

**A MIXED-METHODS STUDY ON FOREIGN LANGUAGE TEACHING
ANXIETY AMONG TURKISH EFL TEACHERS**

Masters of Arts

Gülçin Yonca AKDENİZ

Eskişehir 2022

**A MIXED-METHODS STUDY ON FOREIGN LANGUAGE TEACHING ANXIETY
AMONG TURKISH EFL TEACHERS**

Gülçin Yonca AKDENİZ

Master's Thesis

Program in English Language Teaching

Department of Foreign Language Education

Supervisor: Assoc. Prof. Dr. Gökhan ÖZTÜRK

Eskişehir

Anadolu University

Graduate School of Educational Sciences

August 2022

JÜRİ VE ENSTİTÜ ONAYI

ÖZET

İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRETEN TÜRK ÖĞRETMENLERİN YABANCI DİL ÖĞRETME KAYGISI ÜZERİNE BİR KARMA YÖNTEM ÇALIŞMASI

Gülçin Yonca AKDENİZ

İngilizce Eğitimi Programı, Yabancı Diller Eğitimi Anabilim Dalı
Anadolu Üniversitesi, Eğitim Bilimleri Enstitüsü, Ağustos 2022

Tez Danışmanı: Doç. Dr. Gökhan ÖZTÜRK

Bu çalışma, farklı okul bağlamlarında İngilizceyi yabancı dil olarak öğreten Türk öğretmenlerin yabancı dil öğretimi kaygısı (YTÖK) düzeylerini araştırmayı amaçlamaktadır. Çalışma ayrıca YTÖK ile cinsiyet, deneyim yılı, eğitim geçmişi ve okul bağlamı gibi değişkenler arasındaki ilişkiyi de incelemektedir ve YTÖK'nın kaynaklarını ve YTÖK'nın üstesinden gelmek için benimsenen yöntemleri araştırmayı hedeflemektedir. Bu amaçlar doğrultusunda, çalışmada paralel karma yöntem deseni benimsenmiş ve hem nicel hem de nitel veri toplama yöntemleri izlenmiştir. 120 İngilizce öğretmeni Yabancı Dil Öğretimi Kaygı Ölçeği (Aydın ve Uştuk, 2020a) ve bir arka plan bilgi formu aracılığıyla yapılan nicel veri toplama sürecine katılmıştır. Veri analizi, bazı değişkenlerin katılımcıların genel YTÖK'sını etkilemediğini göstermektedir; ancak, okul bağlamının olumsuz değerlendirme korkularıyla bir ilgisi olduğu görülmektedir. Ek olarak elde edilen sonuçlara göre katılımcıların yaşadıkları yabancı dil kaygısının belirli bir dil becerisinin öğretimi, belirli bir dil yeterliliğine sahip öğrencilere öğretim, öğrenciler, içerik bilgisi, bilinmeyen durumlar ve hazırlıksızlık ile ilgili olduğu tespit edilmiştir. Ayrıca, YTÖK ile başa çıkmak için derse hazırlıklı olma, öğrencilerle etkileşim ve alan bilgisi ile alakalı stratejiler ve derste zaman kazanmak amacıyla kullandıkları ve öğretmenlerin ders dışındaki hayatlarında kullandıkları bazı yöntemler keşfedilmiştir. Son olarak, çalışmada İngilizceyi yabancı dil olarak öğreten öğretmenler ve paydaşlar için bazı pratik çıkarımlar önerilmekte ve gelecekteki araştırmalar için önerilerde bulunmaktadır.

Anahtar Kelimeler: Yabancı Dil Öğretimi Kaygısı, Karma Yöntem, İngilizceyi Yabancı Dil Olarak Öğreten Türk Öğretmenler

ABSTRACT

A MIXED-METHODS STUDY ON FOREIGN LANGUAGE TEACHING ANXIETY AMONG TURKISH EFL TEACHERS

Gülçin Yonca AKDENİZ

Department of Foreign Language Education

Program in English Language Teaching

Anadolu University, Graduate School of Educational Sciences, August 2022

Supervisor: Assoc. Prof. Dr. Gökhan ÖZTÜRK

This study aimed to investigate the level of foreign language teaching anxiety (FLTA) among Turkish EFL teachers who taught in different school contexts. The study also examined the relationship between their FLTA and their gender, years of experience, educational background, and school context. Besides, the study attempted to identify the sources of their FLTA and the strategies they adopted to overcome it. With these aims, the study adopted a convergent parallel mixed-methods design, and both quantitative and qualitative data collection procedures were followed. 120 EFL teachers participated in the quantitative data collection procedure through the Foreign Language Teaching Anxiety Scale (Aydın & Uştuk, 2020a) and a background information form. The data analysis revealed that some variables did not influence participants' overall FLTA; however, school contexts showed a relation to their fear of negative evaluation. Through semi-structured interviews, the sources of FLTA were found to be related to teaching a particular language skill, teaching students with particular language proficiency, students, content knowledge, unknown situations, and unpreparedness. In addition, some strategies related to preparedness, interaction with students, content knowledge, and teachers' personal lives, and some strategies to save time were discovered to cope with FLTA. Finally, the study suggested some practical implications for EFL teachers and stakeholders and at stated suggestions for further research.

Keywords: Foreign Language Teaching Anxiety, Mixed-Methods, Turkish EFL Teachers

ACKNOWLEDGEMENTS

Carrying out this research and writing my master's thesis have been a challenging journey for me because of the uncertainties in my personal life. Despite and thanks to everything that has happened in the last year, I have finally accomplished to complete my work. In this process, I was luckily supported, guided, and encouraged by many who have made this journey possible for me.

First of all, I would like to express my deepest gratitude to Assoc. Prof. Dr. Gökhan Öztürk, my research supervisor, for his patient guidance, enthusiastic encouragement, and endless constructive feedback on my research studies. Without his counselling, trust and belief in my abilities, it would be too difficult to complete my research. I would also like to thank the committee members, Prof. Dr. Belgin Elmas, Assoc. Prof. Dr. Ali Merç, Assoc. Prof. Dr. Ceyhun Kavrayıcı, Assist. Prof. Dr. Meral Çapar, for their time, constructive feedback and valuable contributions to my research.

More recently, my life has been blessed with the presence of my husband İsmail Canberk Akdeniz. All the sacrifices I have made to write my thesis have also been his sacrifices. He had supported me unconditionally, and has given all the necessary patience in the last year. My gratitude towards him goes beyond words. Besides, a special thanks should be given to our cats, Mona and Fiona, for they either have stood by me emotionally or have slept by my computer screen. Finally, I wish to thank my parents for their support throughout my education which lasted 23 years incessantly. They have been my first teachers in life, and they unconditionally continue to support me whenever I need.

02/08/2022

STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES

I hereby truthfully declare that this thesis is an original work prepared by me; that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study, and included these sources in the references section; and that this study has been scanned for plagiarism with “scientific plagiarism detection program” used by Anadolu University, and that “it does not have any plagiarism” whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

Gülçin Yonca AKDENİZ

TABLE OF CONTENTS

	<u>Page</u>
JÜRİ VE ENSTİTÜ ONAYI	ii
ÖZET	iii
ABSTRACT	iv
ACKNOWLEDGEMENTS	v
STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES.....	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	xi
LIST OF FIGURE	xiii
LIST OF ABBREVIATIONS	xiv
1. INTRODUCTION	1
1.1. Background to the Study	2
1.2. Statement of the Problem	4
1.3. Significance of the Study	6
1.4. Purpose of the Study.....	8
1.5. Research Questions	8
1.6. Definition of Key Terms.....	9
2. REVIEW OF LITERATURE	10
2.1. Foreign Language Anxiety.....	10
2.1.1. Foreign language anxiety & gender	11
2.1.2. Foreign language anxiety & language achievement and performance	12
2.2. Foreign Language Anxiety Regarding Language Skills	13
2.2.1. Foreign language speaking anxiety	13
2.2.2. Foreign language listening anxiety	15
2.2.3. Foreign language reading anxiety	16
2.2.4. Foreign language writing anxiety	17
2.3. Sources of Foreign Language Anxiety	19
2.4. Foreign Language Anxiety in the Turkish EFL Context	21

	<u>Page</u>
2.5. Teaching Anxiety	25
2.5.1. Foreign language teaching anxiety	26
2.5.1.1. Foreign language teaching anxiety among pre-service EFL Teachers	27
2.5.1.2. Foreign language teaching anxiety among in-service EFL teachers	28
2.5.2. Sources of FLTA	30
2.5.3. Symptoms of FLTA and strategies to overcome FLTA	32
2.6. Conclusion	32
3. METHODOLOGY	35
3.1. Overall Design of the Study	35
3.2. Setting	35
3.3. Participants	37
3.4. Instruments	39
3.4.1. Background information form	39
3.4.2. The foreign language teaching anxiety scale (FLTAS)	40
3.4.3. Semi-structured interviews	42
3.5. Data Collection Procedure	43
3.6. Data Analysis	44
3.6.1. Quantitative data analysis	44
3.6.2. Qualitative data analysis	45
4. RESULTS	48
4.1. Introduction	48
4.2. Results of Quantitative Data.....	48
4.2.1. Descriptive statistics	48
4.2.2. Tests of normality and level of FLTA	50
4.2.3. Gender and FLTA	52
4.2.4. Years of experience and FLTA	53
4.2.5. Educational Background and FLTA	54
4.2.6. School context and FLTA	56

	<u>Page</u>
4.3. Results of Qualitative Data	58
4.3.1. How would you rate your anxiety out of 5, with 1 being the lowest and 5 the highest?	58
4.3.2. In which situations do you experience anxiety or worry while teaching English?	59
4.3.2.1. Teaching a particular language skill	61
4.3.2.2. Teaching students with a particular language proficiency level	64
4.3.2.3. Students	65
4.3.2.4. Content knowledge	66
4.3.2.5. Unpreparedness	67
4.3.3. How do you respond physically in such anxiety and worry situations?	69
4.3.4. How do you respond mentally in such anxiety and worry situations?	70
4.3.5. What do you do to overcome the anxiety or worry that you experience while teaching?	72
5. DISCUSSION	74
5.1. What is the level of foreign language teaching anxiety among Turkish EFL teachers?	74
5.2. Do the levels of foreign language teaching anxiety among Turkish EFL teachers change according to gender, years of experience, educational background, and school contexts?	76
5.3. How do Turkish EFL teachers perceive their FLTA?	79
5.4. What are the sources of their FLTA?	80
5.4.1. Teaching a particular language skill	80
5.4.2. Teaching students with a particular language proficiency...	81
5.4.3. Students	82
5.4.4. Content knowledge	84
5.4.5. Unpreparedness	84

	<u>Page</u>
5.5. What strategies do they adopt to overcome their FLTA?	86
6. CONCLUSION	89
6.1. A Brief Summary	89
6.2. Limitations of the Study.....	90
6.3. Implications for EFL Teachers	91
6.4. Suggestions for Further Studies	93
REFERENCES	95
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLES

	<u>Page</u>
Table 3.1. Distribution of participants regarding gender, years of experience, last degree, undergraduate program, and school contexts	38
Table 3.2. Reliability values for the FLTAS and subscales	41
Table 4.1. Distributions, standard deviations and mean scores of items	48
Table 4.1. (Continues) Distributions, standard deviations and mean scores of items	49
Table 4.2. Normality tests of research variables	50
Table 4.3. Levels of FLTA and corresponding mean score intervals	51
Table 4.4. Mann-Whitney U-test regarding gender	52
Table 4.5. Kruskal-Wallis H Test regarding years of experience	53
Table 4.6. Mann-Whitney U-test Regarding last degree	54
Table 4.6. (Continues) Mann-Whitney U-test regarding last degree	55
Table 4.7. Mann-Whitney U-test regarding undergraduate programs	55
Table 4.7. (Continues) Mann-Whitney U-test regarding undergraduate programs	56
Table 4.8. Kruskal-Wallis H Test regarding school context	56
Table 4.8. (Continues) Kruskal-Wallis H Test regarding school context	57
Table 4.9. Participants and their ratings of FLTA	58
Table 4.10. Themes under which the data were examined	60

Table 4.11. Themes and codes under which the data were analyzed	60
Table 4.11. (Continues) Themes and codes which the data were analyzed	61
Table 4.12. Physical and mental responses given by the participants during FLTA situations	69
Table 4.13. Themes and mental responses to FLTA	70
Table 4.14. Themes and strategies to overcome FLTA	72

LIST OF FIGURES

	<u>Page</u>
Figure 3.1. The Qualitative Process of Data Analysis (Creswell, 2012, p.237)....	46
Figure 3.2. A Visual Model of the Coding Process on Qualitative Research (Creswell, p. 244).....	47

LIST OF ABBREVIATIONS

EFL	: English as a Foreign Language
ESL	: English as a Second Language
FLA	: Foreign Language Anxiety
FLCA	: Foreign Language Speaking Anxiety
FLCAS	: Foreign Language Classroom Anxiety
FLSA	: Foreign Language Classroom Anxiety Scale
FLLA	: Foreign Language Listening Anxiety
FLRA	: Foreign Language Reading Anxiety
FLWA	: Foreign Language Writing Anxiety
SLWAI	: Second Language Writing Anxiety Inventory
ELT	: English Language Teaching
FLE	: Foreign Language Education
FLTA	: Foreign Language Teaching Anxiety
FLTAS	: Foreign Language Anxiety Scale
YTÖK	: Yabancı Dil Öğretimi Kaygısı

1. INTRODUCTION

“Without effort and willingness to experience pain and anxiety, nobody grows, in fact nobody achieves anything worth achieving.” Eric Fromm, *The Art of Being*.

Anxiety is a broad term that is used in various fields. In order to understand EFL teaching anxiety, which is a sub-category of anxiety in educational contexts, it is necessary to look into the meaning of anxiety in the literature. In scientific research, anxiety might be seen as early as in the research of Darwin (1872), who regards both humans and animals as hardwired to feel fear (anxiety) in the process of natural selection. Similar to Darwin, Freud (1924), the founder of psychoanalysis, described anxiety as “something felt,” (p.79), an unpleasant affective (emotional) state or condition characterized by subjective feelings of chronic apprehension, and “all that is covered by the word ‘nervousness’” (p.79)

The major founder of behaviorist theory of learning, Skinner (1938), has described anxiety as a demonstration of conditioned response to an alarming situation. Leary (1991) has defined anxiety as a “multifaceted response to threatening situations,” (p. 161) which is depicted by the arousal of cognitive apprehension, neurophysiological arousal, and a subjective experience of tension or nervousness. Wilkinson’s (2001) definition of anxiety associates effective experiences, physical reactions, and behavioral responses.

The aspects of anxiety need to be revised both to understand anxiety and to find a remedy for it. Alpert and Haber (1960) have introduced the facilitating and debilitating effects of anxiety on learning. Scovel (1978) has explained that "facilitating anxiety motivates the learner to 'fight' the new learning task," and "debilitating anxiety, in contrast, motivates the learner to "flee" the new learning task" (p. 139). Thereafter, Spielberger (1983) has categorized anxiety into three types: 1) trait anxiety, 2) state anxiety, and 3) situation-specific anxiety. Trait anxiety is heavily related to an individual's innate personality and "more permanent predisposition to be anxious" (Scovel, 1978, p137). State anxiety has been defined as momentary anxiety that arises as a response to a specific situation (Spielberger et al., 1983). Anxiety for an important task might be given as an example. Situation-specific

anxiety is caused by a specific type of event or situation, for example, public speaking (MacIntyre & Gardner, 1994).

Having reviewed the definitions put forth so far, anxiety might be defined as a manifold natural human feeling which arises in situations perceived threatening, ambiguous, or uncommon by the experiencer, and causes nervousness, tension, and some physical and psychological responses to develop. Also, anxiety may vary depending on the underlying source. For instance, speaking in a classroom while others are listening to you may be an anxious experience for them due to their personality traits, and they generally avoid such incidents, or it may relate to a specific reason such as not being prepared for that speech, etc.

Pioneering studies on foreign language anxiety have been mainly interested in the effect of foreign language anxiety on language learners' performance or achievement (Aida, 1994; Awan, Azher, Anwar, & Naz, 2010; Chastain, 1975; Elkhafaifi, 2005; Horwitz, 2001; Matsuda & Gobel, 2004; Saito et al., 1999; Sparks, Ganschow & Javorsky, 2000). Then researchers have changed their focus to the sources and effects of foreign language anxiety (Bailey, 1983; Cheng et al., 1999; Gregersen & Horwitz, 2002; Horwitz, 1988; Matsuda, 1989; Price, 1991; Tsui, 1996). With the cumulative evidences to foreign language anxiety, studies have transferred their attention from general foreign language anxiety (Horwitz, Horwitz, & Cope, 1986; Young, 1991; Aida, 1994) to various constructs of language learning (Cheng, 1998; Cheng, Horwitz, and Schallert, 1999; Elkhafaifi, 2005; Hilleson, 1996; Saito and Samimy, 1996; Saito, Garza & Horwitz, 1999), and factors influencing foreign language anxiety (Bailey, Daley, & Onwuegbuzie, 1999; Price, 1991). Besides, a comprehensive guideline to create classroom environments that alleviate language learning process by preventing foreign language anxiety has been presented (Young, 1991).

1.1. Background to the Study

The concept of difficulty is a part of any new experience, and it may affect people in diverse ways. Anxiety is one of these effects, and it needs to be accepted and mastered to reach the goals. This tense feeling might exist in any context and might also hover over language classrooms. When a teacher asks for a student's opinion, when one cannot remember the meaning of an essential word in the exam, when one should leave all the notes

behind and speak in front of the class, or in a similar situation, a 'feeling' starts to arise. This 'feeling', which is part of learners' affective filter, may cause a mental block against being active in the learning process (Krashen, 1982), especially in the activities requiring speaking, listening, and learning (MacIntyre & Gardner, 1993). Krashen (1982) argues that affective factors serve as a filter that determines the degree of learners' intake. In other words, they influence the input processing and consequently affect what learners may understand. Thus, it might be inferred that encountering these situations mentioned above may leave learners with a blank mind or freeze because of the anxiety they experience.

Affective factors such as attitude, motivation, anxiety, manner, self-confidence, and so on have always been regarded by theoreticians and language teachers as an essential element of classroom atmosphere because they have affected students' performance in the learning process. As expected, psychology of foreign language learning (FLL) has been widely investigated in the literature since they are the beneficiaries of language education, and their variables have a relatively high impact on the learning process (Mercer, 2018). Each non-native language teacher would remember experiencing familiar feelings mentioned above because they were once language learners. The same procedure may apply to non-native EFL teachers as they have also been learners once, and they still are. The anxiety they experience may influence their way of teaching, the quality of learners' input from teachers, and their role-modeling (Horwitz, 1996).

Regarding the existing foreign language teaching methodology, Young (1991) has highlighted that predominant foreign language methods and approaches emphasized building a low anxiety atmosphere in the language classrooms; specifically, most of these methods suggest a range of in-class activities and various arrangements in teacher behaviors. These methods have mainly attributed the duty of arranging the classroom atmosphere to an optimum level for learners to benefit the learning process to the teachers. For instance, Gardner (1983) has proposed the theory of multiple intelligences and has suggested that learners' dominant intelligence styles need to be considered in educational contexts. They design the lesson plan, bring the materials, arrange the content and the activities to learners' taste or learning styles. These tasks require a lot of work and put a great deal of distress on the teachers. By reviewing the existing literature, sources and effects of teaching anxiety might be seen. However, there is still a need for a better insight into the issue. Horwitz (1996)

and Tum (2010) have found that experiencing the feeling of inadequacy in the target language may result in teaching anxiety in non-native EFL teachers.

The research on foreign language teaching anxiety has been initiated by Horwitz (1996), who has also investigated FLA from the students' perspectives. The researcher has raised awareness of FLTA by highlighting that teachers are put many responsibilities in the classroom, and there are certain times they may feel anxious as well as students may do. Mercer et al. (2016) have advocated that "the field of language learning psychology makes language teacher psychology equally as much a priority on its research agenda as that of the learner" (p.224). However, the FLTA has not been paid necessary attention in the literature.

Research on teaching anxiety has only recently gained momentum, and mathematics and foreign language learning has been two of the most investigated fields of education (Aydın, 2021), and the studies point out that foreign language teaching anxiety cause impediments to EFL teachers' instruction (Kim & Kim, 2004; Aydın, 2016), self-efficacy (Merç, 2015a; Eren, 2020), and goes as far as affecting their personal lives (Liu & Wu, 2021). Also, the literature on foreign language teaching anxiety has provided frameworks to have a better insight into foreign language teaching anxiety (Horwitz, 1996; Kim & Kim, 2004; İpek, 2006; Merç, 2011; Aydın and Uştuk, 2020a) in order to provide guidance to the future research, and this research study follows the framework proposed by Aydın and Uştuk (2020a), and the Foreign Language Teaching Anxiety Scale (FLTAS) (Aydın & Uştuk, 2020a) is utilized in the data collection procedure.

1.2. Statement of the Problem

Teaching anxiety interferes with the teaching-learning process in EFL classrooms. Exploring the existing situation of teaching anxiety of non-native EFL teachers in the Turkish EFL context would provide a better perspective in understanding the issue. An inspiration and a personal need have driven the researcher to study this topic. The researcher observes teaching anxiety in her colleagues working in various language classrooms and personally experiences teaching stress in her teaching practices with adult learners, which has led the researcher to study this topic. Also, this issue occupies their arguments on teachers' experiences in EFL classrooms.

Aydın (2021) has reviewed the studies on teaching anxiety carried out in 16 different countries in various fields, and it is found that research on teaching anxiety has mainly concentrated on Mathematics and EFL classrooms. Thus, it might be said that the literature offers relatively more understanding in those contexts but is still limited. Moreover, the existing studies have mainly focused on the sources of foreign language teaching anxiety among pre-service teachers (Merç, 2015a; Tüfekçi-Can, 2018) and in-service teachers (Aydın, 2016; Horwitz, 1996; İpek, 2006; Kim & Kim, 2004; Numrich, 1996; Öztürk, 2016). Some studies have taken pre-service teachers as their subjects (Akinsola, 2014; Aydın & Uştuk, 2020a; Merç, 2015a; Tüfekçi-Can, 2018) while some studies have studied with in-service teachers (Ameen, Guffey, & Jackson, 2002; Aslrasouli & Vahid, 2014; İpek, 2006; Numrich, 1996; Öztürk, 2016). In both cases, more investigation is necessary as they present inconsistent findings.

Some of the existing studies have made a comparison regarding teachers' experience (Kesen & Aydın, 2014), some of them have delved into how teaching anxiety relates to demographic variables (Aslrasouli & Vahid, 2014; Aydın & Uştuk, 2020b; Kobul & Saraçoğlu, 2020). However, the relationships between teaching anxiety and certain variables such as age, gender, grade, teaching fields, academic rank, teaching position, and socioeconomic situations are not conclusive and need more investigation (Aydın & Uştuk, 2020b; Horwitz, 1996; Kim & Kim, 2004; Kesen & Aydın, 2014; Tseng, 2005; Öztürk, 2016).

How teachers cope with foreign language teaching anxiety is another important field to be investigated to help them overcome it. However, the existing studies have mainly focused on the sources of foreign language teaching anxiety and factors related to it (Aydın, 2016; Horwitz, 1996; Kim & Kim, 2004; İpek, 2006; Öztürk, 2016), and only a limited number studies have paid attention to the coping strategies with FLTA (Han & Tulgar, 2019; Kim & Kim, 2004; Ouastani, 2018). Also, literature has investigated the symptoms that teachers demonstrate under foreign language teaching anxiety (Kim & Kim, 2004; Liu & Wu, 2021), and the findings have pointed out some physical and mental responses that need to be investigated in-depth.

1.3. Significance of the Study

Even before clinical psychology and psychiatry scrutinized anxiety, philosophers had engaged with human nature and anxiety. Kierkegaard (1980, p.155) has attested that worry is one of inherently human characteristics and has proposed that "Whoever has learned to be anxious in the right way has learned the ultimate." (The original work was published in 1844). Thus, it might be said that anxiety needs to be handled as an essential part of human life and be understood in detail. As it is quite a broad term, its identification and observation in contexts individually would provide the utmost benefit, and this research will provide a deeper insight into the existing situation of foreign language teaching anxiety in the Turkish EFL context.

Over the years, comprehensive research has been carried out on the foreign language anxiety; however, foreign language teaching anxiety has been a comparatively new area in the foreign language research. Having studied on foreign language anxiety in-depth, Horwitz (1996) has proposed that non-native language teachers are still language learners, and they may also experience not only foreign language anxiety but also foreign language teaching anxiety. Horwitz (1996) has highlighted that foreign language teaching anxiety may negatively influence EFL teachers' classroom practices, activity choices, and job satisfaction, consequently, they affect foreign language learners. Even though foreign teaching language anxiety has not been investigated as much as foreign language anxiety, the findings of the existing studies regarding foreign language teaching anxiety (İpek, 2006; Numrich, 1996; Kim & Kim, 2004; Tum, 2010; Öztürk, 2016; Ouastani, 2018; Liu and Wu, 2021) call for attention to the issue.

In educational contexts, teacher psychology has been pointed out as an essential subject matter (Mercer, 2018) because teachers are essential contributors to educational contexts, and their state, both psychologically and professionally, might be linked to the quality of education (e.g., Day & Gu, 2009; Horwitz, 1996). Literature on teaching anxiety in various contexts has pointed out that teaching anxiety debilitates EFL teachers' practices and attitudes (Capel, 1992; Çankaya, 2011; Kim & Kim, 2004; Ouastani, 2008; Senler, 2016), teachers' foreign language teaching anxiety changes regarding age group of their students (Tseng, 2005), and experience in teaching is an influential factor in foreign language teaching anxiety (Aydın and Uştuk, 2020b; Machida, 2016; Öztürk, 2016). However, these

studies have mainly focused on certain contexts and examined these relationships individually. Thus, the investigation presented in this study will convey valuable information including the change in foreign language teaching anxiety according to different variables, namely gender, years of experience, educational background, and school contexts.

The literature on foreign language teaching anxiety has mainly focused on pre-service teachers (Agustiana, 2014; Aydın, 2016; Aydın, 2021; Mercer, 2018; Merç, 2015a; Tüfekçi-Can, 2018). Mercer (2018) explained this focus of attention with the fact that pre-service teachers were the subjects that "researchers most readily have access to, work with and were thus most interested in and who may benefit from interventions resulting from studies" (p. 3). However, in-service teachers constitute the majority of educational settings, and they play a critical role in the efficiency of educational practices. Thus, the research will provide a broad scope of the foreign language teaching anxiety experienced by in-service teachers.

Aydın (2021) carried out a systematic review of studies on FLTA and pointed out that the existing studies mainly focused on practical research and aimed was to draw a theoretical framework to elaborate techniques, tactics, and strategies to deal with FLTA. This research will also provide a list of strategies teachers use to cope with foreign language teaching anxiety so that the teachers who deal with the same problem will be provided with some solutions. Some studies have investigated the symptoms and the effects of foreign language teaching anxiety (Kim & Kim, 2004; Ouastani, 2008); however, the findings are inadequate and inconclusive. This research will raise awareness to both EFL teachers and researchers on what foreign language teaching anxiety may result in.

Besides, Eren (2020) suggested another significant implication for future studies and highlighted that her research focused on university teachers working in metropolitan areas of Turkey. It is suggested that research may focus on teachers working in different classrooms and from other parts of the country to have a broader perspective on the issue. This study will provide a broader perspective by creating a sampling consisting of teachers teaching in primary schools, secondary schools, high schools, and universities all around Turkey.

In conclusion, this study might serve as a tool for future studies as it aims to address the gaps in the literature. The statement of the existing situation of FLTA among Turkish EFL teachers and the factors related to teaching anxiety, and the suggestions provided at the

end of the study may raise awareness in FLTA of EFL teachers. In sum, the policymakers, pre-and in-service teacher educators, school administrators, and teachers themselves might be aware of the issue and what EFL teachers might experience regarding FLTA.

1.4. Purpose of the Study

The study aims to explore the existing situation of teaching anxiety among Turkish EFL teachers in various levels of classrooms. With this aim, the study adopted two data collection instruments and mixed-methods research design. Firstly, the study investigates the level of foreign language teaching anxiety among Turkish EFL teachers from various educational contexts by utilizing the Foreign Language Teaching Anxiety Scale (Aydın & Uştuk, 2020a). Also, it is aimed to reveal the relationships of foreign language teaching anxiety to teachers' age, gender, educational background, year of experience, and their school contexts.

The study also attempts to gather in-depth insight into foreign language teaching anxiety through semi-structured interviews. The interview subjects are the EFL teachers with moderate and high foreign language teaching anxiety because the aim of these interviews is to reveal how Turkish EFL teachers perceive foreign language teaching anxiety. Also, it is aimed to discover the anxiety provoking factors, teachers' physical and psychological responses to foreign language teaching anxiety, and teachers' personal strategies to overcome their foreign language teaching anxiety.

1.5. Research Questions

The following research questions have been adopted to guide the study:

1. What is the level of foreign language teaching anxiety among Turkish EFL teachers?
2. Do the levels of foreign language teaching anxiety among Turkish EFL teachers change according to:
 - a. gender
 - b. years of experience
 - c. educational background
 - d. school context
3. How do Turkish EFL teachers perceive their FLTA?

4. What are the sources of their FLTA?
5. What strategies do they adopt to overcome FLTA?

1.6. Definition of Key Terms

The following definitions are followed throughout the study, and when encountered these terms, the readers might refer to these definitions.

Foreign Language Anxiety: “A distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.” (Horwitz, Horwitz, & Cope, 1986, p. 128)

Teaching Anxiety: “A momentary situational characteristic of teaching. It is an emotional constitution that may change in intensity and may disappear with increasing experience.” (Buitink & Kemme, 1986, p. 77)

Foreign Language Teaching Anxiety: “Anxiety in English language teachers while teaching the target language” (İpek, 2016, p. 96).

2. REVIEW OF LITERATURE

2.1. Foreign Language Anxiety

Anxiety is a broad term used in diverse fields, from psychology to education. Therefore, it is necessary to narrow down the term to foreign language anxiety (FLA) and other sub-categories related to FLA to have a better understanding. When it is limited to foreign language learning (FLL) contexts, it falls into the category of situation-specific anxiety (Horwitz et al., 1986). Horwitz et al. (1986) have highlighted that FL learners get anxious about their language performance, and three types of performance anxieties may be mentioned as communication apprehension, test anxiety, and fear of negative evaluation. However, they have proposed that FL anxiety is not a plain transfer of these fears into FL, but FL anxiety is “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.” (Horwitz et al., 1986, p.128). Another definition of foreign language anxiety has been presented by MacIntyre (1999) as an arousal of stress, emotional response, and worry related to second/ foreign language learning.

FLA has been yielded by a considerable number of researchers and has been investigated regarding causes and effects in FLL process (Aida, 1994; Çakıcı, 2016; Cheng, 1998; Clement, Gardner, & Smythe, 1977) and its relation to various contexts and variables (Bailey, Daley, & Onwuegbuzie, 1999; Gardner, Tremblay, & Masgoret, 1997), and the importance of FLA has been undeniable. Moreover, FLA has been investigated concerning the language skills and areas individually (Bekleyen, 2009; Kılıç & Uçkun, 2013; Kuru-Gönen, 2009; Matsuda & Gobel, 2004; Tanveer, 2007; Saito, Garza & Horwitz, 1999). These studies provide the literature on FLL with very valuable findings, which lead to a better understanding of the issue.

Luo (2013) has pointed out that there have been four frameworks proposed in order to examine FLA so far. Horwitz et al. (1986) have put forward a framework regarding FLA as situation-specific anxiety, and their model has three categories for FLA, namely communication apprehension, fear of negative evaluation, and test anxiety. In their study, the Foreign Language Classroom Anxiety Scale (FLCAS) has been designed, and it has been the most prevalently used scale in the literature (Luo, 2013). Horwitz et al. (1986) have proposed that FLA consists of three components, namely communication apprehension, test

anxiety, and fear of negative evaluation, and they have designed the Foreign Language Classroom Anxiety Scale (FLCAS) for its measurement, which has been used in several studies (Aida, 1994; Çakıcı, 2016; Matsuda & Gobel, 2004). Cheng, Horwitz, and Shallert (1999) have suggested that FLCAS “seems to represent a more general type of anxiety about learning a second language in a formal education context, with a strong speaking anxiety element” (p. 438) while Aida (1994) has suggested that the FLCAS mainly measures anxiety in speaking situations. Still, the scale has been one of the prevalently used measures of FLA.

Following Horwitz et al. (1986)’s framework, Kim (2002)’s framework has five components of FLA: production anxiety, literacy anxiety, aural and evaluation anxiety, teacher-induced anxiety, and culture. The other model has been developed in Luo's (2012)’s study, which has proposed four dimensions of FLA: classroom anxiety, learner characteristics, the target language, and the language learning process itself. The other one has been stated as Luo’s (2012) FLA component model, and the model has been stated to have four components, which are speaking, listening, reading and, writing anxiety (Luo, 2013).

2.1.1. Foreign language anxiety & gender

The literature has widely studied foreign language anxiety and its relation to demographic factors. Whether FLA changes regarding learners' gender might be seen in many of the studies on FLA as gender is a distinctive variable among students; however, studies have not come to an agreement on how FLA changes according to learners' gender. Some of the studies have pointed out a impact of gender on FLA (Matsuda & Gobel, 2004; Csizér & Dörnyei, 2005; Awan, Azher, Anwar, & Naz, 2010) while some of them have not shown any relation (Aida, 1994; Bailey, Daley, & Onwuegbuzie, 1999; Elkhafaifi, 2005; Matsuda & Gobel, 2003).

Matsuda and Gobel (2004) carried out a study on the possible relationship among foreign language classroom anxiety, foreign language reading anxiety, experiences abroad, and classroom performance of 252 students at a Japanese university. The findings showed that gender was an essential factor in classroom performance. Donovan and MacIntyre (2005) investigated age and gender differences in willingness to communicate, communication apprehension, and self-perceived competence in junior high, high school,

and university contexts. Contexts showed differences regarding the findings related to gender differences. Females at university exhibited higher levels of communication apprehension than males.

Regarding state anxiety, Spielberger (1983) has stated that "females are more emotionally stable than males in their reactions to highly stressful or relaxing circumstances" (p.19), and some studies on FLA support this claim. A study supporting this statement was Awan, Azher, Anwar, and Naz's (2010) study on FLCA and its relation to students' achievement. The findings pointed out that male students experienced higher levels of FLA than female students do.

In addition to these contradictory findings, some studies do not find any effects of gender differences on FLA. Bailey, Daley, and Onwuegbuzie (1999) carried out an exploratory study with 210 university students to determine the factors predicting FLA. With this aim, a comprehensible set of factors were decided upon, such as demographic variables, self-perceptions, level of the students, study habits, etc. Six different measures were utilized to gather data on all these factors. Data analysis revealed seven factors related to FLA: age, academic achievement, prior history of visiting foreign countries, prior high school experience with foreign languages, expected overall average for the current language course, perceived scholastic competence, and perceived self-worth. However, gender did not make any significant change in the FLA of the participants. A similar finding was proposed by Aida (1994) in their study with 96 university students enrolled in a Japanese course. The levels of FLA did not show any significant change regarding participants' genders, even though gender has been found to be effective on course grades.

2.1.2. Foreign language anxiety & language achievement and performance

Another widely investigated aspect of FLLA has been its effect on learners' achievement and language proficiency, and the literature points out mostly consistent findings supporting that foreign language anxiety is influential in language process and success.

In a pioneering study, Horwitz (1986) examined FLLA in the Spanish and French language classrooms, and the findings indicated a negative correlation between students' final grades and FLLA, that is, students with higher levels of FLLA received lower grades

in the exams. Some similar findings were reached by Phillips (1992). The study investigated the effect of FLLA on students' oral exam performance that was measured by test scores and other criteria related to accuracy and content. The findings showed that learners' FLLA has a moderate negative effect on their performance, length of speech, number of total words, and target structure use. Furthermore, Aida (1994) applied a similar study of Horwitz et al. (1986) in a Japanese university course with 2010 students. The study indicated that students with higher levels of FLA were likely to receive lower course grades. In addition, the study looked into the relationship between satisfaction with the course grades and FLA, and it was found that satisfied students showed lower levels of FLA than the others.

Literature has investigated the relationship between FLA and achievement in different contexts such as Turkish (Batumlu & Erden, 2007), Chinese (Lu & Liu, 20115), Pakistani (Awan, Azher, Nadeem, & Naz, 2010), Arabic (Elkhafaifi, 2005). Batumlu and Erden (2007) carried out a study with 150 university students in the Turkish EFL context. The FLCAS (Horwitz et al.,1986) and students' midterm scores were used in data collection. Data analysis revealed a significant negative moderate relationship between FLA and students' achievement. In another context, similar results were reached by Awan, Azher, Nadeem, and Naz (2010). Study subjects were 149 Pakistani undergraduates from different departments, and their GPA in English classes was used as the achievement measure. The results reported that FLA debilitates students' achievement. Lu and Liu (2015) studied FLA concerning 934 students' performance and strategy use in the Chinese context. The results indicated that anxious students were more likely to perform poorly in English, and there was an inverse relationship between FLA and performance in English. In an Arabic course, Elkhafaifi (2005) examined students' FLA and how it affects their course achievement and listening comprehension. The results pointed out the debilitating effect of FLA on students' course achievement and listening comprehension.

2.2. Foreign Language Anxiety Regarding Language Skills

2.2.1. Foreign language speaking anxiety

Foreign language anxiety has been investigated with regards to its relation to aspects of all language skills. Among all, foreign language speaking might be the most examined one (Aida, 1994; Kleinmann, 1977), and FLA is highly recognized with its relation to the

oral aspects of language performance (Horwitz, 2001; Saito, Garza, and Horwitz, 1999). In this regard, it is important to have an understanding of foreign language speaking anxiety (FLSA).

Kleinmann (1977) was one of the earliest research studies on the effects of anxiety on speaking performance. The researcher carried out a contrastive analysis between two groups of English as a Second Language (ESL) learners, and learners' avoidance behaviors regarding specific structures were investigated. It has been pointed out that psychological variables were determinants in learner behavior in second language use.

Hewitt and Stephenson (2012) examined the effect of FLA on the oral exam performance of 40 students at a university-level elective English course. The FLCAS was utilized to determine the level of FLA among students, and six highly anxious students –3 of them are high-ability, 3 of them are low-ability students– were selected to be interviewed after the oral exam. After the exams, the data analysis revealed that students with higher levels of FLA get lower grades in the oral exam than students with moderate and low anxiety. Also, the interviews with three low achievers and three high achievers indicated that feeling nervous is inevitable for low-achievers while high-achievers find exams useful for real life communication

Another study on FLSA was carried out by Young (1990) with 135 university and 109 high school students and their teachers. The study aimed to determine what characteristic of speaking make students anxious, which speaking activities make students anxious, and whether instructors play a role in their FLSA. With these aims, two questionnaires, including items on FLSA and speaking activities, and in-class observations were carried out to collect data. The findings revealed that students' anxiety changed depending on the type of activity, and engaging topics made students show more willingness to communicate. Regarding error correction, students stated they feared making mistakes or saying wrong things, and the majority of students contended that their mistakes were corrected. Also, students reported feeling more relaxed when they attended the class prepared. Inquiry of the level of FLSA arousal regarding activity types found activities that require self-exposure and being in the spotlight, such as making an oral presentation, role-playing, and presenting a prepared dialogue to the whole class.

In the Chinese EFL context, He (2017) carried out a comprehensive study with 302 students and 30 teachers to determine the strategies to overcome FLSA. Questionnaire surveys and interviews were carried out, and 32 strategies that were used by the participants to alleviate FLSA were detected. Then the strategies were applied, their effectiveness was tested. The findings showed that using those strategies makes learning more enjoyable and reduces FLSA. Also, the investigation revealed that teachers' personalities are among the factors related to FLSA, for example, teachers who are friendly, humorous, knowledgeable, sensitive to cultural differences were more favorable by the students.

2.2.2. Foreign language listening anxiety

Foreign language anxiety has also been investigated with respect to its relation to listening skill. Especially, the effect of foreign language listening anxiety (FLLA) on listening performance has been widely investigated, and literature points out the debilitating effect of FLLA on listening performance (Elkhafaifi, 2005; Kim, 2000). Elkhafaifi (2005) investigated and compared FLA and FLLA in an Arabic course. The study looked into the effect of these two types of anxieties on students' achievement and listening comprehension. The data analysis found that FLA and FLLA were distinct types of anxieties in their nature, and they both had negative influence on learners' achievement and listening comprehension. In another study, Serraj and Noordin (2013) investigated the likely effect of FLA and FLLA on language listening skill of 210 Iranian EFL learners. The FLCAS (Horwitz et al., 1986) and the FLLAS (Kim, 2000), and an adaptation of the IELTS listening test were used in data collection. The findings confirmed that FLA and FLLA have a moderate positive relationship and they both have a moderate negative impact on listening comprehension of the participants. However, FLLA posed significantly more impact on listening skill than FLA has done.

The effect of using listening strategies on FLLA has been another area that causes interest among researchers. (Golchi, 2012; Liu, 2016). Liu (2016) performed a study with 1160 first-year university students to investigate the effect of FLLA and strategy use, and its effects on test performance. A battery of FLLA and a listening test were conducted, and 227 low- and 243 high-proficient students were included in the final data analysis. The results indicated that students with low proficiency are significantly more anxious than their

counterparts, they had less confidence in listening, and they apply less active listener strategies and more word-oriented strategies. Furthermore, FLLA was found to be significantly related to strategy use, and strategy use was revealed to be a predictor of test performance.

The sources of FLLA have also been widely investigated in the literature (Elkhafaifi, 2005; Young, 1992; Zheng, 2008). Vogely (1998) stated that listening comprehension was essential in communication because speakers needed to listen and understand to respond verbally, and the researcher investigated the sources of FLLA. The study subjects were 140 university students in a Spanish course, and they completed a questionnaire investigating sources of their FLLA and what reduces their FLLA. The results divided the sources of FLLA to input, process, instructional factors, and personal factors, and they were mainly about input, for example, nature of speech, level of difficulty, lack of clarity, lack of visual support, repetition of input. The study also presented suggestions to alleviate FLLA such as making input comprehensible, using clear and concise structured tasks, introducing students listening comprehension strategies.

2.2.3. Foreign language reading anxiety

The first study distinguishing foreign language reading anxiety (FLRA) from general foreign language anxiety has been Saito et al.'s (1999) study carried out with 383 students in French, Japanese, and Russian language courses. An instrument named the Foreign Language Reading Anxiety Scale (FLRAS) was developed specifically for this study to measure the level of FLRA, and the FLCAS (Horwitz et al., 1986) was used to measure the level of FLA. Also, students' course grades were used as the measure of performance. The study reached valuable findings. It was revealed that FLA and FLRA were distinct forms of anxiety, and students with higher levels of FLA were likely to have higher levels of FLA. Also, comparisons among the anxiety experienced in different target languages confirmed that FLRA changes regarding the target language, but FLA is not related to the target language. That is, some languages caused higher levels of FLRA, for instance, Japanese caused the highest levels among the languages in the study. However, FLA did not show a significant change regarding the languages. Moreover, Sellers (2000) supported Saito et al.'s (1999) finding of FLRA as a distinct type of anxiety. The researcher developed the Reading

Anxiety Scale and used FLCAS to collect data. Also, the Cognitive Interference Questionnaire was used to measure the off-task thoughts during reading activity. Then students' reading comprehension was assessed by a written test and a multiple-choice test. The results reported that FLRA was separate from FLA, and students with high FLRA remembered less reading content and had more the off-task thoughts.

Similar to FLLA, strategy use has been an essential factor in FLRA. Nyikos and Oxford (1993) listed the critical types of foreign language learning strategies in their pioneering study with 1200 university students. Lu and Liu (2015) investigated FLRA, strategy use and their effect on reading comprehension performance of 1702 university students. The results pointed out that most students were content with their reading proficiency and did not experience FLRA, and also female students were found to be more anxious than males. Inquiry of using reading strategies indicated that more than half of the students used different reading strategies. Lastly, both FLRA and FLRA were found to be effective in reading comprehension.

2.2.4. Foreign language writing anxiety

The anxiety that individuals experience during writing tasks has been introduced as writing apprehension in Daly and Miller's (1975b) study with 164 English majors. Following studies have investigated the writing anxiety in L1 and L2 contexts, and this part presents an overview of foreign language writing anxiety (FLWA).

Palmquist and Young (1992) delved into the notion of giftedness in writing, and they investigated learners' beliefs in giftedness, prior experiences in writing, their FLWA, and relations among these variables. The study subjects were 247 students from two universities. The results revealed that students who strongly believed that writing ability was a gift are more likely to experience higher levels of FLWA and lower levels of self-assessment.

Cheng (2002) looked into the factors and various learner differences related to foreign language writing anxiety. The results discovered that FLWA was determined by perceived L2 writing competence, and L2 writing was separate from L1 writing anxiety. Also, confidence in L2 writing, L2 writing motivation, extracurricular efforts were found to be the best predictors of FLWA. Inquiry of the effect of learner variables revealed that female students experienced higher levels of FLWA, and FLWA increased with the students' year

of education (freshman/ sophomore/ junior); however, the change was not statistically significant. Teachers were advised to positively foster students' perceptions of writing competence as it was as essential as their writing competence.

In another study, Hassan (2001) studied with 182 students at the English Department to investigate the relationship between FLWA and students' self-esteem. Also, students' writings were evaluated regarding their quality and quantity as a measure of writing performance. The findings discovered that students with lower levels of FLWA wrote better compositions than students with lower levels of FLWA, and FLWA demonstrated a significant negative relation to self-esteem. This finding may be supported by Cheng's (2002) findings related to perceived L2 writing competence.

In a recent study, Liu and Ni (2015) investigated general sources and effects of FLWA among 1174 Chinese university EFL students. The study adopted Foreign Language Writing Anxiety Scale (Young, 1999), semi-structured interviews and English writing tests. The findings indicated that the participants carry positive feelings towards writing in foreign language; however, FLWA was still significantly effective on the students' writing performance and confidence in writing. The interviews revealed some of the causes for FLWA as having difficulty in writing, willingness to use proper words, caring too much about the exam results, unknown genre, students' own slow writing pace.

FLWA may also be related to EFL learners' self-efficacy. Öztürk and Saydam (2014) dealt with two affective factors, namely anxiety and self-efficacy, in the Turkish EFL writing context. The participants consisted of 240 undergraduate students from various universities. The data were collected through the Second Language Writing Anxiety Instrument (Cheng, 2004) and semi-structured interviews. The findings indicated that FLWA and self-efficacy had a moderately negative relationship. Also, the main sources of FLWA were found to be vocabulary knowledge, lacking of ideas and inability to organize ideas, fear of negative evaluation, and unfamiliar topics. Moreover, the students pointed out linguistic knowledge, writing competence and teachers themselves as the effective factors in FLWA.

Uzun and Zehir Topkaya (2018) carried out another study that may be related to self-efficacy. 78 undergraduates of ELT department took part in the study, and the change in their FLWA through the instruction was measured with the Second Language Writing Anxiety Inventory (Cheng, 2004) in week 1, week 7 and week 12. Also, interviews were

carried out to have an understanding of the students' perceptions. The findings of data analysis showed that the participants' FLWA decreased through the genre-based intervention. Also, the participants stated a perceived decrease in their FLWA because of the increase in their content knowledge and self-efficacy, practicing, and having feedback.

2.3. Sources of Foreign Language Anxiety

Young's (1991) comprehensive study on the sources of foreign language anxiety presented the determined sources under the following categories: "1) personal and interpersonal anxieties; 2) learners' beliefs about language learning; 3) instructor beliefs about language teaching; 4) instructor-learner interactions; 5) classroom procedures; and 6) language testing" (p. 427). Upon considering these categories into account, this part attempts to explain the sources of language anxiety.

Personal and interpersonal sources may be exemplified with learners' personal opinions and feelings such as low self-esteem and fear of negative evaluation. Cheng et al. (1999) carried out a study to investigate FL classroom anxiety and detected that low self-confidence was an effective factor in learners' FL writing and classroom anxiety. Aydın (2014) studied the sources of FL speaking and writing anxiety, and the findings showed that learners experienced frustration as a result of not being able to communicate in English, and it resulted in low self-confidence, and also that learners suffered from negative evaluation by their classmates, and felt less competent in the target language; thus, they remained silent. Gregersen and Horwitz (2002) looked into the perfectionism in FL oral performance and discovered that anxious students showed differences in their performance standards, fear of negative evaluation, the anxiety of making errors, and procrastination when they were compared to non-anxious students. This finding might be explained by the fact that competitiveness among students might be an anxiety source among learners. While extreme competitiveness causes learners to feel themselves stressful, a moderate level of competitiveness among learners motivates learners (Bailey, 1983; Matsuda, 1989)

Language learners' beliefs about learning or language itself may be implausible or misleading in shaping their learning processes. White (1999) has stated that learners' beliefs guide them in adapting to new situations, understanding the expectations, and behaving accordingly. Horwitz (1988) examined the beliefs of university students learning different

foreign languages, and the results pointed out that learners' beliefs showed differences in the following issues: the time required to learn a language, the difficulty of learning, the innate language-learning abilities, the characteristic of a good language learner, the nature of language learning, translation, the most important skill to invest in the most, communication strategies, benefits of foreign language learning, and their motivation to learn.

Instructor beliefs and learner-instructor interactions are other sources of anxiety in language classrooms. The social atmosphere that the teacher builds up in the classroom, the roles that the teacher adopts, and the error correction style may have an immense impact upon learners' anxiety (Young, 1991). Tsui (1996) highlighted that the duration of teacher-talk affects student participation, and when the learners speak less, it causes teachers to gradually become more impatient. Aida (1994) pointed out the important role of teachers in creating a positive atmosphere to ease learners' fear of making errors. Also, the manner and timing of error correction are essential regarding the issue of learner anxiety (Young, 1991).

Young (1991) explained anxieties related to classroom procedures as the anxieties resulting from having to speak in front of a group. McCroskey (1978) investigated communication apprehension, which may refer to speaking anxiety, and defined the term as the anxiety related to communication with another person or persons. McCroskey, Fayer, and Richmond (1985) examined the relationship between self-perceived competence of language learners and communication apprehension and found out a negative correlation, which indicated that students with low self-perceived competence were prone to experience more communicative apprehension in a foreign language; however, they did not show any similar tendency in the native language. Subaşı (2010) investigated the possible sources of anxiety in oral practice in the Turkish EFL context and found out that learners' fear of negative evaluation caused learners to experience anxiety and that learners' self-perceived speaking ability was a significant determiner in their anxiety. Also, the study indicated that the level of fear of negative evaluation and the level of self-perceived speaking ability depended on each other and had a negatively correlated relationship.

Test-taking is another area that has been investigated as a source of anxiety for language learners. Sarason (1972) described test anxiety as a situation when learners tended to "emit self-centered, interfering responses when confronted with evaluative conditions" (p. 383). Aida (1994) studied language anxiety in the Japanese context, and the findings

indicated that test anxiety, fear of failing, and attitudes towards the classroom are among the sources of language anxiety. Testing procedures, instructions, and techniques are another source of anxiety (Lynne, 1984; Oh, 1992; Scott, 1986). Another significant cause behind test anxiety may be the time constraints of examinations (Immerman, 1980; Madsen & Murray, 1984). Aydın (2013) investigated test anxiety at the elementary school level and has found out that learners were more confident and comfortable in the exams when they were well informed about the content of the test and study sufficiently. Regarding visible indicators of test anxiety, it might be said that test-taking may have physical effects on learners such as trembling, shaking hands, rapid heartbeat, etc. (Aydın, 2013; Aydın, Yavuz & Yeşilyurt, 2006)

2.4. Foreign Language Anxiety in the Turkish EFL Context

Foreign language anxiety has been one of the widely investigated areas in the Turkish EFL context, and the issue has addressed and has been investigated from diverse perspectives. This part briefly mentions some of the studies on FLA and EFL anxieties regarding different language skills to explain the existing situation of FLA research in the Turkish EFL context as it might be beneficial to understand FLTA research in the same context.

Aydın (2008) conducted a study on FLA and fear of negative evaluation in the Turkish EFL context. The participants were 112 students at an ELT department with advanced proficiency. The results indicated that participants suffer from FLA and fear of negative evaluation although they were proficient language learners. Also, gender and age were significant factors on FLA and fear of negative evaluation in this study. Yet, Şimşek (2015) studied the role of FLA in EFL classes and the gender factor on FLA, and the findings did not detect much difference in FLA between female and male students; however, males showed slightly higher levels of FLA. Similarly, Tosun (2017) performed another study investigating FLA and its relation to gender and achievement. Their subjects were 146 students in the English Language and Literature department. The results did not show any significant relation of FLA to achievement and gender.

FLA has also been investigated in language skills individually in the Turkish EFL context. Firstly, it might be meaningful to examine foreign language speaking anxiety

(FLSA) as FLA is mainly related to speaking skills (Aida, 1994). Öztürk and Gürbüz (2014) carried out a mixed-method study on FLSA with 383 pre-intermediate students to determine the level of FLSA, students' perceptions, and major causes of it. All participants took a questionnaire, and 19 randomly selected students attended interviews. The quantitative data analysis pointed out that participants had a low level of FLSA, and researchers explained this finding with the fact that speaking English in Turkey had advantages, and students were possibly eager to improve their skills. However, the interviews revealed that students perceive EFL speaking as an anxiety-provoking activity, and there were several causes of it, for instance, fear of making mistakes and negative evaluation, pronunciation, and immediate questions. Furthermore, Subaşı (2010) investigated the significant sources of FLSA regarding two aspects, individuals' fear of negative evaluation and self-perceived speaking ability. Fifty-five students at the ELT department participated in the study, and a survey was carried out along with interviews with 15 randomly selected students. The results revealed that fear of negative evaluation had a relation to FLA. Also, it was found that when students had confidence in their abilities, they experience less anxiety, and their self-rating is negatively affected by their anxiety. The findings of the interviews have listed the sources of anxiety in oral practice as personal reasons, teachers' manners, teaching procedures, and previous experience.

Having adopted a distinct perspective by Thompson and Khawaja (2015), and they examined the role of multilingualism in Turkey and made a comparison between the levels of FLA among bilingual and multilingual EFL students. In their study, multilingual students appeared more likely to show less English anxiety in the classroom, less fear of ambiguity, less negative feelings towards English lessons, and to have more confidence than bilinguals do. Regarding their findings, it might be said that experience with languages builds confidence in learners and causes them to feel less anxious.

Foreign language listening anxiety (FLLA) has also been an area that is addressed in the Turkish EFL context, and existing studies have shown the effect of FLLA on the language learning process (Bekleyen, 2007; Elkhafaifi, 2005; Graham, 2006; Golchi, 2012). Bekleyen (2009) carried out a study on foreign language listening anxiety (FLLA) among 54 prospective language teachers to investigate the level of FLLA, its correlates, causes, and participants' strategies to overcome it. The results showed that participants experience a high

level of FLLA regarding their proficiency, and also, their FLLA negatively affects their course achievement. The following causes to FLLA were detected in the study: “inadequacy of previous education, failure to recognize the spoken form of a known word, failure to identify segments of sentences, failure to recognize weak forms of words, poor quality of the listening materials, failure to understand different accents and dialects, lack of topical knowledge, lack of vocabulary or grammatical knowledge” (Bekleyen, 2009, p. 669). Another study on foreign language listening anxiety was performed by İpek (2020). The study subjects were 56 first-year ELT students enrolled in a listening and pronunciation course at university. A list of listening sub-skills was taught during the course to enhance learners’ comprehension. The aim was to investigate students’ former training on listening comprehension, self-study habits, the change in students’ comprehension after the training, and their relation to foreign language listening anxiety. The findings indicated that only a minority of the participants received former listening comprehension training, and they showed lower levels of foreign language listening anxiety than their counterparts. Also, it was found that students who adopted self-studying habits (e.g., watching series or films) showed lower levels of foreign language listening anxiety. Lastly, the implication of the treatment had a significant positive change in students’ FLLA.

Kuru-Gönen (2009) looked into the sources of EFL reading anxiety among 50 first-year students in the ELT department. The FLCAS (Horwitz, 1986) and the Foreign Language Reading Anxiety Scale (Saito et al., 1999) were utilized to measure the current level of FLA and EFL reading anxiety. The findings of the study showed that EFL reading anxiety was a distinct phenomenon from FLA, and the main sources of EFL reading anxiety were stated as in following: the personal factors (e.g., lack of motivation, negative past experiences, inappropriate strategy use), the reading text (e.g., topics, unknown vocabulary and cultural context, complex structures) and the reading course (e.g., course book, compulsory reading).

Studies on FLA in the Turkish EFL context have also delved into its relation to writing skills. Atay and Kurt (2006) explored EFL writing anxiety among 85 pre-service EFL teachers. More than half of the participants were found to experience high or average levels of EFL writing anxiety, and they reported having difficulty in organizing and producing ideas during writing activities. Also, their past experiences with EFL writing and their teachers at university were stated among the factors that influenced their approach to EFL

writing. Another study on EFL writing anxiety was conducted by Ekmekçi (2018) with 126 first- and fourth-year students at the ELT department, and the study compared their levels of EFL writing anxiety. The data were collected through Second Language Writing Anxiety Inventory (SLWAI) (Cheng, 2004) and an open-ended questionnaire. The data analysis showed that participants experience a moderate level of EFL writing anxiety, and they generally experienced physical symptoms during the writing task such as sweat and nervousness. Also, first-year students showed more anxiety in EFL writing than senior students are. This finding was explained by the fact that senior students encountered more language and writing experiences and became more proficient. In addition, open-ended questionnaires indicated that first-year students experience positive attitudes towards writing, topic-related anxiety, and time-related anxiety. On the other hand, seniors were found to experience more moderate EFL writing anxiety and to have trouble in timing.

All the studies mentioned so far in the Turkish EFL context have been performed with the participation of university students. In this respect, it might be beneficial to look into younger learners to have a different perspective on FLA. Gürsoy and Akın (2013) examined the relationship between FLA and 84 children aged between 10 and 14 years. The results revealed that younger students experienced lower levels of FLA than older students did. Similarly, Aydın, Harputlu, Çelik, Uştuk, and Güzel (2018) investigated FLA among primary and secondary school students with the participation of 494 students. The findings showed that examinations and grammar-based language activities constituted the major sources of moderate FLA. Also, the other factors causing high levels of FLA were found to be unpreparedness before speaking, unfamiliar topics, fear of making mistakes, negative evaluation by others, and fear of failing.

Many of the studies on FLA have proposed strategies to overcome it and create a low anxiety classroom (Atay & Kurt, 2006; Bayat, 2014; Çınar-Yastıbaş & Yastıbaş, 2015; Kuru-Gönen, 2009; Subaşı, 2010; Yaman, 2016). Some of them have been summarized in this paragraph to provide a brief guideline. In a quasi-experimental study, Bayat (2014) adopted the process writing approach and examined its effect on EFL writing success and anxiety of 74 first-year students. For this study, experimental and control groups were created, and the designed process writing activities were performed. Also, pre-test and post-test of the Turkish version of the Writing Apprehension Test (Daly & Miller, 1975a)

designed by Zorbaz (2010) were conducted, and students' scores were used to measure achievement. The results showed that the process writing approach significantly alleviated EFL writing anxiety. Also, students experienced fear of being evaluated to some extent, but it also decreased with the process writing approach. Çınar-Yastıbaş and Yastıbaş (2015) looked into how peer feedback on writing affects EFL writing anxiety in an 8-week program, and the results revealed that peer feedback reduces students EFL writing anxiety regarding cognitive, somatic, and avoidance anxiety. Also, participants started feeling more confident in writing via collaboration with their peers. Yaman (2016) carried out a ten-week treatment that helped EFL learners carry their speaking practice out of the classroom, which was very important as it could be challenging to find another English speaker to practice with. In his study, 12 prep-school students were asked to keep voice diaries. Then semi-structured interviews were carried out to investigate students' perceptions. The findings pointed out that most participants regarded speaking as challenging because of their lack of fluency and anxiety. The treatment was found effective because of its facilitating effect on self-expression skills, fluency, and pronunciation, and also it reduced anxiety. Adopting them and many more might be possible to help learners deal with FLA and aspects of it.

2.5. Teaching Anxiety

Bernstein (1983) mentioned some of his second most memorable teachers being distant, problematic, aggressive, and even hostile, and only after 15 years of teaching experience and Ph. D. in clinical psychology, it occurred to the researcher how anxiety and stress would be the cause behind these educational mishaps. The researcher proposed some problems of the following teachers may be due to anxiety: Giving confusing and unnecessarily lengthy answers to students' questions, making unpleasant comments about students' interests and abilities, sarcasm and negative attitudes towards students' learning processes, avoidant behaviors, unpreparedness, relying heavily on student presentations, excessively rigid or favoring relationships with the students, inconsistent behaviors (altering the mood from being calm and centered to being defensive or hostile), and paranoid thinking about students' responses or behaviors (Bernstein, 1983).

In this regard, teaching anxiety has been investigated in various educational contexts in the literature in relation to different factors and variables. One of the most investigated

contexts is mathematics classrooms. Parsons (1973) and Ganley et al. (2019) revealed a relationship between traditional beliefs about teaching and mathematics anxiety. Peker (2009) investigated the relationship between learning styles and mathematics teaching anxiety and found significant differences between the teaching anxiety of pre-service teachers with different learning styles. In another teaching and learning context, Senler (2016) examined the teaching anxiety of pre-service teachers of science and its relation to different factors and variables. The findings indicated that the teaching anxiety in this context was linked to attitudes towards science teaching and locus of control. Gardner and Leak (1994) investigated teaching anxiety among college psychology teachers and found some correlates of teaching anxiety, such as academic rank and teaching experience. Peker (2009) looked into the effect of micro-teaching on teaching anxiety about mathematics and reached a similar result that experience in teaching eases teaching anxiety.

Having reviewed the literature on teaching anxiety in various educational contexts, the effect and importance of teaching anxiety might be clearly seen, and it is also important to understand the existing situation in foreign language anxiety regarding the purpose of this study. Besides, investigating educational contexts regarding teaching anxiety distinctly might be more effective and advantageous as each field carries different characteristics and diverse variables along with their mutual variables. As a result, it might be advantageous to look into teaching anxiety in EFL teachers as a distinct concern. The following parts present the literature on foreign language teaching anxiety in educational context and the Turkish EFL context.

2.5.1. Foreign language teaching anxiety

Foreign language teaching anxiety is a comparatively recent area when foreign language anxiety research has been investigated. Horwitz (1996) has been the first researcher to propose that non-native EFL teachers are also language learners and they might experience anxiety during their teaching practices. Following this proposal, the attention has shifted to foreign language teaching anxiety, but it has still not taken the necessary attention. Aydın (2020) reviewed the studies on teaching anxiety in the years of 1973 and 2008, and The results indicated that the studies on teaching anxiety showed accumulation in the last 10 years. Also, their findings pointed out that the second most investigated area of research was

English following teaching anxiety among Mathematics teachers. The reason behind this focus of research might be related to the attributed importance of those fields in educational contexts.

Earlier studies have addressed the issue from both pre-service and in-service EFL teachers. These two groups of teachers might differ in terms of their FLTA as different factors might interfere their teaching practices. Thus, it is important to peruse the literature on FLTA among pre-service and in-service EFL teachers separately, and then their findings might be related to this study.

2.5.1.1. Foreign language teaching anxiety among pre-service EFL teachers

The literature related to FLTA among pre-service EFL teachers points out diverse factors that cause FLTA (Agustiana, 2014; Merç, 2011; Tum, 2015; Tüfekçi-Can, 2018). Merç (2011) carried out a study with 150 undergraduate students in the teaching practicum to investigate the sources of FLTA. The participants kept diaries, and semi-structured interviews were conducted with 30 of those participants. The determined sources of FLTA were analyzed under six categories; students and class profiles, classroom management, teaching procedures, being observed, mentors, and miscellaneous students. In another context, Agustiana (2014) examined the sources of FLTA among 50 pre-service EFL teachers at an English department through close-ended questionnaires and semi-structured interviews. The participants were found to experience FLTA during mentor observations, the first day of teaching practice, carrying out practicum assessment, having a big classroom, teaching grammar, and catching up students' attention, when students ask questions, because of teaching inexperience. As Tum (2015) pointed out in their study, pre-service EFL teachers may experience FLTA in three stages. Firstly, pre-service EFL teachers might experience foreign language anxiety as a language learner themselves. Secondly, when they realize the future responsibilities and occupational difficulties they may experience in the future during the teaching training, they might experience FLTA. Thirdly, they might be overwhelmed by entering EFL classrooms as they are comparatively inexperienced. In another study, Tüfekçi-Can's (2018) study carried out with 25 pre-service EFL teachers investigated the influential factors on FLTA, and classified the factors as cognitive, affective, and socio-cultural factors by providing a different perspective on FLTA-provoking factors.

Some studies also investigated the relationship of FLTA to different constructs such as FLA (Yuksel, 2008) and self-efficacy beliefs (El-Okda & Al-Humaidi, 2003; Merç, 2015a). Yuksel's (2008) study with 63 pre-service teachers pointed out that teaching a particular language skill was the strongest FLTA-provoking factor among other factors, and FLA was not influential on FLTA. Regarding self-efficacy, El-Okda and Al-Humaidi (2003) investigated the relationship between self-efficacy and FLTA, and their findings indicated that perceived self-efficacy had a negative relation to FLTA. In the Turkish EFL context, Merç (2015a) investigated 117 pre-service teachers' FLTA and self-efficacy, and these two constructs showed a moderate negative relationship.

A number of studies investigated the strategies adopted by pre-service EFL teachers (Pasaribu & Harendita, 2018; Han & Takkaç-Tulgar, 2019). Pasaribu and Harendita's (2018) study with 30 pre-service EFL teachers investigated how they coped with FLA during teaching practices, and the study proposed 4 groups of strategies to manage their FLA: personal, professional, social, and institutional. Han and Takkaç-Tulgar (2019) investigated the FLTA and coping strategies through open-ended forms, dairies, and peer-reflection forms, and the study found that classroom management acted as an influential factor on FLTA before actual teaching; however, during real teaching practices, being observed by their mentor caused the highest FLTA. The study also provided a comprehensive list of examples to coping strategies, such as ignoring being observed, using body language, following lesson plan, and using interactive teaching.

2.5.1.2. Foreign language teaching anxiety among in-service EFL teachers

In addition to FLTA among pre-service EFL teachers, the literature also deals with the issue from in-service teachers' perspectives. The existing literature on FLTA has dealt with influential factors (Akinsola, 2014; Kobul & Saraçoğlu, 2020; Öztürk, 2016), sources of FLTA (Aslrasouli & Vahid, 2014; Aydın Uştuk, 2020b; Horwitz, 1996; İpek, 2006; Numrich, 1996; Öztürk, 2016; Ouastani, 2018; Tseng, 2005), strategies to overcome FLTA; symptoms related to FLTA (Kim & Kim, 2004; Liu & Wu, 2021; Ouastani, 2018), and it is mostly agreed that EFL teachers experience foreign language teaching anxiety to various degrees and in different ways.

Regarding the factors related to FLTA, gender has been widely investigated; however, existing findings show inconsistent relations. Amen et al. (2002) did not observe any significant association between teaching anxiety and gender among the participants teaching

accounting. Similarly, Akinsola (2014) investigated teaching anxiety among pre-service teachers, and the findings did not show any significant differences in teaching anxiety regarding gender, and the literature provides supporting evidence to this study (Kesen & Aydın, 2014; Öztürk, 2016). On the other hand, some of the research studies in the literature have indicated that female participants experience a higher level of teaching anxiety than their male counterparts do (Yazıcı & Ertekin, 2010; Paker, 2011). Aydın and Uştuk (2020b) highlighted that male participants were reported to have higher levels of FLTA in terms of perceived language proficiency, fear of negative evaluation, and time management.

Graduating from a foreign language department or having an EFL teaching certificate may not guarantee language teachers' feel self-confident or their instruction is effective; thus, personal development regarding teaching practices is necessary for EFL teachers (Horwitz, 1996). Also, experiencing anxiety during their instruction might be inevitable and EFL teachers experience TA anxiety in all levels (Tum, 2010; Öztürk, 2016). So far, FLTA has been investigated regarding diverse variables in both pre-service and in-service teachers. Aydın (2016) carried out qualitative research on FLTA with 60 pre-service teachers, and their FLTA was found to be related to their personality, perceptions of language proficiency, fear of negative evaluation, technical issues, inexperience, and teaching motivation. Merç (2015b) found that teaching practice decreases FLTA in pre-service teachers, and this finding may be related to the experience that student teachers gain through the practicum. Ouastani (2018) studied with pre-service and novice teachers, and the findings showed that the majority of the participants experienced moderate FLTA while some of them had high FLTA. Undoubtedly, pre-and in-service teacher comparison revealed another variable to investigate, which is the experience of EFL teachers.

The studies have also investigated foreign language teaching anxiety among in-service EFL teachers. Kesen and Aydın (2014) carried out a case study comparing novice and experienced EFL teachers, and their findings indicated that both groups occasionally suffered from FLTA, and the years of EFL teaching experience was an effective variable in lowering FLTA. Supporting this finding, Öztürk's (2016) mixed-method study with 103 instructors from various state universities showed that the participants experienced moderate levels of FLTA, and years of teaching experience significantly affect FLTA. Aydın and

Uştuk (2020b) investigated the FLTA of teachers working at primary, secondary, high school, and university and noted that experience was an important factor in FLTA.

Another aspect investigated has been the relation between school contexts and proficiency levels of students and FLTA. Kim and Kim (2004) compared FLTA of elementary and secondary school teachers, and the findings did not show any significant differences even though secondary school teachers had reported feeling higher FLTA. Regarding the school contexts, another study was carried out by Tseng (2005) comparing FLTA of high school and elementary school teachers, and it was reported that high school teachers experienced higher levels of FLTA. This finding was explained in the study with the fact that teaching in high school could be more demanding for teachers in terms of language level and also because of the pressure of university exams. Aydın and Uştuk's study (2020b) on FLTA compared teachers in state schools to private schools, and teachers in state schools was reported feeling more anxious in terms of the use of target language in class time management and perceived unpreparedness.

2.5.2. Sources of FLTA

Sources of FLTA related to teaching instruction are also important to investigate because some of them may be unexpected and uncontrollable for EFL teachers. Thus, the literature has been examined concerning the anxiety-provoking factors directly related to the classroom environment.

The literature on FLTA has provided some frameworks to investigate FLTA among in-service EFL teachers (Aydın & Uştuk, 2020a; Horwitz, 1996; İpek, 2006; Numrich, 1996). Horwitz (1996)'s framework was the first one to draw a road map for the researchers. Following this framework, Tum (2010) explored the feelings of FLTA among non-native EFL teachers and student teachers, compared the findings with the findings of the earlier studies and investigated whether FLTA affects EFL classroom instruction. Kim and Kim (2004) also followed Horwitz's (1996) 's framework and questionnaire and elaborated the findings by carrying out an open-ended survey. In their study, non-native teachers' responses to the open-ended questionnaire uttered teaching conversations in English as the most anxiety-provoking activity. Also, unexpected questions, unfamiliar vocabulary items, being regarded as insufficient by the students, and being unable to handle the classroom have been

mentioned as sources of FLTA. In addition, certain types of students were noted as an essential factor, especially those who had formerly lived in an English-speaking country and those who had neither willing nor motivated to learn English. The study had offered a detailed list of particular anxiety-provoking classroom practices and incidents mentioned in the questionnaires.

Following İpek (2006) 's framework, Öztürk (2016) investigated the sources of FLTA directly related to the classroom environment through semi-structured interviews. The findings showed two leading causes of FLTA: teachers' knowledge of the English language, and the other is about students' and teachers' knowledge of the target culture. In terms of teachers' knowledge of target language, pronunciation, advanced vocabulary items, and carrying out listening comprehension activities, especially with higher levels, caused teachers to feel anxiety. Also, students' critical behaviors towards their teacher's efficacy and instant questions were found to be anxiety-provoking factors related to the second leading cause. Lastly, teachers' target culture knowledge was stated as an essential factor. They were reported to feel anxious, especially when their knowledge of food, traditions, and geographical features was inadequate.

Numrich (1996) examined the diary entries of novice teachers in a master's degree program in TESOL, and some issues that teachers felt discomfort were stated as "managing class time, giving clear directions, responding to students' various needs, teaching grammar effectively, assessing students, learning, focusing on students rather than on self" from the most frequently mentioned to the least (p.142).

Aydın and Uştuk's (2020a) 's framework has recently been developed, and the validity and the reliability of the Foreign Language Teaching Anxiety Scale (FLTAS) have been reported as high. In the study, the factors related to foreign language teaching anxiety were stated as self-perception of language proficiency, teaching inexperience, lack of students' interest, fear of negative evaluation, and difficulties in time management. Teachers moderately suffered from FLTA because of lack of students' interest and fear of negative evaluation, and they exhibited low level of FLTA due to self-perception of language proficiency, teaching inexperience, and difficulties in time management. Lastly, the researchers carried out their study with service teachers working in various countries and suggested more investigation of FLTA in diverse contexts.

2.5.3. Symptoms of FLTA and strategies to overcome FLTA

The question of how to deal with FLTA has not been concerned as much as the sources of FLTA have been investigated. Kim and Kim (2004)'s study noted that preparing for the class thoroughly, using songs, and extra activities, breathing deeply, and improving language skills were among the strategies that their participants benefited to control their anxiety. Besides, Ouastani (2018) investigated the strategies to cope with FLTA anxiety among pre-service and in-service FL teachers, and some of the participants expressed doing nothing and giving up even though they were aware of the adverse effects of FLTA. Moreover, they noted feeling more confident when they prepared the lessons beforehand, but especially 'over preparation' like spending long hours for a single task was highlighted in their case. In addition, the participants were reported to avoid specific approaches and activities, and first language use was noted as a way of escaping concerns related to the participants' proficiency.

Regarding the symptoms of FLTA, Kim and Kim (2004) inquired about the psychological reactions to FLTA, and the symptoms mentioned by the teachers were mainly not being able to speak fluently and stammering, speaking too fast, increase in the heart rate, sweating excessively, and getting butterflies in the stomach. Liu and Wu (2021) reported their anxious participants having a negative mood, poor sleeping, low concentration on teaching, demotivation, and being bad-tempered, feeling burn-out. These experiences may be taken as symptoms of FLTA. Research on teaching anxiety highlights that experiencing teaching anxiety for an extended period of time may lead teachers to manifest physical conditions, problems with alcohol use, personal and social life problems, syndromes of depression, sleep deprivation (Bernstein, 1983; Liu & Yan, 2020; Liu & Wu, 2021).

2.6. Conclusion

This chapter reviewed the existing literature on anxiety in EFL contexts. Though the aim of the study is to investigate the foreign language teaching anxiety among Turkish EFL teachers, all the related literature on the issue was touched upon through a funnel approach. Moreover, the subjects of the study consisted of Turkish EFL teachers, and they were still language learners themselves, an investigation of all aspects of anxiety in EFL contexts might contribute to both the findings and the discussion of the study. Therefore, the research

on anxiety in the EFL context was reviewed in order of foreign language anxiety, teaching anxiety in educational contexts, and foreign language teaching anxiety.

Foreign language teaching anxiety has been a widely investigated area in EFL research, and a vast number of studies on diverse aspects of the issue might be found in the literature. In this chapter, foreign language anxiety was reviewed in relation to gender, achievement, language skills and its sources in order to establish a fundamental understanding of anxiety in EFL contexts. The review of literature showed that the role of anxiety in language learning is undeniable, and it is in relation to various factors. One of the factors inquired in the review of literature was gender, and it was revealed that the existing research studies were not in agreement regarding the effect of gender. When the effect of foreign language anxiety on achievement was investigated, it was gathered that foreign language anxiety is an important determinant on learners' achievement. Furthermore, the investigation of foreign language anxiety in relation to language skills showed that anxiety experienced by EFL learners in each language skill has a distinct nature from one another, and each one has influence on language learning process in a way. Regarding the sources of FLA, Young (1991) presented the sources of FLA in their extensive study, and these findings were followed in this review. Lastly, the existing situation of foreign language anxiety in the Turkish EFL context was examined, and it was found that FLA was studied from diverse perspectives. Its relation to language skills, sources and causes of FLA, and strategies to overcome it were widely examined; however, FLA experienced by young learners were not yielded adequately, and requires further research.

Following the literature on foreign language anxiety, the study reviewed teaching anxiety in educational context, and it was detected that the two most investigated fields were anxiety in teaching Mathematics and English, and the attention to general teaching anxiety was directed in the 1980s. The inquiry into foreign language teaching anxiety started by Horwitz (1996) who proposed that non-native teachers were also language learners and could experience anxiety in the teaching environments. Following his proposals, the attention shifted from FLA to FLTA. The review of literature revealed various aspects and factors related to FLTA, sources of FLTA, strategies to overcome it, and symptoms of FLTA. The literature did not come to an agreement on the relation of gender to FLTA. Similarly, the research of the effect of the level of the students on teachers' FLTA did not

show consistent findings. Besides, it was found that teaching experience was found to be an effective factor in the decrease of FLTA in the literature. Regarding the sources of FLTA, the literature presented various frameworks (Aydın & Uştuk, 2020a; Horwitz, 1996; İpek, 2006; Merç, 2011) to be followed in the research studies. The existing studies discovered certain sources of FLTA, such as fear of negative evaluation, teaching inexperience, etc. However, the literature still needs further investigation. Also, the symptoms of FLTA was studied in a limited number of research studies, and further investigation might be beneficial to help teachers in this issue.

All in all, the literature on anxiety in educational context is a comprehensive phenomenon along with its related factors and aspects. In each context, it shows a different nature and it requires to be investigated individually and understood. Thus, this review of literature dealt with various educational contexts to present a comprehensible review of foreign language teaching anxiety.

3. METHODOLOGY

This chapter presents the overall design of the study. Besides, it gives information about participants, instruments utilized in the study, data collection procedure, and data analysis.

3.1. Overall Design of the Study

The research was carried out with the participation of Turkish EFL teachers teaching in various educational contexts. The study adopted both qualitative and quantitative data collection procedures, and a mixed-methods design was followed in order to explore the existing situation of FLTA among Turkish EFL teachers. Among the types of mixed-methods research, the study adopted the convergent parallel design. This method aims to carry out the qualitative and quantitative data collection procedures simultaneously, to combine the data, and to use the findings to have a better understanding of the research problem (Creswell, 2012). Furthermore, the convergent parallel design holds the advantages of using the best aspects of quantitative and qualitative parts. In addition, “quantitative data provides for generalizability, whereas qualitative data offer information about the context or setting.” (Creswell, 2012, p. 542)

The quantitative data is collected through a background information form and the FLTAS (Aydın & Uştuk, 2020). Utilizing questionnaires in data collection offers "efficiency in terms of researcher time, effort, and financial sources" (Dörnyei, 2003 p.9), also data analysis might be rather fast and conclusive when a well-constructed questionnaire is utilized (Dörnyei, 2003).

The other procedure is the collection of qualitative data through semi-structured interviews. These interviews aim to have a deeper insight into FLTA, to offset the weaknesses of quantitative data by gathering detailed in-depth observation (Creswell, 2012) as the quantitative data collection tool only offers to measure the level of FLTA along with its relation to certain variables.

3.2. Setting

Turkey is one of the countries where English is learned and taught as a foreign language prevalently. The report written by the Economic Policy Research Foundation

(TEPAV) and the British Council (2014) have suggested that using English in the communication brings about certain positive influences on both macroeconomic and individual level in various areas such as international trade, tourism, and provides individuals with job opportunities.

Regarding the importance of foreign language learning, the compulsory English language course starts in the 2nd grade in primary state schools and continues until the end of high school education, and at the end of high school education (Ministry of Education, 2013). The hours of instruction show differences in each grade. In high school education, students may attend various types of high schools, such as Anatolian, standard, vocational, etc., according to their central high school entrance results. The hours of language instruction changes in these schools as their educational objectives differ from each other. Higher education programs put different emphasis on language education in terms of their language objectives, as well. English medium universities offer intensive language education in their preparatory schools for the students who do not have the required language proficiency. Also, departments have either English courses or vocational English courses.

As well as EFL education, English language teacher education (ELTE) is of great importance, and the universities in the country offer diverse courses and language education programs depending on the students' fields of study. The teacher education in the country is given by the various departments of the universities. Öztürk and Aydın (2019) have presented the recent situation of English language teacher education in 57 programs in Turkey stating that programs aim to increase teacher candidates' content knowledge, pedagogical knowledge and general cultural knowledge; however, it is also stated that the existing program has insufficient components that fall short in preparing teacher candidates for real life teaching as it is theory-oriented. The people who graduate from the departments of English Language Teaching (ELT), Foreign Language Education (FLL), English Language and Literature (ELL), American Culture and Literature (ACL), Linguistics, and Translation Studies may work as EFL teachers in Turkey. The Ministry of Education has made some regulations regarding the graduates' eligibility for teaching, and the graduates of all the departments except ELT and FLL need to take extra teacher training given by universities.

After teachers complete their undergraduate education, teachers must take the KPSS exam, which is a central exam to be appointed to state schools, otherwise, they can apply for private schools or universities and attend their interviews. These schools offer in-service teacher training to support teachers throughout their teaching profession. However, these programs are stated to have some drawbacks, for example, they do not extend beyond theoretical knowledge, educational contexts, teachers' needs are not taken into account while preparing the programs, and teachers do not show willingness to attend trainings (Öztürk & Aydın, 2019).

In addition to in-service teacher training, they may attend graduate programs at universities. Having a graduate degree is not a compulsion for the teachers working at the schools affiliated to the Ministry of Education. However, in case teachers get a graduate degree, they receive promotion or income enhancement along with educational benefits of the master and doctorate program. These factors may be encouraging in teachers' willingness to attend a graduate program. On the other hand, the Council of Higher Education issued a regulation requiring teaching staff to have at least a master's degree in order to be an EFL teacher at universities in 2018. Thus, the teachers who work or want to work for universities are more likely to attend graduate programs.

All in all, the existing English language teaching and learning environment in Turkey has both advantages and drawbacks. Turkish EFL teachers experience both sides of this system as they were one EFL learners. Although they have achieved much in their learning and teaching English journey, they have also been affected by the drawbacks. Thus, it is important to have an understanding of the educational background of Turkish EFL teachers.

3.3. Participants

This study aims to investigate FLTA among Turkish EFL teachers, thus the participants consisted of only Turkish EFL teachers, and information related to certain variables that might be effective on their FLTA was collected through a background information form. The study adopted convenience sampling as the participants were volunteer and willing to participate in the study, and they were available (Creswell, 2012; Dörnyei & Csizér, 2012). Convenience sampling, which is also called opportunity sampling, is a type of non-probability sampling which requires participants to be available at a certain

time, accessible, volunteer to participate, and geographically accessible (Dörnyei, 2007). 120 English teachers participated in the quantitative data collection, and Table 3.1 shows the distribution of participants regarding their gender, years of experience, school contexts, last degree, and undergraduate programs.

Table 3.1. *Distribution of participants regarding gender, years of experience, last degree, undergraduate program, and school contexts.*

Variables	Categories	N	%
Gender	Male	33	27.5
	Female	87	72.5
Years of experience	1-5 years	70	58.3
	6-10 years	21	17.5
	11-15 years	17	14.2
	16-20 years	7	5.8
	21- more	5	4.2
Last Degree	Bachelor's	89	74.2
	Master's	28	23.3
	Ph. D.	3	2.5
Undergraduate program	ELT / FLE	97	80.8
	English Language and Literature/ American Culture and literature	18	15.0
	Translation studies	3	2.5
	Linguistics	2	1.7
School Contexts	Primary School	16	13.3
	Secondary School	35	29.2
	High School	31	25.8
	University	38	31.7

As seen in Table 3.1, 27.5% of the teachers were male (N=33) and 72.5% were female (N=87) teachers. In addition, 58.3% of the teachers (N=70) had 1-5 years of experience, 17.5% (N=21) had 6-10 years and 14.2% (N=17) had 11-15 years of experience. In addition,

12 teachers with 16 and more years of EFL experience participated in the study. 7 teachers with 12 to 20 years of experience and 5 teachers with 20 and more years of experience attended the study, and they formed insufficient sampling, thus these two groups were merged later on and renamed as 16 and more years of experience for the inferential data analysis procedure.

Educational backgrounds of participants were inquired in terms of the last degree they obtained and the undergraduate program they studied. While 74.2% of the participants had bachelor's degree (N=89), 23.3% of the teachers (N=23.3) had master's degree, 2.5% of participants (N=3) held a doctorate degree. 80.8% of participants (N=97) studied an ELT/FLE undergraduate program while 15% (N=18) studied in English Language or Literature /American Culture and Literature undergraduate programs. While the percentage of teachers holding a translator's license was 2.5% (N=3), 1.7% of the participants had a linguistics undergraduate education (N=2). Regarding the school context, 13.3% of the participants (N=16) taught language to primary school students and 35 teachers taught to secondary school students, and 31 participants taught high school students. Lastly, 38 participants taught university in university contexts.

During quantitative data collection procedure, the participants who showed moderate and high levels of FLTA were detected, and they were invited to take part in the semi-structured interviews. In total, 11 of the participants who had moderate and high levels of FLTA volunteered to join semi-structured interviews.

3.4. Instruments

The data collection instruments consist of a background information form, the Foreign Language Teaching Anxiety Scale (FLTAS) developed by Aydın and Uştuk (2020), and semi-structured interviews. The following parts explain the instruments in detail.

3.4.1. Background information form

The background information form collects the information about participants' age, gender, educational background, year of EFL teaching experience, and school context. Educational background included bachelors, masters, Ph.D. For bachelor's degrees, it is also probed that they studied ELT/FLL, American Culture and Literature, English Language and

Literature, Linguistics, and Translation studies in undergraduate school. For school context, the participants' students from primary, secondary, high school, preparatory school, or university.

3.4.2. The foreign language teaching anxiety scale (FLTAS)

The Foreign Language Teaching Anxiety Scale (FLTAS) was developed by Aydın and Uştuk (2020). Preliminary tests of validity and reliability of the FLTAS were carried out with the participation of 100 pre-service EFL teachers in the spring semester of the 2017-2018 academic year; that is, the participants had half a semester of teaching experience by the time data were collected.

The FLTAS was developed through a 3-phase study. In the first phase, the qualitative data collection procedure was conducted in order to determine the items of the FLTAS, and the findings of the procedure were reported in Aydın (2016). The qualitative data consisted of the essay papers, reflections, and semi-structured interviews of 60 EFL pre-service teachers. The participants were asked to reflect on their teaching practices regarding their existing knowledge of EFL teaching, their feelings over their performances, problems occurring during their teaching practices, and strategies to overcome the problems. Also, they were asked for specific details about the same topics in the semi-structured interviews. The content analysis revealed the sources of teaching anxiety as in the following list:

- Lack of teaching experience,
- Fear of making mistakes,
- Lack of learner motivation and engagement
- Teacher personality
- Lack of content knowledge
- Time management
- Perceived language proficiency
- Perceived difficulty of the target content according to the learners
- Level of learner proficiency
- Fear of negative evaluation
- Logistical concerns (Aydın, 2016, p.636)

In the second phase, a 45-item Likert-type scale was built upon these potential sources of anxiety as a pilot test by Aydın and Uştuk (2020). In the third phase, the preliminary validity and reliability tests were carried out in their study with 100 pre-service EFL teachers. After the data analysis procedure, 18 of the items that did not show relation to any factors were removed, 27 items remained in the FLTAS, and also the items were grouped under five factors: Self-perception of language proficiency, teaching inexperience, lack of student interest, fear of negative evaluation, difficulties with time management. The five-factor solution in the original research was found 69.09% of the variance. The internal consistency was calculated at .95, which indicates a high level. The reliability coefficients of the FLTAS factors are illustrated in Table 3.1 (Aydın &Uştuk, 2020a, p.50). The internal consistency of the dimensions in the scale, in other words their reliability, were examined with Cronbach's alpha. Table 3.2 presents the reliability values computed by Aydın and Uştuk (2020a), and the existing study.

Table 3.2. Reliability values for the FLTAS and subscales

Factors & Scale	Cronbach's Alpha (Aydın &Uştuk, 2020a)	Cronbach's Alpha in the Current Study	N of Items
Self-perception of language proficiency	.931	.877	12
Teaching inexperience	.874	.828	5
Lack of students' interest	.818	.852	4
Fear of negative evaluation	.852	.844	3
Difficulties with time management	.761	.733	3
Overall FLTAS	.95	.924	27

As seen in Table 3.2, the scale was considered as a whole and Cronbach's alpha value of the whole scale was calculated as .924. While the reliability value of the scale for the self-perception of language proficiency was calculated as .877, the Cronbach's alpha value was calculated as .828 in the scale in which the inexperience was evaluated. While the reliability of the sub-scale regarding lack of students' interest was calculated as .852, the Cronbach's

alpha statistic was calculated as .844 for fear of negative evaluation scale. In the last factor or dimension, teachers' difficulties with time management was measured and the reliability value calculated as .733. According to Özdamar (2019), the scale showed a high level of reliability.

The scale includes some items related to mentor observations, and those items might not be relevant to every EFL teacher because of their constitutions' implications. While some schools make frequent in-class observations, some others have once or twice in a school year. Although these items related to mentor observations might not be suitable for every EFL teacher, these items were not excluded from the scale not to disturb the integrity of the scale, but this fact was considered during the data analysis.

3.4.3. Semi-structured interviews

One-on-one, semi-structured interviews were conducted to look into the areas where the quantitative data were inadequate to investigate and to determine the strategies teachers use to cope with their FLTA. The interviews were carried out face to face or via video call. Face-to-face interviews enable researchers to elaborate or clarify the responses from the participants (McIntosh & Morse, 2015), and the video call interviews made reaching the teachers in other cities possible and easier.

Another reason for carrying semi-structured interviews is that the scale used to measure participants' FLTA was not design to measure mental or physical responses given by teachers to FLTA. Thus, another data collection instrument became necessary.

A set of questions have been written on aforementioned research areas, and they have been sent to two ELT experts in Anadolu University for their opinions. After their valuable feedbacks, the following questions have been decided upon in order to guide the semi-structured interviews:

1. How would you rate your anxiety out of 5, with 1 being the lowest and 5 the highest?
2. In which situations do you experience anxiety or worry while teaching English?
3. How do you respond physically in such anxiety or worry situations?
4. How do you respond mentally in such anxiety or worry situations?
5. What do you do to overcome the anxiety or worry that you experience while teaching?

The semi-structured interviews were carried out in Turkish to prevent any misunderstandings and not to cause anxiety in interviewees. All participants were informed about the aim of the study, and all the interviews were tape recorded with the permission of the participants. Interviews were carried out individually within two weeks' time in March 2022 in suitable times to their work schedule. Before interviews, teachers were asked whether they recall any situation that they experienced FLTA to make them accustomed to the concept.

During interviews, teachers were asked further questions based on their answers to prepared interview questions to get more details or examples. Following are some examples of follow-up questions and conversations from interviews.

Interviewee: Yes, especially during speaking activities on topics that I don't know much about.

Interviewer: Do you experience teaching anxiety in different language skills or areas? Such as grammar, vocabulary, or reading.

Interviewer: Well, you mentioned experiencing FLTA either in classrooms with high language proficiency or low language proficiency. Is there any difference between them?

3.5. Data Collection Procedure

The data were carried out through quantitative and qualitative data collection procedures. As the study follows a convergent parallel design, the procedures started individually, and these procedures do not interfere with each other.

The quantitative data were collected in 4 weeks' time in March 2022 through online background information form and the FLTAS (Aydın & Uştuk, 2020a), and concurrently the semi-structured interviews were completed in 2 weeks' time in March 2022.

The data collection procedure was started with request emails and messages to the teachers working for various universities, language courses, state schools, and private schools. In the email, the purpose and the details of the study was explained, and a link to the online questionnaire was provided. On the online questionnaire, the anonymity of the

participants was assured, a consent form was provided, and the participants were informed that they had the right to withdraw at any stage of the study, and that the study was voluntary.

While the quantitative data collection procedure proceeds, the answers to the questionnaire were scanned. The teachers who demonstrated moderate or high levels of anxiety in the questionnaire were requested to take part in the interview phase of the study. The interviews were carried out in Turkish in order to prevent any communication mishaps or misunderstandings. These interviews held up approximately 10-25 minutes each and were audiotaped. The audiotapes were transcribed word-for-word, translated to English, and prepared for content analysis. The accuracy of the translation was checked by one another proficient English speaker. In total, 11 teachers took part in the quantitative data collection process, and 22 pages of transcriptions were obtained eventually.

3.6. Data Analysis

After the data collection procedure had been completed, two distinct data analysis procedures were followed for the analysis of collected quantitative and the quantitative data. To avoid any confusion, the procedures were described individually in the following parts. When the data analysis was completed, the findings of these two procedures were examined and discussed with respect to research questions and their relation.

3.6.1. Quantitative data analysis

The quantitative data collected through the FLTAS were transferred to SPSS for statistical analysis. In total, 124 responses were collected to the online questionnaire; however, 4 of the answers were incomplete. Thus, these answers were excluded, and the quantitative data collection procedure was completed with 120 participants. Descriptive statistics and inferential statistics were utilized to analyze the participants' responses to background information form and the FLTAS. Frequencies, mean scores, and standard deviations were computed.

The collected quantitative data were checked for normality distribution, and the data regarding the all items of FLTAS showed a normal distribution; however, the data regarding the factors of FLTA did not show normal distribution regarding any of the variables. The differences for the total FLTA scores were carried out with nonparametric tests in order not

to disrupt the integrity of data analysis procedure. Since parametric tests can be performed on normally distributed data sets as well as non-parametric tests, non-parametric methods were decided to be run. The changes in FLTA regarding genders of the participants were analyzed through an independent sample Mann-Whitney U test. Also, educational background regarding teachers' last degree, there were 3 sub-groups, namely bachelor's degree, master's degree, and Ph.D. However, 3 participants with Pd.D. were insufficient; thus, they were merged with the participants with master's degree, and their group was regarded as the group with a 'Post-graduate' degree. Therefore, there remained 2 categories, and the relationship between FLTA and participants' last degree was computed by Mann-Whitney U test. Then whether graduate schools' type made any difference in their FLTA was examined through Mann-Whitney U test. Similarly, the data regarding last degree of participants were collected under 4 sub-categories, namely ELT/FLE, English Language and Literature, American Culture and Literature, Translation studies, and linguistics; however, participants completing translation studies and linguistics did not show sufficient sampling. Thus, they were regrouped with the participants completing English Language and Literature, American Culture and Literature, and this group was named as 'Others' in the data analysis.

The data analysis was followed with Kruskal-Wallis H-test to examine the relationship between years of experience and FLTA. As the sampling in the group of teachers with 21 and more years of experience was insufficient, two sub-categories were merged and computed as 16 and more years of experience. Some factors of FLTAS showed significant difference, namely fear of negative evaluation, and time management; therefore, a Post-Hoc test was run to see the differences between groups. After that, the influence of the school contexts on FLTA was examined through Kruskal-Wallis H-test. Only factor related to fear of negative evaluation showed significant difference, and the nature of difference was examined through Bonferroni Post-Hoc test.

3.6.2. Qualitative data analysis

The data collected through semi-structured interviews have been analyzed through the 'bottom-up' six-stepped process proposed by Creswell (2012, p.237), which is shown in Figure 3.1. The researcher immediately transcribed the collected data after each interview to

prepare it for analysis, and all the transcriptions were translated word-for-word into English. After that, the transcriptions were read several times to have general understanding. At this step, the researcher wrote notes on the margins to the research questions for the ‘preliminary exploratory analysis’ (Creswell, 2012, p.243)

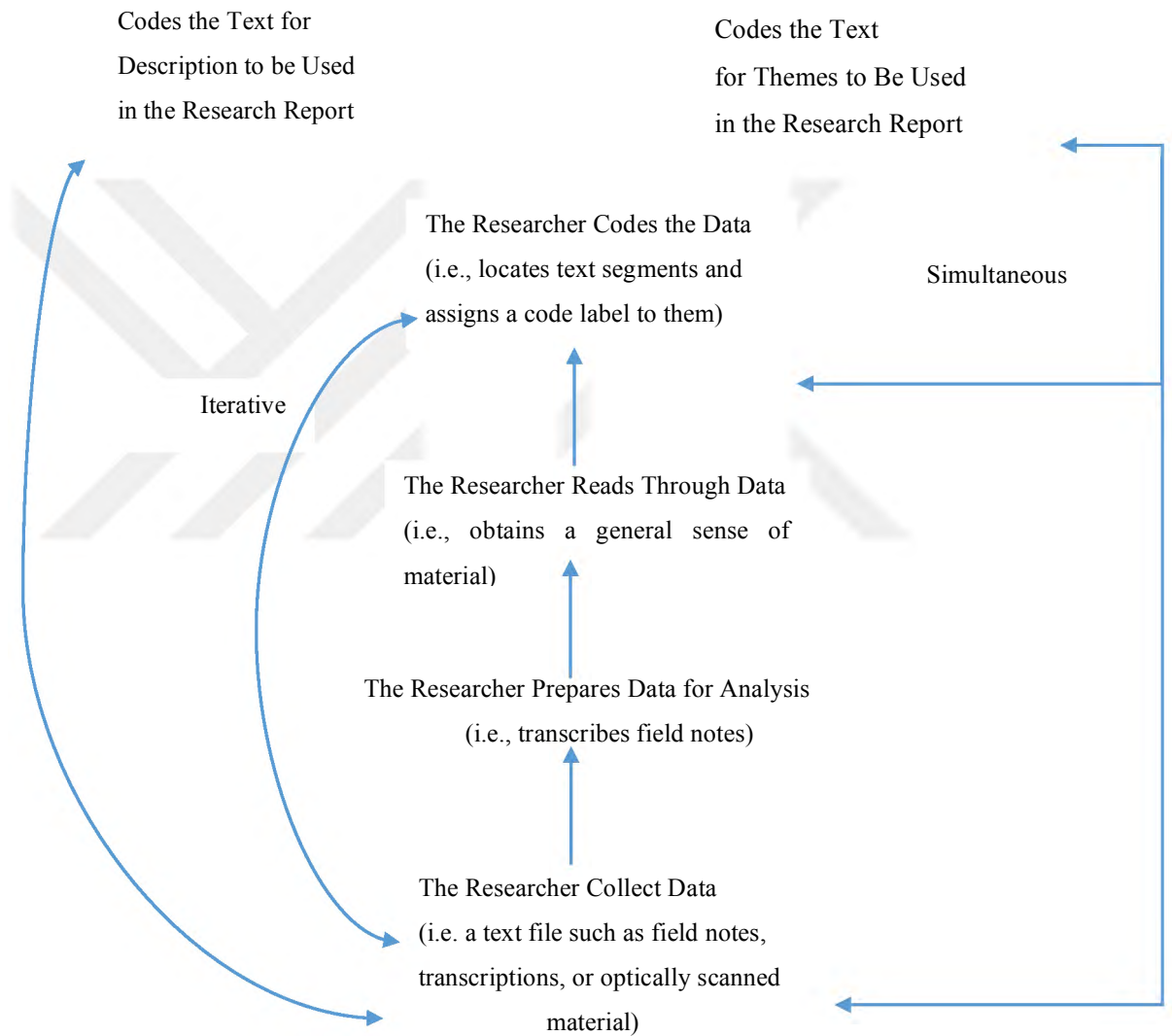


Figure 3.1. *The Qualitative Process of Data Analysis (Creswell, 2012, p.237)*

After all the transcriptions and preliminary reading had been completed, the coding process started. According to Creswell (2012), the aim of the coding process is to ‘make sense of text data, divide it into text or image segments, label the segments with codes,

examine codes for overlap and redundancy, and collapse these codes into broad themes' (p. 243). In this process, the steps recommended by Creswell (2012, p.244) in Figure 3.2 were followed.

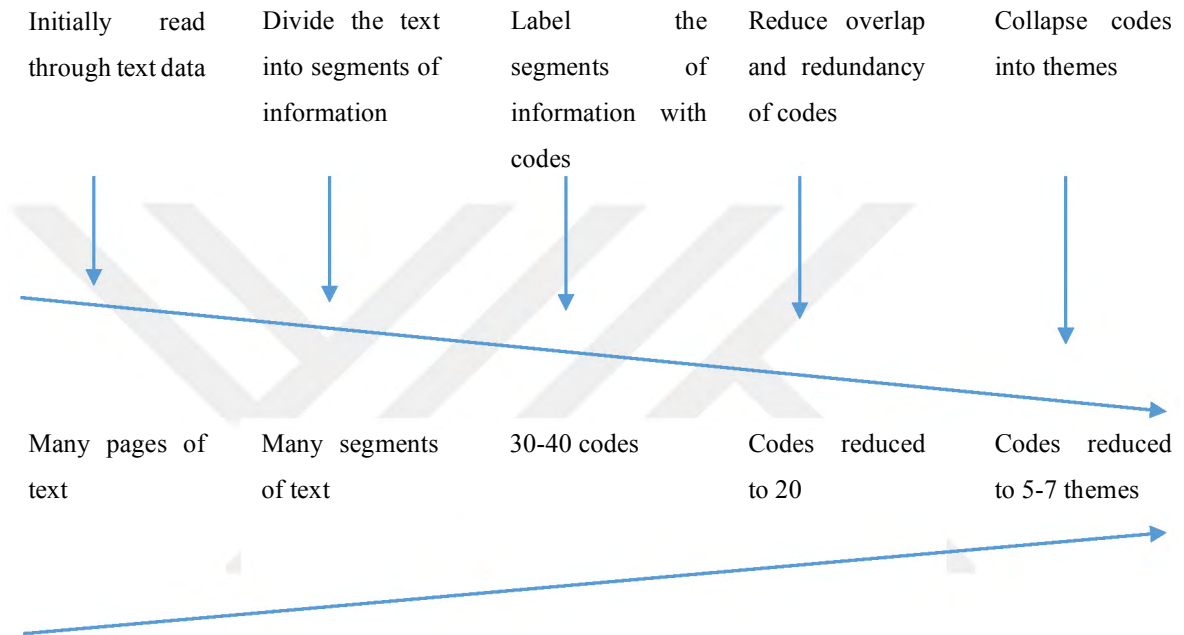


Figure 3.2. *A Visual Model of the Coding Process on Qualitative Research (Creswell, 2012, p.244)*

First, all the text was read multiple times, divided into segments, and these segments were coded. After that, all the codes were examined for overlaps, the number of the codes were reduced, and specific quotes supporting these codes were marked. Then all the data were read and checked in relation to these codes, and they were placed under themes, which are “similar codes aggregated together to form a major idea in the database” (Creswell, 2012, p.245). In this part, the themes were decided considering the existing literature and the themes proposed by the FLTAS, namely self-perceptions of language proficiency, teaching inexperience, lack of student interest, fear of negative evaluation, difficulties with time management. When the codes did not fit in those themes, a new suitable category was decided. In order to provide interrater reliability, 2 ELT researchers have been requested to provide feedback on the themes and the codes placed under these categories, as suggested by Campbell et al. (2013).

4. RESULTS

4.1. Introduction

This chapter presented the results of the data collected with a background information form, the FLTAS, and semi-structured interviews. The quantitative data were analyzed through descriptive and inferential statistics. Besides, semi-structured interviews were analyzed through content analysis. Regarding these findings, the research questions were answered.

4.2. Results of Quantitative Data

4.2.1. Descriptive statistics

The data collected through the FLTAS (Aydın & Uştuk, 2020a) were analysed to determine the level of FLTA among Turkish EFL teachers, and to reveal its relation to certain variables, namely gender, years of experience, educational background and school contexts. Firstly, the items of the FLTAS were examined one by one, and descriptive statistics of teachers' responses to the FLTAS are given in Table 4.1:

Table 4.1. *Distributions, standard deviations and mean scores of items.*

Items	Never	Rarely	Some-times	Often	Always	Mean	Std. Deviation
	n	n	n	n	n	M	
1. When I feel anxious in class, I have difficulty using English.	21	51	35	12	1	2.34	.912
2. I feel embarrassed when some students speak English better than me.	60	32	22	6	-	1.78	.918
3. I feel embarrassed because I am not good at English.	68	34	15	3	-	1.61	.802
4. It makes me nervous to use English in class.	82	23	12	3	-	1.47	.777
5. Unfamiliar topics in the textbook confuse me.	26	47	40	5	2	2.25	.901
6. I feel embarrassed when I think that I am not good at English.	52	36	28	4	-	1.87	.888
7. Pronunciation mistakes while I am speaking make me nervous.	30	47	35	8	-	2.17	.886

Table 4.1. (Continues) *Distributions, Standard Deviations and Mean Scores of Items.*

Items	Never	Rarely	Some-times	Often	Always	Mean	Std. Deviation
	n	n	n	n	n	M	
8. Making mistakes while I am speaking make me feel embarrassed.	36	45	30	9	-	2.10	.920
9. I am bothered when I have difficulty teaching the cultural content of English.	41	43	31	4	1	2.01	.903
10. Unexpected questions from students put pressure on me.	32	51	33	4	-	2.08	.822
11. I forget almost everything while I am teaching.	89	23	3	5	-	1.37	.733
12. I feel tense when I have difficulty teaching grammar.	61	37	19	3	-	1.70	.826
13. I feel tense when I am in the classroom.	92	24	4		-	1.27	.514
14. I feel worried before entering the classroom.	87	27	4	2	-	1.34	.628
15. I feel anxious when I teach in the classroom.	87	27	5	1	-	1.33	.599
16. I think my lack of teaching experience makes me nervous.	73	30	13	4	-	1.57	.817
17. I fear making mistakes while I am teaching in the classroom.	46	49	22	3	-	1.85	.806
18. I feel stressed when students do not participate in the activities.	17	31	49	21	2	2.67	.982
19. I feel upset because my students are bad at learning languages.	17	21	44	32	6	2.91	1.100
20. I feel discouraged when students lose interest in the activities.	8	20	54	31	7	3.08	.963
21. I feel tense when students are not interested in the activities.	10	24	47	31	8	3.03	1.033
22. My mentors' observations make me nervous.	34	34	33	18	1	2.32	1.069
23. I feel panicked when my mentor-teacher observes me.	36	32	36	15	1	2.28	1.053
24. Students' negative comments about me make me nervous.	26	44	37	13	-	2.31	.933
25. I feel panicked when I cannot finish the class on time.	48	50	17	5	-	1.83	.827
26. I am nervous when I finish the activities before the class ends.	53	44	17	6	-	1.80	.866
27. I feel tense when I am not prepared for the class.	22	38	38	19	3	2.53	1.045

In Table 4.1, the items written in bold represents the item with the highest mean score in each factor, and the highest FLTA value in the factor named ‘self-perception of language proficiency’ was obtained in the expression “1. When I feel anxious in class, I have difficulty using English.” (M=2.34). The highest mean score of anxiety on the scale for the factor ‘teaching inexperience’ was obtained in the expression “17. I fear making mistakes while I am teaching in the classroom.” (M= 1.85). The highest mean score of anxiety in the

statements about the ‘lack of students’ interest’ was obtained in the statements "20. I feel discouraged when students lose interest in the activities" (M=3.08) and "21. I feel tense when students are not interested in the activities" (M=3.03). The highest mean of the factor ‘fear of negative evaluation’ was observed in the expressions "22. My mentors' observations make me nervous" (M=2.32) and "24. Students' negative comments about me make me nervous" (M=2.31). In the last factor related to ‘time management’, the highest mean of anxiety was revealed in the expression “27. I feel tense when I am not prepared for the class” (M=2.53). Among all the items, item 20 “I feel discouraged when students lose interest in the activities” showed the highest mean score (M=3.08), that is, participants had most FLTA in this situation.

4.2.2. Tests of normality and level of FLTA

In order to see whether there is a statistically significant relationship between the FLTA of the teachers and variables, the differences between the mean scores were examined. However, before carrying out inferential statistics to determine these relations, the answers to the factors were considered as scores, and each factor was collected within itself and divided by the number of questions in the factors. In that case, those with higher mean scores are interpreted as teachers with higher levels of FLTA, and interpreted accordingly. Whether the mean score values showed a normal distribution was examined with the Anderson-Darling (A-D) normality test and the results are given in Table 4.2:

Table 4.2. *Normality tests of research variables*

Factors & Scale	Mean	Std. Deviation	Skewness	Kurtosis	Tests of Normality	
					A-D	<i>p</i>
Self-perception of language proficiency	1.895	.5606	.391	-.614	.933	.0500
Teaching inexperience	1.472	.5262	1.235	.985	6.319	0.005
Lack of students’ interests	2.919	.8490	-.362	.201	1.325	0.005
Fear of negative evaluation	2.300	.8903	.160	-1.027	2.052	0.005
Difficulties with time management	2.050	.7409	.402	-.474	1.800	0.005
Overall FLTA	2.031	.5121	-.026	-.490	0.245	0.756

According to Table 4.2, the factor "lack of students' interest" was found to be skewed to the left compared to the normal distribution, while the other research variables were found to be skewed to the right. While the variables "teaching inexperience" and "lack of students' interest" were sharper than the normal distribution, other research variables were found to be flatter than the normal distribution. It was determined that the distribution of participants regarding all the variables in the study did not show a normal distribution according to the Anderson Darling normality test. Therefore, the differences between the FLTA of Turkish EFL teachers according to their investigated characteristics will be examined with non-parametric tests that do not require the normal distribution feature.

In the study, the scale was also considered as a whole, the mean of the scores given to all the items was calculated, and it was named as overall FLTA of the teachers. It was determined that the total teaching anxiety variable was flatter than the normal distribution and the skewness was around zero. It was determined that the overall FLTA showed a normal distribution according to the Anderson-Darling normality test. The differences for the overall teaching anxiety variable were made with nonparametric tests in order not to disrupt the integrity. Since parametric tests can be performed on normally distributed data sets as well as non-parametric tests, non-parametric methods were utilized.

The answers given to the FLTAS were scored between 1.00 and 5.00. The levels of FLTA were intended to be divided into 3 categories as in low, moderate, and high levels of anxiety. Thus, the scores intervals between 1 to 5 numerically divided by 3 equally, and mean scores of FLTA and factors of FLTA were shown in Table 4.3:

Table 4.3. *Levels of FLTA and corresponding mean score intervals*

Level of FLTA	Mean Score Intervals	Scale & Factors	Mean
Low	1.00 to 2.33	Self-perception of language proficiency	1.895
Moderate	2.34 to 3.67	Teaching inexperience	1.472
High	3.68 to 5.00	Lack of students' interests	2.919
		Fear of negative evaluation	2.300
		Difficulties with time management	2.050
		Overall FLTA	2.031

As seen in Table 4.3, the mean score of all the answers given to the FLTAS indicated that the participants of this study were found to experience lower levels of FLTA. Also, the mean scores of each subscale of FLTAS shown in Table 4.3 indicated that the highest FLTA provoking factor was calculated as ‘Lack of students’ interest’ ($M=2.919$), which corresponded to a moderate level of FLTA according to the mean score intervals in Table 4.3. The lowest FLTA provoking factor was found to be ‘teaching inexperience’ ($M=1,472$), equaling a low level of FLTA. Other factors indicated lower levels of FLTA in these dimensions. Following is in the order of the factors of FLTAS according to their mean scores from highest to lowest: Lack of students’ interest, fear of negative evaluation, difficulties with time management, self-perception of language proficiency, and teaching inexperience.

4.2.3. Gender and FLTA

The Mann-Whitney U-test was used to determine whether there was a statistically significant difference between the answers given by the Turkish EFL teachers to the FLTAS according to gender. Table 4.4 shows the results related to both genders in overall FLTA and subscales:

Table 4.4. Mann-Whitney U-test regarding gender

Factors & Scale	Gender	N	Mean	Std. Deviation	Z	P
Self-perception of language proficiency	Female	87	1.9215	.55993	-.862	.389
	Male	33	1.8258	.56533		
Teaching inexperience	Female	87	1.5057	.54546	-1.200	.230
	Male	33	1.3818	.46734		
Lack of students’ interest	Female	87	3.0259	.83268	-1.873	.061
	Male	33	2.6364	.83874		
Fear of negative evaluation	Female	87	2.3180	.85046	-.444	.657
	Male	33	2.2525	1.00011		
Difficulties with time management	Female	87	2.1188	.76245	-1.554	.120
	Male	33	1.8687	.65585		
Overall FLTA	Female	87	2.0741	.52528	-1.202	.229
	Male	33	1.9158	.50325		

As seen in Table 4.4, the findings related to the subscales of FLTAS were presented first. As seen in Table 4.4, no statistically significant relation of gender was found to the factors of FLTA. Following the examination of factors, whether the overall FLTA of Turkish EFL teachers differed by gender was also examined. As seen in the results given in Table

7, any statistically significant difference was not observed between the level of overall FLTA of female and male participants ($Z=-1.202$ $p=.229$).

4.2.4. Years of experience and FLTA

The Kruskal-Wallis H test was performed to explore whether there was a statistically significant difference between the answers given by the Turkish EFL teachers to the FLTAS with respect to the years of experience. Table 4.5 presents the results of the analysis:

Table 4.5. *Kruskal-Wallis H Test regarding years of experience*

Factors & Scale	Years of Experience	N	Mean	Std. Deviation	χ^2	P
Self-perception of language proficiency	1-5 years	70	1.8881	.52281	4.193	.241
	6-10 years	21	2.0437	.64422		
	11-15 years	17	1.9314	.61466		
	16+ years	12	1.6250	.50814		
Teaching inexperience	1-5 years	70	1.5114	.52600	7.125	.068
	6-10 years	21	1.5714	.57021		
	11-15 years	17	1.3765	.54719		
	16+ years	12	1.2000	.33029		
Lack of students' interest	1-5 years	70	3.0107	.82250	1.559	.669
	6-10 years	21	2.7857	.84884		
	11-15 years	17	2.7353	1.02877		
	16+ years	12	2.8750	.75000		
Fear of negative evaluation	1-5 years	70	2.4714	.89099	8.337	.040
	6-10 years	21	2.2540	.91229		
	11-15 years	17	2.0196	.90116		
	16+ years	12	1.7778	.53811		
Difficulties with time management	1-5 years	70	2.2143	.79862	8.301	.040
	6-10 years	21	1.9365	.64652		
	11-15 years	17	1.6863	.53321		
	16+ years	12	1.8056	.54045		
Overall FLTA	1-5 years	70	2.0857	.50671	4.382	.223
	6-10 years	21	2.0776	.55985		
	11-15 years	17	1.9303	.50865		
	16-20 years	12	1.7685	.40790		

As seen in Table 4.5, it was examined whether the total teaching anxiety of English teachers differed according to their years of experience, and it was determined that there was not a statistically significant difference ($\chi^2(3)=4.382$ $p=.223$). Also, it was detected that the FLTA regarding the subcategories self-perception of language proficiency ($\chi^2(3)=4.193$ $p=.241$), teaching in experience ($\chi^2(3)= 7.125$, $p=.068$), and lack of students' attention

($\chi^2(3)= 1.559$ $p=.669$) did not show any significant change according to teachers' years of experience.

On the other hand, it was detected that the FLTA regarding the two subcategories, namely fear of negative evaluation ($\chi^2(3)= 8.337$ $p=.040$) and difficulties with time management ($\chi^2(3)= 8.301$ $p=.040$) showed significant differences in relation to years of experience. The Bonferroni test, one of the Pairwise Comparisons tests, was used to determine between which groups the difference was. According to the Bonferroni post hoc test, it was determined that the FLTA about fear of negative evaluation of Turkish EFL teachers with 1-5 years of experience was higher than those of English teachers with 16 and more years of experience (*mean difference*-.6936, Std. Test Statistics=2,498, $p=.012$). The findings regarding difficulties in time management indicated that FLTA of teachers with 1-5 years of experience were higher than the FLTA of teachers with 11-15 years of experience (*mean difference*-.528, Std. Test Statistics=2,548, $p=.011$).

4.2.5. Educational Background and FLTA

The relationship between participants' educational background and their FLTA was another aspect that this study investigated. The study investigated their educational background in two parts. Firstly, the participants reported their last degrees in the background information form. Then the form collected the information regarding participants' graduate programs, and the data analysis was carried out accordingly.

The Mann-Whitney U test was used to determine whether there was a statistically significant difference between the levels of FLTA according to their last degree. The second part was related to their last degree, and the participants with master's degrees and Ph. D. composed the group 'Post-graduate,' and Table 4.6 shows the results of the Mann-Whitney U-test:

Table 4.6. Mann-Whitney U-test regarding last degree

Factors & Scale	Last Degree	N	Mean	Std. Deviation	Z	P
Self-perception of language proficiency	Bachelor's	89	1.8764	.55889	-.588	.556
	Post-graduate	31	1.9489	.57158		
Teaching inexperience	Bachelor's	89	1.4697	.54029	-.473	.636
	Post-graduate	31	1.4774	.49174		

Table 4.6. (Continues) *Mann-Whitney U-test regarding last degree*

Factors & Scale	Last Degree	N	Mean	Std. Deviation	Z	P
Lack of students' interest	Bachelor's	89	2.9326	.87237	-.208	.835
	Post-graduate	31	2.8790	.79023		
Fear of negative evaluation	Bachelor's	89	2.2472	.89686	-1.057	.291
	Post-graduate	31	2.4516	.86730		
Difficulties with time management	Bachelor's	89	2.0487	.75637	-.185	.854
	Post-graduate	31	2.0538	.70499		
Overall FLTA	Bachelor's	89	2.0179	.51969	-.447	.655
	Post-graduate	31	2.0669	.49621		

Table 4.6 indicates that the investigation of whether the total teaching anxiety of English teachers differed according to last degree, and the data analysis showed no statistically significant difference between groups according to teachers' last degree ($Z=-.447, p=.655$). Also, no statistically significant change was found in the factors of FLTAS regarding teachers' last degree. Followings are the Mann-Whitney U-test values for factors of FLTA: self-perception of language proficiency ($Z=-.588, p=.556$), teaching inexperience ($Z=-.473, p=.636$), lack of students' attention ($Z=-.202, p=.835$), fear of negative evaluation ($Z=-1.057, p=.291$), and difficulties with time management ($Z=-.185, p=.854$).

The study used the Mann-Whitney U test to determine whether there was a statistically significant difference between the answers given by the English teachers to the FLTAS according to their undergraduate programs. Three teachers completing a translation program and two teachers completing a linguistics program did not form a sufficient sampling. Thus, ELT/FLE graduates formed a group as they received teacher training during undergraduate education. The others included the participants completing American Culture and Literature, English Language and Literature, Translation Studies, and Linguistics Studies. They gathered to form a greater group because graduates of those programs did not receive any teacher training during their undergraduate education. They might be regarded as similar in this aspect. The results of Mann-Whitney U-test regarding the undergraduate programs are given in Table 4.7:

Table 4.7. *Mann-Whitney U-test regarding undergraduate programs*

Scale	Undergraduate program	N	Mean	Std. Deviation	Z	p
Self-perception of language proficiency	ELT / FLE	97	1.9192	.56230	-.961	.336
	Other Departments	23	1.7935	.55441		

Table 4.7. (Continues)*Mann-Whitney U-test regarding undergraduate programs*

Scale	Undergraduate program	N	Mean	Std. Deviation	Z	p
Teaching inexperience	ELT / FLE	97	1.4948	.55158	-.663	.507
	Other Departments	23	1.3739	.39683		
Lack of students' interest	ELT / FLE	97	2.9433	.81210	-.721	.471
	Other Departments	23	2.8152	1.00345		
Fear of negative evaluation	ELT / FLE	97	2.2955	.91525	-.205	.838
	Other Departments	23	2.3188	.79441		
Difficulties with time management	ELT / FLE	97	2.0859	.75351	-1.030	.303
	Other Departments	23	1.8986	.67745		
Overall FLTA	ELT / FLE	97	2.0527	.52047	-.720	.471
	Other Departments	23	1.9372	.47463		

Table 4.7 demonstrate the findings related to the relationship between FLTA and participants' undergraduate programs. It was revealed that total FLTA of the participants differed according to the undergraduate program; however, no statistically significant difference was found ($Z=-.720$, $p=.471$). Moreover, the participants did not show any significant difference regarding their undergraduate programs in the factors of FLTA. Followings are the Mann-Whitney U-test values for factors of FLTA: Self-perception of language proficiency ($Z=-.961$, $p=.336$), teaching inexperience ($Z=-.663$, $p=.507$), lack of students' interests ($Z=-.721$, $p=.471$), fear of negative evaluation ($Z=-.205$, $p=.838$), and difficulties with time management ($Z=-1.030$, $p=.303$).

4.2.6. School context and FLTA

The Kruskal-Wallis H test was used to determine whether there was a statistically significant difference between the levels of FLTA of Turkish EFL teachers according to the group of students they teach, which was referred as school context in this study. The results are shown in Table 4.8:

Table 4.8. *Kruskal-Wallis H Test regarding school context*

Factors & Scale	School Context	N	Mean	Std. Deviation	χ^2	P
Self-perception of language proficiency	Primary School	16	1.9375	.70415	1.483	.686
	Secondary School	35	1.8143	.61672		
	High School	31	1.9462	.52948		
	University	38	1.9101	.47315		

Table 4.8. (Continues) *Kruskal-Wallis H Test regarding school context*

Factors & Scale	School Context	N	Mean	Std. Deviation	χ^2	P
Teaching inexperience	Primary School	16	1.4500	.63456	.516	.915
	Secondary School	35	1.5086	.62373		
	High School	31	1.4581	.47101		
	University	38	1.4579	.43348		
Lack of students' interest	Primary School	16	2.6094	.82648	3.865	.276
	Secondary School	35	3.1286	.94006		
	High School	31	2.8790	.95715		
	University	38	2.8882	.63325		
Fear of negative evaluation	Primary School	16	2.1667	.90267	11.970	.007
	Secondary School	35	2.1619	.80591		
	High School	31	2.0108	.76731		
	University	38	2.7193	.93168		
Difficulties with time management	Primary School	16	2.0208	.77430	1.062	.786
	Secondary School	35	2.0000	.79623		
	High School	31	2.0215	.75980		
	University	38	2.1316	.67801		
Overall FLTA	Primary School	16	1.9815	.65238	.576	.902
	Secondary School	35	2.0116	.56683		
	High School	31	2.0096	.47401		
	University	38	2.0858	.43433		

As seen in Table 4.8, it was examined whether the total teaching anxiety of English teachers differed according to the school contexts, and no statistically significant difference was revealed ($\chi^2(3)=576, p=.902$). Also, it was detected that the FLTA regarding the factors self-perception of language proficiency ($\chi^2(3)= 1.483, p=.686$), teaching in experience ($\chi^2(3)= .516, p=.915$), lack of students' attention ($\chi^2(3)= 3.865, p=.276$), and time management ($\chi^2(3)= 1.062, p=.786$) did not show any significant change according to school contexts.

On the other hand, the level of FLTA regarding fear of negative evaluation showed a significant change in terms of groups of students ($\chi^2(3)=11,970, p=0.007$). Bonferroni test, one of the multiple comparison tests, was used to determine between which groups the difference was. According to the Bonferroni multiple comparison test, it was determined that the FLTA about fear of negative evaluation of the teachers whose student group is university is higher than those who teach high school students (*mean difference*– .7085, Std. Test Statistics=3,171, $p=,009$). Similarly, it was determined that the FLTA about fear of negative evaluation among teachers whose student group is university is higher than those who teach in secondary schools (*mean difference*– .5574, Std. Test Statistics=2,542, $p=,011$).

4.3. Results of Qualitative Data

This part presents the findings of semi-structured interviews by following interview questions. The first question investigates participants' perceptions regarding their perception of FLTA. The second question inquiries about the incidents that cause FLTA. The third question asks for the physical responses to FLTA, while the fourth question investigates mental responses to FLTA. The last interview question examines teachers' strategies to overcome their FLTA.

The study adopted the quantitative process of data analysis proposed by Creswell (2012). After transcription and translation of audio recordings, the answers to each interview question were analyzed through this process. Initially, all the answers were analyzed, and the text was divided into segments to be labeled with 30 to 40 codes. Then, the segments and codes were checked again for overlapping and redundancy. Finally, these codes were categorized and analyzed under themes. In this part, the themes were decided considering the existing literature and the themes proposed by the FLTAS: self-perceptions of language proficiency, teaching inexperience, lack of student interest, fear of negative evaluation, and difficulties with time management. When the codes did not fit in those themes, a new suitable category was decided. Also, 2 ELT researchers were consulted to provide feedback on the themes, codes, and segments (Campbell et al. 2013).

4.3.1. How would you rate your anxiety out of 5, with 1 being the lowest and 5 the highest?

This interview question aimed to collect answers to respond to the third research question "How do Turkish EFL teachers perceive their FLTA?" Table 4.9 presents the scores given by the participants.

Table 4.9. *Participants and their ratings of FLTA*

Participants	P1	P1	P3	P4	P5	P6	P7	P8	P9	P10	P11
Perceived level of FLTA	3	2	3	3	2 - 3	4	2-3	3	2	2	3

When the interview transcriptions were analyzed, it was revealed that the first interview question caused some confusion in participants, and they mentioned experiencing

different levels of anxiety in different situations or in their general teaching practice. When the first question was asked, P4 responded, ‘Should I think of the question in general or specifically?’ and the researcher asked for the level of FLTA he experienced in both situations. Then P4 stated that he would rate his general FLTA 2 or 3 out of 10; however, he would rate 3 during a FLTA provoking factor.

“In general 2 or 3 out of 5, I think. I will rate 4.” (Participant 6). P6 clearly stated the level of FLTA that he experienced during anxiety provoking situations as 4 without any confusion.

“2 or 3” (Participant 5).

“I would say 2 or 3 depending on the situation.” (Participant 7).

“I would say 3. Depends on the situation actually. Sometimes it is 5 or 4, sometimes it is 1, however, when I experience it, it is 3 in general.” (Participant 8).

“In general it is 1, but in an incident I can say it is 2.” (Participant 10).

P5, P7, P8, and P10’s ratings in Table 4.9 might show that the level of FLTA is not perceived at a stable level, and it changes depending on the FLTA-provoking situation. Table 4.9 shows that 1 participant rated 4, 5 participants rated 3, 3 participants rated 2, 2 participants rated 2 or 3 out of 5, 1 being the lowest and 5 being the highest level of FLTA. These findings revealed that participants did not perceive their FLTA very high; however, they still identified the level of FLTA as low to moderate. Also, the data indicated that the perceived level of FLTA showed differences depending on the situation in which teachers experience FLTA.

4.3.2. In which situations do you experience anxiety or worry while teaching English?

The collected data were analyzed through content analysis to answer this research question. The analysis of collected data resulted in 5 themes for the sources of anxiety. 4 of 5 categories were selected among the sources of anxiety in the existing literature. Namely, teaching a particular language skill or area (İpek, 2006; Numrich, 1996), teaching students with a particular language proficiency (İpek, 2006), students (Öztürk, 2016), and unpreparedness (Bernstein, 1983). The ‘content knowledge’ theme was adapted from two categories existing in literature, namely knowledge of target language (Öztürk, 2016) and knowledge of target culture (Öztürk, 2016). Table 4.10 shows the themes under which the sources of FLTA were categorized:

Table 4.10. *Themes under which the data were examined*

Existing themes	Adapted themes	New themes
Teaching a particular language skill (İpek, 2006; Numrich, 1996)	Knowledge of target language (Öztürk, 2016)	Content knowledge
Teaching students with a particular language proficiency (İpek, 2006)	Knowledge of target culture (Öztürk, 2016)	
Students (Öztürk, 2016)		
Unpreparedness (Bernstein, 1983)		

As seen in Table 4.10, the themes named teaching a particular language skill, teaching students with a particular language proficiency, students, and unpreparedness had already existed in the literature, and they suited the codes obtained in the quantitative data collection. Other two existing themes named knowledge of target language and knowledge of target culture were adapted and named ‘content knowledge’. Table 4.11 shows the determined themes and codes placed under them:

Table 4.11. *Themes and codes under which the data were analyzed*

Themes	Codes
Teaching a particular language skill or area	Skills How to start teaching Unexpected questions Exams Basic grammar topics Conveying the knowledge Students’ anxiety Giving examples
Teaching students with a particular language proficiency	Mixed-ability classrooms Students speak better High/Low level classrooms
Students	Students’ attitudes Students’ questions Lack of students’ attention Generation differences Fear of negative evaluation

Table 4.11. (Continues) *Themes and codes which the data were analyzed*

Themes	Codes
Content Knowledge	Little information about the content Not interested in the content Lack of knowledge Course book related problems Students know better Vocabulary
Unpreparedness	Being substitute teacher A new group of students Curriculum change Before class Peer observations Institutional workload

Each theme stated in Table 4.11 was explained below and samples from interviews were stated in the following parts.

4.3.2.1. Teaching a particular language skill

A similar theme was earlier proposed by Numrich (1996) in their study examining the diary entries of novice language teachers in the TESOL program to determine common themes. The findings of their study indicated that one of the areas that teachers experience FLTA is teaching grammar as a result of some experiences such as their prior experiences or teacher training. Later on, İpek (2006) adapted this theme to cover all the related codes in their data analysis because their findings showed that their participants experience FLTA during teaching not only grammar but also other language skills. Similarly, the analysis of collected data in this study showed that participants experienced FLTA in different skills even though an individual did not experience FLTA in teaching all of the skills, they experienced it in one or two skills.

Teaching grammar is one area that causing FLTA as the following sample indicates:

“I am especially nervous in grammar because I can see an empty look in students if I don’t switch to Turkish. This makes me anxious while teaching grammar. ... Let’s take grammar. While teaching grammar, students pop a question all of a sudden when I am really not prepared. I might not have thought about this question before” (Participant 3)

The interview extract of P3 shows that teaching grammar caused nervousness because students did not seem to understand the topic unless the topic was explained in Turkish, or

unexpected questions related to grammar topics cause FLTA because the questioned aspect was not considered before by the teacher.

“Sometimes while giving examples. For example, I made a presentation of a topic and I need to give examples, but I cannot find any examples. It also happens in my daily life as it is happening now. I guess I focus on the fact that I cannot find examples.”(Participant 10)

Another source of anxiety regarding teaching grammar was determined as giving examples to the grammar items. P10 stated that finding an example is challenging for him even in daily life so it causes him to focus more on this factor.

“One area may be a topic that students experience difficulty in understanding and my professional competence, and this depends on the level of students. For example, in A1 level, there are times when I experience FLTA while teaching basic grammar topics. Especially, checking their understanding, learning about their responses in the first weeks of term. I experience anxiety in this because they have difficulty in learning other things when they couldn't learn the things at the beginning.” (Participant 11)

Besides, concerns related to building a solid foundation to grammar knowledge of students and students' understanding were found to cause FLTA as P11 stated it might cause the teacher to worry that their students will experience difficulty in future studies because of missing basic grammar knowledge.

In addition to teaching grammar, it was revealed that concerns related to teaching speaking, listening, and writing caused FLTA among participants. The followings are the examples of participants' responses to interview questions:

“I can experience anxiety when speaking if the topic is difficult. I have difficulty in topics that I don't have any information about because I think my vocabulary knowledge is limited in these topics.” (Participant 2)

As P2 stated, teaching speaking was among the sources of FLTA in terms of topics, and vocabulary knowledge. It was found that when the topic was not appealing to teacher's own interest, it caused FLTA because the vocabulary knowledge seemed insufficient.

“For example, teaching speaking. It is something students attend exams for, and I think about how to start in A1 classes, or whether an activity's level is appropriate for a class.” (Participant 11)

Besides, how to start teaching speaking to students with lower levels of language proficiency was recognized as a source of FLTA. As P11 mentioned, teaching speaking puts some responsibility on teachers because students took exams in this skill. That is why it might cause worry among teachers.

“In listening, I sometimes worry that I might hear something wrong, or I can’t hear the answer to a question. However, it’s not too much. Generally, the areas I experience teaching anxiety is speaking and unknown content.” (Participant2)

Regarding teaching listening, P2 mentioned experiencing worry at lower levels because she feared that she would miss the correct answer and also, she missed sometimes in her teaching career.

“In listening, students also experience anxiety as they don’t know listening methods and strategies, how to listen, and their anxiety causes anxiety in me.” (Participant 3)

Another thing that caused FLTA during teaching listening was found to be students’ lack of knowledge in listening methods. Also, P3 stated that anxiety experienced by students caused FLTA in her.

“To give an example to teaching writing, certain aspects such as article writing, linking words, etc. were not taught to us clearly. That’s why I experience anxiety. At least, I think about how to teach it, how to check their understanding. ... We also did not receive the necessary academic writing education. I think it is insufficient in Turkey both at undergraduate and graduate level. That is why I experience FLTA the most while teaching academic writing. For example, I taught how to analyze a table recently, and seriously, I beat my brain over this topic for two or three days. Writing a report depends highly on numeric values, and it is something I also lack. Naturally, I feel anxious while teaching something.” (Participant 11)

In teaching writing, P11 highlighted that the necessary training was not received in their teacher training and background knowledge is lacking. Thus, teaching types of writing that requires certain background knowledge such as academic writing was discovered to be a source of FLTA.

The following is an example pointing out that the skills that cause discomfort in teachers change, and not all teachers experience FLTA in teaching all skills.

“I don’t experience any FLTA in grammar, vocabulary, and reading. Generally, I am comfortable with these areas the most.” (Participant2)

As the extract from the interview with P2 showed different language skills and areas might cause FLTA in different ways. Supporting this finding, P3 and P11 stated experiencing FLTA in more than one language skill and gave examples to the situations.

Besides, it was found that teaching a particular skill caused FLTA because certain situations where teachers had to deal with subjects that they had not received necessary education on. The following statement is an example to these situations:

“During our teacher training, how to incorporate grammar teaching in skills teaching was taught, however, grammar is not the only problem in our context. Teaching writing or teaching and evaluating speaking is not an area that we were taught in depth. ... All the teachers think that grammar is too difficult. How could they teach a topic when they first graduate? However, the difficulty is to teach the topics that we did not receive any training on.” (Participant 11)

P11 emphasized that the problematic part is to teach what you did not learn how to teach rather than the subjects that teachers had already known well, and these incidents were found to be among the sources of FLTA.

4.3.2.2. Teaching students with a particular language proficiency level

The second theme obtained from qualitative data analysis was presented in this part, and it was revealed that teaching students with a particular language proficiency level was an influential factor leading teachers feel anxious while teaching English.

Following statements of participants indicates FLTA experienced by teachers who teach students with different proficiency level:

“I can tell that I surely experience teaching anxiety when I teach in high-level or low-level classrooms in case I can’t tailor my level to these students.” (Participant 3)

“There are students with higher proficiency of English, it might be because the classrooms are not homogenous, these students may do the activity easily, students with lower level of English wait, look around, look at me, actually they get distracted from the activity at this moment. Naturally, this causes anxiety in me.” (Participant 3)

“In high-level classes, I sometimes wonder if they see me incompetent or if they think that the teacher doesn’t know that topic. That’s why I study in length and in detail before their lessons. In classes with low-levels, I also study hard to teach in a more normal and plain way.” (Participant 3)

“Whenever I come across a student who speaks English quite fluently and better than I expected, or students who know grammar topics very well, I feel anxious.” (Participant 7)

The findings indicated that teaching students with a particular level of proficiency was a source of FLTA for some participants. Both students with high proficiency level and low proficiency level were found to provoke FLTA, so do mixed-ability classrooms.

In addition, the findings showed that it is a source of FLTA when low achiever students cannot complete activities successfully. P3 explained her FLTA during listening activities with low achievers as in the following statement:

“Its source is that I put the blame on myself. I wonder if we do not speak English enough in the classroom and students are not exposed to English, or if I could not teach note-taking strategies. I try to look for the fault directly in me.” (Participant 3)

As P3 highlighted, looking for a reason for students being low achievers or unsuccessful in activities provoked FLTA because it caused the teacher to put the blame on themselves.

4.3.2.3. Students

The third theme derived from qualitative data analysis indicated that students themselves were an effective factor causing teachers experience FLTA. Following extracts highlighted that interaction among students and teachers gave rise to FLTA.

“If a group of students have a verbal discussion, a serious discussion and I cannot help reduce their tension, I feel anxious. because in the end it is really hard to cope with such situations.” (Participant 1)

“Putting a negative interaction with students aside, when a negative interaction among students occurs, I worry that I could not manage the class again, this negativity might continue, how can I turn back to the lesson. When there is a negative interaction among students and I do not know how to interfere with it, I get anxious.” (Participant 11)

“When there is tension among students because of some personal issues, I find it difficult to build a positive atmosphere, or arrange group works, etc. This makes me tense. I guess I feel anxiety when I do not know how to handle a difficult interactional problem.” (Participant 8)

“When I teach very young learners and I cannot manage the classroom, I feel nervous and may be angry. Their excessive energy disturbs me and I do not know how to handle it.” (Participant 8)

The findings indicated that students were among the sources of FLTA. Their interaction with other students and with teachers concerned teachers because they stated having difficulty in dealing with the situation and maintaining an optimum educational environment.

Following is examples to the sources of FLTA regarding students’ attitudes:

“Sometimes when I don’t get feedback from kids, I feel like they don’t get it.” (Participant 4).

“Some arrogant students make me nervous because I feel a constant judgment coming from them against me and students around them.” (Participant 8).

“Once I asked a question to a student about his family, and he responded ‘it is not necessary’. Then I thought about whether I should not have asked. After that, I approached this student warily.” (Participant 10).

“When the students test my knowledge. For example, I tell the meaning of a word, and they say that the dictionary shows another meaning. In this incident, I get anxious.” (Participant 9)

“I think they might judge me negatively.” (Participant 7)

“When I get a negative vibe from a student, when they ask about a word especially, and when I cannot answer, I feel more tension.” (Participant 5)

The findings revealed that some teachers experienced FLTA as a result of students’ behaviors. Judgmental, non-responsive or uninterested, distant, or arrogant students were found to be sources of FLTA.

4.3.2.4. Content knowledge

The fourth theme determined in qualitative data analysis was related to teachers’ content knowledge, and it was revealed that teaching lesson contents were among influential factors that triggered FLTA. The statements below are the examples to these FLTA provoking situations regarding teachers’ content knowledge.

“If I have little or few information about the content that I will teach I experience anxiety. ... If one of them asks any question, and I cannot answer this in a correct way just because of my lack of knowledge I would be feeling anxious.” (Participant 1)

It might be seen in P1’s statement that students’ questions were source of FLTA when teacher did not know the answer. Thus, it might consequently be related to teachers’ content knowledge

“When the topic is about cultural content like Oscar winning films, or actors/actresses, I experience anxiety. ... I have difficulty expressing myself or sharing information because of a lack of knowledge. Generally, in these topics because I don’t know much about them.” (Participant 2)

“The course book cannot provide enough examples and I need to provide more examples about the topic, and I feel anxiety in these instant situations.” (Participant 7)

“First thing is about the content of the course book. When the topic of the day is not interesting to me, I do not really enjoy it, and it causes me anxiety because even though I do research beforehand, I feel that I lack knowledge anyways.” (Participant 8)

Considering P2, P7, and P8, it might be inferred that the content that did not interest teachers personally, they lacked the necessary knowledge, and when the course book did not provide necessary information related to topic, EFL teachers experienced FLTA.

“Sometimes there are unfamiliar words. I took a look at the book, I know everything. But students ask some unrelated words. Sometimes those are the ones that I have never heard before.”
(Participant 10)

“When I encounter unknown vocabulary and when students ask the meaning, I experience tension.” (Participant 5)

In addition, EFL teachers’ vocabulary knowledge was found to be an influential factor on their FLTA as P10 and P5 pointed out. As vocabulary is a part of lesson content, this factor was evaluated as content knowledge of EFL teachers.

“Some students may know more than we do. Once I gave an example. Then one student corrected me. I was certain about what I knew, but he refuted what I said.” (Participant 10)

Besides, EFL teachers’ self-perceptions about their content knowledge might be an influential factor on their FLTA. It was found that having a perception that students knew more than the teacher knew about a topic caused FLTA.

In conclusion, the findings showed that content knowledge was among the sources of FLTA for some teachers. Not being able to answer a question directed by students, vocabulary knowledge, and very unfamiliar or uninteresting topics seemed to be sources of FLTA regarding content knowledge.

4.3.2.5. *Unpreparedness*

This source was proposed earlier by Bernstein (1983) in their study with psychology teachers. In FLTA research, a source of FLTA was proposed before Tüfekçi-Can (2018) as “fear of being unprepared for the class” (p.589). Also, the similar concepts were proposed under different names as perceived unpreparedness (Aydın & Uştuk, 2020a) and language anxiety about the class preparation (Yoon, 2012). However, the participants mentioned being unprepared for the lessons differently. Therefore, the theme was decided to refer to the source proposed by Bernstein (1983). The following statements point out the findings related to unpreparedness of participants in this study.

“Sometimes, I substitute my colleagues for a couple of hours. ... the students are not familiar, that causes anxiety.” (Participant 6)

P8: “Before I first meet a group of students, I feel anxious because I do not know about their level. For example, last week, I substituted a teacher and the students’ level was quite good. At the beginning, I felt anxious because they were different from the students who I am used to teaching.” (Participant 8)

“If I meet a new group of students.” (Participant 10)

It was found that substituting another teacher was among FLTA provoking factors in this research as teachers could not be completely ready for the lessons because students were unfamiliar to the substitute teachers, and they did not know much these students, such as their level of proficiency, their preferences of activities, etc. As P6, P8, and P10 highlighted, meeting a new group of students caused FLTA because they were not completely prepared as the new students were obviously different from their own students, thus they felt anxious. In addition, making preparations for a new group of students caused FLTA as teachers knew little about the students’ themselves or their levels.

“I mean during my preparation part or if I am attending a new class. ... It’s like feeling anxious before meeting a new person or being in a new place but especially being in a new class for the first time.” (Participant 4)

“Sometimes, I substitute my colleagues for a couple of hours, and I do not have time to get ready.” (Participant 6)

Being a substitute teacher was earlier mentioned as a FLTA factor causing unknown situations; however, this time it was pointed out that substituting another teacher caused teachers attend lessons unprepared when they were informed in a short notice, and consequently, they feel FLTA.

“When my lesson plan ends earlier than I expected, this may cause anxiety. For example, at the beginning of the semester, my classes were 4 hours in a row with the same classroom. When the plan ends earlier, I have extra time without any activity, I sometimes do not know what to do in this situation.” (Participant 6)

In addition, a participant mentioned experiencing FLTA when their lesson plan did not suit their lesson duration, and they ended up with no activities. In this case, teachers might experience FLTA either because they are not prepared in the first place, or they are not prepared for the extra time they might have.

Moreover, almost all participants highlighted attending lessons prepared. Even if they did not have any time for preparation, they mentioned taking a lot at the vocabulary parts of the course book. This might point out that preparedness is an important element in teaching,

and teachers try to make sure they are completely ready for the lessons. Otherwise, they might experience FLTA.

4.3.3. How do you respond physically in such anxiety and worry situations?

The third interview question investigates the physical responses given by teachers during FLTA provoking situations. The data analysis revealed 28 different physical responses, and these responses were categorized according to their similarities. Table 4.10 presents physical responses given by the participants during FLTA situations.

Table 4.12. *Physical responses given by the participants during FLTA situations*

Physical responses	Participants	N
Taking a deep breath	P1, P11	2
Opening the window	P1, P8	2
Avoiding eye contact	P2, P6, P8	3
Freezing or pausing	P3, P9	2
Using gestures more than usual	P3, P7, P11	3
Using different facial expressions	P3, P9, P11	3
Wandering around the class	P6, P10	2
Sitting down	P11	1
Sweating	P8, P10, P11	3
Having a dry mouth	P4	1
Controlling physical responses	P11	1
Feeling tense	P5	1

As seen in Table 4.12, the physical responses to FLTA provoking situations change and there is not a consensus on them. However, some teachers were found to share the same physical responses. The most frequent physical responses were avoiding eye contact, moving hands and arms more than usual, sweating, and making different facial expressions. Followings are examples to different facial expressions:

“It becomes obvious on my face; I just stare at the student.” (Participant 3)

“Maybe I smile.” (Participant 9)

“I count to 10, and then I answer. I used to respond immediately, now I wait and have a poker face with a calm smile and control the events.” (Participant 11)

Also, some teachers needed to take a deep breath and open the window, which might indicate their need for a break and more oxygen for their body. In addition, some teachers showed opposing physical responses. While some teachers noted wandering around, using

gestures more than usual, some other teachers mentioned sitting down, freezing or pausing, and controlling physical responses. Lastly, a participant stated having dry mouth, and another noted feeling tense.

4.3.4. How do you respond mentally in such anxiety and worry situations?

The fourth interview question investigates the mental responses given by teachers during FLTA provoking situations. Table 4.13 shows the themes that mental responses to FLTA situations given by teachers:

Table 4.13. *Themes and mental responses to FLTA*

Themes	Mental responses	Participants
Emotional responses	Getting angry Getting irritated Getting obsessed with the answer Getting panicked Regret Calm Fear Feeling revenge Arousal of emotions Living the FLTA provoking situation again in mind	P1, P4, P5, P6, P7, P8, P10, P11
Mental blocks	Unable to concentrate Forgetting existing knowledge Confusion Blurred thoughts Unable to know what to say Brain freeze	P1, P2, P3, P4, P7, P8, P9, P11
Increase in mental processing	Producing new ideas Looking for the answer Turn around the subject Focusing on other things	P3, P9,

As seen in Table 4.13, mental responses to FLTA were examined under 3 themes, namely emotional responses, mental block, and increase in mental processing. Majority of the participants noted having emotional responses to FLTA, such as getting angry, irritated, panicked, feeling regret or fear, and living the FLTA provoking situation again in mind.

Also, one teacher mentioned feeling revenge, and another noted feeling regret. Followings are examples to feeling revenge and regret:

“Mentally I feel revenge. For example, if I have anything that I do not know about that space topic, I go home and learn more. one day I put the same topic forward.” (Participant 10)

“I tend to share extra information on some personal and work-related topics. I feel anxious afterwards and regret telling.” (Participant 7)

Another theme regarding mental responses was determined as mental block because certain mental responses were similar in their nature which is a stopped mental process. Table 4.13 shows that the majority of the participants (N=8) also experienced mental blocks. To give an example, they felt unable to concentrate or to know what to say, confusion, they had brain freeze, and they forgot their existing knowledge. Followings are some examples to these mental blocks:

“Mentally, things get confused in my mind. I don’t know what to say or do at that moment.” (Participant 2)

“I even forget the things that I know.” (Participant 8)

“Actually, mentally I feel blurred.” (Participant 11)

“I cannot focus on what I say sometimes.” (Participant 1)

As Table 4.13 illustrates some participants noted an increase in their mental processing. It was stated that their brain worked on producing new ideas, looking for the answer, and turning around the subject contrary to the participants whose mental processing seemed to be pausing.

“About that topic, I feel like I can produce new ideas to overcome them immediately, like how to teach better.” (Participant 4)

“There is always something processing, and trying to remember.” (Participant 3)

“My brain starts to look for the answer.” (Participant 9)

In sum, participants’ mental responses to FLTA were found to fall into 3 themes, namely emotional responses, mental block, and increase in mental processing. The majority of participants got affected by emotional responses and mental blocks while some of them experienced an increase in their mental processing.

4.3.5. What do you do to overcome the anxiety or worry that you experience while teaching?

The fifth interview question investigated the strategies or techniques that teachers used to overcome their FLTA. Table 4.14 shows these themes and strategies obtained from data analysis:

Table 4.14. *Themes and strategies to overcome FLTA*

Themes	Strategies	Participants	N
Strategies related to preparedness	Attend classes prepared Make longer or excessive preparation for FLTA provoking situations Arranging activities according to students specifically. Always keep extra activities aside	All	11
Strategies related to interaction with students	Talk to students Consult colleagues, coordinators or more experienced teachers Add humor Change perspective Turn back to the lesson Focus on the content rather than FLTA provoking moments. Assess unfamiliar classrooms in the beginning See positive sides of FLTA provoking students	P1, P7, P8, P11	4
Strategies for FLTA related to content knowledge	Admit not knowing. Learn from mistakes. Tricky answers Develop yourself Do a lot of research Study the content thoroughly Act confident Listen to podcasts Watch movies	P1, P3, P5, P6, P8, P9	4
Strategies to save time	Direct students' attention to gain some space and time. Play video related to lesson Sit down Wander around the class Breath work	P1, P6, P8, P9, P11	5
Strategies related to personal life	Attend recreational activities Take up hobbies Do sports Distraction	P8, P11	2

Table 4.14 provides a list of strategies used by Turkish EFL teachers to deal with their FLTA under five themes. It was discovered that all participants mentioned using strategies to attend classes prepared. Studying for the lesson in length and keeping extra activities aside in case their lesson falls short were some examples for the first theme. Secondly, the teachers noted using strategies related to interaction with students. In case of any interactional problems, they stated that consulting other colleagues to solve the problems and directly talking to students were some strategies they used to overcome their FLTA. Related to content knowledge, teachers noted admitting not knowing something helped their FLTA. Also, some participants highlighted that they put effort into doing research, developing themselves, and learning from their mistakes.

Some participants mentioned using some strategies to distance themselves from the FLTA-provoking situations, directing students' attention to other topics and lesson material, such as a video or another discussion.

The last group of strategies was found to relate to teachers' personal lives. Some participants' noted that not-work-related activities distract them from FLTA situations and give them a chance to build better and robust mental health. Thus, they advised taking up hobbies, doing sports, finding a distraction, and attending recreational activities. The following are some statements related to strategies to overcome FLTA:

“I focus on the content of the lesson rather than such anxiety provoking situations.” (Participant 1).

“I focus on how to teach better to the students rather than how I feel.” (Participant 4)

“Or I rarely run around the subject because I do not know what to do. ... I tell them ‘never mind, we can take a look at this later on.’” (Participant 9).

5. DISCUSSION

In this part, major findings of the study are examined and discussed in the light of literature related to FLTA. The discussion followed the order of research questions while similarities, differences, and some other relations to the earlier research studies were presented. Besides, the study adopted a convergent-parallel research design, and carried out two separate data collection procedures, which were data collection through semi-structured interviews and data collection through the FLCAS (Aydın & Uştuk, 2020). Thus, the major findings of these two distinct data collection procedures were compared when necessary.

Most of the studies in FLTA literature mainly concentrated on the sources and effects of FLTA among pre-service and in-service teachers (Aydın & Uştuk, 2020a; Aydın & Uştuk, 2020b; Horwitz, 1996; İpek, 2006; Kim & Kim, 2004; Merç, 2011; Numrich, 1996; Öztürk, 2016). Moreover, some studies investigated the relationship of FLTA to factors such as gender, educational background, years of experience, or level of students and school contexts (Akinsola, 2014; Amen et al., 2002; Aydın & Uştuk, 2020b; Dişli, 2020; Kesen & Aydın, 2014; Öztürk, 2016; Paker, 2011; Yazıcı & Ertekin, 2010). Some studies investigated FLTA experienced by pre-service teachers studying ELL (Mirici & Çağlar, 2017; Kazazoğlu, 2020). In addition, only a number of studies delved into the symptoms and strategies to overcome FLTA (Bernstein, 1983; Kim & Kim, 2004; Liu & Yan, 2020; Liu & Wu, 2021). It is agreed on these studies that EFL teachers have FLTA to various extents, and they adopt certain strategies to overcome it. Following is the discussion of the significant findings of qualitative and quantitative data analysis in light of the existing literature.

5.1. What is the level of foreign language teaching anxiety among Turkish EFL teachers?

Literature related to levels of FLTA shows mixed results. Some of the studies support that EFL teachers experience moderate levels of FLTA (Dişli, 2020; Kim & Kim, 2004; Tabançalı et al., 2016; Öztürk 2016) while some studies showed that pre-service or in-service teachers experience high levels of FLTA (Borg & Riding, 1991; Ouastani, 2018). Either way, it is clear that FLTA was found to influence teachers to some extent in earlier studies.

On the contrary to the studies mentioned above, the results of this study revealed that participants experienced lower levels of FLTA. This finding is in line with Hişmanoğlu's

study (2013). The study investigated FLTA among pre-service teachers, and they were found to experience lower levels of FLTA. This finding might be related to several reasons. First, the FLTAS was originally developed by the participation of pre-service EFL teachers (Aydın & Uştuk, 2020a), but also it was proposed that the scale could be used to measure EFL teachers' FLTA, and Ouastani (2018) pointed out that pre-service language teachers experienced higher levels of FLTA than in-service language teachers did. In addition, as mentioned earlier in the methodology part, the items related to fear of negative evaluation in the FLTAS might not be completely suitable for EFL in-service teachers in this study. However, those items were not extracted from the scale in order not to disturb the validity and the reliability of the original scale. The participants might have answered those items lower as their context did not suit those items. Thus, it was not an unexpected finding that participants scored a low level of FLTA in the FLTAS.

Another major finding was that participants experienced moderate levels of FLTA in terms of students' lack of interest among the participants. This finding is in line with Aydın and Uştuk's (2020b) study with 156 in-service EFL teachers from different nationalities. This finding might be explained with the fact that students were among sources of motivation of EFL teachers. As Erkaya (2012) proposed having motivated students might be a source of motivation to the teachers, and lack of students' interest may result in unmotivated teachers. Moreover, Aydın (2016) revealed in their study with 60 pre-service teachers that demotivation and amotivation was a source of FLTA. Thus, it might be inferred that lack of students' interest may result in anxious teachers in return.

Another major finding related to the level of FLTA was that participants' scored the anxiety provoking factor 'teaching inexperience' the lowest among all factors even though more than half of the participants were with 1 to 5 years of experience. Thus, it might be said that the participant teachers' FLTA levels might not get affected highly by inexperience. On the other hand, during the semi-structured interviews, the participants noted that their levels of FLTA were higher in the first two years of their teaching career. This finding might show that inexperience might be a source of FLTA in the beginning of EFL teaching career; however, it lessens through time.

5.2. Do the levels of foreign language teaching anxiety among Turkish EFL teachers change according to gender, years of experience, educational background, and school contexts?

The existing literature regarding the relationship between gender and FLTA shows inconsistent findings. Aydın and Uştuk (2020b) revealed that male participants scored higher levels of FLTA in factors of FLTAS: self-perceptions of language proficiency, fear of negative evaluation, teaching inexperience, and difficulties with time management. On the other hand, Veronica (2011) and Eren (2020) supported that their female participants showed experiencing higher levels of FLTA compared to their male counterparts. The findings of this study supported that gender did not have a significant relation to EFL teachers FLTA, and this finding is consistent with some recent studies (Akinsola, 2014; Aslrasouli & Vahid, 2014; Dişli, 2020; Kesen & Aydın, 2014; Öztürk, 2016).

As was foreseeable, EFL teachers' years of experience was proposed to have an influential role in FLTA in literature (Liu & Yan, 2020; Williams, 1991). However, major findings of this study indicated that experience did not have a significant relation to FLTA in overall FLTA and some subcategories, namely self-perception of language proficiency, teaching inexperience, and lack of students' attention. Similarly, Eren's (2020) study did not find a significant relationship between experience and FLTA among native participants of their study; however, non-native teachers with 21 and more years of experience were found to experience significantly less FLTA in that study. This finding of the existing research might relate to non-normal distribution of participants in experience categories. Only a number of participants were experienced in this study so it might not be effective to observe the influence of years of experience on FLTA. On the other hand, the participants with the least experience were with 1 to 5 years of experience. Those teachers were not inexperienced, they only had comparatively less experience. Therefore, influence of years of experience might be less in this case.

On the other hand, FLTA regarding fear of negative evaluation and difficulties with time management was revealed to be significantly affected by EFL teachers' experience. The most novice group, who had 1 to 5 years of experience, seemed to experience a higher level of fear of negative evaluation compared to teachers with more than 16 years of experience. This finding might be associated with the perfectionist attitude of teachers, and Fakhari

(2019) investigated the relationship between novice and experienced teachers' perfectionism and creativity. Their findings indicated that positive perfectionism is a predictor of teachers' creativity, which might enable them to find more appealing activities for students, and consequently, fear of negative evaluation poses less of a threat. Kim and Kim (2004) conducted a study on FLTA with 147 teachers at primary, secondary, and high school, and it was revealed that teachers approached language knowledge with a negative perfectionist attitude and feared being compared to other teachers. Also, in a recent study, Dişli (2020) investigated FLTA among high school non-native EFL teachers. In their study, the most anxious group of teachers was the early stage teachers with 1 to 5 years of experience.

On the other hand, the same group of teachers was found to experience a higher level of FLTA in terms of difficulties with time management compared to teachers with 11-15 years of experience. In an earlier study, Orgoványi-Gajdos (2015) investigated and compared novice and experienced teachers in terms of their approaches to and perceptions of classroom situations. Their findings suggested that novice teachers did not have the necessary schemata to deal with problems occurring during teaching, and even if they had experience, they did not have the flexibility and courage to try another plan during their lessons. In addition, it was noted that experienced teachers showed developed problem-solving skills. These suggestions might explain why teachers with 1 to 5 years of experience showed higher levels of FLTA regarding the difficulties with time management and fear of negative evaluation. However, still those teachers cannot be completely regarded as inexperienced, and other reasons for their FLTA might be investigated.

Besides, the study investigated the participants' educational background and its relation to FLTA in terms of their last degree and the department they studied at the undergraduate level. The literature points out inconsistent findings related to the effect of the educational background of teachers. Dişli (2020) found that teachers who studied at an English Language Literature department experienced higher levels of FLTA. Kobul and Saraçoğlu (2020) detected that teachers who graduated from ELT/FLE departments had lower levels of FLTA compared to other English language-related departments. On the contrary, Eren (2020) pointed out that ELT graduates experienced higher levels of FLTA than graduates of other English language departments.

The findings of this study indicated that neither participants' undergraduate program nor having a master's degree showed any significant effect on participants' overall FLTA and their FLTA regarding subcategories. However, the most substantial FLTA provoking factor was revealed to be the lack of students' interest for both teachers with bachelor's degrees and post-graduate degrees. In addition, the participants who graduated from English Language and Literature, American Culture and Literature, Linguistics Studies and Translation Studies were found to have a slightly higher level of FLTA regarding lack of students' interests. Kazazoğlu (2020) revealed a different finding, which investigated English philologists becoming EFL teachers during their pedagogical formation certificate program. These prospective teachers might be regarded as similar to English Language and Literature/American Culture and Literature as all these departments do not receive any teacher training education in their undergraduate program. Thus, the finding related to lack of students' interest might not be generalizable to all contexts; however, it might still be regarded as a source of FLTA.

Regarding the last degree completed, the findings of this study complied with some earlier studies which did not determine any significant relation to FLTA (Aslrasouli & Vahid, 2014; Aydın & Uştuk, 2020b; Eren, 2020; Öztürk, 2016; Tseng, 2005). However, Li & Wu (2021) revealed that teachers with a bachelor's degree had the highest level of FLTA while teachers with a master's degree or Ph. D. showed significantly lower FLTA. Thus, it might be inferred that the finding regarding participants' last degree might show differences in different contexts. When the sociocultural features of the countries where the earlier studies were carried out are considered, the findings of this study is supported (Aydın & Uştuk, 2020b; Eren, 2020; Öztürk, 2016). Thus, it might be inferred that the findings regarding the influence of last degree obtained might be limited to Turkish EFL context.

The study investigated participant teachers' FLTA at primary school, secondary school, high school, and university level, and the findings did not point out any significant relationship between school contexts and overall FLTA, and yet, primary school teachers were found to experience slightly less FLTA. This finding might be related to the language level taught in primary schools and less workload of primary school teachers. Tseng (2005) compared FLTA among high school and elementary school teachers and revealed that high school teachers experienced higher levels of FLTA. This finding was explained in their study

that demand from teachers might be higher at the high school level than it is at elementary schools. Similarly, Kim and Kim (2004) investigated FLTA among elementary and secondary school teachers. Even though their findings did not indicate a significant relationship, secondary school teachers were found to have higher levels of FLTA.

Another important finding related to the school contexts is that participants at the university level were found to experience FLTA in terms of fear of negative evaluation than high school and secondary school teachers experienced. It might be inferred from this finding that teaching young adults might cause more FLTA stemming from fear of negative evaluation than teaching teenagers.

5.3. How do Turkish EFL teachers perceive their FLTA?

This research question investigated participants' perceptions of their FLTA, and the findings obtained through semi-structured interviews indicated that EFL teachers in this study perceived their FLTA at moderate levels. This finding revealed that participants were aware of their FLTA as they were chosen among those who filled the FLTAS and showed moderate levels of FLTA on this scale. Moreover, this finding is in line with the existing studies in the literature, which detected moderate levels of FLTA among EFL teachers (Dişli, 2020; Kim & Kim, 2004; Tabancalı et al., 2016; Öztürk, 2016).

Another important finding is related to the first research question and teachers' statements in semi-structured interviews. As stated in the discussion of the first research question, the quantitative data analysis indicated that participants experience low levels of FLTA. However, during interviews, some teachers asked whether they needed to score their general FLTA or the level of FLTA during an FLTA-provoking situation. The researcher asked them to score both of them separately, and in return, participants scored their FLTA low in general, but they mentioned feeling moderate FLTA during a FLTA-provoking situation. This finding is consistent with Liu and Wu's (2021) study with Chinese college teachers, whose participants showed low levels of FLTA on the scale; however, more than half of the participants noted feeling anxious about teaching while answering the open-ended questions. Thus, these findings might indicate that FLTA arises in certain situations and moderately debilitates teachers in diverse ways. Therefore, FLTA might be characterized as situation-specific anxiety, similar to foreign language anxiety (FLA) (Horwitz et al., 1986).

Situation-specific anxieties are described as transient and momentary emotional responses of individuals to certain situations (MacIntyre, 1999). In this regard, FLTA might be approached as if it might occur in certain situations and be dealt with accordingly.

5.4. What are the sources of their FLTA?

The FLTAS relates FLTA to 5 factors: self-perception of language proficiency, teaching inexperience, lack of students' interest, difficulties with time management, and fear of negative evaluation. In this study, all these factors were influential on FLTA at low levels; however, fear of negative evaluation was found to be moderately effective.

Other sources of FLTA were investigated through semi-structured interviews. The quantitative data analysis revealed the following sources of FLTA: teaching a particular language skill, teaching students with particular language proficiency, students, unpreparedness, and content knowledge. These sources are discussed below in line with the literature.

5.4.1. Teaching a particular language skill

Teaching a particular language skill was first put forward by Numrich (1996) regarding teaching grammar. Following that, İpek (2006) revealed that teachers did not only experience FLTA in teaching grammar but also in teaching other skills.

In this study, teaching a particular language skill was found to be an FLTA-provoking factor for several reasons. Firstly, teachers noted an urge to use students' L1 while teaching grammar; otherwise, students did not seem to understand the topic, especially in essential grammar topics. This finding might be meaningful as Norman (2008) proposed that students behaved silent and distracted and were unwilling to communicate unless L1 was used in the classroom. Moreover, banning L1 use in classrooms was found to result in a decrease in both teachers' and students' motivation (Debreli, 2016). Also, Dişli (2020) also found that using L1 is a source of FLTA because teachers were under the impression that using L1 prevents students from being exposed to the target language enough, and using L1 contradicted teachers' beliefs.

One of the noteworthy findings indicated that participants experienced FLTA in teaching more than one language skill. Han and Öksüz (2020) investigated which language

skill acted as an FLTA provoking factor the most, and their findings indicated that the highest FLTA provoking skills were grammar and writing, and the least was speaking. In this study, teaching speaking was found to cause FLTA when the topic did not interest teachers personally or while teaching students with a low level of proficiency because of concerns related to students' success in the speaking exams. This finding related to speaking exams might be associated with the washback effect of exams on teaching practices and the content of the lessons. Göktürk Sağlam (2018) noted that some teachers were affected by exams more than others; however, all teachers were still inclined to prepare students for the ultimate proficiency exam, and this finding was proposed to indicate that teachers' methodology was tailored to correspond to exams. The FLTA experienced by participants in this study while teaching speaking might be result of such a washback effect, and it is beneficial to take this into consideration while arranging the classroom practices.

Another major finding was related to teaching writing. Some participants stated that teaching certain genres posed difficulty to teachers as they were not proficient in these genres themselves. This finding is in line with Eren's (2020) study which highlighted that their participants experienced FLTA during teaching particular skills "in which they are not confident enough, or when they have doubts about their target language performance, their perceived instructional efficacy decreases." (p.83). Similarly, Tüfekçi-Can's (2018) study with preservice teachers revealed that participants suffered from not recalling something essential and having insufficient knowledge of the teaching procedure. Even though their study was carried out with pre-service teachers, their findings might be related to this study because in-service teachers might be inflicted with lack of knowledge. As a result, it might be interpreted that EFL teachers might have difficulty when they have a lack of knowledge of the topic, and some precautions might be taken accordingly.

5.4.2. Teaching students with a particular language proficiency

Regarding the level of students, the participants of this study highlighted that not only students with lower levels of proficiency but also students with higher levels of proficiency might act as a source of FLTA. These students might cause teachers to feel FLTA in different ways. For instance, low achievers might make teachers feel insufficient in their teaching abilities, and they blame themselves, while high achievers might cause teachers to feel

insufficient in terms of their language skills. This finding is consistent with Kongchan and Singashiri's (2008) study with children which pointed out that almost half of the teachers noted having FLTA while teaching students with a low proficiency level. Similarly, İpek (2016) conducted a qualitative study on FLTA, and their findings revealed that students with lower proficiency levels were among the sources of FLTA. This study's findings align with Kim and Kim's (2004) findings regarding students with higher language proficiency. In their study, teachers reported feeling discomfort because of some students who had lived in English-speaking countries or fluent students out of fear of being evaluated by them. As a result, the findings of this study supported that teaching students with a particular language proficiency is among the sources of FLTA, and being aware of the nature of those students and classrooms might help EFL teachers with their FLTA.

5.4.3. Students

As being the major element of learning, it is not an amazement that incidents related to students have been pointed out as among the sources of FLTA. In his pioneering study on FLTA, Horwitz (1996) highlighted disobedient students as one of the several sources of FLTA. As the major findings of this study indicated, students with various characteristics manifest and circumstances related to students might cause FLTA in the participants. Regarding students, interaction with and among students was revealed as one of the major sources of FLTA in this study because teachers experienced difficulty in managing interactional problems and maintaining a positive educational environment on their own and needed assistance. This finding is supported by existing literature.

One of the noteworthy findings highlighted that teacher-student and student-student interaction might be a critical source of FLTA for several reasons. Firstly, some participants clearly stated that they sometimes did not know how to deal with an interactional difficulty and experienced various emotions towards students, such as anger. Also, it was noted that interactional problems made it difficult to arrange classroom activities, or teachers feared that negativity would continue. These findings might be explained by the fact that most interviewees were novice EFL teachers, and they had difficulty coping with students' behaviors. Similarly, Orgoványi-Gajdos (2015) performed a study with novice and expert teachers investigating their attitudes towards problematic situations in language classrooms,

and it was revealed that novice teachers had limited experience with interactional problems and solutions to them. Thus, they were prone to approach these problems superficially; that is, the aim was to stop the existing problem, not to solve its real reason. Considering these findings, it might be inferred that participants might not know ways to solve the interactional problems completely, or they deal with those problems superficially so interactional problems continues to act as an FLTA-provoking situation.

Besides, some characteristics of students, such as being judgmental, non-responsive, uninterested, distant, or arrogant, were found to arise FLTA in EFL teachers in this study. This finding is in line with the existing literature. Öztürk (2016) proposed that particular manners and behaviors of students might cause FLTA provoking for non-native EFL teachers. Likewise, Kongchan and Singhasiri's (2008) study noted that their participants experienced FLTA when their students showed some signals of boredom, failing to understand, or not following the lesson, such as yawning, chatting, and engaging in other activities. In Kim and Kim's (2004) study, teachers noted feeling the highest level of FLTA while teaching students who are neither interested nor motivated. A similar finding was reached in Tüfekçi-Can's (2018) study with pre-service teachers. Most participants noted feeling FLTA when students are not engaged in the activities in their study. Aydın and Uştuk (2020b) pointed out that low interest among students and unsuccessful students might cause EFL teachers to feel upset. Kim and Kim (2004) highlighted that only a few poorly motivated students could spoil the positive learning environment. Besides, students' personalities were pointed out as among the sources of FLTA. Tüfekçi-Can (2018) supported that teachers experience FLTA when encountering misbehaving students and negative behaviors.

Another important finding regarding students was about participants' fear of negative evaluation. Even though the findings of qualitative data collected through the FLTAS indicated that fear of negative evaluation was influential on participants' FLTA to extent, only a number of participants mentioned the incidents causing fear of negative evaluation during the interviews. This finding might be stemming from the items related to the factor 'fear of negative evaluation' in the FLTAS, which includes the term 'mentor'. While responding those items, teachers might have considered some times when they were observed by their mentors, colleagues, or supervisors in their institutions. However, those times are quite limited for many teachers, and the findings of the qualitative data were not

highly in line with the findings of quantitative data in this regard. Besides, the incidents mentioned during the interviews were related to students' judgements. When compared to mentors or official supervisors, students might act as an evaluative factor less so it might be inferred that official observations by mentors might cause higher levels of FLTA than students do.

5.4.4. Content knowledge:

Öztürk (2016) proposed two sources of FLTA concerning teachers' knowledge: knowledge of target language and knowledge of target culture. The findings of this study were in line with both of these sources. Therefore, it was renamed content knowledge which contains knowledge of the target culture, vocabulary, and lesson content. Besides, some problems regarding course book content and topics that students knew better than the teacher were also included in this theme.

The findings indicated that some participants noted having FLTA when they did not have sufficient knowledge of that day's topic or content, when it was about cultural content, such as Oscar-winning films and computer games, and when students know about a topic more than the teachers do. Another noteworthy finding was pointed out by a participant that as an FLTA-provoking factor because sometimes he did not know the topics students were talking about, such as computer games or movies. This finding might be explained by the findings of Sriprom et al.'s (2019) study investigating the characteristics of Thai Gen-Z undergraduate students. Their findings indicated that generation differences made classroom instruction difficult both pedagogically and practically because students consume technology fast and are more open to diverse discussion topics. Thus, teachers need to put more effort into catching up with the content their students are interested in. In this regard, generation differences between EFL teachers and EFL students might need to be considered while arranging teaching practices, and it might be noted that those differences might be among the sources of FLTA.

5.4.5. Unpreparedness

This source of FLTA was proposed and discussed under similar names in earlier studies, and there is almost a consensus that unpreparedness might lead to FLTA. Tüfekçi-

Can (2018) found that teachers experienced fear of being unprepared for the class, and in a similar concept, Aydın and Uştuk (2020b) pointed out that their participants suffered from perceived unpreparedness. With pre-service teachers, Yoon (2012) investigated factors related to foreign language anxiety, and still, they found that foreign language anxiety (FLA) about class preparation was a factor that affected them.

Surprisingly, the study participants did not mention any unprepared situations they encounter regularly and experience FLTA because they strongly emphasized that they put considerable effort into classroom preparation. Related to being unprepared, they only noted that being a substitute teacher, curriculum changes and having institutional workload, such as materials to be prepared, or extra duties, were causing them to attend classes unprepared. Ouastani (2018) revealed that teachers regarded the unexpected nature of a language classroom as a source of FLTA, and consequently, they were prone to show avoidant behaviors in their teaching practices. In addition, a participant of this study stated that her lesson plan might sometimes finish earlier than they expected, which created discomfort because they did not know what else to do or did not want to waste time. This finding indicates that unpreparedness might not be only about being prepared to lessons, but also it being prepared to extra time teachers have in their classes. Therefore, it might be said that unpreparedness, perceived or not, might serve as a source of FLTA, and EFL teachers might have difficulty in their lessons because of being unprepared.

Another significant source of FLTA was noted to be substituting another teacher. This might stem from being unprepared to the lesson as they were informed in a short notice or encountering new students. It might be expected from the teachers to be unprepared when they are informed in a short notice because they would not have time to be prepared for the lesson. In addition, the students in the new classroom might be unfamiliar to the teacher, and it might cause FLTA as the substitute teacher do not know about the level of the students, their activity preferences, and their characteristics. This finding is in line with Ameen et al.'s (2002) study, which revealed that one-third of their participants pointed out unfamiliarity with the students as a source of FLTA. Thus, it might be inferred that substituting another teacher is among the sources of FLTA for the participants of this research.

In addition, some teachers stated that curriculum changes in the middle of the semester made them feel discomfort because curriculum changes were found to make teachers feel

unplanned and disoriented. This finding might be explained by the finding of Kongchan and Singhaisiri (2008), who revealed that teachers might undergo FLTA when they did not follow their lesson plans. Having FLTA in these situations might be expected because all the plans teacher makes for the semester completely change so they might both feel exhausted and do over all those preparations from the scratch.

5.5. What strategies do they adopt to overcome their FLTA?

One another aim of this study was to investigate the strategies to overcome FLTA. The semi-structured interviews investigated physical and mental responses that EFL teachers gave during FLTA-provoking situations before asking for their strategies to overcome them. Without having an understanding of teachers' responses, investigating strategies might be limited. Besides, the researcher aimed to remind teachers of those instances so that they could recall their strategies to deal with FLTA better. The most frequently given physical responses were related to putting some distance between students and teachers, such as avoiding eye contact. In addition, using gestures, opening the window, or wandering around the class also distanced teachers from students for a time. Similar to Kim and Kim's (2004) findings, some teachers mentioned sweating, dry mouth, and freezing, which might also happen in other contexts. Thus, it might be said that it is common among participants to show physical responses in FLTA-provoking situations.

On the other hand, it was revealed that the mental responses given by participants could be categorized into three. Thus, FLTA might cause some emotions in teachers, such as anger, irritation or panic, mental blocks, such as confusion, forgetting, or freezing, or an increase in mental processing, such as focusing on more than one thing at a time or coming up with creative ideas. These responses are not consistent with each other. Therefore, it might be said that all responses are unique to a person, and it is difficult to generalize when the psychological and affective constructs are the issue.

The strategies used by participants of this study were grouped under five themes. The first strategies were related to the classroom preparation of EFL teachers. All participants noted attending their lessons as prepared as possible, and some participants saved longer or excessive time for preparation. Also, arranging activities according to students' needs and keeping extra activities were some strategies they used to overcome their FLTA. This finding

is in line with earlier studies which pointed out that preparations for classes or keeping extra activities like games or songs were beneficial strategies (Kim & Kim, 2004; Ouastani, 2018)

Some teachers advised talking to students, adding humor, or consulting more experienced colleagues regarding interactional problems with students. This finding is in line with Johnson's (1986) study, which highlighted that the support from co-teachers was a source of teacher motivation. Some of the strategies discovered in this study show similarities to the findings of previous studies. Han and Öksüz (2020) investigated factors provoking FLTA and strategies to deal with FLTA, and the following strategies are similar to "talking to students outside the class in private, bringing extra materials, trying to relieve through self-calming, explaining rules in Turkish, directing questions to students and making them speak, watching films, series, documentaries, and different videos on the internet" (p. 42). Han and Takkaç-Tulgar (2019) examined FLTA among pre-service teachers during their elementary school practicum context, and the predominantly employed strategies were found to be consulting other teachers or mentors. In this regard, consulting a person whom one trusts might be seen as an overall strategy.

Further, some teachers noted changing their perspectives when facing any situation related to students and tried to understand them or see the positive sides of an FLTA-provoking situation. Lastly, some teachers demonstrated avoidance behavior as a way to overcome FLTA. For instance, they noted focusing on the content rather than the FLTA-provoking situation or quickly turning back to the lesson. However, this strategy might not be remarkably effective as they only dealt with the situation superficially, and it might return to haunt them.

Content knowledge was found to be one of the influential sources of FLTA, and teachers also stated several strategies to overcome that. Admitting not knowing was one of the earlier strategies proposed by Kim & Kim (2008). Also, teachers noted using some techniques to develop their content knowledge, such as doing much research, listening to podcasts, or watching films. Also, some of them stated that they studied the lesson's content in length. Another essential strategy to be mentioned is developing oneself and learning from mistakes. Lastly, one teacher mentioned giving tricky answers and acting confident, so they do not need to admit not knowing. This strategy might be face-saving for teachers.

Teachers also noted some strategies that they used to save time. These strategies might alleviate FLTA as they give some space to think and calm down. One of the major findings indicated that teachers tended to move more than usual physically; however, some teachers preferred to stay still or sit down. Kazazoğlu (2020) discovered the strategies used by ELL graduate teachers, and similarly, participants of their study noted sitting at the teachers' desk as a way to overcome FLTA. Therefore, it is not sure whether wandering around more than usual or remaining still is better to overcome FLTA, but it is clear that both are practical for some teachers. This difference might result from teachers' personality types, considering Dörnyei (2005) 's claim that introverts and extroverts differ in their preferences, behaviors, and thinking patterns. Also, teachers mentioned using breath work and counting to 10 to calm down, similar to Horwitz's (1996) suggestions of relaxation exercises and deep breathing.

Related to the personal of teachers, they suggested that it was necessary to distance themselves from work-life after school. Therefore, they advised attending recreational activities, taking up hobbies and sports, or finding other distractions according to their taste. Likewise, Kim and Kim (2004) also suggested attending recreational activities. Thus, it might be beneficial for EFL teachers to have free time activities outside of their schools so that they would alleviate their FLTA.

6. CONCLUSION

6.1. A Brief Summary

It is acknowledged that teaching is a continuous process that needs ongoing development of teachers. Teachers might be overwhelmed by this process and experience FLTA at certain points. In addition, as Horwitz (1996) proposed, non-native EFL teachers might also be regarded as language learners and might need more investigation regarding their FLTA. Thus, this study aimed to explore FLTA among non-native Turkish EFL teachers, the sources of their FLTA, perceptions of FLTA, and strategies to overcome FLTA. Also, FLTA was investigated concerning participants' gender, years of experience, educational background, and school contexts.

The study adopted a convergent parallel mixed-methods design, and the data were collected through two separate data collection procedures. The quantitative data were collected by the FLTAS (Aydın & Uştuk, 2020a), and the quantitative data were collected through semi-structured interviews. 120 Turkish EFL teachers participated in the study, and 11 of those participants were also interviewed to investigate their perceptions of FLTA and strategies they used to overcome FLTA.

In summary, the findings revealed that participants experienced low levels of FLTA, and the most anxiety-provoking factor was found to be the lack of students' interest in the FLTAS. Also, no significant relationship was determined between participants' FLTA levels and the following variables, gender, years of experience, educational background, and school context. Some factors related to FLTA were found to be related to these constructs, and most importantly, teachers who taught undergraduate level were found to experience higher levels of FLTA regarding fear of negative evaluation compared to secondary school and high school teachers.

The findings of qualitative data analysis revealed that teachers perceived their FLTA as moderate and highlighted that their general FLTA is relatively low; however, they could rate FLTA during the FLTA-provoking situation as moderate. This finding pointed out that FLTA might be situation-specific anxiety. Also, FLTA was found to be affected by certain situations related to teaching a particular language skill, teaching students with particular language proficiency, students, content knowledge, unknown situation, and preparedness. Also, teachers noted responding to these situations physically and mentally differently.

Lastly, the study discovered some strategies Turkish EFL teachers used to alleviate their FLTA. It was found that all participants use strategies to attend classes prepared, such as keeping extra activities and arranging activities according to students specifically. In addition, participants mentioned using strategies related to interactions with students, content knowledge, and strategies to save time. Those strategies mentioned so far are related to in-class activities. On the other hand, teachers mentioned using some strategies that they applied to their personal lives, such as having a hobby to distract themselves outside of their schools.

In conclusion, this chapter presents limitations of the study, some implication for EFL teachers, implications for further research in the following parts considering the findings and the discussion of this study.

6.2. Limitations of the Study

This study has several limitations in exploring FLTA, sources of FLTA, and strategies to overcome it. First of all, the sampling of this study is limited to 120 participants in the online questionnaire. Even though the invitation mail was sent to over 200 teachers, only that number could be reached. Similarly, the participants in semi-structures were limited to 11 teachers because only those teachers volunteered among teachers with moderate levels of FLTA. Others refused the invitation because of their busy schedule. As a result of the sample size, the findings of this study might not be generalized to all non-native Turkish EFL teachers.

Secondly, the study has some limitations regarding its data collection instruments despite all the advantages of a mixed-methods research design. The quantitative data collection tool, the FLTAS, has been recently developed by Aydın and Uştuk (2020a), and, even though it is a valid and reliable scale, it might be beneficial to use this tool in different contexts, as well. Besides, some items of the FLTAS regarding fear of negative evaluation might not be completely suitable to measure in-service EFL teachers' FLTA as they include the term 'mentor'. However, those items were not excluded not to disturb the validity and the reliability of the original scale. Besides, the qualitative data collection tool, semi-structured interviews, could only retrieve what teachers remembered during interviews, and the participants needed some examples to recall the moments when they felt FLTA. In

addition, some teachers got anxious during interviews, and their emotional state also affected their answers. For instance, they had difficulty explaining themselves, or remembering the situations where they experienced FLTA.

Another limitation is that the distribution of participants regarding their educational background was not as it was expected to be, and some groups of participants were merged with some other groups of participants because of insufficient sampling. Thus, teachers holding Ph. D. and teachers who graduated from ELL, ACL, Linguistics Studies and Translation Studies were not explicitly examined in terms of their FLTA. Besides, semi-structured interviews were carried out only with teachers who studied ELT, FLA, English Language Literature, and American Culture and Literature. Consequently, the findings of this study are limited to those teachers' experiences regarding FLTA.

6.3. Implications for EFL Teachers

The findings of this study provide an insight into FLTA, and Turkish EFL teachers might benefit from these in their teaching practices if they experience FLTA. It is worth mentioning that participants were found to experience lower levels of FLTA. However, most interviewees noted that their FLTA level was generally low but moderate during an FLTA-provoking incident. Thus, EFL teachers might be aware that the FLTA level may change in their teaching practice depending on the situation. It might be beneficial if they observe themselves in diverse incidents to deal with FLTA. Although the strategies proposed in this study are limited to the suggestions of 11 interviewees, these may still inspire them to develop their strategies. In addition, it is advised to EFL teachers to regulate their own teaching and to make self-observations. As Gol and Royaei (2013) pointed out, self-regulation and job performance are significantly related, and Çapa-Aydın et al. (2009) highlighted that teachers with high self-regulation put more effort into dealing with existing challenges around them. Thus, it might be beneficial for EFL teachers to adapt the strategies presented in this study to their own teaching practices and regulate their teaching accordingly.

Besides, it might be comforting for an EFL teacher to know that others experience FLTA and they are not the only ones who have difficulty out of FLTA. Thus, they are advised to share their emotions with other teachers or professional consulting departments

in their institutions so that they might have some relief and find solutions to their problems. Therefore, institutions are advised to have a teacher training and consulting office to help their teachers through their professional development.

EFL teachers are also advised to support their colleagues in their struggles in teaching professions and share their experiences with others. Unless teachers share their experiences, they might feel isolated and lonely, and even they might get the impression that they have failed their profession, and consequently, it might result in FLTA.

Moreover, it might be beneficial to attend EFL teacher networks, seminars, conferences, or training related to professional development as some of the sources of FLTA are found to be related to teaching a language skill or teaching students with a level of particular language proficiency. Developing professional skills might help teachers to eliminate their FLTA regarding these issues. Also, it is advised to policymakers and stakeholders that in-service teacher training might include sessions related to FLTA to create awareness in EFL teachers. As Önalán and Gürsoy (2020) suggested, EFL teachers demand applicable, functional, engaging, audience-friendly, and informative content and interactive trainers with good presentation skills. Thus, it is also necessary to consider these criteria and include FLTA in these training programs.

In addition, FLTA might stem from incidents related to students. Their attitudes towards teachers, unwillingness, indifference, or arrogance were found to cause FLTA, and it is another suggestion to be aware of this fact and to communicate with students and make them aware that they might cause negativity in their classroom. Furthermore, problems related to interactions with students were found to be a source of FLTA, and EFL teachers are advised not to look for temporary solutions but to solve these problems permanently by looking for the core of these problems.

It is worth mentioning that having some personal interests, hobbies, or distractions in teachers' personal lives might help them a lot in dealing with FLTA. They might get distracted thanks to these activities and would not be overwhelmed by the FLTA they experience.

6.4. Suggestions for Further Studies

This part suggests some implications for further studies considering both the findings and the limitations of this study. Firstly, it might be beneficial for future studies to adopt different data collection tools, such as diaries, classroom observations, to be able to observe teachers' FLTA in the long term. Teachers might have difficulty in remembering FLTA provoking situations during interviews or they might confuse FLTA their general anxiety and FLTA while responding to scales. However, diaries might give teachers a chance to reflect on their experiences on a regular basis, and classroom observations might give researchers a chance to monitor the FLTA provoking situations and teachers' responses to them.

Secondly, the findings of this study indicated that university teachers among the participants significantly experienced higher levels of FLTA than secondary school and high school teachers experienced. Future studies might focus on these contexts and comparative studies might be carried out. Alternatively, FLTA among EFL teachers might be investigated in these context individually to discover the sources of FLTA. Also, it was highlighted in this study that FLTA might be a situation-specific anxiety, and investigating teachers' feelings in these contexts individually and comparatively might be useful to reveal possible sources and to find ways to overcome them.

Besides, future studies might reach more EFL teachers to have a broader sampling. Especially, investigating FLTA among EFL teachers who hold Ph. D. degree and teachers graduated from Linguistics Studies and Translation Studies might provide a better insight into the FLTA that they experience and their needs as both this study and existing literature have not investigated FLTA among EFL teachers hold degrees in these areas.

Moreover, the findings of this study indicate that FLTA might be a situation-specific anxiety, and it might be specific to certain contexts. Thus, future studies might carry out case studies and might investigate this phenomenon specifically to a context. Classroom observations might help researchers monitor EFL teachers and their behaviors in particular situations. These types of studies might also provide institutions with the chance to develop their programs and teacher trainings accordingly.

Future studies might take the items related to fear of negative evaluation into consideration while carrying out the study with EFL in-service teachers as the term 'mentor'

in those items might not be suitable for every educational context. Some institutions might have mentor teachers to observe and evaluate teacher while some do not have such mechanisms. Thus, it might be beneficial to consider this aspect in the educational contexts while using the scale in the future research.

Finally, existing studies on FLTA mainly focus on the sources of FLTA, and some of them present strategies to overcome FLTA. Thus, experimental examinations might be beneficial to develop programs to eliminate FLTA and to investigate their effectiveness. These courses or sessions to inform EFL teachers about FLTA and strategies to deal with it might improve both teachers' effectiveness and quality of education. Moreover, stakeholders might benefit from the findings of these experimental research studies to arrange teacher training sessions accordingly.

REFERENCES

- Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. *The Modern Language Journal*, 78(2), 155-168. <http://dx.doi.org/10.1111/j.1540-4781.1994.tb02026.x>
- Agustiana, V. (2014). Pre-service teachers' anxiety during teaching practicum. *English Review: Journal of English Education*, 2(2), 174-182
- Akinsola, M. K. (2014). Assessing pre-service teachers teaching anxiety. *American Journal of Educational Research*, 2(12A), 41-44. <http://dx.doi.org/10.12691/education-2-12A-7>
- Alpert, R., & Haber, R. (1960). Anxiety in academic achievement situations. *Journal of Abnormal and Social Psychology*, 61, 207-215. <https://psycnet.apa.org/doi/10.1037/h0045464>
- Ameen, E. C., Guffey, D. M., & Jackson, C. (2002). Evidence of teaching anxiety among accounting educators. *Journal of Education for Business*, 78(1), 16-22. <https://doi.org/10.1080/08832320209599692>
- Aslrasouli, M., & Vahid, M. S. P. (2014). An investigation of teaching anxiety among novice and experienced Iranian EFL teachers across gender. *Procedia-Social and Behavioral Sciences*, 98, 304-313. <https://doi.org/10.1016/j.sbspro.2014.03.421>
- Atay, D., & Kurt, G., (2006). Prospective teachers and L2 writing anxiety. *Asian EFL Journal*, 8(4), 100-118. <https://avesis.marmara.edu.tr/yayin/c56ab8f5-ba84-4ba6-ba95-0e98fe1e776b/prospective-teachers-and-l2-writing-anxiety>
- Awan, R N., Azher, M., Anwar, M. N., & Naz, A. (2010). An investigation of foreign language classroom anxiety and its relationship with students' achievement. *Journal of College Teaching & Learning (TLC)*, 7(11). <https://doi.org/10.19030/tlc.v7i11.249>

- Aydın, B. (2014). *A study of the sources of foreign language classroom anxiety in speaking and writing classes*. [Doctoral dissertation]. Anadolu University. ProQuest Dissertations Publishing.
- Aydın, S. (2008). An investigation on the language anxiety and fear of negative evaluation among Turkish EFL learners. *Asian EFL Journal*, 421-444. <https://eric.ed.gov/?id=ED512266>
- Aydın, S. (2013). Factors affecting the level of test anxiety among EFL learners at elementary schools. *E-International Journal of Educational Research*. 4(1), 63-81. <https://eric.ed.gov/?id=ED540987>
- Aydın, S. (2016). A Qualitative research on foreign language teaching anxiety. *The Qualitative Report*, 21(4), p.636. <https://hdl.handle.net/20.500.12462/8676>
- Aydın, S. (2021). A Systematic Review of Research on Teaching Anxiety. *International Online Journal of Education and Teaching*, 8(2), 730-761. <https://eric.ed.gov/?id=EJ1294321>
- Aydın, S., & Uştuk, Ö. (2020a). The foreign language teaching anxiety scale: Preliminary tests of validity and reliability. *Journal of Language and Education*, 6(2), 44-55. <https://doi.org/10.17323/jle.2020.10083>
- Aydın, S., & Uştuk, Ö. (2020b). A descriptive study on foreign language teaching anxiety. *Online Journal of Education and Teaching (IOJET)*, 7(3). 860-876. <https://hdl.handle.net/20.500.12462/11587>
- Aydın, S., Yavuz, F., & Yeşilyurt, S. (2006). Test anxiety in foreign language learning. *Journal of Graduate School of Social Sciences of Balıkesir University*, 9(16), 145-160.
- Bailey, K. M. (1983). Competitiveness and anxiety in adult second language learning: Looking at and through the diary studies. In H. W. Seliger & M. H. Long (eds.), *Classroom oriented research in second language acquisition*. Rowley, MA: Newbury House, 67–102.

- Bailey, P., Daley, C. E., & Onwuegbuzie, A. J. (1999). Foreign Language Anxiety and Learning Style. *Foreign Language Annals*, 32(1), 63–76. doi:10.1111/j.1944-9720.1999.tb02376.x
- Bailey, P., Onwuegbuzie, A. J., & Daley, C. E. (2000). Correlates of anxiety at three stages of the foreign language learning process. *Journal of Language and Social Psychology*, 19, 474-490. <https://doi.org/10.1177%2F0261927X00019004005>
- Batumlu, D. Z., & Erden, M. (2007). The Relationship Between Foreign Language Anxiety and English Achievement of Yıldız Technology University School of Foreign Learners Preparatory Students. *Journal of Theory and Practice in Education*, 3(1), 24-38.
- Bayat, N. (2014). The effect of the process writing approach on writing success and anxiety. *Educational Sciences: Theory and Practice*, 14(3), 1133-1141. <https://www.proquest.com/openview/a7707bdb87fc5685c44ab2927f2ba98b/1?pq-origsite=gscholar&cbl=28575>
- Bernstein, D. A. (1983). Dealing with teaching anxiety: A personal view. *Journal of the National Association of Colleges and Teachers of Agriculture*, 27, 4-7.
- Bekleyen, N. (2009). Helping teachers become better English students: Causes, effects, and coping strategies for foreign language listening anxiety. *System*, 37(4), 664-675. <https://doi.org/10.1016/j.system.2009.09.010>
- Bekleyen, N. (2009). Helping teachers become better English students: Causes, effects, and coping strategies for foreign language listening anxiety. *System*, 37(4), p.669. <https://doi.org/10.1016/j.system.2009.09.010>
- Borg, M. G., & Riding, R. J. (1991). Occupational stress and satisfaction in teaching. *British educational research journal*, 17(3), 263-281. <https://doi.org/10.1080/0141192910170306>
- Buitink, J., & Kemme, S. (1986). Changes in Student-teacher Thinking. *European Journal of Teacher Education*, 9(1), p.77. doi:10.1080/0261976860090109

- Campbell, J. L., Quincy, C., Osserman, J., & Pedersen, O. K. (2013). Coding in-depth semi-structured interviews problems of unitization and intercoder reliability and agreement. *Sociological Methods & Research*, 42, 294–320. doi:10.1177/0049124113500475
- Capel, S. A. (1992). Stress and burnout in teachers. *European Journal of Teacher Education*, 15(3), 197-211. <https://doi.org/10.1080/0261976920150305>
- Chastain, K. (1975). Affective and ability factors in second language acquisition. *Language learning*, 25(1), 153-161. <https://doi.org/10.1111/j.1467-1770.1975.tb00115.x>
- Cheng, Y. (1998). *Examination of two anxiety constructs: Second language class anxiety and second language writing anxiety*. [Unpublished doctoral dissertation.] University of Texas, Austin.
- Cheng, Y. S. (2002). Factors associated with foreign language writing anxiety. *Foreign Language Annals*, 35, 647-656. <http://dx.doi.org/10.1111/j.1944-9720.2002.tb01903.x>
- Cheng, Y. (2004). A measure of second language writing anxiety: Scale development and preliminary validation. *Journal of Second Language Writing*, 13(4), 313-335. <http://dx.doi.org/10.1016/j.jslw.2004.07.001>
- Cheng, Y., Horwitz, E. K., & Schallert, D. L. (1999). Language anxiety: Differentiating writing and speaking components. *Language Learning*, 49(3), 417-446. <https://doi.org/10.1111/0023-8333.00095>
- Cheng, Y. S. (2002). Factors associated with foreign language writing anxiety. *Foreign language annals*, 35(6), 647-656. <https://doi.org/10.1111/j.1944-9720.2002.tb01903.x>
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research. 4th Edition*. Pearson Education.
- Csizér, K., & Dörnyei, Z. (2005). Language learners' motivational profiles and their motivated learning behavior. *Language learning*, 55(4), 613-659. <https://doi.org/10.1111/j.0023-8333.2005.00319.x>

- Çakıcı, D. (2016). The Correlation among EFL Learners' Test Anxiety, Foreign Language Anxiety and Language Achievement. *English Language Teaching*, 9(8), 190-203. <http://dx.doi.org/10.5539/elt.v9n8p190>
- Çankaya, I. (2011). Anger as a mediator of the effects of anxiety on aggressiveness in teacher trainees. *Social Behavior and Personality: An International Journal*, 39(7), 935-946. <https://doi.org/10.2224/sbp.2011.39.7.935>
- Çapa-Aydın, Y., Sungur, S. & Uzuntiryaki, E. (2009). Teacher self-regulation: examining a multidimensional construct. *An International Journal of Experimental Educational Psychology*, 29(3), 345-356. <https://doi.org/10.1080/01443410902927825>
- Çınar-Yastıbaş, G., & Yastıbaş, A. E. (2015). The effect of peer feedback on writing anxiety in Turkish EFL (English as a foreign language) students. *Procedia-Social and Behavioral Sciences*, 199, 530-538.
- Clément, R., Gardner, R. C., & Smythe, P. C. (1977). Motivational variables in second language acquisition: A study of francophones learning English. *Canadian Journal of Behavioural Science/Revue canadienne des sciences du comportement*, 9(2), 123. <https://psycnet.apa.org/doi/10.1037/h0081614>
- Daly, J. A., & Miller, M. D. (1975a). The empirical development of an instrument of writing apprehension. *Research in the Teaching of English*, 9, 242-249. <https://www.jstor.org/stable/40170632>
- Daly, J. A., & Miller, M. D. (1975b). The development of a measure of writing apprehension. *Research in the Teaching of English*, 9, 242-249.
- Darwin, C. (1872). *Expression of emotions in man and animals*. London: John Murray. <https://psycnet.apa.org/doi/10.1037/10001-000>
- Day, C., & Gu, Q. (2009). Veteran teachers: commitment, resilience and quality retention. *Teachers and Teaching*, 15(4), 441-457. doi:10.1080/13540600903057211

- Debreli, E. (2016). Perceptions of non-native EFL teachers' on L1 use in L2 classrooms: Implications for language program development. *English Language Teaching*, 9(3), 24-32. <http://dx.doi.org/10.5539/elt.v9n3p24>
- Dişli, A. (2020). A mixed approach towards EFL teachers teaching anxiety [Master's thesis, Sosyal Bilimler Enstitüsü].
- Dörnyei, Z. (2003). Attitudes, orientations, and motivations in language learning: Advances in theory, research, and applications. *Language learning*, 53(S1), 3-32.
- Dörnyei, Z. (2007). *Research methods in applied linguistics*. New York: Oxford University Press.
- Dörnyei, Z. (2014). *The psychology of the language learner: Individual differences in second language acquisition*. Routledge.
- Dörnyei, Z., & Csizér, K. (2012). How to design and analyze surveys in second language acquisition research. *Research methods in second language acquisition: A practical guide, 1*, 74-94. <http://dx.doi.org/10.1002/9781444347340>
- Ekmekçi, E. (2018). Exploring Turkish EFL students' writing anxiety. *The Reading Matrix: An International Online Journal Volume 18*(1). <https://eric.ed.gov/?id=EJ1177762>
- Elkhafaifi, H. (2005). Listening comprehension and listening anxiety in the Arabic language classroom. *The Modern Language Journal*, 89(2), 206–220. <https://doi.org/10.1111/j.1540-4781.2005.00275.x>
- El-Okda, M., & Al-Humaidi, S. (2003). *Language teaching anxiety and self-efficacy beliefs of pre-service teachers of English*. Paper presented at the 3rd National Conference of ELT in SQU, Oman.
- Eren, G. (2020). *Foreign language teaching anxiety and self-efficacy perceptions of native and non-native EFL instructors at tertiary level institutions*. [Doctoral dissertation]. Bilkent University. <http://repository.bilkent.edu.tr/handle/11693/53656>
- Eren, G. (2020). Foreign language teaching anxiety and self-efficacy perceptions of native and non-native EFL instructors at tertiary level institutions, p.83. [Doctoral dissertation]. Bilkent University. <http://repository.bilkent.edu.tr/handle/11693/53656>

- Ertekin, E., Dilmaç, B., Yazıcı, E., & Peker, M. (2010). The relationship between epistemological beliefs and teaching anxiety in mathematics. *Educational Research and Review*, 5(10), 631-636. <https://doi.org/10.5897/ERR.9000372>
- Fakhari, H. (2019). The Relationship between Novice and Experienced EFL Teachers' Perfectionism and Creativity. *Journal of Applied Linguistics and Language Research*, 6(3), 155-170.
- Freud S, (1930). *Civilization and its Discontents*. (J Riviere , Trans.). Hogarth Press, London.
- Fromm, E. (2013). *The art of being*. Open Road Media.
- Gardner, H. (1983). *Frames of mind*. New York: Basic Books.
- Gardner, L. E., & Leak, G. K. (1994). Characteristics and correlates of teaching anxiety among college psychology teachers. *Teaching of psychology*, 21(1), 28-32. https://doi.org/10.1207%2Fs15328023top2101_5
- Gardner, R. C., Tremblay, P. F., & Masgoret, A.-M. (1997). Towards a full model of second language learning; An empirical investigation. *The Modern Language Journal*, 81(3), 344-362. <http://dx.doi.org/10.1111/j.1540-4781.1997.tb05495.x>
- Gol, A. K., & Royaei, N. (2013). EFL teachers' self-regulation and job performance. *Theory and Practice in Language Studies*, 3(10), 1855-1861. doi:10.4304/tp1s.3.10.1855-1861
- Golchi, M. M. (2012). Listening anxiety and its relationship with listening strategy use and listening comprehension among Iranian IELTS learners. *International Journal of English Linguistics*, 2, 115–127. <https://doi.org/10.5539/ijl.v2n2p115>
- Graham, S. (2006). Listening comprehension: The learners' perspective. *System*, 34(2), 165-182. <https://doi.org/10.1016/j.system.2005.11.001>
- Gregersen, T., & Horwitz, E. K. (2002). Language learning and perfectionism: Anxious and non-anxious language learners' reactions to their own oral performance. *The Modern Language Journal*, 86(4), 562-570. <https://doi.org/10.1111/1540-4781.00161>

- Göktürk Sağlam, A., L. (2018). Can exams change how and what learners teach? Investigating the washback effect of a university English language proficiency test in the Turkish context. *Eurasian Journal of Applied Linguistics*, 4(2), 155- 176. <https://doi.org/10.32601/ejal.464094>
- Güngör, F., & Yaylı, D. (2012). Self-efficacy and anxiety perceptions of pre-service EFL teachers. In A. Akbarov & V. Cook (Eds.), *Approaches and Methods in Second and Foreign Language Teaching* (pp. 227-236). Sarajevo: IBU Publications.
- Gürsoy, E. & Akın, F. (2013). Is younger really better? Anxiety about learning a foreign language in Turkish Children. *Social Behavior and Personality*, 41(5), 827-842. <http://dx.doi.org/10.2224/sbp.2013.41.5.827>
- Han, T., & Öksüz, A. (2020). Factors causing language teaching anxiety and coping strategies: A Turkish private school. ICLEC 2020, Irdib, Jordan.
- Han, T., Takkaç-Tulgar, A., & Aybirdi, N. (2019). Factors causing demotivation in EFL learning process and the strategies used by Turkish EFL learners to overcome their demotivation. *Advances in Language and Literary Studies*, 10(2), 56-65.
- Hassan, B. A. (2001). The Relationship of Writing Apprehension and Self-Esteem to the Writing Quality and Quantity of EFL University Students. <https://eric.ed.gov/?id=ED459671>
- He, D. (2017). How to cope with foreign language speaking anxiety effectively, The case of university students in China. *Electronic Journal of Foreign Language Teaching*, 14(2), 159-174.
- Hewitt, E. & Stephenson, J. (2012). Foreign language anxiety and oral exam performance: A Replication of Phillips's MLJ study. *The Modern Language Journal*, 96(2). <https://doi.org/10.1111/j.1540-4781.2011.01174.x>
- Hilleson, M. (1996). 'I want to talk with them, but I don't want them to hear': An introspective study of second language anxiety in an English-medium school. In K. M. Bailey & D. Nunan (eds.), *Voices from the language classroom*. Cambridge: Cambridge University Press, 248–277.

- Hişmanoğlu, M. (2013). Foreign language anxiety of English language teacher candidates: A sample from Turkey. *Procedia-Social and Behavioral Science*, 93, 930-937. <https://doi.org/10.1016/j.sbspro.2013.09.306>
- Horwitz, A. V. (2013) The Age of Anxiety. In A. V. Horwitz (2013) *Anxiety: A Short History* (pp.118-142). Johns Hopkins University Press.
- Horwitz, E. K. (1986). Preliminary Evidence for the Reliability and Validity of a Foreign-Language Anxiety Scale. *Tesol Quarterly*, 20(3), 559-562. <http://dx.doi.org/10.2307/3586302>
- Horwitz, E. K. (1988). The beliefs about language learning of beginning university foreign language students. *The Modern Language Journal*, 72(3), 283-294. <https://doi.org/10.2307/327506>
- Horwitz, E. K. (1996). Even teachers get the blues: Recognizing and alleviating non-native teachers' feelings of foreign language anxiety. *Foreign Language Annals*, 29(3), 365-372. <https://doi.org/10.1111/j.1944-9720.1996.tb01248.x>
- Horwitz, E. K. (2001). Language Anxiety and Achievement. *Annual Review of Applied Linguistics*, 21, 112-127. <http://dx.doi.org/10.1017/S0267190501000071>
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Journal*, 70(2), 125-132. <https://doi.org/10.2307/327317>
- Immerman, M. A. (1980). The effects of eliminating time restraints on a standardized test with American Indian adults. <https://eric.ed.gov/?id=ED196584>
- İpek, H. (2006). *Foreign language teaching anxiety*. [Unpublished doctoral dissertation.] Anadolu University, Turkey.
- İpek, H. (2016). A qualitative study on foreign language teaching anxiety. *Eğitimde Nitel Araştırmalar Dergisi - Journal of Qualitative Research in Education*, 4(3), 92-105. <https://doi.org/10.14689/issn.2148-2624.1.4c3s5m>

- İpek, H. (2020). Effects of former experience, self-study & listening comprehension training on foreign language listening anxiety: The case of EFL teacher candidates. *International Journal of Listening*, 1–10. doi:10.1080/10904018.2020.17643
- Johnson, S. M. (1986). Incentives for teachers: What motivates, what matters. *Educational Administration Quarterly*, 22(3), 54-79. <<http://dx.doi.org/10.1177/0013161X86022003003>>
- Kazazoğlu, S. (2020). What if an English philologist becomes a teacher? A case study on foreign language teaching anxiety (FLTA). *RumeliDE Dil ve Edebiyat Araştırmaları Dergisi*, (19), 701-712. DOI: 10.29000/rumelide.752773
- Kesen, A. & Aydın, Z. (2014). Anxiety levels of novice and experienced EFL instructors: İstanbul Aydın University case. *Procedia-Social and Behavioral Sciences*, 116, 880-883. <https://doi.org/10.1016/j.sbspro.2014.01.314>
- Kılıç, M. & Uçkun, B. (2013). Listening Text Type as a Variable Affecting Listening Comprehension Anxiety. *English Language Teaching*, 6(2), 55-62.
- Kierkegaard, S. (1980). *Kierkegaard's Writings, VIII, Volume 8: Concept of Anxiety: A Simple Psychologically Orienting Deliberation on the Dogmatic Issue of Hereditary Sin* (R. Thomte, Trans., p. 155). Princeton University Press (Original work published in 1844). <http://pup.princeton.edu>
- Kim, J. H. (2000). *Foreign language listening anxiety: A study of Korean students learning English*. [Unpublished doctoral dissertation]. The University of Texas, Austin.
- Kim, Y. (2002). *Construction of a theoretical model of foreign language anxiety and development of a measure of the construct: Korean university EFL learners' case*. [Unpublished doctoral dissertation]. Indiana University. <https://www.proquest.com/openview/2e8660a3c5f5fd63f328100716ed9c86/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Kim, S. Y. & Kim J. (2004). When the learner becomes a teacher: Foreign language anxiety as an occupational hazard. *English Teaching*, 59(1), p. 165-185. http://journal.kate.or.kr/wp-content/uploads/2015/02/kate_59_1_9.pdf

- Kleinmann, H. H. (1977). Avoidance behavior in adult second language acquisition. *Language learning*, 27(1), 93-107. <https://psycnet.apa.org/doi/10.1111/j.1467-1770.1977.tb00294.x>
- Kobul, M. K., & Saraçoğlu, İ. N. (2020). Foreign language teaching anxiety of non-native pre-service and in-service EFL teachers. *Journal of History Culture and Art Research*, 9(3), 350-365. <https://doi.org/10.7596/taksad.v9i3.2143>
- Kongchan, C. & Singhasiri, W. (2008). Teachers' anxiety about using L2 in EFL classrooms, *Proceedings of the 16th Annual Korea TESOL International Conference : Responding to a Changing World*, 145– 149. Seoul, Korea.
- Krause, M. S. (1961). The measurement of transitory anxiety. *Psychological Review*, 68(3), 178-189. <https://psycnet.apa.org/doi/10.1037/h0043069>
- Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon Press.
- Kuru-Gönen, I. (2009). The sources of foreign language reading anxiety of students in a Turkish EFL context. *reading*, 11(12), 13.
- Leary, M. (1991). Social anxiety, shyness, and related constructs. Measures of personality and social psychological attitudes. In John P. Robinson, Phillip R. Shaver, Lawrence S. (Eds.). *Measures of Personality and Social Psychological Attitudes* (pp.161-194). Wrightsman. Academic Press. Inc. San Diego, California
- Liu, M. (2016). Interrelations between foreign language listening anxiety and strategy use and their predicting effects on test performance of high- and low-proficient Chinese university EFL learners. *The Asia-Pacific Education Researcher*, 25(4), 647–655. doi:10.1007/s40299-016-0294-1
- Liu, M. & Ni, H. (2015). Chinese university EFL learners' foreign language writing anxiety: Pattern, effect and causes. *English Language Teaching*, 8(3), 46-58.

- Liu, M. & Wu, B. (2021). Teaching anxiety and foreign language anxiety among Chinese college English teachers. *SAGE Open*, 11(2). <https://doi.org/10.1177/21582440211016556>
- Liu, M., & Yan, Y. (2020). Anxiety and stress in in-service Chinese university teachers of arts. *International Journal of Higher Education*, 9(1), 237–248. <http://ijhe.sciedupress.com>
- Lu, Z., & Liu, M. (2015). An investigation of Chinese university EFL learner's foreign language reading anxiety, reading strategy use and reading comprehension performance. *SLLT*, 5(1). 65-85. <https://doi.org/10.14746/ssllt.2015.5.1.4>
- Luo, H. (2012). Sources of foreign language anxiety: Towards a four-dimension model. *Contemporary Foreign Language Studies*, 12, 49-61. In Han, L. (2013). Foreign language anxiety: Past and future. *Chinese Journal of Applied Linguistics*, 36(4), 442-464.
- Luo, H. (2013). Foreign language anxiety: Past and future. *Chinese Journal of Applied Linguistics*, 36(4), 442-464. <https://doi.org/10.1515/cjal-2013-0030>
- Lynne, H. (1984). The ESL noise test: cultural differences in affect and performance.
- Machida, T. (2016). Japanese elementary school teachers and English language anxiety. *TESOL Journal*, 7(1), 40-66. <https://doi.org/10.1002/tesj.189>
- MacIntyre, P. D. (1999). Language anxiety: A review of the research for language teachers. In D. J. Young (ed.), *Affect in Foreign Language and Second Language Learning: A Practical Guide to Creating a Low-anxiety Classroom Atmosphere*. Boston: McGraw-Hill College. 24-45.
- MacIntyre, P. D., & Gardner, R. C. (1994). *The subtle effects of language anxiety on cognitive processing in the second language*. *Language learning*, 44(2), 283-305. <https://doi.org/10.1111/j.1467-1770.1994.tb01103.x>

- Madsen, H. S. & Murray, N. (1984). Retrospective evaluation of testing in ESL content and skills courses. *Deseret Language and Linguistic Society Symposium*, 10(1). <https://scholarsarchive.byu.edu/dlls/vol10/iss1/19>
- Matsuda, K. (1989). An analysis of a Japanese ESL learner's diary: Factors involved in the L2 learning process. *JALT Journal*, 11(2), p. 167, 192.
- Matsuda, S., & Gobel, P. (2004). Anxiety and predictors of performance in the foreign language classroom. *System*, 32(1), 21-36. <https://doi.org/10.1016/j.system.2003.08.002>
- McCroskey, J. C. (1978). Validity of the PRCA as an index of oral communication apprehension. *Communication Monograph*, 45, 192-203. <http://teachingpronunciation.pbworks.com/f/When+the+teacher+is+a+non-native+speaker.PDF>
- McCroskey, J. C., Fayer, J. M. & Richmond V. P. (1985). Don't speak to me in English: Communication apprehension in Puerto Rico. *Communication Quarterly*, 33(3), 185-192. <https://doi.org/10.1080/01463378509369597>
- McIntosh, M. J., & Morse, J. M. (2015). Situating and constructing diversity in semi-structured interviews. *Global qualitative nursing research*, 2. <https://doi.org/10.1177/2333393615597674>.
- Mercer, S. (2018). Psychology for language learning: Spare a thought for the teacher. *Language Teaching*, 51(4), 504-525. <https://doi.org/10.1017/S0261444817000258>
- Mercer, S., Oberdorfer, P., & Saleem, M. (2016). Helping language teachers to thrive: Using positive psychology to promote teachers' professional well-being. In D. Gabrys-Barker & D. Galajda (Eds.), *Positive Psychology perspectives on foreign language learning and teaching*, (p. 224), New Your: Springer. https://doi.org/10.1007/978-3-319-32954-3_12

- Merç, A. (2011). *Sources of Foreign Language Student Teacher Anxiety: A Qualitative Inquiry*. *Turkish Online Journal of Qualitative Inquiry*, 2 (4) , 80-94 .
<https://dergipark.org.tr/en/pub/tojqi/issue/21393/229362>
- Merç, A. (2015a). Foreign language teaching anxiety and self-efficacy beliefs of Turkish Pre-Service EFL teachers. *The International Journal of Research in Teacher Education*, 6(3), 40-58. <https://dergipark.org.tr/en/download/article-file/90284>
- Merç, A. (2015b). Teaching anxiety of student teachers from different disciplines. *International Journal of Global Education*, 4(1), 12-20.
- Ministry of National Education. (2013). “İlköğretim Kurumları İngilizce Dersi (2, 3, 4, 5, 6, 7 ve 8. Sınıflar) Öğretim Programı”. MEB Yay, Ankara.
<http://ttkb.meb.gov.tr/www/guncellenen-ogretim-programlari/icerik/151>
- Norman, J. (2008). Benefits and drawbacks to L1 use in the L2 classroom. *Proceedings of the JALT Conference*, 691-701.
- Numrich, C. (1996). On becoming a language teacher: Insights from dairy studies. *TESOL Quarterly*, 30(1), p.142. <https://doi.org/10.2307/3587610>
- Nyikos, M., & Oxford, R. (1993). A factor analytic study of language-learning strategy use: Interpretations from information-processing theory and social psychology. *The Modern Language Journal*, 77(1), 11-22. doi:10.2307/329553
- Oh, J. (1992). The effects of L2 reading assessment methods on anxiety level. *TESOL Quarterly*, 26 (1), 172 – 176. <https://doi.org/10.2307/3587386>
- Orgoványi-Gajdos, J. (2015). Expert and novice teachers’ approaches to problematic pedagogical classroom situations. *Proceedings of INTCESS15- 2nd International Conference on Education and Social Sciences*, 591- 600.
- Ouastani, E. S. (2018). *Foreign language teaching anxiety: A study of teacher anxiety in non-native foreign language teachers in the Netherlands*. [Unpublished master’s thesis]. University of Amsterdam.

- Önalın, O., & Gürsoy, E. (2020). EFL teachers' views and needs on in-service training as a part of professional development: A case study in Turkish context. *Bartın University Journal of Faculty of Education*, 9(2), 373-387. DOI: 10.14686/buefad.713100
- Özdamar, K. (2019) Paket Programlar İle İstatistiksel Veri Analizi , Nisan Kitabevi, 11. Baskı. Ss. 544, Eskişehir.
- Öztürk, G. (2016). Foreign language teaching anxiety among non-native teachers of English: A sample from Turkey. *Sakarya University Journal of Education*, 6(3), 54-70. <http://dx.doi.org/10.19126/suje.220180>
- Öztürk, G., & Gürbüz, N. (2014). Speaking anxiety among Turkish EFL learners: The case at a state university. *Journal of Language and Linguistic Studies*, 10(1), 1-17.
- Öztürk, G. & Aydın, B. (2019). English language teacher education in Turkey: Why do we fail and what policy reforms are needed? *Anadolu Journal of Educational Sciences International*, 9(1), 181-213. DOI: 10.18039/ajesi.520842
- Öztürk, G. & Saydam, D. (2014). Anxiety and self-efficacy in foreign language writing: The case in Turkey. *Başkent University. Journal of Education*, 1(2), 10-21.
- Palmquist, M., & Young, R. (1992). The notion of giftedness and student expectations about writing. *Written Communication*, 9(1), 137-168. doi:10.1177/0741088392009001004
- Paker, T. (2011). Student teacher anxiety related to the teaching practicum. *Egitim Arastirmalari-Eurasian Journal of Educational Research*, 42, 207-224.
- Parsons, J. S. (1973). Assessment of anxiety about teaching using the Teaching Anxiety Scale: Manual and research report. Annual Meeting of American Educational Research Association. New Orleans, Louisiana.
- Pasaribu, T. A. & Harendita, M. E. (2018). English language anxiety of pre-service teachers: Causes and coping strategies. *LLT Journal: A Journal on Language and Language Teaching*, 21(2). doi.org/10.24071/llt.2018.210202

- Peker, M. (2009). The use of expanded microteaching for reducing pre-service teachers teaching anxiety about mathematics. *Scientific Research and Essays*, 4(9), 872-880. <https://eric.ed.gov/?id=ED079330>
- Phillips, E. M. (1992). The Effects of Language Anxiety on Students' Oral Test Performance and Attitudes. *The Modern Language Journal*, 76(1), 14-26. <http://dx.doi.org/10.1111/j.1540-4781.1992.tb02573.x>
- Price, M. L. (1991). The subjective experience of foreign language anxiety: Interviews with highly anxious students. In E. K. Horwitz & D. J. Young (Eds.), *Language anxiety: From theory and research to classroom implications* (pp. 101–108). Englewood Cliffs, NJ: Prentice-Hall.
- Saito, Y., Garza, T. J., & Horwitz, E. K. (1999). Foreign language reading anxiety. *The modern language journal*, 83(2), 202-218. <https://doi.org/10.1111/0026-7902.00016>
- Saito, Y., & Samimy, K. K. (1996). Foreign language anxiety and language performance: A study of learner anxiety in beginning, intermediate, and advanced-level college students of Japanese. *Foreign Language Annals*, 29, 239-251
- Sarason, I. G. (1972). *Personality: an objective approach* (2nd ed.) (pp.383) New York: Wiley. <http://dx.doi.org/10.1111/j.1467-6494.1972.tb01001.x>
- Scott, M. L. (1986). Student affective reactions to oral language tests. *Language Testing*, 3 (1), 99 – 118.
- Scovel, T. (1978). The effect of affect on foreign language learning: A review of the anxiety research. *Language Learning*, 28(1), 129-142. <http://dx.doi.org/10.1111/j.1467-1770.1978.tb00309.x>
- Sellers, V. D. (2000). Anxiety and Reading comprehension in Spanish as a foreign language. *Foreign Language Annals*, 33(4), 512-520. <https://doi.org/10.1111/j.1944-9720.2000.tb01995.x>

- Senler, B. (2016). Pre-service science teachers' self-efficacy: The role of attitude, anxiety and locus of control. *Australian Journal of Education*, 60(1), 26-41. <https://doi.org/10.1177%2F0004944116629807>
- Serraj, S., & Noordin, N. B. (2013). Relationship among Iranian EFL students' foreign language anxiety, foreign language listening anxiety and their listening comprehension. *English Language Teaching*, 6(5), 1-12. <http://dx.doi.org/10.5539/elt.v6n5p1>
- Şimşek, T. (2015). The Role of Anxiety in Foreign Language Classes: A Focus on Gender. *International Journal of Language Academy*, 3(4), 70-83. <http://dx.doi.org/10.18033/ijla.332>
- Skinner, B.F. (1938). *The Behavior of Organisms: An Experimental Analysis*. BF Skinner Foundation.
- Sparks, R. L., L. Ganschow & J. Javorsky (2000). Dé ja` vu all over again: A response to Saito, Horwitz, and Garza. *The Modern Language Journal* 84.2, 251–255.
- Spielberger, C. D. (1972). Anxiety as an emotional state. In C. D.Spielberger, (Ed.)(2013), *Anxiety: Current Trends in Theory and Research* (Vol 1, pp. 24–49). Elsevier.
- Spielberger, C. D., Jacobs, G., Russell, S., & Crane, R. S. (1983). *Assessment of anger: The state-trait anger scale*. *Advances in personality assessment*, 2, 161-189.
- Sriprom, C., Rungswang, A., Sukwitthayakul, C., & Chansri, N. (2019). Personality traits of Thai gen z undergraduates: Challenges in the EFL Classroom? *PASAA: Journal of Language Teaching and Learning in Thailand*, 57, 165-190.
- Subaşı, G. (2010). What are the Main Sources of Turkish EFL Students' Anxiety in Oral Practice? *Turkish Online Journal of Qualitative Inquiry*, 1(2), 29-49. <https://dergipark.org.tr/tr/pub/tojqi/issue/21389/229339>
- Tabancalı, E., Çelik, K., & Korumaz, M. (2016). Professional anxiety level of pre-service teachers in Turkish context. *E-International Journal of Educational Research*, 7(3), 63-73. <http://dx.doi.org/10.19160/e-ijer.89817>

- Tanveer, M. (2007). *Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language*. [Unpublished Master's Thesis] University of Glasgow.
- TEPAV & British Council. (2014). *Turkish National Needs Assessment of State School English Language Teaching*. Ankara: Yorum Basın Yayın. https://www.tepav.org.tr/upload/files/1399388356-5.Turkey_National_Needs_Assessment_of_State_School_English_Language_Teaching.pdf
- Thompson, A. M. & Khawaja, A. J. (2015). Foreign language anxiety in Turkey: the role of multilingualism. *Journal of Multilingual and Multicultural Development*, 37(2), 115-130. <http://dx.doi.org/10.1080/01434632.2015.1031136>
- Tosun, B. C. (2017). Anxiety and student attitudes: Why me teacher? *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 21(4), 1511-1526.
- Tseng, C. (2005). *Taiwanese English teachers' language anxiety: A comparison study between elementary school and high school teachers*. [Unpublished Master's Thesis]. The University of Texas, Austin
- Tsui, A. B. M. (1996). Reticence and anxiety in second language learning. In K. M. Bailey & D. Nunan (Eds.), *Voice from the language classroom* (pp. 145-167). New York: Cambridge University Press. [https://doi.org/10.1016/S0346-251X\(01\)00051-3](https://doi.org/10.1016/S0346-251X(01)00051-3)
- Tum, D. O. (2010). *A study of non-native teachers' and student teachers' feelings of foreign language teaching anxiety* [Doctoral dissertation]. The University of Texas.
- Tum, D. O. (2015). Foreign language anxiety's forgotten study: The case of the anxious preservice teacher. *Tesol Quarterly*, 49(4), 627-658.
- Tüfekçi-Can, D. (2018). Foreign language teaching anxiety among pre-service teachers during teaching practicum. *International Online Journal of Education and Teaching (IOJET)*, 5(3). 579-595. <http://iojet.org/index.php/IOJET/article/view/420/255>

- Tüfekçi-Can, D. (2018). Foreign language teaching anxiety among pre-service teachers during teaching practicum. *International Online Journal of Education and Teaching (IOJET)*, 5(3), 589. <http://iojet.org/index.php/IOJET/article/view/420/255>
- Uzun, K., & Zehir Topkaya, E. (2018). The effect of genre-based instruction on foreign language writing anxiety among pre-service English teachers. *Journal of Language and Linguistic Studies*, 14(4), 243-258.
- White, C. (1999). Expectations and emergent beliefs of self-instructed language learners. *System*, 27(4), 443–57. [https://doi.org/10.1016/S0346-251X\(99\)00044-5](https://doi.org/10.1016/S0346-251X(99)00044-5)
- Wilkinson, I. (2001). *Anxiety in a Risk Society*. London: Routledge.
- Williams, L. S. (1991). The effects of a comprehensive teaching assistant training program on teaching anxiety and effectiveness. *Research in higher education*, 32(5), 585-598. <https://www.jstor.org/stable/40196069>
- Veronica, D. (2011). Stress and Job Satisfaction among University Teachers; *International Conference of Scientific Paper AFASES*, Brasov, 26-28
- Vogely, A. (1995). Perceived strategy use during performance on three authentic listening comprehension tasks. *The Modern Language Journal*, 79(1), 41–56. doi:10.1111/j.1540-4781.1995.tb05414.x
- Vogely, A. J. (1998). Listening comprehension anxiety: students' reported sources and solutions. *Foreign Language Annals*, 31(1), 67–80. doi:10.1111/j.1944-9720.1998.tb01333.x
- Yaman, İ. (2016). What if there is nobody around to speak English? Then keep your voice diary. *English Language Teaching*, 9(3). <http://dx.doi.org/10.5539/elt.v9n3p160>
- Yazıcı, E., & Ertekin, E. (2010). Gender differences of elementary prospective teachers in mathematical beliefs and mathematics teaching anxiety. *International Journal of Educational and Pedagogical Sciences*, 4(7), 1643-1646. <https://doi.org/10.5281/zenodo.1084198>

- Yoon, T. (2012). Teaching English though English: Exploring anxiety in non-native pre-service ESL teachers. *Theory and Practice in Language Studies*, 2(6), 1099.
- Young, D. J. (1990). An investigation of students' perspectives on anxiety and speaking. *Foreign language annals*, 23(6), 539-553. <https://doi.org/10.1111/j.1944-9720.1990.tb00424.x>
- Young, D. J. (1991) Creating a low-anxiety classroom environment: What does language anxiety research suggest? *The Modern Language Journal*, 75(4), 426-439. <https://doi.org/10.2307/329492>
- Young, D. J. (1992). Language anxiety from the foreign language specialist's perspective: Interviews with Krashen, Omaggio Hadley, Terrell, and Rardin. *Foreign Language Annals*, 25(2), 157-172. <https://doi.org/10.1111/j.1944-9720.1992.tb00524.x>
- Young, D. J. (1999). Foreign Language Writing Anxiety Scale (FLWAS). In D. J. Young (Ed.), *Affect in foreign language and second language learning: A practical guide to creating a low-anxiety classroom atmosphere*, New York: McGraw Hill.
- Zheng, Y. (2008). Anxiety and second/foreign language learning revisited. *Canadian Journal for New Scholars in Education/Revue canadienne des jeunes chercheurs et chercheurs en education*, 1(1).
- Zorbaz, K. Z. (2010). Yazma kaygısı ve yazma kaygısının ölçülmesi. *e-Journal of New World Sciences Academy*, 6(2), 2271-2280. <https://dergipark.org.tr/en/pub/nwsaedu/issue/19819/212061>

APPENDICES

APPENDIX-1. Ethics Committee Approval Document



ÇALIŞMANIN TÜRÜ:	Yüksek Lisans Tez Çalışması
KONU:	Eğitim Bilimleri
BAŞLIK:	A Mixed-Methods Study on Foreign Language Teaching Anxiety among Turkish EFL Teachers. İngilizce'yi Yabancı Dil Olarak Öğreten Türk Öğretmenlerin Yabancı Dil Öğretme Kaygısı Üzerine Bir Karma Yöntem Çalışması
PROJE/TEZ YÜRÜTÜCÜSÜ:	Doç. Dr. Gökhan ÖZTÜRK
TEZ YAZARI:	Gülçin Yonca AKDENİZ
ALT KOMİSYON GÖRÜŞÜ:	-
KARAR:	Olumlu

APPENDIX-2. Consent Form for the Online Questionnaire

Dear Colleague,

You are being invited to contribute to the research study aiming to investigate foreign language teaching anxiety among Turkish EFL teachers. The study is carried out by Gülçin Yonca Akdeniz as a master thesis supervised by Assoc. Prof. Dr. Gökhan Öztürk at Anadolu University MA ELT program.

The questionnaire consists of two parts:

- a. Background information form about you and your teaching occupation
- b. The Foreign Language Teaching Anxiety Scale

The items in the questionnaire mainly about your feelings in certain incidents in the classroom, and there are no right or wrong answers. Completing the questionnaire takes approximately 10 minutes.

Please be informed that you can withdraw your participation at any time, your voluntary participation, and frank responses are essential to the study. The findings of the research might be shared on your request. Thank you for your time, participation and your valuable contribution to this study. If you have any concerns or questions regarding the overall study and follow-up interviews, please contact with the researcher at @gmail.com .

Best regards,

Gülçin Yonca AKDENİZ

I consent to the use of the information I have provided for scientific purposes, knowing that I can withdraw from the study at my own free will, if I wish.

APPENDIX-3. Background Information Form

Your gender:

- Female
- Male

Years of experience:

- 1-5
- 6-10
- 11-15
- 16-20
- 21- More

Your educational background:

- Bachelor's
- Master's
- Ph. D.

Which undergraduate program did you complete?

- ELT/FLE
- English Language and Literature
- American Culture and Literature
 - Linguistics
 - Translation Studies

Which group of students do you teach?

- Pre-school / Kindergarten
- Primary school
- Secondary school
- High school
- Preparatory school
- University

APPENDIX-4. The Foreign Language Teaching Anxiety Scale (Aydın & Uştuk, 2020a)

		Never	Rarely	Sometimes	Often	Always
1	When I feel anxious in class, I have difficulty using English.	1	2	3	4	5
2	I feel embarrassed when some students speak English better than me.	1	2	3	4	5
3	I feel embarrassed because I am not good at English.	1	2	3	4	5
4	It makes me nervous to use English in class.	1	2	3	4	5
5	Unfamiliar topics in the textbook confuse me.	1	2	3	4	5
6	I feel embarrassed when I think that I am not good at English.	1	2	3	4	5
7	Pronunciation mistakes while I am speaking make me nervous.	1	2	3	4	5
8	Making mistakes while I am speaking make me feel embarrassed.	1	2	3	4	5
9	I am bothered when I have difficulty teaching the cultural content of English.	1	2	3	4	5
10	Unexpected questions from students put pressure on me.	1	2	3	4	5
11	I forget almost everything while I am teaching.	1	2	3	4	5
12	I feel tense when I have difficulty teaching grammar.	1	2	3	4	5
13	I feel tense when I am in the classroom.	1	2	3	4	5
14	I feel worried before entering the classroom.	1	2	3	4	5
15	I feel anxious when I teach in the classroom.	1	2	3	4	5
16	I think my lack of teaching experience makes me nervous.	1	2	3	4	5
17	I fear making mistakes while I am teaching in the classroom.	1	2	3	4	5
18	I feel stressed when students do not participate in the activities.	1	2	3	4	5
19	I feel upset because my students are bad at learning languages.	1	2	3	4	5
20	I feel discouraged when students lose interest in the activities.	1	2	3	4	5
21	I feel tense when students are not interested in the activities.	1	2	3	4	5
22	My mentors' observations make me nervous.	1	2	3	4	5
23	I feel panicked when my mentor-teacher observes me.	1	2	3	4	5
24	Students' negative comments about me make me nervous.	1	2	3	4	5
25	I feel panicked when I cannot finish the class on time.	1	2	3	4	5
26	I am nervous when I finish the activities before the class ends.	1	2	3	4	5
27	I feel tense when I am not prepared for the class.	1	2	3	4	5

APPENDIX-5. Görüşme Gönüllü Katılım Formu/ Consent Form for Interview

Sayın meslektaşım,

İngilizceyi yabancı dil olarak öğreten Türk öğretmenlerin yabancı dil öğretme kaygısını araştırmayı amaçlayan çalışmaya katkıda bulunmaya davetlisiniz. Bu çalışma, Anadolu Üniversitesi İngilizce Öğretmenliği Yüksek Lisans Programından Doç. Dr. Gökhan Öztürk danışmanlığında yürütülmektedir.

Anket iki bölümden oluşmaktadır:

a. Sizin ve öğretmenlik mesleğinizle ilgili arka plan anketi.

B. Yabancı Dil Öğretme Kaygısı Ölçeği (Foreign Language Teaching Anxiety Scale, Aydın & Uştuk, 2020a).

Anketteki maddeler ağırlıklı olarak sınıftaki belirli olaylardaki duygularınızla ilgilidir. Ankette doğru ya da yanlış cevap yoktur. Anketin doldurulması yaklaşık 10 dakika sürmektedir. Lütfen katılımınızı istediğiniz zaman geri çekebileceğinizi, gönüllü katılımınızın ve açık yanıtların çalışma için çok önemli olduğunu unutmayın. Araştırmanın bulguları talebiniz üzerine sizinle de paylaşılacaktır.

Bu çalışmaya zaman ayırdığınız, katılımınız ve değerli katkılarınız için teşekkür ederiz. Çalışmanın geneli ve veri toplama araçları ile ilgili herhangi bir endişeniz veya sorunuz olursa Anadolu Üniversitesi Yabancı Dil Eğitimi Bölümünden yüksek lisans öğrencisi Gülçin Yonca AKDENİZ'e @gmail.com adresinden iletişime geçebilirsiniz.

Bu çalışmaya tamamen kendi rızamla, istediğim takdirde çalışmadan ayrılabileceğimi bilerek verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.

Katılımcı Ad ve Soyad:

İmza:

APPENDIX-6. Görüşme Tutanağı/ Interview Protocol

Tarih:

Yer:

Görüşmeyi Yapan: Gülçin Yonca AKDENİZ

Görüşülen Kişi:

Çalışmanın Başlığı: İngilizce'yi Yabancı Dil Olarak Öğreten Türk Öğretmenlerin Öğretme Kaygısı Üzerine Karma Yöntem Bir Çalışma

(ENG- A Mixed-Method Study on Foreign Language Teaching Anxiety Among Turkish EFL Teachers.)

Bu görüşme protokolü, ankette orta veya yüksek düzeyde öğretme kaygısı sergileyen katılımcılar için hazırlanmıştır. Görüşmeye başlamadan önce görüşmeci, araştırmanın amacı, veri toplama prosedürü, görüşme için ayrılan süre, sorulacak soru sayısı hakkında kısa bilgi verir ve toplanan verilerin ve gelecekteki olası görüşmelerin gizliliği konusunda onlara güvence verir.

Question 1:

ENG- How would you rate your anxiety out of 5, with 1 being the lowest and 5 the highest?

TR- Yaşadığınız kaygıyı 5 üzerinden, 1 en düşük ve 5 en yüksek derece olmak üzere, kaç olarak değerlendirirsiniz?

Question 2:

ENG- In which situations do you experience anxiety or worry while teaching English?

TR- İngilizce öğretirken hangi durumlarda kaygı ya da endişe yaşıyorsunuz?

Question 3:

ENG- How do you respond physically in such anxiety or worry situations?

TR- Böyle kaygı veya endişe durumlarında bedenlen nasıl tepkiler veriyorsunuz?

Question 4:

ENG- How do you respond mentally in such anxiety or worry situations?

TR- Böyle kaygı veya endişe durumlarında zihnen nasıl tepkiler veriyorsunuz?

Question 5:

ENG- What do you do to overcome the anxiety or worry that you experience while teaching?

TR- İngilizce öğretirken yaşadığınız kaygının veya endişenin üstesinden gelmek için ne yapıyorsunuz?

CURRICULUM VITAE

Name Surname :Gülçin Yonca (GÜLEÇOĞLU) AKDENİZ

Languages : English

Education:

BA in English Language Teaching, Anadolu University (2013-2017)

Teaching Experience:

2017-2022, National Defence University, Turkish Military Academy, School of Foreign Languages

Publications:

Güleçoğlu, G. Y. & Öztürk, G. (2021). Research perspectives on English as a foreign language (EFL) learning motivation in Turkish context: A systematic review of studies between 2010 and 2021. *Language Teaching and Educational Research*, 4 (2), 161-180.