

**Feeling of Foreign Language Anxiety Among Non-
Native-Speaking Teachers Having their
Postgraduate Program**

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ABSTRACT

Researchers and even language teachers have been concerned for a couple of decades with the concept of foreign languages anxiety in the field of English language teaching. Since the number of Non-Native-Speaking (NNS) teachers is globally growing (Selvi, 2011), this indicates a need to addressing teacher language anxiety more than ever. Therefore, the present study was set out to assess the foreign language anxiety among postgraduate students who were NNS teachers having their postgraduate program. This study was carried out with 48 international NNS teachers during their postgraduate program at Eastern Mediterranean University in Northern Cyprus to explore a such feeling. Two questionnaires (FLCAS and TFLAS) were administered with all participants in the current study. A group of eight participants were purposefully chosen from the total number of participants based on their level of anxiety and were asked to state their opinion in an open - ended written question scale (Affinities) about the foreign language anxiety sources. They were also interviewed in order to explore the impact of language anxiety on language teaching approaches.

First, based on the results of FLCAS, the current study found that NNS teachers did experience different level of foreign language anxiety. The results demonstrated that some participants suffered from high levels of anxiety. Second, Class Arrangement, Genetic and Personal Characteristics, Anxieties, and Social and Cultural Factors were the main sources of their feeling of language anxiety. On other hand, the affinities Achievement, Motivation and Interests, and Individual Learning Approach were not found to be focal points that hinder the participants' language learning in this study. Third, this study found that anxious postgraduates who were NNS teachers are highly

susceptible to feelings of foreign language teacher anxiety which possibly affect their approach of teaching the target language. The results revealed that anxious postgraduates appeared to have a sense of perfectionism tendencies by showing their high demands for teaching the language anxiety. The study ends with recommendations for anxious teachers in order to alleviate their anxiety.

Keywords: Foreign Language Learning Anxiety, Teacher Foreign Language Anxiety, Affinity, NNS teachers, Postgraduate Students.

ÖZ

Araştırmacılar ve hatta dil öğretmenleri, on yıllardır İngilizce öğretimi alanındaki yabancı dil kaygısı kavramıyla ilgilenmektedir. Anadili İngilizce olmayan öğretmen sayısı küresel olarak arttığından (Selvi, 2011), bu, öğretmen dil kaygısını her zamankinden daha fazla ele almanın gerektiğini göstermektedir. Bu nedenle, bu çalışma lisansüstü programlarında olan anadili İngilizce olmayan öğretmenlerin yabancı dil kaygısını değerlendirmek için yapılmıştır. Bu çalışma, Kuzey Kıbrıs'taki Doğu Akdeniz Üniversitesi'nde lisansüstü programlarında 48 uluslararası anadili İngilizce olmayan öğretmen ile böyle bir hissi keşfetmek için yapılmıştır. Bu çalışmada tüm katılımcılara iki anket uygulanmıştır. Toplam katılımcı sayısından kaygı düzeyine göre toplam sekiz katılımcı grubu seçilmiş ve yabancı dil kaygı kaynakları hakkında açık uçlu yazılı bir soru ölçeğinde görüşlerini belirtmeleri istenmiştir. Dil kaygısının dil öğretimi yaklaşımları üzerindeki etkisini araştırmak de için görüşme yapılmıştır.

İlk olarak, FLCAS'ın sonuçlarına dayanarak, bu çalışma anadili İngilizce olmayan öğretmenlerin farklı düzeyde yabancı dil kaygısı yaşadıklarını ortaya koymuştur. Sonuçlar bazı katılımcıların yüksek düzeyde dil öğrenme kaygısı yaşadığını göstermiştir. İkincisi, Sınıf Düzenlemesi, Genetik ve Kişisel Özellikler, Kaygılar ve Sosyal ve Kültürel Faktörler, dil kaygısı duygularının ana kaynakları olarak belirlendi. Öte yandan, Başarılar, Motivasyon ve İlgi Alanları ve Bireysel Öğrenme Yaklaşımı ile ilgileri bu çalışmada katılımcıların dil öğrenmelerini engelleyen odak noktaları olarak bulunmamıştır. Üçüncüsü, bu çalışma endişeli anadili İngilizce olmayan öğretmenlerin, hedef dili öğretme yaklaşımlarını etkileyebilecek olan öğretmen

yabancı dil kaygısı duygularına karşı oldukça duyarlı olduklarını ortaya koymuştur. Sonuçlar, endişeli mezunların dil kaygılarını öğretme konusundaki yüksek taleplerini göstererek mükemmeliyetçilik eğilimlerine sahip görüldüğünü ortaya koydu. Çalışma endişeli öğretmenlerin kaygılarını hafifletmek için önerilerle sona ermektedir.

Anahtar Kelimeler: Yabancı Dil Kaygısı, Öğretmen Yabancı Dil Kaygısı, Affinite, Anadili İngilizce olmayan öğretmenler, Lisansüstü Öğrenciler.

TO MY FAMILY WITH WHOM MY DREAM COMES TRUE

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TABLE OF CONTENTS

ABSTRACT	iii
ÖZ	v
DEDICATION	vii
ACKNOWLEDGMENT	viii
LIST OF TABLES	xv
LIST OF FIGURE.....	xvii
LIST OF ABBREVIATIONS	xviii
1 INTRODUCTION	1
1.1 Presentation	1
1.2 The background of the Study	1
1.3 Statement of the Problem	3
1.4 Research Questions	4
1.5 Significance of the Study	5
1.6 Definition of the Key Terms	6
2 LITRATURE REVIEW	8
2.1 Presentation	8
2.2 Introduction	8
2.3 Types of Anxiety.....	10
2.3.1 Trait Anxiety	10
2.3.2 State Anxiety.....	10
2.3.3 Situation-Specific Anxiety	11
2.3.4 Facilitating and Debilitating Anxiety.....	12
2.4 Anxiety and Foreign Language Learning	13

2.4.1 Foreign Language Anxiety.....	15
2.4.2 The Effects of Foreign Language Anxiety on Second Language Learning	18
2.4.3 Sources of Foreign Language Anxiety.....	22
2.4.3.1 Learners' Characteristics and Variables.....	22
2.4.3.2 Teacher's Characteristics	25
2.4.3.3 Classroom Practices	26
2.4.4 Reducing Feelings of Foreign Language Anxiety	27
2.5 Feeling of Foreign Language Anxiety Among NNS Teachers and Pre-service Teachers	30
2.5.1 Reason Behind Teacher's Feeling of Foreign Language Anxiety	33
2.5.2 The Impact of Foreign Language Anxiety on EFL Learning	35
2.6 Summary of the Literature Review	37
3 RESEARCH METHODOLOGY	38
3.1 Presentation.....	38
3.2 Research Questions	38
3.3 Research Design.....	39
3.4 The Context of the Study	40
3.5 Participants.....	41
3.5.1 Selection of the Participants.....	44
3.5.2 Final Selection of the Participants	46
3.6 Data Collection Instruments.....	47
3.6.1 Background Questionnaire.....	47
3.6.2 Foreign Language Classroom Anxiety Scale (FLCAS).....	48
3.6.2.1 Reliability and Validity of the FLCAS	48

3.6.3 Teachers' Foreign Language Anxiety Scale (TFLAS)	49
3.6.3.1 Reliability and Validity of the TFLAS	50
3.6.4 The Affinities	51
3.6.5 Interviews	53
3.7 Data Collection Procedures	53
3.7.1 Ethical Issues	54
3.8 Data Analysis	55
3.8.1 Analysis of Surveys Data	55
3.8.2 Analysis of Affinities	55
3.8.2.1 Applying Grounded Theory Analysis (GTA)	56
3.8.3 Analysis of Interviews	57
3.9 Summary	58
4 RESULTS	59
4.1 Presentation	59
4.2 Research Question One: Do NNS teachers experience feelings of foreign language anxiety?	59
4.2.1 Descriptive Analysis of the Participants' Responses to FLCAS	62
4.3 Research Question Two: What are the perceived sources of foreign language anxiety among NNS teachers?	66
4.3.1 Affinity 1: Class Arrangements Affinity	66
4.3.2 Affinity 2: Genetic and Personal Characteristics	69
4.3.3 Affinity 3: Anxieties	72
4.3.4 Affinity 4: Social and Cultural Factor	76
4.3.5 Affinity 5: Influence of the First Language	79
4.3.6 Affinity 6: Situational Differences	82

4.3.7 Affinity 7: Teacher Characteristics	84
4.3.8 Affinity 8: Contextual Differences	86
4.4 Research Question Three: Which affinities have NNS teachers prioritized compared to other studies?.....	89
4.5 Research Question Four: How does the NNS teachers' level of foreign language anxiety influences their attitudes towards teaching the target language?	90
4.5.1 Results from the TFLAS	91
4.5.1.1 Descriptive Analysis of the Participants' Responses to TFLAS.....	94
4.5.2 Results from The Qualitative Data.....	98
4.5.2.1 Teaching the Target Language.....	98
4.5.2.2 Approaching Error Correction	102
4.6 Summary	104
5 DISCUSSION AND CONCLUSION.....	105
5.1 Presentation	105
5.2 Discussions.....	105
5.2.1 Foreign Language Learning Anxiety	106
5.2.2 Anxiety Sources	107
5.2.2.1 Affinity 1: Class Arrangements Affinity	107
5.2.2.2 Affinity 2: Genetic and Personal Characteristics.....	108
5.2.2.3 Affinity 3: Anxieties	108
5.2.2.4 Affinity 4: Social and Cultural Factor.....	109
5.2.2.5 Affinity 5: Influence of the First Language	109
5.2.2.6 Affinity 6: Situational Differences.....	109
5.2.2.7 Affinity 7: Teacher Characteristics	110
5.2.2.8 Affinity 8: Contextual Differences.....	110

5.2.3 Teacher Foreign Language Anxiety.....	110
5.3 Conclusion	114
5.4 Teaching Implications.....	116
5.5 Limitations of the Study and Recommendation for Further Research.....	117
REFERENCES.....	119
APPENDICES	132
Appendix A: Consent Form for Completing the Questionnaires.....	133
Appendix B: Background Questionnaire	134
Appendix C: Foreign Language Classroom Anxiety Scale (FLCAS), Developed by Horwitz, Horwitz and Cope (1986).....	136
Appendix D: Teacher Foreign Language Anxiety Scale (FLCAS), Developed by Horwitz, E. K., (1996).....	140
Appendix E: Consent Form for Completing the Affinities.....	143
Appendix F: Final Version of The Affinities Taken from Yan And Horwitz (2008) And Revised by Hajizadeh (2013)	144
Appendix G: Consent Form for Interviews.....	150
Appendix H: Interview Questions.....	151
Appendix I: A Written Permission from The Ethical Committee Institution at Eastern Mediterranean University.....	152
Appendix J: The Mean Score for FLCAS's Items for Anxious Participants.....	153
Appendix K: The Mean Score for FLCAS's Items for Non-Anxious Participants.	154
Appendix L: the mean score for FLCAS's items for moderate anxious participants.	155
Appendix M: The Mean Score for TFLAS's Items for Anxious Participants.	156

Appendix N: The Mean Score for TFLAS's Items for Non-Anxious Participants.	157
Appendix O: The Mean Score for TFLAS's Items for Moderate Anxious Participants.....	158

LIST OF TABLES

Table 3.1: Distribution of the characteristics of the whole participants	42
Table 3.2: Distribution of the first languages of the whole participants.....	43
Table 3.3: Distribution of the main characteristics of the MA and PhD participants	44
Table 3.4: The lowest and the highest anxious participants.....	46
Table 3.5: Characteristics of the selected participants	46
Table 4.1: Anxiety score of the whole participants (FLCAS)	60
Table 4.2: Overall Items of FLCAS	63
Table 4.3: Items with maximum level of anxiety for anxious participants.....	64
Table 4.4: FLCAS items with the lowest anxiety level for anxious participants.....	65
Table 4.5: FLCAS items with the highest anxiety level for non-anxious participants	65
Table 4.6: FLCAS items with the lowest anxiety level for non-anxious participants	65
Table 4.7: Distribution of class arrangement affinity between anxious and non-anxious participants	67
Table 4.8: Distribution of genetic and personal characteristics affinity between anxious and non-anxious participants.....	70
Table 4.9: Distribution of anxieties affinity between anxious and non-anxious participants	73
Table 4.10: Distribution of social and cultural affinity between anxious and non- anxious participants.....	76
Table 4.11: Distribution of influence of the first language affinity between anxious and non-anxious participants	80

Table 4.12: Distribution of situational differences affinity between anxious and non-anxious participants.....	83
Table 4.13: Distribution of teacher characteristics affinity between anxious and non-anxious participants.....	85
Table 4.14: Distribution of the contextual differences affinity between anxious and non-anxious participants	87
Table 4.15: Anxiety score of FLCAS and TFLAS for the whole participants	91
Table 4.16: Overall TFLAS's items.....	95
Table 4.17: TFLAS's items with the highest anxiety level for anxious participants.	96
Table 4.18: TFLAS's items with the lowest anxiety level for anxious participants ..	97
Table 4.19: TFLAS's items with the highest anxiety level for non-anxious participants	97
Table 4.20: TFLAS's items with the lowest anxiety level for non-anxious participants	98

LIST OF FIGURE

Figure 4.1: The Grounded-Theory model of prioritization of the foreign language anxiety sources	90
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LIST OF ABBREVIATIONS

ELT	English Language Teaching
EMU	Eastern Mediterranean University
FL	Foreign Language
FLA	Foreign Language Anxiety
FLCAS	Foreign Language Classroom Anxiety Scale
LDCH	Linguistic Deficit Coding Hypothesis
NNS	Non-Native-Speaking
SLA	Second Language Acquisition
SLL	Second Language Learning
TFLA	Teacher Foreign Language Anxiety
TFLAS	Teacher Foreign Language Anxiety Scale
TL	Target Language

Chapter 1

INTRODUCTION

1.1 Presentation

This chapter begins at first with the background of the study. Secondly, it presents the statement of the study problem as well as the significance and the objectives of the study and finally, ends by offering the definitions of the key terms.

1.2 The background of the Study

Learning a foreign or a second language incorporates a broad number of factors, processes and procedures. Such complex phenomenon has been an object of research since the 1960s. Recent evidence suggests that many languages learners encountered with several challenges in their language classrooms that could have some debilitating effects on them (Horwitz, Horwitz, & Cope, 1986). Previous studies have reported that the primary sources of these problems were linked with the students' characteristics. On other words, the research to date has tended to focus on "anxiety" to understand learners' difficulties in foreign language classrooms.

A considerable amount of literature has been published on Foreign Language Anxiety (FLA). These studies have proved that high levels of FLA create negative reactions and frustrate learners in the classroom (Horwitz, Horwitz, & Cope, 1986; Phillips, 1992). In last three decades, researchers have shown an increased interest in the assumption about the relationship between foreign language learning and anxiety. Therefore, a number of researchers have reported that foreign language anxiety

negatively affects the target language achievement (Horwitz, Horwitz, & Cope, 1986; Horwitz, 1996; Tüm & Kunt, 2013; Dolean, 2016).

However, many investigators sought to determine the effects of foreign language anxiety on specific language skills such as speaking, listening, reading, and writing. Such investigations indicated that FLA can affect negatively all foreign language skills (Saito, Garza, & Horwitz, 1999; Cheng, 2002). According to Williams & Andrade (2008), many foreign language learners are commonly affected by language anxiety which may hinder their performance and achievement.

Along with this growth in the field, however, there is an increasing concern over the possible sources that may contribute to language anxiety so as to organize the classrooms in a way that limits learners' feeling of anxiety. Surveys such as that conducted by Yan and Horwitz's (2008) showed that FLA is found to be as the consequence of other variables of which significantly affect language learning process such as learning interest and motivation, comparison with peers, and learning strategies.

A major area of developments in the field of foreign language anxiety have interested in examining language anxiety among English Language pre-service teachers in many different contexts. A number of authors have reported that many students at English Language Teaching (ELT) program did experience different levels of FLA (Lee & Lew, 2001; Aydin, 2008; Cubukcu, 2008; Amin, 2013; Tum, 2013). Consequently, several researchers have concerned with the idea that any anxiety level experienced by pre-service teachers during their language learning can possibly lead to develop feeling of Teacher Foreign Language Anxiety (TFLA) which can negatively influence foreign

language education. According to Horwitz (1996), teachers' feeling of FLA may decrease the quality and amount of input that the students could gain from the teachers and also, teachers may unconsciously transmit their feelings of frustration and uneasiness in the target language (TL) to their students. This indicates a need to understand the various perceptions of foreign language anxiety that may exist among pre-service teachers.

1.3 Statement of the Problem

The major objectives of this study were to investigate the foreign language anxiety amongst Non-Native-English-speaking (NNS) teachers during their postgraduate program at Eastern Mediterranean University in Cyprus. In addition, it was also set out to unravel the possible sources that could generate anxiety among them. Further, the present study was set out to assess the effect of anxiety on foreign language instruction.

A considerable amount of literature has been published on foreign FLA. Several studies have only focused on anxiety in one-sided nature of quantitative exploration such as questionnaires, and what is not yet clearly established is the specific sources of language anxiety (Yan & Horwitz, 2008). However, few studies such as that conducted by Yan and Horwitz (2008) and Hajizadeh (2013) have been able to draw on any systematic research to offer a broad scope of anxiety sources throughout analyzing learners' self-reflections about anxiety. However, much of the research up to now has been descriptive in nature in evaluating language anxiety using certain measuring methods that take into account narrowed variables (psychological, cultural, educational, and personal) while far too little attention has been paid by current research to interdependency of anxiety as a variable. Research on FLA has been mostly

restricted to a series of quantitative analyzes with constricted implications for teachers and scholars (Yan & Horwitz, 2008).

It is also worth noting that in several studies conducted with pre-service teachers. Researchers disregarded the fact that their participants were language teachers. In addition, research has consistently shown that any anxiety level experienced by NNS teachers and pre-service teachers during their learning the TL, can also lead to develop Teacher Foreign Language Anxiety (TFLA) (Tum, 2013; Tüm & Kunt, 2013). According to Tum and Kunt (2013), many foreign language (FL) teachers are still language learners and they entirely plausible face some challenges in their career which might lead them to experience some levels language teaching anxiety from time to time. So far, however, there has been little discussion about teacher foreign language anxiety among language by NNS teachers and pre-service teachers (Merç, 2011).

1.4 Research Questions

The aim of this study is to shine new light on foreign language anxiety amongst NNS teachers during their postgraduate program at Eastern Mediterranean University in Cyprus. Both qualitative and quantitative methods were used in this investigation. The research data in this study is drawn from four main sources namely: FLCAS, TFLAS, Affinities and Interviews. This study seeks to obtain data which will help to address these research gaps in the evaluation of anxiety level among NNS teachers and pre-service teachers.

In particular, this study seeks to address the following questions:

1- Do NNS teachers experience feelings of foreign language anxiety?

- 2- What are the perceived sources of foreign language anxiety among NNS teachers?
- 3- Which affinities have NNS teachers prioritized compared to other studies?
- 4- How does the NNS teachers' level of foreign language anxiety influence their attitudes towards teaching the target language?

1.5 Significance of the Study

The findings of this study aim to make both theoretical and practical contribution to the field of FLA. From a theoretical perspective, this study seeks to explore the correlation between anxiety and other related variables in the foreign language classroom. Therefore, this study makes a major contribution by demonstrating the affinities leading to feeling of anxiety among the participants based on a discourse-analysis method. In addition, since this study include entirely new participants and context, the current study can offer teachers and scholars a reliable reference for contextualized sources of language anxiety.

From a practical perspective, this study would offer some important insights for language teachers to recognize the sources of anxiety amongst NNS teachers and pre-service through their self-reflection reports in order to be enabled to design effective syllabus based on learners' needs. Furthermore, this study would provide instructors at ELT department an important opportunity to be aware about factors that cause learners' anxieties in the context.

Additionally, comparing the participants' responses to FLCAS and their comments would provide researchers an exciting opportunity to observe the similarities and differences between what NNS teachers assumed to be anxiety sources and their anxiety level.

Furthermore, the results of FLCAS coupled with the TFLAS would also enable researchers to find out whether the NNS teachers' and pre-service teachers' level of FLA can affect their attitudes towards teaching the TL by monitoring participants' level of anxiety in both scales.

1.6 Definition of the Key Terms

Foreign Language Anxiety (FLA): FLA is "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning experience" (Horwitz, Horwitz, & Cope, 1986, p. 128).

Grounded Theory Analysis (GTA): In qualitative research, GTA is a specific methodology that creates and affords reasonable conclusions while analyzing the obtained data (Yan & Horwitz, 2008; Hajizadeh, 2013).

Affinity specifically refers to the conceptualization under which the thematic descriptions are categorized together with the appropriate genres (Yan & Horwitz, 2008).

Teacher Foreign Language Anxiety (TFLA): TFLA is a feeling of inadequacy in the target language or uncomfortable moments while speaking the target language experienced by most native language teachers (Horwitz, 1996).

Non-Native-Speaking (NNS) Teachers: NNS teachers refers to language teachers who speak different native languages other than the language they teach.

Postgraduate Students (PGS): In simple terms, postgraduate students in this study are MA and PhD students who are studying at English Language Teaching department at Eastern Mediterranean University (EMU) in Northern Cyprus.

Chapter 2

LITRATURE REVIEW

2.1 Presentation

This chapter starts with a short discussion of the literature on anxiety and followed by an explanation of its types. This discussion is followed up by an overview of the impacts and sources of language anxiety. Lastly, the chapter moves forward to the teachers' feeling of language anxiety.

2.2 Introduction

For some individuals, learning a new language is a complicated challenge. Researchers on Second Language Learning (SLA) have for long time been keen on why certain learners doing well in the second/foreign language while others are not.

Traditionally, it has been argued that there are language and non-language factors that possibly influence language learning processes. In nature, the non-language factors include genetic components (personality factors, age, gender, aptitudes and learning style), sociocultural factors (parental support, peer pressure and classroom environment), and psychological features (belief and entity, attitude, motivation and anxiety) (Brown H. D., 2000). Although researchers recognize the fact that learning a second language is cumulative process by being exposed to the TL, the most important thing is how to boost this process (Widdowson, 1991).

Anxiety is considered a significant factor which can simply affect an individual's performance. It is a general psychological term used to describe individual's negative feeling about something. It is defined in educational research as a fear that arises as "a state of apprehension, a vague fear" that arises for a specific situation (Scovel, 1978, p. 134).

Sarason (1980 as cited in Tum, (2013) lists five possible situations that cause anxiety in general. These are: 1) In a situation where to be viewed as challenging, threatening or difficult. 2) When an individual feel that he/she is ineffective, incapable or inadequate in managing this situation. 3) When an individual puts his/her concentrations on the unwanted results of not being ready to adapt to the current situation. 4) When an individual goes in forceful self-deprecatory distractions, which meddle with the intellectual processing for the task that needs to be done and also the fulfillment of the task. 5) When an individual predicts to be unsuccessful and lose respect according to others.

Much of the current literature pays particular attention to anxiety related foreign language environment as crucial effective variables in language learning (Horwitz, Horwitz, & Cope, 1986; Brown H. D., 2000). Therefore, the necessity of exploring the nature, the role of anxiety and its interrelationship with other psychological factors are still open for further investigations. In this regard, the following section represents the major discussions of such variable from the current literature.

2.3 Types of Anxiety

There is a consensus among social scientists that the concept of anxiety has been generally conceptualized as comprising of three levels: trait, situation-specific and state anxiety (Scovel, 1978; Gardner, 1985).

2.3.1 Trait Anxiety

According to the research on general psychology, many scholars have attempted to specifically clarify trait anxiety. For example, Gardner (1985) define trait anxiety as a person who always feel anxious in every possible situation. Scovel (1978) illustrates trait anxiety as a long-lasting tendency to be anxious. In other word, individuals with high levels of trait anxiety are typically expected to be anxious in variety of situations at any time and situation (Spielberger, Jacobs, Russell, & Crane, 1983).

In fact, many other scholars have made many attempts to define trait anxiety. for instance, Anxious person can be seen as an element of such a person's identity. It is actually seen as long-term tendency to be anxious. It can be noticed with individuals who are generally worried about several things (Brown H. D., 2000).

Trait anxiety have been identified to be connected with other types of anxiety. Trait anxiety appears to regulate the level of state anxiety caused by the demands of a certain situational (Eysenck & Eysenck, 1980). Therefore, it seems important to define State anxiety.

2.3.2 State Anxiety

State anxiety is to be anxious in a short-term emotional condition. It is a temporary emotion which might improve or decline in some specific situations. On other words,

a student may appear to be anxious in a certain task, but this feeling is not permanent and once the threat decreases, it will disappear (Tum, 2013).

Likewise, Brown (2000) illustrates that state anxiety is a temporary feeling of anxiety experienced in some particular situations which opposed to trait anxiety that refers to a permanent susceptibility to feel anxious about many different contexts. In fact, State anxiety can be noticed in a temporary situation within a specific event (Brown H. D., 2000).

However, it has been suggested that state anxiety and foreign language learning anxiety can be can be classified in the same category (Horwitz, Horwitz, & Cope, 1986), while others assumed that language anxiety can be considered as situation-specific anxiety (MacIntyre & Gardner, 1994). Therefore, the following section presents the definition of situation-specific anxiety.

2.3.3 Situation-Specific Anxiety

Situation-specific anxiety and trait anxiety are very similar to each other with only one distinction. Horwitz (2016) displayed the separation between trait anxiety and specific anxiety. She supposed that specific anxiety means to be anxious in a particular circumstance. Individuals with a particular level of anxiety specifically to language learning would be anxious when they are involved in tasks of the second language, while trait anxiety refers to when individuals are anxious in the most cases in their daily lives.

However, specific anxiety reaction is used by psychologists to differentiate individuals who seem to be generally anxious in different situations from others who seem to be anxious just in particular situations (Horwitz, Horwitz, & Cope, 1986). According to

Dewaele (2013), trait anxiety is likely manifest itself in FL classrooms as FLA. Language anxiety could be assumed to be more than a situation-specific aspect. Therefore, the term of trait anxiety was considered as the regular aspect in all studies about anxiety and foreign language anxiety FLA (Horwitz, Horwitz, & Cope, 1986).

According to Horwitz (2016), anxiety is sometimes needed by language learners in order to increase their motivation and to make them to work more in their language classes. Another essential discrimination made in the examination on anxiety is that on the contrast amongst facilitative and debilitating anxiety. The following section presents the distinction between facilitating and debilitating anxiety.

2.3.4 Facilitating and Debilitating Anxiety

There is another distinction in anxiety studies to differentiate facilitating and debilitating anxiety which are different in definition. The discrimination is made in light of the impacts anxiety has on achievement and learning. Facilitative anxiety is comprehended to enhance learning and achievement whereas debilitating anxiety is comprehended to hamper learning and achievement. As an illustration, Scovel (1978) defines Facilitating anxiety as to “motivates the learner to "fight" the new learning task”; while Debilitating anxiety is to “motivates the learner to "flee" the new learning task; it stimulates the individual emotionally to adopt avoidance behavior" (Scovel, 1978, p. 139).

Further, Brown (2000) defines facilitative anxiety as a “helpful” anxiety that gives the apprehension over a given task to be successfully accomplished. Brown argues that several studies assert the profit of facilitative anxiety as one of the keys to learn foreign languages successfully which closely associated with competitiveness. It can be assumed that a little of anxiety in language learning is a good thing, but the construct

of anxiety was found to have an optimum point along with its continuum: both a great and a little amount of anxiety may impede the success of second language learning process.

Marcos-Llinás and Garau (2009) contended that foreign language learning may be facilitated by some level of anxiety which might be beneficial for learners, for instance, learners assert that high anxiety promote their learning when the task is generally simple but impacts negatively in their performance when the task become more complicated. Tum (2013) asserts that debilitating anxiety is comprehended to impact negatively on language learning process. At the same time, facilitative anxiety is understood to have favorable effect as it generates for the learners enough feeling of apprehension and ambition that keep the learners more interested to accomplish the given task.

Foreign language anxiety has become a central issue for Researchers, language teachers as well as language learners themselves which may possibly intervenes with language learning. The next section presents a discussion about anxiety and its role in language learning with references to several studies.

2.4 Anxiety and Foreign Language Learning

Since the mid-1960s, researchers have interested in exploring the relationship between foreign language learning and anxiety. Interestingly, Scovel (1978) asserts that this topic has puzzled him over two decades. In fact, numerous investigations have been done by various scholars on the concept anxiety and its role in second/foreign language learning contexts. For example, in the light of the Affective Filter Hypothesis proposed

by Krashen (1982), several affective variables including personality, self-esteem, self-confidence and anxiety play a significant role in second/foreign language learning.

In 1986, Horwitz, Horwitz, and Cope indicated that Foreign Language Anxiety is seen to be in charge of learners' negative emotional responses to language. With attention to their groundbreaking study, Horwitz et al (1986) distinguished FLA as a type of anxiety specific to the SLL context and characterized FLA as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning experience" (p. 128).

According to Horwitz (2010), anxiety is seen to restrict the second language learning and/or production. Tum (2013) argues that it would come to light that anxiety experienced by language learners made them to be aware about learning challenges and question their abilities in addressing different situations and eventually they start to predict to be unsuccessful and lose respect according to others.

Anxiety as a concept is itself complicated and multi-faceted, and a number of its types has been differentiated by psychologists such as trait anxiety, state anxiety, and facilitative-debilitative anxiety. Therefore, regarding this variety of anxiety-types, it is expected that early research on the impact of 'anxiety' on second language achievement presented confusing and mixed results (Horwitz, 2010). However, a number of researchers have reported that high feelings of anxiety adversely affect learning the target language (Scovel, 1978; 1986). Therefore, this indicates the need to examine the role of anxiety in foreign language learning.

2.4.1 Foreign Language Anxiety

A large and growing body of literature has essentially studied anxiety as a single variable that influence foreign language learning (FLL) or with a combination of other variables such as self-esteem, motivation, and etc. In their major study, Horwitz et al. (1986) published a paper in which they examined anxiety as a separate variable. They described Foreign Language Anxiety as specific anxiety construct that was seen to be responsible for learners negative feeling and reactions to language learning. MacIntyre and Gardner (1994) also described language anxiety as nervousness or tension in second language classrooms which affects language learning.

According to Horwitz (2016), several studies have investigated the components of FLA and revealed that it consists of three main anxieties namely: test anxiety, communication anxiety, and apprehension of negative evaluation components as the main anxiety provoking factors. To demonstrate, test anxiety is related to performance anxiety that arise from apprehension of failure. Whereas, communication apprehension is characterized as a type of shyness and fear about communicating with others in the TL, and the fear of negative evaluation is when learners are more worried about when, what and how often their errors are corrected.

In fact, the legality of FLA has been questioned by the Linguistic Deficit Coding Hypothesis (LDCH). According to Spark et al. (2000), the constantly negative correlation between FLA and performance stated in the literature is derived from an uncontrolled third factor, cognitive-linguistic deficiency which is the reason of poor performance, in turn, causes language anxiety. they suggested that studies on FLA have never investigated the possibility that some individuals with high level of FLA may have some difficulties with their cognitive abilities of first language.

In addition, Spark and Ganschow (1991) pointed out that though poor attitude, low motivation, or anxiety are apparently correlated with difficulty in learning a foreign language, they are probably an explanation of deficiency of individual's native language. This view is supported by Marcos-Llinás and Garau (2009) have attempted to examine the impact of anxiety on foreign language achievement. They concluded that there were no significant differences between level of anxiety and language achievement and suggested some other factors such as first/second language skills which possibly influence learner's achievement instead of FLA.

In response to Spark and his colleagues, Horwitz (2000) has particularly criticized the cognitive deficit hypothesis for some reasons. She argued that this hypothesis is logically accepted in the case for only some learners. In the first place, she argues that her data in Horwitz et al. (1986) did not support this theory. The number of students who have moderate to high levels of FLA was about 33% of American learners at university level who were not likely seen to have cognitive disabilities. Second, the cognitive deficit hypothesis has not clarified why highly successful and advanced students also reported their feelings of FLA. In addition, she noted that it is illogical to reject the existence of FLA and it is not responding to the needs of several language teachers and learners.

In support to Horwitz's position, MacIntyre (1995) assumes that the LCDH concerns particularly on the cognitive disabilities of foreign language learners and disregards the social context of FLL which potentially influences the cognitive processes. Correspondingly, Trang (2012) asserts that anxiety both causes language learners to learn less and make them incapable to perform what they have learned well. Therefore,

it can be conceded that anxiety tend to be both a cause and a result of language difficulty.

However, Previous studies have reported that high levels of FLA have a negative impact on language learning ((Scovel, 1978; Horwitz, Horwitz, & Cope, 1986; Kunt, 1997). Therefore, the relationship between anxiety and FLL has been widely investigated (Horwitz, Horwitz, & Cope, 1986; Saito, Garza, & Horwitz, 1999; Kim, 2009). In the first place, Horwitz et al, (1986) were among the most influential researches in FLA who firstly measured anxiety in FLL as an independent variable. They also developed an instrument called Foreign Language Classroom Anxiety Scale (FLCAS) (see Appendix C) to examine the anxiety levels experienced by language learners. This instrument includes 33 items dealing with unfavorable achievement expectancies, social comparisons, psychophysiological feelings and avoidance reactions which are all assumed to be sources of FLA. All items are developed with five point Likert-scale ranging from 1 (strongly disagree) to 5 (strongly agree). According to their study, they used the FLCAS scale to evaluate the anxiety levels of 75 students at the University of Texas, the findings revealed that almost all participants reported some level of FLA.

Since the FLCAS was presented, several studies have examined the level of anxiety experienced by FL learners with specific measurements in various Language learning contexts and revealed that almost every language learner experience some level FLA (Phillips, 1992; Aida, 1994; Cheng, Horwitz, & Schallert, 1999; Williams & Andrade, 2008; Pae, 2012). For example, Burden (2004) found that around the half of his participants (289 students) at Japanese university suffered from different levels of FLA. Another recent study conducted by Şahin (2016) to measure the level of anxiety

of 47 secondary school students and 53 high school students in North Cyprus. The finding revealed that majority of high school students experienced high levels of FLA while secondary school students experienced moderate levels of anxiety.

Conversely, Sparks & Ganschow (2007) have questioned the FLCAS instrument which appears to report learners' attitudes and perceptions about FLL (Foreign Language Learning) and their emotions in relation to anxiety. They argue that FLCAS is to a great extent measuring learners' perception about their language learning aptitudes and excludes the role of foreign language aptitude or the native language skills (Sparks & Ganschow , 2007). In spite of Horwitz's (2001) argument, the challenge is defining the degree to which anxiety is a reason instead of a result of poor achievement in the target language. The number of individuals who encounter FLA in the general population is likely to be faraway to have decoding disabilities because several proficient language learners experience FLA as well.

However, since the importance of anxiety in the FLL was acknowledged in the literature, Horwitz (2001) illustrates the findings about the relationship between anxiety and language achievement have been substantially achieved. In this manner, it is important to first see the effects of anxiety on FLL from the current literature.

2.4.2 The Effects of Foreign Language Anxiety on Second Language Learning

Numerous researches have been conducted in many different instructional contexts which found that FLA negatively affects the target language achievement (Horwitz, Horwitz, & Cope, 1986; Horwitz, 1996; Horwitz, 2001; Yan & Horwitz, 2008; Kunt & Tüm, 2010; Tüm & Kunt, 2013). On the other hand, some other studies illustrated that there was either no correlation or a positive correlation between foreign language achievement and anxiety. These studies pointed out that language learners with high

level of anxiety are very successful language learners (Sparks & Ganschow , 2007). For instance, surveys such as that conducted by Marcos-Llinás and Garau (2009) revealed that advanced learners with high level of FLA achieved higher grades in language learning. Thus, they assert that high level of anxiety does not necessarily lead to poor language achievement.

The most compelling reason of inconsistent results of past work was likely that researchers had not identified which type of anxiety was intended to be measured (Scovel, 1978) or due to an inappropriate instrument specificity (MacIntyre & Gardner, 1989). Accordingly, it has been suggested that researchers in future studies should obviously classify the type of anxiety they are measuring (Scovel, 1978; Horwitz, 2016). Additionally, Scovel (1978) indicated that researchers must be aware of the complex hierarchy of the learner's variables (the internal/external factors, the cognitive/affective variables) that may intervene the way of measuring anxiety as well as the various ways to measure anxiety and their relation to these different variables.

However, there is a consensus among researchers that FLA is seen to have a great deal of negative consequences on the language learning process (Woodrow, 2006) which can promote poor achievement and performance (Williams & Andrade, 2008). Horwitz et al. (1986) indicate that in the FL classrooms, anxious language learners are likely to experience apprehension, worry, hardly concentrating, sweat or become forgetful and tend to have avoidance behavior such as postponing homework and missing classes. On other words, anxiety in the foreign language classroom is considered to be a negative factor that decreases the learner's achievement because learners under the anxious circumstances, they are no able to think clearly (Suwantarathip & Wichadee, 2010).

In the first study using the FLCAS (Horwitz, Horwitz, & Cope, 1986), foreign language anxiety was significantly found to correlate negatively with the learners' grades in their language classes, demonstrating that the less anxious learners received higher grades compared with their very anxious counterparts. According to Williams & Andrade (2008), FLA affected 75% of Japanese university students, and language achievement of 11% of learners was strongly influenced by the debilitating anxiety. By same token, Aida (1994) found a considerable negative correlation between language anxiety level and final grades among American university students of Japanese language.

In addition, many studies have examined the effects of FLA on specific language skills such as speaking, listening, reading, and writing (Saito, Garza, & Horwitz, 1999; Cheng, 2002; Tüm & Kunt, 2013). Such investigations indicated that FLA can affect negatively all foreign language skills. Indeed, a big part of discussions about the challenges caused by FLA have focused mainly in consideration of the oral performance in the language classrooms (Saito, Garza, & Horwitz, 1999).

Many researchers suggest that many FL learners are commonly affected by communication anxiety which may hinder their performance and achievement (Phillips, 1992; Cheng, Horwitz, & Schallert, 1999; Williams & Andrade, 2008). Cheng et al (1999) stated that "the essence of FL anxiety, is the threat to an individual's self-concept caused by the inherent limitations of communicating in an imperfectly mastered second language" (p. 202). Woodrow (2006) indicates that FLA is obviously an aspect in FLL and which has a debilitating impact on learners' speaking in the TL. Elkhafaifi (2005) carried out a study to examine the effect of language anxiety on learners' listening comprehension with 233 Arabic language learners in 10 American

universities. Learners' FLCAS scores were analyzed in relation to listening comprehension final scores. The findings revealed that language anxiety level correlate negatively with learners' oral achievements. In this regard, FLA is seen to a great extent to be related to language oral skills: speaking and listening.

Additionally, a number of studies have explored the relationship between FLA and learner's achievement in reading and writing skills (Saito, Garza, & Horwitz, 1999; Sellers, 2000; Cheng, 2002). Miyanaga (2002) has investigated the impact of FLA on learners' reading performance with 245 university students in Japan and found that anxiety have a considerable negative impact on learners' reading performance especially in their words pronunciation. By same token, Saito et al, (1999) and Sellers (2000) found that that almost every learner experience FLA that negatively impact their reading performance. Highly anxious learners experience more intervening thoughts and off-task than low anxious learners. Equally important, Cheng (2002) has investigated the relationship between foreign language writing anxiety and learners' competence and performance of the TL. The results revealed that FL writing anxiety negatively correlate with writing achievement.

In the past two decades, several attempts have been made to determine the possible sources and factors that may contribute to FLA in order to limit the consequences of a such feeling (Matsuda & Gobel, 2004; Yan & Horwitz, 2008; Hajizadeh, 2013). However, it has been suggested that the reasons behind why learners experience some level of anxiety are not clear enough (Marcos-Llinás & Garau, 2009). The next section presents a group of studies which have attempted to uncover the sources of foreign language anxiety.

2.4.3 Sources of Foreign Language Anxiety

In a close review of the studies on FLA that have attempted to explore the relationship between anxiety and other related factors, several sources of language anxiety have been identified which could be related to the learners themselves, to the teachers or the instructional practices.

To determine the possible source of FLA, Yan and Horwitz (2008) conducted a mixed method research to explore learners' attitudes about FLA with relation to other possible factors with 532 first year students in Shanghai University in China by administrating Grounded Theory Analysis. The findings revealed that FLA is found to be as the consequence of other variables of which significantly affect FLL process such as learning interest and motivation, comparison with peers, learning strategies, while other variables did not have significant roles in provoking the levels of learners' anxiety. In a replication of Yan and Horwitz's (2008) study, Hajizadeh (2013) found that Genetic and Personal Characteristics, Self-Regulation, Teacher Characteristics, and Generic Anxieties are among the main anxiety-provoking factors.

2.4.3.1 Learners' Characteristics and Variables

Factors thought to be related to FLA have been explored in several studies. In particular, a number of studies have considered to connect certain assumptions about learners' anxiety level in light of learners' identity factors such as gender, self-confidence, self-expectation, proficiency level and etc.

According to the gender as a factor that may correlate with FLA, Cheng (2002) reported that female students in his study showed significantly higher level of writing anxiety in the TL than male students. Likewise, Mahmoodzadeh (2012) demonstrated that female students were likely to experience more FL speaking anxiety than males.

On the contrary, a number of studies revealed that there was no considerable distinction in the level of FLA experienced by male and female students (Matsuda & Gobel, 2004; Amin, 2013; Ahmed, Pathan, & Khan, 2017).

Brown (2000) found that introvert learners tend to be more anxious compared with extrovert learners. To put it differently, Zheng (2008) indicates that extrovert learners feel uncomfortable when participating in group-work activities. Another key point, Dewaele (2013) found that less anxious learners are more tolerant of ambiguity and more proficient in FL classes. According to Brown (2000), language learners who are tolerant of ambiguity are free to entertain many creative and innovative possibilities without being affectively or cognitively disturbed by uncertainty or ambiguity.

Moreover, Krashen (1982) indicated that learner's degree of self-esteem is greatly associated to language anxiety. For instance, the most important and the initial source for language anxiety was learners' own sense of self (Tanveer, 2007). Learners with high levels of anxiety tend to have low self-esteem (Young, 1990). It has been found that anxious learners tended to underrate their competence in the TL while less anxious learners tended to overestimate their competence (MacIntyre, Noels, & Clément, 1997; Brown L. , 2008). Similarly, different personal factors such as lack of self-confidence (Amin, 2013) and stress of communicating in the TL (Woodrow, 2006) were found affecting the learners' anxiety level. It is likely that learners' self-portrayal while communicating in the TL is threatened because of their restricted capacities in the TL (Horwitz, Horwitz, & Cope, 1986).

Additionally, Tum (2013) indicates that FL learners in some cases tend to make unachievable goals about learning the TL. Therefore, when they are not able to achieve

their unrealistic goals, they likely encounter with disappointment, frustration, and which in turn start questioning their abilities of learning the language. According to Cheng et al, (1999), when learners cannot meet their high expectations, they possibly have low self-confidence about their language learning abilities which seems to be a great indicator for FLA. Moreover, there is some evidence to suggest that previous past learning experience of learners tend to affect their expectation about language learning (Coryell & Clark, 2009). Therefore, anxious learners are expected to have a developmental history of language learning difficulties (Chen & Chang, 2004).

Other studies have considered the relationship between FLA and some other learners' variables such as Language Learning Strategies (LLS), peer orientation, and responsibility. It has been demonstrated that language learning strategies in general correlate negatively with language anxiety which means the more learners use LLS, the less amount of FLA they encounter (Mohammadi, Biria, Koosha, & Shahsavari, 2013) (Mohammedi et al, 2013). In other major study, Bailey et al., (1999) found that peer-orientation and responsibility appeared to be associated with FLA. Specifically, learners who do not prefer learning the TL in cooperative groups and who are irresponsible in accomplishing the assignments appeared to be very anxious learners.

Mahmoodzadeh (2012) also assumes that more proficient learners are more susceptible to the anxiety-provoking than less proficient participants. Previous studies have reported that when the language learners' proficiency increase in the TL, their levels of anxiety may increase as well (Ewald, 2007; Marcos-Llinás & Garau, 2009; Öztürk & Gürbüz, 2014; Şahin, 2016; Ahmed, Pathan, & Khan, 2017). On other hand, Uluçaylı (2012) found that 59 primary school children and 103 secondary school students in North Cyprus have moderate level of FLA.

In the light of demographic environment, Tanveer (2007) argues that the learners' social class position and their native culture are among the effective variables that possibly correlate with the learners' anxiety level. For instance, Woodrow (2006) has reported higher levels of FL anxiety with Korean language learners in comparison with American learners (Horwitz, Horwitz, & Cope, 1986; Aida, 1994).

2.4.3.2 Teacher's Characteristics

There have been several attempts to identify teacher's characteristics or behavior that may provoke learners' language anxiety. FL Teachers may unconsciously induce feeling of anxiety among their students. for instance, Young (1991) indicates that the way teachers use to give feedback and to correct the errors of learner performance as well as the test procedures can engender feelings of FLA. Young argues that invalid, ambiguous, or obscure manner of testing and error correction are found to be anxiety inducing sources.

According to Burden (2004), many FL learners perceived that being asked to reply to their teacher's questions as threatening situation, specifically when they have no adequate time for response preparation. Furthermore, Ewald (2007) argues that teacher-student relationship and fear of making mistakes are found to be anxiety indicators. The participants feel more anxious in classrooms with a 'bad teacher' who characterized by learners as a teacher who create a negative and difficult language learning environment.

In addition, Learners who were taught by teachers whose way of teaching is to avoid using the blackboard, lecture, and talk fast, are expected to be anxious learners (Chen & Chang, 2004). According to Şahin (2016), teacher's laxity about their teaching behavior is another reason for FL learners to feel anxious. Communication is

considered as main aspect of learning the TL and learners who have been only taught by grammar translation method will be unable to use the TL effectively and they can be assumed as passive learners. Therefore, teachers are responsible to integrate more communication activities and follow the new developments to create valuable and interesting lessons for their learners (Şahin, 2016).

2.4.3.3 Classroom Practices

Numerous studies have attempted to identify which type of activities practiced in the FL classroom that tend more to induce learners feeling of anxiety. Drawing on an extensive range of sources, many FL learners are commonly affected by communication anxiety and speaking in the TL is their most anxiety-provoking experience (Phillips, 1992; Cheng, Horwitz, & Schallert, 1999; Saito, Garza, & Horwitz, 1999).

One study by Young (1990) explored the classroom activities that may induce learners' feeling of anxiety in different kinds of social settings. The findings revealed that the participants in speaking-oriented activities experienced highest level of anxiety. This finding is supported by Öztürk and Gürbüz (2014) and Kim (2009) who revealed that FL learners perceived speaking skill an indicator factor of FLA. In other major study, Young (1991) observed that language activities where learners perform in front of their colleagues such as written work on the blackboard, oral presentations, and spontaneous role-plays were likely inducing feelings of FLA.

The findings from several studies indicated that learners' feeling of anxiety could be attributed to their fear of being negatively evaluated by their peers and by the teacher as well (Young, 1990), or due to negative self-assessment, learner's negative perspective about English language classrooms, and worrying about not doing well in

classes (Mak, 2011). Students often asserted that their fear to speak in the FL were associated with several psychological constructs such as self-esteem and communication apprehension (Young, 1990). Recent evidence suggests that learners' deficiency on vocabulary knowledge were the major causes of their anxiety level (Sadighi & Dastpak, 2017). Moreover, Cubukcu (2008) indicates that Anxious learners felt that their peers speak English better than them.

Understandably, many suggestions have been proposed to form non-threatening FL classrooms and teaching methods that limits learners' anxiety level through the determination of anxiety sources. Unfortunately, the appropriate answer is not clear-cut (Horwitz, 2001). Accordingly, the next section presents the attempts that are made by researchers to minimize language anxiety in classrooms.

2.4.4 Reducing Feelings of Foreign Language Anxiety

The role of FLA in the FL classroom has attracted many scholars recently to find out solution to increase the efficiency of teaching the TL. Apparently, teaching methods used in FL classrooms significantly interfere with the anxiety level of learners (Dolean, 2016) . Therefore, teachers may want to acknowledge the influence of FLA on language learning process and to recognize the strategies suggested to reduce anxiety (Young, 1990).

In fact, there is no single best way to teach the TL as each learners react in the classroom differentially with different learning experience, language skills, learning styles or strategies, and personality traits (Marcos-Llinás & Garau, 2009). According to Yan and Horwitz (2008), it is unattainable to make a totally non-threatening classroom environment since some learners asserted that learning the TL is intrinsically anxiety indicator. However, the most important issue that teachers need

to consider at first is to help their learners to acknowledge that making errors is an ordinary and quiet reasonable issue in learning the TL (Tum, 2013).

It has been demonstrated that students learn the language better in a non-threatening and supportive environment (Scovel, 1978). FL teachers should therefore create a warm social atmosphere by being friendly, patient and relaxed and having a good sense of humor to reduce the level of language anxiety among learners (Young, 1990; Sadighi & Dastpak, 2017). Feeling of success can also reduce the feeling of anxiety in the classroom. The more the students performed well in tasks, the more they feel relaxed (Young, 1991).

The way teachers use to give feedback and to correct the errors of learners' performance can engender feelings of FLA (Young, 1991). Therefore, teachers should be sensitive while correcting student's performance in the TL and should emphasize to their students that language learning is a long process and errors are acceptable and natural in this process (Mahmoodzadeh, 2012). Additionally, teachers can decrease learners' embarrassment by employing a modelling approach to error correction. When a student has conveyed his message meaningfully, the teacher can correct the student's mistakes by repeating the student's utterance in a correct form (Young, 1990; Burden, 2004). In this way, students will be encouraged to recognize his mistakes without a feeling of being admonished. Moreover, it is assumed that feedback from peers can also reduce the feeling of anxiety. Accordingly, Kurt and Atay (2007) examined the impact of peer feedback on writing anxiety with 86 Turkish student teachers of English through experiment research and found that learners in peer feedback group experienced FL writing anxiety considerably less than participants in teacher feedback group.

FL teachers should also coach their learners how to make their own voice in language learning and the best way to learn the TL (Marcos-Llinás & Garau, 2009). Language teachers can train their students in classrooms to be more familiar with language learning strategies and how to utilize these strategies when they confront with FLA (Mohammadi, Biria, Koosha, & Shahsavari, 2013). Language learning strategies can enhance language learning and decrease learners' level of FLA if they were tailored according to learners' needs. In this case, language learners become more responsible and independent for their own learning (Mohammadi, Biria, Koosha, & Shahsavari, 2013). Likewise, Woodrow (2006) argues that anxious students would benefit from language learning strategies and should be handled with necessary practice and skills to communicate inside and outside the classroom in everyday situation.

A number of authors have reported that learners' feeling of anxiety can be reduced by utilizing more pair-work or small-group work activities (Young, 1990; Sadighi & Dastpak, 2017). According to Young (1991), in the FL classroom activities where learners perform in front of their colleagues are found to induce their language anxiety and recommended that teachers should attempt to employ smaller group or pair work activities instead. To demonstrate, Young (1990) reported that FL learners at American secondary school generally felt more enjoyable and favored participating in oral small groups activities rather than in front of others. In the same vein, Yalçın and İnceçay (2014) revealed that anxious students in pair-work and small-group work activities feel more comfortable and help each other and have sense of solidarity. These activities give the students chances to interact with each other in the TL.

Several studies like Suwantarathip and Wichadee (2010) have affirmed the efficiency of cooperative learning approach in FLL. They carried out a study to examine the

impact of this approach in reducing FLA and how it influences language proficiency of 40 EFL students in second semester at Bangkok University. The findings revealed that learners gain higher grades and cooperative learning approach significantly moderate the level of learners' anxiety. The authors indicated that learners with different abilities and backgrounds could complement each other's weaknesses and strengths in their learning groups.

As noted by Horwitz (2001), it is necessary to recognize the culture differences of different FLL contexts. It is extremely presumed that while some classroom practices seem to be comfortable for a group of learners, they may appear stressful for other learners from different culture who used to have different classroom organizations.

However, as the profession of language teaching had made the priority of the delivery and development of instruction to reduce the learners' level anxiety, Non-Native-Speaking (NNS) teachers' and pre-service teachers' feeling of FLA is often overlooked and it must be recognized, studied and treated (Horwitz, 1996). Furthermore, it is notably that the research on Teacher Foreign Language Anxiety (TFLA) is seen to be very limited and the exact impact of this feeling is still ambiguous (Tum, 2013). Therefore, further research about TFLA is obviously warranted. The next section presents the potential consequences teachers' feeling of anxiety on their teaching behaviors.

2.5 Feeling of Foreign Language Anxiety Among NNS Teachers and Pre-service Teachers

Although much of the current literature pays particular attention to explore the influence of the FLA in learning the TL, research on feeling of FLA among NNS

teachers and pre-service teachers remains in its earliest stages and has not been clearly defined yet (Merç, 2011). Horwitz (1996) stated that:

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

Since the FLCAS has been suggested by Horwitz et al. (1986), several attempts have been accomplished to examine the level of FLA experienced by NNS teachers and pre-service teachers in many different contexts (Cubukcu, 2008; Aydin, 2008; Kunt & Tüm, 2010; Amin, 2013). For example, Surveys such as that conducted by Kunt and Tum (2010), Turkish pre-service teachers studying at English Language Teaching department (ELT) in North Cyprus did experience different levels of FLA. By the same token, Amin (2013) and revealed that 122 ELT pre-service teachers at Azad University in Iran experienced different level of FLA.

Other studies have employed different research approaches to assess feeling of anxiety among NNS teachers and pre-service teachers in different contexts. One study by Lee and Lew (2001) examined the level of FLA with four pre-service teachers from different countries (namely Taiwan, Korea, Panama and Paraguay) at TESOL postgraduate program. The findings from extensive interviews and dairies revealed that all participants did experience high levels of reading, writing and speaking anxieties. In like manner, Tum (2013) carried out a study with four pre-service teachers from Turkey at the last year of their language teacher education program and found that they experienced FLA which adversely affect their language learning performance and teaching approach in their future profession.

In 1996, Horwitz took the literature further step by suggesting Teacher Foreign Language Anxiety Scale TFLAS (see appendix D) to investigate NNS teachers' and pre-service teachers' feeling of anxiety and the impact of such feeling on instruction in FL classrooms. The TFLAS is consisting of two different self-report parts. The first part includes 18 items designed to extract respondents' feelings about FLA. All items are formed with a five-point Likert-scale from "strongly agree" to "strongly disagree".

The second part of the TFLAS includes 19 teaching approaches, methods, techniques, and activities which are formed with two five-point Likert-scales. In the first scale, the participants are asked to rate how they believe each item to be advantageous for learning/teaching English. The scale includes "very good", "good", "neither good nor poor", "poor", and "very poor" ratings. While the second Likert-scale includes of "very likely to use", "likely to use", "not sure", "unlikely to use", and "very unlikely to use". In this scale, the participants are asked to rate how each item they would likely use in their FL classroom if they have the option. The fundamental hypothesis behind this questionnaire is that anxious language teachers would refrain from communicating in the TL and using language-intensive activities in the FL classroom.

Accordingly, numerous studies have administered TFLAS with different participants in various contexts and reported that a number of pre-service teachers in fact, experienced TFLA (Tum, 2012; Machida, 2016; Mohamed Wadi & Mohammadzadeh, 2016). For example, Tum (2012) conducted a study with 126 pre-service teachers enrolled in teacher education programs at two universities in North Cyprus. The findings demonstrate that considerable number of pre-service teachers encountered with high levels of TFLA. In like manner, Wadi and Mohammadzadeh (2016) reported that Libyan pre-service teachers suffered from high level of foreign language anxiety.

Machida (2016) examined the anxiety level of 133 Japanese NNS teachers (71 males and 62 females) in two elementary schools. The results demonstrate that a significant number of participants experienced foreign language anxiety.

However, factors thought to be reasons behind teacher's feeling of FLA have been explored in several studies. The next section presents the selected attempts from the current literature about why may some NNS teachers and pre-service teachers suffer from foreign language anxiety.

2.5.1 Reason Behind Teacher's Feeling of Foreign Language Anxiety

Factors found to be indicators of FLA among NNS teachers and pre-service teachers have been reported in several studies. First, feeling of language anxiety experienced by language teachers may simply emanate from their experience with anxiety as they were language learners (Tum, 2015). According to Horwitz (2001), several studies have revealed that considerable number of language learners suffered from foreign language anxiety. Thus, language teachers may still suffer from foreign language anxiety from the time they themselves were language learners. A possible explanation for this might be that those anxious FL teachers who eventually experienced learning a foreign language in classrooms that emphasizing perfect pronunciation and grammatical accuracy may inspire them to maintain a pure language (Horwitz, 1996).

Second, as pre-service teachers approach the end of their teacher training and acknowledge the responsibilities and challenges of being a language teacher, they may be disturbed by feelings of self-awareness, inadequacy, and anxiety of using the target language (Tum, 2013; 2015), and tend to make impractical objectives in their own abilities in the TL, and it may be challenging for to play the role of foreign language teacher (Horwitz, 1996). They may start to wonder whether their skills in the target

language will be perfectly sufficient to fulfill the needs of their future foreign language classroom. They could easily trigger into feelings of chronic language anxiety when such feelings of insecurity and self-doubt are frequently repeated (Tum, 2015). Also, preservice teachers may easily fall prey to the widely held misconception that language teachers could be acceptable as expert users of the target language, and worrying about how students would perceive them (Tum, 2013). Consequently, NNS teachers and pre-service teachers would be unsatisfied with their actual level of achievement in the target language and tend to have high level of demands to be perfect language teachers (Gregersen & Horwitz, 2002). In addition, perfect performance in the TL may be the major concern for FL teachers more than typical FL learners (Horwitz, 1996).

Last, issuing a teaching certificate is not likely to be sufficient to ingrain in recently licensed teachers a solid feeling of confidence in meeting the demands of being a FL teacher (Tum, 2015). Tum indicates that FL teaching is a demanding career in which teachers may need to deal with various demanding issues on a daily basis. In addition, Canessa (2004 as cited in Tum, 2013) asserted that the cultural background of FL teachers can provoke teacher foreign language anxiety specifically the responsibility of teachers that traditionally assigned by the culture. To illustrate, there are several cultural, social and religious factors in the Libyan society where the teacher is generally regarded to be the source of knowledge and his role is to transmit his knowledge to the students (Orafi, 2008). Therefore, most teachers concern to gain more knowledge on the subject they teach rather than on the teaching methodologies. Simply granting NNS teachers with a teaching qualification and holding out hope that they will be capable of dealing with any feelings of inadequacy, self-doubt, or anxiety

they may experience in the foreign language classroom would be a naive approach to this kind of concerns (Tum, 2015).

However, Suwannaset and Rimkeeratikul (2014) indicated that pre-service teachers' lack of self-confidence and energy for teaching, poor knowledge, being compared with peers and lesson plan problems are found to be the main language anxiety-provoking factors among English language pre-service teachers from Thailand during their teaching practicum. Another recent study conducted by Keong and Jawad (2015) to investigate FLA among 20 Iraqi pre-service teachers enrolled in English language postgraduate program at a Malaysian university. The results revealed that low competence level in the TL, lack of vocabulary and self-confidence, thinking in the learner's native language and fear of negative evaluation are found to be the major causes of language anxiety.

Surprisingly, although many studies have reported that NNS teachers and pre-service teachers experienced different levels FLA, it is not explored enough whether this feeling of language anxiety would influence the teaching approaches of these teachers in their FL classrooms (Tum, 2015). That is to say, further research is required to clarify more to what extent that NNS teachers and pre-service teachers are susceptible to be affected by FLA that likely impair their teaching/language performance.

2.5.2 The Impact of Foreign Language Anxiety on EFL Learning

According Horwitz (1996), there are several undesirable consequences of FLA on teachers' performance in the FL classrooms. First, Horwitz suggested that FL pre-service teachers' feeling of FLA may decrease the quality and amount of input that the students could gain from the teachers. In other words, insecure and anxious teachers may intentionally minimize the amount of TL they employ in their classroom and tend

to avoid using language-intensive activities which might display their insufficiencies of the TL. Second, Horwitz suggested that language teachers may unconsciously transmit their feelings of frustration and uneasiness in the TL to their students. Finally, teachers' feelings of foreign language anxiety on a daily basis would undoubtedly impair the quality of their job satisfaction and life. By considering all these undesirable outcomes, Horwitz suggests that actions need to be done to let pre-service teachers overcome their feeling of FLA before they start their language teaching careers.

Moreover, Tum (2013) investigated the potential effects of FLA on language teaching with four NNS pre-service teachers enrolled in second language teacher education program. The data analysis from extensive interviews revealed that the feelings of anxiety which adversely influence the performance in the TL. All participants pointed out that they are not self-confidence enough to teach the TL and intend to closely study all classroom materials before using them to prevent themselves of making language errors.

According to Tum & Kunt (2013), speaking anxiety among NNS teachers and pre-service teachers can negatively influence foreign language education. Therefore, they have investigated the feelings of speaking anxiety among NNS pre-service teachers enrolled in a four-years teacher education program in North Cyprus. The findings revealed that pre-service teachers at the last year of their teacher education program suffered from feelings of language anxiety and self-consciousness, which negatively affected their emotional well-being and their performance in the TL.

Kunt & Tum (2010) conducted a study to examine the feelings of FLA among NNS pre-service teachers enrolled in a teacher education program in Northern Cyprus. They

intended to elucidate the feeling of foreign language anxiety among prospective foreign language teachers and its relation to achievement and other factors, such as years of study, gender, age, prior experience with the target culture. The findings revealed that the participants experience various levels of FLA which correlate negatively with their language achievement and their teaching performance.

2.6 Summary of the Literature Review

To sum up, Tum (2013) and Tüm & Kunt (2013) revealed that the feelings of anxiety adversely influence the performance in the TL. A number of authors have reported that lower and higher-level language learners are equally susceptible to foreign language anxiety feelings (Horwitz, Horwitz, & Cope, 1986; Gregersen & Horwitz, 2002; Gregersen T. S., 2003). A recent trend of developments in the field of foreign language anxiety have concerned with the idea that any anxiety level experienced by NNS teachers during their language learning can possibly lead to develop feeling of Teacher Foreign Language Anxiety (TFLA) where they may unconsciously transmit their feelings of frustration and uneasiness in the TL to their students (Horwitz, 1996). Since the number of NNS teachers is globally growing (Selvi, 2011), this indicates a need to understand the various perceptions of foreign language anxiety that may exist among NNS teachers. Therefore, the aim of this study is to examine foreign language anxiety amongst NNS teachers during their postgraduate program at Eastern Mediterranean University in Cyprus, and whether their level of anxiety would cause feeling of teacher foreign language anxiety.

Chapter 3

RESEARCH METHODOLOGY

3.1 Presentation

In this chapter, the research questions, the research design, and the context of the study are demonstrated. Subsequently, the purposeful procedures for the participants' selection are discussed. This chapter also presents the instruments for data collection, and data analysis procedures.

3.2 Research Questions

The purpose of this study is to explore the experiences of NNS teachers having their postgraduate program with foreign language anxiety. In particular, the study examines the level of foreign language anxiety among NNS teachers and what factors they identify to be sources for such anxiety. Furthermore, this study tends to explore how NNS teachers believe that such anxiety affects their TL performance and language use. It is expected that the results stemming from this study will contribute to the development of foreign/second language education. The current study intends to focus for answering the following questions:

- 1- Do non-native NNS teachers experience feelings of foreign language anxiety?
- 2- What are the perceived sources of foreign language anxiety among NNS teachers?
- 3- Which affinities have NNS teachers prioritized compared to other studies?
- 4- How does the NNS teachers' level of foreign language anxiety influence their attitudes towards teaching the target language?

3.3 Research Design

According to the aim of this study, the research methodology combines both quantitative and qualitative research design. The current study employs four data collection instruments, two questionnaires and two interviews. The following section presents the rationale for data collection instruments that employed by the researcher in this study.

The bulk of literature on language anxiety entails to measure the learners' level of language anxiety by utilizing quantitative approach. In particular, the FLCAS which invented by Horwitz et al. in 1986 (see Appendix C), seems to be the most commonly used tool to measure language anxiety. Tum (2013) asserts that feelings of language teaching anxiety may simply stem from anxiety the teachers experienced as foreign language learners. Tum and Kunt (2013) suggest that teachers and student teachers are still improving their skills and teaching competence in the TL. Since the participants of this study were still studying to finalize their postgraduate program on foreign language education, they were invited to complete the FLCAS to examine their language anxiety levels.

At the time of the study, the majority of the participants had already experienced teaching the TL before conducting this study. Therefore, besides the FLCAS, they were also asked for completing the Foreign Language Anxiety Scale (TFLAS) (see Appendix D) developed by Horwitz (1996) to examine their feeling of teacher foreign language anxiety. By reviewing the current literature on FLA, it seems that there are very limited studies that have used the FLCAS and the TFLAS complementarily for examining foreign language anxiety.

According to the complexity of anxiety as an abstract concept, and due to the variability of perception from one learner perception with another, it would seem important to look at it from multiple perspectives and explored more effectively by following a qualitative approach that encourages participants to freely voice their views. For this reason, it seems to have practical implications by conducting and reporting a qualitative approach specifically grounded theory analysis on the participants' comments determine the causes of language anxiety. furthermore, to explore the impact of a such feeling on language teaching, this study employed face-to-face interviews technique to ensure that the researcher was able to retrieve the level of interest and active participation of the interviewees (Robson, 2000).

3.4 The Context of the Study

This study was conducted at the Department of Foreign Language Education in Northern Cyprus. The Department offers 2 postgraduate programs leading to the Master of Arts (M.A.) and PhD degree in English Language Teaching ELT as well as undergraduate program leading to the Bachelor of Arts (B.A.) degree in ELT (Eastern Mediterranean University (EMU) , 2018).

Since the focus of this study is on investigating the level of FLA and its potential causes among NNS teachers as well as its impact on teaching the TL, it is assumed that the findings will be advantageous when proposals are made to reduce the level of anxiety among NNS teacher and pre-service teachers for effective English language teaching. However, the participants in the study were selected from a very purposeful and detailed process from the entire population for qualitative data collection proposes which will be discusses in details in the following sections.

3.5 Participants

Total number of participants was 48 postgraduate students (most of them were practicing teachers) participated in this study and their characteristics are presented in Table 3.1. All of the participants were invited to participate for gathering the quantitative data of this study and only 8 of them were then purposefully selected for qualitative data which are presented in this section.

The table 3.1 illustrates the characteristics of the participants in different ways. Firstly, the total number of the participants is (48) which includes 16 males (32.3%) and 32 females (67.7%). It also shows the education level of the participants that includes 30 MA students and 18 PhD students with the percentage of 62.5% and 37.5% respectively.

Secondly, it demonstrates the age range of all participants which was from 23 to 53 (average 30.35). As shown, the majority of students (about 56.2%) were aged between 23 and 29 while 35.4% were aged from 31 to 39 and only above 8% were from 40 to 53.

Thirdly, it shows how many participants have practiced teaching the target language and whether they have received any training on language teaching or not. As an illustration, above 85% of the participants (41 students) have taught the target language for many years and below 15% of them (7 students) have never been teaching the TL before. However, a big percentage of the participants which is approximately 71% have been trained on language teaching while about 29% have not been engaged in any training program.

Table 3.1: Distribution of the characteristics of the whole participants

		Frequency	Percentage
Sex	Male	16	32.3
	Female	32	67.7
Education Level	MA	30	62.5
	PhD	18	37.5
Age Group	23-29	27	56.2
	30-39	17	35.4
	40-53	4	8.4
Years of Teaching Experience	No teaching experience	7	14.6
	1 – 5 years	21	43.8
	6 – 10 years	13	27
	11 – 15 years	7	14.6
Teaching Training	Yes	34	70.8
	No	14	29.2
Travelling to an English-speaking country	Yes	18	37.5
	No	30	62.5
Number of Spoken Languages	Two Languages	15	31.2
	More than two languages	33	68.8
		N=48	

Finally, Table 3.1 shows that more than 62% of the participants have never been in any English-speaking countries and 37% of the participants have been in English speaking countries such as England, USA and Australia in period ranging from couple of weeks to couple of years. In the light of the languages that are spoken by the participants, 33 participants speak one or two different languages in addition to their native languages and English such as French, German, Arabic, Turkish and Greece.

As stated previously in this chapter, all participants were from different nationalities, cultures and speak different native languages. 11 students who represent 22.9% participants were from North Cyprus and 12 students with percentage of 25.1% were

from Arab countries like Libya, Syria, Jordan, Palestine and Lebanon. 22.9% of participants (11 students) were Iranians and 10.4% (5 students) were Turkish. The other students who represent 18.7% of students were from Northern Iraq, Pakistan and Germany. All students speak seven different native languages which are presented in Table 3.2.

According to the Table 3.2, Turkish and Arabic are the mother tongue of 29 participants with percentages of 35.4% and 25% respectively. Persian is the native language for 9 participants (18.8%) and the mother tongue of 6 participants (12.5%) is Kurdish and approximately 8% of the students (4) speak Urdu and local Nigerian languages such as Igbo and Punjabi. In addition, the main characteristics of MA and PhD students are presented separately in Table 3.3.

Table 3.2: Distribution of the first languages of the whole participants

1 st Language	Turkish	Arabic	Persian	Kurdish	Nigerian languages	Urdu
Frequency	17	12	9	6	3	1
Percentage	35.4	25	18.8	12.5	6.3	2
N=48						

As illustrated in the Table 3.3, there are 30 MA students which includes 22 females and 8 males with the percentage of 73.4% and 26.6% respectively. The majority of students with a great percentage of 83.3% were aged between 23 and 30. Secondly, Table 3.2 illustrates that there are 18 PhD students (8 males and 10 females). As illustrated, the age range of 44.4% of students was from 31 to 40 and 38.8% was at age between 23 and 30.

Table 3.3: Distribution of the main characteristics of the MA and PhD participants

		Sex		Age Group		
		Male	Female	23-30	31-40	41-53
MA	Frequency	8	22	25	3	2
	Percentage	26.6	73.4	83.3	10	6.7
PhD	Frequency	8	10	7	8	3
	Percentage	44.4	55.6	38.8	44.4	16.8
N=48						

Since this study administered quantitative and qualitative data collection instruments, 8 participants were purposefully chosen from the total number of ELT postgraduate students (N=48) who had teaching experience with respect to their level anxiety for qualitative data collection. This procedure is presented in the following section.

3.5.1 Selection of the Participants

It supposed that 8 students with the highest and lowest level of anxiety were to be selected among all ELT postgraduate students studying in ELT department at EMU in Northern Cyprus. Therefore, a series of procedures was followed by the researcher in order to distinguish the highest anxious students from the lowest anxious students among all participants. These procedures are presented below.

Step 1: Measuring Anxiety Level by Utilizing FLCAS

For determining the highest and lowest anxious participants among the whole ELT postgraduate students for the qualitative data collection, their level of anxiety needed to be measured. To do so, the whole participants were invited to complete the Foreign Language Classroom Anxiety Scale (FLCAS) (see Appendix C) which was developed by Horwitz, et al, (1986) (See Appendix B). This instrument is the most widely used

in the quantitative manner to evaluate the anxiety level of learners based on an individual's experience in the foreign language classroom.

The FLCAS includes 33 items in the format of 5-point Likert scale ranging from one "strongly disagree" to five "strongly agree". The five responses yield a possible score between (minimum) 33 (not anxious at all) and (maximum) 165 (extremely anxious).

Step 2: Analyzing the FLCAS

The FLCAS was analyzed quantitatively by employing SPSS software (version 19) in order to calculate the total and the mean score of each participant. Some items in this instrument were scored reversely (items 2, 5, 8, 11, 14, 18, 22, 28 & 32).

Step 3: Using the Results of the FLCAS

According to the obtained results from the FLCAS, the score of each participant illustrates the lowest and the highest anxiety level which presented in Table 3.4 (the mean score of all participants see Table 4.1). As shown on the Table 3.4 below, the lowest anxious student is participant 1 with the anxiety score of 45 while the highest is participant 48 with anxiety score of 108.

The following mentioned participants who had teaching experience were purposefully chosen as the main participants for the qualitative data of this study: Among the non-anxious students, participants number 1 with the anxiety score of 39 is a male PhD students and participant number 2 with the anxiety score of 41 is a female PhD student, while participant number 3 with the anxiety score of 48 is a male PhD students and participant number 4 with the anxiety score of 48 is a male MA student.

Table 3.4: The lowest and the highest anxious participants

	Participants	Gender	Education Level	Anxiety Level	Anxiety Score
Lowest	1	Male	PhD	1.18	39
Anxiety	2	Female	PhD	1.24	41
Mean	3	Male	PhD	1.45	48
Score	4	Male	MA	1.45	48
	5	Female	MA	1.52	50
Highest	19	Female	MA	3.03	100
Anxiety	20	Female	MA	3.06	101
Mean	21	Female	MA	3.12	103
Score	22	Female	PhD	3.30	109
	23	Male	PhD	3.45	114

Among the anxious students, participants number 23 with the anxiety score of 114 is a male PhD students and participant number 22 with the anxiety score of 109 is a female PhD student, while participant number 21 with the anxiety score of 103 is a female MA students and participant number 20 with the anxiety score of 101 is a female MA student.

3.5.2 Final Selection of the Participants

Table 3.5: Characteristics of the selected participants

	Participants	Gender	Education Level	Anxiety Score	Years of Teaching Experience
Anxious Participants	1	Male	PhD	114	10
	2	Female	PhD	109	11
	3	Female	MA	103	6
	4	Female	MA	101	2
Non-Anxious Participants	5	Male	MA	48	13
	6	Male	PhD	48	10
	7	Female	PhD	41	3
	8	Male	PhD	39	12

Since this study seeks to collect the qualitative data with a strong emphasis on the high and low anxious students with respect to their teaching experience, 8 participants were chosen throughout a quantitative approach at a very precise selection level. Table 3.4 above illustrates the main characteristics of the selected participants amongst all ELT postgraduate students (N=48).

3.6 Data Collection Instruments

The purpose of this study is to explore the experiences of NNS teachers with foreign language anxiety. In particular, the study examines the level of foreign language anxiety among NNS teachers having their postgraduate studies and what factors they identify to be sources for such anxiety. In addition, this study tends to explore how NNS teachers believe that such anxiety affects their teaching the target language. The data collection instruments of this study were back ground questionnaire, FLCAS, TFLAS, open-ended questions entitled as affinities, and interviews which are presented in details as following.

3.6.1 Background Questionnaire

The background questionnaire (See Appendix B) developed by the researcher in order to gather the background variables of the participants that seem important for the purposes of this study. This questionnaire asked the participants their (a) age (b) gender, (c) level of education, (d) nationality, (e) native language, (f) the age of starting to learn the target language, (g) number of spoken languages, (h) being in English-speaking countries, (i) years of teaching experience, (j) formal training of English language teaching, (k) watching films in the target language, and (l) the period of being in Cyprus.

Since a limited number of participants were presumed to be selected for participation in the second phase, they were asked to write their contact information at the end of the background questionnaire so that they can be reached by the researcher at any time. Fortunately, all of them except three students, provided their contact information for further cooperation with the researcher.

3.6.2 Foreign Language Classroom Anxiety Scale (FLCAS)

The first data collection instrument of this study was the Foreign Language Classroom Anxiety Scale (FLCAS) (see Appendix C), which was developed by Horwitz, et al, (1986). This instrument is the most widely used in the quantitative manner to evaluate the anxiety level of learners based on an individual's experience in the foreign language classroom.

Since the participants of this study were still studying to finalize their postgraduate program on foreign language education, they were invited to complete the FLCAS to examine their language anxiety levels. The FLCAS includes 33 items in the format of 5-point Likert scale ranging from "strongly disagree" to "strongly agree". The five responses yield a possible score between (minimum) 33 (not anxious at all) and (maximum) 165 (extremely anxious). According to Horwitz et al. (1986), this scale includes three subcategories: (A) Communication apprehension, (B) Fear of negative evaluation, and (C) Test anxiety, all of which have different meanings.

3.6.2.1 Reliability and Validity of the FLCAS

A great number of studies have administered the Foreign Language Classroom Anxiety Scale (FLCAS) in order to examine the anxiety level of specific foreign language learners and reported that this scale demonstrates an adequate level of validity and reliability (Horwitz et al, 1986; Aida, 1994; Kunt, 1997). According to

Horwitz et al. (1986), the Cronbach's alpha of the FLCAS was .93. In Hajizadeh (2013), the reliability was stated as .84. For the current study, the internal reliability was .92. According to the validity of FLCAS, three experts in the field reached to the consensus about the validity of FLCAS.

3.6.3 Teachers' Foreign Language Anxiety Scale (TFLAS)

The second data collection instrument of this study was the Foreign Language Anxiety Scale (TFLAS) (See Appendix D), which was developed by Horwitz (1996). Horwitz was among the first scholars who realized that even teachers and student teachers are also suffering from different levels of FLA. For this reason, she developed this scale to examine the anxiety level among NNS teachers and pre-service teachers. Accordingly, since almost all participants of this study already had experiences teaching the TL. Therefore, besides the FLCAS, the participants were also asked for completing the Foreign Language Anxiety Scale (TFLAS). This study used the FLCAS and the TFLAS complementarily for compare the level of foreign language anxiety among ELT postgraduate students as they are language learners as well as language teachers.

The TFLAS was designed with 18 items in the format of 5-point Likert scale ranging from "strongly disagree" to "strongly agree". According to this scale measurement, the minimum score (the lowest) is 18 while the maximum (the highest) is 90.

In addition to the TFLAS, five open-ended questions were added by the researcher to be completed with the TFLAS in order to gain more in-depth information about the participants' language teaching practice and beliefs. The first question asks the participants to choose one of two groups of language teaching activities adapted from TFLAS that they would use in their own FL classes. The first group includes five

activities in which the target language should be used intensively and more spontaneously (whole-class discussions, small-group work, pronunciation exercises, role-plays, and games), while the second group includes five activities in which the target language is used less intensively and with predictable language interactions (multiple-choice reading comprehension questions, written grammar exercises, gap-fill exercises, pattern drills, and translation). According to Tum (2015), the assumption behind this question is that anxious teachers would rather refrain from using teaching techniques and activities that requires using the target language more intensively.

The second question asks the participants about which method/approaches that they believe in the most, while the third question asks them about what is the most necessary for improving their language lessons. Additionally, the fourth question asks them about the way they see error correction in their teaching practice, and finally, the last question asks the participants if they feel prepared enough to teach the target language.

3.6.3.1 Reliability and Validity of the TFLAS

Since the TFLAS was invented, several investigations have administered this instrument to measure the level of FLA among NNS teachers and pre-service teachers and reported its high level of reliability. According to Tum (2015), the Cronbach's alpha of the TFLAS was .93. In a study conducted by Machida (2016), the measure of the internal reliability of TFLAS was .81. In this study, the Cronbach's alpha of the TFLAS was .90 which demonstrates a high reliability coefficient. According the validity of TFLAS, three experts in the field reached to the consensus about the validity of TFLAS.

3.6.4 The Affinities

As the current study aims to explore the perception of the NNS teachers about foreign language anxiety and to identify the factors that related to such phenomenon, pre-defined affinities generated by Yan and Horwitz's (2008) and modified by Hajizadeh (2013) were employed as a third data collection instrument in this study with 8 participants who were selected from the whole participants by following purposeful procedures which will be discussed in data collection procedures'' section in this chapter.

The original affinities were based on a process where a group of Chinese EFL learners were asked to portray their personal experiences with ELL and reflect on their own feelings and personal factors that possibly related to FLA. The response of all students were grouped into 12 categories and each category contains 4 open-ended questions (Yan & Horwitz, 2008) which were revised and modified by Hajizadeh (2013) (see Appendix F) with 38 Iranian learners of English. The modified version includes 11 affinities and each section includes 4 open-ended questions except section 9 which called Anxieties contains 7 open-ended questions. These affinities are as following:

- 1) Genetic and personal characteristics
- 2) Social and cultural elements
- 3) Motivation and interests
- 4) Influence of First Language
- 5) Class Arrangements
- 6) Situational Differences
- 7) Contextual Differences
- 8) Teacher Characteristics

9) Anxieties

10) Individual Learning Approaches

11) Achievement

Since the theoretical version of affinities was based on of Chinese' and Iranians' perception towards foreign language learning anxiety in Yan and Horwitz (2008) and Hajizadeh (2013), some attempts were done by the researcher to contextualize those affinities for intercultural validation with a group of international ELT postgraduate students at EMU (the final version of affinities see Appendix F). The researcher modified partially the Hajizadeh' (2013) affinities that can be considered as minor modifications in just four affinities which are as following.

A) Since the affinities in Hajizadeh' (2013) study were directly associated with Persian as the mother tongue of the Iranian students, the researcher changed the affinity "Influence of First Language (Persian)" to the "Influence of First Language" in order to contextualize the affinity with the participants of this study who were international students with different native languages. This affinity includes four questions and the researcher replaced the word "Persian" with "first language" in order to enable the participants to easily reflect their ideas about the role of their first languages in their foreign language learning.

B) Since the current study attempts to explore FLA with a group of international ELT postgraduate students who were from different countries, some modifications with the affinity "Situational Differences" are required. The original affinity was based on the home country of the Iranian students in Hajizadeh's (2013) study; therefore, the word "Iran" in the four questions was replaced with "your home country".

C) The third modification was related to the “Contextual Differences” that refers to the context in the in Hajizadeh’s (2013) study. For the contextualization purposes, the researcher specified this affinity for his research. To do so, the researcher changed the context that was referred to in this affinity from Prep School at EMU to ELT department at EMU.

D) and Finally, the last modification refers to the affinity of “Teacher Characteristics”. According to Hajizadeh’ (2013) study, this affinity is related to Iranian teachers of English, and for the purposes of contextualization, the phrase “your Iranian teacher” was replaced with “your teacher at your home country”.

3.6.5 Interviews

The fourth data collection instrument of this study is semi-structured interviews (see Appendix H) with each of the 8 participants in order to achieve a greater understanding of teacher language anxiety and the potential impact of language anxiety on their target language teaching. Therefore, besides TFLAS, conducting interviews leads to discover more deeply the influence of anxiety on language teaching among NNS teachers. A technique of face-to-face interview was employed in this study to ensure that the researcher was “in a position of being able to access the degree of the interviewees’ interest and involvement” (Robson, 2000, p. 90). All of the 8 participants agreed to be enrolled in oral interviews with a list of open-ended questions prepared by the researcher (See Appendix c). It should be pointed that interview questions were partially adapted from Tum (2015).

3.7 Data Collection Procedures

After getting the written permission from the Ethical Committee Institution at Eastern Mediterranean University and the head of ELT department, the researcher invited the

whole participants to fill the background questionnaire, FLCAS and the TFLAS as the first stage of collecting the data for this study. 48 participants completed these surveys which lasted for three weeks.

The data from the FLCAS was then analyzed quantitatively in order to determine the level of language anxiety for each participant for the final selection of the participants to gather the qualitative data for this study. Correspondingly, 8 participants were selected with respect to their anxiety level, and teaching experience. The researcher contacted and invited those 8 participants one by one, distributed the written form of the Affinities to them and described orally how to reflect on their opinions and feelings about language anxiety. After that, the participants were asked to keep the question with them and to respond to only 2 or 3 questions each night during two weeks. They were also informed to contact the researcher at any time if they have any question or anything needs for clarification. It is important to note that all participants were not informed about the FLCAS scores so as not creating any bias in the study.

Once the participants had completed responding on the affinities, the 8 participants were invited and agreed to be interviewed individually by the researcher. Each interview was audio recorded with their consent and lasted between 15 to 20 minutes. The whole procedures of data collection were officially conducted from the mid of October 2018 till the mid of December in the same year.

3.7.1 Ethical Issues

Before conducting this study, the researcher received a written permission from the Ethical Committee Institution at Eastern Mediterranean University (see Appendix I) and applied a written permission from the head of the ELT department in the same university. All participants were handled with consent form for their participation at

every stage of data collection of this study (see Appendixes A, E, and G) that includes information about the author and the supervisor of the study as well as a brief description about the topic and the aim of this study. They were assured about their anonymity and confidential use of any personal information they provide only by the researcher for the purposes of this study.

3.8 Data Analysis

Since the aim of this study required to gain both quantitative and qualitative data by administering two surveys and conducting two different forms of interviews, the data obtained from the surveys was analyzed quantitatively while the qualitative data was analyzed through content analysis by the researcher which is explained below in detail.

3.8.1 Analysis of Surveys Data

The FLCAS and TFLAS were analyzed quantitatively by employing SPSS software (version 19) so that the descriptive statistics of the participants' responses was calculated. According to the assumed values for some items in the FLCAS, they were scored reversely (items 2, 5, 8, 11, 14, 18, 22, 28 & 32). In like manner, some items in the TFLAS were also coded reversely (items 2, 4, 8, 10, 11, 12, 14, 16, 17 & 18).

3.8.2 Analysis of Affinities

While quantitative approach on measuring anxiety is recognized so far as a common research trend, it is assumed that to extract the possible causes of language anxiety based on learner's view and perception would be much more practical by enabling the learners to freely reflect on their true feelings through open-ended questions (Hajizadeh, 2013).

The content analysis was performed to formulate the extracted data into relevant affinities in analyzing FL learners' anxieties based on analyzing the ELT postgraduate students' comments by employing Grounded Theory Analysis (GTA).

Grounded theory analysis is a qualitative study approach developed by two sociologists (Glaser and Strauss) in the Nursing school of California who recognized that collecting information before drawing conclusions appears more reliable (Strauss, 1987 as cited in Hajizadeh, 2013). Therefore, this theory attempts to understand a specific situation regardless of previous ideas or thoughts.

GTA is seen as a new analytical technique when it allows learners to use their own style and point of view to express what is, and could possibly be, the cause of their fears. Generally speaking, GTA is a general method of comparative analysis for new phenomena using different procedures that have been developed to create Grounded Theory from the bottom.

The aim of employing the affinities in this study was to identify the sources of language anxiety from the perspective of NNS teachers compared to other studies. A meaning-based approach was adopted instead of structural or textual measures, to measure the frequency of cases cited by learners about anxiety sources.

3.8.2.1 Applying Grounded Theory Analysis (GTA)

In this study, a three-step coding procedure was employed for the analysis of extracted learners' comments including 1) Open coding, 2) Axial coding, and 3) Selective coding (Hajizadeh, 2013), to find out those statements which revealed explicitly or implicitly the presence of anxiety as basic ideas regardless the structural and textual characteristics of the statements.

Step 1: Open coding

In this step, the transcription data was broken down into basic ideas, analyzed, labelled and categorized according to the affinities suggested by Yan and Horwitz (2008) and modified by Hajizadeh (2013). At this stage, the sources of anxiety were carefully distinguished and appropriately put in the relevant categories.

The rater was confronted with some challenges arose in coding the different types of anxiety. In particular, there are some responses referred to multiple affinities and some items associated to sources of facilitating anxiety. In addition, some cases referring to a specific source of anxiety were cited in other categories than the one required.

Step 2: Axial coding:

In this step, the transcription data was read again to ensure that the measures in the coding phase were taken correctly. The technique used by the Rater was to assign a different coded color to each basic idea in order to minimize the risk of misdistribution of affinities.

Step 3: Selective coding:

The third and final phase is the process of making the latest modifications and revisions on the categories to ensure that they meet the research objectives. Once the process is completed, the relationship between affinities is identified. The results of the current study were also compared with the previous studies regarding the frequency and priority of affinities.

3.8.3 Analysis of Interviews

The data analysis of the interviews included two-step thematic analysis about the feelings of foreign language teaching anxiety among NNS teachers. According to

Braun and Clarke (2006), thematic analysis is “Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data.” (p. 83).

In the first stage of analysis, the researcher listened and transcribed the interviews’ audio-recordings, and once this process was done, the transcriptions were read closely by the researcher to create as many new ideas or themes as possible that related to the participants’ experiences and feelings of language teaching anxiety. Participants’ quotations related for each theme were also extracted to be used as evidence to the finding’s interpretations.

In the second stage of analysis, comparison among the generated themes was applied by the researcher to specify the commonalities amongst them. To do so, the identified themes for each participant were read closely and constantly compared to identify the common patterns amongst them. Once such process had been done, all similar themes were categorized under higher level umbrella terms that covered all the theme.

3.9 Summary

This chapter discussed the methodology of the research methodology and research questions. Furthermore, it presented the context of study as well as the utilized instruments. Finally, the data collection and analysis procedures were illustrated.

Chapter 4

RESULTS

4.1 Presentation

This chapter is arranged in relation to the main findings of the four research questions which were based on the four data collections instruments employed in this study. The chapter starts at first with the level of foreign language anxiety among NNS teachers, and secondly, the sources which were identified to be associated with foreign language anxiety and the way they prioritize such sources in comparison to other related studies. Finally, this chapter explains the effects of the participants' level of anxiety on their performance of teaching the TL.

4.2 Research Question One: Do NNS teachers experience feelings of foreign language anxiety?

To answer the first question of this study, all participants' responses to the Foreign Language Classroom Anxiety Scale (FLCAS) were statistically analyzed by employing SPSS version 18. Of the study population, 48 postgraduate students from ELT department completed and returned the questionnaire. The FLCAS includes 33 items in the format of 5-point Likert scale ranging from “*strongly disagree*” to “*strongly agree*”. The five responses yield a possible score between (minimum) 33 (not anxious at all) and (maximum) 165 (extremely anxious). While the score of 82 is considered to be the half of the highest possible score which signifies a moderate score. The total mean scores for all participants in this study was 73.73 (M: 2.23). The results show that the total mean scores for all participants was a little below the moderate

score (M: 73.73<82) that implies a moderate anxiety level. Table 4.1 represents the anxiety score for each participant.

Table 4.1: Anxiety score of the whole participants (FLCAS)

Participants	Gender	Education Level	Anxiety Level	Anxiety Score
1	Male	PhD	1.18	39
2	Female	PhD	1.24	41
3	Male	PhD	1.45	48
4	Male	MA	1.45	48
5	Female	MA	1.52	50
6	Female	MA	1.61	53
7	Female	MA	1.61	53
8	Male	PhD	1.64	54
9	Male	PhD	1.64	54
10	Female	PhD	1.64	54
11	Male	MA	1.64	54
12	Female	PhD	1.64	54
13	Female	PhD	1.67	55
14	Female	PhD	1.67	55
15	Female	PhD	1.76	58
16	Female	MA	1.79	59
17	Female	MA	1.82	60
18	Male	PhD	1.85	61
19	Female	MA	1.88	62
20	Male	PhD	1.97	65
21	Male	MA	2.03	67
22	Female	PhD	2.09	69
23	Female	MA	2.09	69
24	Male	MA	2.24	74
25	Female	MA	2.27	75
26	Female	MA	2.33	77
27	Female	MA	2.36	78
28	Female	MA	2.39	79
29	Female	PhD	2.42	80
30	Female	MA	2.45	81
31	Male	MA	2.48	82
32	Female	MA	2.52	83
33	Male	PhD	2.58	85
34	Male	MA	2.61	86
35	Female	MA	2.70	89
36	Female	MA	2.76	91
37	Female	MA	2.76	91
38	Female	PhD	2.85	94

Table 4.1: Anxiety score of the whole participants (FLCAS). (Continued)

39	Male	MA	2.85	94
40	Female	MA	2.94	97
41	Male	MA	2.94	97
42	Female	MA	2.97	98
43	Female	MA	3.00	99
44	Female	MA	3.03	100
45	Female	MA	3.06	101
46	Female	MA	3.12	103
47	Female	PhD	3.30	109
48	Male	PhD	3.45	114

As stated by Horwitz et al, (1986), “students with average around 3 should be considered slightly anxious, while students with average below 3 are probably not very anxious. Students who average near 4 and above are probably fairly anxious” (p. 235). Correspondingly, the whole participants in this study were grouped into three levels, those participants with anxiety mean score above or around 3 are considered to be anxious who represent 18.7% (9 students) of the whole participants, and those with anxiety mean score between 2 and 3 are considered to be moderate anxious participants who represent 33.4% (17 students) of the participants while those participants with mean score around or below 2 are considered to be non-anxious with percentage of 47.9% (22 students). This indicates that although the participants in this study were at advanced level of learning the TL, some participants encountered with feeling of FLA. In addition, the most surprising aspect appeal from the data shown in the table below is that the anxious participants were PhD students who had actually taught the TL before.

In addition, the anxiety mean score for all participants was measured and compared in term of their gender. Accordingly, the anxiety mean score for females (N=32) was 2.28 that was slightly higher compared with males (N=16) 2.12. So as to find if there was

a significant difference, independent samples T-test were employed for the two groups. Interestingly, no significant differences were found (P -value < 0.05) between males and females with respect to their anxiety level.

According to the participants' level of education, the anxiety mean score for MA students ($N=30$) was at 2.37 which was slightly higher than the mean score of PhD students ($N=18$) which was at 2.00. Eventually, independent samples T-test were employed so as to find if there was a significant difference between the two groups. Based on P -value (P -value < 0.05), the anxiety level was not significantly differing between MA and PhD students in this study.

However, the next section presents those FLCAS items which appear to be indicators of anxious participants. To demonstrate, the highly and low anxious items were categorized and presented as well.

4.2.1 Descriptive Analysis of the Participants' Responses to FLCAS

It should be noted that various aspects of anxiety could be measured by FLCAS items. Cheng (2004) clarified that anxiety is not a uni-dimensional phenomenon, but involves different dimensions of responses. Cheng has therefore broken down FLCAS items into several categories. For instance, items (1,4,14,15,18,24,27,29,30,32) refer to communication apprehension; items (8,10,21), explain test anxiety; items (1,7,18,23) gauge the social comparisons and negative performance experiences; items (3,6,12,20) assess anxiety manifestation; and the final group includes items (2,3,9,13,19,20,31,33) can show fear of negative evaluations (Cheng, 2004). In general, anxiety negatively affects learners' learning process when they are unable to properly control their emotional stress while speaking the TL in the classroom.

Table 4.2: Overall Items of FLCAS

Items	Mean	SD
1	1.83	.996
2	2.71	1.429
3	1.88	1.003
4	2.42	1.069
5	1.83	1.117
6	2.54	1.254
7	2.17	1.191
8	2.44	1.201
9	2.10	1.115
10	2.81	1.424
11	2.21	1.091
12	2.50	1.305
13	1.92	1.088
14	2.25	1.263
15	2.83	1.294
16	2.31	1.151
17	1.85	.967
18	1.94	.954
19	2.31	1.095
20	2.23	1.057
21	1.71	.967
22	2.27	1.026
23	2.13	1.160
24	3.29	1.271
25	2.10	1.036
26	1.77	.973
27	1.81	.915
28	1.85	.875
29	2.27	1.106
30	2.46	1.110
31	1.83	.907
32	2.29	1.271
33	2.85	1.238

According to the items which identified with a high mean score for all participants as presented in details in Table 4.2 above, the item 24 “I feel very self-conscious about speaking the foreign language in front of other students” with the mean score of 3.29 was observed to be the most stressful item. Then, items 33 “get nervous when the language teacher asks questions which I haven't prepared in advance” and item 15 “I

get upset when I don't understand what the teacher is correcting” with the mean score of 2.85 and 2.83 respectively were the most stressful items as well for all participants. This finding indicates that communication apprehension and fear of negative evaluations are the primary sources of anxiety among the participants in this study.

In the light of the items with lowest mean score of anxiety as shown in Table 4.2, item 27 “I get nervous and confused when I am speaking in my language class” with the anxiety mean score of 1.81 was found to be the lowest stressful item for all participants. Then item 1 “I never feel quite sure of myself when I am speaking in my foreign language class” and item 5 “It wouldn't bother me at all to take more foreign language classes” were determined with the same mean score of anxiety of 1.83 as the lowest stressful items for all participants.

Table 4.3: Items with maximum level of anxiety for anxious participants

Item	Mean	SD
33	4.22	.667
10	4.11	.782
2	3.67	1.414
7	3.56	.726
24	3.56	1.130
32	3.56	1.130

Regarding the items with lowest level of anxiety for anxious participants, item 5 “It wouldn't bother me at all to take more foreign language classes.” with mean score 2.22 and item 1 “I never feel quite sure of myself when I am speaking in my foreign language class.” with mean score 2.44 were identified to be the lowest anxiety items for high anxious participants as shown in Table 4.4.

Table 4.4: FLCAS items with the lowest anxiety level for anxious participants

Item.	Mean	SD
5	2.22	1.394
1	2.44	.882

According to the non-anxious participants, only item 24 “I feel very self-conscious about speaking the foreign language in front of other students” with mean score of 3.59 was identified to be the most stressful item as shown in Table 4.5. which indicates that communication apprehensions could be the cause of anxiety for low anxious participants.

Table 4.5: FLCAS items with the highest anxiety level for non-anxious participants

Item.	Mean	SD
24	3.59	1.436

While items 1 “I never feel quite sure of myself when I am speaking in my foreign language class.”, 17 “I often feel like not going to my language class.” and 27 “I get nervous and confused when I am speaking in my language class.” with the mean score of 1.23 for each were determined with the lowest stressful items for non-anxious participants as shown in Table 4.6 (the mean score for all FLCAS’s items for non-anxious and moderate anxious participants see Appendix K and L).

Table 4.6: FLCAS items with the lowest anxiety level for non-anxious participants

Item.	Mean	SD
1	1.23	.685
17	1.23	.429
27	1.23	.429

4.3 Research Question Two: What are the perceived sources of foreign language anxiety among NNS teachers?

The third question of this study aims to uncover the sources of foreign language learning anxiety from the participants' perspectives. For this reason, Grounded Theory Analysis was applied on the 8 selected participants' comments (including four anxious and four non-anxious participants), and as a result, the participants' responses were categorized and grouped under eight affinities which are presented one by one in the following section in the order prioritized by the participants of this study. The eight affinities are: Class Arrangement, Genetic and Personal Characteristics, Anxieties, Social and Cultural Factors, Influence of the First Language, Situational Differences, Teacher Characteristics, and Contextual Differences. On other hand, the affinities Achievement, Motivation and Interests, and Individual Learning Approach were not found to be focal points that hinder the participants' language learning in this study.

All affinities are presented and explained with their definitions, and their distribution among the participants are illustrated throughout tables which demonstrate the data from high anxious participants to low anxious ones. And finally, the participants' responses that support the basis of each affinity are presented as well.

4.3.1 Affinity 1: Class Arrangements Affinity

The first affinity generated on the basis of the participants' comments is Class Arrangements affinity which defined as "the comments referred to the ways classroom language learning was organized, including class activities, textbooks and other materials, student-teacher ratios, and seating arrangements" (Yan & Horwitz, 2008). Table 4.7 shows the distribution between anxious and non-anxious participants of the Class Arrangement Affinity.

Table 4.7: Distribution of class arrangement affinity between anxious and non-anxious participants

	Participants	Gender	Education Level	Anxiety Score	Frequency	Percentage %
Anxious Participants	1	Male	PhD	114	4	14.3
	2	Female	PhD	109	2	7.1
	3	Female	MA	103	6	21.5
	4	Female	MA	101	2	7.1
Non-anxious Participants	5	Male	MA	48	2	7.1
	6	Male	PhD	48	4	14.3
	7	Female	PhD	41	5	17.9
	8	Male	PhD	39	3	10.7
Total: 8					Total:28	Total: 100%

It can be seen from the data in Table 4.7 that the number of cases (14 out of 28) in this affinity were mentioned by anxious participants as well as the number of cases (14 out of 28) by non-anxious participants.

The Class Arrangement affinity includes four questions that directly aim to extract the participants' opinions about their language classes. The majority of the respondents objected indirectly their language classrooms and suggested how their classes should perform. The respondents expressed the importance of implementing the technology as much as possible in their classes.

Participant 8 (PhD male student, anxiety score 39):

“I would depend a lot on technology as a language teacher. It very important for me. I would also implement the practical part and create more interaction contexts, learners-centered classes rather than teacher-centered. Most of classes I attend so far, teachers did not give the chance for learners to speak unless raise their hands”.

Participant 4 (MA male student, anxiety score 94):

“I would use technology and internet. Especially technology-based class that depends on communication without any stress on learners”.

Participant 3 (MA female student, anxiety score 103):

“I like being in a collaborative class, and a class that is highly equipped with technologies”.

The participants also favored to have more interaction activities in their English classes rather than to focus on grammar and memorization.

Participant 1 (PhD male student, anxiety score 114):

“If I were an English language teacher, I would constantly change interaction patterns and try almost to give the chance everyone to participate. More chances for participation and encouragement especially for weaker ones, frank interactions between males and females, ready to participate and ask questions without any hesitation are some of my ideal points about English classes”.

Participant 2 (PhD female student, anxiety score 109):

“As an English teacher I would cancel books and grammar and all these curriculums that stress on memorizing and traditional out dated ways of teaching. I will make my students explore search and discover for themselves in real contexts”.

Participant 4 (MA female student, anxiety score 101):

“I would focus more as a teacher, on performing and speaking rather than the rules and grammar”.

Participant 5 (MA female student, anxiety score 50):

“In my country, I am bothered by the focus on the grammar traditional approach that is broadly use by teachers, in Cyprus, I am bothered by the amount of memorization that is acquired by some courses, in my country I used to be memorizing and relying on my grammar more, whereas here, I became a researcher and got benefited from studying various new contexts and studies.”

Participant 6 (MA male student, anxiety score 48):

“I like teaching the students, learning new things, discussing with colleges. I do not like when the class become boring by following just traditional methods

with no fun activities, or discussions. As a teacher, I will make the learning process fun by mixing the teaching with fun activities as well as motivating the students and focusing on their personalities”.

Participant 7 (PhD female student, anxiety score 41):

“I believe that the education system itself is not sufficient enough which usually based on grammar and ignoring the communication skills especially in the state schools. State schools in my country and Cyprus as well suffer from the crowd classrooms and some of unqualified teachers”.

The anxious participants also liked to be motivated and encouraged by their teachers in more relaxed and positive atmosphere that reduce the student’s feelings of pressure.

Participant 3 (MA female student, anxiety score 103):

“By creating better learning atmosphere for the students, students should feel motivated to come to my class. All students would be treated equally and encouraged to participate in different activities. I think that teachers should pay more attention to each student’s needs and characteristics, no size fits all. I would like to have a welcoming class, where my teacher is very positive with me and with my colleagues and I would prefer to feel motivated and encouraged”.

4.3.2 Affinity 2: Genetic and Personal Characteristics

The data analysis indicates that Genetic and Personal Characteristics affinity is the second affinity that leads to anxiety for the participants in this study. According to Yan and Horwitz (2008), Personal Characteristics relate to the participants’ responses on their ‘abilities and talents that they viewed as specifically related to language learning’ and Genetic Characteristics refer to “the comments referred to special characteristics that the interviewees believed distinguished males from females with respect to language learning’. Table 4.8 presents the distribution between anxious and non-anxious participants of the Genetic and Personal Characteristics affinity.

The data analysis suggests that "Genetic and Personal Characteristics" is the second affinity that creates anxiety among the participants of the study. Table 4.8 illustrates that 57.7% of anxiety cases (15 out of 26) were reported by anxious participants while 42.3% of cases (11 out of 26) were reported by the non-anxious participants.

Table 4.8: Distribution of genetic and personal characteristics affinity between anxious and non-anxious participants

	Participants	Gender	Education Level	Anxiety Score	Frequency	Percentage %
Anxious Participants	1	Male	PhD	114	2	7.7
	2	Female	PhD	109	4	15.4
	3	Female	MA	103	4	15.4
	4	Female	MA	101	5	19.2
Non-Anxious Participants	5	Male	MA	48	2	7.7
	6	Male	PhD	48	5	19.2
	7	Female	PhD	41	2	7.7
	8	Male	PhD	39	2	7.7
Total: 8					Total:26	Total: 100%

The analysis of the respondents' comments on this affinity was primarily related to learner' aptitude. Some participants taught that there are some personal characteristics were important to better learn the language, such as verbal abilities, intelligence, and learning skills. Interestingly, some respondents believed that there were some learners who are more talented than others.

Participant 8 (PhD male student, anxiety score 39):

“Everybody has the chance to learn the language. But some learners are talented for example, mastering the accent and the pronunciation, more autonomous or exposed enough to the target language. Those learners proceed more and more”.

Participant 7 (PhD female student, anxiety score 41):

“Some people are more talented, and there is a certain relationship with the skills and abilities the person has. However, it doesn’t mean that a person without skills cannot learn a foreign language. It just needs more motivation and practice”.

Participant 5 (MA male student, anxiety score 48):

“Well, I believe that desire and self-encouraged are very important to learn English. There are some learners if they like something, they try to learn and know about it”.

Participant 4 (MA female student, anxiety score 101):

“Some learners are linguistically intelligent, motivated to learning from mistakes. Also, the some are not shy of using the new language and making mistakes.”

Participant 3 (MA female student, anxiety score 103):

“In my opinion, learners who more social, skilled in using technologies, able to develop themselves inside and outside of the classroom, are learning the language better.”.

Participant 2 (PhD female student, anxiety score 109):

“In my opinion, some learners have the willingness, aptitude and desire to learn a new language. For me, learning a language can be much easier to learn if I really have friends speaking that language fluently or native like, then it can make my learning process much easier”.

Participant 1 (PhD male student, anxiety score 114):

“Some students have a special talent to learn a special thing such as mathematics, drawings, singing etc. This could apply on language learning, too. But it does not mean that an individual without a special talent cannot learn a language.”

Furthermore, there are some personal characteristics which appeared to be problematic for some participants. For example, the researcher observed some characteristics that possibly cause language anxiety.

Participant 3 (MA female student, anxiety score 103):

“I tend to not memorize, and I prefer to comprehend. I like to practice speaking and listening to probably make the new language easier and not just go for the grammar. I would rather learn little by little, so, it would take a longer time to learn the new language. But at the end results are better”.

As this affinity aimed to search the participants’ opinions that either directly or indirectly related to gender and aptitudes in language learning, none of the respondents believed that gender can make a considerable difference in language learning.

Participant 1 (PhD male student, anxiety score 114):

“In language learning, gender does not count much. However, it depends on exposure opportunities in some cultures where females are less exposed to language”.

Participant 3 (MA female student, anxiety score 103):

“I think that everybody can a learn a language, males or females, young or old, doesn’t matter.”

Participant 6 (MA male student, anxiety score 48):

“I do not think gender has an impact on language learning”.

Participant 7 (PhD female student, anxiety score 41):

“I don’t really think that gender makes difference with learning a language”.

Participant 8 (PhD male student, anxiety score 39):

“It doesn’t make that much difference in learning a language, both of them are equal”.

4.3.3 Affinity 3: Anxieties

The third affinity generated on the basis of the participants’ comments is Anxieties. This affinity is referred to by Yan and Horwitz (2008) as "comments referring to a particular anxiety about foreign language learning." Table 4.5 demonstrates the distribution between high and low anxious participants of the anxiety affinity. Table

4.9 presents the distribution between anxious and non-anxious participants of the Anxieties affinity.

Table 4.9: Distribution of anxieties affinity between anxious and non-anxious participants

	Participants	Gender	Education Level	Anxiety Score	Frequency	Percentage %
Anxious Participants	1	Male	PhD	114	4	16
	2	Female	PhD	109	3	12
	3	Female	MA	103	3	12
	4	Female	MA	101	2	08
Non-Anxious Participants	5	Male	MA	48	3	12
	6	Male	PhD	48	4	16
	7	Female	PhD	41	2	08
	8	Male	PhD	39	4	16
Total: 8					Total:25	Total: 100%

Table 4.9 shows that 13 cases out of 25 were expressed by non-anxious participants which represent 52% of the total while 48% of the cases were reported by anxious participants. However, as the definition of this affinity is absolutely enormous which requires cross-referential decision-making to allocate each basic idea to an appropriate category that can be determined to consolidate with several other categories, the distinctive qualification for characterizing this affinity was the "direct textual reference" to the source of anxiety.

What is interesting result emerged from the content analysis of participants' reflections is that all participants except only two anxious ones did not directly stated that they experienced feeling of anxiety before. However, as supposed to have low and high anxious participants in this part of study, it is important to note that some participants

recalled their experience with language anxiety in the past. Some participants expressed their feelings of anxiety, whereas some others did not.

According to the results from the FLCAS, communication apprehension and fear of negative evaluations were among the primary sources of anxiety for anxious participants in this study. In like manner, some students commented that their feeling of anxiety was originated from the negative attitudes of their classmates and teachers which made them feel frustrated and incapable. They stated that they are afraid to be laugh at by their peers and to be negatively evaluated by teachers.

Participant 1 (PhD male student, anxiety score 114):

“One reason of anxiety is fear of uncertainty and fear of public ridicule. It is not the program that needs to be change rather than the attitude of peers and teachers that needs to be changed. When I think my peers will laugh at me and my teacher, instead of performing well, I will become anxious. It happened with me many times”.

Participant 5 (MA male student, anxiety score 48):

“Maybe when you try to speak in front of people, you might be afraid of their reactions of you make a mistake. Well, for me, sometimes when I present a presentation, I get anxious at the beginning and then things get normal”.

Participant 6 (PhD male student, anxiety score 48):

“When I know that I am going to present something in front of my teachers or colleagues. I would be anxious due to the feeling of being judged. Of course, I had, like many other students, I don't like to be judged in front of others, like when we have to present something, I would prefer if my teacher would criticize me in private, not in front of the whole class”.

Interestingly, some participants' responses were entirely related to fear of making mistakes in speaking the language.

Participant 2 (PhD female student, anxiety score 109):

“I sometimes have felt afraid of making mistakes or the feeling of being perfectionist in everything. When I first hear a new language and don’t understand anything, it makes me anxious to learn”.

Participant 4 (MA female student, anxiety score 101):

“The fear of making mistakes sometimes made me anxious. Also, I think past bad experience in language learning make learners anxious. I think that anxiety affects the learners when they speak the language”.

Participant 6 (PhD male student, anxiety score 48):

“Yes, sometimes, when my teacher asks me to reads loudly, I was anxious because I was afraid of making mistakes”.

Participant 7 (PhD female student, anxiety score 41):

“It is bad feelings about yourself and your skills which certainly limits some learners. As a teacher, if my students are anxious, I always give them time, motivate them and tell them how I believe in their skills. It is ok for making mistakes because we are here to teach them.”

Participant 8 (PhD male student, anxiety score 39):

“Some learners feel anxious when start thinking about the negative results while speaking the foreign language. I think that some learners do not have the skills and strategies on how to deal with different situations where they have anxiety”.

In addition, the participants’ comments in this study indicated that assessment and assignments can also be source of language anxiety which also appealed in their responses to FLCAS which indicated that test anxiety was one of the indicators for their feeling of anxiety.

Participant 1 (PhD male student, anxiety score 114):

“Anxiety is initiated by the fear of testing. Whenever there is a test, it makes me anxious”.

Participant 3 (MA female student, anxiety score 103):

“Anxiety is part of our lives; it might be the pressure of assessment what makes students more anxious. I would feel anxious when I am close to a due date of a project or assignment. Also, when I know that I am going to speak in front of my teachers or colleagues. I would be anxious due to the feeling of being judged”.

4.3.4 Affinity 4: Social and Cultural Factor

The fourth affinity which has been prioritized by the participants is Social and cultural affinity. This affinity explores the impact of the other people’s opinion such as parents, friends, teachers, or classmates on the process of language learning. According to Yan and Horwitz, (2008), parents’ opinion is characterized as “Those comments referring to concerns and behaviors of the participants’ parents related to language learning”. Furthermore, language learners sometimes tend to evaluate their learning on the basis of perception from their classmates. Yan and Horwitz (2008) defined comparison with peers as “The comments referred to the environment and atmosphere resulting from peer competition and influence. Table 4.10 illustrates the distribution between anxious and non-anxious participants of this affinity.

Table 4.10: Distribution of social and cultural affinity between anxious and non-anxious participants

	Participants	Gender	Education Level	Anxiety Score	Frequency	Percentage %
Anxious Participants	1	Male	PhD	114	3	14.3
	2	Female	PhD	109	2	9.5
	3	Female	MA	103	4	19.1
	4	Female	MA	101	2	9.5
Non-Anxious Participants	5	Male	MA	48	1	4.7
	6	Male	PhD	48	3	14.3
	7	Female	PhD	41	2	9.5
	8	Male	PhD	39	4	19.1
	Total: 8				Total:21	Total: 100%

From the Table 4.10, we can observe that 11 anxiety cases (52.4%) were expressed by anxious participants and 10 of the cases (47.6%) were pointed out by non-anxious participants.

The content analysis of the participants' comments revealed that others' opinion was the main causes of anxiety according to the participants' viewpoints.

Participant 8 (PhD male student, anxiety score 39):

“It does effect a lot. Some learners feel anxious just because of others negative opinions which increases their level of anxiety”.

Participant 7 (PhD female student, anxiety score 41):

“Personally, I don't care about the comments from a person unless he is an expert or I believe that he knows better than me”.

Participant 6 (PhD male student, anxiety score 48):

“Sometimes because of other opinions, I felt bad and demotivated. It could make the learning process harder because it would affect learner's self-confidence”.

Participant 4 (MA female student, anxiety score 101):

“I met people who supported and praised me. Also, there are some people who criticized or underestimated my language usage. Opinions that supported me positively affected me. And I still remember negative opinions which affected me”.

Participant 3 (MA female student, anxiety score 103):

“I had some people's opinions that affect me a lot, if they are positive, I could develop better learning strategies and become motivated and encouraged, whereas, if they are negative, I might end up being demotivated to learn the language”.

Participant 2 (PhD female student, anxiety score 109):

“We live in a world where people’s opinion matter to us unfortunately. So it affects me in a big way. Personally, I have experienced people positively and negatively commenting on my language learning”.

Participant 1 (PhD male student, anxiety score 114):

“Of course, positive comments cause encouragement and vice versa. I experienced listening negative comments and that really disturbed me too much and caused me to hesitate in speaking”.

Furthermore, some participants expressed the belief that comparisons with peers can be considered as another factor that cause feeling of language learning anxiety.

Participant 1 (PhD male student, anxiety score 114):

“Peer pressure if negative such as laughing can hinder my language learning progress, however, competition pressure sometimes can play positive role in enhancing language skills”.

Participant 3 (MA female student, anxiety score 103):

“Yes, when I see better students making better discussions or expressing themselves better than I do, I would feel nervous and that would put me under a huge pressure”.

Participant 4 (MA female student, anxiety score 101):

“If we are in a similar learning level, or our levels are close to each other, my peer sometimes affect me. I had such pressure from some of my colleagues one day”.

Participant 6 (PhD male student, anxiety score 48):

“I think peers play a big role in motivating each other; peers could build a competitive learning environment, which would affect the students, ether in a bad or a good way”.

Some other comments demonstrated that the parents’ role is important in language learning by offering advices or being a source of motivation.

Participant 1 (PhD male student, anxiety score 114):

“Parents play pivotal role in encouraging language learning even if they do not speak the target language”.

Participant 2 (PhD female student, anxiety score 109):

“Parents play a huge and major role in any aspect of life and when it comes to learning a language, some parents encourage their children from a very young age to learn by registering them in after school activities to learn English, French or Spanish. Since they feel it is important to acquire a new language”.

Participant 3 (MA female student, anxiety score 103):

“If we are talking about the 1st language, the parents are our most important source to learn the language. While when it comes to the second language, the parents may play a great role as facilitators or an extra aid to us, by helping us to practice the language and provide us with suitable and essential resources”.

Participant 5 (MA male student, anxiety score 48):

“They can motivate their children to learn more and more”.

Participant 6 (PhD male student, anxiety score 48):

“I think parents’ role is to motivate and facilitate the learning process for the students”.

Participant 8 (PhD male student, anxiety score 39):

“The parents do play important role. If the parents speak the language that their child is learning, it would be much easier, and if they don’t, their role is to encourage and motivate their child to learn it”.

4.3.5 Affinity 5: Influence of the First Language

The fifth affinity which has been prioritized by the participants is Influence of the First Language affinity. As stated by Yan and Horwitz (2008) and Hajizadeh (2013), this affinity includes “those comments that demonstrated the anxiety cases because of the role of the first language”. Table 4.11 presents the distribution between anxious and non-anxious participants of Influence of the First Language Affinity.

Table 4.11 shows that number of anxieties suggested by anxious and non-anxious participants were equal in both groups which is similar to the Class Arrangement affinity.

Table 4.11: Distribution of influence of the first language affinity between anxious and non-anxious participants

	Participants	Gender	Education Level	Anxiety Score	Frequency	Percentage %
Anxious Participants	1	Male	PhD	114	3	18.8
	2	Female	PhD	109	1	6.2
	3	Female	MA	103	2	12.5
	4	Female	MA	101	2	12.5
Non-Anxious Participants	5	Male	MA	48	2	12.5
	6	Male	PhD	48	4	25
	7	Female	PhD	41	1	6.2
	8	Male	PhD	39	1	6.2
Total: 8					Total:16	Total: 100%

Based on the analysis of the participants' comments, the differences of the grammatical structures of the participants' first and second languages seem to bother them in learning the second language. Participants' comments are separately presented below:

Participant 8 (PhD male student, anxiety score 39):

“It depends on the language you learn and you first language. If they are from the same family language, I think it would help you a lot. My first language is not similar to English at all. Most speakers of my first language for example have problems with singular and plural rules in English”.

Participant 7 (PhD female student, anxiety score 41):

“First language helps us in some cases and sometimes not. For example, the rules of my first language are almost different from my foreign language. That’s why we mostly make mistakes on the foreign language since we sometimes compare and try to find the same or similar vocabularies”.

Participant 6 (PhD male student, anxiety score 48):

“The similarities and the differences between the English and the first language can affect the learning process, for example if they have similar grammar systems or phonetic system that will make it easy to learn English. Many errors can occur because of the influence of the first language, such as the pronunciation and the usage of the auxiliary verbs, many students make errors when they use them”.

Participant 5 (MA male student, anxiety score 48):

“If they are similar, it can help somehow. Usually, errors occur while using prepositions, especially when you depend on first language to speak second language”.

Participant 4 (MA female student, anxiety score 101):

“They are not similar at all. Each belongs to a different family. Intralingua errors can affect the learning the second language. Personally, there are some grammatical mistakes and errors in pronunciation of some sounds”.

Participant 3 (MA female student, anxiety score 103):

“We tend to think about what we write in the target language as if we are writing a text in our first language. Usually, we use the same strategies which may not appropriate with the second language”.

Participant 2 (PhD female student, anxiety score 109):

“Some errors I have like expressing certain emotions or situations in our first language to English when translating them it may sound awkward”.

Participant 1 (PhD male student, anxiety score 114):

“First language always interferes in second language learning and generally this interference is negative. It is hampering rather helping force. Errors in stress pattern, pronunciation, present and past tense in grammar are some of the common errors that I have because of first language influence”.

In addition, some participants expressed the belief that the proficiency level of the second language is strongly associated the proficiency level of the first language.

Participant 3 (MA female student, anxiety score 103):

“It can affect it dramatically, those who are highly competent in their first language, mostly end up being very skilled in their second language, also vice versa, those who are less competent in their first language, are usually making the same errors in their second one”.

Participant 4 (MA female student, anxiety score 101):

“The high level we have in first language; the high level we have in second language which then have linguistic intelligence to improve their English by following appropriate techniques and methods”.

Participant 6 (MA male student, anxiety score 48):

“The first language interference has a big impact on learning English. if the student is good with his native language that is will make learning English easier”.

4.3.6 Affinity 6: Situational Differences

The affinity which has been ranked by the participants as the sixth category is Situational Differences affinity. This affinity was mainly aimed to obtain information on two situations in which the entire group learned English language in their home country and abroad (Yan & Horwitz, 2008; Hajizadeh, 2013). The participants of this study were asked to mention the differences and similarities in learning a language and the lifestyles in both situations as well as their feelings of worry or fear that created specifically in different language learning situations. Table 4.12 distribution the allocation between anxious and non-anxious participants of Situational differences affinity.

As seen in the Table 4.12 below, participants reported a total of 13 cases as a reason for anxiety in specific language learning situations. However, similar to Genetic and Personal Characteristics and Social and Cultural Factors affinities, the suggested anxiety cases by anxious participants were 7 (53.8%) compared to 6 cases (46.2%) mentioned by non-anxious participants.

Table 4.12: Distribution of situational differences affinity between anxious and non-anxious participants

	Participants	Gender	Education Level	Anxiety Score	Frequency	Percentage %
Anxious Participants	1	Male	PhD	114	3	23
	2	Female	PhD	109	2	15.4
	3	Female	MA	103	0	0
	4	Female	MA	101	2	15.4
Non-Anxious Participants	5	Male	MA	48	2	15.4
	6	Male	PhD	48	1	7.7
	7	Female	PhD	41	2	15.4
	8	Male	PhD	39	1	7.7
Total: 8					Total:13	Total: 100%

The analysis of the participants' responses revealed that learning the language by teachers or in a context which have the same first language appeared to be a special privilege lack to the participants in this study.

Participant 1 (PhD male student, anxiety score 114):

"In my native country, I used English only in class but in Cyprus I am using English everywhere. If I am in my own country, I could be a low achiever".

Participant 4 (MA female student, anxiety score 101):

"In my country, English is not too much. It is, approximately, not used out of class. However, in Cyprus I use English in my daily life sometimes".

Participant 5 (MA female student, anxiety score 48):

"Well in Cyprus, you learn how to speak English and use it, while in my country you learn only to know the language, and you won't be able to use it effectively".

Participant 6 (PhD male student, anxiety score 48):

"In Cyprus, you speak English in and outside the class because of the international students, so English is the language of communication".

Participant 8 (PhD male student, anxiety score 39):

“Here in Cyprus, there is no exposure to my first language, either you speak English or Turkish. So, you will have more situations to speak English which is used to communicate with people. The lifestyle in Cyprus doesn’t fit me a hundred per cent and I tried to adapt myself and to find good things”.

Furthermore, the data analysis revealed that even minor differences in the lifestyle or the importance of English in different contexts can be important factors that may affect their language learning.

Participant 1 (PhD male student, anxiety score 114):

“Lifestyle does not have much effect on my learning English. However, Cypriots are modern in dresses but are very reserved in interacting with strangers. This is my opinion so far; it may change later”.

Participant 2 (PhD female student, anxiety score 109):

“Yes of course in each country, there is a different lifestyle. English in my country is not given that much attention due to the majority of students who either hate or fear English. In Cyprus, the environment is different and the people are willing more to speak English. Teachers and students here are near native like so it helps much more”.

Participant 4 (MA female student, anxiety score 101):

“In Cyprus, I had pressure and responsibility in doing almost everything. This might be because of that I was a BA student in my country, and now I am a MA student at different country, so these things might be expected”.

4.3.7 Affinity 7: Teacher Characteristics

The seventh affinity generated on the basis of the participants’ comments is teacher characteristics which defined by Yan and Horwitz (2008) as “comments referred to teachers’ personalities, philosophies, and skills in language teaching”. They asserted that the affinity of teacher characteristics is likely to be related with classroom arrangements affinity because teachers themselves organize classes. Accordingly, this similarity sometimes led the researcher to carefully analyze the participants' responses

to derive a reasonable theory. Table 4.13 demonstrates the distribution between anxious and non-anxious participants of the Teacher Characteristics affinity.

Table 4.13: Distribution of teacher characteristics affinity between anxious and non-anxious participants

	Participants	Gender	Education Level	Anxiety Score	Frequency	Percentage %
Anxious Participants	1	Male	PhD	114	1	8.3
	2	Female	PhD	109	2	16.7
	3	Female	MA	103	1	8.3
	4	Female	MA	101	2	16.7
Non-Anxious Participants	5	Male	MA	48	3	25
	6	Male	PhD	48	0	0
	7	Female	PhD	41	1	8.3
	8	Male	PhD	39	2	16.7
	Total: 8				Total:12	Total: 100%

As Table 4.13 shows, participants reported a total of 12 cases as a reason for anxiety specific to teacher characteristics. Similar to Influence of the First Language and Class Arrangement Affinities, both anxious and non-anxious anxious participants suggested equal number of anxiety cases.

From the content analysis of the participants' reflection about their teachers' characteristics, the participants found several important difference between language teachers in their home countries and Cyprus. The participants expressed that inexperienced teachers, learners' first language usage, teacher's attitude toward learners, verbal praise to students, and even teacher's attention to some learners more than others were boundaries for them.

Participant 1 (PhD male student, anxiety score 114):

“My Cypriot teachers are pretty experienced and cooperative as compared to non-native teachers in my country. Teaching methodology is almost same. Both are non-natives and have almost same strengths and weaknesses. But I think anxiety is initiated by the teachers’ inappropriate attitudes to some learners. Teachers should take care of psychological aspects of the students especially the female students who are relatively more sensitive”.

Participant 2 (PhD female student, anxiety score 109):

“Teachers’ opinions on how we should learn should be more flexible and easier going with the learning process. They should not have solid syllabuses or fixed curriculums that stress to learn in only one way or right way”.

Participant 3 (MA female student, anxiety score 103):

“I feel my teachers in Cyprus are more intellectual, but I feel that some of them are culturally biased, they may not be aware of it, but some of them are”.

Participant 3 (MA female student, anxiety score 103):

“Cypriot teachers influenced me in having good communication with them which is not really found with teachers in my country. Cypriot teachers believe in me more and made me believe much more in myself. Their positive and insightful comments encouraged me to continue and keep on giving and learning during my PhD journey”.

Participant 5 (MA male student, anxiety score 48):

“Well, my Cypriot teachers are better, they know what they are doing and they know how to motivate you to learn. However, there are many things that bothers me in my country such as the levels of teachers, they are not good at English and try to teach others English”.

Participant 8 (PhD male student, anxiety score 39):

“We don’t have to use my first language with teachers here and English is only used for communication. My Cypriot teachers are more knowledgeable and trained than my teachers in my country”.

4.3.8 Affinity 8: Contextual Differences

The seventh and the last affinity which has been prioritized by the participants is Contextual Differences affinity. This affinity is related to “learners’ comments on their experience of contexts other than school ranging from English classes outside the

school and extra-curricular activities to random occasions where they had a chance to learn English” (Yan & Horwitz, 2008; Hajizadeh, 2013). Table 4.14 presents the distribution between anxious and non-anxious participants of the Contextual Differences Affinity.

Table 4.14: Distribution of the contextual differences affinity between anxious and non-anxious participants

	Participants	Gender	Education Level	Anxiety Score	Frequency	Percentage %
Anxious Participants	1	Male	PhD	114	2	20
	2	Female	PhD	109	1	10
	3	Female	MA	103	1	10
	4	Female	MA	101	2	20
Non-Anxious Participants	5	Male	MA	48	1	10
	6	Male	PhD	48	2	20
	7	Female	PhD	41	0	0
	8	Male	PhD	39	1	10
Total: 8					Total:10	Total: 100%

Table 4.10 demonstrates 6 anxiety cases (60%) were mentioned by the anxious group and 4 (40%) cases stated by non-anxious participants. The analysis of the respondents’ opinions under Contextual Differences affinity revealed some cases related to the context of ELT department that possibly impede their language learning. Some of the participants’ responses are separately presented below:

Participant 1 (PhD male student, anxiety score 114):

“Learning English in ELT department at EMU is more effective as I have to interact only in English. I feel more confident while interacting with peers and teachers. I haven’t really any problem in adaptation with learning and teaching but befriending with fellows is not easy”.

Participant 2 (PhD female student, anxiety score 109):

“It is good, comfortable and relaxing environment, but sometimes, there is a pressure of being exposed to challenging or demanding courses.”

Participant 3 (MA female student, anxiety score 103):

“On one hand, I feel positive, happy and blessed about being here. On the other hand, I wish that some teachers would pay more attention on being fair to all students and be at the same pace between all students.”

Participant 4 (MA female student, anxiety score 101):

“It is good. The department provides some kind of variety in the assessment and evaluation. The instructors also are knowledgeable and experienced. Generally, I feel good. There are some behaviors that I see them not accepted. But they can be solved, I guess.”

Participant 6 (PhD male student, anxiety score 48):

“The department is a good learning context with international students from many different backgrounds and different learning experiences. But the teaching methods are still sometimes traditional as well as the evaluation methods such as exams is based on memorizing. It should be diversity in evaluating the students.”

Participant 8 (PhD male student, anxiety score 39):

“My postgraduate program here in ELT department is related in most parts to the theoretical part like reading and presentations, we really need to have real contexts where to give our feedback based on real situations, for example, visiting and observing real classrooms to learn teaching skills and express our critical thinking.”

Even though ELT department has international students with different native languages, using the native language of some students in classroom seems to bother some other students.

Participant 5 (MA male student, anxiety score 48):

“Well, in ELT department, sometimes it annoys me when others use other languages in English classroom.”

4.4 Research Question Three: Which affinities have NNS teachers prioritized compared to other studies?

The fourth question of this study was presented to identify the prioritization of the language anxiety sources from the participants' viewpoints with comparisons to other studies such as Yan and Horwitz (2008) and Hajizadeh (2013).

Therefore, it is encouraging to compare the findings of this study with that found by Yan and Horwitz (2008), their detailed examination showed that Language Learning Interest and Motivation, Comparison with Peers and Learning Strategies were the main source that cause anxiety. In an another major study which set out to determine the sources of language anxiety, Hajizadeh (2013) reported that Teacher Characteristics, Self-regulation and Anxieties were found to be the highest commented anxiety-making.

However, the results of this study do not support the previous studies. This study asserts that FLA is mainly associated with Class Arrangement, Genetic and Personal Characteristics, Anxieties, and Social and Cultural Factors. On other hand, other affinities such as Achievement, Motivation and Interests, and Individual Learning Approach were not found to be focal points that hinder the participants' language learning in this study. As a result, it can therefore be assumed that there were some differences between Chinese and Iranian English language learners in prioritizing the major themes behind anxiety. The model generated by the grounded analysis of the results of this research is shown in Figure 1.

Chart 1 demonstrates the perceived sources of anxiety in foreign language learning based on the prioritization of ELT postgraduate students. Class Arrangement affinity is the main source, whereas Contextual Differences is the minor source.

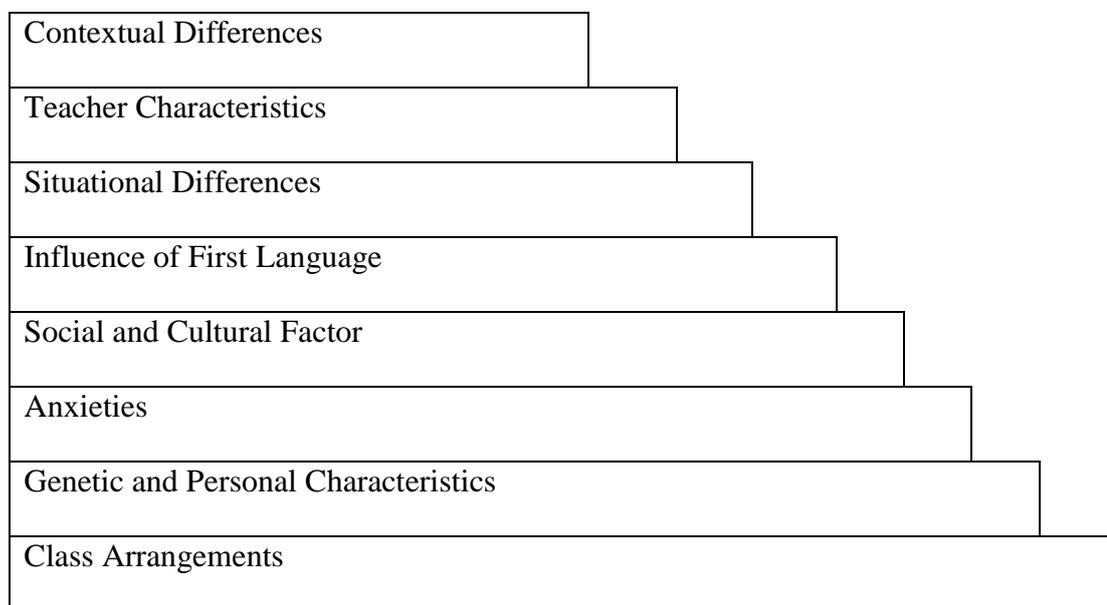


Figure 4.1: The Grounded-Theory model of prioritization of the foreign language anxiety sources

4.5 Research Question Four: How does the NNS teachers' level of foreign language anxiety influences their attitudes towards teaching the target language?

Both quantitative and qualitative data was collected to answer this question of the current study about the impact of FLA on foreign language teaching. In the first place, all participants were asked to complete the Teacher Foreign Language Anxiety Scale (TFLAS) besides FLCAS in order to compare the participants' level anxiety in both scales. Furthermore, all participants were also asked to answer five open-ended questions added at the end of TFLAS. Moreover, the small sample that was chosen for obtaining qualitative data in section 4.3 was interviewed in order to gain more deep

information regarding their attitudes towards teaching the TL. The data gained from TFLAS and the interviews was presented in the following section.

4.5.1 Results from the TFLAS

As stated previously, 48 students from ELT department participated in this study to complete the TFLAS which was designed with 18 items in the format of 5-point Likert scale ranging from “strongly disagree” to “strongly agree”. According to this scale measurement, the minimum score (the lowest) is 18 while the maximum (the highest) is 90 while score of 45 is considered to be the half of the highest possible score which signifies a moderate score. The TFLAS was employed in order to explore the level of foreign language teaching anxiety amongst the participants. The responses to TFLAS of all participants were statistically analyzed by employing SPSS version 18.

Based on the results of the TFLAS, the total mean scores for all participants was 2.23 with anxiety average score 40.23 which was a little below the moderate score ($M: 40.23 < 45$). Coupled with the results of FLCAS, the total mean scores for all participants was 73.73 ($M: 2.23$). To clarify, the results obtained from the FLCAS and the TFLAS for each participant can be compared in Table 4.15.

Table 4.15: Anxiety score of FLCAS and TFLAS for the whole participants

Participants	Gender	Education Level	FLCAS		TFLAS	
			Anxiety Level	Anxiety Score	Anxiety Level	Anxiety Score
1	Male	PhD	1.18	39	1.39	25
2	Female	PhD	1.24	41	1.22	22
3	Male	PhD	1.45	48	1.22	22
4	Male	MA	1.45	48	1.33	24
5	Female	MA	1.52	50	1.22	22
6	Female	MA	1.61	53	1.44	26
7	Female	MA	1.61	53	1.89	34
8	Male	PhD	1.64	54	1.39	25
9	Male	PhD	1.64	54	1.44	26

Table 4.15: Anxiety score of FLCAS and TFLAS for the whole participants (Continued).

10	Female	PhD	1.64	54	1.83	33
11	Male	MA	1.64	54	2.00	36
12	Female	PhD	1.64	54	2.33	42
13	Female	PhD	1.67	55	1.50	27
14	Female	PhD	1.67	55	2.00	36
15	Female	PhD	1.76	58	1.72	31
16	Female	MA	1.79	59	2.33	42
17	Female	MA	1.82	60	1.67	30
18	Male	PhD	1.85	61	1.44	26
19	Female	MA	1.88	62	1.33	24
20	Male	PhD	1.97	65	1.83	33
21	Male	MA	2.03	67	2.22	40
22	Female	PhD	2.09	69	1.67	30
23	Female	MA	2.09	69	2.67	48
24	Male	MA	2.24	74	2.50	45
25	Female	MA	2.27	75	2.78	50
26	Female	MA	2.33	77	1.78	32
27	Female	MA	2.36	78	2.39	43
28	Female	MA	2.39	79	2.22	40
29	Female	PhD	2.42	80	2.56	46
30	Female	MA	2.45	81	2.33	42
31	Male	MA	2.48	82	2.56	46
32	Female	MA	2.52	83	2.67	48
33	Male	PhD	2.58	85	3.11	56
34	Male	MA	2.61	86	2.56	46
35	Female	MA	2.70	89	2.17	39
36	Female	MA	2.76	91	2.78	50
37	Female	MA	2.76	91	3.11	56
38	Female	PhD	2.85	94	2.50	45
39	Male	MA	2.85	94	2.94	53
40	Female	MA	2.94	97	2.39	43
41	Male	MA	2.94	97	2.89	52
42	Female	MA	2.97	98	2.78	50
43	Female	MA	3.00	99	3.39	61
44	Female	MA	3.03	100	3.39	61
45	Female	MA	3.06	101	3.00	54
46	Female	MA	3.12	103	2.56	46
47	Female	PhD	3.30	109	3.78	68
48	Male	PhD	3.45	114	3.06	55

As Table 4.15 shows, the lowest mean score of TFLAS is 1.22 that implies low anxiety level while the highest is 3.78 indicates high level of anxiety. According to the anxiety level obtained from TFLAS, all participants in this study were categorized into three levels, those participants with anxiety mean score above or around 3 are considered to be anxious who represent 16.8% (8 students) of the whole participants, and those with anxiety mean score between 2 and 3 are considered to be moderate anxious participants who represent 41.6% (20 students) of the participants while those participants with mean score around or below 2 are considered to be non-anxious with percentage of 41.6% (20 students).

A comparison of the two results from the FLCAS and the TFLAS reveals the potential impact of FLA on language teaching performance. It is notably that the total mean score of all participants in the FLCAS which was 2.23 is explicitly the same in the TFLAS (M: 2.23). The table above illustrates that all respondents obtain approximately the same level of anxiety in both scales. On other words, the anxious language teachers were those who gained high level of anxiety as FL learners.

What is interesting in this data is that the level of anxiety of some participants in the TFLAS was higher than their level of anxiety in the FLCAS. In particular, the anxiety mean score of TFLAS for the participant number 12 was at 2.33 which was higher than her mean score of FLCAS. In the same vein, participants number 33 and 37 were observed to be anxious teachers compared with their moderate level of language learning anxiety. however, by all means, it can be assumed that anxious language learners are likely to be anxious language teachers.

In order to see the influence of participants' teaching experience and formal teaching training on their level of teacher foreign language anxiety, firstly, all participants were mainly grouped into two groups based on their teaching experience and their anxiety mean score was measured and compared. In this study, 41 participants had teaching experience at different levels, whereas only 7 participants had no experience to teach the language before conducting this study. The mean score of the participants with teaching experience was 2.32 and those with no teaching experience was 2.21. Accordingly, independent samples T-test were utilized so as to find if there was a significant difference between the two groups. Based on P-value ($P\text{-value} < 0.05$), it was found that the anxiety level for both groups was not significantly differ.

By considering the formal training of language teaching for the whole participants in this study, 14 participants had never enrolled in any training program while 34 participants had been trained to teach the TL. The anxiety mean score for untrained participants was at 2.49 which was a little higher than 2.12 for trained participants. Consequently, in order to find if there was a significant difference between the two groups, independent samples T-test were utilized. the P-value ($P\text{-value} < 0.05$) illustrated that there is no significant difference in the level of anxiety of the two groups.

In order to see the TFLAS items that appeal to be indicators of language anxiety and whether they change according to the participant level of anxiety, the highly and low scored items were categorized and presented in the next section.

4.5.1.1 Descriptive Analysis of the Participants' Responses to TFLAS

According to the items of the TFLAS which identified with a highest and lowest mean score by all participants, it is apparent from table below that item 5 "I feel self-

conscious speaking my foreign language in front of the other teachers” with the mean score of 3.65 that reflects to participants’ anxiety to speak in the foreign language was only observed to be the most stressful item.

On the other hand, item 17 “I try to speak my foreign language with native speakers whenever I can” was found to have the lowest mean score of 1.69. Then, item 10 “I am not nervous speaking my foreign language with students” with the anxiety mean score of 1.90 was found to be a low stressful item. The results of overall anxiety level for all items of the TFLAS are given with more detailed information in Table 4.16.

Table 4.16: Overall TFLAS’s items

Item	Mean	SD
1	2.31	.993
2	1.92	1.088
3	2.33	1.294
4	2.23	1.242
5	3.56	1.128
6	2.25	1.042
7	2.50	1.149
8	2.08	.986
9	2.29	1.184
10	1.90	.973
11	2.21	1.129
12	2.08	1.069
13	2.33	1.059
14	1.98	.956
15	2.29	1.166
16	2.29	1.184
17	1.69	.776
18	1.98	.911

By referring to Horwitz (1996), teachers with a high level of anxiety would probably avoid employing language teaching activities that require the intensive use of the TL and instead utilize activities with less use of the TL by the teachers. In this study,

refraining from the intensive use of the TL, concerning over errors and negative evaluation also appeared prominently by the participants' responses to TFLAS. The anxious participants agreed or strongly agreed with the item 3 "I am afraid that native speakers will notice every mistake I make.", item 5 "I feel self-conscious speaking my foreign language in front of the other teachers.", item 7 "I feel overwhelmed by the number of rules you have to learn to speak a foreign language." and item 9 "I never feel quite sure of myself when I am speaking my foreign language in front of native speakers." and either disagreed or strongly disagreed with item 11 "I don't worry about making mistakes in my foreign language." as shown in Table 4.17. Although acknowledging they were advanced language users, they particularly concerned about making mistakes or language errors in the TL.

Table 4.17: TFLAS's items with the highest anxiety level for anxious participants

Item.	Mean	SD
3	4.13	.991
5	4.00	.535
7	3.87	.354
9	3.75	.886
11	3.75	1.282

In like vein, the finding from FLCAS indicated that fear of negative evaluations, communication apprehension, and negative performance experiences are the primary sources of anxiety for anxious participants in this study. That is to say foreign language anxiety adversely affect the ability of a teacher to portray the TL and represent as a great role model for language learners (Horwitz, 1996).

Moreover, items 18 "I feel that my foreign language preparation was adequate to become a foreign language teacher.", item 10 "I am not nervous speaking my foreign

language with students.” and item 17 “I try to speak my foreign language with native speakers whenever I can.” were found to have the lowest mean score for the anxious participants with the mean scores of 2.25, 2.38 and 2.50 respectively as seen in Table 4.18. Although these items had moderate mean scores, they are considered as lowest items in terms of their contribution to the participants’ feelings of anxiety (the mean score for TFLAS’s items for anxious participants see Appendix M).

Table 4.18: TFLAS’s items with the lowest anxiety level for anxious participants

Item.	Mean	SD
18	2.25	1.282
10	2.38	1.061
17	2.50	.756

Comparatively to the non-anxious participants, item number 5 “I feel self-conscious speaking my foreign language in front of the other teachers” was only identified to be with the highest anxiety level with mean score of 3.65 as shown in Table 4.19, while the mean scores for the other items were below 2.

Table 4.19: TFLAS’s items with the highest anxiety level for non-anxious participants

Item.	Mean	SD
5	3.65	1.461

On the other hand, Items 2 “I would not worry about taking a course conducted entirely in my foreign language.” and 10 “I am not nervous speaking my foreign language with students.” with the mean score of 1.15 for each were found to have minimum level of anxiety for non-anxious participants as presented in Table 4.20 (the mean score for

TFLAS's items for non-anxious and moderate anxious participants see Appendix N and O).

Table 4.20: TFLAS's items with the lowest anxiety level for non-anxious participants

Item.	Mean	SD
2	1.15	.489
10	1.15	.366

4.5.2 Results from The Qualitative Data

In this part of the current study, five open-ended questions at the end of questionnaire of the TFLAS required the respondents to give some more information on their language teaching approach. In addition, a small sample of participants including four high and low anxious participants were interviewed in order to gain some more information about their approach for language teaching. According to the participants' responses, two main areas emerged to be associated with foreign language anxiety: (1) teaching the target language and (3) error correction approach. The results obtained from the preliminary qualitative analysis of this section were grouped and presented in the following section.

4.5.2.1 Teaching the Target Language

An interesting result emerged from the data of the participants' responses. Regarding the selection of participants for interviews was based on their level of anxiety, interestingly, the anxious interviewees did not indicate their high level of anxiety. The overall response was very positive. They all commented that they are not anxious of being language teachers at all, as some anxious interviewees stated:

"I feel confident when I speak English".

"Generally, I would feel comfortable and confident when I have to speak or teach the language".

"I always feel confident while speaking English".

Another non-anxious male interviewee stated:

“I have no problem speaking or teaching English. But I think anxiety is something natural and we cannot avoid it. The idea is how to deal with it”.

Another striking observation that emerged from the data was about the perfectionist tendencies among the participants. To illustrate, all respondents were asked at the end of TFLAS section of the survey to indicate whether they would use one of the two groups of activities for language teaching adapted from the TFLAS. In response to this question, the majority indicated that they would use language-intensive methods of teaching the TL, while most of anxious respondents preferred different approaches and methods for language teaching. Interestingly, communicative approach in particular was observed to be the most preferred approach by almost all participants. Although communicative approach requires the intensive and spontaneous use of the TL, it was also preferred by highly anxious participants. Some anxious respondents commented:

“I prefer communicative approach, but actually I think there is no best approach because it depends on classes with different contexts”.

“Generally, I try to be eclectic and chooses the best approach suiting me and my students”.

“I would use a combination of different methods (eclectic approach, you may call it) according to my class”.

Similarly, a common view amongst interviewees was that teachers should be flexible and not restricted to a certain approach or method for teaching the language in classrooms with different contexts and students. These interviewees explained their desire to employ both types of instructional practices which involve the intensive and less-intensive use of the target language. They shewed their awareness about the importance of students' needs, styles and the given contexts to enable them to choose the appropriate approach or method they would follow. To illustrate, one anxious male interviewee stated:

“Lesson planning depends on the classroom I would teach and the objectives of the lessons whether it is system focused that may need to use written grammar exercises or skills focused that may require using pronunciation exercises. My main emphasis is on context and learners”.

Similarly, an anxious female participant asserted:

“I have gained many experiences and enormous knowledge so far, I feel that I had become a better teacher and learner. I would definitely put into practice all the strategies that I have learnt. All teaching approaches and methods are important for me according to my students with different lifestyles and backgrounds”.

Another anxious female interviewee said:

“I see that dealing with a class with different personalities can be achieved by mixing methodologies. One teaching methodology should not be followed all the time”.

Another female anxious interviewee stated:

“I prefer communicative approach, but actually I think there is no best approach because it depends on classes with different contexts. While preparing my lessons, I try to focus on the students’ need as well as their weaknesses. All are important for me to choose the best methods to teach them the language. I believe in all methods because they all have good aspects. I think we need translation methods in some cases, and audio-lingual in some cases and so on. Teachers should always have a combination of all methods”.

This rather contradictory result among anxious participants between TFLAS which showed the avoidance of intensive use of the TL and what participants declared during the interviews may be due to their current knowledge and self-awareness that possibly made them to have high level of demands on how the language is taught effectively. In like manner, some non-anxious interviewee also reported that they might need to employ some activities such as translation exercises in order to enhance their teaching processes. To demonstrate, one non-anxious male interviewee reported:

“I try to put all plans that are not traditional which help me to promote teaching in a good way. For example, using mobile phones especially if the students have ones to download some applications for doing some activities in classroom, but sometimes, I would use the traditional methods such as

translation and grammar exercises because the students sometimes do need them”.

Another question in added to the TFLAS was concerned with how the participant would rate their competence of teaching the language. The majority were satisfied with their teaching competence while most of anxious participants appeared to not sure if they sufficiently prepared for teaching the language. It seems that acknowledging the responsibilities and challenges of being a language teacher may cause feelings of self-awareness and inadequacy among those anxious participants which make them to have impractical objectives in their own abilities in the TL (Horwitz, 1996). In response to this question, there was a sense of need for more teaching training and practice among the anxious participants in particular. Although they were at advanced level of education, some participants expressed that they still need more practice on how to teach the TL. Some anxious participants commented:

“I think I should have more professional development programs to improve my teaching”.

“I need more practice”.

“I need to read much more books regarding the English language teaching”.

“I think I need more training and reading about language teaching methodologies”.

“In my opinion, practicing teaching is more needed for improving my English classes”.

Further analysis on the participants’ responses during interviews showed that the majority of interviewees explained their adequate preparation to be FL teachers and to regulate the possible challenges they may face in their own classrooms. The overall responses indicated a strong need among anxious participants to increase and improve their knowledge about teaching the FL. As an anxious male interviewee put it:

“As a teacher, I would feel under some pressure, as I always try to improve myself and not to disappoint my students. The important issue is to develop my professional career by improving my knowledge more regarding how to deal with different students’ lifestyles and backgrounds”.

An anxious female interviewee said:

“Any teacher training program gives an outline of teaching. Being afraid, in fact, plays positive role in enhancing language teaching skills. Every situation, context and culture have its own challenges. Overall, having more knowledge about language teaching is needed to help us as language teachers to find a way out to cope with the given situation or challenges”.

Similarly, non-anxious participants also reported the need for improving oneself skills as a non-anxious male interviewee said:

“Of course, I feel enough prepared, but knowledge is never stop. I see knowledge like a sea, whenever you swim in it, you discover more things. Therefore, I need to read more and more to learn more and more. Learning never stops”.

Another non-anxious female participant stated:

“You cannot say that you completely prepared enough to teach the language. Being a teacher is an ongoing process and never stops. Yet, I never feel afraid because I motivated enough to be better every time”.

4.5.2.2 Approaching Error Correction

As the participants concern about making errors and mistakes in the TL appeared in participants' responses to the FLCAS as FL learners, it was also observable that they tend to avoid the way of error correction approach that may induce FLA in their own classrooms. According to their response to the open-ended questions, the majority of anxious participants were not extraordinarily focus on errors correction. They still consider the importance of error correction, but they expressed the role of error correction as supplementary role and focusing more how getting learners to practice the TL as much as possible, as can be seen in some comments for anxious participants:

“It Shouldn't be the focus of language teaching unless it affects the meaning of the message”.

“You shouldn't always correct the students' mistakes, otherwise they will be afraid to speak. Actually, if it is necessary, you can find different ways to correct them”.

“I don't prefer doing it very often in front of other students immediately, if it is not an urgent case. Generally, I correct students for pronunciation if they persistently keep pronouncing a word incorrectly”.

Also, some non-anxious respondents commented:

“It should be in suitable situations and times”.
“I think teachers should focus on fluency more than accuracy”.

Some participants expressed that learners' mistakes shouldn't be corrected directly by teachers themselves but to use indirect way such as using peer correction so that to avoid learner's embarrassment as seen in some anxious respondents' comments:

“I prefer peer correction and the teacher correction should be at the end”.
“Student should be enabled to check himself at first, then peer correction and teacher correction should be at the end”.
“It is very useful when it is indirect and positive”.
“It should be in a proper way that does not have any negative impact on student's attitude and motivation”.

On other hand, few anxious participants expressed the prioritization of the grammatical accuracy in the TL. They still assume that correcting learners' errors is important issue in FL classrooms. To illustrate, one participant described this as “useful” and should be “Immediate correction”. Some anxious respondents stated:

“it's beneficial because students must not learn wrong”.
“It helps to learn English language faster”.

When the interviewees were asked about their error correction approaches, the majority commented that they still consider the importance of error correction, but focusing more how getting learners to practice the TL is more important. They expressed that error correction should be as supplementary role and teachers should be careful about the students' feelings while correcting their errors. For example, an anxious male interviewee said:

“Error correction is important, I would do it when needed and relevant to the task, though I wouldn’t hurt my students in front of their colleagues, and sometimes it is better to focus on fluency rather on accuracy”.

Similarly, an anxious female participant said:

“Error correction is an essential part of teaching the language. As teachers, first, we must find about the way that they feel comfortable while their errors are corrected. We may also ask them about how they want to be corrected. By doing this, I believe that students don’t afraid of making mistakes. Besides that, they may become sure that if they make mistakes, it will be corrected in a way that they want”.

Another non-anxious interviewee stated:

“Error correction is very important, but I think fluency should come before accuracy. Also, I do not like to follow the direct way of giving feedback to students. For example, if a student says: there is too many students. I will say: wow, there are too many students. I want to be indirect so as not to frighten the students”.

On the other hand, only one anxious participant expressed the prioritization of the grammatical accuracy in the TL. Accordingly, he assumed that correcting learners’ errors is important issue in FL classrooms. To illustrate, this interviewee said:

“I pay due more attention to error correction. I always fear of learners’ developing bad habits. There should be consciousness of errors at learning stage so that they develop right habits. The time will come when they unconsciously speak correctly”.

4.6 Summary

In this chapter, the level of FLA among the participants were identified and discussed. Then, the sources of anxiety perceived by the participants were also presented. Finally, the impact of the participants’ level of anxiety on their attitudes towards teaching the TL were presented and categorized.

Chapter 5

DISCUSSION AND CONCLUSION

5.1 Presentation

This chapter presents the main findings of this study supported by comparing them with the results of other related studies. In addition, it presents the potential implications for further research and the limitation of the study will be also discussed.

5.2 Discussions

Several studies have investigated the FLA in context with NNS teachers and its potential impact on FL teaching. Therefore, this study employed multivariate method by utilizing two questionnaires and two interviews in order to explore the feelings of foreign language anxiety amongst postgraduate practicing teachers at Eastern Mediterranean University and to determine the boundaries such feeling from the participants' perspective. It also aimed to determine its impact on their approaches of language teaching. Accordingly, this study would provide an important opportunity to advance the understanding of FLA and foreign language teacher anxiety in order to develop and suggest some strategies to cope with a such feeling in learning context.

This section is arranged according to the main findings of this study and compared with those available outcomes in the literature. First, it discusses the discovered level of FLA and perceived sources of a such feeling among postgraduate practicing teachers at Eastern Mediterranean University. What follows is a discussion about the

impact of FLA on the participants' approaches of language teaching as well as major findings in chapter four.

5.2.1 Foreign Language Learning Anxiety

The current study found that NNS teachers did experience different level of foreign language anxiety. Although the overall average of language anxiety was at the moderate level, the results demonstrated that some participants suffered from high level of language learning anxiety. These results seem to be consistent with Ahmed, Pathan and Khan (2017) who found that postgraduate students studying in different disciplines at University of Balochistan in Pakistan suffered from foreign language anxiety. Likewise, other research in similar contexts with lower level of education found that preservice teachers encountered with different level of FLA (Aydin, 2008; Amin, 2013; Tüm & Kunt, 2013; Tum, 2013; Suwannaset & Rimkeeratikul, 2014).

It is somewhat surprising that the majority of those anxious participants had experience teaching the language before conducting this study. These results therefore need to be interpreted with caution. According to Horwitz (1996), NNS teachers should be considered as advance language learners in SLA research. Correspondingly, the findings of this study corroborate the idea of Mahmoodzadeh (2012) who suggested that more proficient learners are more susceptible to the anxiety-provoking than less proficient participants. In like vein, Şahin (2016) argues that when the language learners' proficiency increases in the TL, their levels of anxiety increase as well. Similarly, Marcos-Llinás and Garau (2009) indicate that advanced learners were more anxious than their counterparts at intermediate and beginning levels.

As mentioned in the literature review, language learning anxiety can be correlated with other possible factors that related to language learners such as gender, age and level of

education. The observed difference between the participants' levels of anxiety between males and females as well as MA and PhD students in this study was not significant. The results showed that these factors did not interact with the learners' level of anxiety. These results match those observed in earlier studies which revealed that there was no considerable distinction in the level of the language anxiety experienced by male and female students (Matsuda & Gobel, 2004; Amin, 2013; Machida, 2016; Ahmed, Pathan, & Khan, 2017).

In contrast to other studies, however, Cheng (2002) Mahmoodzadeh (2012) demonstrated that female students were likely to experience more foreign language speaking anxiety than males. A possible explanation for this might be that due to a physiologically based phenomenon, females may experience higher levels of anxiety before stressful situations (Morton, Vesco, & Awender, 1997). Furthermore, Machida (2016) asserted that English proficiency level seemed to correlate significantly with the level of anxiety. On other hand, Dewaele, Petrides and Furnham (2008) suggested that younger language learners were likely experience low level of language anxiety.

5.2.2 Anxiety Sources

The second question of this study was designed to determine the sources of foreign language anxiety perceived by NNS teachers. As result, eight affinities were specified to be the sources of the participants' feeling of anxiety which were consistently outlined in the literature such as Class Arrangement, Genetic and Personal Characteristics, Anxieties, and Social and Cultural Factors, and etc.

5.2.2.1 Affinity 1: Class Arrangements Affinity

The class arrangements were determined by the participants as the first indicator of anxiety. This finding seem to be consistent with other studies which found that class

procedures were identified to be sources of anxiety (Young, An investigation of students' perspectives on anxiety and speaking, 1990). Young (1991) observed that language activities where learners perform in front of their colleagues such as written work on the blackboard, oral presentations and spontaneous role-plays were likely inducing feelings of anxiety.

5.2.2.2 Affinity 2: Genetic and Personal Characteristics

Genetic and personal characteristics are also identified by the participants in this study as among the most important sources of anxiety. This affinity elucidated some certain beliefs among the participants about language learning, such as some language learners have high potential to learn a foreign language or one gender has the advantage to learn a language more than the another. However, the researcher deduced that almost all participants profoundly feel anxious just because they believe that there are some others are better language learners. These findings are consistent with those of Horwitz (1988) and MacIntyre, Noels and Clement (1997) who suggested that learner's belief about foreign language aptitude can result to have low expectations on language learning.

5.2.2.3 Affinity 3: Anxieties

Under this affinity, the participants revealed that their feeling of anxiety due to the fear of making mistakes and to be negatively evaluated. These findings agree with the findings of other studies such as Ewald (2007) who found that fear of making mistakes was found to be an anxiety indicator. Learners appeared to worry about making mistakes because they afraid to be negatively evaluated by their teacher especially in front of their colleagues. Young (1991) indicated that the way teachers use to give feedback and to correct the errors of learner performance can engender feelings of anxiety.

5.2.2.4 Affinity 4: Social and Cultural Factor

Under this affinity, the participants revealed that other's opinions and comparisons with peers were among the important factors that induced their feeling of anxiety. In accordance with other results, Krashen (1982) and Young (1990) indicated that learner's degree of self-esteem is greatly associated to language anxiety because they concerned with what their peers think or with pleasing others. likewise, Bailey et al (1999) reported that competition among learners appeared to be a major source of anxiety as they frequently try comparing themselves with their peers.

5.2.2.5 Affinity 5: Influence of the First Language

The differences of the grammatical structures of the participants' first and second languages seem to bother them in learning the second language. The participants expressed the belief that the proficiency level of the second language is strongly associated the proficiency level of the first language. This result may be explained by the fact that poor attitude, anxiety apparently correlated with difficulty in learning a foreign language because of the deficiency of individual's native language (Sparks & Ganschow , 2007). Marcos-Llinás & Garau (2009) reported that first and second language skills are possibly influence the learner's achievement in the second language.

5.2.2.6 Affinity 6: Situational Differences

It important to note that the participants in this study had the opportunity to study a foreign language in two different countries in Cyprus and their own home country. The results showed that even minor differences in the lifestyle or a special privilege lack in different language learning countries can be important factors that may affect the language learning process. In like vein, previous studies reported that situational

differences were found among the crucial variables that cause anxiety (Yan & Horwitz, 2008; Hajizadeh, 2013).

5.2.2.7 Affinity 7: Teacher Characteristics

During data analysis, it was revealed that teacher has a crucial role for the participants' feelings of anxiety. There have been several studies reported that some teacher's characteristics or behavior can provoke learners' language anxiety (Horwitz, Horwitz, & Cope, 1986; Young, 1990; Young, 1991; Ewald, 2007). For instance, Ewald (2007) indicated that teacher-student relationship and fear of making mistakes are found to be anxiety indicators. Likewise, Şahin (2016) demonstrated that teacher's laxity about their teaching behavior was a reason for some learners to feel anxious.

5.2.2.8 Affinity 8: Contextual Differences

The respondents' comments under Contextual Differences affinity revealed that there were some cases related to the context of ELT department that possibly engender feeling of anxiety. Similar finding was also observed by Hajizadeh (2013) who reported that learning the foreign language at different context in different country was among the factors that made some learners to feel anxious.

5.2.3 Teacher Foreign Language Anxiety

In reviewing the literature, it seems that very limited studies have used the FLCAS and the TFLAS complementarily for examining foreign language anxiety. Comparing the two results of the FLCAS and the TFLAS in this study, it can be seen that NNS teachers did experience different level of foreign language teaching anxiety. It is interesting to note that all participants obtain approximately the same level of anxiety in both scales. It is an important observation support the inkling that anxious language learners are highly susceptible to feelings of language teaching anxiety. Together these results provide important insights into what Horwitz (1996) and Tum (2013) have

suggested that language teachers may still suffer from foreign language anxiety from anxiety the teachers experienced as foreign language learners. An implication of this is the possibility that language teachers may unconsciously transmit their feelings of frustration and uneasiness in the TL to their students (Horwitz, 1996).

It is encouraging to compare the results of this study with other studies in the field which found that a considerable number of NNS teachers and pre-service teachers encountered with high levels of anxiety in using the TL (Horwitz, 1996; Kunt & Tüm, 2010; Tüm, 2012; Mohamed Wadi & Mohammadzadeh, 2016; Machida, 2016). As an illustration, Lee and Lew (2001) indicated that preservice teachers from different countries having their postgraduate studies at TESOL program did experience high levels of language anxiety. Similar findings were obtained by Tüm (2015) who found that that preservice teachers experienced significant levels of foreign language anxiety. This also accords with earlier studies which reported that NNS teachers suffered from high levels of anxiety (Cubukcu, 2008).

Another important finding was that this study has been unable to demonstrate that the level of language teaching anxiety correlate with language teaching experience and formal teaching training. Contrary to expectations, the observed difference between the participants' levels of anxiety regarding their teaching experience and formal training in this study was not significant. These results differ from those of Machida's (2016) who found that formal training experience and teaching experience seem to correlate significantly with the level of anxiety.

Anxiety literature has speculated that there are several undesirable consequences of FLA on teachers' performance in the FL classrooms. According Horwitz (1996),

teachers' feeling of FLA may decrease the quality and amount of input that the students could gain from the teachers and tend to avoid using language-intensive activities which might display their insufficiencies of the TL. In this respect, the primary evidence from the TFLAS in this study demonstrated that anxious NNS teachers were likely to refrain using the target language intensively as much as possible in their own classrooms. Their concern over errors and negative evaluation also appeared prominently by their responses to the FLCAS. These results agree with our earlier studies which showed that anxious preservice teachers could be impeded by their feelings of anxiety to efficiently portray and represent the ideal model of using the TL for their students (Kunt & Tm, 2010; Tm & Kunt, 2013; Tm, 2015).

Another striking observation that emerged from the data was about the perfectionist tendencies among the participants. By considering the high level of anxiety for some participants, communicative approach which requires the intensive and spontaneous use of the TL, was most preferred approach for language teaching by anxious participants. In addition, the participants' awareness about students' needs and feelings appeared on their concern over error correction in their language classes by creating alternative approaches to reduce feelings of anxiety among their own students. According to Horwitz (1996), perfect performance in the TL may be the major concern for FL teachers than for typical FL learners.

Another important finding in this study was that the anxious participants reported that they were not strongly sure if they sufficiently prepared for teaching the language when considering their current level of education. Although they experienced teaching the target language, there was a sense of need for further teaching training and practice amongst the participants. Similar findings were also found by Tm & Kunt (2013) and

Tum (2015) who reported that a considerable number of preservice teachers were not self-confidence enough to be English language teachers as they moved closer to the end of their teacher education program.

A possible explanation for these results may due to when NNS teachers and pre-service teachers approach the end of their teacher training and acknowledge the responsibilities and challenges of being a language teacher, they may be disturbed by feelings of self-awareness, inadequacy, and anxiety of using the TL (Tum, 2013; 2015), and tend to make impractical objectives in their own abilities in the TL, and it may be challenging to play the role of FL teacher (Horwitz, 1996). Therefore, they may start to wonder whether their skills in the TL will be perfectly sufficient to fulfill the needs of their future FL classroom (Tum, Foreign language anxiety's forgotten study: The case of the anxious preservice teacher, 2015).

Also, NNS teachers would be unsatisfied with their actual level of achievement in the TL and tend to have high level of demands and to be perfect language users (Gregersen & Horwitz, 2002). According to Gregersen and Horwitz (2002), perfectionist FL learners often believe that their performance should be ideal from the start to the end. When the anxious FL learners recognized their weaknesses in the TL, they tend to set unrealistic personal standards and seemed displeased on their own performance in the TL (Gregersen & Horwitz, 2002).

This discrepancy could be also attributed that those anxious NNS teachers who eventually experienced learning a foreign language in classrooms that emphasizing perfect pronunciation and grammatical accuracy may inspire them to maintain a pure language (Horwitz, 1996). However, although those high anxious participants

appeared to be aware about the ideal role of language teacher in foreign language education, it is encouraging to bear in mind that, as Horwitz (1996) stated, even if teacher's level of anxiety did not affect language teaching processes, it would possibly hinder their language teaching performance. Using the target language on a daily basis with a live audience would probably make teachers frustrated and insecure which then reduce their sense of satisfaction.

5.3 Conclusion

The current study was designed to investigate the foreign language anxiety amongst practicing NNS teachers who were ELT postgraduate students at Eastern Mediterranean University in Cyprus. It was also set out to determine the possible sources that could generate anxiety among them. In addition, the present study was set out to assess the effect of anxiety on foreign language instruction. In reviewing the literature, a limited number of studies so far have employed the FLCAS and TFLAS complementarily for examining foreign language anxiety.

According to the findings, this study found that in general, ELT postgraduates did experience a moderate level of foreign language anxiety and some participants were suffering from high level of anxiety. The results of this study support the idea that even advanced language learners are also susceptible to encounter with the feeling of anxiety (Mahmoodzadeh, 2012).

The second major finding was that eight affinities emerged as reliable sources of foreign language anxiety: Class Arrangement, Genetic and Personal Characteristics, Anxieties, Social and Cultural Factors, Influence of the First Language, Situational Differences, Teacher Characteristics, and Contextual Differences. On other hand, the

affinities Achievement, Motivation and Interests, and Individual Learning Approach were not found to be focal points that hinder the participants' language learning in this study.

Additionally, the most obvious evidence emerged from results of this study suggests that anxious language learners are highly susceptible to feelings of language teaching anxiety. This study has confirmed the findings of Horwitz (1996) and Tum (2013) who have suggested that NNS teachers may still suffer from foreign language anxiety from anxiety the teachers experienced as FL learners. It can thus be suggested that teachers may unconsciously transmit their feelings of frustration and uneasiness in the TL to their students (Horwitz, 1996). Therefore, it is interesting to note that how learners are expected to acquire a sense of confidence in using the language while their teacher is hesitant to use it (Tum, Foreign language anxiety's forgotten study: The case of the anxious preservice teacher, 2015). Furthermore, the results revealed that anxious postgraduates appeared to have a sense of perfectionism tendencies by showing their high demands for teaching the language anxiety. According to Gregersen and Horwitz (2002), FL teachers tend to have perfectionist tendencies and unintentionally promote or create these tendencies among their students. In that case, it is necessary to take countermeasures.

However, it has been suggested that in order to decrease the teachers' feeling of FLA, NNS teachers and preservice teachers have to acknowledge that many language teachers occasionally feel uncomfortable in using the target language (Horwitz, 1996). Horwitz indicates that NNS teachers and preservice teachers should recognize that they are still language learners and errors are an essential and inevitable aspect of language learning. They should imagine that they perform comfortably and effectively

in the anxiety-provoking situation and they should plan to increase their language proficiency. In like manner, Tum (2013) recommends teacher educators must acknowledge that preservice teachers are susceptible to experience different levels of teachers' foreign language anxiety and should guide them how to react properly to their anxiety feelings. In other words, Tum & Kunt (2013) suggest that teacher education programs can be organized more effectively by not only impart the knowledge to their preservice teachers but also to supply them with the self-confidence, optimism, and enthusiasm that they need to develop creative careers.

Additionally, Aydin (2008) indicates that effective communication and less stressful learning situations are effectively decrease the level of language anxiety among NNS teachers and preservice teachers. Another key point, Mohamed Wadi and Mohammadzadeh (2016) assert that obtaining a good language proficiency, having adequate teaching practice training, getting endorsement from institution can minimize NNS teacher's feeling of anxiety. furthermore, Suwannaset and Rimkeeratikul (2014) assume that NNS teachers and preservice teachers should be handled with some useful courses that guide them to address their language teaching anxiety.

5.4 Teaching Implications

The current study can make several contributions to the current literature. First, this research extends our knowledge of Foreign Language Anxiety from multiple windows regarding language learners' perception from different nationalities. In addition, language teachers are encouraged to research locally the sources of language anxiety based on their learners' points of view by utilizing self-report questionnaires.

Secondly, this study can raise the awareness of teachers' educators at ELT department on the sources of anxiety assumed the NNS teachers' perception in order to select and maintain strategies that enable their students to overcome their feeling of anxiety.

Finally, although the ELT postgraduate program aims to improve postgraduates' pedagogical skills, this study highlights the need for postgraduates' educators to notice and acknowledge the NNS teachers' struggles and feelings of anxiety in this level of education in order to develop language teaching education programs in a way that help these postgraduates to alleviate their feelings of uncertainty and anxiety.

5.5 Limitations of the Study and Recommendation for Further Research

Although the study has successfully investigated foreign language anxiety amongst NNS teachers, there is a number of important limitations need to be considered. First, only 48 postgraduates with different nationalities included as participants. It seems possible that we could have different results by conducting similar study with other participants in different contexts with a balanced number in gender and nationalities.

Second, it is important to bear in mind that the data gained from the participants' self-reports is subject to be biased and have limited validity. The involvement of more raters might improve the findings' reliability. In addition, it could not be assured that all respondents in this study reflected their perceptions as equitably as expected.

Finally, this study investigated the participants' experiences about teacher foreign language anxiety who enrolled at ELT postgraduate program in Cyprus. It would be interesting to assess the effects of foreign language anxiety on language teaching with

a greater number of participants in different contexts. However, the current study has only examined the effects of anxiety on the participants' approaches of teaching the target language. Thus, further research is needed utilizing different methodology such as classroom observations to assess the actual effects of teacher anxiety with novice and experienced NNS teachers in their classroom performance.

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APPENDICES

Appendix A: Consent Form for Completing the Questionnaires

Dear Colleagues,

I am currently carrying out my Master's thesis at the ELT Department at the Eastern Mediterranean University. This study attempts to explore your personal experiences about English language learning. Completing the following surveys is greatly appreciated. Any personal information you provide will be used completely confidential only by the researcher for the purposes of this study. If you have any questions, please feel free to contact me or my thesis supervisor, Assoc. Prof. Dr. Naciye Kunt.

Thank you sincerely for your assistance and collaboration.

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I have read the above information. I hereby affirm my consent to the data collected for this study.

Name:

Signature:

Appendix B: Background Questionnaire

1- Age

2- Gender: Male Female

3- Your current level of studying: MA PhD

4- Your nationality

5- Your country

6- First language

7- At what age did you start learning English?

8- Do you know any other languages? Yes No

If your answer is positive,

a) Which language(s)?

b) How long did you study them?

9- Have you ever travelled to an English-speaking country? Yes No

If your answer is positive,

a) Which country or countries?

b) How long did you stay there?

10- Do you watch films on target language? Yes No

If your answer is positive,

a) In which way do you watch them? on TV online or both

b) How often do you watch films?

Once a month.

Couple of times a month.

Once a week.

Couple of times a week.

11- Have you taught English before? Yes No

If your answer is positive,

a) For how many years?

b) In which level?

12- Have you ever received any training for teaching English? Yes No

Appendix C: Foreign Language Classroom Anxiety Scale (FLCAS),

Developed by Horwitz, Horwitz and Cope (1986)

Directions: For each item, indicate whether you (1) strongly disagree (2) disagree (3) neither agree nor disagree (Neutral) (4) agree or (5) strongly agree.

1. I never feel quite sure of myself when I am speaking in my foreign language class.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

2. I don't worry about making mistakes in language class.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

3. I tremble when I know that I'm going to be called on in language class.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

4. It frightens me when I don't understand what the teacher is saying in the foreign language.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

5. It wouldn't bother me at all to take more foreign language classes.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

6. During language class, I find myself thinking about things that have nothing to do with the course.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

7. I keep thinking that the other students are better at languages than I am.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

8. I am usually at ease during tests in my language class.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

9. I start to panic when I have to speak without preparation in language class.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

10. I worry about the consequences of failing my foreign language class.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

11. I don't understand why some people get so upset over foreign language classes.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

12. In language class, I can get so nervous I forget things I know.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

13. It embarrasses me to volunteer answers in my language class.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

14. I would not be nervous speaking the foreign language with native speakers.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

15. I get upset when I don't understand what the teacher is correcting.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

16. Even if I am well prepared for language class, I feel anxious about it.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

17. I often feel like not going to my language class.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

18. I feel confident when I speak in foreign language class.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

19. I am afraid that my language teacher is ready to correct every mistake I make.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

20. I can feel my heart pounding when I'm going to be called on in language class.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

21. The more I study for a language test, the more confused I get.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

22. I don't feel pressure to prepare very well for language class.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

23. I always feel that the other students speak the foreign language better than I do.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

24. I feel very self-conscious about speaking the foreign language in front of other students.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

25. Language class moves so quickly I worry about getting left behind.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

26. I feel more tense and nervous in my language class than in my other classes.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

27. I get nervous and confused when I am speaking in my language class.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

28. When I'm on my way to language class, I feel very sure and relaxed.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

29. I get nervous when I don't understand every word the language teacher says.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

31. I am afraid that the other students will laugh at me when I speak the foreign language.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

32. I would probably feel comfortable around native speakers of the foreign language.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

33. I get nervous when the language teacher asks questions which I haven't prepared in advance.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

**Appendix D: Teacher Foreign Language Anxiety Scale (FLCAS),
Developed by Horwitz, E. K., (1996)**

Directions: For each item, indicate whether you (1) strongly disagree (2) disagree (3) neither agree nor disagree (Neutral) (4) agree or (5) strongly agree.

1. It frightens me when I don't understand what someone is saying in my foreign language.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

2. I would not worry about taking a course conducted entirely in my foreign language.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

3. I am afraid that native speakers will notice every mistake I make.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

4. I am pleased with the level of foreign language proficiency I have achieved.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

5. I feel self-conscious speaking my foreign language in front of the other teachers.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

6. When speaking my foreign language, I can get so nervous I forget things I know.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

7. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

8. I feel comfortable around native speakers of my foreign language.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

9. I never feel quite sure of myself when I am speaking my foreign language in front of native speakers.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

10. I am not nervous speaking my foreign language with students.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

11. I don't worry about making mistakes in my foreign language.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

12. I speak my language well enough to be a good foreign language teacher.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

13. I get nervous when I don't understand every word a native speaker says.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

14. I feel confident when I speak my foreign language.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

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

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

16. I don't understand why some people think learning a foreign language is so hard.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

17. I try to speak my foreign language with native speakers whenever I can.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

18. I feel that my foreign language preparation was adequate to become a foreign language teacher.

1) Strongly disagree 2) disagree 3) neutral 4) agree 5) strongly agree

Appendix E: Consent Form for Completing the Affinities

Dear Colleagues,

I am currently carrying out my Master's thesis at the ELT Department at the Eastern Mediterranean University. This study attempts to explore your personal experiences about English language learning. Completing the following survey (Affinities) is greatly appreciated. Any personal information you provide will be used completely confidential only by the researcher for the purposes of this study. If you have any questions, please feel free to contact me or my thesis supervisor, Assoc. Prof. Dr. Naciye Kunt.

Thank you sincerely for your assistance and collaboration.

Hameed Gannoun

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I have read the above information. I hereby affirm my consent to the data collected for this study.

Name:

Signature:

Appendix F: Final Version of The Affinities Taken from Yan And Horwitz (2008) And Revised by Hajizadeh (2013)

Interview protocol

A) GENETIC AND PERSONAL CHARACTERISTICS

- 1) Some of the students' state that one needs to have special talents in order to learn a foreign language. Some think that gender can make a difference.... What personal characteristics do you think one needs to have in order to learn English well?
- 2) What do you think that schools or individuals can do to make up for the lack of these characteristics?

Potential probes or alternatives forms if little or no response:

- 1) Is there anything about you that could make learning another language easier or more difficult?
- 2) What have you experienced in an English program that helps people of different personalities to learn what they need to learn?

B) SOCIAL AND CULTURAL ELEMENTS

- 1) How much do you think others people's opinions could affect one in learning the language? Have you ever experienced someone making any comments about your language learning? How did you feel?
- 2) What, if any, is the parents' role in learning language?

Potential probes or alternatives forms if little or no response:

- 1) Do you think peer pressure could affect you? How?
- 2) How would you rate your English compared with others?

C) MOTIVATION AND INTERESTS

- 1) How motivated does one need to be in order to learn the language well? What is your MOTIVATION in learning English?
- 2) English is required in your program. What part do you think “interest” plays in learning the language?

Potential probes or alternatives forms if little or no response:

- 1) How useful do you think English is in your life?
- 2) When did you start to feel interested in learning English?

D) INFLUENCE OF FIRST LANGUAGE

- 1) How do you feel one’s level of first language can help or interfere with English learning?
- 2) How similar do you think your first language and English are?

Potential probes or alternatives forms if little or no response:

- 1) What are some of the errors you or others make because of the influence of first language?
- 2) Some people say that because their first language is very good, they can't tolerate the fact that their English is not as satisfactory, and therefore they decide to give up. What do you think about this?

E) CLASS ARRANGEMENTS

- 1) If you were an English teacher, how would you change the way English is taught in class?
- 2) How much pressure do you feel concerning your English classes?

Potential probes or alternatives forms if little or no response:

- 1) What is the format of your English classes?
- 2) What are the things you like most about your English classes? What are those you dislike most?

F) SITUATIONAL DIFFERENCES

- 1) What are the differences between learning English in your country and Cyprus?
- 2) What are the similarities between English in your country and in Cyprus?

Potential probes or alternatives forms if little or no response:

- 1) What are the learning situations in your country and Cyprus that bothers you?
- 2) Do you think the lifestyle in your country and Cyprus has different effects on your learning English?

G) CONTEXTUAL DIFFERENCES

- 1) How would you see learning English in the ELT department at EMU?
- 2) How do you feel about learning English in the ELT department at EMU?

Potential probes or alternatives forms if little or no response:

1) Do you have any problem in adapting yourself with learning and teaching in ELT department at EMU?

2) Do you think other people in ELT department at EMU learn English in a different way?

H) TEACHER CHARACTERISTICS

1) How do you compare your Cypriot teachers either native or non-native with your teachers at your country?

2) What influences have you received from your Cypriot teachers in learning English?
What influences have you received from your teachers at your country in learning English?

Potential probes or alternatives forms if little or no response:

1) What kind of English do you like most?

2) Which teacher do you think has influenced you most? In what way?

I) ANXIETIES

1) Some students report that they experience anxiety in learning English. What do you think makes people feel anxious about a process?

2) How does anxiety affect one's language learning?

Potential probes or alternatives forms if little or no response:

1) When do you feel anxious about learning the language?

2) What do you think should be changed in the program that could reduce people's anxiety in language learning?

3) If a student were nervous about learning English, what kind of advice you would give him/her?

4) Have you ever experienced being anxious in the class? Tell me about that moment.

K) INDIVIDUAL LEARNING APPROACHES

1) What method(s) do you think is/are most effective in learning English? Provide some examples.

2) What other learning activities are you involved in besides your English classes in the program?

Potential probes or alternatives forms if little or no response:

1) How do you learn vocabulary? How do you practice listening, speaking, reading and writing?

2) How effective is your own learning method compared to the ones teachers suggest?

L) ACHIEVEMENT

1) What do you think makes some people better in learning English than others? Why?

2) What are the chances of you not achieving much in the English? Why?

Potential probes or alternatives forms if little or no response:

1) How do you to study better in the future?

2) What measures would you use to define “achievement” in English?

In your opinion, what is anxiety and nervousness in learning English and how does it initiated?

Thank you for your cooperation

Appendix G: Consent Form for Interviews

Dear Colleagues,

I am currently carrying out my Master's thesis at the ELT Department at the Eastern Mediterranean University. This study attempts to explore your personal experiences about English language learning. Your participation in this interview is greatly appreciated. This interview will be audio-recorded and any personal information you provide will be used completely confidential only by the researcher for the purposes of this study. If you have any questions, please feel free to contact me or my thesis supervisor, Assoc. Prof. Dr. Naciye Kunt.

Thank you sincerely for your assistance and collaboration.

Hameed Gannoun

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I have read the above information. I hereby affirm my consent to the data collected for this study.

Name:

Signature:

Appendix H: Interview Questions

1. What is anxiety in your opinion and how does it initiate?
2. Do you generally feel confident or nervous while speaking English? If the answer is “I feel nervous”) Do you think that your feelings can affect your language teaching? If so, how?
3. To what extent do you feel enough prepared to teach the language? Are there any challenges you are still afraid of?
4. How do you normally plan your lessons? What do you consider to be important when planning your lessons?
5. How much is error correction important in your language teaching?
6. Which teaching approach/method you believe in the most for teaching the language? Why?
7. How do you feel about studying in Cyprus? Give examples from your experience from your MA/PhD program in Cyprus?

**Appendix I: A Written Permission from The Ethical Committee
Institution at Eastern Mediterranean University.**



Sayı: ETK00-2018-0189
Konu: Etik Kurulu'na Başvurunuz Hk.

11.06.2018

Hameed Gannoun
Eğitim Fakültesi
Yüksek Lisans Öğrencisi

Doğu Akdeniz Üniversitesi Bilimsel Araştırma ve Yayın Etiği Kurulu'nun **29.05.2018** tarih ve **2018/59-05** sayılı kararı doğrultusunda, "**Investigating Foreign Language Anxiety among ELT Postgraduate Nonnative Students**" adlı çalışmanızı, Doç. Dr. Naciye Kunt'un danışmanlığında araştırmanız, Bilimsel ve Araştırma Etiği açısından uygun bulunmuştur.

Bilginize rica ederim.


Doç. Dr. Şükrü TÜZMEN
Etik Kurulu Başkanı


ŞT/ba.

www.emu.edu.tr

Appendix J: The Mean Score for FLCAS's Items for Anxious Participants.

Items	Mean	SD
1	2.44	.882
2	3.67	1.414
3	2.44	1.014
4	3.11	1.054
5	2.22	1.394
6	2.89	1.453
7	3.56	.726
8	3.22	1.394
9	3.11	1.054
10	4.11	.782
11	3.22	.667
12	3.44	1.130
13	2.78	1.093
14	2.89	1.054
15	3.44	.882
16	3.00	.866
17	2.78	.972
18	2.56	1.130
19	3.22	.972
20	3.00	1.000
21	3.00	1.323
22	3.33	1.000
23	2.89	1.269
24	3.56	1.130
25	3.33	.866
26	2.78	1.093
27	2.67	1.118
28	2.56	.726
29	3.33	1.000
30	3.22	1.302
31	2.44	1.130
32	3.56	1.130
33	4.22	.667

Appendix K: The Mean Score for FLCAS's Items for Non-Anxious Participants.

Items	Mean	SD
1	1.23	.685
2	1.73	.985
3	1.18	.501
4	1.91	.868
5	1.73	1.241
6	2.09	1.109
7	1.27	.550
8	1.86	1.082
9	1.32	.568
10	2.14	1.424
11	1.91	1.192
12	1.77	1.020
13	1.27	.550
14	1.64	1.136
15	2.23	1.232
16	1.55	.671
17	1.23	.429
18	1.27	.456
19	1.77	.973
20	1.55	.800
21	1.32	.477
22	2.00	.873
23	1.41	.590
24	3.59	1.436
25	1.50	.673
26	1.32	.568
27	1.23	.429
28	1.27	.550
29	1.68	.945
30	1.86	.990
31	4.23	1.152
32	1.77	1.152
33	2.18	1.181

Appendix L: the mean score for FLCAS's items for moderate anxious participants.

Items	Mean	SD
1	2.21	.976
2	3.42	1.121
3	2.32	1.003
4	2.63	1.012
5	1.74	.733
6	2.84	1.214
7	2.53	1.020
8	2.63	.955
9	2.53	1.020
10	3.16	1.214
11	2.16	.834
12	2.89	1.286
13	2.21	1.134
14	2.74	1.327
15	3.26	1.240
16	2.89	1.150
17	2.11	.937
18	2.37	.831
19	2.47	.905
20	2.58	.902
21	1.53	.612
22	2.11	.875
23	2.58	1.121
24	2.95	1.079
25	2.16	.898
26	1.79	.918
27	2.05	.780
28	2.16	.834
29	2.42	.838
30	2.63	.895
31	2.00	.816
32	2.21	1.032
33	3.00	.816

Appendix M: The Mean Score for TFLAS's Items for Anxious Participants.

Items	Mean	SD
1	3.50	.535
2	2.63	1.061
3	4.13	.991
4	3.00	1.690
5	4.00	.535
6	3.50	1.069
7	3.87	.354
8	3.13	.835
9	3.75	.886
10	2.38	1.061
11	3.75	1.282
12	3.25	1.165
13	3.50	.926
14	2.75	1.035
15	3.00	1.069
16	3.13	1.356
17	2.50	.756
18	2.25	1.282

Appendix N: The Mean Score for TFLAS's Items for Non-Anxious Participants.

Items	Mean	SD
1	1.75	.967
2	1.15	.489
3	1.35	.489
4	1.45	.826
5	3.65	1.461
6	1.40	.503
7	1.80	1.056
8	1.25	.550
9	1.35	.745
10	1.15	.366
11	1.45	.510
12	1.60	1.142
13	1.50	.607
14	1.25	.444
15	1.45	.605
16	1.90	1.165
17	1.25	.444
18	1.50	.513

Appendix O: The Mean Score for TFLAS's Items for Moderate Anxious Participants.

Items	Mean	SD
1	2.42	.507
2	2.16	1.015
3	2.58	1.305
4	2.63	1.116
5	3.32	.885
6	2.74	.733
7	2.74	.872
8	2.37	.831
9	2.95	1.079
10	2.26	1.046
11	2.63	1.165
12	2.21	.713
13	2.58	.838
14	2.42	.961
15	2.79	1.134
16	2.21	.918
17	1.74	.806
18	2.26	.991