




4-1-2016

A Qualitative Research on Foreign Language Teaching Anxiety

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Recommended APA Citation

Aydin, S. (2016). A Qualitative Research on Foreign Language Teaching Anxiety. *The Qualitative Report*, 21(4), 629-642. Retrieved from <http://nsuworks.nova.edu/tqr/vol21/iss4/2>

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Abstract

While research mainly focuses on identification of anxiety, its causes and effects on the learning process and the ways to allay anxiety among foreign language learners, foreign language teaching anxiety has remained a research area that has not attracted much attention. Therefore, in the context of teaching anxiety among pre-service teachers of English as a foreign language (EFL), the current study aims to investigate the sources of foreign language teaching anxiety (FLTA). The sample group in the study consisted of 60 pre-service teachers. A background questionnaire, interviews, reflections and essay papers were used to collect qualitative data. The results indicated that pre-service teachers experience FLTA before, during and after their teaching activities. The study also concluded that the sources of FLTA are teachers' personality, perceptions of low level language proficiency, fear of negative evaluation, teaching demotivation and amotivation, teaching inexperience and technical concerns. It was recommended that the curricula of pre- and in-service training programs should include topics to raise awareness of FLTA.

Keywords

English as a Foreign Language, Teaching, Pre-Service Teachers, Foreign Language Teaching Anxiety

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Acknowledgements

The author wishes to thank the journal reviewers and Ronald Chenail, the Editor-in-Chief, who helped to improve the paper.

A Qualitative Research on Foreign Language Teaching Anxiety

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While research mainly focuses on identification of anxiety, its causes and effects on the learning process and the ways to allay anxiety among foreign language learners, foreign language teaching anxiety has remained a research area that has not attracted much attention. Therefore, in the context of teaching anxiety among pre-service teachers of English as a foreign language (EFL), the current study aims to investigate the sources of foreign language teaching anxiety (FLTA). The sample group in the study consisted of 60 pre-service teachers. A background questionnaire, interviews, reflections and essay papers were used to collect qualitative data. The results indicated that pre-service teachers experience FLTA before, during and after their teaching activities. The study also concluded that the sources of FLTA are teachers' personality, perceptions of low level language proficiency, fear of negative evaluation, teaching demotivation and amotivation, teaching inexperience and technical concerns. It was recommended that the curricula of pre- and in-service training programs should include topics to raise awareness of FLTA. Keywords: English as a Foreign Language, Teaching, Pre-Service Teachers, Foreign Language Teaching Anxiety

Research results show that foreign language anxiety constitutes a considerable problem in the foreign language learning process among learners. Thus, many studies focused on identification of anxiety, its causes and effects on learning process and the ways to allay anxiety (Aydin, 2008a). However, while research on foreign language anxiety among learners has considerably increased in the last decade, FLTA has remained a research area that has not attracted much attention. In other words, as Tum (2012) emphasizes, when compared to the number of studies on learning anxiety, research on FLTA remains too limited to draw conclusions on the issue. Furthermore, it can be pointed out that many studies appeared on the validity and reliability of foreign language anxiety scales, while no study focused on developing a tool to measure FLTA.

FLTA was first discussed by Horwitz (1996) in terms of non-native teachers and student teachers' experiences. Horwitz (1996) points out that non-native teachers experience feelings of uneasiness and inadequacy in the target language, and that this anxiety has negative effects on language teaching. In other words, for Horwitz (1996), repeated and frequent feelings of inadequacy during their teaching experience can develop foreign language teaching anxiety. She maintains that that anxiety adversely affects their self-confidence, their use of target language and instructional choices. The crucial point is that Horwitz (1996) claims that teachers experience anxiety, as they are still language learners. However, it should be underlined that teaching and learning are different from each other contextually; thus, foreign language anxiety in the learning context may differ from anxiety in the teaching context. To be brief, as Merç (2011) emphasizes, FLTA is not clearly defined in the current literature; more importantly, foreign language anxiety has been mainly researched and discussed in a foreign language learning context, while the number of studies on FLTA has been fairly limited. Before presenting a review of the studies on FLTA, it is necessary to define anxiety and its types.

Anxiety is defined as an emotional and affective state in which a person feels powerless and experiences tension (Blue, 1955) and classified into three types as *trait*, *state* and *situation-*

specific anxiety. *Trait anxiety* is an aspect of personality (Scovel, 1978), whereas *state anxiety* is experienced at a particular moment as a reaction to a definite situation (Spielberger, 1983). Last, *situation-specific anxiety* is related to specific situations and events (Horwitz et al., 1986). *Foreign language anxiety* is an apprehension experienced among foreign language learners who are not fully proficient during a specific situation which requires the use of foreign language (Gardner & MacIntyre, 1993), and is classified into three varieties. First, *communication apprehension* is experienced when learners lack mature communication skills while they have mature thoughts and ideas (Aydin, 2008b), whereas *test anxiety* is the fear of failing in tests (Horwitz & Young, 1991). Finally, *fear of negative evaluation* is an apprehension which is based on incapability of making a proper social impression (Aydin, 2008b). As a final point, it should be strongly stated that the definitions given above are in the scope of foreign language learning anxiety, and that FLTA has not been defined in the current literature.

Literature Review

Studies mainly focused on the sources of FLTA and found several factors. In an earlier study, after analyzing the diary entries on the problems experienced by non-native teachers of English, Numrich (1996) concluded that teachers felt anxious due to the feeling of insufficiency in grammar teaching, time management and giving instructions for activities. In another study, Kim and Kim (2004) found that anxiety provoking situations consisted of the use of target language, unexpected questions, a low level of motivation and interest among learners, classroom management, a high level of learners' proficiency, mentor observations, listening activities and teaching cultural content. They also noted that low level of language proficiency, lack of self-confidence and content knowledge, insufficient class preparation, lack of teaching experience and fear of negative evaluation were the other sources of FLTA. In addition, Merç (2004) focused on problems of pre-service EFL teachers and identified that anxiety was one of the most frequently reported problems among pre-service teachers of English. He noted previous teaching experiences, crowded classrooms, mentor observations, unfamiliar teaching techniques, difficulties in time management, learners' levels, unfamiliarity with technology and fear of failure as anxiety provoking factors. Similarly, in a scale development study, İpek (2007) obtained data from the diaries and semi-structured interviews by 32 Turkish EFL teachers and found that the sources of teaching anxiety were fear of making mistakes, lack of content knowledge, the use of native language, lack of target language proficiency and fear of failure. Kongchan and Singhasiri (2008) also found that teachers felt anxious when they taught to low English proficient students.

In his qualitative study, Merç (2011) reinvestigated the sources of FLTA among EFL student teachers. One hundred and fifty participants at a state university in Turkey kept diaries and responded semi-structured interviews. Results showed that there were four sources of teaching anxiety; students and class profiles, classroom management, teaching procedures and mentor observations.

In a similar way, Yoon (2012) explored the sources of foreign language anxiety among non-native pre-service English teachers enrolled at a state university in South Korea. After obtaining data from a survey, Yoon (2012) concluded that the use of target language, lack of self-confidence and lack of preparation were the three main sources of teaching anxiety among non-native pre-service English teachers.

In a qualitative study, Sammephet and Wanphet (2013) reported on possible causes of pre-service teachers' anxiety and their strategies to manage anxiety. They concluded that the causes of teaching anxiety were personality, teaching and supervision context, whereas Agustiana (2014) found that lack of teaching experience was a source of teaching anxiety.

A few correlational studies explored the relationship between FLTA and certain factors. First, El-Okda and Al-Humaidi (2003) examined the relationship between teaching anxiety and self-efficacy beliefs among 55 pre-service EFL teachers, and concluded that the participants experienced a moderate level of teaching anxiety. Second, Yuksel (2008) investigated the relationship between foreign language learning and teaching anxiety, and found a low level of anxiety among the participants, while it was noted that gender and foreign language learning anxiety were not significantly correlated with FLTA. Third, GÜngör and Yaylı (2012) investigated EFL teachers' perceptions of self-efficacy and anxiety. The data were obtained from the pre-service teachers studying at three state universities in Turkey. They noted that there was a low correlation between self-efficacy and anxiety perceptions. Next, in a recent study, Kesen and Aydın (2014) found that novice instructors working at a private university in Turkey had a lower level of teaching anxiety when compared to experienced teachers. Last of all, Aslrasouli and Vahid (2014) explored the role of gender on the levels of anxiety among novice and experienced Iranian EFL teachers, and found that gender was not a significant variable that might affect teaching anxiety.

While research mainly focused on the sources of FLTA, only one study appeared on the effects of FLTA. In other words, differently from the studies reviewed above, Tum (2012) focused on the results of teaching anxiety rather than its sources. In his survey study, he found that anxiety had adverse effects on pre-service teachers' use of target language and pedagogical competence.

From this review of research, several conclusions can be reached. First of all, it can be pointed out that teachers' personality is one of the main sources of FLTA. In this sense, teachers experience fear of failure, making mistakes and negative evaluation and lack of self-confidence. Teachers' self-perception of low level of target language proficiency is another source of FLTA. For instance, they suffer from anxiety due to the lack of content and cultural knowledge. Moreover, not only students' high level of target language proficiency, but also their low level of motivation and interest in classes provoke anxiety among teachers. Students' unexpected questions and their usage of native language during classes also cause FLTA. Then, insufficient class preparation and difficulties in time management, crowded classroom, and technology increase FLTA among teachers. Moreover, research shows that FLTA is correlated with teaching experience and self-efficacy beliefs, while no correlation exists in terms of gender. Last, it can be inferred that self-efficacy adversely affects teachers' use of target language and pedagogical competence.

In conclusion, the present study was carried out under the guidance of several factors. First of all, anxiety in a foreign language context was mainly researched in the learning context rather than the teaching context. Thus, from limited research reviewed above, it does not seem possible to draw conclusions in terms of the contextualization of the issue. Second, while many quantitative studies appeared on the validity and reliability of the scales that aim to measure foreign language learning anxiety, no study focused on developing and examining a tool to measure FLTA. The third reason is that as foreign language learning and teaching processes are contextually different, the term "foreign language teaching anxiety" needs to be clarified. That is, it is necessary to examine FLTA in terms of its similarities to and differences from foreign language learning anxiety. With these concerns in mind, this study aims to investigate qualitatively the sources and reasons of FLTA. The study also aims to suggest factors that can be designed as a questionnaire that aims to measure FLTA quantitatively in further studies. Next, the study aims to reveal its similar and different aspects from foreign language learning anxiety. Finally, the research aims to give a brief definition of FLTA.

After the author of this paper completed his Ph.D. dissertation on the effects of computers on testing writing skills in an EFL context, he has been interested in interdisciplinary research on relationships among affective states, foreign language testing, technology use in

language instruction, Web 2.00 tools, and social media. The author also teaches several courses such as basic language skills, linguistics, research skills, academic writing and testing in EFL. As an anxious learner during his EFL learning process in his past, the author focused on affective states, specifically foreign language learning anxiety. After he started working as a teacher trainer and researcher, he noticed that pre-service teachers have experienced teaching anxiety as an untouched research area. Thus, the topic of the present study seemed significant to the author, as his students at Education Faculty have suffered from teaching anxiety. The outcomes of this study, thus, are directly related to the sources and effects of anxiety in foreign language teaching process, and will lead new research topics such as scale development for assessing anxiety in quantitative studies, the effects of teaching anxiety on learning and teaching and factors causing teaching anxiety. To be brief, the author intends to research teaching anxiety in EFL settings, to propose factors for developing a tool to measure FLTA and define teaching anxiety by distinguishing it from learning anxiety.

Method

Before contacting the participants, the research proposal was presented to the head of Necatibey Education Faculty of Balikesir University, Turkey. The proposal included an outline that shows the significance, purpose, methodology and tool of the research. Then, an approval was sought through the faculty. After the approval was granted, the researcher attempted to locate the participants who received Teaching Language Skills class. Since the study involved a survey, interviews, reflections and essay papers, a claim for the exemptions was presented. Then, before carrying out the study, the research ethics, significance, purpose, methodology tools and how their rights and welfare would be protected were explained to the participants. Then, each participant signed a consent form indicating that the students voluntarily participated in the study. Finally, the participants were informed about before, after and during the research process about the outputs of the study and how these outputs would contribute to the related field.

Participants

The sample group of the research consisted of 60 pre-service teachers of English studying in the English Language Department of Education Faculty of Balikesir University. The rationale behind the participant choosing procedure was that all of the students had the courses Teaching Language Skills 1 and 2 through which studied theoretical issues and taught specific courses such as teaching of grammar, vocabulary and pronunciation, as given in details below. The group contained all of the third-year students in the department. Thirty-one (51.7%) participants were female and twenty-nine (48.3%) were male. The mean age of the participants was 21.6 in the range of 20 and 28. All of the participants were Turkish pre-service teachers of English at an advanced level of English. They did not have to declare having teaching anxiety or not before their inclusion in the study.

Tools

The data collection instruments consisted of a background questionnaire, interviews, reflections and essay papers. The background questionnaire interrogated the participants about their ages and gender. In the interviews, reflection and essay papers, the researcher asked the participants about their opinions on *the specific details about the teaching activities they conducted, what they learned from their activities, how they felt about their performance, the problems they encountered before, after and during the activities and what their strategies to*

overcome the problems they encountered are. Though the background questionnaire aimed at interrogating age and gender, the research was not carried out descriptively, but qualitatively as interviews, reflection and essay papers were used to obtain data from the perspectives of the participants. In other words, in the current study, participants' personal opinions which derived from interviews, reflection and essay papers were used to elicit data qualitatively, since it did not seem possible to reach conclusions in a descriptive and experimental research in natural settings.

Procedure

The study used a four-step procedure: instruction, practice, data collection and data analysis.

Step 1: Instruction

Teaching Language Skills 1: Class was taught during 14 weeks in the Fall semester of the academic year 2013 – 2014. The content of this course consisted of 12 general topics on teaching English as a foreign language. The topics lectured during the semester were *English as a global language, language as text and discourse, theories, methods and techniques, learners' characteristics, teachers' characteristics, learning context, mistakes and feedback, technology use in language teaching and learning, planning and syllabi, testing and evaluation, learner autonomy and teacher development*. The participants were instructed by the researcher in classroom settings. The purpose of the instruction process was to inform the pre-service teachers about the theoretical background of language teaching and learning before their teaching activities in the following semester.

Step 2: Practice

Teaching Language Skills 2: Class was taught during 14 weeks in the Spring semester of the academic year 2013 – 2014. The course content consisted of the teaching of grammar, vocabulary and pronunciation. The course included theoretical information about introducing, discovering and practicing grammar, vocabulary and pronunciation in classroom settings. In addition to two-hour lecture sessions, the participants practiced their activities in two-hour activity session in a simulated classroom environment. For this purpose, the participants were divided into three groups; each of them consisted of 20 pre-service teachers, to teach grammar, vocabulary and pronunciation to 20 students assigned as the learners. Then, they taught their topics in a ten-minute activity session. The number of the participants, topics taught, activities and age groups were shown in Table 1. The activities were chosen by the participants from the course book titled *The Practice of English Language Teaching* (4th edition) by Jeremy Harmer (2007).

Table 1. Number and Content of the Activities.

Topics (N=60)		Proficiency level					Age group		
		Elementary	Pre-intermediate	Intermediate	Upper intermediate	Advanced	Young learners	Adolescents	Adults
Language construction	Grammar (N=20)	Present simple (N=4)	✓				✓		
		Past Simple irregular verbs (N=4)	✓					✓	
		Reported speech (N=4)			✓				✓
		Should / shouldn't have done (N=4)				✓			✓
		Comparative adjective (N=4)		✓				✓	
	Vocabulary (N=20)	Verbs of movement (N=4)	✓						✓
		Invitation words (N=4)		✓					✓
		Type and kind (N=4)			✓				✓
		Compound nouns (N=4)			✓				✓
		Prefixes and suffixes (N=4)				✓			✓
	Pronunciation (N=20)	Sounds /j/ and /tj/ (N=4)			✓				✓
		The phonemic chart (N=4)					✓		✓
		Phrase stress patterns (N=4)					✓		✓
		Sounds: variable stress (N=4)	✓					✓	
		Falling and rising tones (N=4)		✓					✓

Step 3: Data Collection

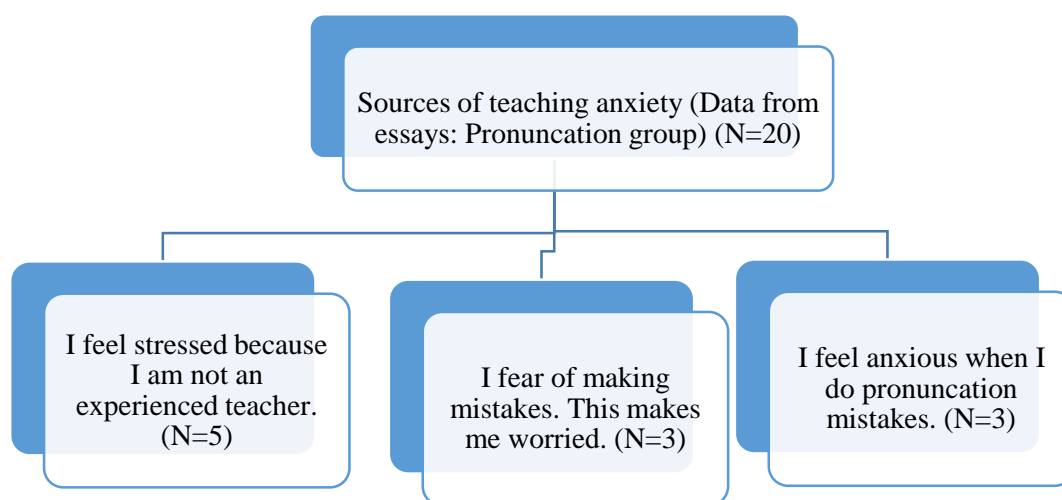
In order to obtain triangulation and to ensure trustworthiness and validity of the data, as mentioned above, three instruments were used: interviews, reflections and essay papers. The background questionnaire used in the study aimed to obtain information on participants' ages and genders. The researcher interviewed with the participants who taught grammar after their activities. For this purpose, the researcher interviewed with each of the participants after a moderate duration after their teaching practice, recorded and coded. The ones who taught vocabulary wrote their reflections after they completed their teaching tasks. Last, the pre-service teachers who taught pronunciation wrote essays about their experiences after they finished their sessions. As noted above, the reason why three instruments were used was to compare and contrast data from three sources regarding trustworthiness and validity. All the data collected were used for triangulation in the order of interviews, reflections and essays. In the interviews, reflections and essay papers, the participants answered the following questions:

1. *Can you give specific details about your activity?*
2. *What did you learn from your activity?*
3. *How did you feel about your performance?*
4. *What were the problems about your activity?*
5. *What can you do to overcome the problems?*

Step 4. Data Analysis

The data obtained from each source were analyzed separately. For this purpose, only the statements in relation to anxiety they experienced were noted. In the process, as the focus was not directly on anxiety, statements on their experiences, inferences, performance, problems and the ways to cope with the problems were examined in details from each data source. From those statements, only anxiety related issues were determined and underlined. In other words, statements that contain negative expressions such as *worried*, *anxious* and *stressed* were used were seen as indications of anxiety. This process was separately conducted for each of the data sources for each participant and then across all of the participants. Then, the data from each source were transferred into three concept maps in which the statements were listed and numbered (See Figure 1). After comparing the statements and numbers in the concept maps, it was observed that the data from grammar, vocabulary and pronunciation groups seemed similar. In other words, the triangulation indicated that the data obtained ensured validity and trustworthiness. Finally, the data in the concept maps were combined and given in numbers and frequencies in the following section.

Figure 1. Sample Concept Map



Results

Results obtained from the study show that EFL teachers experience FLTA before, after and during their teaching activities. Findings also indicate that personality, perception of low level language proficiency, fear of negative evaluation, teaching demotivation and amotivation, teaching inexperience teaching and technical concerns are the factors that cause teaching anxiety. Below, the anxiety provoking factors among pre-service EFL teachers are presented in details.

Table 2 indicates the anxiety provoking factors among pre-service teacher of English as a foreign language. According to the findings shown in the table, there exist twelve factors that may cause teaching anxiety. Those reasons can be listed as lack of teaching experience, fear of making mistakes, problems in relation to learners' motivation, participation, interests and involvement in activities carried out, pre-service teachers' personality, lack of content knowledge, problems regarding time management during the activities, their proficiency perceptions of the target language, the appropriateness and imbalance in terms of learners' content knowledge, learners' low level language proficiency, lack of planning and preparation before the activities, fear of negative evaluation and logistical issues.

Table 2. Sources of Teaching Anxiety.

Sources of teaching anxiety	Number	Frequency (%)
1. Lack of teaching experience	17	20.24
2. Fear of making mistakes	10	11.90
3. Lack of learners' motivation, participation interest and involvement in activities	10	11.90
4. Personality	9	10.71
5. Lack of content knowledge	8	9.52
6. Difficulties in time management	8	9.52
7. Perceived level of low language proficiency	7	8.33
8. Inappropriateness of content to learners' levels	5	5.95
9. Low level of learners' target language proficiency	4	4.76
10. Lack of planning and preparation	3	3.57
11. Fear of negative evaluation	2	2.38
12. Logistical issues	1	1.19
Total	84	100

Among the reasons listed above, lack of teaching experience among pre-service EFL teachers may be the most considerable and frequent one that provokes teaching anxiety. In other words, the participants seemed that they suffered from teaching anxiety due to the inexperience in teaching activities. Specifically, they implied that they felt anxious at the beginning of the class as a result of inexperience. For them, this situation worsened teaching environment and caused extra problems such as fear of making mistakes, excitement, tension and forgetting as seen in the following excerpt:

The biggest problem was that I felt excited and worried at the beginning of the class. Actually, my preparation process was good but when I tried to introduce my topic, I felt as if I were a victim in a horror movie. I started the activity. Then, I had to restart it due to my excitement and stress. I definitely forgot English while I was doing my activity. This made me disappointed. That is because this was the first time I had been in front of students. I feared. I felt nervous. I felt excited because this was my first teaching performance. I couldn't even control my voice.

Another factor that provoked anxiety among pre-service EFL teachers is fear of making mistakes during teaching activities. The participants seemed to fear making mistakes when they teach. In other words, according to the participants, fear of making mistakes was both the reason and result of teaching anxiety. As a note, it should be highlighted that speaking and pronunciation might be the problematic areas in terms of fear of making mistakes. Moreover,

for them, inexperience in teaching was another source of fear of making mistakes as one the participants says:

I am not an experienced teacher. Thus, I am afraid of making mistakes when I speak in front of the students. Yes, I did some mistakes because of stress at the beginning of the activity. Indeed, I always feel fear of making pronunciation mistakes. That is why my performance was so bad.

The lack of learners' motivation, participation, interest and involvement in the activities might be the other reasons that cause teaching anxiety among pre-service EFL teachers. First, perhaps learners' unwillingness to participate actively in classes created tension and stress among teachers. Second, when learners showed a low level of interest in the activities, teachers felt bored and stressed. Third, the participants speculated that they lost their teaching motivation, felt discouraged and anxious when they found learners demotivated and amotivated. Finally, they also seemed that students' shyness was one of the reasons that made the teachers feel bad. To be brief, motivation, participation, interest and involvement constituted a considerable reason that caused teaching anxiety as one of the participants says:

I felt bored because they felt bored. They were not willing to attend the course. They had no reaction to my explanations about the activity. At the end of class, students learned nothing about the verbs I tried to introduce. This caused me to lose my motivation and felt me worried.

Some of the participants suggested that the source of teaching anxiety was their personality. In other words, they could not feel comfortable in the classes due to their trait anxiety, and believed that teachers mostly felt anxious when they teach. Interestingly, some of the pre-service teachers might not be aware of why they felt stressed as can be seen in the following dialogue:

Participant A: *I was so worried that I could not give even the instructions.*

Researcher: *Maybe, you did not prepare well.*

Participant A: *No, I prepared my plan in detail. I checked every minute of my activity before the class.*

Researcher: *So why did you feel worried?*

Participant A: *Why do I feel worried? Because I am worried.*

How pre-service teachers perceived content knowledge and the difficulties in time management might be reasons that cause teaching anxiety. First, some of the participants suggested that they felt worried when content knowledge was too complex or difficult to teach as one of the pre-service teachers says:

Stress in pronunciation is a very difficult subject to teach to Turkish students. I can't imagine a group of students who has a high level of language capacity to learn the activity I presented.

Second, the difficulties in time management during the activity might provoke anxiety. In other words, when some of them could not manage and find more time to teach, they seemed stressed. Adversely, they also suggested that they felt anxious when the activity took too short time, as one of the participants mentions:

The problem about my activity was that it lasted too short. I couldn't know what I should do to waste the time. This is really a bad situation for a teacher. I couldn't know what to do.

Perceived language proficiency might one of considerable factors that caused teaching anxiety. The crucial point was that the participants judged and monitored themselves during their teaching activities in terms of their target language proficiency as a source of teaching anxiety. More specifically, perhaps their speaking skills and pronunciation knowledge were the dominant fields that cause teaching anxiety, as one of the participants states:

While teaching, I noticed problems about what I know or what I don't know. During the activity, I understood that I have to improve my language knowledge. When I spoke to the students throughout the activity, I thought that I must improve my speaking skills. By this way, I could overcome negative feelings during the class. I also noticed I couldn't pronounce the key words I tried to teach. I think I must use better intonation and stress while I am speaking.

Inappropriateness of the content to learners' levels and low level of learners' target language proficiency might be the other sources of teaching anxiety among EFL pre-service teachers. For instance, few of the participants stated that they felt tension when students found the activity difficult. In addition, when they taught to the learners at a low level of language proficiency, they seemed worried, as one participant says:

I felt discouraged when I tried to explain the instructions four times because the students did not understand the instructions at the beginning of the activity. I could not give clear instructions. Throughout the activity, I couldn't stop myself thinking whether the students could understand me or not.

The last three reasons that made the participants anxious might be the lack of planning and preparation, fear of negative evaluation by students and logistical issues. First, when the pre-service teachers who failed to plan and to prepare the activities at an expected level felt confused during conducting the activities, as one of them says, "I was in a rush because I was not sure whether I could finish my activity. I understood I needed a good plan before I came to class." Second, few participants felt anxious due to fear of negative evaluation by students in the classroom environment. Last, few of the pre-service teachers suggested that logistical issues such electricity shortage, internet connection failure and computer errors created tension during teaching.

In summary, findings indicated that EFL teachers might experience teaching anxiety before, after and during their teaching sessions, activities and tasks. What is more, this finding might be related to several factors such as their personality, target language proficiency, affective states, inexperience in teaching and technical concerns.

Discussion

Three main conclusions were reached in the study. First, the EFL teachers interviewed in this study seemed to experience FLTA before, during and after their teaching activities. Speaking more specifically, the causes that provoke teaching anxiety can be classified as their personality, the perception of low level language proficiency, fear of negative evaluation, teaching de-motivation and a-motivation, teaching inexperience teaching and technical concerns. Second, the study concludes that FLTA may be both similar to and different from

foreign language learning anxiety in certain aspects. That is, a low level of target language proficiency may be a source of the factor that provokes anxiety among both EFL teachers and learners. In a similar way, both teachers and learners seemed to have experience fear of negative evaluation during teaching and learning processes. Furthermore, it was concluded that trait anxiety may be experienced among both teachers and students, and that demotivation and amotivation seem the sources of anxiety for not only teachers but also students. On the other hand, the study shows that communication apprehension may not a source of FLTA, while it is a significant factor that causes anxiety among learners. To be brief, given that foreign language teaching and learning anxiety seem both similar to and different from each other, FLTA can be defined as an emotional and affective state that a teacher feels tension due to personal, perceptual, motivational and technical concerns before, during and after teaching activities. Third, as the research helps researchers to examine the factors that cause FLTA, the findings in the study can be used in obtaining and investigating the variables for quantitative studies. For the purpose, the factors found in the study can be redesigned as a questionnaire that measures the level of FLTA for descriptive studies.

A summary of the results of this study is provided below. First, the results of the study contribute to the limited literature in the context of FLTA. Interestingly, while Numrich (1996) suggested that unexpected questions provoked anxiety, the results of the study indicated that Turkish EFL teachers did not complain about students' questions. Similarly, while Merç (2004) found that crowded classrooms constituted a problem in terms of teaching anxiety, the study revealed that teachers did not perceive any problem related to crowded classrooms. More interestingly, the study also suggested that lack of self-confidence was not a factor on the contrary to the finding by Yoon (2012). Moreover, EFL teachers stated that their self-efficacy beliefs did not constitute a factor, while El-Okda and Al-Humaidi (2003) found them as a considerable factor. As a final point, the findings reached in the study did not contradict to the results found in prior research in terms of personality, the perception of low level language proficiency, fear of negative evaluation, teaching demotivation and amotivation, lack of teaching experience teaching and technical concerns.

Some practical recommendations regarding the conclusions found in the study can be noted. In the broadest perspective, the curricula of pre- and in-service training programs should include topics to raise awareness of FLTA. In other words, EFL teachers should be trained in the sources, causes, effects and results of FLTA. In the scope of the results reached in the study, first, teachers need to receive a careful supervision of their teacher trainers and experienced colleagues during their pre- and in-service education and teaching activities, as lack of teaching experience constitutes the most considerable cause of FLTA. By this way, it seems possible to train effective and efficient teachers who have low level of anxiety during their educational practices. Moreover, a detailed instruction on time management, planning and preparation processes will reduce intense anxiety before their teaching activities. Second, teachers should be informed that making mistakes is a natural part of teaching process, and that it is possible to overcome it by identifying perfectionism and thinking about alternative thoughts and having helpful and realistic ways to see and the situations that force teachers making mistakes. Third, as the perception of low level language proficiency causes FLTA, teachers should act not only as teachers but also learners. In other words, EFL teachers should focus on language and content knowledge they teach before their classes and be open to sustainable learning during their careers to develop self-confidence in their language proficiency and reduce their anxiety levels. This will also help to decrease their anxiety levels caused by fear of negative evaluation during their classes. Fourth, as teachers suffer from trait anxiety, they should be informed about certain strategies and techniques during their pre- and in-service training education. For this purpose, they should be informed that anxiety constitutes a factor that is related to personality. Thus, several techniques such as focusing on meaningful activities during classes, developing

strategies to use positive self-talk and being self-observers will help to overcome teaching anxiety. Fifth, as the lack of learners' motivation, participation interest and involvement in activities is another source of FLTA, teachers should analyze why those problems occur, raise awareness of behavior norms and seek to ensure successful behavior norms among learners (Harmer, 2007). Moreover, training in language teaching methodology, learners' characteristics, learners' mistakes, group organizations and the use of technology will not only help teachers create a balance between learners' levels and teaching content but also create a teaching and learning environment that is not affected by teaching anxiety. Last of all, given that technical concerns provoke FLTA during classes, the curricula should also include classes to teach technical issues. This is because teachers need some basic information about how to use technological devices in classroom (Aydin, 2013). In addition, when EFL teachers are supported by technical equipment in school, they will have not only positive perceptions of school climate, but also a lower level of teaching anxiety.

The study was restricted to 60 pre-service teachers of English enrolling at a state university in Turkey. Moreover, the scope of the study was confined to the qualitative data obtained from interviews, reflections and essay papers. The data included Turkish EFL teachers' opinions about FLTA. To be brief, the data obtained from this study is limited to the factors noted above. Thus, it is necessary to conduct qualitative studies for a comprehensible understanding of FLTA. Thus, further research focusing on the effects on FLTA and the factors that could affect EFL teachers' perceptions of FLTA is warranted, as studies mainly focus on the sources of FLTA. Relatively, it is also evident that more research is necessary for curriculum development including pre- and in-service teaching programs regarding the awareness of FLTA. In addition, descriptive and experimental research is necessary to contextualize how factors affect the anxiety level and what the relationship between the levels of FLTA and demographic, internal and external factors is.

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Acknowledgement

The author wishes to thank the journal reviewers and Ronald Chenail, the Editor-in-Chief, who helped to improve the paper.

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Article Citation

Aydin, S. (2016). A qualitative research on foreign language teaching anxiety. *The Qualitative Report*, 21(4), 629-642. Retrieved from <http://nsuworks.nova.edu/tqr/vol21/iss4/2>
