

MISMATCHED METHODOLOGIES: THE PITFALLS OF IGNORING STUDENTS' TEMPERAMENTS IN ENGLISH LANGUAGE TEACHING

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This article examines the typical errors made in English language instruction that result from ignoring the unique temperaments of each student. Although linguistic proficiency and pedagogical effectiveness are frequently given priority in curriculum design, learners' psychological characteristics—particularly temperament—remain underappreciated. The study classifies students according to the traditional four temperaments—phlegmatic, sanguine, choleric, and melancholic—and criticizes ineffective teaching methods that impede learning. The paper advocates for a more individualized, temperament-sensitive pedagogy in English language instruction by examining case studies and pointing out ineffective teaching strategies for each temperament type.

Introduction

In today's English classes, diversity is more than just different nationalities or levels of ability. Students' psychological traits, especially their temperament, have a big impact on how they understand language, interact with material, and react to different teaching methods. Even though learner-centered techniques are becoming more popular, a common mistake in teaching still happens: teachers use the same methods with all of their students without taking into account their different personalities. This often leads to frustration, low drive, and uneven language learning. In this piece, the four temperaments are used to show the dangers of using the wrong teaching methods with the wrong type of student. Certain teaching methods are shown to be ineffective or even harmful when used with the wrong type of student.

The First Part (Extended Version)

Diversity in contemporary English language schools extends well beyond distinctions in age, nationality, or linguistic ability. Psychological variety, particularly the variations in pupils' temperaments, is one of the most significant — yet sometimes disregarded — types of diversity.

Every learner has a distinct set of personality qualities that they bring to the classroom, and these features have a big impact on how they process new language knowledge, interact with learning resources, interact with classmates, and react to different teaching strategies.

Temperament, or a person's innate tendency to think, act, and react emotionally to circumstances, is a crucial component of this psychological composition. It is difficult to change someone's temperament. It is a consistent aspect of a student's character that greatly influences how at ease they are

Even while learner-centered teaching—where lessons are created based on students' needs and preferences—is becoming more and more popular, many teachers continue to make the mistake of using a one-size-fits-all approach to instruction. This method frequently overlooks the reality that students' temperaments cause them to respond to the same task in quite diverse ways. A boisterous group conversation, for example, can excite one student while making another nervous and hesitant to speak. Similar to this, some students may find a grammar session that emphasizes writing to be satisfactory, but others who prefer interactive speaking exercises may seem boring for students. There may be severe repercussions when instructional strategies do not suit the innate temperaments of the students. Pupils could get disinterested, feel misinterpreted, or lose motivation. Low engagement, uneven development, and even

unfavourable views toward learning English might result from this mismatch over time. For some students, the classroom turns into a source of stress rather than an environment for progress.

This essay will examine how these individual variances can be explained by the traditional hypothesis of the four temperaments: sanguine, choleric, melancholic, and phlegmatic. We'll look at how, depending on the learner type, some teaching methods might be detrimental or ineffectual.

When teaching methods don't fit the pupils' natural temperaments, there could be serious consequences. Students may lose motivation, become disinterested, or feel misunderstood. Over time, this mismatch may lead to low engagement, unequal improvement, and even negative attitudes toward learning English. Instead of being a place for growth, the classroom becomes a source of stress for certain children.

This essay will look at how the conventional theory of the four temperaments—phlegmatic, sanguine, choleric, and melancholic—can account for these individual differences.

We'll examine how some teaching strategies may be harmful or ineffective for different types of learners.

b. Choleric Students and Overly Collaborative Approaches

Choleric students favor self-directed study and leadership positions. They may become frustrated when working in groups, particularly if they believe that others' slower speed is limiting them. Teachers frequently make the mistake of requiring equal involvement in group projects, which might conflict with the choleric learner's drive for efficiency and independence.

2. Inappropriate Approaches for Every Temperament a. Sanguine Students and Excessive Structured Teaching Sanguine pupils do well in lively, participatory settings. They become disengaged, meanwhile, when teachers use very strict grammar-translation techniques or talk a much. Long grammar exercises or lecture-style classes, for example, inhibit their innate expressiveness. Ignoring their demand for creative activity and social contact is the mistake.

Inappropriate techniques:

Overemphasizing grammar while ignoring interaction

Absence of group or pair activities

Prioritizing written language over spoken

Depressed Students and Unplanned, Unstructured Activities

Melancholic students value depth, structure, and introspection. Games without explicit rules, open-ended group discussions, or spontaneous speaking exercises might make people nervous or reluctant to participate. These students require time for preparation as well as a well-defined activity plan.

Inappropriate techniques:

spoken assignments given on the spot without prior planning

Fast-paced, loud group games

Peer review without explicit standards

Phlegmatic Students with Fast-Paced or High-Pressure Methods Students that are phlegmatic need a quiet, encouraging environment. Their sense of security is disturbed by timed speaking exercises, competitive games, or continuous correction. In an attempt to motivate children, teachers may mistakenly believe they lack motivation, which frequently backfires.

Inappropriate techniques:

Timed assignments or public performances

Quick-fire interrogation

Overuse of confrontation or correction

Resulting from Ignoring Temperament

There is more to using the incorrect approach for a student's temperament than just short-term discomfort. It may lead to:

Anxiety related to language

decreased involvement

inadequate material retention

Unfavorable opinions about learning English

Problems with classroom management

Lack of confidence and a complete refusal to learn the language are long-term effects.

In conclusion

A fundamental but frequently disregarded component of teaching English is temperament. Learning outcomes might be severely hampered by inappropriate teaching strategies that are not compatible with the temperament types of the pupils. It is necessary to use a more thoughtful, flexible method that respects the psychological uniqueness of students and guarantees that all students, regardless of temperament, have the chance to succeed in learning English.

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