

T.C.
AKDENİZ UNIVERSITY
THE INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

MA
THESIS

**DEALING WITH FOREIGN LANGUAGE
TEACHING ANXIETY: HOW DO LANGUAGE
TEACHERS COPE WITH THIS ANXIETY?**

GÜLHAN AKKAVUK

**ENGLISH LANGUAGE TEACHING
MASTER'S PROGRAM**

Antalya, 2024

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SUPERVISOR: Prof. Dr. Binnur İLTER

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YÜKSEK LİSANS TEZİNİN ADI: YABANCI DİL ÖĞRETİMİNDE KAYGIYLA BAŞA ÇIKMA: DİL ÖĞRETMENLERİ BU KAYGIYLA NASIL BAŞA ÇIKIYOR?

ONAY: Bu tez, Enstitü Yönetim Kurulunca belirlenen yukarıdaki jüri üyeleri tarafından uygun görülmüş ve Enstitü Yönetim Kurulunun tarihli ve sayılı kararıyla kabul edilmiştir.

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ABSTRACT

DEALING WITH FOREIGN LANGUAGE TEACHING ANXIETY: HOW LANGUAGE TEACHERS COPE WITH THIS ANXIETY?

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Supervisor: Prof. Dr. Binnur İLTER

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This study investigates the Foreign Language Teaching Anxiety (FLTA) among non-native English as a Foreign Language (EFL) teachers in Antalya, Turkey, aiming to determine the level, sources, and coping strategies linked with FLTA. Using a mixed-methods research design, quantitative data were collected using the Foreign Language Teaching Anxiety Scale (FLTAS), while qualitative data were obtained using open-ended questions. The study involved 158 non-native English teachers from primary, secondary, and high schools in Antalya, Turkey.

Quantitative findings reveal that teachers experience low levels of anxiety related to self-perception of language proficiency, teaching inexperience, and difficulties with time management, while the average anxiety level related to lack of student interest is moderate. Qualitative data analysis identified several anxiety-provoking factors, including classroom management challenges, student-related issues, and personal factors. Coping strategies employed by teachers included thorough lesson planning, professional development, and peer support.

The study highlights the need for targeted interventions in teacher training programs to address FLTA. By understanding the factors contributing to teaching anxiety and effective coping strategies, educational institutions can better support EFL teachers, ultimately enhancing teaching efficacy and student outcomes.

Keywords: FLTA, mixed method, anxiety-provoking factors, coping strategies.

ÖZET

YABANCI DİL ÖĞRETİMİNDE KAYGIYLA BAŞA ÇIKMA: DİL ÖĞRETMENLERİ BU KAYGIYLA NASIL BAŞA ÇIKIYOR?

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Bu çalışma, Antalya'daki ana dili İngilizce olmayan İngilizce öğretmenleri arasında Yabancı Dil Öğretme Kaygısı düzeyini, kaynaklarını ve bu kaygıyla başa çıkma stratejilerini belirlemeyi amaçlamaktadır. Karma yöntem kullanılan bu çalışmada nicel veriler Yabancı Dil Öğretme Kaygısı Ölçeği kullanılarak toplanmış, nitel veriler ise açık uçlu sorular kullanılarak elde edilmiştir. Çalışmaya, Antalyadaki ilkokul, ortaokul ve lise düzeyinde görev yapan 158 ana dili İngilizce olmayan öğretmen katılmıştır.

Nicel bulgular, öğretmenlerin dil yeterlik algısı, deneyimsizliği ve zaman yönetimi zorlukları ile ilgili düşük düzeyde kaygı yaşadıklarını, öğrenci ilgi eksikliği ile ilgili kaygı düzeylerinin ise orta düzeyde olduğunu ortaya koymaktadır. Nitel veri analizi, sınıf yönetimi zorlukları, öğrenciye bağlı sorunlar ve kişisel faktörler gibi çeşitli kaygı uyandırıcı faktörleri belirlemiştir. Öğretmenler tarafından kullanılan başa çıkma stratejileri arasında ayrıntılı ders planlaması, mesleki gelişim ve akran desteği yer almaktadır.

Çalışma, öğretmen eğitim programlarında yabancı dil öğretme kaygısına müdahalelerin gerekliliğini vurgulamaktadır. Bu kaygının ortadan kaldırılmasına katkıda bulunan faktörleri ve etkili başa çıkma stratejilerini anlamak suretiyle, eğitim kurumları ana dili İngilizce olmayan İngilizce öğretmenlerini daha iyi destekleyebilir, böylece öğretim etkinliğini artırabilir.

Anahtar Kelimeler: Yabancı Dil Öğretme Kaygısı, karma yöntem, kaygı uyandırıcı faktörler, İngilizce Öğretmenleri , kaygıyla başa çıkma stratejileri

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	i
ABSTRACT	ii
ÖZET	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	vii
LIST OF ABBREVIATIONS	ix

CHAPTER I

INTRODUCTION

1.1. Overview of the Chapter.....	1
1.2. Introduction	1
1.3. Background of the Study	2
1.4. Statement of the Problem	3
1.5. Significance of the Study.....	4
1.6. The Purpose of the Study and Research Questions	4
1.7. Limitations of the Study	5
1.8. Definition of Key Terms.....	6

CHAPTER II

LITERATURE REVIEW

2.1. Overview of the Chapter.....	7
2.2. Anxiety	7
2.3. Foreign Language Anxiety	8
2.4. Foreign Language Teaching Anxiety	9
2.5. Studies on the FLTA Abroad.....	10
2.6. Studies on the FLTA in Turkey.....	12

CHAPTER III

METHODOLOGY

3.1.	Overview of the chapter	15
3.2.	Research Design	15
3.3.	Participants	16
3.4.	Background of the participants.....	16
3.6.	Background information form	18
3.7.	FLTAS	18
3.8.	Open-ended questions	19
3.9.	Data Collection Procedure	19
3.10.	Data Analysis.....	19
3.10.1.	Confirmatory factor analysis	21
3.10.1.1.	Reliability evidence for the measurement instrument.....	24

CHAPTER IV

FINDINGS

4.1.	Overview of the chapter	26
4.2.	Qualitative Findings	26
4.2.1	Evaluation of the scores obtained from the FLTA	26
4.2.2.	Descriptive statistics of FLTA.....	27
4.2.2.1.	Distribution of scores obtained from FLTA sub factors sub-factors based on gender variable	27
4.2.2.2.	Gender-Based findings in the analysis of FLTA sub factor scores.....	28
4.2.2.3.	Distribution of scores obtained from FLTA sub-factors based on teaching experience variable.....	30
4.2.2.4	Teaching experience-based findings in the analysis of FLTA sub-factor scores..	31
4.2.2.4.	Distribution of scores obtained from FLTA sub-factors based on graduated department variable	33
4.2.2.5.	Graduated department-based findings in the analysis of FLTA sub-factor scores	34
4.2.2.6.	Distribution of scores obtained from FLTA sub-factor score based on school context variable	35
4.2.2.7.	School context-based findings in the analysis of FLTA sub factors sub-factors.	37

4.3.	Qualitative Findings	38
4.3.1.	Results of open-ended items in the questionnaire	38

CHAPTER V

CONCLUSION

5.1.	Overview of the Chapter.....	52
5.2.	Discussion of Conclusion	53
5.3.	Recommendations for Further Research	56
REFERENCES		58
APPENDICES		63
CURRICULUM VITAE		68
BİLDİRİM.....		69

LIST OF TABLES

Table 3.1. Demographic Information of the Study Group	17
Table 3.2. Foreign Language Teaching Anxiety Scale CFA Path Coefficients and t Values ..	22
Table 3.3. CFA Fit Indices of the Foreign Language Teaching Anxiety Scale	24
Table 3.4. Alfa Coefficients for the Foreign Language Teaching Anxiety Scale	24
Table 4.1. Descriptive Statistics of Scores Obtained from the Sub-Factors of Foreign Language Teaching Anxiety.....	27
Table 4.2. Distribution of Scores Obtained from FLTA Sub-factors Based on Gender Sub levels.....	28
Table 4.3. Gender-Based Findings in the Analysis of FLTA Sub-Factor Scores	28
Table 4.4. Results of Mann Whitney U-Test for Sub-Rank Averages of Perception of Language Proficiency, Teaching Inexperience, and Difficulties with Time Management Sub-Factors by Gender.....	29
Table 4.5. Distribution of Scores obtained from FLTA Teaching Experience Variable.....	30
Table 4.6. One-Way Variance Analysis Results of Teachers' Lack of Student Interest Sub-Factor Scores According to Experience Variable.....	31
Table 4.7. Kruskal Wallis H Test Results of Teachers' Self-perception of Language Proficiency, Teaching Inexperience and Difficulties with Time Management Sub-Factor Rank Means According to Experience	32
Table 4.8. Examining the Distribution of Scores Obtained from Foreign Language Teaching Anxiety Sub-Factors at Sub-Levels of the Graduated Department Variable	33
Table 4.9. T Test Results of Teachers' Lack of Student Interest Sub-Factor Scores According to the Graduated Department Variable	34
Table 4.10. Mann Whitney U-Test Results of Self-perception of Language Proficiency, Teaching Inexperience and Difficulties with Time Management Sub-Factor Rank Averages According to the Graduated Department Variable	35
Table 4.11. Distribution of Scores Obtained from Sub-Factors of FLTA According to School Context Level Variable.....	36
Table 4.12. Results of One-Way Variance Analysis of Teachers' Lack of Student Interest Sub-Factor Scores According to School Context Variable.....	37
Table 4.13. Kruskal Wallis H Test Results of Teachers' Self-perception of Language Proficiency, Teaching Inexperience and Difficulties with Time Management Sub-Factor Rank Averages According to School Context	38
Table 4.14. Anxiety Sources among In-Service ELT Teachers in the initial stage of career...	39
Table 4.15. Anxiety Sources in the ongoing stage of career	41
Table 4.16. Factors Contributing to Colleagues' Anxiety	43
Table 4.17. Coping strategies among In-Service ELT Teachers in the initial stage of career .	46
Table 4.18. Coping strategies among In-Service ELT Teachers in the ongoing stage of career	49

Table 4.19. Coping strategies with anxiety recommendations for colleagues 50



LIST OF ABBREVIATIONS

EFL : English as a Foreign Language

FLA: Foreign Language Anxiety

FLLA: Foreign Language Learning Anxiety

FLTA: Foreign Language Teaching Anxiety

FLTAS: Foreign Language Teaching Anxiety Scale

ELT: English Language Teaching



CHAPTER I

INTRODUCTION

1.1. Overview of the Chapter

In this chapter, the concept of foreign language teaching anxiety will be introduced and explored and the significance of anxiety in teaching profession will be discussed in detail. Overview of the chapter also will be provided with highlighting the sources and coping strategies with anxiety. Finally, the purpose and significance of this study will also be clearly outlined, highlighting its relevance and contribution to the field of language education.

1.2. Introduction

Human emotions can be important in the field of education. Anxiety is one of these emotions that affect every part of our life.

As teaching is a demanding occupation with a range of responsibilities, such as cultivating an engaging learning environment, fostering effective communication with students, colleagues, and administrators, and successfully completing teaching tasks, teachers are highly prone to experiencing anxiety. As Horwitz (1996) points out, there is a significant difference between being able to speak a language and being qualified to teach it. According to the Gardner and Leak (1994), teachers' professional lives and academic careers may suffer if they experience high levels of anxiety related to their job as a teacher.

When it comes to the relationship between foreign language and anxiety, the effect of anxiety on FL context is inevitable as it is considered to have an impact on both the learners' performance and teachers' performance by many researchers (Dewaele & Alfawzan, 2018; Fraschini & Park, 2021) Trigwell (2012) emphasized that emotional experiences during the teaching and learning process can be influenced by personal circumstances, social interactions with peers and instructors, and cultural factors.

Numerous studies have been conducted on anxiety in the FL context. However, these studies are more likely to delve into learner's anxiety. (Aida, 1994; Awan, Azher, Anwar, & Naz, 2010; Chastain, 1975; Elkhafaifi, 2005; Horwitz, 2001; Matsuda & Gobel, 2004; Saito et al., 1999; Sparks, Ganschow & Javorsky, 2000).

Regarding teachers, most of the studies in the literature have been done to examine the sources and effects of on anxiety among pre-service and in-service FL teachers (Horwitz, 1996; İpek, 2006; Kim & Kim, 2004; Merç, 2011; Numrich, 1996; Öztürk, 2016). Even if several strategies have been recommended to assist teachers in handling their anxiety levels, with the aim of enhancing their teaching efficacy, there is a scarcity of studies that specifically examine anxiety among foreign language teachers, particularly those teaching English as a Foreign Language (EFL). Further study on FLTA is worth carrying out since teachers have a responsibility to maintain a safe and effective learning environment for their students.

1.3. Background of the Study

As Horwitz (1996) states, language teachers prioritize reducing learners' anxiety and providing them with a comfortable environment. However, she also indicates that teachers' learning is an ongoing process, they may experience anxiety as well. For example, as they are not competent enough, they may feel uncomfortable by using target language in the classroom which can have unfavorable effects like conveying negative messages to learners.

The sources of teaching anxiety can be diverse and can change based on contextual and individual factors. According to Horwitz (1996) and Tum (2010), teachers may experience teaching anxiety because of feeling inadequate in their proficiency of the target language. In another study, it was found that FL teachers experience anxiety when they feel insufficient to teach grammar effectively (Numrich, 1996). In a study conducted by Alrashidi (2022), various sources of anxiety were identified among Saudi pre-service English as a Foreign Language (EFL) teachers. These sources encompassed the apprehension associated with making errors, the fear of receiving unfavorable evaluations, the challenge of instructing unfamiliar subjects, inadequate preparation, and coping with sizable class sizes. Additionally, a separate investigation by Kobul (2020) revealed that both pre-service and in-service non-native EFL educators experienced anxiety when teaching a foreign language. However, it was observed that graduate teachers from English language teaching departments displayed comparatively lower levels of anxiety.

Horwitz (1996) suggested some strategies to overcome this anxiety, such as allowing themselves to be imperfect and dreaming themselves using target language calmly and easily. according to Bernstein (1983), engaging in communication can prove to be a valuable

solution as it enables teachers to discuss the differences and similarities in their teaching methods, which can help alleviate feelings of anxiety and isolation. Additionally, EFL teachers can develop a more flexible and open-minded approach towards their profession by acknowledging certain realities, such as the possibility of learners becoming demotivated or displaying a lack of respect.

To this end, foreign language teaching anxiety is a common experience for both novice and experienced non-native English teachers. As a result, it is important to explore the factors that lead to anxiety and identify strategies for coping with it. This study has contributed to a broader understanding of the sources of foreign language teaching anxiety and the coping strategies that teachers employ. It has also revealed that variables such as gender, graduation program, and school type can affect the level of anxiety experienced by teachers. By recognizing these factors, teacher training programs and educational institutions can better support non-native English teachers and help them to develop more effective coping strategies.

1.4. Statement of the Problem

The existing literature emphasizes the significance of affective variables, particularly anxiety, in the language learning and teaching context. According to Horwitz's research, there is a negative correlation between levels of teaching anxiety and teacher effectiveness (Horwitz, 1996, p. 368). Furthermore, the impact of teaching anxiety on student learning exhibits diverse effects (Keavney & Sinclair, 1978, p. 275). Furthermore, Tüm (2013) indicated that anxiety and self-awareness were experienced by non-native student teachers, which had a detrimental effect on their emotional state and language proficiency. Additionally, Tüm (2013) claims that they are prone to language anxiety, which has a negative impact on both their language proficiency and their intentions to teach. These results emphasize how critical it is to address non-native EFL teachers' anxiety about teaching foreign languages.

While earlier studies have primarily focused on the anxiety experienced by language learners, there has been a growing interest in recent years in examining the anxieties of language teachers. However, most of these studies have been conducted with either native or non-native pre-service teachers, and there has been limited exploration of the anxieties faced by in-service teachers.

Consequently, there is a noticeable gap in the research regarding Foreign Language Teaching Anxiety (FLTA), specifically among in-service non-native English as Foreign Language (EFL) teachers. Given the limited understanding of the underlying reasons behind EFL teachers' anxiety, the impact of demographic factors, and effective coping mechanisms, there is a need for a focused study on FLTA among in-service non-native EFL teachers.

1.5. Significance of the Study

The current research on the anxieties of non-native EFL teachers and their coping strategies has a prominent impact on the field of education. With the growing emphasis on the significance of quality education quality and the effect of teachers on student learning outcomes, it is crucial to understand factors that may affect teacher well-being and job satisfaction. Anxiety is precisely one of these factors.

Although research on English language teaching anxiety has have been increased, most studies focused on pre-service teachers or preparatory schoolteachers. Furthermore, while existing literature provides some evidence on provoking factors of language teaching anxiety, few studies have examined the coping strategies to manage their anxiety levels. By focusing on non-native English teachers in primary, secondary, and high school, this study aimed to address this gap in the literature.

With this study, practical implications for teacher training and developments programs, as well as policymaking in education, can be suggested. Furthermore, the phenomena will be well understood from the perspective of teachers in primary, secondary, and high school.

1.6. The Purpose of the Study and Research Questions

The purpose of the study is to address this gap and contribute to the existing literature by conducting a comprehensive investigation into the FLTA experienced by in-service non-native EFL teachers and answer the following main research question and sub research questions.

In this research, the main research question and sub- research questions are going to be answered.

1. What are the anxiety levels of non-native EFL teachers?

- 1a. Do the levels of foreign language teaching anxiety among participants change according to gender, age, major years of teaching experience, working context, and department of graduation?
- 1b. What are the differences between the factors that cause anxiety at the beginning of a teacher's career compared to the ongoing stages of their career?
- 1c. What are the differences between the coping strategies employed at the beginning of a teacher's career and those used in the ongoing stages of their career?

1.7. Limitations of the Study

This study has several limitations that need to be acknowledged. Firstly, the study was conducted with a sample size of 158 non-native Turkish EFL teachers. While this sample provides valuable insights, it may not be representative of all non-native EFL teachers, particularly those in different cultural or educational contexts, thus limiting the generalizability of the findings. Secondly, the data collected primarily relied on self-reported measures, including the Foreign Language Teaching Anxiety Scale and open-ended questions. Self-reported data can be subject to biases such as social desirability bias, recall bias, and subjective interpretation, which may affect the accuracy of the results. Additionally, this study employed a cross-sectional design, providing a snapshot of the participants' experiences at a single point in time, which does not allow for the examination of changes in foreign language teaching anxiety over time or the causality of observed relationships. The study also focused on non-native Turkish EFL teachers, and the findings may be influenced by specific contextual factors such as the Turkish educational system, cultural attitudes towards language learning, and the unique challenges faced by Turkish teachers. These factors may limit the applicability of the results to other contexts. Furthermore, while the qualitative data provided rich insights into the experiences of the participants, the open-ended questions were limited in scope and depth. More comprehensive qualitative methods, such as in-depth interviews or focus groups, could provide a deeper understanding of the nuances of foreign language teaching anxiety. These limitations should be considered when interpreting the study's results and when designing future research on foreign language teaching anxiety.

1.8. Definition of Key Terms

Foreign Language Anxiety: This refers to the distinct set of self-perceptions, beliefs, emotions, and behaviors that emerge specifically in the context of learning a new language in a classroom setting. It is rooted in the unique challenges associated with acquiring a foreign language.

Foreign Language Teaching Anxiety: This describes the nervousness or unease that English language teachers may feel when teaching in the target language. It reflects the pressure of effectively communicating in a language that is not the teacher's native tongue.

Teaching Anxiety: This is a temporary emotional state that occurs during the teaching process. It can vary in intensity and typically decreases as the teacher gains more experience and confidence in their teaching abilities.

CHAPTER II

LITERATURE REVIEW

2.1. Overview of the Chapter

In this chapter, a comprehensive review of the literature related to foreign language teaching anxiety (FLTA) will be provided. The chapter begins with a general discussion on the concept of anxiety, its definitions, and its relevance in educational contexts. It will then delve into foreign language anxiety (FLA), exploring its definitions, dimensions, and measurement methods. Following this, the focus will shift specifically to foreign language teaching anxiety, examining its sources, effects, and the strategies employed by teachers to cope with it. The chapter will also present a review of both international and Turkish studies on FLTA, highlighting the key findings and gaps in the research.

2.2. Anxiety

It is well known that emotional factors play a crucial role in both learning and teaching a language. Anxiety is one of these crucial factors. It is necessary to review the literature to grasp what anxiety means. In a broad sense, anxiety is defined as a state in which a person feels nervous, tense, worried, or even dizzy.

In earlier research, anxiety was sometimes referred to as a "vague fear." (Hilgard. Atkinson, & Atkinson. 1971, p. 134). Brown (1994) similarly associated anxiety with feelings such as uneasiness, self-doubt, and frustration. Another definition provided by İpek (2007) describes anxiety as a personal experience characterized by feelings of tension, apprehension, nervousness, worry, uneasiness, frustration, and self-doubt (p. 11). In a similar way, Yoon (2012) asserted that anxiety is the result of one's self-doubts about their ability to handle stress, and she added that anxiety is the sum of psychological signals like sweetening, nervousness, and high throb.

Over time, scholars have examined foreign language anxiety from diverse viewpoints. To begin, Albert and Haber (1960) introduced the concepts of 'facilitating' anxiety and 'debilitating' anxiety. They classified anxiety based on how anxiety affects or has an impact on an individual's performance while engaging in activities or actions. A consensus of studies revealed that 'facilitating' anxiety could improve performance while 'debilitating' anxiety

could deter individual's performance (Brown, 2007; Horwitz et al., 1986; Kim, 2000; MacIntyre, 1999; Oxford, 1999). Another distinction of anxiety has been made by Spielberger (1966). Anxiety is classified into two types: trait anxiety and state anxiety. Trait anxiety is regarded as a more general and stable disposition to anxiety, and such a person is generally concerned about many aspects of life. In contrast, while state anxiety appears as a momentary emotion attributed to a particular moment and situation (Spielberger, 1966). Brown (2000) adds that trait anxiety is simply defined as having a more persistent tendency to anxiety, whereas state anxiety is felt in response to a specific situation or event. According to Brown (2000), state anxiety also includes language anxiety.

In EFL context, most of the studies revealed that anxiety has an impact on both students' learning and teachers' teaching. (Horwitz, Horwitz & Cope 1986; MacIntyre & Gardner 1989; Murray – Harvey, Silins & Saebel 1999; Jedynak 2011). So, how anxiety affect teachers when it comes to does anxiety affect teachers regarding English as a foreign language?

2.3. Foreign Language Anxiety

As FLA is mostly seen as an obstacle for both language learning and language teaching, it has been an important topic in the language education field for researchers. When referring to anxiety specifically in the context of learning a foreign language, it can be categorized as situation-specific anxiety, as described by Horwitz et al. (1986).

According to MacIntyre (1999), anxiety connected to learning a second or foreign language is characterized by increased stress levels, emotional reactions, and concerns. Another meaning of Foreign Language Anxiety (FLA) according to Horwitz et al. (1986), according to Horwitz et al. (1986), is a unique combination of self-perceptions, attitudes, feelings, and actions associated with language learning in the classroom that result from the specifics of the language acquisition process (p. 128). Horwitz et al. (1986) defined foreign language anxiety as three constructs: communication apprehension, test anxiety, and fear of negative evaluation. They defined communication apprehension as a type of shyness characterized by worry or fear of social interactions. Test anxiety was defined as performance anxiety caused by the fear of failing academic examinations. Furthermore, they described fear of a negative evaluation as the apprehension associated with other people's assessments and a desire to run away of from challenging situations. On the other hand, Aydın (2016) defines communication apprehension as the inability of learners to express their mature opinions due

to limited communication abilities. Regarding the test anxiety refers to a person's worry of failing an exam, and third, fear of poor assessment is defined as a concern about one's "inability to make a proper social impression.

When it comes to measuring foreign language anxiety, there are three primary methods commonly employed. These are observations, physiological tests and self-reports, which can take the form of questionnaires or interviews (Scovel, 1991). Horwitz et al. (1986) made a significant contribution by creating a reliable and valid assessment tool called the Foreign Language Classroom Anxiety Scale (FLCAS). This scale comprises 33 items that specifically relate to the three types of performance anxieties mentioned earlier. Researchers have extensively utilized both the original and modified versions of the FLCAS to investigate students' anxiety towards foreign language learning, as well as the teaching anxiety experienced by pre-service and in-service teachers.

The majority of research in this field has focused on identifying the causes of foreign language anxiety. To better understand the nature of anxiety and to cope with it, it is crucial to identify the sources.

One of the early research projects on language anxiety considered learners' competitive natures as a possible source of anxiety (Bailey, 1983). Data were collected from 11 students through diaries. The study's findings were acquired through the journals of 11 students, which asserts that they might experience anxiety when making comparisons to other students or to an idealized version of themselves.

In another study, personal factors, classroom practices, learner and teacher beliefs regarding language learning, interactions between learners and teachers, and assessment methods are the primary sources of FLA (Young, 1991).

2.4. Foreign Language Teaching Anxiety

Medyges (1994), claims that since foreign language teaching is a distinct discipline within overall teaching, we can assume that this field also causes anxiety among foreign language teachers, who are regarded as a separate group from other teachers due to their responsibility for both teaching knowledge and skills in a foreign language. Regardless they are experienced or inexperienced teachers, according to a study conducted on 147 non-native English language teachers, both experience FLTA during their lessons particularly when teaching English through of whether they are experienced or inexperienced teachers,

according to a study conducted on 147 non-native English language teachers, both experience FLTA during their lessons, particularly when teaching English (Kim & Kim, 2004).

Teachers, on the other hand, are expected to increase students' self-efficacy, motivate them to attend class, and lessen their fear, as underlined by Krashen (1987) and Dörnyei (1994). These expectations may lead to feel feeling anxious in class. Furthermore, Horwitz (1966) claimed that language learning is an ongoing process, and that most non-native language teachers encounter uncomfortable moments when using the target language.

In a broader sense, teaching is a challenging profession that can cause anxiety for a variety of reasons, including rebellious students, administrative issues, subject knowledge, strict performance standards, and so on (Horwitz, 1996; Wood, 2000).

2.5. Studies on the FLTA Abroad

When all the studies on FLTA are considered, several similarities appear. Firstly, it reveals most of these studies are conducted with non-native EFL and ESL teachers. Another commonality is that they are mostly studies to investigate sources of anxiety as in Numrich's (1996) study.

Numrich (1996) carried out one of the earliest studies on FLTA. While this phenomenon is primarily connected with non-native speakers of the language, Numrich worked with native English teachers, which makes this study different from others. The qualitative analysis of 26 vice ESL teachers' diaries revealed four key sources which that make teachers anxious: Assessment procedures, time management in class, giving instructions for tasks, and a feeling of insufficiency in teaching grammar.

Canessa (2006) investigated the level of foreign language teaching anxiety of 109 non-native speakers of the language they were teaching from four different cultural groups. Participants completed an online survey based on Horwitz's (1996) questionnaire with some modifications. The qualitative data analyses revealed that most of the participants experienced moderate anxiety related to teaching foreign languages.

In a different study, Klanrit and Sroinam (2013) investigated the factors that lead to FLTA by reviewing the responses of 673 teachers. Teachers were interviewed in a focus group setting and surveyed using a questionnaire. According to the findings, four elements contribute to anxiety: teacher expectations of students' language limits and low motivation,

students' attitudes about learning English, teachers' language ability, and teaching and learning management.

Machida (2016) examines 133 Japanese elementary school teachers in order to get a better understanding of foreign language classroom anxiety. The study reveals that many teachers experience anxiety while teaching English as a foreign language, because of because of a lack of confidence in communicating in the foreign language and a lack of preparation for teaching English identified as the primary causes. The study additionally explores the impact of teachers' years of experience, formal training, and English proficiency on anxiety levels.

Further study aimed to investigate the experiences of foreign language anxiety (FLA) among 15 Japanese teachers of English (Suzuki & Roger, 2014). Data were collected through interviews, questionnaires, and self-reflection. Two major sources were founded found as sources of anxiety: Teachers' perceptions of their roles in relation to the use of the target language and their perceptions of their students.

Likewise, Huhtala (2015) conducted a qualitative study with the 14 Finnish- speaking student teachers of Swedish, to figure out what kinds of worries they express regarding their future work in their narratives. According to the study, their worries are connected to classroom management, lacking confidence, heavy workload, and lack of time.

Anxiety-provoking factors, according to Matoti and Lekhu (2016), include difficulty in managing the classroom, paying attention to each student, dealing with disruptive learners, and classroom misbehaviors. Considering coping strategies, several studies have explored effective ways for teachers and student teachers to manage and alleviate FLTA anxiety.

In their research, Kim and Kim (2004) observed that comprehensive class preparation, utilization of songs and extra activities, deep breathing exercises, and enhancing language proficiency were identified as advantageous strategies for mitigating anxiety among participants.

Kongchan and Singhasiri (2008) studied a cohort of 32 EFL teachers at a Thai university and revealed that the teachers reported using practical coping methods, which drove them to engage in more structured lesson planning. It was discovered that there were differences in the coping mechanisms used by pre-service and in-service FL teachers (Ouastani, 2018). Although several participants identified the negative effects of FLTA, they nevertheless expressed emotions of hopelessness and despair. On the other hand, several

participants highlighted how important it is to prepare lessons in-depth—even going so far as to spend many hours on just one task.

According to Trigwell (2012), there is a connection between teaching methods that emphasize knowledge transfer and negative emotions, including anxiety. Higher anxious teachers tended to use instructional strategies that emphasized transferring knowledge and maintaining a teacher-centered classroom atmosphere.

In conclusion, as the literature is reviewed, the collective findings from these studies shed light on the multifaceted nature of foreign language teaching anxiety, revealing various sources and factors that contribute to teachers' anxiety levels in different contexts and cultural settings. Moreover, the exploration of coping strategies underscores the importance of addressing this anxiety through practical approaches, such as thorough class preparation, utilization of engaging activities, and managing instructional time effectively. By acknowledging and implementing these coping mechanisms, educators can better navigate the challenges associated with FLTA, ultimately fostering a more conducive learning environment for both them and their students.

2.6. Studies on the FLTA in Turkey

Since teaching is regarded as a distinct concept that causes anxiety, there is some research focusing on foreign language teaching anxiety (FLTA) in Türkiye. These studies mainly focused on the factors that lead to high levels of anxiety among teachers (İpek, 2007, p.24).

İpek (2007) conducted a study to develop a valid and reliable instrument to assess the level of anxiety Turkish EFL teachers experience when teaching foreign languages. Data were collected through daily dairies and semi structured interviews from 32 non-native teachers of English. Findings revealed six categories of sources of anxiety: making mistakes, teaching a particular language area, using the native language, teaching students at particular language levels, fear of failure and being compared with the, and being compared with fellow teachers.

Merç (2010) conducted a study with 405 student teachers to explore FLTA anxiety levels and sources. Data were obtained using the Student Teacher Anxiety Scale (STAS) developed by Hart (1987), the Foreign Language Student Teacher Anxiety Scale (FLSTAS) designed for this study, student teachers' dairies, and semi-structured interviews. The results revealed that student teachers suffer moderate levels of anxiety at the start and end of their

teaching practicum. Meanwhile, six major sources of foreign language student teacher concern are identified: students and class characteristics, classroom management, teaching processes, being monitored, mentors, and miscellaneous.

In a similar study, sources of anxiety were investigated among 101 student teachers. According to the results of the anxiety scale and interviews, which are the instruments used in data collection, it was concluded that student teachers are anxious about issues including staff relations, pedagogy, evaluation, and classroom management (Paker, 2011).

Öztürk (2016) carried out an extensive investigation into foreign language teaching anxiety among Turkish university EFL instructors, gathering both quantitative and qualitative data. The findings indicated that participants experienced a moderate level of anxiety, primarily triggered by factors such as proficiency in the target language and culture, spontaneous questions from students, and the judgmental attitudes of students.

In a different study, Aydın (2016) collected data from 60 pre-service teachers through essays, interviews, reflections, and background questionnaires. His research revealed that some of the factors contributing to FL teaching anxiety were the personalities of the teachers, their perceived language ability, negative evaluations, demotivation and amotivation, inexperience, and technical worries.

Tüfekci Can (2019) also carried out a similar study to Aydın's study (2016) to explore the ways of overcoming anxiety. To explore the ways to overcome anxiety-provoking factors, 25 EFL pre-service teachers participated in the study. Data collected through background questionnaires were collected through background questionnaires, interviews, and reflections. As a result of the findings, the participants revealed cognitive, affective, and socio-cultural resolutions to cope with FLTA in a real classroom environment. The rest of the resolutions need some governmental solutions as well as ministerial ones, such as the timing of KPSS and teaching practicum, the length of the practicum related to the class it was taken, and the selection of a specific day for the practicum; the scheduling of the faculty's weekly schedule with the teaching practicum's 6-hour attendance requirement. The solutions provided by pre-service EFL teachers include the chance to get training in all areas of education, including primary, secondary, and high schools, as well as collaboration between practicing teachers and teacher trainers.

In her study on the native EFL teachers' perceptions of FL teaching anxiety and self-efficacy, Eren (2020) collected both quantitative and qualitative data. 180 non-native and 53

native EFL teachers answered an online questionnaire that provided the data. The questionnaire has three sections. Items on FL teaching anxiety were included in the first section, while teacher self-efficacy was covered in the second. Items relevant to demographics, education, and employment were included in the third section. According to the results, participants showed higher levels of teacher self-efficacy and lower perceived levels of FL teaching anxiety. Also, teachers' self-efficacy and FL teaching anxiety were negatively correlated at a weak to moderate degree.

Unlike these studies, Kazazoglu (2020) conducted a study with English Language Literature senior students in the FLTA context. The aim of the study is finding out anxiety provoking factors and coping factories to find out anxiety-provoking factors and coping factors. 50 senior students enrolled in the pedagogical formation certificate program at a state institution as well as 9 study group mentors participated in the study. Data were collected through senior students' diaries, microteaching videos, and open- ended interview questions. All participants were asked to explained anxiety provoking explain anxiety-provoking factors and coping strategies. Results revealed that both senior students and their mentors have similar common beliefs on FLTA. According to them, lack of experience is one of the anxiety provoking. Factors. Mentors also believe that FLTA is linked to personality traits and academic inefficacy. Based on the study's findings, senior students' foreign language teaching anxiety is classified into five categories: classroom management, public speaking anxiety, fear of negative evaluation, being observed by students, and lack of experience.

CHAPTER III

METHODOLOGY

3.1. Overview of the chapter

In this chapter, the research methodology employed in this study will be detailed. The chapter begins with a description of the research design. It then introduces the participants of the study, explaining the sampling method and presenting the demographic information of the participants. Following this, the chapter outlines the data collection tools used and explains the data collection procedure. Finally, the chapter details the data analysis methods, describing both the quantitative and qualitative data analysis techniques used to answer the research questions, and discusses the confirmatory factor analysis and reliability evidence for the measurement instruments used in the study.

3.2. Research Design

The present study is designed as embedded mixed-method research, where both quantitative and qualitative data are combined. The purpose of embedded design is to gather both quantitative and qualitative data either simultaneously or sequentially, where one form of data supports and complements the other form simultaneously or sequentially, where one form of data supports and complements the other (Creswell, 2012).

According to Scovel (1978), to measure psychological constructs such as anxiety, there are three primary ways utilized: behavioral observations, physiological tests, and self-reporting questionnaires. In this study, a questionnaire and open-ended questions were applied to answer research questions since it becomes more accurate when data are collected through more than one method multiple methods (Ellis & Barkhuizen, 2005). While quantitative data were collected using the adapted version of Foreign Language Teaching Anxiety Scale (Aydın, 2020) in Appendix A. Qualitative data were gathered through open-ended questions to provide a deeper understanding of the findings derived from the quantitative data and to understand their coping strategies. The purpose of incorporating the qualitative phase was to enhance the interpretation of the quantitative results.

3.3. Participants

The objective of this study is to examine the FLTA of non-native Turkish EFL teachers. Therefore, the participants only consist of Turkish EFL teachers. Convenience sampling method was used in this study as the participants were volunteer. The convenience sampling method was used in this study as the participants were volunteers and willing to be part of this study (Creswell, 2012; Dörnyei & Csizér, 2012). Convenience sampling, referred to as opportunity sampling in some contexts, is a non-probability sampling method that relies on the availability, accessibility, and voluntary participation of individuals at a specific time, while also considering their geographical proximity (Dörnyei, 2007). The data collected from 158 nonnative EFL Turkish teacher were collected from 158 nonnative EFL Turkish teachers in Antalya, Turkey.

3.4. Background of the participants

The data for the research were collected from teachers working in foreign language teaching. Initially, single-variable, and multivariable outliers were examined based on the collected data. In the scope of the study, 5 individuals with single-variable outlier characteristics and 13 individuals with multivariable outlier characteristics were excluded from the study. When the table is examined, a total of 158 teachers participated in the research at the final stage. When the demographic characteristics of the teachers included in the study are examined, it is observed that 75.2% of the teachers are female (n=118) and 24.8% are male (n=39). When the experience status of the participating teachers is examined, it was determined that 23.4% had 6-10 years and 21 and above years (n=37), 19.0% had 16-20 years (n=30), 18.4% had 0-5 years (n=29), and 15.8% had 11-15 years (n=25) of experience. When the department variable is examined, it is determined that 79.7% of the research group graduated in English Teaching (n=126), and the remaining 20.3% graduated from other fields (n=32). Finally, when the school levels where the teachers are assigned are examined, it is seen that 36.1% work in middle schools (n=57), 35.4% work in high schools (n=56), 17.1% work in primary schools (n=27), and 11.4% work in other levels (n=18). *Table 3.1.* presents the participant distribution in terms of gender, years of experience, school contexts and department.

Table 3.1. Demographic Information of the Study Group

Information	Group	Frequency	Percentage
Gender	Male	39	24,8
	Female	118	75,2
	Total	157	100,0
Experience	0-5 years	29	18,4
	6-10 years	37	23,4
	11-15 years	25	15,8
	16-20 years	30	19,0
	21 and above	37	23,4
	Total	158	100
Department	ELT	126	79,7
	Other	32	20,3
	Total	158	100
School Context	Primary	27	17,1
	Secondary	57	36,1
	High School	56	35,4
	Other	18	11,4
	Total	158	100,0

3.5. Data Collection Tools

To analyze the data collected from the participants, the researcher utilized a combination of quantitative and qualitative research designs. The quantitative research design involved the administration of the adapted version of FLTAS (Foreign Language Teaching Anxiety Scale) developed by Aydın and Uştuk (2020), while the qualitative research design involved conducting open-ended questions. The following sections provide a comprehensive explanation of each instrument.

3.6. Background information form

The background information form gathers demographic information from participants, including age, gender, graduated department, years of experience in teaching English as a Foreign Language (EFL), and the school context. Participants' educational background includes disciplines such as ELT/FLL, American Culture and Literature, English Language and Literature, Linguistics, and Translation studies during their undergraduate studies. Regarding school context, participants indicate whether they teach students at the primary, secondary, or high school levels. The experience includes categories as follows: 0-5 years, 6-10 years, 11-15 years, 16-20 years, and more than 21 years of experience.

3.7. FLTAS

The Foreign Language Teaching Anxiety Scale (FLTAS), initially developed by Horwitz (1996), was designed to investigate the underlying factors contributing to anxiety among foreign language teachers. It is a 5-point Likert scale ranging from “never” (1) to “always” (5). The scale, specifically created for English as a Foreign Language (EFL) teachers, demonstrated a high level of reliability with a coefficient of .9173. However, in the present study, the FLTAS developed by Aydın and Uştuk (2020) was utilized for data collection and analysis.

Scale The scale consists of 27 items, grouped into five factors: self-perception of language proficiency, teaching inexperience, lack of student interest, fear of negative evaluation, and difficulties with time management. However, due to the potential implications of individual circumstances, 3 items in the scale related to mentor observations, which belong to the fear of negative evaluation factor, were excluded as they are not relevant to the study group of this research, which consists of experienced teachers.

The first factor, self-perception of language proficiency, includes 12 items, with scores ranging from 12 to 60. The second factor, teaching inexperience, consists of 5 items, with scores ranging from 5 to 25. The third factor, lack of student interest, contains 4 items, with scores ranging from 4 to 20. The final sub-factor, difficulties with time management, includes 3 items, with scores ranging from 3 to 15. The adapted version of the questionnaire is included in Appendix A.

3.8. Open-ended questions

The study involved individuals who were given written 6 open-ended questions to express their thoughts and experiences regarding Foreign Language Teaching Anxiety (FLTA). These questions were designed to explore the factors that cause anxiety in FLTA, and the various strategies employed by participants to overcome their teaching-related anxieties and to explore the difference between the anxiety causes and coping strategies when they first started their profession and the current ones, and the various strategies employed by participants to overcome their teaching-related anxieties and to explore the difference between the anxiety causes and coping strategies when they first started their profession and the current ones in their professions. According to Gill et al., Stewart, Treasure, and Chadwick (2008), effective interview questions in qualitative research should be open-ended, avoiding simple yes or no answers. These types of questions encourage participants to provide detailed and comprehensive responses. The aim of this research was to gather insights in a clear and understandable manner, shedding light on the topic of FLTA and how teachers cope with the associated anxieties. The open-ended questions are included in Appendix B.

3.9. Data Collection Procedure

To carry out this research, the researcher obtained permission from the Antalya Directorate of National Education. The data related to this study were collected during the Spring terms of the 2022-2023 academic year. Initially, the researcher's objective was to collect quantitative data. Therefore, the researcher administered the FLTAS (Foreign Language Teachers' Anxiety Scale) to in-service EFL (English as a Foreign Language) teachers during their break times. A demographic information questionnaire, FLTAS, and open-ended questions were provided together, and participants were instructed to select the most appropriate option for them and write their opinions for the open-ended questions.

3.10. Data Analysis

For the quantitative data analysis in this study, in which it was tried to answer 1st and 2nd research questions, the scores of the teachers' foreign language teaching anxiety levels were examined in terms of descriptive values. The averages of these sub-factors were analyzed within the framework of minimum and maximum scores.

In the next stage of the study, the scores of the foreign language teaching anxiety sub-factors were subjected to mean comparison tests in terms of the sub-levels of gender, experience, department, and school level variables. Before proceeding with the mean comparison tests, the distribution structure of the sub-factor scores in the sub-groups of the independent variables was examined. When the literature is examined, it is seen that many different methods are used to decide the structure of a score distribution. Within the scope of this study, three different distribution determination methods were used. These are Kolmogorov-Smirnov (K-S)-Shapiro Wilks (S-W) tests, kurtosis-skewness coefficient, and kurtosis-skewness Z coefficients. In K-S and S-W tests, it was examined whether the significance levels of the test results were above 0.05, and if this value was above 0.05, it was considered as evidence that the score distribution was normal (Bryman and & Cramer, 2002). For kurtosis-skewness coefficients, it was examined whether they were in the range (-2,+2), and it was assumed that the lower levels with kurtosis-skewness coefficients in the specified ranges contained evidence of normal distribution (George, 2011).

Finally, it was examined whether the Z values obtained from the kurtosis-skewness coefficients of the score distributions were in the range of (-1.96, +1.96), and it was assumed that the lower levels with Z coefficients in the specified ranges contained evidence of normal distribution (Howitt and & Cramer, 1997). The distribution form shown by the majority of these 3 three methods is accepted as valid for that score distribution. In cases where the number of subgroups of the relevant variables was 2, if all subgroups were normally distributed, the independent groups t test was used, and if at least one subgroup was not normally distributed, the Mann Whitney if all subgroups were normally distributed, the independent groups t-test was used, and if at least one subgroup was not normally distributed, the Mann-Whitney U test was used (Ruxton, 2006). If the number of subgroups of the relevant variables was more than two, a one-way analysis of variance was used if all subgroups were normally distributed, and the Kruskal Wallis H test was used if at least one subgroup was not normally distributed (Kruskal, 1952).

To answer 2nd research questions and delve into 3rd research questions the second research question and delve into the third research question, qualitative data analysis was conducted.

The five-step data analysis approach proposed by Gao and Zhang (2020) was used to guarantee a systematic and extensive analysis of the data. The steps are as follows:

1. Preparing the initial data: Examining the original data files, identifying and fixing errors, ensuring data consistency, etc.
2. Data coding: reading the original data several times and creating open codes.
3. Developing themes: comparing the original codes and ensuring that the codes are relevant to one another.
4. Categorizing the themes: Putting the themes into different categories according to certain standards and principles.
5. Creating the report: generating a scholarly report based on the data analysis that includes colorful, persuasive sample cases that are connected to the literature and research question.

3.10.1. Confirmatory factor analysis

Confirmatory factor analysis, one of the factor analysis methods, was used to remove a factor from the foreign language teaching anxiety factor structure and to determine whether the factor structure was confirmed or not determine whether the factor structure was confirmed over the study group. Maximum The maximum likelihood method was used as the factor estimation method because the data structure in question fulfilled the univariate and multivariate normality assumptions as a result of the examinations. Analyzes were carried out by associating 24 items under the 4 four relevant factors. The standardized path coefficients and t values obtained as a result of the analysis are shown in Table 3.2.

Table 3.2. Foreign Language Teaching Anxiety Scale CFA Path Coefficients and t Values

Item No	Path Coefficient	t value	Item No	Path Coefficient	t value
1	0,71	12,97	13	0,82	15,01
2	0,66	11,58	14	0,91	42,33
3	0,69	11,15	15	0,94	53,64
4	0,71	12,35	16	0,75	12,22
5	0,63	10,69	17	0,59	7,07
6	0,83	26,42	18	0,82	12,61
7	0,83	28,10	19	0,82	14,27
8	0,85	32,64	20	0,92	51,60
9	0,73	17,33	21	0,90	43,87
10	0,67	11,68	22	0,74	12,97
11	0,42	4,11	23	0,87	20,15
12	0,50	6,20	24	0,74	11,23

When the factor load values of the foreign language teaching anxiety sub-factors with their own items are examined, the self-perception of language proficiency factor loads are 0.42-0.85; teaching inexperience factor loadings 0.59-0.94; Lack of student interest factor loadings were 0.82-0.92; It is seen that the difficulties with time management factor loadings have values varying between 0.74 and 0.87. It can be said that all t values of the factor loadings in question are significant, $p < 0.001$ (Jöreskog and & Sörbom, 1993; Kline, 2023). The path diagram of confirmatory factor analysis is given in Figure 1.

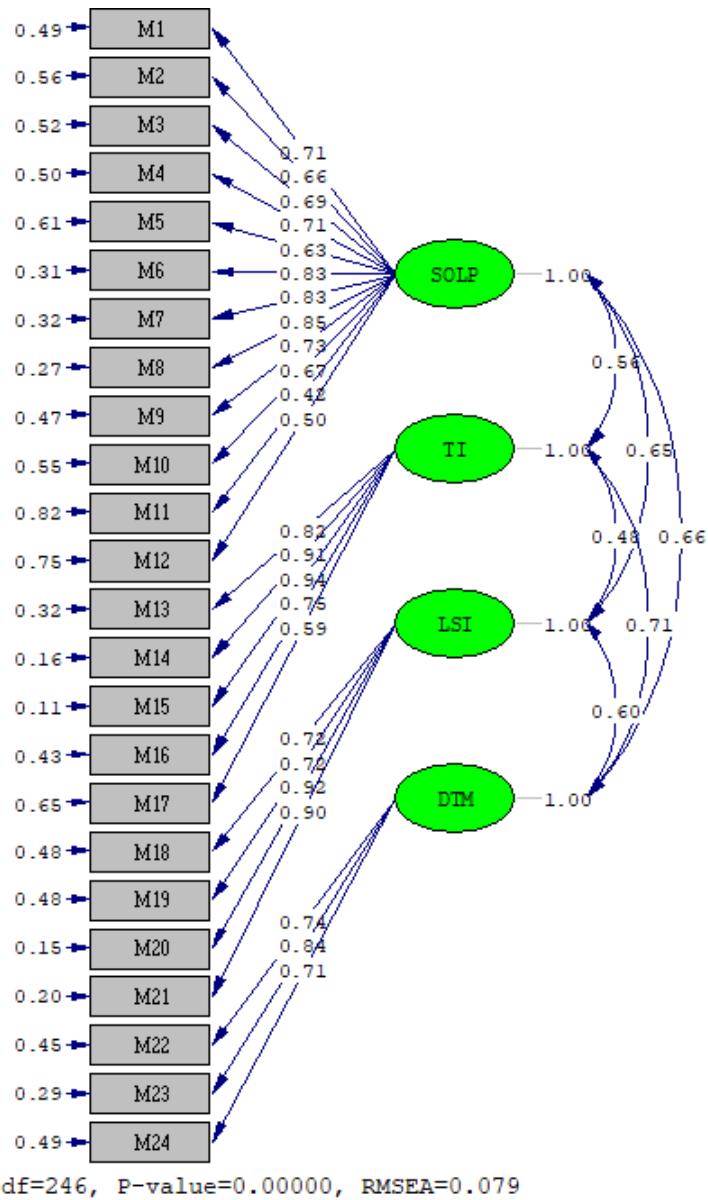


Figure 1. Foreign Language Teaching Anxiety Scale Path Diagram

When the path diagram of the foreign language teaching anxiety scale is examined, it shows that the loadings of the items under the four sub-factors on the relevant sub-factor and the standard error amounts (<0.90) of the items are compatible with the factor structure of the scale. In order to evaluate how compatible the factor model was with the data, the fit criteria suggested in the literature were reviewed. Within the scope of the literature, various fit criteria sought when evaluating a factor structure have been examined, acceptable fit values have been determined and these fit values have been evaluated based on the analysis results. These evaluation results are given in Table 3.3

Table 3.3. CFA Fit Indices of the Foreign Language Teaching Anxiety Scale

Fit Index*	Goodness of Fit Measure	Acceptable Fit Measure	The Obtained Index	Results
χ^2/sd	$0 \leq \chi^2/sd \leq 2,5$	$2,5 \leq \chi^2/sd \leq 5$	1,98	good
RMSEA	$.00 \leq RMSEA \leq .05$	$.05 \leq RMSEA \leq .08$	0,079	acceptable
SRMR	$.00 \leq SRMR \leq .05$	$.05 \leq SRMR \leq .10$	0,10	acceptable
CFI	$.95 \leq CFI \leq 1.00$	$.90 \leq CFI \leq .95$	0,97	good

*Bentler, 1980; Byrne, 2010; Kline, 2011

When the fit values of the factor structure of the foreign language teaching anxiety scale are examined, it can be said that the coefficients obtained are among the criteria recommended in the literature, thus the model-data fit is confirmed.

3.10.1.1. Reliability evidence for the measurement instrument

Cronbach's alpha internal consistency and composite reliability coefficient values of the foreign language teaching anxiety scale are shown in Table 3.4.

Table 3.4. Alfa Coefficients for the Foreign Language Teaching Anxiety Scale

Sub Factor	Alfa Coefficient	Composite Reliability Coefficient
Self-perception of Language Proficiency	0,90	0,92
Teaching Inexperience	0,85	0,90
Lack of Student Interest	0,89	0,92
Difficulties with Time Management	0,75	0,72

When the Cronbach alpha reliability coefficients of the foreign language teaching anxiety scale are examined, it is 0.90 for self-perception of language proficiency; 0.85 for teaching inexperience; It was determined that it had a value of 0.89 for lack of student interest and 0.75 for difficulties with time management. When the composite reliability coefficients are examined, it is 0.92 for self-perception of language proficiency; 0.90 for teaching inexperience; It was determined that it had a value of 0.92 for lack of student interest and 0.72 for difficulties with time management. Considering that measurement measurements with a reliability coefficient of 0.70 and above are considered reliable (Domino and & Domino, 2006), it can be said that the calculated reliability coefficients are sufficient.



CHAPTER IV

FINDINGS

4.1. Overview of the chapter

This study aims to research foreign language teaching anxiety (FLTA), anxiety- provoking factors, and overcoming strategies for FLTA through in-service teachers in Turkey. The primary goal of this research is to create a comprehensive taxonomy of the anxiety- provoking components of FLTA reported by in-service teachers, as well as to identify strategies for overcoming FLTA. Foreign Language Anxiety Scale (Aydın, 20200) and open-ended questions were applied. For the FLTA Scale, Confirmatory Factor Analysis were was conducted, and results were given. below. Also, qualitative, and quantitative findings were presented in the following part sequentially.

4.2. Qualitative Findings

4.2.1 Evaluation of the scores obtained from the FLTA

The Foreign Language Teaching Anxiety scale consists of 24 items. The scale has a 5-point Likert type rating feature. The scale has a structure of four sub-factors. Although the first factor, self-perception of language proficiency, has 12 items, the scores that can be obtained from this factor are between 12-60. Although the second factor, teaching inexperience, has 5 items, the scores that can be obtained from the factor are between 5-25. The third factor, lack of student interest, consists of 4 items, and the scores that can be obtained from this factor are between 4-20. The last sub-factor, difficulties with time management, consists of 3 items, and the scores to be obtained from this sub-factor are between 3-15. The increase in the scores obtained from these sub-factors means that the teachers' relevant factor behaviors have increased.

4.2.2. Descriptive statistics of FLTA

Table 4.1. Descriptive Statistics of Scores Obtained from the Sub-Factors of Foreign Language Teaching Anxiety

Sub Factor	N	Min	Max	$\bar{X} \pm S.S$
Self-perception of Language Proficiency	158	12,00	43,00	18,94 $\pm$ 6,42
Teaching Inexperience	158	5,00	18,00	6,58 $\pm$ 2,35
Lack of Student Interest	158	4,00	20,00	10,08 $\pm$ 3,76
Difficulties with Time Management	158	3,00	14,00	5,02 $\pm$ 2,09

When the averages obtained from the sub-factors of foreign language teaching anxiety of teachers are evaluated within the scope of the minimum and maximum scores that can be obtained from the factor, it can be said that the average of 'lack of student interest' (10.08 $\pm$ 3.76) is at a moderate level, while the sub-factor averages of 'self-perception of language proficiency' (18.94 $\pm$ 6.42), 'teaching inexperience' (6.58 $\pm$ 2.35), and 'difficulties with time management' (5.02 $\pm$ 2.09) are at a low level.

4.2.2.1. Distribution of scores obtained from FLTA sub factors sub-factors based on gender variable

K-S/S-W test statistics, skewness-kurtosis values, and kurtosis-skewness Z values of the gender variable sub-level distributions of the scores obtained from the teachers' foreign language teaching anxiety sub-factors are shown in Table 4.2.

Table 4.2. Distribution of Scores Obtained from FLTA Sub-factors Based on Gender Sub levels

Subfactor	Variable	K-S/ S-W	Skewness	Kurtosis	Kurtosis Z value	Skewness Z value
Perception of Language Proficiency	Male	0,013	1,02	0,56	2,69	0,76
	Female	0,000	1,18	1,27	5,30	2,87
Teaching Inexperience	Male	0,000	1,21	-0,26	3,19	-0,35
	Female	0,000	2,18	5,99	9,75	13,56
Lack of Student Interest	Male	0,101	0,10	-1,35	0,26	-1,82
	Female	0,054	0,14	-0,49	0,61	-1,10
Difficulties with Time Management	Male	0,001	0,71	-0,62	1,87	-0,83
	Female	0,000	1,34	2,13	6,00	4,81

When examining the normality values in Table 4.2, it is observed that the scores of the sub-factors "perception of language proficiency," "teaching inexperience," and "difficulties with time management" are significant in both the female and male groups according to the K-S test ($p < 0.05$), and particularly in the female group, the skewness Z value does not meet the criteria set for normality. Therefore, it can be stated that the score distribution is not normally distributed. As for the sub-factor "lack of student interest," the distributions of scores for both male and female groups meet at least two criteria, indicating normal distribution.

4.2.2.2. Gender-Based findings in the analysis of FLTA sub factor scores

Independent variables t test results of t-test results of the gender of the scores obtained from the lack of student interest subscale, one of the foreign language teaching anxiety sub-factors of teachers, are given in Table 4.3 Mann Whitney comparison of the scores obtained from the perception of language proficiency, teaching inexperience and difficulties with time management sub-factors by gender. U test results are shown in Table 4.3.

Table 4.3. Gender-Based Findings in the Analysis of FLTA Sub-Factor Scores

Sub factor	Variable	N	$\bar{X}$	S.S	SD	t	p	η^2
Lack of Student Interest	Male	39	9,10	3,73	155	1,89	0,061	-
	Female	118	10,41	3,75				

When the independent groups t test results in Table 7 are examined, it is seen that the lack of student interest sub-factor averages do t-test results in Table 4.3 are examined, it is seen that the lack of student interest sub-factor averages does not show a significant difference according to gender, $t_{155} = 1.86$, $p = 0.061$. Accordingly, it can be said that the lack of student interest sub- factor averages of male (9.10 ± 3.73) and female (10.41 ± 3.75) teachers are similar.

Table 4.4. Results of Mann Whitney U-Test for Sub-Rank Averages of Perception of Language Proficiency, Teaching Inexperience, and Difficulties with Time Management Sub-Factors by Gender

Sub-factor	Variable	N	Rank Averages	Rank Sum	U	Z	p
Perception of Language Proficiency	Male	39	65,76	2564,5	1784,5	2,10	0,035
	Female	118	83,38	9838,5			
Teaching Inexperience	Male	39	72,54	2829,0	2049,0	1,10	0,270
	Female	118	81,14	9574,0			
Difficulties with time management	Male	39	74,53	2906,5	2126,5	0,72	0,469
	Female	118	80,48	9496,5			

When the analysis results in the table were examined, it was determined that the teachers' perception of language proficiency sub-factor rank averages showed a statistically significant difference in gender subgroups, $Z = 2.10$, $p = 0.035$. Accordingly, it was determined that the female teachers' perception of language proficiency sub-factor rank average (83.38) was higher than the male teachers' rank average (65.76). It was determined that the rank averages of the foreign language teaching anxiety sub-factors teaching inexperience ($Z=1.10$, $p=0.270$) and difficulties with time management ($Z=0.72$, $p=0.469$) did not show a statistically significant difference in gender subgroups. Accordingly, it can be said that the relevant sub- factor behaviors of male and female teachers are similar.

4.2.2.3. Distribution of scores obtained from FLTA sub-factors based on teaching experience variable

K-S/S-W test statistics, skewness-kurtosis values, and kurtosis-skewness Z values of the sub-level distributions of the years of experience variable of the scores obtained from the teachers' foreign language teaching anxiety sub-factors are shown in Table 4.5.

Table 4.5. Distribution of Scores obtained from FLTA Teaching Experience Variable

Sub Factor	Variable	K-S/ S-W	Skewness	Kurtosis	Skewness Z Value	Kurtosis Z Value
Self- perception of Language Proficiency	0-5 years	0,058	0,83	0,22	1,91	0,25
	6-10 years	0,012	1,65	3,89	4,24	5,12
	11-15 years	0,200	0,61	-0,08	1,31	-0,09
	16-20 years	0,013	0,50	-1,18	1,16	-1,41
	21 and above	0,007	1,31	1,30	3,36	1,72
Teaching Inexperience	0-5 years	0,004	0,99	1,75	2,79	2,07
	6-10 years	<0,001	1,84	3,63	4,72	4,78
	11-15 years	<0,001	2,67	8,68	5,76	9,62
	16-20 years	<0,001	2,15	1,03	5,05	4,86
	21 and above	<0,001	1,64	1,76	4,23	2,32
Lack Of Student Interest	0-5 years	0,692	0,10	-0,68	0,23	-0,85
	6-10 years	0,023	0,11	-1,06	0,28	-1,40
	11-15 years	0,200	0,12	0,08	0,02	0,08
	16-20 years	0,200	0,21	-0,47	0,48	-0,56
	21 and above	0,006	-0,08	-1,06	-0,20	-1,40
Difficulties with Time Management	0-5 years	0,108	0,33	-0,26	0,75	-0,31
	6-10 years	<0,001	1,62	3,34	4,18	4,36
	11-15 years	0,033	0,13	-0,56	0,28	-0,61
	16-20 years	0,006	1,78	4,02	4,17	4,82
	21 and above	<0,001	1,56	1,51	4,01	1,98

When examining the normality values presented in Table 4.5, it is observed that for some experience groups (6-10 years), the scores of the sub-factors of self-perception of

language proficiency, teaching inexperience, and difficulties with time management show significant results in the K-S test ($p < 0.05$), and the skewness Z score does not meet the criteria set for normality. Therefore, it can be stated that the distribution of scores for these sub-factors is not normal. On the other hand, for the sub-factor lack of student interest, since the scores in all experience year subgroups meet at least two criteria, it can be concluded that the distribution is normal.

4.2.2.4 Teaching experience-based findings in the analysis of FLTA sub-factor scores

The one-way analysis of variance results for the scores obtained from the lack of student interest sub-factor of foreign language teaching anxiety factors, based on years of experience, is presented in 4.6. The Kruskal Wallis H test results for the comparison of scores obtained from the sub-factors of self-perception of language proficiency, teaching inexperience, and difficulties with time management based on years of experience are shown in Table 4.7.

Table 4.6. One-Way Variance Analysis Results of Teachers' Lack of Student Interest Sub-Factor Scores According to Experience Variable

Sub Factor	Variable	N	$\bar{X}$	S.S	SD	F	p	η^2
Lack of Student Interest	0-5 years	29	11,41	4,22	4 153	1,31	0,271	-
	6-10 years	37	9,78	3,47				
	11-15 years	25	10,32	3,40				
	16-20 years	30	9,50	3,58				
	21 and above	37	9,65	3,97				

When examining the results of the one-way analysis of variance presented in Table 4.6, it is observed that the mean scores of the lack of student interest sub-factor from foreign language teaching anxiety factors do not show a significant difference based on years of experience, $F(4,153) = 1.31$, $p = 0.271$. Therefore, it can be stated that the mean scores of the lack of student interest sub-factor are similar among teachers with different years of experience.

Table 4.7. Kruskal Wallis H Test Results of Teachers' Self-perception of Language Proficiency, Teaching Inexperience and Difficulties with Time Management Sub-Factor Rank Means According to Experience

Sub Factor	Variable	N	Rank Averages	SD	χ^2	p	Differences
Self-perception of Language Proficiency	0-5 years ⁽¹⁾	29	96,95	4	11,08	0,026	
	6-10 years ⁽²⁾	37	74,08				
	11-15 years ⁽³⁾	25	93,84				1-2
	16-20 years ⁽⁴⁾	30	74,70				1-5
	21 and above ⁽⁵⁾	37	65,45				3-5
Teaching Inexperience	0-5 years ⁽¹⁾	29	110,10	4	19,90	0,001	
	6-10 years ⁽²⁾	37	77,41				1-2
	11-15 years ⁽³⁾	25	76,64				1-3
	16-20 years ⁽⁴⁾	30	66,68				1-4
	21 and above ⁽⁵⁾	37	69,93				1-5
Difficulties with Time Management	0-5 years ⁽¹⁾	29	105,14	4	17,81	0,001	
	6-10 years ⁽²⁾	37	72,95				1-2
	11-15 years ⁽³⁾	25	86,76				1-4
	16-20 years ⁽⁴⁾	30	80,47				1-5
	21 and above ⁽⁵⁾	37	60,27				3-5

Upon reviewing the analysis results in the table, it has been determined that teachers' rank averages for the "self-perception of language proficiency" sub-factor show a statistically significant difference among experience year subgroups, $\chi^2=11.08$, $p=0.026$. Accordingly, teachers with 0-5 years of experience have higher rank averages (96.95) for the "self-perception of language proficiency" sub-factor compared to those with 6-10 years (74.08) and 21 and above years of experience (64.45).

Examining the results for another sub-factor, it is found that teachers' rank averages for the "teaching inexperience" sub-factor exhibit a statistically significant difference among experience year subgroups, $\chi^2=19.90$, $p=0.001$. Thus, teachers with 0-5 years of experience have higher rank averages (110.10) for the "teaching inexperience" sub-factor compared to teachers with other years of experience.

Finally, it is observed that teachers' rank averages for the "difficulties with time management" sub-factor shows a statistically significant difference among experience year subgroups, $\chi^2=17.81$, $p=0.001$. Specifically, teachers with 0-5 years of experience have higher rank averages (105.14) for the "difficulties with time management" sub-factor compared to those with 6-10 years (72.95), 16-20 years (80.47), and 21 and above years of experience (60.27). Additionally, the rank averages of teachers with 11-15 years of experience (86.76) are higher than those with 21 and above years of experience.

4.2.2.4. Distribution of scores obtained from FLTA sub-factors based on graduated department variable

K-S/S-W test statistics, skewness-kurtosis values, and kurtosis-skewness Z values of the lower-level distributions of the graduated department variable of the scores obtained from the teachers' foreign language teaching anxiety sub-factors are shown in Table 4.8.

Table 4.8. Examining the Distribution of Scores Obtained from Foreign Language Teaching Anxiety Sub-Factors at Sub-Levels of the Graduated Department Variable

Sub Factor	Variable	K-S/ S-W	Skewness	Basıklık	Skewness Z Value	Kurtosis Z Value
Self-perception of Language Proficiency	ELT	<0,001	1,21	1,54	5,60	3,58
	Other	0,005	1,29	1,47	3,12	1,82
Teaching Inexperience	ELT	<0,001	2,15	6,04	9,93	14,27
	Other	<0,001	1,76	3,77	4,25	4,66
Lack of Student Interest	ELT	0,003	0,14	-0,62	0,63	-1,45
	Other	0,200	0,18	-0,68	0,43	-0,84
Difficulties with Time Management	ELT	<0,001	1,26	1,79	5,82	4,17
	Other	0,001	0,72	-0,56	1,74	-0,68

Upon examining the normality values presented in Table 4.8, it is observed that the scores of the sub-factors "self-perception of language proficiency," "teaching inexperience," and "difficulties with time management" show significant results in the K-S test ($p<0.05$) and

the skewness and kurtosis Z values do not meet the criteria set for normality within the group of English Language Teaching. Therefore, it can be stated that the distribution of scores for these sub-factors is not normal within the English Language Teaching group. On the other hand, for the sub-factor "lack of student interest," since the scores in both the English Language Teaching and other groups meet at least two criteria, it can be concluded that the distribution is normal.

4.2.2.5. Graduated department-based findings in the analysis of FLTA sub-factor scores

The independent samples t-test results for the scores obtained from the sub-factor of lack of student interest which is one of the sub-factors of teachers' anxiety in teaching a foreign language, according to, which is one of the sub-factors of teachers' anxiety in teaching a foreign language, according to the graduated department variable, are presented in Table 4.9. The comparison of scores obtained from the self-perception of language proficiency with respect to time management sub-factors by the graduated department, teaching inexperience, and difficulties is examined. The Mann-Whitney U test results are shown in Table 4.10.

Table 4.9. T Test Results of Teachers' Lack of Student Interest Sub-Factor Scores According to the Graduated Department Variable

Sub Factor	Variable	N	$\bar{X}$	S.S	SD	t	p	η^2
Lack of Student Interest	ELT	126	10,22	3,66	156	0,93	0,355	-
	Other	32	9,53	4,14				

When the independent groups t test results in Table 13 are examined, it is seen that the lack of student interest sub-factor averages dot-test results in Table 4.9 are examined, it is seen that the lack of student interest sub-factor averages does not show a significant difference according to the department graduated, $t_{156} = 0.93$, $p = 0.355$. Accordingly, it can be said that the lack of student interest sub-factor averages of teachers graduated from English teaching (10.22 ± 3.66) and other departments (9.53 ± 4.14) are similar.

Table 4.10. Mann Whitney U-Test Results of Self-perception of Language Proficiency, Teaching Inexperience and Difficulties with Time Management Sub-Factor Rank Averages According to the Graduated Department Variable

Sub Factor	Variable	N	Rank Overages	Rank Sum	U	Z	p
Self-perception of Language Proficiency	ELT	126	81,29	10242,0	1791,0	0,98	0,329
	Other	32	72,47	2319,0			
Teaching Inexperience	ELT	126	78,15	9846,5	1845,5	0,43	0,427
	Other	32	84,83	2714,5			
Lack of Student Interest	ELT	126	80,97	10202,0	1831,0	0,42	0,413
	Other	32	73,72	2359,0			

When the analysis results in the table are examined, the foreign language teaching anxiety sub-factors are self-perception of language proficiency ($Z=0.98$, $p=0.329$), teaching inexperience ($Z=0.43$, $p=0.427$) and difficulties with time management ($Z=0.42$, $p=0.413$) sub-factor rank averages did not show a statistically significant difference in the graduated department subgroups. Accordingly, it can be said that the relevant sub-factor behaviors of teachers who graduated from English teaching and other departments are similar.

4.2.2.6. Distribution of scores obtained from FLTA sub-factor score based on school context variable

The K-S/S-W test statistics, skewness-kurtosis values, and kurtosis-skewness Z values of the sub-level distributions of the scores obtained from the foreign language teaching anxiety sub-factors of the teachers' school context variable are shown in Table 4.11.

Table 4.11. Distribution of Scores Obtained from Sub-Factors of FLTA According to School Context Level Variable

Sub Factor	Variable	K-S/ S-W	Skewness	Kurtosis	Skewness Z Value	Kurtosis Z Value
Self-perception of Language Proficiency	Primary	0,001	1,41	1,85	3,15	2,12
	Secondary	0,002	1,05	0,66	3,30	1,05
	High School	<0,001	1,22	1,52	3,83	2,41
	Other	0,041	1,18	1,16	2,19	1,12
Teaching Inexperience	Primary	<0,001	0,45	-1,42	1,00	-1,63
	Secondary	<0,001	1,78	2,61	5,67	4,19
	High School	<0,001	2,33	5,69	7,31	17,63
	Other	0,001	0,51	-1,58	0,95	1,52
Lack Of Student Interest	Primary	0,119	0,34	-0,38	0,75	-0,43
	Secondary	0,200	-0,14	-0,68	-0,42	-1,08
	High School	0,087	0,23	-0,66	0,73	-1,05
	Other	0,726	0,22	-0,30	0,41	-0,29
Difficulties with Time Management	Primary	0,005	0,80	0,35	1,78	0,40
	Secondary	<0,001	1,90	4,96	6,03	7,95
	High School	<0,001	1,13	0,41	3,54	0,65
	Other	0,199	0,27	-1,06	0,50	-1,01

When examining the normality values in 4.11, it is observed that self-perception of language proficiency, teaching inexperience, and difficulties with time management sub-factors are significantly different ($p < 0.05$), and the skewness Z score does not meet the criteria for normality in some school context groups (high school). Therefore, it can be stated that the distribution of these scores is not normally distributed. On the other hand, the sub-factor 'lack of student interest' is considered to have a normal distribution across all school grade subgroups, meeting at least two criteria.

4.2.2.7. School context-based findings in the analysis of FLTA sub factors sub-factors

The one-way analysis of variance results for the scores obtained from the sub-scale 'lack of student interest' of foreign language teaching anxiety factors for different school grades is presented in Table 4.12 The Kruskal-Wallis H test results comparing the scores obtained from the sub-factors 'self-perception of language proficiency,' 'teaching inexperience,' and 'difficulties with time management' across school grades are shown in Table 4.13.

Table 4.12. Results of One-Way Variance Analysis of Teachers' Lack of Student Interest Sub-Factor Scores According to School Context Variable

Sub Factor	Variable	N	$\bar{X}$	S.S	SD	F	p	η^2
Lack of Student Interest	Primary	27	9,37	3,87				
	Secondary	57	10,75	3,48	3			
	High School	56	9,96	4,16	154	1,15	0,329	-
	Other	18	9,39	3,03				

When examining the results of the one-way analysis of variance in Table 4.12, it is observed that there is no significant difference in the means of the sub-factor 'lack of student interest' from foreign language teaching anxiety factors across school grades, $F(3,154) = 1.15$, $p = 0.329$. Accordingly, it can be stated that the mean scores of the 'lack of student interest' sub- factor are similar for teachers working in different school contexts.

Table 4.13. Kruskal Wallis H Test Results of Teachers' Self-perception of Language Proficiency, Teaching Inexperience and Difficulties with Time Management Sub-Factor Rank Averages According to School Context

Sub Factors	Variable	N	Rank Averages	SD	χ^2	p	Differences
Self-perception of Language Proficiency	Primary	27	79,20	3	1,51	0,680	-
	Secondary	57	76,09				
	High School	56	79,35				
	Other	18	91,22				
Teaching Inexperience	Primary	27	86,76	3	3,80	0,283	-
	Secondary	57	74,30				
	High School	56	76,82				
	Other	18	93,42				
Difficulties with Time Management	Primary	27	85,69	3	4,39	0,223	-
	Secondary	57	77,60				
	High School	56	73,00				
	Other	18	96,47				

When examining the analysis results in the table, it has been determined that the rank averages of the sub-factors self-perception of language proficiency ($\chi^2=1.51$, $p=0.680$), teaching inexperience ($\chi^2=3.80$, $p=0.283$), and difficulties with time management ($\chi^2=4.39$, $p=0.223$) from foreign language teaching anxiety factors do not show a statistically significant difference among the subgroups of school grades. Therefore, it can be said that the anxiety level levels related to these sub-factors are similar for teachers working in different school contexts.

4.3. Qualitative Findings

4.3.1. Results of open-ended items in the questionnaire

To address the following second and third research questions concerning coping strategies for anxiety among FL teachers and to gather further insights into the factors that provoke FLTA, additional information were sought through 6 open-ended questions The

answers were not changed and given exactly were sought through 6 open-ended questions. The answers were not changed and given the same as teachers' own words.

- What are the factors that cause anxiety while they are teaching?
- What are their coping strategies for anxiety?

In the initial open-ended question, participants were asked to indicate whether they experienced anxiety at the beginning of their careers. The responses with their frequency are presented below in Table 4.14.

Table 4.14. Anxiety Sources among In-Service ELT Teachers in the initial stage of career

ANXIETY SOURCES	CATEGORIES	N	F
Classroom and lesson management	Lack of teaching experience	44	32,8%
	Difuculty in classroom management	11	8,2%
	Managing overcrowded classes	4	3,0%
	Lack of authority due to the close age gap	5	3,7%
	Difuculty in time and lesson management	3	2,2%
	Addressing student behavior	7	5,2%
Student related factors	Problematic student profiles	4	3,0%
	Limited familiarity with students' background	7	5,2%
	Lack of student motivation and interest	6	4,5%
Language and communication	Limited language proficiency	1	0,7%
	Difficulty with simplifying the language	3	2,2%
	Fear of making lingual mistake	4	3,0%
	Language barrier	2	1,5%
	Limited speaking skill	4	3,0%
	Limited vocabulary knowledge	5	3,7%
Personal factors	Lack of self-confidence	1	0,7%
	Stage fright	2	1,5%

ANXIETY SOURCES	CATEGORIES	N	F
Teaching competence	Lack of preparation	1	0,7%
	Transitioning to teaching from another field	1	0,7%
	Teaching performance issue	7	5,2%
Resources and curriculum	Unsuitability of resources	3	2,2%
	Lack of resources	2	1,5%
External factors	Environmental changes	4	3,0%
	Colleagues issues	3	2,2%
Total		134	100,0%

When the responses to 1st open-ended questions were analyzed, seven different categories for the anxiety-provoking factors were identified. These categories are classroom and lesson management, student-related factors, language and communication, personal factors, teaching competence, resources and curriculum, and last, external factors.

Based on the data in Table 4.14, the most frequently cited source of anxiety is "Classroom and Lesson Management," which includes lack of teaching experience, difficulty in classroom management, managing overcrowded classes, lack of authority due to the close age gap, difficulty in time and lesson management, and addressing student behavior, and represents 55.1% of participants. These individuals frequently indicated anxiety due to a lack of teaching experience, with 2.2% representing the most effective factor. Some of the participants stated:

P1: "I felt anxiety when I started my career. The reason for my anxiety is my lack of experiences."

P2: "Lack of experience makes me nervous."

Following closely is the category of "Student-Related Factors," comprising 12.7% of responses. Participants highlighted anxiety mostly stemming from limited familiarity with students' backgrounds (5.2%), and a lack of student motivation and interest (4.5%) while Participants' responses were as follows:

P3: “Yes, I did. First, I needed to know my students and their background knowledge in English to help them improve themselves.”

P4: “I started working in Şırnak. Children here are so close to the different cultures and languages. They have no interest in learning a new language.”

For the less frequently mentioned categories, we observe that "Resources and Curriculum" and "External Factors" contributed to teachers' anxiety, representing 3.7% and 5.2% of responses, respectively. Challenges such as the unsuitability of resources (2.2%) and environmental changes (3.0%) were noted in these categories.

In the following questions, to be able to compare participants' anxiety sources at the beginning of their career and in the ongoing stage, participants were asked if they are still experiencing anxiety and what are the sources of this anxiety.

Table 4.15. Anxiety Sources in the ongoing stage of career

ANXIETY SOURCES	CATEGORIES	N	F
Classroom and lesson management	Lack of teaching experience	2	1,9%
	Difficulty in classroom management	2	1,9%
	Managing overcrowded classes	2	1,9%
	Difficulty in time and lesson management	3	2,9%
	Addressing student behavior	4	3,8%
Student related factors	Problematic student profiles	19	18,1%
	Students' varying language levels	3	2,9%
	Lack of participation	4	3,8%
	Lack of student motivation and interest	17	16,2%
Language and communication	Limited language proficiency	5	4,8%
	Language barrier	4	3,8%
	Teachers' limited speaking skill	11	10,5%
	Teachers' limited vocabulary knowledge	2	1,9%

ANXIETYS SOURCES	CATEGORIES	N	F
Personal factors	Lack of motivation	7	6,7%
	Lack of Self-confidence	2	1,9%
	Natural tendency to anxiety	4	3,8%
Teaching competence	Lack of preparation	4	3,8%
	Unsuitability of resources	4	3,8%
	Lack of resources	2	1,9%
External factors	Others' expectations	4	3,8%
Total		105	100,0%

According to the findings, as it is shown in Table 4.15, the category with the highest percentage of anxiety sources is "Student Related Factors" (%41), specifically "Problematic student profiles," which accounts for 18.1% of the total anxiety sources. This category represents the behavioral issues that significantly contribute to teacher anxiety.

P5: I sometimes feel it when I have some arrogant students.

P6: Sometimes student profiles may be a problem for me.

Another crucial factor that provokes teacher anxiety is the “lack of student’s motivation and interest” from the “Student-Related Factors” category. This sub-category consists of %16,2 highlights a significant concern for teachers.

P7: Yes, I do. It is mostly because of the student profiles. My students are demotivated to improve themselves and to enter a university, let alone learning English. As a result, their lack of motivation decreases my motivation level as well.

P8: Lack of student motivation may cause anxiety because i think we cannot make an uninterested student interested.

P9: The language levels and approaches of the students make me anxious. If they have positive feelings for learning the language, they and I feel more relaxed.

Although they experienced anxiety highly due to the classroom and lesson management factor during the beginning of their careers, this factor was less effective (%12.4) in the ongoing stages of their career. The effect of the “Language and

Communication” category remained significant, and %10.5 of participants stated they experienced anxiety because of limited speaking skills.

P10: I do. The source is probably related to my speaking anxiety. If the class's proficiency is high, I tend to experience anxiety even more since I believe that I need to be the perfect model for them.

P11: While I am speaking English, I have anxiety.

P12: I have still anxiety about my speaking skills.

A notable distinction exists in the realm of classroom and lesson management between the initial stages of teachers' careers (%55.1) and their current status (12.4). While this aspect held considerable importance in the early phases, its impact on teacher anxiety appears to have diminished over time. When “Teaching Competence” (%9.5) which includes lack of preparation, unsuitability of resources, and lack of resources, is followed closely, the “External Factors” (%3.8) category is the less frequently mentioned category.

The following open-ended question was designed to alleviate any worries that participants may have about being open and honest about their real feelings and difficulties in teaching. Participants were asked to describe the factors that led to their colleagues' anxiety.

Table 4.16. Factors Contributing to Colleagues' Anxiety

ANXIETY SOURCES	CATEGORIES	N	F
Classroom and lesson management	Lack of teaching experience	2	1,9%
	Difficulty in classroom management	10	9,4%
	Managing overcrowded classes	1	0,9%
	Difficulty in time and lesson management	2	1,9%
	Addressing student behavior	5	4,7%
Student related factors	Problematic student profiles	12	11,3%
	Students' low language levels	2	1,9%
	Lack of student motivation and interest	8	7,5%

ANXIETY SOURCES	CATEGORIES	N	F
Language and communication	Limited language proficiency	4	3,8%
	Fear of making lingual mistake	1	0,9%
	Language barrier	2	1,9%
	Limited speaking skill	12	11,3%
	Limited vocabulary knowledge	2	1,9%
Personal factors	Lack of Self-confidence	3	2,8%
	Stage fright	1	0,9%
	Fear of unknown	1	0,9%
	Personality	2	1,9%
	Lack of motivation	4	3,8%
	Fear of being insufficient	1	0,9%
Teaching competence	Lack of essential knowledge	7	6,6%
	Lack of preparation	6	5,7%
	Insufficient training	2	1,9%
	Teaching performance issue	2	1,9%
Resources and curriculum	Concerns about curriculum	2	1,9%
	Lack of resources	2	1,9%
External factors	Environmental changes	1	0,9%
	Colleagues issues	2	1,9%
	Others' expectations	4	3,8%
	Education system-related concerns	1	0,9%
	Lack of Salary	2	1,9%
Total		106	100,0%

The findings presented in Table 4.16 show that all the categories have a similar significant impact on teacher anxiety. Two of them are “Classroom and Lesson Management,” which accounts for 18.8% of replies, and “Student-related Factors,” which accounts for 20.7%. Remarkably, 9.4% of instructors indicate "difficulty in classroom management" under classroom and lesson management category, highlighting the need of upholding discipline and order in the classroom. Conversely, among the “Student-related

Factors”, “problematic student profiles” have the highest frequency (11.3%), indicating that teachers frequently encounter difficulties stemming from the behavior and attributes of their students.

Teaching Competence (16.1%) and Language and Communication (19.8%) are two areas where instructors are under anxiety. 11.3% of participants identified "Limited Speaking Skills" under Language and Communication, suggesting that instructors might be self-conscious about their verbal communication skills. 6.6% of instructors report a "Lack of Essential Knowledge" under the Teaching Competence category, highlighting the importance of subject area competence in affecting teacher confidence. The intricate relationship between pedagogical competency and effective communication as factors contributing to teacher anxiety is highlighted by this comparison. Some teachers’ statements for “limited speaking skills” are as follows:

P13: They are not able to speak English fluently.

P14: There are lots of people having the same anxiety as me; they have a fear of speaking in class.

P15: Lack of communication with the students and the feeling that they can't speak fluent enough.

Continuing with the analysis of the findings presented in Table 4.16, Within the category of Personal Factors, 2.8% of teachers express a "Lack of Self-confidence" as a source of anxiety. Additionally, "Lack of Motivation" is reported by 3.8% of participants, emphasizing the importance of intrinsic drive in managing anxiety. In addition, external factors, representing 9.4% of responses, include issues such as "Colleagues Issues" (1.9%) and "Others” teachers' statements reflect the impact of external factors, citing concerns about colleagues and societal expectations influencing their anxiety levels.

While Resources and Curriculum contribute to a comparatively lower percentage of teacher anxiety, the data suggests that concerns about the curriculum and a lack of resources each account for 1.9%.

After delving into anxiety-provoking factors of non-native EFL teachers, some questions were asked to find out their coping strategies with anxiety. Coping strategies employed by the teacher in their initial years of teaching English were analyzed and it reveals a multifaceted approach encompassing various categories. The findings can be grouped into

six major categories: Teaching Preparation and Strategies, Professional Development and Self-improvement, Collaboration and Communication, Student Engagement and Understanding, and Classroom Management and Discipline and Personal well-being, which are identified as crucial aspects.

Table 4.17. Coping strategies among In-Service ELT Teachers in the initial stage of career

COPING STRATEGIES	CATEGORIES	N	F
Teaching preparation and strategies	Assessing students' proficiency levels	1	0,7%
	Preparation for lectures	28	20,3%
	Applied varied teaching methods and strategies	8	5,8%
	Incorporating technology into teaching	1	0,7%
	Diversify resources and activities	5	3,6%
Professional development and self-improvement	Self-improvement efforts	21	15,2%
	Building teaching experience	19	13,8%
	Internal motivation for effective teaching	5	3,6%
Collaboration and communication	Collaborating with colleagues	17	12,3%
	Building relationships with students	3	2,2%
Student Engagement and Understanding	Understanding students' interests and needs	7	5,1%
	Increasing students' motivations and interests	4	2,9%
	Seeking students' feedbacks	1	0,7%
Classroom management and Discipline	Implementing classroom rules	2	1,4%
	Staying quiet	1	0,7%
Personal wellbeing	Medication	1	0,7%
	Relaxation techniques	8	5,8%
	Self confidence techniques	6	4,3%
Total		138	100,0%

According to the findings (see table 4.17), an examination of the coping strategies employed by teachers at the onset of their English teaching careers, it is evident that they

predominantly focused on teaching preparation and strategies, professional development, and personal well-being.

In the category of “teaching preparation and strategies”, a significant emphasis was placed on “preparing lectures” (20.3%). Teachers stated their strategies as follows:

P16: I always prepare the activities before the lessons. In fact, I always have a contingency plan to be prepared if the main plan ends too soon or does not work well with my students.

P17: I make preparations before the lesson. If I feel that I'm ready for the lesson, my anxiety level comes down. Making preparations was my solution.

P18: I have prepared lots of activities and materials before entering the classroom. Feeling prepared makes me much more confident in my students.

Also, under this category, teachers stated their strategies, such as applying varied teaching methods (5.8%) and diversifying resources and activities (3.6%). However, the assessment of students' proficiency levels (0.7%) and the incorporation of technology into teaching (0.7%) received comparatively less attention.

The other strategy that is predominantly applied by participants is “self-improvement efforts” (15.2%) under the “professional development and self-improvement category” while “building teaching experience” (13.8%) follows closely in the same category. The teachers expressed that after building teaching experience, their anxiety gradually disappeared.

Other noteworthy coping strategy components included communication and collaboration, with a strong emphasis on working with colleagues (12.3%). Although building connections with students was noted, its percentage in this category was comparatively lower at 2.2%.

To address lack of students' interest and participation factors, teachers demonstrated a student-centered approach by “increasing students' motivation and interest” (2.9%) as well as understanding their interests and needs (5.1%). Additionally, getting feedback from students (0.7%) was found to be an area that may use improvement.

Self-confidence techniques (4.3%) and relaxation techniques (5.8%) were among the personal well-being coping strategies employed by participants, indicating an understanding of the significance of stress management, and building confidence in oneself.

P19: I thought about my own classroom memories and thoughts. I tried to empathize with them. And I tried to motivate myself by my own words in my mind.

P20: I tried soothing myself saying that you're not the only person going through this.

In the following question, the coping strategies employed by teachers to manage their current anxiety were analyzed. Findings revealed several noteworthy patterns (4.18). The most prominent strategy is found in the "Teaching Preparation and Strategies" category, representing 30.1% of responses. Participants emphasized the importance of "preparation for lectures" in alleviating their anxiety, as two participants stated:

P21: I generally get ready for the class one day earlier to feel comfortable with my teaching.

P22: Getting prepared well for the class in advance helps me to cope with it.

Another significant coping strategy is related to "Self-improvement efforts" (16.9%) under the "professional development and self-improvement" category, which represents 21.7% of participants. Teachers actively engage in self-development to enhance their teaching skills and confidence.

In terms of the "Personal Wellbeing" category, "relaxation techniques" represented 15.7% of responses. Participants emphasized the importance of relaxation methods, such as deep breaths, self-acceptance, etc., in alleviating their anxiety. As some participants stated:

P23: I breathe deeply to so patient.

P24: I also like to take a deep breath and realize the truth of how I am not the only one going through all this.

"Student Engagement and Understanding" emerges as a crucial aspect, with strategies like understanding students' interests and needs (9.6%) and increasing students' motivations and interests (6.0%) indicating a student-centered approach to managing anxiety.

Interestingly, the use of "Humor" as a coping strategy (2.4%) suggests that teachers incorporate humor as a means of creating a positive and engaging classroom atmosphere, contributing to anxiety reduction.

Table 4.18. Coping strategies among In-Service ELT Teachers in the ongoing stage of career

COPING STRATEGIES	CATEGORIES	N	F
Teaching preparation and strategies	Preparation for lectures	15	18,1%
	Applied varied teaching methods and strategies	4	4,8%
	Incorporating technology into teaching	1	1,2%
	Diversify resources and activities	5	6,0%
Professional development and self-improvement	Self-improvement efforts	14	16,9%
	Building teaching experience	3	3,6%
	Internal motivation for effective teaching	1	1,2%
Collaboration and communication	Collaborating with colleagues	2	2,4%
	Building relationships with students	3	3,6%
Student Engagement and Understanding	Understanding students' interests and needs	8	9,6%
	Increasing students' motivations and interests	5	6,0%
Unique Challenges	Humor	2	2,4%
Personal wellbeing	Staying quiet	1	1,2%
	Self-motivational speech	6	7,2%
	Relaxation techniques	13	15,7%
Total		83	100,0%

Comparing these findings with the coping strategies employed at the beginning of their careers (Table 4.18), notable shifts are observed. While the emphasis on "Preparation for Lectures" remains consistent, there is an increased focus on "Relaxation Techniques" and a decrease in strategies related to "Classroom Management." Interestingly, strategies within "Professional Development and Self-Improvement" and "Collaboration and Communication" have shown a decline, indicating a potential shift in priorities. On the other hand, there is a significant increase in strategies aimed at "Student Engagement and Understanding," suggesting a deeper commitment to creating a student-centered and interactive learning

environment. Additionally, the emergence of "Unique Challenges," such as using humor as a coping strategy underscores the evolving nature of teachers' approaches to managing anxiety, incorporating creative and personalized methods beyond traditional categories. These changes indicate a dynamic adaptation in coping strategies as teachers gain experience and refine their approaches over time.

Table 4.19. Coping strategies with anxiety recommendations for colleagues

COPING STRATEGIES	CATEGORIES	N	F
Teaching preparation and strategies	Preparation for lectures	26	17,9%
	Assessing students' proficiency levels	1	0,7%
	Incorporating technology into teaching	1	0,7%
	Diversify resources and activities	6	4,1%
Professional development and self-improvement	Self-improvement efforts	27	18,6%
	Building teaching experience	19	13,1%
	Internal motivation for effective teaching	3	2,1%
Collaboration and communication	Collaborating with colleagues	6	4,1%
	Speaking practice	4	2,8%
	Building relationships with students	7	4,8%
Student	Understanding students' interests and needs	4	2,8%
Engagement and understanding	Increasing students' motivations and interests	4	2,8%
Personal wellbeing	Staying quiet	1	0,7%
	Medication	1	0,7%
	Self-motivational speech	5	3,4%
	Self-confidence techniques	11	7,6%
	Relaxation techniques	19	13,1%
Total		145	100,0%

In response to the next open-ended question about advice for colleagues, teachers provided insights into coping strategies that they believed would be beneficial for others. (see in table 4.19) Similar to the previous findings, "Teaching Preparation and Strategies" remain

a focal point, with "Preparation for Lectures" (17.9%) still being a significant recommendation. This suggests a continued emphasis on thorough lesson planning as a means of reducing anxiety.

Notably, there is a shift in the advice provided for "Collaboration and Communication." While "Collaborating with Colleagues" remains a recommended strategy, there is an additional emphasis on "Speaking Practice" (2.8%) and "Building Relationships with Students" (4.8%). This shift suggests that teachers perceive collaborative communication with both colleagues and students as essential in managing anxiety.

The category of "Professional Development and Self-Improvement" maintains its importance, with "Self-Improvement Efforts" (18.6%) and "Building Teaching Experience" (13.1%) being recurring suggestions. This indicates that teachers view continuous self-development and gaining experience as crucial for coping with anxiety.

The aspect of "Student Engagement and Understanding" is also highlighted in the advice given to colleagues, with a specific focus on "Understanding Students' Interests and Needs" (2.8%) and "Increasing Students' Motivations and Interests" (2.8%). This underscores the belief that fostering a positive and engaging student-teacher relationship contributes to anxiety management.

In terms of "Personal Wellbeing," teachers suggest various strategies, including "Self-Motivational Speech" (3.4%), "Self-Confidence Techniques" (7.6%), and "Relaxation Techniques" (13.1%). These recommendations align with the recognition of the importance of mental and emotional well-being in handling anxiety.

CHAPTER V

CONCLUSION

5.1. Overview of the Chapter

The purpose of this study was to investigate Foreign Language Teaching Anxiety (FLTA) among non-native English as a Foreign Language (EFL) instructors in Antalya, Turkey. Both quantitative and qualitative data were gathered using a mixed-methods research approach to give an in-depth understanding of the levels, sources, and coping mechanisms related to FLTA. Aydın and Uştuk's (2020) adapted version of the Foreign Language Teaching Anxiety Scale (FLTAS) was used to collect quantitative data, and open-ended questions were used to collect qualitative data. The study included 158 non-native English teachers working in elementary, secondary, and high schools in Antalya.

The quantitative findings indicated that the teachers generally experienced low levels of anxiety concerning their self-perception of language proficiency, teaching inexperience, and difficulties with time management. However, the average anxiety level related to a lack of student interest was moderate. The qualitative analysis revealed several anxiety-provoking factors, including classroom management challenges, student-related issues, and personal factors. Additionally, coping strategies employed by teachers were identified, such as thorough lesson planning, professional development, and peer support.

This research highlighted the necessity for targeted interventions in teacher training programs to address FLTA effectively. By understanding the contributing factors to teaching anxiety and the strategies teachers use to cope with it, educational institutions can better support EFL teachers, enhancing both teaching efficacy and student outcomes.

Overall, this study provides valuable insights into the complex nature of teaching anxiety among non-native EFL teachers, emphasizing the importance of ongoing support and professional development to mitigate anxiety and promote effective teaching practices.

5.2. Discussion of Conclusion

This study used the Foreign Language Teaching Anxiety (FLTA) Scale and open-ended questions to address three research questions. The first research question aimed to reveal

the anxiety levels of non-native foreign language teachers. The FLTA Scale, developed by Aydın and Uştuk (2020), was employed to answer these questions. This scale comprises four sub-factors contributing to anxiety: lack of student interest, self-perception of language proficiency, teaching inexperience, and difficulties with time management. Based on the findings, anxiety levels of teachers are at a moderate level in terms of the lack of student interest sub-factors while self-perception of language proficiency, teaching inexperience, and difficulties with time management are at a low level. The findings indicate that the anxiety levels of teachers are moderate concerning the lack of student interest sub-factor, whereas self-perception of language proficiency, teaching inexperience, and difficulties with time management are low. These findings do not align with Horwitz's (1966) study that language teachers frequently experience uncomfortable moments when using the target language. The low anxiety level related to self-perception of language proficiency in this study suggests that this factor does not significantly lead to anxiety. Contrary to the findings of Numrich (1996) and Matoti and Lekhu (2016), who identified time management in class as a significant factor contributing to anxiety, this study found it to be a low-level concern. Similarly, Machida (2016) concluded that many teachers experience anxiety due to their years of experience. However, the quantitative findings of this study indicate that teaching inexperience is a low-level factor. Furthermore, Aydın (2016) identified self-perception of language proficiency as a major source of anxiety, which contrasts with the low levels found in this study. According to Kazazoğlu (2020), teaching inexperience is a key factor leading to anxiety, yet this study's findings indicate it is a low-level concern.

The sub-question of the first research question investigated whether the level of anxiety in foreign language teaching varies according to variables such as gender, years of experience, school context, and graduate department. Regarding gender, the sub-factors of lack of student interest, teaching inexperience, and difficulties with time management did not show significant differences. However, the scale revealed that female teachers have higher anxiety levels concerning self-perception of language proficiency. Regarding teachers' years of experience, while lack of student interest did not show a significant difference, the other sub-factors indicated that teachers with 0-5 years of experience have higher anxiety levels

related to self- perception of language proficiency, difficulties with time management, and teaching inexperience. This finding aligns with Numrich's (2016) study, which found that novice teachers experience anxiety due to time management issues in the classroom.

The absence of significant differences in anxiety levels based on the graduated department and school grades suggests that the sources of anxiety for foreign language teachers might be more universally experienced rather than being significantly influenced by these specific variables. This could indicate that anxiety in foreign language teaching is more closely related to intrinsic factors such as individual teacher's self-perception, general teaching experience, and classroom management skills rather than their educational background or the specific age group of students they teach.

In the second research question, the differences between the anxiety provoking factors at the beginning of their career and at the ongoing stage of their career were investigated. With the help of open-ended questions, findings revealed that, the most frequently cited source of anxiety is "Classroom and Lesson Management," which includes lack of teaching experience, difficulty in classroom management, managing overcrowded classes, lack of authority due to the close age gap, difficulty in time and lesson management, and addressing student behavior at the beginning of their career. Regarding the ongoing stage of their careers, student-related factors, which include problematic student profiles, represent the behavioral issues and lack of student motivation and interest that lead to anxiety. Although they experienced anxiety highly due to the classroom and lesson management factor during the beginning of their careers, this factor was less effective in the ongoing stages of their career.

These findings suggest that novice teachers are primarily concerned with establishing authority, developing effective classroom management skills, and efficiently organizing their lessons. The high anxiety levels associated with these factors can be attributed to their inexperience and the steep learning curve they face in adapting to the demands of teaching. In contrast, during the ongoing stages of their career, the primary source of anxiety shifts to student-related factors, such as dealing with problematic student profiles and managing a lack of student motivation and interest. This shift indicates that as teachers gain experience and become more proficient in managing classrooms and lessons, their anxiety is more influenced by external factors related to student engagement and behavior. This transition highlights a significant change in the focus of teachers' concerns as they progress in their careers. Initially, their anxiety is rooted in their perceived lack of competence and control within the classroom. However, as they develop their teaching skills and gain confidence, their anxiety becomes

more centered on the challenges posed by student dynamics and the effectiveness of their teaching in motivating and engaging students.

The last research question is to find coping strategies with teachers' anxiety and reveal differences in terms of the differences at the beginning of their career and the ongoing process of their career. The analysis of coping strategies among teachers reveals notable differences between the beginning and ongoing stages of their careers. At the onset of their careers, participants predominantly employed "self-improvement efforts" within the "Professional Development and Self-Improvement" category. Closely following this, "building teaching experience" in the same category. Additionally, communication and collaboration with colleagues were significant coping components, emphasizing the importance of working together to manage early career challenges. As teachers progressed in their careers, the "Teaching Preparation and Strategies" category remained a prominent coping strategy. Participants continued to stress the importance of "preparation for lectures" in reducing their anxiety. However, another significant strategy that persisted was "Self-Improvement Efforts" within the "Professional Development and Self-Improvement" category. A notable shift at this stage was the increased focus on personal well-being, with relaxation techniques becoming more prevalent. This shift indicates a growing recognition of the importance of maintaining mental and physical health to manage long-term stress in the teaching profession.

The analysis of coping strategies among teachers reveals notable differences between the beginning and ongoing stages of their careers. At the onset of their careers, participants predominantly employed "self-improvement efforts" within the "Professional Development and Self-Improvement" category. Closely following this, "building teaching experience" accounted for 13.8% of the strategies in the same category. Additionally, communication and collaboration with colleagues were significant coping components, emphasizing the importance of working together to manage early career challenges. As teachers progressed in their careers, the "Teaching Preparation and Strategies" category remained a prominent coping strategy. Participants continued to stress the importance of "preparation for lectures" in reducing their anxiety. However, another significant strategy that persisted was related to "Self-Improvement Efforts" within the "Professional Development and Self-Improvement" category. A notable shift at this stage was the increased focus on personal well-being, with relaxation techniques becoming more prevalent. This shift indicates a growing recognition of

the importance of maintaining mental and physical health to manage long-term stress in the teaching profession.

5.3. Recommendations for Further Research

The findings of this study have highlighted several areas where further research could be beneficial to deepen our understanding of Foreign Language Teaching Anxiety (FLTA) among non-native English as a Foreign Language (EFL) teachers in Turkey. Future research efforts should focus on several key areas to provide more comprehensive insights and practical solutions.

Firstly, conducting longitudinal studies to observe the development and fluctuations of FLTA over time among EFL teachers would be invaluable. Such studies could track teachers from their initial training through various stages of their careers, offering a comprehensive view of how FLTA evolves and what factors contribute to its increase or decrease. This long-term perspective would help in understanding the enduring impacts of anxiety on teaching performance and student outcomes.

Comparative studies are also essential. Examining FLTA across different regions within Turkey or comparing Turkish EFL teachers with those in other countries could highlight cultural and contextual differences in teaching anxiety. Such comparisons could help identify unique stressors and effective coping mechanisms specific to educational environments, leading to more tailored support strategies.

Investigating the effectiveness of specific professional development programs designed to reduce FLTA could provide evidence-based recommendations for teacher training curricula. Future research should focus on evaluating various professional development models, such as workshops, peer mentoring, and online courses, to determine which approaches are most effective in reducing anxiety and improving teaching outcomes.

Exploring the impact of teacher anxiety on student learning and engagement from the students' perspective could provide a more holistic understanding of FLTA. Research could examine how students perceive and respond to anxious teachers and how these perceptions affect their motivation and performance in language learning. This student-centric approach could yield valuable insights into the broader educational impacts of teacher anxiety.

Implementing and evaluating targeted interventions aimed at reducing FLTA can provide practical solutions for educational institutions. Future research could test the efficacy

of different interventions, such as mindfulness training, stress management workshops, and collaborative teaching models, in alleviating teaching anxiety and enhancing teacher well-being.

The role of technology in managing and reducing FLTA presents another promising area for research. Studies could explore how digital tools, such as language learning apps, virtual classrooms, and online peer support networks, can be leveraged to provide support and resources for EFL teachers experiencing anxiety. Understanding the potential of technology in this context could lead to innovative support mechanisms for teachers.



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APPENDICES

Appendix A - FLTAS

PART 2. The Teaching Anxiety Scale

Items	Never	Rarely	Sometimes	Usually	Always
When I feel anxious in class, I have difficulty using English.	(1)	(2)	(3)	(4)	(5)
I feel embarrassed when some students speak English better than me.	(1)	(2)	(3)	(4)	(5)
I feel embarrassed because I am not good at English.	(1)	(2)	(3)	(4)	(5)
It makes me nervous to use English in class.	(1)	(2)	(3)	(4)	(5)
Unfamiliar topics in the textbook confuse me.	(1)	(2)	(3)	(4)	(5)
I feel embarrassed when I think that I am not good at English.	(1)	(2)	(3)	(4)	(5)
Pronunciation mistakes while I am speaking make me nervous.	(1)	(2)	(3)	(4)	(5)
Making mistakes while I am speaking make me feel embarrassed.	(1)	(2)	(3)	(4)	(5)
I am bothered when I have difficulty teaching the cultural content of English.	(1)	(2)	(3)	(4)	(5)
Unexpected questions from students put pressure on me.	(1)	(2)	(3)	(4)	(5)
I forget almost everything while I am teaching.	(1)	(2)	(3)	(4)	(5)
I feel tense when I have difficulty teaching grammar.	(1)	(2)	(3)	(4)	(5)
I feel tense when I am in the classroom.	(1)	(2)	(3)	(4)	(5)
I feel worried before entering the classroom.	(1)	(2)	(3)	(4)	(5)
I feel anxious when I teach in the classroom.	(1)	(2)	(3)	(4)	(5)
I think my lack of teaching experience makes me nervous.	(1)	(2)	(3)	(4)	(5)
I fear making mistakes while I am teaching in the classroom.	(1)	(2)	(3)	(4)	(5)
I feel stressed when students do not participate in the activities.	(1)	(2)	(3)	(4)	(5)
I feel upset because my students are bad at learning languages.	(1)	(2)	(3)	(4)	(5)
I feel discouraged when students lose interest in the activities.	(1)	(2)	(3)	(4)	(5)
I feel tense when students are not interested in the activities.	(1)	(2)	(3)	(4)	(5)
I feel panicked when I cannot finish the class on time.	(1)	(2)	(3)	(4)	(5)
I am nervous when I finish the activities before the class ends.	(1)	(2)	(3)	(4)	(5)
I feel tense when I am not prepared for the class.	(1)	(2)	(3)	(4)	(5)

Appendix B – Background Questionnaire and Open-ended Questions

PART 1: Background Questionnaire

1. Your age
2. Your gender Female (1) Male (2)
3. Graduation year from university
4. Graduated university
5. Which Foreign Language related department have you graduated from?
 - (1) English Language Teaching
 - (2) English Language and Literature
 - (3) American Culture and Literature
 - (4) Department of Translation and Interpreting
 - (5) Linguistics (English)
 - (6) Other
6. How many years have you been teaching English?
 - (1) 0-5 years
 - (2) 5-10 years
 - (3) 10-15 years
 - (4) 15-20 years
 - (5) more than 20 years
7. What kind of school are you working at present?
 - (1) Science High School
 - (2) Anatolian High School
 - (3) Social Sciences High School
 - (4) Vocational and Technical High School
 - (5) Religious Vocational High School

PART 2: Open-ended questions.

1. Did you experience anxiety when you started your career? What was the sources of anxiety?
2. What did you do to cope with this anxiety? What kind of strategies did you develop?
3. Are you still experiencing anxiety? What are the sources of this anxiety? (e.g. motivation, classroom anxiety, language proficiency, student profiles, speaking etc.)
4. How do you cope with your current anxiety?
5. Do you observe colleagues experiencing anxiety? What are the sources of their anxiety?
6. What advice would you give your colleagues to cope with their anxiety?

Appendix C – Ethics Committee Approval

Evrak Tarih ve Sayısı: 11.01.2023-550933



T.C
AKDENİZ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etiği Kurulu
KURUL KARARI



TOPLANTI TARİHİ : 10.01.2023
TOPLANTI SAYISI : 01
KARAR SAYISI : 19

Üniversitemiz Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü öğretim üyesi Prof. Dr. Binnur GENÇ İLTER'in danışmanlığını, Gülhan AKKAVUK'un araştırmacılığını üstlendiği, "Yabancı Dil Öğretmenlerinin İngilizce Öğretme Kaygısı" konulu çalışmanın, fikri hukuki ve telif hakları bakımından metot ve ölçeğine ilişkin sorumluluğun başvurucaya ait olmak üzere, proje süresince uygulanmasının etik olarak uygun olduğuna oy birliği ile karar verilmiştir.

Prof. Dr. Hilmi DEMİRKAYA
Kurul Başkanı

Başkan
Prof. Dr.
Hilmi DEMİRKAYA

Başkan Yrd.
Prof. Dr.
Sibel MEHTER AYKIN

Üye
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Üye
Prof. Dr.
Sibel PAŞAOĞLU YÖNDEM

Üye
Prof. Dr.
Taner KORKUT

Üye
Prof. Dr.
Gökhan AKYÜZ

Appendix D – Plagiarism Report

DEALING WITH FOREIGN LANGUAGE TEACHING ANXIETY: HOW LANGUAGE TEACHERS COPE WITH THIS ANXIETY?

ORJİNALLİK RAPORU

% 18	% 14	% 13	% 6
BENZERLİK ENDEKSİ	İNTERNET KAYNAKLARI	YAYINLAR	ÖĞRENCİ ÖDEVLERİ

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CURRICULUM VITAE

ÖZGEÇMİŞ

Kişisel Bilgiler

Adı Soyadı : Gülhan AKKAVUK

Doğum Yeri ve Tarihi :

Eğitim Durumu

Lisans Öğrenimi : Pamukkale Üniversitesi, Eğitim Fakültesi, İngiliz Dili Eğitimi Bölümü

Yüksek Lisans Öğrenimi : Akdeniz Üniversitesi, İngiliz Dili Eğitimi Yüksek Lisans Programı

Bildiği Yabancı Diller : İngilizce

İş Deneyimi

Çalıştığı Kurumlar :

İletişim

E-Posta Adresi :

Tarih : 14.07.2024

BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin kağıt ve elektronik kopyalarının Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

- ☐ Tezimin tamamı her yerden erişime açılabilir.
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14.07.2024

Gülhan AKKAVUK