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Department of Foreign Language Education
English Language Teaching Program

Master of Arts

**LANGUAGE TEACHING ANXIETY OF ENGLISH AS A FOREIGN LANGUAGE
TEACHERS**

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TEZ ÇALIŞMASI ORJİNALLİK RAPORU

Language Teaching Anxiety of English as a Foreign Language Teachers başlıklı tez çalışmamın toplam **66** sayfalık kısmına ilişkin, 05/07/2024 tarihinde tez danışmanım tarafından **Turnitin** adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan orijinallik raporuna göre, tezimin benzerlik oranı **%22** olarak belirlenmiştir.

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5. Simgeler ve kısaltmalar hariç
6. Kaynaklar hariç
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8. 7 kelimedenden daha az örtüşme içeren metin kısımları hariç

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05.07.2024
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Dr. Öğr. Üyesi Mustafa Serkan ÖZTÜRK

BİLİMSEL ETİK BEYANNAMESİ

Bu tezin tamamının kendi çalışmam olduğunu, planlanmasından yazımına kadar tüm aşamalarında bilimsel etiğe ve akademik kurallara özenle riayet edildiğini, tez içindeki bütün bilgilerin etik davranış ve akademik kurallar çerçevesinde elde edilerek sunulduğunu, ayrıca tez hazırlama kurallarına uygun olarak hazırlanan bu çalışmada başkalarının eserlerinden yararlanılması durumunda bilimsel kurallara uygun olarak atıf yapıldığını ve bu kaynakların kaynaklar listesine eklendiğini beyan ederim.

05.07.2024
Eren ADIBELLİ

ABSTRACT

Necmettin Erbakan University, Graduate School of Educational Sciences
Department of Foreign Language Education
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Master Thesis

LANGUAGE TEACHING ANXIETY OF ENGLISH AS A FOREIGN LANGUAGE TEACHERES

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Foreign language teaching anxiety can negatively affect teachers' interactions with their students and complicate the language-learning process in the classroom. This may also affect the development of students' language skills. This study aims to examine the foreign language teaching anxiety, define the main causes and symptoms of anxiety, and emphasize the importance of a positive learning environment that supports language proficiency. The findings of this study are thought to be of importance in terms of establishing a meaningful relationship between the characteristics of English as a foreign language teachers and foreign language teaching anxiety. The participants of the study consisted of 40 English teachers teaching in public high schools and secondary schools in Şanlıurfa, Bitlis, and Konya provinces of Turkey. The study used a mixed research method, combining qualitative and quantitative research methods. Quantitative data were collected with the "Foreign Language Teaching Anxiety Scale" designed by Aydın and Ustuk (2020). Qualitative data was obtained through semi-structured interviews that were held with 8 teachers. The findings obtained from the scale show that teachers experience low levels of foreign language teaching anxiety. According to the findings, gender, years of experience, and grade level variables do not significantly affect teachers' foreign language teaching anxiety. According to the data obtained from the interviews, the issues that teachers worry about the most are unprepared lessons, student levels, students' lack of interest, and crowded classroom environments. At the end of the study, opinions and suggestions were made for future studies in the field.

Keywords: Anxiety, EFL teachers, foreign language anxiety, foreign language teaching anxiety.

PART 1

1. INTRODUCTION

In this part of the research, the problem statement, aim and significance of the study, assumptions, limitations, definitions, and abbreviations are included.

In the realm of education, instructors' expertise and confidence are critical to the successful transmission of knowledge, particularly when it comes to teaching foreign languages. In this context, investigating teachers' anxiety regarding foreign language teaching has become an increasingly important issue. Within this framework, the study aims to characterize the type of language anxiety that teachers encounter and elucidate its fundamental causes and manifestations. The study also aims to promote a positive learning environment that supports language proficiency and to highlight how important it is to manage and reduce foreign language teaching anxiety (FLTA) among English as a foreign language (EFL) teachers.

1.1. Problem Statement

FLTA can occur due to both internal and external factors. Internal factors of FLTA mainly originate from teachers themselves, for instance, related to self-perception, language proficiency, inexperience, etc. (Li et al., 2023). Factors such as stress, lack of motivation or shyness, and fear of making mistakes can also be considered internal factors of FLTA. External factors stem from the work environment, negative evaluations, difficulties of classroom management, technology use, educational reforms, peer pressure, and so forth (Li et al., 2023).

Today, it is known that EFL teachers still have problems speaking a foreign language. In this context, it is of great significance to understand the reasons that cause EFL teachers to have FLTA and to examine their perceptions and attitudes towards foreign languages. As a result, the problem statement of the study was determined as follows:

Is there a significant relationship between the demographical factors of EFL teachers and their scores on the Foreign Language Teaching Anxiety Scale (FLTAS)?

1.2. Aim of the Study

One of the most common problems today is the difficulty of expressing oneself in a foreign language and foreign language anxiety (FLA) has a significant role in this regard. Anxiety can interfere with the acquisition of a foreign language, which presents a number of possible issues for students studying it (MacIntyre & Gardner R.C., 1991). FLA is significant

because it prevents the learning process (Horwitz et al., 2010). Especially if the anxious individual is a foreign language teacher, they may believe that they are unsuccessful and may feel alienated from their profession, as well as leaving a negative perception on students. It is known that individuals who do not have speaking anxiety in their mother tongue can experience FLA. Therefore, it can be predicted that there is a significant relationship between foreign language and speaking anxiety. The source of FLTA needs to be examined in detail.

This study, in which a mixed research method is used, aims to reveal the attitudes of EFL teachers toward language and to investigate whether they experience FLTA during lectures. After determining the anxiety levels, it has been examined whether these levels differ significantly according to various variables. FLTA varies with different conditions and may differ in disparate demographic groups (Li et al., 2023). FLTA is a complex matter that is impacted by a number of demographic variables such as gender, teaching experience, and grade level (İskender & Savaşçı, 2023). In this context, the sub-problems of the study were determined as follows:

Is there a significant relationship between the internal factors (gender, professional experience) of EFL teachers and their scores on the FLTAS?

Is there a significant relationship between external factors (class population, grade levels that teachers teach, English level of students) of EFL teachers and their scores on the FLTAS?

1.3. Significance of the Study

The ability to express oneself by speaking is undoubtedly of great importance for human beings. When it comes to the teaching profession, it is necessary to express oneself to the target audience by speaking. Although the FLA manifests itself in the areas of writing, listening, and reading, it is mostly seen in the speaking area. Considering that one of the most important and challenging parts of language learning is the speaking part, the anxiety experienced in this area is quite critical. For this reason, having problems speaking, which is one of the most difficult skills to acquire in a foreign language, prevents full efficiency from the language.

Being able to speak a language is one thing, but being a teacher of that language is entirely different (Horwitz, 1996). EFL teachers need to be prepared to speak the language in front of the class at all times. FLTA can be a significant obstacle in the language teaching process. Language learning never ends, and most non-native language teachers are likely to feel uncomfortable speaking their target language, despite the fact that they are expected to be

proficient speakers of the language (Horwitz, 1996). EFL teachers are typically nervous about their lessons for a number of reasons, including their own English skills, the student-teacher dynamic, inadequate classroom management, workload, and educational resources (Liu & Wu, 2021). Foreign language teaching is a challenging profession where teachers deal with various challenging issues on a daily basis (Gannoun & Diana Deris, 2023). Errors and language gaps could occur at any time throughout a foreign language lesson (Horwitz, 1996). As has been addressed in the previous studies, FLTA adversely affects teachers' performance due to the disruptions they experience in lectures as well as can prevent teachers from communicating effectively. Furthermore, it is impractical to expect students to gain confidence in their ability to use the target language while their teacher finds it difficult to do so (Tüm, 2019). In this context, it is very important to prevent FLTA in foreign language classrooms.

Recognizing the significance of foreign language speaking anxiety and alleviating its effects is crucial. It is possible that the level of anxiety will decrease with the awareness of foreign language teachers about FLTA. It is thought that the awareness of both language learners and teachers about these factors contributes to speaking proficiency, which is related to the success of foreign language learning, and therefore positively affects speaking performance (Alkur & Gündoğdu, 2021). Examining FLTA and its contributing factors is significant in terms of promoting the quality of English language teaching (Li et al., 2023).

As a result, FLTA is a negative situation that directly affects students and the language learning process. Compared to studies on EFL learners' anxiety, very little research has been done to examine FLTA (Gannoun & Diana Deris, 2023). There is still a need for more research on FLTA given the significant detrimental effects on foreign language instruction and the substantial body of research on learner language anxiety that has been conducted over the past 25 years (Tüm, 2019). Additionally, the contradictory and ambiguous findings of earlier studies emphasize the need for more research should be conducted in the area. Considering the findings of the study to be conducted, it is aimed to establish a meaningful relationship between the characteristics of EFL teachers and FLTA. Results are expected to guide other studies in the field. Under the guidance of the data to be obtained from the study, it is thought that EFL teachers can get as much efficiency from the lesson as possible by preventing or minimizing their FLTA with taking necessary measures.

1.4. Assumptions

It was assumed that the participants of the study have answered all questions accurately and sincerely.

1.5. Limitations

The study is limited to:

- 40 EFL teachers teaching the middle school and high school grades of public schools in the provinces of Şanlıurfa, Konya, and Bitlis of Türkiye,
- Fall semester of 2023-2024 academic year,
- Foreign Language Teaching Anxiety Scale (FLTAS) which was designed by Aydın and Ustuk (2020).
- A semi-structured FLTA interview designed by the researcher.

1.6. Definitions and Abbreviations

English as a Foreign Language (EFL) Teachers: Teachers teaching English as a foreign language.

Foreign Language Anxiety (FLA): Negative feelings caused by tension and uneasiness towards a foreign language.

Foreign Language Teaching Anxiety (FLTA): Feelings of fear, stress, and uneasiness experienced by teachers when teaching a foreign language.

Foreign Language Teaching Anxiety Interview: A semi-structured interview consisting of 10 items, aiming to reveal language-oriented speaking anxiety of foreign language teachers which was designed by the researcher.

Foreign Language Teaching Anxiety Scale (FLTAS): A Likert-type scale consisting of 27 items, aiming to reveal the language-oriented speaking anxiety of foreign language teachers which was designed by Aydın and Ustuk (2020).

PART 2

2. LITERATURE REVIEW

As a result of the literature review on the FLTA of EFL teachers, many studies were found both in Türkiye and abroad. In these studies, FLA and, more specifically, EFL teachers' FLTA have been examined in detail. This part of the study includes background knowledge about the study and information about similar studies.

2.1. English Language Teaching

English is the primary language in our world which is becoming more interconnected every day. Over 55 nations throughout the world are using it as an official language, and one billion people speak it as a second language (Meisa, 2023). As a result, the importance of ELT in fostering global citizenship and intercultural awareness in addition to linguistic proficiency cannot be overstated. Essentially, by equipping students with the language and international competencies required to thrive in a worldwide society, ELT serves as a catalyst for students' personal, intellectual, and professional development. ELT fosters a greater understanding of the complexity and depth of human language and culture in addition to opening doors to educational and career prospects by fostering communicative competence, cultural awareness, and lifelong learning habits. Beyond cultural and professional settings, the English language is vital for education. Because English is the most widely spoken language worldwide, students who study it have the chance to gain a deeper understanding of many cultures.

ELT also gives students access to global learning opportunities. International students who wish to apply to higher education institutions in many countries that offer English-medium instruction must be proficient in English. Furthermore, the majority of scientific research is published in English, thus proficiency in the language is crucial. In addition, English is a language that facilitates efficient communication in worldwide business relationships, thus applicants with fluency in the language are given an advantage in the global employment market. Employers that want to compete in the global economy and reach clients throughout the world need to have personnel that speak English fluently.

To summarize, ELT equips students with the knowledge and abilities needed to thrive in a globalized society. In addition to helping students communicate successfully in English, ELT helps them acquire critical thinking, intercultural awareness, and lifelong learning habits that are essential for success in the world of today. Effective English language learners have a

wealth of options for cross-cultural communication, job advancement, and worldwide communication.

2.2. Teaching Four Skills

Learning the English language is significant in many aspects. One may argue that it is seen as a language that opens doors to the rest of the world (Sa'adah, 2020). Fundamentally, ELT aims to enhance students' communicative competence by providing them with the tools required for meaningful English-language engagement and expression. ELT involves teaching four fundamental skills and developing proficient users of these abilities (Karademir & Gorgoz, 2019). These skills serve as the basis for successful communication and allow people to engage with language in meaningful ways both in writing and when speaking.

These four skills are known as listening, reading, writing, and speaking skills and they are required for efficient communication. Of these four skills, reading and listening are considered receptive skills, while speaking and writing are considered productive skills that are relatively difficult. Reading and listening are considered receptive skills since they require learners to simply receive and comprehend language rather than produce it (Sa'adah, 2020). When learning a language, students first develop a receptive comprehension of the new material before moving on to productive usage. Typically, learners usually begin listening first then speak, read, and finally write (Sa'adah, 2020).

ELT stresses the development of proficiency in the four fundamental language skills and incorporates a holistic approach to language instruction. The mastery of the English language necessitates the mastery of its four talents, which are not only considered significant but also serve as the language's foundational pillars (Ali, 2022). In this part of the research, these four skills are examined respectively.

2.2.1. Listening

One of the most important aspects of learning English is improving listening skills (Meisa, 2023). When beginning to acquire a language, language learners must first learn to listen (Datta & Roy, 2024). Students who are proficient in listening can comprehend English in a variety of social settings, including the workplace, school, and daily life. It is considered that as students spend more time listening to English, they are likely to be better speakers of English (Datta & Roy, 2024). A learner is likely to see an instant and visible improvement in their speaking abilities after participating in long listening sessions (Ali, 2022). Students with better

listening skills are better able to comprehend the pronunciation and intonation of English speakers. As a result, developing listening skills has a big impact on how well students learn English.

In contrast to other language skills, listening calls for quick comprehension and processing in order for the learner to be able to speak clearly (Caamaño López et al., 2023). Listening comprehension demands focus in order to get the meaning; it goes beyond only hearing (Meisa, 2023). Therefore, through listening to texts, students practice comprehending and applying new vocabulary and grammatical structures.

Students who are proficient in listening also comprehend language's general structure and everyday usage. Students can acquire idioms, patterns, and the organic flow of language by practicing listening. Listening skill is therefore an essential part of the ELT process because it enables students to comprehend and apply the English they will encounter in everyday situations. It has been found that listening has a significant impact on a learner's ability to speak more clearly, read more quickly and accurately, and write more creatively and fluidly (Ali, 2022). As a result, it can be said that listening is an important skill of English.

2.2.2. Reading

Reading which is included among the four skills that make up English language instruction is a prerequisite for ELT (Admour, 2019). Reading is a process that involves using thinking to understand and grasp meaning, regardless of how clear or vague that meaning may be (Ali, 2022). Reading exposes learners to the cultural and scientific accomplishments of humanity (Dilshod Kizi & Ivanovna, 2023). Improving reading skills helps students in the ELT process by enhancing their comprehension and interpretation of the language.

Students with strong reading comprehension skills can comprehend and analyze a wide range of literature. These texts may include a range of subjects, such as academic papers, stories, poetry, and articles. Students gain knowledge of grammar principles, increase their vocabulary, and examine the ideas in the texts by reading them. Students who are good at reading in English can also think critically and analytically. Students can question the facts in the texts they read, assess the concepts, scan the text for information, or skim it to revise.

Additionally, reading helps pupils' perspectives on the world and culture. Students get the chance to comprehend and value many points of view. This enhances their capacity for empathy and broadens their awareness of culture.

Because it enables students to comprehend, interpret, and critically analyze text, reading proficiency is a crucial part of the ELT process. Students who read well can develop their vocabulary, grammar, and critical thinking abilities as well as their cultural awareness more easily. When teaching and learning English, reading should play a significant and meaningful role (Dilshod Kizi & Ivanovna, 2023). As a result, reading comprehension is crucial and should be taught in a comprehensive manner alongside other language learning abilities.

2.2.3. Writing

Another essential skill for the ELT process is writing skill development. Abstract concepts must be presented in a well-organized manner when communicating in writing (Kaharuddin et al., 2022). Since writing reflects all language skills together, it demands greater care, focus, and linguistic grace (Ali, 2022). Students with writing skills are generally better at communicating effectively, organizing information, and expressing themselves clearly. Students' proficiency in writing enhances their command of grammar and vocabulary. Students get the chance to practice grammar and pick up new word usage skills through written expression. For students to be able to use English successfully, this is a crucial component of the language learning process.

Moreover, writing helps to foster analytical and critical thinking abilities. When writing, students apply analytical thinking techniques to arrange their ideas logically, support their claims, and effectively communicate their ideas. Students gain confidence to express themselves when they write essays well. As a result, students become more motivated to master the English language.

In addition, writing skills let students communicate more effectively. Students have the ability to share their knowledge and views with others through written language. As a result, students' social skills are strengthened and their effectiveness in communication in real life is increased.

It is the responsibility of English teachers to help students become more adept at expressing their thoughts and opinions in writing (Adam et al., 2021). Enhancing written communication skills helps students use the English language more successfully by strengthening their vocabulary, grammar, critical thinking, self-assurance, and communication abilities. It goes without saying that writing is an important skill that has a big impact on the

process of learning English since it affects the learners' ability to learn, communicate, and introduce themselves to the world (Ali, 2022).

2.2.4. Speaking

Humans are social beings and need to speak in order to maintain their daily lives. Speaking is a process by which people exchange ideas, views, opinions, and all other information and has played a key role in communication since the earliest times of mankind. With speaking, people transfer emotion, thought, and knowledge into words and it is considered to be a fundamental and very efficient form of human communication. By using language ability, people began to use language with their biological and mental development in the natural process (Kurudayıoğlu, 2003). Speaking is the process by which humans communicate all other information as well as thoughts, beliefs, and opinions (Rajitha & Alamelu, 2020). Communication is an important necessity for humans because, people can share their emotions, beliefs, and thoughts (Ülker, 2021). Speaking which can be defined as the transmission of a message encoded in the mind with socially agreed symbols through sounds is regarded as the most basic and effective way for people to communicate with one another (Gölpınar et al., 2018).

The importance of language and speaking in human communication cannot be overstated, because a lack of effective and proficient speaking ability would prevent communication and understanding, and the most likely outcome would be misunderstandings and confusion (Ali, 2022). Speaking not only influences social interactions among humans but also plays an important role in personal and professional achievements. Effective communication gives a speaker an advantage in social situations. Speaking also has a crucial function in the preservation and transmission of cultural assets as well as in the exchange of ideas and information. Maintaining a community's identity and values through this essential means guarantees that the past is transmitted to the future.

On the educational aspect, speaking helps students succeed academically. Students can communicate their ideas and comprehend those of others through group projects, presentations, and classroom debates. The effect of speaking on the process of learning a foreign language is also very important. The most significant process of any language learning is speaking (Rajitha & Alamelu, 2020). Speaking is a multifaceted construct, and it is the most important skill to master in a language (Al-Mukdad, 2021). As the main means of communicating in the target language, speaking has surpassed other abilities like reading, writing, and listening in

importance (Höl & Kasımi, 2022). Therefore, it can be said that speaking is a fundamental instrument of communication that promotes the growth of society and interpersonal relationships, improves educational and career-wise success, and permits the exchange of ideas and information.

Foreign language teachers are also expected to be competent speakers in order to create a healthy and informative environment in the class. It can be said that success in one's personal, professional, and social life mostly depends on one's ability to communicate effectively. However, within this context, an intriguing aspect emerges which is speaking anxiety.

2.3. Foreign Language Anxiety (FLA)

Anxiety is a fact of human psychology and has existed with humanity throughout history. Anxiety manifests itself both psychologically and physiologically. Anxiety presents physiologically as a range of bodily reactions such as sweating, tense muscles, tremors, upset stomach, fast breathing, and increased heart rate. These reactions allow the body to cope with dangers. As mentioned before, anxiety is not only a physiological reaction but also has an emotional dimension. Anxiety can trigger emotional reactions such as fear, trepidation, restlessness, or feelings of uncertainty, as well as it can affect a person's ability to think and focus as a result making concentration difficult. Anxiety is the feeling of uneasiness, rush, and excitement experienced due to factors such as fear, worry, or stress (Spielberger, 1972). Anxiety can arouse feelings of tension, apprehension, nervousness, and worry (Horwitz et al., 1986). Anxiety arises in the form of fear and uneasiness for an unknown reason that the individual feels towards any event or object (Batumlu & Erden, 2013).

In certain circumstances, anxiety can enhance an individual's performance by heightening their awareness of possible threats. According to some researchers who have studied anxiety, it is not always a demotivating element (Ülker, 2021). However, excessive or ongoing anxiety can make it difficult for a person to go about their everyday lives and have a detrimental effect on their quality of life. Besides causing individuals to have communication problems, anxiety also negatively affects their success in life by hindering their socialization (Akalın & Adıgüzel, 2020).

Numerous things frequently contribute to anxiety. Anxiety may develop as a result of a combination of stressful life events or personal experiences. One of the situations where anxiety most commonly manifests itself is speaking.

Speaking anxiety is an event that occurs during the speaking process and prevents the individual from speaking fluently and intelligibly. Individuals with speaking anxiety have difficulty expressing themselves, especially in front of the public. The most typical signs of speaking anxiety include trembling in the hands, shivering, perspiration, panic, amnesia, blank stare, dry mouth and throat, rapid heartbeat, and squeaky voice (Rajitha & Alamelu, 2020). Speaking anxiety is a significant obstacle in front of an individual's self-expression.

Although speaking anxiety can occur in the mother tongue, it mostly occurs when trying to communicate in foreign languages. Because, trying to communicate in a language other than one's mother tongue is, in a sense, stepping outside of the safe zone. Anxiety is an issue that negatively affects performance in the second language (MacIntyre & Gardner R.C., 1991). Anxiety is a significant factor that influences language learning, and it is closely intertwined with the context of foreign language learning (Azman et al., 2024). People who find it difficult to speak in groups are likely to find it considerably harder to speak in a foreign language class as they have little control over the communicative environment and are continuously observed (Horwitz et al., 1986). According to Horwitz, when anxiety is associated with a foreign language, it causes a special anxiety reaction which is called foreign language anxiety.

Language anxiety can obstruct all kinds of learning processes, but when it is specifically linked with learning a foreign language, it is called: foreign language anxiety (Muntazer Hakim, 2019). A variety of emotional reactions and mental processes that language learners go through when learning a new language are encompassed under FLA (Xiwei, 2023). According to MacIntyre, anxiety related to language acquisition takes on a distinct form (MacIntyre, 1999). According to his viewpoint, FLA is the concern and unfavorable emotional response elicited by learning or using a second language.

FLA can manifest in a variety of ways, both psychologically and physically. As physical signs of FLA, individuals may internally experience an increased heart rate, shortness of breath, or sweaty palms. Psychologically, individuals' thoughts are dominated by negative self-talk, excessive worry about possible errors, and an overwhelming fear of embarrassment. Furthermore, avoidance behaviors brought on by anxiety might cause speakers to avoid engaging in language-related activities (Chen, 2023). Therefore, individuals' ability to speak fluently can be significantly impacted by these anxious thoughts and physical symptoms, which lowers their overall communicative competence.

Generally, anxiety related to speaking a foreign language is a complicated emotional barrier that people encounter when learning a language. According to the Affective Filter Hypothesis, anxiety contributes to an affective filter that renders a person unresponsive to language input; as a result, language learning stagnates since the learner cannot receive the target language signals (Krashen, 1982). People may choose to avoid communicating while speaking in a foreign language out of fear of being misunderstood or using the wrong terms. The individual's confidence may be damaged by this circumstance. FLA is one of the things that could make oral performance difficult (Ölmezer-öztürk & Öztürk, 2021). Anxiety, which is one of the important psychological situations that deeply affect the lives of individuals, can be experienced in almost all stages and lessons of individuals' education lives, and one of the lessons in which anxiety is frequently experienced is foreign language lessons (Duman et al., 2017). This intricate phenomenon is an obstacle that impedes learners' capacity to participate fully, speak clearly, and express their full linguistic potential (Xiwei, 2023). Anxiety can hinder the output and development of foreign languages (Oad, 2020).

FLA is caused by a number of circumstances. One of these relates to the standards for appropriate language usage. The societal belief that errors committed when learning a new language are embarrassing might prevent people from wanting to interact with others. Additionally, anxiety might be heightened by contrasting one's proficiency in a foreign language with that in one's mother tongue. In this situation, the individual can avoid speaking in a foreign language because he believes his own language abilities are inadequate.

FLA can also result from cultural differences. It's critical to comprehend a language's culture while conversing in that language. On the other hand, this might make things more difficult for certain individuals and make them feel more confused while communicating. For instance, factors like the way people communicate in various cultures and how gestures and facial expressions are used might impact speaking a foreign language and make someone feel more anxious. FLA often stems from a combination of linguistic challenges, mistake aversion, and the need to uphold cultural norms and expectations (Ortega, 2009).

FLA introduces additional complexities to the environment of oral communication. People often feel uneasy and self-doubtful when interacting with a language that is not their native tongue. Individuals, particularly those in academic settings often encounter circumstances that call for them to effectively communicate in a foreign language. If the individual feels inadequate in the foreign language, with the high tension and excitement,

anxiety can reach high levels. In this sense, it can be said that trying to express oneself in a language in which one does not feel safe can lead to FLA.

Research on FLA has become more important in the field of language acquisition. It is well known that anxiety can have a significant negative influence on students' capacity to acquire and use a foreign language. Some of the important studies that have been done in the field so far are examined for literature review.

Horwitz, Horwitz, and Cope (1986) established the Foreign Language Classroom Anxiety Scale (FLCAS) and introduced the idea of Foreign Language Classroom Anxiety (FLCA) in their study. In this study, 225 college students taking foreign language courses were involved. Three main elements of FLCA were found by the researchers: test anxiety, communication anxiety, and fear of receiving a poor evaluation. Their research showed that students' performance and willingness to participate are significantly impacted by FLCA. The study highlighted the fact that FLCA is a distinct kind of anxiety that is particular to language acquisition and that, in order to lessen its effects, certain instructional procedures are required.

Taking up where Horwitz et al. (1986) left off, MacIntyre and Gardner (1994) investigated the cognitive aspects of FLA. In order to better understand how anxiety affects cognitive functioning during second language acquisition, 97 university students participated in the study, which used a combination of cognitive tasks and anxiety assessments. Their results demonstrated that FLA affects cognitive processes essential to language acquisition in addition to reducing performance. The significance of taking into account FLA's emotional and cognitive components was highlighted in this study.

In order to verify Horwitz et al.'s (1986) FLCA construct among Japanese language learners, Aida (1994) carried out a study. Aida investigated the relationship between the anxiety levels of 96 students and their academic performance using the FLCAS and other anxiety-related measures. The study discovered strong relationships between student's anxiety levels and grades in addition to validating the three FLCA components described by Horwitz et al. The study also showed how anxiety affects language learning outcomes in a widespread way, emphasizing the necessity for efficient methods to deal with FLA across a variety of linguistic contexts.

Young's study (1991) summarized the results of numerous studies and suggested a number of crucial anxiety-reduction techniques, such as increasing collaborative learning,

lowering student competitiveness, giving positive feedback, and having supportive teachers. According to the review, putting these tactics into practice can greatly reduce FLA and improve students' language learning opportunities. Young's research gives teachers useful advice on how to make their classrooms less intimidating and more supportive.

Horwitz (2001) went over the FLCA concept again. The study underlined how anxiety is still relevant when learning a foreign language and how further research is necessary to fully comprehend its causes and effects. Horwitz emphasized the value of supportive classroom conditions and teacher knowledge in reducing anxiety. The fundamental ideas presented in 1986 were reaffirmed in this review, which also advocated for more in-depth research on the individual variations and environmental elements affecting FLA.

Another study investigated the connection between second language learners' writing anxiety and FLA (Y. S. Cheng et al., 1999). The Second Language Writing Anxiety Inventory and the FLCAS were employed in their study, which comprised 433 university students from Taiwan. The results of the study showed that writing anxiety and FLA are two different but connected notions that have a big impact on students' performance. By emphasizing FLA's unique effect on writing abilities, the study contributed to the general understanding of FLA.

One of the important studies looked into the factors that predicted FLA in college students (Onwuegbuzie et al., 1999). 210 students participated in the study, and anxiety levels and possible factors like age and academic achievement were evaluated using a variety of measures, including the FLCAS. The researchers found that academic achievement, prior language learning experiences, and one's self-perception of language competency were all significant factors affecting FLA.

Gregersen and Horwitz (2002) investigated the part perfectionism plays in FLA. The FLCAS and a perfectionism scale were employed in their study, which comprised 178 college students, to look at the relationship between these characteristics. The study's findings indicated that students who were more perfectionists also frequently felt more anxious when learning a language.

200 students participated in Williams and Andrade's (2008) study and anxiety levels were investigated using the FLCAS. Researchers discovered a substantial relationship between anxiety and readiness to communicate as well as self-perceived proficiency. Also, they noted

cultural elements could have an impact on FLA. The study shed light on the cultural aspects of FLA and the necessity of using culturally sensitive teaching methods.

Kitano (2001) studied the causes of FLA in American university students studying Japanese. 202 students participated in the study, which used the FLCAS along with other tools to pinpoint the causes of anxiety. According to Kitano, anxiety was triggered by fear of poor evaluation. The study also demonstrated how cultural variations influence students' experiences with anxiety and how crucial it is to take these variations into account while teaching language.

Liu and Jackson (2008) looked into FLA in Chinese students studying English at universities. 547 students participated in the study, and anxiety levels were gauged using the FLCAS. They discovered that anxiety has a relationship with fear of receiving a poor evaluation. They also found a significant negative correlation between students' anxiety and their desire to speak in English.

Another study that investigated FLA was conducted by Matsuda and Gobel (2004) among Japanese university students who were acquiring English. In order to gauge the anxiety levels of the 252 students in their study, the FLCAS was employed in addition to other tools. They discovered that students' FLA was greatly impacted by the classroom setting and the actions of the teachers. The importance of teacher-student interactions in controlling FLA is mentioned in the study.

Park and French (2013) looked at how self-regulated learning functions in FLA for English language learners at Korean universities. 315 students participated in the study, which also made use of the FLCAS. The study's results indicated that pupils who were more adept at self-regulation had lower anxiety. In order to help students properly control their anxiety, this study highlighted the significance of encouraging self-regulated learning practices.

To summarize, research shows that FLA has negative effects on students' ability to acquire and use a foreign language. Studies identify test anxiety, communication anxiety, and fear of negative evaluation as major components of FLA and emphasize the importance of supportive teaching methods. Factors such as cognitive processes, cultural differences, and self-regulated learning also influence FLA, highlighting the need for effective strategies to manage it.

2.4. Foreign Language Teaching Anxiety (FLTA)

It is important to acknowledge that FLA is not exclusive to language learners but also affects foreign language teachers. The term foreign language teaching anxiety was first used by Horwitz, who also made the observation that the FLTA of non-native EFL teachers has to be taken into account (Horwitz, 1996). Foreign language teachers are not an exception, nor are they immune to pressure and anxiety in the workplace, like many teachers in other fields (Alsaedi & Alamoudi, 2024). Despite being higher-level target language users, many non-native teachers might have uncomfortable moments when speaking the target language (Tüm, 2019). FLTA can be very stressful for foreign language teachers as they must explain difficult linguistic concepts, control classroom dynamics, and ensure an effective language acquisition environment for learners.

Moreover, the FLTA that language teachers experience can be made worse by their concern about being judged by their students, colleagues, and supervisors. Teachers who have FLTA may find it difficult to communicate clearly or use the language confidently. FLTA is frequently no different from that of language learners, but it can also cause additional challenges.

FLTA can significantly affect teacher-student interactions. When teaching language skills to children and interacting with them in the classroom, teachers constantly want to set a good example. However, if they start to feel anxious, this also affects students. This situation could hinder students' language learning progress. According to Horwitz, teachers experiencing FLA often avoid using the target language in the classroom. This causes students to be exposed to less spontaneous target language use and makes the language acquisition process more difficult (Horwitz, 1996). It is generally acknowledged that FLTA is a negative feeling that agitates EFL teachers while they are teaching the target language, especially when they encounter incompetent domains like vocabulary, syntax, and pronunciation (Li et al., 2023).

Additionally, FLTA may also negatively impact teachers' happiness at work which could result in burnout and attrition from the profession. Anxiety can trigger motivation but the onset and accumulation of anxiety in teachers frequently have detrimental impacts on both their jobs and psychological well-being (Li et al., 2023). So, it can be said that FLTA's drawbacks exceed its benefits in terms of ELT.

Anxiety, which is an important part of the affective field, has been a research topic for many years in the field of foreign language teaching (Öztürk & Gürbüz, 2014). Although studies in the field have examined the issue in detail, the problem of FLTA is still a common condition in the field of education. In conclusion, it is crucial for language teachers and researchers to comprehend the complexities and implications of FLTA.

According to relevant studies, EFL teachers frequently experience FLTA and encounter several challenges during lessons. FLTA in teachers may be linked to language proficiency, fear of making mistakes, and receiving negative feedback from supervisors. Studies suggest that the right steps can be taken to create a healthy environment and support coping mechanisms for FLTA.

Teachers have been seen to experience less anxiety by employing techniques like planning, promoting effective communication, as well as sharing in-class experiences with their colleagues. Additionally, studies suggest that EFL teachers can overcome speaking anxiety by being receptive to student feedback and considering opportunities for ongoing professional development. In general, these studies emphasize the significance of comprehending and controlling FLTA to boost teachers' self-esteem and promote efficient language instruction. According to the literature review, studies also suggest that FLTA may differ depending on a teacher's gender, years of experience, and the grade of school they work at.

Comprehending FLTA is essential due to its consequences for instructional methodologies and the classroom setting as a whole. Teachers who are anxious tend to follow textbooks or lesson plans too strictly, which is a less effective way for them to teach. This could result in a less stimulating and stressful learning environment for both the teacher and the students, which could affect language retention and student participation. Policymakers and educational administrators must comprehend the causes and effects of this anxiety in order to create supportive practices and regulations that improve teacher effectiveness.

2.5. Causes of FLTA

FLTA stems from many different origins, each of which adds in a different way to the teachers' anxiousness. Fundamentally, teachers' feelings of linguistic inadequacy and their dread of receiving a poor impression from students are the main causes of this anxiety. This effect was first described by Horwitz (1996) who noted that anxiety can have a major impact on performance since it increases self-consciousness and dread of being judged.

The feeling of being unprepared is one of the main causes of FLTA. According to MacIntyre and Gardner (1994), first-time instructors frequently express sentiments of inadequacy about their language proficiency and instructional strategies, which are exacerbated by their negative experiences in the classroom. These teachers could encounter unforeseen difficulties that cause them to lose faith in their capacity to instruct and in their language proficiency.

Even though they are typically more confident in their instructional techniques and classroom management, experienced teachers might also experience anxiety. Because even they are under pressure to maintain high pedagogical standards and adjust to changing educational tools and approaches Farrell (2011). Teachers may experience FLTA as a result of the quick changes in educational standards and the frequent release of new teaching resources. This is because they feel pressure to keep up with the latest techniques and skills in order to remain current and productive in their teaching.

Additionally, a lot of teachers are suffering from prioritizing standardized testing and strict curricular rules, which might stifle their creativity and liberty in the classroom. Teachers may feel less effective in these situations and experience higher levels of anxiety, particularly if they believe that external limitations prevent them from teaching to the best of their abilities. Additionally, cultural influences have a big impact on how anxious teachers get when teaching a foreign language.

2.6. Theoretical Perspectives

It is essential to comprehend the theoretical foundations of FLTA in order to manage its symptoms and create successful interventions. As mentioned before, Krashen's (1982) affective filter hypothesis is one of the fundamental theories. It suggests that emotional factors like fear can substantially impede language acquisition by increasing the 'affective filter,' an imaginary barrier that impedes the effective processing of language input. This theory is especially pertinent to educational settings since a high affective filter can hinder teaching effectiveness by making teachers doubt their skills and turn to less risky but ineffective teaching approaches. It also has an impact on learning.

In addition, Bandura's (1977) theory of self-efficacy offers an insightful perspective on FLTA. According to Bandura, people's actions and psychological reactions are significantly influenced by their ideas about their capacity to succeed in particular circumstances. This theory

has been applied to educational settings by research by Pajares (1992), which demonstrates that teachers with high self-efficacy are more likely to use creative teaching strategies and engage more deeply with students, while teachers with low self-efficacy may feel more anxious and rely more on instructions from textbooks.

Finally, MacIntyre and Gregersen (2012) discuss how anxiety can have an impact on EFL teachers' instructional strategies and overall well-being, which can have an effect on both their personal and professional lives. Teachers can identify areas for improvement and potential anxiety triggers by understanding that their identity and motivation are dynamic and formed by interactions inside the classroom.

2.7. Impact on Teaching and Learning

FLTA has a significant and diverse effect on teaching methods and student performance. Teachers with high FLTA are more prone to use instructional strategies that are harmful to students' learning and engagement. Horwitz (1996) suggest that anxious teachers may demonstrate a reluctance to engage in communicative language teaching methods, instead relying heavily on textbook-driven instructions that limit spontaneous language use and interaction.

Students may be less inclined to actively participate in class as a result of this decrease in communicative practice. According to MacIntyre and Gardner's (1994) research, this kind of setting can drastically reduce the opportunities for language acquisition because it gives students fewer opportunities to practice their language skills in relevant contexts. Young (1991) also noted that nervous teachers frequently foster an environment in the classroom that unintentionally raises students' anxiety levels, which further impairs their capacity to acquire the language.

Anxiety cycles between teachers and students can provide a serious obstacle to efficient instruction. Anxiety in teachers not only affects their own performance but also makes students more anxious, creating a stressful and uncomfortable environment that can permeate the entire classroom. These situations have the potential to further alienate students, which lowers motivation and engagement and feeds a vicious cycle that harms language learning.

Furthermore, there may be significant psychological effects on teachers themselves. Shen et al. (2015) note that burnout, a condition marked by emotional weariness, depersonalization, and decreased personal accomplishment, can result from the ongoing stress

related to teaching anxiety. This condition has an impact on both the professional efficacy and well-being of instructors, which may result in high rates of employee turnover and a shortage of skilled language educators.

So, it is crucial to comprehend and lessen the effects of FLTA in order to enhance the experiences of both teachers and students. It is imperative to employ efficacious tactics aimed at mitigating fear, endorsing constructive pedagogical approaches, and establishing a classroom community that fosters engaged and substantial engagement from every student.

2.8. Factors Contributing to FLTA

Related studies show that although teachers can experience FLTA at high levels according to their sociocultural and intrapersonal variables, they generally experience FLTA at low levels. According to the studies, factors such as fear of making mistakes, lack of preparation, unfamiliar grammar topics, classroom management problems, and lack of teaching experience are the most common factors that affect FLTA. It has been noticed that teachers generally have low levels of anxiety in the studies conducted in Turkey in this field. It can be concluded from this that Turkish EFL teachers experience less FLTA.

The study by Kim and Kim (2004) aimed to identify how FLTA persists as an occupational hazard when learners transform into teacher roles. Through a comprehensive review of theoretical background and empirical methods involving qualitative data collection, the study found that teachers experience significant anxiety due to factors such as perceived language proficiency, fear of negative evaluation, and classroom management challenges. The results highlight the need for targeted interventions in teacher training programs to address these anxieties.

Alrashidi (2022) explored the sources of FLTA experienced by non-native pre-service English as foreign language teachers. Data were collected by semi-structured interviews. Results of the study listed the anxiety-triggering factors as; fear of making mistakes, fear of negative evaluation, teaching unfamiliar topics, lack of preparation, and a large number of students in one classroom. In a comparable study, FLTA experienced by pre-service teachers is investigated (Sari & Anwar, 2021). FLTA questionnaire was used as a data collection tool. As a result of the study, five anxiety-triggering factors were found: teaching inexperience, self-perception of language proficiency, fear of negative evaluation, lack of student interest, and difficulty with time management. The study also revealed that there are some students who can

overcome anxiety, therefore the importance of effective foreign language teachers has been highlighted. Machida's study investigated FLTA in Japanese elementary school teachers and the causes of it (Machida, 2016). Findings indicate that most of the elementary school teachers had FLTA. The primary causes of FLTA were a lack of preparation and a lack of confidence when communicating in English.

İpek (2016) explored the sources of FLTA experienced by EFL teachers using diaries and semi-structured interviews. The study contained five main categories of anxiety sources: making mistakes, teaching specific language skills, using the native language, teaching students at various proficiency levels, and fear of failure. The findings indicated that EFL teachers feel anxious about being judged on their language proficiency, making pronunciation and grammatical errors, and using their native language in the classroom. Additionally, they experience anxiety when teaching different language skills and students of varying proficiency levels, and when they perceive a risk of failing to provide clear instructions or answers.

In the study conducted by Öztürk (2016), findings indicated that teachers generally experience low-level anxiety. The Foreign Language Teaching Anxiety Scale (FLTAS) developed by İpek (2006) was used on 103 teachers who were teaching at public universities. According to the research data, it was determined that teachers mostly experience anxiety when they talk about the areas where they do not feel competent. Consistent with Öztürk's study (2016), Alamoudi and Alsaedi's study (2024) also used İpek's (2006) FLTAS. Results showed that the participants which were 97 EFL teachers working in a university, experienced a low level of FLTA. Şener's study was another proof that student teachers had a low level of FLTA (Şener, 2018). It was determined that factors such as fear of making mistakes, fear of negative evaluation, and competitive classroom environment affected the anxiety of the participants. Tüm's findings also suggested that teachers were experiencing FLTA due to fear of making mistakes (Tüm, 2019). In addition to that, the study also proved that teacher who had FLTA avoided speaking the target language during their lessons.

Another study, which yielded similar findings, focused on whether participants, which were 94 Turkish in-service EFL teachers, experienced FLTA, and if so, whether the anxiety level had a relationship with variables such as gender, experience, grade level, and school type (İskender & Savaşçı, 2023). Findings were similar in terms of anxiety level which was determined to be low, and teachers were afraid of making mistakes. Learners' lack of interest and bad behaviors were also proved to be anxiety-provoking factors. One of the studies also

suggested that bad behavior in the classroom by students contributed to FLTA (Yangın Ekşi & Yılmaz Yakışık, 2016). The study examined the culturally specific reasons for the anxiety and suggested that the stress of being evaluated was another significant factor that causes FLTA.

Hismanoglu (2013) investigated the levels of foreign language learning anxiety among 132 English language teacher candidates at a state university in Turkey using the FLCAS. This study's finding also suggested that participants generally exhibited low levels of anxiety. However, significant relationships are observed between foreign language anxiety and independent variables such as gender, age, and grade level.

Being monitored by a mentor during the lesson and receiving negative feedback afterward are among the factors that trigger anxiety the most (Han & Tulgar, 2019). Anxiety levels of EFL pre-service teachers before, during, and after teaching is examined. According to the findings, anxiety was encountered in all three stages due to various reasons. The result of the research proved that classroom management is the most anxiety-provoking factor. Fear of making mistakes, lack of teaching experience, and time management were also determined as factors that trigger anxiety.

Aydın's (2016) study aimed to investigate the sources of anxiety among pre-service EFL teachers. Utilizing a sample of 60 pre-service teachers, Aydın employed a background questionnaire, interviews, reflections, and essay papers to collect qualitative data. The study revealed that EFL teachers experience anxiety before, during, and after teaching, with primary sources including personality traits, perceived low language proficiency, fear of negative evaluation, lack of teaching experience, and technical concerns. The study concludes that FLTA significantly impacts teaching effectiveness and recommends that teacher training programs include components to raise awareness and address FLTA.

Kobul and Saraçoğlu's study also make it evident that EFL teachers were experiencing FLTA, at least to some extent, regardless of pre-service or in-service status (Kobul & Saraçoğlu, 2020). Similarly, the study by Dou and Chouli examined the FLTA experienced by pre-service and in-service EFL teachers (Dou & Chouli, 2021). The results showed that two main causes of anxiety in teaching practice are lack of confidence and teaching productive skills. On the other hand, teaching language skills and grammar, as well as insufficient class preparation are the main causes of anxiety among new in-service teachers.

In another study, the relationship between English language teacher candidates' FLTA and foreign language teaching self-efficacy is determined (Merç, 2015). 117 pre-service teachers studying at Anadolu University Faculty of Education participated in the study. As a result of the study, the anxiety level of the teacher candidates was low. The highest anxiety was related to teachers relationship with mentors, while the lowest was related to feelings of academic incompetence. The study revealed a moderate negative correlation between overall anxiety and self-efficacy, indicating that higher anxiety levels are associated with lower self-efficacy, particularly in areas like classroom management. Another significant result of the study is that teacher candidates are more anxious when teaching adults. However, Can's research (2018) showed that pre-service EFL teachers experienced anxiety while teaching young learners in the classroom environment. Research also revealed that the pre-service EFL teachers experienced anxiety when they felt that the students in the class behaved them negatively similar to some of the other studies' findings (İskender & Savaşçı, 2023; Yangın Ekşi & Yılmaz Yakışık, 2016).

Some of the studies yielded different results in terms of FLTA level (Li et al., 2023). According to the study, pre-service teachers had a high level of FLTA. Factors such as fear of negative evaluation and teaching inexperience were the main anxiety sources. Consistent with Li's study, Saidi and Arefian's (2023) research findings also proved that teachers had high levels of FLTA.

Findings of the Cheng's (2023) study which explores the prevalence, sources, effects, and intervention measures of FLTA experienced by pre-service EFL teachers also indicated that teachers were experiencing high levels of FLTA stemming from social-cultural, affective, cognitive, and interpersonal factors and FLTA adversely affects their academic and teaching performance, manifesting in both physiological and psychological symptoms. According to Cheng, effective intervention strategies include collaborative tasks, psycho-social training, and self-intervention techniques. The study also identifies gaps in current research, emphasizing the need for more empirical studies on intervention measures and the positive effects of anxiety.

The study by Paker (2011) investigated the FLTA experienced by student teachers during their teaching practicum using the Student Teacher Anxiety Scale and structured interviews. The findings revealed that student teachers experience high levels of anxiety related to evaluation, classroom management, and pedagogy. According to the study, evaluation and

classroom management are the most significant sources of anxiety, particularly among female student teachers.

2.8.1. Gender and FLTA

Studies on the effect of gender on FLTA have yielded contradictory results. This may be due to the different roles given to genders in different cultures. In general, however, studies show that female teachers experience more anxiety than male teachers (Li et al., 2023; Liu & Wu, 2021; Morton et al., 1997; Paker, 2011). This may be due to the fact that male teachers tend to focus more on work rather than housework and family life, which causes them to feel less anxious (Liu & Wu, 2021). Similarly, one of the significant results of the Merç's study (2015) was that female teacher candidates experienced more anxiety than male teacher candidates. Female candidates report higher anxiety levels than their male counterparts (Hismanoglu, 2013).

Ngidi and Sibaya's study (2003) was another significant research that revealed variables such as gender, age, and grade placement, can be linked to unsuccessful lessons and anxiety. According to the study, when it comes to maintaining classroom discipline, older female teachers had higher FLTA than younger ones and males exhibit less anxiety than females, regardless of age. Ngidi suggests that this situation can arise from the fact that younger female teachers are more concerned with providing for students. On the contrary, some of the studies shows that male teachers can have a higher level of teaching anxiety than female teachers, but it is rarely the case (Alsaedi & Alamoudi, 2024; İskender & Savaşçı, 2023). According to another research's findings, anxiety did not correlate with teachers' gender (Gannoun et al., 2023). Similarly, some of the studies found no correlation between gender and FLTA (Eğinli & Solhi, 2020; Kesen & Aydın, 2014; Kobul & Saraçoğlu, 2020; Öztürk, 2016; Paker, 2011).

2.8.2. Professional Experience and FLTA

Most of the relevant studies show that professional experience does have a significant impact on FLTA. In general, results indicate that the longer a teacher spends in the teaching profession, the less anxiety he/she experiences. Because more experienced teachers have more in-service practice that causes them to feel more accustomed to the teaching environment and the problems that come with it. The more experienced the teacher gets, the lower the anxiety he/she feels (Öztürk & Gürbüz, 2014). In-service EFL teachers experience less anxiety than pre-service EFL teachers meaning that professional experience has a role in FLTA (Kobul & Saraçoğlu, 2020). Similar to these studies, Kazazoğlu's study (2020) also revealed that lack of

experience is a factor that causes FLTA. Eğinli and Solhi's (2020) study also revealed that there was a negative correlation between experience and FLA. Similarly, according to the data from the study conducted by Liu and Wu (2021), FLTA decreased as the professional experience increased. In another study that yielded similar results, younger candidates tend to have higher anxiety levels compared to older candidates. Additionally, senior students exhibit the lowest levels of anxiety, suggesting that experience and progression in their education reduce anxiety (Hismanoglu, 2013).

The study of Kesen and Aydın (2014) examines the anxiety perceptions of Turkish EFL instructors in relation to their years of experience and gender using the FLTAS. The study found that experienced instructors have significantly lower anxiety levels than novice instructors. The findings suggest that while gender does not significantly influence anxiety levels, the amount of teaching experience is a crucial factor, as more experienced instructors report lower anxiety.

Similarly, the research by Baltacı (2017) examined the differences in FLTA between pre-service and in-service teachers using FLTAS. Participants were 60 pre-service and in-service teachers who were working at a private university. The findings reveal that in-service teachers exhibit significantly lower levels of anxiety related to negative evaluation, self-confidence, and communication apprehension compared to pre-service teachers. The results suggest that professional experience and development contribute to reducing FLTA, while pre-service teachers' limited exposure to real classroom settings may heighten their anxiety. The study emphasizes the need for enhancing teacher training programs to better prepare pre-service teachers for classroom challenges and suggests further research to explore ways to alleviate FLTA among both pre-service and in-service teachers.

In contrast to those studies, some research results proved that FLTA had a relationship with gender, type of school, and school level, however, it does not vary according to teaching experience (İskender & Savaşçı, 2023). In addition, Machida's (2016) results indicate that in-service teachers had more fear of teaching foreign languages than pre-service teachers which contradicts some other studies' findings (Eğinli & Solhi, 2020; Kazazoğlu, 2020; Kesen & Aydın, 2014; Kobul & Saraçoğlu, 2020; Öztürk, 2016; Şerif Baltacı, 2017).

2.9. Strategies and Interventions

Effectively addressing FLTA necessitates a multifaceted strategy that includes institutional, professional, and personal tactics. Teachers can practice mindfulness and other

stress-reduction methods on a personal level. These methods have been shown to be beneficial in lowering anxiety and enhancing mental health. A study by Khalsa (2016), for instance, claims that yoga and meditation can be beneficial for reducing stress.

Ongoing professional growth and training are essential for reducing FLTA. Teachers' confidence and readiness can be increased by attending workshops and training sessions that emphasize successful student engagement, communicative teaching strategies, and classroom management. According to Farrell's (2018) suggestion, reflective practice is essential to this professional growth. In order to promote greater professional development and self-awareness, Farrell encourages teachers to engage in reflective practice, which involves analyzing their teaching experiences, locating anxiety triggers, and creating individualized techniques for handling them.

Reducing FLTA also requires institutional support. Through the provision of resources like peer support groups, counseling services, and mentoring programs, educational institutions such as schools can cultivate a supportive learning environment. Darasawang (2006) emphasize the significance of professional development and policies that acknowledge the difficulties of teaching and offer frameworks to support teachers in efficiently managing anxiety.

Policy modifications that for more adaptable curriculum design and evaluation techniques might lessen the FLTA that teachers face from having to fulfill strict requirements, which is frequently a major cause of anxiety. With the help of these adaptable rules, teachers can modify curricula and instructional strategies to better meet the requirements of their students and their own teaching style, which reduces tension and increases job satisfaction.

To sum up, FLTA is a serious and multifaceted problem that affects both teachers and students. Its effects on student learning outcomes and instructional effectiveness highlight the need for thorough research and the creation of focused intervention measures. By focusing on acknowledging this phenomenon, a more nurturing and effective educational environment can be provided.

PART 3

3. METHODOLOGY

In this part of the study, study design, population and sample, data collection tools, data collection process, and data analysis are included.

3.1. Study Design

In this study, a mixed research method, which uses quantitative and qualitative research together, is used. Quantitative studies deal with quantity and examine the relationships between quantitatively measured variables (Aslan, 2018). The basis of this method is to obtain findings objectively and to explain the findings with numbers. In this way, the social behavior of individuals can be objectively measured and explained with numerical data through observation, experimentation, and testing.

Qualitative research, on the other hand, is a type of research that is based on observation and does not benefit from numerical data. Qualitative research is used to gather information about abstract opinions rather than concrete data. In the mixed research method, more detailed data can be obtained by making use of both quantitative and qualitative data. The two research methods complement each other's deficits, so it was deemed appropriate to use this method. When used together, the quantitative and qualitative data provide a more thorough study and enhance one another (Creswell et al., 2004).

Descriptive research design, which is one of the quantitative research methods, is used. Descriptive research describes and explains things that exist, and are experienced. (Sönmez & Alacapınar, 2019). The descriptive research design is used to investigate the current situation in a subject. The current situation is examined as it is and without any intervention from the researcher.

3.2. Population and Sample of the Study

The population of a study is a large group that can consist of living or non-living things from which the necessary data are obtained in order to carry out scientific research. However, reaching the entire population is often impossible. The sample, on the other hand, is a limited piece selected from the population. The sample should represent the population in terms of both quantity and quality (Sönmez & Alacapınar, 2019).

The limited population of the study is EFL teachers who teach English in public schools in Şanlıurfa, Bitlis, and Konya provinces of Türkiye. While determining the sample of the study, a stratified sampling method is used. The sample of the research consists of 40 EFL teachers selected from public schools. While creating the sample, attention was paid to the balanced distribution of teachers by gender as much as possible. Demographic information of the teachers who participated in the research is given below.

Table 1. Demographic information of EFL teachers

Information		f	%
Gender	Male	18	45.0
	Female	22	55.0
Grade	Middle School	15	37.5
	High School	25	62.5
Experience	1-5 Years	14	35.0
	6 - 10 Years	13	32.5
	11+ Years	13	32.5

As can be seen in the table, the demographic distribution of the teachers participating in the study is as follows: The distribution of English teachers according to gender: Male is 18 (45.0%) and female is 22 (55.0%). According to the school grade they work in; middle school is 15 (37.5%) and high school is 25 (62.5%). Finally, there are 14 (35.0%) teachers who work for “1-5 Years”, there are 13(32.5%) teachers who work for “6-10 Years”, and there are 13 (32.5%) teachers who work for “11+ years”.

3.3. Data Collection Tools

To obtain quantitative data, Foreign Language Teaching Anxiety Scale (FLTAS) developed by Aydın and Ustuk (2020) was used (see Appendix 1.). The FLTAS was created by Aydın and Ustuk using 45 Likert scale items. Then they verified the construct validity using an exploratory factor analysis. Following this stage, they omitted 18 items, leaving 27 items in the final version of the scale.

The scale consists of 5 factors and 27 items in total. These factors are respectively; self-perception of language proficiency (12 items), teaching inexperience (5 items), lack of student interest (4 items), fear of negative evaluation (3 items), and difficulties with time management (3 items). While the highest score that can be obtained from the scale is 135, the lowest score is 27. As a result of the sincere answers to each item, it was tried to obtain detailed information

about teachers' FLTA. The scoring of the scale items ranged from 1 to 5 (Never=1, Rarely=2, Sometimes=3, Usually=4, Always=5).

The Cronbach Alpha reliability coefficient of the FLTAS was analyzed by Aydın and Ustuk (2020) and was determined to be 0.95. The Cronbach Alpha value of the reliability coefficient of the scale was recalculated by the researcher and found 0.93. Values above 0.70 are accepted as high reliability, so it can be said that the scale has a high level of reliability. Within the scope of this research, the reliability coefficient Cronbach Alpha value of the "Self-Perception of Language Proficiency" sub-factor of the scale was calculated as 0.85, the reliability coefficient Cronbach Alpha value of the "Teaching Experience" sub-factor was calculated as 0.77, the reliability coefficient Cronbach Alpha value of the "Lack of Student Interest" sub-factor was calculated as 0.86, the reliability coefficient Cronbach Alpha value of the "Fear of Negative Evaluation" sub-factor was calculated as 0.83, and the reliability coefficient Cronbach Alpha value of the "Difficulties with Time Management" sub-factor was calculated as 0.79.

In order to examine the anxiety levels of the participants thoroughly, and to make inferences that cannot be reached with quantitative methods, a semi-structured interview was conducted. 8 participants were interviewed in their mother tongue. To enable participants to express their opinions better and to prevent language barriers, interviews were held in Turkish. Each interview lasted about 5-15 minutes.

Teachers were allowed to skim the questions before the interview. The importance of their sincere answers was emphasized by the researcher. The sessions were tape-recorded by the researcher with the permission of the participants. Interviews consisted of 10 items (see Appendix 2.).

3.4. Data Collection

A Likert-type foreign language teaching anxiety scale consisting of 27 items developed by Aydın and Ustuk (2020) was used in data collection. Additionally, a semi-structured interview consisting of 10 items was held. The teachers interviewed were selected based on their different characteristics such as their professional experience, the cities in which they reside, and so on.

In order to avoid loss of time and increase accessibility, an online version of the FLTAS was prepared and presented to the participants. Participants were requested to answer all the

items truthfully and independently. The participants were made aware that their involvement in the study was completely voluntary. Additionally, the researchers made sure that the participants' responses and personal data would remain anonymous.

Before proceeding to the implementation phase, the individual and environmental factors of the teachers forming the sample were examined. When the implementation phase started, the necessary permissions were obtained from the teachers who were the participants of the study. After the implementation phase, the data was compared and analyzed in detail in a computer program.

3.5. Data Analysis

The obtained data was transferred to the SPSS 22.0 program. In order to determine the validity and reliability of the FLTAS, the Cronbach Alpha reliability coefficient was remeasured. Frequency and percentage were used to display demographic information.

All evaluations were required to be parametric, and a normality test was performed for this purpose. According to the Shapiro Wilk test result, which is the normality test result, it was seen that there was a normal distribution, and gender, school level, and seniority variables were analyzed with one-way ANOVA and t-test independent of parametric tests. The detail of the analysis is given under the heading of “Findings”. The following table was created to determine the FLTA levels of teachers.

Table 2. *Foreign Language Teaching Anxiety Scale Level Chart*

Factors	Level	Range
Self-Perception of Language Proficiency	Low	12.0 – 27.0
	Medium	28.0 – 43.0
	High	44.0 – 60.0
Teaching Experience	Low	5.0 – 11.66
	Medium	11.67 – 18.33
	High	18.34 -25.0
Lack of Student Interest	Low	4.0 – 9.33
	Medium	9.34 – 14.70
	High	14.71 – 20.0
Fear of Negative Evaluation	Low	3.0 – 7.0
	Medium	7.01 – 11.00
	High	11.01 – 15.0
Difficulties with Time Management	Low	3.0 – 7.0
	Medium	7.01 – 11.00
	High	11.01 – 15.0
Anxiety	Low	27.0 – 62.0
	Medium	63.0 – 98.0
	High	99.0 – 135.0

PART 4

4. FINDINGS

In this part, the quantitative and qualitative data are given. Quantitative data that obtained as a result of statistical analysis are tabulated and the tables are explained.

4.1. Quantitative Findings

In this part of the study, analyzes of the data obtained from the FLTAS results and explanations of these analyzes are included.

4.1.1. Anxiety levels

The analysis results regarding the levels of EFL teachers' anxiety scores on FLTAS are given in Table 3.

Table 3. Analysis results regarding the levels of EFL teachers' anxiety scores on FLTAS

Factors	X	Level
Self-Perception of Language Proficiency	21.15	Low
Teaching Inexperience	7.35	Low
Lack of Student Interest	10.80	Medium
Fear of Negative Evaluation	6.45	Low
Difficulties with Time Management	6.02	Low
Anxiety	51.87	Low

As seen in Table 3, the anxiety levels of teachers on FLTAS were determined. According to the analysis results, the level of the "Self-Perception of Language Proficiency" sub-factor is "Low"; the level of the "Teaching Inexperience" sub-factor is "Low"; the level of the "Lack of Student Interest" sub-factor is "Low"; the level of the "Fear of Negative Evaluation" sub-factor is "Low"; the level of the "Difficulties with Time Management" sub-factor is "Low"; the general anxiety level was also found to be "Low". Accordingly, the low level of anxiety of teachers on FLTAS is an indication that they do not have anxiety while teaching.

4.1.2. Gender

The analysis results regarding the relationship between EFL teachers' anxiety scores on FLTAS and the gender variable are given in Table 4.

Table 4. Analysis results of the relationship between EFL teachers' anxiety scores on FLTAS and the "Gender" variable

Factors	Gender	N	X	SD	t	p
Self-Perception of Language Proficiency	Male	18	20.00	6.51	1.05	.29
	Female	22	22.09	5.95		
Teaching Inexperience	Male	18	7.88	2.82	1.23	.22
	Female	22	6.90	2.18		
Lack of Student Interest	Male	18	10.77	3.93	.034	.97
	Female	22	10.81	3.50		
Fear of Negative Evaluation	Male	18	6.72	3.37	.55	.57
	Female	22	6.22	2.09		
Difficulties with Time Management	Male	18	6.05	2.43	.08	.94
	Female	22	6.00	2.24		
Anxiety	Male	18	51.66	17.13	.08	.29
	Female	22	52.04	13.47		

When Table 4 is examined, the analysis results of the relationship between EFL teachers' anxiety level in foreign language teaching and gender are seen. The analysis results of the relationship between sub-factors and gender variable can also be seen on the table.

It was determined that there was no significant relationship between the scores of EFL teachers on the "Self-Perception of Language Proficiency" sub-factor and their gender ($t = 1.05$; $p > .05$). According to the findings, the "Self-Perception of Language Proficiency" sub-factor averages were found ($X = 20.00$) for males, and ($X = 22.09$) for females.

It was determined that there was no significant relationship between the scores of EFL teachers on the "Teaching Inexperience" sub-factor and their gender ($t = 1.23$; $p > .05$). According to the findings, the "Teaching Inexperience" sub-factor averages were found ($X = 7.88$) for males, and ($X = 6.90$) for females.

It was determined that there was no significant relationship between the scores of EFL teachers on the "Lack of Student Interest" sub-factor and their gender ($t = .034$; $p > .05$). According to the findings, the "Lack of Student Interest" sub-factor averages were found ($X = 10.77$) for males, and ($X = 10.81$) for females.

It was determined that there was no significant relationship between the scores of EFL teachers on the "Fear of Negative Evaluation" sub-factor and their gender ($t = .55$; $p > .05$). According to the findings, the "Fear of Negative Evaluation" sub-factor averages were found ($X = 6.72$) for males, and ($X = 6.22$) for females.

It was determined that there was no significant relationship between the scores of EFL teachers on the "Difficulties with Time Management" sub-factor and their gender ($t = .08$; $p > .05$). According to the findings, the averages of the "Difficulties with Time Management" sub-factor were found ($X = 6.05$) for males, and ($X = 6.00$) for females.

It was determined that there was no significant relationship between EFL teachers' total anxiety score on FLTAS and their gender ($t = .08$; $p > .05$). According to the findings, the average anxiety level was found ($X = 51.66$) for males, and ($X = 52.04$) for females.

4.1.3. School grade

The analysis results regarding the relationship between EFL teachers' anxiety scores on FLTAS and the school grade variable are given in Table 5.

Table 5. Analysis results of the relationship between EFL teachers' anxiety scores on FLTAS and the "School Grade" variable

Factors	Level	N	X	SD	T	p
Self-Perception of Language Proficiency	Middle School	15	21.66	6.24	.40	.69
	High School	25	20.84	6.32		
Teaching Inexperience	Middle School	15	7.20	2.42	.29	.77
	High School	25	7.44	2.59		
Lack of Student Interest	Middle School	15	11.20	2.54	.53	.59
	High School	25	10.56	4.21		
Fear of Negative Evaluation	Middle School	15	6.66	2.19	.38	.70
	High School	25	6.32	3.02		
Difficulties with Time Management	Middle School	15	6.60	2.26	1.23	.23
	High School	25	5.68	2.30		
Anxiety	Middle School	15	53.33	13.28	.47	.64
	High School	25	51.00	16.18		

When Table 5 is examined, the analysis results of the relationship between EFL teachers' anxiety level in foreign language teaching and the school grade which they teach are seen. The analysis results of the relationship between sub-factors and school grade variable can also be seen on the table.

It was determined that there was no significant relationship between the scores of EFL teachers on the "Self-Perception of Language Proficiency" sub-factor and the grade of school they teach ($t = .40$; $p > .05$). According to the findings, the averages of the "Self-Perception of Language Proficiency" sub-factor were found ($X = 21.66$) for those teaching in middle school, and ($X = 20.84$) for those teaching in high school.

It was determined that there was no significant relationship between the scores of EFL teachers on the "Teaching Inexperience" sub-factor and the grade of school they teach ($t = .29$; $p > .05$). According to the findings, the averages of the "Teaching Inexperience" sub-factor were found ($X = 7.20$) for those teaching in middle school, and ($X = 7.44$) for those teaching in high school.

It was determined that there was no significant relationship between the scores of EFL teachers on the "Lack of Student Interest" sub-factor and the grade of school they teach ($t = .53$; $p > .05$). According to the findings, the averages of the "Lack of Student Interest" sub-factor were found ($X = 11.20$) for those teaching in middle school, and ($X = 10.56$) for those teaching in high school.

It was determined that there was no significant relationship between the scores of EFL teachers on the "Fear of Negative Evaluation" sub-factor and the school grade of school they teach ($t = .38$; $p > .05$). According to the findings, the "Fear of Negative Evaluation" sub-factor averages were found ($X = 6.66$) for those teaching in middle school, and ($X = 6.32$) for those teaching in high school.

It was determined that there was no significant relationship between the scores of EFL teachers on the "Difficulties with Time Management" sub-factor and the grade of school they teach ($t = 1.23$; $p > .05$). According to the findings, the averages of the "Difficulties with Time Management" sub-factor were found ($X = 6.60$) for those teaching in middle school, and ($X = 5.68$) for those teaching in high school.

It was determined that there was no significant relationship between the anxiety level of EFL teachers in foreign language teaching and the grade of school they teach ($t = .47$; $p > .05$). According to the findings, the average anxiety level was found ($X = 53.33$) for those teaching in middle school, and ($X = 51.00$) for those teaching in high school.

4.1.4. Professional experience

The analysis results regarding the relationship between EFL teachers' anxiety scores on FLTAS and the professional experience variable are given in Table 6.

Table 6. Analysis results of the relationship between EFL teachers' anxiety scores on FLTAS and the "Professional Experience" variable

Factors	Professional Experience	N	X	SS	F	p
Self-Perception of Language Proficiency	1-5 Years	14	23.35	6.23	1.38	.26
	6-10 Years	13	20.00	5.97		
	+11 Years	13	19.92	6.27		
Teaching Inexperience	1-5 Years	14	7.85	2.74	.74	.49
	6-10 Years	13	6.69	1.75		
	+11 Years	13	7.46	2.90		
Lack of Student Interest	1-5 Years	14	11.78	4.66	.89	.42
	6-10 Years	13	10.61	2.78		
	+11 Years	11	9.92	3.17		
Fear of Negative Evaluation	1-5 Years	14	7.42	3.00	1.42	.25
	6-10 Years	13	5.92	2.28		
	+11 Years	11	5.92	2.69		
Difficulties with Time Management	1-5 Years	14	6.50	2.47	.58	.57
	6-10 Years	13	5.53	1.98		
	+11 Years	13	6.00	2.48		
Anxiety	1-5 Years	14	57.21	17.17	1.39	.26
	6-10 Years	13	48.76	11.55		
	+11 Years	13	49.23	15.15		

When Table 6 is examined, the analysis results of the relationship between EFL teachers' anxiety level in foreign language teaching and their professional experience are seen. The analysis results of the relationship between sub-factors and professional experience variable can also be seen on the table.

It was determined that there was no significant relationship between the scores of EFL teachers on the "Self-Perception of Language Proficiency" sub-factor and their experience ($F = 1.38$; $p > .05$). According to the findings, the "Self-Perception of Language Proficiency" sub-factor averages are those with "1-5 Years" experience ($X=23.35$), those with "6-10 Years" experience ($X=20.00$), and those with "+11 Years" experience ($X=19.92$).

It was determined that there was no significant relationship between the scores of EFL teachers on the "Teaching Experience" sub-factor and their experience ($F = .74$; $p > .05$). According to the findings, the "Teaching Experience" sub-factor averages are those with "1-5 Years" of experience ($X=7.85$), those with "6-10 Years" of experience ($X=6.69$), and those with "+11 Years" of experience ($X=7.46$).

It was determined that there was no significant relationship between the scores of EFL teachers on the "Lack of Student Interest" sub-factor and their experience ($F = .89$; $p > .05$).

According to the findings, the "Lack of Student Interest" sub-factor averages are: Those with "1-5 Years" experience ($X=11.78$), those with "6-10 Years" experience ($X=10.61$), and those with "+11 Years" experience ($X=9.92$).

It was determined that there was no significant relationship between the scores of EFL teachers on the "Fear of Negative Evaluation" sub-factor and their experience ($F = 1.42$; $p > .05$). According to the findings, the "Fear of Negative Attribution" sub-factor averages are: Those with "1-5 Years" experience ($X=7.42$), those with "6-10 Years" experience ($X=5.92$), and those with "+11 Years" experience ($X=5.92$).

It was determined that there was no significant relationship between the scores of EFL teachers on the "Difficulties with Time Management" sub-factor and their experience ($F = .58$; $p > .05$). According to the findings, the "Difficulties with Time Management" sub-factor averages are: Those with "1-5 Years" experience ($X=6.50$), those with "6-10 Years" experience ($X=5.53$), and those with "+11 Years" seniority ($X=6.00$).

It was determined that there was no significant relationship between the anxiety level of EFL teachers and their professional experience ($F = 1.39$; $p > .05$). According to the findings, average anxiety levels are: Those with "1-5 Years" experience ($X=57.21$), those with "6-10 Years" experience ($X=48.76$), and those with "+11 Years" experience ($X=49.23$).

4.2. Qualitative Findings

In this part of the study, detailed evaluations of the interviews held with the participation of 8 teachers are included.

The first question teachers were asked was how often they experienced anxiety during their lessons. As a result of the first question, almost all teachers stated that they rarely experience anxiety, depending on their own reasons. One of the teachers who said he had very little FLTA during lessons stated,

“When I first started teaching, I was often experiencing FLTA. But my anxiety decreased after I realized that the student level was very low and that my English level was more than sufficient for the courses taught in high schools.” (Interviewee 7)

Afterward, they were asked whether they thought they were proficient in the language they taught. It would seem normal for teachers who feel inadequate in the target language to

experience anxiety about this issue. Teachers generally said that they consider themselves proficient in English, considering the level of the public schools where they teach.

Then, they were asked to recall the anxiety they experienced during their student years. The purpose of this question was the fact that people who were anxious about learning a foreign language during their student years might also be anxious when they became teachers. One of the teachers stated that he had anxiety about the English language in his student years, but this decreased after he started to deal with English every day. Additionally, one of the teachers stated that the Erasmus program, which she attended during her student years, played a very effective role in overcoming her foreign language anxiety. In this context, it may be possible to observe a decrease in anxiety for teachers who have experience abroad as it will increase their practice and exposure to the language.

In another question, teachers were asked whether their language teaching anxiety had decreased compared to their first year in the profession. All teachers stated that their language teaching anxiety decreased compared to the first year they spent in the profession. Although there was no significant relationship between teachers' professional experience and their anxiety about teaching a foreign language in the data obtained from the scale, as a result of the interviews, the participants clearly stated that they remembered feeling more anxious when they started working. Participants stated that they had very little experience when they started their careers, and therefore they had a lot of anxiety.

“When I first started teaching, it was complete uncertainty. I did not know which book I would teach from or how I would follow the curriculum. I could not predict what kind of environment was expecting me. There were times when I had problems during this process, but now that I am in my eighth year in the profession, this rarely happens. When there is a change in books or curricula, I do not worry that much.” (Interviewee 1)

“...the responsibility we take offers us the opportunity to improve ourselves over time, and our anxiety decreases gradually.” (Interviewee 4)

In summary, the general answer given by the participants in this section indicated that teaching anxiety decreased over time.

The fifth question focused on unprepared lesson teaching and related problems, which are generally seen as one of the factors that trigger teachers' anxiety. Most of the participants said that they plan the lessons and that they experience various problems in the lessons they

do not plan. Some of the teachers said that even if they did not plan the lesson, they do not think that this has much impact on their FLTA. According to them, this situation was directly related to professional experience. Most of the teachers stated that after gaining a certain amount of experience in the profession, a teacher is able to continue the course based on his/her previous experiences, even in courses for which he/she had not planned. In this context, it can be inferred that teachers tend to be more planned in their first years of teaching.

“...before each lesson, I plan the activities and exercises. My anxiety increases when there is no planning.” (Interviewee 4)

In another question, teachers were asked whether their students' levels had any effect on their FLTA. Teachers generally have the same opinion regarding this question. They stated that they experience anxiety due to the low student level and the lack of motivation for the lesson. The general opinion of the teachers was that the lower the level of students in a classroom, the more anxiety a teacher experiences, and as the level of students increases, the teacher's anxiety decreases at the same rate.

“...the language level of the students increases my FLTA. Because the students do not know anything and say they cannot learn the language or do not like it. But they do not make any effort either. As for the students who strive, they are stumbling and making mistakes, but can still do something. It is easier for me to reach these students. But the other type requires a specific effort. Yet we cannot ignore the fact that the class I am teaching is about 40 students, so it is not possible for me to reach all of them in just 40 minutes. Unfortunately, in this case, it triggers my anxiety and affects the teaching negatively.” (Interviewee 6)

A few teachers stated that students' insufficient readiness may increase their anxiety in the lesson.

“In my school, the student level is bad in terms of foreign language skills. For instance, the subject of passive voice is not very difficult, but I still worry about how to teach it because the student's readiness is insufficient.” (Interviewee 1)

“...I need to teach "if clauses" for the 11th grades, but the students have never seen a pass module before. They wouldn't understand it even if I had explained it to them because the basics of the topic were already missing for them. In a class with fewer students, maybe you can revise everything, however, it is not possible under these conditions.” (Interviewee 6)

One of the data obtained from the interview is that low student levels can increase teachers' FLTA, while students with advanced levels can also trigger some teachers' anxiety.

“When I was working in a private school, there was a student who was really good at English. When I entered that class, I felt like that student was constantly watching for my pronunciation mistakes. This, inevitably, caused anxiety.” (Interviewee 3)

In summary, teachers may experience anxiety while teaching classes consisting of students whom they feel are close to their level. The conclusion to be drawn from this context is that too low or too advanced level can both cause FLTA for a teacher. Teachers had various comments about the FLTA felt in classroom environments where students were not interested and did not participate in the lesson.

“...I feel anxious while teaching in such environments because I worry about whether the students like me or the way I teach things.” (Interviewee 5)

“...in the first 3 years of my teaching career, I had this concern that I was not teaching very well. But as time went by, I saw that it wasn't actually the case.” (Interviewee 3)

“...during the process, I realized that this situation had little to do with my teaching. So far, many different teachers have worked in my school including the ones who experienced in their profession. When I saw that they were experiencing the same problem, my anxiety began to disappear. In other words, I am more worried about how I could teach to a low-level student level than the anxiety of teaching a language.” (Interviewee 1)

Teachers are of the opinion that students participating more in class reduces their anxiety. When the teachers were asked what triggered their language teaching concerns in the classroom the most, the answers were given as students' lack of motivation, crowded classes, being unprepared for lessons, and mostly low student levels. A teacher who described the crowded classes as the most triggering anxiety factor expressed his opinions,

“...I do not know how to deal with situations when the class is too crowded. I am always torn between whether to manage classroom violations or teach a lesson. When I was teaching a lesson to a smaller group of students, everyone could participate. But this is not possible in crowded classrooms, it is a completely chaotic environment.” (Interviewee 6)

“...my inability to implement the plans in my mind is a factor that creates anxiety for me during class.” (Interviewee 2)

The majority of teachers considered students' lack of motivation to learn a foreign language as the factor that most triggering factor of FLTA. When teaching is not two-way, it can inevitably turn into anxiety. While talking about the most negative effects of FLTA experienced by the teachers, the general opinion of the teachers was that the lesson would be negatively affected as a result if they could not sufficiently arouse the interest and desire for the lesson in the students.

“If the teacher does not know the subject very well, students notice it. Because we, as teachers, are actually on stage, we show our anxiety through our body language and our attitudes. At this point, students understand that the teacher is faltering, which creates a bad impression. I think this is the most negative effect of FLTA. For instance, the other day, a student asked me the meaning of the word "dove" which was written in the course book. I said it was "güvercin" in Turkish, and then my student asked what is the difference between the "dove" and "pigeon". So, a teacher needs to be prepared for the possibility of a student catching his/her gap at any chance and therefore enter the course with awareness of this.” (Interviewee 1)

In the last question, teachers were asked what precautions could be taken to overcome or reduce FLTA. Among the answers given to this question, were being prepared for each lesson, improving oneself in terms of language, and maximizing professional competence.

“...we should try to be more exposed to foreign languages. We can start by changing the language settings of our phones. We can improve ourselves further by watching series or movies in the target language.” (Interviewee 5)

“...it is important to provide a better communication environment. It is necessary to establish classroom order. In order to create an effective classroom environment, the teacher must know how to make use of the necessary materials in the classroom. And teachers must be prepared for every situation. Even if they enter the lesson without preparation, they need to be able to convey everything to the students. (Interviewee 2)

“...foreign language is something you forgot over time. To reduce anxiety, EFL teachers should deal with English every day. They should watch movies, and TV series and listen to music in a foreign language. They should study for exams like YDS regularly and take them so that they know that they are always ready.” (Interviewee 7)

“No matter how much you know, you need to take a look at the course book before entering the lesson. From time to time, you may come across a word that you don't know at all, so I always skim to see if there is anything I don't know. Once you do this, your anxiety decreases. Also, a teacher needs to improve himself/herself in every sense, it is not just about sticking to the course book because students' questions can come from outside the course material.” (Interviewee 1)



PART 5

5. DISCUSSION, CONCLUSION, AND SUGGESTIONS

In this part, the results obtained from the research findings, the discussion section in which the results are compared with the relevant literature, and the suggestions presented depending on the research results are included.

5.1. Discussion

The study's findings show that teachers have low levels of FLTA, which is consistent with some of the earlier studies (Alsaedi & Alamoudi, 2024; Aydın & Ustuk, 2020; İskender & Savaşçı, 2023; Kobul & Saraçoğlu, 2020; Merç, 2015; Öztürk, 2016; Şener, 2018), but contradicts with results of some of the research (Li et al., 2023; Saidi & Arefian, 2023). The reason for this might be the limitation of schools that the study focused on. Most of the schools were in the eastern region of Türkiye and students' level of English was considered to be relatively low. Consistent with quotes of some of the participants in the interview, this situation has lowered teachers' anxieties in a great manner. As a result of the 27-question FLTAS, it was not concluded that teachers' age, experience, and the grade levels they teach had a significant effect on the FLTA they experienced. In this context, the relatively low foreign language levels of students in the schools where the teachers participating in the survey may have overshadowed the FLTA scores of the teachers.

One of the conclusions to be drawn from the data obtained as a result of the answers given to the FLTAS is that questions regarding the lack of student interest sub-factor is the factor that triggers the most anxiety among the teachers participating in the research. This result is similar to the findings in Aydın and Ustuk's study (2020), which used the same scale, in which the highest aspect was also the lack of student interest (3.03). According to the results of the FLTAS, teachers received low anxiety scores from the self-perception of language proficiency, teaching inexperience, fear of negative evaluation, and difficulties with time management sub-factors, while they received medium anxiety scores from the lack of student interest sub-factor. This result supports the comments made by the teachers in the interviews.

The gender variable was not found to be significant in terms of affecting teachers' FLTA. Taking into account the interviews, it cannot be said that female teachers are more exposed to FLTA than male teachers, or vice versa. These findings are consistent with some studies (Gannoun et al., 2023; Kobul & Saraçoğlu, 2020; Machida, 2016; Öztürk, 2016).

However, results contradict studies that found gender was a significant factor that affects FLTA (Alsaedi & Alamoudi, 2024; İskender & Savaşçı, 2023; Li et al., 2023; Liu & Wu, 2021; Merç, 2015; Morton et al., 1997).

Although it was found that there is no significant difference between teachers' anxiety scores from the FLTAS and their professional experiences, it is noteworthy that the average anxiety score of teachers who have worked for 1-5 years is relatively high (57) considering the average anxiety score of teachers who have worked for more than 10 years (49). As frequently mentioned by teachers in the interviews, gaining experience in the profession may have reduced their FLTA. Which brings us to the interview results. Because, unlike the FLTAS results, the data obtained from the interview part of the research may be proved to be more significant. According to these data, most teachers are exposed to FLTA for one reason or another.

Contrary to the data obtained in the FLTAS, all teachers, except one who claimed otherwise, were interviewed stated that their FLTA had decreased noticeably compared to the first year of their profession. The reasons for this may include gaining experience, getting used to the profession, and student behaviors and classroom environment becoming better known for teachers. As is often the case, a lack of experience leads to anxiety in a variety of ways (Li et al., 2023).

One of the conclusions reached as a result of the interviews is that the problems experienced by teachers in the lessons they enter without planning cause anxiety. Similar to the findings of Machida, lack of preparation produced FLTA. As stated by most participants, an unknown word in the course book or a grammatical issue that is not fully mastered by a teacher are the common factors that can cause teachers to get anxious in their lessons (Machida, 2016). It has been observed that as the students' foreign language level increases, the teachers' desire to enter that lesson with proper preparation also increases. However, regardless of the level of the students, unprepared lessons can put more pressure on teachers because they are more improvised.

Another issue is that according to the interviews conducted, students' levels have a direct and significant impact on the FLTA. Most of the teachers stated that they experienced FLTA due to the low foreign language student levels in the schools where they worked. However, this anxiety may not be directly related to foreign language teaching and can be more described as general teaching anxiety. In general, students not being interested in the lesson, not participating

actively, and even going further as exhibiting behavior that disrupts the peace of the class may cause teachers not to be productive and sometimes even question their professional competence. In a similar study, teachers were pleased when their students were cooperative and engaged in their lessons, but when students misbehaved, they were afraid and unsure of how to handle the situation since they thought they couldn't handle it (Yangın Ekşi & Yılmaz Yakışık, 2016). Researchers of the study purport that teachers' authoritarian role in the classroom in the Turkish culture might be causing that.

Some teachers stated that the very low foreign language level of the students almost completely terminated the FLTA they initially experienced. In these cases, students are not at a level to understand how well their teachers know the foreign language and the subject they teach or whether they make pronunciation mistakes from time to time. An adequate level of FLTA can enable teachers to constantly improve themselves in foreign languages, increase the number of activities that will save their lessons from monotony, and ensure that they have the motivation to always take themselves one step further. To some extent, teachers who experience mild teaching anxiety are more motivated to translate instructional pressure into instruction (Li et al., 2023). But having no anxiety whatsoever may give teachers comfort which is not always useful as having no anxiety can be as harmful as having too much.

Another example where students' levels trigger teachers' FLTA is the student's advanced foreign language level. As some of the teachers who participated in the interviews stated, students with advanced language levels can cause FLTA in teachers. It's conceivable that the students sensed their teacher's anxiety, and consequently, this could also cause similar anxiety in the students (Tüm, 2019). In these cases, teachers' deficiencies in foreign languages or mistakes they make become more noticeable, causing teachers to be always on edge situation. Similar to the findings of Gannoun and Diana Deris (2023), fear of making mistakes is a common type of anxiety among EFL teachers. In another study that proved similar results, some of the teachers stated that they were afraid the students would look down upon them if they made mistakes while teaching (Li et al., 2023). To them, making mistakes means damaging their authority in the class. In short, as a result of the interviews, it was concluded that the foreign language levels of the students have an effect on the FLTA experienced by the teachers. This effect can sometimes be positive, but it is mostly negative.

In the interviews, the factors that triggered teachers' FLTA the most were the inability to maintain classroom order, lack of student interest, and crowded classroom environments.

Anxiety stems from classroom management issues are the prime reason that new teachers leave the profession (Morton et al., 1997). In similar studies, the most cited sources of anxiety were related to issues about classroom management (Kazazoğlu, 2020; Yangın Ekşi & Yılmaz Yakışık, 2016). Since most of the teachers who participated in the survey and interviews were teachers working in the eastern provinces of Türkiye, they were dealing with students who were relatively distant from the English language. In this regard, both crowded classes and a low foreign language level of the students are the main factors that increased the FLTA according to the participants of the study. The limited area of the study may have had an impact on the data obtained as a result of the FLTAS and interviews. It is possible that the fact that most of the teachers who participated in the survey are teaching in schools where students have a low foreign language proficiency affected the FLTA they are currently experiencing.

5.2. Conclusion

FLTA is a frequently encountered issue in the language teaching process. Most research in the field shows that anxiety can prevent teachers from feeling confident when practicing speaking in the classroom. This study consisted of two stages. The first stage of the data collection was a quantitative stage which was conducted by obtaining data from the answers given to the FLTAS. According to the quantitative data obtained from FLTAS was contrary to most research conducted in the field. In the second part of the research, which was an interview to benefit from qualitative data, teachers' opinions on 10 questions were listened to and interpreted by the researcher. These results generally supported the research done so far in the field.

Although the aims of the research are to support existing studies in this field and offer new perspectives, the data obtained shows that teachers in Şanlıurfa, Bitlis, and Konya provinces rarely or almost never experience FLTA. The data obtained indicate that the FLTA experienced by the foreign language teachers has no connection with their age, experience, or grade level variables, which are the problem statements of the study. In this context, it is known that the studies carried out do not always produce the results that the researcher seeks. On the other hand, the results obtained from the interviews with 8 different teachers differ from the data obtained from FLTAS. In the light of the data obtained from the interviews, it can be seen that foreign language teachers are experiencing FLTA to a greater or lesser extent due to various reasons.

5.3. Suggestions

Anxiety is a common emotion that has always been in human existence and is present during the teaching-learning process (Li et al., 2023). Researchers and theorists of second languages have long known that anxiety is frequently linked to language acquisition (Horwitz et al., 1986). Language learning classes can be more anxiety-triggering than other courses (MacIntyre & Gardner R.C., 1991). Anxiety related to learning a foreign language can make it difficult for a teacher to engage with students, communicate in the target language, and be a good role model for language learners (Horwitz, 1996). Thus, reducing the anxiety related to the foreign language to a healthy level is of great importance for both teachers and students.

Given the significant impact that teachers have on students and the learning process, taking necessary measures for FLTA is crucial as teachers' anxiety also has a significant impact on students' anxiety (İskender & Savaşçı, 2023). Establishing a supportive learning environment requires addressing anxiety related to learning a foreign language (Xiwei, 2023).

Various measures can be taken to cope with FLTA. While teachers can take some of these measures on their own, the ministry or the regulators must take precautions against factors arising from external factors. Crowded classrooms are a common occurrence in some provinces in eastern Türkiye. It is a fact that it is difficult for teachers to teach, not exclusively foreign language lessons but also any other lesson, in such classes. Ekşi and Yakışık's study supports the findings as large classes were among the main issues that caused anxiety for teachers (Yangın Ekşi & Yılmaz Yakışık, 2016). In this regard, a regulation can be made on the number of students in the class. In this way, teachers will be able to teach more comfortably, especially in a course such as a foreign language, where one-to-one interaction is significant and each student should actively participate in the course, which will reduce the anxiety they experience. It is critical to emphasize that school administrators bear responsibility for creating a conducive learning environment and should act to identify and address any problems that cause teaching anxiety (İskender & Savaşçı, 2023). He purports that to reduce FLTA, developing teacher support mechanisms, such as peer observation, feedback sessions, and mentoring programs may help.

Creating a low-anxiety atmosphere is one of the most significant specifics of the teaching and learning process (Ülker, 2021). Should teachers think they have FLTA, they

should not ignore it and resort to methods of coping with it. Teachers suffering from FLTA can talk to their colleagues about this issue and ask for support. Because as Horwitz states, teachers open to sharing their anxiety with a colleague are likely to find another person going through similar experiences (Horwitz, 1996). To lower FLTA, collaborative efforts are significant. Teachers can collaborate to develop a supportive environment where teachers have access to tools, mentorship opportunities, and consultation services as needed. EFL teachers should engage in meaningful, responsible, fruitful, and hands-on activities to help them become less anxious about teaching and more aware of their own talents (Saidi & Arefian, 2023). One way to lessen the stress and feelings of isolation that come with teaching in a foreign language setting is to establish a supportive and welcoming professional community that values open dialogue and shared experiences.

A teacher's language learning is not over just because they have finished the coursework needed to receive their certification to teach a language (Horwitz, 1996). On the contrary, many new teachers realize right away that they must become more proficient in the target language as soon as they encounter the demands that classroom instruction places on their language abilities. If teachers are to think that they are inadequate in foreign languages, they can participate in programs such as in-service training to improve themselves and their competence. Having a good enough command of the English language appears to be essential for reducing teachers' general anxiety (Machida, 2016). Machida also states that teachers should be able to have a basic conversation in English because the new topic of foreign language activities focuses on improving students' English communication abilities.

Since unplanned lessons will increase the burden on teachers, planning each lesson can prevent any anxious situation. As the findings in the study of Morton et al. indicate, preparation reduces anxiety (Morton et al., 1997). Similarly, Machida's research proves that lack of preparation triggers FLTA (Machida, 2016). Additionally, teachers should sometimes allow themselves to be imperfect regarding their capacity to be exemplary role models for students, for the sake of their own mental health, because as teachers, we ought to treat ourselves with the same compassion that we do our students (Horwitz, 1996). Deep breathing exercises are also quite efficient in lowering anxiety in general.

Recognizing FLTA is critical as it can have a substantial impact on teachers' performance and general well-being, thus, in order to assist EFL instructors' professional development, this issue has to be addressed (İskender & Savaşçı, 2023). FLTA is a serious

matter as it has the potential to affect the way teachers teach as well as how much students receive (Horwitz, 1996). It is evident that teacher language anxiety merits more research when the potential harm it may cause to the language classroom is taken into account (Danyal). FLTA has long been known as an obstacle in teaching (Oad, 2020). Horwitz touches upon the vitality of the subject with the following statement: “*How can students be expected to believe they will be able to speak the language if the teacher does not seem comfortable speaking it?*” (Horwitz, 1996). Given that their teacher is hesitant to use the target language herself, it is dubious how we can expect students to be encouraged to speak it (Tüm, 2019).

It should be known that FLTA is at least as important as foreign language student anxiety, and therefore it needs to be taken into consideration and addressed more. Foreign language anxiety can have comparable detrimental consequences on non-native language teachers as it does on their students. However, many teachers are not taking this into consideration (Tüm, 2019).

Due to limitations, conducting future studies in schools in the western provinces of Türkiye where students’ foreign language levels are higher, or perhaps even in private schools, may lead to different results. To evaluate if the results presented are consistent, similar studies could be carried out in the future with more experienced teachers or in different settings (Tüm, 2019). In addition, more reliable results can be obtained by increasing the sample size. It is believed that additional variables to be introduced in addition to the variables in the study will also benefit future studies.

GENİŞLETİLMİŞ TÜRKÇE ÖZET

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İNGİLİZCE ÖĞRETMENLERİNİN DİL ÖĞRETME KAYGISI

Eren ADIBELLİ

Yabancı dil öğretimi, küreselleşen dünyada giderek daha önemli hale gelmektedir. Ancak, birçok öğrenci ve öğretmen arasında yabancı dil öğrenme sürecinde kaygı oldukça yaygındır. Kaygı, insan psikolojisinin doğal bir parçasıdır ve kendini hem fizyolojik hem de duygusal belirtilerle göstererek çeşitli sorunlara sebep olur. Yabancı dil kaygısı, özel olarak yabancı dil öğrenme veya öğretme süreçlerinde ortaya çıkar. Öğrenciler ve öğretmenler, yabancı dilde konuşma sırasında çeşitli fizyolojik ve psikolojik belirtilerle, performanslarını etkileyen bir kaygı hissedebilirler. Yabancı dil öğretimi kaygısı, yabancı dil öğretmenin hedef dilde iletişim kurma ve buna bağlı ders anlatımı becerisiyle ilgili duyduğu endişe ve stres olarak tanımlanabilir. Dil öğretimi kaygısı, öğretmenlerin öğrencileriyle etkileşimlerini olumsuz yönde etkileyebilir ve sınıf içindeki dil öğrenme sürecini zorlaştırabilir. Bu durum aynı zamanda öğrencilerin dil becerilerinin gelişimini etkileyebilir. Ek olarak, dil öğretimi kaygısı, öğretmenlerin iş memnuniyetini ve mental sağlıklarını olumsuz etkileyebilir, bu da meslekten ayrılma ve işte tükenmişlik sendromu riskini artırabilir. Sonuç olarak, dil öğretimi kaygısının öğretmenlerin ve öğrencilerin dil yeteneklerini ve öğrenme deneyimlerini olumsuz yönde etkileyebileceği ve bu nedenle dil öğretiminde bu kaygıyı yönetmenin ve azaltmanın önemli olduğu sonucuna varılmaktadır. Bu çalışma, yabancı dil öğretimi alanında öğretmenlerin karşılaştığı dil öğretimi kaygısını detaylı bir şekilde incelemeyi amaçlamaktadır. Bu bağlamda, dil öğretimi kaygısının türlerini, temel nedenlerini ve belirtilerini tanımlamak ve dil yeterliliğini destekleyen olumlu bir öğrenme ortamının önemini vurgulamak hedeflenmektedir. Daha önceki araştırmalar, öğrenci dil kaygısı üzerine yoğunlaşırken, öğretmen dil kaygısı üzerine çok az araştırma yapıldığını göstermektedir. Bu nedenle, dil öğretimi kaygısı alanında daha fazla araştırma yapılması gerekmektedir. Bu çalışmanın bulgularının, İngilizce öğretmenlerinin özellikleri ile dil öğretimi kaygısı arasında anlamlı bir ilişki kurulması açısından önemli olduğu düşünülmektedir. Dil öğretimi kaygısının, farklı demografik gruplarda farklılık gösterebileceği ve cinsiyet, öğretim deneyimi ve ders verilen kademe gibi değişkenlerle ilişkili olabileceği göz önüne alınarak, çalışmanın alt sorunları şu şekilde belirlenmiştir: İngilizce öğretmenlerinin içsel

faktörleri (cinsiyet, mesleki deneyim) ile ölçekten aldıkları puanlar arasında anlamlı bir ilişki var mıdır? İngilizce öğretmenlerinin dışsal faktörleri (sınıf mevcudu, ders verdikleri sınıf kademeleri, öğrenci düzeyi) ile ölçekten aldıkları puanlar arasında anlamlı bir ilişki var mıdır?

Yapılan literatür taramasına göre, İngilizce öğretmenlerinin dersler sırasında sık sık dil öğretimi kaygısı yaşadıkları ve birçok zorlukla karşılaştıkları görülmektedir. Öğretmenlerdeki dil kaygısı, dil yeterliliği, hata yapma korkusu ve denetleyicilerden olumsuz geri bildirim alma ile ilişkilidir. Çalışmalar, sağlıklı bir ortam yaratmak ve dil öğretimi kaygısını yönetme mekanizmalarını desteklemek için doğru adımların atılabileceğini öne sürmektedir. Literatür taramasına göre, dil öğretimi kaygısının; öğretmenin cinsiyeti, deneyim yılları ve çalıştığı okulun sınıf seviyesine bağlı olarak farklılık gösterebileceği görülmüştür.

Araştırmanın katılımcılarını Türkiye'nin Şanlıurfa, Bitlis ve Konya illerinde, devlete bağlı lise ve ortaokullarda İngilizce dersi vermekte olan 40 öğretmen oluşturmuştur. Çalışmada, nitel ve nicel araştırma yöntemlerini bir araya getirerek kapsamlı bir analiz yapmaktadır. Nicel veriler Aydın ve Ustuk (2020) tarafından tasarlanan "Foreign Language Teaching Anxiety Scale" ölçeği ile toplanmıştır. Nitel veriler ise 8 öğretmenle yapılan yarı yapılandırılmış görüşmeler aracılığıyla elde edilmiştir. Çalışmanın anket kısmından elde edilen bulguları, ilgili alanda yapılan bazı araştırmalarla uyumlu olarak, öğretmenlerin düşük düzeyde yabancı dil öğretimi kaygısı yaşadığını göstermektedir. Ancak, alanda yapılan bazı araştırmaların sonuçları ile çelişmektedir. Bu çelişkinin nedeni, çalışmanın odaklandığı okulların sınırlılığı ile ilgili olabilir. Çoğu okul Türkiye'nin doğu bölgesinde yer almaktaydı ve bu okullardaki öğrencilerin İngilizce seviyelerinin nispeten düşük olduğu düşünülmektedir. Bu durum, öğretmenlerin kaygılarını büyük ölçüde azaltmış gibi görünmektedir. Verilerden çıkarılacak sonuçlardan biri, araştırmaya katılan öğretmenler arasında en çok kaygıya yol açan faktörün öğrenci ilgisinin eksikliği olduğudur. Bulgulara göre; cinsiyet, deneyim yılı ve görev yapılan kademe değişkenleri, öğretmenlerin yabancı dil öğretme kaygısını etkileme açısından anlamlı bulunamamıştır. Yapılan görüşmelerden elde edilen verilere göre, öğretmenlerin planlama yapmadan girdikleri dersler, öğrenci seviyeleri, öğrencilerin ilgisizliği, sınıf düzeninin sağlanamaması ve kalabalık sınıf ortamları öğretmenlerin en çok kaygı yaşadığı konular arasındadır. Nitel veriler, katılımcılar arasında farklı derecelerde kaygı yaşandığını ortaya koydu. Nicel ve nitel bulgular arasındaki farklılık, yabancı dil öğretimi kaygısının karmaşıklığını ve yalnızca nicel yöntemlere dayanmanın sınırlarını vurguladığı düşünülmektedir. Ölçekten elde edilen sonuçlar, minimal bir kaygıyı işaret etse de yapılan

görüşmeler öğretmenlerin çeşitli kaygı deneyimlerini ortaya çıkarmış ve bu da kapsamlı bir anlayış için nitel yöntemlerin dahil edilmesinin önemini göstermiştir. Bu çalışmanın, az araştırılan bölgelerde yabancı dil öğretimi kaygısına ışık tutması ve öğretmen kaygısının çok yönlü doğasını anlamamıza katkı sağlaması açısından literatüre katkı sağladığı düşünülmektedir. Ancak elde edilen veriler, yabancı dil öğretimi kaygısına etki eden faktörlerin doğru bir şekilde araştırılması için daha fazla çalışmaya ihtiyaç olduğunu vurgulamaktadır.

Yabancı dil öğretimi kaygısı, öğretim-öğrenim sürecinde göz önüne alınması gereken önemli bir faktördür ve sıklıkla öğretmenlerin dil öğretiminde karşılaştığı bir zorluktur. Dolayısıyla hem öğretmenler hem de öğrenciler için yabancı dil kaygısıyla başa çıkmak önemlidir. Bu nedenle, kaygıya karşı alınacak önlemler oldukça önemlidir. Öğretmenler, derslerde planlama yaparak, meslektaşlarıyla destek sağlayarak ve kendilerini geliştirme fırsatlarını değerlendirerek bu kaygıyı azaltabilirler. Ayrıca, kalabalık sınıflar gibi dış faktörlerin de etkisi göz önünde bulundurulmalı ve bu tür sorunlar için çözümler üretilmelidir. Yabancı dil öğretimi kaygısının tanınması ve ele alınması gereken bir konu olduğu açıktır, çünkü kaygı, öğretmenlerin derslerde etkili bir şekilde iletişim kurmasını ve dil öğrenenler için iyi bir rol model olmasını engellemektedir. Gelecekteki çalışmalar, yabancı dil öğretimi kaygısının etkilerini daha ayrıntılı olarak incelemeli ve öğretmenlerin bu konudaki ihtiyaçlarına odaklanmalıdır. Bu sayede daha etkili ve destekleyici bir öğrenme ortamı oluşturulabileceği düşünülmektedir.

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APPENDICES

Appendix 1. Foreign Language Teaching Anxiety Scale

Your gender: Female (1) Male (2)

Your teaching grade: High school (1) Middle school (2)

Your professional experience in years: ___ years

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

Appendix 2. Foreign Language Teaching Anxiety Interview Items

- 1.** How often do you experience foreign language teaching anxiety?
- 2.** Do you think that you are proficient in English?
- 3.** How often did you experience foreign language speaking anxiety during your student years?
- 4.** Can you say that your foreign language teaching anxiety has decreased compared to your first year in the profession? If so, what do you attribute the reasons for this?
- 5.** Do you plan your lessons beforehand? Do the problems you experience in lessons you give without planning make you feel anxious? Please, explain with reasons.
- 6.** Do you think students' levels have a positive or negative effect on foreign language teaching anxiety? Please, explain with reasons.
- 7.** Do you worry about your professional competence in a classroom environment where students are not interested in the lesson and do not actively participate? Please, explain with reasons.
- 8.** What do you think triggers your anxiety about teaching a foreign language in the classroom the most?
- 9.** What do you think is the most negative impact of a teacher's anxiety on foreign language teaching?
- 10.** What do you think are the precautions teachers can take to reduce foreign language teaching anxiety?



NECMETTİN ERBAKAN ÜNİVERSİTESİ
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ETİK KURUL KARARI

Etik Kurul Toplantı Tarihi/Sayısı ve Karar No	Tarih :08/09/2023 Toplantı Sayısı:09 Karar No :2023/357
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