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A Qualitative Study on Foreign Language Teaching Anxiety

Yabancı Dil Öğretme Kaygısı Üzerine Nitel Bir Araştırma

Hülya İpek*

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Abstract. Affective constructs such as motivation, self-esteem, and anxiety play an important role in learning a foreign language. Scholars have conducted many studies to find out how these constructs affect foreign language (FL) learning. They aimed to find out how anxiety affects language learning, the sources of anxiety in FL learners, and how to overcome this anxiety. Teachers were offered various strategies to lower their students' anxiety. Studies on Foreign Language (FL) anxiety mostly focused on the language learner. However, few studies investigated the anxiety experienced by teachers of English as a foreign language (EFL). This study aimed to investigate the factors that create anxiety in non-native EFL teachers while teaching the target language, English. Qualitative research design was used in this study. Data were collected through diaries and semi-structured interviews from 32 non-native EFL teachers. The data were analyzed manually using the content analysis technique. The results showed in which situations EFL teachers felt anxiety while teaching the target language. The analysis of the data resulted in 5 categories that can be sources of anxiety for EFL teachers while teaching the target language. Among these categories were making mistakes, fear of failure, and using the native language.

Keywords: Anxiety, Teaching, Foreign Language Teachers

Öz. Motivasyon, öz-saygı ve ~~kaydı bir~~ kaygı gibi duyuşsal faktörler yabancı dil öğreniminde önemli bir rol oynamakta. Bu faktörlerin yabancı dil öğrenimini nasıl etkilediği ile ilgili pek çok çalışma yapılmıştır. Dil öğreniminde ~~kaygı~~ yapılan çalışmalar kaygının dil öğrenmeyi nasıl etkilediğini, yabancı dil öğrencilerinde kaygıya neden olan etmenleri ve kaygının nasıl üstesinden gelinebileceğini bulmaya çalışmıştır. Öğretmenlere öğrencilerinin kaygılarını azaltmaya yönelik öneriler sunulmuştur. Yabancı dil kaygısı üzerine çalışmalar öğrenci odaklıdır. Ancak, çok az sayıda çalışma yabancı dil olarak İngilizce öğretmenlerinin yaşadıkları kaygıları incelemiştir. Bu çalışmanın amacı yabancı dil öğretmenlerinin yabancı dil öğretirken yaşadıkları kaygının kaynaklarını belirlemektir. Nitel araştırma yaklaşımı benimsenmiş ve veriler katılımcıların yazdığı günlükler ve yarı yapılandırılmış görüşmelerle toplanmıştır. Veriler 32 İngilizce öğretmeninden elde edilmiştir. Veriler elle ve içerik analizi tekniği kullanılarak analiz edilmiştir. Elde edilen verilere göre öğretmenlerin yaşadığı kaygılar 5 kategoriye ayrılmıştır. Yabancı dil olarak İngilizce öğretmenlerinin yaşadığı kaygıların nedenleri arasında hata yapmak, başarısız olma korkusu ve ana dili kullanmak gibi nedenler yer almaktadır.

Anahtar Kelimeler: Kaygı, Öğretme, Yabancı Dil Öğretmenleri

* *Corresponding Author*: Asst. Prof. Dr., Hülya İpek, Anadolu University, Faculty of Education, Department of Foreign Language Education, Ekişehir/Turkey. E-mail: hipek@anadolu.edu.tr

Introduction

The affective domain and its relation to Foreign Language learning has been the focus of many researchers. A vast number of research on affective variables, such as motivation, self-esteem, inhibition, and anxiety in FL learners and their effects on the language learning process exist. Scholars in the field of EFL have shown interest in the notion of anxiety because it was realized that affective variables could have important impacts on FL learning. Studies were conducted to determine the possible effects of anxiety on the FL learning process and on its outcomes.

Psychologists commonly describe anxiety as a state of apprehension, a vague fear that is only indirectly associated with an object (Hilgard, Atkinson & Atkinson, 1971 cited in Scovel 1991). Spielberger (1983, cited in Horwitz, Horwitz & Cope, 1986) defines anxiety as a subjective feeling of tension, apprehension, nervousness and worry. Brown (1994) adds that anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension or worry. Situations that generate anxiety in people are suggested to have the following characteristics: evaluation, novelty, ambiguity, and conspicuousness. These characteristics are said to lead to foreign language (FL) anxiety as well (Daly & Buss, 1984; and Richmond & McCroskey, 1988 cited in Daly 1991). It seems that situations in which a language learner is evaluated, situations that are new or unfamiliar, situations in which language learners feels ambiguity, and situations in which the conspicuousness of a person is high can lead to feelings of anxiety.

A correlation study of test scores and anxiety revealed that mild anxiety could be beneficial and, therefore, facilitate FL learning while too much anxiety could be harmful and impede FL learning (Chastain, 1975 as cited in Scovel, 1991). Furthermore, it was found that anxiety can affect students' performance in particular language skills. A study conducted on anxiety and speaking skills revealed that more anxious students are less proficient in speaking the target language (Gardner, Symthe, Clement, & Glicksman, 1976 as cited in Bailey 1983). Among others, the effects of anxiety on FL learning were reported as avoiding speaking in class, avoiding difficult or personal messages in the target language, careless errors, and writing shorter paragraphs (Bailey, 1983; Daly, 1991; Horwitz et al., 1986; Scovel, 1991; and Tsui, 1996).

Horwitz et. al (1986) attempted to identify FL anxiety as a distinct variable in language learning and argued that second language research failed to adequately define FL anxiety and to describe its specific effects in FL learning. In relation to the findings of researchers who have established that math anxiety and science anxiety are specific anxiety, they argue that FL anxiety is also a separate variable or construct. They assert that "when anxiety is limited to the language learning situation, it falls within the category of specific anxiety reaction," and indicate that most anxiety in a FL occurs when oral production is required. They define language anxiety as "a distinct complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process." Similarly, McIntyre and Gardner (1994) define FL anxiety as "the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning." In order to determine the FL anxiety in English language learners, in a more practical way, Horwitz et al. (1986) developed the Foreign Language Classroom Anxiety Scale (FLCAS). The FLCAS is a 33-item scale that aims to determine the language anxiety experienced by FL learners while learning the target language. The target audience of the FLCAS is the FL learner and not the FL teacher.

Horwitz et al. (1986) draw parallels between performance anxieties and FL anxiety because language students are expected to perform in the target language and their performance is evaluated, either in an academic or in a social context. The three performance anxieties they identify are: (1) communication apprehension, (2) fear of negative evaluation, and (3) test anxiety. Horwitz et al. define communication apprehension as "a type of shyness characterized by fear of or anxiety about communicating with people". They argue that a learner who has difficulty in listening to or learning a spoken message or has difficulty in speaking in public or in a group is experiencing communication apprehension. Fear of negative evaluation is defined as an "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate one negatively" (Watson & Friend, 1969 as cited in Foss & Reitzel, 1988), and it is indicated that it may be experienced in any social, evaluative situation such as speaking in a FL. Test Anxiety is defined as the type of performance anxiety resulting from fear of failure (Gordon & Sarason, 1955 as cited in Horwitz et al., 1986). It is indicated that any situation in which the student feels s/he is being tested can result in anxiety and lead to low performance on language tests.

FL anxiety was primarily examined in terms of anxiety while orally performing in the target FL. However, there are other issues except FL oral performance that can lead to anxiety in language learners. Young (1991) reviews the research on the sources of FL anxiety and provides some general categories of sources. Basing on a review of research on language anxiety, Young puts the sources of language anxiety under six categories: (1) personal reasons (e.g. competitiveness), (2) learner beliefs about language learning (e.g. a perfect pronunciation); (3) instructor beliefs about language teaching (e.g. constant student correction); (4) instructor-learner interactions (manner of error correction); (5) classroom procedures (e.g. requiring oral production); and (6) language testing (e.g. unfamiliar and ambiguous test tasks).

It has been observed that the major negative (debilitating) effects that FL anxiety can have on the language learner are difficulty in concentrating, skipping class or postponing homework to avoid the language, avoiding studying, avoiding speaking in class, therefore, avoiding being evaluated by the teacher or peers, avoiding difficult or personal messages in the target language, "freezing" in a role-play situation or when speaking in front of the class, performing poorly on tests, careless errors in spelling or syntax during tests, avoiding structures that contrast the most with the target language, and writing shorter paragraphs (Bailey, 1983; Daly, 1991; Horwitz et al., 1986; Scovel, 1991; Tsui, 1996). Based on these findings, scholars have suggested strategies for reducing anxiety in language learners. For instance, teachers were advised to do relaxation exercises in the classroom or to use a smooth manner of error correction (Bailey, 1991; Horwitz et al., 1991; Tsui, 1996).

Scholars put forward that anxiety is a separate construct related to a specific situation and in relation to teaching, Buitnik and Kemme (1986 as cited in Williams, 1991, p. 586) define teaching anxiety as: "a momentary situational characteristic of teaching. It is an emotional constitution that may change in intensity and may disappear with increasing experience. The emotional constitution [of this anxiety] is connected with everything that is related to the activities as a teacher, in the classroom as well as other activities in the school."

Considering the relation between anxiety and teaching, it is said that a high level of anxiety in a teacher negatively influences the effectiveness of the teacher. A negative correlation between teaching anxiety and effectiveness was found by Williams (1991) who studied the relationship between teaching anxiety and effectiveness of novice English teachers. The participants were twenty-seven graduate teaching assistants who newly started teaching and were enrolled in the teacher training program and were teaching at the same time. The Teaching Anxiety Scale developed by Jane S. Parsosn (TCHAS) was

administered to the participants at the beginning of the study and after 15 weeks to determine their level of anxiety in teaching. They were randomly divided into the experimental group and the control group. The experimental group participated in consultant observation and peer mentoring programs which were said to decrease teaching anxiety. In week 5 and week 15, students of the participants were given the Teaching Analysis by Students (TABS) to measure the teaching effectiveness of their teachers, the participants of the study. The results suggested a negative correlation between teaching anxiety and effectiveness in English language teaching; while teaching anxiety increases, teaching effectiveness decreases. In other words, the results suggest that anxious teachers tend to be less effective in teaching English.

The negative correlation between foreign language anxiety and effectiveness was also established by (Horwitz, 1996). It is stated that there is a negative correlation between foreign language anxiety and effective FL instruction. It is argued that a high level of anxiety in the FL teachers may result in less effective FL teaching. It is suggested that more anxious FL teachers may, for instance, be unlikely to use the target language in class or to effectively present the target language, thus, leading to less effective FL teaching. Horwitz concludes that high anxiety in teachers, be it teaching anxiety or FL anxiety, may affect the teaching practices of the teacher.

Scholars have also attempted to identify the particular sources that create anxiety in teachers. Olson (1992) argues that the teacher's reputation is an important factor in teaching and that this concern about one's reputation might be a source of anxiety. Fish and Fraser (2003) conducted a study at three universities with 93 full-time faculty from a variety of disciplines, and with various years of experience. Their results revealed that returning graded material, dealing with disruptive students, and conducting group work lead to anxiety. Furthermore, the results showed a negative correlation between anxiety and experience; instructors with 0-5 years teaching experience reported higher anxiety than instructors with 6 or more years of experience.

A study of teaching anxiety with 239 college psychology teachers revealed that the majority of psychology teachers (87%) experienced teaching anxiety (Gardner & Leak, 1994). The triggers of anxiety were found to be standing in front of a class before speaking, preparing for class, giving insufficient answers to students' questions, and hostile comments from students. Their results supported those of Williams' study (1991) and revealed that anxiety decreases as teaching experience increases.

A further study conducted with accounting educators revealed that the majority of participants (78%) had experienced teaching anxiety in the course of their teaching career (Ameen, Guffy, & Jackson, 2002). Teaching anxiety seemed to occur at any time during the semester. The major triggers of teaching anxiety were found to be negative experiences with a particular class, and inexperience or lack of familiarity with the course material. Munday and Windham (1995) add a concern about discipline, meeting needs of students, and designing lesson plans as sources of anxiety in teachers. Also, issues such as managing class time, giving directions, unruly students, challenges to the teacher's authority, returning graded material can be anxiety provoking for teachers (Munday & Windham, 1995; Numrich, 1996; Horwitz, 1996; Fish & Fraser, 2003).

Basing on the negative correlation between anxiety and effective FL instruction, Horwitz (1996) s argued that the more anxious teachers are unlikely to use target language-intensive teaching practices; thus, would tend to use the target language less in the classroom. Furthermore, FL anxiety may prevent teachers to effectively present the target language, to interact with students, and it can prevent teachers from serving as a positive role model which may lead to communicating negative messages about

language learning. The more anxious teachers might avoid language discussions, grammatical explanations in the target language, and role play activities.

In relation to incidents that lead to anxiety, basing on a diary study with ESL teachers who had less than 2 years experience, Numrich (1996) states that managing class time, giving directions, responding to students' various needs, and assessing students learning can be frustrating for novice teachers. Furthermore, her participants also indicated that they experienced uneasiness when they felt that they are inadequate to teach grammar effectively. Similarly, Horwitz (1996) adds that unruly students, challenges to a teacher's authority, a complaining public and the inability to predict the path of a classroom conversation can also be anxiety provoking for FL teachers. If the students are over concerned about correctness or perfect pronunciation, teachers may feel that they are being assessed by their students and become anxious. Teachers might have an idealized or perceived target language proficiency and therefore feel anxious when being below such a perceived proficiency. To reduce teachers' FL anxiety, Horwitz advices language teachers to relax and focus before a class, to be supportive of each other, to make plans to increase their language proficiency and to practice with native speakers.

In order to reduce anxiety while teaching, Gardner and Leak (1994) suggested that training programs that increase awareness of anxiety and equip individuals with strategies to cope with anxiety could be implemented. They asserted that communication between colleagues is vital because teachers would see that they are not alone and that other teachers may also be experiencing teaching anxiety. Ameen et al. (2002) asked instructors participating in their study to suggest techniques to deal with teaching anxiety. The following were among the suggestions provided by the participants: training in teaching methodologies, classroom management, learning styles, organizing lectures, developing syllabi and tests, and mentoring by senior faculty.

Considering studies on anxiety in FL teachers, it has been realized that they experience not only teaching anxiety but also anxiety in relation to teaching the target FL. However, in the field of English language learning and teaching, studies have focused on the FL learner rather than the FL teacher. In an attempt to understand anxiety and its possible effects on language learning and while trying to find ways to reduce anxiety in the FL classroom, the FL teacher seems to be neglected. Medgyes (1994) points out that "whereas books and articles on anxiety in language learning are in abundance, there is hardly anything written about 'the sickness to teach' foreign languages. This is a regrettable fact, considering that anxiety-ridden teachers are likely to raise students' anxiety level too."

Anxiety in FL teachers needs further investigation. It is said that language learning is never complete even for language teachers who are supposed to be high-level speakers of their target language. Most non-native language teachers are likely to have uncomfortable moments speaking in the target language. If language teachers frequently feel incompetent, and if such feelings are unrelated to a realistic assessment of competence, these feelings are said to be similar to anxiety reactions seen in inexperienced language learners (Horwitz et. al., 1986; Horwitz, 1996). While teaching the target language, FL teachers may not only experience teaching anxiety but also foreign language anxiety.

When reviewing the literature on affective variables, such as anxiety, it is obvious that there is a great emphasis on the factors that create anxiety in FL leaners and the effects of these affective variables on the language learner. The results of studies on anxiety in FL teachers indicate that FL teachers experience anxiety in relation to general teaching practices and teaching the target FL. These findings suggest that the anxiety experienced while teaching the target FL is a separate construct. Therefore,

this study aimed at determining the sources of anxiety in English language teachers while teaching the target language.

Research Question

Considering that FL teachers may experience anxiety while teaching the target language, this study aims at finding an answer to the following research question:

- What are the sources of anxiety experienced by non-native teachers of English as a foreign language while teaching the target language?

Methodology

Participants

32 non-native EFL teachers working at the School of Foreign Languages at the Anadolu University voluntarily participated in the first phase of this study. The language teaching experience of teachers at the School of Foreign Languages ranged from no experience at all to 16 years of experience.

The participants were chosen from the School of Foreign Languages at Anadolu University for three reasons. First, at the time of the data collection, the curriculum was skill based. Reading, writing, grammar and speaking/listening were taught separately which resulted in teachers teaching 1 to 3 skills. This would enable participants to provide data indicating anxiety related to teaching different language skills. Second, teachers had the opportunity to teach students at various language proficiency levels from beginner to advanced. This would provide data indicating anxiety related to teaching students at different proficiency levels. Third, the language teaching experience of the teachers ranged from no experience at all to 16 years of experience. Thus, if experience plays a role in feeling anxiety, then including teachers with various years of experience would provide data in relation to language teaching experience. Therefore, a type of purposeful sampling, maximal variation sampling where it is possible to work with individuals that "differ on some characteristic or trait" was used (Cresswell, 2014, pp. 229-230).

Instruments

Measuring or identifying anxiety is actually the first step in doing research on anxiety. Related literature (Daly, 1991; Scovel, 1991; Antony, 2001; Aydın, 2000) suggests that anxiety can be measured or identified in one of the following three ways:

1. Behavioral tests where the actions of the subjects are observed. These actions include visible signs of nervousness or fear (such as fidgeting or stammering) in the subjects.
2. Physiological tests which measure less visible reactions of subjects such as blood pressure or temperature.
3. Self-reports such as diaries, interviews, and scales reveal internal feelings and reactions of subjects.

Self-reports (diaries, interviews and scales) are regarded as the most powerful means in measuring and identifying anxiety because they are more precise in focusing on a specific affective construct, such as anxiety. In addition, because affective variables such as anxiety cannot usually be observed directly, self-reports are preferred. Therefore, the two self-report instruments, diaries and interviews, and a

combination of the two self-reports were used to identify the sources of anxiety in non-native EFL teachers.

Data Collection

17 participants with 2 to 16 years of experience wrote diaries for 9 weeks. The researcher collected their diaries at the end of each teaching week. 11 Novice teachers who had maximum 2 years of experience wrote diaries and were interviewed on their diary reports for 5 weeks. 4 teachers with 1 to 14 years of experience were interviewed for 9 weeks (see Figure 1).

Figure 1.

Number of Participants, Years of Experience, Data Collection Tool, Duration of Data Collection

Number of Participants	Years of Experience	Data Collection Tool	Duration
17	2 - 16	Diary	9 weeks
11	Maximum 2 years	Diary + Interview	5 weeks
4	1-16	Interview	9 weeks
N = 32			

Diaries were written on a daily basis and they were collected weekly. Participant were given instructions on what to write in their diary reports and when they will be collected. The diary instructions clearly stated what feelings and incidents the participants were expected to report. To eliminate irrelevant and redundant information, participants were given the following questions to answer while writing in their diaries.

1. What makes you feel anxious, nervous or uneasy about the lesson you are going to teach tomorrow?
2. What were the things that made you feel anxious, nervous or uneasy while teaching?

When the diaries of the first 3 weeks were analyzed, two problems occurred. The first problem was that in some diary reports there were some unclear or ambiguous statements. The second problem was that particularly novice teachers - teachers with 1 to 2 years of experience - tended to provide irrelevant and redundant information. Therefore, it was decided that having semi-structured interviews along with diaries with novice teachers would enrich the data. Consequently, novice teachers wrote diaries and were interviewed on their diary reports. As a result, 6 participants, from the initial 17 participants, with a maximum 2 years of experience were included in this group.

The interviews with this group of novice teachers started in the 5th week of the study and continued for 5 weeks until the end of the study. Interviews were conducted weekly. After their diaries were collected, they were analyzed and questions were prepared to clarify and verify the data reported in the diaries. All the interviews were tape recorded with the permission of the participants. At the time of the interviews, participants were given their diaries back to recall the incidents they had reported. They were then asked questions on their reports.

Conducting semi-structured interviews along with diaries had four main aims:

1. to verify the data in the diary reports
2. to clarify anything that seemed to be unclear in the diary reports
3. to focus participants more on the anxiety they experience while teaching the target language

4. to retrieve information that they might have forgotten or neglected to report

Finally, 4 teachers with 1.5 to 14 years of experience participated in interviews for 9 weeks. All the interviews were tape recorded with the permission of the teachers. Interviews were done individually on a weekly basis. In the first interview, participants were asked to recall any anxiety provoking incidents they had experienced in their language teaching career. They were asked the following question: "Throughout your teaching career, what were the things that created anxiety while you were teaching English?" The aim of this question was to familiarize participants with the type of information they were expected to report throughout the data collection period. Then, they were informed about the aim and duration of the study.

The participants were interviewed on a weekly basis. They were asked about anxiety provoking incidents they had experienced in the classroom in the previous week. The interviews started with the following question: "What were the things that made you feel anxious while teaching last week?" Based on the responses, participants were asked further questions. The responses of the subjects led to further questions, that is, the interview questions were driven from the participants' responses.

After the first 5 weeks of the data collection, participants started to repeat themselves. Their diaries did not reveal new data. Therefore, to enrich the data 11 additional non-native EFL teachers who had recently started to work at the School of Foreign Languages were asked to participate. 10 of the teachers had maximum 2 years of experience while one teacher had 4 years of experience. This group was asked to write diaries for 5 weeks, rather than 9, to eliminate repetition and redundant information. The participants of this group were also interviewed about their diary entries.

Data Analysis

A total of 1040 diary entries were collected and 36 interviews were conducted. Anxiety provoking incidents in relation to teaching the target language, English, reported by the participants in the diaries and semi-structured interviews were recorded verbatim. These incidents were categorized based on the anxiety provoking incidents suggested by the literature. In cases where categories overlapped, the broadest category was taken into consideration.

Data obtained revealed that some incidents of anxiety fell directly under one of the categories suggested in the literature: 'making mistakes'. Another category suggested in the literature under which some incidents fell was 'feeling inadequate in teaching grammar'. However, this category needed to be expanded because participants in this study not only reported feeling anxiety when teaching grammar but they also indicated feeling anxious when teaching language skills (reading, writing, speaking/listening). Therefore, the category termed as 'feeling inadequate in teaching grammar' was expanded and named as 'teaching a particular language area'.

When the data did not fit under any category suggested in the literature, a category under which the data would fit was added. Thus, some of the categories in the present study were data driven. To establish the interrater reliability of the categories, 3 ELT professors were asked to give feedback on the categories and the anxiety provoking incidents under those categories.

Results and Discussion

The results of the data revealed that non-native EFL teachers do experience anxiety specific to teaching the target language, English. The analysis of the data revealed 5 categories of sources of anxiety. One

of the 5 categories was taken from the literature (making mistakes) as it was directly applicable to the data. One category which was suggested in the literature (feeling inadequate in teaching grammar) needed to be modified so that it was applicable to the data obtained in this study. The remaining 3 categories (using the native language, teaching students at particular language proficiency levels, fear of failure) were data driven. Figure 1 below shows the categories under which the data obtained were categorized. Each category is discussed below and a sample entry is given.

I. Making a Mistake: This category was suggested by Horwitz et. al. (1991) under test anxiety and it was directly applicable to the data in the present study. It is argued that any situation in which students feel they are being tested provokes anxiety. This argument seems to account for EFL teachers as well.

The diary entry of one teacher clearly reveals that any situation in which teachers feel that their knowledge of the target language is being tested creates discomfort:

"Nedense, birkaç kisi beni sorgulamaya (bilgimi ölçmeye), beni sınamaya çalısıyor gibiler. Sadece hissediyorum ve 'testi' geçtigimi düsünüyorum. Ama biliyorum ki bitmedi, bitmeyecek!"

(For some reason, few students seem to be questioning (testing my knowledge), assessing me. It is just a feeling and I feel that I have passed the 'test'. But I know this is not the end of it, and it will continue!)

Furthermore, the possibility of mispronouncing a word, misspelling a word, or making a grammar mistake seems to provoke anxiety in teachers as well.

"Bazı kelimelerin verb ve noun hallerinin telaffuzu konusunda problemim oldugunu gördüm ve derse biraz tedirgin girdim."

(I realized that I have problems in pronouncing the noun and verb forms of some words and I went into the class a little worried.)

"Bir de tahtaya spelling hatalı kelime yazdım. Nasıl gelistiririm bu spellingimi bilmem."

(I wrote a word with a spelling mistake on the board. I don't know how to improve my spelling.)

"Çok ciddi bir gramer hatası yapsam bu beni rahatsız eder."

(I would feel uncomfortable if I made a serious grammar mistake.)

II. Teaching a particular language skill: Numrich's (1996) study with native English language teachers revealed that teaching grammar provokes anxiety in them and that they experienced anxiety because they felt inadequate in teaching grammar. In the present study, however, one teacher indicated "I realize that my anxieties actually differ depending on the lesson." This entry shows that anxiety can be experienced when teaching any language skill, and not only when teaching grammar. The following diary entries show that non-native English teachers experience anxiety in grammar, reading, writing, and speaking/ listening:

"Gramerime güvenmiyorum açıkçası. Daha dogrusu sevmiyorum."

(I actually don't trust my grammar. In fact, I don't like it.)

"Reading dersinde inference tartısırken tahmin edilebilecek sorunlar çıktı. Zaten bas belası bir konudur! Yarına nasıl dayanırım diye endiseleniyorum."

(In the reading lesson, while discussing inferencing, expected problems came up. It is a troublesome subject anyway! I am anxious about how I will put up with it tomorrow.)

"Daha önce writing dersine girmedigim için ögrencilerin bazı sorularının cevabını bilmiyorum. Kendimi biraz güvensiz hissediyorum."

(Because I haven't taught writing before, I don't know the answers to some of the students' questions. I feel a little insecure.)

"Ben gramer ve writing veriyorum. Speaking/listening çok farklı… Öyle bir kaygı oldu."

(I am teaching grammar and writing. Speaking/listening is very different… I was anxious.)

Considering that Numrich's study was conducted with native EFL teachers who indicated that teaching grammar provokes anxiety. However, for non-native EFL teachers, teaching any language area, and not only grammar, seemed to be anxiety provoking.

III. Using the Native Language: The diary entries revealed incidents indicating discomfort when using the native language in the classroom. However, such incidents could not be assigned under any of the categories suggested in the literature. Therefore, a data driven category named as 'using the native language' emerged.

Participated indicated that when they used the native language (Turkish) in the classroom they felt discomfort and even guilt. The following two diary entries show the discomfort that EFL teachers felt when using the native language in the classroom:

"Zaman zaman çok Türkçe kullandıgımı düsünüp bundan rahatsız oluyorum."

(From time to time I think that I am using Turkish a lot and I feel uncomfortable.)

"Beginner grubu oldukları için Türkçe'yi sıklıkla kullanıyorum. Bu pek içime sinmiyor. Ama son care olarak Türkçe'ye sıgınıyorum."

(I often use Turkish because they are beginner level students. I am not happy with that, but using Turkish is my last resource.)

This following sample entry reveals that EFL teachers even feel guilty when using the native language in the classroom.

"Türkçe kullandıgım zamanlar kendimi kötü hissediyorum, suçluluk duyuyorum."

(I feel bad I use Turkish, I feel guilty.)

IV. Teaching Students at a Particular Language Proficiency Level: This is the second data driven category. Participants in this study indicated feelings of anxiety when teaching students at various language levels. Teaching students at a high language proficiency level seems to be as anxiety provoking as teaching students at a low language proficiency level.

"Uzun zamandır üst kurlara gramer ögretmedim. Bunun tedirginligi var üzerimde."

(I haven't taught grammar to upper levels for a long while. That's why I feel uncomfortable.)

The following two diary entries indicate discomfort felt by teachers who were teaching students with a low level of language proficiency:

"Beginnerlarım beni zaman zaman kaygılandırıyor, sanki onlara ögretemiyorum gibi hissediyorum. Onlara genel olarak ögretemedigim kaygısı yasıyorum."

(My beginner classes make me anxious sometimes, I feel as if I can't teach them. In general, I am worried about not being able to teach them.)

"Elinizdeki malzemeler az. Diyeceginiz cümleler az, kelimeniz az, tenseler az. Az kelimelerle çok sey anlatmak zorundasınız baslangıçta. O yüzden beginner'a anlatmaktansa her zaman Upper, Advanced ögrencileriyle ugrasmayı tercih ederim."

(You have little material. You can use only a few sentences, few words, few tenses. You have to say a lot of things with few words at the beginning. Therefore, I always prefer dealing with Upper level or Advanced students to teaching Beginner students.)

V. Fear of Failure: The third data driven category is related to discomfort teachers felt when they thought they failed to give clear instructions or when they didn't know the meaning of a word. One of the teachers' entries revealed discomfort when not being able to give clear instructions:

"Instructionları açık olarak veremedim."

(I couldn't give instructions clearly.)

Not knowing the meaning of a word seems to be anxiety provoking as well.

"Kitapta geçen bir kelimeyi bilemeyince oldukça rahatsız oldum."

(I felt rather uncomfortable when I didn't know the meaning of a word in the textbook.)

The results of this study supported some of the anxiety provoking incidents suggested in the literature. 'Making mistakes' was indicated to be anxiety provoking for language learners, in this case, it was the teacher who was afraid of making mistakes in the classroom. If one considers the view that language teachers are advanced speakers of their target language and that learning is never complete for language teachers (Horwitz, 1996; Medgyes, 1999), it appears that FL teachers might experience anxiety in similar situations as FL learners do.

The literature reports that native EFL teachers experience anxiety when 'teaching grammar'. The data obtained shows that this category is not limited to 'teaching grammar', teaching reading, writing, and speaking/listening also provoke anxiety in non-native EFL teachers. These findings showed that anxiety should not be restricted to only one language skill, and that this category needs to be adapted in order to reveal a broader view. Therefore, the category termed 'teaching grammar' was renamed as 'teaching a particular language skill'. Apart from supporting the categories suggested in the literature, the findings revealed that further categories needed to be added. Incidents such as 'using the native language', 'teaching students at particular language proficiency levels', and 'fear of failure' emerged from the data.

Conclusion and Implications

The results indicate that certain incidents related to teaching the target FL, English create anxiety in nonnative EFL teachers. The incidents that were reported to be anxiety provoking were categorized under 5 categories.

Anxiety provoking incidents that emerged supported two of the categories suggested in the literature: 'making mistakes' and 'teaching a particular language skill'. The remaining 3 categories were data driven: 'using the native language', 'teaching students at particular language proficiency levels', 'fear of failure'. 3 of the five categories seem to be directly concerned with teaching a FL: 'teaching a particular language skill', 'using the native language', and 'teaching students at particular language proficiency levels'. These incidents are very unlikely to occur and, therefore, to provoke anxiety in teachers teaching a different subject rather than a FL. The remaining 2 categories seem to be applicable to any teaching situation: 'making mistakes', and 'fear of failure'. However, the anxiety provoking incidents that were reported reveal anxiety specific to teaching the FL. These findings suggest that FL teaching anxiety is similar to but yet different from teaching anxiety.

Determining the incidents that create anxiety in FL teachers could help language teachers become aware of what makes them anxious in the FL classroom and take measures to overcome their anxiety. Language teacher training institutions might integrate the topics of FL teaching anxiety in their courses. Thus, they could familiarize future teachers with situations that might provoke anxiety, and give suggestions or advice on how to reduce or overcome their FL teaching anxiety.

The findings of this study could be valuable for teacher training institutions, in-service training programs and even for teachers themselves, contributing to teacher self-development. It might be possible to better understand FL teachers experiencing anxiety and, thus, contribute to the effectiveness of language teachers. Also, correlation studies on the incidents that create anxiety in native and non-native FL teachers might reveal more information on the similarities or differences of anxiety provoking incidents.

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Author

Dr. Hülya İPEK is an assistant professor at the Department of English Language Teaching, Education Faculty at Anadolu University, Turkey. Dr.İpek Received her M.A. and Ph.D degrees in English Language Teaching from Anadolu University. Her research interests are affective factors in language learning and teaching, teaching and testing FL reading, speaking and listening.

Contact

hipek@anadolu.edu.tr