FOREIGN LANGUAGE
STUDENT TEACHER ANXIETY

Ali MERÇ
(Doktora Tezi)
Eskişehir, 2010

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PhD DISSERTATION
Program in English Language Teaching
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Anadolu University Graduate School of Educational Sciences
March 2010

ABSTRACT

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This study aimed to find out the level and sources of foreign language student teaching anxiety experienced by Turkish EFL student throughout the teaching practicum and to investigate the relationship between language proficiency level of foreign language student teachers and the level of anxiety they experience was examined.

405 student teachers participated in the study. The research tools were the Student Teacher Anxiety Scale (STAS) developed by Hart (1987), the Foreign Language Student Teacher Anxiety Scale (FLSTAS), developed for this study, diaries kept by the student teachers, and semi-structured interviews.

The quantitative analysis of the data revealed that student teachers from different majors of study experience a moderate level of anxiety both at the beginning and towards the end of the teaching practicum and there was a significant difference between the anxiety levels of the student teachers from different majors of study at the beginning and at the end of the practicum. Moreover, the level of anxiety experienced by student EFL teachers was distinguishable from the anxiety experienced by student teachers teaching in other disciplines. A significant decrease in the overall anxiety levels of the foreign language student teachers from the beginning to the end of the teaching practice was also found. The results of the study indicated no significant relationship between language proficiency and foreign language student teacher anxiety. Finally, the analysis of the qualitative data revealed six main categories as the sources of foreign language

student teacher anxiety: students and class profiles, classroom management, teaching procedures, being observed, mentors, and miscellaneous.

ÖZET

YABANCI DİL ÖĞRETMEN ADAYI KAYGISI

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Bu çalışma yabancı dil öğretmen adaylarının yaşadığı yabancı dil öğretmen adayı kaygısının düzeyini ve bu kaygıların olası kaynaklarını nicel ve nitel verilerle ortaya çıkarmayı hedeflemiştir. Ortaya çıkan kaygı düzey ve türlerinin öğretmenlik deneyimi boyunca değişiklik gösterip göstermediği de araştırmanın amaçları arasındadır. Ayrıca, yabancı dildeki yeterlik düzeyinin yabancı dil öğretmen adayı kaygı düzeyi ile olası ilişkisi de sorgulanmıştır. Araştırmaya 405 öğretmen adayı katılmıştır. Araştırmanın nicel verileri Hart (1987) tarafından geliştirilen Öğretmen Adayı Kaygı Ölçeği (STAS) ve bu araştırma için geliştirilen Yabancı Dil Öğretmen Adayı Kaygı Ölçeği (FLSTAS) ile elde edilmiş, nitel veriler ise öğretmen adaylarının tuttuğu günlükler ve yarı yapılandırılmış görüşmeler yoluyla elde edilmiştir.

Nicel veri analizi farklı alanlardan gelen öğretmen adaylarının orta düzey kaygı duyduğunu, bu kaygı düzeyinin de öğretmenlik deneyiminin başından sonuna doğru anlamlı bir şekilde azaldığını ortaya koymuştur. Ayrıca, İngilizce öğretmen adaylarının kaygı düzeylerinin diğer alanlardaki öğretmen adaylarından öğretmenlik deneyiminin başında anlamlı biçimde yüksek, öğretmenlik staj deneyimi sonunda ise anlamlı biçimde düşük olduğu saptanmıştır. Yabancı dil öğretmen adayı kaygı düzeyleri ise öğretmenlik deneyiminin başında, mikro öğretim deneyiminden sonra ve öğretmenlik uygulamasının sonunda orta düzeyde bulunmuş, bu düzey ise bu üç aşama boyunca anlamlı bir biçimde azalmıştır. Bununla birlikte, yabancı dildeki yeterlik düzeyi ile

yabancı dil öğretmen adayı kaygı düzeyi arasında anlamlı bir ilişki saptanmamıştır. Son olarak, araştırmanın nitel verileri yabancı dil öğretmen adayı kaygısını altı ana kategoride ortaya koymuştur: öğrenciler ve sınıf profili, sınıf yönetimi, öğretim yöntem ve teknikleri, izlenme, danışman ve sınıflandırılamayanlar.

Anahtar Sözcükler: yabancı dil öğretme kaygısı, yabancı dil öğretimi, öğretmen adayı, öğretmen yetiştirme

JÜRİ VE ENSTİTÜ ONAYI

Ali MERÇ'in "FOREIGN LANGUAGE STUDET TEACHER ANXIETY" başlıklı tezi 12.03.2010 tarihinde, aşağıda belirtilen jüri üyeleri tarafından Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Programında, Doktora tezi olarak değerlendirilerek kabul edilmiştir.

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ACKNOWLEDGEMENTS

First of all, I would like to thank my advisor Prof. Dr. Zülâl Balpınar. This dissertation could not have been written without Dr. Balpınar who not only served as my supervisor but also encouraged and challenged me throughout my academic program.

I also thank the committee members Prof. Dr. İlknur Keçik, Prof. Dr. Ferhan Odabaşı, Asc. Prof. Dr. Hülya Özcan, and Asc. Prof. Dr. Ayşegül Daloğlu. They guided me through the dissertation process, never accepting less than my best efforts.

I am also indebted to the faculty members of the English Language Teaching program at Anadolu University for their valuable comments on my research instrument and helping me collect the data.

Special thanks go to Dr. Özgür Yıldırım, who encouraged me all the way through.

I am also thankful to the student teachers as the research participants, who are my colleagues now.

I would like to express my gratitude to my parents, my brother, and especially my wife, who have provided a lot of moral support during the long years of my education.

Lastly, I offer my regards and blessings to all of those who supported me in any respect during the completion of this dissertation.

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1. INTRODUCTION

I worry that students will ask me how to say something I don't know in the target language.
I always prepare and practice carefully whenever I want to say something to my class in the target language.
Sometimes I scrap plans to do a particular activity because I worry that I will make too many mistakes.
I feel uncomfortable speaking my target language in front of other language teachers.
I feel uncomfortable speaking my target language to native speakers of the language.
(Horwitz, 1996, p. 365)

These may be the words coming out of a staff room in a state school or from a psychologist's comfortable armchair. Regardless of the place, many non-native foreign language teachers scream one or more of the above statements. That is due to the fact that no one can ignore the existence and the effect of emotions on any task to be completed. As in the case of many human behavior, 'teaching' comes along with many emotions, varying from hatred to love; frustration to satisfaction, and thus teachers need to deal with their feelings effectively and intellectually. Teaching, as a 'sacred' task, also embraces the emotions as part of the human behavior. Therefore, affective side of language teaching has to be taken into consideration by teachers themselves, teacher trainers, and the researchers working on teachers and teaching.

1.1 Background to the Study

Language learning anxiety is cited as one of the factors affecting second language acquisition as an individual difference (Ellis, 1994). It is mostly associated with fear, frustration, apprehension, uneasiness, insecurity, self-doubt or worry (Brown, 2000). The concept is not new; however, systematic studies related to the identification of the anxiety levels of students for both general language learning anxiety and anxiety related to four language skills do not go back to more than two decades. Research on foreign language learning anxiety has mainly indicated that foreign language learners, in this or that way, experience a degree of anxiety in the process of language learning (Horwitz, Horwitz & Cope, 1986).

The concept of anxiety has been investigated in depth and certain categorizations were made by several researchers. Brown (2000) divides anxiety into two: trait anxiety vs. state anxiety. From this perspective, trait anxiety can simply be defined as being in a more enduring tendency to be anxious whereas state anxiety is experienced with regard to a particular event or situation. In another classification, which contradicts the general belief that anxiety is something negative, Oxford (1999) points out debilitative vs. facilitative types of anxiety. Facilitating anxiety is an opportunity to increase the performance of an individual in certain tasks, on the other hand, debilitating anxiety intimidate the individual's performance.

Learners are not always the only ones who experience anxiety in a foreign language classroom. As the active participants of the classroom procedures, teachers or prospective teachers may sometimes experience anxiety while they are delivering a lesson. However, especially in the earlier studies, it was quite difficult to determine the types and measure the level of anxiety experienced by teachers since the concept of anxiety was mostly equated with concerns, problems, and needs of the teachers (Keavney & Sinclair, 1978). In order to address these problems, certain scales were developed to measure student teacher anxiety in a systematic way (Parsons, 1973 cited in Keavney & Sinclair, 1978; Hart, 1987; Williams, 1991). Later, Hart (1987) developed a 'Student Teacher Anxiety Scale', which has been one of the most widely accepted and implemented research tools for measuring student teacher anxiety (Capel, 1997; Morton, Vesco, Williams & Awender, 1997; Ngidi & Sibaya, 2003).

Teaching anxiety is also prominent among language teachers (Horwitz, 1996). Whilst learner anxiety is an individual phenomenon which manifests itself in different ways such as arriving unprepared, speaking in a hesitant way, or over-studying (Oxford, 1999), the most significant manifestation of language teacher anxiety is not in individual behaviors such as over-planning, being absent frequently, or trying to retain control by shouting, but rather as a collective, intra-cultural phenomenon which goes largely unrecognized by the individual (Grundy, 2001). Furthermore, Medgyes (1983) describes some of the non-native teachers as schizophrenic teachers because they are

insecure about using the language they are teaching. This insecurity and uncertainty, then result in aggressive or pessimistic attitudes in the classroom.

According to Horwitz (1996), language learning is never complete and all foreign language teachers are advanced learners of the language they are teaching although they are high-level speakers of the language as well. Hence, "when the feelings of inadequacy in the target language are frequent and unrelated to a realistic assessment of competence, they parallel the anxiety reactions seen in inexperienced language learners" (Horwitz et al., 1986). Of course, the anxiety experienced by language teachers may affect their feelings of self-confidence, use of target language, and instructional decisions (Horwitz, 1996).

Simultaneous with the implementation of the communicative approach to language teaching in recent years, Turkish Ministry of Education employed the communicative language teaching as the core methodology of the foreign language classrooms in Turkish schools (MEB, 2006). The new curriculum adapted in the new system encourages foreign language teachers to adopt a communicative approach, whereby foreign language learners are supposed to demonstrate a degree of communicative competence through authentic language tasks, meaningful classroom activities as well as portfolio assessment tools. In addition, the shift has turned to more learning- and learner-centered approaches from teacher-centered approaches, to process orientation from product orientation as well learner autonomy. The new cross-curricular approach is described as follows (MEB, 2006, p. 22):

> In most of the Turkish schools, English is taught as an isolated subject in the curriculum; hence, a possible innovation is thought to be teaching English through a cross-curricular model. Cross-curricular studies can be a way of teaching English through content in which the target language is the vehicle of interaction and knowledge, not the subject matter. Cross-curricular studies facilitate learning, integrating all subjects through the use of foreign language, allowing learners to inquire and connect experience and knowledge. By bringing together several disciplines and making content connections across subjects (subjects: mathematics, science, arts, music, social studies, etc.) in the classroom, we can show learners that a topic is relevant, related to their real world and previous experience.

The role and responsibility of the language teachers, within this understanding, have also changed since the new curriculum has asked them to be more active participants in the classroom, to be able to use the target language fluently in order to provide models for successful communication, and to develop and adapt classroom language materials for communicative purposes as well as to assess language performance bearing learners' communicative needs in mind. As Kim and Kim (2004) state, this sort of expectations from language teachers might give rise to the levels of anxiety experienced by language teachers related to foreign language teaching situations. In addition, the requirement of 'teaching language through language' causes a rise in foreign language anxiety, which is obviously related directly to foreign language teaching (Kim, 2002).

Teaching practice is the context in which student teachers are believed to put theory into practice by means of understanding and experiencing the practical realities of the classroom and the school (Richards & Crookes, 1988). Moreover, it is located at the highest level of the university-school cooperation of the teacher education programs (Tang, 2002). Teaching practice has taken its place in Turkish teacher education system within cooperation between Faculties of Education as the teacher training institutions and the Ministry of National Education as the institution at the highest point of Turkish National Education. Figure 1 presents the components and the cooperation among the members of the teaching practice applications. According to the network provided, the student teachers are in relation with their cooperating teachers and university supervisors. On the other hand, the organization of the teaching practice is the responsibility of the coordinators from the faculties, practicum schools and the Directorship of National Education.

An essential concept in the teaching practicum component is the placement of student teachers for their teaching experiences. Paker (2000) argue that university supervisor, as the ones who are responsible for the job, must be careful about placing student teachers into schools where cooperating teachers are the successful ideals of the target language and language teaching methodology at each level.
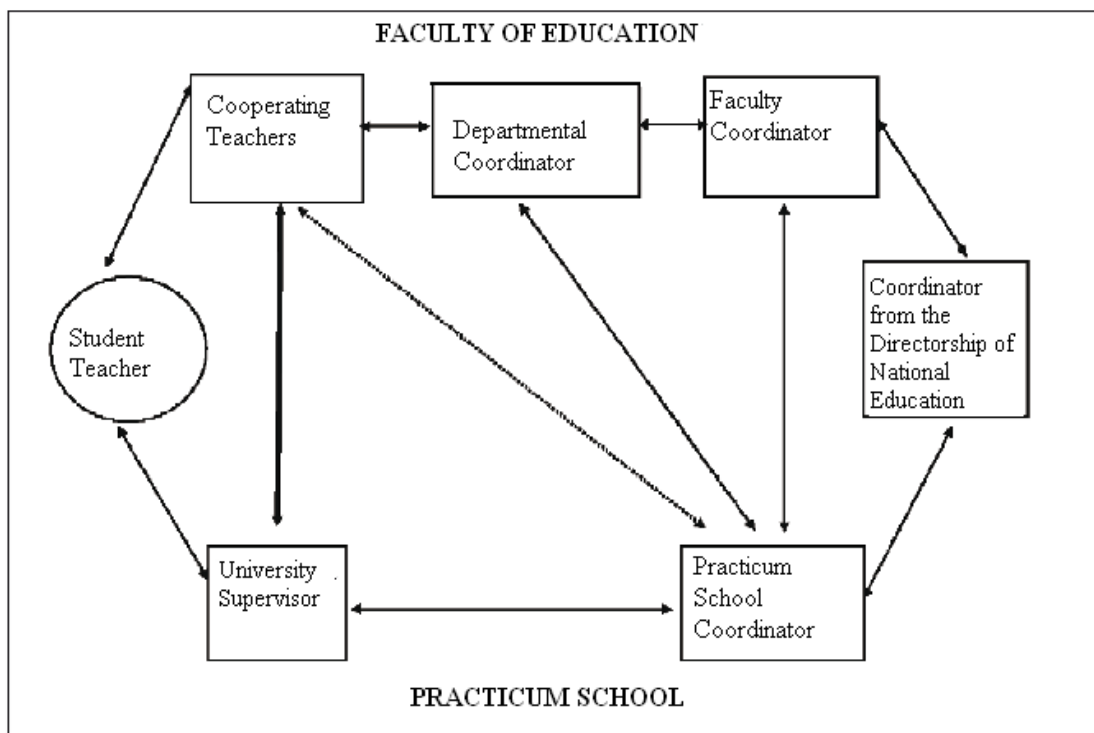
Figure 1. Components and the Cooperation Network in the Teaching Practice (Adapted from YÖK, 1998, p. 30)

Student teachers sometimes complain that their teacher education programs do not adequately prepare them in order to meet the requirements of teaching in a real classroom environment and they are not able to cope with the problems they face during teaching practice, and all of these result in experiencing discouragement and disappointment (Stuart & Thurlow, 2000). Experiencing anxiety, in addition to all these, is no doubt making the situation worse.

1.2. Significance of the Study

This study was both practically and theoretically motivated. In addition to the theoretical perspectives described above, first-hand experience in supervising student teachers of English both at Anadolu University Faculty of Education English Language Teaching Program (AUELT) and Open Education Faculty Distance English Language Teaching Program (DELT) has sensitized the researcher to the relatively high level of anxiety displayed by student teachers of English as a foreign language during the teaching practicum process. In addition, as a student teacher, the researcher had

experienced a number of classroom events that led to anxiety throughout the teaching practicum experience.

Earlier, the notion of foreign language teaching anxiety was taken as a kind or part of language learning anxiety and general teacher anxiety. However, gradually, it has been understood that it is a related but different phenomenon. As language learning necessarily involves human beings and the interface between their beliefs, attitudes and perceptions, such factors need to be seriously considered in any sustainable language learning program (Tudor, 2003). It is a special kind of anxiety stemming from the 'must' to teach a foreign language as a non-native speaker of that language. The limited number of studies (Horwitz, 1996; El-Okda & Al-Humaidi, 2003; Kim & Kim, 2004; Canessa, 2006; İpek, 2007; Yuksel, 2008) conducted to identify the anxiety experienced by foreign language teachers led to the possible existence of a related but different notion called 'foreign language student teacher anxiety'. As El-Okda and Al-Humaidi (2003, p. 1) identify, "it is a sort of anxiety that results from having to act as an expert of a language that is not your mother tongue".

According to Kyriacou (2001), studies on exploring the sources of teacher stress and coping strategies are necessary to update the data in the field and find out the trends and changes. Moreover, "it can alert us to changes in schools that are generating high levels of stress that need to be addressed" (p. 32). In a similar perspective, Horwitz (1996) states that foreign language teaching anxiety may have negative consequences on language teaching. Therefore, the 'foreign language teaching anxiety', especially among the student teachers, ought to be examined thoroughly. In a similar understanding, within the above explanation regarding the notion of foreign language teaching anxiety, foreign language student teachers' level of anxiety manifested in student teaching is not just foreign language classroom anxiety. Limited theoretical explanation (Horwitz, 1996) and empirical inquiry on foreign language teaching anxiety (Horwitz, 1996; Kim & Kim, 2004; Canessa, 2006; İpek, 2007) and on foreign language student teaching anxiety (El-Okda & Al-Humaidi, 2003; Yuksel, 2008) suggest that the area needs further research to put more light into the i) existence of anxiety, ii) level of anxiety iii) sources of anxiety, and iv) coping with anxiety. However, there is not sufficient data to

discuss the issue in detail; even its existence is still open to discussion. Hence, to help the language teaching researchers and teacher trainers to close the gap in the field, and to guide language teacher candidates, the concept of foreign language teaching anxiety should be examined.

The focus of studies conducted so far related to the role of anxiety in education has been basically on language learning anxiety, sources of anxiety, and the effects of anxiety on learners. Teacher- and student teacher-focused studies, on the other hand, mainly focused on general teaching abilities and capabilities. As one of the aims of the present study, foreign language student teacher anxiety has been separated from the anxiety of student teachers delivering lessons in their native language.

Although limited number of studies on foreign language teacher anxiety have aimed at enlightening the area through designing research tools and collecting some explanatory data related to the sources of foreign language teaching anxiety, very few studies have been conducted so far to explore the notion of 'foreign language student teacher anxiety' among which El-Okda and Al-Humaidi's (2003) attempt can be counted. Their study also discriminated between foreign language student teacher anxiety and foreign language teaching anxiety.

As described in the relevant research literature, anxiety has more negative effects on learners and teachers than its limited helpful aspects. Therefore, understanding the reasons for the foreign language student teacher anxiety would not be possible by using the already-existing research tools specifically developed for either student teachers of all disciplines or foreign language teachers of all levels of experience. As for the aim of this study, it was necessary to develop a reliable and valid scale that measures foreign language student teachers' anxiety level together with the specific sources of that anxiety. Thus, all of the participants of the language teaching practicum process (student teachers, cooperating teachers, university supervisors, and researchers in the field) would be able to see the concept of 'foreign language student teacher anxiety' with a clearer eye.

Some researchers believed that foreign language anxiety decreases or diminishes over time (Desrochers & Gardner, 1981) while some others found that anxiety might turn into trait rather than state (Gardner & MacIntyre, 1993), which meant that it could leave pervasive effects on language performance (Oxford, 1999). Of course, these studies were related to foreign language learning anxiety; however, the case for the student teachers of a foreign language has not been clearly identified yet. One of the aims of the present work is to find out the possible change in the anxiety levels of the foreign language student teachers throughout the teaching practicum process. The findings related to this 'change' concept gave us the opportunity to observe whether any type of anxiety experienced by student teachers was trait anxiety or state anxiety.

The earlier explanations related to foreign language teacher anxiety were based on the role of the 'foreign language' itself as part of the foreign language use. The investigation of the effect of language proficiency level of the student teachers who are obliged to teach that foreign language is very important especially when teacher training institutions determine their curricula, which also include language training of the teacher candidates. This study, considering the importance of language proficiency in language teaching, aimed at identifying the possible relationship between anxiety and foreign language proficiency of student teachers.

One of the major outcomes of the study will be that teacher education programs such as AUELT will benefit a lot from a study determining the existence, level, and the sources of any type of anxiety that student teachers experience throughout their teaching practicum. The necessary precautions, then, can be taken by the program administrators to provide the practitioners of the program a more stress-free learning environment. Furthermore, based on the potential anxiety levels of the student teachers, they might be provided with information in the content of the methodology courses as well as teaching practicum to reduce and cope with the foreign language teaching anxiety.

This study is the first of its kind as it designs and implements an instrument for the investigation of a very important aspect of student teaching. It comes forward with a reliable and valid instrument to measure 'foreign language student teacher anxiety',

which was called the 'Foreign Language Student Teacher Anxiety Scale' (FLSTAS). Reported by student teachers in informal conversations and during post-observation sessions with their supervisors, sources of foreign language student teaching anxiety and any possible solutions to this phenomenon are targeted to be given subsequent to the results of this study.

1.3. Purpose of the Study

The present study has the following research purposes: First of all, the study aims to find out whether foreign language student teacher anxiety is different from the anxiety experienced by student teachers from other disciplines. Second, it aims at developing a valid and reliable scale measuring the level of foreign language student teacher anxiety. Third, this study aims to find out the level and sources of foreign language student teaching anxiety experienced by Turkish EFL student teachers through both quantitative and qualitative measures. Fourth, investigating the change in the level and sources of anxiety experienced by foreign language student teachers throughout the teaching practicum process is among the purposes of this study. Finally, the relationship between language proficiency level of foreign language student teachers and the level of anxiety they experience is examined.

1.4. Research Questions

Based on the previous research findings reviewed in this chapter and considering the potential need for the teacher training institutions in the Turkish context, the following research questions, which formed the bases for the methodology of the study, were structured:

    1. What is the level of student teacher anxiety that student teachers from different majors of study experience?

    2. Is there a difference between the anxiety levels experienced by student EFL teachers and student teachers from other disciplines?

    3. Does the level of student teacher anxiety that student teachers from different majors of study experience change throughout the practicum?

    4. What is the level of foreign language teaching anxiety experienced by student EFL teachers?

5. Does the level of foreign language teaching anxiety experienced by student EFL teachers change throughout the practicum process?

6. Is there an effect of language proficiency on the anxiety experienced by student EFL teachers?

7. What are the sources of anxiety experienced by student EFL teachers?

1.5. Organization of the Chapters

The current study consists of six chapters. Chapter 1 covers the background of the study, significance of the study, purpose of the study, and organization of the chapters.

Chapter 2 deals with a review of the relevant literature. It provides a detailed presentation of the key concepts related to the topic of the study as well as the studies conducted on foreign language learning anxiety, teacher anxiety, foreign language teaching anxiety, and foreign language student teacher anxiety.

Chapter 3 clarifies the research methodology of the study. The characteristics of the participants, instruments used in the study, data collection procedures, and analyses of the quantitative and qualitative data are presented in this chapter.

Chapter 4 presents the results of quantitative and qualitative data analyses.

Chapter 5 discusses the findings along with the existing literature.

Chapter 6 summarizes the present study, lists the conclusions and implications drawn, and gives suggestions for further research.

1.6. Scope of the Study

This study is limited to a Turkish teacher education context. It takes student teachers from Anadolu University Faculty of Education as the participants of this study, therefore the findings of the study are limited to the anxieties experienced by student teachers in the research context.

This study attempts only to identify the level and types of anxiety experienced by student teachers in a descriptive manner. No suggestions for strategies to cope with anxiety are presented.

This study employs only quantitative research tools for identifying the student teacher anxiety of student teachers from all majors of study, and quantitative and qualitative tools for identifying the foreign language student teacher anxiety. Other data collection techniques such as observations, field notes, and think-aloud protocols were not used.

In conclusion, it is difficult to generalize the findings of this study for all student teachers in teacher education programs in Turkey and in other countries. However, the presentation and discussion of the findings as well as the pedagogical implications for teacher education programs and suggestions for student teachers, cooperating teachers and university supervisors can be very useful for other teacher education programs as well.

1.7. Terminology

Researchers in the field of language teacher education use different lexical items referring to the same term. In order not to confuse the readers and in order to be consistent with the relevant research literature, the following terms will be used throughout this dissertation:

❖ Terms like pre-service teacher, student teacher, and teacher candidate all refer to the students of teacher education programs who are completing their teaching practicum by teaching in different practicum schools. The term 'teacher trainee' refers to the students of teacher education programs, who are completing the theoretical and practical courses before their practicum experience.

❖ Teaching practicum, teaching practice, and practice teaching refer to the placements of student teachers in certain schools as a component of the teacher education programs to complete the program requirement of teaching under supervision of expert teachers.

❖ Mentor refers to all supervisory personnel including cooperating teachers and university supervisors.

❖ Microteaching experience refers to the activities conducted in School Experience II course in which student teachers observe their cooperating teachers and deliver a portion of a lesson in collaboration with their peers.

❖ The terms '(student) teacher anxiety' and '(student) teaching anxiety' are used interchangeably in this dissertation to refer to the anxiety experienced by teachers or student teachers.

❖ The terms 'department, program, major of study, discipline, and subject matter' are used interchangeably in this dissertation to refer to the teaching areas that student teachers are from.

❖ Finally, the concept of anxiety in this study is in use as the apprehension that is associated with the student teachers' teaching experience.

2. REVIEW OF LITERATURE

There is an extensive body of research that addresses foreign language anxiety experienced by language learners, teachers, and student teachers from several disciplines. A few attempts have also been made to explain foreign language teaching anxiety and foreign language student teacher anxiety. This chapter, first explain the 'anxiety' phenomenon and its conceptualization in education. Then, several studies regarding the focus of this study are reviewed. Finally, how the reviewed literature in the preceding sections shaped the design of the current study is explained.

2.1. What is Anxiety?

The concept of anxiety, as a psychological notion, took its part in different scientific fields. Borrowing the works in the field of psychology, it is defined as an emotional state of "apprehension, a vague fear that is only indirectly associated with an object" (Hilgard, Atkinson & Atkinson, 1971, cited in Scovel, 1991, p. 18).

As for the types of anxiety, two major divisions have been suggested in the research literature. The first classification is the discrimination between 'state anxiety' and 'trait anxiety'. According to Oxford (1999), when anxiety occurs in response to a specific situation or incident, it is called as 'state' or 'situational' anxiety. This type of anxiety appears when a person faces an unpleasant situation or needs to cope with a difficult-to-overcome task. On the other hand, anxiety can also be a part of the personality trait; therefore, it is called the 'trait' anxiety (Oxford, 1999). In this type of anxiety, a person experiences anxiety in any situation as a part of his/her personality.

The second classification of anxiety is related to its effect or result on the individual's performance while performing tasks or actions. Here, the notions of 'facilitating (helpful) anxiety' and 'debilitating (harmful) anxiety' are introduced (Albert & Haber 1960; cited in Young, 1992; Oxford, 1999). The 'facilitating' type of anxiety is said to

increase the performance of individual in certain tasks whereas the 'debilitating' type of anxiety deters the individual's performance.

2.2. Language Learning Anxiety

The types of anxiety defined above are also applicable to language learning. When anxiety is considered as either a short-term or a lasting attribute, language learners are influenced from it in different ways. Sometimes, language anxiety starts as temporary experience of fear in a certain situation when the learner is expected to perform a language task (Oxford, 1999). This exemplifies the realization of 'state anxiety' in language learning. Nevertheless, the anxiety experienced by the learner may not be situation-specific or may not diminish over time. If the learner is suffering from the repeating occurrences of anxiety in several different tasks, and if this influences the learner's performance, then the learner is experiencing the 'trait' anxiety (Gardner & McIntyre, 1993), which is a part of his/her character. Of course, the learner is expected to be affected from this situation in a great way –whether positively or negatively- throughout his/her language learning process.

When the helpful vs. harmful anxiety are considered, these two types also have implications on the foreign language learning process. The harmful (debilitating) type of anxiety "harms learners' performance in many ways, both indirectly through worry and self-doubt and directly by reducing participation and creating overt avoidance of the language" (Oxford, 1999, p. 60). What is more, according to Gardner and MacIntyre (1993), anxiety has the strongest negative correlate of achievement in language. On the other hand, the helpful (facilitating) type of anxiety "motivates the learner to fight the new learning task; it gears the learner emotionally for approach behavior" (Scovel, 1991, p. 22). However, the concept of 'helpful (facilitating)' anxiety is still discussed in terms of its existence, definition, and scope. Young's (1992) interviews with some well-published researchers from the field of language learning yielded controversial ideas regarding the concept itself. Their discussion centers mainly on the two types of anxiety: facilitating vs. debilitating anxiety. According to the researchers, debilitating anxiety may have a negative effect both on the language learner and on the learning process. On the other hand, they argue that facilitative anxiety is almost like attention to

the input, which helps the learner to get motivated to learn. In short, the researchers conclude that facilitating anxiety is favorable since it has an encouraging power for the learners whereas debilitating anxiety may slow down the foreign language learning process of the learners. Bailey (1983), on the other hand, summarizes after reviewing the existing literature on language anxiety that there is a cyclical correlation between anxiety and negative competitiveness. How the above divisions are reflected in the language learners' performance in the language learning process is explained within a framework provided by Bailey (1983) in terms of the correlations between competitiveness and anxiety. According to Bailey, if the anxiety by the learner –caused by the comparisons with other learners- is able to motivate the learner to study for the language, then it is facilitating. However, if this anxiety causes the learner to remove himself from language learning environment (i.e. leaving the class), then it is debilitating.

It can be concluded after the consideration related to the notion of anxiety, its types, and the views on these types that the concept of anxiety has been a popular issue in language learning research. Along with this fact, the scientific ways to elicit language learners' anxiety have also been the subject of research studies. The next section will cover this issue.

2.2.1. Measuring Language Learning Anxiety:

Defining and measuring the affective variables as personality traits of individuals is quite difficult despite the fact that they are extremely important during the foreign or second language learning process (Tucker 1979, cited in Bailey, 1983). The earlier studies on language learning anxiety employed self-report surveys in the form of quantitative research. Self-report survey studies were primarily correlation works, which investigated the relationship between the level of anxiety and language proficiency (Aida, 1994; Ganschow, Sparks, Anderson, Javorsky, Skinner & Patton, 1994; Ganschow & Sparks, 1996; Saito & Samimy, 1996; Sparks, Ganschow, Artzer & Siebenhar 1997; Onwuegbuzie, Bailey & Daley, 2000; Chen & Chang, 2004; Bernaus & Gardner, 2008; Brown, 2008; Dewaele, Petrides & Furnham, 2008). Apart from the survey studies which focused on quantitative data collection and analysis methods,

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analyzing diary entries (Bailey, 1983), interviewing subjects about their feelings (Brown, 2008; Yan & Horwitz, 2008), and classroom observations (Spielmann & Radnofsky, 2001) have been employed as qualitative research methods. Bailey's (1983) diary study within her own diary entries on her French-learning experience and several other diarists, as one of the pioneers, documented the importance of the first-person diary studies in research on affective variables including anxiety.

One of the very first attempts to identify foreign language learners' anxiety levels with a widely-accepted specific measuring tool was the development of the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986). The main difference of this scale from the previous ones was that it dealt with all aspects of the anxiety language learners experience rather than emphasizing communication anxiety or speech anxiety.

2.2.2. Studies on Language Learning Anxiety:

Early studies on language learning anxiety were related to the discovery of the possible relationship between anxiety and language performance. In Scovel's (1991) paper, three correlation studies are reviewed. First, Burnaby (1976) correlated the anxiety level of French immersion students learning English and found that there was a negative correlation between language proficiency and anxiety. Within the same framework, Tucker et al. (1976) found that there was a negative correlation between anxiety and French proficiency, exactly as Burnaby (1976) reported. As the third study, Chastain's (1975) investigation of anxiety as a predictor of performance of the learners in language tests is reviewed. Three groups of language students (French-learning, German-learning, and Spanish-learning) were tested on their language performance and anxiety levels. It was found that there was a negative correlation between anxiety and language test scores of French students. On the other hand, there was a positive correlation between anxiety levels and language test scores of German-learning and Spanish-learning students. Based on these interesting findings, Scovel (1991) pointed out that the 'facilitating vs. debilitating' anxiety types might have worked for the participants of this study. According to Scovel (1991), those French-learning students were experiencing 'debilitating' anxiety, which might have made them unsuccessful in

language tests whereas German-learning and Spanish-learning students were experiencing 'facilitating' type of anxiety, which might have pushed them for being more successful in language learning.

Research on language anxiety was not limited to the correlation studies described above. Scholars have tried to identify the potential factors causing language learning anxiety. In this respect, Horwitz et al. (1986) conducted a pioneer study of which primary purpose was to make foreign language anxiety recognizable as a separate variable in language learning. Therefore, according to their definition, language anxiety is "a distinct complex of self perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 128).

Horwitz et al. (1986) outlined a theoretical framework for the investigation of levels of anxiety of foreign language students. The first component is "communication apprehension" in which the authors proposed that language students have mature thoughts and ideas but an immature second language vocabulary with which to express them. The inability either to express themselves or to comprehend one another leads to apprehension. Language students who test high on anxiety report that they are afraid to speak in the foreign language, showing feelings of nervousness, confusion and even panic. Students with feelings of communication anxiety would respond positively to questions like "I get nervous and confused when I am speaking in my language class," and negatively to questions like "I feel confident when I speak in foreign language class."

The second component is "fear of negative evaluation." Because students are unsure of themselves and what they are saying, they may feel that they are not able to make the proper social impression (MacIntyre & Gardner, 1991). Students with feelings of fear of negative evaluation would answer questions like "I am afraid that the other students will laugh at me when I speak the foreign language," positively, and to questions like "I don't worry about making mistakes in language class" negatively.

A third component, that of "general feeling of anxiety towards a foreign language," can be added to the theoretical framework. These would be feelings of apprehension related to other sensations of apprehension akin but not intrinsically linked to communication or fear of negative evaluation. Apprehensive students would reply positively to questions like "even if I am well prepared for language class, I feel anxious about it" and negatively to questions like "It wouldn't bother me at all to take more foreign language."

Bearing these in mind, Horwitz et al. (1986) used 78 beginner language students of the University of Texas as the participants of their study. They conducted group meetings in which the participants were asked to talk about the difficulties and potential problems related to their language learning experiences. The aforementioned Foreign Language Classroom Anxiety Scale (FLCAS) with 33 items was developed by examining the qualitative data obtained through these interviews.

Several studies on foreign language anxiety used the FLCAS as the research instrument to investigate the levels of anxiety foreign language learners experience throughout their language learning processes (Phillips, 1992; Aida, 1994; Ganschow et al., 1994; Ganschow & Sparks, 1996; Sparks et al., 1997; Bailey, Daley & Onwuegbuzie, 1999; Bailey, Onwuegbuzie & Daley, 2000; Onwuegbuzie et al., 2000; Aydın, 2001; Gregersen, 2003; McKnight & Redmond, 2003; Rodriguez & Abreu, 2003; Von Wörde, 2003; Abu-Rabia, 2004; Casado & Dershiwsky, 2004; Chen & Chang, 2004; Gregersen, 2007; Hurd, 2007; Liu & Jackson, 2008; Genç, 2009; Kim, 2009; Marcos-Llinas & Garau, 2009; Pichette, 2009). Following Horwitz et al.'s (1986) identification of the construct of anxiety in foreign language classrooms, Aida (1994) examined the validity and reliability of the scale for the Japanese learning students. A number of statistical analyses revealed that the scale was highly reliable to measure the foreign language anxiety construct.

Among the aforementioned studies, Von Wörde (2003) found that most students in the sample reported experiencing anxiety in their language classrooms. The sources for foreign language anxiety were found to be lack of comprehension, negative classroom

experiences, fear of negative evaluation, pedagogical practices, and the teachers. In another study, McKnight and Redmond (2003) investigated the particular situations in regard with test anxiety, fear of negative evaluation, and communication apprehension as the sources of anxiety in foreign language learning. They found that most of the high anxious learners had some kind of familiarity with a foreign language outside the classroom such as staying in a foreign country; they still experience a high level of anxiety. Moreover, Liu and Jackson (2008) found that foreign language classroom anxiety was negatively correlated with willingness to communicate. Gregersen (2003) investigated the relationship between errors by learners and foreign language anxiety. The results showed that the relationship was cyclical: when the errors were made, learners were anxious; when the learners were anxious, they made errors. In a very recent work, Pichette (2009) compared anxiety profiles of 186 French-speaking classroom and distance language learners (learners of English or Spanish), and compared anxiety levels between first-semester and more experienced students in both learning environments. General foreign language anxiety (through FLCAS), second language reading anxiety, and L2 writing anxiety of the learners were measured. Results indicated no significant differences in anxiety profiles between classroom and distance learners, and higher anxiety among first-semester distance learners. Moreover, Tallon (2009) found that heritage students of Spanish experienced lower levels of foreign language anxiety than their non-heritage counterparts. Marcos-Llinas and Garau, (2009), in contrast to popular findings, found that students with high levels of anxiety did not necessarily exhibit lower course achievement in comparison to students with low levels of language anxiety. In addition to studies concerning learners' language proficiency and achievement, Gregersen (2006) measured the relationship between learners' perceived language proficiency and their level of foreign language classroom anxiety. The results showed that language learners who were aware of a difference across their language skills had a greater tendency toward foreign language anxiety than learners who did not report such a difference.

In a very recent work, Genç (2009) conducted a foreign language anxiety study using FLCAS with 168 Turkish EFL students. The results of the quantitative study showed that age and gender were not significant variables in anxiety. On the other hand,

students' voluntary vs. compulsory attendance in English classes made an effect: the students with compulsory language instruction were significantly more anxious than students who were studying English voluntarily.

Not all of the studies in the literature related to foreign language anxiety did employ the scale developed by Horwitz et al. (1986). For example, MacIntyre and Gardner (1991) conducted a study with beginner learners of French to identify their level of anxiety in learning a foreign language. The research tool used in this study was self-reported experiences of the learners in essay forms. The main finding of the study was that language learning anxiety has a negative effect on foreign language learning. Furthermore, MacIntyre and Gardner (1994) attempted to develop a reliable scale to identify language learning anxiety. In their study with 97 French-learning participants led to the development of a new scale. They found that anxiety is not context-dependent and it is not stage-dependent. Students with high anxiety in one context or at one stage would experience the same level of anxiety in other contexts or at other stages. Similarly, Saito and Samimy (1996) found with their scale that second language performance of learners of Japanese were correlated with their level of foreign language anxiety, on the other hand, anxiety had a more important role when the proficiency level of the learners ascend.

Certain studies looked at the anxiety phenomenon in language learning from different perspectives. Determining the foreign language anxiety through FLCAS, Yang, Lay, Tsao, Liou and Lin (2007) found that the anxiety of language and Internet use significantly influenced self-efficacy of Internet use and language, and anxiety about language and Internet use have also significantly influenced the intention to use Internet sites individually. Literature suggested that anxiety was prominent among international postgraduate learners as they are required to survive in a foreign language (Brown, 2008) and caused weaker self-expression (Caldwell-Harris & Ayçiçeği-Dinn, 2009). It was also pointed out that language anxiety was correlated positively with attitudes toward learning situation and negatively with achievement in L2 (Bernaus & Gardner, 2008) and levels of anxiety might vary according to instructional contexts: more anxiety in conversation classes than reading classes (Kim, 2009). Dewaele et al. (2008) found

that high levels of emotional intelligence (known as EI), starting learning a second and third language at early ages, the knowledge of more languages, a higher frequency of use of the second language, a stronger socialization in a language, a larger network of interlocutors, and a higher level of self-perceived proficiency were linked to lower levels of foreign language anxiety while purely classroom-based language instruction was linked to higher levels of foreign language anxiety. From a linguistic perspective, lower levels of foreign language anxiety was found to be helping learners benefit more from recasts and as a contributing factor for leading recasts to modified output as well as promoting learning (Sheen, 2008). Similarly, high anxiety language users produce longer texts in L2 than in L1, produce smaller amounts of continuous speech in both L1 and L2, produce filled pauses with a higher mean length in L2 than in L1, have longer mid-clause pauses, fewer repetitions, and make more false starts (Mihaljevic Djigunovic, 2006).

In addition to studies concerning the investigation of the general foreign language learning anxiety, several other studies examined the skill-specific anxiety. In this manner, Cheng, Horwitz and Schallert (1999) stated that it is important to investigate language skill-specific anxiety. Studies conducted on skill-specific language learning anxiety focused on speaking anxiety (Gregersen & Horwitz, 2002; Oya, Manalo & Greenwood, 2004; Woodrow, 2006; Kim, 2009), writing anxiety (Cheng et al., 1999; Marra & Marra, 2000; Cheng, 2002; Cheng, 2004), speaking and writing anxiety (Aydın, 2001; Pichette, 2009), reading anxiety (Saito, Garza & Horwitz, 1999; Sellers 2000; Zhang, 2000; Matsuda & Gobel, 2004; Brantmeier, 2005; Kuru Gönen, 2005), listening anxiety (Vogely, 1998; Elkhafaifi, 2005; Chang, 2008; Chen, 2008) and the relationship between reading anxiety and listening anxiety (Merç, 2009).

The overall conclusion drawn from the studies related to anxiety in each language skill and the possible relationship between the skills is that skill-based anxiety is related to general foreign language anxiety. On the other hand, they are unique constructs within their own symptoms and coping strategies. Therefore, they suggest the fact that the language anxiety experienced by a language learner may be due to one language skill rather than general classroom anxiety. Furthermore, the construct of anxiety, despite

hundreds of scientific research studies, is still open to investigation; sources and impacts of anxiety have not been explained precisely yet (Yan & Horwitz, 2008). However, for the aim of this study, it will be better to change our direction from learner anxiety to teacher anxiety.

2.3. Teacher Anxiety

Anxiety studies regarding classroom teachers are mainly centered on general concerns and problems of teachers rather than subject matter-specific concerns and problems. Bearing in mind the definitions and conceptualization of the concept of anxiety, teaching is seen as a distinct construct that causes anxiety. In his account of personal views, Bernstein (1983) conceptualized teaching anxiety as a part of speech anxiety. According to Bernstein, teaching anxiety is a combination of experiences including psychological arousal, subjective distress, and behavioral disruption. Although they agree with this proposal in terms of speech anxiety, Gardner and Leak (1994) believe that teaching anxiety includes apprehension concerning interactions with audience which involve questions from students, immediate negative feedback, class disruptions, or end-of-term student evaluations as distinct from speech anxiety. In this respect, Gardner and Leak (1994, p. 28) conceptualize teaching anxiety as "anxiety experienced in relation to teaching activities that involve the preparation and execution of classroom activities".

Teacher anxiety has become the research interest of education scholars for more than three decades. Keavney and Sinclair (1978) found teacher concerns and teacher anxiety as a neglected topic of classroom research. They identified the research areas of teacher anxiety as i) the conceptualization of teacher anxiety, ii) measurement of teacher anxiety, iii) sources of teacher anxiety (concerns as sources and correlates of teacher anxiety as sources), iv) and consequences of teacher anxiety (survival-nonsurvival in the teaching profession, affective impact, achievement, and coping styles).

A number of studies have been conducted to explore the sources of and solutions to teacher anxiety in the last 30 years. Abel and Sewell (1999) found that poor working conditions and staff relations were the two most significant sources of stress and

burnout among rural and urban secondary school teachers. According to Tytherleigh, Webb, Cooper and Ricketts (2005), the most significant source of stress for the higher education staff in the UK was job insecurity. Work relationships, control, and resources and communication were also among the issues creating high levels of stress. In another attempt to investigate the teacher stress, Jepson and Forrest (2006) have recently found that achievement striving and occupational commitment were two individual contributory factors in teacher stress. Furthermore, lack of time (Coates & Thoresen, 1976; Leach, 1984; Kyriacou, 1987), heavy work load (Borg, 1990), poor student behavior (Punch & Tuettemann, 1990; Friedman, 1995), and inadequate resources (Chaplain, 1995) were also identified as instigators of teachers' anxiety in teaching. In a recent study with librarians as teachers, Davis (2007) listed the physical symptoms of teacher anxiety as sweating, upset stomach, heart palpitations, and others; mental or emotional symptoms as being able to answer tough questions' or preparation, public speaking fears, and negative self-talk.

Having learned about the existence of teacher anxiety, a number of ways to reduce the anxiety experienced by teachers, beginning teachers and teacher candidates were provided in the literature. Walton (1981), for example, proposed 'biofeedback' as a model for a successful treatment of teacher anxiety. Johns (1992), on the other hand, offered role-playing to reduce beginning teachers' anxieties about parent-teacher conferences. Furthermore, Nagel and Brown (2003) saw 'acknowledge', 'behavior modification', and 'communication' as the ABCs of managing teacher stress in their article. Munday and Windham (1995), on the other hand, tested the anxiety levels of the preservice teachers with an experimental design to investigate the effectiveness of a 'stress management training', and found that the stress management training failed to reduce the anxiety levels of the preservice teachers. Similarly, Woullard and Coats (2004) found that a specially designed mentoring program for the 60 education majors from a community college in the U.S. did not result in any significant changes in the emotions and the anxiety levels of the teacher candidates. Based on the recent exploration of the physical and mental/emotional symptoms of teacher anxiety, Davis (2007) suggests coping mechanisms for physical and mental/emotional symptoms as personal coping, exercise, meditation, and medication. Rieg, Paquette and Chen (2007)

also tried to elicit the coping strategies of pre-service and novice teachers about their concerns as well as the university professors' potential ways of supporting the pre-service and novice teachers for their concerns about teaching. As the participants of the study indicate, talking with colleagues and administrators and taking time for self, family, and friends, physical exercise, music, keeping a journal, and coaching and sponsoring extra-curricular activities were the most popular coping strategies. When the university professors are taken into account, the best support was 'staying in contact'. The pre-service teachers indicated the importance of finding their university professors 'there' whenever they are in trouble.

Based on the empirical explorations to teacher stress, Kyriacou (2001, p. 27) gives five directions for future research:

> 1. monitoring the extent to which particular educational reforms are generating high levels of teacher stress;
> 2. exploring why some teachers are able to successfully negotiate periods of career reappraisal and retain a positive commitment to the work, whilst others are not;
> 3. clarifying the nature of the stress process in terms of two types of triggers' one based on excessive demands and the other based on a concern with self-image;
> 4. assessing the effectiveness of particular intervention strategies to reduce teacher stress;
> 5. exploring the impact of teacher-pupil interaction and classroom climate on teacher stress.

To sum up, suggestions by the literature on the personal and professional development of the teachers along with the discussion of teaching anxiety necessitate exploring teachers' early experiences of anxiety on their way to become real teachers. This, then, directs our attention to the notion of student teacher anxiety.

2.4. Student Teacher Anxiety

Studies concerning the student teachers have mainly focused on the problems of preservice teachers in several teacher training institutions (Veenman, 1984; Kwo, 1996; Mau, 1997; Farrell, 1999; Murray-Harvey, Slee, Lawson, Silins, Banfield & Russell, 2000; Paker, 2000; Valdez, Young & Hicks, 2000; Aydın & Bahçe 2001; LaMaster, 2001; Liou, 2001; Zeyrek, 2001; Hertzog, 2002; Stevens, Sarıgül & Değer, 2002; Tang 2002; Merç, 2004) Other research focused on matters such as the relationship between future teachers' personality preferences and their success in teaching (Thornton, Peltier

& Hill, 2005), or cooperative teachers' evaluations of student teachers (Brucklacher, 1998).

Anxiety, as one of the problems stated in above research, has been investigated in several educational contexts. One of the earliest attempts to identify anxieties experienced by student teachers was Thompson's (1963) study with 125 student teachers. He found that living quarters during internship, student teacher husband and family relationships, methods of dealing with classes of 'bright' and 'slow' pupils, presence in the class of friends or one's family, proper level of difficulty of tests over the material studied, combination of student teaching and other college courses during the internship period, acceptance of the student teacher by the pupils and by the regular teaching staff, and pressure of working toward the master's degree during internship were among the most frequent anxieties. Following Thompson's pioneer work in the field, Preece (1979) investigated student teacher anxiety and class-control problems in teaching practice. The student teachers' anxiety levels were measured both near to the beginning and to the end of a term's teaching practice. It was found that there was a significant decrease in anxiety regardless of differences such as gender and subject matter taught divisions.

As an attempt to devise an instrument to measure the student teachers' anxieties, Hart (1987) conducted a study with student teachers in the UK. The 'Student Teacher Anxiety Scale' (STAS) was formed after a series of scale development efforts and the measure was implemented with 42 student teachers from both primary school and secondary school teaching practice. Hart identified four measured factors after the analyses and gauged the relationship of these factors to pupil disruption in class. He found that 'evaluation' anxiety showed the highest positive correlation with pupil disruption, followed by 'class control' anxiety. 'Teaching practice requirements' anxiety showed a statistically significant correlation but a non-significant partial correlation with pupil disruption. Anxiety arising from 'pupil and professional concerns' showed no statistically significant correlation with pupil disruption levels in the student teachers' classrooms.

Following Hart's (1987) scale development, a number of studies were conducted to find out the student teacher anxieties using the STAS. Morton et al. (1997) explored the student teacher anxieties with 1000 Canadian student teachers within four different but interrelated studies. Four anxiety factors were identified: evaluation, pedagogical, class management, and staff relations. Similar to the British participants (Hart, 1987), evaluation anxiety was the highest of all. Moreover, a practice teaching experience reduced anxiety for both male and female student teachers. Participants also reported anxieties prior to instruction, following instruction, and following practice teaching. Finally, it was found that anxiety increased as placement grade level decreased.

Another study using the STAS investigated the changes in students' anxieties and concerns after their first and second teaching practices (Capel, 1997). One-hundred and twenty-four first-year B.Ed. physical education students answered the STAS and a 'Teacher Concerns Questionnaire' after their first and second placements in teaching practice. The researcher found that the student teachers were moderately anxious and concerned on teaching practice and the main cause of the anxiety and concern on both teaching practices was being observed, evaluated and assessed. Nevertheless, some differences were also found in the causes of anxiety and concerns on the two teaching practices.

Murray-Harvey, Silins and Saebel (1999) made a cross-cultural comparison of student concerns in the teaching practicum with Singaporean and Australian teacher candidates. The study revealed that the Singaporean and Australian teacher trainees had significantly different concerns related to their teaching practicum, which showed that differences in cultural contexts may affect the degree and type of anxiety experienced by student teachers.

In a recent investigation into student teacher anxieties related to practice teaching, Ngidi and Sibaya (2003) explored the relationship between student teacher anxiety and student teachers' personalities. The STAS was used to determine the anxieties, and the 'Eysenck Personality Questionnaire' was used to determine personality types. The findings revealed five factors as the sources of anxiety: evaluation, class control,

professional preparation, school staff, and unsuccessful lesson. It was also found that the dimension of neurotic personality is significantly correlated with professional preparation as well as with delivering an unsuccessful lesson.

In another recent study, Rieg et al. (2007) investigated the preservice teachers' concerns prior to their field experiences and during their field experiences or first year(s) of teaching. Thirty-nine undergraduate students and five recent graduates in their first year of teaching participated in the study by answering a web-based survey, writing reflection statements (for the undergraduates) and personal interviews (for the novice teachers). The findings revealed four main categories of concerns: concerns regarding elementary students, cooperating teachers and parents, and self. The 'self' concern included the following sub-categories of concern: content knowledge, pedagogy, workload, and relationships.

Finally, a very recent study on student teacher anxiety in a Turkish educational context was conducted to find out Turkish pre-service teachers' concerns about the teaching process as well as the variables affecting those concerns such as gender and field of study (Çakmak, 2008). One-hundred and fifty-six student teachers from five departments (chemistry, secondary mathematics, primary education mathematics, physics education, and chemistry as post-graduate certificate education) were given a 22-item questionnaire developed for the aim of this study. The results of the quantitative analyses showed that preparation to the course, motivation and attention, class management, communication with students, and evaluation of student achievement were the most commonly discussed topics as the concerns of pre-service teachers. As for the gender variable, the researcher found that the correlation between concerns and gender was low. Yet, a few items such as undesired behavior and controlling the noise indicated strong correlations. The field of study, on the other hand, was found to be an important variable affecting student teachers' concerns. Student teachers from chemistry as post-graduate certificate education differed from the participants from chemistry, secondary mathematics, primary education mathematics, and physics education. The researcher, consequently, claimed that certain actions need to be taken in

order to deal with the different concerns of student teachers in teacher education programs.

The discussions related to teacher anxiety and student teacher anxiety make clear that each discipline has its unique sources and understanding of the notion of anxiety in classroom teaching. Hence, the relationship between anxiety and foreign language teaching, as one of the disciplines in the teaching field, needs to be taken into consideration. The following two sections will review the relevant literature on anxiety in foreign language teachers and foreign language student teachers.

2.5. Foreign Language Teaching Anxiety

Language learning anxiety, as explained before in this chapter, is mostly taken as an individual concept that manifests itself in certain ways (Oxford, 1999). In contrast, according to Grundy (2001), individual behaviors (e.g. over-planning, absenteeism, and trying to retain control by shouting), are not the most significant manifestation of language teacher anxiety but rather as a collective, intra-cultural phenomenon which goes largely unrecognized by the individual. Therefore, language teaching anxiety is a confrontation that must be taken into account as a different but related concept to language learning anxiety as well as teaching anxiety. Furthermore, according to Shrestha (2009), language teachers should be sensitive to foreign language teaching anxiety in their classrooms so as to make their teaching ecologically sound.

Until Horwitz' seminal research studies in 1992 and 1993 (Horwitz, 1996), the concept of foreign language teaching anxiety was accepted as a phenomenon either related to general teaching anxiety or a part of foreign language learning anxiety. These two studies aimed to investigate the foreign language teachers' teaching anxiety and its impact on their classroom teaching. The studies employed a variety of nonnative language teachers such as preservice foreign language teachers, certified practicing and non-practicing Russian teachers, and preservice English teachers mostly from Korea and Taiwan. The participant language teachers were asked to indicate their feelings of foreign language anxiety and their language teaching preferences. The researcher found that almost all teachers reported sizeable levels of language anxiety. The conclusion

made after these findings was that several language teachers were experiencing a certain degree of language anxiety. Subsequently, Horwitz (1996, p. 367) stated that "even if this anxiety had no impact on the effectiveness of the language instruction, it would seem to be a substantial detriment to the mental well-being and job satisfaction of foreign language teachers". Furthermore, Horwitz' investigation put forward a possible negative correlation between anxiety and effective foreign language instruction. The further probable reflections of this finding were about teachers' choices in their actual classroom teaching. For example, more anxious teachers were found to be avoiding certain classroom activities such as role-play activities, grammatical explanations, Total Physical Response activities, discussions in the target language, and any other activities that require teachers to use the target language intensively in the classroom. To all intents and purposes, then, the teachers would avoid using the target language in the classroom in addition to preparing classroom activities that require more target language use. Finally, of course, this preference of the teachers would result in a decline in the quality of the language instruction in the foreign language classrooms (Horwitz, 1996).

In another study, Numrich (1996) investigated anxiety as a part of problems experienced by language teachers. Analyzing the diary entries by non-native ESL teachers, the researcher put forward that teachers were feeling anxious in times of feeling insufficient for effective grammar teaching, time management in class, and giving instructions for classroom activities.

Following Horwitz' (1996) pioneer investigations of foreign language teaching anxiety, limited amount of empirical evidence has been established. About eight years after Horwitz' publication, Kim and Kim (2004) conducted a study to investigate the foreign language teaching anxiety with respect to teaching foreign languages in Korea. The study also attempted to identify the sources of this anxiety. The researchers also addressed the factors that contribute to the rise of foreign language teachers' anxiety and the strategies that they employ to cope with their anxiety. One hundred and forty-seven non-native in-service English teachers participated in the study by answering a 'Foreign Language Teaching Anxiety Scale' (FLTAS), which was developed specifically for the study, was used together with an open-ended survey which provided

the qualitative data. The findings revealed positive evidence related to the existence of a foreign language teaching anxiety as Horwitz (1996) had mentioned earlier. However, statistical analyses failed to identify the effects of background factors on foreign language teaching anxiety. The results of the open-ended survey generally supported the quantitative findings related to teaching anxiety, providing more specific data about how language teachers feel about their teaching anxiety. The most anxiety-provoking situations were as follows: when they have to teach English through English; when they are asked unexpected questions; when they have to teach speaking; when students are not motivated or are not interested in their English classes; when they cannot control students; when they have to teach students who have lived in English-speaking countries; when someone observes their English classes; when they teach English listening; and when they teach English culture. The sources of foreign language teaching anxiety were listed as limited English proficiency, lack of confidence, lack of knowledge about linguistics and education, insufficient class preparation, being compared to native teachers, fear of negative evaluation, and lack of teaching experience. As for reducing anxiety in teaching a foreign language, the teachers employed the following strategies: preparing English classes very thoroughly, using songs, games, and other activities, admitting not knowing all there is to know about English, trying to improve language skills, using English CD-ROMs, asking native speakers for help, breathing deeply, and participating in recreational activities.

Following Horwitz' model, Canessa (2006) conducted a study in order to reach preliminary conclusions related to the existence of the construct of foreign language teaching anxiety and the factors that might comprise it. The researcher aimed to investigate the level of foreign language teaching anxiety of 109 teachers from four different cultural groups, who were non-native speakers of the language they were teaching. The participants voluntarily participated in the study by completing an online survey, which was the questionnaire developed by Horwitz (1996) with certain modifications. The survey contained 17 statements in each of which the participants indicated whether they strongly agreed, agreed, neither agreed nor disagreed, disagreed, or strongly disagreed. The results of the quantitative analyses of the data revealed that most of the participants indicated a moderate level of foreign language teaching anxiety.

However, some of them (19 participants out of 103) were found to be experiencing the feeling of anxiety at considerably high levels. The results also revealed that as nonnative foreign language teachers gain more teaching experience in the target language, their anxiety levels tend to increase. This finding was important due to the fact that experience in teaching was added for the first time to teaching anxiety as a variable. According to the findings of the study, the participant teachers also indicated that they were not pleased with their level of target language proficiency. In addition, level of anxiety was from different levels (low, moderate, high) in each of the four cultural groups. Furthermore, there were no significant differences between the level of foreign language teaching anxiety and years of formal study in the target language. Likewise, the results did not indicate any significant differences between anxiety and time spent in target language speaking countries.

Finally, İpek (2007) conducted a study to device a valid and reliable instrument to measure the level of foreign language teaching anxiety experienced by Turkish EFL teachers. Data were collected from 32 nonnative teachers of English with daily kept diaries and semi-structured interviews. The analyses of the data, first, 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 to fellow teachers. Second, the qualitative data collected led to the development of a valid and reliable scale for measuring foreign language teaching anxiety. The final version of the 'Foreign Language Teaching Anxiety Scale' (FLTAS) appeared as a five-point Likert-type scale with 26 items.

2.6. Foreign Language Student Teacher Anxiety

The notion of foreign language student teacher anxiety has not been clearly defined in the literature so far. Nevertheless, it has been considered as a part of foreign language teaching anxiety or general student teacher anxiety regardless of disciplines. Some of the studies dealing with student teacher anxiety consisted of English preservice teachers as well as ones from other disciplines to explain the anxiety concept in student teaching (e.g. Ngidi & Sibaya, 2003); however, no distinction has been provided for the foreign language teaching component. Similarly, as reviewed above, foreign language teaching

anxiety has been the research focus of language teacher training scholars. The concept, however, has not been deeply investigated in preservice teaching settings. Although Horwitz' (1992, 1993, cited in Horwitz, 1996) investigations related to foreign language teaching anxiety included preservice teachers as target data source, the findings were not directly addressing the situation of the foreign language student teachers.

Merç's (2004) study on problems of preservice EFL teachers identified that anxiety was one of the most frequently reported problems of preservice teachers completing their teaching practicum at Anadolu University Faculty of Education. The sources of anxiety reported by the student teachers were:

❖   Anxiety because of the previous experience
❖   Anxiety caused by a big class
❖   Anxiety caused by feeling of incompetence in teaching
❖   Anxiety caused by supervisor/being observed
❖   Anxiety due to being recorded
❖   Anxiety due to using a new teaching technique
❖   Anxiety due to using the time effectively
❖   Anxiety in the pre-active stage
❖   Anxiety of being observed by the cooperating teacher
❖   Anxiety of being unfamiliar with students
❖   Anxiety of teaching a new/different level
❖   Anxiety of using a new/different device
❖   First-day anxiety
❖   Negative attitude of student teachers toward the class
❖   Anxiety of not achieving the objectives

Following Horwitz et al.'s (1986) and İpek's (2007) models, Yuksel (2008) conducted a study to investigate the Turkish pre-service language teachers' teaching anxiety in relation with their language learning anxiety. The study also aimed to find out the strategies for coping with teaching anxiety. 63 pre-service teachers of English answered three questionnaires: the FLCAS, the FLTAS, and an open-ended questionnaire. The

quantitative analysis of the data showed that preservice English teachers were experiencing anxiety on a scale between rarely to sometimes. Teaching a particular language skill such as grammar, listening or speaking skills was found to be the highest concern to preservice teachers. The analysis also revealed that female and male pre-service teachers did not differ in terms of their level of teaching anxiety. The results also showed that foreign language learning anxiety was not correlated with the foreign language teaching anxiety.

These findings suggest that foreign language student teachers feel anxious from time to time, the reasons of which are sometimes based on the language they are teaching and their teaching skills and strategies at some other times. The nature of the student teaching with all elements of teaching practicum included (e.g. supervisors, students to be taught, peers) are also effective factors in the anxiety experienced by student teachers. As for the empirical work, the only attempt to determine the foreign language student teacher anxiety was made by El-Okda and Al-Humaidi (2003). The researchers conducted a study to investigate the relationship between the level of anxiety experienced by 55 student teachers of English at an Oman university and their language teaching self-efficacy beliefs. For the aim of the study, the researchers developed a scale to measure foreign language anxiety called 'Foreign Language Student Teaching Anxiety Scale'. The scale has 34 items subsumed under six dimensions with a reliability value of .8779. The scale consists of the following dimensions as the factors causing foreign language student teaching anxiety: interaction with students (8 items), interaction with peers (5 items), interaction with other language teachers (5 items), interaction with supervisors (5 items), planning and written work checking (5 items), and classroom management (6 items). The study also employed a 'Student Teaching Self-Efficacy Scale' consisting of 30 items including four dimensions. The results of the quantitative analyses showed that student teachers of English experienced a moderate level of language teaching anxiety. Moreover, it was found that there was a statistically significant negative correlation between their level of language teaching anxiety and their perceived language-teaching efficacy. The researchers conclude that some measures be taken to alleviate the student teachers' anxiety levels; and this

responsibility is loaded to the student teachers themselves and the ones who supervise practice teaching, as Horwitz (1996) also suggested.

2.7. Implications of the Reviewed Literature on the Current Study

First of all, the review of literature on student teacher anxiety suggests that the phenomenon is not new but still open to discussion for different settings of student teaching. Although several studies have been conducted all over the world on defining student teachers' anxiety experiences throughout their teaching practicum, it was not deeply understood what the situation is like in the Turkish context. The literature also suggests further explorations of student teachers' anxiety in a comparative manner; that is to say, whether student teachers from different disciplines experience the same levels and types of anxiety or the experiences related to teaching anxiety differ according to each discipline. Therefore, this study presents an opportunity to see the issue with a clearer eye in order to provide certain implications for student teachers and other participants of the practicum component such as university supervisors and cooperating teachers.

Second, the anxiety concept has a psychological basis, and it is probable that the experiences might change from situation to situation or with time. As studies on anxiety suggest, anxiety is dynamic. In other words, some types of anxiety are situation-specific whereas some may stay at an individual as a part of his/her personality. Hence, this study is designed to take a look at the student teachers' anxiety levels from a time perspective by finding out the possible change in the level and types of anxiety experienced by student teachers from different disciplines throughout the teaching practicum process. Furthermore, differences in the anxiety levels and types of student teachers across disciplines have been suggested in the literature. Moreover, language teaching is accepted as differing from teaching other subject matters with its special teaching methods, techniques and principles. Therefore, this study tries to present the possible differences between the level and types of anxiety experienced by language teacher candidates and prospective teachers from other disciplines. ELT, on the other, is also accepted as different from teaching of other languages within the nature of English as the 'world' language by the experts. Therefore, this study is a unique attempt to

identify and explain the differences between teaching English as student teachers and teaching any other subject. Moreover, since scientific inquiries suggest that each discipline has its distinctive characteristics, exploring and distinguishing foreign language teaching anxiety from the teaching anxiety in general. This discrimination, then will allow researchers to look at the foreign language teaching anxiety within its own characteristics.

Discussions related to different conceptualization of discipline-specific teaching anxiety brings researchers to examine each discipline uniquely. In the literature, researchers explore teaching anxiety and student teacher anxiety bearing the characteristics of the subject matter in mind. Similarly, foreign language student teacher anxiety has also been a research interest both theoretically and practically. However, although it is accepted as a different phenomenon from other disciplines because of the 'language' variable it consists of; very few studies have been conducted. Limited number of studies on foreign language teaching anxiety (Horwitz, 1996; Numrich, 1996; Canessa, 2003; Kim & Kim, 2004; İpek, 2007) and on foreign language student teacher anxiety (El-Okda & Al-Humaidi, 2003; Yuksel, 2008) encourages further researchers for a timely and wide-scale work to enlighten the area. Likewise, the literature does not suggest a measurement in order to collect data for the aim of similar studies. Although there have been attempts to develop some measures to survey the foreign language student teacher anxiety (El -Okda & Al-Humaidi, 2003; Kim and Kim, 2004; İpek, 2007), there is still a gap in terms of research tool in the field. This gap has encouraged this study to develop a valid and reliable scale in order to measure foreign language student teacher anxiety and make it available for other researchers to use it as a data collection tool. Moreover, the sources of foreign language student teacher anxiety have not been investigated fully yet. Student teachers', teachers', teacher trainers', and researchers' experiences and implications are presented as the factors affecting foreign language student teacher anxiety. The current study, then, will be one of the first to explain the foreign language student teacher anxiety notion in its all aspects with its quantitative and qualitative data sources.

The 'change' issue in foreign language student teachers' teaching practices has also been discussed in the literature. It was clearly pointed out that student teachers of a foreign language experience anxiety at some point in their teaching practicum. Some of the student teachers are able to cope with difficulties through experience, but some cannot deal with the anxiety they experience even at the last time they deliver a lesson as a student teacher. However, to date, no systematic exploration was made which types of anxiety diminishes through time, and which stays with the practitioner for a long time. Literature has also put forward the importance of practice teaching and practice opportunities for student teachers. Hence, this study is a significant attempt to identify the dispersion of the anxiety experienced by foreign language student teachers within three time periods: before the practicum, after the microteaching experience, and after the practicum.

Finally, the review of literature on foreign language teaching anxiety and foreign language student teacher anxiety suggests that a certain degree of anxiety teachers feel while delivering lessons is due to their language proficiency. High proficiency in the target language vs. low proficiency in the target language has been the research focus of many studies. However, no work has proved that low proficient teachers are more anxious ones or vice versa. However, the present study was designed to address the role of language proficiency as a possible determining factor in foreign language student teacher anxiety levels and types.

3. METHODOLOGY

This chapter presents the methodology followed during the implementation of the study. The study involved both quantitative and qualitative means of data collection and analyses. Great advantages can be obtained by combining quantitative and qualitative methods in social research. When used together for the same purpose, the two method types can build upon each other to offer insights that neither one could provide alone. Since all methods have bias, by using multiple techniques, the researcher can triangulate on the underlying truth. Arriving at similar conclusions via different data sources enhances the validity of the observations in research (Cook & Reichardt, 1979). Fielding and Fielding (1986, p. 27) state that "qualitative work can assist quantitative work in providing a theoretical framework, validating survey data, interpreting statistical relationships and deciphering puzzling responses, selecting survey items to construct indices, and offering case study illustrations".

3.1. Participants

The total number of participants in this study was 405. They were student teachers from seven departments at Anadolu University Faculty of Education: Computer Education and Instructional Technologies (N=53), Mathematics Teaching for Primary Schools (N=44), Social Sciences Teaching (N= 39), Primary School Teaching (N=72), German Language Teaching (N=20), French Language Teaching (N=27), and English Language Teaching (N=150). The number of students was different for different measures due to the fact that some students missed the second and/or third implementations of the same data collection instruments. The exact numbers for each measurement will be given in the relevant sections of the study. The programs were selected considering the fact that all these programs aimed to train teachers for the 6th, 7th, and 8th grades in the elementary schools and the high schools, and they all completed their practicum in these school types. The participants were enrolled in the "School Experience II" and "Teaching Practicum" courses as part of their graduation requirement in 2007-2008.

Since the primary focus of this study is related to student teachers of English, the following sections will provide further explanations about the background of the participants from AUELT.

3.1.1. Background of the Participants:

The student teachers in this study have taken the same theoretical and applied courses to meet the graduation requirement of the program. Therefore, it is safe to assume that they share similar backgrounds going into the Teaching Practicum.

As a part of the teacher training program in the department, all participants have taken "Approaches in ELT", "ELT Methodology I", ELT Methodology II", Teaching English to Young Learners" courses as well as general education courses such as "Classroom Management", Testing and Evaluation", and Materials Development", "Evaluation of Subject Area Course Books". As to the applied courses they have all participated in "School Experience I" and "School Experience II" courses where they were required to observe various aspects of classrooms both in public and private schools.

In "School Experience I" course, the participants were expected to observe one aspect of classroom teaching (e.g. using the board, classroom management strategies, specific student behavior, etc.) for a week for a period of 12 weeks, and they were required to submit a detailed written report to the university supervisors. During this period, the teacher trainees had the chance to feel the classroom atmosphere and prepare themselves for their future teaching.

In "School Experience II" course, the student teachers were given the chance to practice teaching. During a 14-week program, the student teachers were not only able to observe classroom teaching but also had the chance to conduct micro-teaching activities with assigned cooperating teachers in public and private schools for four classroom hours per week. The first two weeks were the 'observation weeks' for the student teachers so as to familiarize themselves with their cooperating teachers and the classrooms they would be teaching. Throughout the term, each student teacher taught one part of a lesson (e.g.

presentation of a new grammar point, conducting during-reading activities, conducting post-listening activities, etc.) each week.

3.2. The Teaching Practicum

After completing the 'School Experience I' and 'School Experience II' courses, which require observation and micro-teaching activities, the teacher trainees are required to practice teaching for a full class hour during their "Teaching Practicum". In 2006-2007 Spring Term, the teacher trainees are assigned to a public and/or private school for 6 class hours a week in two different week days. They are also assigned a cooperating teacher and a university supervisor. The trainees work in groups of three and with their assigned cooperating teacher for twelve weeks. The first two weeks of the practicum are for observation. During these two weeks, the trainees observe their cooperating teachers in classroom teaching and submit observation reports to their university supervisors. Moreover, this period provides them with the chance to become familiar with the students, the cooperating teachers, the rules of the school, and the classroom atmosphere they are going to be teaching in. Following the two observation weeks, each student teacher teaches 10 teaching hours throughout the teaching practicum.

During the teaching practicum, the student teachers are observed by the cooperating teachers each time they deliver a lesson and by the university supervisors at least two times during the practicum for the evaluation of their performance.

In 2007-2008 Spring Term, for the implementation of the 'teaching practice', 11 teacher trainers from AUELT served as university supervisors and 38 English teachers from the public and private primary or high schools participated as the cooperating teachers.

3.3. Instruments

This study employs both quantitative and qualitative modes of research. Therefore, the research tools are in variety according to the purpose of the study and the possible answers to the research questions. The quantitative research instruments include the 'Student Teacher Anxiety Scale' (STAS) and the 'Foreign Language Student Teacher Anxiety Scale' (FLSTAS). The qualitative ones, on the other hand, are the diaries kept

by the participants and the interviews conducted with some of the participants. Participants were also given a language proficiency test to measure their English language proficiency levels at the time of the study.

3.3.1. The Student Teacher Anxiety Scale (STAS):

In order to identify the level of anxiety experienced by student teachers in different majors at Faculty of Education before and after the teaching practicum, the Student Teacher Anxiety Scale (STAS), developed by Hart (1987) was used (see Appendix 1). This scale has been used by other researchers to quantify the student teacher anxieties and found to be a reliable and valid research instrument (Capel, 1997; Morton et al., 1997; Ngidi & Sibaya, 2003).

The Student Teacher Anxiety Scale (STAS) is a scale constructed to measure four orthogonal factors in teaching practice anxiety. It was developed by Hart (1987) using samples of student teachers in England, and the four factors were originally identified based on the factor analysis using the Varimax method. These factors were evaluation anxiety, pupil and professional concerns anxiety, class control anxiety, and teaching practice requirements anxiety.

The instrument has 26 items, and employs a seven-point Likert-type scale. For the aim of this study, the scale was modified in three ways as suggested in the literature (Morton et al., 1997; Ngidi & Sibaya, 2003). First, the STAS was translated into Turkish using the 'back-translation' method (Lin, Chen & Chiu, 2005). The scale was translated into Turkish, the native language of the participants, in order to prevent any misunderstandings stemming from the language proficiency. Second, the wording was changed where necessary in order to make it more amenable to the Turkish context. For example, the original item in the scale offered a difference between primary school and secondary school. However, while writing the Turkish version, the difference was not considered. Third, a five-point scale was used rather than a seven-point scale in order to parallel the rating format with the other research instrument and to make answering and scoring easier for the participants and the researcher, respectively.

The final version of the revised STAS, then, was tested for its validity and reliability. First of all, the scale was given to experts from the field (experienced researchers and teacher trainers) for any misunderstandings and problems in wording. The scale, then, was revised according to the feedback taken from the experts. Second, the scale was administered to 30 participants from the sample to ensure the ease of administration and to overcome any problems arising from the wording and placing of the items. This was done by the researcher to get the first-hand feedback about the items. At the end, a Turkish version of the 26-item Student Teacher Anxiety Scale was ready for administration (Appendix 2). Reliability analysis was also conducted calculating the Cronbach's α coefficient. The coefficient ($α=.916$) indicated that the revised version of the scale had a high level of internal reliability (Huck, 2004).

3.3.2. The Foreign Language Student Teacher Anxiety Scale (FLSTAS):

In order to find out the level of anxiety experienced by student EFL teachers throughout their teaching experiences, a 'Foreign Language Student Teacher Anxiety Scale' (FLSTAS) was developed by the researcher. First, an item writing stage was conducted to construct the new scale. For this purpose, three already existing scales for measuring teaching anxiety were used: The 'Foreign Language Student Teaching Anxiety Scale' developed by El-Okda and Al-Humaidi (2003) for the student teachers of English as a foreign language in Oman, 'Foreign Language Teaching Anxiety Scale' (FLTAS) developed by Kim and Kim (2004) and the 'Foreign Language Teaching Anxiety Scale' (FLTAS), developed by İpek (2007). The 'Foreign Language Student Teaching Anxiety Scale' by El-Okda and Al-Humaidi (2003) has 34 items each concerning the specific type of anxiety experienced by the participants: interaction with students (items 1-8), interaction with peers (items 9-13), interaction with other language teachers (items 14-18), interaction with supervisors (items 19-23), planning and written work checking (items 24-28), and classroom management (items 29-34). The 'Foreign Language Teaching Anxiety Scale' by Kim and Kim (2004) is a five-point Likert-type instrument consisting of 30 items. These items fall into four main categories: anxiety due to limited knowledge, anxiety due to limited language skills, anxiety due to L2 teaching situations, and fear of negative evaluation. Finally, 'The Foreign Language Teaching Anxiety Scale' (FLTAS) by İpek (2007), on the other hand, has 26 items in five categories:

teaching a particular language skill, worry about target language performance, making mistakes, being compared to fellow teachers, and using the native language. The scale is in Turkish, the native language of the participants.

The existing scales were not used without any changes due to several reasons. First of all, the foreign language teaching anxiety scales (İpek, 2007, Kim & Kim, 2004) were constructed to measure the anxiety levels of in-service teachers rather than pre-service ones. The only scale developed in the field for the student teachers (El-Okda & Al-Humaidi, 2003) was not used without any changes due to certain differences between the educational setting of the instrument developed in Oman and in Turkey. For example, the following items were deleted: *I feel uneasy when I don't fully understand guidance in the English teacher guide; I get very nervous and confused when my co-operating teacher visits my class*. The student teaching does not have a teacher guide for the student teachers to follow while teaching. Similarly, the student teachers are not visited by their cooperating teachers from time to time in the student teaching placement in the context of this study. Instead, cooperating teachers are supposed to observe student teachers at every lesson they deliver. The university supervisors, on the other hand, conduct visits to the practicum schools. In order to avoid misunderstandings, then, the scales were not used in their original forms.

In addition to modifying items from the already existing scales, some other items were generated from two different sources. First, 18 student teachers were asked to keep a teaching diary in which they talked about any kind of anxiety they experienced during each lesson they deliver. The diary entries were analyzed by the researcher and a colleague for possible items for the scale. Second, some other items were added into the scale from the results of a previous survey (Merç, 2004) that documented the anxiety-related problems of the student EFL teachers throughout the teaching practicum.

The final version of the new FLSTAS, then, was taken for validity and reliability estimates which will be explained in detail in the following sections. First of all, the scale was given to 30 different experts who were experienced researchers, language teacher trainers, or experts in scale development process. The scale was revised

according to the feedback taken from the experts. Second, the scale was administered to 30 participants from the sample to ensure the ease of administration and to overcome any problems arising from the wording and placing of the items. This was done by the researcher himself to get the first-hand feedback about the items. Based on this first-hand information, at the end, the 'Foreign Language Student Teacher Anxiety Scale' (FLSTAS) appeared with 48 items on a 5-point Likert-type scale ranging from 'I strongly disagree' to 'I strongly agree' (Appendix 3).

3.3.2.1. Piloting the Instrument:

The final version of the FLSTAS was piloted to examine the internal reliability of the instrument and to conduct factor analysis. The participants of the pilot study were 310 student teachers from Anadolu University and Uludağ University. All participants were at the end of their practicum processes in 2006-2007 Spring term.

Cronbach's α coefficient was calculated in order to examine the internal reliability of the items in the instrument. The coefficient was found to be .899, which indicates a high reliability for the instrument (Huck, 2004). After the reliability estimates, a factor analysis was conducted to find out the possible factors leading to foreign language student teacher anxiety. Factor analysis is administered as a data reduction technique, which takes a large set of variables and looks for a way to reduce or summarizes the data using a smaller set of components (Pallant, 2001). Items of the FLSTAS were examined through principal component analysis using SPSS 15.0 for Windows. At the onset, the suitability of the data for factor analysis was assessed. The first concern was the sample size. Kass and Tinsley (1979) suggest having between 5 and 10 subjects per items of the scale up to a total of 300. If the number reaches up to 300, test parameters tend to be stable regardless of the subject to variable ratio. Based on this information, the current study needed at least 240 participants for the FLSTAS. For this reason, students from two institutions (Anadolu University and Uludağ University) were used to be able to reach the required number. Having reached the required size in sample, factor analyses were conducted by deleting the complex items. As a result, the new version of the FLSTAS (Appendix 4) had 27 items with six factors explaining 55,752 percent of the total variance with a high reliability level (α = .872).

According to the results of the factor analysis, (See Appendix 5 for the details of the factor analysis), there were six factors contributing to the anxiety experienced by student teachers. These factors were named by the researcher and two experienced researchers/teacher trainers considering the items that explain each factor and the related literature: relationship with the mentors, language proficiency, feelings about academic incompetence, fear of being criticized by peers, fear of what others think, and student effects.

Relationship with the mentors

This group consists of items related to the cooperating teachers and the university supervisors as the factors creating anxiety on student teachers. There are five items in this category:

18.　　Uygulama öğretmenim ders anlatma yöntemim ile ilgili olumsuz bir yorumda bulunduğunda çok utanırım.

　　I am ashamed when my cooperating teacher makes a negative comment about my teaching.

17.　　Uygulama öğretmenim ders anlatırken kullandığım İngilizcem ile ilgili olumsuz bir yorumda bulunduğunda çok utanırım.

　　I am ashamed when my cooperating teacher makes a negative comment about my English.

23.　　Üniversitedeki öğretmenimin ders anlatışım ile ilgili olumsuz bir yorumda bulunmasından çok korkarım.

　　I am afraid of my university supervisor's negative comments about my teaching.

22.　　Üniversitedeki öğretmenim ders planımı incelerken kendimi çaresiz hissederim.

　　I feel helpless when my university supervisor reads my lesson plan.

20.　　Ben ders anlatırken üniversitedeki öğretmenim sınıftaysa o kadar heyecanlanırım ki bildiğimi bile unuturum.

　　I am so excited when my university supervisor is in the class I teach that I forget about anything I know.

Language proficiency

The items in this group are related to student teachers' self-perceived incompetence or insufficiency in English as the source of anxiety they experience in language classrooms. There are seven items in this factor:

26. İngilizce dil seviyesi iyi olan öğrencilere İngilizce öğretmem gerektiğinde huzursuz olurum.

    I feel uneasy when I have to teach English to high proficient learners.

29. Sınıfı yönetmek için İngilizce kullanmaya çalıştığımda bir türlü kendimden emin olamam.

    I am never sure of myself when I need to manage the class in English.

4. Derste İngilizce konuşurken heyecanlanırım.

    I feel anxious when I speak English in the class.

47. Ne kadar uğraşırsam uğraşayım, yabancı bir dile hâkim olmak imkânsızdır.

    It is impossible to reach native-like proficiency however hard you try.

46. Fırsatım varsa, sınıfta bir yabancı varken ders anlatmamaya çaba gösteririm.

    I try not to teach when there is a foreigner in the class.

31. Sözlü anlatım konularını işlerken tedirginlik duyarım.

    I feel anxious when I teach speaking.

9. Öğrencilerin dil hatalarını düzeltirken kendim de hata yapacağımı düşünerek heyecanlanırım.

    I feel nervous when I correct my students' mistakes with the feeling that I will also make mistakes.

Feelings about academic incompetence

The items in this group are related to student teachers' self-perceived incompetence or insufficiency at teaching techniques and methods as the source of anxiety. Four items fall into this factor:

35. Okuma-anlama konularını sınıfta işlerken endişe duyarım.

    I feel anxious when I teach reading.

33. Öğrencileri ikili ya da grup olarak organize etmem gerektiğinde gerilirim.

    I am nervous when I need to organize pair or group work.

15. Uygulama okulunda bir öğretmenle İngilizce öğretimi hakkında bir konuyu tartışmaya çekinirim.

    I hesitate to discuss a point related to language teaching with a teacher in the practicum school.

25. Anlatacağım konuya ne kadar iyi hazırlanırsam hazırlanayım, kendimi bir türlü rahat hissetmem.

    I never feel comfortable however well-prepared I am.

Fear of being criticized by peers

This factor includes items as the sources of anxiety experienced by student teachers caused by their peer student teachers. Four items are identified in this group:

12. Geribildirim (feedback) görüşmelerinde diğer öğretmen adaylarının İngilizcem ile ilgili olumsuz yorumlar yapmalarına üzülürüm.

    I am sorry about negative comments made by my peers about my English during the feedback sessions.

13. Geribildirim görüşmelerinde diğer öğretmen adaylarının ders anlatışımla ilgili olumsuz yorumlar yapmalarına üzülürüm.

    I am sorry about negative comments made by my peers about my teaching during the feedback sessions.

11. Diğer bir öğretmen adayının derste yaptığım bir dil hatasını göstermesinden çekinirim.

    I feel anxious about my peers' showing me my mistake I made in the class.

10. Diğer öğretmen adaylarının beni izlemesinden rahatsız olurum

    I feel uncomfortable about being observed by my peers.

Fear of what others think

This group of items consists of statements related to anxiety of student teachers as a result of others' ideas of their performance in teaching. There are four items in this factor:

48. Ders anlatırken hata yaparsam arkadaşlarımın buna gülmesinden çekinirim.

    I am anxious about my peers' laughing at me if I make a mistake.

42. Öğrencilerin beni kendi öğretmenleriyle kıyasladıkları düşüncesinden tedirgin olurum.

   I feel anxious with the feeling that students compare me with their teacher.

41. Sınıfta gürültü olduğunda öğrencileri nasıl susturacağım konusunda endişe duyarım.

   I am anxious about dealing with the noise in the classroom.

45. Diğer bir öğretmen adayının ders planımda yaptığım bir dil hatasını göstermesinden korkarım.

   I feel anxious about my peers' showing me my mistake on my lesson plan.

Student effects

The items in this group show students as the source of anxiety experienced by student teachers in three statements:

7. Öğrencilerin İngilizce sınavında başarısız olmasından korkarım.

   I am anxious about my students' failing in English exams.

6. Öğrenciler sınıfta bir ziyaretçi varken hata yaparlarsa rahatsız olurum.

   I feel nervous if students make a mistake when a visitor is present in the class.

8. Daha önce hiç girmediğim bir sınıfta ders anlatırken huzursuz olurum.

   I feel uneasy when I teach a class that I never taught before.

3.3.3. Diaries:

For the qualitative part of the data, the participating student teachers were asked to keep diaries each of which talked about and described the situations in which they experienced anxiety in the process of teaching as student teachers. The anxiety was the apprehension that is associated with the student teachers' teaching experience as agreed by the researcher and the student teachers before the diary keeping proess. All participant student teachers were asked to keep weekly diaries in their teaching practicum. The participants submitted their diaries weekly to their university supervisors. They were also informed that the diaries they kept would be used for research purposes only, and not for evaluating their performance in teaching practice course. The participants were provided with the following prompt for writing and submitting their diaries:

You are going to keep a journal about your teaching experience throughout this term. You should write and submit journal entries immediately after each time you deliver a lesson. Your main focus will be on your anxiety to teach. Specify the possible classroom incidents you experience while you are teaching that created any type of anxiety on you, and explain the possible reasons for the anxiety you described.

3.3.4. Interviews:

In order to triangulate the data collection, and to provide further validation to the collected data, semi-structured interviews were conducted with 30 participants who were chosen randomly. The interviews were held at the end of the teaching practicum. A set of questions were prepared by the researcher to lead the conversation during the interviews (Appendix 6). All of the interviews were audio-recorded with the permission taken from the interviewees. The participants were not informed about the aim and duration of the study until the interview was done (İpek, 2007) to avoid biased utterances during the interview. Each interview lasted between 8 to 12 minutes based on the interviewee's stories and explanations.

3.3.5. Language Proficiency Test:

In order to find out the proficiency level of the participant student teachers in English, an institutional paper-based TOEFL (Test of English as a Foreign Language) was administered by the end of the practicum process. The test included three sub-sections: listening comprehension, structure and written expressions, and reading comprehension. The TOEFL was chosen in order to determine the language proficiency levels of the participants because it is taken as a reliable and valid measure for testing language ability in English as a Foreign Language by both Anadolu University and many other institutions all over the world. Ninety-eight of the student teachers participated in the language proficiency test due to the fact that some did not want to take the test or did not answer all of the questions or one sub-section of the test.

3.4. Data Collection Procedure

The relevant data for this study were collected in the Fall and Spring terms in 2007-2008 academic year. The first administration of both the STAS and the FLSTAS was

done in October 2007, at the beginning of the academic year before student teachers started their teaching experiences. For the STAS, the second administration was in April 2008 – in the middle of the practicum process. For the FLSTAS, the second administration was in February 2008, just after student teachers' microteaching experiences and just before their practicum placements, and the third administration was towards the end of the practicum (May, 2008). The diary keeping procedure, on the other hand, took place during each teaching week of the teaching practicum, 10 times in total. The semi-structured interviews were conducted at the end of the practicum. Each participant was interviewed after his/her completion of the ten times of teaching. The proficiency test was also given towards the end of the practicum process in different sittings based on the availability of the participants.

3.5. Data Analysis Procedure

The analyses of the collected data were done for the quantitative data and qualitative data and for each research instrument separately.

3.5.1. Quantitative Data Analysis:

First of all, descriptive statistics were calculated in order to answer the first research question regarding the level of anxiety experienced by student teachers in different majors of study. Mean scores and standard deviations were computed as the descriptive measures.

To answer the second research question regarding the possible distinguishability of the foreign language teaching anxiety from the anxiety experienced by student teachers teaching in other disciplines, the scores on the STAS were analyzed according to the majors of the participants. The analysis was conducted through a one-way ANOVA to find out the differences in mean scores among the majors of study. If the result of the one-way ANOVA was significant, then, appropriate *post hoc* tests were run to see where exactly the difference was.

To answer the third research question regarding the change in the level of student teacher anxiety that student teachers from different majors of study experience

throughout the practicum, the overall scores obtained from the STAS in the two times of administration (before and at the end of the teaching practice) were compared. A paired samples *t*-test was used to test the significance of the difference between the mean scores coming from the two administrations of the STAS. If the result of the *t*-test turned out to be significant, effect size was also calculated in order to see how big the difference was between the two mean scores using a 7X2 Mixed-design ANOVA.

Descriptive statistics were calculated in order to answer the fourth research question regarding the level of anxiety experienced by student EFL teachers. Mean scores and percentages for the FLSTAS items and for the factors identified as the components that underlie the student EFL teachers' anxieties were computed.

To answer the fifth research question regarding the change in the level of foreign language teaching anxiety that student EFL teachers experienced throughout the practicum, the scores obtained from the FLSTAS in the three administrations (before the microteaching, after the microteaching, and after the practicum) were compared. One-way repeated measure ANOVA tests were administered in order to see whether there was a significant difference between the mean scores coming from the three administrations of the FLSTAS. In addition, post hoc tests were conducted in order to further analyze the significance of the difference between each administration of the scale both for the overall scores and scores in each factor if the ANOVA results indicated significance.

In order to answer the sixth research question regarding the possible differences in the anxiety levels of the student teachers according to their proficiency in English, correlation coefficients were computed between the participants' scores on the language proficiency test and their mean scores from each administration of the FLSTAS as well as between the participants' scores on the language proficiency test and their mean scores from Factor 2 (Language Proficiency).

3.5.2. Qualitative Data Analysis:

In order to answer the seventh research question, a qualitative data analysis was done. The data obtained through the diaries kept by the participant student teachers (Appendix 7) were analyzed through Constant Comparative Method (Glaser & Strauss, 1967). This data analysis method offers the chance of drawing categories from the relevant data of the specific study instead of using a set categorization. The Constant Comparative Method includes the following steps:

1. comparing incidents applicable to each category,
2. integrating categories and their properties,
3. delimiting the theory, and
4. writing the theory

However, since this study does not hold any theories to delimit or/and write, only the first two stages of this method were processed.

Qualitative data analysis procedure started with dividing the diary entries into communication units. Inter-rater reliability was also calculated by using "point by point method" with a formula of the number of agreements divided by the number of agreements plus disagreements multiplied by 100 (Tawney & Gast, 1984). 30 % of the whole data were used to calculate the inter-rater reliability. After reaching a high level of inter-rater reliability (.90), the rest of the data were analyzed by the researcher independently.

Once the whole data was divided into communication units the two raters came together and conducted revision sessions in which the newly aroused communication units and their wordings were revised and decided. Later, the two raters conducted another meeting to categorize the communication units. Here, the similar units were collected under the same categories. Each communication unit was compared and contrasted with each other, and the ones that showed similar characteristics were brought under certain categories and sub-categories as Constant Comparative Method offers. After that, each category and sub-category was named given the general characteristics of each set based

on the teacher education and language teaching literature. Finally, the researcher and the co-rater consulted and conducted revision and discussion sessions to reach a final agreement on the categories drawn from the diaries by comparing and contrasting each point. Here, the categories drawn were collected under main headings that represent the source of anxiety experienced by the student teachers.

As the last data source, the semi-structured interviews that were audio-taped were transcribed by the researcher (Appendix 8). The transcribed interviews were not taken for content analysis. However, as an important research tool, the interview results were used to provide first-hand evidence and samples from student teachers' own words. The interviews were used to shed more light onto explanations of foreign language student teacher anxiety, and the possible increases or decreases in certain aspects of the anxiety experienced. The purpose of using interview sessions with the survey in this study was to gain a better and more in-depth understanding of the investigated phenomenon by addressing the issues that might have been overlooked if the survey had been used alone.

4. RESULTS

This chapter consists of the results of the study in three main sections: First, the analysis of the quantitative data, which were gathered through the scales, is presented. The second section focuses on the findings obtained through the qualitative analysis of the data (diaries). Finally, the results are combined and summarized according to the research questions of the study.

4.1. Analysis of the Quantitative Data

Analysis of the quantitative data is presented in eight main parts. The first three parts deal with student teacher anxiety while the following four parts deal with foreign language student teacher anxiety. The last part is devoted to the relationship between language proficiency and foreign language student teacher anxiety.

4.1.1. Student Teacher Anxiety: The First Administration:

In order to find out the anxiety levels of student teachers at the beginning of the practicum process, the Student Teacher Anxiety Scale (STAS) was administered before student teachers started their microteaching experience. 403 student teachers from seven departments (Computer Education and Instructional Technologies, Mathematics Teaching for Primary Schools, Social Sciences Teaching, Primary School Teaching, German Language Teaching, French Language Teaching, and English Language Teaching) answered the STAS. Table 1 presents the descriptive statistics related to student teacher anxiety at the beginning of the teaching practicum for each department.

Table 1.

Descriptive Statistics of the First Administration of the STAS

Department	N	Mean	SD
English Language Teaching	148	3,57	,60627
German Language Teaching	20	3,55	,41087
French Language Teaching	27	3,53	,73700
Primary School Teaching	72	3,28	,67430
Social Sciences Teaching	39	3,59	,47838
Mathematics Teaching for Primary Schools	44	3,13	,67176
Instructional Technologies and Computer Teaching	53	3,39	,67962
All Departments	403	3,44	,64201

As Table 1 indicates, student teachers were moderately anxious about the items in the scale (M=3,44). When each department is taken into consideration, it is seen that student teachers from the Department of Mathematics Teaching for Primary School form the less anxious group among all groups (M=3,13). On the other hand, student teachers from the Department of Social Sciences Teaching (M=3,59) and English Language Teaching (M= 3,57) were among the most anxious groups.

In order to find out whether there were any significant differences among the anxiety levels of the student teachers from different departments at the beginning of the practicum, a one-way ANOVA was conducted (Table 2).

Table 2.

One-way ANOVA Results for Differences among Seven Departments

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9,933	6	1,656	4,209	,000
Within Groups	155,763	396	,393		
Total	165,696	402			

The results of the ANOVA analysis showed that there was a significant difference among the level of anxiety of student teachers from different departments ($F= 4,209$, $p=.000$, $p<.05$). Moreover, in order to see the specific differences among the departments, a *post hoc* test was run. As the homogeneity of variance assumption was met [Levene's test was not significant ($p= .066$, $p>.05$)], Scheffe's multiple comparison test was selected and run (See Appendix 9). The analyses revealed that the mean difference between the anxiety level of student teachers from the English Language Teaching Department ($M= 3,57$, $SD= .61$) and the anxiety level of the student teachers from the Mathematics Teaching for Primary School ($M= 3,13$, $SD= .67$) was significant ($p=.012$, $p<.05$).

In order to find out whether the level of anxiety experienced by student teachers at the beginning of the practicum in the English Language Teaching department was different from student teachers from other disciplines, independent samples t-test was conducted (Table 3).

Table 3.

Independent Samples T-Test Results for ELT vs Other Disciplines

Department	N	Mean	SD	t	Sig.
ELT	148	3,5650	,60627	-4,355	,004
Other	255	3,3727	,65268		

As Table 3 indicates, the anxiety level of student teachers in ELT department is significantly higher than the ones in all other departments at the beginning of the practicum process ($t= -5,355$, $p=.004$, $p<.05$).

In order to find out whether the level of anxiety experienced by student teachers in the Foreign Language Teaching (FLT) departments (English Language Teaching, German Language Teaching and French Language Teaching) at the beginning of the practicum was different from student teachers from other disciplines, another independent sample t-test was conducted (Table 4).

Table 4.

Independent Samples T-Test Results for FLT vs Other Disciplines

Department	N	Mean	SD	t	Sig.
FLT	195	3,5586	,60663	-2,113	,000
Other	208	3,3352	,65675		

As Table 4 indicates, the anxiety level of student teachers in FLT departments is significantly higher than the student teachers from the remaining departments beginning of the practicum process (t= -2,113, p=.000, p<.05).

4.1.2. Student Teacher Anxiety: The Second Administration:

In order to find out the anxiety levels of student teachers at the end of the practicum process, the Student Teacher Anxiety Scale (STAS) was administered at the end of the teaching practicum. 348 of the student teachers who had participated in the first implementation from seven departments answered the STAS once again. Table 5 presents the descriptive statistics related to student teacher anxiety at the end of the teaching practicum for each department.

Table 5.

Descriptive Statistics of the Second Administration of the STAS

Department	N	Mean	SD
English Language Teaching	137	3,14	,85325
German Language Teaching	20	3,64	,51623
French Language Teaching	27	3,77	,63383
Primary School Teaching	63	3,44	,64506
Social Sciences Teaching	30	3,67	,71018
Mathematics Teaching for Primary Schools	24	3,36	,87697
Instructional Technologies and Computer Teaching	47	3,40	,63055
All Departments	348	3,37	,77237

As Table 5 indicates, student teachers were moderately anxious about the items in the scale (M=3,37). When each department is taken into consideration, it is seen that student teachers from the ELT department form the less anxious group among all groups (M=3,14). On the other hand, student teachers from the French Language Teaching department were the most anxious group (M=3,77).

In order to find out whether there were any significant differences among the anxiety levels of the student teachers from different departments at the end of the practicum, a one-way ANOVA was conducted (Table 6).

Table 6.

One-way ANOVA Results for Differences among Seven Departments

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	16,083	6	2,680	4,787	,000
Within Groups	190,924	341	,560		
Total	207,007	347			

As Table 6 presents, there was a significant difference among the level of anxiety of student teachers from different departments (F= 4,787, p=.000, p<.05).

Moreover, in order to see the specific differences among the departments, a *post hoc* test was run. As the homogeneity of variance assumption was not met [Levene's test was significant (p= .004, p<.05)], Tamhane's multiple comparison test was run to see the specific differences among the departments. The analyses revealed that the differences between English Language Teaching and German Language Teaching (p=.017, p<.05), English Language Teaching and French Language Teaching (p=.001, p<.05), and English Language Teaching and Social Sciences Teaching (p=.017, p<.05) were significant (See Appendix 10).

In order to find out whether the level of anxiety experienced by student teachers at the end of the practicum in the English Language Teaching department was different from

student teachers from other disciplines, independent samples t-test was conducted (Table 7).

Table 7.

Independent Samples T-Test Results for ELT vs Other Disciplines

Department	N	Mean	SD	t	Sig.
ELT	137	3,14	,85325	-4,575	,000
Other	211	3,52	,67678		

As Table 7 indicates, the anxiety level of student teachers in ELT department is significantly lower than the ones in all other departments at the end of the practicum process (t= -4,575, p=.000, p<.05).

In order to find out whether the level of anxiety experienced by student teachers in the Foreign Language Teaching departments (English Language Teaching, German Language Teaching and French Language Teaching) was different from student teachers from other disciplines at the end of the practicum, another independent sample t-test was conducted (Table 8).

Table 8.

Independent Samples T-Test Results for FLT vs Other Disciplines

Department	N	Mean	SD	t	Sig.
FLT	184	3,29	,83049	-2,113	,033
Other	164	3,46	,69243		

As Table 8 indicates, the anxiety level of student teachers in FLT departments is significantly lower than the anxiety level of the student teachers from the remaining departments at the end of the practicum process (t= -2,113, p=.033, p<.05).

4.1.3. The Relationship between the Two Administrations of the STAS:

In order to find out whether there was a significant difference between the anxiety levels of the student teachers at the beginning and at the end of the practicum process, a paired samples t-test was run (Table 9).

Table 9.

Paired Samples t-test Results

	N	Mean	SD	t	Sig. (2-tailed)
First Implementation- Second Implementation	348	,096	,89	2,013	,045

As Table 9 presents, there was a significant difference between the two administrations, that is to say, the student teachers, regardless of department, were significantly less anxious at the end of the practicum (t= 2,013, p= .045, p<.05).

Furthermore, in order to find out the departmental changes between the two administrations, a 7X2 Mixed-design ANOVA with seven departments and two times of administration was conducted (See Appendix 11). The analysis showed that there was a significant difference when time X department relationship was considered (F= 6,96, p=.000, p<0.05) To better understand the issue, Figure 2 presents the level of each department in the two times of administration.

It is clear from Figure 2 that student teachers from ELT department were having considerably lessened levels of anxiety together with student teachers from ITC department, who tend to show a slight decrease as well. All other student teachers, on the other hand, were experiencing similar or higher levels of anxiety at the end of the practicum.
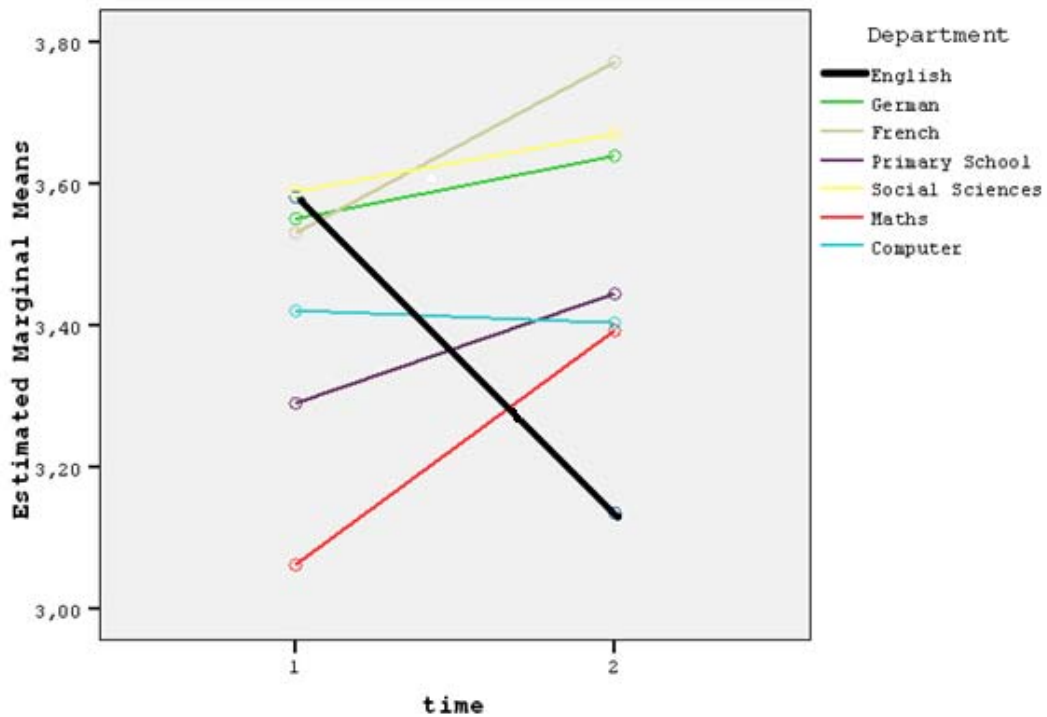
Figure 2. Differences between the First and Second Administrations of STAS According to Departments.

4.1.4. Foreign Language Student Teacher Anxiety:

In order to find out the level of foreign language student teacher anxiety, the Foreign Language Student teacher Anxiety Scale (FLSTAS) was developed and used. The scale was administered to the student teachers in three different times: before the microteaching experience, before the teaching practicum, and after the practicum. The overall findings and findings according to the six factors of the scale are presented in the following subsections.

4.1.4.1. Foreign Language Student Teacher Anxiety: The First Administration:

In order to find out the level of foreign language student teacher anxiety before the microteaching experience, the FLSTAS (α=.858) was administered to 150 student teachers in the English Language Teaching Department. Table 10 shows the descriptive statistics related to factors of foreign language student teacher anxiety.

Table 10.

Descriptive Statistics for the FLSTAS

FLSTAS	N	First Administration		Second Administration		Third Administration	
Factors	150	Mean	SD	Mean	SD	Mean	SD
Relationship with the mentors		2,78	,81	2,53	,76	2,32	,83
Language proficiency		2,45	,59	2,29	,63	2,12	,63
Feelings about academic incompetence		2,26	,64	2,13	,67	1,99	,69
Fear of being criticized by peers		2,57	,67	2,56	,73	2,22	,75
Fear of what others think		2,46	,65	2,33	,64	2,18	,78
Student effects		2,80	,72	2,77	,72	2,62	,80
Total		2,54	,48016	2,41	,52071	2,22	,62732

As Table 10 indicates, student effects and student teachers' relationship with their cooperating teachers and university supervisors caused the highest levels of anxiety among the six factors (Mean scores=2,80 and 2,78 respectively). On the other hand, student teachers' feelings about their academic incompetence caused the lowest level of anxiety among the six factors (Mean Score= 2,26).

4.1.4.2. Foreign Language Student Teacher Anxiety: The Second Administration:
In order to find out the level of foreign language student teacher anxiety after the microteaching experience and just before the practicum, the FLSTAS (α=.895) was administered to the same 150 student teachers in the first administration. Table 10

shows the descriptive statistics related to factors of foreign language student teacher anxiety.

As Table 4.10 indicates, student effects caused the highest levels of anxiety among the six factors (Mean score=2,77). On the other hand, student teachers' feelings about their academic incompetence caused the lowest level of anxiety among the six factors (Mean score=2,13). These findings are consistent with the first administration although the mean scores show a decrease in the second administration.

4.1.4.3. Foreign Language Student Teacher Anxiety: The Third Administration:
In order to find out the level of foreign language student teacher anxiety at/through the end of the teaching practicum, the FLSTAS (α=.938) was administered to the same 150 student teachers who participated in the second and third administrations. Table 4.10 shows the descriptive statistics related to factors of foreign language student teacher anxiety.

As Table 4.10 indicates, student effects caused the highest levels of anxiety among the six factors (Mean score=2,62). On the other hand, student teachers' feelings about their academic incompetence caused the lowest level of anxiety among the six factors (Mean score=1,99). These findings are similar to both the first and the second administration although a decrease in mean scores is observed.

4.1.5. The Relationship among the Three Administrations of the FLSTAS:
When it comes to the six factors, all factors but Factor 6 (Student effects) were found to show a significant difference among the three administrations. Pairwise comparisons were also conducted to clearly see the differences and the sources of these differences (See Appendix 12).

4.1.5.1. Overall Relationship:
A one-way repeated measures ANOVA was conducted to compare the mean scores in the first, second, and third implementation of the FLSTAS. The results revealed that the decrease in the mean scores among the three administrations for the overall anxiety

scores of the participants was significant [Wilks' Lambda= .74, F= 26.17, p=.000, p<.05].

Furthermore, in order to find out the exact relationships among the three times of administration, pairwise comparisons were calculated. The findings revealed that all administrations were significantly different from each other.

4.1.5.2. Relationship According to Six Factors:

Factor 1: Relationship with the mentors

A one-way repeated measures ANOVA was conducted to compare the mean scores in the first, second, and third implementation of the FLSTAS. The results revealed that there was a significant decrease in the three mean scores obtained in the three administrations in Factor 1 [Wilks' Lambda= .77, F= 22.38, p=.000, p<.05].

Furthermore, in order to find out the exact relationship among the three times of administration, pairwise comparisons were calculated. The findings revealed that there was a significant difference between the first administration and the second and between the first administration and the third administration whereas there was no significant difference between the second and the third administration. In other words, the student teachers were significantly more anxious about their relationships with their mentors at the beginning of the practicum when compared to their level of anxiety at the end of the microteaching experience and at the end of the practicum process.

Factor 2: Language proficiency

A one-way repeated measures ANOVA was conducted to compare the mean scores in the first, second, and third implementation of the FLSTAS. The results revealed that there was a significant difference among the three administrations for the scores of the participants in Factor 2, which showed a decrease in the mean scores [Wilks' Lambda= .79, F= 19.60, p=.000, p<.05].

Furthermore, in order to find out the exact relationships among the three times of administration, pairwise comparisons were calculated. The findings revealed that there

was a significant difference between the first administration and the second administration and between the first administration and the third administration whereas there was no significant difference between the second and third administrations as it was the case for Factor 1. In other words, the student teachers were significantly more anxious about their language proficiency at the beginning of the practicum when compared to their level of anxiety at the end of the microteaching experience and at the end of the practicum process.

Factor 3: Feelings about academic incompetence

A one-way repeated measures ANOVA was conducted to compare the mean scores in the first, second, and third implementation of the FLSTAS. The results revealed that there was a significant difference among the three administrations for the scores of the participants in Factor 3 [Wilks' Lambda= .89, F= 9.27, p=.000, p<.05].

Furthermore, in order to find out the exact relationships among the three times of administration, pairwise comparisons were calculated. The findings revealed that only the first administration was significantly different than the third administration. On the other hand, there were no significant differences between the first and the second administration and between the second and the third administration. In other words, the student teachers were significantly more anxious about their feelings about their academic incompetence at the beginning of the practicum when compared to their level of anxiety stemming from their feelings related to their academic incompetence at the end of the practicum.

Factor 4: Fear of being criticized by peers

A one-way repeated measures ANOVA was conducted to compare the mean scores in the first, second, and third implementation of the FLSTAS. The results revealed that the decrease was significant for the scores of the participants in Factor 4 [Wilks' Lambda= .83, F= 14.96, p=.000, p<.05].

Furthermore, in order to find out the exact relationships among the three times of administration, pairwise comparisons were calculated. The findings revealed that there

was no significant difference between the first and the second administration whereas all other differences were significant: between the second and the third administrations and between the first and the third administrations. In other words, the student teachers were significantly more anxious about being criticized at the beginning of the practicum when compared to their level of anxiety of being criticized at the end of the practicum.

Factor 5: Fear of what others think

A one-way repeated measures ANOVA was conducted to compare the mean scores in the first, second, and third implementation of the FLSTAS. The results revealed that there was a significant decrease in the three administrations for the scores of the participants in Factor 5 [Wilks' Lambda= .90, F= 8.52, p=.000, p<.05].

Furthermore, in order to find out the exact relationships among the three times of administration, pairwise comparisons were calculated. The findings revealed that only the first administration was significantly different from the third administration. On the other hand, there are no significant differences between the first and the second administration and between the second and the third administration. In other words, the student teachers were significantly more anxious about others' ideas at the beginning of the practicum when compared to their level of anxiety stemming from others' possible negative ideas about their performance at the end of the practicum.

Factor 6: Student effects

A one-way repeated measures ANOVA was conducted to compare the mean scores in the first, second, and third implementation of the FLSTAS. The results revealed that there was no significant differences among the three administrations for scores of the participants in Factor 6 [Wilks' Lambda= .97, F= 2.58, p=.079, p>.05]. In other words, student teachers reported to experience similar levels of anxiety at the beginning of the practicum, at the end of the microteaching, and at the end of the practicum process.

In conclusion, it was found that participants' anxiety related to language teaching as practice teachers decreases significantly from the beginning towards the end of their

student teaching experiences except one case, which is about their relationships with the students they are teaching.

4.1.6. Language Proficiency as an Indicator of Foreign Language Student Teacher Anxiety:

In order to find out the relationship between participants' language proficiency levels and foreign language student teacher anxiety, first, students' language proficiency scores were obtained (Table 11). As seen, the average TOEFL-PBT score for the 98 participants who took the test was 533.

Table 11.

TOEFL-PBT Scores of the Participants

	N	Minimum	Maximum	Mean
TOEFL Scores	98	440	633	532,39

Second, Pearson's correlation was calculated to find out the possible relationships between the language proficiency of the student teachers and their level of foreign language anxiety (Table 12).

Table 12.

Pearson Correlations between Language Proficiency and the Three Administrations

	Language Proficiency	First Administration	Second Administration	Third Administration
Language Proficiency				
First Administration	-,121			
Second Administration	-,152	,547*		
Third Administration	-,064	,482*	.275*	

*p < 0.05

The analysis indicated that there was no significant relationship between language proficiency and level of student teacher anxiety in all three stages of the practicum

process (before the practicum, after the microteaching, and after the practicum), which took us to the finding that language proficiency is not an indicator of foreign language student teacher anxiety.

In order to find out the possible relationship between participants' actual language proficiency determined by a language proficiency test and their level of anxiety related to their language proficiency, another Pearson correlation analysis was run between their language proficiency test and Factor 3 (Language proficiency) as one of the factors contributing to foreign language student teacher anxiety (Table 13).

Table 13.

Pearson Correlations between Factor 3 (Language Proficiency) and the Three Administrations

	Language Proficiency	First Administration	Second Administration	Third Administration
Language Proficiency				
First Administration	-,003			
Second Administration	-,005	.388*		
Third Administration	-,047	.321*	.280*	

*p < 0.05

The results indicated that language proficiency was not correlated with language proficiency as a factor contributing to foreign language student teacher anxiety in all three stages of the practicum process (before the practicum, after the microteaching, and after the practicum).

4.2. Analysis of the Qualitative Data

Analysis of the qualitative data obtained through diary entries of the participants indicated six main categories as the sources of anxiety experienced by foreign language student teachers throughout teaching practicum. The main categories as the sources of foreign language student teacher anxiety are given in Table 14.

Table 14.

Sources of Foreign Language Student Teacher Anxiety

Categories	N	%
Students and Class Profiles	142	48,1
Classroom management	58	19,7
Teaching procedures	50	17,0
Being observed	29	9,8
Mentors	11	3,7
Miscellaneous	5	1,7
TOTAL	295	100

N= Number of Communication Units

As Table 14 presents, the highest number of communication units belong to student teachers' anxieties related to students and class profiles (N= 142, 48,1 %). The second highest ranking category is classroom management (N= 58, 19,7 %). Teaching procedures (N= 50, 17 %) and being observed are other two categories as sources of foreign language teacher anxiety. Mentors (N= 11, 3, 7%) as sources of anxiety and some miscellaneous concerns (N= 5, 1,7 %) are the other two categories. The remaining subsections explain each category in detail with communication units that fall into each category and extracts from student teachers' diaries (See Appendix 13 for the list of communication units in each category).

4.2.1. Students and Class Profiles:

Anxieties related to students in the classrooms that student teachers are supposed to deliver their lessons comprise the most frequently stated type of student teacher anxiety in the diaries. This category consists of anxieties about either individual student behavior or the class profile. An important number of students indicated in their diaries that the source of their anxiety was because of their unfamiliarity with the classes they would teach. In other words, the students were anxious about not knowing what is waiting for them in those classrooms. Although most of the diary entries on this issue were reported for the first-time of teaching –the beginning of the term, some cases were also identified even in the end of the practicum process because the student teachers

were sometimes supposed to teach in classrooms that they had never delivered a lesson before the end of the practicum. One student teacher wrote in her diary (this extract and all the others that follow written in participants' native language, Turkish, were translated into English by the researcher; the ones written in English were written exactly in student teachers' wording):

> İkinci dönemim olmasına rağmen ilk günkü kadar heyecanlandım. Sınıfı tanımamam, ilk haftada konu anlatımı yapmam beni heyecanlandırdı. Çünkü anlattığım konuyu anlamazlarsa iki saatin boşa gitme ihtimali vardı ve bu beni kaygılandırıyordu.
> *I was excited as it was my first day although it was my second semester. What made me excited was the fact that **I didn't know about the class and I was presenting in the first week**. It was because of the feeling that two hours would be just wasted if they do not learn.*

> Bu hafta ilk defa 4. sınıflara ders anlatacaktım ve kaygı düzeyim oldukça yüksekti. İlk defa dörtlere giriyordum ve en çok İngilizce kullanımı konusunda kaygılarım vardı. İngilizce bilgileri çok kısıtlı olduğu için anlamamalarından korkuyordum ama tek şansım presentation değil, practice yaptırıyordum.
> *This week **I was to teach the fourth grades for the first time so my anxiety level was so high**. I was teaching fourth grades for the first time and I was most anxious about using English. I fear that they may not understand because of their insufficient language knowledge but it was my only luck that I was not presenting the topic instead, I was letting them practice.*

> Öğrencileri hiç tanımadığım için onlardan nasıl bir tepki alacağımı bilmiyordum. Bu durum beni biraz kaygılandırdı. Çünkü öğrencilerin seviyelerini, özelliklerini hiç bilmiyordum.
> *I didn't know how they would react as I didn't know them at all. **This situation made me a little anxious because I didn't know about students' levels and characteristics**.*

> 6-A'ya ilk defa ders anlatacaktım. Her hafta farklı sınıflara giriyor olmam bu konudaki endişemin tekrarlanmasına neden oldu.
> *I was to teach 6-A for the first time. **That I was teaching different classes each week caused the replication of my anxiety**.*

Another major concern of the student teachers related to the students is the low proficiency level of the students in the classrooms. Since they are expected to deliver their lessons in English (L2), they were quite afraid that the students would not be able to understand their speech in the classroom including their instructions, explanations, even their praises. In addition, when students' proficiency level is low, they were anxious that they would not respond to the questions asked by the student teachers. One of the student teachers explains her fears as follows:

Hem konu zor olduğu için hem de sınıfın seviyesi düşük olduğu için oldukça endişeliydim. Inductive giriş yapmayı planlamam da etkiliydi kaygılarımda. Kuralı çıkartamayacaklarını, anlamayacaklarını, tepki vermeyeceklerini, itiraz edecekerini veya başta anlamış gibi görünseler de sonradan kullanamayacaklarını düşündüm.

I was rather anxious not only as the topic was hard and as the level of the class was low. My planning of an inductive introduction was also influential in my anxiety. I thought that they could not figure out, understand and react, that they would object to or that they could not use the rule of the structure in spite of seeming that they understood at the beginning.

As some of the student teachers indicated in their diaries, the way student teachers approach teaching and the actual classroom teachers –the cooperating teachers- were different from each other. While cooperating teachers adopted a traditional grammar-based language teaching, the student teachers employed more communicative activities in the practicum classrooms. Although this seems something positive, it is one of the most frequent types of anxiety experienced by student teachers: the students' unfamiliarity with the classroom activities that student teachers apply. A student teacher wrote her concerns about her activity where she had doubt about her students' response:

Before the lesson **I had anxiety related to the pre-reading stage because students aren't familiar to telling their ideas without thinking whether they are true or false**. For them if they are asked questions, there is always a correct answer.

As for the availability of the schools most of the student teachers were placed in state primary schools in which they were supposed to teach students from 4th to 8th grades. Especially for teaching the 4th and 5th grades (10-12 year-olds), the student teachers had the anxiety of employing strategies particular to teaching young learners English. Although the student teachers took courses in their 3rd year on how to teach English to children, their concerns did not diminish. One student teacher expresses her feelings about teaching young children in these words:

İlk haftamda 4.sınıfa anlatmak beni çok endişelendirmişti. Daha çok kısa bir süre olmuştu İngilizce öğrenmeye başlayalı. Seviye diye bir şeyleri yoktu. Tek bildikleri "What is your name?, have got/has got, this/that". Bunların dışında öğretilecekler sadece bunları kullanarak çok zor olacaktı. Çocuklar cevap vermek yerine benim söylediklerimi tekrarlamaya başladılar. Ben "How are you today?" diyorum onlar da "How are you today?" diyorlar. Bu endişemin biraz

daha artmasına neden olmuştu. Bu kalıbı bile anlamadan söyledikleri çok belliydi.

I was uneasy about teaching fourth grades in my first week. It was only a short time that they started learning English. They didn't have anything like level. The only things they know were "What is your name?, have got/has got, this/that". The things that would be taught except for them would be very difficult by using only these. The children started to repeat what I say instead of answering. I tell "How are you today?" they tell me "How are you today?" too. This caused my anxiety to rise. It was very clear that they tell even this form unconsciously.

As one of the nation-wide problems of language teaching in state schools, students' disinterest in English classes caused anxiety on student teachers in this study. The student teachers indicated that they were highly anxious about students' indifference in their lessons despite all those colorful handouts, and their efforts in front of the board. They were also sorry about the students because they thought that they would easily learn with their enjoyable and communicative activities by only being interested in the lesson. This concern of the student teachers is parallel to their concerns about student participation in the lessons. Possibility of lack of participation in the classroom activities would lead to the collapse of the lesson plans prepared by the student teachers. Student teachers were experiencing the sense of fear of helplessness and loneliness in front of the whole class with a failed lesson plan in hand. One of the student teachers specified her concerns on this issue as follows:

Because some of the students weren't interested in the lesson. They didn't want to join the activities no matter how I tried. They made me nervous. I asked to myself "What will happen next week?".

The anxiety of some of the student teachers centers on the feeling of 'What if students cannot learn?' This is a case expressed by the student teachers stemming from students' learning rather than their teaching. They are concerned that students would not be able to learn despite the fact that they do everything to make them learn. A different, even a contrasting feeling represents another type of anxiety that one of the student teachers indicated in her diary: teaching a subject that students know very well. If the students had been studying the subject for a long time they could easily finish the student teacher's activities brews the fear of being useless or unable to teach something new. Another point made by a student teacher was her fear concern about the students when they couldn't do the activity correctly. Besides, students' previous experience about

language teaching was identified as a source of anxiety by a student teacher. She explains the situation as follows:

> Bu hafta hazırladığım plandan dolayı tedirgin olarak staj okuluma gittim. Çocuklar genellikle gramer üzerine eğitim aldıkları için diğer becerileri yaptırırken sorun yaşıyorum. Bu da bende kaygı oluşturuyor. Basit bir yazma becerisi üzerinde durdum bu hafta. Ancak çocuklar buna rağmen istediğim performansı gösteremediler. Örnek olarak gösterdiğim postkartın cümlelerini aynen yazan birçok öğrenci vardı. Ama bunda asıl etkili olan neden başta da söylediğim gibi gramer üzerine yoğunlaştıklarından doğru düzgün kelime bilgileri olmamasıdır. Bu da yazma becerisinde onları sıkıntıya düşürüyor. Ben de onlara en basit şekliyle öğretmeye çalışsam da kendi içimde çelişiyordum. Kaygılanıyorum. "Ben mi öğretemedim acaba? Bende mi sorun var?" diye düşünüyorum. "Bazen savunma mekanizması mı kuruyorum?" diye düşünüyorum ve işin içinden çıkamıyorum.
> *This week I went to my practice school uneasily because of the lesson plan I prepared. **As the children were mostly taught grammar, I have problems while teaching other skills. This creates anxiety for me.** I laid stress upon a simple writing skill this week. However, the children couldn't perform as I wanted. There were many children who wrote identically same sentences of the postcard I showed as a sample. But the reason which is actually influential in it was, as I told at the beginning, that they focused on grammar and they haven't got accurate lexical knowledge. This also causes trouble for them in writing skills. Although I tried to teach them in the easiest way, I contradicted myself. I was anxious. I was thinking of whether I couldn't teach or there is a problem with me. I sometimes thought that I was using defense mechanism and couldn't get out of this situation.*

Dealing with students outside the box was among the anxieties of the student teachers. For example, dealing with inclusion students (almost each class has one) was a great concern for a student teacher. According to this student teacher, it is very difficult to deal with that particular student even for the classroom teacher, and she was afraid that she would fail to teach this student without any experience. Disruptive students in the classroom were also shown as the source of anxiety before student teachers delivered their lessons. The student teachers were really afraid of some of the students in the classrooms who are known for their disruptive behavior during the lessons. According to student teachers it was not their job to discipline these students; rather their job was to deliver their lessons in the specified time and specified manner. However, the existence of these students in the class was making them anxious about the possibility that they would lose the control of the class or would not give the instructions properly. What is more, the highest concern was on the idea that these disruptive students would influence other students negatively and the student teachers' lesson would turn into

failure. One of the student teachers explains her fears about a real trouble-maker in the class as follows:

> Bu sınıfta ders anlatmak konusunda beni kaygılandıran en büyük şey, sınıfta hapisten yeni çıkmış bir öğrencinin olmasıydı. Çünkü sürekli çevresini rahatsız ediyor, öğretmeni pek kale almıyordu. Diğer öğrencilerin yanı sıra onunla da uğraşmak zor olacaktı. Sınıfa girdiğimde o öğrencinin olmadığını fark ettim ve rahatladım.
> ***The biggest thing that makes me anxious about teaching this class was that there was a student who had just released from the jail.*** *It was because he was constantly disturbing the people around and didn't care his/her teacher at all. Dealing with him together with the other students would be difficult. When I entered the class, I was relieved to notice his/her absence.*

Students' reluctance to perform in certain classroom events lead to anxiety in student teachers, too. Their reluctance to write, which students view as a hard task to complete, their reluctance to read, their reluctance to attend the class just because it is towards the end of the year, and their reluctance to use L2 in the class are among those concerns. The student teacher who was anxious about students' not using English in her classroom activity wrote in her diary:

> Bugün speaking aktivitesi yaptırdık. Haftalar geçtikçe heyecan seviyemin azaldığını fark ettim. Ama ders esnasında beni kaygılandıran bir durum oldu. Nedeni çocukların aktivite yaparken Türkçe konuşmalarıydı. Onların yanına gidip aktiviteyi nasıl yapmaları gerektiğini bir kez daha anlatınca aktiviteyi amacına uygun olarak yaptılar. Bu da kaygıyı azalttı.
> *We did speaking activity today. I noticed that my anxiety level decreased as the weeks passed.* ***But a case which makes me anxious happened. The reason was students' speaking Turkish [L1] during the activity.*** *When I got closer to them and explained how to do the activity once again, they completed the activity according to its aim. This reduced the anxiety.*

Some of the anxieties experienced by the student teachers related to the students in the classes were reported by the student teachers as having appeared in the middle of the lesson. Students' lack of background knowledge about a subject, students' unexpected silence, their sudden panicking due to not understanding the subject well were among those anxieties. Moreover, an unexpected question or an unexpected answer from the students made the student teachers feel helpless in the middle of the lesson. Similarly, as middle-of-the-lesson cases, the following can be counted: students' starting a fight, some of the students' leaving the class, students' overreaction to classroom events, their

making fun of student teacher's mimes and gestures while a student teacher was trying to teach them through mimes and gestures, and even students' sabotage in the lesson as a whole. One student teacher wrote:

> Sometimes, the students diverge the topic from my presentation; thus, **I feel a little bit excitement for fear that the topic I present is scattered by the students**.

> Bu hafta e-mail yazma konusunu işledik. Ben presentation kısmını yaptım. Açıkçası çocukların e-mail konusunda bilgi sahibi olduklarını ve bu yüzden çok da problem yaşamayacağımızı düşünüyordum ama çocukların internetle ilgili dünya bilgileri çok azdı. Bu yüzden derste bir anda beklemediğim bir durumla karşılaşmış oldum ve biraz panikledim.
> *This week we taught writing e-mail. I presented the topic. In fact I thought that the students had some knowledge about e-mail and therefore they would not experience any problems at all, however **they had limited world knowledge about the Internet. Therefore, in the lesson I was in such a situation that I had never expected and I panicked a little bit**.*

The last portion of student teacher anxieties caused by students is related to the class profiles rather than one or a few students in the classroom. One of them was the bad reputation of a class. When the student teachers were supposed to deliver a lesson in one of these classes, their anxiety was high due to the feeling that they would not be able to finish their lessons as they wished. Students' prejudices about English and their perception of student teachers as brothers and sisters rather than teachers also affected student teachers in a negative way and caused a teaching anxiety.

4.2.2. Classroom Management:
The analysis of the diary entries revealed that student teachers were highly anxious about classroom management issues. Maintaining discipline has the second highest frequency among the anxieties of student teachers when communication units are computed. Many of the student teachers indicated that they were concerned about maintaining discipline in the class at least once throughout the practicum in their diaries. According to them, controlling the class means almost everything in a lesson. They think even long before their teaching time about the fact that their entire lesson could collapse if they cannot establish a class control. Similarly, their concerns do not end when they start teaching. Some of the student teachers indicated that anxiety appeared during the class hour when students seemed to get out of their control. Two of

the student teachers explain their stressful moments related to maintaining discipline in the class in these words:

> 7-B'nin en son saatte çok gürültü yaptığını ve kontrol edilmesinin zor olduğunu bir önceki hafta gördüğüm için çok kaygılıydım. Çünkü son dersi ben almıştım. Açıkçası o sınıfta ders anlatmak konusundaki kaygılarım azalacağı yerde arttı. Umarım daha sonraki derslerimde 7-B 'yi daha disiplinli olmaya çalışma konusunda daha fazla etkileyebilirim.
> ***I was very anxious as last week I saw that 7-B was making a lot of noise in the last lesson and it was hard to control them.*** *I had taken the last lesson. In fact my anxiety about teaching this class rose though it was to decline. I hope in the following lessons I can make 7-B be more disciplined and work harder.*

> Bu sınıfın dördüncü sınıf olması dolayısıyla kontrolde biraz güçlük çekebilirim diye düşündüm. Çünkü küçük çocukların güdülenme süreleri daha kısıtlı olduğu için diğer sınıflara göre biraz daha fazla çaba göstermek gerekli diye düşünüyorum. Açıkçası hocamız bile bu sınıfa ders anlatırken zorlanıyordu. Çocuklar derse karşı ilgililer fakat ders anlatma tarzından dolayı olduğunu düşünüyorum, biraz sıkılıyorlar dersin ilerleyen bölümlerinde kendi aralarında konuşmaya, oyun oynamaya başlıyorlardı. Bu konuda biraz endişelerim oldu ilk baştan bunu önlemek için derse bol materyal ve resimle gittim, bunlar da çocukların ilgisini çekti ve derse ilgiyi kaybetmediler uzun süre.
> *I thought I might have difficulty in classroom management, as they were fourth grades. As the motivation span of little kids is more limited I thought it was necessary to struggle more when compared to the other classes. Frankly, even our teacher [the cooperating teacher] had difficulty teaching this class. The children are interested in the lesson but I think it is related to the way he teaches the lesson. They were a bit bored and in the following sections of the lesson,* ***they started chatting and playing games. I was worried about this issue****, in order to prevent this situation from the beginning of the lesson, I brought lots of materials and pictures, these appealed the children and they kept their interest in the lesson for a long time.*

> Benden önce anlatan arkadaşımı dersinde sınıf çok gürültü yaptı ve sınıf yönetimini sağlamak biraz güçtü. Bu yüzden o saat boyunca "sınıf yönetimini nasıl sağlarım" diye düşünüp durdum. Ben bilgi aktarırken ses yapan, beni dinlemeyen bir sınıfa ne verebilirim ki? Bu yüzden derse girmeden önce oldukça kaygılıydım.
> *The class made so much noise in my friend's lesson who taught before me and classroom management was difficult to achieve. Therefore,* ***I constantly thought of "how I can keep classroom management" throughout the entire lesson****. What can I teach a class who doesn't listen to me and makes noise while I am teaching? Therefore, I was rather anxious before the class.*

Anxieties related to classroom management do not end with discipline issues. Other components of classroom management were also the sources of anxiety for the student teachers. For example, pacing the lesson and time management were two important factors contributing to high levels of foreign language student teacher anxiety. To

differentiate these two concepts, in this study, pacing the lesson is used to mean "the extent to which a lesson maintains its momentum and communicates a sense of development" (Richards & Lockhart, 1996, p. 122). Time management, on the other hand, is used to mean student teachers' timing the classroom activities and tasks in their lesson plans before delivering a lesson. Two student teachers indicated their concern about time management as follows:

> Bugün 8. sınıflara reading yaptım. Reading öncesi 7 kelime öğretmem gerekiyordu. Sonra pre-reading, while-reading aktiviteleri vardı. Hepsi bu derste bitmeyeceği için biraz endişeliydim. Derslerimi çok iyi planlıyordum, zamanı da iyi ayarladığımı düşünüyorum, ama uygulamaya gelince zamanı planımda yazdığım gibi kullanamıyorum ve bu biraz kaygıya neden oluyor.
> *Today I had reading class for the eighth grades. I was to teach seven words before reading session. Then we had pre-reading and during-reading activities. As not all of them would finish in this lesson, I was a bit worried. I made good lesson plans; also, I decently allocated time; however, in practice **I cannot manage the time as I noted in my lesson plan and this situation causes anxiety a little***.

Furthermore, some student teachers indicated that that they were stressful about how to deal with the noise in the classroom. They reported that noise was an effective factor in the success of their lessons since it would break the communication between them and the students. Similarly, one student teacher expressed her concerns about how to deal with students in a game-like activity which required movement and noise in her diary:

> My last activity was a game. Students were going to be three groups and there would be only one winner. In fact, **I was really anxious about the noise**. They are already very noisy. I can't imagine their noise level during the game. They like it but the class is out of control. I thought they would shout all together. And things happened like that…

4.2.3. Teaching Procedures:
The analysis of the diaries also reflected that teaching procedures were an important source of foreign language student teacher anxiety. Although some of the concerns of student teachers in this category are related to general teaching procedures regardless of discipline, most of the anxieties were related to the specific issues of foreign language teaching. The most frequent anxiety in this category was student teachers' concerns of teaching a difficult subject or teaching a subject for the first time in their teaching experience. Student teachers in this study believed that some subjects (including

speaking and writing) are more difficult to teach in the classroom than others such as grammar, vocabulary, and reading. According to them, this difficulty comes from their nature. For example, students need to produce the language in speaking and writing classes as they are the two productive skills. Besides, listening is a difficult subject to teach as most of the classroom activities in language classrooms are based on grammar and vocabulary. One of the student teacher explains her concerns as follows:

> Bu dersi anlatacağım zaman biraz kaygılıydım. Bunun sebebi çocukların kendi dillerinde olmayan zaman zarfını öğrenmekte zorluk çekeceklerini düşünmemdi. Özellikle "just" ve "already" arasındaki zaman farkını ve ne zaman hangisini kullanacaklarını açık bir şekilde anlatabilmek güç olacak diye düşünüyordum. Haksız da çıkmadım. Öğrenciler "yet"i kolay anladılar ama "just" ve "already"yi karıştırıyorlardı.
> *I was a bit anxious when I was to teach this lesson. The reason of this situation was that I thought they would have difficulty learning the adverb of time, which does not exist in their mother language. Especially, I thought that it would be difficult for me to teach the difference between "just" and "already" and when to use each. I was not wrong. They easily picked up "yet" but they were confusing "just" with "already".*

> **I had some suspect about my lesson topic. I would teach the family relationship, and I'm afraid of the students mixed it**. Unfortunately, my fear came true. I used colorful pictures, I achieved to motivate the students. I draw a schema to make easily understand the family relationship. They understand a part of relationship such as father, mother, grandmother, etc., but they lost in the other part such as uncle, aunt, my father's sister/brother. I tried to do my best. I draw small schemas that show relationship. Again they didn't get so this make me crazy, nervous. I felt very bad myself. The course didn't go on my wishes. Before I prepared my lesson plan, I thought that they can mix it. But I believed that I can control this problem with drawing schema. Although I did everything, I couldn't provide the students learn the family relationship. So, I am very sorry, and unhappy.

As one of the sources of anxiety related to teaching procedures was student teachers' stress about getting students' attention. According to many student teachers, when they are able to attract students' attention successfully, whether their activities are informative or not, their lesson achieves the success level they desire. Therefore, they give great importance to getting students' attention. One student teacher focuses on her stress about getting students' attention before her lesson:

> Dersin ilk dakikalarında heyecanlıydım, her zamanki gibi konunun ilgilerini çekip çekmeyeceği kesin değildi. Purpose vermeme rağmen okumak istemediler. While activity'ye gelince kontrolü tekrar topladım, aktiviteyi

gerektiği gibi yaptılar, bu da güvenimi tekrar kazanmamı sağladı. Kaygı düzeyim tekrar normale döndü.
At the first moments of the lesson I was excited, as always I was not certain about whether the topic would catch their attention or not. *They didn't want to read despite my giving purpose. In during-reading section I took the control of the class back, they did the activity in the way they were to do; this caused my re-gaining my confidence. My level of anxiety turned to be usual.*

Furthermore, making students' speak is a noticeable concern of student teachers. Most student teachers do not like silence in the classroom; silence means failure for them, so they try hard to make students speak. Similarly, their lesson plan requires them to get certain answers from the students so that they will be able to move to the next step. Therefore, student teachers experience the anxiety of not making students speak during the lesson. In a similar point of view, one student teacher indicates her fear of making her students bored during the class hour because bored students would mean an unsuccessful lesson. Similar concerns of student teachers on this issue are not being able to teach effectively and not being able to communicate with the students effectively. In addition to the concerns stated above, student teachers' previous experience about teaching is a factor contributing to anxiety. One student teacher clarifies how her previous experience about teaching made her anxious about teaching:

Bu hafta 7-B sınıfına future tense "will" konusunu işleyecektik. Derse girmeden önce çok endişeliydim. Geçen hafta bu sınıfta anlatmıştım ve sınıf kontrolü çok güçleşmişti. Sınıfa bu kaygıyla girmiştim. İster istemez bu endişe etkilemişti beni.
*This week we were going to teach "will" as a future tense. **I was very anxious before the class. Last week I taught this class and the classroom management was very hard.** I entered the class with this concern. I was involuntarily affected by this anxiety.*

Some other classroom issues were also anxiety-provoking for the student teachers: One student teacher was concerned about using her voice effectively in the class; she thought that students would not understand her and she would not control the class if she could not use her voice effectively. One of the student teachers reported experiencing stress when she had to proctor the students during a classroom test. Finally, a student teacher was anxious when she had to teach a lot of vocabulary items at the same time because she thought that students would not grasp the meaning of those words at once. She explains her stress as follows:

4.sınıflara "foods and drinks" kelimelerini öğretmem gerekiyordu. Toplamda 21 kelime vardı. Mümkün değildi sindirerek rahatça öğretebilmek. Vegetables, fruits diye bölmeye çalışsak da öğrenciler için gerçekten çok zor olacaktı ve aktiviteleri yapamayacaklardı. Önceden bilmiyor olmaları işimi daha da zorlaştırıyordu. Yazdığım planı uyguladım. Fakat o kadar seri olmam gerekiyordu ki çok telaş yapmaya başladım. Kaygım tabi ki sınıfa da yansıdı.
*I was to teach the words of the topic "foods and drinks". There were 21 words in total. **It was not possible to teach them slowly and with ease**. Even though we tried to divide them into vegetables and fruits, it would be difficult for them and they would not be able to the activities. That they didn't know them beforehand got the things harder. I applied the plan I prepared. But **I had to be so quick then I got panicked**. Apparently, my anxiety affected the class.*

The analysis of the data suggested that inadequate preparation of the student teachers caused anxiety on them. For instance, in two of the cases, student teachers talked about the difficulty level of a classroom activity. According to them, since they did not choose the level of the activity according to the level of the students, they suffered from anxiety a lot. In another case, a student teacher was anxious about choosing an activity which could cause a problem with a specific student, and she explains the situation in her diary as follows:

Everything is alright until **I realized there was a kind of fat student in that class. I got worried that time, because one of my pictures was about a fat girl**. I immediately decided not to use that picture. After that a sudden worrying, I behaved as if nothing was wrong and kept on presenting the subject.

Language-related anxieties were also reported by the student teachers in three types of communication units: using L2 (English) in the classroom, modifying their language according to students' level, and giving instructions in L2. As it is the general principle in language teaching, student teachers are supposed to deliver their lessons in L2. However, as most student teachers stated, very few of the cooperating teachers use L2 in their classrooms, which result in an expectation by the students that student teachers will also teach in L1 (Turkish). This is one of the main concerns of the students as indicated in the following extracts:

Bu derste, her zaman yaşadığım sabit kaygıyı yaşadım. Öğrencilerin seviyeleri henüz fazla yüksek olmadığı için, bütün dersi İngilizce anlatmamız mümkün olmuyor. Ben de mümkün olduğunca çok İngilizce duymalarını istediğim için bu sınıfta ders anlatırken kaygı düzeyim biraz yüksek oluyor. Bu problemi aşmak için önce İngilizce söylediğim cümleyi anlamadıklarında tahtaya çizerek veya işaret ederek, göstererek anlatmaya çalışıyorum. Son çare olarak Türkçe

kullandığımda ise öğrencilerin Türkçe kullanmama alışabileceklerini düşünerek biraz endişeleniyorum.

*In this lesson, **I experienced the same anxiety that I always face. As the level of the students is not high yet, it is not possible for us to teach the whole lesson in English**. As I want to let them hear English as much as possible, while teaching this class, my anxiety level gets a little higher. In order to solve this problem, at first I try to explain what I said in English by drawing on the board or illustrating. Then when I use Turkish as the last solution, I feel anxious, thinking of their getting used to my Turkish language use.*

Dersi tamamıyla İngilizce konuşarak yürüttüğümüz için, açıkçası sınıfa girmeden önce biraz endişeliydim. Öğrencilerin beni anlayamaması, dili basite indirgeyemez isem diye tedirgindim.

*Before entering the class, **I was a little anxious as we speak in English throughout the whole lesson**. I felt uneasy in case they could not understand me or I could not rough-tune the language.*

This was an unknown class for us. **We had a lesson with them for the first time and they were 5th grades so we were a bit anxious**. We were afraid that they couldn't understand us because even the 8th grades didn't understand us.

Some personal issues related to physical well-being like being sleepy and tired on the day of practice teaching and a personality trait such as perfectionism were also among the sources of anxiety experienced by the student teachers. One of the student teachers explains how perfectionism in his sense causes anxiety in the following extract:

Konuyu çok iyi bildiğimi düşünmeme rağmen, 8. sınıf öğrencilerinin seviyelerine inerek konuyu tamamen anlaşılır kılabileceğim konusunda kendimden emin olamadım ve staj gününe kadar tam bir hafta çok aşırı stres yaşadım. Ayrıca, mükemmeliyetçi olduğum için aklımda tasarladıklarımı ve elimdeki materyallerle alıştırmaları bir araya getirip de ders planı yazmaya başlayamadım, başlayınca da bitirebilmek için üzerinde iki gün çalıştım. Bu süreçte biriktirdiğim stres sunum yaptığım günde performansımı olumsuz etkiledi ve sınıfın karşısında tam olarak rahat hissedemedim.

*Although I knew everything related to the subject matter**, I was not sure of modifying my teaching according to students' level**; therefore, I was very stressed until the day of practice teaching. Besides, I couldn't start writing my lesson plan bringing my plans in mind, activities, and materials together; and when I started I had to study for two whole days. The stress I collected during those days, affected my performance negatively on the day of presentation and I never felt completely relaxed in front of the students.*

4.2.4. Being Observed:

The analysis of the student teachers' diaries put forth that they were experiencing a high level of anxiety when they were supposed to be observed by others while teaching. Interestingly, student teachers very rarely mentioned about being observed by their

cooperating teachers or by their peers (two cases and one case respectively) although the cooperating teachers and their peers were always observing their teaching and commenting on their performance. Almost all students, on the other hand, indicated in their diaries that their university supervisor's existence caused a high level of anxiety just before the class time since supervisors visited schools unexpectedly. They indicated that even the existence of the university supervisor there, although they know him/her very well, caused great anxiety and even caused in physical reactions such as sweating, shaking hands, trembling voice, etc. The following extracts from student teachers' experience about their stress when they were about to be observed would be enough to clarify the issue:

I saw our instructor at the moment I entered the teacher's room. I wanted to think it was only a joke because of the date "April 1". I saw how my hands were trembling. I drank some water but it didn't help. When it was their turn to write the sentences on their notebooks, these naughty boys were very reluctant and they told me really childish and even silly excuses not to copy the sentences on their notebooks. I was very anxious that I wasn't able to cope with these boys. I tried my best but I couldn't manage to calm down them truly.

Bu hafta gözlem haftamızda başta çok heyecanlanmıştım. Gözlemleneceğini hissetmek anlık da olsa insanı telaşlandıran bir durum. Hatta bir ara ne yapacağımı unutmuş durumdaydım.
At the beginning of our observation week I was anxious. Feeling that you will be observed is a situation that causes anxiety even it lasts short. In addition, I was in such a situation that I forgot what to do next.

Bu dersi anlatırken en büyük kaygı kaynağım şüphesiz gözleme gelen staj hocamdı. Aslında rahattım ama gözleniyor olmak hayli geriyor insanı. Aktivitelerde gayet iyilerdi. Ama ben yine de rahat eedemedim. Ben kuralı çıkarıp yazdıkça gözlem hocamın suratının ekşimesi beni çok etkiledi ama yine de elimden geleni yaptım…
*While teaching the lesson **the biggest source of my anxiety was undoubtedly, my supervisor who had come to observe me**. In fact, I was calm but being observed makes people rather nervous. They were quite good at activities. But I could not manage to be relaxed. As I elicited the rule and wrote it on the board, the facial expression of my supervisor affected me, yet I tried my best.*

Bu ders altıncı stajımızdı. Ben yine 7-A'ya anlatacak olamama rağmen sabah okula gittiğimde acayip bir heyecan vardı üzerimde. Ellerim titriyordu, soğuk terler döküyordum, gözlerim kararıyordu. Çünkü staj hocamız XXX gözleme geliyordu! Sınıfa nasıl gittğimi, tahtanın önüne nasıl çıktığımı hiç anımsamıyorum. Çocukların yüzlerine baktım, sanki o an bakışlarında "merak etmeyin hocam herşey yolunda gidecek" ifadesini gördüm, belki de öyle görmek istedim, bilmiyorum, içimden "hadi kızım başaracaksın bu işi" dedim ve yüzüme en güzel gülümsememi oturtarak başladım derse.

*This lesson was in our sixth week of our teaching practice. Even though I was to teach 7-A again, when I went to school **I was rather anxious. My hands were trembling, I broke out in a cold sweat, and I felt dizzy because our supervisor Ms. XXX was coming to observe us**. I cannot remember how I entered the class, came to the board. I looked at the children, I felt that they said "Don't worry, everything will be all right". Maybe I wanted so I don't know. I whispered: "go on, you will succeed". With the most beautiful smile on my face I started teaching.*

Bu hafta staj hocamız bizi gözlemlemeye geldi. Her ne kadar geleceğini tahmin etsem de, ilk gördüğüm an biraz heyecanlandım. Derse ilk girdiğim anda biraz heyecanlıydım. Dersi anlatmaya başladığım zaman biraz rahatladım ama sorduğum sorulara öğrencilerden cevap gelmeyince bir an ne yapacağımı bilemedim. Bunda staj hocamın da beni gözlüyor olmasının etkisi olduğunu düşünüyorum. Gözlendiğim için biraz fazla huzursuz oldum. Özellikle Türkçe kullanırken bu etkiyi daha da fazla hissettim. Önceki derslerde Türkçe'yi biraz daha rahat kullanıyordum ama bu hafta gözlemlendiğim için Türkçe kullanmak beni biraz korkuttu. Bunların etkisiyle, diğer haftalara göre bu hafta biraz daha kaygılıydım.

This week our supervisor came to observe us. Even though I had anticipated that s/he would come, I got a bit excited when I first saw him/her. I was a bit excited when I first entered the class. When I started teaching, I got a bit relaxed but as the students didn't answer the questions I asked, I couldn't decide what to do. I think my supervisor's observation of me was influential in this situation. I was a bit too uneasy as I was observed. Especially while using Turkish I felt this effect more. In the previous lessons, I had used Turkish more easily but this week using Turkish frightened me as I was being observed. As a result of all these matters, I was a little more anxious when compared to the previous weeks.

4.2.5. Mentors:

Analysis of the data also revealed that mentors including the cooperating teachers and the university supervisors were among the sources of anxiety experienced by student teachers. Within this category, cooperating teachers' interference in the lesson delivered by the student teachers play an important role. According to student teachers, it is a very humiliating act performed by the cooperating teachers in front of the students. These cases belong to student teacher anxieties that appear at the time of teaching rather than before-the-class feelings. Two student teachers explain how they felt about being interrupted by their cooperating teachers in the middle of the lesson:

Bugün ikinci defa aynı sınıfa derse girdim. Sınıfla biraz daha kaynaştığımızı söyleyebilirim ama sınıfın diğer sınıflara göre seviyesinin daha düşük olduğunu da öğrenmiş oldum. Bugün farklı bir durum ortaya çıktı. Hocamız işimize karışmaya başladı sanki. Sınıfın önünde bir şey anlatırken hocanın bir şeyler söylemesi öyle yapma böyle yap demesi rahatsız etti açıkcası beni.

*Today it was the second time I taught this class. I can state that we have got more acquainted with each other but I happened to learn that the level of this class was lower than the other classes. Today another event has occurred. **It seems that our teacher started to interfere in our teaching. In fact, the teacher's saying what to do and what not to do disturbed me while I was teaching in front of the class**.*

Çocuklar olumlu cümlede passive'in nasıl yapıldığını keşfettiler ve kuralı söylediler. Tam bu sırada sınıftaki öğretmenimiz beni çağırarak böyle anlatma dedi dersin ortasında ve bana kağıda yazdığı kuralı gösterdi. Bunları yaz sonra örnekleri tahtaya yaz dedi. Bu benim konsantrasyonumu tamamen bozdu ve tahtada afalladım diyebilirim. Kural yazmak kolay tahtaya ama bu gerçekten benim sinirlerimi bozdu ve gerisini de nasıl yaptığımı hatırlamıyorum.
*The children discovered how to make an affirmative passive sentence and told the rule. Just as we did so, the teacher in the class called me and told me not to teach in this way but to write the rules s/he jotted down and the sample sentences on the board. **This act distracted me and I can tell that I got puzzled in front of the class**. It is easy to write a rule on the board but this really irritated me and I don't remember how I went on.*

In addition to interference by the cooperating teachers, the student teachers reported that they were anxious when their cooperating teacher saw them as students rather than teachers, when they criticized them about their teaching techniques which are different from theirs, when they ask them to change an activity in the last minute, when they had to teach without a plan because of the cooperating teacher, and when they are too demanding. The following extract exemplifies how a student teacher is affected from the demands of the cooperating teacher:

Genelde iyi gidiyorum ama hoca benden sürekli bişeyler istiyor. Onu da ver bunu da ver. Öğrenciyi sustur, tahtaya yaz, vs. Ben hepsini nasıl yapayım? Geriliyorum tabi.
*Generally it's going well but the teacher [the cooperating teacher] asks for more: teach this and that, keep students silent, write on the board, etc. **How can I handle all of them? Of course, I'm stressed**.*

Most of these concerns, according to the student teachers, are the results of the fact that the cooperating teachers are rather old and not innovative about language teaching methodologies and classroom procedures. In contrast to cooperating teachers' becoming old and far from new teaching methods as a source of anxiety, one student teacher reported that she was experiencing stress because her cooperating teacher is young and knowledgeable about new trends in language teaching. She explains the situation as follows:

Staj okulumdaki öğretmenin genç olması ve eğitim alanındaki son gelişmelerden haberdar olması, bizden beklentisinin daha fazla olabileceğini düşündürdü. İlk uygulama gününde de bu beklentinin var olduğunu öğretmenimiz bize belirtti. Daha güncel bilgilere sahip olmamız gerektiği ve bunları uygulama becerimiz gözlemlendiği için biraz heyecan duydum. Sahip olunan bilginin her zaman istendiği gibi uygulamaya dökülemediğini, ilk dönem uygulamalarında zaman zaman tecrübe ettiğim için ders öncesi biraz endişelendim.

*That our cooperating teacher is young and knowledgeable about the recent developments made me think that her expectations were high. In our first practice day, our teacher expressed the existence of this expectation. **I felt excited, as we were to know the recent developments and the application of these issues were observed**. By experiencing at the practices of the first semester I learnt the lesson that it is hard to apply the knowledge we had, therefore I was a little anxious before the lesson.*

In addition to cooperating teacher effect, supervisor interference was the only anxiety-provoking situation for one student teacher as stated in the diaries.

4.2.6. Miscellaneous:

Other teachers' negative ideas about student teachers and students in the classrooms and some technical issues fall into this category. The results of the analysis indicated that other teachers in the practicum school were the sources of anxiety experienced by student teachers. In one case, a student teacher was anxious due to the ideas of other teachers about their role in the schools. In another case, the student teacher is stressful about teaching a class, about which she was informed by a teacher in the teachers' room just before she entered the lesson. The following extract explains her feelings:

Ders anlatacağım sınıftan bütün öğretmenleri yaramaz olarak bahsettiler ve ders dinlemek istemediklerini ve özellikle İngilizce öğrenmek istemediklerini belittiler. Bunları duymak beni endişelendirmişti. İlk hafta gözlem yaparken de bunu farketmiştim.

*All teachers expressed that the class I was to teach was naughty, that they didn't want to listen to the teacher and especially that they don't want to learn English. **I was anxious to hear that**. I had noticed that in the first week while observing.*

Certain technical issues were also among the factors contributing to anxiety in student teachers' teaching experiences. While one student was concerned about the teaching material in the book, another student teacher was anxious about the possibility of the situation that OHP would not work on the day of teaching. Another student, similarly,

stated experiencing a sudden feeling of anxiety when she saw that the class board was not magnetic, which was an absolute must for her because she needed to attach her pictures on. She explains the situation as follows:

> Tahtaya resim yapıştıracaktım, tahtanın mıknatıslı olduğunu düşünmüştüm derse gelmeden ve ona uygun olarak da mıknatıs götürdüm. Ama o da ne?!?! Tahta mıknatıslı değilmiş. O an elim ayağıma dolaştı, ne yapacağımı bilemedim, gözlerim doldu biraz. Allahtan ki sınıftan bir kız "Hocam bant vereyim mi?" dedi de soğuk soğuk ter dökmekten kurtuldum. Ve büyük bir minnetle aldım bantı. Aslında bu olay şunu öğretti, her zaman olumsuz bir durum olursa diye yanında ekstradan bir şeyler bulundurmalıyım. Bunu hemen beynimin bir köşesine yazdım.
> *I was going to stick some pictures on the board, I thought that the board was magnetic and I brought the magnets accordingly. Then what!? **The board was not magnetic. I was stunned, I didn't know what to do, I was about to cry**. Fortunately, a girl from the class offered a roll of tape and I got rid of cold sweat. I took the tape with great appreciation. Actually, this event taught me that I should always bring extra materials in case something extraordinary might happen. I immediately decided to bear it on my mind.*

4.3. Summary of the Results in the Light of the Research Questions

The first research question asked 'What is the level of student teacher anxiety that student teachers from different majors of study experience?'. As for the answers to the STAS, the mean scores according to the first administration of the scale at the beginning of the practicum and at the end of the practicum were as follows: Student teachers from the English Language Teaching department: 3,57 / 3,14; German Language Teaching: 3,55 / 3,64; French Language Teaching : 3,53 / 3,77; Primary School Teaching: 3,28 / 3,44; Social Sciences Teaching: 3,59 / 3,67; Mathematics Teaching for Primary Schools: 3,13 / 3,36; Instructional Technologies and Computer Teaching: 3,39 / 3,40; and Overall: 3,44 / 3,37. The results, then, indicated that student teachers from different majors of study experience a moderate level of anxiety both at the beginning and at the end of the practicum.

The second research question asked 'Is there a difference between the anxiety levels experienced by student EFL teachers and student teachers from other disciplines?'. The results of the study showed that student teachers from ELT department were experiencing significantly higher levels of student teacher anxiety at the beginning of the practicum and significantly lower levels of anxiety at the end of the practicum. The

results also showed that student teachers from three foreign language teaching departments (English, French, and German) were experiencing significantly higher levels of student teacher anxiety at the beginning of the practicum and significantly lower levels of anxiety at the end of the practicum. Therefore, the level of anxiety experienced by student EFL teachers was different from the anxiety experienced by student teachers teaching in other disciplines.

The third research question of the study asked 'Does the level of student teacher anxiety that student teachers from different majors of study experience change throughout the practicum?'. The results of the study indicated that there was a significant difference between the anxiety levels of the student teachers from different majors of study at the beginning and at the end of the practicum.

The fourth research question of the study asked 'What is the level of foreign language teaching anxiety experienced by student EFL teachers?'. As for the answers to the FLSTAS, the mean scores according to the first, second, and third administration of the scale were as follows: Overall: 2,54 / 2,41 / 2,22; Factor 1 (Relationship with the mentors): 2,78 / 2,53 / 2,32; Factor 2 (Language proficiency): 2,45 / 2,29 / 2,12; Factor 3 (Feelings about academic competence): 2,26 / 2,13 / 1,99; Factor 4 (Fear of being criticized by peers): 2,57 / 2,56 / 2,22; Factor 5 (Fear of what others think): 2,46 / 2,33 / 2,18; Factor 6 (Student effects): 2,80 / 2,77 / 2,62. According to the results of the study, student EFL teachers experience a moderate level of foreign language teaching anxiety before the teaching practice, after the microteaching experience, and after the practicum process.

The fifth research question of the study was: 'Does the level of foreign language teaching anxiety experienced by student EFL teachers change throughout the practicum process?' The results of the study indicated that there is a significant difference among the anxiety levels of the foreign language student teachers before the teaching practice, after the microteaching experience, and after the practicum process. As for the six factors, all factors affecting foreign language student teacher anxiety showed a decrease at the end of the practicum except Factor 6 (Student effects).

The sixth research question of the study asked 'Is there an effect of language proficiency on the anxiety experienced by student EFL teachers?' The results of the study indicated no significant effect of language proficiency on overall foreign language student teacher anxiety and Factor 3 (Language Proficiency).

The seventh research question asked 'What are the sources of anxiety experienced by student EFL teachers?' The results of the study suggested six main sources of foreign language student teacher anxiety. The categories with the number of communication units and percentages are as follows:

❖   anxiety related to students and class profiles (N= 142; 48,1 %)

❖   anxiety related to classroom management (N= 58; 19,7 %)

❖   anxiety related to teaching procedures (N= 50; 17 %)

❖   anxiety related to being observed (N=29; 9,8%)

❖   anxiety related to mentors (N= 11; 3,7%)

❖   anxiety related to miscellaneous concerns (N= 5; 1,7 %)

5. DISCUSSION

This chapter discusses the quantitative and qualitative findings of the present study along with the relevant literature on student teacher anxiety, foreign language learning and teaching anxiety, and foreign language student teacher anxiety.

5.1. Student Teacher Anxiety

In order to find out the level of anxiety of student teachers from different majors of study at the beginning of the practicum, 403 student teachers were given a 'Student Teacher Anxiety Scale (STAS) before they started teaching practice. The descriptive analysis of the quantitative data showed that student teachers answering the scale were moderately anxious with a tendency to be highly anxious about the items in the scale at the beginning of the practicum (M=3, 44). Furthermore, the analysis showed that the most anxious groups of student teachers were from English Language Teaching and Social Sciences Teaching whereas the lowest level of anxiety belonged to Mathematics Teaching for Primary School.

In addition to the descriptive findings, the results of the statistical analysis revealed that there was a significant difference among the level of anxiety of student teachers from different departments. In a more detailed analysis, it was found that there was a significant difference between the anxiety levels of student teachers from English Language Teaching and Mathematics Teaching for Primary School. To explain further, student teachers from the English Language Teaching program were significantly more anxious than student teachers from Mathematics Teaching for Primary School program. Moreover, the analysis revealed that the anxiety level of student teachers from English Language Teaching department at the beginning of the practicum was significantly higher than all other student teachers from the other disciplines (Computer Education and Instructional Technologies, Mathematics Teaching for Primary Schools, Social Sciences Teaching, Primary School Teaching, German Language Teaching, and French Language Teaching). Similarly, when all language-related fields are considered

(English Language Teaching, French Language Teaching, and German Language Teaching), the student teachers who were supposed to teach a foreign language had significantly higher levels of anxiety than student teachers from the aforementioned programs. Although literature does not suggest any findings related to the possible differences between the level of anxiety of student teachers of English Language Teaching program and the other programs or the differences between the level of anxiety of student teachers from Foreign Language Teaching programs and other programs, a general conclusion can be made about the significant differences among student teachers from various disciplines.

In order to find out the level of anxiety of student teachers from different majors of study at the end of the practicum, the STAS was administered to the same group of students once again at the end of their teaching practice experience. The descriptive analysis of the quantitative data, this time, showed that student teachers answering the scale were moderately anxious with a tendency to be highly anxious about the items in the scale at the beginning of the practicum (M=3, 37). This finding provides us with the information that student teachers were still experiencing anxiety although they almost completed their teaching practicum and delivered a number of lessons as well as making in-class observations of their cooperating teachers and peers. Furthermore, the analysis showed that the most anxious groups of student teachers at the end of the practicum were from French Language Teaching, and the lowest level of anxiety belonged to student teachers of ELT department. Moreover, the anxiety level of student teachers from ELT department at the end of the practicum was significantly lower than all other student teachers from the other disciplines. Similarly, when all language-related fields are considered (ELT, French Language Teaching, and German Language Teaching), the student teachers who are supposed to teach a foreign language had significantly lower levels of anxiety than student teachers from other programs.

The overall findings related to the levels of anxiety is no surprise bearing the fact in mind that teaching practicum is one of the most important component of the teacher education programs albeit being the most stressful part as well (MacDonald, 1992). The findings of this study related to the levels of anxiety correlate with the previous studies

which found that student teachers were moderately anxious about practice teaching before they start teaching as practitioners (Capel, 1997; Çakmak, 2008). Moreover, specific studies in the field have proved that when the subject matter differences are scrutinized, teachers (Murray-Harvey et al., 1999) and student teachers may diverse from each other in terms of the level and types of the anxiety they experience (Preece, 1979; Ngidi & Sibaya, 2003; Çakmak, 2008). As for the differences across disciplines, the observed difference might be due to the fact that each department looks at the implementation of the practicum process from different perspectives, and that there is not a consistency in the organization of the teaching practice among departments and in certain cases within a department itself (Paker, 2000).

5.2. Change in the Level of Anxiety among Student Teachers

Although the mean scores for the two administrations of the STAS look similar to each other (M=3,44 and M=3.37 respectively), statistical analysis showed that student teachers' anxiety at the beginning and at the end of the practicum were significantly different from each other. In other words, the student teachers, regardless of their program, were less anxious in the second administration. This finding can be explained by considering the fact that student teachers are gaining a sort of teaching experience throughout their teaching practicum (Pigge & Marso, 1987; Gardner & Leak, 1994; Canessa, 2003; Merç, 2004). According to Pigge and Marso (1987), the placement of the student teachers in the real teaching contexts is a 'sink or swim' responsibility for them. Besides, the student teachers are experiencing the 'reality shock' in their actual teaching experiences which, undoubtedly, cause "intense concerns about self survival" (Pigge & Marso, 1987, p. 114). Furthermore, Gardner and Leak (1994) asserted that although teachers experience much of their anxiety at the beginning of their teaching, intensely on the first day, an early exposure to anxiety may result in "inappropriate behavior that reduces teaching effectiveness throughout the individual's career" (p. 30). This can be supported with the widely accepted notion concerning the novice vs. expert teacher behavior. It is evident that novice teachers use exact course objectives to shape structured lesson plans whereas expert teachers' decision-making skills are formed according to the needs of the learners together with planning (Westerman, 1991). Therefore, the student teachers in our context, as novices, might be trying to structure

their lessons very strictly at first, later might be slightly moving to better and more flexible lessons through time.

Further analysis, on the other hand, demonstrated that the reason for the significant decline in the level of anxiety experienced by student teachers was due to the effect of the change in the scores of the student teachers from 'English Language Teaching' program as well as a very slight increase observed in the scores of student teachers from 'Instructional Technologies and Computer Teaching' program. The anxiety level of the remaining student teachers from other programs such as German Language Teaching, French Language Teaching, Primary School Teaching, Social Sciences Teaching, and Mathematics Teaching for Primary Schools showed an increase from the beginning to the end of the practicum. This is an interesting result when the context of the study is considered. Although the teacher training policies are similar in terms of the lessons taken, times for teaching, and placement in the practicum schools, some students are said to be making use of their teaching practicum more effectively than others. The student teachers from the English Language Teaching program and the student teachers from Instructional Technologies and Computer Teaching program (to some extent), in a similar perspective, were using the practicum process as a means to reduce their teaching anxiety. On the other hand, students from other disciplines were still suffering from the teaching anxiety. They seem that they are still experiencing the symptoms of the reality shock.

In order to predict the above-mentioned findings, the researcher conducted further interviews with the implementers and/or coordinators of the seven programs as the student teachers in this study come from. It was noted that student teachers from six programs including German Language Teaching, French Language Teaching, Primary School Teaching, Social Sciences Teaching, Instructional Technologies and Computer Teaching, and Mathematics Teaching for Primary Schools did not deliver any lessons during their microteaching experience. They only observe their cooperating teachers, write reports of observation, prepare worksheets, and internalize the class and school rules. On the other hand, student teachers of the English Language Teaching were delivering lessons by sharing a class-hour with their peers. Therefore, the appearing

difference might be the result of the higher levels of teaching experience of the student teachers from the English Language Teaching program, which helped them have a diminished level of student teacher anxiety at the end when compared to the beginning of the practicum process.

According to the results of the STAS, student teachers of ELT were the most anxious group at the beginning of the practicum; however, they were seen as the least anxious of all groups at the end of the student teaching experience. This can be an indicator of the very idea that student teachers of English use the practicum process very effectively to reduce their anxiety which could set a barrier to their teaching in a successful manner. Furthermore, the findings indicate clearly that foreign language teaching anxiety is a distinct phenomenon which should be investigated carefully because of the fact that student teachers from ELT department differs from other fields in terms of the anxiety experienced throughout the practicum process. Horwitz (1996, p. 367) explains the distinct nature of language teaching when compared to other disciplines in connection with the anxiety concept:

> Teachers of any subject matter are expected to be experts in that area, and language teachers, like any other teachers, have some knowledge gaps in their teaching specialty. But while a mathematics or history teacher can prepare the material necessary to a specific lesson, language teachers must always be ready to speak the language in front of the class. If spontaneous language use is valued, then the teacher will be unable to predict the path any classroom conversation might take. Thus, there is the possibility of making mistakes and vocabulary lapses at every moment of every class.

This quotation leads us to the discussion of the findings of the second phase of this study: foreign language student teacher anxiety.

5.3. Foreign Language Student Teacher Anxiety

The findings related to anxiety experienced by different majors of study indicated that foreign language student teacher anxiety is a special phenomenon. That is to say, there are certain domains that make foreign language student teachers more or less anxious as indicators of their level and types of anxiety during their apprenticeship in foreign language teaching. As Horwitz (1996) states, all foreign language teachers are language

learners as well; therefore, it is probable that they are suffering from anxieties that are the results of the language they are teaching as a distinct construct. Although Horwitz' (1996) words are for in-service language teachers, it is quite appropriate to generalize it to pre-service context in which student teachers are both teaching and learning a foreign language.

Bearing in mind the distinct characteristics of foreign language teaching anxiety in the pre-service context, this study aimed to measure the level of the anxiety and the types of anxiety with a separate instrument. The scale, first of all, was administered to the foreign language student teachers (N= 150) at the beginning of the year, namely before they performed any teaching tasks. At this time of administration, the student teachers did not have any formal teaching experience different from demonstrations in front of their methodology teachers and classmates as their peer teachers. The findings showed that the student teachers were moderately anxious (M= 2.54). As the analysis suggested, students to be taught and student teachers' relationship with their cooperating teachers and university supervisors caused the highest levels of anxiety among the six factors (M=2,80 and M=2,78 respectively). On the other hand, student teachers' feelings about their self-perceived academic incompetence caused the lowest level of anxiety among the six factors (M = 2,26). This finding puts forward that student teachers are more concerned about the potential students they will be teaching in their teaching experiences just before they started teaching. Similarly, student teachers are experiencing the stress about their potential cooperating teachers at schools they will be teaching and their university supervisors, who are also supposed to grade their performance in planning and teaching. In contrast, student teachers were not fearful about their academic competence. They probably thought that they were trained well on how to teach and were feeling themselves quite ready for the teaching work. This may be due to the fact that they may feel their curriculum provided them with sufficient information.

Second, the scale was administered to the same student teachers at the end of their micro-teaching experience and before the practicum. At this time of administration, the student teachers had some degree of teaching experience, but limited to teaching one

third of the lesson which they shared with their peer teachers. They also had the chance to observe their peers and cooperating teachers while teaching. The findings showed that the student teachers were again moderately anxious (M= 2.41); however, this score was lower than the score they obtained in the first administration. The analysis suggested that, this time, once again, students to be taught caused the highest levels of anxiety among the six factors (M=2,77). This finding suggests that student teachers were still concerned about the students in their classrooms. Thus, this may be the result of the facing the 'real world' and seeing the 'real monsters'. Although they had one semester of teaching, they could not learn to deal with students in the way they envisaged. On a parallel basis with the first administration, student teachers' feelings about their self-perceived academic incompetence caused the lowest level of anxiety among the six factors for the second administration (M= 2,13). It can be argued that the microteaching experience gave student teachers the necessary boost to build the self-confidence about their academic achievements.

The role of the microteaching experience (School Experience II course) is fairly outstanding based on these findings. It can be seen as a very valuable tool by the student teachers. This is the course that gives them the chance to be introduced to the teaching profession (Benton-Kupper, 2001). Almost forty years ago, Allen and Ryan (1969, p. 1) had defined microteaching as "a training concept that can be applied at various pre-service and in-service stages in the professional development of teachers". The concept of microteaching is still a very 'in' concept in teacher training. Although different forms of microteaching are available, the general philosophy still remains (Benton-Kupper, 2001). Besides, preservice teachers see microteaching as a very meaningful learning activity and it alleviates the heavy work load of the practicum by providing student teachers with a rather pressure-free environment to plan, teach, and reflect on their teaching (Amobi, 2005). In the context of this study, the results supported the microteaching as a brilliant tool which provides valuable opportunities with the student teachers. The decline in some of the anxieties after the microteaching experience is the proof for these comments related to the benefits of the microteaching as one of the students mentioned during the interviews:

İlk dönem neleri eleştirip neleri eleştiremeyeceğinizi, nelere dikkat edildiğini öğrendik, ilk dönem feedback alırken biraz daha oturdu. İkinci dönem, daha doğrusu her ders bunlara daha bir dikkat ettik ve işe yaradı.
During the first semester [in the microteaching] we learned what is criticized and what is more important for you [university supervisors], it was internalized during the feedback sessions in the first semester. In the second term [in the teaching practicum], of course in every lesson, we were more considerate about these and it worked.

Finally, the scale was administered to the student teachers at the end of their practicum process. In this final administration, the student teachers had almost full teaching experience which allowed them to teach whole class hours by themselves. In addition, they had the chance to observe their peers for full class hours and cooperating teachers while teaching. The findings showed that the student teachers were again moderately anxious (M= 2,22). Nevertheless, their score this time was lower than the score they obtained in the first and second administrations. The analysis suggested that, this time, student teachers were experiencing the highest level of anxiety because of the students they were supposed to teach (M=2,62). This finding implies that student teachers were still concerned about the students in the classrooms although they completed their practicum processes. The aforementioned 'real world' and 'real monsters' were still in student teachers' mental world. In correlation with the first and second administration, student teachers' feelings about their self-perceived academic incompetence caused the lowest level of anxiety among the six factors for the final administration (M = 1,99). These two findings, of course, seem contradictory. In one level, student teachers feel themselves 'ready' to teach, on the other hand, they are still afraid of 'their students'. This contrast in their attitude may stem from the fact that they lack the number of hours of experience which render teachers their self-confidence and higher self-esteem as teachers. Moreover, an explanation to this finding is the mere fact that students were taking themselves as the ones at least more knowledgeable than the students they are teaching. Their lesson plans and discussions with their peers, cooperating teachers, and supervisors on a classroom teaching might have given them the idea once again that they are equipped with the necessary knowledge and skills for teaching English as a foreign language. However, these results must be approached with caution considering the fact that student teachers are still experiencing anxiety related to their academic

achievements; the point here is that their anxiety about their academic incompetence is lower than other types of anxieties.

To summarize, student teachers in this study were experiencing a moderate level of foreign language student teacher anxiety similar to those student teachers in Oman (El-Okda & Al-Humaidi, 2003) and in Korea (Kim & Kim, 2004). However, the possible change in the levels of anxiety throughout the practicum for both overall anxiety levels and certain factors contributing to anxiety is worth discussing. The rest of this chapter will deal with these concerns.

5.4. Change in the Levels of Foreign Language Student Teacher Anxiety

This study also found that there was a significant difference among the three administrations of the FLSTAS. In other words, the overall anxiety level of the student teachers was gradually decreasing within the time periods: from the beginning to the end of the teaching experience. This finding is quite logical and understandable within the proposal that experience brings lower levels of anxiety. When student teachers gained experience in teaching, they were more able to deal with various classroom procedures. The findings of this study positively correlate Merç's (2004) findings related to student teachers' problems stemming from their anxiety. On a parallel perspective, Merç (2004) had found that student teachers' problems related to anxiety had reduced noticeably from the beginning of the practicum process at the end of the practicum. Moreover, Canessa's (2003) pioneer study that applied experience as a variable in language teaching anxiety had identified that while non-native foreign language teachers gain experience, their level of teaching anxiety tend to decrease gradually. Canessa (2003, p.17) stated that "they [non-native teachers] may feel empowered by the gratifying thought that no matter how difficult their first years of teaching experience may turn out to be, things are likely to get better for them". Although this statement is for beginning teachers, the findings of this study can easily adapted to the pre-service context since experience of any king might result in lower levels of teaching anxiety.

5.5. Sources of Foreign Language Student Teacher Anxiety

The analysis of the factors affecting foreign language student teacher anxiety obtained through the survey offered valuable results to explain the process of the teaching experience of student teachers from the anxiety perspective. The qualitative findings of the study, on a parallel basis to the quantitative results, revealed six major categories as the sources of foreign language student teacher anxiety: students and class profiles, classroom management, teaching procedures, being observed, mentors, and miscellaneous.

Students to be taught play one of the most evident roles in student teachers' teaching experiences and their anxiety as our data suggest. According to the findings, student teachers experience the highest level of anxiety related to their relationship with their students at all stages of their student teaching experiences. These findings are highly correlated to similar studies conducted in different research settings. For example, Kim and Kim's (2004) student teachers were concerned about their interaction with the students they were supposed to teach. The study also showed that there were no statistically significant differences among the three stages of the teaching practice when the effect of students to be taught as the predictor of foreign language student teacher anxiety is taken into consideration. This means that at any stage of teaching, how much experience the student teachers are supposed to have gained, their concerns continue till the end of the practicum. According to Kim and Kim (2004), student teachers may feel uneasy when they teach specific types of students: unmotivated ones, uninterested ones, the ones who lived in English-speaking countries before joining their classes. As Kim and Kim (2004, p. 176) state, "a few poorly motivated students can ruin the class atmosphere". The student teachers cannot know when those students will be poorly motivated or highly uninterested; therefore, they worry about these possible obstacles throughout their teaching practicum. In accordance with these findings, earlier studies reached similar conclusions on this specific theme such as acceptance by the pupils (Thompson, 1963); pupil disruption levels in class (Hart, 1987); hostile comments from students and providing inadequate answers to students' questions (Gardner & Leak, 1994); interpersonal relationships with the students (Beach & Pearson, 1998); dealing successfully with misbehaving pupils (Swennen, Jörg & Korthagen, 2004); meeting the

needs of the diverse needs of the learners, violence and outside hate of the students, and lack of respect (Rieg et al., 2007); and maintenance of students' attention throughout the course and motivating the students (Çakmak, 2008).

The qualitative data analysis suggested that classroom management was an important contributing factor to foreign language student teacher anxiety. Classroom management is one of the key concepts in student teaching (Preece, 1979) or in any type of teaching experience (Emmer & Stough, 2001). According to Veenman (1984), classroom management including time management was the most frequently reported and the most serious problem among beginning teachers. Later studies found classroom management as one of the major concerns of student teachers (Kwo, 1996; Capel, 1997; Mau, 1997; Valdez et al., 2000; Aydın & Bahçe, 2001; Chepyator-Thomson & Liu, 2003; Merç, 2004). For instance, Çakmak's (2008) findings on student teacher concerns merely focused on the impact of classroom management on the success of student teaching. According to Çakmak (2008), the reason for the high number of concerns in this category is the courses about classroom management, which could be revised according to the needs and expectations of the prospective teachers. Besides, Chepyator-Thomson and Liu (2003) claim that student teachers in their study gained the ability to control the classroom after spending a great deal of time in an eight-week teaching practicum. Furthermore, most student teachers in this study indicated that they were experiencing anxiety related to classroom management and time management. Murray-Harvey et al. (2000) indicate that student teachers are highly concerned with their abilities in managing the time and managing the class. Therefore, it can be assumed that student teachers might be experiencing problems related to these issues since they were highly stressful and concerned about them. Similarly, Merç (2004) had identified classroom management and time management as the most frequently identified problem by the student teachers themselves. Rieg et al. (2007) also documented that student teachers were asking themselves the following crucial questions: 'What if my lessons are too long or too short?'. Thus, it is not surprising that student teachers in this study were experiencing a high level of anxiety related to these classroom issues. The situation can also be explained through the appropriate use of decision-making skills of student teachers. As literatures suggests, student teachers are motivated to adapt their lesson

plans according to timing and classroom management in comparison with more experienced teachers (Vanci Osam & Balbay, 2004). Hence, it is not surprising that time management and classroom management are the two noticeable sources of anxiety. In addition, varied teaching contexts, such as cooperative learning or inclusion settings require effective and flexible classroom management skills (Emmer & Stough, 2001). When the nature of foreign language classrooms considered, in which learners are intensely organized in pairs and groups, it is quite normal that student teachers with limited classroom management skills suffer from higher levels of anxiety.

The analysis of the survey data put forward that student teachers' relationship with their mentors, namely the cooperative teachers and the supervisors, was a causal factor for the anxiety experienced by the practitioners. Qualitative analysis of the data also yielded to findings related to the role of the supervisors and the cooperating teachers. Although the supervision component is not directly taking its place in actual classroom teaching atmosphere, student teachers feel anxious about being observed by their supervisor at least once throughout their teaching practicum. Of course, a high level of anxiety of being observed by their supervisors would create pressure on the student teachers that might result in an unsuccessful lesson. In earlier studies dealing with student teachers' concerns, it was also identified that supervisors had a key role in student teacher anxiety. Considering the nature of foreign language classrooms in which student teachers are supposed to deliver their lessons in English, it is quite probable that student teachers were anxious about making mistakes in front of their teacher, the university supervisor. However, one must note that fear of being observed may not be limited with the novice teachers and student teachers. Many experienced teachers may share their sentiment. Concerns related to cooperating teachers, on the other hand, center on the relationship of the student teachers with them. These problems, according to the findings of this study, are because of the differences between how student teachers perceive practice teaching and how cooperating teachers perceive student teachers' roles in practicum. However, according to Murray-Harvey et al. (2000), quality of the cooperating teacher is the key element for success in the practicum. However, according to Paese (1984), cooperating teachers often do not have effective observation techniques, do not know what to observe, or which student teacher behaviors to try to

change and which to try to develop further, and thus, they have a limited effect on changing student teachers' behavior in the classroom. Similarly, high expectations of the cooperating teachers related to lesson planning and classroom management as well as ineffective modeling of the cooperating teachers are the two factors contributing to stress and failure in student teaching (Rieg et al., 2007). The cooperating teacher's anxiety and attitude toward the profession of teaching directly manipulate the preservice teacher's anxiety and vital attitude about the teaching job (Woolley, Woolley & Hosey, 1999). On the other hand, student teachers find observing cooperating teachers enjoyable and beneficial especially when they are given the chance to make comments on their teaching and have a chance for discussion of the classroom events, specifically occurrences related to classroom management and teaching styles (Anderson, Barksdale & Hite, 2005). Therefore, when cooperating teachers are more open and flexible about discussing their own classroom applications with their student teachers, it is possible that student teachers will experience lessened levels of anxiety related to their cooperating teachers. The overall understanding of the relationship between these two sides should be, then, learning from each other rather than criticism of each other. Cooperating teachers, indeed, should see the practicum as "a genuine professional development opportunity" (Hastings, 2004, p. 146). From another perspective, the student teachers can be seen as the students of the supervisors and cooperating teachers. Thus, when the findings from language learning anxiety research, which suggest that the higher the students' evaluation of their teachers as supportive, encouraging, and understanding, the lower the students' level of anxiety in foreign language learning situations (Abu-Rabia, 2004). The negative evaluation of the supervisors and the cooperating teachers by the student teachers, then, might be an explanation for the anxiety of the student teachers stemming from their relationships with their mentors.

Moreover, the students' anxiety related to their relationship with their mentors was significantly higher at the beginning of the teaching practice than the end of the microteaching experience and at the end of the practicum. On the other hand, student teachers were experiencing a similar level of anxiety related to their mentors at the beginning and at the end of the practicum. One possible reason for this situation might be that student teachers were getting used to working with their mentors during the

micro-teaching experience. Once they saw that the two types of mentors are there to help them rather than to judge them, they might have a feeling of relief, knowing that they would study with similar teachers for the second term, their concerns come to a lower level.

Student teachers' anxieties related to their self-perceived academic incompetence was also prominent. Academic incompetence, in this context, refers to lack of any kinds of theoretical knowledge and practical skills of the student teachers. Literature on student teacher anxiety also suggests that academic and professional concerns lead to certain levels of anxiety (Williams, 1991; Merç, 2004; Bell, 2005; Rieg et al., 2007) and is chiefly called professional concerns anxiety (Hart, 1987).

Rieg et al. (2007) reached similar findings with their student teachers in terms of the anxiety related to academic incompetence. According to them, content knowledge and pedagogy are the two contributing factors to student teacher anxiety. The students were asking the following crucial questions which are almost identical to the findings of this study: "What if I cannot answer their questions? What if I make a mistake?" (Rieg et al., 2007, p. 216). In contrast with factors such as relationship with mentors and language proficiency, student teachers' concerns related to their academic incompetence showed that it is a real worry at the beginning stages of the teaching experience and does not easily decrease throughout the teaching experience. In fact, academic incompetence is the least concern to the student teachers in all periods of teaching experience; nevertheless, the students constantly suffer from the feelings of anxiety related to this concept. Although the student teachers think that they know better than the students they are teaching or they feel self-confidence about the theoretical knowledge and practical skills they possess, they always have a certain degree of stress about their knowledge and skills. This might be due to the feelings of facing an unexpected situation in which their knowledge and skills would not suffice to survive. For example, one of the items in this factor is about the pair and group work organizations. If a student teacher has hesitations about these kinds of organizations, s/he might think about it at any stage of teaching. Student teaching experience, hence, does not give him/her the required familiarity and comfort.

Both the survey results and the diary entries by the participant student teachers indicated the existence of a sort of anxiety caused by their peers. Peer, in our context, refers to the other student teachers who are placed in the same practicum schools, and who are required to work collaboratively with each other. In effect, peer teaching is one of the components of practice teaching and peer observation partnerships can help teachers develop their teaching practice, alter their educational perspectives, and build up collegiality (Bell, 2005). Especially in microteaching experience, the student teachers are placed in groups and are required to teach collaboratively. This also brings out certain concerns related to being criticized by peers. The existence of this phenomenon as one of the factors explaining the student teacher anxiety is quite common in similar studies regardless of context or discipline. However, specifically for foreign language teaching environment, the criticism by peers can be higher due to the fact that student teachers need to complete certain tasks in a foreign language such as writing a lesson plan, delivering a lesson in a foreign language, etc. Teaching practicum consists of others as individuals: peers, cooperating teacher, university supervisor, other teachers in the school, and students. Their ideas about a student teacher's performance are also important for him/her. In fact peers play an important role in the professional development of the student teachers within the concept of 'peer coaching'. Anderson et al. (2005) list the benefits of peer coaching as increasing preservice teachers' sense of professionalism, reducing teacher burnout, improving retention, increasing ability to reflect, affecting students' learning positively, and building collegiality. Moreover, peer-coaching results in lower levels of anxiety related to teaching (Williams, 1991). Nevertheless, the failure is due to the misuse of the opportunity to benefit from one another's experiences. If, then, student teachers can make use of this opportunity to coach each other, it will provide them with the maximum benefit in developing themselves as teachers. Furthermore, these two factors contributing to anxiety (fear of criticism by peers and fear of what others think) can be explained through socio-cultural point of view as well as a psychological point of view. From a socio-cultural angle, as members of a collectivist society, Turkish people are very concerned about others' ideas at any task in their daily lives (Göregenli, 1997). Therefore, one can expect its reflections in teaching practice applications, too. In other words, the effect of culture has a noteworthy role in practice teaching. Murray-Harvey et al. (1999) claimed in their

study that cultural differences are quite possible and important in examining the stress factors in teaching. Their Singaporean teachers were experiencing significantly higher levels of anxiety than their Australian peers as the ones coming from a more exam-oriented and less risk-taking culture (Murray-Harvey et al., 1999).

Another unique factor contributing to certain levels of teaching anxiety among the student teachers is the fear of being observed. However, the arguments presented here solely cover the fear of being observed without the inclusion of any other affective factor. Not only the qualitative data but also the survey results showed that being observed is a great concern to student teachers. Being observed, in our case, refers to the existence of the cooperating teacher and peers in the classroom while a student teacher is delivering a lesson as well as visits from the supervisors from time to time. All these observations are for both providing feedback and evaluating student teachers' performance except observations by peers. Although student teachers are knowledgeable about the fact that they would be observed for their performance throughout the practicum process, they are helpless when it comes to observation by their mentors. This finding is similar to studies conducted before in terms of the condition that being observed and evaluated is the highest concern to student teachers (Thompson, 1963; Hart, 1987; Capel, 1997; Capel, 1998). Certain explanations can be made for this situation. According to Kim and Kim (2004), teachers are sometimes anxious because they lack self-confidence and they are quite conscious that they are not self-confident enough about their language and teaching skills. The case may be similar to student teachers in this study. Lack of self-confidence might have led these student teachers to high levels of teaching anxiety. What's more, the aforementioned discussion related to the socio-cultural basis of anxiety applies here as well. The Turkish students - student teachers are still students in our case- are very much exam-oriented, and being aware of the fact that their performance in teaching would turn into grades might have created a lot of stress on them. One of the student teacher mentioned about this during the interview as:

> Not konusunda biraz daha rahat bırakılabilir diye düşünüyorum. Çünkü hepimizin, ben kendi arkadaşlarımdan da gördüğüm kadarıyla, not sorunumuz var. "Aman geçer miyiz, son sınıfta bırakırlar mı? Çok sıkıyorlar, devamsızlık bile yapamıyoruz" durumları var, belki biraz daha rahat bırakılabilir.

I think they [university supervisors] can be more flexible about grading because all of us, as far as I observed in my peers, have concerns about grades: 'Will we able to pass?' or 'Will they make us fail?' They are very strict; we don't even have the chance of not attending. Maybe it can be more flexible.

Moreover, it was found in the analysis that there were significant differences among the time periods in terms of fear of being criticized by peers and fear of what others think except the first and the second administration for the former and except the first and the second administration and between the second and the third administration for the latter. The results put forward that student teachers' fear of being criticized by their peers and others continued until they were almost over with their teaching experiences. The aforementioned explanation related to the socio-cultural aspect of practice teaching play its role in these findings, too. Student teachers' concerns related to their peers and other human constituents of the practicum are present at almost all stages of the teaching experience.

5.6. Foreign Language Student Teacher Anxiety and Language Proficiency

One of the important findings of this study was that language proficiency level of the student teachers did not correlate with their levels of foreign language student teacher anxiety. The quantitative analysis did not indicate any significant correlation. However, the student teachers' anxiety related to their language proficiency was significantly higher at the beginning of the teaching practice than the end of the microteaching experience and at the end of the practicum. On the other hand, student teachers were experiencing a similar level of anxiety related to their language proficiency at the beginning and at the end of the practicum. These findings can be explained that student teachers were concerned about their proficiency level in English. Most probably, they were asking themselves questions like 'What if I cannot speak English in the class?', 'What if I make mistakes?' etc. According to Horwitz (1996), foreign language teachers suffer from language issues because they are not strongly motivated or because they try to reach an idealized level of proficiency in the language. However, once they start teaching and see that they do not have trouble using English in the classrooms, they feel less concerned about the language issue. From another perspective, these student teachers might think that they are better in language proficiency than the students they

are teaching, which may give them the confidence to think they needn't worry about their proficiency in English; however, let us not forget that they still do feel anxious about them. Furthermore, when the analysis was double-checked by correlating the language proficiency scores of the participants with their anxiety scores on statements about language proficiency (Factor 3), once again, it was found that language proficiency level of the student teachers did not have any relationship with their levels of foreign language student teacher anxiety.

When the findings of this study related to language proficiency are considered, contrary to common belief, anxiety level of the student teachers did not increase as their proficiency level decreased. According to Horwitz (1996), language teachers are seen as language learners and are supposed to have fears related to their language proficiency. Ironically, student teachers answered statements related to language proficiency, and language proficiency was found as one of the factors contributing to anxiety in this study. When they are seen as language learners, the effect of low language proficiency on higher levels of anxiety is probable as documented by several language learning anxiety studies (Aida, 1994; Ganschow et al., 1994; Saito & Samimy, 1996; Ganschow & Sparks, 1997; Sparks et al., 1997; Onwuegbuzie et al., 2000; Chen & Chang, 2004; Bernaus & Gardner, 2008; Brown, 2008; Dewaele et al., 2008). In a very recent work, on the other hand, it was found that high levels of anxiety did not result in low achievement in foreign language learning (Marcos-Llinas & Garau, 2009).

One possible explanation to this finding might be the situation that student teachers with higher levels of proficiency level were experiencing higher levels of anxiety or vice versa. Maybe, more proficient student teachers felt themselves more responsible about language-related issues in teaching. They were more concerned about making mistakes because they know that they are good at English and they mustn't make mistakes in the classroom or in their lesson plans as it is the case for language learners (Marcos-Llinas & Garau, 2009). Moreover, the dilemma is provoked by the fact that they are usually looked upon as authorities of the subject matter they teach, i.e. English, and are habitually likely to provide accurate models of language performance for their students (El-Okda & Al-Humaidi, 2003). Another possible explanation about this finding can be

the situation that student teachers did not care about their language proficiency and its effect on their lesson plans and lessons. Most probably, they thought that students, at any class, are less proficient than themselves. The findings of this study, then, contradict with the other studies in the field in terms of language proficiency effects. To illustrate, the Korean student teachers in Kim and Kim's (2004) study suffered from productive skills such as writing and speaking, and this led to higher levels of anxiety. However, no earlier study in the field measured the proficiency level of the participants or used perceived language proficiency scores. Therefore, this study presents unique results in terms of the possible correlation of the measured language proficiency and anxiety.

6. CONCLUSION

This chapter consists of a brief summary of the study at the risk of sounding repetitive as well as the conclusions drawn based on the findings of the study. It also presents some suggestions for student teachers, cooperating teachers and university supervisors as mentors as well as some implications for the teacher education programs. Finally, some suggestions for further research are provided.

6.1. Summary of the Study

This study, first of all, aimed to find out whether foreign language student teacher anxiety was different from the anxiety experienced by student teachers from other disciplines. Second, it aimed at developing a valid and reliable scale measuring the level of foreign language student teacher anxiety. Third, it aimed to find out the level and sources of foreign language student teaching anxiety experienced by Turkish EFL student teachers through both quantitative and qualitative measures. Fourth, investigating the change in the level and sources of anxiety experienced by foreign language student teachers throughout the teaching practicum process was among the purposes of this study. Finally, the relationship between language proficiency level of foreign language student teachers and the level of anxiety they experience was examined.

Based on the specific purposes of the study stated above, the following research questions were formed:

1. What is the level of student teacher anxiety that student teachers from different majors of study experience?

2. Is there a difference between the anxiety levels experienced by student EFL teachers and student teachers from other disciplines?

3. Does the level of student teacher anxiety that student teachers from different majors of study experience change throughout the practicum?

4. What is the level of foreign language teaching anxiety experienced by student EFL teachers?

5. Does the level of foreign language teaching anxiety experienced by student EFL teachers change throughout the practicum process?

6. Is there an effect of language proficiency on the anxiety experienced by student EFL teachers?

7. What are the sources of anxiety experienced by student EFL teachers?

To answer these research questions, 403 student teachers from seven different departments answered a Student Teacher Anxiety Scale (STAS) at the beginning and 348 of them toward the end of the teaching practice experience. Moreover, 150 student teachers from English Language Teaching major were given a Foreign Language Student Teacher Anxiety Scale (FLSTAS) at three different times: before teaching experience, after microteaching experience, and after the practicum. At the same time, student EFL teachers were asked to keep diaries documenting their anxieties throughout the practicum process. Towards the end o the practicum, 30 of these student teachers were interviewed.

6.2. Conclusions of the Study

Considering the answers to the research questions listed above and according to the methodological design of the study, the following conclusions can be drawn. These are the general conclusions and have been formed in the form of a summary. For more information about the specific findings and a detailed discussion, please see Chapter 4 and Chapter 5 respectively.

❖ Student teachers from seven departments (Computer Education and Instructional Technologies, Mathematics Teaching for Primary Schools, Social Sciences Teaching, Primary School Teaching, German Language Teaching, French Language Teaching, and English Language Teaching) are moderately anxious at the beginning and at the end of their teaching experience.

❖ Student teachers from foreign language teaching departments (German Language Teaching, French Language Teaching, and English Language Teaching) are

significantly more anxious than their peers from other subject matters. Besides, student teachers from ELT department are significantly more anxious than all other student teachers from different disciplines.

❖ Student teachers, regardless of subject matter, are significantly less anxious at/toward the end of the practicum than the beginning of the practicum. However, when subject matters are considered, student teachers from ELT department have considerably lessened levels of anxiety as the student teachers from ITC department, who tend to show a slight decrease as well. All the other student teachers, on the other hand, experience similar or higher levels of anxiety at the end of the practicum.

❖ Student EFL teachers experience a moderate level of foreign language teaching anxiety before the teaching practice, after the microteaching experience, and after the practicum process.

❖ The foreign language teaching anxiety level of the student EFL teachers is significantly lower after the microteaching experience than its level at the beginning of teaching practice and lower at the end of the practicum than its level after the microteaching experience.

❖ When it comes to the sources of foreign language student teacher anxiety, the students to be taught whom student teachers struggle to teach play the most crucial role as a factor causing anxiety. Although it is not a factor special to foreign language teaching, it is noteworthy that trying to satisfy these students academically is very important for student teachers. Not being familiar with students, the class profile, and student needs are the outstanding sources of anxiety. In addition, students' unfamiliarity with them and their perception of the student teachers as students rather than teachers cause a degree of concern on student teachers. Existence of students with disruptive behavior in the classrooms also brings about anxiety. Teaching young and/or low proficient learners can also be counted as factors contributing to student teachers' anxiety. Moreover, the anxiety caused by students seems to be constant throughout the teaching practicum.

❖ Student teachers' relationship with their mentors is a factor contributing to their anxiety. It tends to diminish towards the end of the practice teaching when students gain experience in teaching. Student teachers are basically worried about their supervisors' and cooperating teachers' negative comments on their performance. Moreover, their

relationships with their cooperative teachers are among the sources of problems analyzed within this category.

❖ Classroom management is another source of anxiety for student teachers. Maintaining discipline in the classroom, managing the time, pacing the lesson and dealing with noise are among the most important points as the anxiety-provoking factors in student teaching.

❖ Feeling of academic incompetence is a source of anxiety for student EFL teachers. This portion of problems consists of several classroom applications bringing together the theoretical knowledge and practical skills of the student teachers. This anxiety especially appears when student teachers are required to teach a difficult language skill or a subject in their lessons. Besides, being able to meet students' expectations successfully and fulfilling the fundamental aspects of classroom teaching such as using their voice effectively, organizing pair- or group-work activities, using L2 in the classroom, and giving comprehensive instructions.

❖ Being observed by their cooperating teachers, university supervisors, and their peers is another factor contributing to anxiety for many student teachers. Since it is included in the content of the teaching practice, almost all student teachers experience it at least once throughout their apprenticeship.

❖ Finally, language proficiency of the student EFL teachers is a source of anxiety. The concept shows itself in contexts where student teachers need to perform actions in English such as writing lesson plans or delivering lessons in L2. However, language proficiency is not a predictor of language teaching anxiety. In other words, high level of language proficiency does not mean low level of anxiety or vice versa.

6.3. Implications for Teacher Education Programs

According to MacDonald (1992), when the concerns of student teachers are taken into consideration in a teacher education program, it is quite probable to reach a more meaningful and relevant practicum experience for student teachers. Therefore, student teachers' emotional and affective state of mind should be taken into consideration in student teacher placement in the teaching practicum. Student teachers with similar personal characteristics might be brought together as teaching partners as a way of taking emotional and affective states of teacher candidates. Since the aim of this study

was to explore the existence of foreign language student teacher anxiety along with its sources, the findings are capable of drawing a number of implications for the teacher education programs. When the differences among the anxiety levels of the student teachers from different disciplines are taken into consideration, it can be suggested for the faculties that they organize orientation sessions for the mentors and supervisors in order to establish consistency in the implementation of the teaching practice courses (Paker, 2000). If these sessions are already held, refining of the consistency in the implementation of the practicum should be taken as a discussion point.

When findings of this study and the previous studies in the Turkish context are considered (Merç, 2004; Yuksel, 2008), the student teachers seem to be suffering from limited practice opportunities. Therefore, a lengthened practicum can allow student teachers the necessary time to complete reflective processes and certain pedagogical issues rather than only recognizing problems but not having enough time to try to cope with those problems (Lee & Loughran, 2000). Furthermore, as a vital component of teaching practice, microteaching is very important for student EFL teachers' developing themselves as language teachers (Allen & Ryan, 1969; Benton-Kupper, 2001; Amobi, 2005). However, it does not offer a solution to the problems and diminishing of the anxieties experienced by student teachers. What teacher education programs can do is to help their student teachers to make use of the experience as much as possible.

Although pre-service teachers' and novice teachers' classroom stressors are well-defined, it is imperative to understand that the methods in which to assist in relieving and/or alleviating these pressures are made available, as well (Rieg et al., 2007). In response to anxieties resulting from mentors, Bourke (2001) suggests that the university can organize a mentoring course for supervisors and cooperating teachers to make sure that their theoretical and methodological backgrounds are in mutual levels of understanding. Furthermore, Murray-Harvey et al. (2000) suggest that supervisors might reduce their pressure on student teachers since student teachers take supervisors as the major reference for their teaching behavior. Suggestions from student teachers interviewed may explain the situation more clearly:

Daha ılımlı davransınlar. Mesela öğrenci sınıfta sunumunu yaparken, dersini anlatırken öğrencilere gözleme gelen hocaların hiçbiri öğrenciye müdahale etmesin. O bir kez olduğu zaman bir daha kopuyorsunuz hocam, o çok kötü oluyor.
They [university supervisors] should behave more moderately. For example, the university supervisors observing the student teacher should not interfere with the students while they are teaching. When this happens, you're broken away, and it's very bad.

Another implication based on the findings of this study is for the pre-practicum courses in teacher education programs. Student teachers experienced anxiety when what they faced in real classrooms did not correspond to or deviated from what they had learned in their courses or when they could not find the solution to the problem in their repertoire of English language teaching. Therefore, it is vital for teacher education programs to make connections between theoretical and methodological issues. The best place for this type of education is the methodology courses where student teachers are introduced to language teaching methodologies, several teaching and classroom techniques. Halbach (2000) states that it is quite important to find an appropriate teaching methodology in teacher education courses since student teachers are likely to take teacher trainers' teaching behaviors as models for their own teaching. For example, the 'Fundamental Aspects of Language Teaching' course, which the student teachers were not given because the curriculum did not include, can put greater emphasis on teaching certain classroom applications such as classroom management, using voice effectively, organizing the class in different activities, using L2 in the classroom, and giving instructions. One of the student teachers' complaints about the ineffectiveness of a tactic she was taught is noteworthy:

Şöyle bir şey yok Millî Eğitim'de; siz herkes konuşuyorsa hadi bakalım 5 dakika sessiz durun size dikkatini verecektir. Öyle bir şey yok. XXX arkadaşımız bunu denedi 5 dakika ellerini bağladı, bekledi ve çocuklar susmadılar, XXX ağlayarak sınıftan çıktı. Bu tarz metotların uygulanabilirliği olanların bize verilmesini istiyorum.
The state schools do not have this: Stay silent for five minutes if everyone in the class makes noise; and then they'll give you their attention. No! It doesn't work! One of my peers tried it; she tied her arms for five minutes, waited, but the students did not stop. She went out of class crying. I want to be trained with techniques that are applicable in the classrooms.

In such courses, the students need to be taught discretion and need to learn how to make the right choice in different teaching environments. Similarly, A course like 'Teaching English to Young Learners' offered at Anadolu University should try to equip student teachers with the know-how so as to meet the expectations of the children. It is worth mentioning to quote a student teacher's words about this issue:

> Bu acımasız bir eleştiri olabilir ama biz Çocuklara Yabancı Dil diye bir ders görüyoruz ve derste kukla dikiyoruz ya da küp yapıyoruz mesela. Ben bu küpün etrafını kâğıtla saracağıma çocuğa ne derece nasıl basit bir dil kullanabilirim bunu öğrenmemiz çok daha iyi olur bizim için. Örneğin reading görüyoruz, listening görüyoruz bütün skillleri öğreniyoruz nasıl uygulayacağımızı ama bunlar genelde daha ileri sınıf öğrenciler için Bir dördüncü sınıf öğrencisine listening yapamıyoruz, çok zorlanıyorlar, yeni gördükleri için. Bence biraz daha alt seviyelere İngilizce nasıl öğretilir bununla ilgili daha öğrenciye yardımcı çalışmalar yapılsa çok daha iyi olur…
> *This can be a harsh criticism but we take a course titled 'Teaching English to Young Learners', and in this course we tailor puppets or make cubes. Instead of clothing that cube with a piece of paper, I would prefer learning how to simplify my language to fit in the children's level. For example, we learn how to teach reading, listening, and all other skills; but these are generally for higher levels. We are having trouble to teach listening to the 4th grade students, they're having hard times because it's new for them. I think there must be practices related to teaching English to lower levels of proficiency; it's better…*

Finally, teacher education programs can add a reflection component to the teaching practicum providing teacher trainees with opportunities to discuss their teaching experience what they have learnt throughout their education (Merç, 2004). Similarly, the importance of reflection as a part of teaching practicum is emphasized within the idea that when student teachers are given the opportunity to reflect on their teaching behavior, they are also given the chance to evaluate their teaching and develop their decision making skills Gebhard (1990). Student teachers' reflecting on their practicum experiences enhances their learning since it gives them the opportunity to identify what is significant to them about their classroom experiences (Dubbins, 1996). Bearing all these in mind, reflection can be a chance for reduced levels of anxiety and a stress-free teaching practicum. The best place for reflection can be the 'Microteaching' and 'Macroteaching' courses, as parallel courses to 'School Experience' and 'Teaching Practicum' courses respectively, set in the syllabus of the English Language Teaching Program at Anadolu University. When these courses are placed well on the weekly

schedules of the student teachers, the lesson plan conferences and reflection sessions can be employed effectively, which would, no doubt, result in a better teaching practice and lower levels of student teacher anxiety.

6.4. Suggestions for Student Teachers, Cooperating Teachers, and University Supervisors

Although Chapter 5 and the previous sections of this chapter provide certain suggestions and recommendations for teacher education program designers related to foreign language student teacher anxiety, they do not directly address the student teachers, cooperating teachers, and supervisors as the human components of teaching practice. The following suggestions are a combination of the ones made by the student teachers during the interviews and the ones obtained from previous research.

6.4.1. Suggestions for Student Teachers:

❖ Recognize your own and your peers' feelings of foreign language teaching anxiety,

❖ Never feel that all kinds of anxiety are harmful, a certain level of anxiety may help you become more responsible and encouraged,

❖ Be aware that learning how to teach is a life-long, on-going process and that the practicum is just the first step of a long journey in professional growth,

❖ Accept the fact that a native-like competence in the target language need not be your crucial ambition as a non-native language teacher since you have also been taught this language mostly by non-native teachers. This does not mean that you should try your best to improve your proficiency in the target language,

❖ Avoid underestimation and/or overestimation of your target language proficiency as well as your language teaching capabilities,

❖ Do not hesitate to use English in your lessons even if you make mistakes or your students seem confused; it is a practice for you and exposure for your students,

❖ Become more aware of the language learning process,

❖ Transform your theoretical knowledge related to classroom teaching into practice as much as possible so that you will be better motivated to teach,

❖ Practice relaxation exercises before anxiety-provoking situations,

❖ Be supportive of your peers and your students,

❖ Reflect on your own experiences by writing diaries documenting your teaching experience as reflection will make you more mature both as an individual and as a teacher.

6.4.2. Suggestions for Cooperating Teachers:

❖ Be aware of the anxieties your student teachers might experience bearing in mind the fact that you may also experience anxiety from time to time in your own courses,

❖ Be supportive of your student teachers and perceive their role as colleagues rather than students,

❖ Avoid superfluous negative comments during feedback sessions.

❖ Use practical reasoning during those feedback sessions to improve student teachers' practical argument so that they may be able to uncover student teachers' unspoken beliefs about language learning and teaching and help them change these beliefs,

❖ Attend any meetings, courses, or seminars regarding student teaching to follow the new trends in teacher education,

❖ Take teaching practicum as an actual opportunity for your professional development and get the maximum benefit from what your student teachers bring with them from the university,

❖ Make sure that you are important because good teaching "is a product that must be certified by an acknowledged expert" (George, Worrell & Rampersad, 2002, p. 301).

6.4.3. Suggestions for University Supervisors:

❖ Be aware of the anxieties your student teachers might experience bearing in mind the fact that you are also experiencing anxiety from time to time,

❖ Create a non-threatening and understanding ambiance for teaching practice,

❖ Provide a lot of support to student teachers during this initial stage of learning how to teach,

❖ Inform student teachers in advance about what you expect from them to ensure that they are not surprised in the mid-way,

❖ Avoid superfluous negative comments during feedback sessions,

❖ Try not to compare student teachers with each other since competitiveness might be harmful at the early stages of teaching,

❖ Use practical reasoning during those feedback sessions to improve student teachers' practical argument so that they may be able to uncover student teachers' unspoken beliefs about language learning and teaching and help them change these beliefs,

❖ Encourage collaboration, peer coaching and sharing of ideas,

❖ Organize orientation sessions for your student teachers even by including cooperating teachers if possible,

❖ Attend any meetings, courses, or seminars regarding student teaching to follow the new trends in teacher education,

❖ Use alternative assessment tools such as reflective teaching portfolios,

❖ Try hard to multiply your visits to practicum schools to make your presence in the class more familiar for student teachers,

❖ Make sure that you are important because good teaching occurs when "the various components of a lesson have been well executed by a trainee, as determined by the supervisor" (George et al., 2002, p. 301).

6.5. Suggestions for Further Research

This study is one of the first studies that focused on foreign language student teacher anxiety, and there are several gaps to be filled within the scope of this issue. Therefore, a lot more research needs to be conducted to better understand the concept of anxiety from student teachers' perspective. The following are some suggestions for further research on foreign language student teacher anxiety:

This study is limited to student teachers completing their teaching practice at Anadolu University, Faculty of Education. There are many teacher education programs all over Turkey. Further studies should focus on investigating student teachers' anxiety in one or more of these institutions. Conducting other studies with other student teachers and comparing the results of these studies with this study would provide much better understanding of the concept.

The results of this study revealed that student teachers from different subject matters experience different levels of anxiety. It was also found that student teachers' anxiety changed from the beginning of the teaching practice to the end. However, these findings are not enough to make generalizations about these conditions. Further studies should be conducted with student teachers from a variety of disciplines both in the same research context as a replication study and in different teacher education institutions. Besides, the findings related to student teacher anxiety of student teachers from various disciplines were obtained only through quantitative means. It is strongly recommended that further research employ qualitative means as well as quantitative to shed more light into student teacher anxiety research.

One of the aims of this study was to identify whether foreign language teaching anxiety changed from the beginning of teaching practice to the end of microteaching experience, and from that time to the end of the practicum process. The analyses showed that foreign language student teachers were experiencing a moderate level of anxiety at all stages, but with a significant decrease from the beginning to the end. Therefore, microteaching experience was found to be a valuable experience to reduce student teachers' anxiety levels. Further studies should be conducted to explore the dynamics of the microteaching experience in order to better understand its role on student teacher anxiety.

The results of this study indicated that student teachers were experiencing problems related to a number of factors. Each factor should be taken as a variable and investigated in detail by conducting further studies. Classroom management, as one of these factors, should be examined thoroughly by researchers to find out the specific characteristics of classroom management to provide more information about its effect on student teacher anxiety.

The relationship of student teachers with their mentors (the cooperating teachers and university supervisors) has been found as a contributing factor to foreign language student teacher anxiety. In order to better understand the role of these two components of teaching practicum, further research is needed. Especially the interaction and

communication among student teachers, cooperating teachers, and university supervisors should be investigated by further studies.

Students that student teachers teach throughout their teaching practice were found to be one of the major sources of anxiety experienced by student teachers. Further studies can be conducted to better understand how students contribute to anxiety by examining the students related to their perception of the student teachers.

Being observed is one of the sources of anxiety according to the results of this study. Further studies should be conducted to better understand the dynamics of this concept as a salient factor in foreign language student teacher anxiety.

Student EFL teachers' self-perceived academic incompetence led to anxiety according to the results of this study. To better analyze and evaluate the possible components of this phenomenon, additional investigation should be made.

This study only attempted to explore the level and types of the anxiety experienced by student EFL teachers. It did not address certain variables such as gender, practicum school type, academic achievement, etc. Further studies, then, can be conducted to document the variables affecting foreign language student teacher anxiety.

This study found that there was no significant relationship between student teachers' level of foreign language teaching anxiety and their language proficiency levels. In order to reach more robust conclusions related to the relationship of these concerns further studies should be conducted.

This study consisted of student teachers from an institution, which provides its practitioners with a face-to-face teacher education. This study can be replicated student teachers who are trained through a distance teacher training model and the findings can be compared with the findings of this study. Anadolu University, with a unique design of distant foreign language teacher education program, can benefit a lot from this sort of a study.

In addition, a longitudinal study can be conducted with the same student teachers to find out the level and types of anxieties they experience after they finish apprenticeship and becomes real teachers. The findings can be correlated with the current study and investigate whether or not experience in teaching makes a difference can be explored.

This study was centered on identifying and documenting the level and types of the anxiety experienced by student EFL teachers. Further studies could focus on finding out possible methods of coping with such anxieties.

APPENDICES

Appendix 1. Student Teaching Anxiety Scale (STAS) (from Hart, 1987)

This questionnaire is designed to measure the degree of anxiety student teachers feel during their teaching practice. It has nothing to do with your evaluation. But your co-operation will help us improve this course. Your name is not required. Read the item and tick the cell that clearly shows the degree of your agreement or disagreement to each of the following statements.	*Scale*				
	Very Much	Moderately	Somewhat	Rarely	Never
1 How to give each child the attention he/she needs without neglecting others					
2 Being observed by my TP supervisor while I am teaching					
3 Setting work at the right level for the children					
4 Class control					
5 Whether or not my performance is satisfactory from the point of view of the class teacher					
6 Wondering how the TP is going in my supervisor's eyes					
7 How helpful members of the school staff may be					
8 Whether or not my schemes are adequate					
9 Problems within the class of individual disruptive children					
10 Completing lesson plans in the required forms					
11 Getting on with the school staff					
12 Wondering what my TP supervisor expects					
13 Incidents of misbehavior in class					
14 How the TP supervisor may react to one or more unsuccessful lessons if they should occur					
15 Whether or not I am covering the material adequately					
16 (Primary School): Wondering whether the head teacher is happy with my work (Secondary School): Wondering whether the head of department at the school is happy with my work					
17 Controlling the noise level in class					
18 How a member of the school staff may react to one or more unsuccessful lesson if they should occur					
19 Selecting suitable lesson content					
20 Maintaining a 'buoyant' enough approach					
21 Co-operation with the school staff					
22 How to handle defiance from a child					
23 Maintaining a good enough standard of preparation					
24 Assessment by the TP supervisor					
25 Getting all the paperwork done in time					
26 What lesson the TP supervisor comes in to see					

ÖĞRETMEN ADAYI KAYGI ÖLÇEĞİ

Değerli Öğretmen Adayı,

Bu anket, öğretmen adaylarının sınıflarda İngilizce öğretirken yaşadıkları kaygı ve endişe durumlarını belirlemek amacıyla geliştirilmiştir. Anket bir doktora tez çalışması kapsamında hazırlanmış olup sonuçları sadece bilimsel amaçlarla kullanılacaktır.

Araçtaki maddelerinin tümünü ve kişisel bilgi içeren soruları (yaş, cinsiyet, vb. gibi) eksiksiz olarak cevaplamanız verilerin sağlıklı sonuçlar vermesi için çok önemlidir.

Bu ankette yer alan hiçbir ifadenin 'doğru' ya da 'yanlış' cevabı yoktur. Tüm ifadeleri okuyup, her bir ifade ile ilgili size en uygun cevabı işaretlemeniz önemlidir. İçtenlikle vereceğiniz cevaplar çalışmamıza önemli bir katkı sağlayacaktır.

Yardımlarınızdan dolayı çok teşekkür ederim.

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BÖLÜM I
KİŞİSEL BİLGİLER

Cinsiyet: M ( )   F ( )   **Yaş:**

Bölüm/Program: **Uygulama Okulu:**

( ) İngilizce Öğretmenliği   ( ) İlköğretim Okulu
( ) Almanca Öğretmenliği   ( ) Özel İlköğretim Okulu
( ) Fransızca öğretmenliği   ( ) Genel Lise
( ) Sınıf Öğretmenliği   ( ) Anadolu/Fen Lisesi
( ) Sosyal Bilgiler Öğretmenliği   ( ) Özel Lise
( ) İlköğretim Matematik Öğretmenliği   ( ) Diğer (Lütfen Yazınız)
( ) Öğr. Tek. Ve Bilgisayar Öğretmenliği   ………………………………

BÖLÜM II: ÖLÇEK

	*Bu anket öğretmen adaylarının öğretmenlik uygulaması boyunca yaşadıkları kaygı düzeyini ölçmek amacıyla hazırlanmıştır. Anketin notlarınızla herhangi bir ilgisi yoktur. Ayrıca, yapacağınız işbirliği öğretmenlik uygulamasının geliştirilmesi için bize yol gösterecektir. **Her bir maddeyi okuyunuz ve belirtilen durumların kaygı kaynağı oluşturması durumuna ilişkin katılıp katılmama derecenizi belirleyiniz.***	Hiç Katılmıyorum	Çok Az katılıyorum	Biraz katılıyorum	Katılıyorum	Oldukça Katılıyorum
1	Diğerlerini ihmal etmeden her bir öğrenciye ihtiyacı olan ilgiyi gösterme					
2	Üniversitedeki öğretmenim tarafından gözlenme					
3	Öğrencilerin düzeyine uygun ders ve alıştırma hazırlama					
4	Sınıf kontrolü					
5	Ders anlatışımı uygulama öğretmenimin yeterli bulup bulmadığı					
6	Öğretmenlik uygulamasının üniversitedeki öğretmenimin gözünde iyi gidip gitmediği					
7	Uygulama öğretmenim ve okuldaki diğer öğretmenlerin bana yardımcı olup olmadıkları					
8	Ders planlarımın benden beklendiği gibi olup olmadığı					
9	Problemli öğrencilerin bulunduğu sınıflardaki sorunlar					
10	Ders planlarını istenen biçimde tamamlama					
11	Uygulama öğretmenim ve okuldaki diğer öğretmenlerle iyi geçinme					
12	Üniversitedeki öğretmenimin benden ne beklediği					
13	Sınıfta davranış bozuklukları ile karşılaşma					
14	Başarısız ders anlatımlarım olursa buna üniversitedeki öğretmenimin nasıl tepki göstereceği					
15	Ders malzemesini uygun olarak kullanıp kullanmadığım					
16	Okul müdürü/zümre başkanı'nın benim çalışmalarımdan memnun olup olmadığı					
17	Sınıftaki gürültü düzeyini kontrol etme					
18	Başarısız ders anlatımlarım olursa buna uygulama öğretmenimin nasıl tepki göstereceği					
19	Uygun ders içeriği belirleme					
20	Yeterince neşeli bir yaklaşım sergileme					
21	Uygulama öğretmenim ve okuldaki diğer öğretmenleriyle işbirliği yapma					
22	Öğrenciden gelen olumsuz tepkiyle başa çıkma					
23	Yeterince iyi hazırlanma					
24	Uygulama öğretim elemanının beni değerlendirmesi					
25	Tüm kırtasiye işlerini (fotokopi, resim, vb.) zamanında yapma					
26	Üniversitedeki öğretmenimin ne zaman beni izlemeye geleceği					

Değerli Öğretmen Adayı,

Bu anket, İngilizce öğretmen adaylarının sınıflarda İngilizce öğretirken yaşadıkları kaygı ve endişe durumlarını belirlemek amacıyla geliştirilmiştir. Anket bir doktora tez çalışması kapsamında hazırlanmış olup sonuçları sadece bilimsel amaçlarla kullanılacaktır.

Araçtaki maddelerinin tümünü ve kişisel bilgi içeren soruları (yaş, cinsiyet, vb. gibi) eksiksiz olarak cevaplamanız verilerin sağlıklı sonuçlar vermesi için çok önemlidir.

Bu ankette yer alan hiçbir ifadenin 'doğru' ya da 'yanlış' cevabı yoktur. Tüm ifadeleri okuyup, her bir ifade ile ilgili size en uygun cevabı işaretlemeniz önemlidir. İçtenlikle vereceğiniz cevaplar çalışmamıza önemli bir katkı sağlayacaktır.

Yardımlarınızdan dolayı çok teşekkür ederim.

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Yabancı Diller Eğitimi Bölümü
İngiliz Dili Eğitimi ABD

BÖLÜM I
KİŞİSEL BİLGİLER

Öğrenci No: **Cinsiyet:**   **M ( )**   **F ( )**

Yaş: **Uygulama Okulu:**

                                        ( ) İlköğretim Okulu
                                        ( ) Özel İlköğretim Okulu
                                        ( ) Genel Lise
                                        ( ) Anadolu/Fen Lisesi
                                        ( ) Özel Lise
                                        ( ) Diğer (Lütfen Yazınız) ………………

BÖLÜM II
YABANCI DİL ÖĞRETMEN ADAYI KAYGI ÖLÇEĞİ

Aşağıdaki her bir ifadeyi dikkatle okuyunuz. Belirtilen durumları onlara katılıp katılmama derecesine göre "Kesinlikle Katılıyorum", "Katılıyorum", "Bilmiyorum", "Katılmıyorum" veya "Kesinlikle Katılmıyorum" seçeneklerinden birini seçerek, sütundaki kutucuğa çarpı (X) işaretini koyunuz. Doğru ya da yanlış cevap yoktur. Tüm ifadeleri okuyup, her bir ifadeyle ilgili size en uygun cevabı işaretleyiniz.

		Kesinlikle Katılmıyorum	Katılmıyorum	Bilmiyorum	Katılıyorum	Kesinlikle Katılıyorum
1	Öğrencilerin İngilizcede bilmediğim bir şey sormalarından çekinirim.					
2	Öğrencilerimin önünde İngilizce konuşurken kendimi güvende hissetmem.					
3	Derste Türkçe kullanmak beni rahatsız eder.					
4	Derste İngilizce konuşurken heyecanlanırım.					
5	Derste öğrenciler bir okuma parçasını anlayamadıklarında kendimi sorumlu hissederim.					
6	Öğrenciler sınıfta bir ziyaretçi varken hata yaparlarsa rahatsız olurum.					
7	Öğrencilerin İngilizce sınavında başarısız olmasından korkarım.					
8	Daha önce hiç girmediğim bir sınıfta ders anlatırken huzursuz olurum.					
9	Öğrencilerin dil hatalarını düzeltirken kendim de hata yapacağımı düşünerek heyecanlanırım.					
10	Diğer öğretmen adaylarının beni izlemesinden rahatsız olurum.					
11	Diğer bir öğretmen adayının derste yaptığım bir dil hatasını göstermesinden utanırım.					
12	Geribildirim (feedback) görüşmelerinde diğer öğretmen adaylarının İngilizcem ile ilgili olumsuz yorumlarda bulunmaları beni üzer.					
13	Geribildirim görüşmelerinde diğer öğretmen adaylarının ders anlatışım ile ilgili olumsuz yorumlarda bulunmalarına üzülürüm.					
14	Dilbilgisi konularını benden beklendiği gibi açıklayamamaktan endişe duyarım.					
15	Uygulama okulunda bir öğretmenle İngilizce öğretimi hakkında bir konuyu tartışmaya çekinirim.					
16	Uygulama öğretmenim dersimi izlediğinde çok gerilirim.					

17	Uygulama öğretmenim ders anlatırken kullandığım İngilizcem ile ilgili olumsuz bir yorumda bulunduğunda çok utanırım.					
18	Uygulama öğretmenim ders anlatma yöntemim ile ilgili olumsuz bir yorumda bulunduğunda çok utanırım.					
19	Çok iyi bilmediğim bir beceriyi öğretirken huzursuz olurum.					
20	Ben ders anlatırken üniversitedeki öğretmenim sınıftaysa o kadar heyecanlanırım ki bildiğimi bile unuturum.					
21	Ders sırasında yönergeleri İngilizce olarak veremezsem diye endişelenirim.					
22	Üniversitedeki öğretmenim ders planımı incelerken kendimi çaresiz hissederim.					
23	Üniversitedeki öğretmenimin ders anlatışım ile ilgili olumsuz bir yorumda bulunmasından çok korkarım.					
24	Dinleme-anlama dersini/aktivitesini benden beklendiği gibi uygulayamamak beni kaygılandırır.					
25	Anlatacağım konuya ne kadar iyi hazırlanırsam hazırlanayım, kendimi bir türlü rahat hissetmem.					
26	İngilizce dil seviyesi iyi olan öğrencilere İngilizce öğretmek beni huzursuz eder.					
27	Öğrencilerin İngilizce bilgimi eleştirmelerinden korkarım.					
28	Derse hazırlanırken yapmak zorunda olduğum kırtasiye işinin (fotokopi, resim, yoklama, vs.) çokluğu beni endişelendirir.					
29	Sınıfı yönetmek için İngilizce kullanmaya çalıştığımda bir türlü kendimden emin olamam.					
30	Derse ilgi göstermeyen bir öğrenciden rahatsız olurum.					
31	Sözlü anlatım konularını işlerken tedirginlik duyarım.					
32	O gün için planladığım konuları ders süresi içinde bitirip bitiremeyeceğim konusunda kaygılanırım.					
33	Öğrencileri ikili ya da grup olarak organize etmem gerektiğinde gerilirim.					
34	Öğrencilerin derste ilgi dağıtan davranışlarından huzursuz olurum.					
35	Okuma-anlama konularını sınıfta işlerken endişe duyarım.					
36	Tahtada bir yazım hatası yapacağımı düşünerek kaygılanırım.					
37	Ders planı hazırlarken kendimi rahat hissetmem.					
38	Öğrenciler koro halinde tekrar yaparken huzursuz olurum.					
39	Sınıfta kültürel öğelere değinmem gerektiğinde kendimi rahat hissetmem.					

40	Yazılı anlatım dersini/aktivitesini benden beklendiği gibi uygulayamamak beni huzursuz eder.					
41	Sınıfta gürültü olduğunda öğrencileri nasıl susturacağım konusunda endişe duyarım.					
42	Öğrencilerin beni kendi öğretmenleriyle kıyasladıkları düşüncesinden tedirgin olurum.					
43	Kılık, kıyafet ve davranışlarımla bir öğretmen gibi davranamadığım hissine kapılırım.					
44	Ders planım işe yaramayacak diye kaygı duyarım.					
45	Diğer bir öğretmen adayının ders planımda yaptığım bir dil hatasını göstermesi beni utandırır.					
46	Fırsatım varsa, sınıfta bir yabancı varken ders anlatmamaya çaba gösteririm.					
47	Ne kadar uğraşırsam uğraşayım, yabancı bir dile hakim olmak imkansızdır.					
48	Ders anlatırken hata yaparsam arkadaşlarımın buna gülmesinden çekinirim.					

Appendix 4. Foreign Language Student Teacher Anxiety Scale

Değerli Öğretmen Adayı,

Bu anket, İngilizce öğretmen adaylarının sınıflarda İngilizce öğretirken yaşadıkları kaygı ve endişe durumlarını belirlemek amacıyla geliştirilmiştir. Anket bir doktora tez çalışması kapsamında hazırlanmış olup sonuçları sadece bilimsel amaçlarla kullanılacaktır.

Araçtaki maddelerinin tümünü ve kişisel bilgi içeren soruları (yaş, cinsiyet, vb. gibi) eksiksiz olarak cevaplamanız verilerin sağlıklı sonuçlar vermesi için çok önemlidir.

Bu ankette yer alan hiçbir ifadenin 'doğru' ya da 'yanlış' cevabı yoktur. Tüm ifadeleri okuyup, her bir ifade ile ilgili size en uygun cevabı işaretlemeniz önemlidir. İçtenlikle vereceğiniz cevaplar çalışmamıza önemli bir katkı sağlayacaktır.

Yardımlarınızdan dolayı çok teşekkür ederim.

<div style="text-align:right">

Öğr.Gör. Ali MERÇ
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Yabancı Diller Eğitimi Bölümü
İngiliz Dili Eğitimi ABD

</div>

BÖLÜM I
KİŞİSEL BİLGİLER

Öğrenci No: **Cinsiyet:**   **M ( )**   **F ( )**

Yaş: **Uygulama Okulu:**

( ) İlköğretim Okulu
( ) Özel İlköğretim Okulu
( ) Genel Lise
( ) Anadolu/Fen Lisesi
( ) Özel Lise
( ) Diğer (Lütfen Yazınız) ……………

YABANCI DİL ÖĞRETMEN ADAYI KAYGI ÖLÇEĞİ

Aşağıdaki her bir ifadeyi dikkatle okuyunuz. Belirtilen durumları onlara katılıp katılmama derecesine göre "Kesinlikle Katılıyorum", "Katılıyorum", "Bilmiyorum", "Katılmıyorum" veya "Kesinlikle Katılmıyorum" seçeneklerinden birini seçerek, sütundaki kutucuğa çarpı (X) işaretini koyunuz. Doğru ya da yanlış cevap yoktur. Tüm ifadeleri okuyup, her bir ifadeyle ilgili size en uygun cevabı işaretleyiniz.

		Kesinlikle Katılmıyorum	Katılmıyorum	Bilmiyorum	Katılıyorum	Kesinlikle Katılıyorum
1	İngilizce dil seviyesi iyi olan öğrencilere İngilizce öğretmem gerektiğinde huzursuz olurum.					
2	Sınıfı yönetmek için İngilizce kullanmaya çalıştığımda bir türlü kendimden emin olamam.					
3	Uygulama öğretmenim ders anlatma yöntemim ile ilgili olumsuz bir yorumda bulunduğunda çok utanırım.					
4	Uygulama öğretmenim ders anlatırken kullandığım İngilizcem ile ilgili olumsuz bir yorumda bulunduğunda çok utanırım.					
5	Okuma-anlama konularını sınıfta işlerken endişe duyarım.					
6	Öğrencileri ikili ya da grup olarak organize etmem gerektiğinde gerilirim.					
7	Geribildirim (feedback) görüşmelerinde diğer öğretmen adaylarının İngilizcem ile ilgili olumsuz yorumlar yapmalarına üzülürüm.					
8	Geribildirim görüşmelerinde diğer öğretmen adaylarının ders anlatışımla ilgili olumsuz yorumlar yapmalarına üzülürüm.					
9	Ders anlatırken hata yaparsam arkadaşlarımın buna gülmesinden çekinirim.					
10	Öğrencilerin beni kendi öğretmenleriyle kıyasladıkları düşüncesinden tedirgin olurum.					
11	Öğrencilerin İngilizce sınavında başarısız olmasından korkarım.					
12	Öğrenciler sınıfta bir ziyaretçi varken hata yaparlarsa rahatsız olurum.					
13	Daha önce hiç girmediğim bir sınıfta ders anlatırken huzursuz olurum.					
14	Derste İngilizce konuşurken heyecanlanırım.					
15	Fırsatım varsa, sınıfta bir yabancı varken ders anlatmamaya çaba gösteririm.					
16	Üniversitedeki öğretmenimin ders anlatışım ile ilgili olumsuz bir yorumda bulunmasından çok korkarım.					

		Kesinlikle Katılmıyorum	Katılmıyorum	Bilmiyorum	Katılıyorum	Kesinlikle Katılıyorum
17	Üniversitedeki öğretmenim ders planımı incelerken kendimi çaresiz hissederim.					
18	Ben ders anlatırken üniversitedeki öğretmenim sınıftaysa o kadar heyecanlanırım ki bildiğimi bile unuturum.					
19	Uygulama okulunda bir öğretmenle İngilizce öğretimi hakkında bir konuyu tartışmaya çekinirim.					
20	Anlatacağım konuya ne kadar iyi hazırlanırsam hazırlanayım, kendimi bir türlü rahat hissetmem.					
21	Diğer öğretmen adaylarının beni izlemesinden rahatsız olurum.					
22	Sınıfta gürültü olduğunda öğrencileri nasıl susturacağım konusunda endişe duyarım.					
23	Diğer bir öğretmen adayının ders planımda yaptığım bir dil hatasını göstermesinden korkarım.					
24	Sözlü anlatım konularını işlerken tedirginlik duyarım.					
25	Öğrencilerin dil hatalarını düzeltirken kendim de hata yapacağımı düşünerek heyecanlanırım.					
26	Diğer bir öğretmen adayının derste yaptığım bir dil hatasını göstermesinden korkarım.					
27	Ne kadar uğraşırsam uğraşayım, yabancı bir dile hâkim olmak imkânsızdır.					

Appendix 5. Factor Loadings and Reliability of the Factors

Items	Factors	Loadings	Reliability
Factor 1	**Relationship with the mentors**		.819
18	Uygulama öğretmenim ders anlatma yöntemim ile ilgili olumsuz bir yorumda bulunduğunda çok utanırım.	0,792134	
17	Uygulama öğretmenim ders anlatırken kullandığım İngilizcem ile ilgili olumsuz bir yorumda bulunduğunda çok utanırım.	0,708687	
23	Üniversitedeki öğretmenimin ders anlatışım ile ilgili olumsuz bir yorumda bulunmasından çok korkarım.	0,690658	
22	Üniversitedeki öğretmenim ders planımı incelerken kendimi çaresiz hissederim.	0,604657	
20	Ben ders anlatırken üniversitedeki öğretmenim sınıftaysa o kadar heyecanlanırım ki bildiğimi bile unuturum.	0,467322	
Factor 2	**Language proficiency**		.731
26	İngilizce dil seviyesi iyi olan öğrencilere İngilizce öğretmem gerektiğinde huzursuz olurum.	0,640836	
29	Sınıfı yönetmek için İngilizce kullanmaya çalıştığımda bir türlü kendimden emin olamam.	0,638477	
4	Derste İngilizce konuşurken heyecanlanırım.	0,576407	
47	Ne kadar uğraşırsam uğraşayım, yabancı bir dile hâkim olmak imkânsızdır.	0,523379	
46	Fırsatım varsa, sınıfta bir yabancı varken ders anlatmamaya çaba gösteririm.	0,486432	
31	Sözlü anlatım konularını işlerken tedirginlik duyarım.	0,476231	
9	Öğrencilerin dil hatalarını düzeltirken kendim de hata yapacağımı düşünerek heyecanlanırım.	0,348338	
Factor 3	**Feelings about academic incompetence**		.690
35	Okuma-anlama konularını sınıfta işlerken endişe duyarım.	0,706422	
33	Öğrencileri ikili ya da grup olarak organize etmem gerektiğinde gerilirim.	0,69752	
15	Uygulama okulunda bir öğretmenle İngilizce öğretimi hakkında bir konuyu tartışmaya çekinirim.	0,636122	
25	Anlatacağım konuya ne kadar iyi hazırlanırsam hazırlanayım, kendimi bir türlü rahat hissetmem.	0,350118	
Factor 4	**Fear of being criticized by peers**		.767
12	Geribildirim (feedback) görüşmelerinde diğer öğretmen adaylarının İngilizcem ile ilgili olumsuz yorumlar yapmalarına üzülürüm.	0,858063	
13	Geribildirim görüşmelerinde diğer öğretmen	0,817439	

	adaylarının ders anlatışımla ilgili olumsuz yorumlar yapmalarına üzülürüm.		
11	Diğer bir öğretmen adayının derste yaptığım bir dil hatasını göstermesinden çekinirim.	0,565708	
10	Diğer öğretmen adaylarının beni izlemesinden rahatsız olurum.	0,472119	
Factor 5	**Fear of what others think**		.663
48	Ders anlatırken hata yaparsam arkadaşlarımın buna gülmesinden çekinirim.	0,605266	
42	Öğrencilerin beni kendi öğretmenleriyle kıyasladıkları düşüncesinden tedirgin olurum.	0,526109	
41	Sınıfta gürültü olduğunda öğrencileri nasıl susturacağım konusunda endişe duyarım.	0,493746	
45	Diğer bir öğretmen adayının ders planımda yaptığım bir dil hatasını göstermesinden korkarım.	0,477887	
Factor 6	**Student effects**		.466
7	Öğrencilerin İngilizce sınavında başarısız olmasından korkarım.	0,759492	
6	Öğrenciler sınıfta bir ziyaretçi varken hata yaparlarsa rahatsız olurum.	0,653167	
8	Daha önce hiç girmediğim bir sınıfta ders anlatırken huzursuz olurum.	0,415482	

GÖRÜŞME SORULARI

1. Okul Deneyimi ve Öğretmenlik Uygulaması dersiniz sırasında yaşadığınız kaygıların nedenleri olarak hangilerinden bahsedebilirsiniz?

- Uygulama öğretmeniziniz ve üniversitedeki öğretmeniniz ile olan ilişkileriniz

- İngilizce yeterlilik düzeyiniz

- Konu alan bilginsiz

- Arkadaşlarınız tarafından eleştirilme korkunuz (plan görüşmesi, feedback görüşmesi gibi durumlarda)

- Diğerlerinin ne düşüneceği (öğrenciler, grup arkadaşları gibi)

- Ders anlattığınız öğrenciler

2. Bu durumlarda herhangi bir çözüm ürettiniz mi? Yanıtınız evet ise ne tür çözümler uyguladınız? İşe yaradı mı? Yaramadıysa neden yaramadı?

3. Okul Deneyimi II derisinin bu tür kaygılarınızın giderilmesinde etkin olduğunu düşünüyor musunuz?

4. Zaman içerisinde belirli kaygılarınız azalma ya da artış gösterdi mi? Hangileri, nasıl?

5. Öğretmen adaylarının yaşadıkları yabancı dil öğretme kaygısı anlamında başka görüşleriniz var mı?

Appendix 7. Sample Diary Entries

$8 \wedge 1$

Name: i.

School/Class/Hour of the Lesson: Mithat Paşa i.ö.o. /7.30   Date: 8.10

Skill/Subject: Grammar / Relative clause   Time of Teaching:

You are going to keep a journal about your teaching experience throughout this term. You should write and submit journal entries immediately after each time you deliver a lesson. Your main focus will be on your anxiety to teach. Specify the possible classroom incidents you experience while you are teaching that created any type of anxiety on you, and explain the possible reasons for the anxiety you described. Furthermore, explain briefly the techniques/strategies you employed to overcome the anxiety.

Thank you very much for your participation!
Ali Merç

Today was the first time I teach the students of 8B at Mithat Paşa i.ö.o. As this was my first experience at this school and I don't know the students very well, I was a little anxious. However, my anxious wasn't too much, because we had some experience from the first mid-term. I was mainly anxious about whether the students would understand what I say and whether they would participate the lesson. Because, these students aren't used to listening their teacher speaking English all the time and joining the lesson to speak English. Fortunately, as I spoke English, they got interested in lesson much more. Yet, they had difficulty in understanding. But, as the time went on, I got more relaxed and try to speak more clearly. Then, the students began to enjoy the lesson and did their best to speak in English.

134

5-7   01.05.2008

Bu hafta 8. sınıf öğrencileriyle "reading" çalışması yaptık. Konuyu ve parçayı seçerken öğrencilerin seviyesinde ve ilgilerini çekecek bir konu bulmaya çalıştım. Sanırım buldum da. Genel olarak ders güzel geçti. Dersin girişinde şarkı dinletmem öğrencilerin ilgisini çekti ve derse yoğunlaştılar. Ders esrasında konuyla veya öğrencilerle ilgili herhangi bir kaygım olmadı ancak üniversitedeki hocamın beni izliyor olması beni biraz endişelendirdi. Hazırlandığım bir derste hata yapmak istemedim. Ders ilerledikçe heyecanım azaldı. Tabi ki öğrencilerin katılımı ve derse ilgileri bana çok yardımcı oldu. Ders sonunda aldığım feedback beni motive etti. Bu ders saatinden sonra aldığım feedback bundan sonraki derslere daha rahat girmemi sağlayacak.

41-2

MEHMET GEDİK PRIMARY SCHOOL   SECOND TEACHING

8/B 09.50

READING "HE LOVES LISTENING TO MUSIC"

Bu hafta geçen haftaya göre daha iyiydim. Ancak, dün gözleme gittiğimizde uygulama hocamız hazırladığımız metnin çocuklar için ağır olacağını değiştirmemiz gerektiğini söyleyince stres oldum. Çünkü 1 günümüz vardı sadece ve okuldan da geç çıkıyorduk. Nasıl yetiştireceğim diye düşünmeye başladım. Yeniden plan yazacağımız metin kolay olduğundan çok sorun yaşamadım ancak mecburen geçen hafta kullandığım materyali kullanmak durumunda kaldım. Çünkü vaktim yoktu yeni bir aktivite hazırlamak için.

Bunun dışında, 8. Sınıflar OKS' ye hazırlandıkları için İngilizceyi önemsemiyorlar. İngilizce konuştuğumuzda anlamıyorlar. Farklı şekillerde anlatmaya çalışıyoruz ama yinede mecburen Türkçe konuşuyoruz. Uygulama hocamızın da Türkçe konuşmasından dolayı çocuklarda bir rahatlık var. 8. Sınıflara ders anlatmak zor olacak sanırım. Her ne şekilde anlatsak da anlamıyorlar. En basit cümlelerle anlatıyoruz ama olmuyor. Onlarla nasıl iletişim kuracağımı düşünmek beni endişelendiriyor. Bir yandan da bizi dinlemeyen örenciler var. Zeynep tahtadayken yanlarına oturduğum öğrenciler derste ne işlendiğinin bile farkında değillerdi.

136

Name   : _ _

School   : Mehmet Gedik Primary School

Class   : 7/B

Hour of the lesson   : 5th hour

Skill   : Speaking

Subject   : Describing Clothes

Date   : 15.04.08

Time of teaching   : 40'

Materials   : Slides, 3 set of pictures.

Bu hafta ilk kez *speaking* yaptıracağım için tedirgindim. Öğrenciler konuşacak mı konuşmayacak mı tereddüt ediyordum. Konuşmalarını sağlamak için aşina oldukları bir konu seçtim. Önce giyim konusuyla ilgili kelimeleri ve kullanılan yapıları hatırlattım. Dersin sonunda da bir çeşit *info- gap* yaptırdım. Öğrencileri 3 er li gruplar yaptım ve her birinin eline farklı resimleri içeren sayfalar dağıttım. Herkes elinde tuttuğu kağıttaki insanların giysilerini tarif edip, hangi grup arkadaşıyla resimleri ortak, hangi grup arkadaşıyla resimleri farklı, bunu bulacaktı. Çalışma genel olarak güzel gitti. Sadece bazı grupların, ben yanlarından uzaklaştığımda Türkçe konuşmaya başladıklarını ve çalışmayı diğerlerine göre çabuk bitiren grupların da kendi aralarında konuşma eğilimi gösterdiklerini gözlemledim. Genel olarak iyi gitti bu haftaki stajım bu da beni rahatlattı.

46-5

Yenikent İlköğretim okulu   01.05.2008
6-B   11⁴⁰- 12²⁰

Bugün 6. sınıflara Simple Present Tense üzerine
35 soruluk bir quiz uyguladım. Quizi duyururken
ve sınavla ilgili açıklamaları yaparken ilk
defa kendimi sınıfta öğretmen gibi hissettim.
Ancak, öğrenciler soruları cevaplarken, sınıfta
nerede duracağımı ve kopya çekmeye çalışan
öğrenciler olursa onlara nasıl doğru bir şekilde
müdahele edeceğimi kestiremediğim için biraz
tedirginlik duydum. Bu olumsuz duygu ile başa
çıkabilmek için diğer stajyer arkadaşlardan da
gözetmenlik konusunda yardım istedim ve bunun
kaygımı azalttığını farkettim. Zorluk yaşadığımı
anlattığım anda onlar yardımcı oldular. Ama yine
de öğretmen olunca bir sınıfı, sınav sırasında
tek başıma kontrol etmem gerektiğini ve bunun
için kaygıyı yenmek için birşeyler yapmam
gerektiğini farkındayım. Tek sorun, o birşeylerin
içini şimdilik dolduramıyorum. Umarım, deneyim
kazandıkça bu eksikliğimi telafi ederim.

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35-10

Name:
School/Class/Hour of the Lesson: Gram Abasy İÖÖ/   Date: 25-05-2008
Skill/Subject: Writing /   8-8/8:30/9:20   Time of Teaching: 40 Minutes
   A narrative paragraph.

You are going to keep a journal about your teaching experience throughout this term. You should write and submit journal entries immediately after each time you deliver a lesson. Your main focus will be on your anxiety to teach. Specify the possible classroom incidents you experience while you are teaching that created any type of anxiety on you, and explain the possible reasons for the anxiety you described. Furthermore, explain briefly the techniques/strategies you employed to overcome the anxiety.

Thank you very much for your participation!
Ali Merç

I did writing skill at second time this term. I didn't do presentation as we shared the writing lesson with my friend. He taught how to write a narrative and after doing an activity, putting in order, I made them write. Though I like teaching writing very much I was nervous a bit before the lesson and I prepared quite well. I chose the example narrative myself and simplified and changed it a little. Also, I made an effort to prepare a good activity but still I thought they wouldn't write because they don't usually. I was right but this stemmed from the fact that their exams are over and their motivation was very low. Still I made my best to encourage them to write. I had a difficulty trying this and I was nervous but finally, they started to write. Almost all the class tried hard to write something about themselves as much as they could, after my effort. When I saw this, my anxiety was over and I felt good. After this part, the lesson was enjoyable. They wanted to read what they had written and I let them. So it finished well.

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33-4

You are going to keep a journal about your teaching experience throughout this term. You should write and submit journal entries immediately after each time you deliver a lesson. Your main focus will be on your anxiety to teach. Specify the possible classroom incidents you experience while you are teaching that created any type of anxiety on you, and explain the possible reasons for the anxiety you described. Furthermore, explain briefly the techniques/strategies you employed to overcome the anxiety.

Thank you very much for your participation!
Ali Merç

Bu hafta Ela Hoca gözleme geldiği için aslında ilk başta biraz endişeliydim. Bir de benim dersim son ders olduğu için ilk iki ders boyunca beklerken endişem daha da arttı. Ama derse girip de anlatmaya başlayınca, o an gözlenlendiğini unuttum, ve kendimi çok rahat hissettim. Ayrıca yine ders esnasında bir ara Ela hocayla gözgöze geldik ve o anda bana gülümsedi. Bu beni inanılmaz rahatlattı. Belki o an gülümsemese, bir yanlış yaptığımı düşünüp panik olabilirdim ama o gülümseyince çok rahatladım. Bunun haricinde öğrencilerle ilgili beni endişelendiren herhangi bir şey olmadı.

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16-9

Name: - S.T. Subutay Altan i.5.0. Date: 23.05.2028
School/Class/Hour of the Lesson: 7-A 9:00-9:40 Time of Teaching: 9th
Skill/Subject:
Reading
Body Parts

You are going to keep a journal about your teaching experience throughout this term. You should write and submit journal entries immediately after each time you deliver a lesson. Your main focus will be on your anxiety to teach. Specify the possible classroom incidents you experience while you are teaching that created any type of anxiety on you, and explain the possible reasons for the anxiety you described. Furthermore, explain briefly the techniques/strategies you employed to overcome the anxiety.

Thank you very much for your participation!
Ali Merç

Bu hafta yine 7-A'ya ders anlatmın/ilk kez reading yaphracaktım. Bu yüzden biraz heyecanlıydım. Çünkü ilk kez yaş seviyesi bu kadar düşük bir sınıfa ders anlatacaktım (reading yaptıracaktım.) Ama neyse bir sekilde derse başladım vegerisi geldi. Sınıfla zaten aramız iyi bir diyalog, bu yüzden zorlanmadan heyecanlı bir sekilde geçiş geldi. Sadece sınıftan bir çocuk "Hocam ya birazını yavaşmışlar ha ya, tekbayb ders anlatıyorsunuz?" dedi. Bunu söyleyen çocuğun seviyesi çok iyiydi, ana sınıfın genel olarak seviyesi çok kötüydü, bende görsel materyal kullanmak istiyorum. Ha cevap vermeden Tarafpriste yama açtırdım ve durumu izah ettim. O da anladı yapağı hatayı. Ve bir ders günü daha böylece bitti.

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10 HAZİRAN 2008

NAME OF THE STUDENT TEACHER: XXX

Teacher – Hoş geldin XXX

XXX – Hoş bulduk.

Teacher – Konumuz öğretmen adaylarının yaşadığı kaygı. Okul Deneyimi dersi aldın, Öğretmenlik Uygulaması dersi aldın. Bunlarla ilgili senin görüş ve deneyimlerini alacağım, özel olarak öğretmen adaylarının yaşadığı kaygılardan bahsedeceğiz. Aslında biz bunları belirledik, kaynaklarını saptadık. Her bir maddeyle ilgili yavaş yavaş üzerinden geçeceğiz. Öncelikle, step by step gidelim istersen. Uygulama öğretmeninle, yani staj okulundaki öğretmeniniz bir de üniversitedeki rehber hocanız, bunlardan kaynaklı kaygı yaşadın mı?

XXX – / Staj okulundaki öğretmenimle ilgili konuşayım ben önce. Onunla ilişkilerimiz her zaman iyiydi ama onun dışında korkum hep şu oldu; derste yanlış bir şey yaparsam hocanın o an müdahale etmesi oldu. Çünkü bunu bir kaç arkadaşımdan da duymuştum Yani herhangi bir telaffuz bozukluğunda ya da yanlış bir öğretimde çünkü dikkatsizlik olabiliyor her zaman, öyle bir durumda sınıfta müdahale ederse, yani öğrencilerin karşısında düşeceğim durum. O an zaten bütün psikoloji yerlerde..

Teacher – Elim ayağım birbirine dolanır diye mi?

XXX – Evet. Yani o an müdahale ederse diye çok korktum. En büyük kaygım o oldu ama hiç öyle bir şey yaşamadım.

Teacher – Buradaki öğretmeninle ilgili?

XXX – Buradakiyle de ilk başlarken bir sorun yaşadık. O da diğer arkadaşlarımdan kaynaklanan bir problemdi, kendimle ilgili, planımla, ders anlatımımla ilgili pek olumsuz bir eleştiri almadım.

Teacher – Anladım ama benim ilgilendiğim pek yaşadığınız sorunlar değil.

XXX – Kaygı, not kaygısı olabilir biraz. Öğretmenin benden ne istediği, onu verebilecek miyim oldu her zaman.

Teacher – Anladım.Peki İngilizcenle ilgili, mesela "benim İngilizcem yeterli mi acaba?" ya da "şu sözcüğü hatırlayamazsam, tahtaya yanlış yazarsam, telaffuz edemezsem.." gibi korkuların oldu mu?

XXX – Aslında, tabi biraz oluyor ama çok fazla olmadı açıkçası. Çünkü ben her zaman güler yüzlü girdim sınıfa, bir hatam olduğunda da öğrenciler bunu söyleyebildi gülerek

ben de düzelttim, "tabii" dedim ya da kelime sordular "bakabilirim" dedim, " şu ne demek, bu ne demek?" diye sordular "bilmiyorum" dedim. Bundan da açıkçası bir kaygı duymadım "Hatam olur mu? Rezil olurum." gibi.. Hatta birkaç kez de öyle yanlışımız oldu, tahtaya asılan şeyler yanlış oldu, worksheet'ler yanlış oldu. Ama bunları ikinci ders gelip söyledik; "Şurayı şurayı düzelteceksiniz arkadaşlar." Ya da "Hata olabilir, biz de mükemmel değiliz gibi bir şey. Onun dışında hiçbir kaygım olmadı onunla ilgili.

Teacher – Peki metot bilginle.. Mesela "Planı nasıl yapacağımı bilmiyorum, aktivite işler mi acaba?", classroom management, using the board her türlü teknik yöntemle ilgili?

XXX – Evet, classroom management biraz kaygı yaratıyor her zaman. / Şey var; "Anlayacaklar mı?" Çünkü bazen planladığınız aktiviteler iyi gitmiyor; "Çok az sürer" dediğiniz çok uzun sürüyor; "Çok uzun sürer" dediğiniz kısacık hemen bitiveriyor. O yetişmeyecek ya da vaktim kalacak, en çok onlardan korkum oldu.

Teacher – Zaman.

XXX – Evet zaman. Hala en büyük korkularımdan bir tanesi. Hani bu staj onu biraz şey yapmadı, yani oturtmadı. Hala bile o korkularım devam ediyor. İnşallah mesleğe başlayınca oturturuz diyorum.

Teacher – Peki şimdi staja gruplar halinde gidiyorsunuz, hatta ilk dönem dersleri paylaştınız, ikinci dönem herkes kendi anlattı ama gruptunuz. Böyle "Grup arkadaşlarım olumsuz bir eleştiri yaparlar, bana gülerler, arkamdan dedikodumu yaparlar" gibi korkuların oldu mu hiç?

XXX – Ya olmadı çünkü zaten grup arkadaşlarım benden kötüydü genelde; o yüzden pek olmadı. Biz zaten yardımlaşmalı hep çalıştık. İkinci dönem bile öyle çalıştık planlarımızda falan yardımcı olduk. Onun dışında herkes olumlu eleştiri yaptı genelde. Bana mesela "çok hızlı konuşuyorsun, çok yüksek sesle konuşuyorsun" dendi genelde. Ben bunları olumlu olarak düşündüm, kendimi ilerletmek için kullandım.

Teacher – Anladım. Peki öğrenciler sende kaygı yarattı mı hiç?

XXX – Öğrenciler / şey var; çok sorunlu öğrenciler oldu sınıfta onları nasıl, hem zihinsel olarak da kaynaştırma öğrencileri falan da oldu, onlar sürekli diğerlerini de kötü etkiliyorlar onlara nasıl davranacağım. Bir de şey var; "Orası benim sınıfım değil." Bana kalsa, mesela ben çok sinirlendiğim anda "Tamam yapmıyoruz" derim, oyun oynatırken mesela çok sorun çıkıyor. "Tamam yapmıyoruz, kitabı açın şunu yapıyoruz" derim ama öyle bir lüksüm yok stajda. Ben elimden geleni yapmak zorundayım her zaman. Bu yüzden. Genellikle kaygım o oldu her zaman.

Teacher – Anladım. Peki ilk dönem Okul Deneyimi aldın, sonra asıl staj ikinci dönem, ilk dönem microteaching yaptınız. Sence ilk dönem microteaching uygulaması, Okul Deneyimi bu kaygıların giderilmesinde azaltılmasında etkili oldu mu yoksa gereksiz mi yani?

XXX – İlk dönemkinin pek bir faydası olduğunu düşünmüyorum ama ben ilk dönemden daha keyif aldım, onu söyleyebilirim. Ama bütün dersi yapmak bence daha faydalı çünkü zaten 10 dakika 15 dakika yapmanın pek bir faydası olduğunu ben düşünmüyorum Çünkü mesela benimki 20 dakika sürüyordu, ötekininki bi' 5 dakika sürüyor.. Ya da üçümüz yapıyorduk dördüncüye yetişmiyordu, çünkü bazen planlanandan önce bitiyor ya da sonra bitiyor. Dördüncü genellikle açıkta kalıyor.

Teacher – Bu da kaygı yaratıyordur dördüncü kişide. "Ben geçen sefer dördüncü olmuştum."

XXX – Yaratıyor evet. Birinci başlayınca da öyle ya da arada olunca da öyle; "arkadaşımın vaktinden çalacak mıyım?" ya da "O benim vaktimden çaldı ben nasıl yetiştireceğim?" Sürekli çünkü ilki kaydı mı ötekiler de kayıyor. İşte dördüncü planı uygulayamıyor.

Teacher – Anladım. Bunu çözmek için bir yol denediniz mi hiç?

XXX – İki ders almayı denedik her zaman.

Teacher – Zamanı uzatmaya gittiniz yani.

XXX – Evet. Onun dışında evet sorun oldu.

Teacher – İşe yaradı mı?

XXX – Ya ikinci dersi alınca yaradı ama birinci derse sıkıştırdığımız çok azdı. Sıkıştırılmış gibi gösterdik.

Teacher – Peki sence senenin başına baktığında, ilk dönemin başına daha bunlara başlamadan önce bir de şimdiye baktığında, biraz önce dedin gerçi "Zaman konusunda hala pek bir şey yapamadım" diye ama genelde kaygılarında azalma oldu mu?

XXX – Evet. Başlarken şey diyordum; "Acaba öğretebilecek miyim, yeterli miyim?" Çünkü dördüncü sınıfa gelene kadar bunun farkında olmuyorsunuz. Hani tamam bir şeyler öğreniyoruz ama ben bunu nerede kullanacağım. Onun pek bir şeyi yok, havada kalıyor hep; bunlar dördüncü sınıfta oturuyor, stajla. Ben bunu gördüm açıkçası. Başlarken şey diyordum; "Öğretebilecek miyim, ben neredeyim, yeterince biliyor muyum" açıkçası gramer bilgim yeterli olur mu diye de korkuyordum. Ama şimdi gördüm her şey yeterliymiş, şu dört senede aldığımız eğitim onu dördüncü sınıfta yerine oturtuyor. Başta evet kaygım çoktu ama bitince "ben bu işi yapabilirim" diyorum şu an.

Teacher – Ama "zaman konusunda yeterli değilim" diyorsun

XXX – Evet, bir o sorunum var.

Teacher – "Zaman alacak" diyorsun

XXX – Evet.

Teacher – Peki zamanla ilgili özel bir çaba sarf ettin mi hiç?

XXX – Çabuk bitenler için emergency aktiviteler buldum hep, daha kısa sürebilir diye dersin başına warm-up'ları biraz daha eğlenceli duruma getirdim. Ama yetişmeyecek durumuna göre şey dedim hep; "Tamam yetişmesin bu aktivite de olmasın ama iyi öğrensinler." Dedim. İyi öğrettim ama yapamadığım aktivitelerim oldu.

Teacher – Peki son olarak, öğretmen adaylarının yaşadıkları kaygıların onların performansını olumsuz etkilediğini biliyoruz. Bu kaygıların azaltılması ya da giderilmesi için öğretmen adaylarına artı bize staj ve metot dersleri için önerin var mı?

XXX – Not konusunda biraz daha rahat bırakılabilir diye düşünüyorum. Çünkü hepimizin, ben kendi arkadaşlarımdan da gördüğüm kadarıyla not sorunumuz var. "Aman geçer miyiz, son sınıfta bırakırlar mı? Çok sıkıyorlar, devamsızlık bile yapamıyoruz" durumları var, belki biraz daha rahat bırakılabilir. Gerçi ikinci dönem bize bırakılması güzel, "istediğiniz aktiviteyi istediğiniz zaman yapabilirsiniz güzeldi, onda rahattık ve gayet rahat gitti. Onun dışında herhangi bir sorun görmedim. Bir de şey oldu planlarda biz çok sorun yaşadık; objective yazmalarda. İkinci dönem biraz daha feedback alabiliriz çünkü feedbacklerimiz eksiğimiz çok fazla kaldı. Planlarda sorun yaşayabiliyoruz nasıl yapacağız diye. Onda da grup elemanları bir araya gelip bir şeyler yapabilir bu konuda, çünkü biz bir şey yapamadık bu dönem.

Teacher – Biraz daha iş yükünden kaynaklı olabilir.

XXX – Olabilir evet.

Teacher – Teşekkür ederim.

XXX – Ben teşekkür ederim.

Appendix 9. Scheffe's Test for Differences among Departments

(I) Department	(J) Department	Mean Difference (I-J)	Std. Error	Sig.
English	German	,01497	,14941	1,000
	French	,03505	,13125	1,000
	Primary School	,28666	,09012	,123
	Social Sciences	-,02477	,11289	1,000
	Maths	,43822(*)	,10769	,012
	Computer	,16657	,10040	,839
German	English	-,01497	,14941	1,000
	French	,02009	,18503	1,000
	Primary School	,27169	,15852	,816
	Social Sciences	-,03974	,17249	1,000
	Maths	,42325	,16913	,396
	Computer	,15160	,16459	,991
French	English	-,03505	,13125	1,000
	German	-,02009	,18503	1,000
	Primary School	,25160	,14153	,788
	Social Sciences	-,05983	,15702	1,000
	Maths	,40317	,15332	,331
	Computer	,13151	,14829	,992
Primary School	English	-,28666	,09012	,123
	German	-,27169	,15852	,816
	French	-,25160	,14153	,788
	Social Sciences	-,31143	,12469	,399
	Maths	,15156	,12001	,953
	Computer	-,12009	,11351	,981
Social Sciences	English	,02477	,11289	1,000
	German	,03974	,17249	1,000
	French	,05983	,15702	1,000
	Primary School	,31143	,12469	,399
	Maths	,46300	,13793	,083
	Computer	,19134	,13231	,911
Maths	English	-,43822(*)	,10769	,012
	German	-,42325	,16913	,396
	French	-,40317	,15332	,331
	Primary School	-,15156	,12001	,953
	Social Sciences	-,46300	,13793	,083
	Computer	-,27166	,12791	,608
Computer	English	-,16657	,10040	,839
	German	-,15160	,16459	,991
	French	-,13151	,14829	,992
	Primary School	,12009	,11351	,981
	Social Sciences	-,19134	,13231	,911
	Maths	,27166	,12791	,608

*The mean difference is significant at .05 level

Appendix 10. Tamhane's Test for Differences among Departments

Multiple Comparisons

Dependent Variable: Average of all items
Tamhane

(I) Department	(J) Department	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
English	German	-,49725*	,13652	,017	-,9419	-,0526
	French	-,62944*	,14210	,001	-1,0848	-,1741
	Primary School	-,30323	,10917	,122	-,6396	,0331
	Social Sciences	-,53058*	,14875	,017	-1,0059	-,0553
	Maths	-,21936	,19328	,998	-,8569	,4182
	Computer	-,26222	,11736	,444	-,6265	,1021
German	English	,49725*	,13652	,017	,0526	,9419
	French	-,13219	,16794	1,000	-,6719	,4075
	Primary School	,19402	,14117	,983	-,2631	,6511
	Social Sciences	-,03333	,17360	1,000	-,5891	,5224
	Maths	,27788	,21300	,991	-,4136	,9693
	Computer	,23502	,14759	,929	-,2399	,7100
French	English	,62944*	,14210	,001	,1741	1,0848
	German	,13219	,16794	1,000	-,4075	,6719
	Primary School	,32621	,14657	,479	-,1417	,7941
	Social Sciences	,09886	,17802	1,000	-,4668	,6645
	Maths	,41008	,21662	,758	-,2892	1,1093
	Computer	,36722	,15277	,341	-,1186	,8530
Primary School	English	,30323	,10917	,122	-,0331	,6396
	German	-,19402	,14117	,983	-,6511	,2631
	French	-,32621	,14657	,479	-,7941	,1417
	Social Sciences	-,22735	,15303	,961	-,7147	,2600
	Maths	,08387	,19660	1,000	-,5615	,7292
	Computer	,04101	,12274	1,000	-,3406	,4226
Social Sciences	English	,53058*	,14875	,017	,0553	1,0059
	German	,03333	,17360	1,000	-,5224	,5891
	French	-,09886	,17802	1,000	-,6645	,4668
	Primary School	,22735	,15303	,961	-,2600	,7147
	Maths	,31122	,22104	,978	-,3997	1,0221
	Computer	,26836	,15897	,882	-,2361	,7728
Maths	English	,21936	,19328	,998	-,4182	,8569
	German	-,27788	,21300	,991	-,9693	,4136
	French	-,41008	,21662	,758	-1,1093	,2892
	Primary School	-,08387	,19660	1,000	-,7292	,5615
	Social Sciences	-,31122	,22104	,978	-1,0221	,3997
	Computer	-,04286	,20126	1,000	-,6996	,6139
Computer	English	,26222	,11736	,444	-,1021	,6265
	German	-,23502	,14759	,929	-,7100	,2399
	French	-,36722	,15277	,341	-,8530	,1186
	Primary School	-,04101	,12274	1,000	-,4226	,3406
	Social Sciences	-,26836	,15897	,882	-,7728	,2361
	Maths	,04286	,20126	1,000	-,6139	,6996

*. The mean difference is significant at the .05 level.

Appendix 11. 7X2 Mixed-design ANOVA Results

Descriptive Statistics

	Department	Mean	Std. Deviation	N
First implementation average	English	3,5806	,60927	137
	German	3,5500	,41087	20
	French	3,5299	,73700	27
	Primary School	3,2900	,69299	63
	Social Sciences	3,5885	,44444	30
	Maths	3,0625	,79285	24
	Computer	3,4206	,69885	47
	Total	3,4656	,65462	348
Second implementation average	English	3,1356	,84847	137
	German	3,6385	,51623	20
	French	3,7707	,63383	27
	Primary School	3,4444	,64506	63
	Social Sciences	3,6697	,71684	30
	Maths	3,3926	,88020	24
	Computer	3,4034	,63055	47
	Total	3,3696	,77168	348

Tests of Within-Subjects Effects

Measure: MEASURE_1

Source		Type III Sum of Squares	df	Mean Square	F	Sig.
time	Sphericity Assumed	,454	1	,454	1,265	,261
	Greenhouse-Geisser	,454	1,000	,454	1,265	,261
	Huynh-Feldt	,454	1,000	,454	1,265	,261
	Lower-bound	,454	1,000	,454	1,265	,261
time * Department	Sphericity Assumed	14,986	6	2,498	6,963	,000
	Greenhouse-Geisser	14,986	6,000	2,498	6,963	,000
	Huynh-Feldt	14,986	6,000	2,498	6,963	,000
	Lower-bound	14,986	6,000	2,498	6,963	,000
Error(time)	Sphericity Assumed	122,323	341	,359		
	Greenhouse-Geisser	122,323	341,000	,359		
	Huynh-Feldt	122,323	341,000	,359		
	Lower-bound	122,323	341,000	,359		

*The mean difference is significant at .05 level

Pairwise Comparisons for Overall Scores

(I) time	(J) time	Mean Difference (I-J)	Std. Error	Sig.(a)	95% Confidence Interval for Difference(a)	
		Lower Bound	Upper Bound	Lower Bound	Upper Bound	Lower Bound
1	2	,129(*)	,039	,003	,035	,224
	3	,324(*)	,047	,000	,209	,438
2	1	-,129(*)	,039	,003	-,224	-,035
	3	,194(*)	,057	,002	,057	,332
3	1	-,324(*)	,047	,000	-,438	-,209
	2	-,194(*)	,057	,002	-,332	-,057

Pairwise Comparisons for Factor 1

(I) time	(J) time	Mean Difference (I-J)	Std. Error	Sig.(a)	95% Confidence Interval for Difference(a)	
		Lower Bound	Upper Bound	Lower Bound	Upper Bound	Lower Bound
1	2	,245(*)	,066	,001	,086	,404
	3	,457(*)	,069	,000	,290	,625
2	1	-,245(*)	,066	,001	-,404	-,086
	3	,212(*)	,073	,013	,035	,389
3	1	-,457(*)	,069	,000	-,625	-,290
	2	-,212(*)	,073	,013	-,389	-,035

Pairwise Comparisons for Factor 2

(I) time	(J) time	Mean Difference (I-J)	Std. Error	Sig.(a)	95% Confidence Interval for Difference(a)	
		Lower Bound	Upper Bound	Lower Bound	Upper Bound	Lower Bound
1	2	,157(*)	,048	,004	,042	,272
	3	,325(*)	,054	,000	,194	,457
2	1	-,157(*)	,048	,004	-,272	-,042
	3	,168(*)	,063	,024	,017	,320
3	1	-,325(*)	,054	,000	-,457	-,194
	2	-,168(*)	,063	,024	-,320	-,017

Pairwise Comparisons for Factor 3

(I) time	(J) time	Mean Difference (I-J)	Std. Error	Sig.(a)	95% Confidence Interval for Difference(a)	
		Lower Bound	Upper Bound	Lower Bound	Upper Bound	Lower Bound
1	2	,130	,060	,094	-,015	,275
	3	,276(*)	,064	,000	,120	,431
2	1	-,130	,060	,094	-,275	,015
	3	,146	,067	,097	-,018	,309
3	1	-,276(*)	,064	,000	-,431	-,120
	2	-,146	,067	,097	-,309	,018

Pairwise Comparisons for Factor 4

(I) time	(J) time	Mean Difference (I-J)	Std. Error	Sig.(a)	95% Confidence Interval for Difference(a)	
		Lower Bound	Upper Bound	Lower Bound	Upper Bound	Lower Bound
1	2	,010	,072	1,000	-,163	,183
	3	,350(*)	,067	,000	,187	,513
2	1	-,010	,072	1,000	-,183	,163
	3	,340(*)	,080	,000	,147	,533
3	1	-,350(*)	,067	,000	-,513	-,187
	2	-,340(*)	,080	,000	-,533	-,147

Pairwise Comparisons for Factor 5

(I) time	(J) time	Mean Difference (I-J)	Std. Error	Sig.(a)	95% Confidence Interval for Difference(a)	
		Lower Bound	Upper Bound	Lower Bound	Upper Bound	Lower Bound
1	2	,133	,064	,117	-,022	,288
	3	,283(*)	,069	,000	,115	,451
2	1	-,133	,064	,117	-,288	,022
	3	,150	,076	,152	-,034	,334
3	1	-,283(*)	,069	,000	-,451	-,115
	2	-,150	,076	,152	-,334	,034

Categories	N	%
1. Students and Class Profiles	**142**	**48,1**
Not knowing about the class	31	
Students' proficiency level	21	
Students' unfamiliarity with an activity	11	
Teaching young learners	10	
Students' disinterest in the lesson	8	
Student participation	6	
Students' not being able to learn	6	
One/a few disruptive student(s)	6	
Bad reputation of the class	5	
Students' lack of background knowledge	5	
Students' reluctance to write	5	
Unexpected questions/answers from the students	4	
Students' perception of student-teachers' role as teachers	4	
Students' reluctance to read	3	
Students' silence	2	
Students' reluctance to attend the class due to end-of-year time	2	
Students' previous experience	1	
Dealing with an inclusion student	1	
Teaching a subject that students know very well	1	
Tired students	1	
Students' panicking because of not understanding	1	
Students' prejudices about English	1	
A fight in the class	1	
Students' leaving the class	1	
Students' overreaction to classroom events	1	
Students' making fun of student teacher's mimes and gestures	1	
Students' sabotage in the lesson as a whole	1	
Students' not doing the activity correctly	1	
Students' using L2 in an activity	1	
2. Classroom management	**58**	**19,7**
Maintaining discipline	30	
Pacing the lesson	11	
Time management	11	
Noise	4	
A tough class	1	
Dealing with students during a game-like activity	1	
3. Teaching procedures	**50**	**17,0**
Teaching a difficult subject	11	
Getting students' attention	7	
Making students speak	4	
Making students bored	1	
Proctoring students during an exam	1	

Using voice	1	
Teaching too many words at a time	1	
Being able to teach effectively	1	
Communication with students	1	
Previous experience about teaching	1	
Teaching a skill/area for the first time	1	
Difficulty level of the activity	2	
Material selection	2	
Using L2	9	
Modifying classroom language according to students' level	4	
Giving instructions in L2	1	
Being sleepy and tired	1	
Being a perfectionist person	1	
4. Being observed	**29**	**9,8**
Being observed by the university supervisor	26	
Being observed by the cooperating teacher	2	
Others' existence in practice teaching	1	
5. Mentors	**11**	**3,7**
Cooperating teacher interference	3	
Having different techniques than the cooperating teacher	2	
Cooperative teacher demands	1	
Cooperating teacher's being young and knowledgeable	1	
Cooperating teacher's wish to change an activity in the last minute	1	
Teaching without a plan because of the cooperating teacher	1	
Cooperating teacher's perception of student-teachers' role	1	
Supervisor interference	1	
6. Miscellaneous	**5**	**1,7**
Other teacher's negative ideas about student teachers	1	
Other teacher's negative ideas about some classes	1	
Proficiency level of the reading text in the book	1	
Class board is not magnetic	1	
Broken OHP	1	
TOTAL	**295**	**100**

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