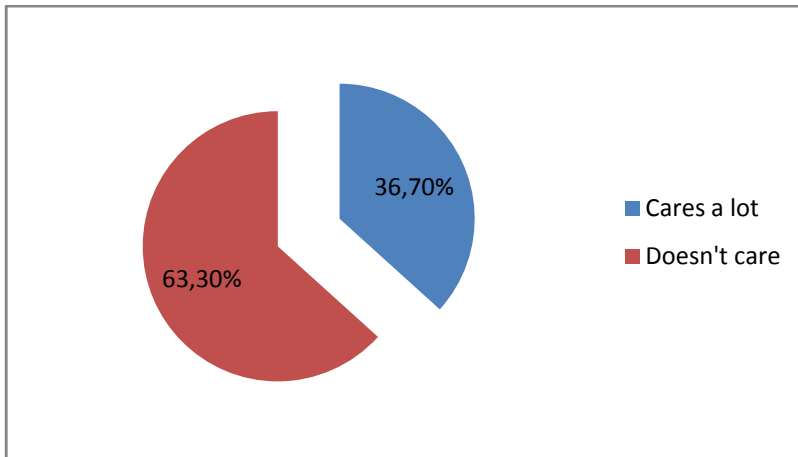
**Question 03:** Do you think that teacher with negative attitude impede your motivation?



**Figure2.13:** *Pie-Chart of The impact of the negative teachers' attitudes on learners 'motivation*

This question is asked to know if the negative teacher's attitudes influence learner's motivation. The great majority of learners (83.30%) said that there is an impact, whereas few of them (16.66%) said that there is no influence. The result clearly indicates that the negative attitude of teachers has an influence on their student's motivation.

**Question 04:** To what extent your teacher cares about your problems in understanding?

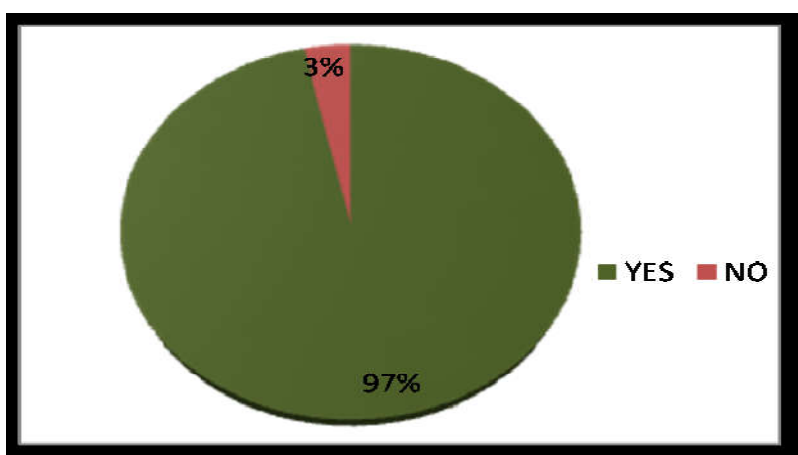


**Figure2.14:** *Pie-Chart of The extent of teachers care about their learner's problems*

The purpose behind asking this question is to explore the extent to which teachers care about their student's problems in understanding within the classroom. According to the results obtained, 36.7% of our sample declared that their teachers care about their problems in

understanding, whereas the rest of the students 63.36% indicated that their teachers don't care, the results showed that some teachers may not be aware of what students do or do not understand and they don't even try to address the situation, that might refer to the negative traits that teachers have in their personality.

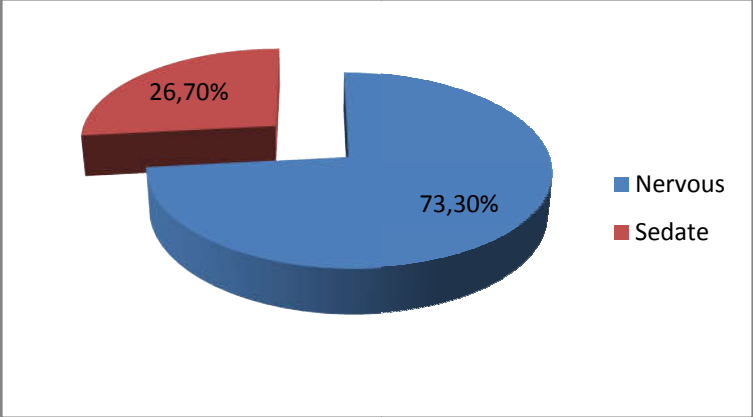
**Question 05:** According to you, does positive teacher characteristics have an impact on your motivation?



**Figure2.15:** *Pie-Chart of The impact of positive teacher characteristics*

According to answers received from participants, 97% believed that positive characteristics had positive effect on their motivation, and only five participant 3.3% felt it had no effect at all. The results confirm that teacher’s traits have substantial impacts on their students’ academic and life-long success.

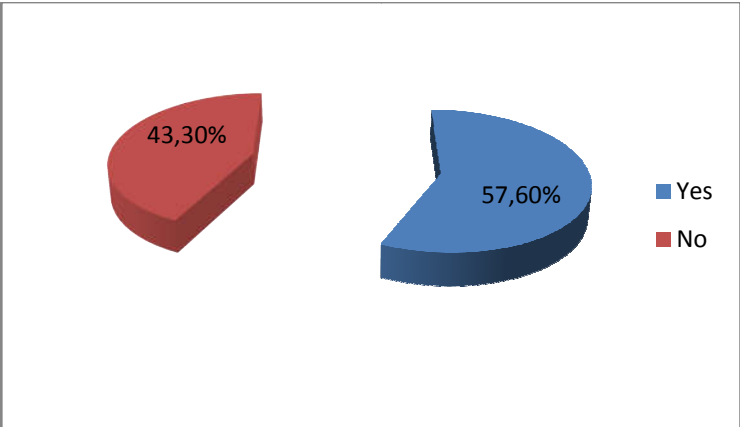
**Question 06:** Which of these two characters is difficult for you to deal with?



**Figure2.16:** *Pie-Chart of The most difficult character to deal with*

Students were asked this question to investigate which teacher’s type of character is difficult to deal with in the classroom, there is great difference between nervous teacher and sedate teacher ,students find it easy to contact and communicate with calm teacher than nervous teacher as illustrated in the below-mentioned graph,

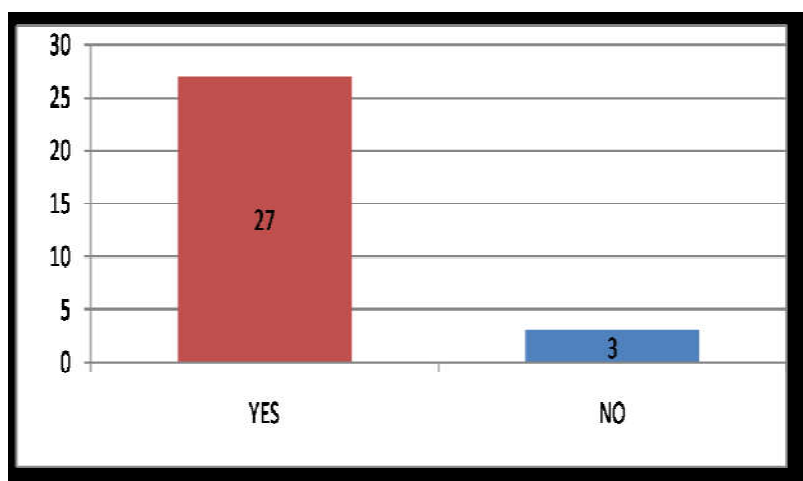
**Question 07:** Do you enjoy your classes at the university?



**Figure2.17:** *Pie-Chart of Learner’s Enjoyment about Attending University Classes*

This question is asked to know whether students enjoy attending classes at university or not. 17 students out of 30 (57%) answered that they enjoy attending university classes, whereas (43%) had a negative view about these classes. Teacher should make students enjoy being at university and more dedicated to learning, therefore, he should be careful in his behavior with his students and select appropriate words while speaking and use polite requests.

**Question 08:** Do you think that well organized and active teacher provide positive energy inside the class?



**Figure2.18:** *Bar-Graph of the Influence of Good Teacher's Characteristics on Classroom Motivation*

This question aims to know whether well organized and active teacher provides a positive energy inside the classroom. The great majority of learners (90%) said that well organized and active teacher provides positive energy inside the classroom as shown in graphic above, whereas, few of them (10%) claim that there is no influence. The results reveal that teachers have to possess positive personality characteristics in order to motivate their student positively.



## Summary

The purpose of the questionnaire was to reveal how teacher's personality could hinder or support learner's motivation in learning English as a foreign language, the overall findings showed that, teacher's personality is a crucial and necessary part of the learning and teaching process, thus, student's motivation is influenced by their teacher's personality both positively and negatively, which indicates that there desirable and undesirable personality characteristics in the context of EFL learning and teaching context.

First, teachers have been known to have an important influence on students' academic achievement and they also play a crucial role in creating positive atmosphere, In this regard, the teacher reflects the personality into the classroom environment which affects his teaching that may assist to motivate students, improve their persistence and even raise their performance and grades, most students held a positive attitude towards motivation in classroom, they claim that, the personality of the teacher plays an important role in enhancing their motivation, for instance, teachers, who always motivate students and keep continued motivation, create a suitable learning environment that pushes learners to learn a foreign language.

Second, the behavior and the reaction of the teacher towards his students are among the most vital factors that can have a considerable impact on their student's desire for learning; also the teacher relation with students has direct impact on their experience in the class. In fact his negative attitude will affect the student's learning and causes less interaction and agreement between the teacher and the learners, thus, students would be motivated or unmotivated by their teacher's personality. Generally teacher's positive attitude is described as helpful, being friendly ,interested, tolerant, supporting, motivating and encouraging participation in social events, whereas teachers' negative attitude is listed as , uninterested, being angry, not caring, being intolerant, not understanding and being inconsistent, hence, when considering the effect of the positive teachers characteristics on students motivation, it can be noticed that positive teacher traits has positive effect on students motivation, for all students, the positive characteristics of a teacher affect their motivation, furthermore, if the teacher has positive traits in his personality as being flexible, cooperative and authoritative, he will be a successful teacher and he could get his students satisfaction that causes

More interaction and agreement between the teacher and the students.

Third, for all students an extroverted teacher is the most preferred type of teacher personality, a teacher this of personality has a direct influence on student's desire for learning. Moreover, the results also showed that, the purpose of learning English language differs from one student to another; some students seek for developing their language and they are intrinsically motivated to learn the language while others seek only for having grades and they are extrinsically motivated.

Finally, Results obtained from the questionnaire addressed to third year LMD students of English at Ibn Khaldoun University of Tiaret revealed that, teacher's personality has an impact on student's motivation.

### **3.5 Analysis of teacher's interview**

The second form of data collection that took place in this study was the interview as this proposed study involved exploring teacher's personality and its impact on student's motivation, structured interview best served to this study in order to provide appropriate data to address the study's research questions. The sample population for this interview consisted of five English teachers at the English department of Ibn Khaldoun University in Tiaret.

#### **3.5.1 Aims of teacher's interview**

The interview contributed a greater understanding of the perceptions of teachers in regard to teacher's personality and how a teacher's personality traits affect student motivation. Therefore, Researchers provide research participants with closed-ended and open-ended questions in order to allow them to provide detail in their responses and giving a complete explanation of their perspectives.

### 3.5.2 Interview results and discussion

**Question one:** Do you think that motivation is important in learning?

All teachers (100%) recognize that motivation is a key element in learning and success, besides, it is an important factor that has a positive influence in any educational learning process especially in learning second language. According to them, students who are more motivated to learn persist longer, produce higher quality effort, learn more deeply and perform better in classes in addition, any learner should be motivated to and have willingness to try new learning strategies in any teaching learning operation, Motivational strategies also reinforce motivation, and, without motivation, learning will not be successful, and there is no guarantee of learning.

**Question02:** Do you think that motivation helps learners to learn English?

Options	Number	Percentage (%)
Yes	05	100%
No	0	0%
Total	05	100

**Table2.1:** *Teacher's attitude towards motivation*

This question is asked to find out if motivation helps learners to learn English or not, all teachers 05(100%), replied that motivation helps Learners to learn English language in a great deal, it can be concluded that, one of the main factors that help students to learn a second language is motivation.

**Question03:** According to you, what is the role of motivation in learning English as a foreign language?

According to teacher's replies, motivation plays an important role in the foreign language learning process, For all of them5(100%), motivation can play a role in strengthening learning, clarifying learning objectives, determining learning perseverance, it allows learners express their capacities and their intrinsic capabilities, and makes learning English easy, Moreover, motivation increases learner's creativity, learner's with a good attitude towards English are more likely to work hard and keep going when learning gets challenging also, it allows to change behavior, develop competencies, help learners be creative, to set goals, grow interests, make plans, develop talents, and boost engagement.

**Question04:** How would you rate your student’s motivation? Are they motivated intrinsically, extrinsically, or unmotivated

Options	Number	Percentage (%)
Motivated extrinsically	02	20%
Motivated intrinsically	03	80%
Unmotivated	0	0%
Total	05	100

**Table2.2:** *rating student’s motivation*

This question is asked to find out the type and rate of student’s motivation according to their teachers, 03 teachers(80%) said that students are motivated intrinsically; only 02 teachers(20%) said that their students are motivated extrinsically, teacher’s answers shows that the purpose of learning English differs from one student to another, some are motivated intrinsically they have an inner want to learn English, they are not pushed by external factors to learn and some students are motivated extrinsically; they are motivated from outside source rather than the self.

**Question05:** How often do you motivate your students?

Options	Number	Percentage (%)
Always	03	80%
Sometimes	02	20%
Never	0	0%
Total	05	100

**Table2.3:** *frequency of how often teachers motivate students*

The comments are unquestionably clear, 03(80%) of teachers replied that they always motivate students, while 02(20%) of teachers replied that they sometimes motivate students, the answers indicates that teachers recognize the importance of motivation and how it is necessary for learners to be continually motivated.

**Question06:** what are the strategies you use to motivate students?

All teachers5(100%) use different strategies in the classroom to motivate students, among these strategies is to focus on building relationships, find more time during class to engage in conversations with each student and interact one-to-one, and create a threat-free environment, select interesting topics, give students choices, use technology, start fresh daily. According to them, topic if adequately selected may be itself a source of motivation

Together with the teacher's ability to motivate students, also when a teacher develop meaningful and respectful relationships with his students this may motivate them besides, create a good teaching atmosphere also motivate students.

**Question07:** in your opinion, what are the factors that enhance learner's motivation?

From the answers obtained, there are many factors that enhance learner's motivation; all teachers 5(100%) put forward the learning environment and conditions. For them, motivation can be enhanced if such conditions and environment are improved, furthermore, the teacher's attitude, good social learning environment (the classroom setting), the aim of learning, professional reasons, purely intrinsic individual learning reasons, diversity of input and activities, freedom of opinions, equal opportunities for learners whatever their level of proficiency, besides, rewards, encouragement, empathy, personality context all enhance learner's motivation.

**Question 08:** Do you think that your personality is important in the learning process?

Option	Number	Percentage (%)
Yes	05	100%
No	00	0%
Total	05	100%

**Table2.4:** *The importance motivation in the learning process*

All 05 teachers who participated in the interview agreed that teacher personality is one of the most important factors that may affect the learning process. The teacher as an individual personality is an important element in the learning environment or in the failures and success of the learner. The way in which his personality interacts with the personalities of the pupils being taught helps to determine the kind of behavior which emerges from the learning situation. In other words, effective teaching and learning are the results of an integrated personality of the teacher.

**Question 09:** How does your personality influence learning in classroom?

According to the teacher's responses, 5(100%) teachers said that the learning process

Can be influenced by the teacher's personality and mentality either positively or negatively. The majority of them believed that if the teacher has positive traits in his personality as being a passion, patient, cooperative, and authoritative, he will be a successful teacher, and he could get his students' satisfaction and all of that led to successful learning. Therefore, teachers have to possess positive personality characteristics in order not to affect the learning process negatively.

**Question10:** Which type of teacher’s personality do you think that it makes students more motivated in classroom?

Option	Number	Percentage (%)
Extroverted	05	100%
Introverted	00	00%
Total	05	100%

**Table2.5:** *Types of teacher’s personality*

In responding to the tenth interview question, the 05 teachers mentioned that being an extroverted teacher increase student motivation it seems that extraversion is a desirable characteristic for teachers. Because Extrovert teachers tend to be more sociable, energized, work well in a group and have convenient interaction with their students.

**Question11:** Do you think that your personality has an effect on your learners’ motivation?

Option	Number	Percentage (%)
Yes	05	100%
No	00	00%
Total	05	100%

**Table2.6:** *The impact of personality on learner’s motivation*

Within this question, teachers were asked if teacher personality has an influence on the learner’s motivation. All teachers replied that teacher’s personality has great effect on learner’s motivation; this means that, teacher’s characteristics play an important role in student’s motivation. It can be concluded that teacher should have positive personality traits in order to provide positive energy inside the classroom which is, in its turn, assist to increase learners’ motivation.

**Question12:** According to you, what are the characteristics of good teacher?

In this question, teachers were asked to state and list the qualities they believed made teacher effective. According to teachers, a great teacher is the one who; respects students, creates a sense of community and belonging in the classroom, warm, accessible, enthusiastic and caring, a skilled leader, collaborates with colleagues on an ongoing basis. In short, a good teacher is the one who has a good and strong personality.

### **3.6 Discussion of the main results**

The findings obtained from conducting this research confirmed our hypothesis that teachers with good personality characteristics to a great extent affect learner's motivation positively.

It is concluded that the majority of the students who participated in this study viewed that the personality of the teacher is considered as one of the key factors affecting their motivation. The findings of this research study show that the personality of the teacher has significant contribution to student's motivation. Thus, there is a relationship between teacher's personality and learner's motivation. The findings of the study also indicated that different characteristics of teacher's personality may affect their learner's motivation differently either positively or negatively.

According to the results obtained from the present study, some teachers have a positive impact on their learner's motivation. Additionally, they have more certain positive personality traits (such as being an extroverted or motivator teacher) than other teachers. Hence, the most important contribution of the present study is that the motivation of learners might be influenced by the various types and characteristics of their teacher's personality. Furthermore, according to those types or characteristics of the teacher's personality, learner's motivation may be affected either positively or negatively. This indicates that there are some specific types and characteristics that are considered as good characteristics which assist teachers to increase the level of their learner's motivation. In contrast, there are some characteristics that are considered undesirable for learners because they contribute to hinder their willingness to learn English. Thus, the present study suggests that teachers might try to modify their personality characteristics in order to support the learner's motivation, and to provide students with flow experience, as well as to establish positive relationships with students.

### **3.7 Recommendations**

On the basis of findings and conclusions, the researchers recommended that further research may focus on replicating the study at a later date utilizing a larger sample population. Moreover, replicating the study over a longer period of time to assess the student's success rate based on the teacher personality he/she has over a period of time. Because the current study was done in a short period of time. Additionally, the current study assesses only third year LMD students. We suggest future studies to consider a longitudinal research design with data from multiple institutions. We recommend comparing results from various higher learning institutes, not only within a given country but across several countries that feature EFL in their academic program. This will bring us closer to understanding cultural differences in foreign language education.

Moreover, the researchers recommended that further research may focus on exploring the impacts of specific types of teacher personality on student's motivation in relation to learning English as a foreign language. For instance; researchers may conduct a research to investigate the effects of particular teacher's personality characteristics (e.g. extroversion and introversion) on EFL learners' motivation.

Future research should also look into other possible moderators or contexts that may affect student motivation. Special events that encourage pervasive or collective social interactions such as motivational camps, industrial training, experiential learning programs, and international exchange programs provide fruitful areas for investigation. Researchers should also consider examining whether modern technology-based collaborative learning (i.e., mobile devices and e-learning programs) would influence learners' motivation. Students may perceive such innovative learning to be more practical than conventional learning as students can practice rapid interaction without limitations in learning space and time.

Furthermore, teachers should be aware of their type of personality that may have either positive or negative impact on their EFL learner's motivation; they should have a good personality, keep continuous motivation in the classroom, mix up lessons so that students with different preferences will each get time focused on the things they like, create a nice learning atmosphere to increase learner's motivation, teachers should focus also on building a respectful relationship with students.



## **Conclusion**

This chapter presented the research design and methodology, analysis and discussion of the findings obtained from the different data collecting tools. The chapter involves the analysis of learner's questionnaire in which researchers attempted to explore student views, perceptions and attitudes about their teacher personality and its impact on their motivation, and then it moved to the analysis of the teacher's interview in which researchers attempted to explore teacher's attitudes about motivation and personality as well. On the basis of findings, some recommendations for further research are presented.

## GENERAL CONCLUSION

The present study investigates the impact of teacher's personality on learner's motivation; researchers adopt a descriptive method in which data are collected both quantitatively and qualitatively in addition, the choice of the method is determined by the nature of the subject to be treated, the aim of the research, the sample under investigation, and the data collected, a sample of 30 third year LMD EFL students at Ibn Khaldoun University of Tiaret was selected.

After analyzing the obtained data, it is concluded that the teacher's personality is the main factor that has an impact on learner's motivation, taking into consideration the analyses of the standardized data one may draw the conclusion that the personality of the teacher is an important variable among other variables that mostly affect EFL learners' motivation.

Furthermore, researchers also concluded that there is a relationship between the personality of the teacher and the motivation of learners Moreover, EFL learner's motivation is greatly affected both positively and negatively by their teacher's personality depending on whether the teacher's personality characteristics are considered as desirable or undesirable from the learner's point of views.

After reviewing what has been done in the field of personality and its impacts on student's motivation, it is clear that more studies on teacher's personality and its better predictors are necessary to help foreign language teachers and students. The findings obtained in this study require broader empirical verification, especially the ones related to teacher's personalities and good characteristics affecting their learner's motivation. A study that included more universities, teachers and students might yield more reliable results. Yet, we wish that this study has covered the initial objectives, which were to analyze the impact that teacher's personality has on learner's motivation, on the other hand, to explore the extent to which teacher's personality can contribute significantly to the learning and teaching process.

To conclude with, based on the research findings, the three research questions of the present study has been answered, additionally, the findings obtained from conducting this research confirmed our hypothesis that EFL teachers with a good personality characteristics to a great extent affect learner's motivation positively, besides, learners would be more motivated to learn English.

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## APPENDICES

### APPENDIX A

#### STUDENT'S QUESTIONNAIRE

Dear Student,

You are kindly requested to fill in this questionnaire, it attempts to gather data about the impact of teacher's personality on learner's motivation, we would be grateful if you could answer these questions to help us accomplish this research work.

Your answers are very important for the validity of this research we are undertaken. As such, we hope that you will give us your full attention and interest.

Please put a tick in the appropriate box

Thank you very much in advance

#### Section One: Learner's Motivation

-Why did you choose to study English?

You like it  influenced by a teacher

- Do you enjoy learning English?

Yes  No

-Do you think that motivation in classroom is?

Very important  not important

-Do you think that your teachers motivate you enough in the classroom?

Yes  No

-How often do your teachers motivate you in class?

Always  Sometimes  Never

-Do you think that teachers are giving an appropriate interest to motivation in class?

Yes  No



-Teacher with a specific type of personality

Effect you motivation  doesn't affect your motivation

-What motivates you more?

Your teacher's personality  the learning tasks  Teaching method

-Do you think that motivation?

Helps you to learn English  doesn't help you to learn English

-Are you learning English for?

Developing your language skills  having grades

## Section Two: Teacher's Personality

-What do you think about your teacher personality?

Great  Not good enough

-Among these types of personality which one would you like your teacher to have?

Extroverted  Introverted  Ambivert

-Do you think that teacher with negative attitude impede your motivation?

Yes  No

-To what extent your teacher cares about your problems in understanding?

Cares a lot  doesn't care

-According to you, does positive teacher characteristics have an impact on your motivation?

Yes  No

-Which of these two characters is difficult for you to deal with?

Nervous  Sedate

-Do you enjoy your classes in the university?

Yes

No

-Do you think that well organized and active teacher provide positive energy inside the class?

Yes

No

## APPENDIX B

### TEACHER'S INTERVIEW

Dear teacher,

We are, at present, working on a research paper about the impact of teacher's personality on learner's motivation. We would be very grateful if you answer the following questions to help us accomplish this research work.

**Question01:** Do you think that motivation is important in learning?

**Question02:** Do you think that motivation helps learner's to learn English?

Yes.....

No .....

**Question03:** According to you, what is the role of motivation in learning English as a foreign language?

**Question04:** How would you rate your student's motivation? are they:

Motivated extrinsically.....

Motivated intrinsically.....

Unmotivated.....

**Question05:** How often do you motivate your students?

Always....

Sometimes.....

Never .....

**Question 06:** What are the strategies you use to motivate students?

**Question07:** In your opinion, what are the factors that enhance learner's motivation?

**Question08:** Do you think that your personality is important in the learning process?

Yes.....

No.....

**Question09:** How does your personality influence learning in the classroom?

**Question10:** Which type of teacher's personality do you think that it makes students more motivated in classroom?

Introverted teacher.....

Extroverted teacher....

**Question11:** Do you think that your personality has an effect on your learner's motivation?

**Question12:** According to you, what are the characteristics of a good teacher?

## Résumé

Cette dissertation a examiné la mesure dans laquelle la personnalité de l'enseignant affecte la motivation des étudiants qui apprennent l'anglais comme langue étrangère (EFL). L'objectif de cette étude est d'étudier la relation entre la personnalité de l'enseignant et la motivation des apprenants. Il a également tenté d'examiner si les caractéristiques de personnalité de l'enseignant influence la motivation de l'élève positivement ou négativement. Cette enquête a été menée avec les étudiants de troisième année de LMD du département d'anglais à l'Université Ibn Khaldoun. Ainsi, 30 étudiants ont été sélectionnés au hasard pour participer à cette étude. Les données ont été recueillies quantitativement au moyen d'un questionnaire et qualitativement au moyen d'une entrevue. Les résultats ont montré qu'il existe une relation entre la personnalité de l'enseignant et la motivation de l'apprenant. De plus, les résultats de cette étude indiquent que, tout comme d'autres facteurs comme (expériences personnelles, environnement de l'apprenant), la personnalité de l'enseignant est un facteur crucial qui a des répercussions importantes sur la motivation de l'apprenant. Cette recherche a abordé de façon descriptive un domaine de cette relation. Par conséquent, d'importantes orientations et recommandations de recherche sont suggérées.

**Mots clés:** Motivation intrinsèque, Motivation extrinsèque, Personnalité de l'enseignant, EFL

