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FOREIGN LANGUAGE TEACHING ANXIETY OF TEACHER CANDIDATES: THE LEVEL, SOURCES AND COPING STRATEGIES

MERVE MUTLU

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TUTANAK

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Adayın kişisel çalışmaya dayanan tezini savunmasından sonra 60 dakikalık süre içinde gerek tez konusu, gerekse tezin dayanağı olan anabilim dallarından sorulan sorulara verdiği cevaplar değerlendirilerek tezin **kabul** edildiğine ...oybirliği...... ile karar verilmiştir.

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ABSTRACT

FOREIGN LANGUAGE TEACHING ANXIETY OF TEACHER CANDIDATES: THE LEVEL, SOURCES AND COPING STRATEGIES

MERVE MUTLU

Master's Thesis / Department of Foreign Languages Teacher Education / English Language Teaching Education Department

Supervisor: Assoc. Prof. Dr. Eda ÜSTÜNEL

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This study aimed to investigate the phenomenon Foreign Language Student Teacher Anxiety (FLSTA) according to English Language Teaching Department Teacher Candidates (TCs) completing their teaching practicum experience. The researhcer intended to present a holistic view of the construct by presenting the definition, and the sources of FLSTA, together with the possible coping strategies. Moreover, the study aimed to find the level of anxiety experienced by the TCs through the different periods of their teaching practicum. The Foreign Language Student Teacher Anxiety Scale (FLSTAS) developed by Merç (2010) was administrated to 46 TCs for quantitative data collection. Furthermore, in-class observations, semi-structured interviews and focus group interviews were used for the qualitative phase of the study. The quantitative results revealed that TCs experience a moderate level of anxiety related to their teaching practicum, and two categories causing the highest level of anxiety were "the students" and "the fear of beig criticized by their peers". It was also seen that there was a significant decrease at the level of anxiety TCs experience throughout the end of their teaching practicum. Finally, the qualitative results suggested that English Language Teaching Department TCs defined FLSTA as either an emotion they feel, a situation they experience or the perception about themselves. The sources of anxiety were presented as; TCs' personality, their lack of teaching skills, poor language proficiency, their mentors, students they teach, the teaching practicum system, and factors related to the teaching procedure. TCs used intervention and prevention strategies to cope with their anxiety and finally their anxiety level decreased due to cases related to either the students, or the teaching procedure.

Key Words: foreign language student teacher anxiety, teacher candidates, teacher education, non-native English speakers

ÖZET

ÖĞRETMEN ADAYLARININ YABANCI DİL ÖĞRETME KAYGISI: KAYGININ DÜZEYİ NEDENLERİ VE KAYGIYLA BAŞA ÇIKMA STRATEJİLERİ

MERVE MUTLU

Yüksek Lisans Tezi / Yabancı Diller Eğitimi Anabilim Dalı / İngiliz Dili Eğitimi Bilim Dalı

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Bu çalışmanın amacı, İngilizce Öğretmenliği Bölümü öğretmen adaylarının öğretmenlik uygulaması kapsamında yaşamış oldukları Yabancı Dil Öğretmen Adayı Kaygısı'nı (FLSTA) incelemektir. Araştırmacı, Yabancı Dil Öğretmen Adayı Kaygısına bütüncül bir bakış açısı tutabilmek amacıyla kaygının tanımını ve kaynaklarını, ayrıca kaygı ile başa çıkma stratejilerini sunmayı hedeflemiştir. Ek olarak bu çalışma öğretmen adaylarının, öğretmenlik uygulamasının farklı dönemlerinde yaşamış oldukları yabancı dil öğretme kaygısının seviyesini ölçmeyi amaçlamıştır. Nicel verilerin toplanması, Merç (2010) tarafından geliştirilen Yabancı Dil Öğretmen Adayı Kaygısı Ölçeğinin (FLSTAS) 46 öğretmen adayına uygulanması ile gerçekleştirilmiştir. Çalışmanın nitel boyutu için, Yabancı Dil Öğretmen Adayı Kaygısı Ölçeğinin sonuçlarına göre belirlenen 12 öğretmen adayının sınıf-içi gözlemlenmesi, birebir görüşme ve odak grup görüşmesi gerçekleştirilmiştir. Nicel bulgulara göre İngiliz Dili Eğitimi öğretmen adayları orta derecede yabancı dil öğretme kaygısı yaşamaktadır ve katılımcıların kaygısının en fazla olduğu alan, derslerine girdikleri öğrencilerdir. Öğretmen adaylarının yaşamış olduğu yabancı dil öğretme kaygısı düzeyinin öğretmenlik uygulaması dersi sonunda anlamlı bir şekilde azaldığı da görülmüştür. Son olarak nitel bulgular Yabancı Dil Öğretmen Adayı Kaygısı ile ilgili geniş açıklamalar sunmuştur. Öğretmen adaylarına göre kaygı ya bir duygu, ya yaşanan bir durum ya da kendilerinin algılama biçimlerine bağlı bir yapıdır. Yaşanan kaygının kaynakları; kendi kişilikleri, öğretme becerisindeki eksiklikleri, zayıf dil düzeyleri, danışman öğretmenler, öğretmenlik uygulaması sırasında dersine girdikleri öğrenciler, öğretmenlik uygulaması sistemi ya da öğretme süreci ile ilgili faktörler. Öğretmen adayları yaşadıkları kaygı ile başa çıkmak için önleme ya da müdahale stratejileri kullanmaktadırlar ve kaygı düzeyleri öğrencileri ile ilgili ya da öğretme süreci ile ilgili olumlu durumlarda düşmektedir.

Anahtar Kelimeler: yabancı dil öğretmen adayı kaygısı, öğretmen adayı, öğretmen eğitimi, Anadili İngilizce olmayan konuşmacı

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Dedicated to the four pillars of my life

M, S, E, and M

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CHAPTER I

INTRODUCTION

How to be a teacher in 2017

Make sure your students' academic, emotional, psychological, mental, spiritual, physical, nutritional, and social needs are being met, while being careful not to over-stimulate, under-stimulate, or neglect them in a classroom that is plastic-free, processed-food free, negative-energy free, body conscious, socially conscious, mindful,egalitarian but authoritative, nurturing but fostering of independence, gentle but not overly permissive, and uses just the right amount of technology- too much and you'll harm their development, too little and you won't set them up for the future.

Oh, and do not forget a pencil

This extract has been posted on social media by one of the senior year Teacher Candidates (TCs) studying in the English Language Teaching Department at a state university in Turkey. The extract explains the effect of various dimensions on teaching occupation and how a teacher candidate, who has completed her teaching practicum experience, perceives teaching. The concept of teaching has many dimensions, like the human relations, the rules, the tasks to complete, and the guidance to provide. When teaching is the case it is impossible to separate the feelings than all the duties and responsibilities the teacher needs to fulfill. Teaching contains the entire emotions human beings encounter through their lives, in this sense regardless of their major all teachers should be aware of the impact of feelings on their occupation and be able to control their emotions in order to secure the environment for their students, other teachers and themselves. This idea is even more valid for language teachers when the affective domain of language learning and teaching is considered. It can be said that language is inseparably woven into the fabric of virtually every aspect of human behavior and can not be separated from the whole (Brown, 2007). Consequently, the

affective domain should be taken into consideration by all the sharers of education like teachers, instructors, teacher trainers, teacher candidates, and researchers.

1.1 Background of the Study

Related with self-efficacy, self-esteem, inhibition and risk-taking the construct of 'anxiety' plays a major role in second language acquisition (Brown, 2007). Anxiety is basically seen as a negative emotion associated with worry, nervousness, fear, self-doubt and frustration (Williams, Mercer & Ryan, 2015; Brown, 2000). While some people tend to be generally anxious individuals, there is a specific form of anxiety known as foreign language anxiety related to using or learning a foreign language (Horwitz, Horwitz & Cope, 1986) every learner might experience this type of anxiety in the context of learning or using a foreign language.

The research on anxiety has been going on through decades and some categorizations have been made by various researchers. The first distinction was made by Hodges and Spielberger as trait and state anxiety (cited in Scovel, 1978). 'State anxiety' is a permanent predisposition to be anxious and shows itself in people who are generally anxious about many things while 'trait anxiety' is more momentary and experienced in relation to a particular event or act (Brown, 2007). Another classification is made by Alpert and Haber (1960) to define anxiety according to its effect on performance, and the concepts facilitative and debilitative anxiety has arisen or what Oxford (1999) referred as helpful and harmful anxiety. Anxiety is mainly seen as something negative and inhibitive for performance which is defined as debilitative anxiety; however, researchers found that a certain degree of anxiety can facilitate or improve the performance to complete a task which is referred to as facilitative anxiety (Scovel, 1978; Brown, 2007; Williams, Leader, Mannion, & Chen, 2015).

Anxiety is not a situation only experienced by learners; teachers also experience some concerns and problems when they face the teaching situation. Fuller (1969) investigated the level and type of concerns teachers and TCs face through their whole professional life. She stated that starting from their teacher trainee programs until the end of their career teachers face different phases of problems such as 1) concerns about self, 2)

concerns about task, and 3) concerns about impact on others. Following Fuller's work George developed the "Teacher Concerns Questionnaire" to measure the concerns teachers experience during teaching. One factor to consider at this point is the terms being used to express to problems teachers face during their teaching activities. Even the dictionary definitions' present different meanings, terms like anxiety, worry, concern, fear, and distress are often used interchangeably in literature (Andersson-Segesten, Erichsen, Westerlund & Öjerskog, 1989). However, Keavney and Sinclair (1978), stated that even they are related the terms like concern, anxiety and problems are not exactly synonyms (Keavney & Sinclair, 1978). In order to overcome this confusion, scales were developed to measure teaching anxiety in a more methodological way. Such as the Teaching Anxiety Scale (TCHAS) developed by Parsons (1973). The TCHAS was designed to measure anxiety specific to the task of teaching, since it was argued that "situation specific measures of anxiety may be better predictors of specific behaviors than are general anxiety measures" (Keavney & Sinclair, 1978). Later Hart developed the Student Teacher Anxiety Scale (STAS) in 1987 which became one of the most widely used tools to measure the anxiety of student teachers. (Hart,1987, cited in Merç, 2010).

Teaching anxiety is also a frequently seen situation among foreign language teachers. The anxiety, which is specifically related to foreign languages, was first defined by Horwitz, Horwitz and Cope (1986) as FLA, stated as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning experience". Foreign language learners in all levels might experience this type of anxiety when they step into the situation of using the target language. It is the teachers' responsibility to create a non-threatening environment for the students and reduce the anxiety. At this point Horwitz stated that language teachers sincerely deal with their students' feeling and try to minimize the anxiety; however, while considering the well-being of their students they might not consider that they themselves experience foreign language anxiety and the effects of it on their teaching (Horwitz, 1996). Moreover, it is explained that language learning is an ongoing never-ending process, so non-native language teachers can be seen as advanced language learners and time to time they might show the reactions seen in inexperienced language learners (Horwitz et al. 1986).

When literature is examined it is seen that, besides the experienced foreign language teachers feeling anxious about their teaching, the pre-service teachers, the students enrolled in teacher education programs and studying to become teachers, also experience this kind of anxiety. Even the anxiety experienced by both the teachers and TCs are very similar to each other it should be kept in mind that TCs have many requirements to complete and the problems they face while teaching include some differences than the experienced teachers. In this sense a new construct "Foreign Language Student Teacher Anxiety" has emerged and first defined by El-Okda and Al-Humaidi (2003) as "It is a sort of anxiety that results from having to act as an expert of a language that is not your mother tongue". Several studies (Çubukçu, 2008; Merç, 2010; Güngör & Yaylı, 2012; Tüm, 2013) have been conducted for further investigation of the issue.

1.2 Teaching Practicum

Teaching practicum is an important part of every teacher education program, and it has also been included in Foreign Language Teaching education programs such as English Language Teaching Departments, Teaching English as a Foreign Language Departments, TESOL institutes or any English education curriculum. Practicum might be defined as a context which involves supervised teaching, experience with systematic observation and the opportunity for gaining familiarity with a particular teaching context (Gebhard, 2009). Many different terms is being used to refer to the practicum, like practice teaching, apprenticeship, field experience, internship, and practical experience.

Many researchers have investigated the general role, responsibility and setting of teaching practicum, moreover Gebhard (2009, p. 251) has listed the main goals of the practicum under eight titles;

Practicum provides teacher learners to,

1. Gain practical classroom teaching experience
2. Apply theory and teaching ideas from previous coursework

3. Discover from observing experienced teachers
4. Enhance lesson planning skills
5. Gain skills in selecting, adapting and developing original course materials
6. Expand awareness of how to set their own goals related to improving their teaching
7. Question, articulate and reflect on their own teaching and learning philosophies
8. See their own teaching differently by learning how to make their own informed teaching decisions.

Previously, teaching practicum was approached witihin a training framework, which led TCs to master on specific behaviors like teacher talk, questioning techniques, use of praise, and wait time in an isolated manner. However, a new approach has emerged regarding the emphasis on teacher development, which focuses on raising awareness on TCs own loger-term teacher development goals (Burns & Richards, 2009). However, TCs state that the ideals they formed during their education usually turn to realities of the political and social contexts of the school. It can be assumed that the teacher education programs can not provide realistics environments they would face when they become working teachers. Thus, TCs have to cope with a sink or swim situation on their own and this causes feelings of discouragement, fear and anxiety among the teachers-to-be (Varah, Theune, & Parker, 1986).

1.3 Significance of the Study

This study is initiated with theoretical and practical motives. Together with the theoretical background presented previously, the researcher had been studying and supervising TCs at Muğla Sıtkı Koçman University and observed the level of anxiety experienced by TCs regarding teaching in actual classrooms. It was seen by the researcher that, even before they start the actual teaching activities the TCs express their negative feelings and fears about the teaching practicum, so it was a necessity to find out the level of anxiety, its sources and what can be done to overcome these problems.

Horwitz (1996) noted that there is a little amount of research on foreign language teacher anxiety, the focus of researchers has mainly been on foreign language learner anxiety and the ways to establish a safe, un-threatening language classroom environment. However, as mentioned before teachers also experience a type of anxiety in their classes because of the following reasons; high achievers might feel more anxious than the ordinary learners and because language teachers can be seen as high achievers they experience this specific anxiety. Also there are high expectations and pressure on language teachers to always be native-like at using the language so this might create negative feelings on the teachers. Moreover, Horwitz presented that the anxiety experienced by teachers might be just the continuum of the foreign language learner anxiety they have experienced while they were learning the target language (Horwitz, 1996). Literature also shows that there actually is a concept as foreign language teacher anxiety (Medgyes, 1983; Horwitz, 1996; Kim & Kim, 2004; İpek, 2007, Merç, 2010) and to be able to differentiate this concept from language learning anxiety, studies with deeper investigation should be conducted.

When accepting the fact that language teachers experience anxiety while teaching, it should be considered natural for TCs to experience this anxiety before they start their profession. Such a feeling of anxiety and inadequacy gots even worse, when a person is sure that all parties concerned -the teachers, mentors, principles and students- believe that the TCs are still students obligated to perform different functions of teaching, additionally treading in somebody else's territory (El-Okda & Al-Humaidi, 2003). Investigating foreign language teacher anxiety and the way it influences the language practicum is important for several reasons; it suggests the importance of identifying the classroom situations that can pose a threat for teachers and shows the importance of investigating the possible coping mechanisms and styles teachers use to deal with classroom threat and the influences these styles have on student behavior (Keavney & Sinclair, 1978). It is believed that this defined teaching anxiety roots for language teachers even before they become working teachers so the same problems are experienced by TCs. After TCs complete their teaching education program they would become ready for the challenges waiting for them regarding their profession. Even native TCs face challenges while developing their pedagogical competence, so the non-native foreign language teachers have bigger problems since they have to improve their target language besides every other requirement during the teacher training program. In

this sense the requirement expected from language teachers to teach language through language causes a rise in foreign language teaching anxiety (Kim, 2002). Moreover, the in-sufficient amount of teaching experience during the teacher training program may cause inadequacy and self-doubt for TCs and these repeated feelings may develop into anxiety akin to those experienced by foreign language learners (Tüm, 2013). In addition, Mau (1997) presented the benefits of investigating student-teacher concerns, for three parties; for student teachers, for the development of their professional confidence; for the school principle, the cooperating teacher and pupils who student teachers teach, and for higher-education lecturers, for the contribution of formulating the content and sequence of course curriculums. It can be interpreted that teachers' feelings of language teaching anxiety have negative effects on foreign language education. A main body of research has been conducted regarding foreign language learners' anxiety and new research should focus on teachers' and TCs' feelings. It is important for researchers and instructors to address the teaching anxiety of TCs before they complete their teacher training program and initiate their teaching career.

Together with the rapid changes of education and the role of teachers, teacher education programs should prepare the TCs of foreign language teaching with high quality standards to meet the needs of their students. Therefore, it has become crucial to investigate the concerns, anxieties and challenges of TCs in terms of English language teaching and learning, especially in countries like Turkey, where English is a second or foreign language. At the teacher education programs the student teachers have to cope with two sources of challenges; learning as a student in their institution and teaching in schools as prospective teachers (Abou-Assali, 2015). Consequently, the research of the anxieties experienced by TCs should be held delicately to investigate the phenomenon in a holistic manner.

The main factor that discriminates this study from previous ones is the method it uses, which is collecting data from two different groups; the TCs with high level of anxiety and the TCs with low level of anxiety. By getting information from two groups who experience the current issue at opposite extreme levels, the researcher aims to obtain a more realistic, multi-directional approach to the phenomenon. After detecting these participants with a context sensitive data collection tool (Foreign Language Student Teacher Anxiety Scale developed by Merç in 2010), the researcher continued to investigate FLSTA in the eyes of TCs with high and low level of anxiety. Moreover,

many studies have been conducted to find about the sources of anxiety and the strategies to cope with it, however this study is the first to investigate the construct with an integrated approach. It should not be forgotten that the best way to solve a problem is to get to know everything about the issue starting with what it is, what are the causes and all details of the phenomenon. In this sense this study aims to study foreign language student teacher anxiety by explaining how it is defined, its sources the coping strategies and the cases when it decreased.

1.4 Purpose of the Study

The present study aims to investigate the following issues; To begin with, the study tries to investigate the phenomenon 'Foreign Language Student Teacher Anxiety' (FLSTA), according to TCs studying in the English Language Teaching Department at a State University in Turkey, with a detailed and holistic approach. First the study aims to find level of FLSTA experienced by Turkish ELT department TCs through quantitative and qualitative measures. Moreover, the change in the level of FLSTA experienced by English as a Foreign Language (EFL) TCs throughout teaching practicum process is aimed to be found. In order to understand and have a more comprehensive and detailed investigation of FLSTA, the researcher examines how TCs define anxiety, together with the sources of the anxiety they experienced. Also the possible solutions and strategies for coping with anxiety presented by TCs are investigated along with the cases the strategies succeed and their anxiety decrease.

1.5 Research Questions

Based on the reviewed literature it was seen that there is a great need of investigation upon the construct foreign language student teacher anxiety, in this sense the following research questions were presented to form the bases of the study:

1. What is the level of foreign language teaching anxiety that English language teaching department Teacher Candidates experience at the beginning and at the end of their teaching practicum?
2. How do English language teaching department Teacher Candidates define Foreign Language Student Teacher Anxiety?
3. What are the sources of Foreign Language Student Teacher Anxiety experienced by English language teaching department Teacher Candidates?
4. Which strategies do Teacher Candidates use in order to cope with their anxiety and when does their anxiety decrease?

1.6 Scope of the Study

This study is limited with the TCs in the Turkish context. The participants are TCs from Muğla Sıtkı Koçman University Educational Faculty to this respect, the findings can only be limited to the anxieties experienced by TCs in the research context.

The study uses both quantitative and qualitative data collection tools to identify the level and sources of foreign language teaching anxiety experienced by TCs. The Foreign Language Student Teacher Anxiety Scale (FLSTAS) was used for quantitative data collection while observation, individual interviews and focus group interviews were used for gathering qualitative data.

1.7 Operational Definitions

Different lexical items are used in literature to define different terms by researchers in the field. To prevent the possible confusions that might occur for readers and to be consistent with literature the following terms were used for the present study:

Teacher Candidates: The senior (fourth or final) year students in the English Language Teaching (ELT) department doing their teaching practicum in different practicum schools. Many different terms are used in literature having the same description like; pre-service teacher, student teacher, and trainee teacher. The term teacher candidate is

preferred by the researcher to describe the participants in the study however other terms would also be used interchangeably.

Supervisor: In this study supervisor is defined as the faculty teaching staff for the coordination of practicum.

Cooperating Teachers: The cooperating teachers are the in-service teachers working in public schools, who are observed by the TCs during the teaching practicum.

Teaching Practicum: The pre-set activities which include sending TCs to certain schools as a component of the teacher education program they should complete as a requirement for their graduation. Other terms are also used such as practice teaching, field experience, apprenticeship, and internship however the term practicum is mainly used in the present study.

Teaching Anxiety / Teacher Anxiety: These terms will be used interchangeably to explain the type of anxiety experienced by teachers and TCs regarding the teaching activities.

Abbreviations

EFL: English as a Foreign Language

ELT: English Language Teaching

ELTEP: English Language Teaching Education Program

FL: Foreign Language

FLA: Foreign Language Anxiety

FLTA: Foreign Language Teaching Anxiety

FLSTA: Foreign language student teacher anxiety

FLSTAS: Foreign Language Student Teacher Anxiety Scale

NS: Native speaker

NNS: Non-native speaker

TCs: Teacher Candidates

TL: Target language

CHAPTER II

LITERATURE REVIEW

During the last three decades, researchers extensively studied the role of emotional variables in second/foreign language and teaching. Some of these variables are temperament, aptitude, personality, age, gender, motivation, creativity, self-esteem and anxiety. Several studies were found in literature investigating the construct foreign language anxiety experienced by learners, teachers and TCs. To have a deeper understanding about the notion, first the concept of anxiety in general has been explained continuing with studies related to foreign language anxiety, teacher anxiety and finally foreign language teaching anxiety experienced by TCs.

2.1 What is Anxiety?

It was seen that Freud was one of the early thinkers to recognize the influence anxiety have on human life, he defined the feeling of anxiety as; an unpleasant affective state or condition similar to dread or nervousness, with physiological and behavioral manifestations (Spielberger, 1966, p. 9). Literature shows that anxiety is seen as a potential impediment to learning (Tüm, 2013) and defined by different researchers as " apprehension, a vague fear that is only indirectly associated with an object. It is generated through the arousal of the limbic system, the primitive, subcortal chassis of cerebrum, which plays an important indirect role in many kinds of human enterprises including communication" (Scovel, 1978, cited in Huang, 2012, p. 1)

Reber (1985) defined anxiety as a vague, unpleasant state which contains qualities of apprehension, dread, distress and uneasiness. As Reber stated anxiety arouses feelings of uneasiness and it doesn't only cause physiological reactions like sweating, or

increased heartbeat, but also affects the way we bahave such as the tendency to avoid anxiety provoking situations (Whitehead-Pleaux, Baryza, & Sheridan, 2006).

Many classifications have been made in order identify the different types of anxiety, however there are two main divisions found in literature. The first classification which was presented by MacIntyre and Gardner (1991) identified three approaches to study anxiety; trait anxiety, state anxiety and situaiton-specific anxiety. *Trait anxiety* is "an individual's likelihood of becoming anxious in any situation" (Spielberger, 1983, cited in MacIntyre & Gardner, 1991). This type of anxiety is mostly seen as a personality feature of a person and can be said that a person who experiences trait anxiety would become anxious in various types of situations. *State anxiety* is the apprehension that a person experiences at a particular moment in time (MacIntyre & Gardner, 1991). State anxiety is a temporary emotional state and it is a passing feeling which can escalate under certain circumstances (Tüm, 2013). The *situation-specific anxiety* is stable over time like state anxiety yet it occurs under specific circumstances. McIntyre and Gardner (1991) stated that situation-specific anxiety can be considered as trait anxiety which is limited to a well-defined situation like test anxiety, public speaking, solving math problems or the anxiety in a foreign language classroom.

The other classification for anxiety seen in literature is the distinction between deblitative and facilitative anxiety (Scovel, 1978; cited in Tüm, 2013; Crookall & Oxford, 1991; Brown, 2007). This categorization is based on the effects of anxiety on learning and performance. It was seen that while *facilitating anxiety* has an effect to improve, trigger and motivate the person about learning and performance, *debilitating anxiety* could influence the poor learning and performance. The facilitating effect of anxiety occurs when the task triggers a little amount of anxiety on the person to fight the learning task and succeed however; too much anxiety might become debilitating and motivates the learner to adopt avoidance behaviour towards the learning task (Scovel, 1978, cited in Tanveer, 2007).

2.2 Foreign Language Anxiety

For many years scholars have been researching the affects of anxiety on foreign language learning however, the contradicting results failed to find the relation between anxiety and and foreign language performance. In his review in 1978, Scovel was the first to state that the reason for the contradictions were based on the failure to define the type of anxiety to measure and the different tools used by researchers to investigate the phenomenon (cited in Horwitz et al., 1986).

After the statement of Scovel, scholars started to approach the anxiety experienced at foreign language contexts as a situation-specific anxiety unique to second language learning (Tüm, 2013). Gardner explained that a need aroused to distinguish between a trait anxiety which could occur during many situations and an anxiety which is specific to language learning situations (Gardner, 1985). With a groundbreaking study Horwitz et al. treated foreign language anxiety (FLA) as a distinctive phenomenon specific to language learning and defined the construct as "a distinct complex of self-perceptions, feelings and behaviors related to classroom learning arising from uniqueness of the language learning process" (1986, p. 128). Other scholars made similar definitions for FLA. Oh (1992) defined FLA to be a situation-specific anxiety students experience in the classroom, which is characterized by negative self-centered thoughts, feelings of inadequacy, fear of failure, and emotional reactions. McIntyre and Gardner (1994) stated it was "the feeling of tension and apprehension specifically associated with second language contexts including speaking, listening and learning" (1994, p. 284).

Horwitz et al. indicated that FLA was related to performance evaluation within an academic and social context, therefore they presented three performance anxieties related to language anxiety; 1) Communication apprehension, 2) Test anxiety and 3) Fear of negative evaluation. As the first component authors stated that communication apprehension is a type of shyness characterized by fear of anxiety about communicating with others so people were feeling this anxiety when they have to express themselves or comprehend others. Horwitz explained that in foreign language classrooms this type of anxiety was frequently observed since learners have little control of the communicative situation and they were continously monitored. The other performance anxiety related to language anxiety is test anxiety since performance evaluation is mostly present in foreign classrooms. The notion was defined as a construct under performance anxiety

stemming from a fear of failure (Gordon & Sarason, 1955). Rather than seeing it as a medium for communication, most language learners think they are constantly being tested whenever they communicate in a FL. Horwitz et al. (1986) also mentioned that students who have text-anxiety put unrealistic demands on themselves and whenever they Show a less then perfect performance they experience failure. The last component related to FLA was the fear of negative evaluation and was defined as "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively" (Watson & Friend, 1969, cited in Horwitz et al., 1986, p.128). It was stated that even similar to test anxiety, fear of negative evaluation had a larger scale since it was not directly related to situations people take tests, but could ocur in any social condition which was evaluative. Horwitz et al. (1986) explained how foreign laguage learning was different than other subjects, as the constant evaluation of learners by the language teacher and also their classmates.

When measuring the anxiety learners experience, three major ways were used in previous research context; behavioral observation, physiological assessment like heart rate or blood pressure tests and participants' self reports (Zheng, 2008). Since anxiety is a complex, multi-faceted consturct (Phillips, 1992) it has been difficult to investigate the relationship between anxiety and language learning. As mentioned before Scovel stated there was an ambiguity in the conceptualization and measurement of anxiety and together with the study of Horwitz and her team FLA was defined as a distinctive notion independent of other anxiety types. Besides defining the construct, Horwitz et al (1986) also contributed to research based on FLA by developing a scale to measure the FLA experienced by language learners. Horwitz suggested that the existing tools to measure anxiety did not test an individual's response to the specific stimulus of language learning, therefore together with her team they developed the Foreign Language Classroom Anxiety Scale (FLCAS) to provide researchers with a standard instrument to use. It was stated that the scale was measuring the degree of anxiety regarding "negative performance expectancies and social comparisons, psycho-physiological symptoms, and avoidance behaviors" (Horwitz 1986, p. 559).

Horwitz (1986) wanted to investigate whether foreign language anxiety was an independent notion effecting language learning itself, thus she investigated correlations between FLA and other anxiety types; communication apprehension, test anxiety and

fear of negative evaluation. It was found that there were only small moderate relations with other anxiety types, so it was explained that FLA was a concept independently negatively affecting language learning. As a conclusion FLA was defined as a distinctive situation-specific anxiety specific to the foreign language classroom and accepted by second language acquisition scholars (Horwitz, 2001). After FLA was accepted as an obstacle for second language learning many scolars studied the effects of FLA on SLL. Since this study focuses on foreign language teaching anxiety the literature on FLA or FLCA has not been presented in a detailed manner. Instead the table developed by Tüm (2013) has been presented a table (Table 2.1.) to summarize the studies which have investigated FLA and its effects on different notions in language learning like, final grades, language proficiency, target language achievement, four language skills, learners' attitudes or motivaton.

Table 2

Tüm's Summary of Studies on the Effects of Foreign Language Anxiety

Relationship studied	Primary studies
FLA & Final grades	Horwitz et al., 1986; Saito & Samimy, 1996
FLA & Language proficiency	Gardner & McIntyre, 1993; McIntyre, Noels, & Clement, 1997; Perales & Cenoz, 2002
FLA & Learners' communication preference	Kleinmann, 1977; McIntyre & Gardner, 1991; McIntyre & Charos, 1995
FLA & Speaking skills	Horwitz et al., 1986; Young, 1990
FLA & Listening skills	Oxford, 1993; Vogely, 1998
FLA & Reading skills	Kim, 2009; Saito, Horwitz, & Garza, 1999
FLA & Writing skills	Cheng, Horwitz, & Schallert 1999; Sellers, 2000
FLA & Learners' attitudes, motivation and feelings towards SLL	Phillips, 1990; Spitalli, 2000

2.3 Teacher Anxiety

In the 1960's researchers started to focus their study on the concerns and anxieties teachers experience. Fuller was the first to in the field with her studies about the different phases of concern, faced by teachers through their whole professipnal life (Fuller, Parsons, & Watkins, 1974; Fuller & Bown, 1975). Fuller and her team explained that teachers go through phases of concerns which are sequential and hierarchial; 1) Concern about self, 2) Concern about task, and 3) Concern with impact. It was stated that at their teaching preparation program for first years, teachers fear about their own development, they think about issues like classroom management and getting a high grade for their performance. As they become working teachers the concerns about self reduce and implementing the tasks become more important for them, like preparation of an efficient lesson plan. Finally, after years of experience teachers started to worry about having an influence on the students, like meeting the needs of the students with different personal characteristics.

In 1970's the term teacher stress has emerged and defined as "the experience by a teacher of unpleasant negative emotions such as anger, anxiety, tension, frustration or depression resulting from some aspect of their work as a teacher" (Kyriacou & Sutcliffe, 1977, cited in Kyriacou, 2011, p. 28). Another term investigated by researchers was teacher burnout, which has been defined as "a broad concept including stress, Professional dissatisfaction, absenteeism, low Professional involvement and the wish to leave the profession" (Vandenberghe & Huberman, 1999, p. 192).

As for the term teaching anxiety, Bernstein (1983) stated that teaching anxiety was closely related to public speaking and being evaluated and explained that teachers were experiencing the physiological arousal, subjective distress, and behavioral disruptions in their classes due to anxiety. Other scholars like Gardner and Leak defined teaching anxiety as "the experience in relation to the teaching activites that involve the preparation and execution of classroom activities" (1994, p. 28).

Many researchers investigated the concerns, anxieties and stress teachers experience throughout more than thirty years (Keavney & Sinclair, 1978; Pigge & Marso, 1997; Swennen, Jörg, Korthagen, 2004; Kyriaous & Stephans, 2010; and Stair, Warner, & Moore, 2012). They focused on the definition, the sources and the effects of anxiety on teachers. Some researchers developed measurement instruments based on the

conceptualization of Fuller's teacher concerns to elicit the concerns of teachers, like George (1978) with the Teacher Concerns Questionnaire or Alpan and her team with the Student Teacher Concerns Scale (Alpan, Özer, Erdamar, & Subaşı, 2014).

Keavney and Sinclair (1978) explained that most research in literature was about student anxiety and in order to have a deeper understanding about the concept teacher anxiety, a theoretical clarification and further research was warranted in the following topics; 1) The conceptualization of teacher anxiety, 2) Measurement of teacher anxiety, 3) Sources of teacher anxiety 4) Consequences of teacher anxiety. They explained that the sources of anxiety should be investigated in terms of a) concerns as sources and b) correlates of teacher anxiety as sources; moreover, the consequences of teacher anxiety should be explained through a) survival-nonsurvival in the teaching profession, b) affective impact, c) achievement, and d) coping styles. Kyriacou indicated the main sources of stress teachers face as; 1) teaching pupils who lack motivation, 2) maintaining discipline, 3) time pressures and workload, 4) coping with change, 5) being evaluated by others, 6) dealing with colleagues, 7) self-esteem and status, 8) administration and management, 9) role conflict and ambiguity, and 10) poor working conditions.

Moreover Bernstein (1983) stated most teachers were afraid to share their feelings of anxiety and instead display their distress in less direct ways such as 1) inability to think on their feet, which means giving complicated and quite long answers to students' questions, 2) consistently negative interactions with students like hostility against students and inappropriate remarks about their abilities, 3) development of escape/ avoidance patterns and tactics such as being too busy to talk to students or lack of lesson preparation, 4) development of overly rigid or overly lenient relationships with students, 5) appearance of multiple personality like being calm, relaxed and gracious outside the class while becoming offensive and hostile in class, 6) appearance of paranoid thinking as feeling students are making fun with them .

In a study conducted to asses the teaching anxiety among psychology teachers Gardner and Leak (1994) used a questionnaire completed anonymously. The results showed that 87% of the teachers had experienced anxiety related to their teaching. The teachers reported that the anxiety occured the most at certain times like at the beginning of the term and before the first day of class. Some specific triggers of anxiety obtained from

data were; standing in front of a class before speaking, preparing for class, hostile comments from students and providing inadequate answers for students.

At a longitudinal study to investigate the change in 60 teachers' concern phases, Pigge and Marso (1997) used George's TCQ in various times of the teachers' career, at the commencement of their teacher preparation, near the end of their teaching practicum and about the end of their third-fifth years of graduation from university. It was seen that trough their career, teachers' concern about survival (self) has reduced and their concerns related to teaching task has increased. While teachers' concerns in terms of impact on their students showed the highest density among the other sub-categories and haven't changed at none of the four points of their career.

A study conducted by Ameen Guffey (2002) to investigate the anxiety teachers experience regarding their teaching found that, for teahcers the events which triggered anxiety the most were; 49% related to classroom preparation, 41% in terms of hostile comments or questions from students and 29% regarding formal evaluations from students. The teachers also stated that problems like inexperience or lack of familiarity with course material, negative experiences with a particular class and unfamiliarity with students were causing anxiety for them. Moreover, the reserchers presented some strategies teachers suggested to cope with teaching anxiety such as; training in different teaching methods, developing classrom management skills, being prepared, more practice and experience, getting to know the students' personality and interests, and trying to maket he classroom fun.

2.4 Student Teacher Anxiety

As literature presents, even after years of experience many teachers actually feel anxious during teaching. Thus it should be considered natural for TCs who are at the beginning of their teaching careers, stucked between the requirements of still being a student and the responsibilities of becoimg a teacher. TCs might experience common problems with in-service teachers however their unique situation puts more responsibility on them so they might have different types of concerns about their teaching.

One instrument developed to measure the student teachers' anxieties was used by Hart (1987) with student teachers in the United Kingdom. The Student Teacher Anxiety Scale (STAS) was formed using samples of student teachers in England. Hart administered the questionnaire to a group of student teachers and the results revealed four factors for viewing student teacher anxieties; evaluation anxiety, pupil and Professional concerns, class control, and teaching practice requirements. Several studies also used the STAS developed by Hart (Morton, 1997; Capel, 1997; Ngidi & Sibaya, 2003). Morton used the scale with 1000 student teachers in Canada and found that among the other factors evaluation anxiety ranked with the highest scores for Canadian student teachers. Capel (1997) conducted a study Student Teacher Anxiety Scale and Teacher Concerns Questionnaire to find about the levels concerns and anxiety for physical education student teachers. The results showed that the participants were moderately anxious and concerned during teaching practicum and the main cause of concern and anxiety during their teaching was being observed, evaluated and assessed. Ngidi and Sibaya (2003) also conducted a study find the relation between student teachers' anxiety and personality. The Student Teacher Anxiety Scale and the Eysenck Personality Questionnaire were used to collect data and the results revealed that neurotic personality was significantly correlated with Professional preparation as well as with an unsucessful lesson. Moreover the sources of anxiety for student teachers were presented as; evaluation anxiety, class control anxiety, professional preparation and school staff anxiety.

Other studies were also conducted to investigate the anxiety causing problems TCs experience. Williams (1991) conducted an experimental study to investigate the effects of a comprehensive teaching assistant (TA) training program on the teaching anxiety and effectiveness of TAs. The participants were divided into experimental and control groups. Both groups participated in a one-week workshop and a theory and pedagogy course which lasts sixteen weeks. Also the participants in the experimental group participated in a consultant participation program and peer mentoring activities. The results of the study revealed that a) The level of anxiety has declined for the participants in the experimental group, and b) Teaching effectiveness was rated significantly higher for the participants in the experimental group. At a study conducted by Mau (1997) with TCs from different departments like maths, English, Chinese, history, geography, commerce, and music, the categories which ranked as the highest level of concerns were

related to maintaining appropriate class control followed by meeting needs of unmotivated students, and dealing with students with different level of achievement. Also they were worried about performing efficiently when the supervisor or cooperating teachers were observing them.

Swennen and her team wanted to investigate student teachers' concerns about teaching in terms of their mental images. They used three instruments which were; drawings made by the student teachers, a card sorting instrument, and interviews. The results revealed the themese student teachers were mostly concerned about as; concern about teaching, individual concern, concern about students' needs, and general concerns (Swennen et al., 2004). In a study conducted by Meyer to investigate student teachers emotions about their teaching practicum, the participants stated that the biggest challenges they experienced were related to their mentors. They complained that the mentors were not supporting their autonomy and controlling all of their instructional choices. One other study was conducted by Kyriacous and Stephans (2010) to find out about the concerns pre-service teachers experience during their school placement for teaching practicum. They used focused group interviews with 13 pre-service teachers and found nine areas for their concern; dealing with disruptive behavior, not being regarded as a real teacher, becoming a disciplinarian, coping with heavy workload, getting the teaching right, teaching about sensitive issues, getting the planning right, being evaluated, and having too little teaching practice.

Stair, Warner and Moore (2012) conducted a study to compare the concern levels and types of pre-service and in-service teachers. The participants were divided to three groups; early career teacher education students, advanced teacher education students, and teachers who had completed their first year. The results supported the conceptualization of Fuller that concern levels change through time, and a distinct shift was observed both at the level and the type of concerns between groups. In 1999 Murray-Harvey and the team made a cross-cultural comparison between Singanporean and Australian student teachers. They used a questionnaire developed by D'Rozario and Wong (cited in Murray-Harvey et al., 1999) the Survey of Practicum Stresses. The results showed that both group of participants had similar concerns regarding; high personal expectations of performance, being observed and evaluated by a supervisor, and coping with the workload. Other than the comman points it was seen that

Singaporean students were stressed most/ all of the time, while Australians mentioned they had problems with making a balance between their personal life and the practicum.

Goh and Matthews (2011) conducted a study in Malaysia, examining reflective journals of 14 student teachers. They identified 18 concerns under four main categories which were; 1) Classroom management, 2) Institutional and personal adjustment, 3) Classroom teaching, and 4) Student learning. Berry and her team found similar results, investigating sources of concern for prospective teachers regarding their teaching experience. Data revealed that there were four distinct types of prospective teachers with subjective concerns a) Managing insturctions, b) Managing students, c) Managing difference, and d) Managing the grade. The first group ranked the following items to cause the most concern; Maintianing positive classroom bahavior, maintianing students' attention, motivating students to learn. The second group chose the following items; becoming a good teacher, getting a favorable, evaluation, selecting and teaching content well, using time efficiently. The items causing the most concern for the third group were; making the grade, getting along with others and recieving favorable evaluations from the cooperating teacher. The last group ranked the following items; being fair and motivating the students to learn.

Thou (2011) mentioned that the negative aspects teacher trainees face and concerned during practicum were grouped under seven categories; 1) budget constraints, 2) not being regarded as a real teacher, 3) assessment process, 4) inadequate support, 5) dealing with students' disruptive behavior, 6) time allocatipn for activities and 7) developing professionally as a teacher and using effective teaching methods. Dali (2012) also founded that creating plans that motive students, matching the academic standards to lessons and including appropriate resources were defined as the main stressors for novice teachers at their practicum. At a study conducted by Lampadan (2014), it was seen that the sources of anxiety for TCs were grouped under three titles; preparation, classroom manegement, and relationship. Also the coping strategies they used were; adaptation, preparation, attitude, and relationship.

Moreoever, there are studies investigating the teaching anxiety TCs experience in a Turkish context. Boz (2008) conducted a study in 2008 to examine concerns among Turkish student teachers and the differences of the concerns among year of study in the teaching education program. Boz used the Teacher Concerns Checklist (TCC) developed by Borich (1992) and the results revealed that the task-related concerns

ranked higher for student teachers and the self-survival concerns were at the minimum level. Also the results showed that fifth year student teachers had lower self-related concerns than the student teachers at their second and third year of study. Çakmak (2008) wanted to determine the concern levels of TCs related to the teaching profession, teaching methods, planning, instruction, evaluation, and classroom management. According to the TCs, classroom management caused the most anxiety especially undesired conduct in classroom and developing effective individual communication with students caused the least anxiety.

2.5 Foreign Language Teaching Anxiety

The literature above presented the anxiety experienced by language learners and the anxiety experienced by teachers, however the teaching anxiety experienced by foreign language teachers is a distinctive notion therefore it requires the neccessity to examine it seperately. As Horwitz mentioned in her first of its kind study;

> Even though language teachers are supposed to be high-level speakers of their target language, language learning is never complete, and most non-native language teachers are likely to have uncomfortable moments speaking their target language. When feelings of inadequacy in the target language are frequent and unrelated to a realistic assessment of competence, they parallel the anxiety reactions seen in inexperienced language learners..." (Horwitz, 1996, p.365)

Horwitz (1996) is mentioned to be the pioneer for defining and seperating Foreign Language Teaching Anxiety (FLTA) as a unique construct. She stated that non-native foreign language teachers were still learners of the target language they teach, regardless of the level of proficiency they attained, becuase of the fact that language learning is never complete. Thus argued that the affective concepts, like foreign language anxiety, related to second language learning could be applicable to non-native teachers and student teachers. The researcher proposed some reasons about why teachers are susceptible to FLA.

1) The high achievers in SLL are likely to experience anxiety as much as the lower achievers, thus the language teachers who are defined as the perfectionist high-achiever, might possibly experience the feelings of FLA.

2) Language teachers are people who invested a large amount of time, effort and energy to learn the target language; moreover they might present themselves as an expert of the language. Moreover, the communication flow which is unpredictable in classes might cause the teacher to make mistakes in language use. Thus the pressure to constantly communicate and ego-investment might cause them to feel themselves inadequate and experience anxiety time to time.

3) Language teachers might unrealistic expectations to reach a native-like, flawless proficiency in speaking. However, as not being the native speaker of the target language it would be almost impossible to reach that kind of fluency. Teachers who aim te idealized level would be likely to experience anxiety.

4) Finally it is stated that language teachers had experienced some anxiety provioking situations at their laguage learning process, so it is likely that their past experiences of learning anxiety might be affecting teachers to still feel themselves anxious about the target langugae.

Horwitz based her findings on two studies she conducted in 1992 and 1993, in which she studied the feelings of student teachers related to anxiety and the impact of these feelings on classroom instruction, with using the Teacher Foreign Language Anxiety Scale (TFLAS) (Horwitz 1992; Horwitz, 1993, cited in Horwitz, 1996). After these studies Horwitz stated that there was a negative correlation between anxiety and effective foreign language instruction, the findings also revealed that anxious teachers were less likely to use more innovative and language intensive activities like TPR, discussions in target language, grammatical explanations, and role-play activites. Moreover, teachers, who ranked to have high anxiety, would avoid using the target language because of their feelings of anxiety resulting the learners less exposure to the target language and the reduction of the language teaching / learning quality (Horwitz, 1996).

Numrich (1996) conducted a study with ELT teachers enrolled in a master's degree programme and anaylzed 26 diaries which the teachers kept during their experience. The results revealed the most frequently mentioned concerns as; need to makde the classroom a safe and comfortable environment, need for control when students talk, need to be creative and varied in teaching, need to initially experience teaching individually, and need to clarify the value of a textbook.

In a study Kim (2002) conducted to investigate language teachers' perceptions of teaching English it was found that the more teachers used classroom language, the lower the anxiety they experienced. The difficulties they experienced and the incidents causing anxiety were; limited oral proficicney, low levels of learners' interest and motivation, individual learner differences, and using English in classroom. The teachers also mentioned about some strategies to cope with their problems like, repetition of words, using games and quizzes using memorization code switching between Korean and English in certain situations. A similar study was conducted by Kim & Kim (2004) in a Korean context with 147 in-service English teachers. The researchers developed the Foreign Language Teacher Anxiety Scale (FLTAS) specific to this study based on the scale of Horwitz and an open ended survey was used to collect qualitative data. The results showed that the sources of teachers' anxiety were, unknown vocabulary, limited ability in productive skills, fear of negative evaluation, trouble with controlling students during group activities, lack of English proficiency, lack of confidence, and being compared with native speakers. The strategies teachers used to reduce their anxiety were; thorough lesson preparation, using songs, games and different activities, admitting the lack of knowledge about specific topics, improving language skills, asking help form native speakers, breathing deeply when necessary, and participating in recreational activities. Gregersen and Horwitz 2002) also found in their study that language teachers were sometimes too pre-occupied with speaking flawless English, they were overreacting to errors done while speaking, and worried about the negative evaluation of others.

Borg (2006) investigated 200 Hungarian practising and prospective teachers, to find the distinctive characteristics of language teachers. The results revealed why foreign language teaching anxiety was different then teaching other subjects in two ways; "the subject and the medium for teaching it are one and the same", "the subject matter of language teacher is harder to define" (2006, p. 13). Machida (2011) also found that for

non-native language teachers speaking English was the most anxiety provoking situation for teachers following the lack of experience and training in language teaching. At a study conducted by Klanrit and Sroinam (2012) to investigate the sources of teachers' anxiety, 673 English teachers from three provinces participated to the study. The results revealed four factors to cause teacher anxiety as; teachers' expectations about students' language limitations and low motivation at the high level, students' attitudes towards studying English which was at the medium level, and teaching and learning management wa at the medium level.

There were also studies conducted in the Turkish context to investigate the teaching anxiety of language teachers. İpek conducted a study by collecting data from 32 non-native teachers through diaries and semi-structured interviews. The sources of anxiety reported by teahcers were; making mistakes, teaching a particular language skill, using the native language, teaching students at a particular language level and fear of failure. Also after the analysis İpek developed a valid and reliable instrument, the Foreign Language Teaching Anxiety Scale (FLTAS), for measuring the anxiety experienced by language teachers (İpek, 2007). A recent study with mixed method approach investigated the FLTA of 103 English language instructors. Quantitative data was collected through the FLTAS developed by İpek and the results showed that teachers had a moderate level of anxiety, they felt the most anxious when they had to teach a skill they did not feel competent enough. Gender and education did not have an effect while years of teaching experience significantly affected their anxiety. Qualitative data showed the factors causing anxiety to be; lack of knowledge of target language items, students' manners, and the knowledge of target culture.

2.6 Foreign Language Student Teacher Anxiety

Together with the rapidly changing world there has been a call to prepare English language student teachers with high quality standards in order to help the student teahcers cope with their future career. Thus investigating the challenges student teachers face regarding their language teaching and learning has become indispensable especially in countries where English is used a foreign or second language. While student teachers are at their final years of the teacher education programs preparing to

become working teachers they have to cope with two sources of challenges; learning as a student in their institutions (pedagogy, teaching strategies) and teaching in schools as prospective teachers (Abou- Assali, 2015).

The language teaching anxiety experienced by TCs might be considered as a unique notion with its specific features. However, the concept hasn't been investigated deeply a few studies were detected in literature focusing on FLSTA. Merç (2004) investgated the problems EFL student teachers experienced during their teaching practicum. Anxiety was reported to be a frequently mentioned problem and the sources of anxiety were; anxiety because of pre-service experience, anxiety caused by a big class, anxiety caused by feelings in incompetence, anxiety caused by superviosr / being observed, anxiety due to being recorded, anxiety due to using a new teaching technique, anxiety due to using the time effectively, anxiety in the pre-active stage, anxiety of being observed by the cooperating teacher, anxiety f being unfamiliar with students, anxiety of teachind a new / different level, anxiety of using a new / different device, first day anxiety, negative attitude of student teachers towards the class, and anxiety of not achieving the objectives.

As for the measurement of the language teaching anxiety experienced by student teachers, two instruments have been developed by researchers from different contexts (El-Okda & Humaidi, 2003; Merç, 2010). The first tool was prepared by El-Okda and Humaidi to investigate the relationship between the level of anxiety and teaching self efficacy beliefs of 55 student teachers of English at an Oman University. The scale was called the Foreign Language Student Teaching Anxiety Scale, with 34 items under six dimensions. The results of the study revealed that participants experienced a moderate level of language teaching anxiety and there was a significant negative correlation between their language anxiety and teaching self-efficacy. The other instrument was developed by Merç (2010) for a PhD dissertation in Turkey, in order to detect the foreign language teaching anxiety pre-service EFL teachers experienced and the sources of the anxiety. The final version of the scale had 27 items with six factors and a high reliability level (α= .872). The sub-categories of the scale were; relationship with the mentors, language proficiency, feelings about academic incompetence, fear of being criticized by peers, fear of what others think, and student effects. The results of Merç's study revealed that pre-service teachers experienced a moderate level of language teaching anxiety during their practicum. Moreover the qualitative results showed six

categories as the sources of anxiety for student teachers; students and class profiles, classroom management, teaching procedures, being observed, mentors, and miscellaneous.

Different studies used different approaches to investigate the teaching anxiety of TCs. In a study cnducted by Çelik (2008) the concerns of 133 pre-service ELT students during their practicum was investigated. The results indicated that the possible stress areas for pre-service teachers were; helping students with emotional behavioral problems, being observed by peers, communication with and relating to the supervisor, making the lesson intersting and motivating to the students, fear of failing practicum, the feeling of not being full control of class, establishing rapport with students, fear of using mentor appraches to regular class teachers. Tan (2008) also stated that ELT student teachers concerns were including establishing good rapport, getting support from teacher / lecturor / mentor, putting theories into practice, and importance of classroom management. Tüzel and Akcan (2009) investigated the challenges non-native pre-service English teachers experience in the target language use during their practicum. The common difficulties student teachers experienced were, related to certain grammatical structures, explaining unknown words to students, modifying language according to students' level, and authenticity of the classroom language.

A study was conducted with 38 trainee teachers enrolled in a TESL programme at the faculty of education in Malaysia. It was seen that trainee teachers experienced problems in terms of students' attitudes towards trainee teachers and language learning, students' motivation, students' discipline, the support system, and lack of communication with their mentor teachers (Yunus, Hashim, Ishak, & Mahamod, 2010). At a study conducted by Paker (2011) to find about the sources of anxiety for pre-service ELT department student teachers, the results revealed that student teachers were anxious about evaluation, classroom management, pedagogy and staff relations, various expectations of mentors and supervisors, lack of conformity among mentors, and poor quality of feedback given by mentors. In a quantitative study, Tüm (2012) collected data from 216 student teachers using the TFLAS developed by Horwitz (1996) to elicit and measure participants' feelings and levels of FLTA. Results showed that participants experienced varying level of anxiety and a considerable number of participants experienced high level of anxiety. In another qualitative study conducted by Tüm (2013) with four pre-service English teachers, interviews were used within a longitutinal approach to

investigate participants' feelings of anxiety throughout the practicum. The sources of anxiety pre-service teachers experienced were, the fear of negative evaluation and appearing foolish, worrying about not being understood when speaking, previous EFL experiences, perfectionist tendencies, current lack of opportunities to practice English, and problems with speaking skills.

According to Pavicevic (2013) who conducted a study with Croatian pre-service teachers, the sources of teaching anxiety they experienced were; unmotivated students who did not participate, classroom management, not being understood by students, not being able to answer students' questions, and being interrupted by the mentor during teaching. At a study conducted by Johnson (2015) in which he examined pre-service teachers perceptions of teaching practicum, face to face interviews were used. The results of the study revealed that the pre-service teachers were worried about their professional responsibilites during practicum and they had problems related to lesson plan challenges, challenges with instruction in a multi-level classroom, and the lack of effective professional development. Jusoh (2015) also investigated the teaching practicum of student teachers and aimed to find the problems they face. It was seen that student teachers' concerns were related to 1) interpersonal relationships with others like teachers, school administrators and headmaster, 2) lack of pedagogical skills; the inability to apply theory into practice, 3) professionalism; practical teachers' lack of work ethics, 4) conflict; difference between practice and reality, 5) lack of Professional support from cooperating teachers.

There are also recent studies conducted in a Turkish context investigating the FLTA of TCs. According to a study by Kayaoğlu and her team investigating teacher concerns of ELT department TCs and Language Literature department students, all participants were concerned about the content, classroom issues, Professional development, methodology, technology, and Professional accountability. Moreover, ELT department TCs were more concerned with use of technology their counterparts were concerned with studying at the language (Kayaoğlu, Kobul, & Erbay, 2013). In a more recent study of Merç (2015) investigating the level of anxiety and self-efficacy of 117 student teachers from ELT department, it was found that student teachers experienced a low level of anxiety, and they had the highest anxiety related to the relationship with their mentors. Merç also stated that student teachers felt anxious when; the university supervisor observes their lesson, are not well-prepared, face an unexpected situation,

students have low language proficiency, and their cooperating teachers interrupt the lesson. In a recent study conducted by Aydın (2016) to investigate the sources of FLTA of pre-service teachers, a questionnaire, interviews and essays were used for data collection. The results showed that pre-service teachers experience FLTA before, during and after their teaching practicum activities. The sources of the anxiety were; their personality, perceptions of low level language proficiency, fear of negative evaluation, teaching demotivation and amotivation, lack of experience in teaching, and technical concerns. Finally, at another recent study, qualitative data was collected through interviews and classroom observation from pre-service ELT teachers. According to the results the sources of stress were; supervisors and mentors, classroom management, school related issues, and affective factors. The strategies they used to cope with stress were, manipulating technology, using games, songs, pictures, rewards, preparing different activities, giving scores, preparing lesson plans, asking help from mentors and supervisors, and observing experienced teachers (Mahmoudi & Özkan, 2016).

The construct which the present study is based on, foreign language student teacher anxiety (FLSTA), has recently gained attention from researchers and teacher educators. However, the notion might still be considered as immature and more studies are required in order to enlighten the area. In this sense this study aims to investigate FLSTA in a holistic view according to TCs' perspective. The study can be considered one of the first to explore the construct from different aspects.

CHAPTER III

METHODOLOGY

This chapter presents the nature of the research, the selection of the participants, the instruments, the data collection procedure, and the data analysis procedure. Quantitative and qualitative approaches were used for the analysis of the data obtained from the participants.

3.1. The Research Design

The aim of this study is to find the level of foreign language teaching anxiety experienced by English Language Teaching TCs. The explanatory sequential design (also known as explanatory design), which is one of the mixed methods designs, was used for the investigation. The mixed methods design, which provides a more comprehensive investigation and deeper understanding for the researcher is a method combining both qualitative and quantitative methods. At the explanatory design, the overall purpose is to triangulate the initial quantitative results with qualitative data. One reason to use this design was to form groups based on the quantitative results and follow up with these groups through qualitative research (Creswell & Clark, 2007) which was the procedure chosen for this study. There are two variants of the explanatory design which are the follow–up explanations model and the participant selection model. For this study the participant selection model was used in order to identify and purposefully select participants for an in-depth qualitative study, by means of the quantitative information (Creswell & Clark, 2007). The research design of the study is presented in Figure 3.1.
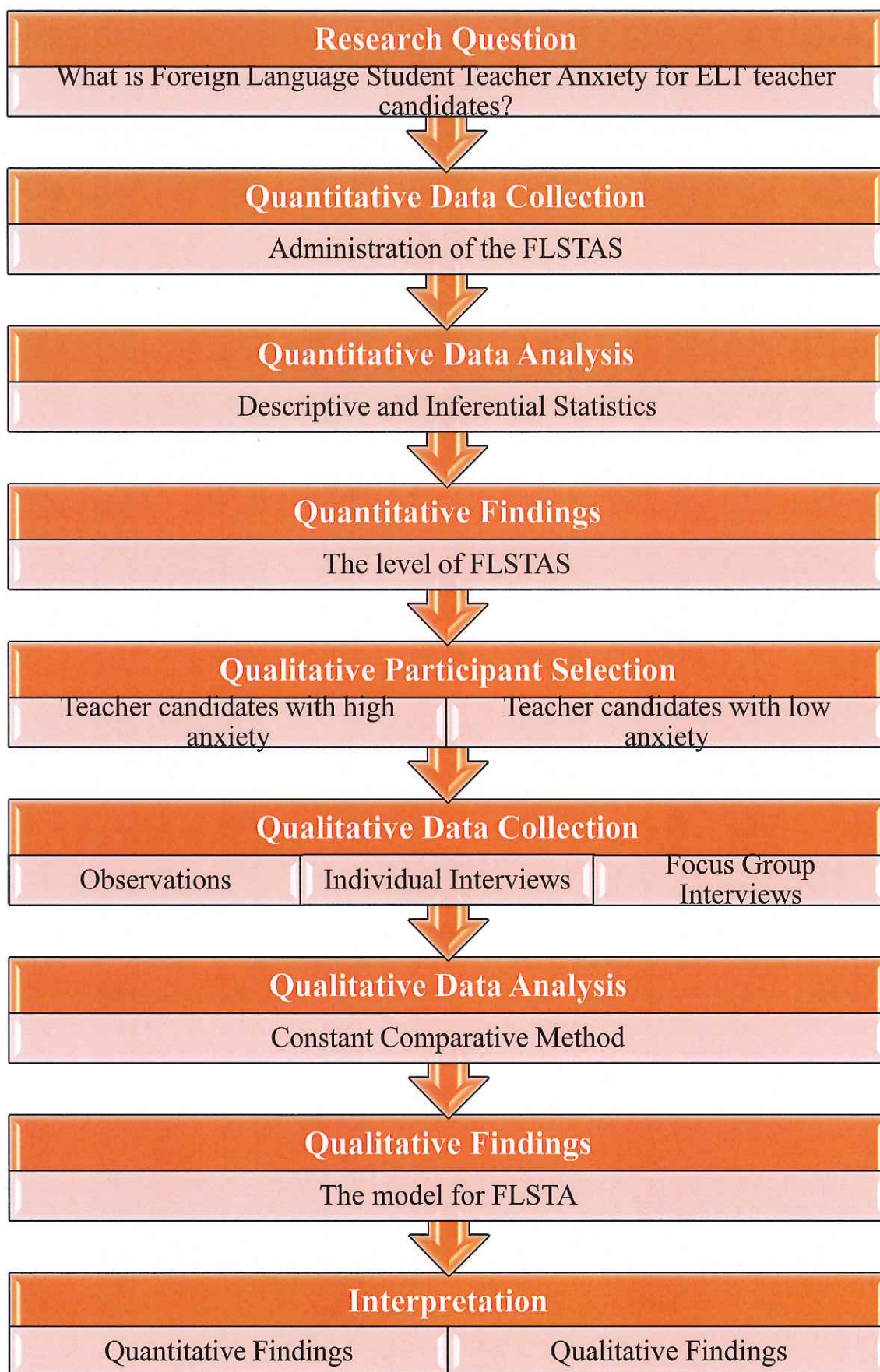
Figure 3. *The research design of the study*

3.2 Participants

Participants of the study were EFL TCs in Turkey, all of whom were senior year students at Muğla Sıtkı Koçman University (MSKU), Faculty of Education, English Language Teaching Department, enrolled in the English Language Teaching. All of the TCs were enrolled in the "School Experience" and "Teaching Practicum" courses as part of their graduation requirement in 2016-2017 fall and spring academic semesters.

3.2.1 Background of the Participants

There were 50 TCs enrolled in the teaching practicum course at the 2016-2017 academic year at MSKU ELT Department, the researcher aimed to reach all of the TCs for data collection and 46 participants (26 females, 20 males) were included in the study. All of the TCs were NNS of English.

The foreign language teaching anxiety of TCs was investigated in this study, so it was important to include TCs who gained real practical teaching experience. In this sense only the TCs studying in fourth grade and attending the teaching practicum were included in the investigation. The teacher training programs in Turkey are within the educational faculties of universities. When the profile of the TCs is examined their age ranges between 22-24 and they do not have any prior practical teaching experience. This is caused by the fact that most of the TCs attend to the educational faculties right after high school.

For the qualitative phase of the study, 12 TCs were chosen by the researcher according to the main scores participants got from the FLSTAS. The researcher chose 6 participants who got the highest mean score and 6 participants who obtained the lowest mean score regarding foreign language teaching anxiety. The demographic features of the participants are presented in Table 3.1.

Table 3

Demographic Features of the Interviewed Participants

Participants	Gender	Grade
P1	Female	4
P2	Male	4
P3	Female	4
P4	Female	4
P5	Female	4
P6	Female	4
P7	Female	4
P8	Male	4
P9	Female	4
P10	Male	4
P11	Male	4
P12	Male	4

3.2.2 The Teacher Education Program

The ELTEP is a four-year long program; most of the students enrolled are from Turkey however there are some foreign students from Iran, Azerbaijan, and Turkic Republics. None of the students are native speakers of English however, the medium of instruction is English in the program so all the TCs enrolling in the program should score at least 70, the upper intermediate level, from the English proficiency exam administered by the university, at the first year of their education. The students who cannot pass the proficiency exam have to enroll in an EFL preparatory program offered by the School of Foreign Languages. After completing prep-school the students retake the exam and only the successful candidates passing the proficiency exam can enroll to the first year of the ELTP.

The TCs take some theoretical and practical courses during their ELTP. As presented below in Table 3.2 the courses the TCs take during their first year aim to develop their proficiency and academic language skills of English, including academic reading and

writing skills, grammar, verbal communication skills, listening and pronunciation skills. After the first year of courses aiming the development of general English proficiency the TCs take courses on linguistics, English literature, second language acquisition, English translation, educational psychology. Moreover, they take courses focusing on the teaching of foreign language, classroom management, material development, and testing. Finally, at the final year of the program there is a teaching practicum, in which TCs experience teaching in real classrooms with real students. Table 3.2 presents the courses TCs attend through their education program.

As presented before, the TCs enroll to the ELTP right after high school and they do not have any formal teaching experience. The practical experience for TCs begins with the micro teaching sessions in their methodology courses like; "Special Teaching Methods I and II", "Teaching Language Skills I and II", "Teaching English to Young Learners I and II" and "Assessment and Evaluation in Foreign Language Teaching". The micro teaching sessions usually take place in the classrooms in the university in front of the peers of TCs however in the ELTP in MSKU the candidates are sent to arrange schools and given the chance to implement their micro teaching in real classrooms. In these sessions, the TCs focus on teaching skills covered throughout the specific courses. The microteaching can be seen as the first opportunity for TCs to turn theory into practice.

At the first semester of their fourth year TCs take the "School Experience" course at which the TCs go to real schools on a regular basis to prepare for teaching practice. According to the course contents of Turkish Higher Education Council (YÖK), this course aims to form a basis for the teaching practicum and requires the TCs together with guiding cooperating teachers, to attend to certain activities like; observation and practice, asking questions in teaching, giving instructions and explanations, classroom management, observing pupils, evaluation of pupil activities, planning the lesson, using course books, group works, and implementation of micro teaching sessions in classes (YÖK, 1998). The ELTP in MSKU follows the guides given in YÖK's content and has presented the course outline.

In School Experience the TCs spend time at a 12 weeks' period in the school environment and prepare for full teaching practice. The course provides a structured introduction to teaching by helping candidates to develop teaching competencies and teaching skills through observation and teaching tasks. The course aims to give the TCs a possibility to observe authentic teaching and gain school experience at real schools by

practice teaching sessions with staff supervision. The TCs should spend 4 hours per week to fulfill their duties like observation and reflection tasks. After completing their observation, the candidates report on each course through the task sheets. Each observation task focuses on a different language teaching component as; classroom language, attending to the learner, teacher activities, questioning, wait time, corrective feedback, L1&L2 use in the classroom, and learner uptake. Together with the observations, the TCs implement 2 teaching tasks throughout the term including a mini lesson and 40-minute full lesson. The activities are scheduled together with the mentor teachers. TCs prepare lesson plans beforehand the lessons and submit their plans both to their mentors and supervisors. During their micro-teaching both their mentors and supervisors observe the candidates and provide feedback about their performance.

Finally, at the last term of their education TCs take the "Teaching Practicum" course as a requirement for their graduation. YÖK course contents states that Teaching practicum requires the TCs to spend time at schools once or twice a week at a 12 weeks' period, by gaining in-class teaching skills and teaching a certain class or classes in a planned way completing a 2 hours teaching practicum seminar.

The Teaching Practicum course in MSKU, requires the TCs to spend time in primary/secondary school environment for 12 weeks. The course gives the candidates an opportunity to observe authentic teaching in primary/secondary school context and gain more teaching experience through teaching sessions under staff supervision. The TCs spend 6 hours per week to fulfill their duties in the school they are assigned to. The TCs perform 6 to 8 teaching sessions together with 2 observation tasks during the semester. The TCs prepare lesson plans for the lessons they will teach and submit them to the mentors and supervisors. During the teaching sessions, the candidates are observed by both their mentors and group mates for feedback. Moreover, two of their teaching performances are observed by their university supervisors and evaluated according to the following constructs; formulaic classroom language, dealing with disruptive behavior, adapting and supplementing a course book, skills combination, and marking student worksheet. After completing their teaching sessions TCs also complete post-teaching self-evaluation forms.

Moreover, candidates complete 2 performance tasks including analyzing test results, and rubric development. Student teachers also keep a Student-Teacher File which includes; all task sheets, lesson plans, evaluation forms and all types of assignments.

In 2016-2017 Academic year for the implementation of "School Experience" and "Teaching Practicum", 6 teacher trainers from MSKU are assigned as university supervisors and 18 English teachers from the National Education of Ministry as the cooperating mentor teachers

3.3 Data Collection Tools

The study used both quantitative and qualitative research tools for answering the research questions. For collecting quantitative data the Foreign Language Student Teacher Anxiety Scale (FLSTAS) was used. The qualitative data was collected through observation of the chosen TCs during their teaching activities, individual interviews and focus group interviews with TCs.

3.3.1 Foreign Language Student Teacher Anxiety Scale (FLSTAS)

To find out about the foreign language teaching anxiety level of the participants, the Foreign Language Teaching Student Teacher Anxiety Scale (FLSTAS), developed by Merç (2010) was used (Appendix 1). The scale was designed for pre-service EFL teachers and showed a high level of reliability (α=.872). Moreover, the scale showed a high level of reliability for the present study at both the pre-test (α=.913) and post-test (α=.905).

The instrument is a 5-point Likert-type scale (FROM *strongly agree* TO *strongly disagree*) with 27 items in six different categories as:

1. Relationship with the mentors

2. Language proficiency

3. Feelings about academic incompetence

4. Fear of being criticized by peers

5. Fear of what others think

6. Student effects

3.3.2 Observation forms

After establishing the anxiety level of TCs, in class observations were implemented. While preparing the observation form the items of the FLSTAS was selected as a base. The observations were implemented after finding the results of the FLSTAS and the researcher aimed to see whether the TCs' behaviors had any parallelism to their answers in the anxiety scale. For this purpose, the researcher has closely examined the items of FLSTAS, detected the observable behaviors from the sub-scales and developed an observation form for an in-depth investigation of TCs teaching anxiety.

The form was developed and piloted by the researcher; a second observer was also present at the piloting stage of the instrument. The form was presented to expert opinion before and after the piloting and was finalized by the academic advisor of the researcher. The final version of the observation form is presented in Appendix 2.

3.3.3 Individual Interviews

To get more information about the foreign language teaching anxiety of the TCs, individual semi-structured interviews were conducted for the qualitative scope of the study. In semi-structured interview there are pre-prepared questions and prompts in an open-ended format. The researcher led the participants with the questions but also followed the interesting developments and let the interviewee focus on some certain issues (Dörnyei, 2007). The questions used for the individual interviews were prepared by the researcher. However, at this point, colleagues studying anxiety have contributed to the development of the questions. The questions were prepared according to the Cognitive Behavioral Therapy (CBT) used by psychologists for the treatment of anxiety. CBT, was presented by Beck (1964) at the beginning of 1960's. CBT was designed as a type of psycho-therapy used for treating depression, in a structured, short-term, focusing on here and now situation in order to change the dysfunctional feelings and behaviors of an individual (cited in Beck, 2011). The researcher had no aim to provide treatment for the TCs, yet only used the steps presented by CBT to detect and investigate anxiety in a deeper and more comprehensible way. At this point two

collegues, one of whom is a field expert in anxiety treatment and the other has completed his training in a certificated program for using CBT, has contributed to the study in order to support the researcher. The aim of the individual interviews was to get information about the anxiety experienced by TCs regarding the teaching activities, classroom management and any type of in-class issues. To provide the validity the interview question form was presented to expert opinion and the final version of the question form has been given in Appendix 3.

3.3.4 Focus Group Interviews

In order to get in depth information about foreign language teaching anxiety, focus group interviews were conducted with TCs. The focus group involves a group format at which an interviewer recording the responses of a small group ideally consisting of 6 to 12 people. The important point of focus group interviews is to provide a setting for the participants to freely express their thoughts. Thus the most important feature of the focus group interview is the interaction between participants resulting in new ideas and discussions (Çokluk, Yılmaz, & Oğuz, 2011). Therefore, two focus group interviews were conducted to find out about the anxieties experienced by TCs regarding the problems related to their mentors and the relationship with their peers. Moreover, possible solutions and strategies for coping with anxiety presented by TCs were investigated.

The questions of the focus group interview were prepared in reliance with the help of the related literature and were limited to meet the purposes of the study. While preparing the questions, the nature of the focus group interview has been taken into consideration, which encourages each participant to share their opinion and discuss upon common and distinguished points. It is stated in literature that researchers should use different question types in a sequenced order to keep the pace of the interview and as proposed by scholars (Krueger, 2002; Çokluk,Yılmaz,Oğuz, 2011) the questions were prepared at the following order; 1) Opening questions, 2) Introductory questions, 3) Transition questions, 4) Key questions, and 5) Ending questions. Moreover, at this point the researcher cooperated with an expert on CBT and formed the questions together with this colleague. Furthermore, the questions were presented to experts of different fields as sociology, English teaching, psychological counseling and guidance.

After getting feedback from experts of various majors the questions of the focus group interviews were finalized (Appendix 4).

At this point it is important to mention a detail about the questions of the focus group interviews. While preparing the questions the researcher considered the differences between the two selected groups and prepared different questions for each group. Ten questions were prepared for each group and seven of these questions were used for both of the groups while the rest of the questions were specialized according to the situation of the participants.

3.4 Data Collection Procedure

The nature of the explanatory sequential design requires the collection of the data to be successive thus first the quantitative research tool which is the FLSTAS was used following with the classroom observations and interviews for qualitative data collection.

The first step of the study was to conduct the FLSTAS to the TCs at the beginning of their teaching practicum. After the analysis of the scale, the level of the foreign language teaching anxiety and the most common causes of anxiety among TCs were found and finally the TCs who had the highest mean scores the lowest mean scores were determined (6 participants with high level of anxiety and 6 participants with low level of anxiety).

The second phase of the study was the observation of the chosen twelve TCs during their teaching practice. It is important here to mention that, the TCs who were chosen for the qualitative phase of the study consented to participate. They were all informed about the group they were included in. The researcher explained how she chose them according to the results of the FLSTAS. The participants were the TCs who obtained the highest mean scores and the lowest mean scores of the scale, and the researcher decided explaining this information would be more beneficial to get honest answers from the participants. The TCs were informed that their identitiy would not be revealed in any step of the research and assured to keep their personal information. The researcher observed the TCs while they were teaching at the practicum schools using the

observation forms. The TCs were informed about the observation beforehand, so the presence of an observer was not a surprise for the participants. All of the TCs were prepared for a 45-minute full lesson with a given topic. For all 12 observations the researchers sat at the back rows of the class silently and just observed the lesson without any interruptions.

Immediately after the teaching practice, individual interviews were conducted. The process of observation and the individual interviews are closely interrelated to each other. As stated by Marshall & Rossman (1989), all data collection tools have strengths and weaknesses, so using the strengths of one data collection procedure to compensate the others' weaknesses is important for increasing the validity of the study (cited in Patton, 2010). Observations, offer the opportunity to check the data obtained from interviews; on the other hand, interviews go beyond outward behavior, and helps the observer to discover the feelings and thoughts of the person (Patton, 2010). In this sense the researcher has chosen to first observe the TCs while they are teaching in real classrooms and interview them afterwards.

The questions of the semi-structured interviews were constructed to investigate the problems related to the actual teaching process like classroom management, relationship with pupils and lesson planning thus, the researcher decided that there should not be a time gap between the teaching practice and the interviews.

In the semi-structured interview, the questions are usually asked to participants in a systematic and consistent order however the researchers are allowed and expected to probe beyond the pre-prepared questions according to the answers of the participants (Berg, 1998). The questions used in the semi-structured are based on the notion that each person perceives the world differently so the researchers study the issues emerging during the interviews with an in-depth approach to see the world from the participants' perspective (Berg, 1998; Uzuner & Sarıkaya, 2013). Available rooms were found in the schools, for the interviews. The TCs were informed about the interviews beforehand and agreed to participate to the interview. The data was collected right after the TCs teaching experience and twelve interviews were conducted through a two weeks' process. All of the interviews were tape-recorded and lasted between 20 to 25 minutes. The fact that the researcher is a faculty member studying with the participants for one and a half year made it easier to build rapport between the interviewer and interviewees. Before the questions were presented to the participants a few minutes were spent with

chatting and small talk to help the participants relax and be prepared for the interview as recommended among the ten commandments of interviewing by Berg (1998). The questions were asked in the same order to all participants. At times where the answers turn into yes-no situations the researcher probed with questions like 'What do you mean by saying that?', 'Could you give more details?'. Also when the topic started to digress, the researcher has politely led the conversation back to the subject.

The other phase of data collection for the study, were the focus group interviews which were conducted with the same TCs. Unlike the individual interviews, the topics investigated at the focus group interviews were the problems experienced with cooperating teachers and university supervisors, and the possible solutions presented by TCs for coping with anxiety. Studies have been conducted to investigate the differences between individual and focus group interviews. Kaplowitz (2000) states that different types of information can be obtained from individual and focus group interviews and these two qualitative methods complete each other. Also Parameswaran's study shows that both data types can be important at long-term intensive field work. Therefore, both individual and focus group interviews were conducted in the present study.

Dörnyei (2007) states that focus group works better with homogenous groups, and the best strategy is to compose several groups, which are different than each other but are made up of similar people, this option is called 'segmentation' and it involves within-group homogeneity and intergroup heterogeneity. Therefore, after the analysis of the quantitative data, which helped the researcher to detect the TCs with different anxiety levels, two different groups consisting of six people were generated. These groups were created by placing the TCs with high level of anxiety to the first group and TCs with low level of anxiety to the second group.

While conducting a focus group interview it is crucial to consider some major points. The researcher has carefully reviewed the literature about running a focus group interview and followed the procedure explained below. In order to conduct a group interview one moderator and one reporter has been chosen, the researcher was assigned as the moderator and a colleague from the same filed was assigned as the reporter. The moderator is the person who guides the discussion and leads the participants towards the topic while the reporter is the one who records what is being discussed (Ausserer et. al., 2007, Krueger, 2002, Kitzinger,1995). The moderator and the reporter prepared the room for the interviews before inviting the participants. Name tags were prepared for

each participant however, because it is not appropriate to use real names, all participants were given numbers as pseudonyms. Before the interviews started the moderator informed the participants about the content, the rules and the procedure. After, the moderator answered the participants' questions, clarified the process and established a comfortable setting the moderator started the interviews with the opening questions. The whole interviews were recorded with two different devices, and the reporter took notes to make it easier to follow the conversation between participants. The moderator asked the questions and encouraged all the participants to express their feelings and opinions. Even they were pre-prepared questions; sometimes the moderator asked further questions in order to have a deeper understanding about the discussion. Both of the focus group interviews lasted around 70-75 minutes. The moderator asked the ending questions and asked about the participants closing comments before ending the two sessions of interviews.

Finally, to find out about the possible change of the level of foreign language teaching anxiety experienced by the TCs, the FLSTAS was administrated twice throughout the teaching practicum, once at the fall term at the beginning of their School Experience course and once at the end of the spring term after they completed their Teaching Practicum course.

3.5 Data Analysis

In order to answer the research questions both the quantitative and qualitative data were analyzed separately regarding each research instrument.

3.5.1 Quantitative Data Analysis

For the first research question regarding the level of foreign language teaching anxiety TCs experience, descriptive statistics were calculated. All of the quantitative data obtained from the scale were analyzed through SPSS 20 software program. The statistical measures like mean scores, standard deviations, frequencies were calculated to present the descriptive measures of the study. Moreover, to find out whether the

level of foreign language teaching anxiety changes regarding variables such as gender and overseas experience two independent samples t-tests were conducted. This test is used when there are two experimental conditions and there are different participants took part to each condition (Field, 2009).

To answer the fourth research question which was, whether there is any change at the level of foreign language teaching anxiety during the practicum, the scores obtained from the FLSTAS in two administrations were compared with a paired samples t-test. This test is used when there are two experimental conditions and the same participants are placed in both of these conditions (Field, 2009). Moreover, as Can (2014) states, independent sample t-test is used when there are two measurements implemented on the same data set and to determine whether there is a statistically significant difference between these two measurements (Can, 2014). The paired samples t-test assume that the sampling distribution of the *differences* between scores should be normally distributed not the scores themselves (Field, 2009). In this sense the difference between the mean scores of two administrations was computed and examined through normality tests. It was seen that both the Kolmogorov Smirnov and Shapiro Wilk test results were non-significant (p> .005) therefore the researcher interpreted that the scores were normally distributed. (Table 3.3.) After ensuring normality, the paired samples t-test was run and the results were presented together with the effect size.

Table 3.2

Normality Values for The Foreign Language Student Teacher Anxiety Scale

	Kolmogorov-Simirnov			Shapiro-Wilk		
	Statistics	sd	p	Statistics	sd	p
Pre-test	.106	46	.200*	.981	46	.667
Post-test	.078	46	.200*	.981	46	.665
Difference	.091	46	.200*	.955	46	.072

3.5.2 Qualitative Data Analysis

In order to have a deeper understanding about foreign language student teacher anxiety qualitative data have been collected by the researcher and analyzed through proper quantitative data analysis techniques. The Constant Comparative Method (CCM), which is one of the strategies used at Grounded Theory (Glaser & Strauss, 1967) was used for the analysis process of the data.

Grounded Theory is a method which allows the theory to emerge from the specific context, according to Glaser and Strauss (1967) the theory would be grounded in the data, rather than relying on pre-set analytical constructs, categories and variables from pre-existing theories. The CCM is one of the techniques used by grounded theory researchers to identify, refine, and integrate categories. The CCM ensures the coding process to maintain a momentum by moving back and forward while identification of similarities and differences between emerging categories (Willig, 2013). There are four stages to follow while using CCM;

1.Comparing incidents applicable to each category

2.Integrating categories

3.Delimiting the theory

4.Writing the theory

This study has no intention of delimiting or writing any theories, the first two stages have been implemented by the researcher.

For the analysis procedure all the data, the individual interviews and focus group interviews, collected from the participants were piled and stored separately. To avoid any reliability or validity issues, the researcher has listened to the recorded interviews repeatedly to identify relevant sections of the data to be transcribed as soon as the interviews were completed. All the data was transcribed and written down to word document by the researcher.

The researcher started the analysis by open coding, and dividing all the incidents into communication units. Later the researcher used axial coding in order to group the

communication units around a main theme. The purpose of axial coding is to strategically assemble the data which were split or fractured at the initial coding process (Strauss & Corbin, 1998, cited in Saldana, 2009). By using the axial coding the researcher has grouped the similarly coded data into conceptual categories and finally reached to main categories. In order to ensure reliability, the codes and categories have been evaluated by two other researchers who were experts in qualitative data analysis, one of them was from the social studies education department and the other one was from the English language teaching department. Discussion sessions have been conducted with the researchers and finalize the TCs' reflections by comparing and contrasting the incidents. Moreover, the researcher used one other technique which is member checking to ensure the credibility of the research. Member checking is provided by asking the participants of the study whether the findings of the analysis reflect their real opinions or not (Başkale, 2016). After the analysis the researcher has interacted with the participants in order to discuss about the findings of the analysis and took their feedback into consideration for finalizing the results.

After reaching the final version of the communication units, categories and main categories the researcher found the number of incidents occurring under each title. The main categories, categories and communication units were presented together with their frequencies in the following chapter.

CHAPTER IV

RESULTS

This study aimed to investigate the level of foreign language teaching anxiety experienced by ELT TCs, the sources of their anxiety and the possible strategies they use to cope with it.

As mentioned before the explanatory design was chosen to first determine the level of FL teaching anxiety TCs experience, then specific participants were chosen according to the results of quantitative data and the researcher continued the investigation with qualitative data collection procedure and the analysis of the qualitative data. Therefore, in this chapter the quantitative and qualitative data was presented sequentially.

4.1. Quantitative Results

To find about the level of foreign language teaching anxiety TCs experience the Foreign Language Student Teaching Anxiety Scale (FLSTAS) was administered two times, once before TCs started the teaching practicum and after they completed their teaching experience. The findings of the overall level of anxiety and the anxiety they feel according to the six sub-scales of the scale are presented.

In order to find the level of foreign language teaching anxiety TCs experience at the beginning of the practicum, the Foreign Language Student Teaching Anxiety Scale (FLSTAS) (α = .913) was administered before TCs started their teaching experience. 46 TCs from the ELT department answered the FLSTAS. The descriptive statistics related

to foreign language teaching anxiety at the beginning of the practicum are presented in Table 4.1

Table 4.1

Descriptive Statistics for FLSTAS

FLSTAS	N	First Administration		Second Administration	
Factors	150	Mean	SD	Mean	SD
Relationship with mentors		2,44	.75	1,83	.60
Language proficiency		2,27	.58	1,72	.48
Academic incompetence		2,02	.55	1,51	.47
Fear of being criticized by peers		2,60	.86	1,96	.67
Fear of what others think		2,34	.73	1,77	.52
Student effects		2,56	.79	2,36	.75
Total		2,35	.54	1,82	.44

The findings show that the overall mean score TCs got from the anxiety scale was (mean=2,35), stating that TCs experienced a moderate level of anxiety at the beginning of their teaching practicum. As it is seen at Table 4.1 being criticized by their classmates (mean=2,60) and the problems related to the students they are teaching (mean=2,56) was the reason for the highest level of anxiety among TCs. While TCs' feeling of academic incompetence (mean=2,02) caused the lowest level of anxiety of six sub-scales.

Moreover, to determine the level of foreign language teaching anxiety of TCs after the teaching experience the FLSTAS ($\alpha = .905$) was given to the TCs after they completed their school experience course and teaching practicum courses. Table 4.1 shows the descriptive statistics related to foreign language teaching anxiety of the TCs.

The overall mean score TCs got from the second administration of the FLSTAS was (mean=1,82), stating that TCs experienced anxiety at a low to moderate level after completing their teaching experience. According to Table 4.1, it is seen that the problems related to the pupils the they teach in classrooms (mean=2,36) create the highest level of anxiety among TCs. Also the feeling of academic incompetence (mean=1,51) caused to be the lowest level of anxiety for TCs of all factors of the FLSTAS. The findings show that, the mean scores of TCs are similar at the first and second administration of the scale.

4.1.1 The Relationship Between Two Measurements of the FLSTAS

To find about the relationship between two administrations of the FLSTAS, a paired samples t-test was conducted. According to the findings there was a significant difference between TCs' mean scores related to foreign language teaching anxiety.

A paired samples t-test was conducted to compare the mean scores of TCs in the first and second administration of the FLSTAS. It was seen that there was a significant decrease at TCs' mean scores regarding overall anxiety, between the first measurement (mean pre-test= 63,71) and the second measurement (mean son-test= 49,36) [t(45)= 7,06 p<.01]. The calculated effect size (d= 0,471) shows that this is a difference at the moderate level. In other words, TCs feel less anxious about teaching a foreign language in real life classrooms with real students after completing their teaching practicum. (Table 4.2)

Table 4.2

Paired Samples T-test Results for the pre-test and post-test

FLSTAS	N	Mean	SD	df	t	p	η
Pre-test	46	63,71	14,78	45	7,06	,000	0,47
Post-test	46	49,36	11,91				

Moreover, the differences between two measurements related to six sub-scales are detected with separate paired samples t-tests. First of all, it is seen that the anxiety the TCs experience related to their relationship with their mentors, significantly decreased throughout the teaching practicum [t (45) = 5,59, p<.01]. Also the findings show that, the level of anxiety related to the language proficiency of TCs has significantly

decreased between two measurements [t (45) = 6,73, p<.01]. Furthermore, a significant difference was found at the mean scores of TCs' anxiety related to their academic incompetence [t (45) = 6,38, p<.01], they feel less anxious at the end of the teaching practicum. It was also seen that, after completing the teaching practicum the TCs' level of anxiety related to the fear being criticized by their peers [t (45) = 4,50, p<.01] also decreased. Finally, the foreign language teaching anxiety TCs experience related to the fear of what other people think, significantly changed through the process [t (45)= 5,01, p<.01]. When all of the factors are examined, it was seen that there was not a significant change at the anxiety level of TCs' regarding the effects of the pupils, [t (45)= 1,56, p>.01]. It can be stated that, the TCs' anxiety levels about student effects were similar at the beginning and at the end of their teaching experience. To summarize, the findings reveal that participants' foreign language teaching anxiety as TCs significantly decreased, when their case at the beginning and at the end of the teaching experience is compared, at all factors except for their relationship with the pupils they are teaching. The scores of the paired-samples t-test are presented in Table 4.3

Table 4.3

Paired Samples T-test Results for the sub-categories

Sub-category	FLSTAS	N	Mean	SD	df	t	p	ŋ
Relation with mentors	Pre-test	46	12,21	3,77	45	5,59	,000	,40
	Post-test	46	9,15	3,04				
Language proficiency	Pre-test	46	15,89	4,12		6,73	,000	,45
	Post-test	46	12,01	3,36				
Academic incompetence	Pre-test	46	8,10	2,23		6,38	,000	,44
	Post-test	46	6,06	1,89				
Being criticized by peers	Pre-test	46	10,41	3,45		4,50	,000	,38
	Post-test	46	7,84	2,68				
What other's think	Pre-test	46	9,39	2,95		5,01	,000	,40
	Post-test	46	7,10	2,11				
Student effects	Pre-test	46	7,69	2,38		1,56	,124	,13
	Post-test	46	7,08	2,26				

In order to proceed with the investigation, the TCs who got the highest scores and the lowest scores from the FLSTAS were chosen by the researcher. At this point the

researcher found it necessary to explain that it is not actually possible to measure a construct like anxiety only with an attitude scale like the FLSTAS used in this study. However, to have an idea about the anxiety levels of the TCs and proceeded the study the mean scores of the TCs were calculated. The highest score which could be obtained from the scale was 135 and the lowest score was 27. All of the TCs' scores were listed from the highest to the lowest and the first 6 TCs and the last 6 TCs were chosen to proceed with the qualitative data collection.

The 12 TCs who obtained the highest mean scores and the lowest mean scores with the extreme scores were chosen for further investigation. (Table 4.4)

Table 4.4

Interviewed Participants' Mean Scores of FLSTAS

Participants	Gender	Mean Score
P1	Female	96
P2	Male	93
P3	Female	85
P4	Female	85
P5	Female	85
P6	Female	85
P7	Female	49
P8	Male	45
P9	Female	45
P10	Male	44
P11	Male	40
P12	Male	27

4.2. Qualitative Results

4.2.1 Semi-structured Interviews

After the analysis of the qualitative data collected through the semi-structured interviews with the selected participants, four main categories emerged explaining how

English Language Teaching Department TCs perceive the concept of Foreign Language Teaching Anxiety. The categories are related to 1) The definition of anxiety, 2) The sources of anxiety, 3) Strategies to cope with anxiety, 4) The cases when anxiety decreased.

4.2.1.1 Definition of anxiety

According to the answers obtained by the semi-structured interviews, TCs use three categories to define anxiety; an emotion they feel, a situation they experience or the perceptions of themselves. Table 4.5 shows the communication units occurred in qualitative data related to the definition of anxiety.

All TCs started to define anxiety by relating the concept with the emotions they experience at an anxious moment. TCs mainly stated that anxiety can be defined as a fear they can not overcome, or they feel panic when they encounter an unwilling situation. They also mentioned about anger, nervousness, and tension as the emotions they feel related to anxiety.

Moreover, TCs stated that a person would feel anxious in certain situations like speaking in public, feeling everyone is staring at them, or being observed by a mentor while performing a task. They mentioned that anxiety arouses when they find themselves in an uncomfortable situation, when something is new for them, when they can not foresee the results of an event or they think about the worst conclusion of a situation. TCs indicated that anxiety is related to future events and the reason for someone to experience the notion is the possibility to encounter unexpected cases.

Lastly, TCs related anxiety to how a person perceives oneself and the weak points people find in themselves cause the anxious situation. The perception of being insufficient, being incapable, being unprepared would make a person experience anxiety. Also TC explained that when a person has deficiencies related to field knowledge, low self-confidence and behaves timidly experiencing anxiety would be inevitable.

Table 4.5

The Definition of FLSTA

Main Category	Categories	Communication Units	N	%
Definition of Anxiety	Emotion	Total	23	
		Fear	4	
		Negative excitement	2	
		Tension	2	
		Anger	2	31
		Nervousness	2	
		Panic	8	
		Fuss	1	
		Bad emotions	2	
	Situation	Total	22	
		Speaking in public	1	
		All eyes on me	5	
		Uncomfortable situation	3	
		Worry about a future event	3	
		Unknown situation	2	30
		Negative conclusion	3	
		New situation	3	
		Unwilling situation	1	
		Unexpected situation	1	
	Self-perception	Total	18	
		Lack of knowledge	2	
		Being insufficient	3	
		Being unprepared	1	
		Being incapable	3	
		Behaving unnaturally	1	24
		Being shy	1	
		Lack of self-confidence	2	
		Fear of failure	5	

Interpreting what TCs explain about the concept, anxiety can be defined as; "Caused by the weak perception of oneself, the emotions a person feels when encountering an unwanted situation". Some of the definitions given by TCs are presented as follow;

> P4: Feeling all eyes on me when I start to teach in a lesson. The fear of not being able to answer the students' questions. The fear of not being able to explain something even I know the answer.

> P1: It's an irrational fear. It happens when I speak in public, when I know that people are listening to me that's my nightmare, of course that's my biggest problem in teaching. It's okay with people I know but if when I do not know them I always think what if I say something wrong what would they think about me, first impression is very important.

> P3: If you are insufficient in a topic, if you think you can not do it you would be worried. If I am not confident with myself this makes me anxious. Sometimes I know it only in my head because I just make things up, I always jump to the worst conclusion of everything. I do not think about the things I can do but always focus on my weaknesses and worry about them even they happen.

> P9: Anxiety arouses at unknown situations. The conclusion of a situation should be unknown and also negative that's the condition for anxiety. And it can not be related to the past we worry because we do not know what will happen it should be related to something in the future.

4.2.1.2 The sources of anxiety

The data obtained through the semi-structured interviews revealed nine categories as the factors causing foreign language teaching anxiety for English Language Teaching Department TCs; 1) Personality, 2) Teaching skills, 3) Language proficiency level, 4) Mentors, 5) Students, 6) Teaching Practicum System, and 7) Teaching procedure. Table 4.6 shows the main categories and sub-categories as the sources of FLSTA for TCs.

Table 4.6

The Sources of FLSTA

Main Category	Categories	Communication Units	N	%
Sources of Anxiety	Personality	Total	14	7
		Anxious personality	2	
		Being shy	2	
		Low self-confidence	3	
		Learning anxiety	1	
		Being unfriendly	1	
		Not being extraverted	1	
		Not being talkative	1	
		Not being social	1	
		Expecting the worst conclusion	2	
	Teaching Skills	Total	20	10
		Can not answer questions	2	
		Can not remedy a situation	2	
		Giving clear instructions	2	
		Can not compensate a mistake	2	
		Can not explain the activity	2	
		Lacking professional teaching skills	2	
		Can not correct students' mistakes	1	
		Teaching something wrong to students	5	
		Can not improvise	2	
	Language Proficiency	Total	16	8
		Mis-pronouncing a word	2	
		Using a wrong word	1	
		Can not remember an utterance	2	
		Low speaking proficiency	2	
		Choosing a topic which doesn't exist in L1	2	
		Producing wrong sentences	2	
		Not having sufficient speaking lessons as a student	1	
		Lack of grammatical knowledge	2	
		Can not modify English	2	
	Mentors	Total	22	11
		Supervisor's negative comments	3	
		The questions supervisor asks	2	
		Being observed by the supervisor	3	
		Negative evaluation of the supervisor	1	
		The attitude of the supervisor	1	
		Miscommunication with the supervisor	2	
		Supervisor being intolerant to mistakes	2	
		Trying to impress the supervisor	1	

Table 4.6

The Sources of FLSTA (continues)

Main Category	Categories	Communication Units	N	%
	Mentors	Cooperating teachers' negative comments	2	
		Being observed by the mentor	1	
		Cooperating teacher distracting the students	1	
		Can not interfere with the mentors	1	
		Differences between Cooperating teachers and TCs	2	
		Total	74	38
		Students are not listening	4	
		Students do not take me serious	2	
		Can not dominate high school students	2	
		Student laughing at the Teacher Candidate	2	
		Can not predict students' reactions	2	
		Seeing students for the first time	2	
		Being insufficient according to students	1	
		Not being a real teacher according to students	1	
		Can not embrace the class	4	
Sources of Anxiety		Distant relation with students	3	
		Spending limited time with students	4	
		Can not learn students' names	3	
		Artificial relation with students	1	
	Problems related to students	Can not know students' background knowledge	2	
		Can not control young learners	1	
		Can not hear students	2	
		Students can not understand L2	2	
		Students are distracted	5	
		Students ask unexpected questions	3	
		Students have low motivation	2	
		Students are tired	1	
		Students do not participate to the lesson	5	
		Students can not understand the task	5	
		Students are not having fun	4	
		Students can not answer the questions	4	
		Personal differences of students	1	
		Students are too restless	2	
		Students have wrong background knowledge about a topic	1	
		Students are not ready to learn	1	
		Health issues of students	2	

Table 4.6

The Sources of FLSTA (continues)

Main Category	Categories	Communication Units	N	%
		Total	16	8
		Lack of facilities in schools	3	
		Too much work load at university	2	
	Teaching Practicum System	Preparing / performing lessons for evaluation	1	
		Limited opportunity for practice	3	
		Limited time to perform the lesson	3	
		Not being used to technological devices	1	
		Mis-communication with classmates	2	
		Fear of getting a low grade	2	
Sources of Anxiety		Total	29	15
		Differences between the lesson plan and implementation	5	
		Choosing a complicated activity	2	
		Loosing control the class	5	
	Teaching procedure	Not being able to remember the lesson plan	1	
		Being too dependent to the lesson plan	3	
		Choosing a difficult topic	4	
		Being unprepared for the lesson	3	
		Trying to plan every detail of the lesson	1	
		Being too dependent on materials	1	
		Problems related to time management	4	

The Personality of TCs: The type of personality TCs have, might have an effect on the foreign language teaching anxiety they experience according to the TCs. The participants stated that showing anxious behaviors is not a specific situation they experience during teaching, but they have an anxious personality and always think about the worst conclusion of something so this feature affects their whole life. One of them said;

> P3: This is not about teaching, unfortunately I am this person. For example, I want to do something but I say what if something bad happens. I just think about the conclusions even before they happen. I think about each dialogue before speaking with someone, I try to predict the reactions of a person but always think the negative parts. Even at this interview I am worried what will she ask what if I can not answer, I do not want to be in this way

It is also seen that TCs mentioned that they have low self-confidence in every level of their life and they believe that they can not succeed at a task even when they actually could. They also defined themselves as shy people who can not express themselves confidently so it is difficult for them to communicate with the students in the classes. TCs see themselves to be unfriendly, unsocial and the opposite of talkative and relate their anxiety during teaching to these features. Some of the TCs explained themselves as;

> P1: It's because of my self-confidence, I mean I have very low self-confidence, even I prepare great activities I just can not implement it. I speak with a very low voice because I do not see myself efficient, I am scared if I say something wrong.

> P3: I think this can be related to my self-confidence problem. For example, while I am preparing for my lessons, I think am very efficient, I think my lesson plans are very appropriate for the students but I think there would be a problem related to myself while I am trying to perform the lesson I think I will make a mistake or something will happen and I would fail.

> P8: I am not that friendly in my personal life too. Many people say I am grumpy. I think there is no need to intimacy. I do not like to reveal myself before really knowing people. Unfortunately, the situation is the same with students I do not see them that much I can not just be friendly to them.

P2: I have problems with adolescences sometimes, actually I am not an extraverted person may be that is the reason. I like children but I can not be confident around everybody, I can not talk to them (high school students) because I feel nervous around them.

P6: I was very shy at the beginning of the term, it reduced now but I still withdraw myself when I am with students.

Teaching Skills of TCs: TCs' perceptions of their own teaching skills, is another category affecting their level of anxiety related to foreign language teaching. TCs mostly have negative self-evaluation about their professional teaching skills and worry that they will not be able to succeed the teaching process in a lesson. They fear that they might not be able to give clear instructions to the students and they may not proceed to the tasks. TCs think they would have problems with explaining a topic when students ask questions. Moreover, the participants stated that they fear of not choosing the appropriate examples, because they are not aware which utterances would be the best option to present to their students. Some TCs expressed their opinions as follow;

P9: The question in my head is, what if I can not teach. This is a huge reason for my anxiety; the professional teaching skills. I worry if I do not have the talent t be a teacher time to time and this really affects me.

P2: At that problematic moment I was only thinking about failure. Could not I give efficient examples to them; could not I reach them, why was that happening?

P5: During an activity a student approached me and asked what they were going to do for the activity. I hand out some words, verbs actually and there was the word 'dream' they had to use it as a verb but they thought it as a noun and everybody had this problem, I did not know what to do at the moment I tried to explain, students were all looking at me it was awful.

TCs also experience anxiety about doing one inaccurate move and not being able to compensate it. They fear that unintentionally they will teach a topic inaccurately to the students and this would affect their knowledge of English negatively. Moreover, TCs are afraid that they will make a mistake during the teaching procedure and they will not have the skills to correct themselves at the moment. One other matter is not being able to correct the students' mistakes, TCs state they can not realize the mistake to correct it

and even they actually notice a wrong utterance they have problems with error correction.

> P3: I was afraid about teaching something wrong, I was the one teaching this topic for the first time and I was thinking did I teach it very very inaccurately. Because, now I am giving the basics of the topic and if I teach something wrong to them or if I can not explain it thoroughly this can affect the rest of the section.

> P6: At the time I was thinking about myself, I am a senior I will be a teacher and what if I make a huge mistake, how can I change it. However actually I was really anxious for the students because if I teach something inaccurately they will learn it in a wrong way, that's was my biggest concern.

> P1: During a lesson I have many problems. Like let's say I make a mistake so how can I go back? I mean I do not know how to correct the thing I do. Then my anxiety just pops up. I think everything in the lesson affects me.

Language Proficiency Level of TCs: According to TCs, their level of English proficiency has a crucial effect on their foreign language teaching anxiety during teaching. TCs mentioned that sometimes they think their own grammatical knowledge about a topic would not be enough for them to teach. Also they stated that there are some structures which do not exist in their mother tongue so they can not even understand the topic themselves, and this matter causes anxiety about not knowing how to present the structure to their students.

> P7: Today I was prepared for the lesson, but sometimes I have very little knowledge about a grammatical point and I just can not answer a question. When I have problems with the grammatical knowledge and when I lack field information I do feel anxiety.

> P10: The topic the cooperating teacher gave me was complex, and this structure does not exist in Turkish so I had a really hard time trying to explain it to the students. Normally you can compare something in English with the mother tongue but I could not do it today.

Almost all of the TCs stated that speaking English is the reason why they experience the teaching anxiety. TCs are afraid of using a wrong word while explaining something, or mispronouncing a word when they are speaking. They mentioned that sometimes they

even forget how to produce sentences, they can not explain an important part of a task therefore students can not proceed to the activities they present. The participants who mentioned that speaking English is the main reason for their anxiety, think that the lessons they prepare is excellent but they can not perform the way they want because they are not able speak fluently in front of their students.

> P1: At the activity I gave today there were the lyrics of a song, I actually know what is the best way to engage the students to the activity but I can not do it in English. What if I say a wrong word or pronounce the word inaccurately? I know that I have to make some explanations about the unknown words but I just do not feel myself confident.

> P2: We were playing bingo with the students, I draw thirteen but I just could not remember how to say it. I was blocked all of the students were waiting for the number but I could not say it. I started to count from ten, and then I just got even more confused. I just wish I could remember the freaking number thirteen.

> P5: The effect of speaking is huge for me. Speaking English is my nightmare. I can not remember the words I can not conclude a sentence. I start to speak but then when I can not continue my voice starts to diminish. If this lesson was in Turkish I would really be a different person, speaking is my biggest problem.

> P3: The lesson plan I prepare are quite efficient I mean they are appropriate for the students in every way, but the problem is about speaking English. If the lessons were in English, I would not experience these problems. I really see myself insufficient that's why I panic. Also our own speaking classes as students were just too ridiculous and I think I can not speak here in this class.

Moreover, TCs have difficulties with modifying their English to a level their students can understand. They stated that sometimes they speak too fast unwillingly, they produce long sentences with plenty of conjunctions and this creates confusion for the students. Also TCs confessed that sometimes they forget they are teachers in real classrooms and use informal language in front of their students, they realize the fact of being a teacher only after the cooperating teacher or supervisor warns them during their teaching.

> P10: My English was a bit problematic in the class. I should modify it to their level. I could have spoken slower or simpler. I should not use that much

conjunctions but I was already excited and maybe I wanted to finish the lesson as soon as possible.

P7: I had some problems today. Sometimes I speak very fast even I do not want to. I was caught up to a kind of natural speech I did not speak clearly how students can understand. I used –wanna, gonna- when I was not supposed to. The cooperating teacher warned me that the students did not understand my speech.

Mentors of the TCs: The mentors are both the supervisors and the cooperating teachers helping the TCs through their teaching practicum. The effect of the mentors, is also an important factor for TCs regarding foreign language teaching anxiety. TCs stated that performing a lesson when the supervisor is present in the class concerns the TCs. The feeling of being observed by the supervisor, and thinking that they are judging the TCs for evaluation reduces their performance according to the TCs answers. The participants were afraid to hear the negative comments of their supervisor and were terrified when the supervisor asked them a question they can not answer. Some TCs explained their fear of the supervisor as;

P12: I am always anxious right after the lesson ends because I am afraid of my mentor teachers' comments. I was not that excited during the lesson but I knew that my supervisor was going to ask me why I used first language and that worried me.

P5: Actually being observed really bothers me. Both the cooperating teacher and the supervisor is there. I feel their eyes on me and this makes me nervous. I think it would be better if no one was there to watch me. I do not care too much about the grade but they are just staring and I constantly think whether I am doing okay, how they see me. This is exhausting.

P8: Sometimes the cooperating teachers and supervisors seem judicial and I do not like this, normally I do not have a problem with an observer but if I know this person has this attitude I feel nervous.

The TCs also stated that the attitude of the supervisor can cause nervousness during their teaching. They mentioned how it was difficult for them to communicate with their supervisor because they were afraid to speak with them. Some TCs complained that their supervisor was too strict, had rules and were not sympathetic even at some

particular incidents. The participants mentioned that they were students themselves and sometimes it's normal for them to do something wrong but their supervisor would not let them to make up for a mistake. Furthermore, one teacher candidate stated her frustration about the supervisors never caring for the affective dimension when they are addressing the TCs. It was mentioned that the supervisors do not ask how they are feeling, if they have a problem, or whether they feel ready to implement a task.

> P5: I had a problem with my supervisor and this affected me negatively. I am already an anxious person, and just before I started my presentation my supervisor scolded me. I was very sick and I could not write down my lesson plan, so the supervisor said I could not teach without submitting my lesson plan. I did not have a printed plan but I was prepared with my plan my materials everything was set. Then after I begged the supervisor agreed to observe me but not accept my plan later. There was no need to act this way just before my presentation, it would be better to give the whole feedback after I complete my teaching. The supervisor could ask me what was wrong you haven't brought your lesson plan is there a problem. I could have explained that I was really ill and try to compensate later but there is no tolerance for that I guess.

When TCs were asked about their feelings of being observed some of them answered that they were comfortable about it however they also mentioned that they feel themselves responsible to the supervisor who had taught about teaching skills through their education and they need to show how much they have learnt. They think that their supervisor would be disappointed if they can not teach efficiently and show that they actually could transform what they learnt theoretically into practice. TCs mentioned about this situation as follows;

> P9: I was not bothered by an observer. I am still the same as a teacher with or without an observer watching me. If it would bother me, someone who I know and respect would make me consider. I can not predict the criteria of an observer I do not know but I would try to impress the supervisor who taught in our teaching language skills courses and methodology courses.

Other than the university supervisors, the relationship with the cooperating teachers and TCs, was also stated as a source of anxiety by the participants. TCs indicated that time to time they felt themselves inadequate because of having the cooperating teacher observing and evaluating them. The TCs explained that the cooperating teachers should be educating them but instead of giving feedback related to the lesson, some of them

were behaving judicial about the education they get, and the way they presented their classes. TCs also mentioned that because the cooperating teachers are always in the class observing they could not completely impersonate themselves as a teacher. One participant complained as;

> P6: The teacher is always there; it is her class, not mine. I do not really see if I am a real teacher or still a student myself.

Moreover, some TCs mentioned that cooperating teachers interrupted their class time to time and get the attention of the students on their selves. TCs complained that cooperating teachers distracted the students from the activities they prepared and asked their own questions, or gave some of the student's different duties just in the middle of their class as if they were not teaching anything useful. TCs stated that when the cooperating teachers started doing something in the class while they were teaching they could not say anything or interfere with them due to the fact that they were the teachers of the class.

> P5: I was starting to my last activity, then the cooperating teacher told the students that their books had arrived. All of the students stopped the activity and ran to the teacher, they were asking about the books. I was just standing there waiting but he did not stop talking about the books I could not complete my activity. Why did he do that, he could just tell them at the end of the lesson.

> P8: The cooperating teacher mentioned about something to the class and they started to talk about that topic and it was totally irrelevant to my lesson. I thought about classroom management, how I could get their attention again but the teacher was there and he actually created the situation. When he did not say anything I also could not interfere. This really got on my nerves.

Finally, some TCs were confused because of the differences between the cooperating teachers and themselves. They said they could not understand what their cooperating teachers asked from them about the teaching procedure resulting from cooperating teachers having an old fashion deductive approach while TCs trying to use a more communicative, contemporary, inductive approach.

The Factors Related to the Students: Among all the categories which are the sources of the foreign language teaching anxiety experienced by English Language Teaching Department TCs, the factors related to the students they teach has been the most frequently mentioned category. When the communication units were analyzed it was seen that the incidents axial around two topics; the relationship between the TCs and the students, and student centered conditions.

The TCs mentioned that the relationship between the students and the teacher is the most important element of having a peaceful, secure and efficient teaching/learning environment, that is why even a minor problem they encounter related to students, causes distress for their teaching. Most of the TCs complained about the limited amount of time they spend with the students, and the difficulty of building rapport with them because only meeting one day in a week. They mentioned that they still have a distant relationship with the students and they could not feel them as their own class. Furthermore, TCs explained they could not learn the student's names and this caused problems when they were trying to engage the students to the lesson. One of the TCs remonstrated that they were not the real teachers of the students and they were only preparing lesson plans for them to be evaluated, they could not feel a natural bond with the students like a real teacher. Some of the TCs' explanations about the matter is presented as follow;

> P3: These are not our own students so we can not be so close with them. I want to have a close relation with my students, we should know what they like, what their interests are, but I can not get to know the students here. I think we can make jokes have fun together but be able to do this both sides should know each other better. We should spend more time with the students.

> P1: I just can not get over it. My lesson plans are very efficient but my performance… I am trying to overcome but I am still timid with students I do not know them that much. I just can not embrace them as my own class. There is a distance between me and the students.

> P9: I can not say I have a close relation with students I really need to know them better. It's not true to say they all love me I am great with them. There are mostly two or three students participating and sometimes I feel like I am only addressing them in the class this really bothers me.

P10: Most of the time I do not have a problem related to communicating to students but I have an obsession with names, this is not something I experience in the classroom I like to refer to people with their names. I constantly asked the students names while I am teaching I think this bothers them a little they look at me like – could not you still learn my name- this affects our relation.

P6: I do not like to reveal myself too much, this is the case with students, seeing them three-four times every week and preparing a lesson for them once a week to get grades is very different. We do not have a natural relationship with the students. It is artificial. We need more time with them and we need to share a common life experience.

TCs' statements also revealed that they have difficulties related to controlling the students time to time and this makes them feels insufficient as a teacher. Most of them stated that while they are presenting a structure, giving instructions or implementing an activity they can not ensure the students to listen to them. TCs said that teaching to high school students is very difficult because they are too restless and it is impossible to establish authority over them. One TC said the same for young learners and stated that controlling the children is even more difficult, and not being able to control the class is a sign for poor classroom management.

P6: I have problems when the students do not listen to me. Usually the students sitting at the back rows do not listen, I think I only teach something to the students sitting in front of me, I can not push them to listen they will not participate if they do not want to.

P9: Usually I have good communication skills with my students, however while some activities it is difficult to make them listen. Today I wanted to invite them to the board for the activity, and it was very difficult they did not want to participate, they are very clever students studying at sciences high school so sometimes they can belittle some activities.

P3: Today because at the activity I have chosen, the students were too restless. When their friends were at the board they tried to support their classmates and shouting too much. It was an activity which students had to use their reflexes, there was too much noise and I lost the control of the class I am not pleased with this situation, I was negatively affected.

P2: It is different with children. Young learners are too restless they all talk at once and sometimes I can not hear them. Once there was an activity I was eliciting the answers and one student shouted –but teacher I said it first you did not hear me- Because they are just always speaking I could not give feedback when the student answered this happened a couple of times and it creates problem in the class.

Moreover, the TCs revealed their disturbance about teaching to different students each week. Even some TCs can ensure stability with the classes they observe and teach, few numbers of TCs stated that because of the changes at timetables they had to attend to different classes. The TCs mentioned that they could not predict the background knowledge of the students sometimes and so they had problems with preparing lesson plans appropriate to their level. Also, TCs mentioned that they want to try different things time to time like making jokes, or bringing songs to the class, preparing activities with games however they are afraid that they can not predict the reactions of students so they feel conservative about innovations.

P1: The anxiety especially arises when I see the students for the first time, the same for students of course. When there is someone I do not know I really feel very bad. Because the students do not know me I always wonder about what they think about me will they like me, the first impression always makes me nervous.

P2: Normally I know the students so I can prepare according to what I know. But when there is a class I see for the first time my performance is worse. With the other class I can predict how my students can react for example I made a mistake and the students helped me that was not a problem. But I can not imagine it with a new class what if I make a mistake, I say something wrong that would be a real problem for me.

P10: I prepared an activity for the lesson it was about countries and some features about the countries, I thought the activity would last longer because they were not supposed to know the information I wanted them to make predictions and there would be a discussion part. But after I had started I saw that they already knew all the answers and the activity finished in 2 minutes, that was not what I planned.

The last matter about the anxiety the TCs experience related to their relationship with students is about the fear of not being qualified enough in the students' eyes. Most of

the teacher candidate stated that they fear of making a minor mistake or just one simple move and the students will just not see them as a real teacher. Also the TCs mentioned about the negative looks of the students they encounter time to time and fearing that the students will laugh at them and not take them serious.

> P6: My biggest fear is about being unqualified in the students' eyes, what if I make a mistake. They would say –she is not a teacher yet, she doesn't know the answer, she needs to study more- it would be very disappointing to hear this from students because we are the teacher we should be better them there should be a difference between us. Even we like each other and seem like friends I would not want them to think I am not qualified to be their teacher.

> P3: I can not behave the way I want with students sometimes. While I am thinking I know I should behave different but when it comes to realization I think they will not take me serious and what if they laugh at me?

> P1: I actually know I can be an excellent teacher. My lessons my activities are great but while I am speaking I am afraid. The students can laugh at me, let's say I produce an incorrect sentence, would they judge me or they can even laugh at me, they would not respect me at all.

TCs also explained that there were factors related to student centered conditions affecting their level of anxiety. They stated that problems aroused when they see that students could not understand second language, were not able to get understand a grammar or could not answer their questions. TCs explained that they had to speak English while teaching and actually believe it is necessary for the students to be exposed to the second language as much as possible however the students' level was not high enough and they were not used to hear their teachers speaking English. They mentioned that they were preparing their lessons plans expecting the answers of the students and when they could not elicit what they expect, they worried about not being able to proceed with their plan.

> P11: I prepared a lesson plan related to tense revision. First I tried to speak English but then I used the first language my supervisor asked me why I did it. I was expecting that question of course but they do not understand English. I am teaching them the tenses how can they understand if I do not explain it in Turkish?

P2: The topic for the lesson was relative pronouns. I had to teach it because the cooperating teacher insisted on giving the topic to me. While I was presenting the structure I experienced some problems, I asked them how they would fill in the blanks. They just could not answer. However, I told them three or four times, they should look at the word before the blank. They made up answers, at the time I was only thinking about my own failure, Was I that bad?

P6: I started the lesson with who and which, at the beginning they just could not understand anything. I asked them some concept checking questions and nobody answered, they were seeing the topic for the first time and I know it was normal if they did not understand, but I got into panic. Could not I reach them; how can I explain it what if I just can not explain it?

TCs also thought that the students they were teaching were not actually ready to learn and this was the main reason for the problems they experience during their teaching practice. TCs mentioned how the students in their classes were constantly distracted and it was very difficult for them to get their attention. Some TCs attributed their anxiety to the students having low motivation, or students being tired. Moreover, TCs complained about the background knowledge of the students. They said that students had some fossilized errors or misinformation inherited from their previous experiences and it was difficult for the TCs to teach false beginners.

P5: The students were distracted at the last part of the lesson when I was handing out my last activity. I did not want to interfere too much, the students were tired and their motivation was low. I was the second teacher candidate teaching and the students were not too eager to participate. They were saying – we wish it is finished so we can go.

P2: It's easier for me to communicate with adolescences but sometimes teaching a topic can be problematic. The high school students' minds are not clear. The other day I was presenting a structure, and they said we knew it in a different way, and it was inaccurate. When students learn something wrong in their past it is very difficult to correct the mistake in their mind.

The TCs finally stated that the biggest concern for them related to the students is having an emergency inside the classroom. They were afraid of encountering any kind of health issue during a lesson and said they would be terrified if something happens to the students under their watch. TCs also mentioned there were personal differences between

students and it was impossible for them to be able to prepare activities which can address to all students. To conclude TCs were also annoyed when they prepared an activity and students were bored with the tasks they prepare.

> P3: My lesson plan was great. I tried to present the structure over the students, I got feedback from them I prepared the examples I got from the students and built the lesson this way. Then I came to the final activity, it was a game and I thought they would have fun while playing it. However, I think they found the game childish and instead of having fun they made fun of my game.

The teaching procedure: One other category which emerged from the participants' answers, affecting the foreign language teaching anxiety of TCs, is about the factors related to the teaching procedure. TCs complained about the issues have experience with the lesson plans they prepare. Some TCs claim that they prepare theoretically excellent lesson plans however during their teaching they have to deviate from their plans because of the incidents in class and these deviations worry them. TCs stated that usually they try to plan every detail of a plan; they even plan the sentences to produce beforehand. They try to remember the sentences while they are teaching and when they can not they can not proceed to their lesson. The participants mentioned that they are too dependent on their lesson plans and when a minor change occurs during their lesson they are not able to make any improvisations.

> P1: I feel myself unqualified; I can say something wrong or make a mistake. When I prepare my lesson plan I write everything down, I write everything I will say and I memorize it. During the lesson I try to follow my script I can not speak spontaneously. If I forget anything I to check my notes and try to resume from my plan. Of course this is a huge problem for me, I too dependent on my lesson plan.

> P3: I can prepare lesson plans how our teachers taught us at school (university) but my problem is about how I will perform these plans. They are prepared with every detail. I predict all the dialogues I mean the possible answers of students. I do it with my personal life I think about the dialogues before they happen. I plan every step of the lesson so when there is any kind of deviation, if someone says something I do not expect I just freeze, I am terrified at those moments. This is my whole life I do not want to be this way I wish I did not think everything this much I want to improvise but I can not.

In addition, TCs explained that the topics they teach or the type of activities affect how they teach and also affect their foreign language teaching anxiety level. Some students complained that they were given difficult topics to teach to the students. They stated that when the topic is too complicated, it is even difficult for them to teach and they worry that they could not transfer their expertise to their students. Furthermore, TCs regretted to choose complicated activities which needed controlling multi-dimensions in a classroom and confused the students. They indicated that they were always trying different activity types and implementing various grouping techniques for their lessons, but they were also aware that these kinds of tasks might create a chaotic atmosphere in their classes.

> P6: My topic was quite complicated, I mean this is even a nightmare for teachers and I have to teach this to the students I was really scared.

> P3: This happens all the time I choose complicated activities. I want them to be perfect and I think the more difficult the task the better for students. I prepare competition tasks because I think they will not enjoy the other types of tasks. But when I look at the results I just can not be sure I tell myself are not these proper activities? Would it be better if I have chosen a different simpler activity? The same thing happened today, I wish I hadn't used the activity.

The participants also stated, not being prepared enough to be a reason for their foreign language teaching anxiety. The TCs mentioned that when they prepare lesson plans and premediate the general procedures of the lesson they feel more confident however they admitted that time to time they could not find the energy or time for a proper preparation for their teaching, and this affected their performance. One TC explained how she forgot an important part of a lesson due to inadequate preparation and she thought about that part of the plan for the rest of the lesson. Moreover, some of the TCs had difficulties about managing the time for their teaching. The participants either could not complete their tasks before the lesson ended or finished the tasks too early or could not find a new activity for their students. TCs explained their concerns as follow;

> P9: I could not the engage part of my lesson, actually I could have done an enjoyable and interesting warm-up activity but I just start to presenting the structure and this bothered me during my teaching. I was unprepared. I was thinking through the lesson, how could I forget, I was beating myself up.

Normally I could be way better. Maybe it was not horrible but it was not efficient for my own standards.

P10: I could not complete all the tasks in my lesson plan today. I had to mention about one more topic but I could not manage the time. My game took more time than expected and the students did not want to quit. I could of think about explaining the topic and then proceeding with the game. That would be better. I guess I need to plan things beforehand.

P11: My lesson finished about ten minutes earlier than expected. I really did not like that part. I had extra time but I did not know what to do. We do not have enough experience. I prepared my plan but I thought it will finish on time. We can prepare lesson plans and enjoyable activities right, but we still can not predict how much time it would take to complete the tasks.

P12: I mainly followed my lesson plan but I had a problem the time. I had an activity with a song but I could not do it as I wish, I had to take it short it was not something huge for me but I did not like that part it could be better.

The teaching practicum system: As the final category, the criticism of the teaching practicum system has emerged as one of the sources for TCs' foreign language teaching anxiety. Almost all of the TCs stated that most of the problems related to their teaching anxiety was based on their lack of experience. They mentioned that they could not predict about the problems they could face in classes due to being in this context for the first time. They can not spend much time teaching so every type unknown situation creates anxiety for them. TCs were also uneasy of the fact that they have to prepare-perform a lesson plan for evaluation. They indicated that even they knew there should be an evaluation criterion for the teaching practicum they took, TCs felt themselves disturbed when they experience anxiety because of the fear of getting a low grade. Moreover, TCs mentioned about the limited time they were given to present their lesson plans. Each teacher candidate has one lesson around forty / forty-five minutes to perform while their supervisors are observing them and TCs complained that that time was not enough for a proper evaluation. Some TCs' explanations about the case are presented as follow;

P6: This is going to be a kind of criticism of the system but I was given a limited time for the lesson. I had to think about this limited time while I was preparing

my lesson and this limited me. If I had two lessons, I mean 75-80 minutes I could prepare very different activities I do not want to think negatively but I am given limited opportunity for practice. I wish we could have more experience so I can practice more about how to teach a grammatical topic.

P11: The lesson plans are not for us actually. There is no need to write down a lesson plan. The plan is for the observer, the mentors to see what I am going to do in a lesson. It is just for my evaluation.

P7: I could not manage the time with my activities, because I did not have enough time, if I had the second lesson I could just transfer it to the next lesson but we have to show everything at the first and only lesson which was given to us.

P10: When we become teachers we will not have problems with time because we will have the next lesson. But now we only have one lesson to perform and have to show everything we know in one lesson so yes I was anxious about the activities I could not do.

The technical issues like the lack of facilities at cooperating schools and TCs not being used to use technological devices were among the factors causing anxiety for TCs. One teacher candidate complained that the photocopier in the school was broken so he could not implement his lesson plan as he thought. Also a teacher candidate blamed the clock on the classroom wall for his malfunction related to time management. The broken smartboards, broken OHPs were also reasons for TCs to experience foreign language teaching anxiety. The extracts explaining their feelings are presented as;

P7: All of the schools are not modern enough, they do not have the devices we want to use. That is a problem for me because sometimes I have to change my plan when the devices do not exist or are broken even being there.

P11: I had a problem with time today, but I was not my fault I asked how much time is left and the students said three minutes so I finished the activity y quickly giving the answers. However, then we realized we still had fifteen minutes. I had finished all the activities and I did not know what to do, how could know the clock was broken.

P8: I was afraid when the smartboard did not work, because I had based my lesson plan to the video I was going to show to the students. I am always

worried about the technical devices because we are not used to the smartboards, we haven't used them in university, so I experienced a little panic.

Finally, the TCs complained about the miscommunication they had with their classmates. The TCs have to work together while they are teaching, sometimes they have to share the topics and not being able to meet on common ground created problems for them.

> P10: I could not implement the plan I had prepared, there was a miscommunication with my partner. He had to teach must and mustn't but he did not. I prepared an activity including that topic but the students did not know so I had to teach the topic and change my plan.

> P5: I had to teach after my partner it was also the last lesson of the day, the students were tired. My partner prepared the same activity I had prepared she was supposed to do something different and because she presented before me the students did not want to participate in my task.

4.2.1.3 Strategies to cope with anxiety

After the analysis of the qualitative data obtained from the semi-structured individual interviews, it was seen that English Language Teaching Department TCs developed some strategies to overcome the foreign language teaching anxiety they experienced during their teaching practicum. The coping strategies were grouped under two categories as prevention strategies and intervention strategies. Prevention strategies include every precaution, TCs take before they can predict about a problem. While intervention strategies can be defined as every action, TCs take after they face a problem in order to solve it (Table 4.7)

Table 4.7

The Strategies to Cope with FLSTA

Main Category	Categories	Communication Units	N	%
Strategies to Cope with Anxiety	Prevention Strategies	Total	19	40
		Skipping an activity	1	
		Avoiding using a structure	1	
		Choosing basic contents of a topic	2	
		Constantly trying new things	2	
		Preparing a flexible lesson plan	3	
		Using various materials	1	
		Being thoroughly prepared	3	
		Preparing a back-up plan	3	
		Focusing on own strengths	2	
		Closely monitoring the class	1	
	Intervention Strategies	Total	28	59
		Code-switching to L1	3	
		Getting support from the mentor	2	
		Using personification	2	
		One on one attention to students	2	
		Imitating the mentor	1	
		Getting help from the students	2	
		Giving simpler examples to the students	3	
		Trying to feel like a student	1	
		Comparing oneself with the classmates	2	
		Comparing oneself with the mentor	2	
		Speaking and calming oneself	3	
		Admitting making a mistake to the class	1	
		Making physical contact with the students	2	
		Proceeding with a new topic	2	

Prevention Strategies: When TCs were asked about how they could decrease their foreign language teaching anxiety, the first answer most of them gave was about being prepared for the lessons they were teaching. TCs explained that when they were prepared for their lessons they felt more self-confident with their activities, their language proficiency and classroom management. TCs stated that preparing an interesting and efficient lesson helped them to get students attention and ensured them to participate their lessons so TCs mentioned they found the solution by trying several types of activities together with colorful various materials. Another factor mentioned by the TCs, was preparing flexible lesson plans being aware of the fact that there could be unexpected situations during their lessons. This way they did not feel themselves too dependent on an activity and felt free to improvise during teaching. TCs explain the methods they use as;

P12: I am prepared, I have a lesson plan, materials I feel myself ready. It would be different if I were unprepared, I planned this a few days ago I knew what to do during the lesson. I studied for the grammar point to be able to answer the questions.

P10: I might feel a little bit anxious but I can prevent this when I study. I always try new things I look up the internet and try to find things the students might enjoy.

P2: I was prepared but I did not write down every detail, my materials were ready however when I prepare a lesson plan word by word it definitely changes so I prepare an overview of a lesson and sometimes I decide on things in the class according to the students. I prepared my pictures and planned how I would use them but did not think on every example because I could elicit them from the students.

P11: I usually do not prepare very detailed lesson plans, of course everything is planned in my mind but I try to make it flexible. If the students like an activity and they want to proceed I should be able to go on with it, I do not have to do everything on my plan.

P7: I prepared the main points of the plan but the examples came up in the class. A teacher should be able to do this. If you plan every word and one thing happens different from your plan you will panic. Planning every detail makes you perfectionist and this causes anxiety.

TCs also mentioned that keeping things simple helped them to prevent situations which could raise anxiety while they were teaching. While they were teaching a grammatical topic they choose the basics of the structure and proceed if only students can really comprehend the topic. Also TCs admitted that time to time they used avoidance strategies like skipping certain task types or avoid using particular structures to prevent a mistake or an unwilling situation. Some extracts explaining TCs thoughts are;

> P2: I had to teach the relative clauses and of course it is a difficult topic. There are many different structures and many examples. But I remember what one of my teachers said, one thing at a time. I could not have given all of the structures at once it would be too confusing for students so I only chose who and which and only one function of them. I did not mention about relatives as a subject or relatives as an object that could be a problem for me.

> P1: Sometimes I see that I won't be able to speak about something, and I know I would panic if I try to. So I can skip one small detail, it's not something that would affect my whole lesson it's not a very important point so I avoid that part, it works for me.

TCs explained that focusing on their strengths is a very efficient way to decrease the foreign language teaching anxiety. The participants indicated that everyone has different weaknesses and strengths related to teaching English hence focusing on the methods and skills one succeeds can help them to prevent any problem regarding anxiety. Furthermore, closely monitoring the class during a forty-five minute time and trying to detect the needs of the students had been presented as an important factor to prevent the problems which can occur in any classroom. Finally, TCs proudly stated that having back-up plans was the best way to cope with anxiety provoking cases in their classes. The TCs' extracts explaining their strategies are;

> P10: I try my best all the time. If I am bad at something I know that I should not do it if I am good, I should be confident with myself. Of course I know what I am good at. I do not have any problem with my teaching skills. You are a teacher you have to believe in yourself, how could your students respect you if you do not respect yourself. You should focus on your strengths rather than worrying about your weaknesses.

P7: While I am teaching I always monitor the class; I listen to the students very carefully I observe whether they like my activity or hate it. I am a teacher I have to detect the problems in my class. It's not just presenting the lesson plan and leaving, we should think every aspect of a classroom.

P8: At first of course I got a bit excited when the video did not work however I was prepared I also had written down the lyrics of the video and printed it out so I had a back-up plan to continue my lesson.

P11: I do not need to follow a lesson plan %100. Of course I have a plan but sometimes things might not proceed as expected so even it's not written down on my lesson plan I always have a 'b, c and even d plan' in my mind.

Intervention Strategies: The intervention strategies TCs use to overcome the problems causing anxiety were mostly related to students not being able to understand the topics TCs were teaching. Hence in order to solve these problems, TCs mentioned that they switched to the first language to correct a misunderstanding in the class. The participants also revealed asking more and simpler questions, giving examples related to the students themselves or the cooperating teachers, helped them clear the topic for students thus reduced their anxiety. The TCs told about their classes in the following extracts;

P2: The students could not understand the rule of the structure I asked them a few times but I think it was complicated for them. I switched to first language (L1) and they could understand what I meant. I use L1 when necessary because sometimes when we are teaching grammatical structures there are some main points we have to focus on, while explaining them I use L1. This doesn't interrupt the flow of the lesson. Why should I try to explain something during ten minutes in English while I can explain it in two minutes in L1?

P4: I think they could not understand my examples at first. No one was answering my questions. Then I changed the examples, I tried to relate the examples to themselves. Or their own English teacher was pregnant I remembered that and gave an example about her. Then they all make the 'Yes I get it now' face.

P3: I guess my examples had some unknown vocabulary for them. There were abstract concepts. I thought they would understand the words related to personality, but they could not. So I changed the examples with concrete things like buildings, weight, or classroom objects. Then they could get the idea when I show the structure on real objects.

TCs also mentioned whenever they face a problematic case in their classes they try to calm themselves and speak to themselves and focus on the solution of the problem. Most TCs stated that they talk and motivate themselves when they experience an anxious situation. Some mentioned about counting silently and reducing their stress by waiting for a few seconds. One teacher candidate said she turned to the board and felt as I she was alone for a little time then after she cleared her head she could continue with her task. TCs indicated that they were aware of the possible problems which could occur in a class but instead of focusing on their mistake or deficiency they focus on the solutions. TCs' answers are presented as;

> P10: I just thought about a solution, I did not panic or anything because panicking would not change anything it would make it worse. I thought what can I ask, I thought about the students' interests and bamm I found a task.

> P6: I felt a bit nervous, then I quickly turned to the board. I talked to myself. You can do this no need to panic, you are doing great. I did not want to show my face because this would affect the students and the lesson. I was prepared my lesson was interesting I said 'try your best'. Then I just turned to the class and smiled they smiled back, my anxiety was gone at that moment.

Additionally, TCs explained that at their anxious moments when a problematic incident occurred in their classes they were not afraid to ask help from the others. Even some TCs did not have a close relation with their cooperating teachers, they stated that the teachers helped them when they could not find solutions themselves. Moreover, TCs asked help from students when they could not remember a word, had difficulty with giving an example or could not open the technical devices. Also, TCs indicated that in an anxious moment they try to think like their mentor teachers and how they would handle the problematic situation and act the way they would. TCs express themselves as follows;

> P8: I was afraid when the device did not work but I did not want to waste any time I just asked help from my cooperating teacher, maybe I should try to fix it myself but I did not want to spend too much time on it.

P7: My activities finished earlier than I expect. I did not have anything extra with me, I did not know what to do I hesitated for a moment. I just could not find anything at that moment. Then I thought why should not I ask the students. They could give me an advice and we would proceed with an activity they like. They offered me a game and we played it altogether until the bell rang.

Another strategy TCs used when they experience any anxiety related to their teaching, was to compare themselves with others. TCs stated even they were supposed to learn from their cooperating teachers, unfortunately all teachers were not enthusiastic enough or innovative so TCs perceived themselves better than the cooperating teachers hence felt better with their teaching. Moreover, some TCs mentioned that at times they saw themselves inefficient and experience anxiety they compare their lessons to their classmates' lessons and relieved themselves by noticing they were not actually as unsuccessful as they thought. The extracts of the TCs are presented as;

P9: I experienced a short term anxiety during the lesson about my activities I was afraid the students did not like them. However, then I thought about the cooperating teacher. She was only teaching her lessons from the book. She was not bringing any extra material or she was not preparing any games or any different types of activities. The colorful cartons I prepared and my game were even too interesting for the students.

P6: I was observing my other classmates from the beginning of the term and sometimes their lessons can be very monotonous, I do not want to be like them and I am not. My confidence was not this high at the beginning of the term however now I feel things intuitively I always say, why would I do, no one is better than me. No sentence can be more motivating for me.

TCs also mentioned about getting closer to students when they experience an anxious moment and how this relieved them during teaching. TCs indicated that standing closer to students decreased their anxiety since getting closer to them made the TC felt like a student rather than an authoritative figure. Moreover, TCs explained having physical contact with students was both a way to get the students' attention and to build a closer relationship between the TCs and their students. TCs' expressions related these factors are presented below;

P2: When I felt anxious I stand closer to the students. I wanted to destroy the image of the authoritative teacher. I wanted to feel as if I am one of them. We have a relation I mean in class I am the teacher but in the breaks we are like friends so I wanted to feel they are my friends again. I went near to some of them, I touched their shoulders. I was also a student not a teacher at the moment and I just relaxed.

P7: I start the lesson by asking questions to the students who are eager to participate, but then proceed with the students at the back rows. I always try to engage the students with eye contact. I make them feel that I am always watching them this gives me confidence I feel myself a better teacher when I can control all of the students.

4.2.1.4 The cases when anxiety decreased

The final main category emerged from the answers of English Language Teaching Department TCs is related to the cases when TCs' anxiety reduces. Two categories, which are the factors related to the students and the factors related to the teaching procedure, were generated by the researcher after the analysis of the quantitative data (Table 4.8).

Table 4.8

The Cases When FLSTA Reduces

Main Category	Categories	Communication Units	N	%
The Cases When Anxiety Decreased	Cases related to students	Total	20	58
		TCs can answer students' questions	4	
		Students participate to the lesson	2	
		Students help me with a mistake	1	
		Students having fun	2	
		Students like my activity	2	
		Students can succeed at the activities	2	
		Students appreciate the teacher candidate	1	
		Students understand teacher candidate's purpose	4	
		Getting positive reactions from students	1	
		Seeing students' level is higher than expected	1	
	Cases related to the teaching procedure	Total	14	41
		After completing the lesson presentation	4	
		As soon as the lesson starts	4	
		Feeling themselves successful	3	
		After engaging students to the task	2	
		After completing main points of the lesson	1	

It was seen that even TCs feel extremely anxious at some parts of their lessons, after some particular instances related to the students they were teaching, their anxiety instantly or gradually decreased. The TCs explained that as soon as the students showed signs of understanding the topic, answered the questions TCs ask, participated to their lesson and succeeded at the tasks given to them, all their concerns disappeared. Moreover, TCs indicated that they were afraid that their activities would be too difficult for the students however after seeing the students' level was higher than expected, they relieved and saw that they were not supposed to worry since the very beginning. TCs stated about the times they relieved as follow;

> P2: All my worries disappeared when the students could answer the questions and explained the purpose of the activity. They could just automatically summarize the rule without my help thus then my anxiety was gone. I said I succeed and I was very happy.

P3: My anxiety reduced when I could get the answers I expected, because I based the lesson on those answers I would not be able to proceed and make the connection at my lesson plan. Then the students understood my purpose and gave me the answers I needed. I said now I can continue with the comparatives, and relaxed.

P6: One of the students asked a question about 'which one', normally I could never explain the structure. When we are preparing our plans we try to think about all the possibilities but then there was an unexpected question, I got nervous for 1 or 2 seconds but then I started to explain it and gave examples, when I saw that students got my point I saw that I actually can do everything I want.

P4: After presenting the structure I realized that my plan was actually simpler in my head but when I saw that the students level is higher than I expect I went on with more complicated examples and functions. I was afraid they might not understand the basic plan but with my materials and examples I could teach them everything about the structure, this was really motivating for me.

Furthermore, TCs explained that when the students helped them with their mistakes, appreciated the way they teach, gave positive feedback to them the TCs felt the feeling of success and their anxiety decreased. Additionally, TCs were relaxed when the students enjoyed their activities and had fun while completing all the tasks they had prepared. The explanations of the TCs are presented as;

P1: At my previous lesson I just forgot my words, I felt I was paralyzed, and could not do anything. Then some of the students start speaking they helped me, by giving some examples and predicting what I was trying to say. We produced the sentences together they really supported me. Later they told me that they did not want me to get a low grade so they helped me in front of my supervisor. I was so touched.

P2: It was the end of the lesson, I could complete all of my activities, we played a game as the last activity the students seemed to have fun. Then one of the students approached me and said 'You are a great teacher, we really enjoy your lesson and could understand the grammar topic'. This was amazing, then I knew that I was successful and that meant everything to me.

Other than the reactions of students, seeing that the factors related to the teaching procedure proceeded as expected also helped to decrease the TCs' foreign language

teaching anxiety. Most of the TCs admitted that the anxiety they experience is actually their overreaction and as soon as they start teaching their anxiety instantly decrease. TCs usually have the idea of failure in their minds and they exaggerate their fears before the lesson however, as soon as they start speaking in the lesson and could interact with their students they overcome their concerns. TCs also explained that there were some important points in their lesson plan building the main structure of their lesson, and when they completed these main points their anxiety gradually decreased. Almost all of the TCs had a common incident when their anxiety diminished; after completing the presentation. Even TCs were teachers in real classrooms with real students, they still felt themselves as students and the lessons they taught as presentations to show their performance. Thus when they complete the lessons they taught they relaxed and overcome their feelings of anxiety. The TCs expressed their feelings about the case as;

P6: If I have to compare my anxiety at the very beginning and at the middle there is a huge gap. My anxiety instantly reduces when I start teaching. Just before the lesson I feel very worried but when I start I see that I can succeed I have a confidence boost, also I get positive feedback from students then there is not a trace of anxiety.

P10: I explain this situation as 'you get used to the water after you dive in', and there are some milestones for every lesson. They are the difficult parts mostly about the new grammar point, or giving instructions or getting the students' attention. If those parts pass I heave a sigh of relief. After that I like the students to be active I just have to lead them or monitor them and there is nothing to worry about at the rest of the lesson.

4.2.2 Findings of the Focus Group Interviews

The analysis of the qualitative data obtained from the focus group interviews, revealed extra information about the investigated construct 'Foreign Language Student Teacher Anxiety', according to English Language Teaching Department TCs. It was seen that some incidents which emerged at the semi-structured interviews also repeated at the focus group interviews. In order the avoid repetition these codes have not been included in the present section.

After the analysis of the focus group interview the researcher has grouped TCs' perceptions of Foreign Language Student Teacher Anxiety, under the following main

categories; the problems TCs face during the teaching practicum, their relation with the cooperating teachers, their relation with the supervisors, the problems related to the teaching practicum system, what could be changed and the strategies to overcome anxiety, and finally the benefits of the teaching practicum.

4.2.2.1 The problems Teacher Candidates face during the teaching practicum

The TCs stated that it was not always possible to implement what they have learnt at their teacher education program, at the classes they taught at the teaching practicum. The TCs stated that all the theories and methods they had studied on, might seem to work on paper however when it comes to perform the lesson plans, the theories were not appropriate for the students' needs. Moreover, TCs suggested that the theories which were developed by scholars abroad, especially in western culture, might not be appropriate for our Turkish context and that might be the problem about their implementation. On the other hand, some TCs opposed to their classmates and defended it was actually possible to implement the methods they have learnt, and the reason for the confusion was the cooperating teachers' way of old fashioned teaching and this leaded the discussion towards the problems TCs experienced with their cooperating teachers.

The dialogue between the TCs proceeded as;

> -P4: Engage, study activate doesn't work in my classes, I have to use games for all my classes. There are hyperactive students instantly moving they would not listen to me if I speak. A supervisor would say this TC had not learnt anything from us, I learnt a lot but do not use them.
>
> -P3: Not always but I think usually we can teach how we learnt at university.
>
> -P6: I definitely agree.
>
> -P1: If they could be applicable students could learn very efficiently but it's problematic. I have this theory what they teach us at university are knowledge coming from other countries, and developed by advanced scientists. Yet, the paper they write doesn't fit to our schools under the ministry of education. We try not to use the Grammar Translation Method, but students can understand us and we waste time. It's difficult to blend these methods to our system.
>
> -P6: These are not our students if you use these innovative methods from the beginning they would get used to it, but mentors use the traditional methods, and until the students understand our style the practicum ends.

4.2.2.2 Teacher Candidates' relation with the cooperating teachers

The other main category emerged from the qualitative data is the problems TCs experience with their mentors. TCs stated that the differences between cooperating teachers and themselves causes anxiety. TCs mentioned that they are enthusiastic for teaching and try their best to prepare creative and innovative lessons for the students every week. However, they were sorry to indicate that most of the teachers were nonchalant and they were even criticizing the TCs for being prepared and aspirational. One of the TCs expressed her worry as;

> P6: I believe we can actually be innovative. Maybe I think this way because I'm an intern but I definitely think it is possible to use more communicative and inductive approaches. The teachers do not care, they always tell us –You will see when you become a teacher you will change, you are living in a utopia- I do not want to believe this, they devitalize us they are supposed to be models.

One other controversial topic for TCs is their cooperating teachers' interference with their lessons. Some TCs explained that they were disturbed when the teachers interrupted their lessons and interfered with their activities. They stated that they were not disturbed to get feedback on their deficiencies however, they felt humiliated when the cooperating teacher pointed out to their mistakes in front of the students and this situation increased their anxiety level during teaching. Nevertheless, some other TCs believed they had a -master-apprentice- relationship with their cooperating teacers and it was normal for the master to correct them when it was necessary. The conflict among TCs is presented below;

> -P8: Sometimes the teachers are too nosey with our lessons, we can be already excited sometimes and when they interfere or command us to do something this demotivates us.
>
> -P7: But we are interns so I think our cooperating teachers have the right to interfere. They should lead us of course; they know their students the best. If we think we know everything we can not learn anything. I might be stealing the students' time; mentors know them better than us. When we are teachers we will know our own students.
>
> -P8: But is it okay to do it instantly in front of students? I think it's not okay.

-P9: God's sake we are seniors and we will be teachers in three months, you are also a teacher. They can not interrupt your lesson they should wait until the end for feedback or suggestions.

-P7: All of the TCs are not devoted like you and they need intervention.

-P12: Guidance and inference are different things a teacher should guide us, warn us about our mistakes and give feedback and suggestions; however, they can not command us about teaching. They should let us create our own style.

TCs are also uncomfortable with the cooperating teachers' misbehavior towards the students and themselves. TCs mentioned that the teachers they observed were not showing affection to the students. Also they always had the idea that the students were unsuccessful and were not clever enough to learn besides they were implying these prejudices to their own students. Furthermore, the TCs were disappointed of how some of the mentors treated them and did not want them in their classes. One TC explained that one of the cooperating teachers believed interns where distracting the students so they were not welcomed in his classes. The TCs explained some of the cooperating teachers stated their dislike of interns and belittled them while they were teaching. Some TCS stated how sorry they were as follow;

P3: The teachers always shout to their students; they tell them they can not succeed. How can you like school in this context? There really is a problem with the teachers in school. So when we show a little affection to them, the students instantly connect with us.

P12: Our cooperating teacher uses this sentence all the time –be quit or I'll have to beat you- What kind of a sentence is that we never saw him doing it of course but it is so unnecessary for him to produce this sentence.

P8: It was our first week at the practicum, we went to our cooperating school to meet our cooperating teacher and introduce ourselves, and she told us that she doesn't like interns. How can you spend the whole term after hearing this from your cooperating teacher? Our supervisor asked her to write a petition to quit but she did not. We had to deal with her the whole term.

According to the TCs, another disturbing point related to the cooperating teachers, is how they saw and present the TCs as entertainers and not teachers. Teachers were asking the TCs to prepare activities like games and songs, also calling the TCs as big sisters or brothers whose duty were to amuse the class in their free time. The participants stated that the reason for this type of behavior of the cooperating teachers,

was to establish mentority and show the students that the cooperating teachers were their real teachers and the TCs were just assistants or animators.

> P4: Our teacher sees us as clowns. He directly tells the students –next week your intern teacher will play a game with you- I go there with my lesson plan he asks me which game I have prepared. He says this in front of the students and they think I'm not a teacher but someone who always plays games. The students always expect a game, a dance from me because the cooperating teacher planted me this way.

Other than the mentioned problems, TCs stated that the gender of the cooperating teacher affected the relationship between them and caused miscommunication. A female TC explained that her male teacher was too strict and they could not communicate with him neither about the lessons, the procedures nor the students. She stated that the teacher was not providing any guidance about the lesson however after she presented her lesson plan he was criticizing her about the topic she chose or the activity she had prepared. Moreover, some TCs were dissatisfied that the cooperating teachers were not providing any feedback and contributing to their development. The TCs statements are presented as;

> P2: I want to mention about something I'm not sure actually but the gender of the cooperating teacher can also have an effect. My teacher the previous term was a female and we had a close relation, we are still in contact with her. However, this term the cooperating teacher is male and we have serious communication problems. I constantly ask questions or inform him about the lesson I will teach, or ask him what I should do, but he doesn't talk to me. It's like he doesn't take me serious or I do not know why but this really irritates me.

> P4: We have the same cooperating teacher with P2, we have to share the contents or follow each other so there could be an order. I'm asking but he doesn't speak to me, he doesn't lead us anyway then after I come to the class with my lesson plan he says – ooohh you should have taught the suggestions- and criticizes me, but he haven't said anything how could I know?

4.2.2.3 Teacher Candidates' relation with the university supervisors

TCs also mentioned of the issues related to their university supervisors and how these caused anxieties for them. Some TCs stated how the supervisors were too strict and

difficult to talk with. They indicated that some supervisors were conservative with their ideas and were not open to the TCs suggestions. Moreover, according the TCs some supervisors were inconsistent with their tasks and this caused confusion among them. TCs also were also unpleasant with the differences between different supervisors; they explained that while some supervisors were too demanding, giving extra work and very meticulous with the paper work others were not that studios and were not mentoring their consultants. TCs explained that having different supervisors at the first and second terms was efficient in terms of variety however it also caused misunderstanding among the TCs. Some utterances the TCs presented are;

> P5: It's difficult for me to talk to my supervisor, I think I can not explain myself because this person doesn't listen to me. This person is too strict and is very demanding. You have to do what you are asked period otherwise you will fail this is demotivating.

> P6: Sometimes the opposite as also bad. Last term we were very close to our supervisor we did not have any problems in terms of communication, but the supervisor was a bit carefree. This person was not guiding us or giving any feedback so yes it was easy for us to pass the course but maybe it was too easy.

> P2: I agree last term was supervisor was strict about the rules and very demanding but the feedback I received was priceless. This term I have another supervisor and there is no supervision. I follow everything and ask when I should prepare for task 1 but the supervisor doesn't care.

TCs also mentioned that they faced some problems that were over their jurisdiction and expected their supervisors to solve them. However, they mentioned that they could not feel the support of them and had to cope with these issues on their own together with all their own responsibilities. The TCs complained that when they had problems related to their cooperating teachers they informed their supervisors yet they could not get any suggestions as a solution for their problems. Furthermore, some TCs explained that due to the misunderstanding among the competent bodies there were delays at their replacement and they were not appointed to any cooperating teacher. TCs stated that this was not an issue they could fix yet they felt that their supervisors also did not take action until they rebelled. The TCs views about the situation are;

P12: Our cooperating teacher had to change because of an unexpected problem. She was supposed to give a petition but because of bureaucratic barriers we were not assigned with a new mentor. This situation went on for a while and I was alienated from internship. This problem was not solved for a long time. I had to insist to the supervisor many times. How am I supposed to deal with this I am just a student myself, the supervisors should show that they support us.

4.2.2.4 Problems with the teaching practicum system

The TCs also complained about the teaching practicum system and how the deficiencies affected their foreign language teaching anxiety. To begin with, the TCs were disturbed with the inequalities among the supervisors, cooperating teachers or collaborative groups. There was a discussion among the TCs related to mandatory hours spent at their cooperating schools. Some TCs stated that while they had to stay and teach for four hours a week during their practicum, some of their classmates in other groups were just spending two hours and this meant unfairness for them. Moreover, the TCs were against the paperwork they had to fill every week, and claimed that some of the tasks they had to complete did not have any contribution to neither themselves nor their supervisors.

The dialogue related the inequality is presented as;

-P10: The conditions should be equal for all of us. I go to the school and spend six hours there while the others leave the school after two hours. Both groups are interns, we teach for 6 hours but they leave after 2. We will both pass the course. I do not know what's the reason for the flexibility, is it the supervisor or does the cooperating teacher send them early, but there should definitely be equity.

-P11: "What kind of equality, 2 hours for everyone or 6 hours for everyone?"

P9: Where does this comes from, no one will be a better teacher by spending four more hours in the school.

-P7: I think this is a course for us. Let's say we both give the same paper at an exam but you got 50 while I got 100, this is exactly the same situation. This depends on every person of course but if staying 6 hours is the requirement of the course everyone should stay 6 hours.

-P10: Rather than discussing on 6 hours or 2 hours, I would say everyone should teach more, there should be more discipline and more supervision. It would better if everyone could have more experience.

The dialogue related to paperwork is presented below;

-P7: I do not like the paperwork. We are all interns with different supervisors, I would volunteer to meet every week and talk about my teaching procedure, what went good the problems I face. This would have a significant contribution to my development. Yet when the whole meeting turns into –where is this paper, you haven't brought bla bla paper- I ask myself what's the point?

-Researcher: So do not you think the tasks are useful for you?

-P9, P7, P12, P11: No, definitely not

-P12: Also, the lesson plan format doesn't include the teaching procedure, there are only the theoretical titles, we do not explain what we are doing. There is not anything we can get feedback from on the tasks. It's like we are preparing them perfunctorily.

4.2.2.5 What could be changed and the strategies to overcome anxiety

The next main category TCs mentioned during the focus group interviews were related to the strategies they have used to cope with their anxiety and each step they would have done differently if they had the chance to go back in time. Firstly, the TCs who experienced anxiety explained their own solutions to the problems they encountered. TCs stated having problems with managing the time and worried when they finished their lesson earlier than they had expected. One TC, told that the best choice for her was to get help from her supervisor who was present at the classroom observing her. The supervisor suggested her to open a song thereby she could complete her lesson. The TC stated that after that lesson she always had some songs, videos or games in her flash drive and updates them in a regular basis. One other TC indicated her concern of whether her lessons were effective for students or not. She explained that she started a competition by dividing the class into groups and asked them to write down the vocabulary they have learnt each week. She said every week the students' answers increased gradually, and creating this kind of routine was not only beneficial for the students' vocabulary knowledge but also helpful at establishing a bond with them.

TCs also mentioned about what they would have wished to be different during their teaching practicum experience. TCs stated that they learnt not to be so insistent during their teaching. They indicated that sometimes they tried to be perfectionist and do everything by the book, however at the end of their teaching practicum they have seen that it was actually fine to sometimes use the shortcut or code switch when it was

necessary. Some TCs admitted that being perfectionist all the time was tiring for them and that was the actual reason for their anxiety. Some TCs stated they were too shy during their teaching experience and were not active enough because of their fear of being laughed at by students. Yet, they started to overcome these feelings at the final weeks of their teaching and saw there was actually nothing to worry about. One TC who defined herself as extremely anxious, wished she could have taken a deep breath, abandon her fear and proceed with her tasks.

The TCs also made suggestions about the solutions to overcome their problems causing foreign language teaching anxiety. TCs stated that it was always not possible to follow a lesson plan step by step, and sometimes it was necessary to deviate from their plans. In this case they suggested that every TC should be aware that these deviations were normal, and instead of focusing on the problem it would be better for them to focus on a solution and the proceedings of a lesson. One TC recommended not to focus on every single detail of a lesson, rather focus on the objectives of a lesson and act upon the goal they wanted to reach. He made a metaphor about how thinking on every detail could detain someone to reach their goal;

> P10: Let's say I want to eat this chocolate and I will be happy when I eat it. If I closely examine all the content in it and think about the worst conclusion I would say, it has sugar, fat and so forth and I would come to the conclusion of not eating it. If I think too much on every detail I could not perform any procedure, I want to. It is the same with teaching a lesson.

TCs stated that anxiety was not a condition anyone could recover from instantly, rather it was process and required experience to overcome the foreign language teaching anxiety. TCs suggested the people who experience high level of anxiety could spend some time with more experienced people and especially focus their relation on the strategies to cope with anxiety. Moreover, TCs recommended it was necessary to closely observe the people with high level of anxiety and follow their preparation procedure, their teaching and analyze the features of their problematic conditions. They stated the sources of anxiety could be different for everyone and a personal approach would be more beneficial at this process. TCs also proposed it could be helpful for them to come together and share their experiences about the teaching procedure and how they acted on a crisis. They mentioned that many people could be experiencing similar

problems and learning from others experiences would be an efficient method at coping with foreign language teaching anxiety.

4.2.2.6 The benefits of the teaching practicum

Finally, the TCs were asked about how the teaching practicum experience affected their level of foreign language teaching anxiety. Almost all of the TCs stated that they feel themselves more efficient, more self-confident and more experienced comparing with their first term and their anxiety decreased as their amount of practice increased. Only two of the TCs stated that the teaching practicum had neither a negative nor positive effect on their anxiety level and they were still not ready to comment on the topic. The TCs mentioned that even they were terrified about some incidents during their teaching, they saw that they actually learnt from their experiences and grateful they had face some of them during their teaching practicum. The participants admitted that before the teaching experience they saw teaching as a kind of presentation, an obligation, a requirement for their graduation however at the end of the year they started to see themselves as teachers and started to feel themselves responsible for the students they were teaching. They also mentioned that they were not aware of the graveness of their job, and realized that teaching was not an occupation to underestimate. The TCs mentioned that after the teaching practicum they have learnt not to limit themselves in terms of the age group to work with. Some TCs stated that previously they were afraid to teach adolescences and high school students yet after their experience they saw there was no need to worry about the communication problems. Furthermore, some TCs stated that the teaching practicum help him to break his prejudice towards children and instilled affection for them. Finally, even the TCs explained the benefits of the teaching practicum they defended that they could have overcome their anxiety easier if the teaching practicum either started earlier or was more intense at their senior year. The dialogue showing TCs views about the intensity of teaching practicum is presented below;

> -P6: I am very angry; I wish we had started to go to schools at our freshmen year. I came to the university I earned the right to study at English Language Department, I know English but I do not know whether I can teach it. I'm furious about the system, I had worried for no reason. The only thing I needed was experience but I felt this anxiety during four years. Practice was the most

important part of teaching.I wish we could have started earlier; I would lower this anxiety previously.

-P3: I do not agree I think they had prepared us for this experience at our second and third years. We practice first in micro teaching sessions with our classmates and got prepared for the real environment. If they had released us earlier, we could not have done anything.

-P6: Okay I agree at some point, we have learnt a lot from our other courses, however I think there could be some experience not so intense maybe but we could be in that environment, meet with the teaching context earlier. The process should not be product oriented at the senior year but we could encounter the experience during the process.

CHAPTER 5

DISCUSSION, CONCLUSION AND IMPLICATIONS

5.1 Discussion

5.1.1 What is the Level of Foreign Language Teaching Anxiety Teacher Candidates Experience?

Literature shows that Foreign Language Teaching Anxiety is a specific construct which should be studied individually. As Horwitz (1996) stated all non-native language teachers are advanced level language learners themselves, and in this light it might be considered normal for them to experience the similar type of anxiety the learners feel.

This study aimed to investigate the Foreign Language Student Teacher Anxiety, in the TC context and the anxiety was measured with a unique tool which was developed for foreign language TCs in Turkey. The scale was administered to the TCs at the beginning of the year before their teaching experience started. The TCs in this context did not have any formal teaching experiences other than some micro-teaching sessions they taught for their teaching English to Young Learners course, and the presentations they prepared for their methodology courses. The results indicated that the TCs experienced a moderate level of teaching anxiety (M= 2.35). By analyzing the sub-categories of the FLSTAS, it was seen that the fear of being criticized by peers (M= 2.60) and the effects of students (M= .56) were the areas TCs experience the highest level of anxiety. However, TCs feelings about their own academic incompetence (M= 2,02) was ranked to cause the lowest level of anxiety of all categories. It can be interpreted that the TCs are concerned about the students they will teach before they start their teaching practicum. This fact might be due to their lack of experience with

real students in real classrooms and they might not predict what's waiting for them when they start teaching. Moreover, TCs were worried about their classmates they had known for three or four years. The reason for TCs to refrain from their friends might be their fear of becoming incompetent according to them and being rivals in the teaching practicum system. The TCs had gained theoretical knowledge during their previous education, however the practicum is their first chance to perform what they have learnt and transmit their theory into practice, so this is also the place where they present their real teaching skills. None of the TCs especially the ones who dedicated themselves to become teachers would not like their classmates to see their poor performance or lack of knowledge. Çelik (2008) found similar results in his study stating that being observed by peers was a problematic issue for student teachers in three different universities. Tüm (2013) also found that student teachers were afraid of their classmates due to the possibility of their peers to laugh and make fun of them when they make a mistake related to grammar accuracy. On the other hand, TCs were not worried about their academic incompetence. As mentioned before they had taken many methodology courses and they had studied language skills intensely through their studies starting from high school that might be the reason for them to see themselves sufficient with their academic competence and not experience any anxiety.

The FLSTAS was administered one more time to the TCs at the end of their teaching practicum. This also coincided with the end of their senior year, so all TCs had completed both the school experience and teaching practicum courses. During two academic terms the TCs attended to schools for observing the teachers and the students in actual classrooms, furthermore, they had teaching experience for full class hours together with their classmates. The analysis showed that at the end of the practicum TCs experienced a low level of teaching anxiety (M= 1,82). The examination of sub-categories showed that TCs experience the highest level of anxiety related to the students they had taught during two academic terms (M= 2,36). Once more it was seen that the TCs feel themselves the least concerned about their academic incompetence (M=1,51). The findings show that even after completing the practicum and having full teaching experience TCs were still worried about the students in their classrooms. The end of the teaching practicum also meant the end of their whole language teaching education for most of the TCs and it was seen that together with the courses they have taken for four years and the experience they gained during the teaching practicum the

participants felt themselves adequate in terms of academic competence and experience the least level of anxiety regarding to their academic efficiency. This was also the case in the study of Johnson (2015) as he found that pre-service teachers felt themselves efficient in terms of knowledge of pedagogies, while they had problems in identifying the needs of their students.

In conclusion the results indicated that the TCs experienced a moderate to low level of foreign language student teacher anxiety during their teaching practicum. The results show similar results with studies in a Turkish context as (Çelik, 2008; Merç, 2010; Merç, 2015; Aydın, 2016). Also similar results of moderate or low level of anxiety of teachers or TCs were present in foreign literature (El-Okda & Humaidi, 2003; Pavicevic, 2013; Kim & Kim, 2004). On the other hand, the results contrasted with the study of Tüm (2012) which stated that most of the TCs in his study experienced high level of anxiety.

5.1.2 Change at the Level of Foreign Language Student Teacher Anxiety

The quantitative results of the study showed that there was a significant difference at the level of foreign language student teacher anxiety TCs experience between two administrations. It was seen that the anxiety of TCs decreased through their teaching experience as they practiced their teaching skills and completed the practicum. This is a rational finding since literature supports the idea that gaining experience aids to the anxiety level of teachers and TCs (Kim, 2002; Merç, 2004; Merç, 2010; Machida, 2010; Yaylı & Ekizler, 2015; Öztürk, 2016). Kim (2002) mentions that the more teachers used classroom English and gain experience of teaching in their classes, the lower the anxiety they experience gets. In a study Merç (2004) conducted, it was also seen that student teachers' problems related to anxiety had decreased throughout their practicum starting from the beginning of their experience to the end. Machida (2011) states that the experience of English teaching was an extremely important factor for reducing foreign language teaching anxiety. In another research conducted by Merç (2010) it was seen that the FLSTA gradually decreased within time periods, from the beginning to the end of the teaching experience.

When the sub-categories of the FLSTAS were examined it was seen that there was a significant change at all of the sub-categories but the category related to anxiety caused

by the student effects. The results indicated that the TCs' level of anxiety decreased for all sub-categories; however, this decrease was not significant for 'student effects'. Merç (2004) also stated that student teachers' relation with their students remained stable and the problems related to students' disruptive behaviors hadn't changed during the practicum. Even TCs gained experience throughout their practicum their biggest fear was still related to the students. The reason for this might be the fact that they were still preservice teachers in the eyes of pupils and this idea would cause the stability of students' attitudes towards them. Even the TCs were aware of their anxiety caused by the students; they also stated that this could not diminish with one year of practice. TCs mentioned that they would probably experience anxiety related to their students when they start to work as in-service teachers, nevertheless they had hope that their anxiety would increase as they get used to their students and build close relations with them.

5.1.3 What is Foreign Language Student Teacher Anxiety?

In order to support and explain the factors affecting foreign language student teacher anxiety acquired by the FLSTAS, qualitative data were also obtained and the results showed similarities together with some differenes from the quantitative results. According to the qualitative analysis four main categories emerged related to how TCs perceived the construct FLSTA; the definition of anxiety, the sources of anxiety, strategies to cope with anxiety, the cases when anxiety decreased.

After completing the analysis of the whole data the researcher offered a model to explain the construct "foreign language student teacher anxiety" according to the TCs in the present study. Even there have been various studies investigating the sources of teaching anxiety for foreign language teachers and the possible coping strategies they use, a holistic approach to thoroughly explain the whole dimensions of the construct hasn't been adopted previously. According to the relevant data it was seen that TCs define foreign language teaching anxiety as either an emotion, a situation or relate it to self-perception. The sources of their anxiety are stated as their personality, teaching skills, Language proficiency level, mentor teachers, the students they teach, the teaching practicum system, and the teaching procedure. The TCs use prevention strategies like preparing flexible lesson plans and back-up plans and intervention strategies like code-switching, simple examples and calming themselves to cope with their anxiety. Finally,

their anxiety decrease after some specific incidents related to students as, when TCs can answer the students' questions and students understand their purpose and incidents related to the teaching procedure like after completing the lesson or as soon as the lesson starts. Figure 5 shows the model suggested by the researcher to represent ELT department TCs perception of Foreign Language Student Teacher Anxiety.

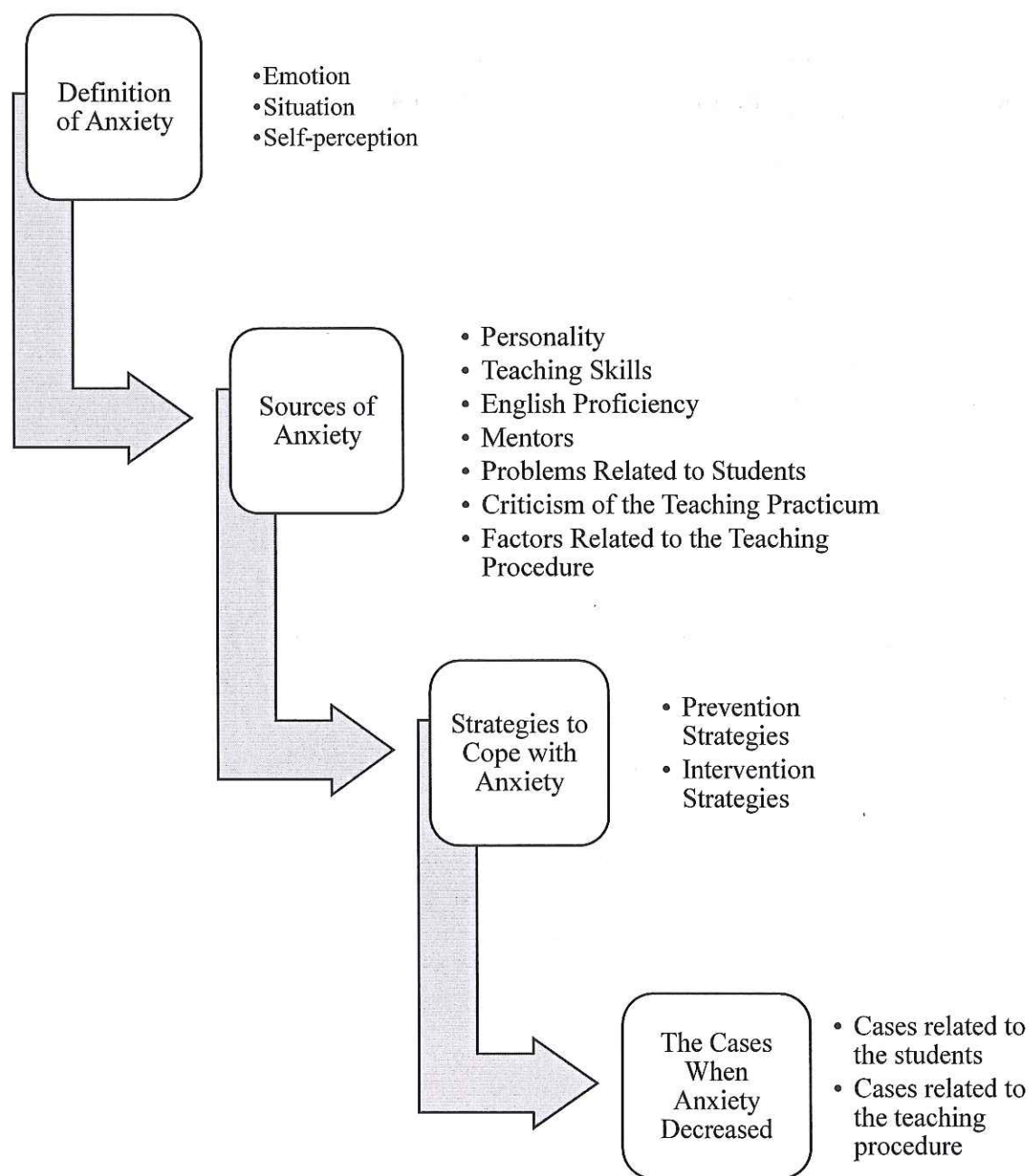|	
Definition of Anxiety	• Emotion • Situation • Self-perception
Sources of Anxiety	• Personality • Teaching Skills • English Proficiency • Mentors • Problems Related to Students • Criticism of the Teaching Practicum • Factors Related to the Teaching Procedure
Strategies to Cope with Anxiety	• Prevention Strategies • Intervention Strategies
The Cases When Anxiety Decreased	• Cases related to the students • Cases related to the teaching procedure

Figure 5. A suggested model for Foreign Language Student Teacher Anxiety

5.1.3.1 Sources of Foreign Language Student Teacher Anxiety

As mentioned before TCs defined anxiety as a notion which has a negative effect on their learning and teaching performance hence in order to help TCs to overcome or cope with these negative feelings it is crucial to identify the sources of their anxiety. The items causing the most anxiety for TCs were previously detected by the FLSTAS however in order to have a deeper investigation the data collected through interviews were analyzed. It was seen that the qualitative data supported the data from the FLSTAS and the following categories emerged as the sources of FLSTA for TCs:

1. Personality
2. Teaching Skills
3. Language Proficiency Level
4. Mentor Teachers
5. Students
6. Teaching Practicum System
7. Teaching Procedure

The first category emerged from the qualitative data was the TCs own personality and the way they defined their character. Most of the TCs experiencing FLSTA mentioned that their low self-confidence was the main reason of their problems and it was something very difficult for them to change. Some TCs stated that they have an anxious personality and they experience these feelings of panic and discomfort in every aspect of their life not only during they were teaching. Moreover, some participants mentioned about being a shy person who is not social enough or extraverted neither talkative and this type of personality was the reason for the anxiety they experience during teaching. Two TCs tended to show perfectionist personality and mentioned that even they were well-prepared or relatively successful TCs compared to their classmates, they always think of the worst conclusion of events and focus on the possibility of failure. Other studies also show that the personality of the teacher might influence the anxiety one experiences. In the study of Kim and Kim (2004) it was seen that teachers were worried about their lack of confidence and their consciousness of this deficiency may have affected their anxiety. Machida (2011) stated that the Japanese English teachers

experienced anxiety due to their lack of confidence in teaching English. In the study conducted by Yoon (2012) the participants felt language anxiety due to their lack of self-confidence related to the target language. Sorenson and Halpert (1968) also mentioned that nervousness and insecurity characterized by the personal inadequacy feeling were among the causes of anxiety for foreign language teachers. At a study conducted in the Turkish context Tüm (2013) stated that the perfectionist tendencies meant putting immense pressure on oneself and setting high expectations thus this type of behavior caused anxiety for the student teachers. In a more recent study, Aydın (2016) found that the teacher students' personality was an important factor causing anxiety and student teachers feel uncomfortable in the classes due to their trait anxiety. At the focus group interviews the TCs with low level of anxiety also stated that the TCs who experience teaching anxiety had this type of anxious personality and this was not a feature to change with a short term treatment. The less anxious TCs suggested that instead of trying to change their personality the anxious teachers were to find ways to control their feelings;

> This might be related to their personality; this doesn't mean that it is bad they are just different. And this is not something that could go away with a list of advices this requires a process. Maybe it's not possible to completely finish it but they can learn to deal with it.

The TCs' perception of their own teaching skills was another category causing FLTA during their teaching. It was seen that almost all of the TCs were afraid that they would teach something wrong to the students. Most of them stated that it was their responsibility to teach a topic accurately to students and giving inaccurate information was one of their biggest fear during the practicum. It was interesting that most of the TCs stated normally the lack of knowledge about a topic would not disturb them however when it comes to transfer their knowledge to others they were terrified about their teaching skills. In the study of Thou (2011) it was seen that teacher trainees felt uncomfortable with their teaching ability and afraid whether their teaching techniques were suitable to transfer the knowledge to students. One other terrifying issue for TCs was not being able to answer the questions either coming from their students or their mentor teachers. As stated by Horwitz (1996) when teaching o foreign language, it may be difficult to predict how the conversation proceeds in contrast to other subjects so it was normal for TCs to feel themselves unprepared for every possible question in a class.

TCs also mentioned that not being able to give clear instructions was an issue for them. Even instruction giving is important for all teachers at different subjects it is one step harder for language teachers since they have to tell the directions in the target language. In this sense there are even separate units related to classroom English and giving instructions in the foreign language teaching education curriculum. Scrivener (1994) explains that giving instructions is a problematic area for language teachers because teachers give either too long or too complex utterances. In order to The participants in the present study stated that if they could not give the instructions it would not be possible to proceed with any task and whenever they had a problem related to the instructions chaos was forming in the class. Numrich (1996) conducted a study to investigate the problems novice teachers experience during their practicum and found that even at the end of their practicum giving clear directions were a main problem for teachers throughout the semester. Moreover, TCs stated they were terrified to make a mistake in front of the class and they would not be able to compensate it. One TC mentioned that in some situations she wanted to be brave and implement some innovative tasks however she was afraid to make a mistake in front of students so instead she preferred to stay quiet to avoid any kind of mistake. When other studies were taken into consideration it was seen that the fear of making mistakes were among the causes of anxiety for teachers and TCs (Horwitz, 1991; Machida, 2011; Yoon, 2012; Pavicevic, 2013; Tüm, 2013; Merç, 2015; Aydın, 2016; İpek, 2016). The fear of making a mistake was initially presented by Horwitz (1991) as a feature of test anxiety and stated as any situation in which students felt they were being tested causes anxiety. İpek (2016) suggested that the same argument could be applicable to EFL teachers or TCs. Machida (2011) also mentioned that Japanese teachers were afraid of making mistakes during teaching English thinking that this would harm their authority in the eyes' of the students. In the study of Tüm (2013) student teachers were worried about making mistakes during speaking or writing and thought that the others like the peers or students would notice the errors and conclude that student teachers had poor English proficiency. The fear of making mistakes seems to have a crucial effect on TCs FLSTA however, the TCs should be warned about the development of language acquisition and how making mistakes are seen as a natural part of the learning process (Borg, 2006). Some of the TCs indicated their lack of professional teaching skills and even they were seniors to become teachers very soon, they felt that they were not experienced enough to teach in real classrooms. Furthermore, TCs mentioned they had some problems

related to teaching methodology and sometimes it was difficult for them to apply their theoretical knowledge into practice. Yunus (2010) also mentioned that most of the trainee teachers were facing difficulties with teaching methodology and they had problems in applying what they had learnt into a real context. Kayaoğlu's (2013) study in a Turkish context revealed that professional development was an important concern for prospective ELT teachers and they were worried about teaching effectively and easily to their students.

One other major category emerged from the qualitative data as a source of foreign language student teacher anxiety was related to TCs' English proficiency. Some of the TCs mentioned that they had difficulties with the target language themselves due to not being a native speaker of the TL and felt themselves inadequate at teaching it to their students. Mostly TCs indicated not being able to speak fluently during the lessons was their biggest problem and claimed that if they were teaching in their mother tongue they would be much more successful. Also TCs admitted that even they were seniors they still had difficulties with some grammatical structures and whenever they had to teach one of those topics they felt extremely anxious. Moreover, most TCs explained their fear about not being able to produce accurate sentences, using wrong words or mispronouncing some utterances and the possible consequences like students belittling them for their inaccurate productions. Some TCs indicated their problem with language modification. They stated that sometimes they were talking too fast or using complicated structures thus the students could not understand them and some problems aroused because of this miscommunication. Feelings of inadequacy in the target language might be reasons for FLTA among language teachers (Tüm, 2010), due to the fact that language teachers are still language learners themselves and having certain problems in their knowledge might develop anxiety for them (Horwitz, 1996). Language proficiency was to be an important factor affecting the teaching anxiety of teachers and TCs in literature (Kim & Kim, 2004; Wang, 2005; Tüzel & Akcan, 2009; Machida, 2011; Kim, 2012; Klanrit & Sroinam, 2012; Pavicevic, 2013; Tüm, 2013; Aydın, 2016; İpek, 2016). Pavicevic (2013) found that English proficiency level was negatively correlated with anxiety, as the level of proficiency increases the anxiety teachers experienced decrease. Also Machida (2011) stated that the teachers he investigated showed the highest anxiety related to speaking English and the Japanese teachers were especially disturbed with their pronunciation and lack of grammatical

knowledge. Tüzel and Akcan's (2009) study conducted in a Turkish context, revealed the sources of the anxiety pre-service language teachers experienced related to the target language as; explaining unknown vocabulary, teaching specific topics, modifying their language to the students' level and avoiding using the TL for communicative purposes. Tüm (2013) also explained that the student teachers had problems related to their teaching skills and worried that their instructors or students would not understand them while they were speaking. In the study of Aydın (2016) the results showed that the participants monitored themselves in terms of language proficiency and their speaking skills together with their pronunciation knowledge were the main fields causing teaching anxiety. Furthermore, the study of Öztürk (2016) showed that teachers felt anxious when they had to teach a skill they did not feel competent enough and they did not feel themselves knowledgeable of the target language items.

Two of the TCs in the study admitted that they wrote down their speech before their class and memorize their sentences thus whenever they forgot their speech or interrupted when speaking they experienced a great amount of anxiety. TCs who mentioned to have problems with speaking complained that they hadn't have sufficient speaking lessons through their educational background. Even they had speaking lessons at university they hadn't studied on improving their skills for spontaneous speaking and that was the reason they were experiencing the anxiety related to English proficiency. The participants in Tüm's (2013) study also revealed memorizing written sentences due to not being able to risk spontaneous speech and complained that their English lessons did not focus on improving their skills especially speaking. The pressure of Turkish society to speak flawlessly might be one reason for TCs' fears about speaking as Canessa (2004) stated in the study investigating feelings of nonnative student teachers from USA, Taiwan and Argentina the results showed that Taiwanese student teachers were more anxious than the other participants due to the Taiwanese society's attitude towards English speaking teachers.

TCs also mentioned about the problems they encountered with their mentor teachers which were the cooperating mentors and university supervisors. TCs explained that the miscommunication they had with their mentor caused serious outcomes for their teaching. They complained that their mentors were not leading them with the lesson plans or the interests of the students thus they felt unsupported about any kind of decision related to the teaching procedure. Lack of support is a problematic issue for

most TCs (Thou, 2011; Murray-Harvey, 2000; Merç, 2004, Jusoh, 2015). As Merç (2004) stated the cooperating teachers were not fulfilling their responsibilities like observing the lessons, evaluating student teachers or giving feedback. Murray-Harvey (2000) suggested that the cooperating teacher has a crucial role at the practical side of student teacher education and their lack of cooperation could create huge deficiencies for student teachers' success in practicum. Jusoh (2015) stated that guidance from cooperating teachers is crucial for teacher development therefore its absence might cause problems for the pre-service teachers. The focus group interviews revealed how TCs were complaining about not being able to get feedback from their mentor teachers. They stated they were trying their best for performing a lesson when a mentor is watching them and they want to get feedback in order to improve themselves however the teachers were just stating they were good or bad instead of giving detailed feedback about their performance. Scrivener (1994) stated that observation provides one of the most useful help to trainee teachers yet the benefits decrease when there is not a feedback discussion after the lesson. So TCs feel the same if the mentors do not give them feedback there is no need for the observation or mentoring. Which leads to the other problem TCs experience during teaching; being observed both by the cooperating mentors and supervisors seemed to be a problematic issue for TCs. Most TCs stated that even if they were thoroughly prepared for their lessons as soon as they saw an observer or any type of authority in their class they felt disorientated. Scrivener (1994) explained that being observed might cause trepidation for teachers at every level as a teacher might felt tested when there is an extra person in their class scribbling comments of them. It was seen that the feeling of evaluation by mentors was a cause of anxiety for student teachers and they were stressed out by their supervisor's observation (Mau, 1997; Çelik, 2008; Merç, 2015). Most TCs were complainant of their mentors' interference with their lesson, they mentioned that some mentors were too dominant with the lessons TCs would teach. Besides giving the topic, they were commanding them about the way to teach like pressuring to use the book or using specific worksheets. Also mentors were interrupting the TCs when they were speaking to correct their mistakes or trying to change the pace of their lessons. Merç (2004) stated that mentors need to interrupt student teachers could be related to the idea that student teachers were not aware of the strengths and weaknesses of students. However, TCs in the present study indicated they would prefer getting suggestions rather than commands about their teaching before their lesson preparation. Moreover, they stated that it would

not be an issue to get feedback after they complete their teaching, yet when mentors interfered with them in front of students they felt themselves insufficient and could not see themselves as teachers. Similar results were found related to mentors' interference at various studies (Meyer, 2009; Pavicevic, 2013; Merç, 2015). Pavicevic (2013) explained that since being interrupted by the mentors was disturbing for the student teachers and they suggested the feedback session to be at the end of the lesson. TCs also explained their fear of being evaluated negatively by their mentor teachers leading to both getting a low grade and being insufficient in the mentors' eyes. Other studies showed similarities with student teachers' anxiety caused by the fear of negative evaluation of authorities (Kim & Kim, 2004; Tüm, 2013; Aydın, 2016). Yunus and his team found that the problems related to mentors and supervisors caused a great amount of anxiety for TCs. Mentors were too busy to communicate also they did not want to observe the TCs. Furthermore, the TCs could not communicate with their supervisors and that was a challenge since interaction was needed to improve their teaching skills and obtain a good grade (Yunus et. al., 2010).

One issue which can be stated as the most influential factor for the foreign language teaching anxiety for TCs is related to the students they taught. As mentioned before the teaching practicum is the first formal teaching experience for almost all of the TCs and as they face the real students and real classes they experience a reality shock (Merç, 2004). Literature supports the idea that the anxiety caused by students TCs are teaching might be one of the most frequently occurring themes for teachers (Numrich, 1996; Merç, 2004; Merç, 2010; Thou, 2011). TCs in the study complained that the students were unmotivated and are not eager to participate to their lessons. Moreover, in some classes the students were distracted because of an external factor they could not control like the mentor, an unexpected announcement or something outside the class. TCs mentioned that once the students were distracted they would not know how to get their attention this was one of the biggest cause for their stress. Other studies also focused on the difficulty unmotivated students might cause for teachers and TCs (Mau, 1997; Kim, 2002; Pavicevic, 2003; Yunus, 2010; Aydın, 2016). The students' participation is the most important issue for teachers of all subjects because as Kim and Kim (2004) indicated poorly motivated students can ruin the atmosphere of the class and the teaching learning process can not be actualized. One other factor related to students was the limited time TCs spend with them thus not being able to learn more about their

needs and interests. Johnson (2015) indicated in his study that preservice teachers felt themselves efficient in terms of knowledge of pedagogies yet were not sufficient in determining the best instructional practices and identifying students' needs. Merç (2004) also stated that not being familiar with students was a problem for preservice teachers, the student teachers in his study could not get information from the cooperating teachers about their students' features and interests. Moreover, the TCs in the present study complained there was not continuity with the students because they had to teach to different students each week due to the changes of time tables so even they were prepared with their plans they were not sure if their lesson would fit to their students. Because of the limited time spent with their students, TCs explained that they had problems embracing the students as their own, they were not their real teachers and this was the main reason for their anxiety provoking issues. Merç (2004) explained the preservice teachers could not feel the students as their own to embrace and seen themselves as teachers, due to being students themselves and not being respected by sometimes mentors and sometimes students. Most TCs in the present study repeated the problem of embracing the students and explained that they hoped most of their problems would end when they have their own classes and students. The level of the students was also claimed to be a source of anxiety for the TCs. Most of them stated that they had difficulty because the students could not understand English because of their low proficiency, or understand the task to complete or comprehend the instructions they gave and that was a main stressor for the TCs. Pavicevic (2003) stated the student teachers were worried about the students' lack of knowledge and poor level of English. In the study of Klanrit and Sroinam (2012) it was seen that the factors causing anxiety the most for English teachers were, 1) the mismatch between the level of students and teachers expectation of it 2) students attitudes toward studying English. In a recent study conducted by Merç (2015) the preservice teachers continuously indicated that the low level young learners made them stresses and less efficacious. Together with the problems of low level students, TCs also stated that teaching to students with high proficiency level was an intimidating experience for them. The TCs attended to the practicum at the best high schools which were sciences high school and Anatolian high schools so they were afraid that their students were too smart and had high level of English, they felt themselves insufficient when they were teaching these students. TCs were especially afraid of the questions these students ask and state because they are successful students they ask challenging questions to the TCs. Kim and Kim (2004)

found that for non-native student teachers, getting immediate questions of students is one of the major causes for teaching anxiety. İpek (2016) also found similar results in her study and stated that teaching students which have high proficiency was an anxiety provoking situation for student teachers. As seen in this study supported with literature TCs and teachers experience anxiety both when teaching to students with low and high language proficiency.

Additionally, TCs mentioned about anxiety provoking problems related to the teaching practicum system they are assigned to. Almost all of the TCs complained that limited opportunities for practice was the biggest problem for them. Some TCs claimed that whatever complication they encounter was based on their lack of experience and if they had more time to teach, they would face many different situations and develop more strategies to overcome these problems. Many studies show similar results as the limited opportunity and lack of teaching experience to be a main cause for TCs' anxiety (Numrich, 1996; Guffey, 2002; Kim & Kim, 2004; Machida, 2011; Aydın, 2016; Tüm, 2013). Numrich (1996) stated that student teachers were relating their problems to not being able to determine the students' needs because of their lack of experience and time spent together. Park (2012) recommends that experience is the most important factor to help TCs improve their teaching skills so English Language Teaching programs should provide more opportunities by enhancing and increasing field experience at their programs. Also TCs explained that they had to perform a complete lesson plan during only one class hour when their supervisors come to observe them and one hour was not enough for them to complete their lessons. Every TC is unfortunately given one lesson hour due to the tight schedules of supervisors, and the number of TCs assigned for each classroom. In the lesson plans prepared by TCs there are all the steps of proper lesson plan for teaching a foreign language. Normally it is not obliged to complete all the tasks however the TCs are performing for being evaluated by their mentor teachers and they feel the obligation to perform every detailed step of a lesson. Thou (2011) found similar results regarding time allocation student teachers use for each activity during teaching and stated that student teachers concerned about completing their planned activities because their mentors were with them to evaluate their performance. Results in Merç's (2004) study also revealed similar findings stating that preservice teachers had insufficient time to complete the subjects assigned to them for a class hour which was due to the fact that the curriculum teachers should teach was overloaded with subjects to

teach during a semester. In the study of Çelik (2008) student teachers were also complaining that being observed only during one class hour by the supervisor would not be sufficient to evaluate the student teaching skills. In the context of the present study most of the supervisors try to observe their consulters as much as possible yet as mentioned before the lack of staff and time constraints causes difficulties for some implementations. The technical problems related to the cooperating school was another problem for TCs as they stated the watches were not on time so they had difficulties managing their teaching. Moreover, the smartboards or technical devices were broken at their schools so they had problems implementing their lesson plans. These type of problems were also seen at other studies like inadequate school equipment (Merç, 2004) and technical problems (Kayaoğlu et. Al., 2013). Merç mentioned that based on the types of problems most of them could be solved by the intervention of school administration. TCs explained that they experienced anxiety due to the problems they had with their partners which were the classmates they were grouped together. TCs mentioned about the miscommunication they had with their partners resulting in problems with the topics to teach. TCs should work in cooperation since they have to teach to the same students, so they should discuss about the teaching they would implement. Merç (2004) said when partners do not work in coordination this could cause problems like insufficient time for preparation or preparing the wrong subject. In Numrich's study it was also seen that student teachers wanted to initially experience teaching individually. Team work might be difficult at many conditions however TCs should learn to work in cooperation due to the fact that even they think they would be alone when they become in-service teachers, this will not be the case since every teacher working for the Ministry has their coterie to determine the content to teach or materials to share to have a unity at the teaching process. Finally, the TCs in this study were uncomfortable with the inequalities among groups at the teaching practicum system. They stated that each supervisor was demanding different tasks, different hours to spend at cooperating schools and different paperwork. All of the TCs agreed that even they felt responsible for the students they were teaching, the school experience and teaching practicum course for actually 'lessons' which were required for their graduation and all the TCs should be evaluated under the same conditions. This finding was unique to the study since this type of a category hasn't emerged in any other study in literature.

The final category emerged from the data to be a source of foreign language student teacher anxiety for TCs is the "factors related to the teaching procedure". TCs mentioned about their problems related to the difference between their lesson plans and the implementation. Most of them indicated to prepare efficient lesson plans however they were disoriented when the lesson did not proceed as planned. The biggest reason was due to the fact that TCs could not improvise during their lessons. TCs mentioned that they were too dependent to their lesson plans and if any misfortunate event occurs during their teaching they froze and could not proceed with their lesson. The reason for this problem might root to the methodology courses TCs had at their previous years, there were micro-teaching sessions in those courses however TCs were usually given time beforehand, usually a week, to prepare for teaching activities, asking spontaneous teaching demos might be a solution, instructors can use in order to help TCs develop their improvisation skills. TCs also mentioned being unprepared to be an important source for their anxiety. Inadequate preparation, lack of planning and preparation were reasons for anxiety also seen in other studies (Merç, 2010; Yoon, 2012). Classroom management and not being able to control the class was among the main problems TCs experienced during their practicum. The problems related to classroom management and controlling students have been a frequently occurring issue in literature (Veenman, 1984; Morton, 1997; Murray-Harvey et. Al., 2000; Merç, 2004; Çelik, 2008; Kayaoğlu et. Al. 2013; Pavicevic, 2013). Teachers usually fear to lose the control when the students talk in their class (Numrich, 1996). Also Horwitz (1996) stated that disobedient students and the students' resistance to teachers' authority might be a crucial source for teachers' anxiety. While in-service teachers experience problems related to classroom management it would be totally normal for TCs to feel discomfort in this area. Merç (2010) stated that the student teachers were losing control of the class since they were not the actual teachers of the students they were teaching, so they felt incompetent to deal with students' behavior. Almost all of the teacher education programs in Turkey have a course specifically devoted to classroom management however these courses are being taught by instructors from the educational sciences department which is providing the same theoretical course for all departments in educational faculties. It should be kept in mind that even there might be some common areas, every subject is unique and the problems teachers form different fields might face would be different than each other. It could be more beneficial to present classroom management courses specific to each teaching area with more performance-oriented training. One last topic under classroom

management was the problems with managing the time for TCs in this study. Merç (2010), defines time management as "the student teachers' timing the classroom activities and tasks in their lesson plans before delivering a lesson" (p.76). The participants think they have to complete every activity in their lesson plan and any deviations related to time either the delays or activity's taking less time created distress among them. Many studies are present in literature stating that time management is a problem for teachers and TCs (Mau, 1997; Murray-Harvey et. all., 1999; Liu, 2003; Berry et al., 2012). Murray-Harvey and the team (1999) stated that student teachers feel themselves incompetent in managing time and managing the class. Being able to control the time is an important skill for teachers of all subjects, because of their lack of experience it is impossible for TCs to predict how much time every activity would last, however by getting more and more practice and getting to know students closely every teacher would eventually improve their skills to manage the activity times.

5.1.3.2 Strategies to Cope with Foreign Language Teaching Anxiety

The study also focused on the coping strategies TCs used in order to overcome their feelings of discomfort and anxiety during the practicum. It should not be forgotten that "There are many techniques available to help reducing teaching anxiety. The methods which will work best for an individual usually depend on the sources of the problem" (Bernstein, 1983, p.5). We should consider that while the sources of anxiety could be different for TCs, the coping strategies might also be different for every individual, nevertheless some common strategies which were employed by TCs were detected. TCs used intervention strategies like preparing flexible lesson plans in order to change their implementation when there was an unexpected situation in the class. Lampadan (2014) stated that student teachers were using adaptation techniques like adapting their lesson plans for change whenever it was necessary during class, in order to cope with their problems. TCs also mentioned that being thoroughly prepared for their lessons and preparing back-up plans had main impacts on the reduction of their anxiety. Many other studies revealed that being well prepared for the lesson to teach helped teachers and TCs to experience any problems during teaching and decreased their anxiety (Bernstein, 1983; Murray-Harvey, 2000; Guffey, 2002; Kim & Kim, 2004; Çelik, 2008; Liu, 2008; Pavicevic, 2013; Üstünel & Mutlu, 2016). Lampadan (2014) focused on making a holistic preparation which was not only preparing lesson plans but preparing mentally,

spiritually, physically and emotionally. The importance of preparation and how it could actually prevent the possible problems that might occur in classes should be emphasized to TCs in the teacher education programs. Supervisors and mentors might explain their personal experiences and focus on how they prepare for every lesson holistically even they had years of experience. TCs also stated that they constantly tried new things for their students like games, songs or innovative methods which the cooperating mentors were not frequently using. TCs indicated that the mentors were usually using old-fashioned techniques which were not appealing to the students so whenever they used their innovative teaching methods they could make their lesson more interesting for their students and that was a beneficial strategy to overcome their biggest cause of stress. Pearson (1998) mentioned that at the beginning student teachers mostly use level 1 and level 2 strategies which were avoiding dealing with conflict and short-term solutions to change external factors, however as time passes they start to employ level 3 strategies which are based on building their own professional teaching skills on their beliefs and philosophy. The TCs in the present study seem to have a similar tendency to find their own teaching styles and attitudes in order to prevent the anxiety provoking issues before they happen. TCs were also using some intervention strategies to overcome the problems they encounter during teaching. TCs mentioned that most of their problems aroused because their students could not understand their language, their instructions, the task or the explanation they made about a language point. So they dealt with these problems by giving simpler examples, focusing previously on basics, modifying their language or code-switching to mother tongue when it was necessary. Kim (2002) also stated that the foreign language teachers were using lot of repetition, using memorization and using memorized structures or chunks when addressing their students in order to overcome the chaos in classes, together with code-switching to Korean when teaching vocabulary, explaining grammatical rules or translating texts. Exposure to the target language is one of the main factors to develop language acquisition and language teachers should use it as much as possible while they are teaching. However, TCs should be informed that in some cases when there is a complex explanation difficult for students to comprehend using L1 can save them time and energy without interrupting the pace of the lesson. One other strategy TCs used for coping with their stressed moments was asking for support both from their mentors and students time to time. It was seen in most of the studies in literature that student teachers use the strategy, asking support from others which are their mentor teachers (Horwitz,

1996; Kim & Kim, 2004; Çelik, 2008; Liu, 2008; Mahmoudi & Özkan, 2016), or their partners and peers (Murray-Harvey, 2000). The cooperating mentor teachers seem to be among both the sources of anxiety and the people TCs ask for support at times of distress. Even some mentors are qualified in their job and providing significant support for TCs development, some mentors might be unwilling to dedicate time to their consulters or lack the interpersonal skills to create a discussion which could be encouraging for the TCs. Mentor teachers working together with TCs are usually randomly selected unfortunately without being evaluated and most of them do not have any teacher education training. Griffin suggested it was too easy to become a cooperating teachers and the role of the cooperating teacher has been a neglected part of practicum experience (cited in Capel, 1997).

5.2 Conclusion and Implications

The following sections present the summary of the study together with some implications for TCs and stakeholders of teacher educating programmes. Moreover, the limitations of the study are presented together with recommendation for further research.

5.2.1 Summary and Conclusion of the Study

This study aimed to investigate the foreign language student anxiety, experienced by senior year TCs studying at the English Language Teaching Department, in Muğla Sıtkı Koçman University. Moreover, the study aimed to find about the level of FLSTA TCs experienced, how the TCs perceive the phenomenon, and whether there was a change at the level of teaching anxiety they experience during their teaching practicum. The following research questions were presented by the researcher to according to the aim of the study:

1. What is the level of foreign language teaching anxiety that English language teaching department TCs experience at the beginning and at the end of their teaching practicum?

2. How do English language teaching department TCs define Foreign Language Student Teacher Anxiety?

3. What are the sources of Foreign Language Student Teacher Anxiety experienced by English language teaching department TCs?

4. Which strategies do TCs use in order to cope with their anxiety and when does their anxiety decrease?

In order to answer the questions firstly, the Foreign Language Student Teacher Anxiety Scale (Merç, 2010), was administrated to 46 senior year TCs at the beginning of the academic year before they started to their practice and after they had completed their teaching experience at the end of the acedemic year. After the analysis of the FLSTAS, twelve TCs were chosen by the researcher to proceed with qualitative data collection. The TCs were observed during presenting a class during their teaching practice and interviewed individually right after their teaching experience. Moreoever, two focus group interviews were conducted, with the TCs experiencing high levels of anxiety and TCs with low levels of anxiety, to have a better understanding of the problematic situation.

The conclusions drawn from the study are presented at the following statements;

TCs experienced a moderate level of anxiety at the beginning of their teaching experience, however the level of anxiety decreased to the low level after they completed their teaching practicum. The anxiety significantly decreased in terms of their relationship with mentors, language proficiency, feelings about academic incompetence, fear of being criticized by peers, and fear of what others think except for the anxiety related to the students they teach. Even after completing the practicum, TCs still experience the highest level of anxiety related to their students.

As for how TCs perceive the concept foreign langage student teacher anxiety, they define anxiety as either an emotion they feel, a situation they experience or the perceptions about themselves. The sources of their anxiety are their personality, their lack of teaching skills, poor language proficiency, their mentor teachers, students they

teach, the teaching practicum system, and factors related to the teaching procedure. TCs use prevention strategies or intervention strategies to cope with the anxious feelings they experience. Their level of anxiety decrease due to cases related to either the students (TCs answer students' questions, students' understand the purpose, or students participate to the lesson) or the teacher procedure (after completing the lesson presentation, as soon as lesson starts or engaging students to the lesson).

When the sources of anxiety are examined, both quantitative and qualitative data show that the problems related to the students TCs teach, are the biggest cause for their uncomfortable feelings. TCs complained that students were low motivated, were not listening to them, and were not participating to their classes. Whenever the students were distracted, TCs felt themselves incompetent with their teaching and they started to grow anxious feelings. They also mentioned that students had low levels of English proficiency, they could not understand the TCs' lessons, and answer the questions. TCs stated that their lesson plans were based on the answers of students however, when students could not understand their tasks they began to panic about their lesson plan and experience distressed feelings. Furthermore, TCs had serious problems about embracing the class and the students. They stated they were spending limited time with them so they could not get the chance to know the needs and the interests of the students, thus they experienced problems during the teaching activities.

Another main source of anxiety for TCs are the problems they encounter during the teaching procedure. TCs explained that whenever there were differences between their lesson plan and implementation they felt themselves helpless. They also had difficulties with controlling the class during teaching, TCs stated that there were times when events went out of their control and did not know how to suppress the chaos. TCs had main problems with time management at their teaching practicum, they indicated they could not predict how long the tasks would last so they were either finishing the class too early without any activities left, or lingering with some tasks unnecessarily and could not complete their lessons as they planned.

The TCs' relationship with their mentor teachers also causes an important amount of anxiety for them. TCs were worried about the cooperating teachers' interference with their lesson and felt themselves unqualified in front of students when teachers were interfering with their activities. The negative comments of both the cooperating teachers and supervisors were also factors affecting TCs anxiety level. The lack of

communication was another anxiety provoking factor mentioned by TCs. They stated that sometimes they could not understand the demands of the cooperating teacher related to the lesson and there were complications due to the misunderstanding among them. Besides, TCs complained it was difficult to talk to their supervisors and they could not understand each other. Moreover, TCs were concerned about being observed by their mentor teachers especially, the university supervisors. They stated that the feeling of evaluation and having an authoritive figure in their class caused distressed feelings for them. In addition, some TCs stated that after the observation their mentor teachers were not giving them any feedback about their teaching, and they feel that their development would be incomplete without getting criticized for the way they perform.

TCs also experience anxiety related problems due to their self-perception of own teaching skills. Most TCs fear that they would teach something wrong to the students and that would affect the students' future learning experience. They also fear that they would make a mistake in class during teaching and they would not be able to compensate it because they can not improvise when they are teaching.

TCs had problems with the teaching practicum system they are enrolled in. They mostly complained about the limited opportunity for practice and stated they should given the chance to have more experience otherwise they could not improve themselves and beat the anxiety they experience. Also they were not satisfied with limited time they were given to perform their lesson. They stated that the supersior teachers were evaluating them according to the observation they make for only one class hour, and TCs stated that was not enough for them to complete their lesson plans or show their actual teaching performance. The inequalities among different practicum groups or different supervisors were other factors affecting TCs anxiety.

The final source of anxiety mentioned by TCs is related to their low English proficiency. Even some TCs claimed that if the medium was in their mother tongue they would be in a totally different position with teaching anxiety. Most of them had problems related to their lack of speaking proficiency and stated thay did not have efficient speakng lessons as students themselves. They also stated to experience prolems with teaching some grammatical topics and fear they did not even know the details of the grammar point themselves.

In order to cope with their anxiety, TCs used some prevention strategies like preparing flexible lesson plans, preparing back-up plans, trying new activities and techniques to get students' attention, starting with the basics when they were teaching a complicated language point. They also had some intervention strategies like code switching to mother tongue, giving familiar or simpler examples to students or proceeding with a new topic. TCs explained that at anxious times they asked for support from their mentors, supervisors and even students. TCs also indicated that speaking to oneself and calming down by breathing and counting were useful ways to overcome the anxiety they experienced.

5.2.2 Implications of the Study

As the results of this study and related literature suggest, foreign language TCs experience anxiety in different times during their practicum, causing by various situations. Teacher education programs tend to ignore the emotional dimensions of teaching however studying the emotions of teachers and TCs is necessary as Meyer (2009) stated:

> Teacher education needs a literature base that illuminates how emotional practice is realized in a variety of school settings and over the course of teachers' careers. Teacher education also needs evidence of effective ways to discuss emotional practice and the power structures of classrooms and schools with novice teachers. Teacher education needs strong conceptual frameworks that integrate pedagogy and content knowledge with teacher identity and emotional practices and that can be clearly communicated and shared. Then teacher educators need to use these research-based sources to not only change what is taught, but how it is taught.

Most TCs stated that the anxiety provoking situations were related to their students, especially like the fear of being incompetent in students' eyes or not being able to detect the students' needs and interests. The main reason for the problems mentioned above is actually not having enough experience with real students in real classrooms. Almost of all the TCs enroll to teacher education programs right after high school so they do not have any prior teaching experience. Most teacher education programs do not provide a formal teaching experience for their TCs until the teaching practicum in their senior year. However as being stated by TCs gaining more teaching experience is the main solution to decrease their teaching anxiety. Williams (1991) mentioned that teaching

anxiety is a transitional characteristic of a teaching situation, an emotional form that may change its intensity and disappear with experience. Thus real teaching experiences should not be limited just to the last year of teacher education program. TCs can be sent to real classes at early years of their education program. Even they might not have complete knowledge regarding teaching methodology, being in classes with the chance of observing the students, experienced teachers, and teaching-learning environment would help TCs to evaluate a language classroom with a language teacher perspective. Moreover, TCs are not competent enough to cope with a problematic situation because of the changing nature of problems. Every student, situation and teacher is unique so a strategy which worked once might not be useful for another situation (White, 2000). The only solution for this could be intense amount of practice, as the more TCs encounter various problems the more strategies they would develop to overcome them and they would become equipped for different incidents.

One other anxiety provoking problem for TCs was their relationship with their mentor teachers. Most TCs stated it was difficult for them to understand the mentors since they could not communicate with them, either because their teaching philosophy was different, becuase of gender issues, personal problems, or because they were afraid to talk with their mentor. Giving formal and authoritarian remarks on their performance with a specific focus on grammatical, productive accuracy tends to trigger the feelings of anxiety for TCs. So, the mentor teachers should be more delicate when they speak to the TCs about their performance, they should try to avoid using harsh comments in class, specifically when they are directly commenting on TCs performance (Tüm, 2013). It should not be forgotten that the relation among mentor teachers and TCs is the key factor for an efficient practicum process. Teacher education programs can support this relation to some extent by suggesting development of interpersonal communication skills of TCs, together with the development of a supervision model which values relationship building and guides mentor teachers to support their students (Murray-Harvey, 2000).

Moreover, as mentioned before being a cooperating teacher is too easy in the teaching practicum system. Almost none of the mentors do not have any special training for teacher education so they actually do not know how to guide to TCs, how to treat them, how to provide them feedback or how to evaluate them. Unfortunately, as mentioned by the TCs, all of the mentor teachers are not the best examples for language teaching so

they do not fit the definition of being a 'role model' for the TCs. Teacher education programs should be more meticulous while choosing the mentor teachers to educate the TCs, even it is known that the lists of school for teaching practicum are usually given by the ministry of education, the teacher education program should exert their authority while deciding on the mentor teachers. The supervisors might frequently ask about TCs observations about the mentors and intervene in if there are any problematic issues regarding the mentors attitudes, behaviors towards the TCs, or teaching routines. One other useful solution might be providing the mentors to be, in-service training about teacher education, by the teacher education faculties. Most TCs asserted that the education they had in their teaching training program was not overlapping with the situations they observed in their cooperating schools. The universities are usually implementing and training their TCs with the innovative and contemporary approaches for language teaching. However, most in-service are not aware of these new developments thus the universities might provide training to the cooperating mentors regarding the new trends and approaches for language teaching together with the methodology and main points of teacher education. Furthermore, TCs explained that not getting feedback from their mentors caused distress for them since they felt their development was incomplete. Mentor teachers both supervisors and mentors should be trained on giving feedback, studies showed that giving data based, systematic supervisory feedback could improve the quality and quantity of interactions between teachers and their students resulting in a more efficient teaching-learning environment (Birdwell, 1980; Mancini et al., 1984).

TCs stated their problems of language proficiency and claimed their lack of proficiency was a main cause for their teaching anxiety. TCs mentioned that they were not confident about teaching some grammar points which were defined as complicated and difficult to comprehend. They stated that they were not well-informed about some specific language topics themselves so they felt very anxious when they had to teach them to the students. Usually in teacher education programs skills development classes are limited to the first year of the program, in the following years TCs are expected to be competent with their language proficiency level and mostly their education proceeds with methodology courses based on how to teach specific language areas. However it should not be forgotten that non-native language teachers are also advanced level language learners, so their language learning is never complete. Teacher education programs

should realise this fact and provide some skills development classes during the four-year language teaching education program. Either compulsory or elective, teacher education programs can provide accelerated grammar courses for their students. The content should be at the advanced C1-C2 level to meet the needs of the TCs, and the instructors can decide on the curriculum after a needs analysis thus the most problematic topics would be focused on during these courses. As low level of speaking proficiency was mentioned to be a main source of anxiety for TCs, teacher education programs might also provide some supplementary speaking classes during the education program instead of limiting the speaking course to the first year. Kim (2002) also stated that to improve students advanced level of proficiency intensive training programmes should be presented to develop communicative competence. Besides providing all the opportunities for language proficiency development, it is important to make TCs aware that reaching native-like accuracy should not be their key goal, and English is now used as a lingua-franca, in order to increase their self-confidence and capabilities to teach the target language (Tüm, 2013; Tüm & Kunt, 2013).

In order to help TCs to cope with their distressed feelings of anxieties, teacher educators should focus on the importance of feelings for the teaching occupation. Teacher education instructors can use some tools as mentioned in literature to measure the anxiety level, concerns and stresses of TCs. After detecting the problematic areas, they can provide some special support activities. As the TCs adviced themselves, support groups can be founded, the TCs who experience the similar uncomfortable feelings can come together and share their experiences. As other studies suggest (Horwitz, 1996, Pearson, 1998; Merç, 2010, Tüm, 2013) sharing the negative feelings with others might help TCs to realise they are not the only ones experiencing these feelings. Most teachers and TCs are unfortunately ashamed of their anxiety and too proud to express how they feel. However, instructors in teacher education programs should help TCs realise it is completely natural to feel incompetent, worried and distressed with their teaching since practicum is their first formal experience of teaching. Moreover, it should not be forgotten that the micro-teachings, teaching practicums and oral presentations should be used to aid the development of TCs teaching skills rather than just evaluation tools. Although evaluation is necessary for every teacher education program, the main aim should be helping the TCs with their development by engendering feelings of confidence and success over feelings of inadequacy and anxiety (Tüm, 2012).

Finally, even presented two decades ago the advices of Horwitz (1996) still seem to be applicable for teachers and TCs in our age. Horwitz presents six main strategies to alleviate feelings of teaching anxiety;

1.Recognize our own and other teachers' feelings of foreign language teaching anxiety. TCs should previously acknowledge their negative feelings and seek for help from their mentors. They should realise that they are not alone in this area and they should be able to share their feelings with other sufferers.

2.Give ourselves permisson to be less than perfect speakers of the target language. TCs should accept that making mistakes is essential at the language learnşng process. Also as teachers / TCs show tolerance to the students on mistakes, they should give chances to themselves to take risks and learn from their mistakes.

3.Give ourselves credit for target language achievement. TCs can take small evaluation criterias to see their own capacity. Seeing what they have accomplished might maket hem feel successful and motivate them to improve themselves.

4.Become more aware of the language learning process. Teachers / TCs are also learners, they are all included to the issues experienced in second language acquisition process. Proficiency is continually changing and varying thus they should know that the difficulties they face are completely natural.

5.Imagine speaking well within the stresses of classroom teaching. Language teachers / TCs can think of themselves effectively using the taret language and overcoming any difficulties using relaxation techniques.

6.Support from colleagues. Language teachers at all levels should volunteer to listen to their collegues' fears about the target language in a non-judgmental and supportive manner. These supporters in teacher education programs includes the university supervisors, cooperating mentors and other TCs.

5.2.3 Limitations of the Study and Suggestions for Further Research

Even some common points regarding foreign language teaching for teachers and TCs have been detected, it should not be forgotten that each individual might have different problems related to their personality, teaching skills, values and the different contexts they have. In this light more studies must be held to enlighten the area of FLSTA.

This study is limited to the senior years TCs in Muğla Sıtkı Koçman University, more studies should be conducted in order to detect the problems TCs experience regarding their language teaching in different universities in the Turkish context.

When foreign language teaching is the case, the only foreign language being taught in Turkey is not English. The languages like German, French and Russian are also officially taught as second foreign languages in different teaching institutions. This study has only investigated the FLTA of English Language Teaching department TCs, similar studies should be conducted in different departments like German, French and Russian language teaching in order to have a more comprehensible and contrastive analysis of the phenomenon.

Even the concept has gotten attention from researchers in the last decade, there is still a gap in literature of FLSTA. More studies are required, quantitative studies to reach large samples and make generalisations moreover qualitative phenomenologic studies to have a closer examination of the contruct.

The main reason for TCs' anxiety was caused by their belief of failure before they teach a lesson however as soon as they actually completed their teaching their anxiety decreased. This study focused on the anxiety experienced during the actual teaching on the other hand more studies might be cınducted to investigate how TCs implement their teaching starting from their preparation phases, going on with their in-class performance and the ways they proceed after completing the teaching.

Literature shows that there are a limited number of tools to measure FLTA experienced by TCs. More researchers might think to develop new scales, or instruments to be used at larger populations considering the different contexts of TCs all around the globe.

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APPENDICES

Appendix 1. Etik Kurul Onay Formu
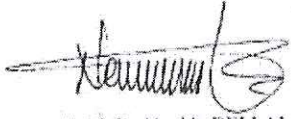
MUĞLA SITKI KOÇMAN ÜNİVERSİTESİ BİLİMSEL ARAŞTIRMALAR VE YAYIN ETİĞİ KURULU DEĞERLENDİRME FORMU
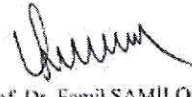
SOSYAL VE BEŞERİ BİLİMLER ETİK KURULU		
Protokol No: 28		**Karar No:28**
Araştırmanın Yürütücüsü	MSKÜ Eğitim Fakültesi araş. Gör. Merve MUTLU	
Araştırmanın Başlığı:	The Level of Foreign Language Student Teacher Anxiety of Teacher Candidates: The Sources of Anxiety and the Possible Coping Strategies	
Başvuru Formunun Etik Kurula Geldiği Tarih:	31.03.2017	
Başvuru Formunun Etik Kurulda İncelendiği Tarih:	14.04.2017	
Karar Tarihi:	14.04.2017	

SONUÇ

1.	■ Kabul. Araştırmanın/Projenin uygulanabilirliği konusunda bilimsel araştırmalar etiği açısından bir sakınca yoktur.
2.	☐ Düzeltme gereklidir.
3.	☐ Red.
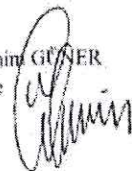
Prof. Dr. Bayram COŞKUN
Başkan
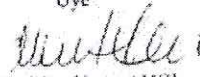
Prof. Dr. Nevide DELLAL
Başkan Yardımcısı

Prof. Dr. Famil ŞAMİLOĞLU
Üye

Prof. Dr. Mehmet Naci ÖNAL
Üye

Prof. Dr. Sebahattin ÇEVİKBAŞ
Üye

Prof. Dr. İbrahim GÜNER
Üye

Prof. Dr. Umut AVCI
Üye

Appendix 2. Foreign Language Student Teacher Anxiety Scale

Değerli Öğretmen Adayı,

Bu ölçek, İngilizce öğretmen adaylarının sınıflarda İngilizce öğretirken yaşadıkları kaygı ve endişe durumlarını belirlemek amacıyla geliştirilmiştir. Ölçek bir yüksek lisan ödevi kapsamında kullanılacak olup, sonuçları sadece bilimsel amaçlarla kullanılacaktır.

Araçtaki maddelerin tümünü ve kişisel bilgi içeren soruları (yaş, cinsiyet vb. gibi) eksiksiz cevaplamanız verilerin sağlıklı sonuçlar vermesi için çok önemlidir.

Bu ölçekte yer alan hiçbir ifadenin "doğru" ya da "yanlış" cevabı yoktur. Tüm ifadeleri okuyup, her bir ifade ile ilgili size en uygun cevabı işaretlemeniz önemlidir. İçtenlikle vereceğiniz cevaplar çalışmamıza önemli bir katkı sağlayacaktır.

Yardımlarınızdan dolayı çok teşekkür ederim.

<div align="right">

Arş. Gör. Merve MUTLU

Muğla Sıtkı Koçman Üniversitesi

Eğitim Fakültesi

Yabancı Diller Bölümü

İngiliz Dili Eğitimi ABD

</div>

BÖLÜM I
KİŞİSEL BİLGİLER

Öğrenci No: **Cinsiyet:**   E ( )
K ( )

Yaş:

Uygulama Okulu:

( ) İlkokul

( ) Ortaokul

Daha önce yurtdışında bulundunuz mu?   Evet ( )   Hayır ( )

Cevabınız evet ise hangi ülkede bulundunuz?

....
....

Ne kadar kaldınız ?

....
....

		Kesinlikle katılmıyorum	Katılmıyorum	Katılıyorum	Katılıyorum	Kesinlikle Katılıyorum
1	İngilizce dil seviyesi iyi olan öğrencilere İngilizce öğretmem gerektiğinde huzursuz olurum.					
2	Sınıfı yönetmek için İngilizce kullanmaya çalıştığımda bir türlü kendimden emin olamam.					
3	Uygulama öğretmenim ders anlatma yöntemim ile ilgili olumsuz bir yorumda bulunduğunda utanırım.					
4	Uygulama öğretmenim ders anlatırken kullandığım İngilizce ile ilgili olumsuz bir yorumda bulunduğunda çok utanırım.					
5	Okuma-anlama konularını sınıfta işlerken endişe duyarım.					
6	Öğrencileri ikili ya da grup olarak organize etmem gerektiğinde gerilirim.					
7	Geribildirim (feedback) görüşmelerinde diğer öğretmen adaylarının İngilizcem ile ilgili olumsuz yorumlar yapmalarına üzülürüm.					
8	Geribildirim görüşmelerinde diğer öğretmen adaylarının ders anlatışım ile ilgili olumsuz yorumlar yapmalarına üzülürüm.					
9	Ders anlatırken hata yaparsam arkadaşlarımın buna gülmesinden çekinirim.					
10	Öğrencilerin beni kendi öğretmenleriyle kıyasladıkları düşüncesinden tedirgin olurum.					
11	Öğrencilerin İngilizce sınavında başarısız olmasından korkarım.					
12	Öğrenciler sınıfta bir ziyaretçi varken					

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	hata yaparlarsa rahatsız olurum.					
13	Daha önce hiç girmediğim bir sınıfta ders anlatırken huzursuz olurum.					
14	Derste İngilizce konuşurken heyecanlanırım.					
15	Fırsatım varsa sınıfta bir yabancı varken ders anlatmamaya çaba gösteririm.					
16	Üniversitedeki öğretmenimin ders anlatışım ile ilgili olumsuz bir yorumda bulunmasından rahatsız olurum.					
17	Üniversitedeki öğretmenim ders planımı incelerken kendimi çaresiz hissederim.					
18	Ben ders anlatırken üniversitedeki öğretmenim sınıftaysa o kadar heyecanlanırım ki bildiğimi bile unuturum.					
19	Uygulama okulunda bir öğretmenle İngilizce öğretimi hakkında bir konuyu tartışmaya çekinirim.					
20	Anlatacağım konuya ne kadar iyi hazırlanırsam hazırlanayım kendimi bir türlü rahat hissedemem.					
21	Diğer öğretmen adaylarının beni izlemesinden rahatsız olurum.					
22	Sınıfta gürültü olduğunda öğrencileri nasıl susturacağım konusunda endişe duyarım.					
23	Diğer bir öğretmen adayının ders planımda yaptığım bir dil hatasını göstermesinden korkarım.					
24	Sözlü anlatım konularını işlerken tedirginlik duyarım.					
25	Öğrencilerin dil hatalarını düzeltirken kendim de hata yapacağımı düşünerek heyecanlanırım.					
26	Diğer bir öğretmen adayının derste yaptığım bir dil hatasını göstermesinden korkarım.					

27	Ne kadar uğraşırsam uğraşayım, yabancı bir dile hakim olmak imkansızdır.					

Appendix 3. Observation Forms

Language Proficiency

Using the language accurately

- Grammar..
....
....

- Fluency..
....
....

- Modifying Language
....
....
....

- Using Classroom Language
....
....
....

- Using mother tongue
....
....
....

Academic Incompetence

Being prepared for the
lesson...
....
....

Organizing activities
....
....
....
....
....

Giving Instructions
....
....
....

Using different grouping techniques

………………………………………………………………………………………………………..

………

……………………..

Using materials appropriately

………

…….

………

………………………..

Students' Influence on the trainee teacher

Relationship with

students……………………………………………………………………………………………………

...

………

……………………..

………

……………………..

Engaging the

students……………………………………………………………………………………………………

……..

………

……………………..

Giving feedback to the students (+ feedback and –

feedback)………………………………………………………..

………

……………………..

Classroom Management

Time

management………………………………………………………………………………………………

………………

………

………………………..

Unexpected situation (making a mistake, students' questions

etc.)……………………………………………………

....
....

....
....

Eye contact with the
students...

....
....

Movement in the
classroom...
....

....
....

On the spot decisions
....

....
....

Any other problematic situation observed during the teaching practice

Appendix 4. Individual Interview Questions

Ders sonrası gerçekleşen birebir mülakat

1) Sence kaygı nedir? Hangi durumlar kaygı belirtir senin için ?
2) Ders başlangıcında kaygı düzeyine 1 ile 10 arasında kaç verirsin?
3) Ders anlatımı bittikten sonra kaygı düzeyine 1 ile 10 arasında kaç puan verirsin?
4) Ders anlatırken kendini nasıl değerlendirirsin? Ne iyi gitti, ne kötü gitti?
5) Ders anlatırken planın ile uyumlu şekilde mi gittin?
6) Dersteki en kaygılı anın neydi?
7) O an aklından ne geçiyordu?
8) Fiziksel bir tepkin oldu mu ?
9) O an ne yaptın?
10) Seni dışardan biri görse sence ne düşünürdü?
11) Kaygını gidermek için ne yaptın? Kaygın ne zaman azaldı?
12) Kaygının sebebi neydi? (Yeterince hazırlıklı olmaman, öğrencilerden kaynaklı problemler, cevabını bilmediğin bir soru sorulması, yapamayacağını düşünme, sınıfta bir gözlemci olması vb)
13) Öğrencilerle iletişim konusunda bir sıkıntı yaşadın mı ?

Appendix 5. Focus Group Interview Questions

Focus Group Interview Questions (for high anxiety level)

1) Sence yabancı dil öğretme kaygısı nedir?

2) Sen yaşıyor musun bu kaygıyı? Bu kaygının altında yatan sebepler nedir sence?

3) Yaşanan bu kaygılar staj çalışmalarını etkiledi mi? Nasıl problemler yaşandı staj süresince? (Anahtar soru)

4) Yaşadığın bu kaygıda okuldaki mentor hocanın etkisi oldu mu? (Kaygını azaltmada ya da artırmada) (Anahtar soru)

5) Peki üniversitedeki akademik danışmanının etkisi nedir?

6) ……………….. gibi sıkıntılardan bahsettiniz, peki sizin için kaygı yaratan bu durumlara bir çözüm ürettiniz mi? Bu çözümler işe yaradı mı ? (Anahtar soru)

7) Bu yıl stajda yaşadığınız kaygılı durumlara geri dönseniz farklı yapacağınız bir şeyler olur muydu? (Anahtar soru)

8) Yarın öğretmenliğe başlayacak olsanız, kendinizi göreve hazır hissediyor musunuz? Staj tecrübesi kaygınızı nasıl etkiledi ? olumlu / olumsuz)

9) Bir sabah uyandın ve yabancı dil öğretme kaygın tamamen ortadan kalktı, bu durum stajda yaşadığın süreçleri ve öğretmenlik becerini nasıl etkilerdi sence? (Kapanış sorusu)

10) Yabancı dil öğretme kaygısı ile ilgili başka eklemek istediğiniz bir şey var mı ? (Final sorusu)

Focus Group Interview Questions (for low anxiety)

1) Sence yabancı dil öğretme kaygısı nedir?

2) Sen yaşıyor musun bu kaygıyı?

3) Diğer arkadaşlarında gözlemlediğin bir durum oldu mu kaygı ile ilgili? Sebepleri neler olabilir sence?

4) Yaşanan bu kaygıda okuldaki mentor hocanın etkisi oldu mu? (Kaygını azaltmada ya da artırmada) (Anahtar soru)

5) Peki üniversitedeki akademik danışmanının etkisi nedir?

6) Bu yıl staj süresince yaşadığınız en büyük problem neydi ve bununla nasıl başa çıktınız?

7) Kaygı yaşayan insanlara vereceğiniz öneriler var mı?

8) Bu yıl stajda yaşadığınız bazı anlara geri dönseniz farklı yapacağınız bir şeyler olur muydu?   (Anahtar soru)

9) Yarın öğretmenliğe başlayacak olsanız, kendinizi göreve hazır hissediyor musunuz? Staj tecrübesi kaygınızı nasıl etkiledi ? olumlu / olumsuz)

10) Yabancı dil öğretme kaygısı ile ilgili başka eklemek istediğiniz bir şey var mı ? (Final sorusu)

Appendix 6. Sample Individual Interview

Interview P2:

Sence kaygı nedir hangi durumlar kaygı belirtir senin için?

Bence yersiz bir korkudur. Toplum içinde konuştuğumuz zaman, ses kaydı olunca ben heyecanlanıyorum.

Fikirlerini soruyorum ben sana istediğin gibi konuş lütfen.

Toplum içinde olduğumuzda insanların dinliyor olduğunu bilmek kaygı uyandıran bir durumdur benim için. Toplum içinde konuşmak evet bu benim en büyük kaygım zaten öğretmenlikte de bunu yaşıyorum ben orda ders anlatıcam herkes beni izleyecek beni dinleyecek beni yaptığım harekette herhangi bir yanlışlık ya da söylediğim yanlış bir kelimeden dolayı nolur ne gider diye düşündüğüm zaman da kaygılanırım. Zaten şu an öğretmenlikte de bunu yaşıyorum baya kaygılıyım yani.

O zaman öğretmenliği kenara koyarsak sen normal hayatında da kaygılı bir insan mısın?

Normal hayatımda da kaygılı bir insanım. Topluluk içinde problem oluyor tanıdığım insanlar olduğunda kendimi daha iyi hissediyorum ama tanımadığım insanlar olduğu zaman, beni tanımadıkları için ve onların hakkımdaki ilk düşünceleri önemli, benim hakkımda kötü düşünmesin.

İlk izlenim önemli benim için. Kaygı benim için bir korku.

Kaygılı olmak senin hayatını olumsuz bir şekilde etkiliyor mu? Kaygı senin için kötü bir şey mi?

Bir şeyleri yapmana engel oluyor mu?

Aslında kötü bir şey değil korkuya sahibim kaygılanıyorum. Ama mesela az önce sunum yapmadan önce çok kaygılıydım çok korkuyordum ama sunum yaptığım sırada geçiyor bitiyor ve o ana kadar olan bir şey sonrasında bir şey kalmıyor biliyorum. Daha önce de yaşadım bunu yine kaygılancam sonrasında korkmayacağım biliyorum tecrübe kazandım diyorum artık geçecek dediğim zamanlar oluyor ama her seferinde en başa sarıp tekrar baştan başlıyorum.

Başına neler geleceğini biliyorsun ama yine içinde bir korku mu var ?

Evet

Ders başlangıcındaki kaygı düzeyine 1- 10 arası kaç puan verirsin?

7 Yüksek bir puan ama sonuna bak

Ders sırasında kaç puan?

6 da olabilir 8 de olabilir. Biraz inişli çıkışlı oluyor biraz. Mesela yanlış bir şey yaptım ve geriye dönemeyeceğim korkusu oluyor birden yükselip birden inebiliyor. Der içerinde olan her olay beni fazlasıyla etkiliyor.

Ders bitimi kaç puan verirsin peki ?

1 veririm bitti rahatladım artık ohh diyebilirim.

Bugünkü dersi konuaşacak olursak sen kendini nasıl değerlendiriyorsun? Ne iyi gitti ne kötüydü?

Ders anlatırken kendimi çok yeterli görmüyorum aslında çünkü yanlış bir kelime oluyor ya da yanlış bir şekilde söylüyorum ya da bir yeri atlıyorum o yeri tamamen açıklamak istiyorum. Mesela bugünkü aktivitede lirikleri açıklamak onlara, kelimenin anlamını bilmiyorlardır sormak istiyorum ama yeterli görmüyorum şimdi açıklamam gerekiyor ama nasıl açıklayacağım açıklarken nasıl yapacağım. Yapmak istediğim şeyle o an yaptığım şey farklı oluyor birbirinden. Kendimde yeterliliği görmediğim için burayı geçeyim o zaman diyorum.

Kaçınıyor musun yani o zaman? Problemin farkındasın kafanda onu çözmek var ama onun yerine kaçıyorsun.

Kaçıyorum evet

İyi giden şeyler?

145

Derse çok iyi katıldılar öğrencileri zaten çok seviyorum hepsi çok destekleyici hepsi bize yardımcı oluyor gönüllü olmaya çalışıyorlar O konuda iyi hissettiriyorlar. Hiçbir şekilde ilgilenmeseler katılmasalar kendimi çok kötü hissederim bu sınıfa sahip olduğum için kendimi şanslı hissediyorum hepsi yardım ediyorlar destekliyorlar sonuçta öğrencilerin aktifliği de öenmli olduğu için o konuda iyi hissediyorum.

Aktivitelerin nasıldı sence?

Aktivitelerim güzeldi aslında sevdim ama dediğim gibi biraz daha açıklayıcı olup üzerinde daha fazla durmam gereken yerler vardı. Belki biraz daha netleştirmem gereken noktalar vardı.

Peki ders anlatırken hazırladığın ders planı ile uyumlu şekilde gittin mi?

Evet tam anlamıyla uyumlu şekilde gittim Sıralamam nasılsa o şekilde devam ettim hiçbir aksaklık olmadı düzgün şekilde plana uydum

Dersteki en kaygılı anın neydi?

Bir kelime söylediklerinde onu duyamamam. Tombala sırasında 13 sayısı çıktı onu okuyamadım bir türlü hatırlayamadım o sırada çok kaygılandım çok basit bir şey sayı sonuçta neyini okuyamıyorsun

O kaygılı anda aklından ne geçiyordu?

Bu sayıyı geçip diğer sayıyla mı devam etsem ama şimdi bunu da duydular napsam falan dedim. Sonra thirteen dedim, hatta bakın şu anda aklıma geldi ne olduğu evet anca aklıma geldi.

Yine kaçınma davranışı mı?

Evet Çünkü bulamadıkça beklemek de istemedim hani orda bir boşluk olacak sonuçta geçeyim sonra aklıma geldi söyledim.

Fiziksel bir tepkin oldu mu dışarıya belli ettin mi?

Evet "13 mü neydi ki bu?" dedim duyuldu mu bu bilmiyorum yüzüm falan değişmiş olabilir mimiklerim falan neydi bu noldu mutlaka dışa vurmuşumdur.

Ne yaptın o anda?

Elimdeki sayıya tekrar tekrar baktım sonra diğer sayılara baktım sonra içimden 10 dan saymaya başladım sayamadım kafam çok karıştırdım. Sonra buldum bir şekilde ve söyledim.

Yani problem bir şeyi hatırlamandan kaynaklanıyor o zaman sen zaman kazandın o anda

Evet

O zaman se problemi çözmeye odaklandın o anda

Evet

O andan seni dışardan biri görse ne düşünürdü seninle ilgili?

O anda zaten bütün sınıf beni izliyordu hepsi beni izlediği için hangi sayıyı okumaya çalışıyor bir panikledi hoca sanki ama tatlıydı bence diye düşünebilirler

Kaygını gidermek için ne yaptın?

Dersin başında mesela speaking konusunda eksik hissediyorum kendimi genelde speaking konularında konuşturmaya çalışıyorum soru soruyorum onlardan cevap almaya çalışıyorum onların cevabı üzerine ben de konuşabildiğim zaman mesela güzel fikir evet şöyle olabilir vs iyi ama mesela cevap veremezsem hımm hadi seni geçelim demek de istemiyorum aslında ama yapıyorum bunu ve biliyorum kötü olduğumu. Hata yapmaktan korkuyorum. Ya kafamdakini yanlış söylersem korkusu var.

Özellikle o derste kaygını gidermek için ne yaptın?

Oyun oynadığımız için ve sınıftakileri artık daha iyi tanıdığım için artık kaynaştık da sonuçta artık biraz ne tepki verebileceklerini biliyorum gülebilirler o sıra kendi içimde bir sıkıntı yaşadım ama sonra bulunca rahatladım. Problemi giderince rahatladım.

İlk defa girdiğin bir sınıf olsaydı?

O zaman daha kötü şeyler olurdu ve daha çok kaygılanırdım. Tanımadığım insanlar. Önceki sunumumda şöyle bir şey olmuştu ben konuşurken söyleyeceğim kelimeyi unuttum ordan birkaç öğrenci bana yardım etmişti ve onlarla birlikte kurmuştuk cümleyi iyi öğrenciler vardı ve bana destek oldular. O yüzden bu derste de olumsuz bir şey olsa yanlış bir şey yaparsam da derim onlar beni anlarlar beni düzeltirler anlıyorlar onlar benim dilimi diye düşünüp daha rahat davranıyorum. Ama hiç tanımadığım bir sınıf olsaydı bilemezdim nasıl olacak ne tepki verecekler bana hata yaparsam düzeltirler mi sıkıntı olurdu benim için.

13 sayısı meselesinde kaygının sebebi neydi sence?

Aklıma gelmemesi bildiğim halde aklıma gelmedi ve çok basit olan bir şey nasıl bilemem bunu deyip de heyecanlandım. Bir de o sırada soruyorum countable mı uncountable mı diye telefondan bakıyorum hepsini kontrol etmem gerekiyor. Countable dedi ama acaba doğru mu cevap verdi onları da kontrol etmem gerekiyordu stres de yaşamıştım kendi içimde ondan kaynaklanıyor olabilir.

Dedin ki öğrenciler beni bilmediğimi gördü ve panik oldum bu senin için niye kaygı yaratır?

Öğrencilerin gözünde yetersiz olurum. Derler ki bu daha ulaşamamış birazcık daha çalışması gerekiyor bişeyler daha yapması gerekiyor demelerini istemem. Bunu bana bir arkadaşım söylese o kadar üzülmem ama öğrencilerden gelmesi sonuçta aramızda bir mesafe olması gerekiyor ne kadar samimi olsak da bir mesafe olmalı ve onların gözünde yetersiz görünmek istemem donanımlı olduğumu düşünmelerini isterim. Bir öğretmen olarak öğrencilerin gözünde yetersiz görünme korkusu var ve bu kaygı yaratıyor.

Öğrencilerle iletişimin nasıl?

Öğrencilerle ilgili problem yaşamadım ve gerçekten kendi çok şanslı hissettim hem öğrenci hem öğretmen açısından çünkü hepsi ayrı ayrı bir şeyler yapmaya çalışıyorlar çabalıyorlar destek oluyor o yüzden hiç öğrencilerden yana bir sıkıntı yaşamadım. Sadece bazıları daha pasif kalıyor onları canlandırmak istiyorum bazen bana kötü bakıyorlar ama

Sesin neden o kadar alçak?

Özgüvenimden kaynaklı olabilir aynı konuya geliyor yetersiz görüyorum kendimi bir şeyi yanlış söyleyebilirim unutabilirim eksik söyleyebilirim Mesela ben derste konuşacaklarımı tek tek yazarım ve ezberlerim önceden ve derste onu takip etmeye çalışırım spontane bir şekilde konuşamam zaten eğer bir şeyi unutursam notlarıma geri döner ordan devam etmeye çalışırım. Böyle olunca da birazcık sıkıntı oluyor.

Bu kadar güzel ders planıyla performansın niye böyle?

Onu bilmiyorum aşamıyorum, Aşmaya çalışıyorum ama bir çekingenlik oluyor sınıfı tam anlamıyla kollarım altına alamıyorum biraz daha geride kalıyorum.

Mesafem var dersteyken.

Büyük ihtimalle heyecanımdan ve özgüven eksikliğinden olabilir. İngilizcenin etkisi çok büyük İngilizce konuşmak benim için çok büyük kabus. Kelimeleri toparlayamamam cümleleri toparlayamamam. Cümleye başlıyorum sonra devamı gelmeyince sesim birden alçalmaya başlıyor. Mesela bu ders İngilizce değil Türkçe işlenseydi daha farklı bir Beyza olabilirdi ama tabi ders İngilizce olduğu için İngilizce olmak zorunda En büyük problemlerinden biri İngilizce konuşmak

Sınıfta gözlemcinin bulunması seni etkiledi mi?

Aslında etkileyebilirdi ama tanıdığım bir hoca olduğu için pek düşünmedim O sırada şu an beni gözlemliyor not alıyor diye düşünmedim o konuda rahattım. Dışardan gelen etkenler değil de kendimle ilgili eksiklikler var daha çok.

CV

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Publications

International Summits Oral Presentations (Abstract Published)

1-) Üstünel, E., MUTLU, M. (2016). The Impact of EFL Trainee Teachers' Concern Levels on Their Tutoring Practices. International Contemporary Education Research Congress

2-) MUTLU, M. (2017). Avoidance of Phrasal Verbs: A Case with Turkish English Language Teaching Department Students

3-) MUTLU, M. (2017). The Relationship of Foreign Language Teaching Anxiety and Self-efficacy among Foreign Language Teaching Pre-service Students.

Taking Part in the Organization of International Summits

1-) Uluslararası Çağdaş Eğitim Araştırmaları Kongresi. Türkiye. . 2016
2-) III. International Eurasian Educational Research Congress, 2016