

**SPEAKING ANXIETY OF NON-NATIVE PREPARATORY SCHOOL
TEACHERS IN TURKEY**

**A THESIS SUBMITTED TO
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
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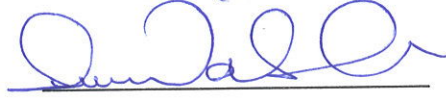
BY

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**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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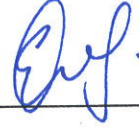
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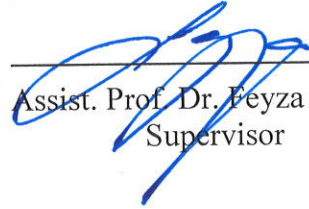
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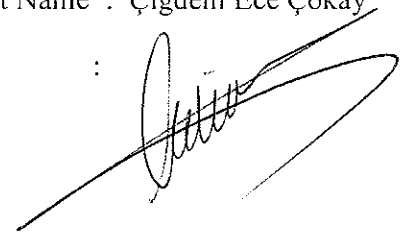
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ABSTRACT

SPEAKING ANXIETY OF NON-NATIVE PREPARATORY SCHOOL TEACHERS IN TURKEY

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Foreign language speaking anxiety has always been the focus of many researchers. Many researchers from all around the world have always had an interest in finding out the reasons of the learners' anxiety. However, few of them approached the issue from the teachers' point of view. Although foreign language teachers have always been regarded as high-level speakers of the target language, it is now known that they may still experience foreign language speaking anxiety.

This study concerns with the anxiety experienced by non-native preparatory school teachers at Turkish universities. The aim of this study was to determine the degree and the sources of teachers' possible speaking anxiety by gaining insight through an assessment of their perspectives. In this regard, the data for the study was collected using both quantitative and qualitative methods including a questionnaire and open-ended in-depth interviews.

In the first part of the study, 123 non-native English preparatory school teachers participated in the study by completing Teacher Foreign Language Anxiety Scale (TFLAS) aiming to determine the level and the sources of their speaking anxiety. The incidents that created anxiety for non-native Preparatory School teachers while speaking English were investigated through TFLAS. According to the answers given to the questionnaire, each participant was assigned to the levels of anxiety as low,

medium and high. 10 teachers who experience speaking anxiety were interviewed in the second part of the study. In the interviews, they explained the sources of their anxiety in detail. Both the analysis of the teachers' reflections and the data obtained from the first phase revealed that the anxiety that the non-native preparatory school teachers experience stem mainly from teachers beliefs about their ability and proficiency, self-comparison to others, lack of self-confidence, communication with native speakers and years of teaching experience .

The pedagogical implications of both phases of the study will be beneficial for the field of teacher development especially for pre-service teachers and teacher educators in Turkey.

Keywords: English as a Foreign Language, Speaking Anxiety

ÖZ

İNGİLİZCE HAZIRLIK OKULUNDA GÖREV YAPAN ÖĞRETMENLERİN İNGİLİZCE KONUŞURKEN YAŞADIĞI KAYGI VE NEDENLERİ

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Yabancı dil konuşma kaygısı pek çok araştırmacının odak noktası olmuştur. Öğrencilerin kaygı nedenleri dünyanın çeşitli yerlerinden pek çok araştırmacının her zaman ilgisini çekmiştir. Ancak pek az araştırmacı konuyu öğretmenlerin bakış açısından ele almıştır. Öğretmenlerin her zaman ileri seviye yabancı dil konuşan kişiler olduğu kabul edilse de, onlarında çeşitli durumlarda kaygı hissedebilecekleri artık bilinen bir gerçektir.

Bu çalışma, Türkiye'deki üniversitelerin yabancı diller hazırlık okullarında görev yapan, konuşma dersi veren ve ana dili İngilizce olmayan öğretmenlerin kaygılarını incelemektedir. Çalışmanın amacı öğretmenlerin İngilizce konuşurken yaşadığı muhtemel kaygı düzeyini ve kaynaklarını öğretmenlerin perspektiflerini değerlendirerek belirlemektir. Bu bağlamda anket ve kapsamlı mülakatlar içeren veriler hem nicel hem nitel yöntemler kullanılarak elde edilmiştir.

Çalışmanın birinci aşamasında kaygı seviyeleri ve nedenlerini saptanmak amacı ile 123 öğretmen 'Öğretmenler için Yabancı Dil Kaygı Ölçeğini'(TFLAS) cevaplayarak çalışmaya katılmıştır.

Birinci aşamada öğretmenlerin yabancı dil konuşurken kaygı hissetmelerine neden olan durumlar tespit edilmiş, her bir öğretmen, ölçeğe verdiği cevaba göre yüksek, orta ve düşük kaygılı olmak üzere, üç kaygı seviyesinden birine konulmuştur. Çalışmanın ikinci aşamasında İngilizce Hazırlık Okulu'nda görev yapan ve İngilizce

konuşma kaygısı yaşayan 10 öğretmen ile mülakat gerçekleştirilmiştir. Bu öğretmenler mülakatlarda İngilizce konuşma konusunda yaşadıkları kaygı nedenlerini ayrıntılarıyla açıklamıştır. Öğretmenlerin mülakatlarda ifade ettikleri görüşler ve birinci aşamada elde edilen veriler incelendiğinde, çalışmaya katılan öğretmenlerin yaşadıkları İngilizce konuşma kaygısının en çok; beceri ve performansın birey tarafından olumsuz değerlendirilmesi, bireyin diğer öğretmenlerle kendini kıyaslaması, özgüvensizlik, öğretmenlik deneyimi, yabancılarla iletişim nedenleri ile ortaya çıktığı belirlenmiştir.

Öğretmen adayları ve eğitimcilerin kaygı problemleri konusunda bilgi sağlaması açısından çalışmanın her iki aşamasından elde edilen pedagojik sonuçlar öğretmenlik alanı için yarar sağlayacaktır.

Anahtar Kelimeler: Yabancı Dil olarak İngilizce, Konuşma Kaygısı,

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LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
ELT	English Language Teaching
FL	Foreign Language
INT	Interviewee
NEST	Native English speaking teachers
NNEST	Non-native English-speaking teachers
NNS	Non-native speaker
NS	Native Speaker
PREP SCHOOL	English Language Preparatory Schools
SFL	School of Foreign Languages
TEFL	Teaching English as a Foreign Language
TESOL	Teachers of English to Speakers of Other Languages
TFLAS	Teacher Foreign Language Anxiety Scale

Chapter 1: Introduction

1.1 Overview

“I worry that students will ask me how to say something I don’t know in the target language.”

“I feel uncomfortable speaking my target language in front of other language teachers.”

“I feel uncomfortable speaking my target language to native speakers of the language.”

(Horwitz, 1996, p. 365)

There are more non-native than native teachers teaching English in the world today and as Horwitz (1996) states most nonnative foreign language teachers identify with one or more of the statements here. Even though language teachers are expected to be the advanced speakers of the target language, most language teachers experience anxiety and feel uncomfortable when speaking the target language. It has been realized that speaking the target language can be a distressing experience not only for learners but also for teachers as well. As Dörnyei (1994/2001) and Krashen suggest, the effective language teachers are regarded to be the ones who develop students’ self-efficacy, decrease anxiety, promote motivation-enhancing attributions, encourage students to set attainable sub-goals, and increase the attractiveness of course content. However, teacher with a high anxiety would not be able to decrease her students’ anxiety or promote motivation in class. On the contrary teachers with high anxiety tend to use L1 more in their speaking classes which impede their students’ learning. However in order to develop oral communication, learners need different speech activities to practice. The teacher can facilitate language acquisition through problem solving activities and tasks which ensure learner participation and interaction naturally (Aslam, 2003). However if the teacher is worried about their own language ability, it would become a bigger problem to interact with the students.

Horwitz believes that stress concerning perceived language ability does not mean that teachers do not have enough language proficiency; it is related to their beliefs and confidence about their language ability. As Horwitz (1996) remarks most non-native teachers have adequate language ability to perform their task, yet they often lack confidence in their language ability. Since speaking is one of the most important skills of English, English language teachers are expected to be advanced language speakers.

1.2 Theoretical Framework

Different theories have spread over time in order to apprehend “second language acquisition”. However Stephen Krashen’s most important and widely known theory of second language acquisition has had a big influence in the field second language education since 1980. Theory of second language acquisition by Krashen (1985) suggests five principal hypotheses. These main categorized hypotheses discussed by Krashen are “Natural order Hypothesis”, “Acquisition/Learning Hypothesis”; “Monitor Hypothesis”, “Input Hypothesis”, “Affective filter Hypothesis”. Among these hypotheses, “Affective Filter” which deals with motivation, self-confidence and anxiety plays one of the most significant roles in one’s foreign language acquisition. According to Krashen’s theory, a key to success is high motivation and self-confidence with low-anxiety. Namely, learners with high level of anxiety and lack of motivation and self-confidence are likely to block the input thus delay the progress.

1.3 Statement of the Problem

Over the years, number of research has been conducted to find out the relationship between anxiety and foreign language education. It has been proposed that there is a negative correlation between anxiety and teaching effectiveness. Although there is several researchⁱ about anxiety, almost none of them focused on the anxiety of the Preparatory (prep) schoolteachers as it is commonly presumed that they do not feel any considerable level of stress or anxiety. On the other hand, this observational study was designed to examine the possible sources of speaking anxiety among non-

ⁱ (Merç, 2011, Aydın, 1999)

native prep school instructors. In Turkey, no studies were identified regarding the perceptions of non-native prep school teachers.

Therefore the lack of literature regarding the levels and sources of prep school teachers' anxiety is aimed to contribute an in depth understanding for all the future teacher candidates with this study.

1.4 Purpose

To date there has been little attempt to explain why teachers are anxious about teaching, how they deal with such anxiety, and the impact of the anxiety response and its associated coping styles on the teachers' effectiveness in the classroom.(Sinclair, 1978, p.273)

Many researchers view that “even without empirical proof, the mere awareness of foreign language anxiety, even on an instinctive level, is testimony enough to its existence and worthy of fuller investigation” (Shams, 2006, p.14). Similarly, even if there is no correlation between the teaching effectiveness and anxiety, the feeling of anxiety might still be the cause of uneasiness. With the increasing number of non-native EFL teacher worldwide, investigating the reasons of foreign language speaking anxiety is worthwhile to shed a light on the effectiveness of education. In that studies which examine teachers' anxiety can help teachers to become aware of their concerns and develop appropriate interventions to alleviate language anxiety among second language teachers. The present study aims at investigating the level and sources of speaking anxiety of non-native prep school teachers through a questionnaire and interview. It seeks out to discover the common incidents which create anxiety for most prep school teachers experience in and outside of their classroom. Dealing the issue from a variety of approaches, current study intends to provide in-depth data from teachers' perspectives unlike most other studies.

1.5 Research Questions

This study deals with the foreign language speaking anxiety from the teachers' point of view. It seeks to investigate if and why the prep school teachers might

experience anxiety when speaking English. Briefly stated, the following questions reflect the purposes of this study;

1. What is the level of speaking anxiety experienced by non-native English Preparatory school teachers?
2. What are the common sources of preparatory school teachers' English speaking anxiety?
3. Do prep school teachers experience anxiety when teaching speaking classes?
4. Do teacher's characteristics (e.g. years of EFL teaching experience, formal study of English, latest degree obtained, amount of time in an English speaking country) affect teacher's anxiety levels?

1.6 Significance of the Study

There is a huge demand in the non-native teachers and there are 80% of teachers are non-native worldwide so neglecting their needs and concerns would not be rationale. (Canagarajah, 2005) However to date most researchers mostly focused on foreign language anxiety of learners rather than teachers. In fact, non-native teachers are in essence advanced-level foreign language learners. This study attempts to illuminate an under-researcher issue; 'speaking anxiety' by investigating the sources of it.

After analyzing sources of the anxiety, this study will hopefully crystallize the anxiety producing factors and help teachers to overcome their anxiety. One of the most important ways of alleviating non-seriously debilitating anxiety reactions is to acknowledge these feelings (Powell, 1991). This study aims to help teachers to become aware of their anxiety as well.

1.7 Operational Definitions of Terms

For the purposes of the current study, the following terms will be used:

Anxiety: “the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system” (Spielberger, 1983, p. 1).

Communication apprehension: “Fear or anxiety associated with either real or anticipated communication with another person or persons” (McCroskey, 1977, p.78).

Public Speaking Anxiety: “...a fear and uneasiness caused by the potentially threatening situation (real or anticipated) of speaking before a group of people” (MacIntyre & MacDonald, 1998, p. 359).

Teaching anxiety: “...anxiety experienced in relation to teaching activities that involve the preparation and execution of classroom activities” (Gardner & Leak, 1994, p. 28). It is important to note that for the purposes of this study, the focus will remain upon classroom activities and not spread to the more general areas of teaching such as time management, workload, assessment or individual interactions students or colleagues (Bernstein, 1983).

Chapter 2: Literature Review

2.1 Overview

Recently, language learning anxiety, especially foreign language learning (FLL) anxiety, has been the focus of a number of studies. (Gnaschow & Sparks, 1996; Piechurska-Kuciel, 2006; Cubukcu, 2007) However, focus on foreign language teachers' feelings of anxiety is very limited and seems to have been out of focus lately. On the other hand since the number of non-native teachers is increasing due to the demand in the world, the potential problems related to anxiety are also increasing.

The purpose of this chapter is to present different definitions and types of anxiety in order to understand the notion of anxiety. It also demonstrates the development of anxiety with a review of the studies previously conducted on non-native foreign language teachers and students.

2.2 Definitions & Types of Anxiety

Most studies regarding the correlation between anxiety and language performance conducted in the past was not consistent. The inconsistency stemmed from insufficient numbers of definitions of anxiety and its' effects on language learning. To be able to understand the possible causes of teachers' anxiety, it would be worthwhile to investigate the concept of anxiety thoroughly for current study. Anxiety is commonly believed to be a state of apprehension by most researchers and psychologists yet there are different definitions in the literature to describe the notion of anxiety. A psychologist, Spielberger (as cited in Horwitz, 2001, p.123; Cubukcu, 2007, p.133), defined anxiety as the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. However according to Darwin (1872) anxiety is an emotional reaction that is aroused when an organism feels physically under threat. Scovel (1978) adds that anxiety is a state of apprehension, a vague fear that is only indirectly associated with an object. According to Samimy and Tabuse (1992), anxiety is "a state of being uneasy, apprehensive or worried about what may happen; being concerned about a possible future even" (p.379).

Number of research has been conducted related to anxiety in learning and teaching a language because it is believed that continued research into anxiety matters. The reason why research into anxiety has been important is because in some cases, anxiety could actually enhance language performance through what has been called “facilitating anxiety” while it could also hinder performance which is defined as “debilitating anxiety” (Alpert & Haber, 1960; Kleinmann, 1977, Scovel, 1978).

Spielberger (1966) classified anxiety into two types from a different perspective. Simply, state anxiety refers to emotional and somatic reactions towards a stimulus apprehended as a threat in a certain context while trait anxiety refers to individual differences in reactions towards a perceived threat in the environment in general (Spielberger, 1972b). In other words, state anxiety can be regarded as a situation specific anxiety while trait anxiety can be related to the personality trait of the individuals.

State-trait anxiety distinction has been criticized by MacIntyre and Gardner (1991), they have claimed that since behavior occurs with a person in context, traits are meaningless unless they are considered in interaction with situations. MacIntyre and Gardner (1989) classified anxiety as ‘general anxiety’ which includes trait-state and test anxiety and secondly ‘communication anxiety’ which is concerned with speaking and communicational situations. A great deal of studies by a number of researchers has proposed that foreign language anxiety differs from other forms of anxiety depending on the perspective. Researchers who adopt different perspectives offered different classification for the types of anxiety.

There is evidence that language learning anxiety is different from other types of anxiety yet the distinction between state-trait, debilitating, facilitating anxiety is still controversial. Therefore more researchers today focus on the situations that generate anxiety in depth since it is still considered to be a relatively new and developing area within foreign language research.

2.3 Anxiety in Foreign Language Learning

The first studies on FL learning and anxiety date back to the 1970s by Brown (1973), Chastain (1975) and Scovel (1978). However most of the studies found out inverse relationship between anxiety and foreign language learning during the 1970s. Therefore in the 1980s and 1990s researchers focused more on the relationship between anxiety and FL learning.

Data from a self-report survey, in which a measure of anxiety was used, of approximately one thousand French high school students in Canada, have revealed that more anxious students are less proficient in FL speaking skills (Gardner, Symythe, Clement & Blicksman, 1976; as cited in Bailey, 1983).

Dulay, Burt and Krashen (1982) also stated that the less anxious the learner is the better language anxiety proceeds. Further, MacIntyre (1995) studied this area extensively and said that anxiety can interfere with the encoding, storage, and retrieval processes of language learning. Hence, he concluded that anxiety can affect not only performance, but also the effort spent on language tasks, especially that learners are more likely low in proficiency in the target language (Idri, 2012).

MacIntyre and others (1994) have speculated that the most important effect of language anxiety is reluctance to participate in second language (L2) activities (Clement, 1987; MacIntyre & Gardner, 1991; Young, 1986), and that highly anxious students “have more difficulty demonstrating the knowledge that they do process” (MacIntyre& Gardner, 1994b, p.301).

Onwuegbuzie, Bailey and Daley (2002) in their study with 190 students studying Spanish, French, and German revealed that foreign language anxiety is related with the students’ language performance and expectations. In other studies, these researchers have found that students’ level of anxiety has a negative impact on retention in foreign language courses (Bailey, Onwuegbuzie& Daley, 2003).

Based on research findings, it is indicated that FL anxiety differs from general anxiety and has a negative impact on both the learning process and foreign language performance. However whether anxiety about foreign language learning is a cause or

a consequence of the issue raises a question mark in minds. The following section will focus on the reasons and indications of FL anxiety in language learners.

2.4 Reasons of Foreign Language Anxiety

For many years, reasons of foreign language anxiety have been the focus of many researchers and scholars. Researchers have discussed the sources of anxiety from multiple perspectives.

While some researchers have focused on situational variables such as course activities, course level, course organization, and instructor behavior (Jackson, 2002; Oh, 1992; Oxford, 1999a; Powell, 1991) some scholars focused on the learner variables such as ability, age, beliefs, gender, learning styles, and personality factors among others (e.g., Bailey, Daley, Onwuegbuzie, 1999; MacIntyre, 1992; Gardner, Smythe, Brunet, 1977). On the other hand, it has been discussed that the native language ability and language learning aptitude of the learner might be the sources of the learners' foreign language anxiety (e.g., Sparks Ganschow, 1991; GanschowJavorsky, Sparks, Skinner, Anderson, & Patton, 1994).

Horwitz, Horwitz and Cope (1986) contributed greatly on the issue by drawing parallels between performance anxieties and FL anxieties since they believed FL anxiety concerns performance evaluation within an academic and social context. According to Horwitz and colleagues, three performance anxieties consisted of communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension is defined by Horwitz (1986, p.127) as "a type of shyness characterized by fear of or anxiety about communicating with people". Simply, having difficulty in speaking in groups or in public or listening to or learning a spoken message was regarded as a sign of communication apprehension. They argue that people who normally have trouble speaking in groups might even experience more difficulty speaking in an FL setting.

Since most learners' performances are evaluated by a test in most foreign language classrooms, 'test anxiety' is also another type of anxiety identified by Horwitz and Cope (1986). It is defined as a type of performance anxiety stemming from a fear of failure in an academic setting (Horwitz et al., 1991). They argued that the learners

who fear failure put unrealistic demands on themselves. This causes even the brightest and most prepared learners to make errors and experience difficulty in tests and in other academic settings.

‘Fear of negative evaluation’ is defined as “apprehension about others’ evaluations, avoidance of evaluative situations, and expectation that others would evaluate oneself negatively” (Watson & Friend et al. 1969; as cited in Foss). Fear of negative evaluation regarded as an anxiety that can be experienced in any social context unlike test anxiety which can only be experienced in test-taking situations. Any evaluative situation such as speaking in a foreign language class can result in anxiety in language learners.

According to Young (1991) the sources of foreign language anxiety consisted of six general categories; (1) personal reasons, (2) learner beliefs about language learning (3) instructor beliefs about language teaching (4) instructor-learner interactions (5) classroom procedures (6) language testing. Young described “low self-esteem” and “competitiveness” as the sources foreign language anxiety which is included in personal reasons. Bailey also argues that competitiveness can lead language individuals to experience anxiety when they compare themselves with others. In addition, Krashen believes there is a strong relationship between individual's degree of self-esteem and language anxiety: “. . . the more I think about self-esteem, the more impressed I am with its impact. This is what causes anxiety in a lot of people. People with low self-esteem worry about what their peers think.” (1991,p. 15).

According to Young (1991), learners’ beliefs about language learning can be one of the most anxiety provoking factor for them. On the other hand, learner beliefs about language learning involve different anxiety provoking sources. For instance, sometimes learners might set unrealistic goals for themselves which impede with their learning. Brophy (1999) indicated that perfectionist students set overly high performance standards that are accompanied by a fear of failure which is also reflected in MacIntyre and Gardner’s (1991) anxiety model. Thus, foreign language anxiety is based on negative expectations that lead to worry and emotionally. This leads to cognitive interference from self-derogatory cognition that produces performance deficits. Poor performance and negative emotional reactions reinforce

the expectations of anxiety and failure, further anxiety being a reaction to this perceived threat.

William and Burden (1997) also claimed that learners' beliefs about their own capacities are one of the most significant sources of foreign language anxiety. Some individuals tend to believe that they lack the necessary skills even if they may have. In other words, anxiety might be the cause of their poor performance since they only focus on their inadequacies.

To sum up, communication apprehension, test anxiety, fear of negative evaluation, learners' beliefs, lack of self-confidence, competitiveness are regarded as the possible sources of foreign language anxiety in the literature. The studies conducted by scholars also showed a potential relation between anxiety and foreign language performance.

2.5 Manifestations of FL Anxiety

Since each individual has different personalities, the manifestation of the anxiety show up in different ways in each individual. The manifestation of anxiety in general classified in three categories by Leary (1982); 1) arousal-mediated responses, 2) disaffiliative behavior, and 3) image-protection behavior. According to Leary (1982), arousal-mediated responses arise when people are anxious; and they have been observed to “squirm in their seats, fidget, play with their hair, clothes or other manipulable objects, stutter and stammer as they talk, and generally appear jittery and nervous” (p. 110). Disaffiliative behaviors are regarded as fewer initiations of conversations, more allowance for silent periods in the conversation, fewer instances of silence breakers and shorter speaking periods in front of other people. Image-protection behaviors are identified as smiling and nodding frequently, by seldom interrupting others, and by giving frequent communicative feedback such as “uh-huh” (Leary, 1982; as cited in Young, 1991).

More significant manifestation of anxiety in foreign language classrooms have been observed as the individuals have difficulty in reproducing the intonation and rhythm of the language by “freezing up” when called on to perform and forget words or phrases that they know. Some individuals are also reported to refuse to speak and

prefer to remain silent which are also considered to be the symptoms of the anxiety (Young, 1991). Other manifestations of foreign language classroom anxiety include nervous laughter, avoiding eye contact, joking, short answer responses (Young, 1992, p.26) In conclusion, whether it is behaviorally, physically or affectively, anxiety can be abreacted differently by each individual depending on the characteristic features.

2.6 Suggestions for Reducing FL Anxiety

Since manifestation of foreign anxiety has been observed among majority of language learners, scholars and researchers have focused on the techniques and approaches to reduce FL speaking anxiety. Foss and Reitzel suggests journal writing since they believe one become aware of the feelings of inadequacy so he may set more realistic goals. On the other, Koch and Terrel, Price and Young and Omaggio believe in the effectiveness of group work in order to alleviate anxiety. Alderman (2004) also believes the importance of creating a community which can ensure individuals with an “optimal motivation” and “collaborative atmosphere”.

Other suggestions to alleviate learners anxiety provided by scholars are; participation to certain group works or clubs where one can practice speaking the target language with a group of people (Young, 1981). Interacting native speakers is also regarded as another strategy to reduce FL anxiety even though it is anxiety provoking task for most (Woodrow, 2006). As a result, there are variable techniques and approaches offered by many scholars to cope with foreign language anxiety in the literature. However, it is important to minimize the sources of debilitating anxiety and optimize the sources of facilitating anxiety since it might be hard to eradicate the foreign language anxiety completely (Allwright & Bailey, 1991).

2.7 Measurement of Anxiety

The manifestation of foreign language anxiety in EFL classrooms has led the researchers to develop several instruments to measure anxiety. Daly (1991) suggests three different methods to measure anxiety. According to Daly, ‘behavioral observation’ may provide visible signs of nervousness or fear in a person such as reduced gaze, fidgeting, and so on. On the other hand, ‘psychological assessment’ refers to less visible and more momentary reactions of a person, such as blood

pressure, heart rate. ‘Self-report instruments’ include; diaries, questionnaires, interviews and questionnaires. As Young (1991) points out self-reports are primary instruments that have been used in a number of research projects since they are accepted to provide insight from the learners’ and instructors’ point of view. In this sense, diaries, questionnaires and interviews provide more reliable data than other ways of measuring since they provide data about the learners’ feelings thoughts, intentions and beliefs which cannot be directly observed. Denzin, (1989); Merriam, (1998), Seidman (1998) pointing out the importance of interviews, believes that “at the root of in-depth interviewing is an understanding the experience of other people and the meaning they make of that experience” (p.3).

One of the most common instrument that is preferred as a self-report way of measuring ones’ anxiety is Foreign Language Classroom Anxiety Scale (FCLAS) (Horwitz, Horwitz and Cope, 1986). FCLAS which consists of 33 items and uses five-point rating scale mainly focus on the speaking in the foreign language. The scale which require the learners to indicate their anxiety level is found to be reliable and valid (Aida, 1994; Cheng, Horwitz &Schallert, 1999).

In order to measure teachers’ level of foreign language anxiety, Horwitz (2008) developed Teacher Foreign Language Anxiety Scale (TFLAS). This scale is based on FLCAS yet is measures communicative apprehension, fear of negative evaluation and self-efficacy rather than test anxiety. However the structure of TFLAS is very similar to FCLAS since it also uses five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) yet TFLAS consists of 18 items. Since TFLAS is a relatively new instrument in the field of TESOL, there haven’t been many studies on TFLAS. Therefore the number of researchers who used the TFLAS to analyze non-native teacher’s anxiety is relatively low. One of the main reasons is that the teacher’s level of concern and anxiety hasn’t been frequently addressed by researchers (Mousavi, 2007). There are few studiesⁱⁱwhich use TFLAS to measure teachers’ anxiety levels and sources.

ⁱⁱ(Machida, 2011; İpek, 2007; Tum and Kunt, 2013)

2.8 Anxiety in Teaching

In the field of education, the notion of anxiety has become more of an issue recently. Even though teachers have always been considered as the center of education, there have been few studies related to the concerns of the teachers. However since both learners and teachers are active participants in the classroom interacting with each other, neglecting teachers concerns might affect both groups. Therefore it would be helpful and worthwhile to review the definition of teaching anxiety.

Teaching anxiety is defined as “a momentary situational characteristic of teaching. It is an emotional constitution that may change in intensity and may disappear with increasing experience. The emotional constitution (of this anxiety) is connected with everything that is related to the activities as a teacher, in the classroom as well as other activities in the school” in the literature (Buitnik & Kemme, 1986).

Teaching anxiety does, in fact, exist for some post-secondary educators and it extends far beyond simply feeling anxious in front of a classroom full of students (Ameen, Guffey, Jackson, 2002; Gardner & Leak, 1994). Moreover, it appears that teaching anxiety has negative outcomes in regard to teaching effectiveness at the postsecondary level and may cause college faculty significant occupational stress leading to the possible termination of otherwise promising academic careers (Ameen, Guffey, Jackson, 2002; Gardner & Leak, 1994; Bernstein, 1983). In brief, teaching anxiety might be one of the common problems among most university teachers.

Regardless of the subject, all teachers are expected to be experts in their fields yet the situation has a more complex and multifaceted construct for foreign language teachers. Several studies conducted by Horwitz (1996) revealed that among different groups of teachers from different backgrounds, majority of non-native teachers feel considerable levels of anxiety when teaching.

There are studies showing evidence on the negative correlation between teachers' anxiety and their teaching practices, yet there are varieties of causes of teachers' anxiety suggested in the literature.

2.9 Reasons and Manifestation of Anxiety in Foreign Language Teachers

Since a great number of researchⁱⁱⁱ has shown negative correlation between teaching anxiety and effectiveness, many scholars felt the need to identify the causes of teachers' anxiety. The possible sources of teachers' anxiety have been categorized in different patterns by many scholars in the literature.

Undefined work roles, work overload are regarded as the most stressful experiences for most teachers. In addition, lack of adequate teaching resources, adequate time to deal with students, peer support, students' misbehavior and salary are also in the list of the source of teachers' anxiety (Kyriacou, 2001; Adams 2001; Fimian, 1987).

On the other hand, with regard to EFL in particular, Horwitz (1996) believes that 'the idea of non-nativeness can be the cause of many NNESTs (non-native English speaking teachers) anxiety since they usually associate it with a deficiency. In other words, simply just being a non-native teacher might lead to experience a certain degree of anxiety according to Horwitz. She also believes that FL language teachers present themselves to the world as high-level speakers yet language learning is a never-ending process for non-native speakers. On the other hand, language teachers are regarded as advanced speakers of the target language, but 'it is one thing to say you speak a language; it is quite another to be a teacher of the language' as Horwitz states. (Horwitz, 1996, p.367)

In order to determine correlation between the teachers' anxiety and effectiveness of language instruction, Horwitz conducted two studies in 1992 and 1993. The participants were including non-native pre-service teachers, certified practicing and non-practicing teachers from different backgrounds. Subjects were applied the Teaching Anxiety Scale with respect to English and majority of them reported to have considerable levels of foreign language anxiety. Subjects indicated their opinions on a number of language teaching practices and the findings found out a negative correlation between teachers' anxiety and effective foreign language instruction and practice. The findings of the study had several implications about the teachers' feelings of anxiety; it is argued that more anxious teachers tend to use the target language less in the classroom. Moreover, it was suggested that more anxious

ⁱⁱⁱWadlingtonandSlaton, 1998

subjects are unlikely to use the innovative and intensive language teaching practices such as role-play activities, grammatical explanations, and target language discussions in the target language. The studies' findings also suggest that some anxious teachers might also avoid using the target language either consciously or unconsciously which would affect foreign language learning. The result of the findings indicates that teachers' foreign language anxiety might impact their classroom instruction. Horwitz (1996) stated that "even if this anxiety had no impact on the effectiveness of the language instruction, it would seem to be a substantial detrimental to the mental well-being and job satisfaction of foreign language teachers (p. 367).

Ali Merç (2011) conducted a study to find out the sources of foreign language student teacher anxiety experienced by Turkish EFL student teachers during their practicum. 150 Participants who were completing their teaching practicum at Anadolu University were asked to keep a weekly diary during their practicum. 30 of the subject were also interviewed in order to validate the collected data. As the findings of the study suggest, the main categories of the sources of foreign language student anxiety are students and class profiles, classroom managements, teaching procedures, being observed, mentors, miscellaneous. Majority of student teachers reported that unfamiliarity with the classes they would teach was the source of their anxiety. They also indicated that students' level of proficiency was another concern for them since they were expected to interact with students in the target language. On the other hand, some researchers argue that one of the most common reasons causing a great number of foreign language teachers to experience anxiety might be their own proficiency level. However Horwitz and colleagues (1991) also believe that it is not true that people who anxious about their linguistic abilities always have actual target language deficiencies or that they are less proficient in the language than their more confident languages. (Horwitz et al. 1986; Daly 1991; Horwitz and Young, 1991). Teachers might have advanced language skills yet they might have lack of confidence which might be the source of their anxiety. Lack of confidence may impede with teachers ability to effectively present a particular skill or subject.

Randall and Thornton (2001) also focused on the factors affecting anxiety of teachers in teaching supervision contexts and categorized causes of teachers' anxiety. One of the causes that they focused on was ambiguity (having an ambiguous situation) since they believed that inability to predict the path of the lesson can cause anxiety in ELT teachers. İpek (2007) also stated that in terms of the sources of anxiety, the inability to predict the path of a classroom conversation can create anxiety in the FL teacher. Tudor (1993) also believes there are situations when teachers might feel stressed especially where language content is unpredictable. Therefore the teacher might not be able to predict the path that conversation may take which in turn cause teacher anxiety.

To conclude, any factors can cause anxiety in language teachers. There is great deal of reasons why language teachers should be concerned about their language anxiety such as less L2 usage, avoiding L2, communicating negative messages about language learning to the students. Therefore most scholars have been searching for the reasons why FL teachers are susceptible to FL anxiety for a long time. Furthermore, they have also been searching for the ways to alleviate teachers' feelings of foreign language anxiety which is believed to affect their language instruction. For these reasons, next section will focus on the suggestions for reducing the anxiety of foreign language teachers.

2.10 Suggestions for Reducing Anxiety in Teaching

A common denominator among current foreign language methods or approaches is the emphasis on creating a "low anxiety classroom atmosphere" (Underwood, 1984; as cited in Young, 1991 p.430)

There is several different effective anxiety management techniques discussed in the literature. One of the most important ways of alleviating non-seriously debilitating anxiety reactions is to acknowledge these feelings (Powell, 1991). According to Horwitz (1996), it is necessary for the language teachers to recognize the times when they do not feel comfortable and it is important to know that they are not the only ones who experience FL anxiety. According to Horwitz (1996), another approach that can be promising in reducing teachers' level of foreign language anxiety is giving ourselves permission to be less than perfect speakers of the target language.

She suggests FL teachers to value the level of language proficiency that they have achieved instead of focusing on only their weaknesses which cause anxiety for them. Also, Bress (2006) suggests a similar strategy for teachers named let-it-be strategy which was the way to reduce anxiety by accepting the situations yet going with the flow. However, they also imply that this should not be perceived as foreign language teachers should not improve themselves. Giving ourselves permission is just a way of increasing relaxation and it might be necessary for our well-being.

Another way of coping with foreign language teacher anxiety is giving ourselves credit for target language achievement according to Horwitz. She argues that without extended stay in a target community, it is difficult to achieve native like fluency in a second language. Therefore teachers need to be aware of their existing abilities and find out ways to improve them. Coombe (2008) also suggests foreign language teachers' strategies such as; consulting colleagues, asking others for help, providing adequate resources, and getting involved professionally.

One of the most effective antianxiety treatments for anxious individuals is to imagine themselves functioning effectively and comfortably in the anxiety-provoking situation (Lazarus, 1989; Schlessiger, 1995). Practicing relaxation is considered to be an effective anxiety management technique (Horwitz, 1996).

Gardner and Leak (1994) suggested teachers several training programs which might help to cope with anxiety. They address the importance of the communication between colleagues who experience anxiety. Horwitz also suggested that all teachers at all levels may need support so communication among colleagues and being supportive may help to reduce foreign language teachers' anxiety.

Foreign language teachers are regarded as advanced language learners by many second acquisition researchers (Coleman & Towell, 1991). Since language learning is a never-ending process, FL teachers need to seek out opportunities to improve themselves constantly. Therefore the anxiety that the FL teachers experience is considered natural by many scholars. However foreign language anxiety among teachers is a serious issue which affects teachers' teaching practices and more studies are needed to help teachers reduce their foreign language anxiety.

2.11 Conclusion

Considering the studies, foreign language teachers are likely to experience anxiety in their classrooms due to diverse variables. Whether it is a teaching anxiety or teaching the target language anxiety or speaking in the L2 anxiety, it still becomes a threat for many.

“Currently, increased attention is being given to language learners and their perspectives, motivations, beliefs about language learning, learning styles, learning strategies, and learning anxieties” (Young, 1991, p. 426). Foreign language anxiety and its effect on teachers’ actual classroom instruction has been the focus of very few researchers. There has been very limited number of studies which has investigated the sources of anxiety in foreign language teachers. Furthermore, there are also very few studies related to the strategies that the FL teachers have to use or have been using in order to cope with anxiety in the literature.

Considering the gap in the literature on ‘speaking’ anxiety by non-native FL prep school instructors, this study tries to find out if and why teachers might experience anxiety when speaking English in and outside of their classroom.

Chapter 3: Methodology

The research design of the study, data collection, instruments and procedures, participants and analysis of the study will be explained in detail in this chapter.

3.1 Philosophical Paradigm

Even though there are different definitions of qualitative and quantitative methods now which enable researchers to understand the difference, it has been a controversial topic for a long time and caused ambiguity for majority. According to Eisner and Peshkin (1990) even still there is “no general agreement about the conduct of ... qualitative inquiry; perhaps there never will or can be consensus of the sort that is embodied in the standardized procedures of quantitative research” (p. 1). On the other hand, Rossman and Rallis (2003) concluded with a more concrete definition identifying qualitative research as being empirical, natural, and focusing on people:

Qualitative researchers seek answers to their questions in the real world. They gather what they see, hear, and read from people and places and from events and activities. They do research in natural settings rather than in laboratories or through written surveys. (Rossman & Rallis, 2003, p. 4)

Creswell (2007) asserted a more complex definition: “Qualitative research begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem” (p. 37).

The main purpose of this study also inquired into a problem which was concerning prep school teachers as Creswell (2007) asserts in his definition. For this study, qualitative research was applied for most research questions to collect data. Since the main concern of the research was finding out the sources of teachers’ speaking anxiety, the study dealt mainly with participants’ experiences and feelings of anxiety. On the other hand it was necessary to determine whether there were any significant differences between the teachers’ characteristics and anxiety level which required the usage of statistics. Aliaga and Gunderson (2003) describe quantitative research as

explaining phenomena by collecting numerical data that are analyzed using mathematically based methods in particular statistics. In this sense, this study was consisted of using both quantitative and quantitative methods as the research questions required. “Mixed research involves the mixing of quantitative and qualitative research methods, approaches, or other paradigm characteristics. The exact mixture that is considered appropriate will depend on the research questions and the situational and practical issues facing a researcher.” (Burke and Christensen, 2008, p.33) In this study, while quantitative data from the survey was analyzed by using statistical analysis program, the data from the interviews were also identified and interpreted according to the research questions’ requisiteness.

Paradigm is defined as “basic belief system or worldview that guides the investigator” by Guba and Lincoln (1994, p. 105). They believe that there are several categories of paradigms as positivism, post-positivism, critical theory, constructivism and pragmatism. However, relatively new paradigms have arrived in the field of educational research in the late 1970s as the interpretive paradigm, critical paradigm, post-modern paradigm and multi-paradigmatic research. Pragmatism was the base of the paradigm in this study which basic belief system or worldview that guides the investigator. According to Tashakkori and Teddlie (2003) pragmatism is one of the paradigms that provides an underlying philosophical framework for mixed methods research.

“The essential emphasis is on actual behavior (‘lines of action’), the beliefs that stand behind those behaviors (‘warranted assertions’), and the consequences that are likely to follow from different behaviors (‘workability’)” (Morgan, 2007, p. 67). The pragmatists’ goal is to search for useful points of connection. In this study also there is not only one truth or point to explain the sources; there are different interpretations to explain the result taking different perspectives into account. These sources were found focusing on the problem “anxiety” using the appropriate method. The main goal was to find out important points and make interpretations and connect them to reach for the real reasons of teachers’ anxiety. This study was conducted using mixed and multiple methods such as questionnaires, open-ended questions, and semi-structured interviews.

3.2 Research Design

There is a wide range of approaches to qualitative research such as case studies ethnography, phenomenology, ethnomethodology, interpretative practices, grounded theory, and biographical, historical, clinical research (Denzin & Lincoln, 1994). According to Creswell, Hanson, Plano and Morales (2007) case study is a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time through detailed, in-depth data collection, involving multiple sources of information (e.g. observations, interviews, audiovisual material, and documents and reports) and reports a case description and case-based themes (p. 245). As the definition points out, this study is also an example of a case study even though it benefits from other research designs too. This study has a case which was investigated over time using multiple sources such as questionnaire and interviews. On the other hand, case studies are located within categories. According to Stake (1995) there are three categories of case study that can be identified, namely; intrinsic, instrumental and collective. In intrinsic case studies the main goal of the researcher usually is to gain an understanding of a specific case, program or individual etc., and so the focus is on the case. However in instrumental case studies the goal is not only to gain insights into a particular phenomenon by using a case but also to develop a theory. For this reason, there is usually a question or theory to explore in these types of studies. As the name suggests, collective studies refer to a number of instrumental case studies in order to make comparisons and study similarities and differences. The main purpose of this study is to gain an insight into a particular phenomenon even though not necessarily to develop a theory. In this case, there is a set of predetermined criteria and question that is being explored through the study as most instrumental case studies involve and suggest. In the end, the result of the current study might make contributions to the field.

As qualitative research designs, there are also four types of quantitative research designs as descriptive, correlational, causal-comparative/quasi-experimental, and experimental research each of which have its own features. In fact, this study benefits from several research designs. In order to find out the cause and effect relationships between teachers characteristics and their anxiety levels, the study

made use of quasi-experimental research design as well. In this type of design, the attempt is to establish cause-effect relationship among variables yet lack random assignment.

One of the main characteristics of descriptive research is that the researcher does not usually begin with a hypothesis. The hypothesis can be developed after data is collected. However while correlational research focus on the extent of a relationship between two or more variables causal-comparative/quasi-experimental research focus on the cause-effect relationships among the variables. On the other hand, experimental research apply scientific methods.

Considering types of quantitative research designs given, this study used correlational research since it seeks for the extent of relationship between variables such as years of teaching experience, formal study of English, latest degree obtained, amount of time in an English speaking country and anxiety. Relationships between those variables were sought and interpreted. The main focus was on the relationships and the distribution of variables not on the cause and effect relationships.

Triangulation involves the conscious combination of quantitative and qualitative methodologies as a powerful solution to strengthen a research design where the logic is based on the fact that a single method can never adequately solve the problem of rival causal factors (Denzin, 1978; Patton, 1990; De Vos, 1998). Denzin (1978) and Patton (1999) This study included methodological triangulation since it made use different data collection strategies such as a questionnaire (TFLAS) and semi-structured interviews. In addition, it also includes triangulation of sources and data as Denzin (1978) and Patton (1999) identifies since the study was conducted at different points in time, in different social settings comparing different ideas and viewpoints.

3.3 Participants

Since one of the main aims of the study was to find out the anxiety in one of the most productive language skills of the target language ‘speaking’, the subjects who

teach ‘speaking’ course as the requirement of the curriculum participated voluntarily in the study. Since the TFLAS included questions related to teachers’ anxiety in speaking classes, participants were chosen among non-native prep school teachers who teach a speaking course at their universities.

123 non-native EFL teachers from 4 universities; (2 state 2 foundation) participated in this study. Participants included 87 females and 36 males working at the English Preparatory School in Turkey. 10 subjects who experience speaking anxiety among 123 instructors participated in the interview part. Participation was on voluntary basis for this phase as well. Interviewees were including 4 male and 6 female instructors from two different foundation universities. Interviewees were mostly in their early years of teaching careers; only 2 interviewees had more than 5 years of teaching experience.

In addition diversity of the universities (state vs. foundation) has provided rich source of data since teachers from different backgrounds (age, experience, proficiency levels etc.) had also different perspectives on the issue of anxiety.

The questionnaires of the study were conducted online yet the interviews of the study were carried out in each subjects’ university at the time they specified. The participants of both questionnaire and the interview were informed about the aim of the study and they filled out a consent form.

3.4 Procedures

This part of the chapter provides information on the type of sampling, sources of data, data collection and analysis procedures of this thesis in detail.

3.4.1 Sampling. Cohen et al. (2008) asserts as the quality of a piece of research not only stands or falls by the appropriateness of methodology and instrumentation but also by the suitability of sampling strategy that has been adopted. Furthermore, Dörnyei, (2007) suggests several types of sampling:

- quota and dimensional sampling, where proportions of subgroups are specified,

- snowball sampling, where researchers contact potential participants who meet certain criteria and ask them to identify further potential participants; and
- convenience sampling, where the convenience of the researcher is the crucial criterion: participation depends on practical criteria like geographical proximity, availability, accessibility and willingness to volunteer.

Participants who participated in the questionnaire were chosen using the convenience sampling. The schools which were available and gave permission for the study could participate in the questionnaire. In addition, the participation to the questionnaire was on voluntary basis. In conclusion, the schools and participants could be chosen due to their accessibility and willingness to volunteer. On the other hand, interviewees were chosen using the snowball sampling. Snowball sampling or chain sampling is a data collection method developed by Coleman (1958) and Goodman (1961) in order to work with hard-to-reach and hidden networks. By the help of this sampling technique it is easier to reach future subjects among their acquaintances. Choice of initial contact is usually determined among the acquaintances of the researcher and this study is not an exception. Since the issue of speaking anxiety is a delicate subject for most university instructors using snowball sampling technique worked well for the aim of this study.

3.4.2 Sources of data. Identifying speaking anxiety producing factors for non-native EFL teachers is an important step in coping with anxiety. In order to measure and identify anxiety, there are varieties of instruments suggested in the literature (Daly, 1991; Scovel 1991; Antony, 2001; Aydın, 2000, İpek, 2006) as mentioned earlier. Those include;

1. Behavioral Observation; provide visible signs of nervousness or fear in the subjects.
2. Physiological Tests; are intended to measure less visible and observable reactions of subjects like blood pressure, temperature, or heart rate
3. Self-Reports; include diaries, interviews and scales which address to reveal subjects' internal feelings and reactions. From the related literature, The Foreign Language Classroom Scale (Horwitz, 1983), The French Class Anxiety Scale (Gardner, 1985) and Foreign Language Anxiety Scale (İpek,

2006) are good examples for self-reports which measure levels of anxiety. In order to reach more participants and measure more visible reactions of the participants in depth, this study was conducted with a combination of two instruments; a questionnaire and semi-structured interviews.

3.4.2.1 Questionnaire. Background questionnaire which was consisted of 7 questions addressed personal information about the participants. Information in the questionnaire included gender, country of origin, years of formal study of English, years of EFL teaching experience, latest degree obtained and the amount of time in an English speaking country. Considering the previous studies, background questionnaire tend to provide valuable information about the respondent which could also reveal possible anxiety-provoking factors among teachers.

Teacher Foreign Language Anxiety Scale (TFLAS) with respect to English was developed by Horwitz (2008) and it consisted of 18 items with a 5 point Likert scale. The scale was ranging from 1 (strongly disagree) to 5 (strongly agree). However the scale included reversed items such as item 1; “It frightens me when I don’t understand what someone is saying in English” and item 2; I would not worry about taking a course conducted entirely in English. For those items (2, 4, 8, 10, 11, 12, 14, 16, 17 and 18), “Fives should be scored ones, fours as twos, ones as fives, and twos as fours” (Horwitz, 2008, p. 235). Baugher and Roberts (2004) claimed that the use of reverse-scored items can “neutralize response bias” (p. 91). Therefore anxious teachers tend to score 5 while less anxious teachers score 1. In order to evaluate the anxiety level of each individual, his answers are added up and divided by the number of the questions; 18. If the average is around 3, “it is possible that you are slightly anxious about your language proficiency” (Horwitz, 2008, p.237). As a result, the teachers whose average scores are 3 and above are regarded as anxious in this study.

Last two items in the questionnaire were included based on the 3 experts’ feedback where the participants were asked to indicate personal opinions and experiences they have had when speaking in the target language. Participants were asked about the possible sources of their anxiety and they were required to discuss the incidents that provoke anxiety while speaking English in the last part of the questionnaire. (see Appendix A)

3.4.2.2 Interviews. In addition to a questionnaire, semi-structured interviews (see appendix B) were conducted with 10 non-native English instructors working at the English Preparatory School in the second part of the study. Subjects were asked 15 structured questions during the interview yet they were allowed to discuss any aspect of teaching experience that they found anxiety provoking. The questions in the interview were prepared to find out the sources of speaking anxiety experienced by non-native English prep school teachers. The answers given by the teachers were recorded verbatim. Analysis of the interviews was conducted after reading the transcript of each participant.

3.4.3.3 Data Collection Procedures. Data collection procedures give information about the collection of data from each phases of this study.

3.4.3.3.1 Pilot Study. Pilot study can serve different purposes. According to Prescott and Soeken (1989) these purposes include feasibility, adequacy of instrumentation, problems of data collection strategies, proposed methods, answering methodological questions, and planning a larger study. In this study, a pilot study was conducted to find out whether there were any problems regarding data collection strategies and to check whether instructors have any difficulties filling in the questionnaire. The pilot study was conducted at one of the foundation university in İstanbul. 10 non-native EFL teachers working at the English Preparatory School participated in the pilot study. They were given a consent form which includes general information of the study. Then they were given Teacher Foreign Language Anxiety Scale TFLAS (Horwitz, 2008) with a background questionnaire at the beginning and two additional open-ended questions at the end. The background questionnaire inquired about participants' gender, length of teaching experience, years of formal English, amount of time in an English speaking country, country of origin from the participants. The TFLAS which had a 5-point Likert Scale and consisted of 18 items aimed to find out the degree and source of non-native EFL teachers' anxiety. Since all the instructors were working at the English Preparatory School, they did not have any problems in terms language proficiency. Both the content form and TFLAS was written in English yet none of the teachers had problems regarding the language. Supplemental open-ended questions provided instructors the opportunity to share their ideas and feelings thus they enabled to assemble details about their insights.

After distributing the questionnaire to each participant, teachers were provided all the afternoon to complete it. However, the pilot study showed that distributing the questionnaire as a hard copy would not work well for the rest of the study. When it was time to collect the questionnaires as it was decided, some teachers were not there. Some instructors said they lost the questionnaires, some claimed that they forgot to take the survey. Only six of the questionnaires could be turned in. Therefore, data collection strategy was changed due to such problems. Instead of hard copies, head of the departments were provided with a link ([surveymonkey.com](https://www.surveymonkey.com)) which enabled volunteer teachers to reach the questionnaire. There weren't any differences between the hard copy and the soft copy. All the information was transferred to the site 'surveymonkey' without any changes made. Subjects could easily reach the questionnaire via the link anywhere and anytime and that might have increased the amount of participants.

Data were collected in two stages; first, 123 participants from the English Preparatory School were asked to take part in the survey after getting permission from The Board of Trustees of each university. At first, the subjects were informed about the study by their head of department via email. The questionnaire was conducted through "surveymonkey" which is a powerful online survey platform. The survey questionnaire was sent to each instructor via e-mail by their head of the department. With the link, instructors could easily access to the survey which was very user-friendly. Since all the subjects were instructors at the English Preparatory School, they did not have any difficulty in comprehending the items.

After the analysis of quantitative data and determining the subjects' anxiety levels, interviews were conducted with 10 non-native EFL prep school teachers. The semi-structured interviews allowed the interviewees to share their experiences sincerely since new ideas were brought up during the interview as a result of what the interviewees responded to the questions. Each interviewee's responses and comments were marked down and each interview lasted approximately 30 minutes.

3.4.4 Data analysis procedures. Data analysis procedures section provides information about the plan as how the results of the study will be created and presented in the next section of the thesis.

3.4.4.1 Analysis of TFLAS. 123 non-native participants working at the School of Foreign Languages completed the TFLAS which aims to measure participants' level of FL anxiety. The TFLAS which is an anxiety scale related to the participant's own English language proficiency has 18 items with a 5-point Likert Scale ranging from strongly agree to strongly disagree. The questionnaire also included two open-ended questions which allowed the participants to answer in their own words providing depth to the data. The opinions and experiences that the respondents shared for the last two items also provided data for the reliability of their scores.

TFLAS has reverse-scored items (2, 4, 8, 10, 11, 12, 14, 16, 17 and 18). When scoring the items, fives were scored ones, fours as twos, ones as fives, and twos as fours as Horwitz (2008) suggested. For that reason, in this study for reverse-scored items "Strongly Agree" was scored as 1, agree as 2, disagree as 4, and strongly disagree as 5. 18 answers obtained from 123 participants were entered in IBM SPSS Statistics 20. Using SPSS, anxiety scores of 123 participants were calculated.

The internal reliability of the scale was found by computing the CronbachAlpha (α). The internal consistency coefficient of the questionnaire administered to 123 non-native EFL teachers working at the School of Foreign Languages was found to be (.753) in this study which is considered acceptable based on the broadly acceptable reliability coefficient of .70 (Fraenkel & Wallen, 1993).

The mean scores and standard deviation for each question and scale statistics were also calculated using the SPSS (Statistical Package for Social Sciences). (See Appendix C) The mean scores of TFLAS were used to analyze teachers' anxiety levels and it indicated that the higher the number, the higher the level of anxiety.

The mean scores for 123 participants were computed as 2.90 (S.D=0.33) for the TFLAS in SPSS. (See table 1)

Table 1

Anxiety Scores on the TFLAS

Anxiety Group	Number	Possible Range	Mean	Standard Deviation
TFLAS	123	2.06-4.28	2.90	0.33

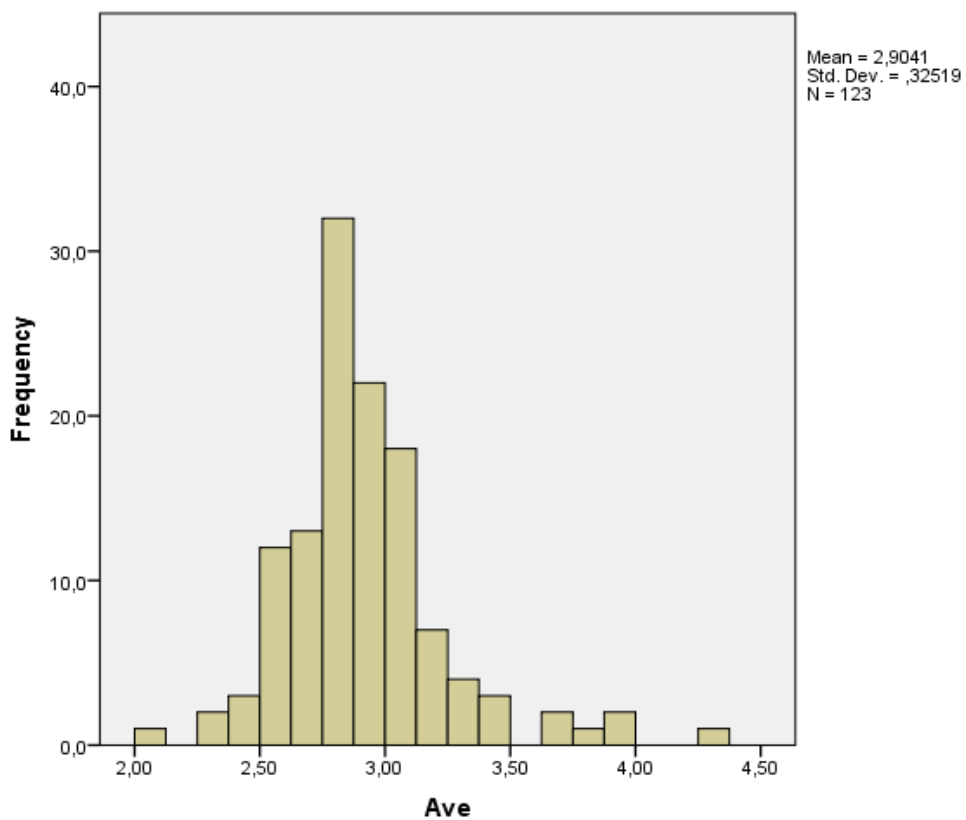


Figure 1. Bar graph showing the distribution of the scores of the participants on TFLAS. It shows the histogram of how the scores of the participants were distributed in the study using the SPSS.

3.4.4.2 Analysis of interviews. Qualitative and quantitative research not only differs in terms of data collection strategies but also data analysis as well. Interviews with 10 prep school teachers which were recorded verbatim were analyzed with the help of extensive literature review and interpretation of obtained data. The model of

Strauss and Corbin (1990) which has five stages was applied for the content analysis. Those stages include; coding the data, finding the common themes, organizing the data in line with the codes and themes, interpretation of the findings, and reporting the results. Statements from each participant were scrutinized before the initial coding and labeling stages. After finding out common themes, data obtained organized in order for interpretation with the help of literature review.

3.4.5 Trustworthiness. Trustworthiness has become an important concept in the research. According to Lincoln and Guba (1985) there are four criteria for trustworthiness: credibility, transferability, dependability, and confirmability which correspond with internal validity, external validity, reliability, and objectivity in a quantitative inquiry.

According to Lincoln and Guba ensuring credibility is one of the most crucial determinants in establishing trustworthiness in research. “Triangulation” and “tactics to help ensure honesty in informants” might promote confidence in studies to ensure credibility of the research. According to Guba and Brewer and Hunter (1989) the use of different methods compensate for the limitations. As Krefting (1991) believes “the triangulated data sources are assessed against one another to cross-check data and interpretation” using both questionnaire and interviews as data collection strategies current study overcome the problem of methodboundedness. Triangulation can also involve using variety of informants.

This way a variety of viewpoints and experiences would be included in the study. In this regard, this study also includes variety of participants’ experiences and their perspectives using different methods. The data from both questionnaire and interviews were analyzed and interpreted to prevent shortcomings and enrich data. In addition, tactics were used to help ensure honesty in informants when contributing data since each person was given opportunities to refuse to participate in the study freely. The consent forms were also included information as the participation was on voluntarily basis. Participants were therefore free to contribute ideas and talk of their experiences without fear of losing credibility in the eyes of head of their department of their school that they work.

Another important criteria for trustworthiness is external validity which “is concerned with the extent to which the findings of one study can be applied to other situations” according to Merriam (Merriam, 1998 p.207). Being parallel to external validity, transferability refers to the degree to which the results of qualitative research can be generalized or transferred to other contexts or settings. In order to ensure transferability thick data collection of data about the setting and the participants was provided in this study. “An important way of providing credibility of findings is by collecting rich and thick data, which correspond to data that are detailed and complete enough to maximize the ability to find meaning” (Onwuegbuzie and Leech, 2006, p. 244).

Reliability can be considered as consistency. The consistency of results across items, often measured with Cronbach’s Alpha in quantitative studies. Reliability of the questionnaire was also achieved by calculating the correlation coefficients using SPSS in this study which contributes to the trustworthiness.

3.5 Limitations of the Study

This study is concerned with the speaking anxiety of non-native EFL teachers and it aims to illuminate the issue by assembling details about the teachers’ perspectives. Even though it is one of the first studies related to prep school teachers speaking anxiety in Turkey, it was not free from limitations which must be bear in mind.

First of all, this study was limited to the Turkish context. It was carried out only in Turkish preparatory schools where 99% of the teachers are Turkish. That’s why it might be hard to generalize the findings for all non-native teachers. In other words, the generalizability of the result of this study might be uncertain for the other non-native foreign language teachers. However this study aimed to find out the level and the sources of non-native prep school teachers speaking anxiety in Turkey so generalizability wasn’t the main concern. Another limitation of this study was that it was only conducted through a questionnaire and interviews. On the other hand, as argued by Morrison (1993) observational data can provide the researchers to gather data on the physical setting, human setting, interactional setting and the programme

setting. In addition, observation methods are powerful tools for gaining insight into situations (Sideris, 1998). When observations employed with other data collection strategies; triangulation and corroboration can be provided.

To sum up, although this study provided an insight about the sources of the non-native EFL school teachers anxiety, it had some limitations that need to be kept in mind for the further research.

Chapter 4: Results

4.1 Results of the Research Questions

1. What is the level of speaking anxiety experienced by non-native English Prep school teachers?

One of the primary goals of the study was to determine whether the teachers who work at the prep school experience English speaking anxiety. Among 123 participants, 31% of teachers were found to be anxious according to result of the TFLAS scores, while 69% of them had low anxiety. Another main purpose of this study was to find out the degree of foreign language anxiety experienced by non-native teachers in speaking classes. In order to find out the level of the teachers anxiety, first of all teachers were classified into categories according to their anxiety scores as: Low anxiety, medium anxiety and high anxiety. Machida's (2011) classification of anxiety was applied in this study. Low anxious teachers were considered as the ones who scored between 1.00-2.99 while medium anxious teachers were in the range of scores between 3.00- 3.99 and high anxious teachers scores were in the range scores between 4.00 and 5.00. (See figure 3) The main purpose of categorizing participants into different anxiety levels was to assure if the sources of FL anxiety changed according to their anxiety levels. Horwitz's (2008) definition which suggests that "if the anxiety scores are 3.0 or more, teachers are regarded as anxious" was applied in this study. (Horwitz, 2008, p. 237). Therefore participants whose total scores were 3.0 or more in the questionnaire were regarded as anxious teachers. Table 2 shows the data obtained from the TFLAS.

Table 2

Teacher Anxiety Levels

Anxiety Group	Number	Possible Range	Mean	Standard Deviation
High Anxiety	1	4.00- 4.28	-	-
Medium Anxiety	37	3.00- 3.94	1.65	0.13
Low Anxiety	85	2.00- 2.94	0.61	0.03

2. What are the common sources of preparatory school teachers' English speaking anxiety?

Since one of the main purposes of this study was also to find out possible sources of non-native EFL teachers anxiety, the items that are on the questionnaire were investigated deeply. The results of the data obtained from both the questionnaire and the interviews revealed that there are different sources of anxieties in non-native EFL teachers. There were 8 items in which teachers average scores were in the range of medium anxiety between 3.0-3.99 (see table 3)

Table 3

Responses related to medium anxiety in TFLAS

1	It frightens me when I don't understand what someone is saying in English.	3,03
3	I am afraid that native speakers will notice every mistake I make.	3,10
5* ^{iv}	I feel self-conscious speaking English in front of teachers of English.	3,00
8*	I feel comfortable around native speakers of English.	3,23
9	I never feel quite sure of myself when I am speaking English in front of native speakers.	3,02
13	I get nervous when I don't understand every word a native speaker says.	3,03
14*	I feel confident when I speak English.	3,23
15	I always feel that other teachers speak English better than I do.	3,15

Following table (table 4) shows the distribution of the items which were scored 3.0 or more with the percentages of the participants. All percentages refer to the number of participants' responses to the items which were found to be the causes of their anxiety.

^{iv}* reversequestionswithinvertedresults

TFLAS	HIGH (%)					MEDIUM (%)					LOW (%)				
	SD	D	N	A	SA	SD	D	N	A	SA	SD	D	N	A	SA
1	0	0	0	0	100	0	11	32	49	8	4	35	40	21	0
3	0	0	0	0	100	0	14	38	35	14	4	31	41	21	4
5	0	0	0	100	0	0	3	41	41	16	6	34	46	14	0
8	0	0	0	100	0	0	3	54	35	8	4	16	51	25	5
9	0	0	0	0	100	0	19	38	43	0	0	31	52	15	2
13	0	0	0	0	100	0	8	51	35	5	0	19	76	5	0
14	0	0	0	100	0	0	0	65	32	3	0	4	78	19	0
15	0	0	0	0	100	0	8	59	27	5	0	8	76	15	0

Table 4: TFLAS items with percentages of anxiety

The possible sources of anxiety suggested in the literature was divided into six categories as personal and interpersonal anxieties, learners beliefs about language learning, teachers' beliefs about language teaching, classroom procedures and language testing. (Bailey, 1983; Horwitz et al. 1986; Rogers, 1989; Young 1991, Tsui, 1996, MacIntyre et al, 1997, Williams and Burden, 1997). The analysis of the questionnaire and the interviews revealed that the anxiety most teachers experience related to speaking was caused by personal reasons such as teachers beliefs about themselves, public speaking anxiety (performing the target language in front of others), communication with native speakers, lack of self-confidence, self-comparison to others.

1. It frightens me when I don't understand what someone is saying in English.
13. I get nervous when I don't understand every word a native speaker says.

TFLAS	SD	D	N	A	SA
1	2	28	37	29	3
13	0	15	68	14	2

Table 5: TFLAS items related to teachers' belief

In TFLAS, teachers' average scores exceeded 3.00 in items 1 and 13. The average score was 3.03 for the both items according to the teachers' responses. As can be

seen in the table above 33% teachers agreed with item 1, while 17% teachers agreed with item 13. However the number of participants who chose neither agree nor disagree was relatively high for both items which illustrated that their beliefs about the target language influence their anxiety levels (See table 5). The responses to the items 1 and 13 showed that the fear of having in difficulty in understanding the target language caused them to feel anxious.

This cause of anxiety also was also revealed through the interviews. A two year experienced English Preparatory School teacher indicated her anxiety as “Sometimes it’s not only me or my speech but the person in front of me can also make me feel nervous as well”(personal communication, March 8, 2014). Another interviewee added “Sometimes we have workshops at our school and I feel very demotivated if I don’t understand the guest speaker; I always feel anxious and worried like she is going to call in my name and asks me a question” (personal communication, March 24, 2014).

Another main source of most non-native teachers’ anxiety was about teachers’ beliefs about native speakers. Among the items on TFLAS, most teachers referred mostly;

- 3. I am afraid that *native* speakers will notice every mistake I make.
- 8. I feel comfortable around *native* speakers of English.
- 9. I never feel quite sure of myself when I am speaking English in front of *native* speakers.

TFLAS	SD	D	N	A	SA
3	2	25	40	25	7
8	2	12	51	28	6
9	0	27	47	24	2

Table 6: TFLAS items related to communication with natives

While the average score for item 3 was 3.10, it was 3.23 for item 8 and 3.02 for item 9. As can be seen in the table above, while 33% participants agreed with item 3, 34% agreed with 8, 26% agreed with item 9.

Even though most teachers believe that practicing the target language with a native speaker always contributes to language learning, as a non-native teacher, most teachers admit that it can be relatively anxiety provoking situation. Being an EFL teacher at an English preparatory school puts a pressure on the non-native teachers thus teachers tend to experience anxiety when they communicate with a native speaker. Some teachers, as seen in the examples stated their anxiety in the interviews:

I wish I could have studied in a different country where English was the native language or I could travel more to those countries. I think it's always beneficial for the language learners. When I work with a native speaker, I feel shy because I am an English teacher. I have to speak English very well...(personal communication, March 24, 2014)

I think it is very natural that I feel a bit more stressed when I am talking to a native speaker because there are always some vocabulary that I cannot remember. So I have to explain them first. Plus, I have to be careful about my grammar.. And I have to be fluent at the same time. I am working at an English Preparatory School and teaching speaking. I would not want people to think like I cannot speak English (personal communication, March 24, 2014).

14. I feel confident when I speak English.

TFLAS	SD	D	N	A	SA
14	0	2	73	24	1

Table 7: TFLAS item related to self-confidence

According to the teachers' responses in the TFLAS, the average score of Item 14 was relatively high with an average score of 3.23. A large of number of participants (90 individuals) responded as 'neither agree nor disagree' for item 14. 25% of

participants stated that they don't feel confident when speaking English. The responses to the item showed that teachers were not satisfied with the degree of their self-confidence which causes them to be anxious. When they were asked about the sources of their anxiety in the interviews, some teachers also stated as:

Language learning and teaching is all about self-confidence I think.. If you believe in yourself, if you're motivated and you have self-confidence, there's nothing you cannot achieve. It is true for both teachers and students. However it's not easy to have this confidence, it does not appear overnight, at least for me that was the case (personal communication, March 8, 2014). I think speaking skill is kind of a social skill. You really have to have self-confidence. I didn't use to have that confidence which made me very anxious in class (personal communication, March 16, 2014).

5. I feel self-conscious speaking English in front of teachers of English.

15. I always feel that other teachers speak English better than I do.

TFLAS	SD	D	N	A	SA
5	4	24	44	23	5
15	0	8	71	19	2

Table 8: TFLAS item related to self-comparison to others

In TFLAS, teachers' average score was 3.15 for item 15; while 26 participants agreed that they do not speak English as good as other teachers, a large number of participants chose to respond 'neither agree nor disagree'. Average score for item 5 was 3.0 and 28% of participants stated that they feel conscious in front of teachers of English. The statements taken from the interviewees are also indicators of the fear of being less competent than other teachers:

The school require a either a TOEFL or an IELTS exam score from us. Right now, my main source of anxiety is this because I've never

taken an English test which has a speaking section. Probably they will compare all the teachers' scores at the end (personal communication, March 24, 2014). Most students think it's better to have a native speaker in their speaking course, I feel useless when they say that" (personal communication, March 8, 2014). Students tend to compare us. It can be demotivating when they say x teachers' accent is very good you know.. They are more interested in the teachers who have been abroad because they usually have better pronunciation and accent (personal communication, March 30, 2014).

TFLAS item 5 is also indicative of participants concern about speaking the foreign language in front of their colleagues. I might get excited if there are too many people in front of me.. Especially if they are experts in this field (personal communication, March 16, 2014). I don't feel anxious at all when I speak in the target language with the students but with the teachers it's different. I might not get anxious if there is only one person in front of me. But with a group of people and if those people know English very well it can be stressful (Questionnaire). Since I am an EFL teacher, I don't think I have the right to make any mistake in front of people and this can be a fearful situation (personal communication, March 24, 2014)

3. Do prep school teachers experience anxiety when teaching speaking classes?

Items 19 and 20 were included in the questionnaire to investigate the sources of the non-native EFL teachers' anxiety in their speaking classes. However approximately 90% of participants stated that they don't experience anxiety in front of the students with such statements: "*I don't feel anxious in my speaking classes at all.*" "*I never feel anxious.*"

On the other hand, %10of teachers remarked that they had anxiety problems related to the students. Common anxiety related to speaking classes in prep schools was;

- lack of vocabulary knowledge
- being unprepared for the class

- unexpected questions from the students
- failure of background knowledge about the topic
- uninteresting topics
- unable to motivate the students
- insufficient pronunciation knowledge

Most teachers indicated that they struggle to teach speaking since most students do not take speaking classes serious and they tend to talk in their native languages. They also stated that students' lack of motivation cause them to be anxious in their speaking classes. The participants who experience anxiety in their speaking classes expressed their sources of anxiety as: "When students ask me a word that I don't know the meaning or the pronunciation I feel nervous and anxious (Questionnaire). I always prepare before the class. However sometimes there is not enough time, and whenever I am not ready for the class, I feel tense (Questionnaire).If the topic of the week is not very interesting or if I do not have much background knowledge about it, I get nervous because students can come up with questions that I don't really feel confident about (personal communication, March 8, 2014).When students do not respond or interact with both me and each other even if I try my best to motivate them. I feel nervous and angry (Questionnaire).I rarely feel anxious in class but I think when I couldn't recall the proper word or vocabulary that I want to use and tell, I sometimes feel anxious if I couldn't retell it with other words (Questionnaire).When I had to speak about a topic that I am not interested in I might feel anxious (Questionnaire).It's not our mother tongue so students can't understand it and when it's not understandable, I sometimes feel anxious (personal communication, March 30, 2014) When I have no material and I need to teach another course I feel anxious but this is not about my English knowledge, it's about hating being unprepared.. When a student asks for the meaning of the word that I do not know actually.. If I do not have enough background information about the speaking topic.. In other words, lack of background information, lack of adequate related vocabulary knowledge might make me nervous (personal communication, March 24, 2014).

4. Do teacher's characteristics (e.g. years of EFL teaching experience, formal study of English, latest degree obtained, amount of time in an English speaking country) affect teacher's anxiety levels?

Background questions were included in the questionnaire to investigate the effects of characteristics such gender, years of teaching experience, years of formal study of English, latest degree obtained, amount of time in an English-speaking country or countries. Pearson product-moment correlation analyses were conducted to find out the relationship between these variables and the level of anxiety in teachers. However, the results of Pearson correlation showed that years of formal English had no significant association with years of formal English and teachers' anxiety levels (TFLAS). On the other hand, they were negatively associated $p = .650, \alpha > .05$. Similarly, the results of Pearson's Correlation also revealed that there was no significant association between the degree that teachers obtained and TFLAS scores ($p = .827, \alpha > .05$, (see Appendix D).

Another component of the background questionnaire was about teachers' years of experience. As seen figure 10, majority of participants in the study have teaching experience between 1-5 years. (56 participants)

Years of EFL Teaching Experience	Participants #	Participants %
1-5	56	46
6-11	49	40
12+	18	15

Table 9: Years of Teaching Experiences of the participants

However, the results of Pearson's Correlation revealed a weak correlation between teachers' years of experience and anxiety levels. This relationship was statistically significant $p = .155, \alpha < .05$ (see table 10)

		Ave	Teaching
Ave	PearsonCorrelation	1	-,129
	Sig. (2-tailed)		,155
	N	123	123
EFL Teaching Experience	PearsonCorrelation	-,129	1
	Sig. (2-tailed)	,155	
	N	123	123

Table 10: Correlation between EFL teaching experience and TFLAS scores

Most scholars have believed in the negative correlation between experience and anxiety. In other words it has always believed that the more experience a teacher has, the less anxious he or she becomes. (e.g., Ameen et al., 2002) This study is not an exception. Even though the correlation is not significantly strong, this study also points out that the teachers with more experience have less anxiety.

More experienced teachers also stated in the interviews that they used to experience more anxiety when they were in their first years of teaching. The statements taken from the interviews also emphasized the importance of experience in relation with anxiety;

I don't really feel anxious now in my speaking classes actually. I cannot say I haven't ever. Of course I was a little bit anxious at first, but I think that's because I was young and inexperienced (personal communication, March 16, 2014). Every day I get more confident, it has more to do with experience (personal communication, March 24, 2014).I was very worried and anxious when I first started to work in a university because I did not know if I would be able to meet their needs. I wasn't feeling like I was ready, because I had never met even a single native speaker until that time. But now after 10 years

practicing inside and outside Turkey I don't feel anxious at all (personal communication, March 8, 2014).

To conclude, the analysis of the questionnaires and the interviews revealed that years of teaching experience might be a factor which causes a source of anxiety.

Chapter 5: Discussion and Conclusion

This study is aimed to investigate the level and the sources of anxiety of non-native teachers working at the English Preparatory Schools. In order to find out the levels and the sources of their anxiety, TFLAS and the semi-structured interviews were conducted among the non-native EFL prep school instructors. According to the results of both phases, one third of the participants experience anxiety in their speaking classes. The results revealed that the major source of most teachers anxiety' was' communicating with natives". Other sources identified by the participants included performing target language in front of others, self-comparison to others, teachers beliefs about their ability and proficiency, and lack of self-confidence. Each purpose and finding of the study will be discussed separately in this section.

5.1 Discussion of Findings for Research Questions

1. What is the level of speaking anxiety experienced by non-native English Preparatory school teachers?

In order to find out the level of teachers' anxiety, Horwitz (2008) definition was taken into account for the first phase of the study. Teachers whose scores were 3.0 or more in total were considered to be "anxious" in the TFLAS. The result of the TFLAS scores showed that among 123 participants, 31% of teachers were found to be anxious while 69% of them were considered as low anxious. Even though it seems like majority of teachers who work at the School of Foreign Languages do not experience speaking anxiety, there are 8 items in the TFLAS that most teachers scored 3.0 or more in TFLAS. Although very few participants in the study indicated that they experience anxiety in their speaking classes, analysis of two open-ended questions that 123 participants answered at the end of questionnaire also showed that

there are at least one or more sources of anxiety which make the teachers anxious in their speaking classes.

In Japan, teachers have long concealed weaknesses such as anxiety, to maintain their self-respect, due to defensiveness (Benedict, 1946). On the other hand, Bernstein (1983) proposed that some college faculty deny the existence of teaching anxiety. For the purposes of this study denial is defined as an ego defense mechanism subconsciously invoked to protect individuals from the anxiety that might manifest in response to the reality of their situation(s) (Engler, 2006). Experts have proposed that college teachers do not feel comfortable acknowledging feelings of apprehension in the classroom because it is perceived that college teachers who are experts in their discipline should not experience such feelings (Ameen, Guffey & Jackson, 2001; Gardner & Leak, 1994; Bernstein, 1983). Therefore, proclaiming anxiety when speaking the target language for the foreign language instructors might not be easy. In the interviews two participants stated their opinions:

As language teachers, it is actually very uncomfortable to talk about speaking anxiety. I mean, even if as language teachers we experience it, I am sure very few people would like to reveal it. However after 10 years of experience, I always ask my colleagues whether they have any problems regarding the classes they teach. My intention here is sharing opinions, problems and solving them together if there is any. (personal communication, March 24, 2014)

Of course, I think my preparation in terms of speaking was adequate to become a speaking teacher.. Who would say no to this question anyway? (personal communication, March 16, 2014)

Even if the teachers were not asked to state their names in the study, they might not have felt comfortable expressing their anxiety since they are foreign language teachers.

In Cyprus and Turkey, teachers play a very important and respected role within the society and may feel the pressure of living up to these high expectations. Teachers are not only expected to be exemplary citizens but they are also

expected to be experts of their fields of study. There is little tolerance for teachers making mistakes or not knowing issues related to their field of expertise (Öztaş, 2010, p.51).

2. What are the common sources of preparatory school teachers' English speaking anxiety?

One of the primary aims of this study was to find out the sources of non-native prep school teachers anxiety. In order to find out the possible sources of their anxiety, data were collected through TFLAS which include two open-ended questions addressing the sources of anxiety and semi-structured interviews. Combination of both methods provided rich source of data for the study. Teachers were provided with the opportunities to share their ideas (open-ended questions, interviews) which enabled to assemble details about their insights regarding the sources of their anxiety. According to 123 participants' results, one of the major sources of anxiety was communicating with native speakers. Most participants scored 3.0 or more for the items 3, 8 and 9 which is related to communication with native speakers. Furthermore, majority of the interviewees stated that they had never practiced speaking the target language with a native speaker until college level. Therefore, lack of practice with a native speaker is the main source of most instructors' anxiety. In the interview, one of the instructors was very concerned about talking to native speakers.

I get very tense whenever I talk to a native speaker. But after a while if she/he is friendly, I feel more relaxed. It is all about the person in front of me. I've always thought it is because I've never been abroad in my life. Because whenever I see people who have been abroad for any purposes, they seem more confident to me (Int. 5).

In addition, since Turkey is a bilingual country where English cannot be easily practiced with a native speaker outside classroom communicating with a native speaker can be an anxiety provoking activity for most people. Likewise, in a similar study with 131 Turkish-speaking student-teachers, Öztaş (2010) also found out that communication with native speakers was a source of uneasiness for the participants.

The interview questions included questions about native speakers as well and majority of the teachers valued the importance and influence of native speakers.

“In fact, I have liked speaking English with a native speaker better than a non-native. It’s always a challenge though, I have always got excited but it’s a positive excitement. I have always believed it’s more contributing” (personal communication, March 8, 2014). “I think it is so important to practice English with a native speaker. Until one interacts with a native speaker, she/he does not really know her/his proficiency level” (personal communication, March 24, 2014)

I have British and American colleagues so yes I try to speak with them whenever I can in order not to lose fluency because it is not like teaching a speaking lesson.. Daily conversation with a native speaker is totally a different thing I believe. But of course making mistakes as an English teacher with professional diplomas, many years of experiences and everything seems a bit unacceptable (personal communication, March 30, 2014).

MacIntyre and MacDonald (1998) also argued that if the audience appears friendly, anxiety levels drop. It might also be true when talking to native speakers. The personality and the attitude of the native speaker might also have an influence on the communication. In addition, even though majority of the instructors seem to experience anxiety when communicating with a native speaker, they appear to think it is important to interact with them.

According to the result of both phases of the study, another source of most participants’ anxiety was found as being unconfident about themselves. Viscott (1996) described confidence as “... [the] belief that you will survive being afraid.” (p. 73) He elaborated on by stating that individuals who lack confidence spend a good majority of their time expecting the worst, or being anxious. “Ironically, their anxiety diverts them from thinking about things that really should concern them.” (Pasek, 2006, p.134) The reason why majority of the participants might score at least 3.0 or more for the items 14 and 15 might be lack of confidence. Krashen (1982) suggests that an individuals’ degree of self-esteem is highly related to language

anxiety. Similarly, in her study Kaya (1995) found a negative correlation between self-confidence and anxiety. She argued that self-confident individuals tend to experience less anxiety and participate more in the communicative activities. Furthermore, according to Kim (2004) sometimes even when the teacher has enough language knowledge, he/she might lack self-confidence in him/herself and this leads teachers to experience anxiety. Horwitz (1996) also pointed out that most non-native teachers have adequate language ability to perform their task yet they often lack confidence in their language ability to do so.

Individuals with low self-confidence tend to worry about what other people think about them more thus they are usually more vulnerable than people with more self-confidence. Furthermore, people with low self-confidence tend to compare themselves more with other people questioning whether they do worse than others. The result of the data obtained from both phases of the study also revealed that non-native EFL teachers also have a fear of being less competent than the other teachers. The feeling of inadequacy in comparing oneself must lead to experience a greater deal of anxiety (Aydın, 2006).

Learner beliefs are regarded as one of the prominent anxiety provoking factor in the literature by many scholars. Not only young learners but also adult learners are influenced by “their preconceived notions about language learning. Language anxiety results when beliefs and reality conflict (Aydın, 1999, p. 31).

There is a common belief as for EFL teachers to be experts of English and have a full operational command over it. Today, in the foreign language education context of the world which supports communicative competence, non-native teachers are expected to be effective communicators. (Horwitz, 1996, as cited in Öztaş, 2010). However, these high expectations and feelings of inadequacy might damage teachers' self-confidence and lead to teachers' feelings of foreign language anxiety in turn. Particularly the inability to express oneself fully or to understand what another says can easily lead to frustration, it must be even greater for EFL teachers (Horwitz, 1996).

3. Do prep school teachers experience anxiety when teaching speaking classes?

Items 19 and 20 directly addressed the sources of teachers' anxiety they experience in their speaking classes. However majority of the participants indicated that they do not experience anxiety in front of their students. However, language teachers should acknowledge that sometimes they feel less than comfortable using the target language and recognize that they are not the only ones with these feelings. It is important to know that many people experience foreign language anxiety and it is OK to have such feelings (Horwitz, 1996).As Daly (1991) highlights, one may not feel anxious until she becomes conscious that someone is judging her skills. Therefore, teachers report that they get anxious when they speak English with a native speaker yet they don't when they speak in front of their students.

Only few participants stated in the questionnaire that they sometimes feel anxious due to;

- lack of vocabulary knowledge
- being unprepared for the class
- unexpected questions from the students
- lack of background knowledge about the topic
- uninteresting topics
- unable to motivate the students
- insufficient pronunciation knowledge

In a similar study^v Takahashi (2014) also found out that one of the most anxiety provoking incidents for the teachers was handling students. 48.4% participants in the study found 'answering students' questions an anxiety-inducing activity.

4. Do teacher's characteristics affect teacher's anxiety levels?

The study revealed that teachers with more experience feel less anxious when teaching speaking in the English Preparatory School. As it has been discussed by

^vTakahashi (2014) NNESTs' Self-perceived Proficiency, Anxieties, and Learning Strategies

many scholars (such as Ameen, et. al. 2002) teaching experience in the target language is one of the major factor which decrease the degree of anxiety. Even though, the result showed a weak correlation, this study also supported a great deal of previous studies. In a similar study which intends to investigate potential inside and outside classroom sources of stress on teachers of EFL, Mousavi (2007) found out that non-native teachers who showed the most concerns were mainly in their early years of experience.

While 63% of participants spent less than 6 years in an English speaking country and 27% of them spent between 6-11 years, 10% of the participants spent more than 12 years in an English speaking country. The result of the study showed no correlation between the amount of time in an English speaking country and teachers' level of anxiety. Even though previous studies (Aida, 1994; Kitano, 2001) showed correlation between travel experience and anxiety, this study could not show any correlation. On the other hand, teachers stated both in the questionnaire and in the interviews that studying abroad or simply being abroad where one can communicate in English develop ones' self-confidence. One of the young female instructor told that she had never been to an English speaking country but if she had been to one, she would not experience much anxiety especially in speaking. In addition, a 10 experienced instructor also told in the interview that his travel experience and having so many native friends improved his fluency very quickly. Horwitz (1996) also believes that without an extended stay in a target language community, it is difficult if not impossible to achieve native-like fluency in a second language. Achieving relatively native like fluency or simply being fluent in the target language might contribute to one's self-confidence thus it can alleviate teachers' feelings of foreign language speaking anxiety.

5.2 Theoretical Implications

The aim of the present study was to determine the level and the sources of FL speaking anxiety experienced by non-native prep school teachers working at Turkish universities. The review of literature lacked studies focusing on the teachers speaking anxiety thus it is hard to compare present study with similar studies. The previous

studies which focused on speaking anxiety mostly focused on students rather than teachers. On the other hand, the finding of this study has shown that not only students but also teachers can suffer from speaking anxiety. Assigning each incident of the sources of their anxiety could help language teachers become aware of the sources of their anxiety. Considering the potential causes and effects of anxiety, it is imperative to take precautions for the teachers especially for the candidates. Acknowledging the existence of foreign language speaking anxiety is the first step for the teachers to overcome such anxiety. This study might be contributing in terms of raising awareness in recognizing their anxiety. Language teachers need to know that sometimes they might feel stressed when speaking English and they aren't alone. Furthermore since the findings of this study revealed that one of the main concerns of foreign language teachers is communicating with native speakers, the institutions can support native speakers and their initiating target language conversations. It should also be considered that fear of negative evaluation can be the cause of teachers anxiety as past research on FL anxiety has also indicated (Horwitz, 1986; Kitano, 2001; Young, 1991). Although evaluation is an inevitable part of a teacher life, more constructive criticism to promote development without engendering feelings of anxiety.

As described earlier in the study, there can be variety of sources which might be source of teachers speaking anxiety. On the other hand, in today's education world, there are not any tests or research being conducted to find out the sources of prep school teachers anxiety. As a result, very little is known about the anxiety experienced by non-native prep school teachers since they are believed to be expertise of the English language.

The primary aim of this research in this field is to draw attention to the idea that non-native prep school teachers can also experience anxiety. Like any other problem that can be faced, teachers can be helped to become more aware of their anxiety and overcome it with appropriate strategies.

5.3 Recommendations for Further Research

This study was conducted in different Preparatory Schools with 123 non-native EFL teachers. Thus it might be hard to generalize the findings to all foreign language teachers so increasing the number of the participants might bring different aspects to the issue. Moreover, this study was conducted using a questionnaire and in depth interviews to determine teachers' anxiety yet future studies might benefit from in class observations or video-tapes to have better understanding of the incident of anxiety. Since teachers who are anxious about their target language competence might avoid in-service opportunities altogether rather than admit language deficiencies to other language professionals, it might be better to use observation to collect data as well (Horwitz, 1996). This way denial of anxiety can also be prevented and teachers might actually start to acknowledge the feeling of anxiety as concern since it can also have an effect on the students and so the education. Therefore it is better to create a low stress, friendly and supportive learning atmosphere for everyone which can only be achieved by alleviating the feelings of anxiety in teachers first. In order to achieve such environment, teacher's sources anxiety should be detected in comprehensive research. "It is extremely important that English teachers not only recognize that anxiety can be a major cause of students not being successful in speaking English, but also assist them to overcome the consequences of anxiety as well." (Suleimenova, 2013, p.72). However, it is only possible if the teachers themselves know how to cope with their anxiety. To find out solutions to non-native teachers' feelings of foreign language speaking anxiety, further and more research is also needed after this study.

Realistically, it might seem impossible to eradicate anxiety completely yet with further and deeper understanding of it and its sources it might be possible to find some strategies which can alleviate serious debilitating anxiety reactions.

5.4 Summary

Teachers Foreign Language Anxiety Scale (TFLAS) which included questions addressing speaking skill provided information about the sources of non-native teachers' anxiety. Since one of the main goals of the study was to determine the level and the sources of non-native teachers speaking anxiety, TFLAS with two additional open-ended questions was conducted as the first phase of the study. In order to identify the level of anxiety, Horwitz's (2008) definition was applied in this study. The result of the study revealed that while %31 of instructors had medium anxiety, 69% had low anxiety according to TFLAS scores. The result of the teachers' scores in TFLAS also enabled to categorize the incidents that were reported to be anxiety provoking as suggested in the literature. Those incidents included; teachers' own beliefs about themselves, assessing their own abilities negatively, comparing themselves to others, public speaking anxiety; performing the target language in front of others, communicating with native speakers.

On the other hand, two open ended questions attached at the end of TFLAS and face-to-face interviews revealed that approximately 90% of participants don't experience anxiety in front of the students yet %10 of teachers have anxiety problems related to the students. Common anxiety related to speaking classes in prep schools was; lack of vocabulary knowledge, being unprepared for the class, unexpected questions from the students, lack of background knowledge about the topic, uninteresting topics, being unable to motivate the students, insufficient pronunciation knowledge.

With the help of the background questionnaire which conducted at the beginning of TFLAS and interviews, years of teaching experience was found to be an influential factor for non-native teachers. The study showed that there is a negative correlation between non-native teachers' years of teaching experience and their level of anxiety.

In brief this study focused on the level and the sources of non-native teachers' speaking anxiety. While most teachers indicated that they don't feel any anxiety while they are speaking the target language, teachers who are anxious speaking the target language experience anxiety due to the following reasons;

- teachers' beliefs about their ability and proficiency
- self-comparison to others
- performing the target language in front of others
- communicating with native speakers
- lack of self-confidence
- lack of vocabulary knowledge
- being unprepared for the class
- unexpected questions from the students
- lack of background knowledge about the topic
- uninteresting topics
- being unable to motivate the students
- insufficient pronunciation knowledge
- years of teaching experience

5.5 Conclusion

The earliest research on anxiety and its effect on teaching can be traced back to the 1930s (Peck, 1936; Hicks, 1933). However the issue of anxiety for non-native language teachers is quite new for the field of Second Language Education studies. Unfortunately, today majority of the studies related with anxiety still focus on learners rather than teachers. Nowadays EFL teachers, along with teachers in other fields, have heavier responsibilities than before, and studies show that teaching is one of the most stressful jobs in comparison to other occupations (Adams, 2001). Therefore, neglecting teachers' needs and concerns might not be wise for the quality of education.

“College instructors spend a great deal of their time addressing and interacting with large groups of people in the classroom setting” (Pasek, 2006, p.1). Although it might be assumed that they get used to working in front of many people, studies show that even veteran faculty and other seasoned professionals experience an omnipresent discomfort each and every time they perform their duties (Motley, 1990). As ideally assumed by most people, having a diploma or becoming certified to teach a speaking course in English might not eradicate teacher's anxiety. Even

speaking instructors who work at an English Preparatory School in Turkey might experience anxiety in their classes. This lack of literature regarding the perceptions of the sources of speaking anxiety of non-native EFL instructors has provided the rationale for this study. Considering this gap in the literature, the aim of this study was to gather data to find out the level and the sources of non-native EFL instructors anxiety who work at the English preparatory schools of both foundation and state universities.

In order to find out the level and the sources of non-native instructors anxiety, the current study was designed in two phases. The data were collected through TFLAS with supplemental two open-ended questions. Supplemental questions enabled the teachers to report any anxiety provoking incidents they might experience or they experienced. TFLAS provided data for both the degree and the sources of teachers' anxiety. One-on-one semi-structured interviews that were conducted in Phase 2 also contributed to data of the sources of anxiety through an exploration and assessment of instructors' perspectives from different universities.

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APPENDIX A
BAHCESEHIR UNIVERSITY
FACULTY OF EDUCATION

CONSENT FORM



Title of Project: A Study of Non-native Prep School Teachers' Feelings of Anxiety in Speaking Classes and the Strategies they used as to manage their anxiety

Name of Researcher: Çiğdem Ece Çokay

The purpose of my study is to identify the anxiety and discomfort that the prep school teachers feel during their speaking courses. The individuals who are going to participate in the study will not be evaluated personally. All information collected about you during the research will be kept strictly confidential. Your sincerity and frankness is very crucial for this study. Data collected from you will be used only for scientific purpose.

Please complete the form below.

Country of Origin	Latest-degree obtained	Gender	Years of EFL teaching experience	Amount of time in an English-speaking country/countries.	Years of formal study of English
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I'd like to thank you for your participation and contribution to my study.

Çiğdem Ece Çokay

I confirm that I have read and I understand the study which is conducted by iđdem Ece okay. I agree to take part in the above study *voluntarily*.

Name of the participant:

Date:

Teacher Anxiety Scale with respect to English

Each of the statements refers to how you feel about your proficiency in English. Please **answer every item** and write your response of the line following each statement.

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. It frightens me when I don't understand what someone is saying.					
2. I would not worry about taking a course conducted entirely in English.					
3. I am afraid that native speakers will notice every mistake I make.					
4. I am pleased with the level of English proficiency I have achieved.					
5. I feel self-conscious speaking English in front of teachers of English.					
6. When speaking English, I can get so nervous I forget things I know.					
7. I feel overwhelmed by the number of rules you have to learn in order to speak English.					
8. I feel comfortable around native speakers of English.					
9. I never feel quite sure of myself when I am speaking English in front of native speakers.					

10. I am not nervous speaking English with students.					
11. I don't worry about making mistakes in English.					
12. I speak English well enough to be a good English teacher.					
13. I get nervous when I don't understand every word a native speaker says.					
14. I feel confident when I speak English.					
15. I always feel that the other teachers speak English better than do.					
16. I don't understand why some people think learning English is so hard.					
17. I try to speak English with native speakers whenever I can.					
18. I feel that my English preparation was adequate to become an English teacher.					

19. When do you feel most anxious in your speaking classes?

20. What do you think might be the sources of your anxiety in your speaking classes?

APPENDIX B
INTERVIEW QUESTIONS

1. What were the things that made you feel anxious while you were in your speaking class last week/last time?
2. Did your anxiety increase in the speaking lesson?
3. Would you be anxious to teach to advanced level speakers of English (e.g. who lived in an English speaking community for a long time)?
4. Do you try to improve your speaking skill? How?
5. Have you attended/Are you attending any teacher training program which involved how to improve speaking skills?
6. Do you practice speaking with native speakers occasionally? Do you think it's important to practice?
7. How do you prepare for your speaking course?
8. How did you learn to speak English? What was the most helpful thing when you were learning? Which techniques/strategies worked for you? Could you please mention some of them?
9. What can be the best method/strategy to learn how to speak a foreign language?
10. Have you had experiences with speaking anxiety when you were learning English? Has the level your anxiety decrease each year? What might be the most influential factor?
11. Have you ever been abroad? Do you think it can be regarded as an anxiety factor?
12. How long have been speaking English? Do you think it is long enough to be a speaking teacher/ long enough to speak fluently?
13. What do you think about non-native English teachers in Turkey? Do you think they have adequate preparation – practice to become a speaking teacher? If not, why don't you think so? Do you think your preparation in terms of speaking was adequate to become a speaking teacher?
14. What are your concerns about speaking English? (e.g. Your accent, pronunciation, grammar, fluency etc.)

15. Do you worry about not being able to teach speaking efficiently (due to your anxiety – e.g. because you worry too much about your pronunciation)

APPENDIX C

	Mean	Std. Deviation	N
Q1	3,0325	,89566	123
Q2	2,3496	,98333	123
Q3	3,0976	,94448	123
Q4	2,4472	,82187	123
Q5	3,0000	,91437	123
Q6	2,8293	,86562	123
Q7	2,9187	,67257	123
Q8	3,2276	,82792	123
Q9	3,0163	,77865	123
Q10	2,6504	,82961	123
Q11	2,8699	,57202	123
Q12	2,8943	,54039	123
Q13	3,0325	,62640	123
Q14	3,2276	,49278	123
Q15	3,1545	,58719	123
Q16	2,9756	,56486	123
Q17	2,8455	,52841	123
Q18	2,7073	,64949	123

Table 11: Standard deviations and mean values of TFLAS items

APPENDIX D

		Studying	Ave
Years of Formal Study of English	PearsonCorrelation	1	-,041
	Sig. (2-tailed)		,650
Ave	N	123	123
	PearsonCorrelation	-,041	1
	Sig. (2-tailed)	,650	
	N	123	123

Table 12: Correlation between years of formal study of English and TFLAS scores

		Ave	Degree
Ave	PearsonCorrelation	1	-,020
	Sig. (2-tailed)		,827
Degree	N	123	123
	PearsonCorrelation	-,020	1
	Sig. (2-tailed)	,827	
	N	123	123

Table 13: Correlation between the latest degree obtained and TFLAS scores

APPENDIX E

TFLAS #	HIGH					MEDIUM					LOW				
	SD	D	N	A	SA	SD	D	N	A	SA	SD	D	N	A	SA
1	0	0	0	0	1	0	4	12	18	3	3	30	34	18	0
3	0	0	0	0	1	0	5	14	13	5	3	26	35	18	3
5	0	0	0	1	0	0	1	15	15	6	5	29	39	12	0
8	0	0	0	1	0	0	1	20	13	3	3	14	43	21	4
9	0	0	0	0	1	0	7	14	16	0	0	26	44	13	2
13	0	0	0	0	1	0	3	19	13	2	0	16	65	4	0
14	0	0	0	1	0	0	0	24	12	1	0	3	66	16	0
15	0	0	0	0	1	0	3	22	10	2	0	7	65	13	0

Table 14: TFLAS item(s) scores distribution table

TFLAS #	SD	D	N	A	SA
1	3	34	46	36	4
3	3	31	49	31	9
5	5	30	54	28	6
8	3	15	63	35	7
9	0	33	58	29	3
13	0	19	84	17	3
14	0	3	90	29	1
15	0	10	87	23	3

Table 15: Distributions of scores according to the participants

TFLAS #	SD	D	N	A	SA
1	2	28	37	29	3
3	2	25	40	25	7
5	4	24	44	23	5
8	2	12	51	28	6
9	0	27	47	24	2
13	0	15	68	14	2
14	0	2	73	24	1
15	0	8	71	19	2

Table 16: Distributions of scores according to the participants (%)

APPENDIX F

TFLAS items with percentages of LOW, MEDIUM, and HIGH anxious teachers selecting each option

#	Level	SD (%)	D (%)	N (%)	A (%)	SA (%)
1	HIGH	0	0	6	61	33
2	MEDIUM	0	0	11	83	6
3	MEDIUM	0	0	44	22	33
4	MEDIUM	0	0	33	50	17
5	MEDIUM	0	0	50	28	22
6	MEDIUM	0	0	28	72	0
7	MEDIUM	0	0	61	39	0
8	MEDIUM	0	11	50	28	11
9	MEDIUM	0	6	56	33	6
10	MEDIUM	0	6	56	39	0
11	MEDIUM	0	6	61	28	6
12	MEDIUM	0	17	50	22	11
13	MEDIUM	0	11	50	39	0
14	MEDIUM	0	11	56	33	0
15	MEDIUM	0	22	44	22	11
16	MEDIUM	0	0	78	22	0
17	MEDIUM	0	11	61	28	0
18	MEDIUM	0	11	61	28	0
19	MEDIUM	0	0	83	17	0
20	MEDIUM	0	0	83	17	0
21	MEDIUM	0	0	89	11	0
22	MEDIUM	0	11	67	22	0
23	MEDIUM	0	28	39	33	0
24	MEDIUM	0	11	72	17	0
25	MEDIUM	0	11	72	17	0
26	MEDIUM	0	17	67	11	6

27	MEDIUM	0	28	44	22	6
28	MEDIUM	0	22	50	28	0
29	MEDIUM	0	17	61	22	0
30	MEDIUM	0	22	56	22	0
31	MEDIUM	0	17	67	17	0
32	MEDIUM	0	17	72	6	6
33	MEDIUM	0	22	61	11	6
34	MEDIUM	6	17	56	17	6
35	MEDIUM	0	17	67	17	0
36	MEDIUM	0	17	67	17	0
37	MEDIUM	0	22	56	22	0
38	LOW	0	22	56	22	0
39	LOW	0	22	61	17	0
40	LOW	0	22	61	17	0
41	LOW	6	22	44	28	0
42	LOW	0	22	61	17	0
43	LOW	0	28	50	22	0
44	LOW	6	22	50	17	6
45	LOW	0	28	50	22	0
46	LOW	0	33	39	28	0
47	LOW	0	22	72	0	6
48	LOW	6	17	61	17	0
49	LOW	0	33	44	22	0
50	LOW	0	22	67	11	0
51	LOW	6	28	44	17	6
52	LOW	6	17	61	17	0
53	LOW	6	28	39	28	0
54	LOW	0	28	56	17	0
55	LOW	0	33	44	22	0
56	LOW	0	28	56	17	0
57	LOW	0	28	56	17	0

58	LOW	0	33	50	11	6
59	LOW	0	39	39	17	6
60	LOW	0	28	56	17	0
61	LOW	0	22	72	6	0
62	LOW	6	28	44	22	0
63	LOW	11	22	39	28	0
64	LOW	6	22	56	17	0
65	LOW	0	33	56	6	6
66	LOW	0	33	50	17	0
67	LOW	0	33	50	17	0
68	LOW	0	28	61	11	0
69	LOW	6	28	50	11	6
70	LOW	0	39	39	22	0
71	LOW	0	28	61	11	0
72	LOW	0	17	83	0	0
73	LOW	0	28	61	11	0
74	LOW	0	22	72	6	0
75	LOW	0	28	67	0	6
76	LOW	11	11	67	11	0
77	LOW	6	22	61	11	0
78	LOW	0	39	44	17	0
79	LOW	0	39	44	17	0
80	LOW	0	33	56	11	0
81	LOW	6	33	44	11	6
82	LOW	6	22	61	11	0
83	LOW	0	33	56	11	0
84	LOW	6	33	44	11	6
85	LOW	0	39	50	6	6
86	LOW	11	11	67	11	0
87	LOW	0	33	56	11	0
88	LOW	0	28	67	6	0

89	LOW	0	28	67	6	0
90	LOW	0	39	44	17	0
91	LOW	0	22	78	0	0
92	LOW	0	22	78	0	0
93	LOW	0	28	72	0	0
94	LOW	17	11	56	17	0
95	LOW	6	33	44	17	0
96	LOW	6	33	44	17	0
97	LOW	0	33	61	6	0
98	LOW	6	28	56	11	0
99	LOW	0	44	44	6	6
100	LOW	0	39	50	11	0
101	LOW	0	44	39	17	0
102	LOW	0	39	50	11	0
103	LOW	17	11	61	11	0
104	LOW	6	39	39	17	0
105	LOW	6	33	50	11	0
106	LOW	6	44	39	6	6
107	LOW	6	50	28	11	6
108	LOW	11	39	28	22	0
109	LOW	0	39	61	0	0
110	LOW	6	50	33	6	6
111	LOW	17	28	44	6	6
112	LOW	11	28	61	0	0
113	LOW	11	33	50	6	0
114	LOW	11	33	50	6	0
115	LOW	11	33	50	6	0
116	LOW	6	39	56	0	0
117	LOW	6	39	56	0	0
118	LOW	11	33	56	0	0
119	LOW	11	33	56	0	0

120	LOW	11	39	44	6	0
121	LOW	11	44	44	0	0
122	LOW	17	39	44	0	0
123	LOW	28	39	33	0	0

Table 17: TFLAS results

APPENDIX G

Performing Reliability Test on IBM SPSS Statistics

Click Analyze > Scale > Reliability Analysis on the toolbar which is located at the upper bar in the IBM SPSS Statistics Data Editor window as shown in figure 2.

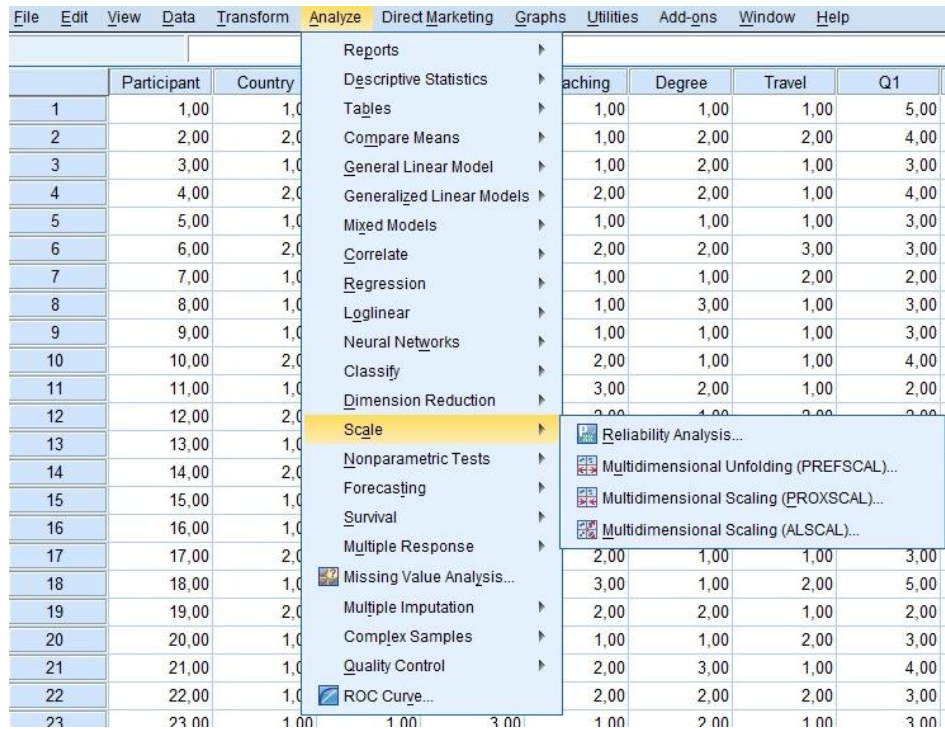


Figure 2. Reliability analysis button.

You will be presented with the Reliability Analysis dialogue box as shown in figure 3.

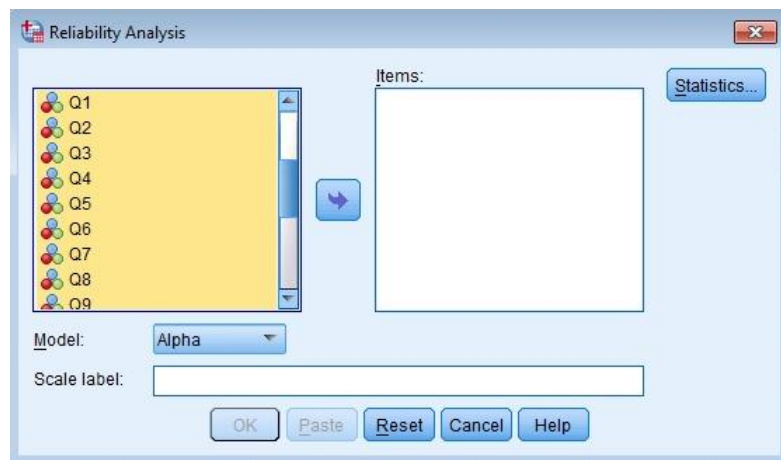


Figure 3. Reliability Analysis Dialogue Box

Transfer the variables Q1 to Q18 into the items box by using the arrow button. You will be presented with the following screen:

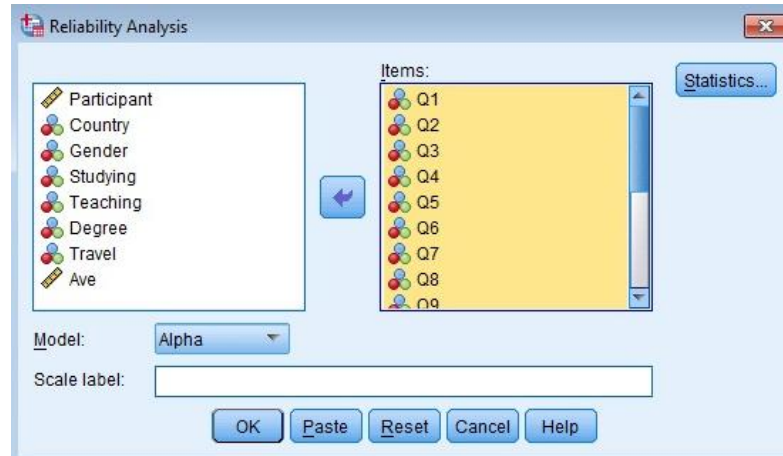


Figure 4. Transferring variables

Leave the model set as “Alpha”, which represents Cronbach’s alpha in SPSS. If you want to provide a name for scale enter it in the “Scale label”.

Click on “Statistics” button, which will open the “Reliability Analysis: Statistics” dialogue box, as shown in figure 5.

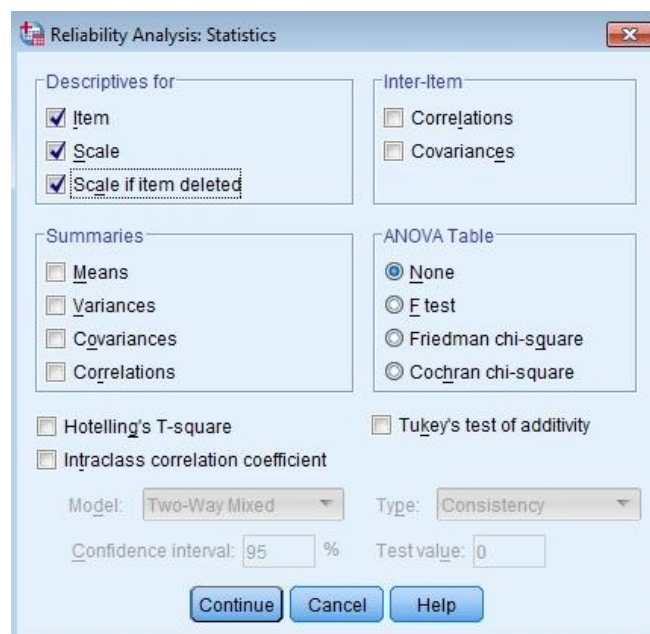


Figure 5. Reliability Analysis: Statistics dialogue

Select the “Item”, “Scale”, “Scale if item deleted” options in the “Descriptive for” area as shown. Click the “Continue” button. This will return you to the “Reliability Analysis” dialogue box. Then click “Ok” to generate the output.

Reliability Statistics

Cronbach's Alpha	N of Items
,751	18

Figure 6: Reliability Statistics output Table

CURRICULUM VITA

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MA	BAHCESEHIR UNIVERSITY	2014
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High School	AREL College	2005

WORK EXPERIENCE

- İstanbul Kemerburgaz University - Instructor (2014 Feb – 2014 June)
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FOREIGN LANGUAGES

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TURKISH SUMMARY

Kaygı ve kaygının yabancı dil öğretimi üzerinde yapılan çalışmalar 1930'larda başlamıştır. Ancak eğitim alanında kaygı ile ilgili yapılan çalışmalar çoğunlukla öğrenciler üzerine odaklanmıştır. Yabancı dil öğretmenlerinin yaşadığı kaygı ve nedenleri “Yabancı dil eğitimi ve öğretimi” için oldukça yeni bir konudur. Bu bakımdan bu konuda kapsamlı çalışma sayısı oldukça azdır. Oysa bugün dünyada yabancı dil öğretmenlerine büyük talep duyulmaktadır. Artan talep ile birlikte öğretmenlerin sorumluluk ve endişeleri de doğru oranda artmaktadır. Özellikle yabancı dil öğretmenlerinin pek çok nedenden kaygı yaşadığı artık bilinen bir gerçektir.

Krashen ve Dörnyei'nin (1994, 2001) de ileri sürdüğü üzere etkili dil öğretmenleri, öğrencilerinin öz-yeterliliğini geliştirebilen, kaygı seviyelerini azaltabilen, ulaşılabilir alt-hedefler koymaları için onları destekleyen bireylerdir. Ancak, kendi dil yeterliliği konusunda kaygı yaşayan bir öğretmenin bunu yapması muhtemel değildir. Özellikle ana dili İngilizce olmayan öğretmenlerin dil yeterliliği konusunda kaygı yaşamaları doğal bir durumdur. Ancak bu durumun nedenleri ve derecesi eğitim hayatı ve kalitesi açısından önem taşımaktadır.

Bugün Türkiye’de yabancı dil hazırlık okullarında görev yapan İngilizce öğretmenlerinin ileri düzey İngilizce bilen birey oldukları düşünülür. Ancak bu durum öğretmenlerin iş ortamında veya derslerde kaygı yaşayamayacakları anlamına gelmemelidir. Okullarda iki dilde eğitim verilmesine rağmen, pratik anlamda bu konuda pek çok öğretmenin problem yaşadığı gerçeği göz önüne alınarak bu çalışma Türkiye’de İngilizce Hazırlık Okulunda görev yapan öğretmenlerin İngilizce konuşurken yaşadığı kaygı sebeplerine odaklanmıştır. Çalışmanın odaklandığı başlıca araştırma soruları;

- Öğretmenlerin konuşma derslerinde yaşadıkları kaygı seviyelerini
- İngilizce hazırlık okulunda görev yapan öğretmenlerin ortak kaygı nedenlerini
- Öğretmenlerin özellikle konuşma derslerinde yaşadıkları kaygıları

- Öğretmenlerin kişisel özelliklerinin (iş deneyimi, eğitim geçmişleri, anadili İngilizce olan bir ülkede geçirdikleri zaman) kaygı seviyelerine olan etkisinin bulunmaya yöneliktir.

Bu amaçla 4 üniversiteden 123 öğretmen “Öğretmenler için Yabancı Dil Kaygı Ölçeğini” cevaplayarak çalışmanın ilk aşamasına katılmıştır. Bu ölçek Horwitz (2008) tarafından geliştirilmiş ve daha önce güvenilirliği kanıtlanmış bir ölçektir. Ancak bu ölçek öncesinde katılımcılara ayırt edici özellikleri hakkında bilgi edinmek için 7 kişisel soru sorulmuştur. (Bu sorular çalışmanın 4. araştırma sorusu için bilgi sağlamıştır.) Ölçek 18 maddeden oluşmuştur ancak ölçeğe uzman geribildirimleri doğrultusunda oluşturulan iki açık uçlu soru ilave olarak eklenmiştir. Kaygıyı ölçmek için 20, kişisel sorular ile birlikte 27 soruluk anket www.surveymonkey.com web sitesi aracılığı ile katılımcılara ulaştırılmıştır. Böylece bu aşamada öğretmenlerin kaygı hissetmelerine neden olan durumlar tespit edilmiş, her bir öğretmen ölçeğe verdiği cevaba göre yüksek, orta ve düşük kaygılı olmak üzere, üç kaygı seviyesinden birine konulmuştur. Bu aşamadan elde edilen veriler analiz edilerek, katılımcıların %31’i kaygılı iken % 69’u düşük kaygılı bulunmuştur. Çalışmanın ikinci aşamasında ise İngilizce Hazırlık Okulu’nda görev yapan ve İngilizce konuşma kaygısı yaşayan 10 öğretmen ile mülakat gerçekleştirilmiştir. 2 özel üniversiteden kartopu örnekleme ile seçilen 10 öğretmen mülakatlarda kaygı nedenlerini ifade etmişlerdir. Mülakat için öncede hazırlanmış 15 soru olmasına rağmen, öğretmenlerin her türlü fikir ve deneyimlerini paylaşmasına imkân kılınmıştır. Mülakatlardan elde edilen veriler analiz açısından anket sonuçlarından elde edilen veriler ile farklılık göstermiştir. Mülakatlardan elde edilen verilerin içeriğini analiz ederken Strauss ve Corbin (1990) modelinden yararlanılmıştır. Bu düzende aşamalar; verileri kodlama, ortak temaları bulma, verileri organize etme, sonuçları yorumlama ve rapor etme şeklindedir. Ortak ve benzer temalar bulunduğundan sonra yorum için literatürden faydalanılmıştır.

Öğretmenlerin mülakatlarda ifade ettikleri görüşler ve birinci aşamada elde edilen veriler incelendiğinde, çalışmaya katılan öğretmenlerin yaşadıkları İngilizce konuşma kaygısının en çok; beceri ve performansın birey tarafından olumsuz değerlendirilmesi, bireyin diğer öğretmenlerle kendini kıyaslaması, özgüvensizlik, öğretmenlik deneyimi, yabancılarla iletişim nedenleri ile ortaya çıktığı belirlenmiştir.

Bu çalışma ana dili Türkçe olan İngilizce hazırlık öğretmenlerinin İngilizce konuşurken yaşadığı kaygılara odaklı olup, bulguları bütün ana dili İngilizce olmayan öğretmenler için genellemek güçtür. Ancak diğer bir yandan da bu çalışmanın asıl amacı bulguları genellemek değildir. Çalışma ile ilgili diğer bir kaygı da gözlemsel veriye sahip olmaması olabilir. Morrison tarafından da belirtildiği gibi gözlemsel veriler araştırmacıya fiziksel ortam, katılımcılar ve etkileşimleri, durumlar vb. hakkında pek çok bilgi sağlar. Diğer veri toplama stratejileri ile gözlemsel veri birleştirildiğinde triangülasyon ve bütünleme sağlanmış olur. Bu açıdan bu alanda yapılacak olan gelecek çalışmalar için gözleme dayalı veri toplamak önem taşımaktadır. Bunun yanı sıra yabancı dil öğretmenlerinin kaygıları üzerine yapılacak çalışmaların, kaygıyı minimuma indirmek için geliştirecek stratejilere odaklanması yine hem öğrenciler hem de öğretmenlerin gelişimi açısından oldukça önemli olacaktır.

Öğretmen adayları ve öğretmenlerin kaygı problemleri konusunda bilgi sağlaması açısından çalışmanın her iki aşamasından elde edilen pedagojik sonuçlar öğretmenlik alanı için yarar sağlayacaktır. Her geçen gün sayısı hızla artan ve ana dili İngilizce olamayan yabancı dil öğretmenlerinin kaygı nedenlerini araştırmak yabancı dil eğitiminin yararlılığı açısından önemli olacaktır. Bu tür, öğretmenlerin kaygılarını inceleyen çalışmalar ile öğretmenlerin farkındalıkları artırılabilir ve böylece gereken yardım ve destek ile kaygı seviyeleri minimuma indirilebilir.