

A Study of Turkish Teacher Candidates' Language Anxiety

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ABSTRACT

The main aim of the current study is to explore the foreign language anxiety and teaching foreign language anxiety of the prospective teachers at Atatürk Teacher Training Academy in Nicosia. The sample of the present study was constituted from 45 prospective teachers. Foreign Language Classroom Anxiety Scale (FLCAS) and Teacher Foreign Language Anxiety (TFLAS) and semi-structured interview as a mixed research method to transcribe findings. Frequency, Cronbach Alpha, Mann Whitney U test, Kruskal Wallis-H test, Tamhane and Spearman Correlation Analysis had been executed to draw findings. Findings reported that no statistical significance was existed in gender and formal years to study English Language in contexts of foreign language learning anxiety and teacher foreign language learning anxiety. However, form and department studied was found statistically significant with teacher foreign language anxiety. In addition to these, Spearman Correlation test results revealed that a significant, positive and moderate relationship was existed among teaching foreign language anxiety and learning foreign language anxiety. Besides of these, mixed minds while studying English exam, feeling to left behind as English classes moving quickly, experiencing difficulties to understand the words which mentioned by native speakers, lack of confidence while speaking were found the factors which are triggering the foreign language and teaching foreign language anxiety respectively. Qualitative findings exerted that giving oral presentation in front of crowded classes, incorrect pronunciation, failing to provide answers to students were the major ingredients of anxiety at learning and teaching contexts.

Keywords: FLCAS, TFLAS, Atatürk Teacher Training Academy, Mixed Research

Method

ÖZ

Bu çalışmanın temel amacı, Lefkoşa’da bulunan Atatürk Öğretmen Akademisi’nde eğitimini sürdüren öğretmen adaylarının yabancı dil öğrenirken ve öğretirken oluşan kaygı düzeylerini araştırmaktır. Çalışmanın örneklemini Atatürk Öğretmen Akademisi’nde eğitimini sürdüren 45 öğretmen adayını kapsamaktadır. Araştırmada, karma araştırma yöntemi kullanılmıştır. Daha geniş bir ifadeyle, Yabancı Dil öğrenen sınıflarda Anksiyete Ölçeği (FLCAS) ve Öğretmenler için Yabancı Dil Anksiyetesi (TFLAS) ve yarı yapılandırılmış mülakat teknikleri kullanarak araştırmada elde edilen bulgular yorumlanmıştır. Bulguların yorumlanmasında frekans, Cronbach Alpha güvenirlik testi, Mann Whitney U testi, Kruskal Wallis-H testi, Tamhane ve Spearman Korelasyon Analizi kullanılmıştır. Ortaya çıkan bulgular, cinsiyet ve İngilizceyi öğrenme yılı değişkenlerinde yabancı dil öğrenme kaygısı ve öğretmenler için yabancı dil öğretme kaygısı bağlamında, istatistiksel olarak anlamlı bulunmadığını göstermiştir. Ancak, yıl ve bölüm değişkeni ile öğretmenler için yabancı dil kaygısı anlamlı olarak birbirlerinde farklılaşmaktadır. Bu bulgulara ek olarak, Spearman Korelasyon testi sonuçları; yabancı dil öğrenme kaygısı ile öğretmenler için yabancı dil kaygısı kavramları arasında anlamlı, pozitif ve orta düzeyde bir ilişki olduğunu ortaya koymuştur. Bunların yanı sıra, İngilizce sınavını yaparken ortaya karışık düşünceler, İngilizce derslerinin hızlı bir şekilde aktığı ve geride kalma düşüncesi, anadili İngilizce olan konuşmacıların söylediği kelimeleri anlamada güçlükler yaşamak, konuşmada konuşmacının kendisine olan güven eksikliği, yabancı dil öğrenme kaygısını ve öğretmenler için yabancı dil kaygısını tetikleyen önemli faktörler arasında yer almıştır. Niteliksel bulgular kalabalık sınıfların içerisinde sözlü sunum yapmanın, yanlış telaffuzun, öğrencilere cevap

verememenin, öğrenme ve öğretme bağlamındaki kaygının en önemli unsurları olduğunu göstermiştir.

Anahtar Sözcükler: FLCAS, TFLAS, Atatürk Öğretmen Akademisi, Karma Araştırma Yöntemi

To My Family

I cordially dedicate this study to my parents.

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LIST OF ABBREVIATIONS

ELT	English Language Teaching
FLCAS	Foreign language Classroom Anxiety Scale
N	Number of Respondents of the study
P value	Statistical Significance
SPSS	Statistical Package for Social Sciences
TFLAS	Teacher Foreign Language Anxiety Scale
TRNC	Turkish Republic of Northern Cyprus
TRNC-TR	Turkish Republic of Northern Cyprus and Turkish Republic

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Chapter 1

INTRODUCTION

1.1 Presentation

The main aim of this chapter is to provide background, statement of the problem, brief definitions about the notions of anxiety and foreign language learning anxiety as well as highlighting the aim, significance, research questions of the present study.

1.2 Background

Anxiety may take place in all sectors. From this point of view, it might be elicited that anxiety also occurring in education sector. Anxiety may lead low academic performance for the students. One form of the anxiety in education sector could be named as foreign language learning anxiety. For a decade, considerable amount of scholarly studies (Alderman, 2004; Alpert and Haber, 1960; Canessa, 2004; Dordinejad & Ahmadabad, 2014 Horwitz, 200; Tm & Kunt, 2013) had been conducted to advance understanding about the derivatives of the foreign language learning anxiety. Foreign language learning anxiety is perceived as a one of the critical elements which hindering to learn foreign language effectively thus language learners should need to expand their knowledge about the notion and learn to mitigate with the notion (Chang and Wu, 2004; Zheng, 2008). Horwitz (2001) exerted that almost one-third of foreign language learners are facing with anxiety.

Moreover, Dordinejad and Ahmadabad (2014) had identified foreign language anxiety as a vital element, which is closely linked with the learners' achievement for learning foreign language.

MacIntyre and Gardner (1991) expressed that foreign language anxiety is forming right after the first interaction at the foreign language classroom. In addition to this, MacIntyre and Gardner (1994) had defined the term as a feeling of tension and apprehension, which is particularly related with learning second language basically at speaking, listening and learning. Hashemi and Abbasi (2013) had argued that foreign language anxiety hinders learners to exhibit bright performance for the targeted second language.

1.3 Statement of the Problem

As indicated in the background of the study, foreign language anxiety can be one of the main effecting elements on learners' performances in their lessons. If the level of anxiety among learners goes down, the chance to have a better success rises up. This is true for many cases in foreign language classroom. In addition, if those learners are studying in order to become language teachers, their teaching foreign language anxiety, as another significant effecting element should not be neglected. Prospective teachers' level of anxiety as learner and teachers should be taken into consideration in order to improve the success and performance of candidates. One of the places that these considerations should be taken into account for is Atatürk Teacher Training Academy located in Nicosia, Northern Cyprus, as a place which is educating, training, and giving services to prospective teacher and make them ready for the future of this context. This kind of study has not been conducted in that context since the Academy has started giving services. The researcher considers this as a gap which can affect

learners' performances negatively. It also can help the administrators to make their decisions accordingly for the betterment of the Academy.

1.4 Aim of the Present Study

The main aim of the current present study is to examine and compare foreign language anxiety of teacher candidates whose are studying at Atatürk Teacher Training Academy in Nicosia and provide suggestions to the academy with the light of the findings.

1.5 Significance of the Present Study

This study can be considered significant in several ways. First, since the present literature fails to provide sufficient research on teacher candidates the findings of the present study are expected to assist to expand the understanding of the role of foreign language anxiety for the teacher candidates and its likely outcomes for their future career. Secondly, it may be considered as one of the initial research in North Cyprus in this particular context. Finally, present study is expected to add to the scholarly research and literature about foreign language anxiety for the teacher candidates in North Cyprus.

1.6 Research Questions of the Study

The research questions of the present study could be lamented as follows.

- 1) Is there any statistical difference among teacher candidates at Atatürk Teacher Training Academy in terms of their (a) gender, (b) formal years to study English, (c) Form and department studied at Atatürk Teacher Training Academy in contexts of Foreign Language Anxiety and Teaching Foreign Language Anxiety?
- 2) What is the foreign language and teaching foreign language anxiety level of the teacher candidates at Atatürk Teacher Training Academy?

3) Do foreign language anxiety and teaching foreign language anxiety have a correlational relationship?

Chapter 2

LITERATURE REVIEW

2.1 Presentation

This chapter starts with background information about the term of anxiety and followed by explanatory account of its types that have been discussed in the literature. Then, it follows detailed information about the notion of anxiety, foreign language anxiety and lastly relevant and studies related to FLCAS and TFLAS which were conducted on the relevant field.

2.2 The Term of Anxiety

Barlow (2002) argued that there is no specific definition for the term of anxiety. One of the critical reason behind of this argument could be stressed that the term of anxiety is effected by the various disciplines of philosophy and physiology and lastly theology and such multi- disciplinary structure of the term, may lead scholars to define the term from different perspectives. The word of anxiety is rooted from an “anxietas”, an ancient Greek word which could be expressed as a deep fear, worry and wonder (Kaya and Varol, 2004).

It could be elicited that several practitioners had identified the term of anxiety from different perspectives. For instance, Cabi and Yalçınalp (2013) had defined the term of anxiety as a thought, which generates a wonder, unhappiness and/or problems. In addition to this, Kyriacou and Sutcliffe (1978) had described the term of anxiety as a

negative, emotional reaction. Besides from these, Çiftler (1986) outlined the term of anxiety as an unpleasant feeling, which triggers excitement and worry.

Moreover, Spielberger (1972) one of the popular scholars at relevant field, defined the term of anxiety as a phenomenon, which causes stress and disappointment on individuals. Besides of this, Scovel (1994) stated the term of anxiety as a feeling of uneasiness and fuss occurring at individuals when experiencing events which are treating them. Furthermore, Bozdam and Taşğın (2008) depicted the notion of anxiety as an ingredient which occurring as a sense that individuals are feeling uncertain, worry, lack of competence. Morgan (1991) described the term of anxiety as a reaction that individuals are reflecting during under treat and/or danger. Additionally, the notion could be viewed as a product of inevitable and/or uncontrollable perception of treat (Uğuz, 2010).

Freud could be also identified as a popular scholar with his valuable studies at the relevant field. Freud (1969) lamented the notion as a negative and unpleasant feeling, which might release at different time of period and various places. Several scholars had attempted to highlight the common features of anxiety. For instance, Çapkın (2011) had lamented the key common features of the notion. For instance, firstly, anxiety could be characterized as an unpleasant feeling, which leads a fuss on the individuals. Secondly, it leads individuals to be pessimistic about their future; and finally, anxiety yields physical problems for the individuals.

It could be expressed intensity and duration are the most prominent denominators, which are shaping anxiety (Faez and Valeo, 2012). To be more exact, anxiety which is classified as an intensive and occurred at short-run as a time period can be named as

“acute anxiety” whereas, anxiety which is characterized as less intensive and occurred at long run as a time period could be called as “chronic anxiety” (Shengnan, 2009). Mostly, the term of fear and anxiety is confused. Various practioners had put efforts to clarify the distinction between these two terms. Pappens, Claes, Versleegers, Vansteenwegen and Diest (2013) had indicated that fear is a product of emotional state which occurs in case of facing a threatening event whereas the term of anxiety is viewed as an outcome of the emotional state in case of experiencing with uncertainty which is highly threatening. Cüceloğlu (1996) had also attempted to distinguish differences between anxiety and fear in terms of source, intensity and duration. These differences could be expressed as source, intensity, and duration. Firstly, the sources, which are forming the fear, is certain whereas the sources, which are leading to anxiety, could be identified as ambiguous. Secondly, intensity of fear is more intensive when compared with the intensity of anxiety. And lastly, the duration of anxiety is short when compared with the duration of the fear.

2.3 Types of Anxiety

Anxiety could be classified as trait anxiety, state anxiety and lastly situation specific anxiety (McIntyre and Gardner, 1989).

2.3.1 Trait Anxiety

Numerous scholars had put intensive efforts to identity the term of trait anxiety. For instance, Akiskal (1998) described the term of trait anxiety as a form of anxiety which hampers the welfare of the individuals. The main symptoms of the trait anxiety could be documented as increased tension, irritability, sleep disturbances and gastrointestinal problems (Akiskal, 1998). Spielberger et al (1983) had focused on three critical aspects of trait anxiety, tendency to worry, rime and situation. To be more precise, scholars had mentioned that trait anxiety could be defined as a form of anxiety which

are more likely to occur constantly, regardless time and situation. In addition to these, MacIntyre and Gardener (1991) indicated that trait anxiety could a kind of feeling which individuals feel a permanent anxiety at every case. MacIntyre and Gardener (1991) pointed that trait anxiety has a vague nature since then it is not influential at foreign language learning process.

2.3.2 State Anxiety

Spielberger et al (1983) stressed that state anxiety as a set of impermanent negative feelings and its level could vary among individuals. Young (1991) had emphasized the signs of state anxiety as worry, feeling nervous and apprehension. Brown (2007) had lamented that state anxiety is closely linked with a specific event.

There is a dispute among scholars about explaining correlation among state anxiety and foreign language anxiety. To be more precise, some authors had articulated that language-learning anxiety could be dimension of state anxiety (Horwitz et al, 1986; Williams, 1991; Young, 1991) whereas some scholars had discussed that language-learning anxiety is a form of situation-specific anxiety (Tallon; 2009, Alpert and Haber (1960). Therefore, we need to provide definition of situation-specific anxiety to generate better understanding.

2.3.3 Situation- Specific Anxiety

It can be expressed that situation-specific anxiety and trait anxiety are similar to each other; however, the terms are differentiating from each other. This difference can be stated, as a situation specific anxious individual tend to feel tension or anxiety during a specific event/condition whereas there is no restriction to feel anxiety in terms of event or condition as well as time.

Furthermore, Tallon (2009) reported examples for situation-specific anxiety. These examples could be mentioned as anxiety towards to learning math, foreign language, anxiety towards tests etc.

Alpert and Haber (1960) depicted that situation-specific anxiety could have detrimental impact on learning phase or just vice versa.

2.4 Factors Affecting Level of Anxiety

Several studies (Dewaele et al., 2018); Akgün, Gönen and Aydın, 2007; Hanımoğlu and İnanç 2011; Güzeler ve Pektaş, 2014) had been designed to explore the main factors, which are influencing level of anxiety. It could be stressed that personality, structure of the family, gender, socio-economic status, academic background of the parents, occupation of the parents and lastly, the number of siblings are one of the main factors, which are shaping the level of anxiety.

2.4.1 Personality

Akgün, Gönen and Aydın (2007) highlighted that individuals who are extremely sensitive about the criticism made towards to their personality are more likely to have low self-confidence, which in turn triggers the level of anxiety during their daily routine.

2.4.2 Structure of the Family

The structure of the family plays a critical role to form the characteristic features of the individuals. To create better understanding, it could be mentioned that structure of the family is one of the important denominators, which is influencing academic achievement and preferences regarding profession choices. Individuals that raised by highly authoritarian and strict families are more likely to have higher level of anxiety throughout their lives. In contrast to this, Hanımoğlu and İnanç (2011) stated that

democratic families are likely to reflect love and affection to their children and encourage them to take steps with the light of their goals. Therefore, individuals that raised by democratic families are more likely to have lower levels of anxiety throughout their lives.

2.4.3 Academic Achievement

Teimouri, Goetze and Plonsky (2019) had attempted to investigate the correlation between academic achievement and anxiety. Generally speaking, parents are expecting bright academic performance from their children. More importantly, rewards or penalties, which are employed to promote academic performance, could yield a sense of burnout for the children thus in turn lead high level of anxiety on them. (Al-Adwan and Al-Khayat, 2017).

2.4.4 Gender

Gender could be also stressed as one of the critical factors to influence level of anxiety. Numerous scholars have arranged various studies to analyze the impact of gender on trait and state anxiety levels of the individuals. Results of these studies revealed that females tend to experience higher levels of state and trait anxiety levels when compared with males (Yılmaz, Dursun, Güzeler ve Pektaş, 2014; Karaman, 2009; Gönen ve Aydın, 2007). The reason behind of these findings could be lamented as females might face difficulties to express their anxiety (Çapkın, 2011).

2.4.5 Socio-economic Status

As indicated earlier, socio-economic status is also accepted as one of the prominent factors which shaping the anxiety. In other words, poor socio-economic status may cause individuals to have low life satisfaction, experiencing with a tension on the relationship with parents, having worries to satisfy their basic needs throughout their lives (Alisinaoğlu and Ulutaş, 2000). Therefore, individuals might have high level of

anxiety. Girgin (1990) conducted a study to determine the impact of socio-economic status of the individuals on the level of anxiety. Findings of the study demonstrated that individuals with poor socio-economic status are more likely to have higher level of anxiety when compared with other individuals.

2.4.6 Age

Çapkın (2011) conducted to examine linkage between age and level of anxiety. Results of the study signified a statistically significant relationship between age and anxiety. The linkage between age and anxiety could be expressed as individuals have more responsibilities and tasks to fulfill, as they get older. Therefore, they will have more worries throughout their lives. Thus, it could be indicated that as individuals get older they are likely to have high anxiety levels.

2.4.7 Academic Background of the Parents

Yenilmez and Özbey (2006) had designed a research to discover the factors, which are fueling the level of anxiety. Results of the research outlined that academic background of the parents are one of the vital factors, which are influencing the level of anxiety. In other words, children whose are raised by well-educated parents tend to have lower anxiety levels (Alisinanoğlu and Ulutaş, 2000).

2.4.8 Profession of Parents

Individuals spend most of their times at their workplace. It could be lamented that profession of the individuals is also shaping their character. From this perspective, parents whose have stressful working sphere are more likely to experience tension with their family members. Therefore, individuals tend to have high levels of anxiety (Alisinanoğlu and Ulutaş, 2000).

Furthermore, studies also revealed that parents who are working as a form of sole proprietorship are more likely to lower anxiety levels during their daily interactions thus their children tend to have lower anxiety levels when compared with other individuals (Yenilmez and Özbey, 2006).

2.4.9 Number of Siblings

Studies also highlighted that number of siblings is also effecting the level of anxiety for the individuals. To advance our understanding, it could be stated that crowded parents with poor economic status have hard times to satisfy the needs of their children as well as fail to reflect their love and affection towards to their children. Individuals who have grown in crowded families tend to share their rooms with their siblings as well as tend to feel that their parents are not reflecting love and affection. Sargin (1990) and Aral (1997) had conducted studies to explore correlation among level of anxiety and number of siblings. Both scholars found that a significant and positive relationship among level of anxiety and number of siblings.

2.5 Behavioral Implications of Anxiety

Scholars have arranged studies to clarify behavioral implications of anxiety. Their findings mentioned that low-level anxiety could even promote creativity thus could act as a motivator to encourage individuals to work more effectively. To be more accurate, individuals with low-level anxiety could have a chance to conduct observations and take necessary actions for uncertain conditions, which could yield problems in the future time. Furthermore, individuals with moderate level anxiety could face problems to evaluate events and/or facilities, which are surrounding them whereas individuals with high anxiety levels may have difficulties to concentrate on details thus more likely to fail to construct linkages among facilities and outcomes (Çatalbaş, 1999).

Besides of these, Gençtan (1993) indicated that individuals with high levels of anxiety tend to have difficulties while constructing friendships and more likely to have low self-confidence and less likely to struggle with the negativity around them.

2.6 Causes of Anxiety

From past to present, different authors (Woodrow, 2006; Vogely, 1998; Horwitz, Horwitz and Cope, 1986) have examined the causes of anxiety. Within the conducted studies in the literature, it was seen that, the emotional reactions of the individuals were different from each cases. In this context, it is possible to express that anxiety will vary from person to person. In other words, in some individual anxiety appears after long periods of deep tension however, in some individuals it occurs suddenly and causes them to feel the feeling that their lives will flow away from their hands and to feel anxiety deeply.

Çapkın (2011), in his study, emphasized the hereditary transmission of anxiety, which can be caused by physical appearance and side effects of some sedatives used. Moreover, Kaya and Varol (2004) stated in their study that the withdrawal of support, negative impacts throughout their lives, internal contradiction and uncertainty can cause anxiety. The factors are briefly described as withdrawal of support, negative impact, internal contradiction, and uncertainty. Withdrawal of support is a sudden withdrawal or disappearance of support for each individual can lead to anxiety in individuals. The emergence of negative impacts in individuals leads to frustration, which brings anxiety (Young, 1991). Certainly, there are principles and values that each individual believes and values. However, the actions or behaviors, which are contradiction with the beliefs and values, can cause individuals to experience conflicts in their inner world. Every individual dreams of a good status, good earnings, a

beautiful life and a good wife in the future. Also, dreams happy and peaceful family life. However, some individuals fear that they will not get the value of their labor in the future for their sacrifices. Pessimism and fears of pessimism over the time brings the anxiety (Williams, K. E and Andrade, 2008).

On the other hand, France and Robbins (1997) have investigated the causes of anxiety; they have expressed in the form of disturbing thoughts, avoidance and life events. Some negative developments in their lives cause thoughts that lead to dissatisfaction in individuals (Bernstein, 1983). These disturbing thoughts are usually caused by the threatening of the threatening elements around them and minimizing the assistance they receive from the environment. One another point is the avoidance that occurs when individuals take action to ignore the sources that cause anxiety. It is possible to indicate that avoidance is not a permanent solution for the anxiety. The avoidance actions bring serious limits to the lives of individuals (Rahimi, M., & Zhang, 2019). Various negative events in human life cause anxiety. The fact that various events that may cause tension come to life in the same timeframe causes the individuals to feel the anxiety more deeply.

2.7 Foreign Language Anxiety (FLA)

Most of the students are encountering with the FLA. It could be mentioned a vast amount of scholarly studies had been conducted since 1980's. The term could be simply defined as a sense of feeling frustrated and reflecting negative emotional reactions while learning a new language in classroom context.

Riasati (2011) indicated that foreign language learning may be hard for learners thus they may face and complain about anxiety that they have while learning a foreign

language. Language learning anxiety could be differentiated from other forms of anxiety as it has adverse impact on learning process (McIntyre & Gardner, 1991).

Moreover, Başı and Özcan (2018) declared that individuals could easily express themselves in their mother tongue, however, they might encounter with some problems in foreign language. The main reason behind of this could be expressed as a fear of individuals about demonstrating a poor performance while performing a language thus feeling sensitive about damaging their self- image. Likely, Horwitz et al. (1986) indicated that people could be very good at constructing a conversation in their mother tongue, however, when it comes to foreign language they might feel depressed and such depressed feeling may hamper their self-image in foreign language learning sphere.

Stephen Krashen (1981) highlighted key denominators, which could trigger the success of the individuals while learning a foreign language. These denominators could be expressed as the degree of anxiety, degree of motivation and lastly degree of self- confidence of the learners while attempting to learn a foreign language. From this point of view, as level of anxiety raises academic achievement at learning a foreign language decreases. Besides of this Özcan and Başı (2018) also argued that students that have high motivation towards to learn science, music and mathematics may lose their motivation towards to learn a foreign language which might be sourced from the context of foreign language learning.

Before advancing our knowledge towards to the notion of foreign language anxiety, it would be better to state types of anxiety. Mainly, psychological categorization of anxiety could be divided into three different forms namely trait anxiety, state anxiety

and lastly situation specific anxiety. Scovel (1978) expressed trait anxiety as relatively stable personality trait. State anxiety stands for a temporary reaction of the individuals which reflected as a response for the specific conditions whereas situation specific anxiety likely to occur with the specific event (Spielberger, 1983). Horwitz (2001) expressed that learning a foreign language could be a part of situation-specific anxiety. Scholars found mixed results about the impact of FLA on the performance of the learners while learning a new language. To be more exact, FLA could have either positive or negative effect on the students' achievement to master the language.

2.8 Language Anxiety and Language Learning Process

For the current study, Tobias Model was employed to create understanding about the existence of language anxiety at language learning process. According to Tobias model, language learning process could be categorized as input, process and lastly output (Souad, 2010).

2.8.1 Input

As indicated earlier input stage is considered as the first phase or sometimes-basic stage for learning language. During this phase, several factors might trigger language anxiety. These factors could be signified as facing with a new word, sentence and lastly phrase in foreign language. Scholars also stated that level of anxiety at input stage is closely linked with the learners' capabilities to receive, concentrate and encode external stimuli (Souad, 2010).

Souad (2010) posited higher levels of anxiety in input stage may lead learners to engage with irrelevant tasks during learning contexts and more likely to ask language teachers to repeat sentences for them when compared with the learners with lower levels of anxiety.

2.8.2 Processing

Processing tend to exists at different fields of learning a language. During processing stage, anxiety could be stemmed from cognitive and mental activities. For instance, while speaking a foreign language learners should pay attention to find the most appropriate words, which are best suiting with the case, and be careful about right pronunciation. Scholars found a strong and inverse relationship between language anxiety and conversation during processing stage. To be more accurate, learners might have a strong desire to respond when they asked question(s). However, level of excitement triggers anxiety and collapse their attention while attempting to respond the questions and when their attention collapse they begin to worry hence more likely to exhibit poor performance while speaking. Beside of these, learners with high level of anxiety may yield a failure to understand the pronunciation of the spoken words (during listening) thus, they encounter difficulties to realize the words, which could be resulted of slow mental processing. Lastly, as indicated earlier, anxiety may halt the efficiency while using vocabulary. In other words, when learners feel uneasiness they tend to have difficulties to recall the words which they have learned (Souad, 2010).

2.8.3 Output

Souad (2010) indicated that output may be considered as a production phase at language learning and also stressed that each stage is interlinked with each other. To be more precise, the success of the stage(s) is closely related with the success of the completion of the previous stage(s). Anxiety in output stage could be identified as a degree of worry that learners are encountering while performing a language. Therefore, high level of anxiety might block the learners' capabilities while speaking or writing.

2.9 Reactions to Foreign Language Anxiety

Subaşı (2010) mentioned that Turkish EFL students generally attempt to avoid speaking activities as much as possible and prefer to stay silent since they are encountering with foreign language learning anxiety. Besides of these, language anxiety may cause learners to experience several problems with the target language such as failing to reproduce intonation of the language (Young, 1991). Deyuan (2011) also discussed the reactions of learners towards to foreign language anxiety. Scholar had lamented that experiencing challenges with recalling the familiar words, high heart beatings, having a red or pale face, difficulties to control behaviors such as encountering problems about where to put hands or touching hair, having a tendency to leave or escape etc.

2.10 Manifestations and Dimensions of FLA

Horwitz et al (1986) had highlighted the manifestations of FLA. There are several manifestations. For example, students do not remember the words and phrases that they recently covered and they do not actively cooperate and refuse to speak thus prefer to keep silent in learning context so they prefer to have limited eye contact. On the other hand, they have tendency to come up with short answers in case of facing with questions in learning context. Thus, they could spend intensive efforts to learn language but might experience no improvement in terms of grade. Also, students might need to have acknowledgement from their teachers.

Kralova (2016) had identified the three components, which might fuel FLA. These components may be outlined as communication apprehension, test anxiety and lastly fear of negative assessment. Communication apprehension stands for the type of anxiety, which occurs while building a communication with other individuals usually

in forms of feeling excited while constructing a dialogue with others or having fears about failing to understand their speech. Communication apprehension has two key dimensions namely production apprehension and reception apprehension. Production apprehension mainly occurs when individuals are communicating in front of crowded groups while reception apprehension takes place when individuals are replying to the conversations.

Souad (2010) had lamented factors, which could yield communication apprehension. These factors could be listed as low intellectual skills, having deficiencies in terms of speech skill, social alienation, communication anxiety, and low self- esteem.

As mentioned earlier test anxiety is one of critical components of FLA, which is likely to exist when learners are intensively worrying about to experience a failure to perform the language, and lastly fear of negative assessment refers when learners shy and scare about their performance, which could be assessed negatively by others in the learning context. Souad (2010) had elicited the teachers' and peers' attitudes in the learning context as major predictors of foreign language anxiety at fear of negative assessment concept. In other words, language learning could be characterized as a continuous teacher evaluation regarding the learner's performance and competency on the foreign language and this assessment might lead learners to feel under pressure thus worry to exhibit poorer performance when compared with their peers. If peers feel that they fear from negative assessment they prefer to keep silent and do not actively participate to the classroom activities, which are designed to expand their proficiency on the foreign language.

2.11 Triggering Factors of FLA

Scholars had specified various factors, which may stimulate FLA. These factors might be expressed as gender, age and classroom sphere.

2.11.1 Gender

Several studies had been conducted to explore the impact of gender on FLA. These studies generated mixed results. For instance, some scholars found that female students are better than male students are at learning a language and surprisingly the reason behind of their success could be depicted as their anxiety levels of female learners. Scholars argued that female students have higher anxiety levels when compared with male students, which accepted as one of the vital denominators, which fuels success of females while learning a new language. In contrast to this statement, some scholars discussed that female learners tend to face with the sense of uneasiness as they are likely to scare more than male students to make mistakes in learning sphere which implicitly means that female students tend to feel pervasive impacts of FLA when compared with male students while mastering a new language (Jafarigohar and Behroozinia, 2012).

2.11.2 Age

In relevant literature, a limited amount of studies arranged to investigate the impact of age on FLA. Moreover, it may be articulated that studies had conflicting outcomes. For instance, in Deweale's (2002) study mature learners were more likely to experience difficulties to adapt and obey the principles of the foreign language hence their anxiety levels are higher than the young learners. Deweale's (2002) findings were compatible with the statements of Onwuegbuzie, Bailey and Daley (1999), MacIntyre, and Gardner (1994). Likely, Aydın (2013) indicated that young students are more relaxed when compared with old students particularly during taking English tests. In

contrast to these arguments, Chan and Wu (2010) stressed that young students could feel more tension thus may experience FLA more deeply which in turn hamper their proficiency at learning English.

2.11.3 Classroom Design and Teaching Method

Generally speaking, learning environment has a critical role to shape feelings and anxiety levels of the learners.

2.11.4 Sense of perfectionism

Gregersen and Horwitz (2002) had mentioned that sense of perfectionism may act as one of the crucial drivers to boost foreign language anxiety for learner. In other words, perfectionism triggers a fear of performing a target language incorrectly which in turn stimulates a tension on learners since they may feel they are losing their self-images in front of their friends and teachers.

Besides of these, Gregersen and Horwitz (2002) mentioned that students who are perfectionist at all phases of learning foreign language tend to be more anxious since they hardly satisfied with their performance as well as their achievements on language learning.

Language teachers are expected to design the learning sphere in a manner to decline the anxiety levels of the learners. Classrooms should not be considered as an environment that learners' mistakes judged and Grammar Translation method applied. Therefore, classrooms should be designed by considering needs and wants of the learners to decline their negative feelings and anxiety levels. Moreover, teaching methods should be revisited. To be more precise, communicative language teaching and community language learning methods might create a pressure on learners and raise their anxiety level specifically when their teacher asks them questions.

Apart from those factors, there are some other sources, which act as a major contributor to form foreign language anxiety. The sources could be listed below (Rafieyan, 2016).

- Low self -esteem: Individuals with low self -esteem tend to be more anxious in foreign language classrooms. The main reason behind of this may be stressed that individuals with low self- esteem pay more attention about guessing the other learners' opinions regarding their competency on a foreign language.
- Expectations of teachers: Studies revealed that expectations of teachers could also trigger FLA particularly when their expectations are not matching with the competency of learners on a target foreign language. To be more precise, foreign language anxiety is more likely to occur when teachers have high expectations about the learners at beginner level to perform beyond of their competence.
- Individuals are more likely to compare themselves with others while learning a foreign language and in case of feeling that they have lower proficiency than other learners they suffer from foreign language anxiety.
- Too much speaking exercises in learning sphere could decline the motivation of learners thus generate foreign language anxiety.

Furthermore, McCoy (1979) had also lamented factors of which may fuel foreign language anxiety. These factors could be signified as problems with pronunciations, failing to understand and answer questions, scaring from peer-judgments, facing with difficulties to capture the objectives and requirements of the course, and having problems with the teachers particularly when he/she is a native speaker.

In addition to all these, several scholars had also identified various factors, which are shaping the foreign language anxiety. These factors can be highlighted as Attitude towards to foreign language and beliefs about learning contexts.

Firstly, Bell and Mc Callum (2012) had mentioned that attitude of learners towards to foreign language have an impact on foreign language anxiety. To be more accurate, if learners are having negative attitude towards to foreign language in which they are learning they would have foreign language anxiety. Secondly, students whose are thinking that they are learning foreign language in structured and formal learning sphere tend to feel have higher anxiety levels when compared to other students (Zhang, 2014).

2.12 Foreign Language Anxiety: Debilitating vs. Facilitating Anxiety

Anxiety could be debilitating or facilitating. Therefore, the terms of debilitating anxiety and facilitating anxiety should be identified clearly.

Debilitating anxiety refers to type of anxiety which hampers learning process generates poor learning and academic performance whereas; facilitating anxiety could be signaled as an anxiety which could improve learning thus cause a progress in academic performance.

Horwitz et al. (1986) considered the term of foreign language anxiety as a debilitating anxiety and perceived it as a phenomenon to overcome to accelerate the competency towards to foreign language.

2.13 The Research of Foreign Language Anxiety

One of the goals of any language educational modules is the means by which to gain proficiency with the four language aptitudes and how to help students getting a lot of vocabulary and accurate grammar. Research has shown that language anxiety is likely going to influence learners during the learning process and thus interfere with the four skills acquired and during the learning process. MacIntyre and Gardner (1994) defined L2 anxiety as, "...the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning." (p.284). Spolsky (1989) found anxious learners to write, speak, and participate in language classes less than relaxed learners participate.

2.13.1 Language Anxiety on Speaking Skills

It may be posited that language learners face anxiety while speaking a target language. Young (1991) had elicited the occurrence of anxiety during speaking activities. Scholar indicated that learners are more likely to keep quiet and experience with hard times particularly while trying to recall the words and phrases which they have learned recently.

Souad (2010) in his study highlighted learning atmosphere has a direct impact on learners' anxiety and their proficiency in speaking. To be more exact, feeling uncomfortable during speaking activities, crowded classes are considered as one of the vital contributors to enhance language anxiety on speaking skill. Moreover, Souad (2010) also expressed that lack of speaking activities could also trigger language anxiety particularly when learners are having their oral exams. However, contrast to this argument, Koch and Terrel (1991) mentioned that speaking activities basically in

forms of role plays and charades which are aimed to expand proficiency of learners on a target language paradoxically accelerating language anxiety on speaking skill.

2.13.2 Language Anxiety on Writing Skills

Liu and Ni (2015) mentioned that writing anxiety could hamper the performance of the learners while practicing a foreign language, which derived from test anxiety and fear of negative assessment. Rahim and Hayas (2014) had stated that learners with higher levels of anxiety may prefer not to write and more likely to feel under pressure when they asked to write.

Several scholars designed studies to discover the main reasons of writing anxiety. Teachers attitudes towards to students (Karakaya and Ulper, 2011), time constraints during exams (Inceçay, 2015) as well as test anxiety and fear of negative evaluation (Horwitz et al, 1986) are considered as one of the few crucial motivators which are promoting language anxiety on writing skill. Besides of these, it is also expressed that writing instruction could also generate language anxiety on writing skills.

2.13.3 Language anxiety on Listening Skill

In listening to the second / foreign language, a considerable amount of consideration has been paid to the anxiety suffered by many learners. Krashen (1982) suggested that listening or the exacting message from messages in L2 was the essential procedure in the improvement of a second language, and proposed that uneasiness framed a 'affective filter' (Krashen, 1980, cited in youth, 1991) that meddled with a person's ability to get and process oral messages effectively.

Horwitz et al. (1986) reported in their study that when listening to the L2, many students were anxious and had "difficulties in discriminating the sounds and structures of a target language message". One student said that when his instructor was speaking

he heard "only a loud buzz," and anxious students also talked about problems with understanding the content of L2 messages and understanding their teachers in the "extended target language utterances" (p. 126). In the same study, fewer students said they were worried about listening than talking, however all things being equal, the extent was impressive. More than one third of the participants expressed their fear that they don't have a capacity to "understand what the teacher is saying in the foreign language," and more than a quarter said they were apprehensive when they didn't "understand each word" expressed by the educator. (Horwitz et al., 1986, pp. 129-130). In understudies' remarks given openly in on a survey, Vogely (1998) endeavored to examine the potential wellsprings of excitement of listening appreciation tension in understudies inside study of classroom exercises. To the extent highlights of info were concerned, the speed of conveyance was the most oftentimes revealed reason for listening appreciation anxiety, followed by terrible style, assortment of accents, and instructors who talked too quietly. As far as difficulty level is concerned, exercises that were too complex, unknown vocabulary, difficult syntax and unfamiliar subjects make students feel anxious. They may likewise encounter dread if they did not have a clue what was expected of them in the listening action or why. Some students claimed they needed some visual help to handle the listening task. Students reported feeling anxious if only once or twice they could listen to texts before they had to answer.

In another examination, Kim (2000) found that students were "touchy to both the sort of listening entries and sorts of assignments. Anxiety was stirred by listening to bona fide messages, for example, a news release, and by such related highlights as foundation clamor, delay, turn taking, false begins, or unpredictable stops, which happen in normal discourse, the creator, imagined this was on the grounds that

members were not presented to real tuning in entries until they achieved larger amounts. Tension was also caused by dictation and the identification of listening tasks details. Most participants reported that "sheer delivery speed" (p.152) made them feel apprehensive, and trusted that they should search for chances to listen themselves furthermore, that instructors ought to orientate them to the fitting way-if there is any-to gain proficiency with the listening abilities.

2.14 Strategies to Reduce Anxiety While Learning Foreign Language

From past to present several authors (Alpert and Haber, 1960; Bozdam and Taşğın, 2008; Canessa, 2004; Karkaş (2012) had attempted to create better understanding about mitigating foreign language anxiety. For instance, Lee (2002) had lamented the importance of project works to minimize foreign language anxiety as they individually contribute to the project, which in turn fuels their level of motivation; they tend to feel less pressure, which derives from the sense of evaluation. Beside of these, project works yield opportunities for the students to take necessary responsibilities while performing project. Moreover, project works also diminish the risks of low self-confidence, which in turn cause the feeling of low competency towards to the target language.

Furthermore, Alderman (2004) pointed the importance of designing welcoming learning atmosphere and supporting creativity while designing courses for learners to stimulate their motivation levels. Gregersen (2003) also stated that establishing collaborative sphere at learning context would be helpful to minimize the fears from errors. Dornyei (2001) had emphasized the importance among teacher-student interactions. Dornyei (2001) solicited that in educational context the classroom principles are discussed and negotiated with the learners. Therefore, teachers should

not make a fun with the mistakes of the learners. Instead, teachers should mention that mistakes could be the one of the components of learning process. Teachers should generate warm communication channels to minimize risk of hesitation for the learners and sincerely communicate the expectations to students, which may be helpful to highlight the roadmap that they should follow for the becoming successful. In addition to these, Alderman (2004) also mentioned the teachers should group students regardless their language proficiencies and assign them academic challenges in a fair way to fuel the sense of transparent and equitable treatment to minimize the sense of differentiated treatment.

Lightbown and Spada (1999) in their study mentioned teachers should prefer the indirect correction strategy instead of direct correction particularly during speaking activities. Authors stated that direct correction stratifies could have detrimental impact on learners' confidence thus it may lead promote anxiety on learners as well as trigger the feeling of "sounding silly" to learn a new language. Scholars also lamented that despite the mistakes made by learners, teachers should encourage them to keep performing activities, which designated to expand their language proficiencies.

Furthermore, Young (1990) focused the importance of practicing. Scholar mentioned that there is a positive linkage among practicing and level of confidence particularly at speaking activities. It implicitly means that more practicing will lead high confidence which in turn diminish anxiety level of learners towards to foreign language. Aside of these, Karkaş (2012) mentioned the role of teachers at language learning process. Author highlighted that teachers should be aware their attitudes or behaviors could devastate learning process. In other words, reflecting acts such as correcting mistakes, comparing learners with each other, putting a pressure on learners to talk could negatively influence the learning process. Thus, teachers are suggested to stay away from such behaviors (Toyama & Yamazaki, 2019).

Young (1990) mentioned that braving students for voluntarily answering questions could diminish the level of language anxiety on learners. Chaokongjakta (2012) suggested that teachers should evaluate learners' educational background particularly by focusing their native language(s), level of education, proficiency, weaknesses and strengths and lastly their past experiences which may shape their learning.

2.15 Teaching Foreign Language Anxiety

Throughout the late 20th century, numerous studies had been conducted to explore the main reasons behind learners' anxiety, however, it could be mentioned that scholarly research to create better understanding about teaching foreign language anxiety is insufficient. Therefore, advancing understanding on this phenomenon would help educational administrators to formulate strategies to overcome or at least declining the level of teaching anxiety.

Teachers play a vital role during language teaching and learning process. It is believed that roles of the teachers are closely related with the achievement of the students. These roles could be listed and explained as follows (Maria, 2017).

- **Controller:** Teachers should carefully monitor learning process from different perspectives. To be more accurate, teachers are expected to monitor the sphere of the learning activities as well as should view the attitudes of the learners towards learning process.
- **Organizer:** Teachers should organize the learning context in a way to boost learners' interest towards to activities, which could facilitate foreign language learning. These activities should be enjoyable to reduce tension of the learners.
- **Facilitator:** Teachers are expected to design classroom atmosphere in a way that learners could easily overcome with various problems and handle

educational tasks, which are assigned for them. Teachers are responsible to formulate learning context, which in turn would trigger motivation of the learners' towards to the foreign language.

Despite the key roles of the teachers at language learning concept, several studies mentioned that non-native teachers might face with some difficulties while teaching foreign language (Tüm, 2012; Agustina, 2014; Bernstein (1983). These problems could be signaled as mixing words, confusing grammar rules, and prepositions, feeling intensive pressure to construct sentences correctly and forgetting the key points. One of the main reasons behind of these problems could be postulated as a teaching foreign language anxiety (Tüm, 2012). These problems could be tolerated up to certain point however when it becomes chronic, the phenomena of teaching foreign language anxiety (TFLA) is inevitable. Additionally, foreign language teaching anxiety could hamper the psychological well-being of the lecturers, which in turn may negatively influence their job satisfaction level (Agustina, 2014).

Bernstein (1983) mentioned the impacts of anxiety on teachers. According to Bernstein (1983) these impacts could be listed as follows;

- ***Encountering with problems while providing answers to the students:*** When teachers are experiencing teaching anxiety, they provide confused or lengthy answers to their students.
- ***Negative communication patterns with students:*** It could be expressed that when teachers are facing with anxiety they tend to build hostile interaction with students and more likely to criticize them when students asked them questions.
- ***Development of escape/avoidance patterns:*** Teachers with teaching anxiety they tend to find excuses to avoid appointments with their students. Besides of

these, teachers are less likely to prepare themselves for the courses. They prefer to invite guest lecturers to their courses.

- ***Appearance of multiple personality:*** It could be outlined that the personality of the teachers with teaching anxiety changes radically during their daily routine. In other words, they might have calm, relaxed personality; however, they might also exert aggressive, hostile and defensive acts inside of the class.
- ***Appearance of paranoid thinking:*** Teachers with teaching anxiety may think that their students are enjoying with them. This thought may trigger some illnesses, which may damage their physical well-being. These illnesses could be articulated as ulcers, colitis, cardiac arrhythmias, headache etc. It could be mentioned that if anxiety becomes chronic teachers are more likely to experience with burn out syndrome.

Several scholars argued the Teaching foreign language anxiety may hamper the quality of foreign language education. Tüm (2012) had highlighted the negative outcomes of the teacher foreign language anxiety in his study as follows;

- Teachers whose are encountering with foreign language anxiety may opt to English less and decline language-oriented activities within the learning context.
- Teachers could reflect their tension and anxiety to the learners while teaching foreign language, which in turn may cause learners to disseminate similar feelings during learning process.

Horwitz (1996) attempted to extract the acts of the teachers when they experience with foreign language teaching anxiety. Scholar reported that teachers with foreign language anxiety tend to hinder role-play activities, avoid grammatical explanations,

prevent discussions in the class and more importantly teachers could refrain themselves to use target foreign language in learning context. Besides of these, Horwitz (1996) also pointed that these acts are negatively influencing the quality of the instructions.

2.16 Factors Causing Teacher Foreign Language Anxiety

It is believed that the main motives of teacher anxiety should be addressed to formulate reasonable solutions for effective foreign language teaching process. For instance, Aslrasouli and Vahid (2014) had expressed that gender, work experience; ergonomics of the learning context, school and lastly personality could act as major contributors for teaching anxiety. Moreover, Shilligford, Patel and Ngazimbi (2012) mentioned the main domains of teaching anxiety as educational legislations, reform policies for schools, teacher-parent relationship. In addition to these, Klantrit and Sroinam (2012) conducted a study and pointed out the main reasons behind of teacher foreign language anxiety. Scholars lamented that expectations of the teachers regarding language restrictions and low motivation levels, attitudes of the students towards studying English, language competency of the teachers are the main sources of teacher foreign language anxiety. Similarly, Kongchan and Wareesiiri (2008) had outlined the factors behind teacher foreign language anxiety. Practitioners mentioned that providing explanations in English and perceptions of the teachers that learners were facing challenges to understand their English could be accepted as one of the fundamental contributors of teacher foreign language anxiety.

In addition to these, Merç (2004) postulated various denominators, which are elevating level of teaching anxiety in academia. These denominators could be documented as follows: crowded classes, feeling of incompetence in teaching, a sense of failing to

reach educational objectives, being unfamiliar with the learners, failing to use time in an effective manner, introduction of new teaching methods, sense of being observed by other lecturers, and first-day anxiety.

Furthermore, İpek (2006) also interested to extract the factors, which are likely to fuel foreign language teaching anxiety. Scholar lamented that a sense of being compared with their colleagues, fear of facing with a failure, fear of making mistakes while teaching and lastly attempts to teach students at particular language levels are some of the prominent motives which in turn yield foreign language teaching anxiety.

2.17 Related Studies

The main aim of this part of the study is to elicit the related studies, which were previously conducted on foreign language anxiety and Teaching Foreign Language Anxiety.

2.17.1 Related Studies on Foreign Language Anxiety

Woodrow (2006) had arranged a study to explore the motives of anxiety in English Language as a second language. Scholar proposed a second language speaking anxiety scale, which was validated by confirmatory factor analysis. 47 participants constituted the sample of the study. Results revealed that “giving oral presentation”, “role-play in front of the class”, “contributing to the formal discussion”, “take part in conversation with native speakers”, “ask questions to the lecturers”, “performing English in front of the other learners”, “not being able to understand when spoken to”, “talking someone of higher status”, “speaking English to strangers” were found as a major factors which fueled foreign language anxiety.

Kunt and Tm (2010) had designed a study to investigate the feelings of foreign language anxiety of student teachers whose are studying at teacher education program in TRNC. Scholars appointed FLCAS and set of open-ended questions to obtain data set from the respondents. Results stressed that prospective teachers were more likely to feel anxious and uncomfortable as a result of the attitudes of native classmates at learning context. Results also documented that native speakers were more likely to dominate class, which in turn restricts them to express themselves at the target language. Besides of these, results also reported that participants tend to scare from criticizing by their native class mates. Participants mentioned that their native classmates used to laugh themselves when they make mistakes. Results also highlighted that courses were not adequate to improve their speaking capabilities thus speaking practices should be redesigned to lower their worries, tension and frustration. Findings of the study also stressed that participants did not believe that they would gain fluency in English Language with such kind of education.

Tm and Kunt (2013) had designed a study to determine the speaking anxiety between English Foreign Language Teachers by appointing FLCAS, which was introduced by Horwitz et al (1986). It could be mentioned that 131 non-native participants whose were studying English, as a foreign language program was constituted the sample of the study. Results lamented that application of grammar rules and practicing which related with speaking skills were the main denominators to prompt anxiety for the participants.

Karataş, Alcı, Bademciođlu and Ergin (2016) had conducted a study to investigate university students' foreign language classroom anxiety. It could be mentioned that 488 participants whose were studying at Istanbul Technical University constituted the

sample of the study. Scholars had appointed FLCAS which proposed by Horwitz et al (1986) for their study. It could be highlighted that authors employed independent samples t test, One-way Anova, and Scheffe as a post. hoc test to investigate the existence of statistical significance among FLCAS and selected socio-demographic variables. Gender, received English Preparatory training, type of high school, which they graduated and competency level of English can be mentioned as a selected socio-demographic variable of the study. Results demonstrated that female students tend to encounter with higher FLCAS levels when compared with male students. Besides of these, it could be articulated that no statistical significance were existed among school training and type of high school which participants graduated in context of FLCAS. However, results signified that proficiency at English and FLCAS were found statistically significant. Scheffe test results implied that upper intermediate learners tend to experience higher anxiety levels when compared with pre-intermediate learners. Lastly, results also exerted that participants had medium level of foreign language anxiety.

Elaldı (2016) had elaborated a study to determine the foreign language learning anxiety for the university students who are studying in English Language and Literature department. 124 preparatory students studying at Cumhuriyet University constituted the sample of the study. Researcher had employed FLCAS which introduced by Horwitz et al (1986) to obtain data set. Results demonstrated that participants had encountered medium level of foreign language learning anxiety. Findings also revealed that statistical significances were existed both at gender and grade variables in context of FLCAS.

Akimulegun and Kunt (2017) designed a study to discover pre-service EFL teachers' expressions of uneasiness and anxiety at an international university in TRNC. Respondents were from different nations (e.g Turkey, Russia, Germany, Iran). Whose were studying English Language program were representing the sample of the study. Practitioners were employed FLCAS which launched by Horwitz et al (1986). Results of the study documented that respondents were more likely to become anxious for fear of negative evaluation, while mixed results were exerted for both communication apprehension and test anxiety since some of those respondents were scored highly and slightly anxious ranges. Results also illuminated that program should be designed in a way to focus more to improve students' speaking skills and decline their tension on concerns over errors (negative evaluation).

Bensalem (2017) had conducted a study to determine the foreign language anxiety at the case of trilingual. Researcher had appointed a FLCAS which introduced by Horwitz et al (1986). 76 Arabic and English speaking trilingual university students who are learning English as a second language constituted the sample of the study. Results exerted that no statistical significance was existed between gender and FLCAS. Besides of these findings also postulated that participants had medium level foreign language anxiety. Lastly, worries about failing English and apprehension about speaking English were found as some of the vital denominators, which are contributing, to the FLCAS.

Bensalem (2018) had designed a study to explore foreign language anxiety of ELF students as well as to examine the impact of self- efficacy and perceived proficiency of foreign language anxiety. 261 Arabic university students learning English had constituted the sample of the study. Results showed that participants had moderate

level of foreign language anxiety. Besides of these, results also demonstrated that self-efficacy and proficiency had inverse relationship with foreign language anxiety.

Tüm (2019) had elaborated a study to extract the sources and effects of teacher foreign language anxiety. Researcher appointed FLCAS which proposed by Horwitz et al (1986) and also conducted a semi-structured interview technique to transcribe qualitative findings. Results showed that participants had medium level anxiety and fear of evaluation, negative self-perception and lastly avoiding to use target language and refraining themselves from using language intensive activities were found as major contributors for language anxiety.

2.17.2 Related Studies on TFLAS

Kim and Kim (2004) had designed a research to identify the major contributors of foreign language learning anxiety. Scholars had appointed foreign language teaching anxiety scale (FLTAS) to transcribe their findings. It could be depicted that 147 non-native in-service English teachers in Korea was constituted the sample of the study. Results demonstrated that lack of ability to monitor students in classroom, lack of self-confidence, lack of proficiency in English language, fear of comparing with native teachers, fear of negative evaluation, lack of teaching experience were found as a main contributors of foreign language teaching anxiety.

Canessa (2006) had designed a research to examine the level of foreign language teaching anxiety. It could be solicited that 109 teachers were constituted the sample of the study. Results revealed that majority of the respondents were encountering with moderate level foreign language teaching anxiety. Results also exerted that participants were not happy with their target language proficiency. Besides of these,

years of formal study, time spent in target language speaking nations were not statistically significant with foreign language teaching anxiety.

Kesen and Aydın (2013) had arranged a study to recognize the anxiety beliefs of EFL teachers at İstanbul Aydın University. 35 teachers constituted the sample of the study. Scholars employed Teaching Foreign Language Anxiety Scale which proposed by İpek (2006). Practitioners had appointed non-parametric tests such as Mann Whitney U test and Kruskal Wallis tests to analyze and interpret their findings. Results stressed that participants were experiencing moderate level of foreign language teaching anxiety. Besides of these, results also demonstrated that gender was not statistically significant with teaching foreign language anxiety whereas experience was found statistically significant with the notion. Spearman Correlation test results implied that work experience and teaching foreign language anxiety are negatively related with each other.

Augustina (2014) had designed a study to discover the level of foreign language teaching anxiety. 50 pre-service teachers constituted the sample of the study. Results revealed that fear of negative evaluations, lack of teaching experience, failing to provide answers to the students' questions, facing with difficulties to execute techniques to attract students' attention, first-day stress, having a big class, lack of adequate knowledge regarding the course material were the major contributors of foreign language teaching anxiety.

Aydın (2016) had designed a qualitative research on foreign language teaching anxiety to determine the factors, which are forming foreign language teaching anxiety. 60 pre-service teachers whose are working for Necatibey Education Faculty at Balıkesir

University were representing the sample of the study. The sample questions could be indicated as “how did you feel about your performance?”, “what were the problems about your activity?”, “what were the problems about your activity?”. Results elicited that low level language proficiency, technical concerns, fear of negative evaluation, lack of content knowledge, lack of planning and preparation were considered as a major sources of foreign language teaching anxiety.

2.18 Summary

Chapter presented the definitions of the anxiety from different perspectives and outlines the types of anxiety and pointed that Foreign language anxiety could be identified as a situation-specific. Asides of these, chapter lamented the notions of foreign language anxiety and illuminated its manifestations. This chapter also attempted to advance our understanding towards to teaching foreign language anxiety. Needless to indicate that chapter dictated the main contributors of foreign language anxiety and teaching foreign language anxiety. Finally, related studies chronologically listed and their findings were postulated in a detailed way.

Chapter 3

METHODOLOGY

3.1 Presentation

This chapter starts with the information about Atatürk Teacher Training Academy and comparison of ELT departments with Atatürk Teacher Training Academy. Then, it follows with the research model of the study. Also this chapter demonstrates the data collection instruments, sample, procedure of the study, and finally it presents interpretations of the collected data.

3.2 Information about Atatürk Teacher Training Academy in Nicosia

3.2.1 Purpose

In 1937, the seeds of the Teacher College were discarded and now the Atatürk Teacher Training Academy has successfully carried out its mission with a great success. The Academy not only educates teachers for primary and pre-school levels but also introduces the university graduates who wish to have a teaching certificate. The Academy, with a focus on an independent campus approach and specialized in teacher training, aims to provide the highest level of quality education to a selected and selected student population.

3.2.2 History Omorfo (Güzelyurt) Period

Teacher College was opened in Güzelyurt in 1937-1938 academic year. It was named Omorfo Teacher College. Turkish and Greek male students were studying in boarding schools. In addition to the entrance exam, students were accepted to the “Ordinary” and “Distinction” English exams.

The first director was English, as the college director was appointed by the British administration as a pedagogical academic. Teachers were Turkish-Greek-English and it has mixed-sex education. The language of instruction was English. However, two or three hours per week for Greek and Turkish courses for Turks.

Courses were cultural, professional and skill-based. Besides lessons such as history, geography, mathematics, courses and method lessons about education science were given. Skills are given great importance to the lessons. Agriculture-Crafts-Business Education-Music-Physical Education and Painting courses, such as intense program was seen. The skills of the vocational courses were provided by the practice courses. Central and village schools were used for the implementation. Even after a break in the first year, the application was taken two years course. This practice did not last very long.

In addition to these, detailed information is provided above as a chronological basis to highlight the history of the Atatürk Teacher Teaching Training Academy (AÖA, 2018)

1940's

In this year, female teachers were started to be trained within the framework of experience and a certain program.

- a) It was necessary to win the college entrance exam.
- b) Under the supervision of a class teacher, he must have observed for a year in the responsibility of the College Directorate.

In 1943, two separate Teacher Training Centers were established for Turkish and Greek women. The students of this center completed their two-year school year by

practicing the school year in the city schools and then taking the training courses. In this center, the Turkish language was Turkish and the Greeks were Greek.

1958's

In 1958, a new school was built for the Greek Cypriot side of Nicosia in order to serve the boys and girls of both communities. However, it was not possible for Turkish and Greek students to study together because of the events in 1958. Therefore, the new building is entirely up to the Greeks. The Turks were also given a building in Terresanta near the Pafos Gate. The first Turkish manager was Halil Direkoğlu.

1960's

In 1960, teachers were brought from Turkey with the establishment of the Republic of Cyprus. All of the instructors are very well trained teachers in the most distinguished branches.

For example, Fevzi Selen is one of the first names and managers.

In 1969-1970 academic year, he moved to the current State Public and Art Music Building, the former Idadi building. Until 1974, there was teaching. In the 1974-1975 academic year, the school moved to Girne.

1990's

In 1990, it moved to Nicosia, Küçük Kaymaklı. In the academic year of 1994-95, it moved to the building of Atatürk Primary School. In 2000, the new Law turned into an Academy. Training is continuing with our Academy staff. The Academy is a 4-year program that trains primary school teachers. In addition, the university graduates are

also given a Secondary Education Area Non-Thesis Master Program and the current President of the Academy is Assoc. Prof. Zehra Özçınar.

3.3 Comparing and Contrasting English Language Teaching (ELT) departments with Atatürk Teacher Training Academy on the basis of their curriculum

The main aim of this part of the study is to highlight the main differences of teaching English Language both in ELT departments and Atatürk Teacher Training Academy.

ELT departments mainly concentrate field topics, disseminate knowledge to candidates regarding teaching approaches and strategies as well as train them on contextual grammar, advanced reading, writing, listening and pronunciation. Besides of these, ELT departments also attempts to develop oral communication skills, lexical competence, English literature and linguistics, phonetics, second language acquisition for the teacher candidates.

Generally speaking, the main purpose of the department might be solicited that advancing their English language abilities, making them aware of the connections between language arrangements and words, improving the understanding English authentic texts from the hypothetical and theoretical perspective, developing students' perceptive listening abilities, employing authentic listening materials (i.e. academic and natural-setting samples) produced by diverse communities of practice to be analyzed as communication-oriented classroom activities, providing students with the fundamentals of listening and phonetics, to develop basic strategies for critically reading and interpreting poetry, fiction, and drama, and to introduce the basics of literary analysis and critical methods associated with various literary concerns. In other

words, Sanlı (2009) stated that theories and illustration of native and foreign languages; stages of language development and acquisition; learning grammar and other components of language; models of foreign language learning; learner characteristics; using language and learning stages and processes in the teaching of a foreign language are important.

Asides of these, pedagogical dimension of the department is more likely to focus on key aspects for influential teaching, how to design course materials in an effective and creative way to foster effective teaching and learning at educational settings and developing prospective teachers' understanding towards to educational technologies. Besides of these, pedagogical program also attempts to create better understanding towards to educational philosophies and classroom management. It could be concluded curriculum at ELT departments is designed in a way to draw attention on current issues and practices in English language teaching, picking the fitting strategy sensible to teacher nominees' needs subject to current themes, training systems and the obtaining of the native language just as the learning of an foreign language, the class strategies and procedures to be utilized when instructing English to younger ones, building language consciousness and showing abilities methods and stages and test arrangement strategies.

Atatürk Teacher Training Academy designed modules named as English I-IV to teach English language for the prospective teachers. To be more precise, English I teach tenses, tenses, sentence structure, prepositions, and articles while English II concentrates on listening and speaking skills which derived from basic communication skills. English III involves reading and writing skills from basic communication skills

and lastly English IV emphasizes advanced studies on listening, speaking, reading, writing with four basic language skills; development of vocational English.

The fundamental aim of teaching English at Atatürk Teacher Training Academy is to enable pre-service teachers to understand the English pedagogy for primary school and to advance their application skills. In these courses, the goal and basic principles of English language teaching, a short history of foreign language teaching, methods and techniques that can be used in language teaching, the scope, objectives and characteristics of the primary school English program are taught.

Teaching new words, sentence patterns, time modes, functional use of language, listening, speaking, reading, writing, how to gain skills, co-working and cooperative learning techniques, etc. are the subjects that these pre-services teachers learning. In the practical dimension of the course, lesson observation in primary schools, observation purposes and methods, microteaching and teaching in real classroom environment are carried out and all of these except learning grammar-wise education are covered in Turkish. In other words, English courses are covered for twice a week in both for pre-school teaching department and primary school teaching department (AÖA, 2018).

As a short-cut ELT departments teaches English more detailed way in terms of philosophy, approaches, course material development, communication skills, foreign language acquisition, contextual grammar and using authentic materials to promote teacher candidates' competency on English Language at secondary school or for higher levels. Besides of these, teacher candidates at ELT departments are having a

chance to learn academic English. In addition to all these, the teacher candidates who graduated from ELT departments are more likely to have wide teaching segments. On the other hand, Atatürk Teacher Training Academy provides an education more grammar-wise as well as supply education to enrich candidates' basic oral, written, audial skills. Teacher candidates at Atatürk Teacher Training Academy are more likely to gain competency at vocational English instead of academic English. Finally, it could be mentioned that their teaching segment is limited with pre-school and primary school students.

3.4 Research Model

Current study employed mixed research model. It could be elicited that mixed methods preferred particularly both in social and human sciences (Creswell, 2003).

Creswell (2003) highlighted that both open-ended and closed ended questions are administered while shaping mixed research model and statistical and text analysis are appointed to interpret data, which obtained from the participants of the study. To be more precise, data collection process consists from gathering both numeric information (e.g., on instruments) as well as text information (e.g., on interviews) so that the final database represents both quantitative and qualitative information. Parallel to the above-mentioned explanations current study assigned both quantitative research method in forms of instruments as well as qualitative research method in forms of semi-structured interviews to draw findings of the study.

3.5 Data Collection Procedures

Current study employed questionnaires and semi structured interview as a data collection tool.

3.5.1 Questionnaire

The questionnaire, which used for statistical analysis consisted from 3 main sections. The first section contained a set of questions, which aimed to gather information about the socio-demographic profile of participants. Questions, which arranged for Foreign Language Anxiety was placed in the second section and items regarding teaching foreign language anxiety (TFLAS) placed in the third section. Foreign language Anxiety Scale (FLCAS) and Teaching Foreign Language Anxiety Scales (TFLAS) explained in a detailed way under sub headings.

3.5.1.1 Foreign Language Anxiety

Questions regarding Foreign Language Anxiety was administered from FLCAS (Foreign Language Classroom Scale). FLCAS was proposed by Horwitz et al (1986). The scale has 33 questions and appointed 5 point Likert Scale where 1=“Strongly Disagree” and 5=“Strongly Agree”. In other words, scores on 5 represents “highest level of anxiety” and scores on 1 represents “least anxiety”. FLCAS has some items, which necessitate reverse coding. These items could be outlined as 2, 5, 11, 14, 18, 22, 28, and 32. Reverse coding for both scales is illustrated in table 2. When mean score is computed; 3 stands for slight language anxiety whereas 4 or above represents fairly anxious and below 3 denotes not very anxious. Items 1, 4, 9, 14, 15, 24, 27,29, 30, 32 are constituting communication apprehension whereas 2, 7, 13, 19, 23, 31, 33 are forming fear of feedback by peers and teachers and lastly items 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 25, 26, 28 are demonstrating fear of language test. Sample items of FLCAS could be expressed as “I never feel quite sure of myself when I am speaking in my foreign language class”, “I do not worry about making mistakes in language class” and lastly “I am afraid that other students will laugh at me when I speak foreign

language”. The third and last section of the questionnaire was designed to gather data regarding

3.5.1.2 Teaching Foreign Language Anxiety Scale

The questions taken from Teacher Foreign Language Anxiety Scale (TFLAS) which proposed by Horwitz et al (1996). TFLAS consists from 18 questions and like FLCAS, the scale appointed 5 point Likert Scale where 1 = “Strongly Disagree”, 5= “Strongly Agree”. TFLAS has also reverse scored items. To be more precise; items 2, 5, 8, 10, 11, 12, 14, 16, 17, 18 should be reversed coded. When mean score is computed; 3 stands for slight language anxiety whereas 4 or above represents fairly anxious and below 3 denotes not very anxious. Besides of these, like FLCAS, TFLAS also contains 3 dimensions which are exactly same with FLCAS. The items and dimensions are also exhibited by table 3. Sample items for TFLAS could be lamented as “It frightens me when I do not understand what someone saying in my foreign language”, “I would not worry about taking course conducted entirely in my foreign language” and, lastly, “I never feel quite sure myself when I am speaking my foreign language in front of native speakers”.

3.5.1.3 Semi Structured Interview

As mentioned earlier, to advance our understanding about the notions semi-structured interview technique was employed. The sample questions could be postulated as “in what situations do you experience anxiety? What are the possible factors that triggers nervousness in a classroom? Which strategies do you prefer to overcome anxiety?”

Table 1. Dimensions of FLCAS and Items

Dimensions of FLCAS	Items
Communication Apprehension	1, 4, 9, 14, 15, 24, 27,29, 30, 32
Fear of feedback by peers and teachers	2, 7, 13, 19, 23, 31, 33
Fear of language test	3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, 28

Table 2 Reverse Coding- FLCAS & TFLAS

Five Point Likert Scale	Reverse Code
1	5
2	4
3	3
4	2
5	1

Table 3. Dimensions of TFLAS and Items

Dimensions of TFLAS	Items
Communication Apprehension	1, 2, 3, 4, 5, 6
Fear of feedback by peers and teachers	7, 8, 9, 10, 11, 12
Fear of language test	13, 14, 15, 16, 17,18

3.6 Population and Sample of the Study

The population of the study could be elicited as teacher candidates whose are studying at Atatürk Training Academy in Nicosia during 2018-2019 academic year. The sample of the study consisted from 45 participants that voluntarily agreed to contribute to the current study through their responses. Moreover, convenient sampling was employed as sampling technique for the current study.

3.7 Procedure and Ethical Concerns of the Study

After decision about the scales, researcher both communicated with the officials at Atatürk Teacher Training Academy and TRNC Ministry of Education Directorate and explained the main aim and significance of the study. After having the ratification from the official researcher had provided the main aim and significance of the study to the

teacher candidates, distributed questionnaires, and conducted a semi-structured interview to the ones who agreed to provide contributions to study. It could be posited that it took a month to complete data collection process.

3.8 Validity and Reliability of FLCAS and TFLAS

Expert judgment was used in attaining the content validity and reliability of this research. In order to bring to a conclusion, one statistician, one educational psychologist, and one second language acquisition specialist participated to reach a consensus about the content validity and reliability of this study.

3.9 Interpretations of the Data

Due to the nature of the research model, researcher had to deal with statistical analysis and text analysis to interpret data set, which obtained from the participants. In other words Statistical Package for Social Sciences (SPSS) was used as a software program to interpret quantitative analysis through frequency analysis, Cronbach Alpha Analysis, Mean Analysis and lastly to identify statistical significances among selected socio-demographic variables and FLCAS and TFLAS dimensions, non-parametric analysis including Mann Whitney U test, Kruskal Wallis were conducted. Researcher had to deal with text analysis and attempted to find common themes to draw findings and perform interpretations for the qualitative data set.

3.10 Summary

The current chapter began with providing information about Atatürk Teacher Training Academy and comparison of ELT department with Atatürk Teacher Training Academy. This chapter also presented detailed information about research model, scales, sample questions regarding semi-structured interviews, population and sample of the study, validity and reliability of scales, procedure and ethical concerns of the study and interpretations of the data.

Chapter 4

RESULTS AND FINDINGS

4.1 Presentation

The main aim of this part of the current study is to present the findings and interpretations of these findings. Chapter starts with the quantitative findings and then qualitative findings of the study will be presented by thematic way.

4.2 Socio-Demographic Findings of the Respondents

In order to be able to find relevant response to the first research question of the study (Is there any statistical difference among teacher candidates at Atatürk Teacher Training Academy in terms of their (a) gender, (b) formal years to study English, (c) Form and department studied at Atatürk Teacher Training Academy in contexts of Foreign Language Anxiety and Teaching Foreign Language Anxiety?) the collected data regarding socio-demographic conditions of participants, namely Gender, age, foreign spoken-language, nationality, years of studying English, and their departments of studying have been analyzed and presented in the following tables (tables 4 -9).

Table 4. Gender of the Respondents

Gender of the respondents	Number (N)	Percentage (%)
Female	36	80.0
Male	9	20.0
Total	45	100

The nature of data collection in this study was voluntary-base in order to have reliable data and follow the ethical issues. All prospective teachers at Atatürk Teacher Training

Academy were asked to participate but the applicable data collected from participants were only 45 which out of this number, more than 80 per cent were female. Thirty-six female participants filled the consent form and answer the questionnaire voluntarily. It is noticeable that male participants (20 per cent) were one fourth of female (see table 4).

Table 5. Age of the Respondents

Age of the respondents	Number (N)	Percentage (%)
18	35	77,8
21	5	11.1
22	3	6.7
23	2	4.4
Total	45	100

As it can be seen in Table 5, regarding the distribution of age frequency, more the 77 per cent of participants were only 18 years old. And only 10 participants were more than 20 years old. In other words, the majority of participants were freshman students. Forty-three out of forty-five participants were born in Cyprus and only 2 participants were born in Turkey.

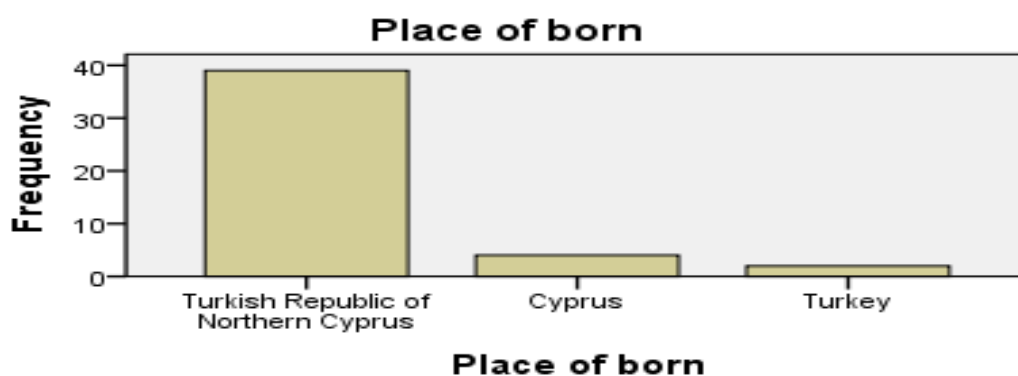


Figure 1. Place of Born

Table 6. Form and Department of the Respondents

Form and department of the respondents	Number (N)	Percentage (%)
1 st Class/ Preschool Teaching	16	35.6
1 st Class/ Primary School Teaching	21	46.7
4 th Class/ Preschool Teaching	2	4.4
4 th Class/ Primary School Teaching	6	13.3
Total	45	100

In the above Table (Table 6) the data related with the form and department of the respondents was demonstrated in numerical and percentage values. The data shows that more than 82 per cent of participants were freshman (1st class) students who were studying at Preschool Teaching and Primary School Teaching Departments (35.6 % and 46.7 % respectively). Whereas only 17 per cent of the respondents were senior students (4th class) studying at the mentioned departments. In addition to pinpoint various number of students in 1st and 4th class, it is worth to consider that Primary School Teaching Department gives service to more students than Preschool Teaching Department (60 % vs 40% respectively).

Table 7. Age to start English Education

Age to start English Education	Number (N)	Percentage (%)
2	1	2.30
4	2	4.52
5	3	6.66
6	11	24.40
7	10	22.20
8	10	22.20
9	8	17.72
Total	45	100

Information which is displayed in Table 7 demonstrates the frequency regarding the age of the respondents to start English education. It could be elicited that all of these participants have started studying English at their very young age in a way that the latest ones started their English Education at the age of 9. To be more precise, more

than eighty-five per cent of students participated in this study started studying English between ages 6 to 9.

Table 8. Any Other Foreign Language Spoken-Except English

Other foreign language spoken-Except English	Number (N)	Percentage (%)
English		
Yes	36	80.0
No	9	20.0
Total	45	100

During the data collection process, respondents were also questioned whether they could speak any other language except for English. It is worth mentioning that of those 45 respondents, thirty-six of them (80 %) were able to speak another language except for English (see Table 8).

French, German, Greek, and Spanish were namely the foreign languages spoken by 36 respondents. German with more than 58 per cent speakers (21 students) occupies the first position among the others. French (33.34), Greek (8 %), and Spanish (2 %) were all learnt and spoken by only 16 participants (see Table 9).

Table 9. Other Foreign Languages

Foreign languages	Number (N)	Percentage (%)
French	12	33.34
German	20	55.55
Greek	2	5.55
German and Greek	1	2.78
Spanish	1	2.78
Total	36	100

As indicated earlier, 36 respondents stated that they could speak other foreign languages. Of those thirty-six student participants, five participants (fourteen per cent) have studied another foreign language for one or two years. More than 66 per cent

(twenty-four student participants) was expressed that they have been studying another foreign language for 3-5 years. Nearly 14 per cent was lamented that they have been studying another foreign language for 6-7 years and only 6 per cent of the respondents were mentioned that they have been studying foreign language at least for 10 to 12 years.

Table 10. Travelling to English Speaking Country

Travelling to English Speaking Country	Number (N)	Percentage (%)
Yes	7	15.5
No	38	84.5
Total	45	100

Student participants in this study were also asked to indicate if they have ever traveled to any English speaking countries (see Table 10) and if their responses were positive they were asked to name that country. Although all of them have started studying English at their very young age and were able to communicate, interestingly, only seven participants out of forty-five have been to any of those countries. Six of them experienced traveling to England and one participant has been to Australia.

Next question in the questionnaire asked student participants to mention how often they watch English film or TV shows. 8.9 per cent of participants indicated that they do not watch any of them. The frequency of the rest of participants who watch English film or TV shows of each category were displayed in Table 11.

Table 11. Watching English Film or TV shows

Watching English Film or TV shows	Number (N)	Percentage (%)
No, I don't	4	8,9
Once in a month	11	24,4
Several times in a month	18	40,0
Once in a week	6	13,3
Several times in a week	6	13,3
Total	45	100

4.3 Cronbach Alpha Analysis of the Study

To test the internal consistency and reliability of the scales Cronbach Alpha test was employed. Minaslı (2013) in his study expressed the possible alpha values and their interpretations by tabular presentation. Cronbach Alpha test was appointed to conduct internal consistency and reliability of the scales, which were employed for the current study. According to rules, scales could be named as reliable and internally consistent when Cronbach alpha coefficient is greater than 0.65 (Pallant, 2013). It is stated that if Cronbach Alpha value is between 0 and 0.4, the study is not reliable, however, if the Cronbach Alpha value is between 0.8 and 1, then the scale is highly reliable. In the current study the Cronbach Alpha value for FLCAS is 0.91 and for TFLAS is 0.93 which both show that the scale is highly reliable and internally consistent.

4.4 Mean Analysis

One of the fundamental objectives of the present study could be mentioned as to determine the level of Foreign Language Anxiety of the teacher candidates at Atatürk Training Academy. Table 12 postulating the possible mean bands and the interpretations regarding the level of Foreign Language Classroom Anxiety-FLCAS (Horwitz, 1986) and Table 13 exhibits the mean analysis of Teaching Foreign Language Anxiety-TFLAS (Horwitz, 2012).

Table 12. Mean Bands and Interpretations- FLCAS

Mean Score Bands	Interpretations
33-75	Low
76-119	Medium
120 and above	High

Source: Horwitz et al (1986) Foreign Language Classroom Anxiety

Table 13. Mean bands and Interpretations-TFLAS

Mean Score Bands	Interpretations
<3	Low
=3	Medium
>3	High

Source: Horwitz (2012) becoming a language teacher

To determine the level of Foreign Language Classroom Anxiety, according to Horwitz (1986) if the Mean Score Band is between 33-75 the Low level of anxiety can be interpreted. If the Mean is between 76-119, it can be Medium Level. Finally, Mean Score above 120 expresses the High Anxiety Level.

Based on Horwitz study in 2012 the level of anxiety for Teaching Foreign Language Anxiety is Low if the Mean Score Band is greater than three and if it is greater than three, the High Level of Anxiety can be concluded.

Table below (Table 14) presents the summary of Mean analysis of Foreign Language Classroom Anxiety and Teaching Foreign Language Anxiety according to the collected data in this study in comparison to Horwitz (1986 & 2012). With the light of the explanations, which exhibited by table 12, 13 it could be articulated that respondents have medium level foreign language anxiety and teaching foreign language anxiety.

The Mean Score for FLCAS in this study is 105.75 which shows the Medium Level of Anxiety for the prospective teacher participants. Similarly, the Level of Anxiety for TFLAS in this study is Medium since the Mean is exactly three.

Table 14. Summary of Foreign Language Classroom Anxiety and Teaching Foreign Language Anxiety Scale Scores

Scale	Number (N)	Mean	Standard Deviation (SD)
Foreign Language Classroom Anxiety Scale	45	105.75	23.69
Teaching Foreign Language Anxiety Scale	45	3.00	1.20

Table 15. Items Triggering FLCAS

FLCAS Items	Number (N)	Minimum	Maximum	Mean
21. My mind mixed up when I study more for the English exams.	45	1	5	4.10
6. I think about thing have nothing to do with the course of English class.	45	1	5	4.07
25. English lessons are moving very quickly and I am worried about being left behind.	45	1	5	3.93
1. I can never be sure enough of myself when I speak English.	45	1	5	2.51
9. I panic when I speak improper in foreign language courses	45	1	5	2.40
2. I am getting nervous when I make mistakes at English lessons.	45	1	5	2.22

To determine the high and low triggering items in FLCAS Scale, all thirty-three items in FLCAS Questionnaire responded by participants were analyzed. As it is illustrated in the above table (Table 15), items 21, 6 and 25 (Mean of each item respectively: 4.10, 4.07, 3.93) are the most triggering elements for Foreign Language Class Anxiety

Scale. Teacher candidates at Atatürk Teacher Training Academy expressed that the highest anxiety issue they feel refers to confusion about English Language rules and mixed up mind while they are preparing themselves for their English exams. Besides, with a very little Mean difference, they stated that they lose their concentration during the course and find themselves thinking about something, which have no relation with the content of the English course. Last but not least, the third item of high anxiety triggering is that they feel they cannot catch up with the pace of the course and lessons are moving very quick. They feel anxious and stressed of being left behind the course content and not being able to be successful.

Lower part of the above table pinpointed the low Anxiety Triggering Items. Item 1(Mean 2.51), item 9(Mean 2.40) and item 2(Mean 2.22) were holding the lowest position among other thirty-three items of FLCAS Scale Questionnaire. It can be interpreted that participants expressed low level of anxiety when they need to speak English in class. One reason could be that most of them have started learning English from their very early childhood and experienced talking in public. Similarly, participants claimed that they do not feel very anxious even when they were asked to talk in class without proper preparation. And on top, they feel very little stressed and anxious about their mistakes in their English class (see Table 15).

Table 16. Items Triggering TFLAS

TFLAS Items	Number (N)	Minimum	Maximum	Mean
1. It frightens me when I do not understand what someone is saying in English	45	2.00	5.00	3.73
13. I get nervous when I do not understand every word that a native speaker says	45	1.00	5.00	3.65
12. I speak my language well enough to be a good foreign language teacher	45	1.00	5.00	3.58
11. I do not worry about making mistakes in English.	45	1.00	5.00	3.48
17. I try to speak English with native speakers whenever I can.	45	1.00	5.00	3.33
2. I would not worry about taking a course conducted entirely in my foreign language.	45	1.00	5.00	3.23
10. I am not nervous speaking English with students.	45	1.00	5.00	2.80
14. I feel confident when I speak English	45	1.00	5.00	2.64
16. I do not understand why some people think learning an English is so hard.	45	1.00	5.00	2.53

To determine the high and low triggering items in TFLAS Scale, all eighteen items in TFLAS Questionnaire responded by participants were analyzed. As it is illustrated in the above table, items 1, 13, 12, 11, 17, and 2 held the highest anxiety percentage among the others. On the other hand, items 10, 14, and 16 were the least effective items in rising anxious feeling to participants. Interpreting the mentioned items reveal a few points which needs to be considered as main triggers of TFLAS in this study. Participants stated that they feel frightened and nervous when they do not understand

someone who speaks in English, either that person is native or non-native. They also mention that when they want to talk in English they feel anxious. Plus, they highlight their anxiety when they need to attend a course which is conducted full in English. On the other side, regarding the items which expressed as low anxious by participants, it can be claimed that mainly they feel less stressed in informal situation or when they need to talk to other students in their context. Further, they think that learning English is not stressful itself and one can use his/her ability to learn it (see Table 16).

4.5 Non-Parametric Analysis of the Study

To test the statistical significances among independent variables (gender, age, formal years to study a language) and dependent variables (foreign language anxiety and teaching foreign language anxiety), non-parametric analysis would be conducted (Pallant, 2013). Since number of respondents is less than 50 and also collected data is not normally distributed, non-parametric tests were employed to interpret findings.

Table 17. Results of Mann Whitney U Test-Gender

FLCAS/TFLAS	Gender	Number (N)	Mean Rank	Sum of Ranks	P Value (Statistical Significance)
FLCAS	Female	36	21.43	771.50	0.11
	Male	9	29.28	263.50	
TFLAS	Female	36	22.69	817.00	0.12
	Male	9	24.22	218.00	

* $p < 0.05$

The Mann Whitney U test was conducted to find out whether there is any significant difference between gender as an independent variable and FLCAS and TFLAS as dependent variables. According to statistical rules in the literature ‘P’ value should be less than 0.05 to state statistical significance ($p < 0.05$). As ‘P’ value in this study for FLCAS is 0.11 and for TFLAS is 0.12 (in both cases ‘P’ is greater than 0.05) it could

be concluded that gender was not statistically significant with FLCAS and TFLAS (see Table 17).

Table 18. Results of Kruskal Wallis H test- Formal Years to study English

FLCAS/TFLAS	Formal Years	Mean Rank	Chi Square	Significance (P Value)
FLCAS	4	11.00	4.83	0.18
	7	2.00		
	9	7.50		
	10	5.08		
TFLAS	4	11.00	4.88	0.22
	7	1.00		
	9	6.86		
	10	5.58		

* $p < 0.05$

Kruskal Wallis - H test (Table 18) was employed to determine statistical significance of formal years to study English in contexts of FLCAS and TFLAS. Similar to age variable, it can be recognized that Formal Years of Studying English as an independent variable, proved to be not statistically significant regarding to the FLCAS and TLFAS as dependent variables. Table 25 shows that the 'P' value for FLCAS is 0.18 and for TFLAS is 0.22 which both are greater than 0.05 (P value must be less than 0.05 to show statistical significance).

Table 19. Results of Kruskal Wallis- H test- Form and Department

FLCAS/TFLAS	Form/Department	Mean Rank	Chi-Square	Significance (P Value)	Statistical Significance among groups
FLCAS	1 st form/ Preschool Teaching (1)	24.25	2.29	0.98	
	1 st form Primary School Teaching (2)	22.33			
	4 th Pre-school School Teaching (3)	22.75			
	4 th Form Primary School Teaching (4)	22.08			
TFLAS	1 st form/ Preschool Teaching (1)	26.47	11.01	0.012*	1-4
	1 st form Primary School Teaching (2)	23.10			2-4
	4 th Pre-school School Teaching (3)	37.75			
	4 th Form Primary School Teaching (4)	8.50			

$p < 0.05^*$

Above table (Table 19) tries to demonstrate statistical reports regarding the ‘P’ value of ‘form and department’ as independent and FLCAS and TFLAS. Form and Department are not statistically significant regarding FLCAS since the P value is 0.98 (P value must be less than 0.05 to show statistical significance). However, P with value of 0.012 for TFLAS proves a statistical significant difference as it is less than 0.05. This data can be used to answer 2nd research question. To find out more precise and be able to find a partial response for 3rd research question Tamhane as a non-parametric post hoc test was appointed to test statistical significance. Tamhane test results revealed that 1st form preschool teaching candidates and 4th form primary school

teaching candidates are statistically different from each other. In other words, 1st form preschool teaching candidates tend to have higher levels of teaching foreign language anxiety when compared with 4th primary school teaching candidates. In addition to these, Tamhane results also postulated that 1st form primary school teacher candidates and 4th form primary school teacher candidates were also statistically significant from each other in context of TFLAS. In other words, 4th form primary school teacher tends to have lower levels of teaching foreign language anxiety.

4.6 Correlation Analysis

Table 20. Coefficient of Spearman Rank Correlation (r) and Its Interpretation

Coefficient of Spearman Rank Correlation Momentum Correlation (r)	The Interpretation of Spearman Rank Correlation (r)
0.00-0.25	Very Weak
0.26-0.49	Weak
0.50-0.69	Moderate
0.70-0.89	High
0.90-1.00	Very High

Table 21. Correlation Analysis

Items		FLCAS
TFLAS	Spearman Rank Correlation	0,50**
	Sig (2- tailed)	0,03
	Number (N)	45

** Correlation is significant at the 0.01 level (2-tailed).

To investigate and find out the answer to the third research question Spearman Rank Correlation test was employed. It was aimed at investigating the correlational relationship between TFLAS and FLCAS. Results revealed that TFLAS and FLCAS had significant correlation. Based on the literature, correlation can be defined a significant when it is at the level of 0.01. In this study, the correlational relation

between FLCAS and TFLAS was approved as 0.50. It is worth mentioning that although the correlational relation was positive and significant, it will be placed in moderate correlational relationship category with each other (see Tables 20 & 21).

4.7 Qualitative Results

With the purpose of triangulation and increasing the reliability of the study the researcher had conducted a semi-formal interview to participants. All participants were asked to participate but only ten of them were willingly showed their interest in participation. Since they had done the questionnaire before, they had quite well idea about the nature of the study. Although those ten participants volunteered to participate, the researcher asked them to fill another consent form regarding the interview. In the consent form it is clearly stated that their participation is fully voluntary based and their information will be kept confidential. They have been also informed their right to leave the research at any time is fully persevered.

The interviews lasted 20 minutes. The researcher audio-recorded interviews by using recorder to make sure that the information is clear during the scripting stage. The researcher analyzed the interview responses through theming analysis. Thematic analysis is used due to the nature of the study which is qualitative. This way of analysis allows the researcher to gather all necessary information and highlights from collected data. Moreover, thematic analysis of data helps the researcher not to impose determine his/ her idea to the findings and interpretation. Braun and his colleagues in their study (2019) suggested this type of analysis as the first and very applicable and significant method of data analysis in qualitative study. The researcher prefers to use thematic approach rather than narrative approach since the content was more important than the time process (Braun, Clarke, Hayfield, & Terry, 2019).

4.7.1 In What Situations Do You Experience Anxiety or Nervousness in A Classroom?

Responding to the first question of the interviews "In what situations do you experience anxiety or nervousness in a classroom environment or in crowded environments during the presentation of something?" The responses talked about their classroom experiences that they feel anxiety and nervousness during the presenting something. This question shows that most of the participants experienced anxiety and nervousness when they presenting something in crowded classrooms.

P1: "when the question asked by one of the listeners and when I don't prepared for the presentation enough."

According to participant 1, the situations that he/she feel most anxious is when someone asked him/her a question regarding the presentation. This shows us that he/she not feel comfortable to answer questions

P4: "I'm worried about what I'm going to say is insufficient in terms of the audience or telling the wrong things."

P9: "When I use the wrong words, when the audiences laugh and speak among themselves."

P5: "I'm not self-confident and I'm worried about what people would like to tell me because there is group of people in the class who listens me".

Participants 4, 5, 9 feels nervous when they going to use insufficient terms or irrelevant information during the presentation. Here also we can understand that they do not have any self-confident while presenting so they feel anxious.

4.7.2 Anxious Situations

The second question of the interview "In the classroom environment, what are the situations after the instruction that cause you to become anxious?"

The responses of the participants have shown that teaching incorrect pronunciation, when students do not understand the lesson or do not listen the teacher will cause participant become anxious. Comments that support the interpretation of the

interviewee's statements are given below.

P1: "Students' learning the word incorrectly from me due to my incorrectly pronunciation of any foreign words and when the students ask me a question that I do not know the answer during the lecture."

P4: "The idea that the students do not understand my lectures, do not interested in my lectures and simultaneously that I will not contribute to them"

P10: "If the students don't listen to me or if I pronounce something wrong."

P2: "Students' getting lack of attention and feeling that I cannot transfer the subject well enough"

P6: "When they don't listen to me and talk to each other and whisper to each other."

4.7.3 Overcome Anxiety

The third question of the interview "How do you overcome anxiety when you feel anxious or tense during lecturing? What do you do?" the responses of the participants talked about their strategies how they overcome the anxiety. Comments that support the interpretation of the interviewee's statements are given below.

P1: "I take a deep breath, drink some water, count to ten from inside, and continue my lectures."

P2: "I regulate my breathing and think of things that make me comfortable."

P3: "I take a deep breath, and I suggest that everything is going well".

According to participant 1, 2 and 3 taking deep breath is the best strategy for them in order to overcome their anxiety.

P4: "I mention about a topic which will attract the attention of the students, and then I continue to tell them the real topic."

P8: "I would change the subject, and then I would mention about that subject as well as change my mind. I would not continue to reflect my tension and try to cheer up the environment."

Participant 4 and 8 think that changing subject of the lesson for a while will help them to attract students' attention by this way they overcome their anxious situation.

Participant 7 on the other hand mentioned that he/she will continue his/her teaching in the classroom.

P7: "I would think I'm going to go through these kind of experiences and put aside my anxious and nervous, then I continue to teach."

4.7.4 Teaching English in the Future Institution

Responding to the fourth question of the interview, the participants talked about their feelings for teaching English in their institution in the future. The most of responses of the participants would be happy to teach English in their institutions. Only few of them responses they would be unhappy. Comments that support the interpretation of the interviewee's statements are given below.

P2: "I'd be happy to trust myself in English"

P4: "I'd be happy."

P6: "I would feel very happy and give a good account of myself because English classes have always been enjoyable for me."

P7: "I'd feel happy because I trust my English and I believe that if I have to give English lessons, I could do it successfully."

P5: "I'd be unhappy."

4.7.5 Judged by the Inspector or any Other Teachers

Responding to the fifth question of the interview, the participants talked about their feelings when they judged by the inspector or any other teachers while teaching English. Most of the participant responses that they would feel anxious and nervous. Comments that support the interpretation of the interviewee's statements are given below.

P3: "English is not my native language that's why I'd nervous because I cannot be sure about my pronunciation and accent."

P4: "I'd feel nervous and uneasy."

P5: "I'd feel nervous and anxious"

P6: "It makes me feel a little anxious and nervous, and I don't think that I can handle it"

P7: "It makes me feel anxious and stressed, and my voice may be trembled."

P9: "I'd feel stressed because the lesson is more formal than in the normal course time and I'd be concerned."

4.7.6 Teaching English Additionally

The sixth question of the interview "What do you think about teaching English in addition to your thoughts as a class / pre-school teacher in Atatürk Teacher Training Academy" the responses of the participants talked about their thoughts. Comments that

support the interpretation of the interviewee's statements are given below.

P1: "I am the person who thinks that the tree is bowed while he is older, and I think that the most accurate education that understands the elementary school students and that the most accurate education can be given by the teachers and preschool teachers who are graduated from Atatürk Teacher Training Academy. However, I don't think that English is our subject to teach because we are not educated any techniques and methods about this language"

According to participant 1 education is important in early ages and those teachers who graduated from Atatürk Teacher Training Academy aware of this responsibility but they think that teaching English is not their subject to teach because they don't educate enough during their education.

P2: "I would love to be an English teacher in the future but this is not our job because English has also its own teaching technique or methods"

P4: "I think it might be appropriate as a side major but I don't think that it would be fruitful for the students like my main major"

P10: "I think that if I improve myself more, I can teach English."

As the seen the comment above participant 2, 4 and 10 think that they love English but teaching English is not appropriate for them to teach they need to improve themselves before start teaching English.

P6: "It is one of my goals, I would definitely do it."

P9: "I would like to give English lessons in the future."

According to participant 6 and 9, they would like to teach English in the future.

4.7.7 Teaching English to Young Learners

The seventh question of the interview "What do you think about teaching English to the younger age group because you will be teaching English to Pre and Middle school in your future life" the responses of the participants talked about their thinking about teaching English to young learner. Most of the participants think that it will be easier than adults and enjoyable. Comments that support the interpretation of the interviewee's statements are given below.

P1: "Although it is thought that it is difficult to teach English to the younger age group, I think that teaching English to them will be easier than adults."

P2: "I think it would be more enjoyable to teach at young learners than adults."

P4: "I think it would be more enjoyable and easier to teach at young learners than adults"

P5: "I think it would be more enjoyable"

P7: "It is always easier to start from scratch because I believe that teaching English to a small age group is easier than adults"

P10: "It would be enjoyable."

4.7.8 English Education

The eighth question of the interview "Do you think that your English education will be enough to give you English lessons in the future?" the responses of the participants mostly think that their education in English is enough to give English lessons in the future. Comments that support the interpretation of the interviewee's statements are given below.

P2: "I think that it will be enough."

P3: "I think that it will be enough."

P5: "I think that it will be enough."

P6: "I believe that I can teach English because I have a good English education background, but I do not think that in the past, those who do not have a good English education will be able to give English lessons with the English education we have in the AÖA."

P7: "Yes, it's enough."

P9: "Yeah, enough because my department is class."

P10: "Since I am a student of classroom teaching, the lessons I have received will be sufficient in terms of both knowledge and methods."

4.8 Summary

Chapter four focuses on the main findings of the current study. It provides the relevant tables and explanations related to all three research questions. At the first part Socio-demographic findings and their relation were presented. It is followed by analysis of collected data related to second research question to find out the level of anxiety of FLCAS and TFLAS. Finally in the last part, the study tries to investigate any possible

correlation between Foreign Language Class Anxiety Scale and Teaching Foreign Language Anxiety Scale.

Chapter 5

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Presentation

The main aim of this chapter is to outline the discussion, conclusion and recommendations with the light of the findings.

5.2 Discussion

From past to present, numerous authors had attempted to measure foreign language learning anxiety and teaching foreign language anxiety of teacher candidates by employing different research models. Current study employed mixed research model to gather the detailed information regarding the motives of foreign language anxiety and teaching foreign language anxiety as well as the motives of anxiety, which are existing in learning context. Besides of these, current study appointed Spearman Rank Correlation analysis to investigate correlational relationship among foreign language anxiety and teaching foreign language anxiety which stresses the novelty of the study as only little research conducted to draw correlational findings between two notions. Horwitz et al. could be accepted as a pioneer of two notions as they put intensive efforts to document factors, which are promoting both for foreign language anxiety and for teacher foreign language anxiety at educational settings. Besides of these Tm and Kunt (2010) conducted studies in the related field and provided substantial contributions with their findings.

From broader perspective, English Language is accepted as one of the most spoken languages across the world. Therefore, students need to learn English both for their academic and professional life. To be more precise, not only in Turkish Republic of Northern Cyprus but across the world education system is mainly concentrated on English language and most of the organizations are in need of staff members who can speak English very well. Therefore, individuals should put intensive efforts to learn English both for their educational and professional lives.

Learning a language is a long journey and teachers play a vital role during teaching process. Atatürk Teacher Training Academy plays a vital role to educate prospective teachers to inject them into academic life in terms of pre-school teachers and primary school teachers. Pre-school teachers and primary school teachers could be considered as teachers that disseminating core educational skills and English course is one of them. Therefore, prospective teachers at Atatürk Teacher Training Academy should be well-educated in English language to transmit their competency effectively to the learners.

As indicated earlier, anxiety in the basis of learning and teaching anxiety is crucial denominators, which are hindering the efficiency of the language education. Therefore, school administrators should advance their understanding to explore the factors which are fueling the anxiety in forms of foreign language and teaching foreign language anxiety. From this framework, current study employed mean analysis to determine the levels of foreign language anxiety and teaching foreign language anxiety. It could be concluded that prospective teachers at Atatürk Teacher Training Academy had medium level of anxiety levels for both notions. Similarly, Karataş et al (2016) also found medium level of foreign language anxiety in their study and Tüm

(2012) discovered a medium level of teaching foreign language anxiety in his study. Therefore, these findings of the current study are compatible with the findings of Karataş et al (2016) and Tüm (2012).

Since the number of respondents were less than 50 non-parametric analysis conducted to analyze and interpret findings. Gender, formal years to study English, form and department were the selected socio-demographic variables to determine statistical significances between notions namely foreign language anxiety and teaching foreign language anxiety. It is assumed that female respondents tend to have higher anxiety levels at both notions. To be more precise, female learners tend to face with the sense of uneasiness, as they are likely to scare more than male students to make mistakes in learning sphere, which implicitly means that female students tend to feel pervasive impacts of FLA when compared with male students while mastering a new language (Jafarigohar and Behroozinia, 2012). Moreover, Aslrasouli and Vahid (2014) articulated that gender is one of the crucial denominators of teaching foreign language anxiety. To be more accurate, it is believed that male teachers are more likely to create solutions to mitigate their teaching foreign language anxiety. Surprisingly, Mann-Whitney U test results revealed that no statistical significance was existed between two notions. Kesen and Aydın (2013) also concluded that gender was not statistically significant with foreign language anxiety and however, Karataş et al (2016) found that female learners tend to have intense foreign language anxiety in their research. In that sense the this finding of the current study was consistent with Kesen and Aydın's (2013) study and not compatible with Karataş et al (2016) results and also not parallel with ideas of Jafarigohar and Behroozinia, (2012) and Aslrasouli and Vahid (2014). To test the statistical significance among notions and formal years to study English,

Kruskal Wallis Analysis employed. It is believed that formal years of study is inversely related with anxiety levels at both teaching and learning foreign language. Interestingly, results demonstrated that no statistical significance was existed among formal years to study English and the notions. Canessa (2006) conducted a study to test statistical significance among formal years to study and teaching foreign language anxiety. Results revealed that no statistical significance was existed among them. From this perspective, it could be posited that this finding of the study was overlapped with the finding of Canessa (2006). Lastly, Kruskal Wallis and Tamhane as a post hoc analysis was executed to test statistical significance between form and department of the respondents and notions. Results exerted that 1st form pre-school teacher candidates and 2nd form primary school teacher candidates were statistically significant with senior primary school teaching candidates in forms of teaching foreign language anxiety. 4th form primary school teaching candidates were found lower levels teaching foreign language anxiety than 1st form pre-school teacher candidates and 2nd form primary school teacher candidates.

Furthermore, Kim and Kim (2004) emphasized the importance of fear from negative evaluation. Consistent with this, finding of the study illuminated the fear from criticized. Therefore, this finding could be considered with compatible with the study of Kim and Kim (2004). Besides of this, qualitative findings also lamented that failing to provide an answer to the student and problems with pronunciations are also contributing to foreign language anxiety. Mc Coy (1979) considered these items as one of the manifestations of foreign language anxiety. Candidates also mentioned that they worry about performing presentation particularly in front of crowded classes. Merç (2004) conducted a study and also mentioned that crowded classes could be one

of the major sources. From this perspective, the finding of the study is partially compatible with the study of Merç. Results of the study also implicitly mentioned that emphasis on tension over errors on pronunciation-words is commonly related with speaking skills are generating teaching foreign language at learning settings. Similarly, Akimulegun and Kunt (2017) also mentioned the importance of tension concern over errors are one of the major contributors for teaching foreign language. In that sense, this finding of the current study is supporting the results of Akimulegun and Kunt's (2017) study.

5.3 Conclusion

The present study was conducted to explore the perceived sourced of foreign language anxiety and teacher foreign language anxiety of the prospective teachers who studying at Atatürk Teacher Training Academy in Nicosia.

Moreover, descriptive analysis was conducted to determine the factors, which are stimulating foreign language anxiety and teaching foreign language anxiety. Results revealed that “respondents’ minds are more likely to mixed up when they studying to the English exams”. They think that they have nothing to do with the course of English class and they feel anxious as English courses are moving very quickly and they worry about being left behind. Additionally, there were some of the main factors which are yielding foreign language anxiety while “not understanding when others saying in English”, “experiencing challenges to understand the words which mentioned by native speakers”, “feeling anxious while trying to construct conversation with students”, “lack of self- confidence while speaking English could be considered as factors which are boosting teaching foreign language anxiety.

Besides of these, semi-structured interview was conducted to extract the antecedents of the anxiety at teaching and learning contexts. Results revealed that participants were more likely to face with anxiety particularly when they are doing presentations at crowded classes. Besides of these, incorrect pronunciation, emphasis on making mistakes particularly pronunciation or using inappropriate words, encountering difficulties to understand the lesson, do not listening teacher are some reasons which cause anxiety for the participants. In addition to these, being criticized by others could be considered as one of the major sources of anxiety. Aside of these findings, participants signified that teaching English is not their major and they believe that they should improve themselves on that field. Interestingly, they would be happy to teach English to the learners. Theme of the findings could be generalized as problems with speaking skills, fear of negative evaluation, failing to provide answer, inadequate speaking skills and emphasis on grammatical rules.

Based on the qualitative results, respondents indicated that they prefer to take a deep breath and change topic of the course i.e. more interesting issues to cover which will help them to capture the attention of the learners are accepted as some of the crucial strategies which prospective teachers are implementing to overcome with the teacher foreign language anxiety.

One of the objectives of the current study was to examine the correlational relationship among teaching foreign language anxiety and foreign language anxiety. Horwitz (1996) mentioned that non-native language teachers could spend substantial effort, time as well as time to learn a foreign language but in turn may face with unrealistic standards and proficiency in the target language. Therefore, all these difficulties could

cause an anxiety both for non- native language teachers and for learners. Both parties tend to experience sense of feeling tension and uneasiness. If these feelings become chronic, foreign language anxiety would occur. From this framework, it is assumed that there should be significant and positive relationship between two notions. Spearman Rank Correlation test was employed to determine the relationship between two notions. It was found that there is a significant and positive but moderate relationship was existed between language learning anxiety and teaching foreign language anxiety. This means, prospective teachers may bounce their tension and anxiety to the learners during teaching foreign language, which in turn may cause their students to experience with difficulties and feel anxiety when they are learning a foreign language. This argument is consistent with the ideas of Horwitz (1996). Increased anxiety levels for both teaching and learning settings will hamper the quality of English education. Therefore, future generation will more likely to experience problems at the main activities in English language. From this reason, school administrators at Atatürk Teacher Training Academy should take necessary precautions to lower prospective teachers' anxiety towards to the English language.

5.4 Limitations

The main aim of this section is to highlight limitations of this study. Therefore, certain constraints can be put into thought during the interpretations of this study. Firstly, because the students' comments are analyzed depending on coding frameworks, translating the verbal information is answerable to bias. Secondly, the time issue of the students was difficult to gather and compare both questionnaire and recording due to the students' internship and lecture periods, however, this step was taken into consideration according to students' spare time.

5.5 Recommendations

The main aim of this section is to provide recommendations for Atatürk Teacher Training Academy and further related studies.

5.5.1 Implication for Teachers

Anxiety as one of the most affecting item in teachers' and students' performance should be always taken into consideration by all educational bodies. In the foreign language-teaching context, this factor can be highlighted similarly. Results of the current study revealed that prospective teachers are more likely to experience with foreign language anxiety and teaching foreign language anxiety in medium level, which in turn could hamper the quality of English learning process. Moreover, communication apprehension and fear of negative evaluation dimensions for both of learning foreign language and teaching foreign language were found the most vital dimensions, which were stimulating anxiety for the participants. This could be a case in many foreign language contexts. Therefore, lecturers, school administrators and prospective teachers should establish effective commitment to draw a path for eliminating anxiety at learning and teaching foreign language in educational settings. Moreover, creative role-play activities, speaking facilities, welcoming educational atmosphere would be helpful for the prospective students to lower their anxiety in relevant field. Besides of these, from time to time prospective teachers should articulate their opinions regarding their competency in English which in turn would provide clues to the school administrators to shape the syllabus or redesign it in case of necessity to provide better and satisfactory foreign language education.

5.5.2 Recommendations

All mentioned suggestions in the previous section could be true and to a great extent applicable for Atatürk Teacher Training Academy to make a less anxious and less stressful environment for its candidates. Besides of these, lecturers should provide key points which would provide valuable insights to prospective teachers to mitigate with their anxiety levels both at learning and teaching foreign language. Furthermore, the Atatürk Teacher Training Academy administrators should not neglect benefitting from findings of studies such as the current one to be able to make their decisions towards the betterment of the Academy. They can perhaps add or omit some special programs to their curriculum, alter the method of assessments by paying utmost attention to the growing anxiety items mentioned by the participants.

5.5.3 Recommendations for the Further Related Studies

- Numerous scholars had conducted various studies on the relevant field. For instance, Tüm (2015) conducted a study and employed a mixed research method to determine the contributors of foreign language anxiety and teaching foreign language anxiety. Scholar had codified the participant's names to SPSS while during data collection process and employed mean analysis. Mean analysis had yielded participants with most and least anxiety levels. Then, author had arranged semi-structured interview with these participants to create better understanding about the motives of anxiety, which are more likely to exist in educational context. The scarcity of such studies may inspire authors whose are interested to conduct related studies on relevant field.
- Similar research can be designed as a comparative study and participants from ELT department from universities could be added to the study to identify similarities and differences among them.

- Socio-demographic variables such as profession level of English, type of high school graduated can be included as well to determine statistical significance among notions will be helpful to enrich findings on the relevant field.

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APPENDICES

Appendix A: Atatürk Teacher Training Academy Course Program

PRIMARY SCHOOL TEACHING

First Semester					Second Semester				
CODE	NAME	T	U	K	CODE	NAME	T	U	K
SO 108	BEDEN EĞİTİMİ (Physical Education)	3	0	3	SO 114	ATATÜRK İLKE VE DEVRİMLERİ TARİHİ (History of Atatürk's Principles and Revolutions)	2	0	2
SO 102	BİLGİSAYARA GİRİŞ (Introduction to Computer)	2	2	3	SO 116	DOĞAL BİLİMLER : ÇEVRE VE CANLILAR (Natural Sciences : Environment and Living Things)	3	0	3
SO 109	COĞRAFYA (Geography)	2	0	2	SO 113	İNGİLİZCE II English II	2	0	2
SO 105	İNGİLİZCE I (English I)	2	0	2	SO 118	KIBRIS TÜRK KÜLTÜRÜ 2 (Turkish Cypriot Culture II)	1	2	2
SO 106	KIBRIS TARİHİ (History of Cyprus)	2	0	2	SO 112	MATEMATİK II: MODERN TEKNOLOJİ DESTEKLİ MATEMATİK (Mathematics II: Modern Technology Mathematics)	2	0	2
SO 117	KIBRIS TÜRK KÜLTÜRÜ I (Turkish Cypriot Culture I)	1	2	2	SO 110	OKUL DENEYİMİ (Teaching Practice)	1	4	3
SO 104	MATEMATİK I: TEMEL KAVRAMLAR (Mathematics I: Basic Concepts)	2	0	2	SO 115	RESİM İŞ EĞİTİMİ (Painting Education)	2	2	3
SO 107	MÜZİK (Music)	3	0	3	SO 111	TÜRKÇE II - SÖZLÜ ANLATIM (Turkish II - Oral Expression)	2	0	2
SO 101	ÖĞRETMENLİK MESLEĞİNE GİRİŞ (Introduction To Teaching Profession)	3	0	3					
SO 103	TÜRKÇE I : YAZILI ANLATIM (Turkish I - Oral Expression)	2	0	2					
Third Semester					Fourth Semester				
CODE	NAME	T	U	K	KOD	NAME	T	U	K
SO 202	BİLGİSAYAR (ICT) Computer (ICT)	2	2	3	SO 213	ÇOCUK EDEBİYATI (Child Literature)	2	0	2
SO 207	DOĞAL BİLİMLER: FİZİKSEL VE KİMYASAL OLAYLAR DEĞİŞMELER (Natural Sciences: Physical and Chemical Events Changes)	3	0	3	SO 212	FEN BİLGİSİ LABORATUVARI (Science Laboratory)	1	2	2
SO 203	EĞİTİMDE ARAŞTIRMA TEKNİKLERİ (Research Techniques In Education)	3	0	3	SO 217	İLKOKULDA BEDEN EĞİTİMİ VE OYUN ÖĞRETİMİ (Physical Education And Game Teaching In Primary School)	2	2	3
SO 201	GELİŞİM PSİKOLOJİSİ (Developmental Psychology)	3	0	3	SO 214	İNGİLİZCE IV (English IV)	2	0	2
SO 206	GÜZEL YAZI TEKNİKLERİ VE ÖĞRETİMİ (Fine Writing Techniques and Teaching)	1	2	2	SO 220	KIBRIS TÜRK KÜLTÜRÜ 4 (Turkish Cypriot Culture VI)	1	2	2
SO 204	İNGİLİZCE III (English III)	2	0	2	SO 216	MÜZİK ÖĞRETİMİ (Music Teaching)	2	2	3
SO 219	KIBRIS TÜRK KÜLTÜRÜ 3 (Turkish Cypriot Culture 3)	1	2	2	SO 210	ÖĞRENME PSİKOLOJİSİ (Learning Psychology)	3	0	3
SO 208	KIBRIS VE ÜLKELER COĞRAFYASI (Geography of Cyprus and Countries)	3	0	3	SO 211	ÖĞRETİM TEKNOLOJİSİ (Instructional Technology)	1	2	2

Cont. Appendix A...

SO 205	ÖĞRETİMDE PLANLAMA (<i>Planning in Education</i>)	3	0	3	SO 215	ÖĞRETİMDE ÖLÇME VE DEĞERLENDİRME (<i>Measurement and Evaluation in Education</i>)	3	0	3
SO 209	TÜRK DİLİ I: SES VE ŞEKİL BİLGİSİ (<i>Turkish Language I: Phonetics and Morphology</i>)	2	0	2	SO 218	TÜRK DİLİ II: CÜMLE VE METİN BİLGİSİ (<i>Turkish Language II: Sentence and Text Knowledge</i>)	2	0	2
Fifth Semester					Sixth Semester				
CODE	NAME	T	U	K	CODE	NAME	T	U	K
SO 301	ANADİLDE OKUMA-YAZMA ÖĞRETİMİ (<i>Reading and Writing in Native Language</i>)	2	2	3	SO 315	HAYAT BİLGİSİ ÖĞRETİMİ (<i>Teaching Life Sciences</i>)	2	2	3
SO 304	FEN BİLGİSİ ÖĞRETİMİ (<i>Science Teaching</i>)	2	2	3	SO 317	İNGİLİZCE ÖĞRETİMİ II (<i>English Teaching II</i>)	2	0	2
SO 303	İNGİLİZCE ÖĞRETİMİ I (<i>English Teaching I</i>)	2	0	2	SO 313	MATEMATİK ÖĞRETİMİ II (<i>Mathematics Teaching II</i>)	2	2	3
SO 302	MATEMATİK ÖĞRETİMİ I (<i>Mathematics Teaching I</i>)	2	2	3	SO 314	SANAT EĞİTİMİ (<i>Art Education</i>)	2	0	2
SO 306	ÖZEL EĞİTİM I (<i>Special Education I</i>)	1	2	2	SO 310	SINIF YÖNETİMİ (<i>Classroom Management</i>)	2	2	3
SO 305	RESİM İŞ ÖĞRETİMİ (<i>Painting Teaching</i>)	2	2	3	SO 311	SOSYAL BİLGİLER ÖĞRETİMİ (<i>Social Studies Teaching</i>)	2	2	3
SO 307	UYGULAMA (10 İŞ GÜNÜ) (<i>Application (10 Working Days)</i>)	1	4	3	SO 312	TÜRKÇE ÖĞRETİMİ (<i>Teaching Turkish</i>)	2	2	3
					SO 316	UYGULAMA (10 İŞ GÜNÜ) (<i>Application (10 Working Days)</i>)	1	4	3

Seventh Semester					Eighth Semester				
CODE	NAME	T	U	K	CODE	NAME	T	U	K
SO 404	BİRLEŞTİRİLMİŞ SINIFLARDA ÖĞRETİM (<i>Teaching In Unified Classrooms</i>)	2	0	2	SO 411	DİN KÜLTÜRÜ VE AHLAK BİLGİSİ (<i>Religious Culture And Ethics</i>)	2	0	2
SO 403	EĞİTİMDE DRAMA (<i>Drama In Education</i>)	2	0	2	SO 418	İNGİLİZCE ÖĞRETİMİ IV (<i>English Language Teaching IV</i>)	2	0	2
SO 401	EĞİTİMDE REHBERLİK (<i>Guidance In Education</i>)	3	0	3	SO 415	MEZUNİYET PROJESİ (<i>Graduation Project</i>)	0	0	0
SO 407	İNGİLİZCE ÖĞRETİMİ III (<i>English Language Teaching III</i>)	2	0	2	SO 413	SAĞLIK VE TRAFİK (<i>Health And Traffic</i>)	2	0	2
SO 406	MEZUNİYET PROJESİ (<i>Graduation Project</i>)	0	0	0	SO 414	UYGULAMA (15 İŞ GÜNÜ) (<i>Application (15 Working Days)</i>)	1	4	3
SO 402	ÖZEL EĞİTİM II (<i>Special Education II</i>)	1	2	2	SO 412	VATANDAŞLIK BİLGİSİ (<i>Citizenship Information</i>)	2	0	2
SO 405	UYGULAMA (15 İŞ GÜNÜ) (<i>Application (15 Working Days)</i>)	1	4	3	SO 416	SEÇMELİ II (<i>Elective II</i>)	2	0	0
SO 417	SEÇMELİ I (<i>Elective I</i>)	2	0	0					

PRE-SCHOOL TEACHING

First Semester					Second Semester				
CODE	NAME	T	U	K	CODE	NAME	T	U	K
OOE 104	BİLGİSAYAR I (Computer I)	2	2	3	OOE 109	ATATÜRK İLKE VE DEVİMLERİ (Atatürk's Principles And Revolutions)	2	0	2
OOE 106	ÇOCUK GELİŞİMİ KURMLARI I (Child Development Organizations I)	3	0	3	OOE 111	BİLGİSAYAR 2: ICT (Computer 2: ICT)	2	2	3
OOE 102	KIBRIS TARİHİ (History Of Cyprus)	3	0	3	OOE 112	ÇOCUK GELİŞİMİ KURAMLARI II (Theories Of Child Development II)	2	2	3
OOE 117	KIBRIS TÜRK KÜLTÜRÜ I (Turkish Cypriot Culture I)	1	2	2	OOE 114	EĞİTİMDE ARAŞTIRMA TEKNİKLERİ (Research Techniques in Education)	3	0	3
OOE 107	OKULÖNCESİ EĞİTİM İLKE VE YÖNTEMLERİ (Principles and Methods of Preschool Education)	3	0	3	OOE 115	İNSAN ANATOMİSİ VE FİZYOLOJİSİ (Human Anatomy and Physiology)	3	0	3
OOE 105	ÖĞRETMENLİK MESLEĞİNE GİRİŞ (Introduction To Teaching Profession)	3	0	3	OOE 118	KIBRIS TÜRK KÜLTÜRÜ II (Turkish Cypriot Culture II)	1	2	2
OOE 101	TÜRKÇE I : YAZILI ANLATIM (Turkish I : Written Expression)	2	0	2	OOE 113	MÜZİK I (Music I)	3	0	3
OOE 103	YABANCI DİL I (Foreign Language I)	2	0	2	OOE 116	OKUL DENEYİMİ (School Experience)	1	4	3
					OOE 108	TÜRKÇE II - SÖZLÜ ANLATIM (Turkish II - Oral Expression)	2	0	2
					OOE 110	YABANCI DİL II (Foreign Language II)	2	0	2

Third Semester					Fourth Semester				
CODE	NAME	T	U	K	KOD	NAME	T	U	K
OOE 204	BEDEN EĞİTİMİ I (Physical Education I)	1	2	2	OOE 209	BEDEN EĞİTİMİ II (Physical Education II)	1	2	2
OOE 205	ÇOCUK SAĞLIĞI VE BESLENMESİ (Child Health And Nutrition)	4	0	4	OOE 214	İŞ TEKNİK (Business Technical)	1	4	3

Cont. Appendix A...

OOE 202	GENEL COĞRAFYA VE KIBRIS COĞRAFYASI (General Geography And Cyprus Geography)	3	0	3	OOE 211	ÇOCUKTA KAVRAM GELİŞİMİ (Concept Development in Children)	3	0	3
OOE 216	KIBRIS TÜRK KÜLTÜRÜ III (Turkish Cypriot Culture III)	1	2	2	OOE 217	KIBRIS TÜRK KÜLTÜRÜ IV (Turkish Cypriot Culture IV)	1	2	2
OOE 203	MÜZİK II (Music II)	3	0	3	OOE 213	OKULÖNCESİ EĞİTİMDE ÇOCUK ŞARKILARI VE ÖĞRETİMİ (Children's Songs And Teaching in Preschool Education)	2	2	3
OOE 206	ÖĞRENME ÖĞRETME (Teaching Learning)	3	0	3	OOE 210	OKULÖNCESİ EĞİTİMDE PROGRAM GELİŞTİRME (Program Development in Preschool Education)	3	0	3
OOE 207	RESİM (Painting)	2	2	3	OOE 212	OYUN GELİŞİMİ VE ÖĞRETİMİ (Game Development And Teaching)	2	2	3
OOE 201	YABANCI DİL III (Foreign Language II)	2	0	2	OOE 208	YABANCI DİL IV (Foreign Language I)	2	0	2

Fifth Semester				
CODE	NAME	T	U	K
OOE 304	BEDEN EĞİTİMİ VE OYUN ÖĞRETİMİ (Physical Education and Teaching Game)	2	2	3
OOE 301	ÇOCUK EDEBİYATI (Child Literature)	3	0	3
OOE 315	İNGİLİZCE ÖĞRETİMİ I (English Teaching I)	2	0	2
OOE 305	OKULÖNCESİ EĞİTİMDE MATEMATİK ÖĞRETİMİ (Teaching Mathematics in Preschool Education)	2	2	3
OOE 302	OKULÖNCESİ EĞİTİMDE ARAÇ GELİŞTİRME (Tools Development in Preschool Education)	2	2	3

Sixth Semester				
CODE	NAME	T	U	K
OOE 310	ÇOCUK RUH SAĞLIĞI VE UYUM BOZUKLULARI (Child Mental Health and Adaptation Disorders)	3	0	3
OOE 308	DİL GELİŞİMİ VE ERKEN YAŞTA OKUMA YAZMAYA HAZIRLIK (Language Development and Early Reading Preparation)	2	2	3
OOE 311	FEN VE DOĞA ETKİNLİKLERİ (Science and Nature Activities)	2	2	3
OOE 316	İNGİLİZCE ÖĞRETİMİ II (English Language Teaching II)	2	0	2
OOE 314	ÖĞRETMENLİK UYGULAMASI-II (Teaching Practice-II)	1	4	3

Cont. Appendix A...

OOE 303	OKULÖNCESİ EĞİTİMDE ÖLÇME DEĞERLENDİRME (Assessment In Preschool Education)	3	0	3	OOE 312	ÖZEL EĞİTİM I (Special Education I)	3	0	3
OOE 307	ÖĞRETMENLİK UYGULAMASI – I (Teaching Practice- I)	1	4	3	OOE 309	RESİM-İŞ ÖĞRETİMİ (Painting Teaching)	2	2	3
Seventh Semester					Eighth Semester				
CODE	NAME	T	U	K	CODE	NAME	T	U	K
OOE 412	İNGİLİZCE ÖĞRETİMİ III (English Language Teaching III)	2	0	2	OOE 408	AİLE EĞİTİMİ (Family Education)	3	0	3
OOE 414	MEZUNİYET PROJESİ (Graduation Project)	0	0	0	OOE 411	İLK YARDIM (First Aid)	2	0	0
OOE 401	ÖĞRETİM TEKNOLOJİLERİ (Instructional Technologies)	2	2	3	OOE 413	İNGİLİZCE ÖĞRETİMİ IV (English Language Teaching IV)	2	0	2
OOE 404	ÖĞRETMENLİK UYGULAMASI –III (Teaching Practice- III)	1	4	3	OOE 415	MEZUNİYET PROJESİ (Graduation Project)	0	0	0
OOE 402	ÖZEL EĞİTİM II (Special Education II)	2	2	3	OOE 407	OKULÖNCESİNDE DRAMA (Drama in Preschool)	2	2	3
OOE 405	SINIF YÖNETİMİ (Classroom Management)	2	2	3	OOE 406	REHBERLİK (Guidance)	2	2	3
OOE 403	SEÇMELİ I (Elective I)	2	0	0	OOE 409	ÖĞRETMENLİK UYGULAMASI – IV (Teaching Practice-IV)	1	4	3
					OOE 410	SEÇMELİ II (Elective II)	2	0	0

PEDAGOGIC FORMATION TRAINING CERTIFICATE PROGRAM

Course	Credit
1st Semester	
1 - Introduction To Educational Sciences	2 - 0 - 2
2-Developmental Psychology	2 - 0 - 2
3 - Learning Teaching Theories and Approaches	2 - 0 - 2
4 - Curriculum development and teaching	2 - 0 - 2
5 - Special Teaching Methods	3 - 2 - 4
6- Elective	2 - 0 - 2
1st PERIOD TOTAL	15 - 2 - 14
7 - Classroom Management	2 - 0 - 2
8 - Instructional Technologies and Material Design	2 - 2 - 3
9 - Measurement and Evaluation	2 - 0 - 2
10-Guidance	2 - 0 - 2
11-Teaching Practice	2 - 6 - 5
12- Research Project In Field Education	2 - 2 - 3
2nd PERIOD TOTAL	12 - 10 - 17
TOTAL	27 - 12 - 31

Appendix B: Permission of TRNC Directorate of National Education



KUZEY KIBRIS TÜRK CUMHURİYETİ
MİLLİ EĞİTİM VE KÜLTÜR BAKANLIĞI
TALİM VE TERBİYE DAİRESİ MÜDÜRLÜĞÜ

Sayı : TTD.0.00-006-18-E.2366

3 Aralık 2018

Konu : İrem Şener'in Anket Başvurusu Hakkında.


Sayın İrem ŞENER,

İlgi : İrem ŞENER'in 3 Aralık 2018 tarihli başvurusu.

Doç. Dr. Naciye Kunt ve İrem ŞENER tarafından gerçekleştirilecek "Yabancı Dil Öğrenme Kaygısını Araştırma" konulu çalışmanızdaki ölçek soruları incelenmiştir.

Yapılan inceleme sonucunda çalışmanın; araştırma etiği ilkeleri, katılımcıların gizlilik ve gönüllülük esaslarına bağlı olarak gerçekleştirilmesi uygun görülmüştür. Ancak ilgili yazıda belirtildiği üzere araştırmanın uygulanacağı kurum olan Atatürk Öğretmen Akademisi Başkanlığı'na başvurulup, nihai iznin ilgili kurumdan alınması gerekmektedir. Çalışma uygulandıktan sonra sonuçlarının Talim Terbiye Dairesi Müdürlüğü'ne ulaştırılması yasa gereğidir.

Bilgilerinize saygı ile rica ederim.

 e-İmza ile
Salih SARPTEN
Müdür

No: 99/2007 sayılı Elektronik İmza Yasası'nın 6.maddesi gereği bu belge elektronik imza ile imzalanmıştır.

ŞEH. MEHMET HASAN TUNA SOKAK NO:5 YENİŞEHİR 99010 Lefkoşa
2281791
2276073

Bilgi için: Salih SARPTEN
Müdür

Appendix C: Consent Form for Questionnaire

Dear Future Teacher Candidates,

This questionnaire is a part of a research investigating teacher candidates' anxiety levels about language learning at Atatürk Teacher Training Academy in Nicosia. You are, as a prospective teacher, requested to complete this questionnaire. The data collected through this instrument will be used for research purposes only. Your personal information you provide will definitely be kept confidential. Your information will not be disclosed to anyone except Assoc. Prof. Dr. Naciye KUNT and İrem ŞENER. At any time, you have a right to leave questionnaire. If you agree to participate in this research, please fill in the consent form below.

İrem ŞENER

Master Student

Foreign Language English Department,
Faculty of Education

Eastern Mediterranean University

irem.sener@emu.edu.tr

0 (392) 630 1594

Assoc. Prof. Dr. Naciye KUNT

Thesis Supervisor

Foreign Language English Department,
Faculty of Education

Eastern Mediterranean University

naciye.kunt@emu.edu.tr

0 (392) 630 2616

“I understand what this research study is about and how my data will be used. Thus, by signing below, I give my consent to participate in it.”

Name Surname: _____

Signature: _____

Date: _____

Appendix D: Consent Form for Questionnaire in Turkish

Sevgili Öğretmen Adayları,

Bu anket, öğretmen adaylarının Lefkoşa'daki Atatürk Öğretmen Eğitim Akademisi'nde dil öğrenmeye ilişkin kaygı düzeylerini araştıran bir araştırmanın bir parçasıdır. Sizden, öğretmen adayı olarak, bu anketi doldurmanız istenir. Toplanan veriler sadece araştırma amacıyla kullanılacaktır. Kanıtladığınız kişisel bilgileriniz kesinlikle gizli tutulacaktır. Bilgileriniz Doç. Dr. Naciye KUNT ve İrem ŞENER dışında hiçbir kimseyle paylaşılmayacaktır. Anketi istediğiniz zaman yarıda kesebilirsiniz. Bu araştırmaya katılmayı kabul ediyorsanız, lütfen aşağıdaki onay formunu doldurun.

İrem ŞENER

Yüksek lisans öğrencisi

Yabancı Dil İngilizce Bölümü, Eğitim
Fakültesi

Doğu Akdeniz Üniversitesi

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Doç. Dr. Naciye KUNT

Tez danışmanı

Yabancı Dil İngilizce Bölümü, Eğitim
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Doğu Akdeniz Üniversitesi

naciye.kunt@emu.edu.tr

0 (392) 630 2616

“Bu araştırma çalışmasının ne olduğunu ve verilerimin nasıl kullanılacağını biliyorum. Bu nedenle, aşağıdakileri imzalayarak, buna katılmak için onay veriyorum.”

İsim Soyad: _____

İmza: _____

Tarih: _____

Appendix E: Consent Form for Interview and being recorded

Dear Future Teacher Candidates,

This interview is a part of a research investigating teacher candidates' anxiety levels about language learning and teaching at Atatürk Teacher Training Academy in Nicosia. You are, as a prospective teacher, requested to complete this interview and your voice is needed to be recorded. The data collected through this instrument will be used for research purposes only. Your personal information you provide will definitely be kept confidential. Your information will not be disclosed to anyone except Assoc. Prof. Dr. Naciye KUNT and İrem ŞENER. At any time, you have a right to leave interview. If you agree to participate in this research, please fill in the consent form below.

İrem ŞENER
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0 (392) 630 1594

Assoc. Prof. Dr. Naciye KUNT
Thesis Supervisor
Foreign Language English Department,
Faculty of Education
Eastern Mediterranean University

naciye.kunt@emu.edu.tr
0 (392) 630 2616

I understand what this research study is about and how my data will be used. Thus, by signing below, I give my consent to participate in it."

Name Surname: _____

Signature: _____

Date: _____

Appendix F: Consent Form for Interview and Being Recorded in

Turkish

Sevgili Öğretmen Adayları,

Bu röportaj, öğretmen adaylarının Lefkoşa'daki Atatürk Öğretmen Eğitim Akademisi'nde dil öğrenme ve öğretme konusundaki kaygı düzeylerini araştıran bir araştırmanın parçasıdır. Sizden bir öğretmen adayı olarak, bu görüşmeyi tamamlamanız istenir ve sesinizin kaydedilmesi gerekir. Bu araçla toplanan veriler sadece araştırma amacıyla kullanılacaktır. Kanıtladığımız kişisel bilgileriniz kesinlikle gizli tutulacaktır. Bilgileriniz Doç. Dr. Naciye KUNT ve İrem ŞENER dışında hiçbir kimseyle paylaşılmayacaktır. Anketi istediğiniz zaman yarıda kesebilirsiniz. Bu araştırmaya katılmayı kabul ediyorsanız, lütfen aşağıdaki onay formunu doldurun.

İrem ŞENER
Yüksek lisans öğrencisi
Yabancı Dil İngilizce Bölümü,
Eğitim Fakültesi
Doğu Akdeniz Üniversitesi

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Doç. Dr. Naciye KUNT
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Yabancı Dil İngilizce Bölümü,
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“Bu araştırma çalışmasının ne olduğunu ve verilerimin nasıl kullanılacağını biliyorum. Bu nedenle, aşağıdakileri imzalayarak, buna katılmak için onay veriyorum.”

İsim Soyad: _____

İmza: _____

Tarih: _____

Appendix G: General Background Information

The questions below are for research purposes only. Your answers will not be made available to anyone. Please answer the following questions.

- 1) Age: ____ years old
- 2) Gender: Male ____ Female ____
- 3) Grade at Atatürk Teacher Training Academy: ____
- 4) Home country: _____
- 5) At what age did you start to study English? _____
- 6) Have you studied another language other than Turkish and English?
_____ Yes _____ No

If yes,

- i. Which language/languages? _____
 - ii. How long did you study? _____
 - iii. When did you start to study? _____
- 7) Have you ever traveled to or lived in an English-speaking country?
_____ Yes _____ No

If yes,

- i. What country? _____
 - ii. How long were you there? _____
- 8) How many years have you studied English? _____
 - 9) How often do you watch TV or movies in English?
_____ never
_____ less than once a month
_____ 1 to 3 times a month
_____ once a week
_____ more than once a week

Appendix H: General Background Information in Turkish

Aşağıda yanıtlayacağınız sorular yalnızca araştırma amacına yöneliktir ve bu bilgiler kesinlikle saklı tutulacaktır.

1) Yaşınız: _____

2) Cinsiyetiniz: Bay _____ Bayan _____

3) Atatürk Öğretmen Akademisi'ndeki Sınıfınız: _____

4) Ülkeniz: _____

5) İngilizce Dil Eğitimine Kaç Yaşında Başladınız? _____

6) İngilizce'den başka eğitimini gördüğünüz diller var mı?

_____Evet _____Hayır

Evet ise,

iv. Hangi dil/ diller? _____

v. Ne kadardır bilmektesiniz? _____

vi. Ne zaman öğrenmeye başladınız? _____

7) İngilizce konuşulan herhangi bir ülkede yaşadınız mı?

_____Evet _____Hayır

Evet ise,

iii. Hangi ülke? _____

iv. Ne kadar zaman oradaydınız? _____

8) Kaç yıldan beri İngilizce dil eğitimi görmektesiniz? _____

9) İngilizce film veya televizyon programları izliyor musunuz?

_____asla

_____ayda bir defadan az

_____ayda 1 veya 3 kez

_____haftada bir

_____haftada bir defadan fazla

Appendix I: Foreign Language Classroom Anxiety Scale (FLCAS)

Directions: Each of the following statements refers to how you feel about your English.

Please indicate whether you (A) Strongly disagree, (B) Disagree, (C) Don't Have Idea, (D) Agree, or (E) Strongly agree by circling the appropriate number next to each statement.

Please give your first reaction to each statement. Please mark an answer for every statement.

							A	B	C	D	E
1	I never feel quite sure of myself when I am speaking in English.										
2	I <u>don't</u> worry about making mistakes in English classes.										
3	I tremble when I know that I'm going to be called on in English class.										
4	It frightens me when I don't understand what the teacher is saying in English.										
5	It wouldn't bother me at all to take more foreign language classes.										
6	During English class, I find myself thinking about things that have nothing to do with the course.										
7	I keep thinking that the other students are better at languages than I am.										
8	I am usually at ease during tests in English class.										
9	I start to panic when I have to speak without preparation in English class.										
10	I worry about the consequences of failing English class.										
11	I don't understand why some people get so upset over English classes.										
12	In English class, I can get so nervous I forget things I know.										
13	It embarrasses me to volunteer answers in my English class.										
14	I would <u>not</u> be nervous speaking English with native speakers.										
15	I get upset when I don't understand what the teacher is correcting.										
16	Even if I am well prepared for English class, I feel anxious about it.										
17	I often feel like not going to my English class.										
18	I feel confident when I speak in English class.										
19	I am afraid that my English language teacher is ready to correct every mistake I make.										
20	I can feel my heart pounding when I'm going to be called on in English class.										
21	The more I study for an English test, the more confused I get.										

Cont. Appendix I...

22	I <u>don't</u> feel pressure to prepare very well for English class.						
23	I always feel that the other students speak the English better than I do.						
24	I feel very self-conscious about speaking English in front of other students.						
25	English class moves so quickly I worry about being left behind.						
26	I feel more tense and nervous in English class than in my other classes.						
27	I get nervous and confused when I am speaking in my English class.						
28	When I'm on my way to English class, I feel very sure and relaxed.						
29	I get nervous when I don't understand every word the English language teacher says.						
30	I feel overwhelmed by the number of rules you have to learn to speak English.						
31	I am afraid that the other students will laugh at me when I speak English.						
32	I would probably feel comfortable around native speakers of English language.						
33	I get nervous when the English language teacher asks questions which I haven't prepared in advance.						

Appendix J: Foreign Language Classroom Anxiety Scale (FLCAS) in

Turkish

Yönerge: Aşağıdaki ifadelerin her biri, İngilizce hakkında nasıl hissettiğinizi ifade eder. Lütfen (A) Kesinlikle Katılmıyorum, (B) Katılmıyorum, (C) Fikrim yok, (D) Katılıyorum veya (e) Kesinlikle Katılıyorum olarak her ifadenin yanında uygun numarayı işaretleyerek belirtiniz.

Lütfen her ifadeye ilk tepkinizi verin ve her ifade için bir cevap işaretleyiniz.

		A	B	C	D	E
1	İngilizce derslerinde konuşurken, hiçbir zaman kendimden yeterince emin olamıyorum.					
2	İngilizce derslerinde hata yaptıkça <u>rahatsız olmuyorum</u> .					
3	İngilizce derslerinde konuşma sırasının bana geleceğini bildiğimde titriyorum.					
4	İngilizce öğretmenin söylediğini anlamamak beni huzursuz eder.					
5	Daha çok İngilizce dersleri almaktan asla rahatsız olmam.					
6	İngilizce dersleri boyunca dersle ilgili yapacak hiçbir şeyimin olmadığını düşünüyorum.					
7	Sürekli olarak, diğer İngilizce öğrenen öğrencilerin benden daha iyi olduklarını düşünüyorum.					
8	Yabancı dil sınavlarında genellikle rahat oluyorum.					
9	Yabancı dil derslerinde hazırlıksız olarak konuşmak zorunda kaldığım zaman, panik oluyorum.					
10	İngilizce derslerinden başarısız olacağımı bilmek beni huzursuz ediyor.					
11	Bazı insanların dil dersleri konusunda endişeli olmalarına anlam veremiyorum					
12	İngilizce derslerinde oldukça gergin olduğumdan bildiklerimi unutuyorum.					
13	İngilizce derslerinde sorulara gönüllü olarak cevap vermekten çekiniyorum.					
14	Anadili İngilizce olan insanlarla İngilizce konuşmak beni <u>rahatsız etmiyor</u> .					
15	Öğretmenin hatalar üzerinde yaptığı düzeltmeleri anlamamaktan huzursuz oluyorum.					
16	İngilizce derslerine iyi hazırlanmama rağmen, kendimi endişeli hissediyorum.					
17	Çoğu zaman İngilizce derslerine gitmemeyi bile düşünüyorum.					
18	İngilizce derslerinde konuşurken kendimi rahat hissediyorum.					
19	Öğretmenin yapacağım her hatayı düzeltmeye girişecek olmasından huzursuz oluyorum.					

Cont. Appendix J...

20	İngilizce derslerinde konuşma sırasının bana geleceğini hissederken kalbim çarpıyor.					
21	İngilizce sınavlarına fazla çalıştıkça, zihnim karışıyor.					
22	İngilizce derslerine çok iyi bir şekilde hazırlık yapmak için üzerimde baskı hissetmiyorum.					
23	Diğer öğrencilerin her zaman İngilizce'yi benden daha iyi konuştuklarını hissediyorum.					
24	İngilizce'yi diğer öğrenciler önünde konuşurken kendimden emin bir şekilde konuşuyorum.					
25	İngilizce dersleri çok çabuk ilerliyor ve ben geride kalmaktan endişeleniyorum.					
26	İngilizce derslerinde, diğer derslere oranla daha gergin ve huzursuz oluyorum.					
27	İngilizce derslerinde konuşurken bildiklerimi karıştırıyor ve gergin oluyorum.					
28	İngilizce derslerine girerken, kendimi rahat ve emin hissediyorum.					
29	Öğretmenin her söylediği kelimeyi anlamadığım zaman sinirleniyorum.					
30	İngilizce konuşmak için bir sürü kuralları bilmemin gerekli olması beni rahatsız ediyor.					
31	İngilizce konuştuğum zaman diğer öğrencilerin bana gülmesinden çekiniyorum.					
32	Anadili İngilizce olan insanların yanında İngilizce konuşmak belki de beni daha çok rahatlatacaktır.					
33	İngilizce öğretmenininden önceden hazırlıksız olduğum soruları sorması beni huzursuz ediyor.					

Appendix K: Teacher Foreign Language Anxiety Scale (TFLAS)

Directions: Each of the following statements refers to how you feel about your English.

Please indicate whether you (A) Strongly disagree, (B) Disagree, (C) Don't Have any Idea, (D) Agree, or (E) Strongly agree by circling the appropriate number next to each statement.

Please give your first reaction to each statement. Please mark an answer for every statement.

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

Appendix L: Teacher Foreign Language Anxiety Scale (TFLAS)

in Turkish

Yönerge: Aşağıdaki ifadelerin her biri, İngilizce hakkında nasıl hissettiğinizi ifade eder.

Lütfen (A) Kesinlikle Katılmıyorum, (B) Katılmıyorum, (C) Fikrim yok, (D) Katılıyorum veya (e) Kesinlikle Katılıyorum olarak her ifadenin yanında uygun numarayı işaretleyerek belirtiniz.

Lütfen her ifadeye ilk tepkinizi verin ve her ifade için bir cevap işaretleyiniz.

		A	B	C	D	E
1	İngilizce söylenen bir şeyi anlamamak beni korkutuyor.					
2	Tamamiyle İngilizce olan bir dersi almak beni endişelendirmez.					
3	Yerli konuşmacıların yaptığım hatayı fark edeceklerinden korkuyorum.					
4	Ulaştığım İngilizce seviyesinden memnunum.					
5	İngilizce bilen diğer (öğrenci) öğretmenlerin önünde kendimi bilinçli hissediyorum.					
6	İngilizce konuşurken bildiğim şeyleri unutacağım diye çok gergin oluyorum.					
7	İngilizce konuşabilmek için öğrenilmesi gereken kurallar yüzünden kendimi bunalmış hissediyorum.					
8	Yerli konuşmacıların yanında İngilizce seviyemden dolayı kendimi rahat hissediyorum.					
9	Yerli konuşmacıların yanında İngilizce seviyemden hiçbir zaman emin olamam.					
10	Öğrencilerle İngilizce konuşurken gergin olmam.					
11	İngilizcede hata yapmaktan endişe duymam.					
12	Bir yabancı dil öğretmenine göre oldukça iyi İngilizce konuşurum.					
13	Yerli konuşmacının konuştuğu her kelimeyi anlamadığım zaman gergin olurum.					
14	İngilizce konuşurken kendimi özgüvenli hissederim.					
15	Her zaman başka öğretmenlerin(öğrencilerin)benden daha iyi İngilizce konuştuklarını hissederim.					
16	Bazı insanların İngilizce öğrenmenin zor olduğunu düşünmelerini anlamıyorum.					
17	Yerli konuşmacılarla fırsat buldukça İngilizce konuşmayı denerim.					
18	İngilizce hazırlığının yabancı dil öğretmeni olmak için yeterli olduğunu düşünüyorum.					

Appendix M: Interview Questions

- 1) In what situations do you experience anxiety or nervousness in a classroom environment?
- 2) What are the situations that make you worried, anxious or tense before or after your training or presentation in the classroom?
- 3) How do you overcome anxiety when you feel anxious or tense during lecturing?
- 4) How would you feel if you had to give English lessons in your future institution?
- 5) How would you feel to be judged by the inspector or any other teachers?
- 6) What do you think about teaching English to the younger age groups?
- 7) Do you think that your English education will be enough to teach English lessons in the future?
- 8) Is there any other information you will like to add about your feelings in English classes?

Appendix N: Interview Questions in Turkish

- 1) Hangi durumlarda sınıf ortamında kaygı ya da gerginlik yaşarsınız?
- 2) Sınıf ortamında, verdiğiniz eğitimden ya da sunumun öncesinde ya da sonrasında endişelenmenize veya gerilmenize neden olan durumlar nelerdir?
- 3) Ders sırasında endişeli veya gergin hissettiğinizde kaygının üstesinden nasıl gelirsiniz?
- 4) Gelecekteki kurumunuzda İngilizce dersleri vermek zorunda kalsanız neler hissederdiniz?
- 5) Müfettiş veya başka bir öğretmenler tarafından değerlendirilirken nasıl hissedersiniz?
- 6) İngilizceyi genç yaş gruplarına öğretmek hakkında ne düşünüyorsunuz?
- 7) Aldığımız İngilizce eğitiminizin gelecekte İngilizce dersleri vermeye yeterli olacağını düşünüyor musunuz?
- 8) İngilizce derslerine duygularınız hakkında eklemek isteyeceğiniz başka bir bilgi var mı?

Appendix O: Permission of Eastern Mediterranean University Ethic Committee

 Doğu Akdeniz Üniversitesi "Erdem, Bilgi, Gelişim"	Eastern Mediterranean University "Virtue, Knowledge, Advancement"	99638, Gazimagusa, KIZILYER KIBRIS / Famagusta, North Cyprus, via Mersis-10 TURKEY Tel: (+90) 392 630 1005 Faks/Fax: (+90) 392 630 2919 E-mail: byyis@emu.edu.tr
Etik Kurulu / Ethics Committee		
Sayı: ETK00-2018-0327	11.12.2018	
Konu: Etik Kurulu'na Başvurunuz Hk.		
Sayın İrem Şener Yabancı Diller Eğitim Bölümü Yüksek Lisans Öğrencisi		
Doğu Akdeniz Üniversitesi Bilimsel Araştırma ve Yayın Etiği Kurulu'nun 11.12.2018 tarih ve 2018/63-17 sayılı kararı doğrultusunda "Investigating Beliefs about Language Learning and Foreign Language Anxiety (FLA): A case study of Turkish undergraduate teacher candidates at Atatürk Teacher Training Academy in Nicosia" adlı çalışmanız, Doç. Dr. Naciye Kunt'un danışmanlığında araştırmanız Bilimsel ve Araştırma Etiği açısından uygun bulunmuştur.		
Bilginize rica ederim.		
		
Doç. Dr. Şükri TÜZMEN Etik Kurulu Başkanı		
ŞT/ba.		
www.emu.edu.tr		

Appendix P: Frequency Distribution of Foreign Language Classroom

Anxiety Result

STATEMENTS		Strongly agree	Agree	Do not have an	disagree	Strongly disagree
1. I can never be sure enough of myself when I speak English.	N	11	14	7	12	1
	%	24.4	31.1	15.6	26.7	2.2
2. I am getting nervous when I make mistakes at English lessons.	N	11	22	4	7	1
	%	24.4	48.9	8.9	15.6	2.2
3. I am shaking when I know that it is my turn to speak in English class.	N	10	8	8	10	9
	%	22.2	17.8	17.8	22.2	20
4. It makes me uncomfortable that cannot understand what the English teacher says.	N	17	12	1	7	8
	%	37.8	26.7	2.2	15.6	17.8
5. I am never bothered to take more English lessons.	N	2	2	7	14	20
	%	4.4	4.4	15.6	31.1	44.4
6. I think I have nothing to do with the course of English class.	N	4	3	10	17	11
	%	8.9	6.7	22.2	37.8	24.4
7. I always think that other students who learn English are better than me.	N	4	3	10	17	11
	%	8.9	6.7	22.2	37.8	24.4
8. I am usually comfortable with foreign language exams.	N	13	16	5	7	4
	%	28.9	35.6	11.1	15.6	8.9
9. I panic when I have to speak improperly in foreign language courses.	N	6	12	13	9	5
	%	13.3	26.72	28.88	20	11.1
10. It makes me nervous knowing that I'm going to fail my English lessons.	N	6	12	13	9	5
	%	13.3	26.72	28.88	20	11.1
11. I can't understand why some people are worried about language lessons.	N	3	8	13	11	10
	%	6.7	17.8	28.9	24.4	22.2
12. I'm pretty nervous about the English classes, so I forget what I know	N	6	6	7	15	11
	%	13.3	13.3	16.64	33.30	24.4
13. I hesitate to answer questions voluntarily in English classes.	N	8	5	14	13	5
	%	17.77	11.11	31.11	28.88	11.11
14. Speaking English with native English speakers does not bother me	N	15	16	6	7	1
	%	33.3	35.6	13.3	15.64	2.2
15. I am uncomfortable for cannot understand the corrections that the teacher makes on my mistakes.	N	5	5	9	16	10
	%	11.1	11.1	20	35.6	22.2

Cont. Appendix P...

16. Even though I am well prepared for English classes, but feel anxious.	N	4	9	10	16	6
	%	8.9	20	22.2	35.6	13.3
17. Most of the time, I am even thinking about not going to English lessons.	N	5	8	2	8	22
	%	11.1	17.8	4.4	17.8	48.9
18. I feel comfortable talking in English classes.	N	3	17	8	12	5
	%	6.7	37.8	17.8	26.7	11.1
19. I am nervous because the teacher will try to fix every mistake I make.	N	4	11	4	20	6
	%	8.9	24.4	8.9	44.4	13.3
20. My heart is pounding when I feel like it's my turn to speak in English	N	7	15	6	10	7
	%	15.6	33.3	13.3	22.2	15.6
21. My mind mixed up when I study more to the English exams.	N	3	2	4	15	21
	%	6.7	4.4	8.9	33.3	46.7
22. I do not feel pressure to prepare for the English lessons very well.	N	12	19	4	8	2
	%	26.67	42.22	8.88	17.77	4.46
23. I feel that other students always speak English better than I do.	N	5	5	11	19	5
	%	11.1	11.1	24.4	42.2	11.1
24. I speak confidently as I speak English in front of other students.	N	1	14	13	11	6
	%	2.2	31.1	28.9	24.4	13.3
25. English lessons are moving very quickly and I am worried about being left behind.	N	3	7	22	0	13
	%	6.7	15.6	48.9	0	28.9
26. In English classes, I get more nervous and restless than other lessons.	N	6	4	5	21	9
	%	13.3	8.9	11.1	46.7	20
27. When I speak English, I confuse what I know and get nervous.	N	7	8	4	19	7
	%	15.6	17.8	8.9	42.2	15.6
28. I feel comfortable and confident in my English lessons.	N	4	17	11	7	6
	%	8.9	37.8	24.4	15.6	13.3
29. I get angry when I do not understand what the teacher says.	N	3	6	12	15	9
	%	6.7	13.3	26.7	33.3	20
30. It bothers me that I need to know many rules to speak English.	N	3	12	9	17	4
	%	6.7	26.7	20	37.8	8.9
31. I am afraid that other students will laugh at me when I speak English.	N	7	12	5	13	8
	%	15.6	26.7	11.11	28.9	17.8
32. With people, whose native language is English make me more comfortable to speak with them.	N	10	14	11	5	5
	%	22.2	31.1	24.4	11.11	11.11
33. I get nervous when the language teacher asks questions I haven't prepared for in advance.	N	9	9	10	12	5
	%	20	20	22.2	26.7	11.11

(N: number, %: percentage)