

# **Foreign Language Teaching Anxiety of Pre-Service English Language Teachers in Kurdistan Region of Iraq**

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## ABSTRACT

Pre-service teachers' feelings of stress and anxiety while teaching English as a foreign language have been a source of debate and research in second (foreign) language studies. Even though the levels of foreign language pre-service teachers' anxiety have been explored, only some studies have tried to have a multifaceted view of anxiety in foreign language pre-service teachers. The purpose of this study is consequently to examine the level of anxiety amongst pre-service teachers majoring in an English department. In addition, this study attempts to recognize anxiety-distressing reasons for both third and fourth-year pre-service teachers.

An overall of 80 third and fourth year students (30 students in third-year and 50 students in fourth-year) from Raparin University in Kurdistan region of Iraq participated in this study. This study employed Teacher Foreign Language Anxiety Scale (TFLAS) questionnaire which is designed by Horwitz (1996), and seven interview questions prepared by the researcher to find out about the most or least anxiety-distressing items. The outcomes revealed that both third and fourth-year students experienced parallel levels of anxiety.

On the other hand, this study also investigated the connection between anxiety and gender. The results revealed that there was significant difference between females and males in terms of their anxiety level. Besides, as reported by the content analysis of the interviews conducted, eight different individual aspects for instance teaching in front of the students for the first time, teaching in a new environment, inadequate content knowledge, students' low proficiency level in classroom, teacher's

insufficient preparation for the class, students' different level of proficiency in the classroom, inadequate classroom management, the pre-service teacher's shyness in the classroom were mentioned by students interviewed when they were engaged in teaching English. Finally, to reduce foreign language anxiety teaching, some pedagogical implications are recommended for English language teachers and English pre-service teachers so as to diminish English pre-service teachers' level of anxiety during teaching English. Moreover, this study recommended some suggestions for further study in this area.

**Keywords:** Foreign language anxiety, Gender, English as a foreign language, Iraqi Kurdish pre-service teachers.

## ÖZ

Hizmet öncesi öğretmenlerin, İngilizceyi yabancı bir dil olarak öğretirken yaşadıkları stres ve gerginlik duyguları tartışma ve araştırma konusu olmuştur. Bu öğretmenlerdeki kaygı seviyeleri incelenmiş olmasına rağmen, sadece bazı çalışmalar bu kaygı ve gergiliği yansıtmaya çalışmıştır. Bu çalışmanın amacı İngilizce Bölümündeki öğretmen adaylarının kaygı seviyelerini belirlemektir. Ayrıca, bu çalışma eğitimleninin üçüncü ve dördüncü yıllarında olan öğretmen adaylarının da kaygı ve stres sebeplerini belirlemeye çalışmaktadır.

Bu çalışmaya, Irak'ın Kürdistan bölgesindeki Raparin Üniversitesi'nden, toplam 80 üçüncü ve dördüncü sınıf (30 üçüncü ve 50 dördüncü sınıf) öğrenci katılmıştır. Bu çalışma, Horwitz (1996) tarafından geliştirilmiş olan Öğretmenlerde Yabancı Dil Kaygı Ölçeği anketini kullanmaktadır ve ayrıca araştırmacı tarafından hazırlanmış olan yedi adet soru ile de en çok ve en az kaygı ve gerginlik yaratan kaynaklar sorgulanmaktadır. Sonuçların ortaya çıkardığına göre, üçüncü ve dördüncü sınıf öğrencilerindeki kaygı seviyeleri paraleldir.

Diğer taraftan, bu çalışma, kaygı ve cinsiyet arasındaki bağlantıyı da incelemektedir. Sonuçlar ortaya çıkarmıştır ki, erkek ve kadın adayların kaygı seviyeleri arasında belirgin bir fark vardır. Öğrenciler tarafından ortaya konulmuş olan kaygı yaratan sekiz durum, öğrenciler önünde ilk defa öğretmek, yeni bir ortamda öğretmenlik yapmak, uygun olmayan bilgi içeriği, öğrencilerin düşük yeterlilik seviyeleri, öğretmenin derse yetersiz hazırlanmış olması, öğrenci seviyelerindeki farklılıklar, uygunsuz sınıf yönetimi, öğretmenin utangaçlığı olarak

öğrenciler tarafından ortaya konulmuştur. Son olarak, yabancı dil eğitiminde İngilizce konuşurken ortaya çıkan endişe ve gerginliği azaltmak için İngilizce öğretmenlerine pedagojik eğitim önerilmektedir. Ayrıca, bu çalışma, bu alanda yapılacak daha ileriki çalışmalar için öneriler sunmaktadır.

**Anahtar kelimeler:** Yabancı dil kaygısı, Cinsiyet, Yabancı bir dil olarak İngilizce, Iraklı Kürt hizmet öncesi öğretmenler.

# DEDICATION

**This thesis is dedicated to:**

- My great parents, who never stop giving of themselves in countless ways,
- My beloved brothers and sisters,
- My friends who encourage and supported me.

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## **LIST OF ABBREVIATIONS**

EFL	English as a Foreign Language
ELT	English Language Teaching
FL	Foreign Language
FLA	Foreign Language Anxiety
FLCAS	Foreign Language Classroom Anxiety Scale
L2	Second Language
NS	Native Speaker
NNS	Non-Native Speaker
SLA	Second Language Acquisition
SLL	Second Language Learning
ST	Student Teacher
TL	Target Language
TFLAF	Teacher Foreign Language Anxiety Scale

# Chapter 1

## INTRODUCTION

This chapter presents the background on foreign language anxiety as well as the statement of the problem. Additionally, it provides information about research questions, the significance of the study, and definitions of key terms in foreign language anxiety.

### 1.1 Teachers' Anxiety

Teachers' anxiety is one of many concerns not only of experienced teachers but also something pre-service teachers have to deal with. The negative impact of the anxiety always has a strong influence on the teaching performance of the pre-service teachers particularly in the first encounter with students in EFL classroom. Anxiety in this particular meaning is an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future. This issue has grown in importance according to the previous study of (Kyriacou, 1987) which found that "teaching is one of the top five most stressful careers in the world". That is, new teachers usually had anxiety and were confronted with the causes of anxiety more than an experienced teacher. So far, however, there are a large number of studies on learners' anxiety in learning language, but there are not so many researchers who have conducted research on teachers' anxieties and their anxiety management. Therefore, it is important and useful to study these particular fields for in-depth understanding.

(Randall, 2010) point out that anxiety can be a positive force for teachers if it is at the right scale. They also admit that a good number of teachers feel nervous before encountering a new class, so they tend to plan and organize effective lessons for their new class, and pay close attention to what is going on in the class. on the contrary, the group of novice teachers usually experience tension, a cause of anxiety, typically caused by teaching load and career anxiety while in a classroom. Anxiety is caused by fear, the fear that a teacher may do any unintentional damage to students. In contrast, anxiety can relate to expectations, i.e., a person can have anxiety when his expectation is not met. This is evident in the study of Shretha (2009), which finds that the teachers expected to teach the students who had high English proficiency. But in reality, the teachers had to teach low English proficient students. The consequence of this unexpectedness caused those teachers to worry about using English to instruct such students. Furthermore, the teachers felt anxious because the students did not understand what the teachers said in English. But the level of the anxiety the teachers found was moderate. Singhasiri (2009) observes the negative side of language teachers' anxiety in their first class, and finds that they cannot express utterances naturally even it is basic conversation. That is, utterances of anxious teachers and that of other teachers differ in the structures and the flow. He also finds that anxiety leads the teachers to forget what he wants to say to the students and the students not to be able to understand what the teacher wants them to do next. In other words, teachers' anxiety results in unsmooth communication and communication breakdown.

## **1.2 Background of the Study**

The process of preparing, training and supplementing the pre-service teachers with the basic skills of teaching is considered to be one of the most important tasks in faculties of education. This is done through teaching academic, educational and general cultural courses; in addition to the actual practical training supervised by a group of specialized people, usually one of the faculty professors or subject supervisors.

Teaching practice is an important stage in student teachers' teaching lives, for it gives them a decent chance to practice all what they have gained from the academic, educational and general cultural courses, and they basically confront students and live in the school setting with all its interior and outside components. Weinstein(2005) has called attention to that teaching practice is the period in which the genuine levels of the student teachers' essential abilities are resolved, which will empower them to be fruitful teachers in their future. Ponte and Brunheira (2001) have brought up that teaching practice will prompt a useful change in student teachers towards teaching process on the grounds that the encounters through which they pass, and the exercises that they practice will help them structure general point of view concerning teachers' employment and obligations.

To sum up, the basic tasks of teaching practice can be summarized into main points. First, it offers a good opportunity to train the pre-service mathematics teachers' basic skills and use them in a right way inside the classroom. Second, accommodation with internal and external circumstances concerning teaching and learning process is one of the important points. Moreover, forming positive attitude towards teaching job and



developing it are ones of the teaching practice aims and it also help the pre-service teachers tame some of their personality problems. The issue of teaching anxiety has been an age long affairs. Singhasiri(2008) conceptualized teaching anxiety as anxiety experienced in relation to teaching activities that involve the preparation and execution of classroom activities. Anxiety for teaching is a frequent fear of pre-service teachers and can lead to series of task avoidance. It is associated with a particular school subject. It may reflect real or perceived knowledge deficits in subject content as well as in skill of delivery.

Teaching practice is a time when all learned theoretical concepts and ideas in educational psychology, management of classroom, subject content, curriculum development, various philosophies dealing with education and so on are called into use. There are various areas which induce anxiety and cause concern to student teachers. Some of these are in the areas of lesson planning, classroom management, heavy work load, time table of practicing school, evaluation by supervisor/teacher. Writing the lesson formally and then proceeding in the classroom bothers much of student teachers because paper planning fails to match proceedings in the classroom for their first few days and this is enough to make student teachers nervous as they have to be mentally readjusted or re-plan their written lesson plan. Maintaining discipline in the classroom and dealing tactfully with the student who misbehave pose a challenge to student teacher. As noted by Shrestha(2009), discipline problems often led to high level of anxiety in student teachers and that in some cases a high level of anxiety by student teacher at starting of Teaching Practice actually appears to be a cause of discipline problem. The classroom management becomes difficult if student teachers are not able to strike a chord with the student they are teaching.

One other major issue which may cause discomfort to student teacher is 'evaluation anxiety'. Evaluation anxiety refers to anxiety induced by being observed by one's lecturer or subject teacher acting as supervisor. Randall (2010) found out that the main cause of anxiety for student teacher was being observed, evaluated or assessed. He noted that student teachers often complain that they forgot the content matter and feel nervous when teacher or supervisor sits at the back of the classroom and observes.

### **1.3 Statement of the Problem**

Language teachers accept that foreign language anxiety is a complex mental variable to both its learners and instructors. Most research has effectively demonstrated that foreign language generation, change, and accomplishment can be obstructed by the enthusiastic manifestations of anxiety (Horwitz and Cope, 1986; Horwitz and Young, 1991; Macintyre and Gardner, 1989; Horwitz, 1988; Horwitz, 2001). Specifically, with regards to an instance of the pre-service ESL teachers who unquestionably absence of enough formal classroom teaching knowledge, not to mention English language capability, the level of anxiety that they feel must be much higher rather than apt ESL instructors. Additionally, assuming that these pre-service ESL teachers are non-native speakers of English, it is clearly viewed as that they may experience significantly more genuine anxiety as far as instructing a lesson, utilizing English language as a part of the classroom.

At Raparin University, which is situated in Northern Iraq, in the English Department the majority of ELT pre-service teachers feel anxiety, which cause their English language production to be far from native like. Furthermore, they cannot do teaching process successfully. This results possibly in part from some reasons such as

students' inadequacy of English, A key confront for all novice teachers is speaking in front of an audience and giving the feeling of being confident when they don't feel confident at all. The nature of teaching means that most teachers are usually required to face new classes on a regular basis: classes that emerge primarily as the proverbial 'sea of faces', while they include students whose names, personalities and behavior are as yet unknown. novice teachers have to rapidly find out how best to relate to and cope each new class in the most suitable way, whereas at the alike time increasing and refining their teaching skills with classes containing students who could or might not be prepared to act in compliant, interested and learning-oriented ways.

#### **1.4 Research Question**

The present study is aimed to address the following research questions:

- 1-To what degree are Kurdish pre-service teachers of English anxious in teaching English language?
- 2-Does gender difference play any role in the level of anxiety of Kurdish pre-service teachers of English?
- 3-What are the major sources of anxiety among Kurdish pre-service teachers of English?

#### **1.5 Significance of the Study**

It is commonly accepted that anxiety is a serious problem for EFL pre-service teachers. Therefore, one of the major responsibilities of language teachers is to deal with anxiety problems, to reduce their anxiety while teaching process in the classroom (Singhasiri, 2008). Although many teachers who are aware of this issue that it needs much time to solve or decrease. Therefore, exploring the main sources of anxiety is one of the major factors for reducing the rate of English pre-service teachers. At the local level, this study is maybe helpful for the Department of English

Language in Raparin University to take practical steps to reduce its student teachers' anxiety. In addition, this study can help EFL student teachers to become more conscious about various sources of anxiety.

With this information, instructors can in turn promote their students' feeling awareness through using useful activities and corrective tasks relating to anxiety. The present study can also help EFL student teachers, especially those at Raparin University, to be aware of the sources of foreign language anxiety. Moreover, the results of this study can provide information for English curriculum and course planners, specifically those in Northern Iraq to design appropriate lexical materials and activities concerning EFL student teachers' problems with anxiety. In other words, it may not be wrong to declare that the present study is concerned with the pre-service teachers' perceptions of anxiety in the research context for the first time.

## **1.6 Definition of Key Terms**

There are some definitions and abbreviations which are applied in the following chapters:

### **English as a Foreign Language (EFL) Teacher:**

The term of English as foreign language teachers refers to those who are teaching the English language while living in a community where English is not spoken as a first language.

### **TFLAS:**

TFLAS stands for Teacher Foreign Language Anxiety Scale. TFLAS for the first time was designed by Horwitz(1996) to measure the level of teachers' anxiety.

### **Language Anxiety:**

In this study the term refers to the feelings of nervousness and worry associated with foreign language teaching.

## **Chapter 2**

### **LITERATURE REVIEW**

This chapter gives some definition of anxiety and elaborates on the types of anxiety and their effects on language Teaching. Then, it deals with anxiety in foreign language teaching, and possible sources of pre-service teachers' Anxiety After that, it explains previous studies on pre-service teachers' foreign language anxiety. Finally, foreign language anxiety and gender issues are discussed.

#### **2.1 Background of Teaching Anxiety**

Language teaching anxiety, particularly foreign (second) language teaching anxiety has pulled in a few researchers to examine this phenomenon as it affects language teachers. Anxiety has been measured as a standout among the most critical full of feeling components that impact foreign language teaching. Language anxiety, a sort of anxiety particularly connected with teaching the second language (L2), can emerge from numerous sorts of sources. For example, the language classroom actually introduces itself as an anxiety making condition some language teachers, as it includes steady and intermittent assessment of the teachers " performance and competence"( Rochelle, 201, P. 345).

Generally speaking, language anxiety has been viewed as a particularly negative psychological factor in the language teaching process by many of the researchers and academics who have considered its impact on teachers. In some cases, language anxiety has actually been cited as "possibly the affective factor that most pervasively

obstructs the teaching process” (Arnold & Brown, 1999, p.8), a negative energy that affects the brain, more specifically, our short-term memory, and hence our ability to hold words and ideas long enough on this creative table so to speak in order to mould them into suitably communicative sentences or utterances. In some cases we may freeze, unable to find the words. One of its effects is to lessen our ability to produce and, therefore, create linguistically. Perhaps the most well-known metaphor used to represent teachers’ negative emotional reactions to language teaching is Stephen Krashen’s ‘affective filter’, an imaginary emotional barrier which is erected when teachers feel threatened by, disinclined to engage with or emotionally unreceptive to the language output available to them. On the other hand, if teachers are relaxed and motivated, then this wall-like barrier will be lowered and the language output surrounding them will more likely be attended to and acquired (Daubney, 2005).

Numerous teachers are uninformed of what anxiety is and how it influences their students. Anxiety is the point at which a teacher encounters extreme and wild stress over future and past occasions, unnecessary worry about performing skillfully and critical reluctance. Teachers with anxiety regularly have negative perspectives about their capacity to adapt to distressing educational circumstances. They believe that they don't have the right stuff important to adapt; subsequently, they believe they don't have control or are losing control. Teachers with anxiety frequently misjudged or misrepresented the significance of the situation. On the off chance that the condition is not overseen appropriately negative viewpoints can happen. There are numerous terms that are utilized to depict an affair of anxiety (Peter, 2013).

## **2.2 What is Anxiety?**

Anxiety is your body's method for letting you know that there is something in nature needing your consideration. It is fundamentally a progression of biochemical changes in your mind and body, for example, an expansion in adrenaline (bringing on your heart to beat quicker) and a diminishing in dopamine (a brain chemical that helps to prevent hurt) These progressions result in a condition of uplifted regard for the wellspring of the tension. Abnormal amounts of anxiety cause your body to get ready to battle or flee from the apparent danger - normally called the “fight-or-flight response.” (Owens et al, 2008, p. 167).

Anxiety is a standout among the most all around archived mental wonders. The meaning of anxiety extents from an amalgam of plain behavioral attributes that can be concentrated logically to thoughtful feelings that are epistemologically difficult to reach. Comprehensively speaking, Anxiety is the subjective emotion pressure, dread, nervousness, and stress connected with an excitement of the programmed sensory system. Generally, the nature of anxiety has been separated into trait anxiety, situational anxiety, and state anxiety. In spite of the fact that no reasonable depiction between these three classifications can be guaranteed, the distinctions can generally be recognized on a continuum from security to fleetingness, with trait anxiety identified with a by and large stable inclination to be apprehensive in an extensive variety of situations on one end, and a minute to-minute experience of transient enthusiastic state on the other. Situational anxiety falls amidst the continuum, representing to the likelihood of getting to be anxious in a specific sort of condition (MacIntyre, 1999).

"Anxiety (or dread) itself needs no description; everyone has personally experienced this sensation . . . the problem of anxiety is a nodal point linking up all kinds of most important questions: a riddle of which the solution must cast a flood of light upon our whole mental life" (Freud quoted in Spielberger, 1921, p.5)

Freud can be thought to be one of the primary masterminds to perceive the centrality of anxiety in human life. As can be found in the citation above, as indicated by Freud, anxiety is an inclination that everybody has encountered now and again for the duration of their lives, which assumes a focal part in comprehension the mental existences of individuals. Language anxiety has been a standout amongst the most bantered about and intriguing emotional variables in SLL and has been advanced as a focal issue in SLA. In any case, MacIntyre (1999) proposes that any discussion of anxiety specific to the second language context warrants a discussion of the wider literature on anxiety to explore the links between them. (Tum, 2013).

Use of English accepts a crucial part in teaching of language. Theorists have since quite a while ago accentuated utilizing the objective language as a part of classroom teaching. Using so as to instruct the language the objective language in the classroom is crucial. It utilizes valid language for communication. Inside of this environment, teachers and students are empowered to utilize the objective language however much as could be expected. Despite the fact that there was no proof that the target language was utilized as a part of the classroom, the truth of the matter is that the more the objective language is utilized, the more the learners pick up language acquisition. Inside of this sort of classroom atmosphere, teachers more often than not have stress utilizing the target language as a part of their teaching. Anxiety is an inclination that learners as a rule have when they take in another language. They need to stand up to



vulnerability in their capacities and they might fear disappointment. This emotion is a negative part of taking in a language. Various teaching systems have been resolved that in dealing with the language classroom, it is crucial to simplicity learners' anxieties.

As of late there has been an exploration recognized contrasts between state anxiety and trait anxiety as anxious feeling about a few situations. There are various studies identified with state anxiety which show that anxiety in learning a foreign language influences the procedure of learning the language. In actuality, research demonstrates that it is sure and energizes it in learning a language since the errand relegated for the learners may be intriguing and create energy. It can be expressed that support and interest are valuable and set up accomplishment in learning a language. Teachers are key persons who overseeing learning in the classroom, especially in teaching English as a foreign language (Klanrit & Sroinam, 2012).

### **2.3 Types of Anxiety**

Pekrun, 1992 as in cited in Rochelle, 2011) states that in situations where there is high anxiety, habitualized reactions can cause teachers who have encountered many threatening situations in the past to perceive future situations as threatening. In the same vein, Vasey and Daleiden (1996) argue that highly anxious teachers may have lower threshold of threat recognition, perceiving vague situations as potentially threatening more than moderately anxious persons. Due to the possibility that some teachers are more prone to anxiety than others, it is important to differentiate between individuals who are often anxious and those who are not. A distinction can be made between the various types of anxiety: trait anxiety, state anxiety and situation-specific anxiety. Drawing on work in

psychology, Scovel (1978) defines trait anxiety as a permanent predisposition to be anxious. Those who are able to perceive situations as being threatening are said to have state anxiety, a social type of anxiety that occurs under certain conditions. Situation-specific anxiety is caused by specific situation or event such as public speaking, examinations or recitations. Some experts further differentiate the concept of anxiety by distinguishing between cognitive (worry) and affective (emotional) components of anxiety. Anxiety produced by cognitive interference (e.g. Teaching challenges) is due to extreme instances of worry and not the arousal of anxiety. Therefore, this cognitive anxiety type associated for instance, classroom teaching is rarely facilitative that is the teachers has to struggle in order to change their perspective with the new teaching task. However, some researchers like Scovel (1978) examine Alpert and Haber's observation (1960) between facilitating and debilitating anxiety.

The initial motivates teachers to "fight" the new teaching task, trying them to consume additional teachers to beat their feelings of teachers albeit as per (Horwitz, 1986), this just happens in the achievement of basic undertakings teaching task. The last prompts the teachers to "escape" from the teaching assignment to keep away from feelings of teachers (Williams, 1991) contends that the qualification between these other two sorts of teachers might relate to the force of teachers with low anxiety state having an encouraging capacity and high anxiety state having a debilitating impact. Besides, he recommends that these two sorts of anxiety might at times offset one another which might bring about no evident impact on accomplishment (Yahya, 2013).

## **2.4 Foreign Language Anxiety**

It is fascinating that albeit broad exploration has been led on learner foreign language anxiety; minimal observational examination has been led on foreign language teaching anxiety. Horwitz (1996) set forth this point by clarifying that the center of researchers has generally been on learner foreign language anxiety and building up a casual, unstressful, and non-fierce foreign language classroom setting. Besides, Canessa (2004) brings up that in spite of the number of non-native foreign language teachers being more prominent than the number of native foreign language teachers' around the world, research on foreign language teachers' sentiments of anxiety is extremely constrained and appears to have been overlooked. One of the main exploration ventures led on teacher foreign language anxiety has all the earmarks of being Horwitz (1996)'s study.

As said some time recently, Horwitz (1996) advances that it is not unlikely to expect that non-native foreign language teachers experience anxiety in the classroom. In this study, Horwitz proposed various reasons with reference to why teachers are defenseless to foreign language anxiety: First, in view of the supposition from past exploration that it is the pedant high-achiever who by and large "recognizes and magnifies small imperfections in target language productions" (p.367), she suggested that most foreign language teachers, being high achievers in language learning, will probably encounter sentiments of foreign language anxiety. Second, Horwitz observed that since "motivation and ego investment play substantial roles in foreign language anxiety", foreign language teachers are powerless for foreign language teaching anxiety since they have contributed a lot of time and exertion in their language learning. Third, Horwitz proposes that the flighty stream of correspondence

in foreign language classrooms which accentuate unconstrained target language use can be a purpose behind teacher foreign language anxiety since the teacher is inclined to committing errors in vocabulary and language use. Fourth, Horwitz suggests that foreign language teachers with impossible desires as to capability in the objective language “likely to experience anxiety over their own levels of competency no matter how accomplished they are as second language speakers”. Ultimately, foreign language teachers’ anxiety affecting episodes amid their own particular past encounters taking in the objective language can likewise prompt teachers creating sentiments of foreign language anxiety. To sum up, when these components are considered all in all, it is conceivable to expect that non-native foreign language teachers are defenseless for foreign language anxiety.

Further backing for the presence of foreign language teaching anxiety was advanced by Gregerson and Horwitz (2002). In their study on novice foreign language teachers perfectionist inclinations, for example, setting high unachievable models, were distinguished as a wellspring of foreign language anxiety. The authors additionally reasoned that instead of acknowledgment of confinements in the target language, it is the means by which people sincerely respond to their constraints that can be nervousness inciting. Trepidation of assessment of associates and thusly seeming silly was likewise seen as a supporter to teacher foreign language anxiety. A percentage of the main exact studies on foreign language teaching anxiety were led by Horwitz (2000). In her studies, Horwitz found that the members experienced impressive levels of foreign language anxiety. Significantly, she likewise found that anxious foreign language teachers were less inclined to utilize creative, language concentrated exercises and teaching methodologies, for example, Total Physical Response, target language exchanges, grammar clarifications in the objective

language, and pretend exercises paying little heed to whether they had already appraised these teaching approaches as being favorable for foreign language direction. In light of these discoveries, Horwitz set forward various potential undesirable impacts foreign language teaching anxiety might have. Regardless of the fact that teacher foreign language anxiety had no impact on foreign language classroom guideline, it would in any case be a significant hit to foreign language teacher wellbeing and employment fulfillment (Horwitz, 1996). In addition, the teacher and classroom actions are foreign language learners' major source of target language input. By maintaining a strategic distance from the utilization of language serious teaching approaches, teachers are likewise confining their students' access to unconstrained utilization of the objective language (Horwitz, 1996). Finally, Horwitz advances that students are prone to get on their teachers' uneasiness in utilizing the objective language, which might incite restless sentiments in the students and frustrate the improvement of their trust in utilizing the objective language. Historic as they were, studies up to late years had been led with pre-service foreign language teachers. Lately, several studies have been directed on foreign language teaching anxiety with pre-service teachers. Canessa (2004) and Tseng (2005) are two of the main studies directed with pre-service foreign language teachers. Canessa (2004) was the main study to inspect the relationship non-native foreign language teachers' anxiety and a number of factors including years of teaching knowledge in the objective language, time spent in an objective language talking nation, years of formal study in the objective language, and teachers' social foundations. Canessa found that as teachers increased additionally teaching background in the objective language, their uneasiness levels tended to diminish. Besides, the social foundation of the teachers was found to potentially affect the level of foreign language teaching

anxiety. Canessa believes that the part society appoints to teachers, whether the objective language is customarily utilized broadly as a part of the classroom, and the social attributes of various social gatherings might be the explanations for social contrasts in foreign language teacher anxiety levels. Then again, Canessa found that there was no huge relationship between the nervousness levels and years of formal instruction in the objective language or time spent in target dialect talking nations. In her study, Tseng (2005) analyzed the anxiety levels of Taiwanese basic and secondary teachers and found that secondary teachers experience more elevated amounts of foreign language teaching anxiety Tseng trusts that secondary school students being more cutting-edge learners than their basic partners, secondary school language exercises being more mind boggling and requesting than those utilized at the basic level, and the weight of college selection tests might be the explanations for this finding. She likewise found that the level of instruction and majors (English or non-English) did not influence the levels of nervousness recorded. In spite of the discoveries of Canessa (2004), Tseng did not discover any connection between years of teaching knowledge and levels of foreign language teacher anxiety. An intriguing finding from Canessa (2004) and Tseng (2005) is that both studies did not discover any relationship in the middle of uneasiness and target language use. This is an imperative finding since it is opposing to one of the real presumptions behind Horwitz (1996). Horwitz had recommended that higher foreign language teaching anxiety levels conveyed the danger of decreasing the students' access to the target language since the instructor by and large is the primary wellspring of data in the foreign language classroom. Kunt (2005) directed a study with non-native EFL pre-service teachers and found that the members experienced extensive levels of foreign language anxiety. Attracting regard for the possible negative impacts foreign

language anxiety could have on classroom direction and general teachers; prosperity, Kunt (2005) focused on the significance of making a non-threatening classroom environment that does not induce sentiments of foreign language anxiety. A study led by Kunt and Tum (2010) showed that non-native pre-service teachers taking an interest in miniaturized scale teachings as a prerequisite of their teacher training program experienced significantly more elevated amounts of foreign language anxiety than other student teachers of the same project who were enlisted in teaching courses that did not include a viable teaching viewpoint. Because of open-ended things added to the FLCAS, these pre-service teachers indicated various inclinations like those recorded by Gregerson and Horwitz (2002). The creators presumed that the reactions of the members exhibited that non-native student teachers experience different levels of foreign language anxiety to a degree that can possibly influence their teaching performance. In the same study, Kunt and Tum (2010) suggested that foreign language teacher instructors perceive non-native teaching teachers' sentiments of foreign language instead of simply concentrating on assessing pre-service teachers. Besides, indicating the proposals made by Horwitz (1996) the creators recommended that teacher instructors need to listen to non-native teachers' stresses concerning the objective language with a receptive outlook and be nonjudgmental and strong of their battles with the objective language, foreign language anxiety, and teaching. Horwitz (1996) recommended various routes for decreasing foreign language instructing nervousness. Some of these techniques can be connected by the instructors themselves while some are of a more institutional level. Firstly, foreign language instructors need to perceive the way that it is adequate that they might encounter sentiments of foreign language teaching anxiety now and again.

She likewise trusts that teachers need to set reasonable desires for their objective language capability and execution and ought to recognize and value their accomplishments in the target language. It is additionally vital that teachers perceive sentiments of society stun subsequent to these negative emotions might “bring a negative orientation toward target language use back into the classroom” (page 369). As a strategy for managing anxiety, Horwitz encourages teachers to get comfortable with unwinding strategies, for example, envisioning talking admirably when confronted with challenges in the classroom, profound breathing, and dynamic unwinding works out. Acclimating with the language learning process and adding to an arrangement to enhance language capability are additionally advanced as techniques for mitigating uneasiness. Finally, Horwitz stresses the significance of being steady of partners and pre-service instructors to guarantee they create certainty being that foreign language teaching anxiety is a theme needing more broad experimental exploration, this study means to reveal insight into foreign language anxiety and add to the better comprehension of this marvel. The study intends to distinguish whether non-native EFL teachers and pre-service teachers experience sentiments of foreign language anxiety and its potential results of foreign language classroom instruction (Tum, 2010).

## **2.5 Teacher Language Anxiety**

The point that minimal experimental research has been led on FL teacher anxiety was too noted by Horwitz (1996) who clarified that the center of analysts intrigued by FLA has generally been on learner FLA and building up a casual, unstressful, and non challenging FL classroom setting. The principal contemplate on teacher FLA has all the earmarks of being by Horwitz (1996). As can be found in the citation over, Horwitz's beginning stage is that it is not unlikely to expect that non-native FL



teachers encounter nervousness in the classroom. Being as the procedure of taking in a language is never finished, NNS instructors and STs are still, fundamentally. In this manner, it can be contended that full of feeling ideas identified with SLL, for example, sentiments of FLA may likewise be important and pertinent to NNS teachers and STs. Horwitz proposes various reasons concerning why teachers are powerless possibility for anxiety.

Firstly, past research on learner FLA has demonstrated high achievers in SLL are pretty much as prone to experience sentiments of FLA as are lower achievers. In light of the supposition from such past research that it is the stickler high-achiever who by and large "recognizes and magnifies small imperfections in TL productions" (p.367), Horwitz proposes most FL teachers, being high achievers in learning, may pretty much as likely experience sentiments of FLA. Also, Horwitz states teachers have put a lot of time and exertion into taking in the TL; and in this way, have put intensely regarding conscience and inspiration, which can assume significant parts in inducing sentiments of anxiety. Horwitz states more progressed language learners, for example, language educators have an "individual stake" (p.367) in the TL. Thus it can be estimated educators have a powerful urge to be compelling and productive clients of the TL and to be seen as so by others. Under such weight of the time, exertion, face, and vitality they have put resources into the TL; learners may encounter sentiments of insufficiency from time to time. At the point when such emotions are regularly and rehashed, the teachers may start to encounter sentiments of incessant language teacher anxiety. Thirdly, Horwitz proposes the eccentric stream of correspondence in FL classrooms which accentuate unconstrained TL utilize can be an explanation behind teacher FLA. In classrooms stressing unconstrained TL utilization, the teacher can't control the scope of vocabulary and

syntactic focuses which may emerge amid a lesson. In this manner, the teacher may feel inclined to committing errors in vocabulary and language utilize. Henceforth, it can be battled such conditions are ideal for inciting sentiments of language teacher anxiety. Fourthly, Horwitz proposes teachers may fall prey to the basic misguided judgment that finish and impeccable "fluency" in the TL is fundamental. Teachers with such unreasonably elevated standards with respect to FL capability are liable to stress over their capacities in the TL and question their fitness to teach the language. Such teachers may wind up contemplating over their stresses, as opposed to recognizing their accomplishments in the TL. Such a circumstance can without much of a stretch cause sentiment of language anxiety in teachers, paying little respect to their real capability in the TL. In conclusion, teachers' feelings of anxiety may basically be the continuation of tension they experienced as FL learners. Finally, any anxiety instigating occurrences amid their own past encounters taking in the TL can likewise prompt teachers creating sentiments of anxiety. When it is viewed as that exploration has shown numerous language learners encounter emotions of FLA sooner or later while studying on the TL (Horwitz, 2000), it is very conceivable a few teachers have encountered such emotions while studying the TL.

## **2.6 Possible Sources of Pre-Service Teachers' Anxiety**

The results of the previous related studies have reported many possible sources of pre-service teachers' anxiety. Horwitz (2000), for example, claims that pre-service teachers might have negative experienced feelings of foreign language anxiety themselves in the foreign language classroom as language learners. Mostly, previous research on foreign language anxiety reveals that anxiety is significantly extensive amongst language learners. In this manner, pre-service teachers' sentiments of tension may be sure is maintenance of any nervousness impelling occurrences they

encountered as language learners. This might be much more applicable for those on edge pre-service instructors who originate from a foundation of foreign language classrooms underlining syntactic exactness and impeccable articulation in light of the fact that such language learning encounters may have ingrained in them an emphasis on keeping up a virtue of language (Horwitz, 1996).

It has also been mentioned that as pre-service instructors move closer to the end of their training class and turn out to be more mindful of the difficulties and obligations anticipating them in their future career, they might be messed with sentiments of deficiency, hesitance, and uneasiness in the objective language (Tum, 2013). Used to introducing themselves as learners of the objective language, embracing the part of an instructor of the objective language might challenge (Horwitz, 1996). Pre-service teachers may start to address whether the objective language capability they have will be sufficient to meet the requests of the foreign language classroom and future students. Furthermore, Merc (2011), Reupert and Woodcock (2010) found that classroom management and teaching procedures are two major sources of the pre-service teachers' anxiety. In addition, Kim and Kim (2004) concluded in their study that inability of controlling students in the classroom and lack of content knowledge are other possible sources of the student teachers' anxiety. They further claimed that the pre-service teachers' lack of teaching experience and insufficient class preparation are also among the sources of their anxiety. Moreover, Merc (2004) adds that when the pre-service teachers are unfamiliar with the students and new environment, they will have the feeling of anxiety while teaching in such new contexts. Another study, which is conducted by Korukcu (1996) revealed that preparing lesson planning is an anxiety provoking experience and thus it is a major source of their teaching anxiety while preparing for teaching in a classroom.

To sum up, it is improbable that the minor issuance of a teaching authentication will be sufficient to impart in recently authorized language instructors a solid feeling of trust in taking care of the requests they are going to confront as instructors of the objective language. Instructing is a requesting career; instructors may need to manage rowdy students, educational modules requests, and grumbling parents and also numerous different issues once a day (Horwitz, 1996).

## **2.7 Previous Studies on Pre-Service Teachers' Foreign Language**

### **Anxiety**

Actually, upon nearer survey of the writing on foreign language anxiety, proof demonstrating that instructors and pre-service teachers experience extensive levels of language anxiety can be watched. A predetermined number of studies researching foreign language nervousness experienced by more elevated amount learners (Gregersen & Horwitz, 2002; Rodriguez & Abreu, 2003) really included nonnative speaker pre-service instructors as members and found that they encounter critical sentiments of foreign language tension.

Tum and Kunt (2013) noted that nonnative speaker pre-service instructors experienced comparative sentiments of language nervousness when talking in the objective language. In any case, neither one of the studies drew closer the issue of whether such sentiments of uneasiness influence foreign language direction.

Moreover, a sizable measure of research has likewise been led on the encounters of nonnative speaker instructor as of late (for surveys see Braine, 2010; Llorca, 2005), despite the fact that instructor language anxiety has not been among the centers of this research. However, a nearer review of this collection of writing again uncovers proof demonstrating that nonnative speaker instructors are without a doubt

vulnerable to sentiments of uneasiness, distress, or concern when utilizing the objective language. Actually, in one of the main studies on these instructors, Medgyes (1983) set forward that it is very conceivable for them to experience sentiments of uneasiness in the objective language, which could possibly have negative impacts of their way to deal with educating the dialect. Additionally, members in Reeves and Medgyes' (1994) and Borg's (2006) thinks about on nonnative speaker instructors reported encountering critical sentiments of worry about their execution in the objective language, an ordeal likened to those accomplished by nervous language learners.

As contended by Horwitz (1996), restless foreign language instructors may unwittingly shy far from utilizing language escalated classroom exercises, at last confining both the amount and nature of target language information got by learners, particularly in connections where the objective language is not generally utilized outside of the foreign language classroom.

## **2.8 Foreign Language Anxiety and Gender**

Previous researches have showed that there is relationship between gender and language learning. For instance, Park and French (2013) concluded in their study that female students of English are more anxious than the male ones. Moreover, Ozturk and Gurbuz (2013) and Ezzi (2012) revealed similar results stating that female students of English are more anxious than the male students while speaking in the classroom. However, different results have been found by other studies concerning the relationship between gender difference and language anxiety. For instance, Studies of MacIntyre et al. (2002) and Matsuda and Gobel (2004) reported that gender difference has no significant correlation with language anxiety among the

University students majoring English. There seems to have a conflicting results about this issue among the results of the previous studies, and this, according to Park and French (2013), is mostly related to the fact that foreign language anxiety has a complex nature which is highly affected by many different factors such as socio-cultural background and the potential validity and reliability limitations of anxiety questionnaires used in the studies.

## **2.10 Reducing Feelings of Language Teaching Anxiety**

Throughout the years as the negative impacts of FLA have turned out to be more obvious, a great number of research on have concentrated on creating methodologies for lessening sentiments of FLA ( Young, 1994). These procedures seem to comprise of measures which can be tackled the personal, classroom, and institutional levels.

Potentially the first and most imperative step that should be taken by teachers is to offer assistance learners recognize that is very conceivable to experience sentiments of anxiety from time to time while concentrating on the TL. Studies have demonstrated that only knowing one is not the only one in the emotions one is encountering can have a reducing impact on people's contrary emotions (Phillips, 1992). Knowing somebody comprehends and is thoughtful to the difficulties they are confronting can be very of help for anxious learners. Different analysts have expressed language bolster clubs or workshops can give anxious learners with the help they have to adapt to the sentiments of FLA they encounter. In any case, Horwitz et al. (2010) noticed that maybe seriously anxious language learners ought to be alluded to college teachers or leadership officers to get help.

A measure which can be tackled the individual level is motivating learners to rethink their convictions about and desires of SLL. As depicted before, in some research, FL learners have been found to have doubtful desires and counterproductive language learning procedures. For instance, Horwitz (2002) noticed that members of their study had a tendency to go overboard to the way of the blunders they made while utilizing the TL. Rather, teachers need to help anxious students reconsider their convictions and desires and in addition pass on to language learners that making mistakes is a characteristic part of the procedure of SLL.

Young (1991) found that language learners tend to discover performing classroom exercises in front of the class to be an anxiety impelling background and prescribed teachers endeavor to use more match or little gathering work exercises. Besides, it is essential for teachers to be nonjudgmental, steady, mindful and reasonable towards their students to anticipate causing sentiments of FLA. Gregersen (2002) draws consideration to the non-verbal measurement of nervousness and prescribes that teacher attempt to recognize the nonverbal measurement of worry to help anxious learners in their classrooms.

## **2.10 Summary**

In this chapter, it has been attempted to review past studies and definitions on foreign language anxiety. Some affective reasons variables have been raised, which are essential in expanding or diminishing the level of anxiety in teaching a second (foreign) language. Besides, the three sorts of anxiety and their belongings have been investigated independently. It was endeavored to demonstrate the literature on the hypothetical disputes of language anxiety proposed by (Horwitz, 1986). Finally, it

worth mentioning no study was found to investigate the foreign language teaching anxiety among Kurdish University students majoring in ELT.



## **Chapter 3**

### **METHODOLOGY**

This chapter sheds light on the steps taken to complete the process of way of conducting this research study. First, the research questions are provided. Second, there is detailed information about the setting where the study is conducted. Third, extensive data is also provided about the instruments through which the necessary data are collected. Finally, the remaining parts of the study are devoted to highlight the participants of study, the procedures of data collection and data analysis.

#### **3.1 Research Design**

The study aims to explore the level of the foreign language teaching anxiety of Kurdish pre-service teachers of English at Raparin University in Kurdistan region of Iraq. Additionally, it expects to first study the level of participants' anxiety, and then to study the probable impact of gender on foreign language teaching anxiety. To conclude, there is a try to discover what other reasons might provide to pre-service teachers level of anxiety when they are teaching English.

This is an explanatory research which is of investigation type employing interview and questionnaire. Furthermore, quantitative and qualitative were used naturally. On the other hand, a quantitative method for data accumulation and examination was utilized with the organization of a survey to look at the pre-service teachers' anxiety level in teaching a foreign language. Whereas, a qualitative approach was contributed

in the interview process and analyzing the gathered data in responses of the questions and the participants' comments.

### **3.2 Research Questions**

This mixed-methods study aims to explore the foreign language teaching anxiety of Kurdish pre-service teachers of English. More specifically, it probes into the level of their language teaching anxiety as they approach to the teaching career and the major reasons for the anxiety they feel. Furthermore, it attempts to show the role of gender difference in the level of the pre-service teachers' anxiety. To achieve the main goal of the present study, the following research questions are presented:

1. To what degree are Kurdish pre-service teachers of English anxious in teaching English language?
2. Does gender difference play any role in the level of anxiety of Kurdish pre-service teachers of English?
3. What are the major sources of anxiety among Kurdish pre-service teachers of English?

These research questions will be operationalized in the intended research setting through employing the research instruments to the selected participants.

### **3.3 The Context and the Instructional Setting**

This study was conducted at the English department at University of Raparin. The department is located in Qaladize city, a district of Sulaimaniyah governorate in Kurdistan region of Iraq and has a population of more than one hundred fifty thousand people. Learning English as a foreign language starts in kindergarten in Kurdistan region of Iraq. After kindergarten there are three stages, primary, secondary, and high school. Primary school is six years, secondary school is three years, and high school is three years. At all stages students have to attend English

classes four and a half hours a week. At the last stage of high school that it is 6<sup>th</sup> stage; students have to prepare themselves for participating in the final examinations (Ministerial Exams), which are prepared and done by the Ministry of Education. According to these grades that they can get in these exams, students can select their University, and department. There are two types of Universities in Kurdistan region of Iraq: State (Governmental) University and private University.

Raparin University is one of the public Universities in Kurdistan region, which is located in the north part of Iraq. The University, which established in 2010, consists of two major campuses, namely, Rania Campus and Qaladize Campus. Moreover, English department is a main constituent of Faculty of Education at the University and it is located in Qaladize Campus. It is worth noting that, prior to the establishment of University of Raparin, English department was a part of College of Languages at Koya University, another Public University located in Kurdistan region of Iraq. In 2013, University of Raparin was formally accredited by Ministry of Higher Education and Scientific Research of Iraq. Furthermore, University of Raparin has scientific relation with local and foreign universities in many countries around the world.

English department which is a major department in the faculty of education in the University of Raparin consists of four stages from one stage to four, it has nearly (300) students. The teaching program of the department provides both linguistic and literary subjects as foundations for being effective prospective teachers in basic and high schools in the region and ready for further graduate studies. The following table provides further information about the courses the participants have studied throughout their academic years.

Table 3.1: Courses of the Academic Program at Raparin University

<b>Academic Years</b>	<b>Courses</b>
First Year	Grammar I, Phonetics, Paragraph Writing, Vocabulary and Reading Comprehension I, Conversation, General Psychology, Academic Debate, Computer, Kurdology
Second Year	Grammar II, Phonology, Essay Writing, Vocabulary and Reading Comprehension II, Conversation II, Elizabethan Drama, Short Story, Educational Psychology
Third Year	Syntax, Methodology, Morphology, Linguistics, Conversation III, Victorian Drama, Poetry, Novel, Developmental Psychology
Fourth Year	Language Testing, History of English Language, Semantics, Text Analysis, Modern Drama, Modern Novel, Methods of Research, Graduation Project, Observation and Internship

### 3.4 Participants

The participants of this study are Kurdish prospective teachers majoring in English Department at Faculty of Education at University of Raparin. More specifically, 80 (41 males and 39 females) pre-service teachers selected from both fourth and third-year stages. The following table gives more information about the participants.

Table 3.2: Distribution of the Participants

<b>Academic Year</b>	<b>Gender</b>	<b>Number</b>
Third Year	Male	15
	Female	14
Fourth Year	Male	26
	Female	25

After planning to conduct the study with the intended pre-service teachers of English at the University, fourth year and third year students chosen. The reason for choosing these people is that they are closer to the graduation and pursuing their career;

therefore, investigating their anxiety level is thought to be necessary. Before distributing recruiting the participants, the head of the English department is contacted for getting their consent for doing the study in the instructional setting. After getting the consent, the intended participants are recruited.

To provide more information about the intended participants, they are currently attending teacher education programs at Raparin University in Kurdistan region of Iraq. The participants are either in their fourth and third year of the four year teacher education program. Throughout the four year teacher education program, the student teachers take a wide range of courses related to teaching English as a foreign language, linguistics, literature and education.

The reason for conducting the study with only the fourth and third year student teachers in these programs is that only student teachers in the third and fourth years had some kind of classroom teaching experience, since they have taken Methodology course and participated in the practicum sessions. The third year of the program includes courses in which the student teachers are required to prepare a number presentations and seminars on teaching. Moreover, student teachers in the fourth year of the teacher education program have already completed their internship program in which they visit basic or high schools in order to conduct EFL lessons in real classrooms. Thus, it is believed that examining these people will provide teachers, researchers and the pre-service teachers with necessary information about the anxiety level of pre-service teachers to that this problem is most to be solved.

### **3.5 Instruments**

In the present study two different instruments were used to gather the intended data to answer the research questions. The first instrument was The Teacher Foreign Language Anxiety Scale (TFLAS) questionnaire which is designed by Horwitz (1996), the second was an interview of some pre-service teachers who are chosen by the researcher.

#### **3.5.1 Questionnaire**

The first instrument is The Teacher Foreign Language Anxiety Scale (TFLAS) questionnaire which is designed by Horwitz (1996). It consists of 18 items, which measure the participants' degree of foreign language anxiety while teaching in the classroom. Each item is presented in a five-point Likert scale, ranging from (*strongly agree*) to (*strongly disagree*). It is worth mentioning that the questionnaire has been used in many previous studies to gather the intended data, and it has been proved to be reliable for data collection. For instance, Tum and Kunt (2013) used the questionnaire to investigate the speaking anxiety of pre-service teachers and its Cronbach Alpha is 0.78. Furthermore, Tum (2015) employed the questionnaire to examine nonnative pre-service teachers' foreign language anxiety and it had the Cronbach Alpha of 0.94. Moreover, the reliability of the questionnaire in the current study is 0.76. Thus, the questionnaire seems to be reliable for the data collection since according to Hudson (1991) (as cited by Krysik & Finn, 2013), Cronbach Alpha is used for measuring reliability, and a research scale must have an alpha coefficient of 0.60 or over.

#### **3.5.2 Interview**

In this study interviews were implemented as another data collection instrument with the aim of find out the pre-service teachers' perspectives on anxiety inducing reasons

among the foreign language teachers. The interviews were conducted with some pre-service teachers who are randomly chosen from both fourth and third year pre-service teachers. Overall sixteen students, six students in third year, and ten students in fourth year were interviewed. It must be noted that the aim of interview questions was to reveal pre-service teachers' opinions uninvestigated qualitatively by the other way of data gathering. A face to face interview procedure was used to make sure that the researcher was "in a position of being able to access the degree of the interviewee's interest and involvement" (Robson, 2000, p. 90). Sixteen students, six students in third year, and ten students in fourth year were interviewed, to distribute their opinions and reactions of anxiety that they develop in their teaching in English. It worth mentioning this interview consisted of seven questions that were prepared by the researcher. These self-developed questions aimed to investigate and find out the main reasons of their anxiety while teaching.

### **3.6 Data Collection Procedures**

The process of data collection completed through some systematic steps. First of all, after getting permission from the head of the instructional setting, the consent form was given to 95 students in both fourth and third-year pre-service teachers, but only 80 of them had the tendency to participate voluntarily in the study. After recruiting those participants, they were informed about the aim and the process of the study, and they were ensured that their answers remain confidential and used only for this study. Later, the questionnaire was distributed among them during their regular class sessions, and they were asked to read the items carefully and rate them by choosing a scale that best describes their feeling; they were given 45 minutes to complete the questionnaire. Moreover, during the questionnaire completing process, instant help was provided when needed. Furthermore, the items were given in English since they

were students majoring English and their level of proficiency was expected to be upper intermediate and higher. Finally, the finished questionnaires were checked for completeness before finalizing the process.

After finishing the first process of filling questionnaire form, the second stage of data collection was interviewing some students. Twenty male and female pre-service teachers showed consent for participation. However, during the process of conducting the interviews, four students did not participate for some personal reasons. Therefore, the total number of the interviewees was sixteen. The selection process was random, and they were separately interviewed for about 10-12 minutes. The interviews were recorded and analyzed for possible main sources of teaching anxiety. The aim of using this instrument was to explore the main reasons for their anxiety while teaching English in the classroom. The interviews were done during at the best convenient time of the students so that they do not miss any regular classes, and they were recorded for further transcription and analysis. It is worth noting that the interviewees were free to speak in Kurdish and English during the process of the interview. The reason for giving this freedom was to create more chances for them to express themselves in a better way. After finishing this process, the recorded interviews were transcribed and investigated to find out the reasons for their anxiety.

### **3.7 Data Analysis Procedures**

Quantitative and qualitative data were obtained from both the TFLAS questionnaire and interviews. The quantitative data collected from the questionnaire were analyzed using Statistical Package for Social Sciences (SPSS) version 20. More specifically, descriptive statistics was used to explore the participants' responses to the given items about the degree of anxiety while teaching English language in classrooms.



Moreover, descriptive statistics was also utilized to find out whether gender has any role in the degree of anxiety in the process of English language teaching in the classrooms.

The qualitative data, on the other hand, which obtained from the interviews, analyzed after transcribing the recorded data to explore and reveal the main sources of or reasons for their anxiety in the process of teaching English language in the classrooms.

### **3.9 Summary**

This chapter introduced the research methodology with research questions. Besides, the context of study, and the used instruments were detailed on. At last, the procedures of data gathering and analysis were discussed.

## Chapter 4

### RESULTS AND FINDINGS

The major aim of the present study is to explore the anxiety level of English language pre-service teachers. To do so, both a questionnaire and interviews are used to get the necessary data. This chapter provides information about the results obtained from both quantitative and qualitative data analyses. First, the analyses of qualitative data related to the research questions obtained from the Teacher Foreign Language Anxiety Scale (TFLAS) are presented. In the second section, qualitative data got from the interviews analysis is provided.

#### 4.1 The Results of Quantitative Data Analysis

This section reports the findings obtained from the questionnaire. In this respect, the following two research questions are investigated:

1. *To what degree are Kurdish pre-service teachers of English anxious in teaching English language?*

Before reporting the results, it is worth mentioning that the questionnaire consists of 18 items; include both positive-keyed and negative-keyed items. Among them, 10 items (i.e. items 2, 4, 8, 10, 11, 12, 14, 16, 17, and 18) are positively-keyed items; while the remaining 8 items (i.e. items 1, 3, 5, 6, 7, 9, 13 and 15) are negatively-keyed ones. Therefore, before employing the data analyses, the positively-keyed items were score-reversed to keep consistency between both types of the items. To answer this first question, the data obtained from 80 third and fourth-year pre-service teachers are statistically analyzed and the following results are reported.

Table 4.1: The Mean Scores (Anxiety) of Each Participant (Male and Female) in TFLAS

No	Gender	Mean	SD	Rank	No	Gender	Mean	SD	Rank
1	Male	46.00	1.25	High	42	Female	36.00	1.08	Low
2	Male	46.00	1.92	High	43	Female	32.00	.73	Low
3	Male	38.00	1.41	Low	44	Female	29.00	.70	Low
4	Male	50.00	1.35	High	45	Female	42.00	1.37	Low
5	Male	45.00	1.25	Moderate	46	Female	42.00	1.28	Low
6	Male	41.00	1.18	Low	47	Female	44.00	1.34	Low
7	Male	42.00	1.37	Low	48	Female	37.00	1.30	Low
8	Male	39.00	1.29	Low	49	Female	38.00	1.13	Low
9	Male	41.00	1.23	Low	50	Female	50.00	1.44	High
10	Male	59.00	1.60	High	51	Female	34.00	.96	Low
11	Male	40.00	1.17	Low	52	Female	41.00	1.27	Low
12	Male	54.00	1.61	High	53	Female	39.00	1.25	Low
13	Male	38.00	1.37	Low	54	Female	41.00	1.45	Low
14	Male	38.00	1.18	Low	55	Female	49.00	1.07	High
15	Male	42.00	1.24	Low	56	Female	42.00	1.14	Low
16	Male	45.00	1.29	Moderate	57	Female	44.00	1.34	Low
17	Male	49.00	1.18	High	58	Female	45.00	1.34	Moderate
18	Male	55.00	1.47	High	59	Female	47.00	1.38	High
19	Male	55.00	1.26	High	60	Female	38.00	1.08	Low
20	Male	59.00	1.41	High	61	Female	42.00	1.19	Low
21	Male	59.00	1.27	High	62	Female	45.00	1.38	Moderate
22	Male	52.00	1.32	High	63	Female	44.00	1.34	Low
23	Male	57.00	1.34	High	64	Female	41.00	1.13	Low
24	Male	54.00	1.37	High	65	Female	46.00	1.34	High
25	Male	52.00	1.37	High	66	Female	53.00	1.30	High
26	Male	50.00	1.48	High	67	Female	58.00	1.44	High
27	Male	43.00	1.04	Low	68	Female	55.00	1.39	High
28	Male	45.00	.99	Moderate	69	Female	54.00	1.53	High
29	Male	42.00	1.03	Low	70	Female	44.00	.98	Moderate
30	Male	42.00	.91	Low	71	Female	48.00	1.28	High
31	Male	45.00	1.04	Moderate	72	Female	51.00	1.29	High
32	Male	40.00	1.35	Low	73	Female	54.00	1.28	High
33	Male	44.00	1.10	Low	74	Female	41.00	.96	Low
34	Male	41.00	.89	Low	75	Female	45.00	.92	Moderate
35	Male	50.00	1.26	High	76	Female	43.00	1.24	Low
36	Male	47.00	1.69	High	77	Female	44.00	1.10	Low
37	Male	47.00	1.33	High	78	Female	39.00	1.20	Low
38	Male	46.00	1.10	High	79	Female	38.00	1.18	Low
39	Male	57.00	1.29	High	80	Female	43.00	1.20	Low
40	Male	55.00	1.43	High					
41	Male	54.00	1.24	High					

(18-44= Low Anxiety) ( 45= Moderate Anxiety) ( 46-90 High Anxiety )

Table 4.2: The Mean Scores of All Participants for the Negatively-keyed Items in TFLAS

	Items	No	Percentages					Mean	SD
			S A	A	N	D	S D		
1	It frightens me when I don't understand what someone is saying in English.	80	16	45	14	20	5	42	1.38
3	I am afraid that native speakers will notice every mistake I make.	80	24	36	9	22	9	45	1.38
5	I feel self-conscious speaking English in front of the other (student) teachers.	80	17	39	25	13	6	43	1.19
6	When speaking English, I can get so nervous I forget things I know.	80	8	40	20	20	12	48	1.32
7	I feel overwhelmed by the number of rules you have to learn in order to speak English.	80	13	40	26	16	5	45	1.13
9	I never feel quite sure of myself when I am speaking English in front of native speakers.	80	26	30	10	22	12	47	1.37
13	I get nervous when I don't understand every word a native speaker says.	80	10	35	26	20	9	50	1.23
15	I always feel that other (student) teachers speak the language better than I do.	80	4	40	31	18	7	49	1.16
<b>Average Score</b>			<b>53</b>	<b>20</b>	<b>27</b>	<b>46</b>	<b>1.27</b>		

18=Strongly Agree (SA), 36=Agree (A), 54=Neutral (N), 72=Disagree (D), 90=Strongly Disagree (SD)

It can be inferred from the results obtained from the quantitative data analysis that the total mean score of all participants (N=80) answered the negative-keyed items in the questionnaire is (46). This score, moreover, denotes that most of them either strongly agree or agree with the items (53%) since the total mean score is between 18 and 50 and less than (54), which shows the (Neutral) scale of the questionnaire. Consequently, it can be concluded that the participants are *anxious* while teaching in the classroom (53%, M = 46, SD = 1.27).

Concerning the positively-keyed items, for which the scores were reversed, the obtained data are analyzed and the following results are reported (see Table 4.3).

Table 4.3: The Mean Scores of All Participants for the Positively-keyed Items in TFLAS

Items	No	Percentages					Mean	SD
		S D	D	N	A	S A		
2 I would not worry about taking a course conducted entirely in English.	80	35	30	19	10	6	42	1.04
4 I am pleased with the level of English proficiency I have achieved.	80	30	34	22	7	7	43	1.12
8 I feel comfortable around native speakers of English.	80	24	34	16	10	16	45	1.41
10 I am <b>not</b> nervous speaking English with students.	80	25	28	16	12	19	47	1.37
11 I <b>don't</b> worry about making mistakes in English.	80	14	41	14	7	24	48	1.43
12 I speak English well enough to be a good foreign language teacher.	80	28	26	12	21	13	48	1.38
14 I feel confident when I speak English.	80	36	28	20	10	6	41	1.15
16 I don't understand why some people think learning English is so hard.	80	35	18	19	14	14	48	1.29
17 I try to speak English with native speakers whenever I can.	80	30	40	12	8	10	41	1.14
18 I feel that my English preparation was adequate to become an EFL teacher.	80	29	39	7	10	15	41	1.40
<b>Average Mean Score</b>		<b>60</b>	<b>16</b>	<b>24</b>	<b>44</b>	<b>1.27</b>		

18=Strongly Disagree (SD), 36=Disagree (D), 54=Neutral (N), 72=Agree (A), 90=Strongly Agree (SA)

The results given in (Table 4.3) show that most of the pre-service teachers either strongly disagree or disagree with the given items (60%). Moreover, the total mean score of the participants for the items is (44), which is between 18 and 48 and less than 54, which denotes (Neutral) scale of the questionnaire. Therefore, it can be concluded that the participants are *anxious* and not satisfied with their proficiency level and performance while teaching in the classroom (60%,  $M = 44$ ,  $SD = 1.27$ ).

Concerning the overall mean score of all participants for TFLAS questionnaire, descriptive statistics was run and it reported the following results.

Table 4.4: Overall Mean Score of the Participants for TFLAS

No. of Participants	Mean	SD
80	45	6.68

18=Strongly Agree (SA), 36=Agree (A), 54=Neutral (N), 72=Disagree (D), 90=Strongly Disagree (SD)

To conclude, to answer of the first research question, which is about the extent to which the Kurdish pre-service teachers of English are anxious, it is found that they are anxious and unsatisfied with their performance in the classroom while teaching English.

2. *Does gender difference play any role in the level of anxiety of Kurdish pre-service teachers of English?*

Before showing the role of gender difference in the level of anxiety of the participants for the questionnaire, it is useful to show to what degree gender has any role in reporting the negatively-keyed items. To do so, descriptive statistics was run and it showed the following results (see Table 4.5).

Table 4.5: The Mean Scores for Male and Female Participants for the Negatively-keyed Items in TFLAS

	Items	Gender	No.	Mean	SD
1	It frightens me when I don't understand what someone is saying in English.	Male	41	47	1.45
		Female	39	47	1.23
3	I am afraid that native speakers will notice every mistake I make.	Male	41	50	1.45
		Female	39	39	1.25

Table 4.5 (Continued)

5	I feel self-conscious speaking English in front of the other (student) teachers.	Male	41	46	1.30
		Female	39	40	1.06
6	When speaking English, I can get so nervous I forget things I know.	Male	41	53	1.28
		Female	39	42	1.33
7	I feel overwhelmed by the number of rules you have to learn in order to speak English.	Male	41	46	1.18
		Female	39	44	1.09
9	I never feel quite sure of myself when I am speaking English in front of native speakers.	Male	41	53	1.35
		Female	39	41	1.34
13	I get nervous when I don't understand every word a native speaker says.	Male	41	51	1.26
		Female	39	48	1.21
15	I always feel that other (student) teachers speak the language better than I do.	Male	41	52	1.23
		Female	39	47	1.09
<b>Average Score</b>		<b>Male</b>	<b>50</b>	<b>1.31</b>	
		<b>Female</b>	<b>44</b>	<b>1.20</b>	

18=Strongly Agree (SA), 36=Agree (A), 54=Neutral (N), 72=Disagree (D), 90=Strongly Disagree (SD)

According to the data shown in Table 4.5, it can be concluded that there is difference in the total mean score between male ( $M = 50$ ,  $SD = 1.31$ ) and female ( $M = 44$ ,  $SD = 1.20$ ) pre-service teachers in answering the negatively-keyed items in the questionnaire. This shows that female pre-service teachers are more anxious than male ones while teaching in the classroom.

Regarding the positively-keyed items in the questionnaire, the results of descriptive statistics (see Table 4.6) reveal that there is relatively slight difference between male

(M = 44, SD = 1.25) and female (M = 45, SD = 1.30) pre-service teachers in answering the items. This entails that male pre-service teachers are likely to be less satisfied with their performance and ability than female ones. This, moreover, means that male pre-service teachers seem to be more anxious than the female ones while teaching in the classroom.

Table 4.6: The Mean Scores for Male and Female Participants for the Positively-keyed Items in TFLAS

	<b>Items</b>	<b>Gender</b>	<b>No.</b>	<b>Mean</b>	<b>SD</b>
2	I would not worry about taking a course conducted entirely in English.	Male	41	42	1.17
		Female	39	42	.90
4	I am pleased with the level of English proficiency I have achieved.	Male	41	39	1.07
		Female	39	43	1.18
8	I feel comfortable around native speakers of English.	Male	41	44	1.41
		Female	39	45	1.43
10	I am <b>not</b> nervous speaking English with students.	Male	41	46	1.44
		Female	39	48	1.31
11	I <b>don't</b> worry about making mistakes in English.	Male	41	50	1.52
		Female	39	46	1.35
12	I speak English well enough to be a good foreign language teacher.	Male	41	45	1.34
		Female	39	51	1.42
14	I feel confident when I speak English.	Male	41	42	1.21
		Female	39	41	1.10
16	I don't understand why some people think learning English is so hard.	Male	41	50	1.20
		Female	39	45	1.37



Table 4.6 (Continued)

17	I try to speak English with native speakers whenever I can.	Male	41	44	1.18
		Female	39	37	1.07
18	I feel that my English preparation was adequate to become an EFL teacher.	Male	41	43	1.43
		Female	39	40	1.38
<b>Average Score</b>		<b>Male</b>	<b>44</b>	<b>1.25</b>	
		<b>Female</b>	<b>45</b>	<b>1.30</b>	

18=Strongly Disagree (SD), 36=Disagree (D), 54=Neutral (N), 72=Agree (A), 90=Strongly Agree (SA)

Regarding the overall mean score of both male and female participants for TFLAS, it is found that (see Table 4.7) although both groups are anxious while teaching in the classroom, female participants are more anxious ( $M = 43$ ,  $SD = 6.33$ ) than the male ones ( $M = 47$ ,  $SD = 6.52$ ).

Table 4.7: Overall Mean Scores of both Male and Female Participants for TFLAS

<b>Gender</b>	<b>No.</b>	<b>Mean</b>	<b>SD</b>
Male	41	47	6.52
Female	39	43	6.33

18=Strongly Agree (SA), 36=Agree (A), 54=Neutral (N), 72=Disagree (D), 90=Strongly Disagree (SD)

To answer the second research question, which aims to explore the effect of gender difference on the level of anxiety of the pre-service teachers of English, there are two ways for answering the question. The first way, is to use *t-test*, and the second way is to employ *Mann-Whitney U* test in statistics. To choose among the best way, it is important to show whether the obtained data is normally distributed. To do so, Test of Normality was run and it showed the following results:

Table 4.8: The Results of Normality Test

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
mean	.119	80	.007	.968	80	.042

a. Lilliefors Significance Correction

The results shown in Table 4.8 reveal that the Significance score of Shapiro-Wilk test (sig. = 0.042) is less than (0.05), which indicates that the data is not normally distributed. Therefore, the most convenient way to answer the second research question is to use *Mann-Whitney U* test.

Since the data is not normally distributed, Mann-Whitney test was employed and it revealed the following results.

Table 4.9: The Results of Mann-Whitney test

<b>Gender</b>	<b>No.</b>	<b>Mean</b>	<b>SD</b>	<b>Mann-Whitney</b>	<b>Sig. (2-tailed)</b>
Male	41	47	6.52	548.00	0.015
Female	39	43	6.33		

The results of Table 4.9 show that there is a significant difference between male and female pre-service teachers in the level of anxiety while teaching English language in the classroom ( $U = 548, p$  (2-tailed)  $< 0.05 = 0.015$ ). In addition, female pre-service teachers ( $M = 43, SD = 6.33$ ) seem to be more anxious than male ones ( $M = 47, SD = 6.52$ ) while teaching in the classroom.

## **4.2 The Results of Qualitative Data Analysis**

In this section, the results of the semi-structured interviews are reported. The purpose of conducting these interviews is to gain deeper insights about the Kurdish pre-service teachers perceptions about what other factors contribute to the level of their anxiety while teaching in the classroom.

Generally, the responses of the interviewees can be categorized into contextual factors such as teaching in a new environment, personal factors like teaching in front of students and fear of speaking in the classroom, and other possible factors such as coursebook and education system and inadequate preparation before entering the classroom. To have clearer picture of other possible sources of teaching anxiety, the interviewees' responses are categorized in order of high frequency and provided in the following section.

### **4.2.1 Teaching in front of the Students for the First Time**

According to the interviewees' responses (12) participants to the interview questions, the highest frequent response was their fear of teaching in front of new students in the classroom. In other words, most of them believed teaching in front of new students makes them anxious. For instance, one of the female pre-service teachers mentioned

“Teaching in front of students for the first time in classroom makes me anxious, because for the first time I don't have any experience about students”.

Another male interviewee responds that

“Teaching in front of new students for the first time is hard and fearful because you don't know them and meet them for the first time”.

These sample quotations clearly show that one major source of the pre-service teachers' anxiety while teaching is their fear of teaching new students for the first time.

#### **4.2.2 Teaching in a New Environment**

Another major source of teaching anxiety reported by most of the interviewees is teaching in a new environment. In other words, being in a new teaching context such as schools in other cities or private teaching institutions for teaching purpose makes them anxious. For instance, one of the female interviewees respond to the related interview question that

“I feel anxious when teaching in a new environment because I do not know the students, and also do not know how to treat with them, and I don't have any information about their proficiency level”.

Concerning the answers of male interviewees, one of them reports that

“I feel anxious when teaching in a new environment because everything is new for me, and maybe I do something or act in a way that is not suitable there; or may be their rule or treatment is different from other places”.

Thus, it can be inferred from these responses that pre-service teachers are very likely to be anxious when teach in a new teaching context where they were not familiar with it before because they may be new to the regulations or its students and administrators.

#### **4.2.3 Inadequate Content Knowledge**

The analysis of the interview data shows that pre-service teachers' ambiguity about their knowledge of the field is another source of their teaching anxiety. Most of the interviewees believed that they still make mistakes while speaking and sometimes some students may ask questions that are difficult to answer. For example, one of the male pre-service teachers reports that

“I feel worried when there are some clever students in the classroom who ask some questions that I may not be able to answer; in this case I think that I am not knowledgeable enough”

Another male interviewee states that

“I am afraid of teaching in the classroom because I think I don’t have enough knowledge about English language and lack vocabulary; also I think I do not have sufficient knowledge of methodology”

Another pre-service teacher during the interview reports that

“I think I cannot speak fluently while teaching; that is why many students may criticize my inadequate expressions or low level of my speaking”

It can be concluded from these responses that many pre-service teachers are anxious about teaching in the classroom because they think that they do not have enough content and pedagogical knowledge of English language.

#### **4.2.4 Students’ Low Proficiency Level in Classroom**

This source was found based on one of the interview questions. This presented question was a multiple-choice question and required the interviewees to choose one option that is most suitable to them. Moreover, the provided options were all sources of teaching anxiety, which were extracted from the findings of the previous studies in the related literature. After analyzing the answers, it was found that the students’ low proficiency level in the classroom was chosen by most (7 participants) of the interviewees. From this, therefore, it can be concluded that students’ low proficiency level in the classroom can be another major source of the pre-service teachers’ anxiety while teaching in the classroom.

#### **4.2.5 Other Possible Factors**

The aforementioned sources were frequently reported by most of the interviewees while answering the interview questions. Therefore, it was considered as *major* sources of the pre-service teachers’ anxiety while teaching. However, there are some

other sources, which were mentioned by some of the interviewees. These sources, due to their low frequency in their answers, are considered as *minor* sources of the pre-service teachers' anxiety during their teaching performance. The following are these extracted sources:

- Teacher's insufficient preparation for the class
- Students' different level of proficiency in the classroom
- Inadequate classroom management
- The pre-service teacher's shyness in the classroom

Consequently, in addition to the aforementioned major sources of the pre-service teachers' teaching anxiety, these minor sources can have a role in provoking their anxiety while teaching in the classroom.

### **4.3 Summary**

This chapter reported both analyses of quantitative and qualitative data. The quantitative data were collected from TFLAS questionnaire and aimed to answer two research questions. Moreover, the analyses of the data reported that all pre-service teachers were anxious as they are approaching to the teaching profession. Concerning the second research question, there was a significant difference between male and female pre-service teachers in the level of teaching anxiety in a way that female ones were more anxious than the males. Regarding the qualitative data, it was obtained from the interviews and aimed at exploring sources of the teaching anxiety. The results of the analysis revealed four major and four minor sources of the pre-service teachers' teaching anxiety as they are approaching to the teaching career.

## Chapter 5

### DISCUSSION AND CONCLUSION

This chapter concludes and discusses the main findings of the study with limitations of the present research. Additionally, the pedagogical implications are presented. At last, recommendations for further studies are recommended.

#### 5.1 Major Findings of the Study

The main aims of the present study are to explore the level of anxiety of Kurdish pre-service teachers, whether gender has any effect on their level of anxiety, and the major sources of their anxiety. To do so, the study investigated 80 student teachers who were studying at English Department at Raparin University. Both quantitative and qualitative data were collected through TFLAS questionnaire and interviews respectively, and analyzed to answer the research questions.

##### 5.1.1 The Levels of Anxiety of Kurdish Pre-Service Teachers

Concerning the first research question, which was about finding the pre-service teachers' level of anxiety, the results of the data analyses revealed that they are moderately anxious as they are approaching to the teaching profession. This finding, indeed, is supported by the conclusions drawn from many of the related studies. For instance, Tum (2015) concluded that pre-service teachers experience significant level of anxiety while they are facing the teaching profession. Similarly, Tum and Kunt (2013) in their study also confirmed that nonnative speaker prospective teachers feel a considerable level of language teaching anxiety while speaking in the classroom during the teaching process. In addition, studies of Reeves and Medgyes (1994) and

Borg (2006) revealed similar results in a way that nonnative speaker prospective teachers experience a noticeable level of anxiety during their performance in the classroom. It can be inferred from the results of these studies that nonnative speaker pre-service teachers seem to have a natural tendency of teaching anxiety while approaching to the teaching profession or teaching in a real language classroom. This natural feeling, in fact, is most likely to have a negative impact on their performance. For instance, Horwitz (1996) believes that anxious pre-service teachers may not employ language-intensive activities in the classroom due to their shyness. This negative feeling will negatively affect the quality and quantity of the language input in language classrooms, since in many contexts like Kurdistan region of Iraq, teachers are seen by learners as the main source of information in the classroom.

### **5.1.2 Gender and Foreign Language Anxiety of Kurdish Pre-Service Teachers**

Regarding the second research question, which aimed to investigate whether any difference exists between male and female pre-service teachers' teaching anxiety, the results of the data analysis showed that there is a significant difference between male and female pre-service teachers? Moreover, it was found that female pre-service teachers are more anxious than the male ones. It is worth noting that previous studies have mostly investigated the relationship between gender difference and language learning anxiety, but there seems to be a considerable deficiency in the related literature about the correlation between gender difference and language teaching anxiety of pre-service teachers. Therefore, the results of the present study bridges this gap since it adds to the literature that there is a significant relationship between gender difference and language teaching anxiety.

Previous studies have found, for example, that there is relationship between gender and language learning. For instance, Park and French (2013) concluded in their study



that female students of English are more anxious than the male ones. Moreover, Ozturk and Gurbuz (2013) and Ezzi (2012) revealed similar results stating that female students of English are more anxious than the male students while speaking in the classroom. These results are also confirmed by the findings of the present study in which female pre-service teachers are more anxious than the male ones as they are approaching to the teaching profession. However, different results have been found by other studies concerning the relationship between gender difference and language anxiety. For instance, Studies of MacIntyre et al. (2002) and Matsuda and Gobel (2004) reported that gender difference has no significant correlation with language anxiety among the University students majoring English. There seems to be conflicting results about this issue among the results of the previous studies, and this, according to Park and French (2013), is mostly related to the fact that foreign language anxiety has a complex nature which is highly affected by many different factors such as socio-cultural background and the potential validity and reliability limitations of anxiety questionnaires used in the studies.

### **5.1.3 Sources of Anxiety of Kurdish Pre-Service Teachers**

Finally, the third research question dealt with the possible sources affecting foreign language anxiety among the pre-service teachers of English. The results of the data analysis reported multiple sources of such anxiety. It is reported that there are four major and four minor sources of foreign language anxiety reported by the interviewees. The major sources of their anxiety were teaching in front of the students for the first time, teaching in new environment, their inadequate content knowledge, and the students' low proficiency level in classroom. On the other hand, the minor sources of their foreign language anxiety were reported to be their insufficient preparation for the class, students' different levels of proficiency in the

classroom, inadequate classroom management, and their shyness in the classroom. Previous studies have revealed some similar results. For example, Merc (2011), Reupert and Woodcock (2010) found that classroom management and teaching procedures are two major sources of the pre-service teachers' anxiety. In addition, Kim and Kim (2004) concluded in their study that inability of controlling students in the classroom and lack of content knowledge are other possible sources of the student teachers' anxiety. They further claimed that the pre-service teachers' lack of teaching experience and insufficient class preparation are also among the sources of their anxiety. Moreover, Merc (2004) adds that when the pre-service teachers are unfamiliar with the students and new environment, they will have the feeling of anxiety while teaching in such new contexts. Another study, which is conducted by Korukcu (1996) revealed that preparing lesson planning is an anxiety provoking experience and thus it is a major source of their teaching anxiety while preparing for teaching in a classroom.

## **5.2 Conclusion**

It can be inferred from the findings of the present study that pre-service teachers experience the feeling of anxiety as they are approaching the process of language teaching profession. In addition, female pre-service teachers have shown to be more anxious than the male ones, and both groups have related their anxiety to some particular sources. What seems to be new about the sources of pre-service teachers' anxiety revealed in the present study is that having students with various and low language proficiency. This is perhaps because of the reason that tailoring language activities and lesson planning to meeting these students' needs are very difficult for the pre-service teachers because they have not had enough experience about how to cope with such a difficulty in the classroom.

### **5.3 Limitations of the Study**

Some limitations are noticed during the procedure of conducting this study. First, due to the limited number of the participants and having focused on one particular instructional setting, the results of this study may not be generalized to all pre-service teachers in other contexts. Second, although the participants of this study were third and fourth-year students of English department, their language proficiency levels and language learning experience may vary. Therefore, this difference may have affected the results of the study while answering the questionnaire items and interview questions. Finally, since these participants have very limited language teaching practice such as practicum or microteaching sessions, their feelings of language teaching anxiety could have been affected by this limited practice and experience. Therefore, if they have been more involved in such teaching practices, they might have answered the questionnaire items or interview questions differently.

### **5.4 Pedagogical Implications**

Findings of this study uncovered that pre-service teachers experienced different levels of anxiety and this is additionally influenced by pre-service teachers' gender. This implies English language instructors ought to consider the negative impact nervousness can have on their students and be prepared with methods to make the classroom atmosphere a relaxed and less stressful environment for students.

Also, research on the role of affective factors recognizes that learners are human beings who are under many psychological and emotional pressures. This recommends educational authorities ought to offer learners with facilities to help them better associate with each other, for example, working in gatherings which could help them diminish the fear of misconception or committing errors before

others. At last, teachers can utilize later open ways to deal with language instructing so students can dispose of instructor focused exercises as another source of anxiety and passionate pressure in students.

Finally, since these pre-service teachers are thought to have very limited language teaching practice during their education program, it is recommended that teacher educators and language teacher education programs should put more emphasis on microteaching sessions in the class sessions. Moreover, they should also prioritize practicum sessions during the education program, especially in the third-year. This can be done by extending the period of practicum from 40 days to two months and taking the students on the weekly basis to secondary schools for observing more experienced teachers to gain more field experience. All these are thought to have significant influence on reducing the level of the pre-service teachers' anxiety and better prepare them for the future career.

### **5.5 Suggestions for Future Research**

Further research can investigate larger sample of pre-service teachers from different language teacher education contexts. This will help the future researchers to have more generalizable data about pre-service teachers' teaching anxiety. Moreover, this study can be replicated in other contexts in which the pre-service teachers have different language learning and cultural backgrounds so that the future scholars have more comprehensive results about whether anxiety is a natural tendency among all pre-service teachers. Finally, by involving more samples of interviewees, further studies can obtain more valid and thorough data about what other possible sources may provoke language teaching anxiety among these prospective teachers.

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## **APPENDICES**

## **Appendix A: Request for Permission to Conduct Research**

Dear Asst. Lec. Saman Mohammad Othman

Head of English Department, Faculty of Education

University of Raparin, Kurdistan Region, IRAQ

My name is Hamza Mohammed Hamza, and I am a Masters student at Eastern Mediterranean University in Cyprus. To collect necessary data for my Master's thesis entitled (Foreign Language Teaching Anxiety of Pre-service English Language Teachers in Kurdistan Region of Iraq), I am going to distribute a questionnaire, which is particularly designed for this study, to third-year and fourth-year students at your department, after obtaining their consent for participation.

I am hereby requesting your consent to collect the data at your department with the intended students.

Upon completion of the study, I will be happy to provide you a copy of the full research report, if you want to. If you require any further information, please do not hesitate to contact me on (+964 750 846 6588) or at hamza\_jwamery@yahoo.com .

Thank you very much for your time and consideration in this matter.

Yours sincerely,

Hamza Mohammed Hamza

MA student in ELT

Eastern Mediterranean University, N. Cyprus

## **Appendix B: Consent for Participation in Research**

**Research Title:** Foreign Language Teaching Anxiety of Pre-service English Language Teachers in Kurdistan Region of Iraq.

Dear student,

You have been asked to voluntarily participate in this research study about “Foreign Language Teaching Anxiety of Pre-service English Language Teachers in Kurdistan Region of Iraq”. I am doing this study to investigate Kurdish pre-service teachers’ anxiety while teaching English in their classroom.

If you agree to be in this study, you will be asked to fill-in a questionnaire specially designed to collect data for this study. Filling-in the questionnaire takes no more than 45 minutes, and it will be given only once. When participating in this study, you will not receive any type of payment, credit, or grade. Your responses to the questionnaire will be kept confidential, and used only for this study. Once the results are ready, you can have a copy of them if you want so.

In case of having any questions about the study prior, during or after your participation, you can contact the researcher [Hamza Mohammed Hamza] at hamza\_Jwamery@yahoo.com or on (+9647508466588).

You have been informed about the purpose and procedure of this study, and you have received a copy of this form. You have been given the opportunity to read this form and ask questions before you sign, and told that you can ask questions at any time.

By signing this form, you voluntarily agree to participate in this study.

Thank you very much for your participation.

Your Name: .....

Your signature: ..... Date .....

## **Appendix C: Consent for Participation in Research**

**Research Title:** Foreign Language Teaching Anxiety of Pre-service English Language Teachers in Kurdistan Region of Iraq

Dear student,

You have been asked to voluntarily participate in this research study about “Foreign Language Teaching Anxiety of Pre-service English Language Teachers in Kurdistan Region of Iraq”. I am doing this study to investigate Kurdish pre-service teachers’ anxiety while teaching English in their classroom.

If you agree to be in this study, you will be asked to participate in an interview, in which some questions about the topic will be asked. Doing the interview takes no more than 20 minutes, and it will be done only once. When participating in this interview, you will not receive any type of payment, credit, or grade. Your responses to the interview questions will be kept confidential, and used only for this study.

In case of having any questions about the study prior, during or after your participation, you can contact the researcher [Hamza Mohammed Hamza] at hamza\_Jwamery@yahoo.com or on (07508466588).

You have been informed about the purpose and procedure of this study, and you have received a copy of this form. You have been given the opportunity to read this form and ask questions before you sign, and told that you can ask questions at any time.

By signing this form, you voluntarily agree to participate in this study.

Thank you very much for your participation.

Your Name: .....

Your signature: ..... Date .....



## Appendix D: The Teacher Foreign Language Anxiety Scale (TFLAS)

Gender:     Male         Female    Stage 3<sup>rd</sup> ( )    4<sup>th</sup> ( )

This questionnaire aims to explore the degree of your anxiety while teaching in classroom. Please read the items carefully and rate a scale that best describes your feeling.

**SA** = strongly agree; **A** = agree; **N** = neither agree nor disagree; **D** = disagree; **SD** = strongly disagree.

Items	SA	A	N	D	SD
1    It frightens me when I don't understand what someone is saying in English.					
2    I would not worry about taking a course conducted entirely in English.					
3    I am afraid that native speakers will notice every mistake I make.					
4    I am pleased with the level of English proficiency I have achieved.					
5    I feel self-conscious speaking English in front of the other (student) teachers.					
6    When speaking English, I can get so nervous I forget things I know.					
7    I feel overwhelmed by the number of rules you have to learn in order to speak English.					
8    I feel comfortable around native speakers of English.					
9    I never feel quite sure of myself when I am speaking English in front of native speakers.					
10   I am <b>not</b> nervous speaking English with students.					
11   I <b>don't</b> worry about making mistakes in English.					
12   I speak English well enough to be a good foreign language teacher.					
13   I get nervous when I don't understand every word a native speaker says.					
14   I feel confident when I speak English.					
15   I always feel that other (student) teachers speak the language better than I do.					
16   I don't understand why some people think learning English is so hard.					
17   I try to speak English with native speakers whenever I can.					
18   I feel that my English preparation was adequate to become an EFL teacher.					

Adapted from Horwitz (1996)

## **Appendix E: Interview Questions**

1. Will you be anxious when teaching in a new environment? If yes, what makes you anxious?
2. Have you ever taught any lesson in a classroom in your life? If yes, how was your feeling?
3. To what extent do you feel anxious when teaching in classroom? What issues do make you most anxious?
4. Do you think that teaching in front students for the first time in classroom makes you anxious? Why?
5. What is your feeling about your students in class while you are speaking?
6. What do you think are possible reasons of your anxiety while teaching in classroom?
7. Please choose the most effective reasons of your anxiety while teaching in classroom:
  - a) Students' low proficiency level in classroom
  - b) Teachers' inadequate preparation
  - c) Fear of negative evaluation
  - d) Technical issues in the classroom
  - e) Coursebooks and education system

## **Appendix F: Transcription of Interviewees**

### **Males Answers:**

#### **Student (1)**

1. No, I will not be anxious vice versa I will very comfortable
2. Yes, my feeling was very good
3. I will never be anxious
4. Yes, because I was not familiar with them
5. I felt very exciting about my students while I was speaking
6. When I was talking to them and they were speaking I felt anxiety
7. Teachers inadequate preparation

#### **Student (2)**

1. No, I will not
2. Yes, I have taught for about two years, actually at the first lesson I felt anxious but day by day I was getting better and felt comfortable could get along with them.
3. Controlling students but it depends students' level and unforeseen events while you are in a class.
4. Totally not but it depends of the teachers, for some teachers are problematic but others are not.
5. I felt relax and comfortable while I was speaking in the class.
6. Students' information, students' personality, students' attitudes to the teacher.
7. Students' low proficiency level in classroom.

**Student (3)**

1. Yes, because I did not teach before in any situation, and cannot trust myself totally that becoming a good teacher. You know that have new faces, must be a good preparation for any circumstance.
2. Yes, my feeling was not good and I felt anxious.
3. I have many reasons for feeling anxious such as face to face and new eye contact with students that acting, I am not perfect.
4. Yes, because I always feel that my students are cleverer than me they have more information than me.
5. Not bad because I thought that they proved me better.
6. Students' attitudes to the teacher.
7. Coursebook and education system.

**Student (4)**

1. Yes, I will be anxious about my ability to explain the subjects in a way the students get the point.
2. Yes, I have taught lessons in a class, and I felt a little bit nervous.
3. I sometimes feel very anxious when I am teaching in a classroom because I fear that I make mistakes.
4. Yes, I think that teaching in front of students for the first time is a little hard because you maybe feel fear and shy.
5. I feel respect and respectful about the students.
6. I think one of the reasons of anxiety while teaching is shyness, and another one is fear of making mistakes.
7. Students' low proficiency level in classroom: students' low level have many reasons, for example, they are careless about they have studied and they do not,

sometimes revise the subjects. Another reason maybe the teacher since s/he might not prepare him/herself well for the lesson. We should not forget the coursebooks and the system here which are another reason of low proficiency of the students.

**Student (5)**

1. Really it is normal for me when I am teaching in a new environment because my goal is teaching I am not afraid in anything.
2. No, I have not taught yet.
3. The issues are knowledge and the students because if I see a clever student it makes me afraid and anxious.
4. I think yes, because the process of education in our country is wrong and has some mistakes.
5. I feel bad because I am afraid if the students cannot understand me or cannot get knowledge from my teaching style.
6. In my opinion our system of education is responsible. It cannot prepare teachers well.
7. Technical issues in the classroom.

**Student (6)**

1. No, I will not because I love to change educational sector in my country. It makes me feel great and learn more.
2. Yes, I have taught. At first I was anxious but after two minutes I could control myself so I did my best, I did not feel shy anymore at all.
3. In fact I did not feel anxious there was nothing to make me anxious.
4. At the first I mean five minutes from the beginning yes, but after that I felt well without fear and worry.
5. I think they want to learn but they do not try to learn they give up easily.

6. I do not know exactly but maybe the students do not have enough ability for understanding.
7. Coursebooks and education system.

**Student (7)**

1. Yes, acting like a real teacher in a new environment makes me anxious.
2. Yes, it was enjoyable and I was feeling proud of myself.
3. Easily, there are many unconditional issues that you will be faced but it depends on you how you can solve it.
4. Yes, because you are entered into the real situation.
5. Feeling proud because you are giving information that they heard it.
6. Shyness, make mistakes
7. Teachers' inadequate preparation.

**Student (8)**

1. Yes, because everything is new for me, maybe I do some things or acts are not possible in there.
2. No, I have not taught yet.
3. Too much low proficiency.
4. Yes, I am afraid my students ask me a question I cannot answer him or her correctly.
5. Everyone inside the classroom blame me for bad express.
6. Yes, I feel shy and shame.
7. Technical issues in the classroom.

**Student (9)**

1. Really, at the first yes, because I see and feel some new things new face, teacher, place and language.

2. Yes I was feeling so happy.
3. Yes, the most issue is that I get it my less knowledge and lack of vocabulary.
4. Yes, because I have never been a place likes there before, but step by step I feel better.
5. Really, I feel friendly and interesting time with the students.
6. Surely, it is ordinary a little at the first.
7. Teachers' inadequate preparation.

**Student (10)**

1. No, I will not.
2. Yes, at the beginning I felt worry if they understand or no, but after 5 minutes I noticed they like listening, so I had a good mood and felt good.
3. I rarely feel anxious during teaching, but I feel anxious when I think I have explained the subject very well, but still some students do not understand.
4. Yes, because it is the first time that you teach practically and show students what you have received previously; you are not sure about their comprehension, and organizing the subjects in order to be explained in a good way to them.
5. I feel self confident and think that my students listen to me eagerly; they listen because they like instead of being compelled.
6. Not having a long experience, not having information on methodology, students have not a good background.
7. Students' low proficiency level in classroom.

## **Females Answers:**

### **Students (1)**

1. I never feel anxious when I am teaching in a new environment, because teaching is my job and I need to be strong enough to teach in any situation.
2. I have taught in different places; I have taught adolescents, adults and University students. I do not have this feeling but I guess the majority of teachers feel anxious because they are afraid of making mistakes.
3. I never feel anxious. If a teacher prepares him/herself very well, s/he will not have this feeling.
4. Actually, the first time I when in a classroom, I had a nice feeling. It was my dream to be a teacher one day, so I did not feel anxious.
5. I think of them as my friends and close friends. I feel that I'm so close to them. That is why I am always confident.
6. I think the reason for most of those who feel anxious while teaching is that they are not well prepared, or they are afraid of making mistakes.
7. (E) coursebooks and education system

### **Student (2)**

1. Yes, I will be anxious when I teach in a new environment, because of having a different attitude during teaching process.
2. Yes, I taught many lessons in the past, I had a strange feeling at the first but during the time it changed.
3. During teaching in classroom I get a bit anxious about my teaching aim because students have different level of understanding lectures.
4. I think that teaching in front of students for the first time in classroom made me anxious, because for the first time I do not have any experience about students.



5. I felt happy about my students while I was speaking because students were listening and waiting to learn new things every day.
6. It depends on type of anxious, mostly I have possible reasons for my anxiety but sometimes anxiety is a type of intimate issues.
7. A) Students' low proficiency level in classroom.

**Student (3)**

1. Yes, I will because I do not know the students, and also do not know how to treat with them, and I don't have any information about their level of knowledge.
2. Yes , I taught for about 2 months and I was happy
3. No , I do not feel anxious in the classroom , I try to enjoy it
4. Yes, I think everyone feels anxious when it is the first time, because you might feel shy and do not know how to start the lecture.
5. Well, I feel happy when the students are listening to me while I explain the subject , when they do not pay attention to my explanation of course feel sad and tire
6. When I am not prepared myself well, and when I am late.
7. (E) coursebooks & education system

**Students (4)**

1. I can tell you, I do not feel anxious in general while teaching but in a new environment, it takes a while to be suit with the environment that is why in the beginning it may be I feel anxious for one or two weeks then it will be okay with it but definitely not more!.
2. I have taught in many classrooms, and it made me absolutely happy when I saw responds from the students about teaching. But you may also find some students whom might not have sufficient responding according to what I have taught and

we as a teachers we should think about the alternatives and teaching with different styles because every student does not share the same multiple intelligences.

3. As I mentioned in the first answer to your question, the starting of the two first weeks might make me anxious to be compatible with the new environment. And I can't specify any specific issues.
4. Teachers are actors; you should practice and act the style of teaching before going to the scene (Classroom). If not it will be problematic in the beginning especially if you are a shy person.
5. I have absolutely no problem while I am speaking in the class and I enjoy it so much. And I feel great, valuable, and trusted teacher!
6.
  - 1- New teachers may feel it for a month.
  - 2-The characteristics of the teacher may have an impact on being anxious.
  - 3- Poor knowledge of the field may affect the teacher's confidence.
7. Students' low proficiency level in classroom

**Student (5)**

1. No, I won't feel anxious.
2. Yes, I taught many lessons in my life and I felt great about it and feel proud too because I teach and learn others.
3. I do not feel anxious.
4. No, I don't think so.
5. I feel great with them, I feel that I am with my own kids
6. Exams is my reason for being anxious
7. Fear of negative evaluation