

Foreign Language Teaching Anxiety among Non-native Teachers of English: A Sample from Turkey

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Abstract

Following a mixed-method approach, this study investigated foreign language teaching anxiety among non-native teachers of English in Turkish context. The participants included 103 instructors working at six different state universities and the data were collected through both qualitative and quantitative methods. The findings derived from the quantitative data revealed that teachers had a moderate level of teaching anxiety and they felt more anxious when they taught a skill in which they did not feel themselves competent enough. It was also found that gender and educational background did not have an effect on teaching anxiety whereas years of teaching experience significantly influenced the level of it. The results of the qualitative analysis showed that knowledge of target language items, students' manners and knowledge of target culture were the primary factors which made the teachers feel anxious in classroom atmosphere. Finally, the study put forward several implications for in-service teacher training based on the findings.

Keywords: English as a foreign language, teaching anxiety, foreign language teaching anxiety, Turkish EFL teachers.

İngilizceyi Yabancı Dil olarak Öğreten Öğretmenlerin Yabancı Dil Öğretimi Kaygısı: Türkiye'den Bir Örneklem

Öz

Karma bir yönteme dayalı olan bu çalışma, İngilizce'yi yabancı dil olarak öğreten öğretmenlerin yaşadığı yabancı dil öğretim kaygısını araştırmaktadır. Çalışmaya altı farklı devlet üniversitesinde çalışan 103 öğretim elemanı katılmış, veriler hem nicel hem nitel yöntemler kullanılarak toplanmıştır. Nicel verilerden elde edilen sonuçlar öğretmenlerin genel olarak orta seviyede yabancı dil öğretimi kaygısı yaşadığını ve kendilerini yeterli hissetmedikleri becerileri öğretirken daha kaygılı hissettiklerini ortaya koymuştur. Cinsiyetin ve eğitim durumunun bu kaygı üzerinde herhangi bir etkisine rastlanmamış fakat öğretmenlerin tecrübe yılının yabancı dil öğretimi kaygısı üzerinde anlamlı bir etkisi olduğu görülmüştür. Nitel veriler ise hedef dildeki hakimiyet, öğrencilerin tavırları ve hedef kültür bilgisi gibi faktörlerin öğretmenlerin sınıf ortamında kaygı yaşamasına neden olan temel faktörler olduğunu göstermiştir. Sonuç bölümünde ise çalışmanın bulgularına dayalı olarak hizmet içi öğretmen eğitiminde faydalı olabilecek bazı öneriler getirilmiştir.

Anahtar kelimeler: Yabancı dil olarak İngilizce, Öğretme kaygısı, Yabancı dil öğretme kaygısı, İngilizceyi yabancı dil olarak öğreten Türk öğretmenler.

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1. INTRODUCTION

Anxiety has been considered as an important affective variable in language classrooms. Spielberger (1983; cited in Horwitz et. al., 1986) defines it as an unpleasant condition characterized by subjective feelings of tension, apprehension, and worry and activation or arousal of the nervous system. Due to its psychological nature and negative connotations, anxiety in language classrooms has been widely investigated by numerous research studies, but probably the most influential one was conducted by Horwitz et. al. (1986). The foreign language anxiety model proposed by their study inspired many others to investigate the phenomena in-depth (Öztürk 2012; Balemir, 2009; Liu & Jackson, 2008; Tanveer, 2007; Saltan, 2003; Saito & Samimi, 1996), and its effect on language skills and achievement (Ay, 2010; Elkhafafi, 2005; Cheng, 2002; Aydın, 2001; Saito et.al., 1999; Philips, 1991; Koch & Terrell, 1991; Young, 1990). These studies put forward very important results which help us understand the issue and its variables better. The common point of all these significant studies is that they focus on students' perspectives and examine their feelings and experiences in foreign language learning contexts. However, Horwitz (1996), in her groundbreaking study on this issue, points out that the feelings of non-native language teachers should also be investigated. Although they may have an advanced level of foreign language proficiency, their language learning process never ends. They may face with the feelings of uneasiness, tension and inadequacy in this process and while teaching the language, and when these feelings become frequent and ongoing, they may turn into perennial foreign language anxiety (Tum, 2012; Horwitz, 1996). All these factors may lead them feel anxious in classroom atmosphere.

Very few studies in the literature have focused on foreign language teaching anxiety experienced by non-native teachers. In his thesis study, Tum (2010) investigated the feelings of foreign language teaching anxiety experienced

by pre-service and in-service non-native EFL teachers. The results showed that both in-service and pre-service teachers experienced varying levels of anxiety, but their anxiety did not have any effect on their classroom implementations. In addition to this, Tseng (2005) focused on the issue in a Taiwanese context. She examined foreign language teaching anxiety among elementary and high school teachers, and came up with the conclusion that high school teachers experienced a higher level of anxiety due to the atmosphere of their schools. She also found out that level of education and years of experience did not have any impact on the level of teaching anxiety experienced by her participants.

Williams (1991) conducted an experimental study in a teacher training program with twenty seven novice English teachers at a university context. The results of the study demonstrated that there is a negative correlation between the level of teaching anxiety and effectiveness in English language teaching, and anxious teachers were found to be less effective in their classroom teaching. In a thesis study, Canessa (2004) investigated the relationship between foreign language teaching anxiety and several demographic variables among non-native foreign language teachers. It was found that there is a negative correlation between teaching experience and the level of anxiety. Moreover, cultural background of the teachers was found to be an effective factor on the level of teaching anxiety they had. Finally, no significant relationship was found between the level of anxiety and educational background or spending time in the target language speaking countries.

In Turkish context, İpek (2006) carried out her PhD study to develop an instrument to measure foreign language teaching anxiety. Diaries and semi-structured interviews were conducted with 32 Turkish EFL teachers. The results of the study put forward six categories as the main sources of foreign language teaching anxiety; using the native language, being compared to fellow teachers, teaching students at particular language levels, fear of failure, making mistakes

and teaching a particular language area. Based on these findings, İpek (2006) proposed a valid and reliable scale to be used in measuring the foreign language teaching anxiety level of non-native teachers.

Similar to the study by İpek (2006), some other ones in the literature were conducted to

investigate the sources of foreign language teaching anxiety. All these studies used different sets of data and they were conducted in different contexts with different participant groups. The results of the studies are presented in Table 1.

Table 1. Sources of foreign language teaching anxiety in the literature

Writers	Context and Method	Sources of Teaching Anxiety
Klanrit and Sroinam (2012)	*673 EFL teachers in Taiwan *Questionnaires and focus group interviews	1) teacher expectations about students' language limitations and low motivation 2) students' attitudes towards studying English 3) teachers' language proficiency 4) teaching and learning management
Numrich (1996)	*26 ESL teachers in U.S. *Diary entries	1) time management in class 2) giving instructions for classroom activities 3) feeling insufficient for effective grammar teaching 4) assessing students learning
Kongchan and Wareesiri (2008)	*32 EFL lecturers in a Taiwanese university *a questionnaire and semi-structured interviews	1) giving explanations in English 2) teaching students with low level of proficiency 3) teachers' seeing that their students did not understand their English

As a result of this literature review conducted carefully and in detail, it is clearly seen that there is a paucity of research studies focusing on foreign language teaching anxiety experienced by non-native teachers of English. The current ones in the literature are either descriptive or have some findings similar to general teaching anxiety. For these reasons, the number of studies focusing on the phenomena is not enough and in-depth data directly related with foreign language teaching anxiety is needed. Based on this, this study aims to investigate foreign language teaching anxiety both descriptively and by focusing on the anxiety elements directly related with language teaching classroom context. The following research questions are addressed during the study:

1. Do non-native instructors of English in Turkey experience foreign language teaching anxiety? If so, what is the level of it?
2. Does the level of this anxiety change according to several demographic features of the instructors?
3. What are the factors that directly cause foreign language teaching anxiety in classroom atmosphere?

2. METHODOLOGY

2.1 Research Design

The study employed a mix-method research design that included both qualitative and quantitative data collection tools. Among the typologies of mixed-method research, the sequential order of "QUAN→qual" sequence

(Dörnyei, 2007) was followed. In this sequence, the complementary function of mix-method was prioritized. QUAN refers to the quantitative data which were dominant and collected through a questionnaire. The second sequence “qual” stands for the qualitative data obtained through semi-structured interview to yield “an enriched understanding of the research matter and provide supplementary findings” (Dörnyei, 2007, p. 164) for the phenomena under investigation. In that way, a general understanding regarding the level of teaching anxiety experienced by the participants and the major reasons of it as supplementary findings were presented throughout the study.

2.2. Setting

Turkey is one of the countries in which English is learnt and taught as a foreign language. Students start to learn it formally in primary school and this learning process goes on till graduating from university depending on the school contexts students attend. In Turkey, most of the teaching is done by Turkish non-native EFL teachers who are usually the graduates of English language teaching departments. These departments give a four-year education program which consists of methodological, literature, linguistics and practice teaching courses. Students are hired at private sector, universities or state schools but they have to get satisfactory scores from several exams called ALES, YDS or KPSS.

2.3. Participants

The participants of the study included randomly-selected 103, 68 female and 35 male, Turkish instructors of English at six universities. They work in preparatory programs or modern languages departments of universities. They give English courses to students of preparatory programs or compulsory English courses to freshman students. All the instructors took part in the study are non-native speakers of English and native speakers of Turkish. They are graduates of English-related departments such as English language teaching, literature or translation studies. In terms of their university degrees, 48 of the participants had bachelor

degree in these departments and 55 of them had an MA degree in the related fields of study. Finally, the participants had various levels of professional teaching experiences as follows: 13 of the participants were novice teachers, 40 of them had four to six years of teaching experience, 13 participants had seven to nine years of experience and 37 teachers had more than ten years of professional teaching experience in this field.

2.4. Instruments

Foreign Language Teaching Anxiety Scale (FLTAS) that was developed by İpek (2006) to measure foreign language teaching anxiety of teachers was used as the main data collection tool for this study. There were 26 items in the scale and it was a 5-graded Likert one composed of 1, strongly disagree; 2, disagree; 3, neither agree nor disagree; 4, agree; 5, strongly agree. The participants were asked to choose the appropriate option for them, which referred to the level of anxiety they experience for each statement. The original Turkish form of the scale was administered in order to prevent any bias or misunderstanding. In addition to its highly reliability and validity statistics demonstrated by İpek (2006), the reliability coefficient of the scale was found to be .93 in this study.

In order to get in-depth data on foreign language teaching anxiety, an interview protocol having two questions was also prepared by the researcher. The protocol was shown to an expert in qualitative research in terms of its orthography and clarity, and several revisions were made on it. The final form below was used to conduct semi-structured interviews.

- Do you experience any kind of anxiety or nervousness while teaching English in classroom atmosphere?
- Could you tell me about the situations that make you anxious or nervous while teaching English in classroom atmosphere?

2.5. Data collection

Before data collection process, the researcher selected six universities randomly from different

regions of Turkey in order to reach a representative sample of the population. After that, the data collection instrument, FLTAS, was sent to the instructors working at these

universities via e-mail. The instructors were kindly asked to respond by filling in the scale, and after two weeks, the numbers related to this process were shown in Table 2.

Table 2. Ratio of the participants

Institutions	Total number of instructors	Instructors responding to the e-mail	Ratio
University A	128	17	13%
University B	34	26	76%
University C	97	15	15%
University D	72	20	27%
University E	48	12	25%
University F	68	13	19%
Total	447	103	29%

In addition to this, the researcher carried out semi-structured interviews, the main aims of which were to get in-depth data regarding the participant teachers' anxiety in classroom atmosphere and identify the primary factors leading to it. The participants for these interviews included 10 purposefully-selected instructors since the researchers believed that they would provide rich and in-depth data for the study (Creswell, 2012) together with their being convenient and easy to reach at the time of the study.

Before interviews, the researcher prepared the interview questions and consulted two experts in the field to ask for their opinions whether the questions were appropriate and to-the-point. After that process, the researcher got the participants' consents and arranged time and places appropriate for them. The interviews were conducted face to face in their mother tongue so that they could express themselves better and provide deeper data on the issue. During the interviews, since the instructors were reluctant to talk about anxiety they had while teaching, the researcher used so many prompts in addition to the interview questions to make the interviewees express themselves better.

2.6. Data analysis

The quantitative data collected through a questionnaire were analyzed with a statistical program. Mean scores and standard deviations were computed to identify the descriptive features of the data, and inferential statistics

were utilized to find the difference or correlations among demographic variables.

In the analysis of qualitative data, the content analysis framework proposed by Stempel (1989) was used. The framework put forward six steps which included formulation of the research questions or objectives, selection of communication content and sample, developing content categories, finalizing units of analysis, preparing a coding schedule, pilot testing and checking inter coder reliabilities and analyzing the collected data. After transcribing the interviews verbatim, the researcher read through the data to see whether there were any missing points. Then, the familiar chunks were labeled initial codes by the researcher and a colleague holding a PhD in ELT separately. Immediately after this coding process, the preliminary codes were cross-checked to increase the reliability of findings. Finally, emerging themes based on these initial codes were presented in frequencies.

3. RESULTS

3.1. The level of foreign language teaching anxiety

The first research question of the study examined whether Turkish instructors of English experienced foreign language teaching anxiety and the level of it. The mean scores and standard deviations of all items were calculated, and at the end, a general mean score (MS: 1,85) and standard deviation (SD:0,56) were given. In the

analysis of anxiety level, the scores higher than this general MS plus SD were categorized as high anxious whereas the scores under MS minus SD were accepted as low anxious. The scores

between these two lines referred to moderate level of anxiety (Tum, 2010; 2012). Based on this analysis, the descriptive statistics and item by item analysis are presented in Table 3.

Table 3. Item by item analysis of FLTAS

Items	N	Mean	SD
1. I feel uncomfortable when I use Turkish in the class	103	2,94	1,17
2. The thought of making a grammar mistake worries me	103	2,08	1,06
3. I feel anxious about my students testing my knowledge of English	103	1,60	,80
4. The thought of making a spelling mistake on the board disturbs me	103	1,80	1,06
5. I get so nervous when I am teaching English that I forget the things that I know	103	1,14	,35
6. I feel nervous when teaching English to students with an average proficiency level	103	1,39	,67
7. I feel tense when I am giving instructions in English	103	1,46	,75
8. I feel uncomfortable when my English knowledge is compared to that of other teachers	103	2,38	1,21
9. I think my knowledge of English is not good enough to teach in English	103	1,19	,54
10. I worry about not being able to teach grammar effectively	103	1,90	1,01
11. I feel uncomfortable when teaching a skill in which I feel I am not proficient enough	103	2,50	1,13
12. I worry about not being able to teach listening effectively	103	2,18	,98
13. I worry about not being able to give clear instructions in English	103	1,54	,78
14. I feel nervous when speaking English in class	103	1,31	,59
15. I feel nervous when teaching English to students with a high proficiency level	103	1,86	,93
16. I worry about not being able to teach speaking effectively	103	2,01	,90
17. I feel uncomfortable when I think about having used Turkish during the lesson	103	2,33	1,09
18. Teaching English to students with a high level of language proficiency makes me feel uneasy	103	1,60	,79
19. I feel uneasy when my English teaching methods are compared to that of other teachers	103	2,35	1,20
20. I feel uneasy when I am teaching speaking topics	103	1,71	,77
21. I am afraid of my students criticizing my knowledge of English	103	1,51	,86
22. I worry about not being able to teach reading effectively	103	1,80	1,01
23. I feel uneasy when I am teaching listening topics	103	1,69	,84
24. I worry about not being able to teach writing effectively.	103	1,97	1,05
25. I would feel uneasy about not being able to answer a grammar question	103	2,10	1,22
26. I feel anxious about making a mistake while teaching English	103	1,69	,96
Total	103	1,85	,56

As it is seen in the table, the participant instructors experienced moderate level of anxiety

in general. Most of the items were perceived as causing moderate level of teaching anxiety.

However, based on the items 1 and 11, it was found that using Turkish in classroom atmosphere and teaching a skill that the instructors thought they were not proficient enough made them feel highly anxious in classroom atmosphere. On the other hand, the items (5, 9) referring to a low level of anxiety show that the instructors were not too nervous or anxious in class and they thought that they were proficient enough to teach English.

There were also several instances in the interviews supporting the findings above. While talking about the anxiety they experience in classroom atmosphere, some of the instructors touched upon the points that made them feel highly anxious or experience low level of anxiety. The utterances below illustrated how the instructors felt about these points.

“Well, I am generally comfortable while teaching but my anxiety level sometimes rises when I teach listening to upper levels because the listening texts might be really difficult to understand and I

worry about my students’ questions in those moments” (Instructor 3).

“I have enough experience of teaching in this field and I also have a good command of English, so I do not feel any kind of anxiety in class in general” (Instructor, 6).

“I never attend my classes without getting prepared. I mean I am always well-planned before my classes. I strictly obey my plans, so I always know what to do. That makes me feel more confident in front of students” (Instructor, 1).

In addition to this, the number and percentages of the instructors were calculated in terms of their anxiety level. The results showed that most of the participants, 68%, experienced a moderate level of foreign language teaching anxiety. It was also found that while 16.5% percent of the instructors had low level of anxiety, 15.5 of them reported that they were highly anxious in classroom atmosphere. The results are presented in Table 4.

Table 4. Instructors in terms of their anxiety levels

Level of Anxiety	Number	Percentage (%)
Low	17	16.5
Moderate	70	68
High	16	15.5

3.2. The relationship between foreign language teaching anxiety and demographic features

Another focus of the current study was whether several demographic features of the instructors had an effect on their feelings of foreign language teaching anxiety. In order to find the effect of gender and educational background (since there was no participant marking PhD as his/her educational background, it was excluded during the analysis), T-test analysis was

administered. It was found that there is not a statistically significant difference between female and male instructors ($p: 0,73$), and no significant difference was found between the instructors having a BA and MA ($p:0,76$) as well. In other words, it can be said that gender and educational background of the instructors have no effect on the level of foreign language teaching anxiety they experience. The results are presented in Table 5.

Table 5. T-test results in terms of gender and educational background

Demographic feature	Number	Means	t	Sig. value ($p<0.05$)
Gender	68	Female 1.86	,338	.73
	35	Male 1.82		
Educational Background	48	BA 1.87	,298	.76
	55	MA 1.84		

In addition to this, in order to find the differences among the instructors’ years of

experience and their effect on the level of teaching anxiety, Analysis of Variance (ANOVA) was used, and the results are shown in Table 6.

Table 6. Anova results in terms of years of experience.

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
0-3	13	1,6893	,35718	,09906	1,4735	1,9052	1,19	2,35
4-6	40	2,0779	,53062	,08390	1,9082	2,2476	1,23	3,42
7-9	13	2,1805	,66957	,18570	1,7759	2,5851	1,35	3,62
10-12	14	1,7363	,54848	,14659	1,4196	2,0529	1,15	2,92
13-15	6	1,4038	,13043	,05325	1,2670	1,5407	1,27	1,62
16-more	17	1,4729	,47355	,11485	1,2294	1,7163	1,00	2,65
Total	103	1,8562	,56964	,05613	1,7449	1,9676	1,00	3,62

	Sum of Squares	df	Mean Square	f	p
Between Groups	7,622	5	1,524	5,804	,000
Within Groups	25,475	97	,263		
Total	33,098	102			

(I) years of experience	(J) years of experience	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
0-3	4-6	-,38854	,16361	,351	-,9444	,1673
	7-9	-,49112	,20101	,318	-1,1740	,1917
	10-12	-,04691	,19739	1,000	-,7175	,6237
	13-15	,28550	,25293	,936	-,5738	1,1448
	16-more	,21650	,18882	,932	-,4249	,8579
4-6	0-3	,38854	,16361	,351	-,1673	,9444
	7-9	-,10259	,16361	,995	-,6584	,4532
	10-12	,34162	,15914	,470	-,1990	,8823
	13-15	,67404	,22436	,119	-,0882	1,4362
	16-more	,60503*	,14837	,008	,1010	1,1091
7-9	0-3	,49112	,20101	,318	-,1917	1,1740
	4-6	,10259	,16361	,995	-,4532	,6584
	10-12	,44421	,19739	,414	-,2264	1,1148
	13-15	,77663	,25293	,104	-,0826	1,6359
	16-more	,70762*	,18882	,021	,0662	1,3491
10-12	0-3	,04691	,19739	1,000	-,6237	,7175
	4-6	-,34162	,15914	,470	-,8823	,1990
	7-9	-,44421	,19739	,414	-1,1148	,2264
	13-15	,33242	,25006	,879	-,5171	1,1819
	16-more	,26341	,18496	,844	-,3649	,8917

13-15	0-3	-,28550	,25293	,936	-1,1448	,5738
	4-6	-,67404	,22436	,119	-1,4362	,0882
	7-9	-,77663	,25293	,104	-1,6359	,0826
	10-12	-,33242	,25006	,879	-1,1819	,5171
	16-more	-,06900	,24335	1,000	-,8957	,7577
16-more	0-3	-,21650	,18882	,932	-,8579	,4249
	4-6	-,60503*	,14837	,008	-1,1091	-,1010
	7-9	-,70762*	,18882	,021	-1,3491	-,0662
	10-12	-,26341	,18496	,844	-,8917	,3649
	13-15	,06900	,24335	1,000	-,7577	,8957

*. The mean difference is significant at the 0.05 level.

The findings in Table 6 demonstrate that year of experience can be a statistically effective factor on foreign language teaching anxiety and there is a significant difference ($p=.000$) among the instructors with different years of experience. The post-hoc (Scheffe) results show that this difference is between the instructors with 4-6 years or 7-9 years and the ones with 16-more years. It can be seen in the analysis that instructors with 4-6 and 7-9 years of experience feel more anxious than their counterparts with 16-more years of experience. Based on these, it can be said that more experienced teachers feel less anxious while teaching English in classroom atmosphere.

Based on the utterances of the participants during the interviews, it was also seen that gender and educational background of the instructors did not have any influence on their anxiety level since none of them referred to these demographic features when asked about the reasons of potential anxiety. However, as revealed in the statistical findings above, it was understood that teaching experience had an important role on level of anxiety experienced by the participant instructors. The following

quotations from the interviews illustrated the issue better.

"I have been teaching for more about ten years, and in general, I can say that I am experienced enough not to get anxious in classroom atmosphere" (Instructor 8)

"In fact, I was a little bit worried and apprehended in previous years, especially when I met a new group of students. However, as the time passed and I got more experienced, I began to feel more comfortable while teaching in front of my classes" (Instructor 3)

3.3. Major causes of foreign language teaching anxiety

The third research question investigated the factors that are directly related with foreign language teaching anxiety in classroom atmosphere. In order to find relevant answers to that research question, 10 instructors were interviewed. Since two of the instructors reported no feelings of foreign language teaching anxiety, the interviews of eight instructors were transcribed and analyzed. The results derived from the content analysis are shown in Table 7.

Table 7. Major causes of foreign language teaching anxiety

Themes	Codes	Frequency
Knowledge of Target Language	Pronunciation	4
	Advanced vocabulary items	4
	Listening comprehension	2
Students	Immediate questions	4
	Judging the adequacy	3
Knowledge of Target Culture	Foods	2
	Traditional days	2
	Geographical features	1

The results in the table show that the main reason for the anxiety while teaching in

classroom atmosphere was related to their knowledge of target language. Pronunciation,

advanced vocabulary items and listening comprehension were included as sub-factors in this category. Among them, pronunciation and advanced vocabulary items were found to be the most influential ones. The sentences of these two interviewees illustrated how these factors sometimes made the participants feel anxious:

"When I see a word in our reading texts, for example, and if I don't know how to pronounce it, to be honest, I usually try to skip it quickly because I don't like the question "teacher, how do we pronounce it?"

".....this year we have a book on business English and it has a lot of advanced level words. Students frequently ask what they mean and I hate saying "I don't know or remember." When this occurs many times, I feel nervous for the next time."

In addition to these, two instructors reported that they felt anxious while teaching listening in classroom atmosphere. The situations in which their students asked them to transcribe a part of the listening text which was thought to be difficult made them experience anxiety in classroom atmosphere. On this issue, one of the instructors stated that:

"Sometimes, listening activities are irritating for me, especially when teaching upper levels. The listening texts are really too difficult, they speak too fast and I even don't understand what they are saying in some parts. At this time, the question "teacher, what did he say?" makes me feel terrible. Directly for this reason, I listen to the audios before the lesson again and again."

Secondly, the results of the interviews demonstrated that students also played an important role on teaching anxiety of language teachers. Students' asking some immediate questions and their judgmental manners towards questioning the efficacy of their teachers caused anxiety on their teachers. The interviewees below enlighten the issue with their sentences:

".....they suddenly ask a question and I don't know what to say. Most of the time, I can explain but sometimes I am not sure about the answer. Whatever it is, I hate such kind of questions and they make me nervous."

"...I have some students and they are really good ones. However, they sometimes have a tendency to judge my abilities, and I feel that. Sometimes their mimes and gestures, sometimes their questions. I cannot say this to my students of course but in time, these manners make me feel anxious. I start to think "did I say anything wrong?"....."

The final issue that was found to be engendering foreign language teaching anxiety among Turkish instructors of English was their knowledge of the target culture. The instructors reported that their insufficient knowledge regarding the foods, traditions and geographical features of target culture may sometimes made them experience anxiety in classroom atmosphere. On this issue, interviewees 2 and 7 uttered that:

".....for example last week, there was a word "short-bread" in the chapter on countable and uncountable nouns. When the students asked me what it was, I just told it was a kind of bread (smiling) and skipped. The following day, a student told me in class "teacher, it is not a kind of bread but cookie." I couldn't say anything. (prompt). Of course, a lot of times. For this reason, I hate the units about foods, drinks or dishes."

"....then he asked me "teacher, what is Colorado?" I don't have to know what or where Colorado is (angrily). But, when I don't give an answer, their looks "how can't you now?" drive me mad."

"Let me tell you another thing. They (students) learnt from their American teacher that it was Thanksgiving Day two weeks ago and they asked me 'teacher, can you tell us about their (native teachers) thanksgiving day?'. I told them 'why do you ask me, go and ask your American teacher.' Now again, do I have to know about thanksgiving?"

4. DISCUSSION

4.1. The level of foreign language teaching anxiety among Turkish EFL instructors

The quantitative results of this study demonstrated that Turkish EFL instructors do experience foreign language teaching anxiety at a

moderate level. Supporting the studies (Aslrasouli & Vahid, 2014; Aydın, 2016; Horwitz, 1996; Numrich, 1996; Canessa, 2004; Tseng, 2005; Tum, 2010) in the literature, this study also demonstrates that foreign language teaching anxiety is a valid phenomenon among non-native teachers of English. It also showed that the participant instructors feel the highest level of anxiety when they teach a skill that they think they are not proficient enough. According to Horwitz (1996) and Tum (2010), the feelings of inadequacy in the target language may cause a chronic feeling of anxiety among non-native teachers. This shows that Turkish EFL instructors sometimes experience teaching anxiety stemming from their feelings of inadequacy in some elements of the target language. On the other hand, it was also found out that the instructors, in general, were not too anxious or nervous in classroom atmosphere and they thought they were proficient enough to teach English to their students.

4.2. Foreign language teaching anxiety and demographic features

The second research question investigated the effect of several demographic features of instructors on foreign language teaching anxiety. The results of T-test analysis revealed that gender and educational background of the instructors do not have a statistical effect on the level of teaching anxiety they experience and supported the findings of the study conducted by Aslrasouli and Vahid (2014). Although these two factors were found to be influential by several studies (Öztürk & Gürbüz, 2013; Balemir, 2009) on foreign language learning anxiety in some Turkish contexts, the current study shows that they do not have any significant effects on Turkish instructors' feelings of foreign language teaching anxiety.

In addition to this, ANOVA results demonstrated that the instructors' years of experience may be an influential factor on the level of teaching anxiety experienced by them. In her thesis study, Canessa (2004) found out that teachers' foreign language teaching anxiety level

got lower as they gained more teaching experience. On the other hand, Tseng (2005) did not find any relationship between the experience years of teachers and their teaching level. For this reason, it can be said that the current study shows parallelism with the results of Canessa (2004), both of which present years of experience as an effective factor on teaching anxiety.

4.3. Major causes of foreign language teaching anxiety

The semi-structured interviews conducted with the instructors provided significant insight on the causes of foreign language teaching anxiety. The results derived from the content analysis revealed that instructors' knowledge of the target language, students, and instructors' knowledge of the target culture were the main factors directly causing foreign language teaching anxiety in classroom atmosphere.

Based on the participants' utterances, knowledge of the target language is so important for non-native teachers that even a little insufficiency in a skill may engender anxiety feelings while teaching. Aydın (2016) concludes that perceived level of the target language is one of the major causes of teaching anxiety experienced by EFL teachers. Horwitz (1996) states that although language teachers are advanced learners of a foreign language, their learning process never ends. During this process, they may feel a kind of inadequacy or there may be some gaps in their knowledge of the target language, and these situations may develop chronic anxiety feelings. Besides, Kongchan and Wareesiri (2008) found out that language proficiency of non-native teachers is a determining factor on their language teaching anxiety. Based on these, it can be said that knowledge of the target language is a major cause of foreign language teaching anxiety for non-native teachers and Turkish EFL instructors may be suffering from this phenomena in their classrooms.

The qualitative findings showed that students might also be a major cause of foreign language teaching anxiety for non-native teachers. Mosaddaq and Barahmeh (2016) also touches

upon the role of students on EFL teachers' anxiety in their study under the theme of classroom management. Kim and Kim (2004) conducted a research study with non-native student teachers and found out that being exposed to immediate questions is one of the most anxiety-provoking factors. Besides, Horwitz (1996) points out that disobedient students and resistance to teachers' authority in class may sometimes cause anxiety on language teachers. Showing parallelism with these studies, the results of the current study show that several manners and behaviors of students may be anxiety-provoking for non-native EFL teachers in classroom atmosphere.

Though studies in the literature draw attention to language elements and classroom dynamics, the findings obtained through the interviews demonstrate that cultural elements of the target language may sometimes be the direct cause of foreign language teaching anxiety among non-native teachers and their insufficient knowledge of the target culture may make them feel nervous in classroom atmosphere.

Based on all the results discussed in this chapter and considering the facts that a) the participants of this study experience foreign language teaching anxiety at a moderate level, b) they are not too anxious in general but they sometimes get highly anxious in classroom atmosphere, this study puts forward that foreign language teaching anxiety may be a kind of state anxiety but not a general one. Bekleyen (2004) asserts that state anxiety is experienced by an individual at a particular moment as a reaction to a definite situation. Additionally, Young emphasizes (1990) that it is not a permanent feature and it is a reaction that is triggered by the conditions of a particular situation. When these definitions and the results of the current study are thought together, it can be concluded that foreign language teaching anxiety experienced by non-native teachers might be state-anxiety, which differs that phenomena from other types of anxiety in teaching and learning contexts.

5. CONCLUSION AND SUGGESTIONS

This study investigated foreign language teaching anxiety among non-native EFL instructors in a Turkish context. Both quantitative and qualitative data collection and analysis were used in the study. The results of descriptive statistics revealed that the instructors had a moderate level of foreign language teaching anxiety, they were not too nervous in classroom atmosphere, they trusted their proficiency for teaching English in general and they felt anxious when they taught a skill that they believed they were not proficient enough. According to the results of inferential statistics, it was found that gender and educational background of instructors had no effect on their teaching anxiety but the level of it may change according to their experience year.

On the other hand, the findings of the interviews provided significant results in terms of the factors causing foreign language teaching anxiety in classroom atmosphere. It was found that knowledge of target language items, students' manners and knowledge of target culture were the primary factors. The instructors reported that they got anxious when they did not know the pronunciation or meaning of vocabulary items and when students asked them to transcribe a listening text. In addition to this, being exposed to immediate questions and students' judgmental manners made them feel anxious while teaching. Moreover, instructors' insufficient knowledge of several target culture elements such as foods, geographical features and traditions were found to be influential on foreign language teaching anxiety. Finally, based on all these findings and discussion, the study came up with the conclusion that foreign language teaching anxiety experienced by non-native teachers may be a kind of state anxiety.

As it is described by Horwitz (1996), foreign language teaching anxiety has some potential negative effects. According to Tum (2010), when these potential negative effects of foreign language teaching anxiety on classroom implications and teachers' overall welfare are

considered, it is clear that in-service teacher training programs should take this phenomenon into consideration. For this reason, this study makes several suggestions on this issue for in-service teacher training programs with the guidance of its unique findings:

- Foreign language teaching anxiety should be included in teacher training programs of the institutions which have non-native teachers of English.
- The programs should include awareness-raising and coping strategies related to the phenomena.
- Since the instructors may not be eager or resist talking about their anxiety, the programs should be conducted very sensitively.
- Although they have advanced level of proficiency, non-native instructors should be trained on advanced vocabulary items with their meanings and pronunciation.
- There should be some training sessions specifically focusing on the listening comprehension skills of non-native teachers to make them better in this skill.
- Several strategies on how to cope with students' immediate questions and their

judgmental manners should be taught in training programs.

- Since non-native teachers may not have the chance to go to countries of the target language, they may not have enough knowledge of their culture. For this reason, several sessions introducing the food, traditions or geographical features of these countries should be included in teacher training programs.

This study was conducted in a Turkish context, so its findings may not be generalized for other non-native contexts. Further studies having a more international participant sample would give more generalizable results. In addition to this, since the factors causing teaching anxiety in classroom atmosphere were investigated, some classroom observation could have been conducted, but that was not possible due to time concern. In spite of these limitations, it is believed that this study is significant because it shed light to the issue, contributed to the literature in a unique way and put forward several suggestions that could be followed by in-service teacher training programs in any kind of non-native context.

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GENİŞLETİLMİŞ ÖZET

Dil sınıflarında önemli bir duyuşsal faktör olarak kabul edilen kaygı faktörü, öğrenme ve öğretme sürecini etkimle potansiyeline sahip olması sebebiyle alandaki birçok araştırmanın temelini oluşturmuştur (Liu & Jackson, 2008; Tanveer, 2007; Saltan, 2003; Saito & Samimi, 1996). Alanyazın dikkatli bir şekilde incelendiğinde, kaygı üzerine yapılan çalışmaların daha çok öğrenci odaklı olduğu görülmektedir. Halbuki Horwitz (1996), ana dili İngilizce olmayan öğretmenlerin dil öğretim kaygısı yaşayabileceklerini ve bu kaygı türünün mutlaka incelenmesi gerektiğini belirtmiştir. Ana dili İngilizce olmayan öğretmenlerin yaşadığı kaygı üzerine yapılan çalışmalara göz atıldığında, bu çalışmaların sayısının oldukça az olduğu, var olan çalışmaların da ya sadece tanımlayıcı şekilde yapıp detaylı sonuçlar ortaya koyamadığı (Klanrit & Sroinam, 2012) ya da genel öğretmenlik kaygısına odaklandığı (Numrich, 1996) görülmektedir. Bu sebeple, doğrudan İngilizceyi yabancı dil olarak öğreten öğretmenlerin yaşadığı kaygı üzerine yapılacak tanımlayıcı ve detaylı sonuçlar ortaya koyacak araştırmalara alanyazında ihtiyaç duyulmaktadır.

Alanyazındaki bu ihtiyaca bağlı olarak, bu çalışma İngilizceyi yabancı dil olarak öğreten Türk öğretmenlerin yaşadığı yabancı dil öğretimi kaygı düzeyini araştırmış ve sınıf ortamında bu kaygıya doğrudan sebep olan faktörleri belirlemeyi amaçlamıştır. Çalışmaya aşağıdaki araştırma soruları yön vermiştir.

1. Türkiye'deki İngilizce öğretmenleri yabancı dil öğretimi kaygısı yaşıyor mu?
2. Yaşadıkları yabancı dil öğretimi kaygısı bazı demografik özelliklere göre değişiklik gösteriyor mu?
3. Sınıf ortamında yabancı dil öğretimi kaygısına neden olan faktörler nelerdir?

Nitel ve nicel veri toplama araçlarının kullanıldığı karma bir araştırma desenine dayalı olan bu çalışmaya, Türkiye'deki altı farklı devlet üniversitesine ait yabancı diller yüksekokulu bünyesindeki İngilizce hazırlık programlarında ders veren, 68 kadın 35 erkek, toplam 103 tam zamanlı çalışan öğretim elemanı katılmıştır. Katılımcıların tamamı İngilizceyi yabancı dil olarak öğreten Türk öğretmenlerden oluşmaktadır. Çalışmanın verileri 2014-2015 eğitim öğretim yılının ikinci döneminde anket ve yarı-yapılandırılmış görüşme teknikleri kullanılarak toplanmıştır. Nicel verilerin toplanmasında İpek (2006) tarafından geliştirilen Yabancı Dil Öğretimi Kaygısı Ölçeği (FLTAS) kullanılmıştır. Ölçek, 5'li Likert şeklinde 26 maddeden oluşan bir anket formu şeklinde düzenlenmiş ve katılımcılara e-posta yoluyla gönderilmiştir. İpek (2006) tarafından rapor edilen yüksek güvenilirlik katsayısına ek olarak, ölçeğin bu çalışmadaki güvenilirlik katsayısı .93 olarak bulunmuştur. Nitel verilerin toplanmasında ise önceden hazırlanan bir görüşme formuna dayalı olarak 10 katılımcı ile yüz yüze yarı-yapılandırılmış görüşmeler yapılmıştır.

Nicel veriler SPSS 15 programı ile analiz edilmiş; katılımcıların kaygı düzeylerinin belirlenmesinde ortalama, standart sapma ve yüzde gibi tanımlayıcı istatistikler; cinsiyet ve eğitim durumunun yabancı dil öğretimi kaygısı üzerindeki etkisini öğrenmek için T-test; tecrübe yılının etkisi için ise ANOVA tekniği kullanılmıştır. Nitel veriler ise Stempel (1989)'un içerik analizi metoduna göre analiz edilmiştir. Katılımcılardan elde edilen görüşmeler ilk olarak araştırmacı tarafından yazıya çevrilmiş, elde edilen dokümanlar Stempel (1989)'un analiz şemasına göre kodlanmış ve kodlama sonrasında elde edilen temalar sonuç bölümünde sunulmuştur. Çalışmanın nitel verilerinin güvenilirliğini artırmak için tüm analiz süreci İngiliz dili öğretimi alanında doktora unvanına sahip bir akademisyen ile birlikte yapılmıştır.

Nicel sonuçlar İngilizceyi yabancı dil olarak öğreten Türk öğretmenlerin orta seviyede yabancı dil öğretimi kaygısı yaşadığını göstermiştir. Katılımcıların %16.5'inin düşük, %15.5'inin yüksek, %68'inin ise orta seviyede kaygılı olduğu görülmüştür. Buna ek olarak, katılımcılarda en çok kaygıya sınıf

ortamında Türkçe kullanma (Madde 1) ve kendilerini yeterli görmedikleri bir beceriyi öğretme (Madde 11) sebep olurken, en düşük kaygı yaratan durumların İngilizce öğretirken bildiklerini unutma ihtimali ve İngilizcilerinin yeterli düzeyde olmaması düşüncesi olduğu tespit edilmiştir. Çıkarımsal istatistik sonuçlarına göre ise cinsiyet ve eğitim durumu gibi faktörlerin öğretmenlerin yaşadığı kaygı üzerinde istatistiksel olarak bir etkisi olmadığı görülmüş, fakat öğretmenlik tecrübesinin anlamlı bir fark yarattığı ve tecrübeli öğretmenlerin daha az kaygı yaşadığı belirlenmiştir.

Çalışmanın nitel bulgular İngilizceyi yabancı dil olarak öğreten Türk öğretmenlerin sınıf ortamında yaşadığı ve doğrudan dil öğretimiyle alakalı olan kaygılarıyla ilgili önemli sonuçlar ortaya koymuştur. Buna göre, öğretmenlerde kaygıya sebep olan en önemli faktörün hedef dile olan hakimiyet olduğu görülmüştür. Öğretmenlerin dil hakimiyeti ile ilgili telafuz, ileri seviye dinleme ve ileri seviyede kelime bilgisi gibi bazı alt alanlarda kendilerini yeterli hissetmedikleri durumlarda ciddi kaygı yaşayabildikleri belirlenmiştir. Buna ek olarak, katılımcılar öğrenci tavırlarının da bu kaygı üzerinde önemli bir etkiye sahip olduğunu belirtmiş ve bazı öğrencilerin öğretmenlerin bilgilerini sınamak için sorduğu sorular ve gösterdiği tavırlar karşısında kaygı yaşadıklarını aktarmışlardır. Son olarak, hedef kültür bilgisinin sınıf ortamında öğretmenlerin kaygı yaşamasına neden olan temel faktörlerden biri olduğunu ortaya koyulmuş ve özellikle kitaplarda yer alan hedef kültürle alakalı bazı bilgileri öğretirken öğretmenlerin yüksek seviyede kaygı yaşadıkları tespit edilmiştir.

Bu çalışmanın ortaya koyduğu sonuçlara bağlı olarak, İngilizce öğretmenlerinin hizmet içi eğitimlerinde rehberlik edebilecek bazı öneriler getirilmiştir. Öncelikle yabancı dil öğretim kaygısı ile ilgili eğitimler kesinlikle hizmet içi eğitim programlarına dahil edilmeli ve öğretmenlerin bu kaygıyla baş edebilecekleri farkındalık-kazandırma eğitimleri verilmelidir. İkinci olarak öğretmenler ileri seviyede dil becerilerini geliştirecekleri eğitimlere tabi tutulmalı, bu eğitimler özellikle dinleme ve kelime odaklı olmalıdır. Son olarak yurt dışına çıkıp hedef kültürler aşına olma fırsatı olmayan öğretmenlere için hedef kültürü tanıtıcı ve geniş kapsamlı eğitim fırsatları sunulmalıdır.