

**REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**FOREIGN LANGUAGE TEACHING ANXIETY AND COPING STRATEGIES OF
TURKISH EFL INSTRUCTORS AT TERTIARY LEVEL**

Sena CEVİZCİ

MASTER OF ARTS

ADANA / 2025

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Sena CEVİZCİ

ABSTRACT**FOREIGN LANGUAGE TEACHING ANXIETY AND COPING STRATEGIES OF
TURKISH EFL INSTRUCTORS AT TERTIARY LEVEL****Sena CEVİZCİ****Master Thesis, Department of English Language Teaching****Supervisor: Asst. Prof. Dr. Ebru ŞİRE KAYA****January 2025, 133 pages**

Anxiety, which is likely to influence individuals' behaviors, plays a significant role in the process of learning and teaching foreign languages. Just as foreign language learners are prone to anxiety, foreign language teachers are also susceptible to foreign language teaching anxiety (FLTA), which, if not well managed, can impact their instructional choices, job satisfaction and overall well-being (Horwitz, 1996). Accordingly, this study aimed to explore FLTA among Turkish EFL instructors working at the tertiary level. Specifically, the study investigated EFL instructors' levels of FLTA and its relationship with certain variables including gender, years of experience, last degree, and completed undergraduate program. Moreover, the study explored the sources of FLTA, coping strategies adopted by EFL instructors, and whether they discuss their FLTA experiences with other colleagues. Regarding these aims, the study adopted a convergent parallel research design, a mixed-method research design. The study utilized a personal information form, Foreign Language Teaching Anxiety Scale (Ipek, 2006), and in-depth semi-structured interviews to obtain necessary data. In order to collect the quantitative data, 123 EFL instructors working at preparatory schools in three different state universities were selected by convenience sampling. For the qualitative part of the study, 18 EFL instructors were selected by purposive sampling. SPSS 28 program was used to analyze the quantitative data, and content analysis was used to analyze the qualitative data. The quantitative data analysis yielded that EFL instructors had low levels of FLTA regarding teaching a particular language skill, worry about target language performance, making mistakes, and being compared to fellow teachers

subscales; however, they had moderate levels of FLTA in using the native language subscale. In addition, no significant differences were found between the participants' overall FLTA levels and their gender, years of experience, last degree, or completed undergraduate program. However, the female participants had significantly higher levels of FLTA in making mistakes subscale compared to the male participants. The analysis of the qualitative data revealed sources of FLTA among EFL instructors as fear of failure, teaching a particular language skill, teaching students with particular language proficiency level, students, using the native language, keeping up with the curriculum, and unfamiliarity with teaching context and materials. Besides, the study identified several coping strategies adopted by EFL instructors to manage their FLTA, such as developing professional skills, sharing FLTA experiences with other colleagues, practicing mindfulness, building a good rapport in the classroom, and being prepared for the lessons. Finally, the findings offered some implications for EFL instructors, stakeholders, and for further studies.

Keywords: Foreign Language Teaching Anxiety, Turkish EFL instructors, tertiary level, EFL instructors' coping strategies.

ÖZET

YÜKSEK ÖĞRETİMDE İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRETEN TÜRK ÖĞRETMENLERİN YABANCI DİL ÖĞRETME KAYGISI VE BAŞA ÇIKMA STRATEJİLERİ

Sena CEVİZCİ

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Bölümü

Danışman: Dr. Öğr. Üyesi Ebru ŞİRE KAYA

Ocak 2025, 133 sayfa

İnsanların davranışlarını etkileyen kaygı, yabancı dil öğrenme ve öğretme sürecinde de önemli bir rol oynamaktadır. Yabancı dil öğrenenlerin kaygıya yatkın olması gibi, yabancı dil öğretmenleri de yabancı dil öğretimi kaygısına yatkındır ve bu durum iyi yönetilmediği takdirde, İngilizceyi Yabancı Dil olarak öğreten Türk öğretim görevlilerinin yabancı dil öğretim tercihlerini, işlerinden duydukları tatmini ve genel iyi oluş hallerini olumsuz yönde etkileyebilir (Horwitz, 1996). Bu nedenle, bu çalışma yüksek öğretim düzeyinde görev alan ve İngilizceyi Yabancı Dil olarak öğreten Türk öğretim görevlilerinin yabancı dil öğretme kaygısını incelemeyi hedeflemiştir. Bu doğrultuda, çalışma İngilizce öğretim görevlilerinin yabancı dil öğretimi kaygı düzeylerini ve bu kaygıların cinsiyet, mesleki tecrübe, üniversite derecesi ve mezun oldukları bölüm gibi değişkenlerle olan ilişkisini, yabancı dil öğretme kaygısının nedenlerini, ve bu kaygıyla başa çıkmak için benimsenen yöntemleri araştırmıştır. Bu hedefler doğrultusunda, çalışma karma araştırma yöntemlerinden yakınsak paralel araştırma desenini uygulamıştır. Gerekli veriyi toplamak için kişisel bilgi formu, yabancı dil öğretme kaygısı anketi (Ipek, 2006) ve yarı yapılandırılmış görüşmeler uygulanmıştır. Üç farklı devlet üniversitesinin yabancı diller yüksekokullarında çalışan İngilizceyi Yabancı Dil olarak öğreten 123 Türk öğretim görevlisi uygun örneklem seçimi ile nicel veri toplama aşamasına katılmıştır. Çalışmanın nitel veri toplama aşamasına ise amaçlı örnekleme yöntemi ile İngilizceyi Yabancı Dil olarak öğreten 18 Türk öğretim görevlisi katılmıştır. Nicel verilerin analizi için SPSS 28 programı, nitel verilerin analizi için ise içerik analizi yöntemi

kullanılmıştır. Nicel veri sonuçlarına göre, katılımcıların yabancı dil öğretme kaygı düzeylerinin belirli bir dil yetisinin öğretilmesi, hedef dil performansı ile ilgili endişe, hata yapmak, ve başka öğretmenlerle kıyaslanmak alt boyutlarında düşük olduğu; fakat anadilin kullanılması alt boyutunda orta düzeyde yabancı dil öğretme kaygısı yaşadıklarını göstermiştir. Bununla beraber, İngilizceyi Yabancı Dil olarak öğreten Türk öğretim görevlilerinin yabancı dil öğretme kaygı düzeyi ile cinsiyet, mesleki tecrübe, üniversite derecesi ve mezun olunan bölüm arasında anlamlı bir fark olmadığı; fakat kadın katılımcıların hata yapmak alt boyutunda erkek katılımcılara göre daha yüksek bir kaygı düzeyine sahip oldukları saptanmıştır. Nitel veri sonuçlarına göre, başarısız olma korkusu, belirli bir dil yetisinin öğretilmesi, belirli bir seviyedeki öğrencilere İngilizce öğretmek, öğrenciler, anadilin kullanılması, müfredata yetişme, ve öğretim bağlamına ve materyallerine aşina olmama faktörleri katılımcıların İngilizce öğretimlerinde deneyimlediği yabancı dil öğretme kaygısına neden olan faktörler olarak belirlenmiştir ve yabancı dil öğretme kaygısına neden olan bu faktörlerin dayandığı birçok neden derinlemesine araştırılmıştır. Buna ek olarak, mesleki yönden gelişmek, yabancı dil öğretme kaygısı deneyimlerini diğer meslektaşlarla paylaşmak, farkındalık pratikleri, öğrencilerle iyi bir ilişki kurmak ve derse hazırlıklı gitmek, katılımcıların yabancı dil öğretme kaygısı ile başa çıkma stratejileri arasında olduğu saptanmıştır. Son olarak, çalışmada bulgular tartışılmış, İngilizce öğretim görevlileri için bazı pratik uygulamalar sunulmuş ve gelecekteki çalışmalar için öneriler sağlanmıştır.

Anahtar Kelimeler: Yabancı Dil Öğretimi Kaygısı, İngilizceyi Yabancı Dil Olarak Öğreten Türk Öğretim Görevlileri, Üniversite Düzeyi, İngilizceyi Yabancı Dil Olarak Öğreten Öğretim Görevlilerinin Başa Çıkma Stratejileri

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DEDICATION

This thesis is dedicated to my beloved mother who has always believed in me and had unwavering faith in my abilities. Her unconditional love and support have been a constant source of strength, enabling me to believe in myself and pursue my dreams. I am truly blessed to have her in my life and forever grateful for her presence and encouragement.

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LIST OF ABBREVIATIONS

- EFL:** English as a Foreign Language
ELL: English Language and Literature
ELT: English Language Teaching
FL: Foreign Language
FLA: Foreign Language Anxiety
FLCAS: Foreign Language Classroom Anxiety
FLLA: Foreign Language Listening Anxiety
FLRA: Foreign Language Reading Anxiety
FLSA: Foreign Language Speaking Anxiety
FLTA: Foreign Language Teaching Anxiety
FLTAS: Foreign Language Teaching Anxiety Scale
FLWA: Foreign Language Writing Anxiety

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CHAPTER I

INTRODUCTION

“Anxiety has a long history but a short past.” (Endler & Kocovski, 2001, p. 231)

This chapter introduces general information on the present study about EFL teachers’ FLTA. The chapter consists of introduction, background of the study, statement of the problem, the purpose of the study, research questions, significance of the study, assumptions of the study, the limitations of the study, and the definitions of key terms.

1.1. Introduction

Being a language teacher, especially an *effective* language teacher, has been attributed many roles over the years (Arıkan, Taşer, & Sarıkan- Süzer, 2008; Cruickshank & Haefele, 2001; Hişmanoğlu, 2019), yet one significant factor, anxiety, which presumably determines how content teachers are in their job and how effective their foreign language teaching is, has not received much attention.

Anxiety, as an affective construct, is recognized to influence one’s behavior (Scovel, 1978). In an educational setting, this influence cannot be overlooked, as anxiety may manifest in various ways, impacting both learners and instructors. Teaching a foreign language as a non-native speaker is indeed a vulnerable act (Horwitz, 1996) due to the dynamic nature of classroom interaction. Factors such as speaking and teaching a language that is not one’s mother tongue, receiving immediate questions about the target language from the students, avoiding mistakes during instruction, and fears of failure or negative evaluation may all contribute to heightened anxiety for EFL instructors. This, in turn, can impact their instructional choices and overall teaching performance. As Horwitz (1996) states, even though anxiety does not influence EFL teachers’ teaching performances, it surely would negatively affect their state of well-being and overall job satisfaction. Thus, the unpredictable dynamic nature of English classrooms may worsen EFL instructors’ anxiety in teaching the foreign language because they would be experiencing “fear of the unknown” (Carleton, 2016, p. 11) which is emphasized as “The oldest and strongest emotion of mankind is fear, and the

oldest and strongest kind of fear is fear of the unknown” (Joshi & Schultz as cited in Carleton, 2016, p. 11). In addition, it has been emphasized by neurobiological researchers that fear of the unknown is a crucial factor in activating Behavioural Inhibition System (Gray, 1976; Gray & McNaughton, 2003), which has a role in triggering specific behaviors when individuals experience stress, ultimately leading to anxiety (Carleton, 2016). That is why teaching a foreign language is susceptible to anxiety; as Horwitz (1996) asserts, “it is one thing to say you speak a language; it is quite another to be a teacher of that language” (p. 367). Besides unfamiliar situations, EFL instructors’ own belief system, or the expectations attributed to them may be another contributing factor to their experienced anxiety in foreign language teaching. Teachers might perceive themselves as being a source of information in the classroom, and this would put pressure on them since they are attributed to be responsible for students’ achievement and learning (Cruickshank & Haefele, 2001). For this reason, they would be anxious about making any mistakes while using the target language. As being a non-native user of English language, EFL teachers may also be feeling anxious when they need to pronounce or write down a word that is unfamiliar to them, or they may lack in listening comprehension, or reading activities, or sometimes they would not be able to speak fluently for various reasons; however, these facts are mostly being disregarded. Studies (Arıkan, Taşer, & Saraç-Süzer, 2008; Hişmanoğlu, 2019) show that students expect their instructors to be fluent and to have a good command in English language.

Even though EFL teachers suffer from anxiety not only as language teachers but also as language users (Horwitz, 1996), foreign language anxiety (FLA) is attributed to the foreign language learners mostly. To elaborate, while a great deal of research (Aida, 1994; Bailey, 1983; Gong, Chen & An, 2024; Gregersen & Horwitz, 2002; Öztürk & Gürbüz, 2013; Young, 1991; Zhou, Chiu, Dong, Zhou, 2023) focused on FLA which may negatively affect learners in the foreign language learning context, a scant body of the literature concentrated on foreign language teaching anxiety (FLTA) (Ipek, 2006, 2016; Numrich, 1996; Öztürk, 2016). The factors, sources and effects of FLTA must be recognized so that foreign language teachers who experience FLTA could become aware of this anxiety and find ways to cope with it. Each classroom setting and teaching experience is unique because each one of them has its own dynamic, which implies that in different classrooms, FLTA can manifest itself differently. For instance, while using the native language in one EFL class may provoke

FLTA, in another EFL class, the use of the target language might create FLTA. In such differing scenarios, EFL instructors may exhibit varying symptoms and give different responses, as the sources of anxiety are contextually distinct. As Gençtan (2022) points out, “As the world evolves, the content of symptoms, even the way they manifest, can change.” (p. 165). This quote is relevant to EFL classrooms due to the changing dynamics of each EFL classroom. It is crucial for FL teachers to have the awareness and the ability to cope with FLTA because as Horwitz (1996) emphasizes, FLTA affects teachers’ instructional preferences as well as their use of target language in classes and downgrades their self-esteem.

Considering the significance of understanding anxiety in foreign language teaching, it is essential to explore its provoking factors and identify ways to alleviate it. The aim of the current study is to determine whether Turkish EFL instructors experience FLTA, and if so, to examine its extent and whether it varies according to certain variables such as gender, years of experience, last degree, and completed undergraduate program. Furthermore, the study seeks to explore the sources of FLTA, identify the coping strategies employed by EFL instructors, and contribute these strategies to the existing body of literature as managing FLTA effectively can help EFL instructors a better way of feeling, interacting and teaching. Additionally, this study aims to investigate whether EFL instructors discuss their FLTA experiences with other colleagues, their motivation for doing so, and the collaborative or individual approaches they adopt in addressing FLTA.

1.2. Background of the Study

Anxiety is one aspect of the learning process both for EFL teachers and learners. According to Horwitz (1996) and Young (1991), EFL teachers are required to reduce their students’ anxiety levels in the classroom. However, Horwitz (1996) claims that while teachers make an effort to alleviate their students’ anxiety level, they may experience anxiety themselves, which might have a negative impact on their teaching or their well-being.

Horwitz (1996) asserts that non-native EFL teachers put in a lot of effort and time to learn a foreign language; nevertheless, this leads them to set unrealistic standards for themselves, making them more susceptible to anxiety. This assertion highlights the time in history on which the research on FLTA has been initiated (Horwitz, 1996). Investigating

FLTA is vital because teachers and learners have an interrelated relationship where their psychological states influence one another. Skinner and Belmont (1993) explain this phenomenon through the concept of *contagion*, which suggests that teachers' psychological well-being has a direct impact on learners' psychological states. From the neuroscience perspective, this phenomenon can be explained through mirror neurons and brain coupling (Cozolino, 2013; De Vignemont & Singer 2006; Hasson, Ghazanfar, Galantucci, Garrod & Keysers, 2012). As the relationship between teachers and the learners is bidirectional, it can be said that learners have also an important role of contributing to the teacher's view and experience in a classroom setting (Mercer, 2018). However, when the "relational perspective" (Mercer, 2018, p. 512) is taken into consideration, it can be seen that the teacher is the central figure who forms a relationship with the students both individually and collectively, which suggests that the teacher is likely to have the most connections with students and influence on them in the class. This implies that a teacher's psychology and professional well-being play a significant role in being 'contagious' for the learning environment. Since teachers are the backbone of education; their wellbeing, peace of mind and job satisfaction must be taken seriously or else it may lead their quality of teaching to deteriorate. As Al-Mashikhi (2009) states, "Anxiety is like radiation; beneficial if controlled and directed, but extremely harmful if left unchecked" (as cited in İskender & Savaşçı, 2023, p. 465). Thus, having an understanding of FLTA, how it manifests itself, and how to cope with it are crucial to prevent it from jeopardizing teachers' teaching effectiveness, their well-being, and students' learning.

In order to shed a light on FLTA, some studies were carried out to investigate the possible sources of FLTA experienced by EFL teachers (e.g., İpek, 2006, 2016; Kim & Kim, 2004; Öztürk, 2016) as well as its relation with certain variables namely, years of experience, gender, type of school, and education background (e.g., Akdeniz, 2022; Dişli 2020; İskender & Savaşçı, 2023). Years of experience is assumed to be an increasing or a decreasing factor in the levels of FLTA. To explain, some researchers suggested that as teachers get experienced in their career over the years, they become less anxious in their teaching (Fish & Fraser, 2001; Williams, 1991). Thus, the attention mostly attributed to pre-service EFL teachers (e.g., Aydın, 2016; Eğinli & Solhi, 2020; Güngör & Yaylı, 2012; Merç, 2015; Parker, 2011) to disclose the anxiety provoking factors in language teaching. Few studies have been

conducted on in-service EFL teachers' FL teaching anxiety (e.g., Akdeniz, 2022; Eren, 2020; Horwitz, 1996; Ipek, 2006, 2016; Kim and Kim, 2004; Numrich 1996; Öztürk, 2016) and these studies showed that EFL teachers experience FLTA to some extent and there are contributing factors to their FLTA. To add, there is a scant body of literature in Turkish in-service EFL instructors' Foreign Language Teaching Anxiety (FLTA) and the strategies they embody in order to cope with this anxiety at tertiary level. Therefore, this study was conducted to fill these gaps in the relevant literature.

1.3. Statement of the Problem

Anxiety is one of the most fundamental factors in language learning and teaching. A considerable amount of literature has been published on how anxiety, as an affective construct, has an influence on foreign language learning (e.g., Bailey, Daley & Onwuegbuzie, 1999; Dewaele, 2017; Dewaele, Botes, Meftah; 2023; Horwitz, Tallon & Luo, 2010; Papi & Khajavy, 2023). Moreover, Zheng (2008) states that "... language learning experience could, under some circumstances, become a traumatic experience. This kind of unpleasant experience may deeply disturb one's self-esteem or self-confidence as a learner" (p. 5). Thus, to prevent such unpleasant experiences to occur, studies have been carried out to introduce EFL teachers to techniques that soothe their students' anxiety, as well as to suggest coping strategies for foreign language learners to manage the anxiety they face (e.g., Burden, 2004; Williams & Andrade, 2008; Young, 1991; Zhang & Ji, 2015).

As unpleasant experiences with anxiety can negatively influence a learner's self-confidence, they may also negatively affect a foreign language teacher's self-confidence and their perception of themselves. This makes anxiety a fundamental factor in foreign language teaching as well, yet the phenomenon of FLTA has recently become a growing interest of research in relevant literature. Numerous studies have focused on pre-service EFL teachers' FLTA experiences (Aydın, 2016; Han & Takkaç- Tulgar, 2019; Merç, 2011; Merç, 2015; Paker, 2011; Tüfekçi-Can, 2018), whereas limited research investigated FLTA among in-service EFL instructors to examine their FLTA (Akdeniz, 2022; Aydın & Uştuk, 2020b; Horwitz, 1996; Ipek, 2006, 2016; Kim & Kim, 2004; Öztürk, 2016). Additionally, the previous studies illustrate inconsistent findings on how certain variables influence FLTA among in-service EFL teachers working at various school settings (Akdeniz, 2022; Dişli,

2020, Eren, 2020; Iskender & Savaşçı, 2023; Kobul & Saraçoğlu, 2020). Moreover, Eren (2020) suggested conducting further studies to investigate FLTA among EFL instructors working at the tertiary level in smaller cities than metropolitan ones in Türkiye. In another study, Akdeniz (2022) reported that EFL instructors working at tertiary level had higher levels of FLTA than those working at secondary or high school settings did. Thus, Akdeniz (2022) called for studies to specifically investigate FLTA among EFL instructors working at tertiary level to have a further understanding of FLTA experienced by them. Akdeniz (2022) investigated FLTA levels of EFL teachers who worked in various school settings, the relationship between certain variables and EFL teachers' FLTA levels, EFL teachers' perceived level of FLTA, how they physically and mentally reacted to FLTA, and what strategies they developed to cope with FLTA. This investigation needs to be further carried out among EFL instructors working at tertiary level in order to expand the current understanding of FLTA.

Some of the existing studies in literature investigated the relationship between FLTA and certain variables such as gender, years of experience, school type, last degree, and department (Akdeniz, 2022; Dişli, 2020; Eren, 2020; Iskender & Savaşçı, 2023); however, they demonstrate inconclusive findings which imply a further investigation. More importantly, there has been insufficient research on FLTA at tertiary level, which alerts that an investigation must be done to understand the phenomenon of FLTA and define ways of coping with FLTA better. Within the scope of the gaps identified in the literature, the aim of this study is to fill these gaps by investigating FLTA levels and its relationship with certain variables, exploring the main sources that create FLTA among Turkish EFL instructors while teaching English, the strategies they embody to cope with the anxiety they experience, and whether they share the FLTA experiences with their colleagues and their motivation behind it.

1.4. Purpose of the Study

The current study aims to further investigate the phenomenon of FLTA among Turkish EFL instructors at the tertiary level. In order to accomplish this, the study utilizes both quantitative and qualitative data collection tools within a mixed-method research design. Firstly, the study examines the levels of FLTA experienced by Turkish EFL instructors and

explores its relationship with certain demographic variables such as gender, years of experience, last degree, and completed undergraduate program. Secondly, the study explores how Turkish EFL instructors perceive their FLTA.

Next, the study seeks to explore the sources of FLTA, and the strategies they adopt to cope with it. Lastly, the study seeks to determine if FLTA is discussed among Turkish EFL instructors and their motivation behind it.

1.5. Research Questions

This study aims to address the following research questions;

- 1- What is the level of foreign language teaching anxiety among Turkish EFL instructors at the tertiary level?
- 2- Do the levels of foreign language teaching anxiety among Turkish EFL instructors change according to:
 - a. gender
 - b. years of experience
 - c. last degree
 - d. completed undergraduate program
- 3- How do Turkish EFL instructors perceive their foreign language teaching anxiety?
- 4- What are the sources of foreign language teaching anxiety among Turkish EFL instructors in their foreign language teaching practices?
- 5- What strategies do Turkish EFL instructors use to cope with their foreign language teaching anxiety?
- 6- Do Turkish EFL instructors share their foreign language teaching anxiety experiences with other colleagues and what is their motivation behind it?

1.6. Significance of the Study

The present study is significant in revealing the findings on the levels of FLTA and its relationship with certain variables, along with instructors' perception towards their FLTA,

sources of FLTA, coping strategies of EFL instructors, and their motivation to share their FLTA experiences with other colleagues.

Given the limited number of the studies examining FLTA levels and their relationship with certain variables at the tertiary level (e.g., Alsaedi, Alamoudi, 2024; Eren, 2020; Öztürk, 2016), this study aims to contribute to the understanding the extent to which EFL instructors experience FLTA and how certain variables influence FLTA levels among non-native EFL instructors working at the tertiary level. The study employs both quantitative and qualitative approaches by utilizing a personal information form, the Foreign Language Teaching Anxiety Scale (FLTAS) developed by Ipek (2006), and in-depth semi-structured interviews. This dual approach allows for a more comprehensive exploration of FLTA and its associated variables as well as understanding anxiety-provoking factors at the tertiary level more in depth and exploring coping strategies of EFL instructors with FLTA. Moreover, Borg (2001) suggested that EFL teachers' self-perceptions influence their thoughts and classroom practices. Therefore, investigating how EFL instructors perceive their FLTA is essential for understanding how these perceptions shape their responses to FLTA provoking situations and impact their teaching performance.

A few studies investigated the FLTA provoking factors among EFL instructors working at the tertiary level (e.g., Ipek, 2006, 2016; Öztürk, 2016). Hence, this study will contribute to the relevant literature by identifying sources of FLTA.

Moreover, there has been insufficient investigation on coping strategies with FLTA (e.g., Akdeniz, 2022; Irhamna & Fithriani, 2023), and this study is among the first studies to explore the coping strategies employed by EFL instructors at the tertiary level, providing a pioneering look into how EFL instructors manage their anxiety in FL teaching. Additionally, the coping strategies identified in this study could offer valuable insights to EFL instructors on how to alleviate their FLTA, thereby improving their professional well-being and teaching effectiveness.

Park, Oliver, Johnson, Graham and Oppong (2007) reported that teachers' professional development was enhanced when they interacted with each other, as this interaction helped them to improve their teaching practices and to maintain a collaborative community. Thus, it is significant to explore whether EFL instructors share their FLTA experiences with other colleagues and their motivation behind it.

To conclude, investigating the levels of FLTA with its associated variables, EFL instructors' perception of FLTA, sources of FLTA, EFL instructors' coping strategies with FLTA and their approaches towards FLTA hold a paramount importance in relevant literature.

1.7. Assumptions

In the present study, it is assumed that the sampling, which consists of 123 EFL instructors working at tertiary level, adequately represents the population in Adana and Gaziantep regions and that all the participants of the study gave sincere and honest answers to the utilized data collection tools. Besides, the participants consisted of both novice and experienced EFL instructors, thus it is postulated that rich data would be obtained regarding comprehensive understanding of the FLTA sources and EFL instructors' coping strategies. Likewise, the responses given by the participants during semi-structured interviews are presumed to reflect their perception on FLTA, what provokes FLTA for them, what strategies they use to cope with FLTA, and what does or does not motivate them to share their FLTA experiences with other colleagues.

1.8. Limitations

The present study has a number of limitations in investigating FLTA. First of all, the major limitation of the study is the sample size, which is restricted to 123 EFL instructors who voluntarily participated in the study. Thus, the participants responded to the questionnaire were limited to EFL instructors who participated in the study. Additionally, the researcher attempted to collect the quantitative data as paper-based from all 3 participant universities' English preparatory schools included to the study; however, one of the universities requested the data to be collected as online. This might have decreased the response rate, as Dörnyei and Taguchi (2010) suggest, online questionnaires limit the number of responses than the paper-based ones. However, favored by the researcher to obtain the quantitative data, utilizing the paper-based questionnaire had some limitations as well. For instance, the researcher had to travel to another city to collect the quantitative data, which resulted in very limited time to administer the questionnaire. Besides, not all of the instructors were at school during the researcher's stay that week, which limited the ability to gather data from as many participants as possible. Additionally, the number of participants is limited to

3 different participant universities' English preparatory schools located in Adana and Gaziantep regions. Thereafter, the obtained results of the study cannot be generalized to all EFL instructors across Türkiye. In addition, the majority of the participants with whom semi-structured interviews were conducted, graduated from ELT departments. Thus, the findings of this study are limited to those EFL instructors' experiences with FLTA. Lastly, the findings are limited to the three data collection tools utilized in the study, which are a personal information form, FLTAS (Ipek, 2006), and semi-structured interviews.

1.9. Definitions

Anxiety: “An unpleasant condition characterized by subjective feelings of tension, apprehension, nervousness, and worry associated with an arousal of the nervous system” (Spielberger, as cited in Horwitz et al., 1986, p. 125).

Foreign Language Anxiety: “A distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of language learning experience” (Horwitz et al., 1986, p. 128).

Foreign Language Teaching Anxiety : “Anxiety in English language teachers while teaching the target language” (Ipek, 2016, p. 96).

Teaching Anxiety: “A momentary situational characteristic of teaching. It is an emotional constitution that may change in intensity and may disappear with increasing experience” (Buitink & Kemme, 1986, p. 77).

CHAPTER II

LITERATURE REVIEW

This chapter of the present study provides the review of literature on anxiety and presents the significant concepts along with review of literature of foreign language teaching anxiety.

2.1. Anxiety

Anxiety has been widely investigated by many scholars, psychologists and researchers (e.g., A.V. Horwitz, 2013; Brown, 1994; Freud, 1920; Spielberger 1966; Spielberger, Jacobs, Russell & Crane, 1983) and it is considered to be the “fundamental phenomenon and the central problem of neurosis” (Freud cited in Spielberger, Gonzalez-Reigosa & Martinez-Urrutia, 1971, p. 145). Similarly, Spielberger (1966) defined anxiety as a fundamental concept in almost all modern personality theories and proposed that it is considered as a key factor contributing to various behavioral outcomes, including insomnia and a range of psychological and psychosomatic disorders.

A. V. Horwitz (2013) claims anxiety to be a universal phenomenon experienced by almost all people around the globe, and it affects individuals' heart rate, blood pressure, and breathing. Likewise, Spielberger (as cited in Horwitz, Horwitz, & Cope, 1986) defines anxiety as “an unpleasant condition characterized by a subjective feeling of tension, apprehension, nervousness and worry associated with the arousal of the autonomic nervous system” (p. 125). In addition, a simple categorization of anxiety has been introduced as trait anxiety and state anxiety (Spielberger et al., 1971). Trait anxiety is a tendency to feel anxious in general; Scovel (1978) claims that trait anxiety is in relation with an individual's personality and it is “more permanent predisposition to be anxious” (p. 137) meanwhile state anxiety is a temporary state of emotion (Spielberger & Reheiser, 2009). Another type of anxiety has been identified as situation-specific anxiety, and it is defined as a type of anxiety that arises in specific events or situations (Horwitz et al., 1986).

2.2. Foreign Language Anxiety

Research on anxiety has given focus to learning and perception, marking that the phenomenon of anxiety is not a concern for only clinician and the personality theorists (Spielberger, 1966) but also a concern in the education field. As Arnold and Brown (1999) proposed “there are few, if any, disciplines in the curriculum which lay themselves open to anxiety production more than foreign or second language learning” (p. 9).

Foreign language anxiety (FLA) is determined to be a situation-specific type of anxiety, and FL learners feel anxious when it comes to performing their foreign language skills (Horwitz et al., 1986). Furthermore, according to Horwitz et al. (1986), there are three types of performance anxiety namely; communication apprehension, which is related to anxiety regarding to communicating with other individuals (McCroskey, 1977); test anxiety, which is described as debilitating effect of anxiety on test performance (Zeidner, 2007); and fear of negative evaluation, which is described as assuming others would negatively criticize oneself (Watson & Friend, 1969). In order to successfully measure FLA, Horwitz et al. (1986) developed Foreign Language Classroom Anxiety Scale (FLCAS) which had 33 items related to communication apprehension, test anxiety, and fear of negative evaluation. They also highlighted that FL anxiety is not a simple transfer of these fears into FL learning, but rather, FLA is “a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (Horwitz et al., 1986, p.128). Later on, MacIntyre (1999) defined FLA as an arousal of stress, emotional reaction, and worry in regards to second/foreign language learning. Besides, Zheng (2008) refers to anxiety in language learning as “It is indeed a central emotional construct that is essential in influencing second/foreign language learning.” (p. 8), and this influence was previously identified as facilitative and debilitating anxiety by Alpert and Haber (1960). To elucidate, facilitative anxiety was determined as students’ putting an effort to tackle the newly introduced learning task while debilitating anxiety was asserted to be causing the learners to avoid from the new tasks (Scovel, 1978).

Sparks and Ganschow (1991) asserted poor language learning itself caused anxiety rather than anxiety being a reason for performing poorly in language exams. However, Horwitz (2001) suggests that whether anxiety affects language performance or vice versa remains as an issue to be resolved. Since the impact of anxiety on human behavior is

undeniable and evident, leading studies on FLA have been predominantly interested in how anxiety affects language learners' performance or achievements, and they highlighted the debilitating effect of FLA (Aida, 1994; Awan, Azher, Anwer & Naz, 2010; Demirdaş & Bozdoğan, 2013; Horwitz, 1986; 2001; Masrul & Erliana, 2024; Matsuda & Gobel, 2004; Salehi & Marefat, 2014).

Horwitz (1986) investigated FLA in foreign language classrooms, namely Spanish and French. The findings of the study reported that students who had higher levels of FLA, got lower grades in the exams. Similarly, the study conducted by Aida (1994) demonstrated a negative relationship between FLA and language performance; students experiencing higher levels of FLA received lower grades. Demirdaş and Bozdoğan (2013) conducted a quantitative study by administering FLCAS developed by Horwitz et al. (1986) to 331 university students at a preparatory school and the study yielded that there was a negative relationship between FLA and language performance. Another study that is in line with previously mentioned studies was carried out by Salehi and Marefat (2014), and the study found that FLA had a debilitating influence on learners' language performance. In a very recent study, Masrul and Erliana (2024) investigated the influence of FLA on EFL learners' speaking and reading performance. In this mixed-method study, the quantitative data were obtained from 102 participants while semi-structured interviews were carried out with 12 participants. The findings highlighted that students with higher levels of FLA performed poorly in their speaking while performing successfully in their reading which signifies the debilitating and facilitative effects of FLA.

The literature has also extensively examined the impact of demographic factors on FLA (Ay, 2010; Karabıyık & Özkan, 2017; Tuncel et al., 2020). A wealth of studies has been conducted to examine the relationship between gender and FLA (Aida, 1994; Awan et al., 2010; Isa et al., 2023; Öztürk & Gürbüz, 2013; Matsuda & Gobel, 2004; Park & French 2013; Zhang, 2001). However, the studies tend to illustrate contradictory results. As a result of contradictory findings of the relationship between gender differences and FLA, Piniel and Zólyomi (2022) did a meta-analysis of 48 studies which employed FLCAS developed by Horwitz et al. (1986) to determine the potential effect of gender differences on FLA. In their study, they highlighted that there was no statistically significant difference between female

and male students in regards to their FLA levels. Thus, the role of gender in FLA context remains to be resolved (Botes, Dewaele & Greiff, 2020).

Researchers of FLA have also investigated sources and effects of FLA on language learning (Bailey, 1983; Gregersen & Horwitz, 2002; Luo, 2013; Oteir, Al-Otaibi, 2019; Trang, Moni & Baldauf, 2013). Previously, the possible sources of FLA have been conceptualized by Young (1991) and his study yielded that there are six possible sources of anxiety in FL learning: “1) personal and interpersonal anxieties; 2) learner beliefs about language learning; 3) instructor beliefs about language teaching; 4) instructor-learner interactions; 5) classroom procedures; 6) language testing” (p. 427).

Tóth (2007) investigated the relationship between students’ self-perception and their FLA and found out that the more positive self-perception the learners had towards themselves, the less anxiety they had experienced. This finding is supported by other studies in literature (Cheng, 2002; Cheng, Horwitz & Schallert, 1999; Horwitz et al., 1986). In another study, Peng and Woodrow (2010) carried out a comprehensive study with 579 first-year and second-year university students in China. The study explored the participants’ willingness to communicate (WTC) and other variables such as communication confidence and motivation. The quantitative data analysis revealed that willingness to communicate was highly affected by participants’ self-confidence. As a result, Peng and Woodrow (2010) asserted that students who have higher self-confidence and lower anxiety show a tendency to communicate in class.

Horwitz (1988) brought out the impact of learner beliefs on students’ effectiveness in a FL classroom. The researcher asserted that what beliefs a student holds up towards foreign language learning shape their commitment to that language as well as determining how well they would perform in that language. Having understood the importance of exploring the learners’ beliefs about foreign language learning and to uncover the underlying factors behind it, the researchers investigated this phenomena (Mori, 1999; Öz, 2007; Thompson & Aslan, 2015). Horwitz (1988) claimed that learners’ beliefs are one of the most significant factors to take into account when considering foreign language anxiety. And in a recent study, Aslan and Thompson (2021) explored the relationship between the latent factors in learner beliefs and foreign language anxiety among 153 Turkish EFL university students. In order to gather the necessary data, the researchers employed Foreign Language Classroom Anxiety Scale

(FLCAS) and a modified version of Beliefs about Language Learning Inventory (BALLI) developed by Horwitz (1988). The findings showed that there was a relationship between learners' beliefs and FLA. It was found out that there was a moderate positive relationship between self-confidence and beliefs about learning English. It was deduced that having positive feelings about foreign language learning may lower the learners' foreign language anxiety and raise their self-esteem in language learning (Aslan & Thompson, 2021).

Instructor beliefs and instructor-learner interactions are other determined sources of FLA in FL classrooms. Instructors who believe that they always need to correct students' errors, who believe they must be the one that talks most of the time and how they create the social atmosphere in the class, may have a tremendous impact on learners' FLA. Additionally, the manner of correcting errors is significant in affecting students' foreign language anxiety (Young, 1991). Being obligated to speak in a foreign language in language classrooms causes anxiety in regards to classroom procedures, asserted by Young (1991). McCroskey (1977) conceptualized communication apprehension as the anxiety experienced when communicating with another person or persons. In their study, Anggraeny, Said and Febrani (2020) found out that more than half of the EFL students experienced communication apprehension, and the students who demonstrated to have high levels of speaking anxiety, disengaged and avoided communication whenever possible. In a recent study, Yeşilçınar and Erdemir (2022) sought to investigate the correlation between foreign language enjoyment and FLA as well as identifying the underlying sources of these emotions. With the participation of 305 EFL university students in this mixed-method study, the findings revealed that FL enjoyment and FLA were separate from each other; there was no significant correlation found, yet it was noted that participants experienced higher level of enjoyment while experiencing anxiety at a moderate level. Additionally, female students were found to have higher levels of FLA compared to male students. External factors such as the location of the institution, methodology of teaching, and peers were identified as anxiety provoking factors for the participants. In another recent study, Dewaele, Botes and Meftah (2023) investigated the effects of FLA, FL enjoyment, and FL boredom on learners' academic achievement. The researchers utilized a battery of adopted scales to determine which of these emotions had the most impact on learners' academic achievement. The sample consisted of 502 EFL learners studying at diverse school settings including secondary schools,

universities, and language courses. The findings of the study highlighted foreign language classroom anxiety (FLCA) to have the strongest influence on learners' academic achievement than the other emotions. This suggests that there is a negative correlation between anxiety and learning; the more anxious the students feel, the less successful they become in their academic pursuits (Dewaele, Botes & Meftah, 2023).

Foreign language anxiety and its relationship with language skills namely reading, listening, speaking and writing were also investigated in previous studies. In their studies, the researchers highlighted the distinction between FLA and foreign language reading anxiety (FLRA) (Kuru-Gönen, 2009; Saito, Garza & Horwitz, 1999; Sellers, 2000), FLA and foreign language listening anxiety (FLLA) (Bekleyen, 2009; Elkhafaifi, 2005), FLA and foreign language speaking anxiety (FLSA) (Alnahidh & Altalhab, 2020; Çağatay, 2015; Öztürk & Gürbüz, 2013; Tekir, 2021; Young, 1990), FLA and foreign language writing anxiety (FLWA) (Atay & Kurt, 2006; Cheng, 2002; Ekmekçi, 2018; Li, 2022; Liu & Ni, 2015). In addition, speaking has widely been accepted to be the most anxiety-provoking factor on FLA (Aida, 1994; Gregersen and Horwitz, 2002; Horwitz et al., 1986; Horwitz, 1996; Young, 1990; 1991). Thus, researchers have become interested in investigating FLSA and its relationship between other factors such as gender, grade level, self-efficacy, perceived level of English proficiency (Fındıklı & Büyükkarcı, 2023; Okyar, 2023; Yi, 2024). Researchers also investigated FLSA among EFL teachers and their perceived level of English proficiency. (Karakaya, 2011; Raade, 2023). Karakaya (2011) investigated EFL instructors' FLLA and FLSA and their perceived competence in these skills. The mixed-method study yielded that participants experienced FLLA and FLSA are at moderate levels. Besides, the relationship between participants' foreign language teaching anxiety and perceived competences in listening and speaking skills was revealed to have a negative relationship which signified that if EFL instructors perceived themselves as incompetent in listening and speaking skills, their FLTA increased while teaching those skills. In Norwegian EFL context, Raade (2023) sought to explore the causes of FLSA experienced by EFL teachers and adopted semi-structured interviews and questionnaires to collect the necessary data. The results of the study revealed that perceived lack of English proficiency, teaching students with high proficiency level of English, fear of making mistakes and unexpected situations caused EFL teachers to experience FLSA.

Suzuki and Roger (2014) also investigated FLA among EFL teachers since it was suggested that teachers of foreign languages are also learners of that language and prone to FLA (Horwitz, 1996). In their study, Suzuki and Rogers (2014), utilized interviews, questionnaires, and self-reflection reports to explore sources of FLA among the participants. As the findings indicated, two main reasons that created anxiety for EFL teachers identified as teachers' own perception towards their target language use and their perception about the students. The findings of their study indicated that EFL teachers experienced FLA while using English as a medium of instruction and the reason behind it was identified as teachers' fear of making mistakes rather than their proficiency in target language. Besides, the participants of the study reported that they experienced anxiety when they had students who had lived overseas because those students' English proficiency was perceived by teachers as higher than their own language proficiency and the teachers felt threatened by those students when they spoke in English. (Suzuki & Rogers, 2014).

2.3. Teaching Anxiety

Coates and Thoresen (1976) pointed out that teaching anxiety may be deleterious both for the teachers themselves and for the students. In his article, Bernstein (1983) noted that some of his previous teachers were troublesome and hostile and explained that these teacher behaviors might have stemmed from anxiety about teaching. He discussed the issues that teachers might face due to anxiety, such as providing ambiguous answers to students' questions, displaying inconsistent behaviors, lack of preparation, avoiding certain actions, and worrying about students' reactions or actions. Bernstein (1983) asserted that anxiety during teaching could have a detrimental impact on teaching effectiveness. Buitink and Kemme (1986) suggested that teaching anxiety might occur as a result of teachers' perception about their teaching behaviors, their perception on the task to be taught, and their perception about the students.

In this respect, teaching anxiety has been scrutinized in relation to different variables in different educational contexts. One of those contexts that teaching anxiety has been addressed is Mathematics classrooms. Ertekin, Dilmaç, Yazıcı, and Peker' s study (2010) demonstrated a negative relationship between mathematics teaching anxiety among pre-service teachers and their epistemological beliefs. Ganley, Schoen, LaVenja, and Tazaz

(2019) examined math anxiety of teachers and their mathematics teaching. The study reported there was a negative correlation between math anxiety and teaching math suggesting teachers who had higher math anxiety had traditional beliefs about teaching mathematics. Yürük (2011) explored the relationship between teaching anxiety and self-efficacy beliefs among prospective science teachers and revealed that teaching efficacy was one of the determinants of science teaching anxiety. In Senler's (2016) study, it was yielded that there was a relationship between the attitudes of pre-service science teachers towards science teaching and their teaching anxiety. Gardner and Leak (1994) conducted research on teaching anxiety among college psychology teachers and revealed that teaching anxiety was correlated with academic rank and teaching experience. Later on, Ameen, Guffay, and Jackson (2002) examined teaching anxiety among accounting professors and they reported academic rank and teaching experience were among the contributing factors in teaching anxiety. Furthermore, Ameen et al.'s (2002) study revealed that the participants showed physical and psychological reactions to teaching anxiety. To demonstrate, majority of the participants experienced fast heart-beating and felt stressed and upset as a result of teaching anxiety.

All these studies provide important insights into the significance of understanding teaching anxiety, as it impacts both teachers' and learners' well-being and highlights teachers' beliefs and perceptions play a role in teaching anxiety. Thus, it is essential to understand and investigate FLTA of Turkish EFL instructors separately since teaching anxiety and FLTA possess unique characteristics and variables yet may occur simultaneously (Goetze, 2023). Hence, the upcoming sections will present the research on anxiety in foreign language teaching in various EFL contexts including Turkish EFL context.

2.4. Foreign Language Teaching Anxiety

FLTA combines aspects of FLA and teaching anxiety (Goetze, 2023). Nonetheless, it possesses a distinct nature compared to teaching anxiety (Ipek, 2006; 2016) and has received relatively less attention in the literature. Horwitz (1996) is the first to introduce the possibility of non-native foreign language teachers' susceptibility to anxiety in their teaching practices as they are still foreign language learners. After having been introduced to this claim, the attention has moved towards FLTA in literature, however; it has not yet received sufficient scrutiny and requires closer examination.

2.4.1. Foreign Language Teaching Anxiety among Non-native Pre-service EFL Teachers

Aydın (2021) indicated that pre-service EFL teachers have been the most investigated population in regards to FLTA. Even though pre-service and in-service teaching practices have different natures, there still remains a common ground such as being new to the profession, fear of negative evaluation, interaction with students, using English as a medium of instruction, etc. Additionally, coping strategies adopted by prospective teachers may enlighten the findings of the present study. Therefore, it might be beneficial to review those studies briefly in order to have an understanding the patterns and determine the prevalent effects of FLTA among EFL teachers. The literature akin to FLTA experienced by pre-service EFL teachers highlights various factors that contribute to FLTA (Agustiana 2014; Aydın, 2016; Eğinli & Solhi, 2020; Li, Xie, Zeng, 2023; Merç, 2011; Paker, 2011; Tüfekçi-Can 2018; Tum, 2015).

Agustiana (2014) investigated the sources of FLTA among 50 pre-service EFL teachers. The researcher adopted close-ended questionnaires and semi-structured interviews in order to gather the necessary data, and the results revealed that the sources of FLTA among the participants were mentor observations, teaching inexperience, first day of teaching practice, teaching grammar, having large classrooms, and catching up students' attention. In the Turkish EFL context, Merç (2011) explored the sources of FLTA among pre-service EFL teachers and 150 participants kept diaries, and semi-structured interviews were conducted with 30 of them. The data analysis pointed out six main categories as sources of FLTA: students and class profiles, classroom management, teaching procedures, being observed, mentors, and miscellaneous students. In the same year, Paker's (2011) study indicated the sources of FLTA among undergraduate students in the teaching practicum were the feeling of being observed, being evaluated, classroom management, teaching four language skills, pedagogy, and staff relations.

Aydın (2016) explored the sources of FLTA among 60 pre-service EFL teachers through a background questionnaire, interviews, reflection and essay papers. The participants were found to have FLTA before, during, and after the teaching practices. The sources of FLTA among the participants were listed as pre-service teachers' personalities, their perception of low level of language proficiency, fear of negative evaluation, and teaching inexperience. In another study, Tüfekçi-Can (2018) conducted a study with 25 prospective

EFL teachers to determine the anxiety-provoking factors for the participants during their teaching practicum. The results unveiled that cognitive factors such as making mistakes in grammar and vocabulary teaching, not being able to convey the meaning, not being able to give an answer to students' questions, and being unfamiliar with the coursebook created FLTA for the participants. In addition, affective factors namely, not feeling confident, having a fear of being unprepared, and fear of negative evaluation were found as FLTA provoking factors for them. Lastly, socio-cultural factors such as uninterested students, crowded classroom and students' negative behaviors were among the contributing factors to pre-service teachers' FLTA.

Han and Takkaç-Tulgar (2019) examined the sources of FLTA and coping strategies that pre-service EFL teachers embodied. The researchers adopted open-ended forms, diaries, reflection forms and interviews to gather the necessary data. The study pointed out that classroom management played a crucial role as provoking anxiety among participants before the actual teaching practice; however, during the real teaching practices, being observed by their mentors caused the highest levels of FLTA among the participants. The study listed the coping strategies to tackle with FLTA as taking a deep breath, focusing on instruction and activities, and following the lesson plan.

In a very recent study, Pasaribu and Lestari (2023) investigated 17 ELT student teachers' teaching anxiety and their adopted strategies to cope with this anxiety. To accomplish this, the researchers conducted a qualitative study and utilized a close-ended questionnaire and semi-structured interviews. The findings of the study reported that fear of making mistakes, students' behaviors, low self-esteem in teaching grammar were among the anxiety inducing factors for the pre-service teachers. In order to cope with this anxiety, the participants were found to use humor, build a good rapport, practice mindfulness, prepare for the lessons and have a positive mindset. In another recent study, Li, Xie and Zeng (2023) adopted an experimental research design to investigate whether teaching practicum has a decreasing effect on FLTA among 72 pre-service teachers. The researchers aimed to explore the causes of FLTA among pre-service teachers. Thus, the researchers utilized FLTAS (Aydın & Uştuk, 2020b) and semi-structured interviews. The results of the study unveiled that pre-service teachers had high levels of FLTA and teachers in practicum group had higher levels of FLTA than teachers in non-practicum group did. Besides, female pre-service teachers in

both groups were found to have significantly higher FLTA levels than male participants did. The causes of FLTA among pre-service teachers were identified as perceived low level of English proficiency, inexperience in teaching, and fear of being negatively evaluated.

2.4.2. Foreign Language Teaching Anxiety among Non-Native In-Service EFL Teachers

FLTA has been investigated within the scope of non-native in-service EFL teachers' perspectives as well. The existing literature highlights the certain variables that have an impact on FLTA (Akdeniz, 2022; Alsaedi & Alamoudi, 2024; Dişli, 2020; Eren, 2020; Kobul & Saraçoğlu, 2020; Öztürk, 2016), the sources of FLTA (Akdeniz, 2022; Aslrasouli & Vahid, 2014; Aydın & Uştuk, 2020a; Dişli, 2020; Horwitz, 1996; Ipek 2006, 2016; Irhamna & Fithriani, 2023; Iskender & Savaşçı, 2023; Kim & Kim, 2004; Numrich, 1996; Oustani, 2018; Öztürk, 2016), symptoms in regards to FLTA, and strategies to alleviate FLTA (Akdeniz, 2022; Irhamna & Fithriani, 2023; Kim and Kim, 2004; Liu and Wu, 2021).

Regarding the influence of certain variables on FLTA, the literature has widely investigated the relationship between gender and FLTA; however, no consensus has been achieved. Akdeniz's (2022), Akinsola's (2014), Kesen and Aydın's (2014) and Öztürk's (2016) studies show that there are no significant differences in FLTA levels among in-service EFL teachers with respect to their gender. However, Kobul and Saraçoğlu (2020) and Paker (2011) have revealed in their studies that female participants are more prone to experience higher levels of FLTA compared to male participants. On the other hand, in a very recent study, Alsaedi and Alamoudi (2024) found that male EFL teachers experienced FLTA at higher levels than female EFL teachers did. Other recent previous studies conducted by Iskender and Savaşçı (2023) and Aydın and Uştuk (2020a) also reported that male EFL teachers had higher levels of FLTA than female participants did.

Apart from gender, teaching experience has also been investigated among EFL teachers as another variable and some recent studies investigated the relationship between EFL teachers' years of experience and their FLTA levels (Akdeniz, 2022; Alsaedi & Alamoudi, 2024, Dişli, 2020). In a very recent study in Saudi EFL context, Alsaedi and Alamoudi (2024) administrated FLTAS (Ipek, 2006) to 97 Saudi EFL teachers working at university level to investigate the relationship between years of experience and FLTA levels experienced by EFL teachers. The findings of their study revealed that EFL teachers who had

more than 10 years of teaching experience had lower levels of FLTA than less experienced ones did. Previous studies support this finding (Aydın & Uştuk, 2020a; Kesen & Aydın, 2014; Öztürk, 2016). In their case study, Kesen and Aydın (2014) examined the relationship between years of experience and FLTA among 35 EFL instructors. The findings showed that experienced instructors had lower levels of anxiety than novice teachers did. As in line with this finding, Öztürk's (2016) mixed-method study with 103 instructors revealed that years of teaching experience played a significant role in FLTA. Likewise, Eren (2020) reported that more experienced teachers had lower levels of FLTA than those with less experience did. Concurrently, Dişli (2020) investigated the FLTA levels among 151 EFL teachers and found that more experienced teachers had lower levels of FLTA than novice teachers did. Aydın and Uştuk (2020a) have also pointed out that less experienced teachers had higher levels of FLTA than experienced teachers did. Contrasting with these findings, Iskender and Savaşçı (2023) reported no significant relationship between years of experience and FLTA among Turkish EFL teachers.

Researchers have also become interested in examining the relationship between FLTA and the completed undergraduate program of teachers. However, the findings are inconsistent with each other. Dişli (2020) conducted a mixed-method study and quantitative data were gathered from 151 Turkish EFL teachers through FLTAS developed by Ipek (2006). The quantitative data analysis revealed that the participants who held a degree from the English Language Literature (ELL) department had the highest level of FLTA, while concurrently Eren (2020) noted that participants who graduated from the ELT department had experienced higher levels of FLTA. Contrary to Eren's (2020) findings, Kobul and Saraçoğlu (2020) pointed out that teachers graduating from ELT departments had lower levels of FLTA. In another study, Akdeniz (2022) detected that there was no significant relationship between participants' undergraduate degree and their FLTA levels.

Another aspect that has been examined is the relationship between proficiency levels of students, school types and FLTA. Kim and Kim (2004) analyzed the FLTA of elementary and secondary school teachers. Even though the findings did not show any significant differences, the secondary school teachers reported higher levels of FLTA. Eren (2020) found that the proficiency levels of students played a significant role in neither non-native nor native EFL instructors' levels of FLTA. Contrary to this finding, Dişli (2020) indicated

that EFL teachers who work in Anatolian High Schools had higher levels of FLTA than the ones who worked in other types of high schools. Akdeniz (2022) reported that EFL teachers working at university level, experienced higher levels of FLTA than teachers working at secondary or high school did.

2.4.3. Sources of FLTA among non-native in-service EFL teachers

Sources of FLTA in regards to teaching FL are crucial to investigate because prior studies asserted that experiencing FLTA may negatively affect EFL teachers' emotional, mental, and general well-being and their job satisfaction (Horwitz, 1996; Ipek, 2006; Mercer, 2018). Thus, understanding which factors contribute to FLTA, may help instructors to find ways to eliminate those sources and to cope with FLTA more easily. Therefore, the literature has been scrutinized concerning anxiety-provoking factors for EFL teachers in the classroom environment.

Horwitz (1996) points out that EFL teachers' own perfectionist tendencies and idealization about their target language use cause them to feel anxious. Furthermore, as Horwitz (1996) emphasizes, it is not only the expectations teachers place on themselves but also the general expectation that EFL teachers must always be ready to speak English fluently that creates great pressure and stress for them. Numrich (1996) used diary entries to investigate the situations that caused frustration among 26 novice ESL teachers in their teaching practices. The study reported that the participants experienced discomfort in specific issues such as having to manage the class, teaching grammar in an effective way, and giving instructions. Kim and Kim (2004) developed a FLTAS after conducting focus group interviews with six EFL teachers working at different types of schools. They utilized this scale, along with open-ended questions, to identify factors provoking FLTA among 147 Korean EFL teachers. The findings unveiled that unfamiliar vocabulary, teaching English through English, fear of negative evaluation, students who had lived in an English-speaking country and those who were unmotivated to learn English, being unprepared for the lessons, being compared to native speakers of English, being less experienced in teaching, and having a low self-esteem were sources of FLTA among EFL teachers. Following after, Koncghan and Singhasiri (2008) sought to investigate 32 EFL instructors' FLTA and sources of it. To accomplish this, the researchers adopted FLCAS developed by Horwitz et al. (1986) and

semi-structured interviews. The results of the study revealed that all participants had FLTA while delivering the lesson in English especially when the subject being taught was challenging.

In Ipek's (2006; 2016) studies, EFL teachers' perceptions of making mistakes while using the target language caused them to experience FLTA. Ipek (2016) investigated the sources of FLTA among 32 Turkish EFL instructors working at tertiary level and employed diaries and semi-structured interviews to explore the factors contributing to FLTA of the participants. The qualitative data analysis of the study yielded that "fear of failure, teaching a particular language skill, making mistakes, using the native language, teaching students at particular language proficiency levels" (p. 103) caused EFL instructors to experience FLTA. In order for further studies to be able to measure FLTA among EFL teachers, Ipek (2006) previously had developed Foreign Language Teaching Anxiety Scale (FLTAS) and the scale were utilized in numerous studies (e.g., Alsaedi & Alamoudi, 2024; Dişli, 2020; Eren, 2020; Iskender & Savaşçı, 2023; Öztürk, 2016).

In his mixed-method study, Öztürk (2016) utilized Ipek's (2006) FLTAS and carried out semi-structured interviews to unearth the sources of FLTA among 103 EFL instructors working at tertiary level. The findings pointed out that pronunciation, advanced vocabulary items, and listening comprehension were among sources of FLTA for EFL instructors. In addition to that, students' immediate questions and their critical behaviors towards the instructors' target language efficacy were other sources of FLTA among the instructors. In her study, Dişli (2020) also used FLTAS developed by Ipek (2006) and administered it to 151 EFL teachers working at various school settings. Besides, Dişli (2020) conducted structured interviews with 20 participants to obtain qualitative data. The study found that using the native language, making mistakes, misuse of technology, teaching students at a particular language level were among the sources of FLTA for EFL teachers. In a very recent study, Iskender and Savaşçı (2023) adopted FLTAS developed by Ipek (2006) and semi-structured interviews to unearth the sources that contributed to EFL teachers' FLTA. The sample of the study consisted of 94 EFL teachers working at different school settings and interviews were carried out with 10 of them. The qualitative findings of the study indicated that teaching grammar, unexpected questions from the students, students who did not engage with the

lesson and could not focus on the lesson for longer period of times created FLTA for EFL teachers.

Aydın and Uştuk (2020b) developed a scale to measure FLTA, and they put forward that it is a necessity to develop a measurement tool to have an in-depth understanding of the influences of anxiety-provoking factors on FLTA levels. Adopting Aydın and Uştuk's (2020b) scale, Akdeniz (2022) explored the sources of FLTA through semi-structured interviews. The findings reported that teaching a specific language skill, students' language proficiency level, knowledge of content, students, unknown situations, and being unprepared caused EFL teachers to experience FLTA.

In Indonesian context, Irhamna and Fithriani (2023) examined the factors caused FLTA among 16 EFL novice teachers working at different high schools and their strategies to cope with this anxiety. In their qualitative study, the researchers applied closed-ended questionnaires and interviews to gather the data. The findings of the study yielded that not receiving any feedbacks from students, being unprepared for the lesson, and lacking in self-confidence were the main sources of FLTA among novice EFL teachers.

2.4.4. Symptoms of FLTA and coping strategies to cope with FLTA

Horwitz (1996) claimed that FLTA would negatively influence EFL teachers' teaching performances and job satisfaction. Therefore, it would be beneficial to review the relevant literature on how EFL teachers react to FLTA and what strategies they adopt to cope with FLTA. Nevertheless, few studies attempted to investigate the symptoms of FLTA (e.g., Kim & Kim, 2004; Liu & Wu, 2021) and EFL teachers' coping strategies with FLTA (e.g., Akdeniz, 2022; Irhamna & Fithriani, 2023; Kesen-Mutlu & Solhi, 2024).

Ameen et al. (2002) found in their study that teachers had symptoms such as fast heartbeat, stomach problems, and they felt stressful, worried and upset when experienced teaching anxiety. Similarly, Kim and Kim's (2004) study reported the reactions of EFL teachers to FLTA as stammering, getting butterflies in the stomach, increase in the heart rate, speaking quickly, sweating extremely were reported as symptoms of FLTA. In another study, Liu and Wu (2021) found that the anxious teachers suffered from poor sleeping quality, depression, being unable to concentrate on teaching, feeling of burn-out, and being bad-tempered. In a recent study, Akdeniz (2022) noted that sweating, pausing, having a tense

feeling, not being able to concentrate, and having blurred thoughts were among the symptoms that EFL teachers showed as a response to FLTA.

Previous studies on teaching anxiety reveal that instructors who experience teaching anxiety for a long period of time may develop illnesses, poor sleeping habits, depression, burn-out, problems in personal and social lives, and alcohol consumption issues (Bernstein, 1983; Liu and Yan, 2020; Liu and Wu, 2021) and can be deleterious both for the teachers and classroom environment if remained unresolved. (Vasavada as cited in Ameen et al. 2002).

In regards to the strategies to cope with FLTA, Kim and Kim's (2004) study reported that preparing for the class thoroughly, breathing deeply, admitting not knowing, and improving their language skills were among the strategies that EFL teachers adopted to soothe their anxiety. Akdeniz (2022) explored the strategies to cope with FLTA, and the study pointed out that EFL teachers benefited from strategies, such as spending a considerable amount of time to prepare for the class, keeping extra activities, improving their content knowledge, acting confident, and taking up hobbies. Irhamna and Fithriani (2023) found that being prepared for the lessons, communicating with the students about teaching and learning process, doing warm-up, grouping students to have them discussed the topic with each other, and getting support from other colleagues helped EFL teachers to alleviate their FLTA.

In a very recent study, Kesen-Mutlu and Solhi (2024) investigated the relationship between FLTA, cognitive flexibility and strategies that are used in emotion regulation. A battery of scales was utilized and the data were collected from 330 EFL instructors working in preparatory schools at tertiary level. The results of the study unveiled a negative correlation between cognitive flexibility and FLTA, which suggests that EFL instructors who had higher levels of FLTA did not show cognitive flexibility which results in not employing effective coping strategies. Considering this finding, Kesen-Mutlu and Solhi (2024) deduced that being cognitively flexible holds a paramount importance for EFL teachers to be capable of regulating their emotions. As a result of this, EFL teachers would be able to reduce their FLTA levels in the classroom. In addition, increased cognitive flexibility is one of the fundamental factors to reduce FLTA that is experienced by EFL instructors as it would enhance EFL instructors' psychological wellbeing and teaching effectiveness. Additionally, combining this cognitive flexibility with emotional coping strategies can positively influence

EFL instructors' emotional reactions in EFL teaching. This study conducted by Kesen-Mutlu and Solhi (2024) clarifies the importance of being able to regulate the emotions such as FLTA by adopting effective coping strategies enhanced with cognitive flexibility.

2.5. Conclusion

This section has attempted to provide an extensive summary of the literature relating to anxiety in EFL contexts. In the next chapter, the methodology of the study will be introduced and explained in detail.



CHAPTER III

METHODOLOGY

This chapter introduces the overall design of the study. It presents information about setting, participants, data collection tools, data collection procedure, data analysis, and trustworthiness and ethical considerations.

3.1. Research Design

In order to investigate the phenomenon of FLTA among Turkish EFL instructors teaching preparatory students at tertiary level, the study adopted a mixed-method research design, which combines both quantitative and qualitative data collection procedures. Since every data collection method has its own limitations, using a combination of methods can help offset or eliminate some of these drawbacks (Jick, 1979). Furthermore, among the mixed-method designs, this study implemented a convergent parallel research design. This method aims to gather quantitative and qualitative data simultaneously, combine them and use the findings to have an understanding of the research problem (Creswell, 2012). In this design, the quantitative and qualitative data are analyzed separately, and the results are interpreted together (Creswell & Plano-Clark, 2011).

The quantitative data is obtained through personal information form and FLTAS developed by Ipek (2006). As Dörnyei (2003) remarks, the use of questionnaires for gathering data provides feasibility in data analysis as it would be fast and demonstrative with the use of well-designed questionnaire.

The qualitative data is obtained through semi-structured interviews since these interviews provide chances for researchers to delve deeply into topics specific to interviewees' experiences, offering insight into how various phenomena are perceived and encountered (McGrath, Palmgren, & Liljedahl, 2019). In addition to that, the interviews aim to outweigh the limitations of quantitative data through collecting in-depth observation (Cresswell, 2012) since the adopted quantitative data collection tool merely allows for measuring the FLTA level and its relation with specific variables.

3.2. Setting

The setting of the current study is School of Foreign Languages (SoFL) at public universities in Türkiye, specifically in Adana and Gaziantep regions. At the tertiary level, the universities provide mandatory or elective intensive English courses for students in their preparatory year as a preparation for their upcoming academic pursuits in their respective fields. The Common European Framework of Reference (CEFR) is used to specify the levels that are taught, which ranges from beginner to advanced. Besides, in these programs, students graduate with intermediate or upper-intermediate, or sometimes with advanced English proficiency levels. The curricula of these intensive English programs are generally focused on English for general purposes and English for general academic purposes, and they primarily employ skill-based or integrated approaches in EFL teaching. Besides, there are 4 blocks in these schools adopting a modular system. Additionally, weekly class hours range between 22 to 26 hours in accordance with the module, and each module lasts about 8 to 15 weeks. Among these universities, the data is collected from 3 public universities. The rationale for choosing these universities is because two of the universities are in the same region where the researcher lives while one of them is in a different city, yet close to the researcher, which makes them accessible to the researcher (Fraenkel&Wallen, 2006).

3.3. Participants

The present study seeks to examine FLTA among Turkish EFL instructors at the tertiary level. Therefore, the participants consisted of Turkish EFL instructors only at tertiary level, and data regarding certain demographic variables, which might have an influence on FLTA that they experience, obtained through personal information form. The levels of FLTA among the participants were determined to be investigated through FLTAS (Ipek, 2006). The study employed convenience sampling in quantitative data collection process since the participants were willing to participate and they were available (Dörnyei & Czisér, 2012). In the qualitative data collection phase, the participants for the semi-structured interviews were selected purposively in order to further explore the sources of FLTA, EFL instructors' coping strategies and their motivation behind to share their FLTA experiences with other colleagues. towards FLTA. Additionally, the participants for the semi-structured interviews were selected from the ones who responded to the questionnaire.

Table 1. demonstrates sampling techniques, information about the participants, the data collection tools, and duration in regards to research questions.

Table 1.

Research Questions, Sampling, Participants, Data Collection Tools and Duration

Research Questions	Sampling Techniques	Participants	Data Collection Tools	Duration
1. What is the level of foreign language teaching anxiety among Turkish EFL instructors at the tertiary level?	Convenience sampling	123 EFL instructors	Background information form and FLTAS (Ipek, 2006)	April – June 2024 10 minutes
2. Do the levels of foreign language teaching anxiety among Turkish EFL instructors change according to their gender, years of experience, last degree, completed undergraduate program?	Convenience sampling	123 EFL instructors	Background information form and FLTAS (Ipek, 2006)	April – June 2024 10 minutes
3. How do Turkish EFL instructors at tertiary level perceive their FLTA?	Purposive sampling	18 EFL instructors	Semi-structured interviews	April – June 2024 40-60 minutes*
4. What are the sources of FLTA among Turkish EFL instructors in their foreign language teaching practices?	Purposive sampling	18 EFL instructors	Semi-structured interviews	April – June 2024 40-60 minutes
5. What strategies do Turkish EFL instructors use to cope with their FLTA?	Purposive sampling	18 EFL instructors	Semi-structured interviews	April-June 2024 40-60 minutes
6. Do Turkish EFL instructors share their FLTA experiences with other colleagues and what are their motivation behind it?	Purposive sampling	18 EFL instructors	Semi-structured interviews	April-June 2024 40-60 minutes

**Semi-structured interviews with each 18 EFL instructors lasted between 40-60 minutes*

As seen in Table 1, the sample of the current study consists of 123 EFL instructors working at tertiary level in three state universities in the 2023-2024 academic year, and these participants were conveniently selected. In addition, 18 EFL instructors voluntarily participated in semi-structured interviews, and the participants for the semi structured interviews were purposively selected among the instructors who responded to the questionnaire.

In the quantitative data collection, 123 Turkish EFL instructors responded to the questionnaire. Table 2 represents the distributions of the participants in regards to their gender, years of experience, last degree, and completed undergraduate program.

Table 2.

Personal Information of the Instructors

Variables	Groups	Frequency	Percent
Gender	Female	95	77,2
	Male	28	22,8
Years of experience	1-5 years	6	4,9
	6-10 years	17	13,8
	11-15 years	34	27,6
	16-20 years	23	18,7
	21 - more	43	35
Last degree	Bachelor's	29	23,6
	Master's	68	55,3
	Ph. D.	26	21,1
Undergraduate program	ELT	99	80,5
	English Language and Literature	18	14,6
	Linguistics	6	4,9
Total		123	100

As demonstrated in Table 2, a total of 123 EFL instructors participated in the study, and 72.2% of the instructors were female ($n=95$) and 22.8% of the instructors were male ($n=28$). To add, 4.9% of the instructors ($n=6$) had 1-5 years of experience meanwhile 13.8% of the instructors ($n=17$) had 6-10 years of teaching experience. Besides, 27.6% of the instructors ($n=34$) had 11-15 years of teaching experience while 18.7% of the instructors ($n=23$) had 16-20 years of teaching experience. Lastly, 35% of the instructors ($n=43$) had 21 and more years of teaching experience.

Regarding to the instructors' last degree, 23.6% of the instructors ($n=29$) held bachelor's degree, 55.3% of the instructors held ($n=68$) master's degree, and 21.1% of the instructors ($n=26$) held Ph. D. degree. Besides, 80.5% of the participants ($n=99$) graduated from ELT department, 14.6% of the participants ($n=18$) graduated from English Language and Literature department, and 4.9% of the participants ($n=6$) graduated from Linguistics department.

3.4. Data Collection Tools

The current study employed personal information form, FLTAS developed by Ipek (2006), and in-depth semi-structured interviews in order to collect necessary data. The following sections provide a detailed explanation of the instruments.

3.4.1. Personal Information Form

The personal information form gathers data on participants' gender, years of experience, last degree and completed undergraduate program in order to determine if they demonstrate a significant relationship with the EFL instructors' FLTA levels (see Appendix 7).

3.4.2. The Foreign Language Teaching Anxiety Scale (FLTAS)

Ipek (2006) developed the FLTAS for measuring FLTA. The FLTAS is a 5-point Likert scale consisting of 26 items with 1: never, 2: rarely, 3: sometimes, 4: often, 5: always. The original FLTAS is in Turkish and it is administered in Turkish for not to disturb the originality of the scale as the participants of this study consist of Turkish EFL instructors (see

Appendix 8). The English version of the factors and the items are provided by Ipek (2006), and they are directly used in this study without making any changes (see Appendix 9).

In addition, there are 5 subscales in FLTAS: “teaching a particular language skill, worry about target language performance, making mistakes, being compared to fellow teachers, using the native language.” (Ipek, 2006, p. 57) and items 10, 11, 12, 16, 22, 23, 24 were categorized under “teaching a particular language skill”, items 5, 6, 7, 9, 13, 14, 15, 18, 20 were categorized under “worry about target language performance”, items 2, 3, 4, 21, 25, 26 were categorized under “making mistakes”, items 8, 19 were categorized under “being compared to fellow teachers”, and items 1, 17 were categorized under “using the native language” (see Appendix 10).

The overall reliability of the scale was tested with Cronbach’s Alpha and was calculated as .91 which suggests that the scale is highly reliable. Additionally, Cronbach’s alpha values for each five subscales were computed and Cronbach’s alpha levels were found to be .87 for teaching a particular language skill, .85 for worry about target language performance, .85 for making mistakes, .87 for being compared to fellow teachers, and .67 for using the native language. In Table 3, the reliability values for the FLTAS and its subscales calculated for the present study as well as Ipek’s (2006) study are demonstrated. Table 4. represents the reliability values for the FLTAS along with its subscales.

Table 3.

Reliability Values for the FLTAS and Subscales

Factors & Scale	Cronbach’s alpha (Ipek, 2006)	Cronbach’s alpha in the Current Study	N of items
Teaching a particular language skill	.87	.83	7
Worry about target language performance	.85	.79	9
Making mistakes	.85	.77	6
Being compared fellow teachers	.87	.79	2
Using the native language	.67	.70	2
FLTAS	.91	.90	26

As illustrated in Table 3, the reliability of the FLTAS scale and its subscales was assessed using the Cronbach’s alpha coefficient. The FLTAS demonstrated a reliability of .90

in the current study, while it indicated a reliability of .91 in Ipek's (2006) study. Besides, In Ipek's study, the reliability for the teaching a particular language skill subscale was calculated as .87, worry about target language performance subscale was calculated as .85, making mistakes subscale was calculated as .85, being compared to fellow teachers subscale was calculated as .87, and using the native language subscale was calculated as .67.

In the current study, the reliability for the teaching a particular language skill subscale was computed as .83 while the reliability for the worry about target language performance subscale was computed as .79. The reliability for the making mistakes subscale was .77 while the reliability for being compared fellow teachers subscale was computed as .79 and the reliability for the using native language subscale was computed as .70. Therefore, the scale and its subscales demonstrate a high level of reliability in the present study.

3.4.3. Semi-structured Interviews

Semi-structured interviews were carried out with the participant EFL instructors to further explore the sources of FLTA, and to gain insights into the physical and mental reactions the participants had in FLTA provoking situations. Besides, the EFL instructors' coping strategies with FLTA were aimed to be identified along with exploring whether the participants discuss or share their FLTA experiences with other colleagues and their motivation behind it. The semi-structured interviews were conducted to identify both physical and mental reactions to FLTA, coping strategies, and collaborative dynamics among EFL instructors.

Semi-structured interviews are ideal for delving into the perceptions and thoughts of participants on complicated and occasionally delicate topics and allow for further questioning and clarification of responses (Barriball & While, 1994). Additionally, the semi-structured interviews were conducted either face to face or via online meetings. Face-to-face interviews provide the researcher the richest data as they reveal gestures, body and facial expressions of the participants (Brinkmann, 2014), and online interviews helped in connecting with the participants living in a different city and those with hectic schedules, making it convenient for both the participants and the researcher to meet.

A series of interview questions were developed based on the previously mentioned research areas, and pilot interviews were conducted to evaluate the questions' effectiveness

and clarity. The interview questions regarding EFL instructors' perception of their FLTA, the physical and mental responses they give to FLTA provoking situations were adapted from Akdeniz's (2022) study and further developed to contribute to the literature. After receiving valuable feedbacks from the representative participants, tailored semi- interview questions were developed (see Appendix 11).

The semi-structured interviews were conducted in Turkish in order to avoid any misunderstandings and prevent interviewees from feeling anxious. Every participant was informed on the study's purpose, and all the interviews were audiotaped with their consent. The interviews were conducted between April-June 2024, at times when it was convenient for the participants' schedule. As a nature of semi-structured interviews, the instructors were asked additional questions depending on their responses to the initial interview questions in order to gather more information or instances (see Appendix 11).

3.5. Data Collection Procedure

The data collection process started with a pilot phase. First, the personal information form and the original Turkish FLTAS (Ipek, 2006) were piloted because factors such as the clarity of the items and the time taken to complete the questionnaire had to be tested to determine its suitability for the actual study. Representative 20 EFL teachers who would not take part in the actual study, voluntarily responded to the questionnaire. According to the pilot study, the items in the scale were found to be very clear and understandable, so no changes were made in the questionnaire. Based on the feedback received, it was decided that the original scale was suitable for the actual study.

The semi-structured interview questions were then piloted to test their clarity and comprehensibility and to improve them for the actual study. At the same time, the researcher would improve her interviewing skills by pre-testing the interview questions: practicing effective note-taking and active listening skills, conveying the questions successfully, and asking probing questions, etc. The interviews were carried out face to face and via video call. At the beginning of the interviews, the researcher asked the participants through which language they would prefer the interviews to be carried out, and all the participants preferred the interviews to be conducted in Turkish except for one. The 12 participants who completed the questionnaire, voluntarily participated in the semi-structured pilot interviews, and each

of them gave feedback to the researcher at the end of the interviews. Based on the feedbacks received, the researcher improved the semi-structured interview questions and made them ready for the actual study. The pilot study took place between February-April 2024.

The quantitative data were collected over a 4-week period in April 2024 using a personal information form and FLTAS developed by Ipek (2006). The qualitative data were gathered between April-June 2024. The rationale for this is that both the participants and the researcher had hectic schedules, which made it challenging to organize the time of the interviews. Besides, the researcher needed to prolong the data collection to achieve saturation.

Since the quantitative data were to be collected as a hard copy to maximize the amount of the data gathered, personal information form and FLTAS (Ipek, 2006) duplicated, stapled together and made ready to be filled in by the participants. One out of 3 universities requested the quantitative data to be collected as online. Thus, the personal information form and FLTAS were sent to those participants via online platform. On the other hand, the researcher herself conducted the questionnaire to the participants in the other two universities because of some practical issues. While collecting the quantitative data, the researcher kindly invited the instructors to participate in the semi-structured interviews and briefly informed them about the interviews. After completing the collection of quantitative data, all the data were transferred into Excel sheet to make them ready for analysis.

The semi-structured interviews were carried out with the instructors who participated in the study voluntarily and filled in the personal information form and FLTAS (Ipek, 2006). All of the instructors were informed about the aim of the study and about the interviews. The interviews were conducted via online meetings and face to face meetings; while online meetings were videotaped, face to face meetings were audiotaped with the participants' consents. The interviews were carried out in Turkish in order to avoid any misunderstandings in communication and to ensure a comfortable environment, and they lasted about 40-60 minutes. The researcher did note-taking during the interviews besides recording them so that recalling important parts of the interviews would be easier. After conducting interviews with 18 EFL instructors, the saturation, which is a fundamental principle in qualitative research (Saunders et al., 2018) was reached and the qualitative data collection procedure was finalized at that point. To finalize the interviews, Grady (1998)'s description of data

saturation was taken into account: “New data tend to be redundant of data already collected. In interviews, when the researcher begins to hear the same comments again and again, data saturation is being reached... It is then time to stop collecting information and to start analysing what has been collected.” (p. 26).

The recordings were transcribed verbatim and immediately translated to English, preparing them for content analysis.

3.6. Data Analysis

After gathering data, two distinct methods were used to analyze the quantitative and qualitative data collected. In order to avoid confusion, each procedure was outlined separately in the subsequent sections. Following the completion of the data analysis, the findings from these two methods were examined and discussed in relation to the research questions.

3.6.1. Quantitative Data Analysis

The personal information form and the FLTAS were responded by 123 participant EFL instructors, and the obtained quantitative data were transferred into SPSS 28 to perform statistical analysis. The Mean scores, the frequencies, and the standard deviations were also computed to demonstrate the descriptive statistics of the current study. First, frequency distribution was computed for the demographic variables and descriptive statistics were utilized for FLTAS and its subscales. Since the number of data was $N > 50$ in the normality of the scale scores, skewness and kurtosis values were examined and determined as distribution was normal. When these values are between ± 1.5 , the distribution is normal (Tabachnick & Fidell, 2013). Parametric methods were employed to compare FLTAS and subscale scores regarding the demographic variables. While FLTAS and sub-scale scores according to the demographic variables with two categories were compared with independent sample t-test method, one-way analysis of variance (ANOVA) method was used for demographic variables with more than two categories. The assumptions required for these methods are the normality of the scores as well as the number of data in the groups should be large enough ($N > 20$) (Pallant, 2017). Statistical comparisons were compared at $p < .05$ significance level.

An independent sample t-test was conducted to determine if gender has an effect on FLTA. Regarding completed undergraduate programme, there were 3 sub-categories which are ELT, English Language and Literature, and Linguistics, The graduates of the Linguistics program lacked sufficient representation and; therefore, were combined with the English Language Literature program and given a new name as 'ELL and other.'

The one-way analysis of variance (ANOVA) method was also utilized to determine whether there was a significant difference between the participants' FLTA depending on their last degree i.e. bachelor's degree, master's degree, or doctoral degree. In addition, in terms of years of experience, data for 1-5 years and 6-10 years were combined due to inadequate group sizes and renamed as 1-10 years of experience. One-way ANOVA was used to calculate the relationship between the years of experience and FLTA of the participants.

3.6.2. Qualitative Data Analysis

In order to analyze the qualitative data obtained through the semi-structured interviews, the researcher adopted an inductive approach and followed the outline called as "data analysis spiral" suggested by Creswell (2013, p. 182). Creswell (2013) puts forth that "the steps of data collection, data analysis, and report writing are intertwined and not separate processes, they are interconnected and frequently occur simultaneously within a research study" (p. 182). He explains the process of analysis as having a unique nature, yet generally following a recognizable pattern, best visualized as a spiral. As shown in Figure 1, this 'data analysis spiral' (Creswell, 2013, p.183) reflects the dynamic and non-linear nature of qualitative data analysis. Instead of adhering to a rigid, linear approach, researchers navigate through iterative and analytical cycles. The process begins with the collection of textual or visual data and concludes with the development of a comprehensive account or narrative. Throughout this process, researchers engage with multiple aspects of analysis, repeatedly revisiting and refining their understanding as they move through the spiral (Creswell, 2013).

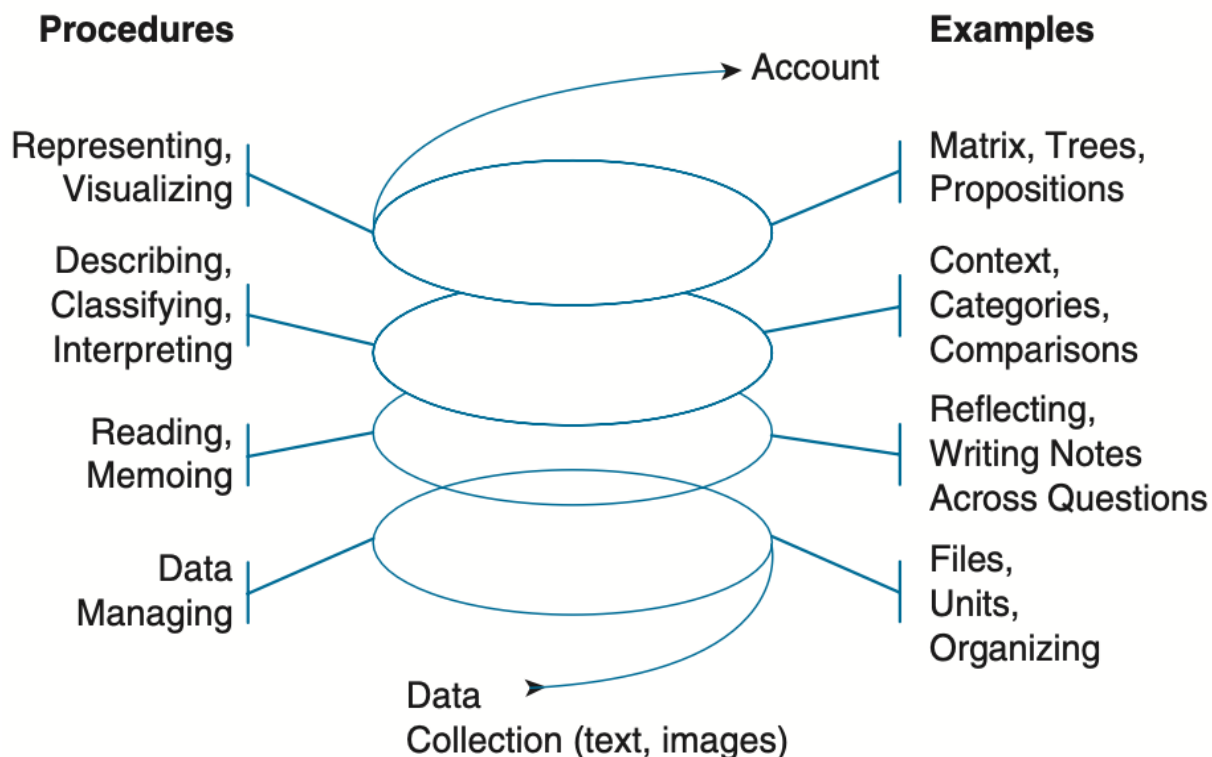


Figure 1. The Data analysis spiral

Source: Creswell, 2013, p. 183

To manage the data, the researcher initially transcribed the semi-structured interviews verbatim, translated them into English and arranged the transcription files. After organizing the obtained data, the researcher continued with the analysis by reading the transcripts and writing notes on them to achieve ‘preliminary exploratory analysis’ (Creswell, 2012, p. 242) explained as to “get a sense of the whole database” (Creswell, 2013, p. 183). At this point, the researcher immersed herself in the data. Next, the process of coding continued as dividing the interview answers into text segments and labelling them with number of codes. As a next step, the codes were determined by checking the text segments related to codes “as an indicator of participant interest in a code” (Creswell, 2013, p. 185). In the final step, the determined codes were analyzed under themes proposed by the existing literature as well as FLTAS (Ipek, 2006), namely “teaching a particular language skill”, “worry about target language performance”, “making mistakes”, “being compared to fellow teachers”, and “using the native language”. In addition, a new category was determined when certain codes

did not indicate a suitability to those themes. In order to have an inter-rater reliability, an ELT expert was asked to give feedbacks on the segments, codes, and the themes as recommended by Campbell, Quincy, Osserman, and Pedersen (2013).

3.7. Trustworthiness and Ethical Considerations

In order to ensure this study is conducted ethically, the necessary permissions from the institutions were granted, and the participants' consents to participate in this study were obtained. All the participants were informed about the aim of the study and the data collection procedure. They were also guaranteed that they were free to withdraw from the study at any time and that their names would be kept confidential. All the participants participated in this study voluntarily. Besides, the required permission for Foreign Language Teaching Anxiety Scale (Ipek, 2006) was taken from the researcher before utilizing the scale (see Appendix 5). Additionally, member-checking was adopted throughout the research process. To further explain, the FLTAS (Ipek, 2006) and the semi-structured interviews were tested with the representative participants and necessary improvements in the interview questions were achieved. Furthermore, the transcriptions, codes and themes were analyzed by another ELT expert in order to establish an inter-rater reliability.

CHAPTER IV

FINDINGS

This chapter demonstrates the findings obtained from the data through personal information form, FLTAS (Ipek, 2006), and semi-structured interviews. The quantitative data were analyzed by utilizing descriptive statistics and inferential statistics. To analyze the qualitative data, content analysis was adopted.

The quantitative data was gathered using FLTAS (see Appendix 8), which was developed by Ipek (2006) to measure FLTA. The FLTAS is a 5-point Likert scale consisting of 26 items, with response options ranging from 1: never, 2: rarely, 3: sometimes, 4: often, 5: always (see Appendix 8). In addition, there are 5 subscales in FLTAS: “teaching a particular language skill, worry about target language performance, making mistakes, being compared to fellow teachers, using the native language.” (Ipek, 2006, p. 57).

4.1. Findings of the Quantitative Data

The quantitative data was gathered using FLTAS (see Appendix 8), which was developed by Ipek (2006) to measure FLTA. The FLTAS is a 5-point Likert scale consisting of 26 items, with response options ranging from 1: never, 2: rarely, 3: sometimes, 4: often, 5: always (see Appendix 8). In addition, there are 5 subscales in FLTAS: “teaching a particular language skill, worry about target language performance, making mistakes, being compared to fellow teachers, using the native language.” (Ipek, 2006, p. 57).

4.1.1. The FLTA Levels of the EFL Instructors

The FLTAS (Ipek, 2006) was utilized in order to identify the levels of FLTA experienced by EFL instructors as well as to understand the relationship of FLTA with certain variables such as gender, years of experience, university degree, and completed undergraduate program. At first, the items of FLTAS were analyzed individually: Descriptive statistics of EFL instructors’ responses to the FLTAS, and the levels of FLTA for each item were calculated. The findings are illustrated in Table 4.

Table 4.

Descriptive Statistics of the FLTAS Items

Items	Never	Rarely	Sometimes	Often	Always	Mean	SD	Level
	f(%)	f(%)	f(%)	f(%)	f(%)			
1. I feel uncomfortable when I use Turkish in the class	11(8,9)	25(20,3)	48(39)	32(26)	7(5,7)	2,99	1,03	Moderate
2. The thought of making a grammar mistake worries me	37(30,1)	61(49,6)	18(14,6)	5(4,1)	2(1,6)	1,98	0,87	Low
3. I feel anxious about my students testing my knowledge of English	74(60,2)	38(30,9)	11(8,9)	0(0)	0(0)	1,49	0,66	Low
4. The thought of making a spelling mistake on the board disturbs me	50(40,7)	43(35)	25(20,3)	5(4,1)	0(0)	1,88	0,87	Low
5. I get so nerveous when I am teaching English that I forget the things that I know	104(84,6)	18(14,6)	1(0,8)	0(0)	0(0)	1,16	0,39	Low
6. I feel nerveous when teaching English to students with an average proficiency level	85(69,1)	30(24,4)	7(5,7)	1(0,8)	0(0)	1,38	0,63	Low
7. I feel tense when I am giving instructions in English	93(75,6)	26(21,1)	2(1,6)	1(0,8)	1(0,8)	1,3	0,63	Low
8. I feel uncomfortable when my English knowledge is compared to that of other teachers	51(41,5)	35(28,5)	25(20,3)	6(4,9)	6(4,9)	2,03	1,12	Low
9. I think my knowledge of English is not good enough to teach English	111(90,2)	12(9,8)	0(0)	0(0)	0(0)	1,1	0,3	Low
10. I worry about not being able to teach grammar effectively	66(53,7)	32(26)	19(15,4)	4(3,3)	2(1,6)	1,73	0,95	Low
11. I feel uncomfortable when teaching a skill in which I feel I am not proficient enough	37(30,1)	46(37,4)	27(22)	9(7,3)	4(3,3)	2,16	1,04	Low
12. I worry about not being able to teach listening effectively	58(47,2)	46(37,4)	15(12,2)	3(2,4)	1(0,8)	1,72	0,83	Low

(Table 4. continued)

13. I worry about not being able to give clear instructions in English	95(77,2)	25(20,3)	2(1,6)	1(0,8)	0(0)	1,26	0,53	Low
14. I feel nervous when speaking English in class	101(82,1)	22(17,9)	0(0)	0(0)	0(0)	1,18	0,38	Low
15. I feel nervous when teaching English to students with a high proficiency level	64(52)	40(32,5)	15(12,2)	4(3,3)	0(0)	1,67	0,82	Low
16. I worry about not being able to teach speaking effectively	64(52)	42(34,1)	11(8,9)	6(4,9)	0(0)	1,67	0,84	Low
17. I feel uncomfortable when I think about having used Turkish during the lesson	46(37,4)	43(35)	28(22,8)	5(4,1)	1(0,8)	1,96	0,92	Low
18. Teaching English to the students with a high level of language proficiency makes me feel uneasy	85(69,1)	28(22,8)	9(7,3)	1(0,8)	0(0)	1,4	0,66	Low
19. I feel uneasy when my English teaching methods are compared to that of other teachers	59(48)	29(23,6)	25(20,3)	8(6,5)	2(1,6)	1,9	1,04	Low
20. I feel uneasy when I am teaching speaking topics	82(66,7)	35(28,5)	5(4,1)	1(0,8)	0(0)	1,39	0,61	Low
21. I am afraid of my students criticizing my knowledge of English	90(73,2)	28(22,8)	4(3,3)	0(0)	1(0,8)	1,33	0,62	Low
22. I worry about not being able to teach reading effectively	76(61,8)	32(26)	8(6,5)	3(2,4)	4(3,3)	1,59	0,96	Low
23. I feel uneasy when I am teaching listening topics	86(69,9)	31(25,2)	4(3,3)	2(1,6)	0(0)	1,37	0,63	Low
24. I worry about not being able to teach writing effectively	69(56,1)	34(27,6)	10(8,1)	7(5,7)	3(2,4)	1,71	1,01	Low
25. I would feel uneasy about not being able to answer a grammar question	55(44,7)	40(32,5)	17(13,8)	6(4,9)	5(4,1)	1,91	1,07	Low
26. I feel anxious about making a mistake while teaching English	70(56,9)	40(32,5)	11(8,9)	1(0,8)	1(0,8)	1,56	0,76	Low

Table 4 presents the descriptive statistics of the participant EFL instructors' responses to the FLTAS and their levels of FLTA for each item. As shown in Table 4, Item 1 "I feel uncomfortable when I use Turkish in the class" recorded the highest level of FLTA ($M=2.99$). Conversely, the lowest level of FLTA was observed in the participants' responses to Item 9 "I think my knowledge of English is not good enough to teach English" ($M=1.10$) followed by Item 5 "I get so nervous when I am teaching English that I forget the things that I know." ($M=1.16$), and Item 14 "I feel nerveous when speaking English in class" ($M=1.18$).

Table 5 illustrates the descriptive statistics for the FLTAS and its sub-scales. The scores for the FLTAS and its sub-scales were calculated by taking the average of the item scores. Consequently, both the scale and its sub-scales falls within the range of 1 to 5.

Table 5.

Descriptive Statistics of FLTAS, and Its Subscales

Factors & Scale	Min	Max	Mean	SD	Skewness	Kurtosis
Teaching a particular language skill	1	3,71	1,71	0,64	0,99	0,62
Worry about target language performance	1	2,44	1,32	0,35	1,031	0,248
Making mistakes	1	4	1,69	0,56	0,964	1,352
Being compared to fellow teachers	1	5	1,97	0,99	0,929	0,389
Using the native language	1	4,5	2,48	0,79	0,005	-0,392
FLTAS	1	3,23	1,65	0,42	0,915	0,926

As shown in Table 5, the mean of the FLTAS scale was computed as ($M=1.65$) and the standard deviation was computed as ($SD=0.42$), indicating the participants of the current study experienced low levels of FLTA. The mean scores of the subscales illustrated in Table 5 showed that 'Teaching a particular language skill' was computed as ($M= 1.71$), 'Worry about target language performance' subscale was computed as ($M= 1.31$), 'Making mistakes'

subscale was calculated as ($M=1.69$), ‘Being compared fellow teachers’ subscale was computed as ($M=1.97$) and ‘Using native language’ subscale was calculated as ($M=2.48$). As a result, it was revealed that the highest FLTA provoking factor was ‘Using the native language’ ($M= 2.48$), which equaled to a moderate level of FLTA according to the presented mean scores in Table 5. The lowest FLTA provoking factor was detected as ‘Worry about target language performance’ ($M= 1.32$), corresponding to a low level of FLTA. In order to examine the normality of the scale scores, skewness and kurtosis values were examined, and it was determined as skewness and kurtosis values were between ± 1.5 and the score distribution was found to be normal (Tabachnik & Fidell, 2013).

The responses given to FLTAS were scored between 1.00 and 5.00. Thus, the interval measurement for low, moderate, and high anxiety levels was calculated as $(5-1)/3=1.33$. Table 6 presents the mean score intervals FLTA levels.

Table 6.

The Mean Score Intervals for FLTA Levels

Level of FLTA	Mean Score Intervals
Low	1.00 – 2.33
Moderate	2.34 – 3.67
High	3.68 – 5.00

As seen in Table 6, the values between 1.00-2.33 indicate low anxiety, the values between 2.34-3.67 indicate moderate anxiety, and the values between 3.68-5.00 indicate high anxiety.

4.1.2. The Differences among the FLTA levels of the EFL Instructors Regarding their Gender

The independent sample t-test was employed to detect whether there was a statistically significant difference in the participants’ FLTA levels based on their gender.

Table 7 shows the results in regards to gender in overall FLTAS and its subscales:

Table 7.

Independent Sample T-test Values for the Scores of the Instructors on the FLTAS and Its Subscales Based on their Gender

Factors & Scale	Groups	N	Mean	SD	t₍₁₂₁₎	p
Teaching a particular language skill	Female	95	1,73	0,64	0,848	0,398
	Male	28	1,62	0,64		
Worry about target language performance	Female	95	1,33	0,36	0,985	0,326
	Male	28	1,26	0,31		
Making mistakes	Female	95	1,74	0,58	1,999	0,048*
	Male	28	1,51	0,47		
Being compared to fellow teachers	Female	95	2,03	0,94	1,334	0,185
	Male	28	1,75	1,11		
Using the native language	Female	95	2,55	0,78	1,884	0,062
	Male	28	2,23	0,76		
FLTAS	Female	95	1,68	0,43	1,744	0,084
	Male	28	1,52	0,40		

* $p < .05$

As illustrated in Table 7, no significant differences were found in the overall FLTAS scores based on gender ($t(121)=1.744$, $p>.05$), nor in ‘Teaching a particular language skill’ ($t(121)=0.848$, $p>.05$), ‘Worry about target language performance’ ($t(121)=0.985$, $p>.05$), ‘Being compared to fellow teachers’ ($t(121)=1.334$, $p>.05$) or ‘Using the native language’ ($t(121)=1.884$, $p>.05$). However, the independent sample t-test revealed a significant difference in the participants' levels of FLTA related to ‘Making mistakes’ ($t(121)=1.999$, $p<.05$) with the female participants demonstrating higher levels of FLTA compared to their male counterparts.

4.1.3. The Differences among the FLTA Levels of the EFL Instructors Regarding their Years of Experience

A one-way analysis of variance (ANOVA) was conducted to examine whether there was a significant difference in the participants' responses to the FLTAS based on their years of experience in FL teaching. The results of one-way ANOVA test are presented in Table 8. Due to the insufficient number of responses ($N < 20$) in the 1-5 years and 6-10 years groups, these categories were combined and categorized as 1-10 years. Table 8 provides the ANOVA results with respect to years of experience.

Table 8.

ANOVA Table for the Scores of the Instructors on the FLTAS and its Subscales Based on their Years of Experience

Factors & Scale	Groups	N	Mean	SD	F_(3,119)	p
Teaching a particular language skill	1-10 years	23	1,93	0,84	2,31	0,08
	11-15 years	34	1,66	0,66		
	16-20 years	23	1,46	0,36		
	21- + years	43	1,76	0,58		
Worry about target language performance	1-10 years	23	1,34	0,38	0,49	0,69
	11-15 years	34	1,27	0,35		
	16-20 years	23	1,29	0,27		
	21- + years	43	1,36	0,37		
Making mistakes	1-10 years	23	1,83	0,54	0,73	0,536
	11-15 years	34	1,61	0,60		
	16-20 years	23	1,70	0,52		
	21- + years	43	1,67	0,57		
Being compared fellow teachers	1-10 years	23	2,33	1,27	1,396	0,247
	11-15 years	34	1,85	0,88		
	16-20 years	23	1,80	0,82		
	21- + years	43	1,95	0,96		
Using the native language	1-10 years	23	2,50	0,88	0,139	0,937
	11-15 years	34	2,49	0,91		
	16-20 years	23	2,54	0,54		
	21- + years	43	2,42	0,76		
FLTAS	1-10 years	23	1,78	0,49	1,241	0,298
	11-15 years	34	1,59	0,46		
	16-20 years	23	1,56	0,32		
	21- + years	43	1,67	0,40		

Table 8 presents the analysis of whether overall FLTA levels of the EFL instructors changed according to their years of experience. The results revealed no significant differences among the groups in overall FLTAS ($F_{(3,119)}=1.241$, $p>.05$). Furthermore, overall levels of FLTA did not show any significant differences in ‘Teaching a particular language skill’ ($F_{(3,119)}=2.31$, $p>.05$), ‘Worry about target language performance’ ($F_{(3,119)}=0.49$, $p>.05$), ‘Making mistakes’ ($F_{(3,119)}=0.73$, $p>.05$), ‘Being compared to fellow teachers’ ($F_{(3,119)}=1.396$, $p>.05$) and ‘Using the native language’ ($F_{(3,119)}=0.139$, $p>.05$) subscales regarding the years of the participants’ experience.

4.1.4. The Differences among the FLTA Levels of the EFL Instructors regarding their Last Degree

A one-way analysis of variance (ANOVA) was used to compare whether there was a statistically significant difference among the participants' FLTAS scores according to the their last degree and the results were displayed in Table 9.

Table 9.

ANOVA Table for the Scores of the Instructors on the FLTAS and its Subscales Based on their Last Degree

Factors & Scale	Groups	N	Mean	SD	F(2,120)	p
Teaching a particular language skill	Bachelor's	29	1,74	0,56	0,476	0,623
	Master's	68	1,66	0,68		
	Ph. D.	26	1,80	0,62		
Worry about target language performance	Bachelor's	29	1,34	0,40	2,03	0,136
	Master's	68	1,26	0,32		
	Ph. D.	26	1,42	0,37		
Making mistakes	Bachelor's	29	1,62	0,60	1,058	0,35
	Master's	68	1,67	0,47		
	Ph. D.	26	1,83	0,71		
Being compared to fellow teachers	Bachelor's	29	1,97	1,10	0,019	0,982
	Master's	68	1,96	0,94		
	Ph. D.	26	2,00	1,00		
Using the native language	Bachelor's	29	2,47	0,68	0,706	0,496
	Master's	68	2,42	0,80		
	Ph. D.	26	2,63	0,87		
FLTAS	Bachelor's	29	1,65	0,42	1,157	0,318
	Master's	68	1,61	0,39		
	Ph. D.	26	1,75	0,51		

Table 9 displays the findings regarding the relationship between the participants' last degree and their levels of FLTA. No significant difference between the participants' university degree and their scores in overall FLTAS ($F_{(2,120)}=1.157$, $p>.05$) was evident. Additionally, no significant difference was identified in the subscales related to 'Teaching a particular language skill' ($F_{(2,120)}=0.476$, $p>.05$), 'Worry about target language performance' ($F_{(2,120)}=2.03$, $p>.05$), 'Making mistakes' ($F_{(2,120)}=1.058$, $p>.05$), 'Being compared to fellow teachers' ($F_{(2,120)}=0.019$, $p>.05$), and 'Using the native language' ($F_{(2,120)}=0.706$, $p>.05$) according to the participants' last degree.

4.1.5. The Differences among the FLTA Levels of the EFL Instructors regarding their Completed Undergraduate Program

The Independent sample t-test was utilized to detect whether there was a significant difference between the responses provided by the participants to the FLTAS according to their completed undergraduate programs. In addition, graduates of the Linguistics program lacked sufficient representation and were combined with the English Language and Literature program and given a new name as ELL and others. Table 10 illustrates the results of the independent sample t-test:

Table 10.

Independent Sample T-test Values for the Scores of Instructors on the FLTAS and its Subscales Based on their Completed Undergraduate Programs

Factors & Scale	Groups	N	Mean	SD	t ₍₁₂₁₎	p
Teaching a particular language skill	ELT	99	1,76	0,66	1,789	0,076
	ELL and other	24	1,50	0,51		
Worry about target language performance	ELT	99	1,33	0,35	0,655	0,514
	ELL and other	24	1,27	0,37		
Making Mistakes	ELT	99	1,73	0,57	1,449	0,15
	ELL and other	24	1,54	0,49		
Being compared to fellow teachers	ELT	99	2,04	1,04	1,561	0,121
	ELL and other	24	1,69	0,66		
Using the native language	ELT	99	2,49	0,81	0,408	0,684
	ELL and other	24	2,42	0,67		
FLTAS	ELT	99	1,68	0,44	1,693	0,093
	ELL and other	24	1,52	0,35		

Table 10 presents the findings regarding the relationship between FLTA and the participants' undergraduate program. No significant difference was observed between the participants' scores in overall FLTAS based on their undergraduate program ($t_{(121)}=1.693$, $p>.05$). Similarly, no significant differences were found in the subscales of 'Teaching a particular language skill' ($t_{(121)}=1.789$, $p>.05$), 'Worry about target language performance' ($t_{(121)}=0.655$, $p>.05$), 'Making mistakes' ($t_{(121)}=1.449$, $p>.05$), 'Being compared to fellow teachers' ($t_{(121)}=1.561$, $p>.05$), and 'Using the native language' ($t_{(121)}=0.408$, $p>.05$) according to the participants' undergraduate programs.

4.2. Findings of the Qualitative Data

This section reveals the findings of the qualitative data obtained from in depth semi-structured interviews. In these semi-structured interviews, the first question seeks to determine the EFL instructors' perception of FLTA that they experience. The second question aims to yield the anxiety-provoking factors for the participants in their English teaching practices. Following that, the third question inquires about the physical reactions to FLTA, meanwhile the fourth question asking for the mental reactions to FLTA. The fifth question explores how the participants cope with FLTA, and the sixth interview question asks whether EFL instructors communicate about FLTA with their colleagues.

4.2.1. The EFL Instructors' Perceptions of their FLTA

In this part, the third research question "How do Turkish EFL instructors perceive their FLTA?" will be answered. The participants' ratings of their FLTA levels while teaching English are demonstrated in Table 11.

Table 11.

The Instructors and their Ratings to their Level of FLTA during the Teaching

Interviewees	I1	I2	I3	I4	I5	I6	I7	I8	I9	I10	I11	I12	I13	I14	I15	I16	I17	I18
Ratings of FLTA	1	2	2	3	2	2	4	1	1	2	2	1	2	1	1	4	3	3

As presented in Table 11, the participants rated their level of FLTA, which shows that almost all the participants experienced FLTA to some extent. At the interview, they also uttered that their levels of FLTA change according to emerging situations during their English teaching and that they are aware of FLTA being a situation-specific type of anxiety.

Followings are some examples how the participant EFL instructors expressed their perceived level of FLTA:

"When I think in general, holistically, I don't have such anxiety. However, when we think about language skills, I think anxiety arises. I would say 2 for my teaching anxiety level" (Interviewee 2).

“I think 2 especially in the case of some certain situations” (Interviewee 5).

“There can be different levels of teaching anxiety due to many things when different parameters are considered, both due to myself as a teacher, due to students or due to the classroom environment. As for the average of these, I can evaluate my teaching anxiety as 4” (Interviewee 7).

Besides, Interviewee 13 mentioned that EFL teachers usually have higher levels of FLTA during their first years of teaching, but as they become more experienced, they experience FLTA ratherly at lower levels:

“I mean, to be honest, it could be something that 21 years of teaching has given me. I mean, my anxiety was higher in my first teaching years. You know, I was more concerned with “what to do and how to convey this correctly?” But now, I see that my teaching anxiety has decreased over the years. Of course, I can’t say my teaching anxiety level is zero. I can say it’s 2” (Interviewee 13).

Table 11 also illustrates that out of 18 participant EFL instructors, 6 of them rated their FLTA as **1**, and 7 of the participants rated their FLTA level as **2**. However, 3 of the participants rated their FLTA level as **3**, and only 2 of the participants rated it as **4**. These findings yielded that the EFL instructors did not perceive their FLTA at high levels, but ratherly somewhere between lower to moderate levels.

4.2.2. The Anxiety-provoking Factors in English Teaching Practices of the EFL Instructors

At the interview, the participants identified and commented on the factors that cause FLTA for them. The analysis of the gathered data led to the identification of 7 themes concerning the anxiety inducing circumstances in EFL teaching. Five of the 7 themes existed in the relevant literature. To name, “fear of failure,” “teaching a particular language skill,” “teaching students with a particular language proficiency level,” “using the native language” (Ipek, 2006; 2016), and “students” (Öztürk, 2016). Throughout the analysis, two further

themes ‘keeping up with curriculum’ and ‘unfamiliarity with teaching context and materials’ emerged as anxiety inducing factors for the participants in their FL teaching practices. The themes for the sources of FLTA were grouped and presented in Table 12.

Table 12.

Emerged Themes as the Sources of the FLTA

Existing themes	New themes
Fear of failure	Keeping up with the curriculum
Teaching a particular language skill	Unfamiliarity with teaching context and materials
Teaching students with a particular language proficiency level	
Using the native language	
Students	

As illustrated in Table 12, the themes “fear of failure,” “teaching a particular language skill,” “teaching students with a particular language proficiency level,” “using the native language,” and “students” had already been found in relevant literature as sources of FLTA, and the codes obtained in the qualitative data analysis well suited to these themes. As new themes, ‘keeping up with curriculum’ and ‘unfamiliarity with teaching context and materials’ were determined during the analysis process.

The adopted themes, sub-themes, and the relevant codes obtained through the analysis are summarized in Table 13 below.

Table 13.

Themes, Sub-themes, and Codes Emerged in the Study

Themes	Sub-themes	Codes
Fear of failure	Teaching performance	Teaching incorrectly Giving wrong examples Giving incorrect answers Taking a long time to answer
	Target language performance	Misspelling Mispronouncing Accent Causing fossilization
Teaching a particular language skill	Language skills	Four skills Learning outcome
	Grammar and Vocabulary	Complex structures Abstract concepts
	Instructors' competence	Own language proficinecy
Teaching students with a particular language proficiency level	Different proficiency levels	Beginners Advanced levels Mixed-profile classrooms
	Management skills	Grading the language Giving instructions
Using the native language	Perception of L1 use	Instructors' own perception Less exposure of students to English
	Learners' impact	Lack of comprehension Students getting used to it
Students	Students' motivation	Uninterested students Unprepared students
	Students' profiles	Students' attitudes Repeat students Foreign students
Unfamiliarity with teaching context and materials	External factors	Changing the working place New materials New students
	Internal pressures	Coursebook Having extra responsibilities at the institution Being unprepared for the lesson
Keeping up with the curriculum		Pacing schedule Testing unit Working with a partner

Each theme listed in Table 13 was elaborated and extracts from the interviews were provided in subsequent sections.

4.2.2.1. Fear of failure

The first theme displayed in Table 13 is instructors' "fear of failure" during their English teaching practices. Besides, two underlying sub-themes were detected under this theme namely, teaching performance and target language performance. It was revealed that the EFL instructors had the fear of failure when they make a mistake while teaching both in terms of teaching and their target language performance.

Some participant EFL teachers highlight the fear of failure on their FLTA as follows:

"For example, I will certainly get worried if I say an incorrect sentence, if I give a wrong example sentence, if I make a mistake of anything, if students make a mistake in the exam due to my incorrect teaching, or if any kind of mislearning emerges in the future when they want to practice English. Causing incorrect learning is the most important reason for my increased anxiety while teaching." (Interviewee 1)

"If I give wrong examples, I will teach students wrongly. Above all, if they are learning that information as the first time, it is directly embedded in their initial learning. Then, it is very difficult to undo it. This would be my first reason for having teaching anxiety. Secondly, if I teach them wrongly, they will say behind my back: "the bad teacher made it up." (Interviewee 5)

"Maybe, not being able to answer a question asked by a student can create or increase my teaching anxiety. I mean, students sometimes ask something such as the meaning or pronunciation of a word, I may not be sure about the answer. I believe that I should not give wrong or misleading information...For example, if it's something I don't use very often, or something I don't teach very often..... I mean, this worries me too. I think as a teacher, I need to explain it in a way that students can understand easily. I need to answer quickly. I need to remove the question marks in their minds in the right way." (Interviewee 13)

“For example, in the class, a word is used in a context, you teach it. But the student asks, “Isn’t this word also used in that meaning or context?” Sometimes you may not answer the question on the spot. At that moment, you don’t want to say anything wrong, you have to say “I have to check it.” Even that bothers you, honestly.” (Interviewee 16)

The findings also yielded that the EFL instructors feel anxious when they teach something incorrectly, give wrong examples or incorrect answers, and when they cannot remember the required information. Even the idea of making a mistake in their teaching creates pressure and anxiety on their teaching behaviors. Another underlying reason for fear of failure was directly related with the participants’ target language performance. Following statements indicate the instructors’ fear of failure emerged due to their target language performance:

“If I write wrong expressions on the whiteboard, if I misspell a word etc., it increases my anxiety, such as if I caused the student to learn wrongly again.” (Interviewee 1)

“For example, a student might ask me a word I don’t know at that moment. Or in a reading passage, especially the meaning or pronunciation of a word I don’t know. Sometimes you know the meaning, you don’t know the pronunciation or you can guess the pronunciation but you don’t know the meaning. In these kinds of situations, you know, not knowing that thing increases my teaching anxiety. This is the concern.” (Interviewee 3)

“When I pronounce a word in a completely wrong way, I feel very bad as a teacher.” (Interviewee 16)

“I sometimes have to write the spelling of the word on the board, for example because probably my students do not know that word. Especially due to the juxtaposition of vowels, which we do not have in Turkish language. Therefore, as Turkish speakers, we sometimes make mistakes in spelling.” (Interviewee 18)

As interviewee 18 highlighted, being a non-native speaker of the target language can result in feeling anxious while teaching the FL in the class.

4.2.2.2. Teaching a particular language skill

The second theme in Table 13 is “teaching a particular language skill,” which was observed to cause EFL instructors to experience FLTA. As not only teaching four language skills, but also teaching grammar and vocabulary were seen to be the source of the anxiety among the participant teachers. Additionally, two sub-themes were determined to suit this theme with codes, namely, language skills, grammar and vocabulary. The following statement points out the impact of teaching a particular skill or language area on EFL instructors’ FLTA.

“I think EFL teachers become more anxious when they teach speaking because students should produce some sort of output because of the nature of speaking skill.”
(Interviewee 7)

As interviewee 7 stated, teaching speaking skills is an interactive process, and when output from students is not received, teachers feel anxious. Similarly, the participant EFL instructors expressed that they really become anxious in the case they can not receive a learning outcome in productive skills. Interviewee 13 further claimed that they question even themselves in such situations:

“In writing, I mean when such a product does not come out, in that sense, I really question myself and this questioning creates anxiety for me.” (Interviewee 13)

Similarly, Interviewee 18 has also mentioned experiencing FLTA in teaching productive skills, namely speaking and writing.

“We have more trouble with productive skills, and we are more likely to feel higher anxiety in writing and speaking. We, as instructors, want to see the output of the skill

we are teaching at that time, but usually we can't. This can cause higher anxiety on us.” (Interviewee 18)

In regards to writing skills, another underlying reason for feeling anxiety among the participants was identified as the skill itself. In the following statement, Interviewee 17 explains that her anxiety in teaching writing skills emerge because of the multifaceted nature of writing skills. For this reason, she avoids giving writing classes at her institution:

“Well, I think writing is a multifaceted language skill. It actually overlaps all of the other language areas... There's grammar, there's vocabulary, Somehow, there is reading. It takes a process for students to understand the subject. Writing is a different process. Giving them feedback is a different process. Should we focus on vocabulary or grammar or both? There is also content organization, etc. Because it is so multifaceted, I usually ask the administrators not to give me writing courses.. I can teach listening, speaking, or reading, but not writing since I don't like giving feedback.” (Interviewee 17)

Similarly, the participants stated they experience anxiety in teaching listening skills as well due to perceiving themselves as less proficient in that skill. In the following extract, Interviewee 2 remarked that she feels anxious while teaching listening skill because she does not perceive herself so proficient in that skill:

“I feel anxious mostly in areas where I am weak, that is, I was not so good at using language skills when I was a student. I have the anxiety that I should be very careful in teaching, as if the students will have the same problems in those language skills that I had problems with.” (Interviewee 2)

Furthermore, interviewee 5 vocalized that reading skills caused her to feel FLTA because some reading passages consist of abstract concepts:

“If there is abstract content in the texts, for example, students get distracted. They can not think, more precisely. That content can be difficult for their levels, and they can’t gain anything from it. I try to explain that abstract concept myself, I try to ask questions to get it... I guess that worries me. That’s the only thing: Abstract concepts.” (Interviewee 5)

Besides four language skills, language areas such as pronunciation and grammar teaching also caused the EFL instructors to experience FLTA. In the following statements, the participants explained how teaching pronunciation and vocabulary provoked anxiety for them:

“In terms of pronunciation, for example, some of our students never studied pronunciation, in primary, middle or high school. There are great pronunciation mistakes, of course, it can inevitably cause anxiety such as how I will fix it, what I do to improve this situation. That’s why teaching pronunciation makes me feel anxious.” (Interviewee 6)

Similarly, Interviewee 17 emphasized that being expected to pronounce like a native speaker was also an influencing factor in FLTA:

“Actually I don’t like teaching pronunciation at all. But of course there are pronunciation activities in the book. Since native speakers pronounce those words in the pronunciation activities, some students say “But my teacher, you don’t speak like that. You know, you don’t pronounce like them.” and so on. Because of those expectations, I am supposed to pronounce it like a native speaker, it stresses me a lot. It actually makes me nervous.” (Interviewee 17)

Teaching grammar was also observed to cause the participant EFL teachers to experience FLTA for various reasons. For example, Interviewee 2 reveals that abstract concepts and complex structures in grammar caused them to feel anxious as follows:

“If we explain a very complex structure, for example, the relative clause structure, students may have a difficulty in understanding such a complex structure because there is no equivalent form for it in Turkish. So it is a subject that I have a lot of difficulty with, and therefore, my anxiety level increases every time I try to teach that structure.” (Interviewee 2)

Likewise, the participants explained that teaching grammar created anxiety on them because of the grammatical differences between the target language and their native language. Interviewee 9 reflects on this finding as follows:

“For example, while teaching the present perfect tense, students may have difficulty understanding it because it is not a structure found in Turkish language, or because they lack the proper knowledge of Turkish grammar. So, I can’t explain it to my students even in Turkish... and thus, time to time, I become anxious while teaching such structures in my English classes.” (Interviewee 9)

In her statement, interviewee 10 also expressed that teaching grammar makes her feel anxious when there is exceptional information or when teaching grammatical structures that do not have direct equivalent forms in Turkish.

“In grammar, students do not want to learn any exceptions. They think that rules are applicable everywhere. Generally, students do not want to accept exceptions in a language. Also in the case a structure that does not have any grammatical or Turkish equivalent form, you know, it actually increases my anxiety. When I say that there is no equivalent form in Turkish, they don’t understand that structure.” (Interviewee 10)

Additionally, Interviewee 12 emphasized that students’ use of artificial intelligence in learning grammar created anxiety on him as follows:

“Students can now access the information they need in a 3-4 clicks whenever they want. Whether it’s Google Translate or Grammarly. Why am I worried about

grammar? I teach it, but students don't trust their own grammar anymore. They immediately write it down and translate it from Google Translate, or put it on Grammarly Check. Look, the students also learn through such artificial intelligence programs. Students already find it ready-made and it creates anxiety on me.”
(Interviewee 12)

Furthermore, Interviewee 10 also stated that institutional expectations put pressure on them and created anxiety among the EFL teachers as follows:

“I think almost all teachers, especially in preparatory education at the university level, have teaching anxiety. Since we are all concerned with the question “what kind of qualities do students need in each department?” For example, a professor in engineering department says that it is important that my students write a report, but a professor in political science and public administration says that it is more important that they write a response paper to an article I have assigned. So how much can I prepare students for these varied needs for each department? Of course, it creates anxiety in this sense. The feeling of competence: Am I competent enough to teach grammar properly? And the same for all four skills. So it's not just how well I have taught students grammar, but also how well I have taught students pronunciation, listening, speaking, reading, writing, grammar, and vocabulary.”
(Interviewee 10)

4.2.2.3. Teaching students with particular language proficiency level

The third theme in Table 13 is “teaching students with a particular language proficiency level.” The following statement, uttered at the interviews, yields that the participant EFL instructors experience FLTA while teaching students with particular language proficiency:

“For example, in A2 classes, you try to simplify your language according to the level of the students. But when you can't explain a language item effectively using that simplified language....., you are actually more worried and you make more

mistakes, Actually, you can't explain better as you try to grade your language to their level.... It is even more difficult to teach them.” (Interviewee 16)

Similarly, some participants also claimed that they experience FLTA while teaching English in different grade classes since grading the language according to students' level was difficult for them. Interviewee 6 comments on this findings as follows:

“Sometimes, my students say to me, “Teacher, we didn't understand anything. You spoke too fast, your language wasn't understandable, you used different things..” I don't know, I need to adjust my language... I think it's because we teach at different levels, so when you leave B2 class and enter A1 class... you need to adjust your language appropriately. I'm experiencing anxiety in such situations. I wonder if I am choosing these words according to the students' level or not. Especially at lower levels... or and in unmotivated groups... I always have this question in my mind, “Am I clear?” I am always trying to look from students' perspectives.” (Interviewee 6)

As interviewee 10 stated, students who have lower level of English proficiency do not tend to interact with their instructors, which causes the participant to question their own teaching efficacy and thus become more anxious while teaching:

“In A1 classes, for example, there are situations where I have to go over it again and again because you can't get feedback from the students. Sometimes, you can only see it in their eyes. Students do not speak, or they do not answer your questions in English even in Turkish. When you can't interact with them, you start to question yourself. When you are teaching students with lower level of English, the anxiety is a bit higher.” (Interviewee 10)

However, students with higher levels of English proficiency were also reported to create anxiety on the part of the EFL instructors since these students could be more demanding in language classes:

“More advanced students are a bit more demanding, so explaining things at their level can cause more anxiety.” (Interviewee 3)

“Upper-intermediate students make me feel more anxious. Before I go to class, I prepare the lesson accordingly... However, students’ level of English may not be the same in the same class. They’re mixed... I mean there are so many variables and I really find myself constantly worrying whether I should speak English, whether I should explain it in English, whether I should go back to Turkish. This is really my biggest concern. B1+ classes and above make me anxious.” (Interviewee 4)

“With higher levels, for example, you teach the phrases such as bring up or set off. Students would like to learn more and more about these phrases. This creates anxiety. So you definitely need to constantly improve yourself.” (Interviewee 16)

4.2.2.4. Using the native language

The fourth theme displayed in Table 13 is “using the native language.” Following extracts presented that using the native language while teaching English provoked FLTA in participants of the current study:

“In my undergraduate and graduate education, I was always trained to teach English through English. I inherited that mindset. Our professors were also in that mindset... So this has made me use Turkish less. When I use it too much, it creates discomfort for me... because I have trained and developed myself only for teaching and using English and I have this perception.” (Interviewee 8)

“Especially at A1 level, you use a lot more Turkish and this bothers me. When we are teaching English, I am in favor of teaching English through English. But of course, since I cannot do that in A1 classes, it increases my anxiety a bit.” (Interviewee 10)

“Using Turkish in the class is a source of anxiety for me because I need to convey the content of the lesson in English effectively.....If I use Turkish a lot,... I feel as if I’m

not lecturing effectively. I don't feel myself competent enough. It seriously creates anxiety on me. I mean, ... I don't feel happy when I use Turkish a lot. You know, I don't feel myself as a good teacher.” (Interviewee 13)

“As a matter of principle, I can say that I use 90% English... I can sometimes see that students do not understand the language . In this case, I try to explain it with different examples, with different techniques but again in English. If I am in a very difficult situation, I mean...,if it does not work... Of course, I return to mother tongue there. I mean, the last thing I would want is to use the mother tongue in EFL classes, but of course, as I cannot express myself, my anxiety increases... It makes me more anxious... We want the students to be exposed to the target language. That's why I don't want them to see it as a remedy. If I use the mother tongue a lot, they will do so, too.” (Interviewee 15)

In their comments, the participant EFL instructors highlighted that using Turkish, the mother tongue, while teaching English increased their anxiety since their perception was shaped as English must be taught through English. They also emphasized that they question their own teaching skills and competence in the case they tend to use Turkish a lot in EFL classes.

4.2.2.5. Students

Table 13 reveals that the theme “students” is another anxiety provoking factor for the EFL instructors. For example, Interviewee 11 stated that foreign students created anxiety on her since they do not share the same mother tongue:

“Only foreign students make me nerveous. The reason for this is that unfortunately, their mother tongue is different from our mother tongue. There are Turkish native students in the class as well, so if they don't understand my explanation in English, I may explain it in Turkish at that moment. But other students can not speak and understand Turkish. I mean, sometimes there can be... a chaos here. I can say,...

nationality differences increase the level of anxiety for both the teacher and students.” (Interviewee 11)

Similar to interviewee 11, interviewee 4 also indicated that they felt FLTA when they had foreign students in the class since he could not explain anything in Turkish. He was trying to explain the subject in English, which required a lot of time and effort due to students’ lower levels of proficiency in English:

“I have a lot of foreign students in low level language classes. On the other hand, I also have other students who are Turkish at A1 level. I can explain some topics or points to them in Turkish... But I have to put a lot of effort and time to teach English to foreign students in English. And sometimes I don’t have that time, that’s what I worry about the most. I can handle with Turkish students somehow, but do I have enough time for foreign students? In such cases, my teaching anxiety is really high.” (Interviewee 4)

Student motivation was also another anxiety inducing factor for the participant EFL instructors. The following statements lend weight to the findings:

“The biggest reason of my FLTA is the motivation of the students. If I am teaching a group of students with low motivation... this causes extra work for me. So this extra work also causes me to change, modify, and update the lesson plan that I prepare in a standard way... the techniques, activities that I want to use. When the students are not motivated,..... you don’t know whether this work will be successful or not. So, this increases my anxiety a little bit. Now, I’m implementing this plan, I am going to do this activity,But how will the students respond and react to this activity? Obviously, such concerns, of course, increase my teaching anxiety.” (Interviewee 6)

“I mean, sometimes I feel like I can’t respond to the students properly. Or I get the feeling that they come to the class only for attendance, they don’t have any other purpose. They are not motivated. For this reason, I am constantly thinking about

what to do, how to attract them during the lesson, how to explain better, how to be more effective. That inevitably stresses me out.” (Interviewee 17)

As shown in Table 13, repeat students were also seen to affect the teaching anxiety of the EFL instructors. The statements uttered at the interviews highlight that repeat students felt less motivated which in turn affected FLTA of the participants:

“The perspectives of the repeated groups are not the same as in the previous module. They may be more demoralized, or they may be bored because they have to study the same topics again and again and it makes me more anxious.” (Interviewee 7)

“You prepare the lesson and go to class, but most of the students in the class repeat that content. They repeat that module and that book. Since they are going over that module and that book again, they can get bored because they are familiar with all the vocabulary and content. I wonder what I can do for such students not to make them bored, May be, ...I can do extra activities..... Therefore, repeat students really aroses my anxiety while teaching them especially in mixed classes.” (Interviewee 16)

The participant EFL instructors stated that they felt anxious while teaching English to demotivated or repeat students since constantly trying to find new ways to keep students engaged with the lesson and putting effort to find different activities are tiresome.

Another reason for FLTA related to the “students” were determined as students’ unpreparedness for the lesson and their attitudes towards the instructors. In his statements, interviewee 6 expressed that the flow of his lessons was disrupted by unprepared students, which caused anxiety in his teaching:

“When a student comes to class unprepared, it affects my timing in class a lot. When the student... comes prepared, somehow..... I can move our activities forward in an interactive, communicative way on time. But sometimes, I see that a group comes unprepared. Reading practice, not done.... So what do you have to do? You give them some time... It takes a while. I know that I could have used those 10 minutes much

more efficiently in a communicative activity... If I skip that reading activity, maybe... they will have a bad performance in the exam. This makes me panicked and increases my stress level a bit more.” (Interviewee 6)

The participants also focused on the attitude of the students, such as being critical or arrogant, as an influential factor on their FLTA:

“I had an experience before. I can talk about that experience specifically. One of my students lived in England for many years and had to study at the preparatory class because he couldn’t take the exam, and he already had a British accent... He already knew English as it was his mother tongue. In the classroom, he could sometimes give me trouble about pronunciation. I could inevitably speak with a Turkish accent or without being able to stress the word, etc. He was repeating the words after me, that is, if I could not make some sounds in English... He repeated them in a “correct” way... This was increasing my anxiety in that class... I had to look at pronunciation before going to that class... But I don’t pronounce it wrong anyway, I pronounce it with my own accent.” (Interviewee 1)

“You can never make the students happy. The way they criticize sometimes hurts the teacher. I haven’t heard anything on my own behalf, but I have heard on behalf of other instructors, I felt really sad. You know, s/he is addressed in this way or spoken in this way, I wonder what is being said about me. That also arouses anxiety.” (Interviewee 16)

4.2.2.6. Unfamiliarity with teaching context and materials

The sixth theme in Table 13, namely “unfamiliarity with teaching context and materials,” was revealed to be an anxiety provoking factor for EFL instructors. In the literature, being unfamiliar with vocabulary or pronunciation (Öztürk, 2016) was determined to be a FLTA source for EFL instructors. However, the current study revealed not only being unfamiliar with language areas but also being unfamiliar with situations, materials, and students was among FLTA inducing factors for the participants. This theme was adapted from

Ameen et al.'s (2002) study, which revealed that being unfamiliar with students and materials was the source of teaching anxiety. The category "Unfamiliarity with teaching context and materials" is reflected in the following utterances as the source of teaching anxiety:

"Before I started teaching at the school of foreign languages, I had been working in the schools of Ministry of Education ... I was not familiar with this preparatory school system at all. In ministry of education, we didn't teach the same skills as here. Of course, I was anxious to teach other skills when I started teaching here." (Interviewee 9)

"I mean, no matter how experienced a teacher you are, I think you are new in a new institution. Even if you have been a teacher for 20 years, when you start working somewhere else, you will be new to that institution. And every new thing will, of course, make you anxious." (Interviewee 11)

As stated by the participants, changing the working place and teaching in a new context would induce anxiety in EFL teachers even for the experienced ones:

"I also have teaching anxiety even though I have been a teacher for 10 years. I always get stressed when I first enter a new classroom. What kind of students will I have? How should I enter the classroom? What should I wear on the first day, and so on. I can't sleep at night. I can never overcome this anxiety." (Interviewee 17)

The participant EFL instructors also expressed that new materials caused them to feel anxious during their teaching because they were unfamiliar with the materials:

"Last week or so, the administration gave us a chapter of a new book. I mean, to try that new material in the class. This of course created some anxiety on me... Because I can't master such unfamiliar materials. Doing something I don't know is an anxious process." (Interviewee 9)

“Our books change from time to time. We use some books for a long time, for example three years, five years. But with new books, if there’s a subject about which I have no background, I may not have any idea about it. I search it on the internet. In that sense, there may be a word that I see for the first time, I always check the pronunciation. I have to pronounce it correctly so that I can show the correct pronunciation to my students. Or students can ask about it in the class, so I have to be prepared for it beforehand or else I would feel very anxious.” (Interviewee 10)

At the interview, the participants also reported that having extra responsibilities had a negative impact on their anxiety. The following statement shed a light on this issue:

“I am a substitute teacher this week, and I have to manage that class... This is my responsibility now... again, my anxiety has increased.” (Interviewee 2)

Similarly, Interviewee 10 and Interviewee 13 emphasized that their teaching was disrupted by the extra responsibilities such as being a deputy principal, causing anxiety for the participants because they could not spend enough time to get familiar with the book or learning materials:

“I am a deputy principal this semester and because of that, I may get calls during the lesson, or something extra comes up.... and I get distracted. When I get distracted, my students also get distracted and that increases my anxiety... And because of extra responsibilities, sometimes I have to skip some parts in the book which makes me more anxious.” (Interviewee 10)

“For example, once, I was a deputy principal for a semester. I was extremely busy and sometimes, I was just going to the classroom right after having a meeting. There, I was feeling bad because one day...., I asked the students what we were doing... I didn’t read the instructions and I actually needed to make students talk first maybe... I didn’t notice it at that time... Because I was working too much and my attention was

spread across many tasks, but skipping such things always bothered me a lot...”
(Interviewee 13)

The participant EFL instructors also stated that they had coursebook related anxiety in their teaching practices. They explained that confusing or exceptional information in the coursebooks created some sort of anxiety for them. Following extracts highlighted this anxiety-provoking factor as follows:

“For example, in the book, the verb married; The rule in the book says that when this verb is used in active sentences... don’t use any prepositions. But the student sees the phrase “married to” on another page, again in another part of the book. This time students ask you about this phrase. You know, these situations cause a little anxiety on me.” (Interviewee 3)

“Coursebook sometimes makes me anxious. For example, a grammar item is explained in the grammar section, and an example is provided at the bottom, but they also give exceptional information. But the exceptional information is not mentioned in the inner part of the book, in the unit, they never mention such information. But there is an example related to it. At that moment, students get surprised, I get surprised. They ask a lot of questions. If I don’t see that exception and study to explain it beforehand. if I see that exception at that moment, I may not be able to create an example immediately. This would be great anxiety for me...” (Interviewee 5)

The participants noted that unexpected questions from the students made them feel anxious during the lesson. Following is the example statement in regards to being unprepared for the questions asked:

“All kinds of questions can pop up when you least expect them. This creates anxiety in the case you are not prepared to answer such unexpected questions.” (Interviewee 16)

4.2.2.7. Keeping up with the curriculum

The last theme, “keeping up with the curriculum”, mentioned in Table 13 was data-driven. It was revealed that the participant EFL teachers experienced anxiety because they were obliged to keep up with the curriculum. The extracts from the semi structured interviews reflect the code of “keeping up with the curriculum” as follows:

“We have a 4-week program left, but we are behind the syllabus as all classes... Sometimes, I see that students don’t understand the subject at hand, and I want to do extra activities for the students. But if I do extra activities, I can not catch up with the syllabus. This definitely increases my and my colleagues’ anxiety. As a solution, I conduct additional classes during my office hours. To be honest, having to catch up with the syllabus definitely increases my anxiety.” (Interviewee 1)

“There are two readings to be delivered in 5 lesson hours. There are also certain grammar items related to them... And after these, there is a writing activity... The problem here is doing all these activities only in 5 hours I know that my colleagues are also worried about this timing problem because there isn’t enough time... Pacing is problematic. This increases my anxiety. I mean, what will I do if I can’t catch up with the syllabus? This actually creates teaching anxiety.” (Interviewee 3)

“So there are pacing problems. We have a timetable, a curriculum and partners. I have three partners to teach a class. This time, as a teacher, you feel as if you are stealing from their pacing. I mean, if I teach that part, then I’m falling behind in the parts I share with them, and this creates anxiety on me... Also, when I try to give the authentic language, the curriculum and pacing pull me back. That raises anxiety, as well. After all, since the activities and other linguistic items in the curriculum will be assessed later, I feel that I have to be dependent on the curriculum and syllabus.” (Interviewee 5)

The participant EFL instructors stated that being obliged to keep up with the curriculum increased their FLTA levels.

4.2.3. Physical Responses of the EFL Instructors to FLTA Provoking Situations

The third interview question sought to investigate the EFL instructors' physical responses to FLTA provoking situations during the lesson. Table 14 elucidates how the participants physically responded to FLTA provoking situations while teaching English.

Table 14.

The Instructors' Physical Responses to FLTA Provoking Situations

Physical responses	Interviewees	N
Using different body gestures	4, 6, 11, 13	4
Feeling tense	3, 11, 15, 16	4
Getting less active	4, 7, 13, 14	4
Using facial expressions	10, 12, 13, 16	4
Talking fast	1, 11	2
Not making an eye contact	2, 4	2
Taking a deep breath	2, 9	2
Sweating	8, 18	2
Sitting down	7, 10	2
Checking the time	10, 17	2
Getting hyperactive	5	1
Standing up	9	1
Fast heart beating	18	1

As shown in Table 14, the participant EFL instructors gave diverse physical responses to FLTA provoking situations while teaching English. While the most repeated physical responses were using different body languages, feeling tense, getting less active, and using facial expressions, some of the participants avoided making any eye contact with their students. Furthermore, some participants reported talking fast, while some others needed to take a deep breath. Additionally, some participants uttered that they checked the time

whenever they experienced FLTA since they would not like to be there. Besides, some participants in Table 14 preferred to sit down, while some of them stand up and get hyper active. Besides, having a fast heartbeat and sweating were also revealed as physical responses given by EFL instructors when they experienced FLTA during a lesson. Following statements are some examples for using facial expressions, using different body languages, and getting less active as responses to FLTA:

“I move my hands as if I am asking, what’s going on?” (Interviewee 4)

“I have an upset face.” (Interviewee 10)

“I use my body language a lot, I move my hands constantly.” (Interviewee 11)

“I have an upset face. I cross my arms as if I withdraw a little bit. I stand next to my desk, next to the board, you know.” (Interviewee 13)

“I try to smile and get through that moment.” (Interviewee 16)

Some participants also highlighted that the students get the sense that their instructors are anxious while experiencing FLTA during the lesson. Two of the participants commented on this finding as follows:

“After some time, students realize that I’m feeling anxious and they say, okay next time, we will do this, we will do that. It’s like, we know that you are trying very hard for us, etc. They feel sorry for me... When I get a reaction like this, I feel happy in a way because at least I make them feel that something is wrong.” (Interviewee 6)

“Students really understand at some point when, the teachers’ mode is different. They would think... something goes wrong. A physical message is actually sent to the student.” (Interviewee 10)

Moreover, most of the participants stated that their teaching preferences and the flow of the lesson are affected by the FLTA they experience while teaching in the class. Interviewee 6 reported that their teaching preferences changed when they experienced FLTA:

“Anxiety affects my teaching style... In classes where I am anxious, ...my teaching style is narrower, there is no novelty, much more deductive... boring or... traditional. But when my anxiety level is low... I can really think of different ideas, innovative activities... It affects all of them, of course.” (Interviewee 6)

Two other participants reflect on this issue as follows:

“I normally wander around the class while I’m teaching, I’m energetic. But I mean, as I said..., for example, when I feel anxious, I sit somewhere and teach. At that moment, I feel that I cannot dominate the class, and I cannot teach more effectively. That affects the flow of the lesson in my opinion.” (Interviewee 10)

“Let’s say I am very anxious, stressed, something like that. The lesson doesn’t flow at that moment.” (Interviewee 11)

4.2.4. Mental Responses of the EFL Instructors to FLTA Provoking Situations

The fourth interview question examined how the participants of the current study mentally responded to FLTA provoking situations during the lessons. Table 15 illustrates the determined themes and mental responses given by instructors to FLTA provoking situations.

Table 15.

Themes and the Instructors' Mental Responses to FLTA Provoking Situations

Themes	Mental responses	Interviewees	N
Cognitive Responses	Thinking about solutions	2, 9, 12, 14, 16, 17, 18	13
	Thinking fast	4, 5	
	Mentally slowing down	1	
	Focusing on the problem	3, 11	
	Having an inner monologue	15	
Emotional Responses	Wishing lesson to end	10, 13	5
	Getting sad	7, 8	
	Getting panicked	5	
	Getting angry	5	
Psychological Responses	Having deceptive thoughts	6	4
	Questioning own competence	6, 8, 16	
	Questioning the value of work	13	
	Self blaming	6	
	Feeling as a failure	16	

As Table 15 illustrates, cognitive responses, psychological responses, and emotional responses emerged as the mental responses to FLTA the participant EFL instructors experience in the class. As seen in Table 15, the EFL instructors may give more than one mental response to FLTA provoking situations during the lesson. A greater number of the participants ($n=13$) in Table 15 reported cognitively responding to FLTA such as thinking fast, mentally slowing down, focusing on the problem, and having an inner monologue. Following statements present the cognitive responses:

“I mentally slow down as a response to FLTA.” (Interviewee 1)

“At that moment it’s really... it’s like I am thinking and deciding 50 things at once.” (Interviewee 4)

Interviewee 15 noted to have an inner dialogue to push himself to progress in FLTA situations:

“I’m trying to push myself like, ... come on, you have to find it, you have to talk. Maybe, I should call it a monologue, talking to myself?.... A dialog?.. It’s like that. So in my own head, I’m talking to myself.” (Interviewee 15)

Moreover, the majority of the participants ($n=7$) in Table 15 focused on thinking about some solutions to manage the FLTA provoking situations that arose while teaching. This finding is illustrated in the following extracts:

“Immediately,something like this goes through my mind, I mean, what can I do right now? I’m scanning..... I face it and think about how I can solve this anxiety problem. I try to do that immediately...” (Interviewee 9)

“This didn’t work. I need to change this and try another method, I mean, ... a few questions go through my mind..... To be honest. It’s not a question, but obviously a solution for my anxiety.” (Interviewee 14)

Additionally, the EFL instructors reported giving psychological responses to FLTA such as questioning their teaching competence, questioning the value of their work, having deceptive thoughts, blaming themselves, and feeling as a failure. Following extracts elucidate some incidents:

“I think like... I’m doing something wrong even if I’m not doing anything wrong, I realize that later. At first, unfortunately, I usually blame ...on myself. I think I had this problem here, or I could have done this better. Even I question my self-efficacy, and I become worried about whether I can do this job.” (Interviewee 6)

Similarly, interviewee 13 questioned the value of her work. Besides, Interviewee 16 reported she felt a feeling of failure while experiencing FLTA.

“I am questioning my teaching as well.” (Interviewee 13)

“I wonder if I did something wrong. I feel as if I failed to teach something appropriately.” (Interviewee 16)

In addition to having cognitive and psychological responses, the participant EFL instructors also reported giving emotional responses to FLTA. Feeling sad, getting panicked or angry, and wishing the lesson to end emerged as emotional responses to FLTA throughout the study. Following statements indicate the emotional responses given by the participants to FLTA while teaching in the class.

“There’s a slight rise of anger. I get panicked. More than panicking,I get angry at first, actually. I don’t know why. After the feeling of anger, I get anxious.” (Participant 5)

“It manifests in the form of sadness.” (Interviewee 7)

Interestingly, Interviewee 13 vocalized that she wished not being in the class because of the uncomfortable feeling of FLTA.

“What goes through my mind? Not being there at that moment. I’ll be more comfortable. You know,... because I’m not comfortable there at that moment. Something is not going the way I want. I didn’t answer a question the way I should have. Or the energy of the class is not very good... I wish I weren’t there. I want the lesson to end immediately...” (Interviewee 13)

4.2.5. The EFL Instructors’ Strategies to Cope with their FLTA

The fifth interview question sought to explore whether the EFL instructors developed any coping strategies to manage the FLTA that they experience in their English teaching and if they did, it was aimed to identify these coping strategies. Table 16 demonstrates the coping strategies that EFL instructors developed in order to cope with FLTA.

Table 16.

Strategies of the Instructors to Cope with their FLTA

Themes	Coping Strategies	Interviewees	N
Preparedness	Preparing for the lesson in detail Having extra materials aside	All	18
Class time	Using the internet resources Asking students for feedback Building a good rapport Using humor Speaking slower Directing students' attention to something else Giving tasks to students to gain some space Giving short breaks Shifting the focus Thinking creatively Admitting not knowing Hiding the emotions	2, 3 2 4, 5, 6, 7, 10, 11 9, 12, 17 5 16, 17 11 11, 17 3, 13, 17 12 2, 7 16, 17	13
Professional development	Attending seminars, webinars, conferences Participating in research studies Reading articles related to FLTA provoking situations Getting peer support Reflecting	1, 2 1 1, 2 2, 6, 10, 13, 15, 16 14, 16	8
Personal development	Breathwork Meditation Motivating themselves Practicing self-compassion Watching movies Reading books	2 2 6, 9, 18 13 2 18	5

As seen in Table 16, the participant EFL instructors developed various coping strategies in order to cope with FLTA, and these strategies were examined under 4 themes namely, preparedness, class time, professional development, personal development. It is evident in Table 16 that the EFL instructors developed coping strategies with FLTA not only for class time but also for outside activities, which signifies the lasting effect of FLTA on their teaching. In regards to preparedness, all the participants in Table 16 ($n= 18$) reported

preparing for the lesson in detail and having extra materials aside alleviated their FLTA. Following statements reflect the positive impact of preparedness on FLTA:

“I intensively study before the class. I do all the activities before the class... myself. I expand my knowledge of content and that decreases my anxiety.” (Interviewee 8)

“I always prepare for the lesson..... Because when students ask an unexpected question, I can answer it instantly without thinking, which decreases even eliminates my anxiety. I mean,... I don't have such anxiety if I give the answer quickly.” (Participant 14)

“I always go to class prepared. I think of every single detail... That's how I feel better, I feel more prepared. Otherwise, it's as if I'm looking for my way. In that case, how will I guide them?... I want the lesson to go very smoothly... I don't want to spend my time trying to figure it out myself during the lesson because I model everything there. Everything has to be under my control... That's why I always go to all my classes prepared...” (Interviewee 13)

Furthermore, the majority of the participants in Table 16 claimed that they have developed coping strategies to cope with FLTA related to class time. They stated having a good rapport with their students helped them feel less anxious in the long run because the established positive atmosphere provided both the instructors and their students a safe place where they could communicate and be transparent with each other. In the meantime of experiencing FLTA, the EFL instructors noted that using the internet resources, using humor, giving short breaks, shifting the focus, giving tasks to students to have some space, speaking slower helped them soothe their anxiety during the lesson. For example, Interviewee 1 stated incorporating internet resources to the lesson while experiencing FLTA, helped her feel less anxious:

“I can say that I try to get some support from the internet. This decreases my anxiety in the class. I try to find a video related to the subject immediately. If there is a

problem with pronunciation, ... I open online Cambridge dictionary and make the students listen to it. I tell them, let's use the word in sentence.” (Interviewee 1)

Among the class time strategies, adding humor was another mentioned coping strategy adopted by EFL instructors and following is the statement related to humor as a coping mechanism:

“I am trying to do something a little more humorous.” (Interviewee 9)

In addition, Interviewee 11 stated that she assigns some tasks to students to gain some space for herself, and she prefers to stay silent for a while, which helps her feel relaxed.

“At that moment, I know that I need to relax, so I direct my students to do something like a reading activity in pairs or groups... You know, at that moment all the students in the class are spending time together and I'm alone. I don't speak at that moment, I remain silent. It makes me feel calmer even for a minute or two.” (Interviewee 11)

Interviewee 5 also reported speaking slowly when experienced FLTA, as well as building a strong relationship with the students.

“I talk slowly, giving pauses. Because at that time, ... I take time for myself and also for my students. Because when I am feeling calm, they are also feeling calm. I also have a good relationship with my students. It's important.” (Interviewee 5)

The participants also clarified the importance of improving their professional skills to cope with FLTA. They mentioned that attending seminars, webinars, and conferences along with reading articles related to situations they experienced FLTA in, participating in research studies, getting support from their colleagues, and doing some reflection in regards to their teaching aided them to manage their FLTA. For instance, Interviewee 2 stated that improving her professional skills and doing research about FLTA experiences that she had, helped her cope with FLTA.

“I read articles on the related topic when I experience FLTA, and I attend webinars. For example, I attended a webinar on grammar teaching and I learn new ways to teach grammar. And this helped me reduce my anxiety on grammar teaching.”
(Interviewee 2)

Alongside professional development, the participant EFL instructors also reported giving importance to their personal development. That is to say, they stated practicing mindfulness such as doing meditation and breathwork helped them soothe their FLTA. Besides, motivational self-talk, practicing self-compassion, taking time to read books and watch movies were noted as personal development related coping strategies with FLTA. Interviewee 18 stated that reducing anxiety levels among students resulted in decreased FLTA outcomes. In addition, the participant pointed out that self-motivational talks were another technique of coping with FLTA.

“Generally, I develop strategies on how to reduce the possible anxiety experienced by my students. I also motivate myself by saying, “you can handle this.” (Interviewee 18)

Another participant also suggested having breathwork and meditation to cope with FLTA.

“Also, I practice breathwork and meditation, I try to concentrate on one thing at a time,

it helps to reduce my anxiety in and outside the class.”(Interviewee 2)

Furthermore, the participants also remarked that they were not provided with guidance on managing FLTA during their studies at the undergraduate, graduate, or doctoral level. They mentioned that their academic training did not offer them all the necessary coping mechanisms; rather, they gradually developed these strategies while gaining teaching

experience. Listed below are sample statements regarding how participant EFL instructors have developed their coping strategies with FLTA:

“I think both teacher education programs and teaching experiences help us to develop coping strategies. In other words,a blend of both contributed. But I think we can allocate a slightly larger slice to experience. I mean,... as you practice teaching, you realize that some of the things we see in theory are not actually much applicable in practice. Of course, this can be gainedthrough experience.”
(Interviewee 3)

“Definitely as I gained experience in my profession, I developed those coping strategies. Theoretical education also helped me,... but mostly my teaching experiences.” (Interviewee 8)

“A blend of experience and theory.... Let me put it this way, forty percent is theoretical and sixty percent is acquired through teachingover time.”
(Interviewee 10)

4.2.6. The EFL Instructors’ Motivations to Share their FLTA Experiences with Other Colleagues

The last interview question investigated whether EFL instructors shared their FLTA experiences with their colleagues and if they did or did not, it was sought to understand the motivation behind it. Table 17 lists the participants’ reasons for discussing their own FLTA experiences with their colleagues.

Table 17.

The Instructors' Motivations of Sharing their FLTA Experiences with other Colleagues

Sharing FLTA experiences with colleagues	Interviewees	N
To seek guidance	2, 4, 5, 6, 11, 16, 17	7
To collaborate	1, 2, 8, 9, 12, 17	6
To learn from colleagues' experiences	3, 4, 7, 15	4
To get a new perspective	6, 9, 13, 17	4
To improve professional skills	2, 16, 18	3
To alleviate FLTA	11, 13, 18	3

As seen in Table 17, except for the Interviewee 14, all the participants stated that they share their FLTA experiences with their colleagues. The participant EFL instructors further noted various reasons to discuss their FLTA experiences with other colleagues, as a result of which they managed their FLTA better. As Table 17 shows, the participants reported learning from other colleagues' experiences, to improve their professional skills, to collaborate, to seek guidance, and to get a new perspective as the reasons why they discussed about their FLTA experiences. The following are some statements related to these reasons:

"Absolutely, for example, "in my class, ... I have had a problem. I can askDid you have such a problem? or what can I do about it? Is there a resource you can recommend me, how did you do it? etc." There is definitely an exchange of ideas, especially if we are teaching the same level,Even if we have inexperienced friends, they definitely have new ideas. Of course, there are some ideas and principles that we have forgotten to apply, so exchanging ideas in that way is always very useful. I develop myself and become more equipped for my students." (Interviewee 2)

"Yes, definitely happens. Especially, when I first started teaching at higher education, I used to ask other colleagues some questions a lot. So they were also sharing their own experiences with me. I can say that I benefited a lot from that. Even still, when we come together during breaks, we talk about these things. In particular, what is

more prominent at which levels? What is more important in which groups? This of course, adds a plus to our teaching. The experiences of more experienced teachers are definitely guiding you. Even though I don't have to do the exactly same, their practices shed light on me at some point.” (Interviewee 3)

“Yes, of course. I support it a lot. You know, when I evaluate my students' performance or the lesson, I look at it from a very narrow perspective because I am the insider there. Hearing such comments from a different teacher is something I have always wanted. My colleagues can't think or see like me, and similarly, I can't think or see like my colleagues. I think that's the beauty of this job, you know, my exchanging ideas with him or her; it can be student-specific; it can be group-specific; it can solely be about my anxiety. In my opinion, it is always good and effective.” (Interviewee 6)

Besides, the participants also stated talking about their anxiety, just to alleviate it, helped them feel calmer and made it easier for them to cope with FLTA. Following is the statement related to alleviation of FLTA:

“After all, I need to talk about it to reduce my anxiety. When I talk about it, I feel relaxed. Or while I am expressing these things, maybe my colleague has experienced something similar. You know, with his/her advice, maybe I will overcome the problem... It is definitely useful. The other person may see what I cannot see at that moment, or I may have exaggerated too much. Maybe, it's not something to exaggerate. Either way, I think it should be shared anyway.” (Interviewee 11)

Interestingly, Interviewee 14 revealed that he did not need to discuss his FLTA experiences with his colleagues since he had lower levels of FLTA, and he could cope with it using the strategies that he developed:

“I have lower levels of anxiety. So I can find solutions on my own.”
(Interviewee 14)

This chapter presented both the quantitative and qualitative findings derived from the study. The the next chapter will provide a discussion of the findings of the current study regarding to previous studies.

CHAPTER V

DISCUSSION

This section examines and discusses the findings of the current study in relation to existing literature on FLTA. The discussion follows the sequence of research questions and presents relevant relationships, similarities, and differences compared to previous studies. Additionally, the study employed a convergent-parallel research design and utilized two distinct data collection methods: FLTAS (Ipek, 2006) and semi-structured interviews. Therefore, the major findings from these two data collection procedures were compared and contrasted where appropriate.

5.1. The FLTA Levels of the EFL Instructors

Studies on the level of FLTA that EFL instructors experience at the tertiary level are limited (e.g. Eren, 2020; Öztürk, 2016). Therefore, the findings of the current study on FLTA levels among the EFL instructors are discussed in a broader context within the relevant literature. It is evident in the literature that some studies show inconsistent findings on the levels of FLTA among EFL teachers (e.g., Akdeniz, 2022; Dişli, 2020; Oustani, 2018). For example, the findings of the current study revealed that the EFL instructors experienced FLTA at lower levels, and this finding contradicts with the studies which demonstrate moderate levels of FLTA among EFL teachers (Dişli, 2020; Kim & Kim, 2004; Öztürk, 2016). Similarly, this finding is not in line with Oustani's (2018) study where the researcher reported higher levels of FLTA among non-native teachers. However, the finding is consistent with recent studies which found that EFL teachers had low levels of FLTA (Akdeniz, 2022; Alsaedi & Alamoudi, 2024; Iskender & Savaşçı, 2023). This finding can be interpreted as experienced EFL teachers feel less anxious while teaching English as suggested in other studies in the literature (Aydın & Uştuk, 2020a; Eren, 2020; Öztürk, 2016) since the experienced participant EFL instructors in the current study highlighted they felt more anxious during the first years of their career, and their FLTA levels decreased as they have gained experience through the years of EFL teaching.

Another significant finding of the current study yielded that the participant EFL teachers experienced moderate levels of anxiety in relation to the factor 'using native

language' in the classroom. This finding aligns with İskender and Savaşçı's (2023) study, which found that EFL teachers experienced uneasiness while using Turkish in the classroom and had moderate levels of FLTA in using the native language. A possible explanation of this finding of the present study may be the instructors' perceptions of language use: the belief that they must teach English merely through English, or that EFL students should be extensively exposed to English language, especially since they are students in preparatory school where it is aimed to help students become proficient users of English, as also indicated by the participants during the semi-structured interviews. Furthermore, Cenoz, Santos, and Gorter (2022) also pointed out in their study that EFL teachers experienced the feeling of guilt and shame when they did not use English as a medium of instruction.

One more major finding of the study pointed out that the EFL instructors had the lowest level of FLTA related to the factor 'worry about target language performance', which mirrors Alsaedi and Alamoudi's (2024) findings. Utilizing FLTAS developed by Ipek(2006), Alsaedi and Alamoudi (2024) investigated the 97 Saudi EFL instructors' FLTA regarding their gender, and found that EFL instructors had FLTA at the lowest level regarding the factor 'worry about target language performance'. This finding illustrates that some EFL instructors in this study rely on their proficiency in English language. Supporting this claim, some of the participants noted at the interviews that they felt comfortable while speaking English in the classroom because they were aware of being a proficient user of the language and thus, they did not feel threatened by their students' judgements. On the other hand, the analysis of qualitative data indicated the majority of the participants of this study were worried about their target language performances in terms of grading their language, pronunciation and spelling (Ipek, 2006, 2016; Koncghan & Singhasiri, 2008) which will also be discussed in the following sections regarding the sources of FLTA.

5.2. The Differences among the FLTA Levels of the EFL Instructors regarding their gender, years of experience, last degree, and completed undergraduate program

Prior studies including the effect of gender on EFL instructors' FLTA levels have not been able to establish consistent findings (e.g. Akdeniz, 2022; Alsaedi & Alamoudi, 2024). Parallel to this claim, Botes et al. (2020) asserted that the influence of gender on EFL learners' anxiety in FL context remains as an unresolved issue. Since Horwitz (1996) stated

that FL teachers are still learners of the target language, Botes et al.'s (2020) claim seems to be relevant to EFL instructors as well. Overall, the findings of the current study reported no significant relationship between EFL instructors' gender and their FLTA levels. This finding aligns with some of the previous studies which unveiled no significant relationship between EFL instructors' gender and their FLTA levels. (Akdeniz, 2022; Dişli, 2020; Kesen & Aydın, 2014; Kim & Kim, 2004; Kobul & Saraçoğlu, 2020; Öztürk, 2016). In his study, Öztürk (2016) investigated the relationship between gender and FLTA among 103 Turkish EFL instructors working at the tertiary level. The results of the study revealed no significant relationship between EFL instructors' gender and their FLTA levels.

Nonetheless, in the category of 'making mistakes', the findings of this study yielded that the female participants demonstrated significantly higher levels of FLTA compared to male participants. Similarly, Eren (2020) reported that female EFL instructors had significantly higher levels of FLTA than male participants did. In contrast, this finding of the present study is not in agreement with the recent studies which reported that male participants exhibited higher levels of FLTA while female participants demonstrated lower levels of FLTA (Alsaedi & Alamoudi, 2024; Aydın & Uştuk, 2020a; Iskender & Savaşçı, 2023).

Although prior research has attributed to years of teaching experience as a significant factor influencing FLTA of EFL teachers (Aydın & Uştuk, 2020a; Dişli, 2020; Eren, 2020; Fish & Fraser, 2001; Liu & Yan, 2020; Öztürk, 2016; Williams, 1991), the findings of the current study revealed no significant relationship between the participants' years of teaching experience and their FLTA levels. This finding is parallel with Tseng's (2005) study which investigated the FLTA levels of elementary and high school teachers and revealed no correlation between the years of teaching experience and FLTA levels of teachers. Likewise, Iskender and Savaşçı (2023) have also found no significant relationship between 94 Turkish EFL teachers' FLTA levels and their years of experience. A possible explanation for the finding of this study could be related to the personality traits of the participants in the current study. EFL Instructors at the tertiary level may demonstrate a higher willingness to continuously develop their professional skills, which in turn, might help them manage and reduce their FLTA, as indicated by the participant EFL teachers during the semi-structured interviews (Akdeniz, 2022).

The last degree held by the participant EFL instructors was another variable investigated in relation to FLTA. The major findings of the current study revealed no significant relationship between the participants' university degree and their FLTA levels. This finding contrasts with Liu and Wu's (2021) study, which found that teachers holding a bachelor's degree, experienced higher levels of FLTA compared to those holding master's or Ph. D. degree. On the other hand, the findings of the present study align with the previous studies conducted in Turkish context which reported no significant relationship between participants' last degree and their FLTA levels. (Akdeniz, 2022; Aydın & Uştuk, 2020a; Eren, 2020; Öztürk, 2016). A possible explanation to this finding might be the fact that the participant EFL instructors in the current study are teaching English at tertiary level, where they are often required to hold at least a master's degree and the participant EFL instructors who hold master's or Ph.D. degree, reported during the semi-structured interviews that having these degrees helped them feel less anxious since their content knowledge is expanded in the field of ELT. Supporting this finding, Gardner and Leak (1994) suggested "cognitive restructuring" by continuing to pursue graduate degrees since this would have a decreasing effect on teaching anxiety" (p. 31). Besides, the participants in this study who hold bachelor's degree had more than 20 years of teaching experience, and as a result of which, they did not experience teaching anxiety at higher levels as supported by the findings in previous studies (Fish & Fraser, 2001; Gardner & Leak, 1994; Liu & Yan, 2020; Williams, 1991). Thus, university degree and teaching experience could have counterbalanced each other, leading to no significant differences among the EFL instructors with bachelor's, master's, or Ph.D. degree.

Regarding the completed undergraduate program such as ELT and English Language Literature (ELL), previous studies do not demonstrate consistent findings. (e.g. Akdeniz, 2022; Kobul & Saraçoğlu, 2020). The key findings of the current study yielded no significant relationship between the participant EFL instructors' completed undergraduate program and their FLTA levels. This finding is parallel with the study conducted by Akdeniz (2022), where no significant difference was found between the participants' graduation program and their FLTA levels. A possible explanation for the findings of the current study may be that regardless of whether the participants graduated from ELT or ELL departments, they may have developed similar competencies and teaching skills through shared experiences and

continuous professional development over the years. As a result, the influence of their undergraduate program on their FLTA may have decreased as they gained more practical experience and adapt their teaching strategies to cope with FLTA (Barnett & Hodson as cited in Park et al., 2007; Fish & Fraser, 2001; Park et al., 2007). However, some previous studies (e.g., Dişli, 2020; Eren, 2020) do not demonstrate consisted findings. For instance, Dişli's (2020) study yielded that participants holding ELL degree experienced FLTA at the highest levels. On the other hand, Eren's (2020) study found that participants who held ELT degree had the highest levels of FLTA meanwhile Kobul and Saraçoğlu's (2020) study revealed that ELT graduates had lower levels of FLTA than the other graduates of different departments of English language.

5.3. The EFL Instructors' Perceptions of their FLTA

The study also aimed to investigate how EFL instructors perceive their FLTA while teaching. For this reason, the participants were asked to rate the level of FLTA they experience while teaching English. The findings from the semi-structured interviews revealed that the participants perceived their FLTA at lower to moderate levels. This finding aligns with the studies yielding lower levels of FLTA (Akdeniz, 2022; Eren, 2020) as well as those indicating moderate levels of FLTA (Dişli, 2020; İskender & Savaşçı, 2023; Kim & Kim, 2004; Öztürk, 2016; Tabancalı, Çelik & Korumaz, 2016). This finding highlights the differences between the responses gathered in the quantitative and the qualitative data regarding the first and third research questions. The quantitative data analysis unveiled that participants had low levels of FLTA, whereas the qualitative data analysis indicated that the participants experience FLTA at lower to moderate levels. This finding is in line with the previous studies conducted by Akdeniz (2022) and Liu and Wu (2021). In their study, Liu and Wu (2021) gathered data from 151 EFL teachers working in a Chinese college and the participants scored lower levels of FLTA on the questionnaire; however, in the open-ended questions, majority of the participants reported that they experienced anxiety while teaching English. Similarly, in Akdeniz's (2022) study, the analysis of quantitative data gathered from 120 EFL teachers working in various school settings indicated that the participants had lower levels of FLTA; however, during the semi-structured interviews, the participants noted having FLTA at moderate levels. A possible explanation for these findings would be noted as the

participants' expressing themselves more freely in open-ended questions and especially at the interviews. The semi-structured interviews allow participants to express their thoughts and feelings, and the follow-up questions enable the researcher to explore the issue in greater depth (Barriball & While, 1994).

5.4. The Anxiety-provoking Factors in English Teaching Practices of the EFL Instructors

The FLTAS (Ipek, 2006) consists of five factors namely, teaching a particular language skill, worry about target language performance, making mistakes, being compared to fellow teachers, and using the native language. The data in this study yielded that all of the five factors revealed to be impacting FLTA at lower levels; however, using the native language was revealed to be impacting FLTA at moderate levels (Dişli, 2020; Iskender & Savaşçı, 2023).

Other anxiety-provoking factors were explored in depth through the semi-structured interviews in the study. The analysis of the qualitative data yielded the sources of FLTA as: “fear of failure, teaching a particular language skill, teaching students with a particular language proficiency” (Ipek, 2006; 2016) “students” (Öztürk, 2016) “using the native language” (Ipek, 2006; 2016) ‘unfamiliarity with teaching context and materials’ (Ameen et al., 2002) and ‘keeping up with the curriculum’ (Irhamna & Fithriani, 2023; Uysal, 2019). These anxiety-provoking factors are discussed below in the light of relevant literature.

5.4.1. Fear of failure

As a FLTA source, fear of failure was put forth by İpek (2006; 2016) and it was evident in the present study to be a source of FLTA for various reasons. Firstly, the majority of the participant EFL instructors reported feeling highly anxious when they teach something incorrectly. Besides, they reported having FLTA at the moments where they were unable to remember some necessary information or when they hesitated about the accuracy of their responses to students' questions. Additionally, as an underlying source of fear of failure, the instructors noted feeling anxious when they made a pronunciation or a spelling mistake since they did not want to cause fossilization in students' learning. These created a perception of incompetence in the eyes of the instructors, and they feared whether their students perceived

them as incompetent as well. This finding is supported by İpek's (2006; 2016) study where the researcher investigated the sources of FLTA among instructors at tertiary levels, and the qualitative data yielded that instructors had a fear of failure when they taught something inaccurately or could not recall the necessary information right at that moment while teaching English. Similar to these findings, Tüfekçi-Can's (2018) study also revealed that the participants had FLTA in situations where they were not able to remember important information. A possible explanation to these findings may be the perception of non-native EFL instructors of being a source of information for the students as Ellis (2012) suggests that a teacher is a "major source" of providing the input in the classrooms (p.116) which puts a lot of pressure on the instructors and increases their FLTA.

5.4.2. Teaching a particular language skill

Introduced by Numrich (1996) and improved by İpek (2006), teaching a particular language skill was found in literature as a source of FLTA among EFL teachers.

Even though the quantitative analysis yielded the factor teaching a particular language skill affected the instructors' FLTA at lower levels, the findings of the qualitative analysis revealed that it was actually an anxiety inducing factor for the participants for various reasons. In the current study, the participants reported that teaching grammar and language skills caused them to experience FLTA, and this finding is parallel with some previous studies which reported teaching grammar (İpek, 2006, 2016; Numrich, 1996) and the four skills (Akdeniz, 2022) were FLTA inducing factors for EFL instructors. In addition, teaching other language skills or areas such as reading, listening skills, and pronunciation were reported by the participants as anxiety-provoking factors as well. It was also stated by the participants that teaching a skill which they did not feel competent enough, caused them to experience anxiety. To illustrate, a participant of this study stated not feeling competent enough in teaching listening skills since she considered herself as incompetent in listening. This finding aligns with Karakaya's (2011) study which reported that EFL teachers who perceived themselves as less competent in listening skills, had higher anxiety in teaching it. This finding of the current study is also supported by recent studies conducted by Eren (2020) and Raade (2023), which suggest that limited proficiency and feeling less self-confident in certain language skills contribute to increased FLTA levels among EFL teachers. These findings

might also be explained by Horwitz (1996) as language teachers are still language learners because “language learning is never complete” (p. 365), thus, EFL teachers are prone to anxiety while teaching a particular language skill or area. Furthermore, the participant EFL instructors claimed that having an introspection helped them to identify the areas where their students might encounter with problems since they had those issues while learning skills themselves. As McKeachie (cited in Karakaya, 2011) asserts, instructors’ being understanding students’ fears and showing empathy to them is a significant aspect of teaching. Teaching grammar was also found to be another indicator of FLTA for the participants of the current study. This finding is supported in the relevant literature where Ipek (2006; 2016) and Numrich (1996) reported FL teachers experienced discomfort and FLTA while teaching grammar. Similarly, the participants in this study stated that teaching grammar in context held an importance for the instructors, and when they could not, the instructors felt nervous about it. The possible explanation to this finding might be explained by EFL instructors’ goals in language teaching; they would like their students to be able to use the language in real life, not just in the exams.

5.4.3. Teaching EFL students with a particular language proficiency level

The findings of the qualitative analysis unveiled that teaching English to beginner, intermediate, or advanced levels created anxiety for the participants. One of the main reasons of experiencing FLTA while teaching English to beginner levels was found to be having problems with grading their language to students’ proficiency level. The EFL instructors stated that they felt nervous and uncomfortable when they taught English to beginners because they had to convey the meaning in a simplified version of the target language. This finding is supported in Ipek’s (2006) study, which yielded that EFL instructors had FLTA while teaching students with lower levels of English proficiency. This finding also supported by Koncghan and Singhasiri’s (2008) study, which pointed out that EFL teachers had FLTA while teaching English to lower grades since the students did not understand when their teacher spoke in English. Another reason of having FLTA in beginner classes was detected in the current study as students’ unwillingness to interact with their instructors neither in English nor in Turkish. This certainly creates discomfort and anxiety on EFL instructors since they do not receive any feedbacks or interaction from the students, so they are being left

uncertain about whether they are delivering the lesson effectively. This uncertainty causes them to question their teaching competence and deteriorates their confidence, resulting in experiencing FLTA (Aydın & Uştuk, 2020b).

Besides from low proficiency students, high proficiency EFL students and heterogeneous classes also created anxiety for the participant EFL instructors since they had difficult time in determining how to convey the meaning of the language in those classes. Regarding the students who had higher proficiency level of English, the participants reported that those students were more demanding, lessons required extra preparation, and teachers may encounter unfamiliar words while teaching, so they felt more anxious when teaching English to students with higher proficiency level of English. This finding is in line with previous studies such as Akdeniz's (2022), İpek's (2006) and Kim and Kim's (2004) studies which found that teaching English to students with higher proficiency levels was an anxiety-provoking factor for English teachers. A possible explanation for these findings might be having a fear of negative evaluation and the pressure of meeting students' expectations, which can greatly impact the EFL instructors' FLTA.

5.4.4. Using the native language

Using the native language while teaching English was found moderately affecting the instructors' FLTA in the quantitative data analysis, and this finding is further supported in qualitative data analysis as well. Likewise, this finding of the present study is consisted with Iskender and Savaşçı's (2023) study which also reported that EFL teachers experienced moderate levels of FLTA while using native language. The finding of this study also is in line with Dişli's (2020) and Ipek's (2006) studies which reported that EFL teachers experienced FLTA when used native language in the class. The participants also reported that using the native language while teaching English contributed to their FLTA for numerous reasons such as teachers' own beliefs and perceptions about the language use and language teaching. Borg (2001) claims that the beliefs inherited by teachers are accepted to be true by them and those beliefs shape the way they think and behave. Supporting this claim, the participants of this study expressed a strong belief that English should only be taught through English, and when they were unable to do that, they felt less competent and experienced guilt. Similarly, Cenoz et al. (2022) reported in their study that EFL teachers experienced guilt

when they did not use English as a medium of instruction. Therefore, the belief systems of the instructors play a crucial role in their FLTA as Young (1991) put forth, instructors' beliefs about language teaching can serve as a source of anxiety for teachers.

5.4.5. Students

Students themselves were identified as another significant factor contributing to FLTA among the EFL instructors. The findings of the present study highlighted that certain student characteristics, such as being demotivated, uninterested, arrogant, judgmental, or non-responsive, were significant factors that contributed to increased levels of FLTA among the participant EFL instructors. These findings are supported by the existing literature (Akdeniz, 2022; Aydın & Uştuk, 2020a; Kim & Kim, 2004; Koncghan & Singhasiri, 2008; Öztürk, 2016). In Akdeniz's (2022) study, the participants reported that arrogant and non-responsive students heightened their FLTA. Similarly, Öztürk (2016) found that students' specific behaviors, such as being judgmental, caused FLTA among instructors. Additionally, the participant EFL teachers in the present study noted that they experienced increased levels of FLTA when students showed signs of demotivation or disinterest such as remaining silent or using their smartphones during the lesson. This finding is consistent with the findings from Koncghan and Singhasiri's (2008) study, which reported that EFL teachers experienced FLTA when students demonstrated signs of boredom or engaged in unrelated activities. In line with these findings, Aydın and Uştuk (2020a) also reported that demotivated and disinterested students significantly contributed to EFL teachers' FLTA. Similarly, Kim and Kim (2004) found that when students lacked motivation or interest, teachers were observed to have higher FLTA levels.

Another key finding of the study indicated that participants of this study felt discomfort in classes where they had students coming from English speaking countries since those students were highly aware of instructors' target language use and were judgmental towards to their instructors. This finding supports the previous studies which reported students who had lived abroad caused EFL teachers to experience anxiety (Kim & Kim, 2004; Suzuki & Roger, 2014).

5.4.6. Unfamiliarity with teaching context and materials

Consistent with the relevant literature (e.g., Akdeniz, 2022; Ameen et al., 2002; Fraschini & Park, 2021) this study found that unfamiliarity with teaching context and materials is a source of FLTA among EFL teachers. The findings of the present study indicated that new situations, such as changing the working place, changing the coursebook, having new students caused anxiety among the participant EFL instructors. Some participants of this study reported that no matter how experienced they are in teaching, they feel anxious whenever they change their working place because the environment, the system, the learning materials and the students will all be new to them, which would always cause anxiety. This finding supports Ameen et al.'s (2002) findings, which unveiled that being unfamiliar with the students and materials caused teachers to experience teaching anxiety. Likewise, in Fraschini and Park's (2021) study, EFL Korean instructors reported feeling anxious in unfamiliar situations such as teaching a new material, or abruptly being obliged to teach to a class. Similarly, the finding of this study is in agreement with Akdeniz's (2022) findings which showed that EFL teachers suffered from FLTA when they encountered such situations where they needed to be a substitute teacher or when the curriculum changed because they would be encountering with unfamiliar situations.

Another major finding indicated that the coursebook itself increased the participants' FLTA levels. As reported at the interviews, some confusing and exceptional information in the coursebooks made EFL instructors anxious since the students got confused and they asked unexpected questions and a chaotic atmosphere occurred in the class. As Korkmazgil (2023) suggests, "coursebooks facilitate communication and collaboration among teachers and learners by creating a common reference point and a shared understanding of the course content and goals." (p. 475) and when this common reference created supposedly by the coursebook is disrupted by itself, there the collaboration between teachers and students are interrupted, and students ask unexpected questions to the teachers. Thus, teachers get discomforted because of the heightened levels of FLTA.

5.4.7. Keeping up with the curriculum

The findings of the present study highlighted that the participant EFL instructors experienced anxiety since they needed to keep up with the curriculum. To expand further, the

participants stated falling behind the curriculum was a big concern for them since they had a limited time to keep up with the pacing schedule, and thus they became stressed while teaching throughout the term. Similarly, in Uysal's (2019) study, the participants reported their concerns about not having sufficient time to allow their students to fully grasp the subject because they had to keep up with the curriculum. Supporting this claim, Irhamna and Fithriani (2023) found that EFL teachers had anxiety since they were restricted to utilize specified materials and did not have any chances to be flexible in their choice of the materials. The teachers also added that their anxiety would decrease if the schools let them be more autonomous.

5.5. The EFL Instructors' Strategies to Cope with their FLTA

The present study also sought to explore the strategies that EFL instructors employed to cope with their FLTA. The study found that the EFL instructors responded to FLTA both physically and mentally in diverse ways. Getting less active, getting more active, feeling tense, fast heartbeat, sweating, using different body languages such as crossing the arms, facial expressions, taking a deep breath, not making any eye contact with the students, and checking the time emerged as physical responses the participants gave to FLTA provoking situations throughout the study. This finding aligns with Akdeniz's (2022) study where it was revealed that EFL teachers avoided eye contact with their students, took a deep breath, used different body languages and facial expressions. Likewise, Kim and Kim (2004) found that EFL teachers gave physical responses to FLTA situations such as sweating, talking fast, and having a fast heartbeat as reported in the current study as well.

The findings revealed that the participant EFL instructors also gave mental responses to FLTA in various ways, and these responses were categorized into three themes namely, cognitive responses, psychological responses, and emotional responses. Among the cognitive responses, it was found that while some participants responded to FLTA as thinking about the solutions and they got more creative, some others fixated on the problem and mentally slowed down. This finding might be explained by cognitive flexibility, which is attributed to be a personality trait (Erarslan, 2023). As for the psychological responses, the participants of the current study reported that they were blaming themselves, questioning the value of their work, and feeling of failure in FLTA provoking situations. The findings also indicated the

participants gave emotional responses such as getting panicked, getting angry, wanting the lesson to come an end, and getting sad when they feel anxious in the class. Similar to this finding, Akdeniz's study (2022) also reported that EFL teachers gave emotional responses to FLTA such as getting angry or panicked.

As for the coping strategies, the findings of the current study pointed out that all the participants adopted preparedness as a way to cope with FLTA. The instructors stated that preparing for the lessons in detail, spending more time to do the activities themselves, checking the pronunciation and having extra activities with themselves were their ways of coping with FLTA. This finding mirrors the findings of the previous research (Akdeniz, 2022; Han & Takkaç-Tulgar, 2019; Kim & Kim, 2004; Oustani, 2018) where preparing for the lessons and having extra activities were found to be useful in alleviating FLTA for EFL teachers. Furthermore, in Koncghan and Singhasiri's (2008) study, EFL instructors reported using anxiety in their advantage by considering every detail while planning their lessons. These findings might be explained by the fact that EFL instructors' attempts to eliminate the unpredictable situations so that they would not have "fear of the unknown" (Carleton, 2016; p. 11) and rather feel less anxious and more comforted. Additionally, the participants in this study stated that employing coping strategies regarding class time such as using humor, directing students' attention to something else, asking students for examples, giving tasks to students to gain some space, giving short breaks, and shifting the focus rather than focusing on anxiety-provoking situation helped them to ease their FLTA during the lesson. This finding is in line with the previous studies where Akdeniz (2022) found that EFL teachers directed their students' attention to have some space, added humor, and changed their perspective. Besides, the participants of this study reported they had an open mind and admitted when they did not know the content and this helped them to soothe their FLTA. Aligning with this finding, in Akdeniz's (2022) and Kim & Kim's (2004) studies, it was found that EFL teachers managed their FLTA by admitting not knowing significantly helped them to cope with their FLTA. In addition, the findings of the present study pointed out that the participants used coping strategies related to professional and personal development. That is to say, the EFL instructors reported that attending seminars, reading articles related to their FLTA experiences, reflecting, consulting to their peers were among the strategies that helped them to manage their FLTA. Similarly, in Akdeniz's (2022) study, it was found that EFL

teachers consulted their peers when they had interactional problems with their students. Besides, some participants of this study stated that they employ coping strategies such as practicing meditation, breathwork, motivational self-talk eased their FLTA. Similarly, Kim and Kim (2004) found that EFL teachers favored taking deep breaths to cope with FLTA and Horwitz (1996) suggested taking a deep breath would soothe FLTA.

5.6. The EFL Instructors' Motivation to Share their FLTA Experiences with Other Colleagues

The current study aimed to investigate whether the participants discuss their FLTA experiences with their colleagues and to delve into the motivation behind it. The findings of this study yielded that the majority of the EFL instructors share their FLTA experiences with their colleagues for several reasons such as to collaborate so that they would get the sense of unity and to get new perspectives. The instructors also stated that since they had a colleague as a partner to teach the same class, they were naturally talking about their classes and instances occurring during the lesson, which helped them create a welcoming, collaborative atmosphere in the workplace as well as helping them to develop their professional skills. Supporting this finding, Park, Oliver, Johnson, Graham and Oppong (2007) found that interaction among the colleagues facilitated their professional development by helping teachers to reflect on and to improve their teaching practices and maintaining a professional and collaborative community. Besides, the participants who had less experience in teaching reported sharing their FLTA experiences with colleagues to learn from others experiences and to seek guidance. On the other hand, one of the participants preferred not to share her FLTA experiences with more experienced colleagues and explained that those experienced teachers may downgrade the novice teachers' experiences and call them as inexperienced. However, Hatano (1993) put forth that learning occurs through vocalization, discussion, and negotiation with others. Hence, it might be encouraging to say that fostering a positive atmosphere in the workplace is significant since it may encourage novice teachers to adapt more easily and vocalize their needs, and also to exchange ideas and learn from each other. This would eventually aid teachers to establish "collective teacher knowledge" (Barnett & Hodson as cited in Park et al., 2007, p. 370).

CHAPTER VI

CONCLUSION

6.1. Overview

This chapter presents an overview of the study, conclusions drawn from the study, implications of the study, limitations, and suggestions for further research.

The present study was designed to investigate the current situation of FLTA among Turkish EFL instructors at tertiary level. It sought to determine the levels of FLTA according to the participants' gender, years of experience, last degree, and completed undergraduate program. Furthermore, the study aimed to identify the anxiety-provoking factors of FLTA, instructors' perception of their FLTA, and their coping strategies with it. Additionally, this study was conducted to explore whether EFL instructors share their FLTA with other colleagues as well as their motivation behind it.

In order to achieve the aim of the present study, a convergent parallel research design was employed, and two distinct data collection tools were used to obtain the necessary data. The quantitative data were collected through personal information form and FLTAS (Ipek, 2006), and the qualitative data were obtained through in-depth semi-structured interviews. The sample consisted of 123 EFL instructors who responded to the questionnaire, and 18 of them participated in semi-structured interviews

6.2. Conclusions

The present study showed that the Turkish EFL instructors had lower levels of FLTA in “teaching a particular language skill”, “worry about target language performance”, “making mistakes”, and “being compared to fellow teachers”, yet they had a moderate level of FLTA in regards to “using the native language” in FLTAS (Ipek, 2006). Besides, no significant relationship was found between the participants' overall FLTA levels and their gender, years of experience, last degree, and completed undergraduate program as indicated by previous studies (e.g., Akdeniz, 2022; Dişli, 2020; Kim & Kim, 2004). However, a significant relationship was detected in “making mistakes” subscale regarding the

participants' gender. That is to say, the female participants were found to be experiencing significantly higher levels of FLTA compared to their male counterparts (Eren, 2020).

The major findings of the qualitative data yielded that the EFL instructors perceived their FLTA as lower to moderate and pointed out that the participants experience FLTA in specific situations. The factors that provoked anxiety for EFL instructors were revealed as fear of failure, teaching a particular language skill, teaching students with particular proficiency level, using the native language, students, keeping up with the curriculum, and unfamiliarity with teaching context and materials. Besides, the participant EFL teachers reported that they respond to these anxiety-provoking situations both physically and mentally (Akdeniz, 2022; Kim & Kim, 2004), and that their students realized the anxious or discomforted feelings that the instructors experienced at that moment (Mercer, 2018). Besides, the participant EFL instructors stated that their teaching preferences and performances were affected when they experienced FLTA while teaching English (Horwitz, 1996; Mercer, 2018).

The study also revealed that the EFL instructors had adopted some coping strategies to manage their FLTA. It was discovered that being prepared for the lessons was essential for the participants, and all the participants used preparedness such as going over the activities beforehand, and having extra activities with them as a coping strategy with FLTA. Besides, the study yielded that building a good rapport with the students, giving tasks to students to have some space, using the internet resources to get support were among the participants' coping strategies when FLTA is experienced during the lesson. Additionally, developing professional skills such as reflecting, reading articles related to FLTA provoking situations, attending seminars, participating in research studies as well as developing personal skills such as practicing motivational self-talk, breathwork, and meditation were found to be as adopted coping strategies by the participants to alleviate their FLTA (Akdeniz, 2022; Han & Öksüz, 2020; Han & Takkaç-Tulgar, 2019; Kim & Kim, 2004; Oustani, 2018).

Lastly, the study showed that the EFL instructors discuss their FLTA experiences with other colleagues for several reasons. To elucidate, the participants shared FLTA experiences with their colleagues with the aim of learning from their colleagues' experiences, improving their professional skills, collaborating, seeking guidance, getting a new perspective, and simply alleviating the feeling of FLTA (Akdeniz, 2022; Park et al., 2007).

6.3. Implications

The findings of the present study provide valuable insights to FLTA, offering Turkish EFL instructors practical guidance to manage their FLTA in their teaching practices. The study indicates that the EFL instructors experience FLTA to some extent and FLTA has a debilitating effect on their teaching performances. Hence, adopting coping strategies would be important for EFL teachers.

The present study extends the knowledge of coping strategies with FLTA with the participation of 18 EFL instructors to in-depth semi-structured interviews. It is accepted that each classroom dynamics and teachers' responses to FLTA are unique, yet the provided coping strategies in this study might still benefit EFL teachers and can be further adapted according to their individual needs. During the interviews, the participants articulated becoming more aware of their FLTA while thinking about their teaching experiences to respond to the interview questions. This signifies the importance of EFL teachers' engaging in self-reflection since reflective practices would encourage teachers to examine their emotions, identify patterns in FLTA provoking situations, and develop coping strategies to manage their FLTA. Likewise, Çimer, Çimer, and Vekli (2013) emphasize the importance of reflective practices and state that teaching effectiveness is improved by doing reflections. Additionally, Frith and Armstrong (1986) highlighted the importance of self-monitoring and Gol and Royaei (2013) emphasized the significant relationship between work performance and self-regulation. Thus, it might be advantageous for EFL teachers adopting reflective practices and other coping strategies provided in this study to maintain their FLTA and improve their teaching skills and job satisfaction as a result of it.

Another valuable finding of this study suggests that sharing FLTA experiences with colleagues help EFL instructors to alleviate their FLTA. Thus, school administrators could foster a supportive and collaborative atmosphere in the workplace by arranging regular meetings where EFL instructors could openly share their experiences, challenges, and strategies. This would help them to support each other and they would not feel isolated in their experiences with anxiety, normalizing FLTA as a shared challenge rather than an individual problem (Barnett & Hodson as cited in Park et al., 2007; Hatano, 1993; Park et al., 2007). Moreover, professional development was found to be a contributing factor in alleviating the instructors' FLTA. Thus, ongoing attempts to develop professional skills and

expanding content knowledge may be beneficial for EFL instructors in coping with FLTA (Akdeniz, 2022). Besides, engaging in activities such as breathwork, meditation and motivational self-talk emerged as helpful coping strategies with FLTA. Even though having a hectic schedule, creating a leisure time to practice self-compassion and anxiety relieving practices might help EFL instructors to alleviate their FLTA (Akdeniz, 2022; Horwitz, 1996).

One of the findings revealed that EFL instructors experience FLTA when they had excessive workloads because this hindered them to prepare for the lessons and causes them to feel anxious as a result of unpreparedness. Another outcome of having excessive workload highlighted that instructors can not keep up with the curriculum and experienced FLTA. Thus, school administrators are advised to make necessary changes and improve the quality of work so that EFL instructors do not experience FLTA (Irhamna & Fithriani, 2023; Uysal, 2019).

Another significant finding yielded that the EFL instructors experience FLTA in multicultural classrooms since they do not have a common language or cultural background with foreign students. In order to ease EFL instructors' FLTA in terms of having foreign students in the classroom, stakeholders are recommended to organize meetings and seminars in which both the students' and instructors' cultures are introduced to each other, which would soothe the way of creating a positive classroom atmosphere.

It was found in the present study that EFL instructors adopted coping strategies through their teaching experiences and received training on how to cope with FLTA situations during neither undergraduate nor graduate education. Thus, policymakers and stakeholders are suggested to create and increase the awareness of FLTA by introducing coping strategies with FLTA to training programs so that teachers would be adopting useful coping strategies. Besides, introducing training programs where student teachers have the opportunity to practice teaching and gain more experience would help them become more equipped with the coping strategies from the early stages of their career.

6.4. Limitations and Suggestions for Further Research

Given that the present study investigated FLTA among EFL instructors at tertiary level including three state universities, it might be beneficial for further studies to examine EFL instructors' FLTA by expanding the sample size to establish a further understanding of the FLTA provoking factors and coping strategies adopted by the instructors. Since this study

investigated FLTA at the tertiary level, in which EFL instructors may encounter specific anxiety-provoking factors unique to tertiary level, an alternative for future studies would be investigating FLTA in different educational levels such as primary, secondary, and high schools. This would be effective in further understanding the contributing factors to EFL teachers' FLTA in different educational contexts. Another alternate would be conducting comparative studies on FLTA among EFL instructors working at private universities and state universities in order to understand how school context affect FLTA among EFL instructors teaching at the tertiary level.

The current study revealed that teaching in multicultural classes caused EFL instructors to experience FLTA. Thus, further studies might consider to investigate FLTA among EFL teachers who teach in multicultural classes and which coping strategies they have adopted. The present study also highlighted that FLTA mostly had debilitating effects on EFL instructors' teaching performance and their job satisfaction (Horwitz, 1996; Ipek, 2016 Mercer, 2018). Thus, further studies might consider carrying out longitudinal studies to explore the debilitating or facilitative effects of FLTA on EFL teachers' teaching performance and job-satisfaction as well as their well-being. Besides, such studies could explore whether certain coping strategies have long term benefits in alleviating EFL teachers' FLTA and improving their psychological resilience.

The findings of the present study suggested that teachers' beliefs towards language teaching and their perceived teacher identity had an impact on their FLTA (Borg, 2001). Future studies could explore this relationship more in depth by examining how EFL teachers' different beliefs about language teaching contribute to their FLTA. Such studies could provide further recommendations for teacher training programs to address FLTA stemming from teachers' belief system.

Finally, experimental studies could be carried out to investigate the effects of certain coping strategies in alleviating FLTA among in-service and pre-service EFL teachers and introduce these to the literature.

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APPENDICES

Appendix 1. Ethics Committee Approval

ÇUKUROVA ÜNİVERSİTESİ SOSYAL VE BEŞERİ BİLİMLER ALANINDA
BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU

Toplantı Tarihi: 02.02.2024

Toplantı Yeri: Çevrimiçi-Microsoft Teams Sohbet

KARAR NO: 5

Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Müdürlüğünün 22/12/2023-E. 883463 tarih-sayılı yazısı ekinde Çukurova Üniversitesi Sosyal ve Beşeri Bilimler Alanında Bilimsel Araştırma ve Yayın Etiği Kuruluna Dr. Öğr. Üyesi Ebru ŞİRE KAYA ve yüksek lisans öğrencisi Sena CEVİZCI tarafından gönderilen "Foreign Language Teaching Anxiety and Coping Strategies of Turkish EFL Teachers in Higher Education Context: A Qualitative Study (Yükseköğretimde Türk İngilizce Öğretmenlerinin Yabancı Dil Öğretme Kaygısı ve Başa Çıkma Stratejiler: Nitel Bir Çalışma)" başlıklı çalışma kurulumuzca incelenmiş ve araştırmanın etik ilkelere uygun olduğu sonucuna varılmıştır.

Appendix 2. Permisson from Gaziantep University School of Foreign Languages



T.C.
GAZİANTEP ÜNİVERSİTESİ
Yabancı Diller Yüksekokulu

ÇUKUROVA ÜNİVERSİTESİ SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Danışmanlığını Çukurova Üniversitesi Eğitim Fakültesi İngiliz Dili Eğitimi Ana Bilim Dalı Dr. Öğr. Üyesi Ebru ŞİRE KAYA'nın yürütmekte olduğu, İngiliz Dili Eğitimi Ana Bilim Dalı 2021931128 no'lu yüksek lisans öğrencisi Sena CEVİZCİ'nin "Foreign Language Teaching Anxiety and Coping Strategies of Turkish EFL Teachers in Higher Education Context: A Qualitative Study (Yükseköğretimde Türk İngilizce Öğretmenlerinin Yabancı Dil Öğretme Kaygısı ve Başa Çıkma Stratejileri: Nitel Bir Çalışma) başlıklı yüksek lisans tez çalışmasının Yüksekokulumuzda görevli öğretim elemanlarına uygulanması Müdürlüğümüzce uygun görülmüştür.

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Konu : Uygulama İzin Talebi (Sena CEVİZCİ)

26.03.2024

GENEL SEKRETERLİK

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İlgi yazıya istinaden, Çukurova Üniversitesi yüksek lisans öğrencisi Sena CEVİZCİ'nin tez çalışması kapsamında Yüksekokulumuzda araştırma yapmasında herhangi bir sakınca bulunmamaktadır. Bilgilerinizi ve gereğini arz ederim.

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19/03/2024

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 18.03.2024 tarihli ve E-52921519-044-959709 sayılı yazınız.

Danışmanlığını Dr.Öğr.Üyesi Ebru Şire KAYA'nın yürütmekte olduğu, İngiliz Dili Eğitimi Anabilim Dalı 2021931128 no'lu yüksek lisans öğrencisi Sena CEVİZCİ'nin, "Foreign Language Teaching Anxiety and Coping Strategies of Turkish EFL Teachers in Higher Education Context: A Qualitative Study (Yükseköğretimde Türk İngilizce Öğretmenlerinin Yabancı Dil Öğretme Kaygısı ve Başa Çıkma Stratejileri: Nitel Bir Çalışma)" başlıklı yüksek lisans tez çalışmasının Yüksekokulumuzda görevli öğretim elemanlarına uygulanması Müdürlüğümüzce uygun görülmüştür.

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Appendix 7. Personal Information Form**Kişisel Bilgi Formu****1- Cinsiyet:**☐ Erkek☐ Kadın**2- Mesleki Tecrübe:**☐ 1-5 yıl☐ 6-10 yıl☐ 11-15 yıl☐ 16-20 yıl☐ 21+ yıl**3- Üniversite Derecesi:**☐ Lisans☐ Yüksek Lisans☐ Doktora**4- Mezun Olunan Bölüm:**☐ İngiliz Dili ve Eğitimi☐ İngiliz Dili ve Edebiyatı☐ Amerikan Kültürü ve Edebiyatı☐ Mütercim Tercümanlık☐ Dilbilim

Appendix 8. Turkish Version of FLTAS (Ipek, 2006)

	Hiçbir zaman	Nadiren	Bazen	Sık sık	Her zaman
1. Derste Türkçe kullanmak beni rahatsız eder.	1	2	3	4	5
2. Gramer hatası yapma düşüncesi beni endişelendirir	1	2	3	4	5
3. Öğrenciler benim İngilizce bilgimi sınayacaklar diye endişelenirim.	1	2	3	4	5
4. Tahtada bir yazım hatası yapma düşüncesi beni rahatsız eder.	1	2	3	4	5
5. İngilizce ders anlatırken o kadar heyecanlanırım ki bildiğim şeyleri bile unuturum.	1	2	3	4	5
6. Orta derece dil seviyesindeki öğrencilere İngilizce öğretirken heyecanlanırım.	1	2	3	4	5
7. Ders esnasında aktivitelerin yönergelerini İngilizce açıklarken gerilirim.	1	2	3	4	5
8. İngilizce bilgimin başka öğretmenlerle kıyaslanması beni rahatsız eder.	1	2	3	4	5
9. İngilizce bilgimin dersi İngilizce anlatacak kadar iyi olmadığını düşünüyorum.	1	2	3	4	5
10. Gramer dersini etkili öğretememek beni endişelendirir.	1	2	3	4	5
11. Yeterliliğimden kuşku duyduğum bir beceriyi öğretirken huzursuz olurum.	1	2	3	4	5
12. Dinleme-anlama dersini/aktivitesini etkili öğretememek beni kaygılandırır.	1	2	3	4	5
13. Yönergeleri İngilizce açıklayamazsam diye endişelenirim.	1	2	3	4	5
14. Derste İngilizce konuşurken gerilirim.	1	2	3	4	5
15. Yüksek seviyedeki öğrencilere İngilizce öğretirken heyecanlanırım.	1	2	3	4	5
16. Sözlü anlatım dersini etkili öğretememek beni endişelendirir.	1	2	3	4	5
17. Derste Türkçe kullandığımı düşünüp rahatsız olurum.	1	2	3	4	5
18. İngilizce dil seviyesi iyi olan öğrencilere İngilizce öğretmek beni huzursuz eder.	1	2	3	4	5
19. İngilizce öğretim yöntemlerimin başka öğretmenlerle kıyaslanması beni huzursuz eder.	1	2	3	4	5
20. Sözlü anlatım konularını anlatırken tedirginlik duyarım.	1	2	3	4	5
21. Öğrencilerimin İngilizce bilgimi eleştirmelerinden korkarım.	1	2	3	4	5
22. Okuma-anlama dersini etkili öğretememek beni rahatsız eder.	1	2	3	4	5

23. Dinleme-anlama konularını anlatırken endişe duyarım	1	2	3	4	5
24. Yazılı anlatım dersini/aktivitesini etkili öğretmemek beni huzursuz eder.	1	2	3	4	5
25. Bir gramer sorusunu cevaplayamamak beni rahatsız eder.	1	2	3	4	5
26. İngilizce öğretirken bir hata yapacağım diye endişelenirim.	1	2	3	4	5

Appendix 9. English Version of FLTAS (Ipek, 2006)

	Never	Rarely	Sometimes	Often	Always
1. I feel uncomfortable when I use Turkish in the class	1	2	3	4	5
2. The thought of making a grammar mistake worries me	1	2	3	4	5
3. I feel anxious about my students testing my knowledge of English	1	2	3	4	5
4. The thought of making a spelling mistake on the board disturbs me	1	2	3	4	5
5. I get so nervous when I am teaching English that I forget the things that I know	1	2	3	4	5
6. I feel nervous when teaching English to students with an average proficiency level	1	2	3	4	5
7. I feel tense when I am giving instructions in English	1	2	3	4	5
8. I feel uncomfortable when my English knowledge is compared to that of other teachers	1	2	3	4	5
9. I think my knowledge of English is not good enough to teach English	1	2	3	4	5
10. I worry about not being able to teach grammar effectively.	1	2	3	4	5
11. I feel uncomfortable when teaching a skill in which I feel I am not proficient enough.	1	2	3	4	5
12. I worry about not being able to teach listening effectively.	1	2	3	4	5
13. I worry about not being able to give clear instructions in English.	1	2	3	4	5
14. I feel nervous when speaking English in class.	1	2	3	4	5
15. I feel nervous when teaching English to students with a high proficiency level.	1	2	3	4	5
16. I worry about not being able to teach speaking effectively.	1	2	3	4	5
17. I feel uncomfortable when I think about having used Turkish during the lesson.	1	2	3	4	5
18. Teaching English to the students with a high level of language proficiency makes me feel uneasy.	1	2	3	4	5
19. I feel uneasy when my English teaching methods are compared to that of other teachers.	1	2	3	4	5
20. I feel uneasy when I am teaching speaking topics.	1	2	3	4	5
21. I am afraid of my students criticizing my knowledge of English.	1	2	3	4	5

22. I worry about not being able to teach reading effectively.	1	2	3	4	5
23. I feel uneasy when I am teaching listening topics.	1	2	3	4	5
24. I worry about not being able to teach writing effectively.	1	2	3	4	5
25. I would feel uneasy about not being able to answer a grammar question.	1	2	3	4	5
26. I feel anxious about making a mistake while teaching English	1	2	3	4	5

Appendix 10. Subscales and Items of FLTAS (Ipek, 2006)

Subscales	Items	N of Items
Teaching A Language Skill	10. I worry about not being able to teach grammar effectively. 11. I feel uncomfortable when teaching a skill in which I feel I am not proficient enough. 12. I worry about not being able to teach listening effectively. 16. I worry about not being able to teach speaking effectively. 22. I worry about not being able to teach reading effectively. 23. I feel uneasy when I am teaching listening topics. 24. I would feel uneasy about not being able to answer a grammar question.	7
Worry About Language Performance	5. I get so nervous when I am teaching English that I forget the things that I know. 6. I feel nervous when teaching English to students with an average proficiency level. 7. I feel tense when I am giving instructions in English 9. I think my knowledge of English is not good enough to teach English 13. I worry about not being able to give clear instructions in English. 14. I feel nervous when speaking English in class. 15. I feel nervous when teaching English to students with a high proficiency level. 18. Teaching English to the students with a high level of language proficiency makes me feel uneasy. 20. I feel uneasy when I am teaching speaking topics.	9
Making Mistakes	2. The thought of making a grammar mistake worries me 3. I feel anxious about my students testing my knowledge of English 4. The thought of making a spelling mistake on the board disturbs me 21. I am afraid of my students criticizing my knowledge of English. 25. I would feel uneasy about not being able to answer a grammar question. 26. I feel anxious about making a mistake while teaching English	6
Being Compared To Fellow Teachers	8. I feel uncomfortable when my English knowledge is compared to that other teachers 9. I think my knowledge of English is not good enough to teach English	2
Using The Native Language	1. I feel uncomfortable when I use Turkish in the class 17. I feel uncomfortable when I think about having used Turkish during the lesson.	2

Appendix 11. Consent Form for Interview

Görüşme Gönüllü Katılım Onam Formu/ Consent Form for Interview

Çalışmanın Başlığı: Yükseköğretimde Türk İngilizce Öğretmenlerinin Yabancı Dil Öğretme Kaygısı ve Başa Çıkma Stratejileri: Nitel Bir Çalışma
(ENG- Foreign Language Teaching Anxiety and Coping Strategies of Turkish EFL Teachers in Higher Education Context: A Qualitative Study)

Araştırmacı: Sena Cevizci

Katılımcının Adı ve Soyadı:

Bu görüşmeye tamamen kendi rızamla katıldığımı ve çalışmadan dilediğim zaman ayrılmakta özgür olduğumu bildiğimi, çalışmanın amacını anladığımı ve detaylarının benimle paylaşıldığını, bu görüşmeye katılmanın tamamen bilimsel amaçlara dayanıyor olduğunu bildiğimi, soruları açıkça ve dürüstçe cevaplayacağımı, görüşmenin sesli ve/veya görüntülü kaydedilmesini, kimliğimin gizli tutulacağı konusunda araştırmacının güvence sağladığını onaylıyorum.

İmza:

Appendix 12. Interview Protocol

Görüşme Tutanağı/Interview Protocol

Tarih:

Yer:

Görüşmeyi Yapan: Sena Cevizci

Görüşülen Kişi:

Çalışmanın Başlığı: Yükseköğretimde Türk İngilizce Öğretmenlerinin Yabancı Dil Öğretme Kaygısı ve Başa Çıkma Stratejileri: Nitel Bir Çalışma
(ENG- Foreign Language Teaching Anxiety and Coping Strategies of Turkish EFL Teachers in Higher Education Context: A Qualitative Study)

Bu görüşme protokolü, görüşmeye gönüllü olarak katılmayı kabul eden katılımcılar için hazırlanmıştır. Katılımcılar, görüşmeye başlamadan önce, araştırmanın amacı, veri toplama süreci, görüşme için ayrılan süre ile ilgili araştırmacı tarafından bilgilendirilir ve araştırmacı, görüşmecilere görüşmelerin gizliliği hakkında güvence sağlar.

Görüşme Soruları:

1- ENG- On a scale from 1 to 5, with 1 representing the lowest level and 5 representing the highest level, how would you rate your level of foreign language teaching anxiety while teaching English?

1- TR- 1'den 5'e kadar olan bir ölçekte, 1 en düşük ve 5 en yüksek düzeyi temsil edecek şekilde, İngilizce öğretirken yaşadığınız yabancı dil öğretme kaygı düzeyinizi kaç olarak değerlendirirsiniz?

2- ENG- Which circumstances cause you to feel anxious or worried when you are teaching English?

2- TR- İngilizce öğretirken hangi durumlar kaygılı veya endişeli hissetmenize sebep olur?

3- ENG- When you are in such anxious or worried situations while teaching English, how do you physically respond?

3- TR- İngilizce öğretirken böylesine kaygı veya endişe durumunda bedensel olarak nasıl tepkiler veriyorsunuz?

4- ENG- When you are in such anxious or worried situations while teaching English, how do you mentally respond?

4- TR- İngilizce öğretirken böylesine kaygı veya endişe durumunda zihinsel olarak nasıl tepkiler veriyorsunuz?

5- ENG- Have you developed any coping strategies to cope with your foreign language teaching anxiety during a lesson? If so, what are they?

5- TR- Ders sırasında yabancı dil öğretme kaygınızla başa çıkmak için herhangi bir başa çıkma stratejisi geliştirdiniz mi? Eğer geliştirdiyse, bunlar nelerdir?

6- ENG- Have you ever discussed your foreign language teaching anxiety experiences with EFL colleagues to improve your coping strategies with FLTA? If yes, why? If not, why?

6- TR- Yabancı dil öğretme kaygısı ile başa çıkma stratejilerinizi geliştirmek için, deneyimlediğiniz yabancı dil öğretme kaygısını diğer meslektaşlarınızla hiç tartıştınız mı? Evetse, neden? Hayırsa, neden?

Researcher: “Well, you talked about being able to grade the language to the level of the student. I would like to ask you this, does the language proficiency level of your students have an impact on your FLTA level?”

Participant: “While we can give it to them in this way, we have to use both Turkish and English together for beginners. That's probably why we are more concerned about beginner level students.”

Researcher: “Well, you mentioned the use of Turkish. If I were to ask about it in a little more detail, how do you feel when you use Turkish in class?”

CURRICULUM VITAE

Personal Information

Name - Surname : Sena Cevizci

Date / Place of Birth :

E-mail :

Educational Background

2021 – 2024 : MA, Çukurova University, Institute of Social Sciences, Department of English Language Teaching

2022 – 2023 : International Exchange Programme, University of Hildesheim (Fall Semester)

2018 : International Exchange Programme, Nicolaus Copernicus University (Spring Semester)

2015 – 2019 : BA, Çukurova University, Department of English Language Teaching

Work Experience

April – August 2024 : Part-time English Language Instructor, Çağ University

January – March 2020 : Assistant English Teacher, Open Future International School and Preschool (Erasmus+ Internship Program)