REPUBLIC OF TURKIYE
TRAKYA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
ENGLISH LANGUAGE TEACHING DIVISION

MASTER'S THESIS

INNER WORLDS, CLASSROOM REALITIES: PERSONALITY AND TEACHING ATTITUDES OF BALKAN HERITAGE TURKISH EFL PRE-SERVICE TEACHERS

ANIL ÖZTÜRK

ADVISOR

ASST. PROF. DR. SİNEM DOĞRUER

EDIRNE – 2025

ABSTRACT

INNER WORLDS, CLASSROOM REALITIES: PERSONALITY AND TEACHING ATTITUDES OF BALKAN HERITAGE TURKISH EFL PRE-SERVICE TEACHERS

Öztürk, Anıl

A Master's Thesis

Thesis Advisor: Asst. Prof. Dr. Sinem DOĞRUER

The current study aims to investigate the relationship between personality traits and teaching attitudes of the pre-service English teachers who are Balkan Heritage Turkish Speakers. The explanatory sequential research design is utilized since the study includes both quantitative and qualitative methods. Participants were selected using purposive sampling. The population consists of 30 pre-service English teachers from the Balkan regions, who receive English Language Teaching (ELT) education in the Foreign Languages Department at Trakya University. The participants are categorized into two groups according to their personality traits. Groups include 18 extrovert and 12 introvert pre-service EFL teachers. The quantitative data is collected via Myers-Briggs Type Indicator and Attitude towards Teaching Profession Scale, while the qualitative data is collected through semi-structured interviews. The analysis of quantitative data is conducted via Mann-Whitney U test on JASP software, and the qualitative data is analyzed through content analysis. The findings indicate that there is no significant difference between extrovert and introvert groups in terms of their teaching attitude ($p > .05$). However, they have positive expectations towards the ELT profession. In light of the findings, the study will be discussed in detail and necessary suggestions will be made for further research.

Key Words: Personality, attitude, teaching attitude, English Language Teaching, foreign language teaching

ÖZET

İÇ DÜNYALAR, SINIF GERÇEKLİKLERİ: BALKAN KÖKENLİ TÜRK İNGİLİZCE ÖĞRETMEN ADAYLARININ KİŞİLİKLERİ VE ÖĞRETİM TUTUMLARI

Öztürk, Anıl

Yüksek Lisans Tezi

Tez Danışmanı: Dr. Öğr. Üyesi Sinem DOĞRUER

Bu çalışmanın amacı, Ana dili Türkçe olan Balkan Kökenli İngilizce öğretmen adaylarının kişilik özellikleri ile öğretmenlik tutumları arasındaki ilişkiyi incelemektir. Çalışmada hem nicel hem de nitel yöntemleri içerdiğinden açımlayıcı sıralı araştırma yöntemi kullanılmıştır. Katılımcılar amaçlı örnekleme yöntemiyle seçilmiştir. Araştırmanın evrenini Trakya Üniversitesi Yabancı Diller Eğitimi Bölümünde İngilizce Öğretmenliği (ELT) eğitimi alan Balkan bölgelerinden 30 İngilizce öğretmen adayı oluşturmaktadır. Katılımcılar kişilik özelliklerine göre iki gruba ayrılmıştır. Gruplar 18 dışa dönük ve 12 içe dönük İngilizce öğretmeni adayından oluşmaktadır. Nicel veriler Myers-Briggs Kişilik Testi ve Öğretmenlik Mesleğine Yönelik Tutum Ölçeği ile toplanırken, nitel veriler yarı yapılandırılmış görüşmeler yoluyla toplanmıştır. Nicel verilerin analizi JASP yazılımında Mann-Whitney U testi ile, nitel verilerin analizi ise içerik analizi ile gerçekleştirilmiştir. Bulgular, dışa dönük ve içe dönük gruplar arasında öğretmenlik tutumları açısından anlamlı bir fark olmadığını göstermektedir ($p>.05$). Bununla birlikte, İngilizce öğretmenliği mesleğine yönelik olumlu beklenti içinde oldukları saptanmıştır. Bulgular ışığında, çalışma ayrıntılı olarak tartışılmış ve ilerideki çalışmalar için gerekli öneriler sunulmuştur.

Anahtar Kelimeler: Kişilik, tutum, öğretim tutumları, İngiliz Dili Eğitimi, yabancı dil eğitimi

ACKNOWLEDGEMENT

I would like to express my deepest gratitude to my counselor Asst. Prof. Dr. Sinem DOĞRUER for her support, guidance, and feedback she has provided me throughout the writing process of this thesis.

I am grateful to my mentors at the Department of English Language Teaching, Trakya University, who have prepared me to become an English teacher and a researcher.

I want to thank my family, my mother Fatma ÖZTÜRK, and my father Fikret ÖZTÜRK for their love and support in every part of my life. Especially, I am indebted to my older brother, Altay ÖZTÜRK, who has guided and mentored my entire academic process. As an uncle, huge gratitude to my one and only niece İlay ÖZTÜRK, who has been my little angel and greatest motivation.

I wish to thank you my closest friends, Ahmet ÖZER, Okan ÇAÇAN, and Yunus Emre TÜRKER, who have stood by me during this process.

I dedicate this thesis to my family, my friends, and everyone who supported me on this long journey.

ABBREVIATIONS

BFI: Big-Five Inventory

BHTS: Balkan Heritage Turkish Speakers

EFI: Eysenck Personality Inventory

EFL: English as a Foreign Language

ELF: English as a Lingua Franca

ELT: English Language Teaching

FFM: Five Factor Model

JPM: Jungian Personality Model

L1: Mother/Native Language

L2: Second/Foreign Language

MBTI: Myers-Briggs Type Indicator

SPFM: Sixteen Personality Factor Model

TEFL: Teaching English as a Foreign Language

TABLE OF CONTENTS

ABSTRACT.....i
ÖZET.....ii
ACKNOWLEDGEMENT.....iii
ABBREVIATIONS.....iv
TABLE OF CONTENTS.....v
LIST OF FIGURES.....vii
LIST OF TABLES.....viii

CHAPTER I: INTRODUCTION.....1
1.1. Background of the Study.....1
1.2. Statement of the Problem.....2
1.3. Purpose of the Study.....4
1.4. Research Questions and Hypothesis.....4
1.5. Significance of the Study.....4
1.6. Definitions.....6
1.7. Limitations.....6

CHAPTER II: LITERATURE REVIEW.....7
2.1. Personality.....7
2.1.1. Factors Affecting Personality.....8
2.1.2. Types of Personality Traits.....10
2.2. Attitude.....16
2.2.1. Teaching Attitude.....17
2.2.2. The Role of Attitude in English.....18
2.3. Characteristics of Balkan Heritage Speakers of Turkish.....20
2.4. Teaching English as a Foreign Language.....21
2.5. Related Studies.....22

CHAPTER III: METHODOLOGY.....25
3.1. Research Design.....25
3.2. Participants.....25
3.3. Data Collection Instruments.....28
3.3.1. Myers-Briggs Type Indicator.....28
3.3.2. Attitude Towards Teaching Profession Scale.....28
3.3.3. Semi-Structured Interviews.....29
3.4. Data Collection.....30
3.5. Data Analysis.....31

CHAPTER IV: FINDINGS AND DISCUSSION.....33
4.1. Findings.....33
4.1.1. The Results of the Quantitative Research.....33
4.1.2. The Results of the Qualitative Research.....40
4.2. Discussion.....53

CHAPTER V: CONCLUSION AND RECOMMENDATIONS.....58
5.1. Conclusion.....58
5.2. Recommendations.....58

REFERENCES.....60

APPENDICES.....75

LIST OF FIGURES

Figure 1. The link between teaching attitude and teaching practice……....17

LIST OF TABLES

Table 1. Definitions of the Big Five Personality Model……...13

Table 2. Distribution of the participants according to gender……..26

Table 3. Distribution of the participants according to age……...26

Table 4. Distribution of the participants according to grade……27

Table 5. Distribution of the participants according to personality traits……..27

Table 6. Distribution of the participants according to nationalities…….27

Table 7. Descriptive Statistics…….33

Table 8. Test of Normality……..36

Table 9. The results of the Mann-Whitney U Test……...39

Table 10. Content Analysis of the Expectations of BTHS towards Teaching……..41

CHAPTER I

INTRODUCTION

This chapter aims to present the background of the study, purpose of the research, research questions, significance of the research, definitions, and limitations of the study to provide an understanding of the research overall.

1.1. Background of the Study

Balkan communities consisting of various ethnic groups, such as Bulgarians, Greeks, Macedonians, Serbians, Bosnians, and Albanians, lived under Ottoman rule until the early 20th century. While coexisting with the Turks, these communities adopted aspects of the Turkish language, traditions, and culture. As a result, their descendants, who now reside in Western Thrace and neighboring Balkan countries, continue to use Turkish as their heritage language (Başutku, 2022). Although these descendants speak Turkish as their heritage language today, its linguistic composition has changed over time. During the Ottoman era, the standard administrative and literary language was Ottoman Turkish, a linguistic blend heavily influenced by Persian and Arabic. However, Ottoman Turkish was not widely understood by the general population. Hanioglu (2008, p. 35) noted, "*Ottoman Turkish was unintelligible to an educated native speaker of Turkish. Those who used the Ottoman language were not necessarily Turks. Rather, they constituted the educated upper classes of a variety of Ottoman groups. Following the language reforms of the early 20th century, modern Turkish, with a more simplified and standardized structure, became the dominant form.*".

Upon completing their mandatory education, these students may pursue higher education in Türkiye under specific conditions set by the Council of Higher Education (YÖK, 2012).

Although Turkish is their heritage language, their sociolinguistic competence in it may be limited. To address this, international students in preparatory programs receive instruction in both Turkish and English, the latter being essential due to its global significance in the 21st century.

In this context, the increasing global demand for English has given rise to the concept of English as a Lingua Franca (ELF). According to Firth (2006), English functions as a "contact language" between speakers who do not share a common native language or cultural background. Statistically, only about 25% of English users worldwide are native speakers (Crystal, 2003), highlighting its role as an international medium of communication. The rest 75% are the non-native speakers of English who employ English either as a second language or a foreign language.

Another vital aspect of Balkan Turkish heritage speakers (BTHS) from the Balkans is their multilingual background. They acquire both Turkish and their second language during early childhood. Upon arriving in Türkiye for higher education, they also learn English as a third language in preparatory schools. As a result, many heritage speakers from the Balkans choose English-related majors such as English language teaching (ELT), translation, or English literature, depending on their interests. However, as it involves much of aspects of the other majors, the ELT program is preferred among BHTS at Trakya University, where the study is conducted (YÖK, 1998).

1.2. Statement of the Problem

Confronted with a status in which countries compete for international students, it is crucial to grasp why BHTS choose Türkiye as a destination for higher education. According to a study conducted by Mersin University Faculty of Education, it is detected that ELT students from Balkan countries prefer Türkiye as a means of education is because they share similar culture, job availability, and high rates of currency between euro and Turkish lira (Kıroğlu, K., Kesten, A., & Elma, C., 2010).

Although there has been comprehensive research on international students' adjustment while studying in a foreign country, educational executives do not have a clear understanding of cross-cultural differences (Pedersen, 1991). Mustafa and Ilias (2013:279) indicate that there are some concerns about studying abroad as an international student, such as getting inadequate accommodation, religious, social, or personal problems.

One of the concerns to deal with is BTHS' personality traits. To achieve this, tests such as the Myers-Briggs Personality Test or MBTI (Myers, 1962) and the Big Five Personality Test or BFI (Goldberg, 1990; McCrae & John, 1992; McCrae & Costa, 1987) are offered to determine whether they have an Extraversion or Introversion type of personality. Depending on their personality characteristics, these BTHS English teacher candidates show certain aspects. When their needs and goals are taken into account, extroverts demand a high level of impulse to stay interested and social, while introverts work efficiently if they are given time to reflect and process before embarking on classroom tasks.

Another concern that needs to be discussed is what these BTHS English teacher candidates expect from their profession. As it shapes a person's decisions, observations, and approaches, it has been pointed out that attitude plays a crucial role in the teaching profession (Hogg & Vaughan, 2007; Robbins & Judge, 2012). When it comes to BTHS or any other ELT teacher candidate, whether it is positive or negative, there is a correlation between teaching attitude and personality. In this perspective, several studies have been conducted in Türkiye to assess the extent of positive or negative attitudes among pre-service teachers toward the teaching profession (Pehlivan, 2010; Kadı, Baytekin & Arslan, 2015; Kutlu, Gökdere & Çakır, 2015; Ekici, Çıbık & Fettahoğlu, 2014; Demirtaş & Aksoy, 2015; Oguz & Kalkan, 2011). According to the results of Big Five Inventory (BFI) show that Extraversion is significantly associated with openness and positive attitude, while agreenableness is associated with negative attitude (Erdheim, Wang & Zickar, 2006).

1.3. Purpose of the Study

This study aims to examine the relationship between the personality traits of Balkan heritage speakers of Turkish who are enrolled in the ELT program at Trakya University, Türkiye, and their teaching attitudes, as well as their expectations regarding the English teaching profession. Accordingly, the research seeks to understand how these personality traits influence their commitment to pursuing a career in ELT.

1.4. Research Questions and Hypothesis

It is hypothesized that teacher candidates' personality traits significantly affect their attitudes toward the teaching profession (Ezzi, 2019; Zhou, 2015). Due to the gap within the literature concerning Balkan heritage speakers of Turkish EFL teachers, the study seeks to answer the following research questions:

1. Does the teaching attitude of Balkan heritage speakers of Turkish EFL pre-service teachers vary according to their personality traits? If so, why?

2. Do the expectations of Balkan heritage speakers of Turkish EFL pre-service teachers regarding the teacher profession vary according to their personality traits?

1.5. Significance of the Study

This study holds significant value for Balkan heritage Turkish speakers, faculties of education, English teachers, and education policy makers in Türkiye. It provides educators in education faculties with a deeper understanding of the characteristics of this target group. By examining the personality traits of Balkan heritage Turkish speakers, educators can develop more personalized and effective teaching strategies. For instance, insights into how specific personality traits correlate with particular learning styles can inform the design of curricula and instructional methods.

Teaching attitude is a construct that has been extensively investigated in the field of education and foreign language teaching. Several studies accentuate that the attitude type of teachers is crucial for determining the precise strategies in teaching foreign languages (Al Darwish, 2006; Kara, 2009; Kokkinos, 2007; Skaalvik et al., 2015; Dixon et al, 2019). Furthermore, it was found that the personality of the foreign language teachers could be associated with their teaching attitudes (Üstüner, 2006). If a teacher has an introvert type of personality, s/he may refrain from interacting with the students. As a result, this factor might lead to a negative attitude towards their teaching profession.

Personality also plays a key role in the teaching profession. Hotaman (2010) states that personality is the first and leading factor for an English teacher to build rapport with his/her pupils. Numerous studies on educators demonstrated that a teacher with a strong personality positively influences students, whereas a teacher lacking in this regard may discourage students from school or even from the learning process altogether (Gürkan, 1993). Getzel and Jackson (1965) assert that a teacher's educational impact is assessed more by their attributes than by their actions.

By emphasizing heritage Turkish speakers of EFL pre-service teachers from the Balkan countries, this study provides a better understanding of teaching attitude and personality traits for educators and policymakers in the education system in Türkiye.

To summarize, while prior research has investigated the teaching attitude and personality of EFL teachers generally, scant attention has been paid to the specific EFL teacher groups, such as those from Western Thrace and the Balkans, in terms of working in another country as an EFL teacher. Therefore, the study seeks to augment the literature by exploring the relationship between the teaching attitudes and personality traits of BHTS English pre-service teachers as well as offering improvements and solutions in case of problems that might occur in such a multi-cultural setting.

1.6. Definition of Key Words

Balkan Heritage Turkish Speakers (BHTS): They are defined as Turkish people whose descendants originally migrated from Middle Asia to the Eastern European region during the Völkerwanderung.

English Language Teaching (ELT): It is defined as the practice and theory of teaching English for the benefit of people whose first language is not English.

Foreign Language Teaching (FLT): It is defined as the structured instructional process in which a language teacher facilitates the acquisition of a language that is not the learner's native language.

Personality: It is defined as the enduring characteristics and behavior that comprise a person's unique adjustment to life, including major traits, interests, drives, values, self-concept, abilities, and emotional patterns.

Teaching Attitude: It is defined as the beliefs and expectations that teachers hold regarding the importance of effective teaching and the potential for learning and achievement in all students.

1.7. Limitations

The current study has certain limitations regarding the data collection process and the redundancy of the research topic. Firstly, the sample size is limited due to the characteristics of the target group, which consists of English teacher candidates residing in Western Thrace. In correlational studies, a minimum sample size of 40–50 is generally recommended. However, this study includes only 30 participants, which may affect the reliability of the findings. Secondly, while the literature contributing to this research field is extensive, studies specifically focusing on Western Thrace and the Balkans remain limited. Although teaching attitude and personality have been widely researched, there is a noticeable gap in studies addressing these aspects in this particular region.

CHAPTER II

LITERATURE REVIEW

This chapter presents the literature of the current study. Each section is divided into sub-sections to give as much clear information as possible.

2.1. Personality

Personality accounts for people's distinctive features such as thoughts, feelings, and behaviors. Personality is a sub-branch of psychology, and it rests on the idea that people beg to differ from one another in terms of where they stand on a set of fundamental areas that persist over time (Diener & Lucas, 2019). Fredenbery (1971) also observed that personality is an inexpugnable system of complex features by which the life patterns of the individual may be identified.

The foundation of personality lies in the human organism's ability to undergo internal experiences that mirror the physiological condition of the body and interpret stimuli from the external world. This capability involves distinct psychological functions, including emotion, sensation, cognition, and both procedural and declarative memory. Additionally, this ability incorporates varying degrees of self-awareness from basic imitation of motor functions and sensory perception to advanced introspective analysis of thoughts and affective states (Kernberg, 2016).

According to several studies (Kernberg & Caligor, 2005; Posner et al., 2003), personality entails the dynamic synthesis of an individual's complete range of subjective experiences and behavioral tendencies. This encompasses both conscious components, such as consistent actions, awareness of the self and surroundings, deliberate mental processes, recurring desires, fears, and also unconscious patterns like ingrained behaviors, inner perspectives, and emotional conditions. Personality is considered dynamic because it signifies a structured and unified combination of diverse traits and life experiences that mutually influence one another. In this context,

personality emerges as a considerably more intricate and refined construct than merely an aggregation of its characteristics.

Personality is one of the central concepts in EFL. It determines an EFL teacher's teaching styles, approach to the classroom, strategies, and techniques. Regarding the correlation between the personality traits and EFL teachers' teaching style, significant findings have been discovered in numerous studies (Costa & McCrae, 1992; Zhang, 2007; Larenas, 2010; Reeve, 2017). Galluzzo (2005) found that the teachers' personality is the foremost crucial factor in foreign language learning. Saha and Dworkin (2009) concluded that personality is one of the complicated areas in preparing foreign language teachers. These studies collectively highlight the profound influence of personality on EFL teaching, underscoring its central role in shaping effective language instruction and teacher preparation.

2.1.1. Factors Affecting Personality

Personality is a notion that is affected by both internal and external factors. These factors can be categorized as biological, psychological, situational, social, and environmental factors.

The first category is biological. Biologically, personality can be traced to the brain activities of an individual. That is where neuroscience comes in. DeYoung (2010) stated that personality differences are considered biological because they are ultimately produced by the brain, regardless of whether they stem from genetic factors or environmental influences. Notions in neurobiology, such as stability and plasticity, can be associated with personality traits. From the point of personality, stability seems to reflect an overall inclination to control or manage emotions and behaviors that might be disruptive, whereas plasticity seems to reflect a general drive to explore new experiences and opportunities (DeYoung & Gray, 2009; Yamagata et al., 2006).

In numerous studies, there is evidence that the effect of certain hormones, like serotonin and dopamine, on personality has been observed. Based on the BFI test (Goldberg, 1990; McCrae & John, 1992; McCrae & Costa, 1987), stability can be

associated with the traits of neuroticism, agreeableness, or conscientiousness. When serotonin levels are low, individuals may experience aggression, depression, and instability (Carver & Miller, 2006; Spoont, 1992). On the other hand, plasticity seems to indicate an overall tendency to explore, with Extraversion reflecting exploration through actions and behaviors, whereas Openness/Intellect reflects exploration through ideas and thoughts (Ashby, Isen & Turken, 1999; Braver & Barch, 2002; Depue & Collins, 1999).

Psychologically, most of the literature has dealt with psychological disorders regarding this factor. As it is mentioned above, it is proven that personality is linked to neurobiology and thus, psychology. Disorders such as depression, anxiety, and psychological distress have been observed highly among people who have a neuroticism type of personality in a longitudinal study (Nouri, Feizi & Afshar, 2019). However, participants with an Extraversion type of personality showed a lower risk of mental disorder and depression score in the study ($p < 0.05$). Furthermore, low conscientiousness is associated with poor self-regulation in planning and organizing, which can contribute to more intense depressive symptoms (Bienvenu et al., 2001; Trull & Sher, 1994; Brown, 2007).

Next is the social and environmental factor of personality. In this category, social relations with the environment are taken into account. As stated by the literature, individuals with an Extraversion type of personality tend to have the knowledge, competence, and motivation to behave in ways that are seen as socially appealing, which in turn boosts their chances of achieving social relations with their environment (Rushton & Irwing, 2011). Therefore, extroverted individuals are more likely to be selected as partners, teammates, or leaders.

In daily life, individuals experience situations in which they are affected, whether positively or negatively, by them. For instance, in a study conducted by Hasan and Eldous (2020), aggression was measured among female participants ($n = 48$) from Qatar University. The results yield a low correlation between the non-anger group and the anger group. Nonetheless, previous research indicates that aggression is adversely linked to conscientiousness and agreeableness and affirmatively linked to neuroticism,

depression, hostility, and minimal control of impulses (Jones, Miller & Lynam, 2011). Since the study has college students as participants, their situational factors as well as their personalities have been studied. Under certain situations, it has been found that the mood of college students shifted drastically during grading, lecture, and exam periods. Gorynska, Winiewski, and Zajenkowski (2015) highlighted several notable outcomes. Firstly, the mood dimensions showed varying patterns throughout the educational year. Secondly, neuroticism and conscientiousness types emerged as the most consistent personality traits influencing mood – neuroticism was positively linked to tense excitement and negatively to affective tone, while conscientiousness was positively related to energetic tone. Furthermore, the weakest correlation was observed before the exam time.

2.1.2. Types of Personality Traits

Personality traits are one of the determinants of an individual. They denote essential axes of individual variation. Trait theorists argue that only a finite set of these dimensions exists, such as Extraversion, Conscientiousness, and Agreeableness. Each person can be characterized by their placement along these dimensions, ranging from low to high levels for any particular trait. (Matthews, Deary & Whiteman, 2003). However, various models addressing personality traits have been developed.

At the onset of the 20th Century, Carl Jung, a Swiss psychiatrist, laid the foundation of personality traits with his Jungian Personality Model (JPM). Jung identified JPM by dividing them into four main functions, as well as Extroversion and Introversion. These functions include, in order, Sensation, Intuition, Thinking, and Feeling based on rationality and irrationality (Jung, 1923; Moretto, 1995).

Sensation and intuition are considered irrational functions, meaning they are focused on gathering information. They explain how a person receives and experiences information. Individuals who lean toward sensation are more likely to trust real, tangible, and factual data (Jung, 1923). Therefore, they want the information itself and pay attention to observable details. For them, meaning is found in the data. Those who rely more on intuition tend to trust imagined or theoretical ideas that can be linked to

other possible information. They are drawn to deeper meanings and hidden potential, often accessed through the unconscious. The meaning lies in what the information could represent (Jung, 1923; Moretto, 1995).

Conversely, thinking and feeling are rational functions, which means they are used to make decisions or form judgements derived from the information gathered via sensing or intuition. People who have a thinking function incline to evaluate things objectively. They prefer logic, reliability, and cause-and-effect relations. Meanwhile, individuals with feeling function make actions by assessing how a situation correlates with values and ethics (Jung, 1923; Moretto, 1995).

Upon Jung's research regarding personality traits, Gordon Allport (1936) developed his Trait Theory. He regarded personality traits as propensities and divided them into three different categories: *cardinal propensities* – evident, general traits of an individual; *central propensities* – not as notable as cardinal traits, but crucial and can be found in every person; and *secondary propensities* – invisible, unstable personality traits, in certain circumstances. From Allport's perspective, most people do not possess cardinal propensities because they are unique to certain individuals. Nonetheless, they might be defined by their central propensities. He believed that the identity of each individual could be defined by five to ten personality traits, mainly central propensities.

The next theorist is Raymond Cattell and his Sixteen Personality Factor Model (Cattell, 1946). Rather than a model, it is a type of assessment and consists of a factor analysis to measure an individual's personality traits. The questionnaire comprises the following traits: Warmth (A), Reasoning (B), Emotional Stability (C), Dominance (E), Liveliness (F), Rule-Consciousness (G), Social Boldness (H), Sensitivity (I), Vigilance (L), Abstractedness (M), Privateness (N), Apprehension (O), Openness to Change (Q1), Self-Reliance (Q2), Perfectionism (Q3), and Tension (Q4). Cattell applied factor analysis with oblique rotation, detecting its mean in his model. Cattell concluded that each individual might be qualified by a unique combination of these traits. As a result of the factor analysis, he shed light on Global Factors: 1) Openness / Tough-Mindedness; 2) Self-Control; 3) Extraversion; 4) Independence / Accommodation; and

5) Anxiety. Furthermore, based on the results of multiple abstract variance analysis (MAVA), it was concluded that about 66 percent of personality is affected by the influence of the environment, and 33 percent is affected by heredity.

By the time 80's, another important psychologist, Hans Eysenck, emerged with his PEN personality model. P stands for psychoticism, which deals with egocentric impulses and how to control them, and E stands for extraversion–introversion traits regarding social interactions. Ultimately, N stands for neuroticism, which copes with emotional reactions as well as anxiety (Eysenck, 1985). Among these, E and N are the most important ones. Eysenck suggested that by uniting individuals' standing on these main traits, we could make up many of the distinct features in personality that we see in them (Eysenck, 1981). For example, a person with a neurotic introvert type would be hesitant and reserved, whereas a person with a stable introvert type refrains from social environments and chooses solitary actions, but shows the minimum level of anxiety or emotion. Eysenck tried to connect these traits to uncover differences in human biology. Also, Jeffrey Gray, a counterpart of Eysenck, claimed that E and N are related to basic prize and avoidance functions in the brain. Extraverts are eager to show reward-seeking behavior, while individuals with neuroticism are eager to avoid punishment and therefore may be exposed to anxiety as a result of their escalated perception of the dangers around them (Gray, 1981).

Guided by the previous models, the Big Five or Five-Factor Model (FFM) was proposed by Goldberg (Goldberg, 1990; McCrae & John, 1992; McCrae & Costa, 1987). The invention of the model goes back to the implementation of the lexical hypothesis of personality by Galton (1884), who reckoned that significant individual character disparities are long-established in the language. Allport and Odbert (1936) practiced the lexical approach to examine dictionary words linking to personality. They found nearly 18,000 words, from which roughly 4500 were appraised as descriptive of personality traits. Cattell (1943, 1945) further cut down these traits to ultimately make 35 personality variable clusters, which were completed into 12 factors when factor analyzed. At the end, Goldberg (1981) created the term "Big Five" to define this FFM.

It is also known by the acronym OCEAN (O is for Openness to Experience; C is for Conscientiousness; E is for Extraversion; A is for Agreeableness; N is for Neuroticism). Though there are numerous bottom-order personality traits, the OCEAN model has obtained formidable empirical support from the previous research (Dewaele, 2012). Table 1 presents the definitions of the model.

Table 1. *Definitions of the Big Five Personality Model (Goldberg, 1990)*

Personality Traits	**Definitions**
Openness to Experience	The inclination to value new ideas, thoughts, and actions.
Conscientiousness	The inclination to be on alert, punctual, be hardworking, and obey the rules of society.
Extraversion	The inclination to be loquacious, friendly, and to have fun with other individuals as well as being authoritative.
Agreeableness	The inclination to accept the ideas or actions of other people rather than to declare one's own thoughts.
Neuroticism	The inclination to expose negative feelings such as anger, worry, or sadness along with being sensitive.

Next is the model used for this study, which is the Myers-Briggs Type Indicator (MBTI). The MBTI emerged from the studies of Carl Jung and two American women, Katherine Briggs and her daughter, Isabel Briggs Myers (Myers, McCaulley, Quenk, & Hammer, 1998). Because of the works of Jung regarding the similarities and dissimilarities between personalities, Briggs reviewed Jung's *Psychological Types* (1923) and started inventing a model of personality type derived from Jung's theories. Briggs and her daughter Myers settled that there are four personality properties and

sixteen specific personality types. Accordingly, the MBTI is the tool that was developed to assess personality types.

The MBTI has been used for education, job interviews, counselling, ascertains the individuals according to four dichotomies: (1) extraversion or introversion (E-I), (2) sensing or intuition (S-I), (3) thinking or feeling (T-F), (4) judging or perceiving (J-P). Myers, McCaulley, et al. (1998) define these dichotomies in detail.

The E-I dichotomy is developed to express what an individual's basic point of view toward life is. Extraverts are urged toward the outer world because they focus their energy on the environment. Introverts are urged toward their inner world, focusing their energy on notions, thoughts, and internal experiences rather than environment or individuals.

The S-N dichotomy indicates a person's choice between two opposite ways of detecting or being aware of surroundings. An individual may depend firstly on the mental process of sensing, which deals with observable facts or circumstances perceived by the five senses. Intuitive individuals depend on the less evident course of intuition, which is related to meanings, relationships, or probabilities that have been worked out beyond what one can predict.

The T-F dichotomy represents a person's tendency toward one of two opposing directions in estimating information, making choices, or connecting results, depending on what they have observed. If an individual relies primarily upon the course of thinking, he or she reaches a conclusion impersonally with regard to logical consequences. Whereas, an individual may depend mainly on feeling to make decisions with regard to personal or social values. In Jung's and Myers' approaches, the term thinking does not indicate intelligence, and the term feeling should not be mistaken for emotional. Intelligence and emotional terms are related to psychological typology.

The J-P dichotomy describes the way a person interacts with the outer world. An individual who leans toward a judging attitude tends to depend on either the thinking or the feeling distinction mentioned above when making interactions with their environment. Nevertheless, an individual with a perceiving attitude usually

benefits from either sensing or intuition distinctions in their interaction with the outside world.

As stated by Myers, McCaulley et al. (1998, p. 6-7), “both the theory and practical observations describe individuals as using each of the eight preference categories at least some of the time.” The definition of 16 unique personality types comes from a preference for one antipode of each of the four dichotomies over the other. Types are described by four letters describing antipode preferences, such as ESTJ. For each type, one function is superior over the other three. Namely, it is at the center of an individual’s overall personality. In the example of ESTJ, the superior function is thinking.

The personality model that emerged closest to the current time is the HEXACO model. It is a six-factor model of personality designed by implementing the lexical approach to various languages around the world (Ashton et al., 2004; Ashton & Lee, 2001, 2005, 2007). Cross-cultural study demonstrated the unchanging appearance of a sixth personality factor called Honesty-Humility, which benefits from individual distinctions in equity and modesty (Ashton et al., 2004; Ashton & Lee, 2005, 2007). The HEXACO six factors are Honesty-Humility, Emotionality, Extraversion, Agreeableness, Conscientiousness, and Openness to Experience (Ashton et al., 2004; Ashton & Lee, 2007).

The HEXACO and OCEAN models often demonstrate high correlations between ersatz aspects (e.g., OCEAN openness with HEXACO openness), a significant positive correlation between OCEAN Agreeableness and Honesty-Humility (Ashton, Lee, Visser, & Pozzebon, 2008; Gaughan, Miller, & Lynam, 2012). Moreover, the results of a correlational study conducted by Gaughan et al. (2012) indicated that correlation scores between the two models were .52 to .87 range, and .67 between Honesty-Humility and Agreeableness. Despite the overlap, it is also clear there are disparities among personality models.

2.2. Attitude

In basic terms, attitude means individuals' positive or negative inclinations that determine their emotions, ideas, and actions toward their surroundings (Chambers, 1999). Attitudes account for a significant part of the robust domain, and they consist of vital clues regarding how an individual might behave toward a certain circumstance (Gardner, 1985).

As discussed in the previous sections, attitude has been a part of psychology just like personality. Allport (1935) mentioned that attitude and social psychology are inseparable. Fishbein defines the notion of attitude as important in all behavioral science (Ajzen & Fishbein, 1975). Jung (1971) defined attitude as a predisposition to behave or respond in a particular manner within the framework of the psyche. With regard to his view, attitudes can be seen in dualities such as conscious or unconscious. Thus, an individual's characteristic way of dealing with situations and surroundings is called attitude. Baron & Bryne (1984) described attitude as fairly constant clusters of feelings, beliefs, and performance dispositions leading towards a certain thought, group, or individual. Gardner (1985: 91-93) asserted that attitude is an assessment to some correspondent, deduced from the basis of the person's thoughts or feelings about the correspondent.

Ishaque (2015) identified two models of attitude: the Three-component model and the Expectancy value model. These models define the route through which attitude is associated with feelings, beliefs, and action. The former is also known as the ABC model and includes three elements: affective, behavioral, and cognitive (Robbins et al, 2011). The affective side of attitude deals with emotions and feelings. The behavioral side of attitude deals with actions, and the cognitive side deals with processes in the body, such as mental and neural, according to Robbins et al. (2011). While, based on the latter model, an individual's general attitude towards an item is identified by the personal values or appraisal of the features related to the item and by the effectiveness of these features.

Attitude is made of specific concepts. Ajzen and Fishbein (1975) divided attitude into two concepts: evaluation and affect. To abstain from bemusement, attitude

means the evaluation of a matter, notion, or behavior based on a scale from properness to improperness, or like and dislike, for instance. In contrast, affect encompasses broad emotional states that do not necessarily have a clear target, as well as specific emotions that carry evaluative meaning. According to the given literature, attitude is inferred from behavior and thus cannot be monitored directly.

2.2.1. Teaching Attitude

Attitude has been known as one of the most vital elements that influence success in the teaching profession, as well as foreign language teaching. A competent teacher should not only be proficient in their field but also be tolerant, dedicated, and diligent. Prior research has confirmed that teachers with an affirmative attitude perform better in teaching. They show more teamwork and are devoted to the dispensation of their duties as teachers (Carr, 1990, cited in Ahmad et al., 2013).

There is a debate among various researchers on the relationship between attitude and the teaching profession (Duatepe & Akkuş-Çıkla, 2004; Issan et al., 2011; Al Harthy, Jamaluddin, & Abedalaziz, 2013; Akbaba, 2013; Bhargava & Pathy, 2014). Al Harthy et al. (2013, p.888) claimed that teachers' attitude regarding their profession has an effect on their teaching practice. Figure 1 demonstrates the link between attitudes and teaching practices by Smith (1971).



Figure 1. *The link between teaching attitude and teaching practice (Smith, 1971).*

As they shape a teacher's attitude, it is crucial to consider the status of the working environment, school infrastructure, and safety protocols (Bhargava & Pathy, 2014). Experience also plays a key role in shaping a teacher's attitude. It has been

found that the experience of the teacher is significantly related to teaching attitude (Suja, 2007).

There are factors that determine the attitudes of pre-service teachers towards the teaching profession. One of them is the syllabus. Akbulut & Karakuş (2011) investigated the effect of pedagogical courses received during the teaching training program on the pre-service teachers' attitudes towards the teaching profession. The results showed positive. Another factor that determines teaching attitude is gender. According to a study conducted by Akkaya (2009), female pre-service teachers show a more positive attitude than their male counterparts in the Turkish Education Department. The economy also has a determining role in teaching attitude. Due to low salaries and poor working conditions, the attitude towards the teaching profession is affected negatively. Osunde & Izevbigie (2006) studied 400 pre-service teachers and found that financial remuneration and delay in payment resulted in a negative attitude towards the teaching profession. These studies indicate that teaching attitude changes positively or negatively depending on such circumstances.

The study deals with BHTS pre-service EFL teachers, and in this context, prior research has examined the relationship between teacher candidates and their attitude towards teaching and numerous variables. For instance, Bergmark et al. (2018) identified pre-service teachers' viewpoints of the teaching occupation in the first years of their training and the reasons why they chose this career. Furthermore, during their teacher training, pre-service teachers increase their attitudes as well as values towards teaching occupation and necessary knowledge (Lasek & Wiesenbergova, 2007). Consequently, it is necessary to examine pre-service teachers' attitudes before they begin teaching professionally.

2.2.2. The Role of Attitude in English Language Teaching

Attitudes have been associated with ELT constructs, like classroom language learning (Littlewood, 2001), language education (Bağçeci, 2004; Verma, 2008), foreign language teaching (İnal, Evin & Saracaloğlu, 2005), language and its practices

(Karahan, 2007). Baker (1992) unifies attitude and language together, and thus the term ‘language attitude’ has become an umbrella term for attitudes towards language and language learning are complicated constructs that consist of affective, behavioral, and cognitive factors (see 2.1.).

Since the teacher influences learners’ interest in classes, it is crucial for an EFL teacher to retain a positive attitude towards the English language and to maintain this attitude in the classroom all the time. Nevertheless, the learners’ negative attitudes hinder progress; positive attitudes enable language learning to be more practical and entertaining (Merisuo-Storm, 2007; Oxford, 1990). Furthermore, a positive attitude might be a sign of willingness to teach a language, which might lead to the application of beneficial methods and techniques to raise learners’ eagerness to learn a foreign language and a positive attitude (Gardner & Lambert, 1972).

Teachers who have a positive teaching attitude can help their students. In the EFL context, teachers’ positive attitudes, sentiments, and thoughts towards the language, learners, the class, and culture significantly increase the quality of teaching and learning (Brown, 2001; Chastain, 1998). In EFL classrooms, positive attitude raises the eagerness to learn, while negative attitude makes learning harder by lessening learners’ eagerness. According to Gürsoy (2013), it is estimated that teachers’ attitude concerning the L2 either helps to boost eagerness or lessen it. The results yield that pre-service EFL teachers have relatively positive attitudes toward English, and 79.7% of the sample size have had no pressure, meanwhile they have been receiving their education. This means that the role of attitude in ELT is of high importance.

Because of the global expansion of English, there is an increase in research on EFL teachers’ attitudes of English (Baker, 1992; Cameron & Galloway, 2019; Decke-Cornhill, 2003; Khatib & Monfared, 2017; Korth, 2005; Sadeghpour & Sharifan, 2019). For instance, Sadeghpour and Sharifan (2019) discovered English teachers’ attitudes towards World Englishes (WE). It was found that even if EFL teachers aware of the relationship between WEs and ELT, they do not put into practice in EFL classrooms. The same results were found in a study that deals with attitudes towards English pronunciation (Khabib & Monfared, 2017).

Prior research indicates, multilingual enactments are affected by speakers' language attitudes in the ELT field (Cargile et al., 1994; Rose & Galloway, 2019); therefore, studying language attitudes is crucial to comprehend the experiences of multilingual speakers. Moreover, it is necessary to acknowledge multilingual teachers, such as EFL teachers, about their competence of knowing multiple languages to flourish English teaching and learning in multilingual conditions (Goodman & Tastanbek, 2020).

2.3. Characteristics of Balkan Heritage Speakers of Turkish

BHTS in Balkan countries have been exposed to multiple languages since their childhood. Their multilingual features are shaped by the environment they interact with, mainly with family. The existence of Turkish as a heritage language in the Balkans has several reasons. The first one was the effect of the Ottoman Empire's rule in the Balkans, and therefore, the official language was Turkish in the area (Başutku & Varışoğlu, 2022).

The second one is the cultural transfer. To protect its existence, a language should be a part of the shared culture. In terms of BHTS, the collection of common traditions, beliefs, attitudes, and daily life has formed due to the cultural transfer from century to century. For example, in the study of Pars (2000, p.12), the culture shared by both Turks and other Balkan ethnicities enabled some common Turkish works to protect their existence.

The third one is learning both L1 and L2 in early childhood. The interlocutors who use Turkish as a heritage language are not just limited to Turks in the Balkan Peninsula. Other ethnicities, such as Bosnian, Serbian, Bulgarian, Torbesh (Pomak), and particularly Albanians, use Turkish as a heritage language. One language is taught at home, the other is taught at school. For instance, a Balkan heritage speaker utters Turkish at home, but he or she receives Greek at school if they live in Greece. Haznedar (2021, p. 351) also adds that BHTS who utter Turkish as a heritage language abroad begin to learn their L1; however, the use of L1 is minimal due to school or business.

Although BTHS receive L1 education in minority schools in the Balkans, they show little proficiency in the use of Turkish properly. In a study conducted by Şaşmaz & Arslan (2016), it was investigated whether BTHS receive proper L1 education in language schools or not. The results indicate that there is no a specific curriculum or syllabus designed for BTHS for L1 teaching. Consequently, they alienate themselves from their origin and are unable to learn their heritage language.

2.4. Teaching English as a Foreign Language (TEFL)

Teaching English as a Foreign Language (TEFL), in basic terms, means teaching English to learners whose L1 is not English. TEFL can be seen in the Expanding Circle countries where English is taught at state schools or private schools, either by native or non-native speakers of English (Kachru, 1992).

To comprehend TEFL and its fundamentals, we need to consider basic terms, such as first, second, and foreign language. First language, also known as mother tongue or L1, is the first language learnt by children when they are born. A second language, also known as L2, is the second standard language of an individual or country. For example, Canada has two standard languages: English and French. A foreign language is a type of language that is learned and spoken by an individual after their first and second languages. The language is not uttered in public or in the country where the individual lives. That is, it is not standard. For instance, in Türkiye, the English language is taught at schools or in private courses. Nevertheless, it is not the official language of the country, unlike Inner and Outer Circle countries (Kachru,1992).

Kumaravadivelu (2006) divided TEFL into three method groups: language-oriented, learning-oriented, and learner-oriented. Language-oriented methods focus on *what to teach*. Methods like the Grammar Translation Method (GTM), the Direct Method (DM), the Reading Method (RM), and the Audiolingual Method (ALM). Even though DM, RM, ALM emerged in the 20th century, the origin of GTM dates back to the 16th century when Latin was the lingua franca.

Learning-oriented methods focus on *how to teach* L2. These methods' objective is to enable learners to be a part of meaningful interaction as interlocutors via language learning tasks. The idea rests on the presumption that daily life with meaning will enable learners to master L2. These methods consist of Silent Way, Suggestopedia, Total Physical Response (TPR), Natural Approach, and Community Language Learning (CLL).

Learner-oriented methods emphasize on *who is learning* L2. These methods enable learners to study predetermined L2 structures through function-based activities. They were based on the presumption that linguistic forms and functions help learners improve their L2 skills. EFL teachers who apply them are demanded to present those forms and functions, allowing for the internalization of L2 steadily. Communicative Language Teaching (CLT) is regarded as an example of this group.

2.5. Related Studies

This study's objective is to examine the relationship between the personality traits and teaching attitudes of Balkan heritage speakers of Turkish EFL pre-service teachers (See 1.3). It is hypothesized in earlier sections that personality has a key role in shaping teachers' attitudes (Ezzi, 2019; Zhou, 2015). In the literature, similar studies have been conducted to investigate this relationship between the two constructs.

Üstüner (2006) investigated the correlation between pre-service teachers' FFM personality traits and their teaching profession. The population consisted of 382 pedagogical formation students from different teaching branches at İnönü University. The data were obtained via the FFM Scale (Goldberg, 1990; McCrae & John, 1992; McCrae & Costa, 1987), the Attitude Measurement Scale for Teaching Profession (Üstüner, 2006), and the Teacher Self-efficacy Beliefs Scale (Tschannen-Moran & Hoy, 2001). The results indicated that a significant positive correlation was observed between FFM traits and the attitude towards the teaching profession. In particular, conscientiousness and agreeableness were traits that played a leading role.

Additionally, Arif & Rashid (2012) compared the pre-service teachers' personalities according to FFM in their study. Convenient sampling was used during the data collection process, and the data were analyzed by the FFM Scale (Goldberg, 1990; McCrae & John, 1992; McCrae & Costa, 1987). The findings indicated that the openness trait of the students had a significant difference compared to the other traits based on the ratio. Jalili (2015) studied the disparities among extroverted and introverted EFL teachers' classroom management. The sample size was 60 teachers who had three years of experience in the EFL field. The data were gathered via the Eysenck Personality Inventory (EPI) and an independent t-test. The findings stated that teachers who had extrovert type performed better compared to introverted ones. Therefore, extroverted EFL teachers can implement student-oriented lessons and promote interaction more effectively (Thomason, 2011).

As a profession, teaching requires sufficient and effective performance during the classroom sessions of a teacher. In a meta-analysis conducted by Klassen & Tze (2014), it was analyzed whether personality determines teacher effectiveness or not. The data consisted of 9216 participants from 43 studies that were published between 1985 and 2013. The data were analyzed using MIX 2.0. program (Bax, 2011). The results revealed that the effect size was ($\bar{r}$ = .10), parallel to Cohen's d = .21 (Cohen, 1988). between personality and teaching effectiveness. Therefore, there was a modest yet meaningful link between teachers' personality traits and teaching effectiveness.

Gürbüz & Kışoğlu (2007) studied the relationship between the attitudes of science/art faculty as well as education faculty students' views regarding the teaching profession. The participants included 103 graduate students and 117 undergraduate students. The data were collected through the Teaching Profession Scale (Çetin, 2006). The results showed that there is no variance between teacher candidates' attitudes and the teaching profession. Terzi & Tezci (2007) also studied the same constructs in terms of program, grade, and gender. The sample size consisted of 511 pre-service teacher training programs at Necatibey Education Faculty of Balıkesir University. The data were gathered via the Attitude Scale towards Teaching Profession (Üstüner, 2006). The results demonstrated that the attitudes of participants towards the teaching profession were positive. With respect to gender, the female participants' score was above the

male participants' score. Departments such as Social Sciences and ELT were higher than the other departments, overall.

In a longitudinal study conducted by Özsoy et al. (2010), factors concerning pre-service teachers' opinions of the teaching profession were investigated. 855 undergraduate students; 509 females and 346 male participants accounted for the population. For data analysis, an independent t-test and the data gathered via a Likert-type of questionnaire were employed. The results indicated that pre-service teachers prefer teaching as an occupation because they like children and think it matches with their ideals.

Prior research has investigated the role of personality in ELT and how it affects the attitudes of EFL teachers. Nevertheless, it has been detected in the literature that there is limited information regarding the BHTS specifically. Therefore, the current study intends to add relevant information in order to fill this gap in the literature.

CHAPTER III

METHODOLOGY

This chapter aims to introduce the research design, participants, data collection instruments, data collection, and data analysis procedures of the study.

3.1. Research Design

The study was conducted using a mixed-method approach, specifically employing an explanatory sequential design. As reported by Creswell et al. (2005) in an explanatory sequential design, the qualitative phase takes precedence and serves as the foundation for developing theoretical concepts. The quantitative phase plays a supportive role, being utilized to confirm or substantiate the insights derived from the qualitative analysis. The results are compared, and if needed, the theoretical constructs are refined and retested in a continuous cycle of theory development and empirical assessment across multiple studies. In the first phase of the research, quantitative data were collected via the Attitude Scale towards Teaching Profession (Üstüner, 2006) and Myers-Briggs Type Indicator (Myers & Myers, 1998), and the relationships between personality traits and attitudes toward the teaching profession were analyzed. Subsequently, in order to gain a deeper understanding of the quantitative findings, semi-structured interviews were conducted with selected participants, and the qualitative data were evaluated through content analysis.

3.2. Participants

The study involves 30 pre-service Balkan EFL teachers, who receive teacher education program at Trakya University, Türkiye. Trakya University's mission is to conduct research and academic activities through the principle of establishing the future by evaluating scientific, cultural heritage, and foreseeing contemporary

facts. It is also to raise individuals who are conscious of using their knowledge and abilities for the sake of Edirne, the Balkans, the country, and humanity, and who have a high sense of self-confidence and responsibility. Table 2 shows the gender distribution of the participants.

Table 2. *Distribution of the participants according to gender*

Gender	**Frequencies**	**Percentage**
Female	*n* = 19	63%
Male	*n* = 11	37%
Total	*n* = 30	100%

As it can be seen in Table 2, more than half of the participants are female. The information regarding the age of participants is listed in Table 3.

Table 3. *Distribution of the participants according to age*

Age	**Frequencies**	**Percentage**
31	*n* = 1	3.3%
27	*n* = 2	6.6%
26	*n* = 2	6.6%
25	*n* = 3	10%
24	*n* = 7	23.3%
23	*n* = 6	20%
22	*n* = 4	13.3%
21	*n* = 4	13.3%
20	*n* = 1	3.3%
Total	*n* = 30	100%

Table 3 shows that the age range of the participants is from 20 to 31. The information regarding the grade of participants is listed in Table 4.

Table 4. *Distribution of the participants according to grade*

Grade	Frequencies	Percentage
2nd	*n* = 4	13%
3rd	*n* = 7	23%
4th	*n* = 19	63%
Total	*n* = 30	100%

As it is demonstrated in Table 4, most of the participants are 4th-grade ELT students. Since the study has limited participants, only extraversion-introversion dichotomies of the MBTI are taken into account. The personality traits of the participants are listed in Table 5.

Table 5. *Distribution of the participants according to personality traits*

Personality trait	Frequencies	Percentage
Extrovert	*n* = 18	60%
Introvert	*n* = 12	40%
Total	*n* = 30	100%

Table 5 displays that more than half of the participants have extrovert personalities. The information regarding the nationality of the participants is listed in Table 6.

Table 6. *Distribution of the participants according to nationalities*

Nationality	Frequencies	Percentage
Greece	*n* = 23	76%
Bulgaria	*n* = 3	10%
Albania	*n* = 2	6%
North Macedonia	*n* = 1	3%
Republic of Kosovo	*n* = 1	3%

It is clear in Table 6 that the participants of the study are mostly Greek, followed by Bulgarian, Albanian, North Macedonian, and Kosovan.

3.3. Data Collection Instruments

3.3.1. Myers-Briggs Type Indicator (MBTI)

For RQ1, the Myers-Briggs Type Indicator is used for obtaining quantitative data. The Myers-Briggs Type Indicator (Myers & Myers, 1998), published by CPP, Inc., is a forced-choice instrument designed to examine preferences in how respondents see the world and make decisions. Scores are based on four preference dichotomies (Extraversion-Introversion, Sensing-Intuition, Thinking-Feeling, and Judging-Perceiving), originally derived from Carl Jung's theory of psychological types by Katherine Cook Briggs and Isabel Briggs Myers. The test has 95 questions and strongly supported construct validity (Thompson and Borello, 1986).

Widely used in educational, organizational, and counselling settings, the MBTI has shown utility in exploring interpersonal dynamics and learning styles (Carlyn, 1977; Lawrence, 1997). However, while its popularity is extensive, particularly in applied fields, the MBTI has been critiqued in psychological literature for its limited predictive validity and dichotomous structure (Costa & McCrae, 1989; Pittinger, 1993). Nevertheless, it remains a valuable instrument for self-reflection and structured personality insight when used with an awareness of its psychometric limitations.

3.3.2. Attitude towards Teaching Scale

For RQ1, the Attitude towards Teaching Scale by Üstüner (2006) is also used for obtaining quantitative data. It is a five Likert-type scale yielding one factor structure. Its options are as follows: completely agree, mostly agree, moderately agree, partially agree, and completely disagree. A trial scale was initially formed and was applied to 449 students coming from 11 different teaching programs. According to the

principal components analysis, performed for the construct validity of the scale, factor loadings of the first factor, which was made up of 34 items were varied between .74 and .41, and explained 30% of the variance. Having examined the total score of the test, and the item-test correlations for each item, the item-test correlation was found to be varying between .42 and .74. The criterion validity value of the scale was found as .89. For the test-retest reliability of the scale, it was given to 116 subjects twice in a 4-week interval, and the correlation between these two test applications was .72. The internal consistency coefficient (Cronbach Alpha) of the scale was .93, indicating high internal reliability.

In addition to its strong psychometric properties, the scale has been widely used in Turkish educational research to examine the attitudes of pre-service teachers from various demographic backgrounds. Studies have demonstrated that attitude scores can significantly vary by gender, department, and program reference (Üstüner, Demirtaş & Cömert, 2009). Furthermore, the scale has been integrated into broader personality and self-efficacy research (e.g., Üstüner, 2017), highlighting its utility in examining how individual psychological traits relate to professional teaching dispositions. As such, this scale not only provides a robust measure of attitudinal orientation toward the teaching profession but also serves as a valuable tool in correlational studies in teacher education contexts.

3.3.3. Semi-Structured Interview

In order to answer RQ2, qualitative data need to be collected. For this reason, a semi-structured interview designed by the researcher of the study will be utilized. Semi-structured interviews are an effective method for data collection when researcher wants to collect qualitative, open-ended data; to explore participants' thoughts, feelings, and beliefs about a specific topic; and to delve deeply into personal issues (Longhurst, 2003). Before utilizing the interview, the inter-reliability of the questions was established by the ELT Department of Trakya University. The interview consists of 7 questions and follow-up questions. The questions are designed according to Castello-Montoya Protocols (Castello-Montoya, 2016). The protocols are comprised

of a four-phase process for systematically developing and refining an interview. These phases ensure the interview questions are congruent with the study's aims and elicit rich, focused, and meaningful data.

The initial phase focuses on confirming that the interview questions directly correspond to the study's research questions. This alignment helps to increase the utility of the questions and eliminate unnecessary ones, ensuring they are intentional and necessary for the study's purpose (Castello-Montoya, 2016). Next, the interview protocol is developed to support an inquiry-based conversation, balancing the need for specific information with a natural conversational flow. This involves writing interview questions differently from research questions, organizing them to follow social rules of ordinary conversation, including a variety of question types, such as introductory, transition, key, and closing questions, and drafting a script with likely follow-up and prompt questions (Castello-Montoya, 2016).

The third phase involves obtaining feedback on the developed interview protocol to enhance its reliability and trustworthiness as a research instrument. This can be achieved through activities such as close reading or a think-aloud activity (Castello-Montoya, 2016).

The final phase, when feasible, involves piloting the refined interview protocol with a small sample of individuals who mirror the characteristics of the actual study sample. This simulates the actual interview conditions, allowing the researcher to assess the interview's length, whether participants can answer the questions, and to make final revisions based on the interviewer's experience (Castello-Montoya, 2016).

The interview questions focus on participants' expectations toward the ELT profession, whereas the follow-up questions target the personality traits of BHTS.

3.4. Data Collection

This study has employed quantitative research in order to measure the personality traits of BTHS pre-service EFL teachers and support the hypothesis

beneath it. The legal and ethical permissions of the study were granted by the Institute of Social Sciences of Trakya University. The information of the participants was granted by the Faculty of Education of Trakya University. 30 participants were asked to answer the Myers-Briggs Personality Test (Myers & Myers, 1998) along with the Attitude towards Teaching Scale (Üstüner, 2006) on behalf of their consent. Their identity is classified. Quantitative design is used for RQ1. Quantitative design includes a series of techniques focused on the organized exploration of social events through the use of statistical or numerical evidence (Watson, 2015).

The aim of the qualitative design is to employ a range of data collecting techniques, like interviews, observations, and to define a certain event or set of individuals' features thoroughly (Sandelowski, 2000). Due to communication issues, the interview has been conducted in written form. Hence, the participants can reflect their thoughts more easily and considerately (Rubin & Rubin, 2012). After they completed the scales, 12 participants answered the semi-structured interview in written form. Then, the answers of the participants were coded via content analysis. Since it is confirmed as an appropriate method for qualitative data, content analysis is used in order to present the written reflections of the participants (Krippendorff, 2013; Neuendorf, 2016). The interview was conducted for RQ2 (see Appendices).

3.5. Data Analysis

The collected data from the Myers-Briggs Personality Test (Myers & Myers, 1998) and the Attitude towards Teaching Profession Scale (Üstüner, 2006) are analyzed on JASP software (2024) for RQ1. When participants complete the scales on Microsoft Forms software, the data will be automatically uploaded as an Excel file. As personality traits are categorical variables, they are coded as 1 and 2, instead of extrovert and introvert. The Attitude towards Teaching profession Scale is a Likert scale, and thus, they are already uploaded as numerical variables. Test of Normality (Shapiro-Wilk) showed $p < .001$. Hence, due to its non-parametric properties, the Mann-Whitney U test has been conducted on JASP software.

For RQ2, the transcriptions of related questions in semi-structured interviews are analyzed descriptively by using content analysis. Content Analysis helps researchers to discover participants' experiences, attitudes, and perspectives (Elo & Kyngäs, 2008). The implementation of content analysis has the following steps: 1) coding the data, 2) determining themes, 3) classifying codes and themes, 4) explaining the findings (White & Marsch, 2006). The main themes of the interview are coded and detected. Next, they are classified according to the personality traits of the participants. Finally, they are explained in detail by demonstrating sample sentences from participants' answers as evidence.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the findings of the study are presented and discussed in detail. The quantitative results are related to RQ1, and qualitative results are related to RQ2. Results are given for each RQ respectively.

4.1. Findings

4.1.1. The Results of Quantitative Research

RQ1: Does the teaching attitude of Balkan heritage speakers of Turkish EFL pre-service teachers vary according to their personality traits?

For RQ1, the quantitative data is analyzed through the Mann-Whitney U test on JASP software. The results show the descriptive statistics, assumption check, and the relationship between the personality traits and the teaching attitudes of BHTS pre-service EFL teachers. The descriptive statistics of the study are presented in Table 7.

Table 7. *Descriptive Statistics*

	Group	*N*	*Mean*	*SD*	*SE*	*Coefficient of variation*
m1	Extrovert	18	4.444	0.856	0.202	0.193
	Introvert	12	4.333	0.985	0.284	0.227
m2	Extrovert	18	1.222	0.548	0.129	0.449
	Introvert	12	1.917	1.240	0.358	0.647
m3	Extrovert	18	4.500	0.857	0.202	0.191
	Introvert	12	4.167	0.577	0.167	0.139
m4	Extrovert	18	3.944	1.349	0.318	0.342
	Introvert	12	3.083	1.084	0.313	0.351

m5	Extrovert	18	1.278	0.826	0.195	0.647
	Introvert	12	1.667	1.231	0.355	0.739
m6	Extrovert	18	1.444	1.042	0.246	0.721
	Introvert	12	2.083	1.621	0.468	0.778
m7	Extrovert	18	1.278	0.752	0.177	0.588
	Introvert	12	1.250	0.866	0.250	0.693
m8	Extrovert	18	1.333	0.767	0.181	0.575
	Introvert	12	1.250	0.452	0.131	0.362
m9	Extrovert	18	4.500	0.985	0.232	0.219
	Introvert	12	4.250	0.866	0.250	0.204
m10	Extrovert	18	4.667	0.686	0.162	0.147
	Introvert	12	4.417	0.900	0.260	0.204
m11	Extrovert	18	4.333	0.840	0.198	0.194
	Introvert	12	4.250	0.866	0.250	0.204
m12	Extrovert	18	3.444	1.149	0.271	0.334
	Introvert	12	3.167	1.403	0.405	0.443
m13	Extrovert	18	4.389	1.037	0.244	0.236
	Introvert	12	4.083	1.165	0.336	0.285
m14	Extrovert	18	4.056	0.938	0.221	0.231
	Introvert	12	3.833	1.467	0.423	0.383
m15	Extrovert	18	1.333	1.029	0.243	0.772
	Introvert	12	1.333	0.888	0.256	0.666
m16	Extrovert	18	4.278	0.895	0.211	0.209
	Introvert	12	4.000	1.128	0.326	0.282
m17	Extrovert	18	4.056	0.938	0.221	0.231
	Introvert	12	4.000	0.953	0.275	0.238
m18	Extrovert	18	4.667	0.686	0.162	0.147
	Introvert	12	4.417	1.165	0.336	0.264
m19	Extrovert	18	4.667	0.594	0.140	0.127
	Introvert	12	4.250	0.965	0.279	0.227
m20	Extrovert	18	1.389	0.698	0.164	0.502

	Introvert	12	1.417	0.669	0.193	0.472
m21	Extrovert	18	1.944	1.392	0.328	0.716
	Introvert	12	1.667	0.888	0.256	0.533
m22	Extrovert	18	4.167	1.200	0.283	0.288
	Introvert	12	3.750	1.215	0.351	0.324
m23	Extrovert	18	3.944	0.998	0.235	0.253
	Introvert	12	3.833	0.718	0.207	0.187
m24	Extrovert	18	4.500	0.618	0.146	0.137
	Introvert	12	4.583	0.996	0.288	0.217
m25	Extrovert	18	4.722	0.461	0.109	0.098
	Introvert	12	4.167	1.403	0.405	0.337
m26	Extrovert	18	4.278	1.074	0.253	0.251
	Introvert	12	3.667	1.557	0.449	0.425
m27	Extrovert	18	4.167	0.924	0.218	0.222
	Introvert	12	4.250	0.866	0.250	0.204
m28	Extrovert	18	4.389	0.608	0.143	0.138
	Introvert	12	4.000	1.128	0.326	0.282
m29	Extrovert	18	4.722	0.752	0.177	0.159
	Introvert	12	4.833	0.389	0.112	0.081
m30	Extrovert	18	2.056	1.211	0.286	0.589
	Introvert	12	1.667	0.778	0.225	0.467
m31	Extrovert	18	4.611	0.698	0.164	0.151
	Introvert	12	4.500	0.674	0.195	0.150
m32	Extrovert	18	1.278	0.826	0.195	0.647
	Introvert	12	2.083	1.676	0.484	0.805
m33	Extrovert	18	3.778	1.003	0.236	0.266
	Introvert	12	3.750	1.288	0.372	0.343
m34	Extrovert	18	4.333	1.029	0.243	0.237
	Introvert	12	4.333	1.155	0.333	0.266

The descriptive statistics indicate that there are consistencies between extrovert and introvert groups with regard to their attitude towards the teaching profession. These consistencies are the dimensions of m15 and m34.

M15 dimension measures the factor 'I think teaching is not a suitable profession for me'. The statistics showed that $\overline{x}$ = 1.33 mean for both extrovert and introvert groups, that is, they chose the completely disagree choice in the Attitude towards Teaching Profession Scale (Üstüner, 2006). Hence, it can be concluded that both groups do not think teaching is a boring profession.

M34 dimension measures the factor 'the continuity of the teaching profession gives me confidence'. The statistics showed that $\overline{x}$ = 4.33 mean for both extrovert and introvert groups, that is, they chose mostly agree choice Attitude towards Teaching Profession Scale (Üstüner, 2006). Therefore, it can be said that the participants feel hopeful regarding the continuum of the teaching profession.

In order to determine the normality of the data gathered via data collection instruments, the Shapiro-Wilk normality test is conducted. The results of the normality test indicate that there is a significant deviation from normality. Hence, non-parametric methods are used in order to answer RQ1. To answer RQ1, the Mann-Whitney U test is utilized. The assumption check for normality is shown in Table 8.

Table 8. *Test of Normality (Shapiro-Wilk)*

	Group	***W***	***p***
m1	Extrovert	0.693	< .001
	Introvert	0.731	0.002
m2	Extrovert	0.475	< .001
	Introvert	0.732	0.002
m3	Extrovert	0.651	< .001
	Introvert	0.753	0.003
m4	Extrovert	0.773	< .001
	Introvert	0.939	0.487
m5	Extrovert	0.386	< .001

	Introvert	0.580	< .001
m6	Extrovert	0.472	< .001
	Introvert	0.693	< .001
m7	Extrovert	0.435	< .001
	Introvert	0.327	< .001
m8	Extrovert	0.506	< .001
	Introvert	0.552	< .001
m9	Extrovert	0.567	< .001
	Introvert	0.764	0.004
m10	Extrovert	0.544	< .001
	Introvert	0.679	< .001
m11	Extrovert	0.752	< .001
	Introvert	0.764	0.004
m12	Extrovert	0.862	0.013
	Introvert	0.886	0.106
m13	Extrovert	0.645	< .001
	Introvert	0.771	0.004
m14	Extrovert	0.845	0.007
	Introvert	0.793	0.008
m15	Extrovert	0.377	< .001
	Introvert	0.450	< .001
m16	Extrovert	0.780	< .001
	Introvert	0.754	0.003
m17	Extrovert	0.789	0.001
	Introvert	0.862	0.051
m18	Extrovert	0.544	< .001
	Introvert	0.570	< .001
m19	Extrovert	0.614	< .001
	Introvert	0.680	< .001
m20	Extrovert	0.609	< .001
	Introvert	0.674	< .001

m21	Extrovert	0.711	< .001
	Introvert	0.710	0.001
m22	Extrovert	0.697	< .001
	Introvert	0.823	0.017
m23	Extrovert	0.833	0.005
	Introvert	0.818	0.015
m24	Extrovert	0.726	< .001
	Introvert	0.488	< .001
m25	Extrovert	0.566	< .001
	Introvert	0.672	< .001
m26	Extrovert	0.706	< .001
	Introvert	0.805	0.011
m27	Extrovert	0.734	< .001
	Introvert	0.764	0.004
m28	Extrovert	0.752	< .001
	Introvert	0.807	0.011
m29	Extrovert	0.435	< .001
	Introvert	0.465	< .001
m30	Extrovert	0.723	< .001
	Introvert	0.777	0.005
m31	Extrovert	0.609	< .001
	Introvert	0.732	0.002
m32	Extrovert	0.386	< .001
	Introvert	0.667	< .001
m33	Extrovert	0.843	0.007
	Introvert	0.811	0.012
m34	Extrovert	0.671	< .001
	Introvert	0.617	< .001

For RQ1, it is hypothesized that there is a difference between extrovert and introvert BHTS pre-service EFL teacher groups with respect to the relationship

between personality traits and teaching attitudes. The results indicate that there are no significant differences regarding the relationship between personality traits and the teaching attitude of the target groups. Therefore, the hypothesis of the study is refuted. The results can be seen in Table 9.

Table 9. *The results of the Mann-Whitney U Test*

	W	***p***	***Rank-Biserial Correlation***	***SE Rank-Biserial Correlation***
m1	113.000	0.828	0.046	0.215
m2	76.500	0.091	-0.292	0.215
m3	146.500	0.074	0.356	0.215
m4	153.500	0.049	0.421	0.215
m5	92.500	0.327	-0.144	0.215
m6	80.500	0.142	-0.255	0.215
m7	116.000	0.591	0.074	0.215
m8	106.500	0.954	-0.014	0.215
m9	130.500	0.278	0.208	0.215
m10	127.000	0.331	0.176	0.215
m11	114.000	0.799	0.056	0.215
m12	123.000	0.521	0.139	0.215
m13	126.000	0.400	0.167	0.215
m14	109.000	0.982	0.009	0.215
m15	103.000	0.747	-0.046	0.215
m16	124.000	0.478	0.148	0.215
m17	112.500	0.855	0.042	0.215
m18	119.000	0.567	0.102	0.215
m19	130.500	0.264	0.208	0.215
m20	103.500	0.833	-0.042	0.215
m21	113.500	0.814	0.051	0.215
m22	137.000	0.198	0.269	0.215
m23	117.000	0.704	0.083	0.215
m24	85.500	0.263	-0.208	0.215

m25	121.500	0.495	0.125	0.215
m26	133.000	0.257	0.231	0.215
m27	103.500	0.855	-0.042	0.215
m28	123.500	0.488	0.144	0.215
m29	107.000	0.974	-0.009	0.215
m30	125.000	0.450	0.157	0.215
m31	120.500	0.541	0.116	0.215
m32	82.000	0.122	-0.241	0.215
m33	106.000	0.947	-0.019	0.215
m34	104.500	0.886	-0.032	0.215
Sum	121.500	0.581	0.125	0.215

The findings indicate that there is no significant difference between extrovert and introvert groups of BHTS pre-service EFL teachers with regard to the relationship between their personality traits and teaching attitude ($p > .05$). Nevertheless, only m4 showed a statistically significant difference ($p < .05$).

According to the findings of m4, the participants would choose ELT as a profession again if they were provided with a second chance. Therefore, it can be concluded that BHTS pre-service EFL teachers might choose the ELT profession again regardless of their personality trait.

The majority of findings also indicate that the correlation score is low but positive ($r = 0.125$). Consequently, there is a relationship between personality traits and teaching attitude of BHTS; however, more research should be conducted in the field in order to present generalizable results.

4.1.2. The Results of Qualitative Research

RQ2: Do the expectations of Balkan heritage speakers of Turkish EFL pre-service teachers regarding the teacher profession vary according to their personality traits?

For RQ2, the expectations of the target groups regarding the teaching profession have been analyzed descriptively. A semi-structured interview designed by the researcher of the study is used. In this study, the qualitative data analysis conducted to address the second sub-research question was based on the data obtained from semi-structured written interview forms. The interview has 7 questions and follow-up questions. Each question posed to the participants had a specific thematic focus. Therefore, using the content analysis method, the responses to all interview questions were analyzed holistically, and meaningful statements derived from each question were coded based on recurring concepts. The resulting codes were then grouped into categories according to their thematic similarities and presented in a table. Participants' personality traits (extroverted/introverted) were categorized based on their self-reports and data obtained from personality tests. This analysis process aims to reveal participant expectations in a more in-depth and comparative manner. The themes of the content analysis can be seen in Table 10.

Table 10. *Content Analysis of the Expectations of BTHS towards Teaching*

Categories	**Codes**	**Extrovert**		**Introvert**	
		n	**%**	***n***	**%**
Expectations	1. Interest in English language	7	78	2	66
	2. Heritage language background	6	66	1	33
	3. Motivation	4	44	1	33
	4. Mutual respect	9	100	3	100
	5. Positive work-life balance	9	100	3	100
	6. Being helpful to students	7	78	2	66
	7. Constructive feedback	6	66	2	66

The participants answered the interview questions in written form. The transcriptions include the interview questions, follow-up questions, and the participants' answers. The transcripts are given as follows;

Q1: What motivated you to pursue a career in English Language Teaching? How do you think your personal background as a BHTS influences your decision?

Participant 7 said that,

The biggest motivation for choosing ELT was my belief in the power of language to build bridges between people. Growing up in a multilingual and multicultural region like the Balkans allowed me to observe how different languages and cultures coexist. English stood out as a universal tool that brings this diversity together.

Participant 2 noted that,

I started going to English classes in the fourth grade and English has always been a language that I really enjoyed. I am usually good with children too. As someone who lives in one of the surrounding villages of Komotini, English is very important here. Families send their children to English courses. Of course, I thought it would be a very logical choice to do this profession there.

Participant 15 stated that,

The factors that motivated me to choose ELT were my love for learning languages and my success in English. Being born and raised in Greece has exposed me to different languages (Greek, Turkish, Pomak), so I am more inclined to learn and teach languages.

Participant 12 reported that,

Factors such as contributing to the educational lives of children, teaching English, a universal language in addition to their L1, and making their lives easier motivated me to choose ELT as a career. My BHTS personality has nothing to do with my choice of ELT career.

Participant 5 said that,

In high school, English was my second favorite subject, so I decided to major in ELT and become a teacher. I believe the only effect of being from the Balkans is that

we are prone to learning languages because most families speak at least two or three languages.

Participant 9 said that,

I was motivated by my family's belief in me, my love for the English language, and my belief that I could do it. Rather than my BHTS heritage, it is more personal.

Participant 4 put it,

I have always liked the idea of learning and teaching English. Helping people and contributing to their development makes me happy. Having a Balkan origin made me open-minded about different languages and cultures.

A strong interest in the English language emerged as a common motivational factor for both extroverted and introverted participants. Extroverts (78%) more frequently highlighted their engagement with English as a means of communication and a tool for cultural connection. For example, Participant 7 stated that English is a "universal tool" that unites diverse cultures, indicating a broader, interpersonal perception of language learning. Similarly, Participant 9 linked their motivation to familial support and a belief in their capability to succeed. Introverted participants, while slightly less represented (66%), also demonstrated intrinsic motivation, often grounded in early exposure or personal satisfaction. Participant 2, for instance, reflected on their enjoyment of English from a young age and its utility in their local context. This suggests that while both groups express strong enthusiasm for the language, extroverts tend to frame it within social and interactive contexts, whereas introverts relate it more to personal enjoyment and practical application.

Q2: How do you perceive the role of an English teacher, especially for someone with a heritage language background like yours? Do you think your personality traits shape this perception?

Participant 7 stated that,

As someone with a heritage language background, I see the role of an EFL teacher as not only teaching language but also developing cross-cultural understanding. As an extroverted individual, I can easily communicate with students in the classroom and respond quickly to their needs.

Participant 15 said that,

I consider this role suitable for people with a heritage language background, and I believe that the language teaching process will be successful thanks to this background. Although I am not exactly an extrovert, I can adapt myself according to the situation.

Participant 2 noted that,

It is definitely a very sacred role. I will do my best to give something to children and be a role model for them. I am an introvert, but I do not think it will affect my ability to this profession. When I enter the classroom, I can be completely focused on students and be extroverted.

Participant 9 asserted that,

I think that learning a foreign language by someone close to you has a more positive effect. As an extrovert, my students will have more active learning.

Participant 4 noted that,

As someone with a heritage language background, being an EFL teacher allows me to build a bridge between different languages and cultures. Since I am an extrovert, I like to communicate with people, which makes the teaching profession more natural and enjoyable for me.

Participant 3 indicated that,

I see this role not only as a language teacher but also as an opportunity to build a bridge between cultures. I want to teach my students English while at the same time giving them the ability to recognize and understand different cultures. I have an

open mind and a curious nature. Thanks to these characteristics, I think that language is not only about grammar or memorizing words but also about the cultural richness behind it.

The influence of heritage language background on participants' professional expectations was more prominent among extroverts (66%) than introverts (33%). Extroverted participants tended to articulate this background as a pedagogical advantage. For instance, Participant 4 emphasized how their Balkan origin fostered an openness to different languages and cultures, facilitating their teaching identity. Participant 15, although not overtly extroverted, still acknowledged that multilingual exposure in Greece enhanced their inclination toward language learning. Conversely, introverted participants like Participant 12 and 5 minimized the role of their heritage background in shaping their professional path, focusing instead on internal motivation or personal strengths in English. These findings suggest that extroverts are more likely to externalize their heritage as a professional resource, while introverts may view it as a peripheral or private dimension of their identity.

Q3: What challenges do you expect to face as an EFL teacher, and how do you plan to address them? How do you feel your personality influences your approach to overcome these challenges?

Participant 7 stated that,

I think I may face challenges such as students' lack of motivation, different learning styles and classroom management. Having a patient and empathetic nature makes it easier for me to understand students' needs and offer them appropriate solutions. This enables me to deal with challenges more effectively.

Participant 15 reported that,

The challenges I may face as an EFL teacher, as I will be teaching in Greece, are the complexities that can arise because children are exposed to multiple languages at the same time. Since I have a patient personality, I think I can cope with possible difficulties in this sense.

Participant 2 asserted that,

The thing I am most afraid of is definitely misunderstandings between me and the parents. The student can misunderstand me and tell the family differently, and some families are incomprehensible. I do not have a nervous and impulsive personality. I am a very patient and calm person with a sense of empathy and I am careful to live in accordance with these.

Participant 9 noted that,

I think students may have difficulties in learning and by adding the use of L1 as a precautionary measure, I can prevent the learning difficulties they experience to a small extent. People with different personalities have different ways of treatment.

Participant 4 put it,

Lack of motivation, learning styles, and anxiety can be among the main challenges. To overcome these challenges, I plan to make my lessons interesting. Because I have a patient and stubborn personality, I like to look for alternative ways and strive.

Participant 3 said that

Addressing students at different levels at the same time and keeping them motivated can be challenging. I plan to tackle this by making lessons engaging and using methods that suit the needs of each student. I have a patient and positive nature, so I do not give up easily in the face of difficulties. This allows me to find solutions to problems.

Motivational drivers for choosing English Language Teaching (ELT) varied in expression between extroverted (44%) and introverted (33%) participants, though both groups cited a combination of personal interest and perceived societal value. Extroverts emphasized the interpersonal impact of language teaching. For example, Participant 7 was inspired by the power of language to "build bridges" between people, reflecting a socially driven motivation. Similarly, Participant 4 described teaching as a way to "contribute to others' development," a notion tied to their extroverted orientation toward interaction and helping others. Introverted participants like

Participant 12 expressed more internally oriented motivations, such as wanting to simplify learning for students, without tying it directly to their Balkan heritage. The contrast implies that extroverts frame motivation around social engagement and community impact, whereas introverts emphasize the fulfillment of personal values and task-based satisfaction.

Q4: What are your expectations regarding the rapport you build with your students? Do you think your level of extroversion or introversion will influence how you interact with students or manage the classroom?

Participant 7 noted that,

I aim to establish an open, trusting, and supportive rapport with my students. I respect their individual differences and care about being with them in their learning process. As an extroverted teacher, it is natural process for me to create an energetic and interactive environment in the classroom. This increases students' participation in the lesson.

Participant 15 said that,

I think my rapport with the students will be social and mutual respect. Extroverts are generally better at managing the classroom. Compared to introverts, they are more dominant and have better classroom management skills.

Participant 2 put it,

I would like a relationship that is neither too sincere nor too serious. I think it is important to be sincere and serious at the same time. Rather than my personality, it will be shaped according to the situation of the class.

Participant 9 stated that,

I would love to build a sincere and rich relationship so that we can provide more fun and active learning. I believe that an extroverted individual will provide more effective teaching with students, while introverts will be more formally oriented and somehow make learning successful.

Participant 4 said that,

I expect to build a sincere rapport with my students based on respect and trust so that they feel comfortable and open to learning. Since I am an extrovert, I think I can communicate with students more easily and I believe that I can create an energetic, interactive learning environment in the classroom.

Participant 3 noted that,

I want to establish sincere, mutual respect and trust-based relationships in and out of the classroom. I have an outgoing nature. I am energetic and open to communication. I plan to make my students active during the lessons and keep the communication ongoing.

Mutual respect surfaced as a universal expectation among both extroverted and introverted participants (100% for each group), underscoring its foundational importance in teacher-student relationships regardless of personality traits. Participants across the spectrum emphasized the need for respectful, trust-based rapport. Participant 3, for instance, expressed a desire to build "mutual respect and trust-based relationships in and out of the classroom," while Participant 7 emphasized being supportive and acknowledging individual differences. This consistency suggests that while personality may shape how respect is demonstrated, the value itself is held equally by both groups. This finding aligns with broader pedagogical literature highlighting mutual respect as a key component of effective teaching, particularly in culturally diverse settings.

Q5: How do you expect your personality to shape your work-life balance and overall job satisfaction as an EFL teacher? Do you think being extroverted or introverted will affect how you handle job-related stress or interact with colleagues?

Participant 7 stated that,

Having an organized and planned structure helps me maintain my work-life balance. Being extroverted makes it easier for me to seek support in stressful situations

and to communicate openly with my colleagues. This is also effective in stress management.

Participant 15 noted that,

I think it will have a very good effect. I have chosen a career exactly according to my personality and the way I live my life. In this sense, general job satisfaction will be affected positively. As an extrovert, it is easier to acquire a social environment and to get used to people more quickly.

Participant 2 said that,

My personality is suitable for this. I have a calm and patient nature. Being introverted may affect communication with my colleagues. But this will not affect my professional life since communication is important.

Participant 9 claimed that,

Since I have an extroverted personality, I think I will have fewer problems in adapting to the environment and exchanging ideas with the colleagues will affect the general job satisfaction in a good way. An extroverted teacher can exchange ideas with colleagues and obtain more information for student development. The same cannot be said for an introverted teacher.

Participant 4 said that

Because I have a positive and planned personality, I think I will be able to maintain my work-life balance and enjoy teaching. As an extrovert, it is easier for me to relax in stressful situations by talking to people. Also, communicating with my colleagues and teamwork help me.

Participant 3 stated that,

I have a disciplined and planned personality. This helps me to maintain my work-life balance. At the same time, the teaching profession gives me a sense of fulfillment as I enjoy working with people. Being extroverted or introverted definitely affects me. As an extrovert, I prefer to overcome stress by sharing and talking. In this

way, my colleagues and I can support each other and together we can look for solutions.

All participants, regardless of personality, expressed strong expectations for maintaining a positive work-life balance (100%). However, their approaches to achieving this balance varied with personality orientation. Extroverted participants, such as Participant 7 and Participant 4, highlighted the role of social interaction and communication with colleagues as mechanisms for stress relief and professional fulfillment. For example, Participant 7 noted that being extroverted makes it easier to "seek support" during stress and collaborate effectively. Introverts like Participant 2 and Participant 15, on the other hand, emphasized planning, calmness, and emotional regulation as strategies for balance. The introverted approach was more centered on internal stability and routine, while extroverts focused on external networks and flexibility. This distinction suggests that while work-life balance is universally valued, the pathways to achieving it are shaped by personality-driven coping mechanisms.

Q6: What aspects of the ELT profession do you find most appealing? Do you think your personality influences these preferences?

Participant 7 said that,

Witnessing the development of students, making a positive impact on their lives and continuous learning opportunities make this profession appealing to me. Being helpful and open to learning enables me to take advantage of the opportunities offered by this profession and support my students in the best way possible.

Participant 15 noted that,

The aspects that attract me the most in ELT are the working conditions. A good salary in the private sector in Greece and the possibility to work in different fields such as translation etc.

Participant 2 pointed out that,

The most important thing is to be able to touch a child's life, to make them happy and entertained, and to teach them the English language. My personality has also been effective, but I am sure the majority of those who choose this profession feel the same way.

Participant 9 said that,

Teaching a foreign language and useful language to young people preparing for life is what attracts me the most. I believe that each person has different personality traits and these traits influence preferences.

Participant 4 put it,

What attracts me most about the ELT profession is teaching others a language and seeing their progress. Learning languages help me to understand different cultures and that excites me a lot. I think these preferences are influenced by my personality traits. As an extrovert, I like to communicate with people, which makes English teaching appealing to me.

Participant 3 stated that,

Introducing different cultures, being a part of students' lives, and playing a role in their development may be among the aspects that attract me the most. I am a person who likes to explore, learn, and contribute to people. That is why I think the teaching profession is suitable for me.

Helping students was a key expectation shared by both extroverts (78%) and introverts (66%), but again, the orientation of this support diverged by personality. Extroverted participants viewed helpfulness in terms of active, engaging interactions. Participant 4 described deriving happiness from contributing to student development, reflecting an outward-facing approach. Similarly, Participant 7 noted the importance of understanding students' needs and offering appropriate solutions in an interactive way. Introverted participants, such as Participant 2, framed helpfulness as rooted in patience, empathy, and quiet support, noting a careful, deliberate classroom presence. These responses suggest that while both personality types share a deep desire to be

supportive, extroverts may prioritize dynamic engagement, whereas introverts rely on emotional sensitivity and thoughtful guidance.

Q7: What are your expectations about feedback and evaluation from students, parents or supervisors? Do you think your personality traits influence how you perceive feedback or how you respond to criticism and praise?

Participant 7 asserted that,

I expect feedback to be clear. Comments from students help me understand how effective the lessons are. Feedback from parents gives me an idea about the students' reflections at home. From supervisors, I expect objective evaluations that will contribute to my professional development. Since I am open to criticism and eager to learn, I try to see criticism as an opportunity for development instead of taking it personally.

Participant 15 said that,

I expect the feedback to be positive. But I can use bad and negative to support my personal development and become a better teacher. Every teacher should take criticism into account and learn to constantly improve and adapt themselves to every situation.

Participant 2 reported that,

Especially families are very important. We can get information about the child's problems, interests, likes, and needs from the family. My personality influences how I perceive feedback. I do not get defensive in the face of any criticism and I sit down and think and plan how I can improve myself. Criticism is important for me and I change some things about myself or my lessons.

Participant 9 claimed that,

My expectations about feedback are positive. I expect them to see and appreciate that I have done my best, but it is always difficult to please people. Personality traits affect human perception in many ways. A pessimistic personality may feel that every feedback, even if positive, is incomplete and negative. That is why

I think being a human allows us to adapt to professional life more easily and to learn a lesson from the negative feedback we receive.

Participant 4 said that,

I expect the feedback I receive from students, parents, and supervisors to be directive. I would like to learn from them what they think about my profession. My personality traits influence how I perceive feedback. As an extrovert, I usually receive feedback openly and this improves me.

Participant 3 noted that,

I expect the feedback that is open, sincere, and respectful on both sides. My personality trait influences how I receive criticism and praise. I am open to constructive criticism and eager to learn. Positive feedback motivates me and I try to learn from criticisms.

Constructive feedback was equally valued among extroverts and introverts (66%), yet the manner in which participants anticipated receiving and processing feedback differed. Extroverted participants, such as Participant 4 and 7, preferred direct, transparent feedback and were more likely to describe feedback as a communicative opportunity for growth. Participant 7 noted that they "try to see criticism as an opportunity" and are "open to learning." Conversely, introverted participants like Participant 2 emphasized thoughtful reflection and planning in response to criticism. Participant 2 reported not becoming defensive, but rather using feedback to make deliberate improvements in teaching practice. These patterns indicate that extroverts tend to externalize and discuss feedback openly, whereas introverts prefer to internalize and process feedback independently, highlighting differences in reflective practice linked to personality.

4.2. Discussion

The present study investigated the association between personality traits and teaching attitudes among Balkan Heritage Turkish Speakers (BHTS) pre-service EFL

teachers using an explanatory sequential design. The results demonstrated that only one item (m4), regarding whether participants would choose the English Language Teaching (ELT) profession again, was statistically significant between extroverts and introverts, suggesting that extroverted participants are moderately more inclined to reaffirm their career choice.

This result echoes prior research on the influence of personality traits on vocational commitment. As Costa and McCrae's (1992) Five-Factor Model suggests, traits such as extraversion and conscientiousness have been linked to increased job satisfaction and persistence. In this context, the finding that extroverts are more likely to choose ELT again may indicate a stronger alignment between their sociable, energetic nature and the interactive, communicative demands of language teaching.

However, the overall lack of statistically significant differences between personality types and the majority of teaching attitude variables runs counter to much of the existing literature (e.g., Erdheim et al., 2006; Caprara et al., 2006; Klassen & Tze, 2014), which has found stronger predictive relationships between personality dimensions and teaching effectiveness, motivation, and attitudes. This discrepancy could be attributed to several important contextual and methodological considerations.

Previous studies have rarely examined Balkan heritage populations, especially in relation to pre-service teacher training. Cultural variables such as familial expectations, bilingual/multilingual upbringing, sociopolitical identity, and educational mobility across national boundaries might override or mediate the effect of personality traits on teaching attitudes. Hofstede's (2001) cultural dimensions theory suggests that collectivist cultures often dominant in Balkan societies may prioritize social harmony and professional stability over personal dispositions when forming career attitudes. Moreover, as Pehlivan (2010) and Oguz & Kalkan (2011) note, cultural identity and collective values significantly influence how future teachers perceive their professional roles, especially in culturally hybrid contexts such as those of BHTS.

With only 30 participants, the study is underpowered to detect small to medium effect sizes statistically. Given the high variability in both personality and attitudinal

responses, a larger sample would likely yield more robust results. This is especially relevant considering prior longitudinal studies (e.g., Skaalvik & Skaalvik, 2011) that report strong connections between personality and teacher outcomes often use samples in the hundreds. Nevertheless, the Rank-Biserial Correlation results, particularly for m2 and m3, suggest meaningful trends that merit further exploration. As these items concern teaching's perceived value and fit, they remain crucial for understanding long-term teacher retention and professional satisfaction. The absence of statistical significance does not negate practical relevance, especially in small-sample educational research (Creswell & Plano Clark, 2018).

The study reinforces the idea that personality is not the sole determinant of teaching attitude. The findings align with Reeve's (2017) theory of motivational affordances in education, which stresses the importance of sociocultural and environmental factors, school climate, mentorship, and teaching experience in shaping attitudes. This supports the interpretation that other elements like academic experiences, community support, or identity factors could be more predictive of teaching attitudes in this context than personality alone.

Given that BHTS pre-service EFL teachers may be influenced more by cultural and contextual factors than by inherent personality traits, teacher education programs should consider incorporating reflective practices and personalized mentoring that account for diverse sociocultural backgrounds, offering career resilience and identity development workshops, especially for minority or heritage-background teacher candidates, promoting peer discussions and group activities that bridge introverted and extroverted personality styles and affirm different teaching approaches.

Qualitative data, gathered through semi-structured interviews and analyzed using content analysis (Krippendorff, 2013), revealed seven key thematic codes, such as interest in the English language, heritage language background, motivation, mutual respect, positive work-life balance, being helpful to students, and constructive feedback.

A significant number of both extroverted (78%) and introverted (66%) participants expressed a strong personal connection with the English language, often

citing early exposure, enjoyment, or proficiency as key motivators for choosing the ELT profession. These findings align with Dörnyei's (2009) concept of *integrative motivation*, where learners, in this context, future teachers are driven by an intrinsic connection with the language and its cultural associations.

The role of heritage and multilingual backgrounds emerged as an important factor in shaping participants' beliefs about their suitability for the teaching profession. Extroverts (66%) were more likely than introverts (33%) to link their multilingual heritage with their teaching identity. As noted in Norton's (2013) work on language teacher identity, linguistic diversity can serve as a resource for bridging cultural gaps and enhancing empathy in teaching practice.

Both personality types acknowledged motivation as a core element, but extroverts (44%) mentioned it more frequently. Participants emphasized the desire to make a difference, help children, and connect cultures, echoing findings from Richards and Schmidt (2010) that motivation in teacher identity is often tied to altruistic and intercultural values.

All participants (100%) agreed on the importance of fostering mutual respect between teachers and students. This universal theme reinforces the idea that, regardless of personality, effective educators seek respectful, supportive classroom environments consistent with Vygotsky's (1978) sociocultural theory, which emphasizes interaction and mutual respect as foundations for learning.

Interestingly, work-life balance was also universally valued (100%). This reflects increasing awareness in educational literature about teacher well-being and burnout (Day & Gu, 2009). Participants believed that personality, particularly concepts like organization, patience, and planning, influenced their ability to manage this balance effectively.

The desire to be helpful was strong across both groups (78% extroverts, 66% introverts), aligning with the service orientation that Kennedy (1998) identifies as foundational in teacher motivation literature. Extroverts emphasized interactive, communicative help, while introverts focused on patient, empathetic support.

A majority of both extroverts and introverts (66% each) discussed the role of feedback in their development. Most participants were receptive to both praise and criticism, suggesting a growth mindset (Dweck, 2006) among future EFL teachers. Extroverts saw feedback as a way to improve classroom interaction, while introverts emphasized introspection and self-improvement.

The data clearly show that both extroverted and introverted BHTS pre-service EFL teachers bring valuable, albeit different, strengths to their future teaching roles. Extroverts often highlighted classroom energy, communication, and flexibility, while introverts emphasized planning, patience, and empathy. These findings correspond to research by Eysenck (1991) and more recent studies (e.g., Karadag, 2012), which suggest that personality traits influence teaching style, classroom management, and teacher–student relationships. Moreover, the participants' reflections show that personality traits do not function as limitations but as adaptive tools for shaping their professional identity, whether through animated classroom presence or thoughtful lesson planning. As Richards (2017) notes, effective teaching is not about conforming to a single ideal personality but about leveraging individual strengths in alignment with student needs.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

This study examined the relationship between the personality traits and teaching attitude of BHTS pre-service EFL teachers along with their expectations towards the ELT profession. The goal was to find out whether extrovert or introvert traits are associated with teaching attitudes along with the ELT profession. The results reveal that the majority of variables show no significant difference between the extrovert and introvert groups, and thus the hypothesis of the study is refuted. The results are consistent with the study of Murphy, Eduljee, Croteau & Parkman (2017).

The results are vital for comprehending the teaching attitudes of pre-service EFL teachers originating from the Balkans and Western Thrace. Because of their environment and heritage, these individuals have developed a multilingual background. This background may shape their personality, which is crucial in teaching foreign languages. The significant result in the analysis about choosing an ELT career indicates that extrovert or introvert traits might clarify why BHTS pre-service EFL teachers have a positive attitude towards the teaching profession. Hence, the teacher training programs need to take into account the unique background of this particular group and design their curricula accordingly.

5.2. Recommendations

This study has yielded results regarding the relationship between the personality traits and the teaching attitude of BHTS pre-service EFL teachers. To study Balkan heritage speakers, personality traits, or teaching attitudes, further studies could consider the following recommendations.

Researchers can study a similar topic by conducting a longitudinal study and measuring the teaching attitudes of the target population from the onset of the practicum to the end of the practicum. One recommendation would be to increase the sample size. One of the limitations of the study is the sample size. Therefore, conducting a similar study that includes a larger sample size should provide quantitative and reliable data.

Another recommendation would be to compare and contrast Balkan heritage Turkish speakers and non-heritage counterparts to isolate the effects of cultural background and acculturation on teaching dispositions. Additionally, more research needs to be conducted regarding Balkan EFL teachers and to provide information to fill the gaps in the literature.

REFERENCES

Afdal, A., Hidayah, N., Budiman, N., Maulida, Y., Sukmawati, I., Hariko, R., ... & Netrawati, N. (2023). Expectations and reality regarding teacher personality: perspectives of Indonesian students using importance-performance analysis. International Journal of Learning, Teaching and Educational Research, 22(5), 620-636.

Ahmad, I., Said, H., Zeb. A., Sihatullah, & Rehman, K. U. (2013). Effects of professional attitude of teachers on their teaching performance: Case of government secondary school teachers in Malakand Region, Khyber Pakhtunkhwa, Pakistan. Journal of Educational and Social Research, 3(1), 25-31.

Ajzen, I., & Fishbein, M. (1975). A Bayesian analysis of attribution processes. Psychological Bulletin, 82(2), 261.

Akbaba, B. (2013). The attitudes of pre-service social studies teachers towards the teaching profession and their self-efficacy about using instructional materials. Mevlana International Journal of Education, 3(2), 157-169.

Akbulut, Ö. E., & Karakus, F. (2011). The investigation of secondary school science and mathematics pre-service teachers' attitudes towards the teaching profession. Educational Research and Reviews, 6(6), 489.

Akkaya, F. (2009). Pre-service teachers' attitude towards the teaching profession. Inonu University Journal of the Faculty of Education, 9(6), 27-42.

Al Darwish, S. (2017). Teachers' attitude toward a foreign language: Factors affecting the target language teaching process. International Journal of English Language Teaching, 5(6), 1-10.

Al Harthy, S. S. H., Jamaluddin, S., & Abedalaziz, N. D. (2013). Teachers' attitudes and performance: An analysis of effects due to teaching experience. International Interdisciplinary Journal of Education, 2(9), 888-893.

Allport, G. W., & Odbert, H. S. (1936). Trait names: A psycho-lexical study. Psychological Monographs, 47(1, Whole No. 211).

Arif, M. I., Rashid, A., Tahira, S. S., & Akhter, M. (2012). Personality and teaching: an investigation into prospective teachers' personality. International Journal of Humanities and Social Science, 2(17), 161-171.

Ashby, F. G., & Isen, A. M. (1999). A neuropsychological theory of positive affect and its influence on cognition. Psychological Review, 106(3), 529.

Ashton, M. C., & Lee, K. (2001). A theoretical basis for the major dimensions of personality. European Journal of Personality, 15(5), 327–353.

Ashton, M. C., & Lee, K. (2005). The lexical approach to the study of personality structure: Toward the identification of cross–culturally replicable dimensions of personality variation. Journal of Personality Disorders, 19(3), 303–308.

Ashton, M. C., & Lee, K. (2007). Empirical, theoretical, and practical advantages of the HEXACO model of personality structure. Personality and Social Psychology Review, 11(2), 150–166.

Ashton, M. C., Lee, K., Perugini, M., Szarota, P., De Vries, R. E., Di Blas, L., ... De Raad, B. (2004). A six-factor structure of personality-descriptive adjectives: solutions from psycholexical studies in seven languages. Journal of Personality and Social Psychology, 86(2), 356–366.

Ashton, M. C., Lee, K., Visser, B. A., & Pozzebon, J. A. (2008). Phobic tendency within the Five-Factor and HEXACO models of personality structure. Journal of Research in Personality, 42(3), 734–746.

Bademci, H. Ö., Sakmar-Balkan, E., Karadayı, E. F., Cefai, C., Alkan, C., & Warfa, N. (2020). Inclusive education and early school leaving in Bulgaria, Italy, Malta, Romania, and Turkey: a comparative study. Pastoral Care in Education, 38(2), 174-186.

Baker, C. (1992). Attitudes and language. Clevedon: Multilingual Matters.

Baron, R. A., & Byrne, D. E. (1984). Social psychology: Understanding human interaction. Allyn and Bacon.

Başutku, S., & Varışoğlu, B. (2022). Turkish As A Heritage Language In Skopje. Sakarya University Journal of Education, 12(4), 1043-1053.

Bax, L. (2011). MIX 2.0. Professional software for meta-analysis in Excel. Version, 2(1.6).

Bergmark, U., Lundström, S., Manderstedt, L., & Palo, A. (2018). Why become a teacher? Student teachers' perceptions of the teaching profession and motives for career choice. European Journal of Teacher Education, 41(3), 266–281.

Bhargava, A., & Pathy, M. K. (2014). Attitude of student teachers towards the teaching profession. Turkish Online Journal of Distance Education, 15(3), 27-36.

Bienvenu, O. J., Nestadt, G., Samuels, J. F., Costa, P. T., Howard, W. T., & Eaton, W. W. (2001). Phobic, panic, and major depressive disorders and the five-factor model of personality. The Journal of Nervous and Mental Disease, 189(3), 154-161.

Braver, T. S., & Barch, D. M. (2002). A theory of cognitive control, aging cognition, and neuromodulation. Neuroscience & Biobehavioral Reviews, 26(7), 809-817.

Brown, H. D. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition. San Francisco Public University.

Brown, T. A. (2007). Temporal course and structural relationships among dimensions of temperament and DSM-IV anxiety and mood disorder constructs. Journal of Abnormal Psychology, 116(2), 313.

Cameron, A., & Galloway, N. (2019). Local thoughts on global ideas: Pre-and in-service TESOL practitioners' attitudes to the pedagogical implications of the globalization of English. RELC Journal, 50(1), 149–163.

Caprara, G. V., Barbaranelli, C., Steca, P., & Malone, P. S. (2006). Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level. Journal of School Psychology, 44(6), 473-490.

Cargile, A. C., Giles, H., Ryan, E. B., & Bradac, J. J. (1994). Language attitudes as a social process: A conceptual model and new directions. Language & Communication, 14(3), 211–236.

Carlyn, M. (1977). An assessment of the Myers-Briggs type indicator. Journal of Personality Assessment, 41(5), 461-473.

Carver, C. S., & Miller, C. J. (2006). Relations of serotonin function to personality: Current views and a key methodological issue. Psychiatry Research, 144(1), 1-15.

Castillo-Montoya, M. (2016). Preparing for interview research: the interview protocol refinement framework. Qualitative Report, 21(5).

Cattell, H. E., & Schuerger, J. M. (2003). Essentials of 16PF assessment. John Wiley & Sons.

Cattell, R. B. (1943). The description of personality: Basic traits resolved into clusters. Journal of Abnormal and Social Psychology, 38, 476–506.

Cattell, R. B. (1945). The description of personality: Principles and findings in a factor analysis. American Journal of Psychology, 58, 69–90.

Çetin, Ş. (2006). Öğretmenlik mesleği tutum ölçeğinin geliştirilmesi geçerlik ve güvenirlik çalışması. Gazi Üniversitesi Endüstriyel Sanatlar Eğitim Fakültesi Dergisi, (18).

Chambers, G. N. (1999). Motivating language learners. Multilingual Matters Ltd. USA.

Chastain, K. (1988). Developing second-language skills: Theory and practice. USA: Harcourt Brace Jovanovich.

Chen, X., He, J., Swanson, E., Cai, Z., & Fan, X. (2022). Big five personality traits and second language learning: A meta-analysis of 40 years' research. Educational Psychology Review, 1-37.

Cohen, J. (1988). Statistical power analysis for the behavioral sciences (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum.

Cooper, T. C. (2001). Foreign language teaching style and personality. Foreign Language Annals, 34(4), 301-317.

Costa, P. T., & McCrae, R. R. (1992). Revised NEO personality inventory (NEO-PI-R) and NEO five factor inventory (NEO-FFI) professional manual. Psychological Assessment Resources.

Creswell, J. W., & Clark, V. L. P. (2017). Designing and conducting mixed methods research. Sage Publications.

Creswell, J. W., & Creswell, J. D. (2005). Mixed methods research: Developments, debates, and dilemmas. Research in Organizations: Foundations and Methods of Inquiry, 2, 315-326.

Day, C., Sammons, P., Hopkins, D., Harris, A., Leithwood, K., Gu, Q., ... & Kington, A. (2009). The impact of school leadership on pupil outcomes. Final report.

Decke-Cornhill, H. (2003). We would have to invent the language we are supposed to teach. Language, Culture and Curriculum, 15(3), 251–263.

Demirtaş, Z., & Aksoy, G. P. (2016). Investigation of pedagogical formation certification program students' attitudes towards the teaching profession in terms of some variables. International Journal of Educational Research Review, 2458, 21.

Depue, R. A., & Collins, P. F. (1999). Neurobiology of the structure of personality: Dopamine, facilitation of incentive motivation, and extraversion. Behavioral and Brain Sciences, 22(3), 491-517.

Dewaele, J.-M. (2012). Personality: Personality traits as independent and dependent variables. In S. Mercer, S. Ryan, & M. Williams (Eds.), Psychology for language learning (pp. 42–57).

DeYoung, C. G. (2010). Personality neuroscience and the biology of traits. Social and Personality Psychology Compass, 4(12), 1165-1180.

Diener, E., & Lucas, R. E. (2019). Personality traits. General Psychology: Required Reading, 278.

Ding, K., Zhu, L., & Yan, X. (2022). The Relationship Between EFL Teachers' Personality Traits, Communication Strategies, and Work Engagement. Frontiers in Psychology, 13, 855837.

Dixon, L. Q., Liew, J., Daraghmeh, A., & Smith, D. (2016). Pre-service teacher attitudes toward English language learners. NABE Journal of Research and Practice, 7(1), 75-105.

Doğan, T., & Çoban, A. E. (2009). Eğitim fakültesi öğrencilerinin öğretmenlik mesleğine yönelik tutumları ile kaygı düzeyleri arasındaki ilişkinin incelenmesi. Eğitim ve Bilim, 34(153).

Dörnyei, Z., & Ushioda, E. (Eds.). (2009). Motivation, language identity and the L2 self (Vol. 36). Multilingual Matters.

Duatepe, A., & Akkuş-Çıkla, O. (2004). The attitudes towards teaching professions of in-service and pre-service primary school teachers. Pedagogika, 61-65.

Dweck, C. S. (2006). Mindset: The new psychology of success. Random House.

Ekici, G., Çıbık, A. S., & Fettahlıoğlu, P. (2014). The predictive power of biology self-efficacy belief, teaching profession self-efficacy, and belief in the attitude towards the teaching profession. Gazi University, Journal of Gazi Educational Faculty, 34(1), 23-41.

Elo, S., & Kyngäs, H. (2008). The qualitative content analysis process. Journal of Advanced Nursing, 62(1), 107–115.

Erdheim, J., Wang, M., & Zickar, M. J. (2006). Linking the big five personality constructs to organizational commitment. Personality and Individual Differences, 41, 959-970.

Eysenck, H. J. (1981). General features of the model. In A model for personality (pp. 1-37). Berlin, Heidelberg: Springer Berlin Heidelberg.

Eysenck, H. J., & Eysenck, M. W. (1985). Personality and individual differences: A natural science approach. New York, NY: Plenum.

Ezzi, N. A. A. (2019). Does Personality Influence Pre-service English Teachers' Performance? A Gender-Based Study in the Yemeni Context. Journal of Education and Development, 3(1), 52.

Fadaee, E., Marzban, A., & Najafi Karimi, S. (2021). The relationship between autonomy, second language teaching styles, and personality traits: A case study of Iranian EFL teachers. Cogent Education, 8(1), 1881203.

Galton, F. (1884). Measurement of character. Fortnightly, 36(212), 179–185.

Gardner, R. C., & Lambert, W. E. (1972). Attitudes and motivation in second-language learning. Newbury House, Rowley, MA.

Gardner, R. C. (1985). Social Psychology and Second Language Learning: The Roles of Attitudes and Motivation. Edward Arnold Publishers Ltd., Great Britain, London.

Goldberg, L. R. (1981). Language and individual differences: The search for universals in personality lexicons. Review of Personality and Social Psychology, 2(1), 141–165.

Goldberg, L. R. (1990). An alternative "description of personality": The Big-Five factor structure. Journal of Personality and Social Psychology, 59, 1216-1229.

Goodman, B., & Tastanbek, S. (2020). Making the shift from a codeswitching to a translanguaging Lens in English language teacher education. TESOL Quarterly, 1–25.

Goryńska, E., Winiewski, M., & Zajenkowski, M. (2015). Situational factors and personality traits as determinants of college students' mood. Personality and Individual Differences, 77, 1-6.

Gray, J. A. (1981). A critique of Eysenck's theory of personality. In A model for personality (pp. 246-276). Berlin, Heidelberg: Springer Berlin Heidelberg.

Gürbüz, H., & Kışoğlu, M. (2007). Tezsiz Yüksek Lisans Programına devam eden Fen Edebiyat ve Eğitim Fakültesi öğrencilerinin öğretmenlik mesleğine yönelik tutumları (Atatürk Üniversitesi örneği). Erzincan Üniversitesi Eğitim Fakültesi Dergisi, 9(2), 71-83.

Gürsoy, E. (2013). Prospective ELT Teachers' Attitudes Toward The English Language1 2 In An EFL Context. Journal of International Education Research–First Quarter, 9(1).

Güryay, B. (2016). Individual variables, attitudes towards English and being a teacher: A study on prospective teachers of English. International Journal of Psychology and Educational Studies, 3(2), 14-23.

Hasan, Y., & Eldous, H. (2020). The role of personality traits and situational factors as determinants of Aggression. The Open Psychology Journal, 13(1).

Haznedar, B. (2021). Miras diller, iki dilli – çok dilli çocuklar ve dil öğrenme süreçleri [Heritage languages, bilingual and multilingual children and language learning processes]. Ö. Çangal, M. E. Çelik (Ed.), Çocuklara Türkçe öğretimi (349-366). Ankara: Nobel Publishing.

Hofstede, G. (2001). Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations. Sage Publications.

Hogg, M. A., & Vaughan, G. M. (2007). Sosyal Psikoloji. (İ. Yıldız & A. Gelmez, Trans), Ankara: Ütopya. (Original work published 2005).

Hotaman, D. (2010). The teaching profession: knowledge of subject matter, teaching skills, and personality traits. Procedia-Social and Behavioral Sciences, 2(2), 1416-1420.

Ishaque, M. (2015). Exploration of Professional Attitude of Teachers Shifted from Other Professions. Unpublished M. Phil Thesis, Department of Education, University of Gujrat, Pakistan.

Issan, S. A. Y., Al-Nabhani, H. Z., Kazem, A. M., & Al-Ani, W. T. (2011). Omani teachers' attitudes towards teaching as a profession. Indian Journal of Psychology & Education, 1(1), 25-40.

Jabeen, F., & Shah, S. K. (2011). The role of culture in ELT: Learners' attitude towards the teaching of target language culture. European Journal of Social Sciences, 23(4), 604-613.

Jalili, S., & Mall-Amiri, B. (2015). The difference between extrovert and introvert EFL teachers' classroom management. Theory and Practice in Language Studies, 5(4), 826.

JASP Team (2024). JASP (Version 0.19.3)[Computer software].

Jones, S. E., Miller, J. D., & Lynam, D. R. (2011). Personality, antisocial behavior, and aggression: A meta-analytic review. Journal of Criminal Justice, 39(4), 329-337.

Jung, C. G. (1923). Psychological types. (The Collected Works of C.G. Jung, Vol. 6).

Kachru, B. B. (1992). World Englishes: Approaches, issues and resources. Language Teaching, 25(1), 1-14.

Kadı, A., Beytekin, O. F., & Arslan, H. (2015). A research on the burnout and the attitudes of teacher candidates. Journal of Education and Training Studies, 3(2), 107-113.

Kara, A. (2009). The Effect of 'learning theories' unit on students' attitudes towards learning. Australian Journal of Teacher Education, 34(3), 100-113.

Kennedy, M. M. (1998). Education reform and subject matter knowledge. Journal of Research in Science Teaching: The Official Journal of the National Association for Research in Science Teaching, 35(3), 249-263.

Kernberg, O. F. (2016). What is personality? Journal of Personality Disorders, 30(2), 145-156.

Khalilzadeh, S., & Khodi, A. (2021). Teachers' personality traits and students' motivation: A structural equation modeling analysis. Current Psychology, 40(4), 1635-1650.

Khatib, M., & Monfared, A. (2017). 'Exploring teachers' attitudes toward pronunciation issues and varieties of English in three circles of world Englishes'. Applied Research on English Language, 6(2), 213–236.

Kim, L. E., Jörg, V., & Klassen, R. M. (2019). A meta-analysis of the effects of teacher personality on teacher effectiveness and burnout. Educational Psychology Review, 31, 163-195.

Kıroğlu, K., Kesten, A., & Elma, C. (2010). Socio-cultural and economic problems of international undergraduate students studying in Turkey. Mersin University Faculty of Education Journal, 6(2), 26-39.

Klassen, R. M., & Tze, V. M. (2014). Teachers' self-efficacy, personality, and teaching effectiveness: A meta-analysis. Educational Research Review, 12, 59-76.

Kokkinos, C. M. (2007). Job stressors, personality, and burnout in primary school teachers. British Journal of Educational Psychology, 77, 229-243.

Korth, B. (2005). Language attitudes towards Kyrgyz and Russian: Discourse, education and policy in post-Soviet Kyrgyzstan. Peter Lang.

Krippendorff, K. (2013). Content Analysis. An introduction to its methodology (3rd ed.). Sage Publications.

Kumaravadivelu. B. (2006). Understanding language teaching: From method to post-method. Mahwah: Lawrence Erlbaum Associates, Inc.

Kutlu, N., Gökdere, M., & Çakır, R. (2015). The relationship between prospective teachers' academic procrastination behavior and their attitude towards teaching as a profession. Kastamonu Educational Journal, 23(3), 1311-1330.

Larenas, C. H. D., Moran, A. V. R., & Rivera, K. J. P. (2010). Comparing teaching styles and personality types of EFL instructors in the public and private sectors. SciELO Colombia.

Lasek, J., & Wiesenbergova, Š. (2007). Prospective teachers' attitudes to their profession. The New Educational Review, 13(3–4), 129–138.

Lawrence, G. (1997). Looking at types and learning styles. (No Title).

Lindstedt, J. (2016). Multilingualism in the Central Balkans in late Ottoman times. In search of the center and periphery: Linguistic attitudes, minorities, and landscapes in the Central Balkans, 51-67.

Longhurst, R. (2003). Semi-structured interviews and focus groups. Key Methods in Geography, 3(2), 143-156.

Matthews, G., Deary, I. J., & Whiteman, M. C. (2003). Personality traits. Cambridge University Press.

McCrae, R. R., & Costa, Jr, P. T. (1989). Reinterpreting the Myers-Briggs type indicator from the perspective of the five-factor model of personality. Journal of Personality, 57(1), 17-40.

McCrae, R. R., & John, O. P. (1992). An introduction to the five-factor model and its applications. Journal of Personality, 60(2), 175-215.

Merisuo-Storm, T. (2007). Pupils' attitudes towards foreign language learning and the development of literacy skills in bilingual education. Teaching and Teacher Education, 23, 226-235.

Moretto, L. H. (1995, September). Who are we? Why do we act the way we do? An overview of the Myers-Briggs personality type indicator. In the 1995 IEEE International Professional Communication Conference. IPCC 95 Proceedings. Smooth Sailing to the Future (pp. 211-214). IEEE.

Murphy, L., Eduljee, N. B., Croteau, K., & Parkman, S. (2017). Extraversion and introversion personality type and preferred teaching and classroom participation: A pilot study. Journal of Psychosocial Research, 12(2), 437-450.

Myers, I. B., McCaulley, M. H., Quenk, N. L., Q Hammer, A. L. (1998). MBTI manual: A guide to the development and use of the Myers-Briggs type indicator; 3rd ed. Palo Alto, CA: Consulting Psychologists Press, Inc.

Myers, P. B., Q Myers, K. D. (1998). Myers-Briggs type indicator; Form M. Palo Alto, CA: Consulting Psychologists Press, Inc.

Myers, I. (1962). The Myers-Briggs Type Indicator: Manual. Palo Alto, CA: Consulting Psychologists Press.

Neuendorf, K. A. (2016). The content analysis guidebook. Sage.

Nkoko, M. (2021). Challenges of International Students At Akdeniz University, Turkey. Academia Letters, 2.

Norton, B. (2013). Identity and language learning: Extending the conversation. Multilingual Matters.

Nouri, F., Feizi, A., Afshar, H., Hassanzadeh Keshteli, A., & Adibi, P. (2019). How do five-factor personality traits affect psychological distress and depression? Results from a large population-based study. Psychological Studies, 64, 59-69.

Oğuz, E., & Kalkan, M. (2011). Examining teacher candidates' attitudes towards the teaching profession and pupil control ideology. International Online Journal of Educational Sciences, 3(3), 903-917.

Osunde, A. U., & Izevbigie, T. I. (2006). An assessment of teachers' attitudes towards the teaching profession in Midwestern Nigeria. Education, 126(3), 462-468.

Oxford, R. L. (1990). Language learning strategies: What every teacher should know. Massachusetts: Heinle & Heinle Publishers.

Özsoy, G., Özsoy, S., Özkara, Y., & Memiş, A. D. (2010). Factors affecting pre-service teachers' choice of teaching as a profession. Elementary Education Online, 9(3).

Pederson, P. B. (1991). Counseling International Students. Counseling Psychology, 19, 10-58.

Pehlivan, K. B. (2010). A study on prospective teachers' learning styles and their attitudes toward the teaching profession. Elementary Education Online, 9(2), 749-763.

Pittenger, D. J. (1993). The utility of the Myers-Briggs type indicator. Review of Educational Research, 63(4), 467-488.

Reeve, J., Jang, H., Carrell, D., Jeon, S., & Barch, J. (2004). Enhancing students' engagement by increasing teachers' autonomy support. Motivation and Emotion, 28(2), 147–169.

Richards, J. C., & Schmidt, R. (2010). Longman Dictionary of Language Teaching and Applied Linguistics (4th ed.). New York: Longman Pearson.

Robbins, A. M., Stoinski, T., Fawcett, K., & Robbins, M. M. (2011). Lifetime reproductive success of female mountain gorillas. American Journal of Physical Anthropology, 146(4), 582-593.

Robbins, S. P., & Judge, T. A. (2012). Örgütsel Davranış (Organizational Behavior). (İ. Erdem, Trans.), Ankara: Nobel Yayınevi. (Original work published in 2011).

Roberts, B. W., & Yoon, H. J. (2022). Personality psychology. Annual Review of Psychology, 73(1), 489-516.

Rose, H., & Galloway, N. (2019). Global Englishes for language teaching. Cambridge University Press.

Rubin, H. J., & Rubin, I. S. (2012). Qualitative interviewing: The art of hearing data (3rd ed.). Sage Publications.

Rushton, S., Morgan, J., & Richard, M. (2007). Teachers' Myers-Briggs personality profiles: Identifying effective teacher personality traits. Teaching and Teacher Education, 23(4), 432-441.

Sadeghpour, M., & Sharifian, F. (2019). 'World Englishes in English language teaching'. World Englishes, 38(1-2), 245–258.

Sandelowski, M. (2000). Whatever happened to qualitative description?. Research in Nursing & Health, 23(4), 334-340.

Şaşmaz, A., & Arslan, M. (2016). Yurt dışında yaşayan Türk çocukların ana dil kullanım düzeylerine yönelik öğretmen görüşleri: Balkanlar örneği [Teachers' views on the level of mother tongue use of Turkish children living abroad: The case of the Balkans]. The Journal of International Social Research, 9(44), 984-993.

Seidlhofer, B. (2005). English as a lingua franca. ELT Journal, 59(4), 339-341.

Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. Teaching and Teacher Education, 27(6), 1029-1038.

Skaalvik, E., & Skaalvik, S. (2015). Job satisfaction, Stress and Coping Strategies in the Teaching Profession- What Do Teachers Say? International Education Studies, 8(3), 181-192.

Smith, A. N. (1971). The importance of attitudes in foreign language learning. The Modern Language Journal, 55(2), 82-88.

Spoont, M. R. (1992). Modulatory role of serotonin in neural information processing: implications for human psychopathology. Psychological Bulletin, 112(2), 330.

Suja, K. (2007). Interaction effect of attitude towards teaching, interest in teaching, and teaching experience on job commitment of primary school teachers. M.Ed Thesis. University of Calicut.

Teigland, J. J. (1966). The relationship between measured teacher attitude change and certain personality characteristics. The Journal of Educational Research, 60(2), 84-85.

Thompson, B., & Borrello, G. M. (1986). Construct validity of the Myers-Briggs Type Indicator. Educational and Psychological Measurement, 46(3), 745-753.

Terzi, A. R., & Tezci, E. (2007). Necatibey Eğitim Fakültesi öğrencilerinin öğretmenlik mesleğine ilişkin tutumları. Kuram ve Uygulamada Eğitim Yönetimi, 52(52), 593-614.

Thomason, A. C. (2011). Teacher personal and professional characteristics: contributions to emotional support and behavior guidance in early childhood classrooms. The University of North Carolina at Greensboro.

Todorovic, J., Stojiljkovic, S., Ristanic, S., & Djigic, G. (2011). Attitudes towards inclusive education and dimensions of teachers' personality. Procedia-Social and Behavioral Sciences, 29, 426-432.

Trull, T. J., & Sher, K. J. (1994). Relationship between the five-factor model of personality and Axis I disorders in a nonclinical sample. Journal of Abnormal Psychology, 103(2), 350.

Tschannen-Moran, M., & Woolfolk-Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. Teaching and Teacher Education, 17, 783–805.

Ulug, M., Ozden, M. S., & Eryilmaz, A. (2011). The effects of teachers' attitudes on students' personality and performance. Procedia-Social and Behavioral Sciences, 30, 738-742.

Üstüner, M. (2006). Reliability and validity study of an attitude scale of the teaching profession. Educational Administration: Theory and Practice, 12(45), 109–127.

Üstüner, M. (2017). Personality and Attitude towards Teaching Profession: Mediating Role of Self-Efficacy. Journal of Education and Training Studies, 5(9), 70-82.

Üstüner, M., Demirtaş, H., & Cömert, M. (2009). The attitudes of prospective teachers towards the profession of teaching: The case of Inonu University, Faculty of Education. Education and Science, 151, 140-155.

Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. MA: Harvard University Press.

Watson, R. (2015). Quantitative research. Nursing Standard, 29(31).

White, M. D., & Marsh, E. E. (2006). Content analysis: A flexible methodology. Library Trends, 55(1), 22–45.

Win, S., & Yee, H. O. (2018). An Investigation into the Personality, Attitude, and Teacher Effectiveness of In-service Teachers (Doctoral dissertation, MERAL Portal).

Yeşil, H. (2011). Turkish language teaching students' attitudes towards the teaching profession. International Online Journal of Educational Sciences, 3(1), 200-219.

Zafarghandi, A. M., Salehi, S., & Sabet, M. K. (2016). The effect of EFL teachers' extrovert and introvert personality on their instructional immediacy. International Journal of Applied Linguistics and English Literature, 5(1), 57-64.

Zaidi, Z. I. (2015). Factors affecting Attitude towards teaching and its Correlates: Review of Research. International Journal of Education and Psychological Research (IJEPR), 4(1), 46-51.

Zhang, L. (2007). Do personality traits make a difference in teaching styles among Chinese high school teachers?

Zhou, C., & Intaraprasert, C. (2015). Language Learning Strategies Employed by Chinese English-Major Pre-Service Teachers in Relation to Gender and Personality Types. English Language Teaching, 8(1), 155-169.

LIST OF FIGURES

Figure 1. The link between teaching attitude and teaching practice……17

LIST OF TABLES

Table 1. Definitions of the Big Five Personality Model……...13

Table 2. Distribution of the participants according to gender……..26

Table 3. Distribution of the participants according to age……...26

Table 4. Distribution of the participants according to grade……27

Table 5. Distribution of the participants according to personality traits……..27

Table 6. Distribution of the participants according to nationalities…….27

Table 7. Descriptive Statistics…….33

Table 8. Test of Normality……..36

Table 9. The results of the Mann-Whitney U Test……...39

Table 10. Content Analysis of the Expectations of BTHS towards Teaching……..41

APPENDICES

Appendix A (Data Collection Instruments in English)

Appendix 1 – Personality and Teaching Attitude Questionnaire

1. Name

   ---

2. Birth year

   ---

3. Birth place

   ---

4. Nationality

   ---

5. Grade
   - 1st Grade
   - 2nd Grade
   - 3rd Grade
   - 4th Grade
6. Gender
   - Female
   - Male
7. Personality trait

Appendix 2 – Interview Questions

1. What motivated you to pursue a career in English Language Teaching?
   Follow up: How do you think your personal background as a Balkan heritage speaker influences your decision?
2. How do you perceive the role of an English teacher, especially for someone with a heritage language background like yours?
   Follow up: Do you think your personality traits (e.g. being extroverted or introverted) shape this perception?
3. What challenges do you expect to face as an English teacher, and how do you plan to address them?
   Follow up: How do you feel your personality influence your approach to overcome these challenges?
4. What are your expectations regarding the rapport you build with your students?
   Follow up: Do you think your level of extroversion or introversion will influence how you interact with students or manage the classroom?
5. How do you expect your personality to shape your work-life balance and overall job satisfaction as an English teacher?
   Follow up: Do you think being extroverted or introverted will affect how you handle job-related stress or interact with colleagues?
6. What aspects of the English teaching profession do you find most appealing, and why?
   Follow up: Do you think your personality influence these preferences?
7. What are your expectations about feedback and evaluation from students, parents or supervisors?
   Follow up: Do you think your personality traits influence how you perceive feedback or how you respond to criticism and praise?

Appendix B (Data Collection Instruments in Turkish)

Appendix 1 – Kişilik ve Öğretim Tutumu Anketi

1. İsminiz

   ---

2. Doğum yılınız

   ---

3. Doğum yeriniz

   ---

4. Uyruğunuz

   ---

5. İngilizce Öğretmenliği bölümünde kaçıncı yılınız?
   - 1. Sınıf
   - 2. Sınıf
   - 3. Sınıf
   - 4. Sınıf
6. Cinsiyetinizi belirtiniz.
   - Kadın
   - Erkek
7. Kişilik tipinizi boşluğa yazınız.

Appendix 2 – Görüşme Soruları

1. İngilizce Öğretmenliği kariyerini seçmenizde sizi motive eden unsurlar nelerdir?

   Takip sorusu: Balkan kökenli bir birey olmanızın bu kararı vermenizde etkisi olduğunu düşünüyor musunuz? Nasıl?
2. Bir İngilizce öğretmeni olarak, özellikle sizin gibi miras dil geçmişine sahip biri için bu rolü nasıl görüyorsunuz?

   Takip sorusu: Kendi kişilik özelliklerinizin (örneğin dışa dönüklük ya da içe dönüklük) bu algınızı şekillendirdiğini düşünüyor musunuz? Nasıl?
3. İngilizce öğretmeni olarak karşılaşabileceğinizi düşündüğünüz zorluklar nelerdir ve bunlarla nasıl başa çıkmayı planlıyorsunuz?

   Takip sorusu: Bu zorluklarla baş etme şeklinizin kişiliğinizden etkilendiğini düşünüyor musunuz? Nasıl?
4. Öğrencilerinizle kuracağınız ilişki konusunda beklentileriniz nelerdir?

   Takip sorusu: Sınıf yönetimi ya da öğrencilerle etkileşim kurma biçiminizin dışa dönük ya da içe dönük olmanıza göre şekilleneceğini düşünüyor musunuz? Nasıl?
5. Kişiliğinizin, iş-yaşam dengenizi ve İngilizce öğretmeni olarak genel iş doyumunuzu nasıl etkileyeceğini düşünüyorsunuz?

   Takip sorusu: Dışa dönük ya da içe dönük olmanın, işle ilgili stresi yönetme biçiminizi ya da meslektaşlarla etkileşiminizi etkileyebileceğini düşünüyor musunuz? Nasıl?
6. İngilizce öğretmenliği mesleğinde sizi en çok cezbeden yönler nelerdir ve neden?

   Takip sorusu: Bu tercihlerin kişilik özelliklerinizden etkilendiğini düşünüyor musunuz? Nasıl?
7. Öğrencilerden, velilerden ya da denetleyicilerden alacağınız geri bildirimler konusunda beklentileriniz nelerdir?

   Takip sorusu: Kişilik özelliklerinizin, geri bildirimi nasıl algıladığınızı veya eleştiri ve övgülere nasıl tepki verdiğinizi etkilediğini düşünüyor musunuz? Nasıl?

Appendix C

Ethics Committee Permission Document