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## CURRICULUM & TEACHING STUDIES | RESEARCH ARTICLE

# Teacher's personality type and techniques of teaching pronunciation

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**Abstract:** The purpose of this study was twofold: (1) to identify the most frequent techniques of teaching pronunciation used by Iranian EFL teachers and, (b) to find out any relationship between teacher's extroversion/introversion personality type and their techniques of teaching pronunciation. To this end, following an online survey a cohort of 60 teachers out of 200 participated in this study. Based on the results of Eysenck Personality Inventory (EPI) questionnaire, they were classified into introvert and extrovert groups. Then, a checklist was used to elicit their mostly favored techniques of teaching pronunciation. The collected data were analyzed through SPSS software. The results of descriptive analysis indicated that from among 19 pronunciation teaching techniques, listen and imitate and reading aloud and recitation were the most frequent ones used by both introverted and extroverted teachers. Moreover, the results of chi-square test showed a significant relationship between the extroverted and introverted teachers in the use of pronunciation techniques and that the extroverted teachers significantly used more of the mentioned techniques than the introvert teachers.

**Subjects:** Educational Research; Education Studies; School Leadership, Management & Administration; School Psychology; Secondary Education

**Keywords:** introversion/extroversion personality; L2 teacher; pronunciation



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### ABOUT THE AUTHORS

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### PUBLIC INTEREST STATEMENT

One of the main concerns facing second language researchers is the question of whether the choice of instructional technique is related to the teachers' personality type. The present study made an attempt to detect the types of teaching techniques used by pronunciation teachers and see whether the choice of technique for teaching pronunciation is related to the teacher's personality type. To this end, based on the results of a questionnaire, two groups of teachers (introverted vs. extroverted) with distinct personality trait were detected. The descriptive analysis uncovered the most frequent pronunciation teaching techniques typically used by each group. The inferential analyses revealed a significant difference between the two groups in their frequency and choices of instructional techniques. On implication side, the paper discusses the suggestions and implications of the findings for second language pronunciation classes and curriculum.

## 1. Introduction

Pronunciation as one of the important skills plays a key role in EFL classes. Knowing the way of expressing and stating a sound or word is very important in English because to mispronounce a word may change the meaning of the word. Pronunciation like other skills such as spelling, vocabulary, grammar and also main skills has received an increasing attention from the researchers, teachers and also learners to learn English as a foreign language or second language. Pronunciation teaching is quite critical in EFL/ESL classes. It is stated that one of the important needs for proficiency in language is to secure the pronunciation that can be understood by learners of the language (Pourhosein Gilakjani, 2012).

It is stated that one of the most important requirements for proficiency in language is to safe the pronunciation that is understandable for the language students. It is stated that EFL/ESL instructors require being prepared with different subjects and materials to assist them improve their efficiency in pronunciation instruction. It is added that there is also a requirement for high quality and also different materials that are effective, especially computer-based materials demonstrating in an audio format, for students of EFL/ESL pronunciation, both for self-access and for enjoying in classes where the instructors require support of this type. It is also concluded that investigation in second language training should not be studied with the importance of pronunciation instruction but with the methodology of pronunciation instruction. Both students and instructors must alter roles and the methodologies instruction must change aims. Instructors must work as pronunciation coaches and students must be proactive students taking the initiative to train. The teaching methodologies must change from concentrating from linguistic competence to communicative competence and segmental parts of pronunciation to supra-segmental parts of pronunciation. One of the basic aims of pronunciation instruction in any course is intelligible pronunciation. Intelligible pronunciation is an essential part of communicative competence. Perfect pronunciation attainment should no longer be the objective. Instead, it calls for setting more realistic aims that are applicable, reasonable, and suitable for the communication requirement of the students. It is believed that the students need to expand functional intelligibility (the skill to make oneself relatively simply comprehended), functional communicability (the skill to consider the communication needs one encounters), speech monitoring, increased self-confidence abilities, and speech modification strategies. Therefore, it is important that learners learn English for international communication and should learn to speak it as intelligibly and comprehensibly as possible not necessarily like native speakers, but well enough to be comprehended (Pourhosein Gilakjani, 2012).

It is stated that in Iran there isn't much concentration on the English pronunciation accuracy and learners have scant knowledge on it. Various instructors do not consider the pronunciation instruction. One of the possible problems may be the truth that enjoying educational multimedia tools at the level of intermediate in Iran is hardly found. Different institutes are mainly course-based and the colleges are teacher-centered in Iran, and unfortunately in both training environments mentioned enjoying multimodality is not usual. Additionally, the inadequate information of some instructors of English may interfere with the learners' various pronunciations. Moreover, since English is behaved as a foreign language in Iran, the learner does not utilize English outside the class and because of the presence of a vast number of learners in the class, the instructor cannot control the classroom and study their pronunciation comprehension carefully (Abdolmanafi-Rokni, 2013).

### 1.1. Purpose of the study

The purposes of the present study were to see: (a) what techniques do language teachers prefer using most to teach pronunciation to their students; (b) what the most frequent teaching techniques the introverted and extroverted teachers use when teaching pronunciation are; and (c) whether teachers' preferences in teaching pronunciation are related to their personality type (extroverted vs. introverted).

## 1.2. Research questions

To meet the purposes of the study, the following research questions were raised:

- (1) What techniques do language teachers prefer using most to teach pronunciations to their students?
- (2) What are the most frequent teaching techniques the introverted teachers use when teaching pronunciation?
- (3) What are the most frequent teaching techniques the extroverted teachers use when teaching pronunciation?
- (4) Is there any significant relationship between teachers' personality type (extroverted vs introverted) and their techniques of teaching pronunciation?
- (5) Is there any difference between extrovert and introvert teachers and their techniques of teaching pronunciation?

## 2. Literature review

### 2.1. Pronunciation and its role in EFL classes

Pourhosein Gilakjani and Ahmadi (2011) considered the importance of listening as one of the most important main skills in EFL classes. They claimed that listening is now considered as much more essential in both SLA papers and EFL classes that includes different process of creating meaning and also deciphering from the messages of verbal and also non – verbal ones. They believed that listening skill instruction is not paid attention in the process of English language instruction. EFL students have important problems to comprehend English listening. Speaking and listening are not necessary parts of different curricula and course books and also the instructors do not seem to have taken care of the mentioned skills while they are designing their lessons. EFL learners have short information to understand and comprehend the listening.

Pronunciation as one of the subskills is very important in EFL classes and different teachers try to help their learners in the best way. Knowing the way of pronouncing a sample word is useful to transfer the information because mispronouncing a word may mislead the learners to transfer and obtain the information. It is believed that pronunciation is a manner the individuals pronounce a sample word, especially in a manner that is understood or accepted. It is also emphasized that pronunciation involves attending to the especial sounds of a language and also different aspects of speech like stress, intonation, vowel, consonants, rhythm and voice, and voiceless of different sounds. It is stated that the context of pronunciation teaching and also the importance of teaching the pronunciation in different EFL and ESL classes have seen important changes over the 50 years (Farmand & Pourgharib, 2013).

### 2.2. Approaches to teaching pronunciation

It is stated that there are three significant approaches to teach pronunciation namely analytic-linguistic approach, intuitive-imitative approach and integrative approach. The mentioned approaches are associated with different methods of language teaching. They are discussed as follows.

#### 2.2.1. The intuitive-imitative approach

In the intuitive-imitative approach, it is supposed that a learner skill to imitate and listen the sounds and rhythms of the foreign language will give rise to the expanding of an agreeable frame of pronunciation without the intervening of each explicit data. Especial tools, like videos, websites, video-tapes, computer-based programs, videos are enjoyed today for the present approach (Hismanoglu & Hismanoglu, 2010).

#### 2.2.2. The analytic-linguistic approach

In this approach, explicit intervening of pedagogy related to pronunciation is in focus. The students are delivered with explicit data on pronunciation enjoying articulatory descriptions, phonetic

alphabet, and vocal charts. The explicit data can be stated in various interactive speech websites and software (Adibpour & Jam, 2014). The analytic-linguistic approach was developed to concentrate on imitation and listening; however, it added using different aids like the phonetic alphabet (Terminsuppsats, 2008).

### 2.2.3. *The integrative approach*

Pronunciation is considered as an integral part of communication, rather than a separate drill. Pronunciation is studied within meaningful task-based exercise. Students enjoy pronunciation concentrated listening actions to facilitate the pronunciation learning. There is more concentration on the suprasegmentals of rhythm, stress, and intonation as studied in extended discourse over the phoneme and word level. Pronunciation is worked to satisfy the students' special needs. There is a dual-focus oral program of communication where the micro level teaching is concentrated on linguistic (i.e. phonetic phonological) competence by the use of segmental practices and the suprasegmentals, and the macro level attends to more universal elements of communicability, with the aim of developing sociolinguistics, discourse, and strategic competence by enjoying language for communicative goals (Hismanoglu & Hismanoglu, 2010).

### 2.3. *Pronunciation teaching materials, techniques, and strategies*

Pourhossein Gilakjani (2011) in his study claimed that instructors should consider the significant pronunciation areas. In this consideration, it is believed that pronunciation learning of English does not refer to learning how to pronounce the individual consonant and vowel and sounds, and that instruction of phonemes is not sufficient for intelligibility and successful communication. Instead, pronunciation instruction should involve supra-segmental processes (such as rhythm, connected speech, intonation, word stress, etc.) because of their influence on speech intelligibility. Nevertheless, most of the learners are sure that the most useful and helpful area of pronunciation work is teaching in segmental rather than supra-segmental because the segmental dimensions of pronunciation help them enhance their patterns of pronunciation and enhance their confidence to enjoy English. Howlader (2010) suggested that to teach pronunciation there can be activities of fluency building activities: efficient exercises of listening, discussion wheel, fluency workshop, values subjects, and individual introduction collage. The most efficient technique to develop English pronunciation is enjoying Multisensory Modes to teach pronunciation. Much of the today's literature recommends that employing multisensory modes in the production class can assist to break down the ego boundaries of students. In addition, students' first language has significant contribution to the acquisition of second language pronunciation. The use of phonetic transcript, communication, discrimination of sounds, and imitation can be useful for students.

The following Table 1 by Hismanoglu and Hismanoglu (2010) and Alegre (2011) presents the methods of teaching pronunciation.

### 2.4. *Teachers' behaviors and personality (introversion/extroversion) roles in classes*

Different characteristics are defined for EFL teachers and each feature has its own definition and also role to teach the points and notes in EFL/ESL classes. One of the defined features related to the teachers in classes is their introvert or extrovert personality type. The revealed personality of the teachers can present some features that may become helpful and sometimes harmful for the learners. The personality of the instructors may influence the way of learning and each learner may have different ideas on different features and personality of the teachers. The personality of the teachers may affect the pronunciation of the learners. Knowing different kinds of the personality can help the instructors explain why different learners approach various types of the tasks in different ways. It is believed that extroversion in a simple way refers to the extent to which an individual involves deep-seated requirement to achieve ego, sense of being wholeness from other persons as opposed to achieving the affirmation within self and self-esteem. On the contrary, the introvert persons may be shy and require affirmation from other persons (Azadi, Gholami, Periannan, Sermanshahi, & Vaseghi, 2015).

**Table 1. Approaches, methods, and techniques of teaching pronunciation**

Years	Approach	Definition
The late 1800s and early 1900s	Direct method	Teachers provided students with a model for native like speech. By listening and then imitating the modeler, students improved their pronunciation
1940s and 1950s	Audio lingual method	Pronunciation was taught explicitly from the start. Learners imitated or repeated after their teacher or a recording model. Teachers used a visual transcription system or articulation chart. Technique: minimal pair drill
1960s	Cognitive approach	This de-emphasized pronunciation in favor of grammar and vocabulary because (a) it was assumed that native like pronunciation was an unrealistic objective and could not be achieved and (b) time would be better spent on teaching more learnable items, such as grammatical structures and words
1970s	Silent way	The learners focused on the sound system without having to learn a phonetic alphabet or explicit linguistic information. Attention was on the accuracy of sounds and structure of the target language from the very beginning. Tools: sound-color chart, the Fidel charts, word charts, and color rods
	Community language learning	The pronunciation syllabus was primarily student initiated and designed. Students decided what they wanted to practice and used the teacher as a resource. The approach was intuitive and imitative
Mid-late 1970s (1980s today)	Communicative approach	The ultimate goal was communication. Teaching pronunciation was urgent and intelligible pronunciation was seen as necessary in oral communication. The techniques used to teach pronunciation were: listening and imitating, phonetic training, minimal pair drills, contextualized minimal pairs, visual aids, tongue twisters, developmental approximation drills, practice of vowel shifts and stress shifts related by affixation, reading aloud/recitation, recordings of learners' production
20th century More recent	Grammar translation and reading-based approaches	Oral communication was not the primary goal of language instruction. Therefore, little attention was given to speaking, and almost none to pronunciation
	Total physical response	Students would begin to speak when they were ready. They were expected to make errors in the initial stage and teachers were tolerant of them
	Natural approach	The initial focus on listening without pressure to speak gave the learners the opportunity to internalize the target sound system
Today	New directions	New thoughts from other fields, such as drama, psychology, and speech pathology. Techniques: the use of fluency-building activities, accuracy-oriented exercises, appeals to multisensory modes of learning, adaptation of authentic materials, and use of instructional technology in the teaching of pronunciation

The term “personality” includes a collection of different attributes that form a significant individual. Personality is defined as an individual’s features that account for fixed patterns of emotion, behaving, and thinking. Personality traits have been conceptualized from different theoretical aspects and, despite opposite conceptualizations of the structure, these theories have contributed to our comprehension of personality traits as personal differences variables to learn experience and also code of behavior (Pourfeiz, 2015). Behavior of the instructor undoubtedly plays a vital role to learn and understand the materials and notes by the learners. Different factors may be created by the teachers’ behavior and each one may influence learners’ learning and they may help the

learners to comprehend the input to enhance the way of gaining points. Teachers' behavior is not an easy topic to be postponed or even ignored and it is a vast domain in teaching methodology and different papers can be concluded and practiced by considering its importance in EFL classes.

Hosseini Karkami and Rahimi (2015) believed that instructors' management styles and behavior have a specific importance to a significant problem as the techniques of intervention by instructors selected to manage their classrooms are understood to be the sign of their professional adequacy and a significant motivator to learn. Arif, Rashid, Tahira, and Akhter (2012) stated personality influences the behavior of the teacher in various ways, such as interface with students, methods selected, and learning experiences chosen. Bayazidi and Behnam (2013) stated that specific personality traits of teachers are reflected in classroom instruction, especially through the teacher's use of various instructional strategies and material.

Most of the learners are teacher-oriented and believe that their instructor is the sole authority in the class and they may obey the teachers' sentences or rules by observing teachers' behavior. One crucial behavioral aspect of each teacher or instructor is his introverted or extroverted personality type. Knowing the nature of extrovert teachers and also introvert teachers can play a key role to understand different points and skills of English such as pronunciation. First of all, these two key concepts should be understood and clarified and then their possible roles should be considered in teaching pronunciation or other skills. Being extroverted or introverted in EFL classes has its own advantageous and disadvantageous because of their underlying assumptions. According to Bayazidi and Behnam (2013), the instructors who would like being extravert are more probably to present learners some selection on what they learn and the quality of materials they learn. Those who would like being introvert are more probably to learn structure activities by the use of their selection of materials learning, to stay attuned to the opinions they are teaching, and to center behavior in themselves. In the context of EFL, the relationship between the proficiency of Japanese learners and the tendencies of being extroversion-introversion was investigated (Moslehi & Shokrpour, 2015). The conclusion showed that extraversion had a negative correlation with pronunciation. Moreover, introverts liked to have higher marks on the grammar and reading parts of the standardized English test. It was also concluded that though introverts tended to score better in most of the measures of English proficiency, it was seen that junior college learners who were extravert males had better oral interview marks.

### **3. Methodology**

#### **3.1. Participant**

The current research was conducted in different language institutes and universities located in Sari, Iran. Two hundred teachers were randomly asked to participate in the research by responding to a questionnaire and 60 teachers who answered the questions completely were selected as the main cohort. The teachers were aged between 23 and 35 who taught English as a foreign language for more than five years. Having different degrees and levels of English proficiency, the teachers consisted of 5 BA, 35 MA, and 20 PhD in different fields of teaching, translation, literature, and linguistics. They were homogeneous in terms of their L1 (Farsi) and L2 background (English). Based on the results of Eysenk personality Inventory (EPI), 30 teachers with the highest scores were classified as the extrovert group and 30 others with the lowest scores as the introvert group.

#### **3.2. Instrumentation**

In order to conduct this study, the following instruments were used.

##### **3.2.1. Eysenk personality inventory**

The EPI consists of 57 Yes/No questions to assess an individual's personality. The testees receive three different scores namely E (how much extrovert is a person), N (it computes neuroticism), and L ("lie" score which shows how socially desirable a person has wanted to prove to be). The E score is computed out of 24 from 24 items, the N score is out of 24 and the lie score is out of 9. The



researchers used the English version validated by Seena Institute of Behavioral Sciences Research in Tehran in order for the respondents to answer the questionnaire more accurately. The reliability of the administration of the EPI questionnaire was calculated to be .8 (Mall-Amiri & Nakhaie, 2013).

### 3.2.2. *Teaching pronunciation techniques questionnaire*

The next questionnaire was adopted from Hismanoglu and Hismanoglu (2010) and Celce-Murcia, Brinton, and Goodwin (1996). Following the selection of pronunciation teaching techniques from these sources, attempt was made to design an internet link to let the teachers get access to the questionnaire. They were asked to select the techniques (yes/no) based on their routine teaching practices in their past five years.

Both questionnaires were sent to the teachers' email addresses and they were asked to click on the link to reach the questionnaires online. The teachers were informed about the aims of doing the research and asked to respond to the items voluntarily. The data collection phase lasted about two weeks.

### 3.3. *Procedure*

After choosing two questionnaires to collect the data, the questionnaires were distributed online among the teachers. The teachers were asked to read the questionnaire items carefully and respond to the items. The teachers answered the questions of the first questionnaire (EPI) based on their personality in EFL classes and they selected the items of the second questionnaire based on their techniques of pronunciation in EFL classes according to Hismanoglu and Hismanoglu (2010) and Celce-Murcia et al. (1996). The researcher pointed out that responses would be used for the goals of the research only and the obtained information would remain confidential. The collected data were submitted to SPSS, version 22.00, to be analyzed. The data were analyzed through obtaining frequency for each pronunciation technique to see how many teachers used them. Two-way group-independence chi-square test ( $\chi^2$ ) was conducted to answer the forth research question. Since each variable had two categories, Yates' continuity correlation was examined, and because of the rather small sample size, Fisher's Exact Test was also used to report the data analysis. The results of independent-samples *t*-test are provided to answer the last research question examining the difference between the two groups of teachers, i.e. extroverted and introverted, in terms of using pronunciation techniques.

## 4. *Result*

### 4.1. *Analysis of the first research question*

The first question examined the techniques that language teachers prefer using most to teach pronunciations to their students.

RQ1: What techniques do language teachers prefer using most to teach pronunciations to their students?

In order to answer the question, the frequency was calculated for each technique. The following Table 2 summarizes the teachers' preferences:

As can be seen in the table of frequency, the first pronunciation technique, i.e. *listen and imitate*, is the one that had the highest frequency (83.3%). That is, "listen and imitate" was the technique that was used by most of the teachers. *Reading aloud and recitation* was another technique that had an almost high frequency (50%) compared with the results of the other techniques. That is, 50% of the teachers participating in the study used "reading aloud and recitation."

*Recording the learners' production*, on the other hand, was one of the techniques that had the lowest frequency (6.7%) indicating that only few teachers preferred applying it. *Poem* was also another

**Table 2. Table of frequency for pronunciation techniques used by the teachers**

	Pronunciation techniques	Used	Not used	Mean	SD
		Freq (%)	Freq (%)		
1	Listen and imitate	83.3	16.7	1.166667	.375823
2	Phonetic training	23.3	76.7	1.766667	.426522
3	Minimal pair drills	30.0	70.0	1.700000	.462125
4	Contextualized minimal pairs	25.0	75.0	1.750000	.436667
5	Visual aids	31.7	68.3	1.683333	.469102
6	Tongue twisters	20.0	80.0	1.800000	.403376
7	Vowel shifts and stress shifts related by affixation	23.3	76.7	1.766667	.426522
8	Reading aloud/recitation	50.0	50.0	1.500000	.504219
9	Recordings of learners' production	6.7	93.3	1.933333	.251549
10	Game	25.0	75.0	1.750000	.436667
11	Song	26.7	73.3	1.733333	.445948
12	Poem	13.3	86.7	1.866667	.342803
13	Adaptation of authentic materials	18.3	81.7	1.816667	.390205
14	Dictionaries	23.3	76.7	1.766667	.426522
15	Transcription	26.7	73.3	1.733333	.445948
16	Kinesthetic	35.0	65.0	1.650000	.480995
17	Instructional technology	16.7	83.3	1.833333	.375823
18	Fluency building activity	20.0	80.0	1.800000	.403376
19	Accuracy-oriented exercise	18.3	81.7	1.816667	.390205

technique that had a quite low frequency (13.3%) suggesting that it was not used by quite majority of the teachers participating in the study.

#### 4.2. Analysis of the second research question

The second research question examined the techniques that are used by the introverted teachers. Frequency was again calculated to examine the collected data.

RQ2: What are the most frequent teaching techniques the introverted teachers use when teaching pronunciation?

In order to answer this question, the frequency was calculated for each technique. The following Table 3 summarizes the introverted teachers' preferences:

The results of the table of frequency showed that the "listen and imitate" was the only technique that had the highest frequency (86.7%) suggesting that the introverted teachers tended to use it more frequently than the other techniques. "Read aloud/recitation" was another pronunciation technique that had a rather high frequency (53.3%) suggesting that there were some introverted teachers who preferred it over the other techniques.

On the other hand, "instructional technology" was the only technique that none of the introverted teachers tended to use at all (0%). "Phonetic training, poem, adaptation of authentic materials, and fluency building activities" were the ones that were quite less frequently used (6.7%) by the introverted teachers.



**Table 3. Table of frequency for pronunciation techniques used by the introverted teachers**

	Pronunciation techniques	Used	Not used	Mean	SD
		Freq (%)	Freq (%)		
1	Listen and imitate	86.7	13.3	1.133333	.345746
2	Phonetic training	6.7	93.3	1.933333	.253708
3	Minimal pair drills	26.7	73.3	1.733333	.449776
4	Contextualized minimal pairs	20.0	80.0	1.800000	.406838
5	Visual aids	13.3	86.7	1.866667	.345746
6	Tongue twisters	13.3	86.7	1.866667	.345746
7	Vowel shifts and stress shifts related by affixation	13.3	86.7	1.866667	.345746
8	Reading aloud/recitation	53.3	46.7	1.466667	.507416
9	Recordings of learners' production	13.3	86.7	1.866667	.345746
10	Game	13.3	86.7	1.866667	.345746
11	Song	20.0	80.0	1.800000	.406838
12	Poem	6.7	93.3	1.933333	.253708
13	Adaptation of authentic materials	6.7	93.3	1.933333	.253708
14	Dictionaries	26.7	73.3	1.733333	.449776
15	Transcription	13.3	86.7	1.866667	.345746
16	Kinesthetic	40.0	60.0	1.600000	.498273
17	Instructional technology	0	100	2.000000	.000000
18	Fluency building activity	6.7	93.3	1.933333	.253708
19	Accuracy-oriented exercise	13.3	86.7	1.866667	.345746

#### 4.3. Analysis of the third research question

The third research question examined the techniques that are used by the extroverted teachers. Frequency was again calculated to examine the collected data.

RQ3: What are the most frequent teaching techniques the extroverted teachers use when teaching pronunciation?

In order to answer this question, the frequency was calculated for each technique. The following Table 4 summarizes the extroverted teachers' preferences:

The results of the table of frequency showed that "listen and imitate" was the only technique which was used most frequently (80%) by a great majority of the extroverted teachers. "Visual aids" was another technique that was used rather frequently by exactly half of the extroverted teachers (50%).

On the other hand, "recordings of learners' production" was one of the techniques that the extroverted teachers did not use at all (0%) "Poem" and "dictionary" were other techniques that were used less frequently (20%), although more frequently than "recordings of learners' production."

#### 4.4. Analysis of the fourth research question

The fourth research question concerned the relationship between personality type and the techniques of teaching pronunciation.

RQ4: Is there any significant relationship between teachers' personality type (extroverted vs. introverted) and their techniques of teaching pronunciation?

**Table 4. Table of frequency for pronunciation techniques used by the extroverted teachers**

	Pronunciation techniques	Used	Not used	Mean	SD
		Freq (%)	Freq (%)		
1	Listen and imitate	80.0	20.0	1.200000	.406838
2	Phonetic training	40.0	60.0	1.600000	.498273
3	Minimal pair drills	33.3	66.7	1.666667	.479463
4	Contextualized minimal pairs	30.0	70.0	1.700000	.466092
5	Visual aids	50.0	50.0	1.500000	.508548
6	Tongue twisters	26.7	73.3	1.733333	.449776
7	Vowel shifts and stress shifts related by affixation	33.3	66.7	1.666667	.479463
8	Reading aloud/recitation	46.7	53.3	1.533333	.507416
9	Recordings of learners' production	0	100	2.000000	.000000
10	Game	36.7	63.3	1.633333	.490133
11	Song	33.3	66.7	1.666667	.479463
12	Poem	20.0	80.0	1.800000	.406838
13	Adaptation of authentic materials	30.0	70.0	1.700000	.466092
14	Dictionaries	20.0	80.0	1.800000	.406838
15	Transcription	40.0	60.0	1.600000	.498273
16	Kinesthetic	30.0	70.0	1.700000	.466092
17	Instructional technology	33.3	66.7	1.666667	.479463
18	Fluency building activity	33.3	66.7	1.666667	.479463
19	Accuracy-oriented exercise	23.3	76.7	1.766667	.430183

Two-way group-independence chi-square was conducted to answer the question. The results are shown in Table 4. A two-way group-independence  $\chi^2$  was performed to assess the relationship between the personality type and the techniques of pronunciation used by the teachers. The results of Yates' continuity correction indicated a significant association between the introverted and extroverted teachers and the use of phonetic training,  $\chi^2(1, n = 60) = 7.70, p = .006, \pi = .394$ , which showed a medium effect size. However, since the sample size was rather small (Extrovert:  $n = 30$ , introvert:  $n = 30$ ), the results of Fisher's Exact Test was also reported. The results of Fisher's Exact Test also showed a significant association,  $p = .005$ , indicating that "phonetic training" was used significantly more by the extroverted teachers than the introverted ones.

Another finding through Yates' continuity correlation concerned the use of "visual aids" by the introverted and extroverted teachers,  $\chi^2(1, n = 60) = 7.70, p = .006, \pi = .394$ , which showed, once medium effect size. The results of Fisher's Exact Test also showed a significant  $p$ -value ( $p = .005$ ).

The results also showed a significant relationship between the personality type and *adapting authentic materials*,  $\chi^2(1, n = 60) = 4.007, p = .045, \pi = .302$ , which indicated, once more, a medium effect size. The results of Fisher's Exact Test also showed a significant  $p$ -value ( $p = .042$ ) which could confirm the results of Yates' continuity correlation (Table 5).

Transcription was another technique for which the two-way group-independence chi-square test showed a significant association between the personality type and the use of it in teaching pronunciation,  $\chi^2(1, n = 60) = 4.176, p = .041, \pi = .302$ , which showed a medium effect size. The results of Fisher's exact test also showed a significant relationship ( $p = .039$ ) confirming the results of Yates' continuity correlation.

**Table 5. Chi-square results for pronunciation techniques used by the introverted and extroverted teachers**

PT	Within personality type (%)				Pearson chi-square		Continuity correction		Likelihood ratio		Fisher's exact test	$\pi$
	Extrovert		Introvert									
	Used	Not used	Used	Not used	Val.	Sig. (2-tailed)	Val.	Sig. (2-tailed)	Val.	Sig. (2-tailed)		
	Freq (%)	Freq (%)	Freq (%)	Freq (%)								
1	80.0	20.0	86.7	13.3	.480	.488	.120	.729	.483	.487	.731	-.089
2	40.0	60.0	6.7	93.3	9.31	.002	7.54	.006	10.11	.001	.005	.394
3	33.3	66.7	26.7	73.3	.317	.573	.079	.778	.318	.573	.779	.073
4	30.0	70.0	20.0	80.0	.800	.371	.356	.551	.804	.370	.552	.115
5	50.0	50.0	13.3	86.7	9.32	.002	7.70	.006	9.77	.002	.005	.394
6	26.7	73.3	13.3	86.7	1.667	.197	.938	.333	1.693	.193	.333	.167
7	33.3	66.7	13.3	86.7	3.354	.067	2.329	.127	3.441	.064	.125	.236
8	46.7	53.3	53.3	46.7	.267	.606	.067	.796	.267	.605	.797	-.067
9	0	100	13.3	86.7	4.286 <sup>a</sup>	.038	2.411	.121	5.831	.016	.112	-.267
10	36.7	63.3	13.3	86.7	4.356	.037	3.200	.074	4.490	.034	.072	.269
11	33.3	66.7	20.0	80.0	1.364	.243	.767	.381	1.375	.241	.382	.151
12	20.0	80.0	6.7	93.3	2.308 <sup>b</sup>	.129	1.298	.255	2.401	.121	.254	.196
13	30.0	70.0	6.7	93.3	5.45	.020	4.007	.045	5.822	.016	.042	.302
14	20.0	80.0	26.7	73.3	.373	.542	.093	.760	.374	.541	.761	-.079
15	40.0	60.0	13.3	86.7	5.455	.020	4.176	.041	5.649	.017	.039	.302
16	30.0	70.0	40.0	60.0	.659	.417	.293	.588	.661	.416	.589	-.105
17	33.3	66.7	0	100	12.00	.001	9.72	.002	15.87	.000	.001	.447
18	33.3	66.7	6.7	93.3	6.667	.010	5.104	.024	7.162	.007	.021	.333
19	23.3	76.7	13.3	86.7	1.002	.317	.445	.505	1.012	.314	.506	.129

<sup>a</sup>Two cells (50.0%) have expected count less than 5. The minimum expected count is 2.00.

<sup>b</sup>Two cells (50.0%) have expected count less than 5. The minimum expected count is 4.00.

The results also showed a significant relationship between the introverted and extroverted teachers in case of using instructional technology,  $\chi^2(1, n = 60) = 9.72, p = .002, \pi = .447$ , which showed a medium effect size. The results of Fisher's Exact Test also showed a similar results ( $p = .001$ ).

Fluency was the last technique for which the two-way group-independence chi-square test showed a significant relationship between the two groups of teachers,  $\chi^2(1, n = 60) = 5.104, p = .024, \pi = .333$ , which showed a medium effect size. The results of Fisher's Exact test also showed a significant  $p$ -value ( $p = .021$ ) which confirmed the results of Yates' continuity correlation.

In the case of other pronunciation techniques, however, no significant relationship was observed between the introverted and extroverted teachers.

#### 4.5. Analysis of the fifth research question

The fifth research question examined the difference between extrovert and introvert teachers and their techniques of teaching pronunciation.

RQ5: Is there any significant difference between extrovert and introvert teachers and their techniques of teaching pronunciation?

**Table 6. Chi-square results for pronunciation techniques used by the introverted and extroverted teachers**

PT	Within personality type (%)				Pearson chi-square		Continuity correction		Likelihood ratio		Fisher's exact test	$\pi$
	Extrovert		Introvert		Val.	Sig. (2-tailed)	Val.	Sig. (2-tailed)	Val.	Sig. (2-tailed)	Sig. (2-tailed)	
	Used	Not used	Used	Not used								
	Freq (%)	Freq (%)	Freq (%)	Freq (%)								
1	80.0	20.0	86.7	13.3	.480	.488	.120	.729	.483	.487	.731	-.089
2	40.0	60.0	6.7	93.3	9.31	.002	7.54	.006	10.11	.001	.005	.394
3	33.3	66.7	26.7	73.3	.317	.573	.079	.778	.318	.573	.779	.073
4	30.0	70.0	20.0	80.0	.800	.371	.356	.551	.804	.370	.552	.115
5	50.0	50.0	13.3	86.7	9.32	.002	7.70	.006	9.77	.002	.005	.394
6	26.7	73.3	13.3	86.7	1.667	.197	.938	.333	1.693	.193	.333	.167
7	33.3	66.7	13.3	86.7	3.354	.067	2.329	.127	3.441	.064	.125	.236
8	46.7	53.3	53.3	46.7	.267	.606	.067	.796	.267	.605	.797	-.067
9	0	100	13.3	86.7	4.286 <sup>a</sup>	.038	2.411	.121	5.831	.016	.112	-.267
10	36.7	63.3	13.3	86.7	4.356	.037	3.200	.074	4.490	.034	.072	.269
11	33.3	66.7	20.0	80.0	1.364	.243	.767	.381	1.375	.241	.382	.151
12	20.0	80.0	6.7	93.3	2.308 <sup>b</sup>	.129	1.298	.255	2.401	.121	.254	.196
13	30.0	70.0	6.7	93.3	5.45	.020	4.007	.045	5.822	.016	.042	.302
14	20.0	80.0	26.7	73.3	.373	.542	.093	.760	.374	.541	.761	-.079
15	40.0	60.0	13.3	86.7	5.455	.020	4.176	.041	5.649	.017	.039	.302
16	30.0	70.0	40.0	60.0	.659	.417	.293	.588	.661	.416	.589	-.105
17	33.3	66.7	0	100	12.00	.001	9.72	.002	15.87	.000	.001	.447
18	33.3	66.7	6.7	93.3	6.667	.010	5.104	.024	7.162	.007	.021	.333
19	23.3	76.7	13.3	86.7	1.002	.317	.445	.505	1.012	.314	.506	.129

<sup>a</sup>Two cells (50.0%) have expected count less than 5. The minimum expected count is 2.00.

<sup>b</sup>Two cells (50.0%) have expected count less than 5. The minimum expected count is 4.00.

In order to answer this question, first of all, test of normal distribution was run to see if the data obtained from the two groups of teachers were normally distributed (Table 6).

The results of both Kolmogorov-Smirnov and Shapiro-Wilk goodness-of-fit test showed *p*-values higher than .05 for both extroverted and introverted teachers suggesting that the assumption of normal distribution was not violated.

Independent-samples *t*-test was run to find the general difference between the extroverted and introverted teachers' use of pronunciation techniques. The table of descriptive statistics showed that the extroverted teachers ( $M = 6.40$ ,  $SD = 3.90$ ) had a higher mean score than the introverted teachers ( $M = 3.93$ ,  $SD = 1.76$ ). The results, therefore, suggest that the extroverted teachers used more techniques than the introverted teachers. The results of the table of independent-samples *t*-test were examined to find the significance of the difference (Table 7).

**Table 7. Descriptive statistics for the scores of the teachers in case of using pronunciation techniques**

	Personality type	N	Mean	SD	Std. error mean
Total	Extrovert	30	6.4000	3.90932	.71374
	Introvert	30	3.9333	1.76036	.32140

**Table 8. Independent samples' results for the scores of the teachers in case of using pronunciation techniques**

	Levene's test for equality of variances		t-test for equality of means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Std. error difference	95% confidence interval of the difference	
								Lower	Upper
Equal variances assumed	14.843	.000	3.151	58	.003	2.46667	.78276	.89979	4.03354
Equal variances not assumed			3.151	40.296	.003	2.46667	.78276	.88500	4.04833

The results of the Levene's test showed a significant  $p$ -value ( $p = .000$ ) indicating that the assumption of equal variances was not met. Therefore, the results of the second line of the table, so-called Welch procedure, had to be reported. The Welch procedure showed a significant difference between the two groups of teachers ( $p = .003$ ,  $t = 3.15$ ,  $df = 40.29$ ). The magnitude of the difference in mean was 2.46 with 95% confidence interval ranging from .88 to 4.04. The Cohen's  $d$  statistics was also calculated and showed .81 suggesting a large difference. It can, thus be said that the extroverted teachers made use of significantly more pronunciation techniques than the introverted teachers (Table 8).

In summary, the results of the tables of frequency showed that the teachers with different personality type including introverted and extroverted, as it was the case with the present study, showed different tendencies towards the use of specific pronunciation techniques. The results also showed that the extroverted teacher use and apply more techniques than the introverted learners to teach pronunciation to the students in the classrooms.

### 5. Discussion and conclusion

Different characteristics were defined for EFL teachers and their effects were examined in so many different aspects. One of the defined features related to the teachers is the difference in introvert/extrovert teachers' performance in different fields. In this regard, Arif et al. (2012) contend that "Personality influences the behavior of the teacher in various ways, such as interface with students, methods selected, and learning experiences chosen." Each research has its own definitions and results in EFL/ESL classes and these two kinds of personality show different performances.

In this study, five research questions were designed to be investigated. The first question dealt with examining the techniques the language teachers preferred to use in teaching pronunciation. It was revealed that *listen* and *imitate* and *reading aloud* were used most frequently by the teachers. The second and third questions were about the most frequent techniques the introverts and extroverts used in their classes. The findings were that the introverts used the techniques of *listen* and *imitate* and *reading aloud* more. However, the extroverts use the techniques of *listen* and *imitate* and *visual aids* more. In a study by Hismanoglu and Hismanoglu (2010), it was found that *reading aloud*, *dictionaries*, and *dialogs* were three most frequently preferred techniques by language teachers to teach pronunciation to the learners.

The fourth research question examined any significant relationship between teachers' personality type and their techniques of teaching pronunciation. It was revealed that there is a significant relationship between personality and their use of pronunciation teaching techniques. The results indicated that "phonetic training" was used by the extroverted teachers significantly more than the

introverted ones. Another important finding was the observation of a significant relationship between the personality type and *adapting authentic materials* which was used more by the extroverts. *Transcription, instructional technology, visual aids, and fluency* were other techniques which showed significant association between the personality type and the use of it in teaching pronunciation. All these techniques were used by the extroverts more than the introverts. But, techniques of *kineshetic* and *listen and imitate* were utilized more in the introverts.

The observation of different tendencies towards the use of specific pronunciation techniques was in line with the claim that “each individual has characteristic attributes of personality which manipulate both the manner in which he behaves toward others and the ways in which they act in response to him. The teacher with invasive dictatorial characteristics, for example, is likely to reproduce them in his relationships with students and in the techniques he uses in his instruction” (Arif et al., 2012). Jalili and Mall-Amiri (2015) investigated the relationship between extrovert/introvert teacher and their management. It was revealed that there was a significant relationship between teachers’ personality type and their styles of classroom management. The extrovert teachers could manage their classes more effectively than the introvert teachers.

Also the last research question was about the difference between extrovert and introvert teachers in their teaching techniques of pronunciation. The table of descriptive statistics showed that the extroverted teachers ( $M = 6.40$ ,  $SD = 3.90$ ) had a higher mean score than the introverted teachers ( $M = 3.93$ ,  $SD = 1.76$ ). The tables of independent-samples *t*-test and Levene’s test were examined to find the significance of the differences. The results, therefore, suggest that the extroverted teachers used more techniques than the introverted teachers to teach pronunciation to the students in the classrooms. So this study showed that extroverts and introverts act differently in their teachings. The findings showed that there was a significant difference between them. The extrovert teachers used and applied more techniques than the introverted teachers to teach pronunciation to the students in the classrooms. In this line, the study by Jalili and Mall-Amiri (2015) showed that the extrovert teachers can be more effective classroom managers. They are more successful in managing their classroom in comparison with the introverts. Likewise, Baradaran and Alavi (2015) found that although extroverts seem to benefit more from the activities of CIRC, the introverts outperformed the extroverts in the writing tasks.

It is concluded that the instructors should help the learners expand their listening skill in EFL classes because if the learners’ speech cannot be comprehended, learning the foreign language will face a deadlock. The learners should try to know different roles of pronunciation and the teachers can also help them to understand the roles of pronunciation. It is also found that teachers should concentrate on the learners’ needs on different segmental and super-segmental characteristics of pronunciation. Pronunciation must also be seen as the reasonable product of different words such as isolated or individual ones. Based on the results of the questionnaire, it is seen that the teachers use different techniques to teach the sound of different words. The techniques mentioned by the teachers are one of the ways to help the learners because pronunciation as an important skill has a significant role to understand other skills. The detected list of techniques of teaching pronunciation could be a source of reference for the pre-service novice teachers who are on the verge of managing pronunciation classes independently. The teachers of language teacher education course rooms or practica could also consult them as possible strategies to enhance the pronunciation skills.

It was concluded that the detected techniques of pronunciation are common in EFL classes and Iranian teachers are able to use them to assist their students and learners. It is also seen that modern tools such as internet, instructional software, and other educational aids are better than the old ways to teach pronunciation such as reading aloud, dictation, and the other tools. The teachers should be familiar with different modern tools to help their learners in the best way.

It is true that what teacher do influences what students do. So the result of current study could have implications for teachers, teacher trainers as well as syllabus designers. The role and presence



of the teachers is considered as one of the significant roles in education domain and they can help different learners. The personality of the instructors sometimes is a useful and helpful technique to understand the pronunciation of the words. Both introvert and extrovert- teachers can help the learners in EFL classes. Although teachers' personalities are not the same, all kinds of personality can help the learners and it cannot be said that one of the personalities have more advantageous than the other one. The personality of the instructor may make clear the way of enjoying different topics in EFL classes.

The presented overview stated in the present research can help different individuals to be familiar with different ideas on the personality and also the proposed techniques can help the teachers to teach pronunciation better. Different proposed techniques and other related techniques such as de-emphasized pronunciation in favor of grammar and vocabulary, sound-color chart, top-down and bottom-up, discrimination/tasks, saturation, and mobility/comparative/substitution drills can help the instructors, specially the introverts, to teach pronunciation because pronunciation can be considered as one of the most important skills in EFL classes and it can also help the learners to learn the other skills such as speaking.

The researcher believes that teachers' personality can have an effect on the learners' learning because the learners are dependent on their teachers in some aspects. Knowing the role of personality of the teachers such as extroversion and introversion can help the learners to understand the points like pronunciation. The presented overview stated in the present research can help different individuals to be familiar with different ideas on the personality and also the proposed techniques can help the teachers to teach pronunciation better. The different proposed techniques could be a source of reference for instructors to teach pronunciation more comfortably because pronunciation is one of the most important skills in EFL classes and it can affect the learners' mastery of other skills such as speaking.

Extrovert teachers are more sociable, energized, work well in a group and have convenient interaction with people. According to above claims, the teachers who are extroverted enjoy more techniques to teach pronunciation. The present study can help those who would like to speak in a foreign language, but learning pronunciation is boring for them. Thus, the extrovert teachers can encourage them to learn pronunciation eagerly by applying more different techniques in the class. Considering teacher's personality is crucial in teaching and learning process so the result of current study could have implications for teachers, teacher trainers as well as syllabus designers.

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